**ASSESSMENT OF LEADERSHIP STYLES AND TEACHERS JOB PERFORMANCE IN REMOTE SECONDARY SCHOOLS: A STUDY OF UVINZA DISTRICT COUNCIL, TANZANIA**

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**A Dissertation Submitted in Fulfilment of the Requirements for the Degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania**

**Open University of Tanzania**

**November, 202****4**

**CERTIFICATION**

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a Dissertation entitled: *“****Assessment of Leadership Styles and Teachers Job Performance in Remote Secondary Schools: A Study of Uvinza District Council, Tanzania***in fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED APPS) of the Open University of Tanzania.

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Dr. H. Kessy

(Supervisor)

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Date

**DECLARATION**

I, PETER JOSEPH, do hereby declare that this report is my own original work and that to the best of my knowledge; it has not been presented and will not be presented to any other University similar or any other degree award.

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Signature

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**DEDICATION**

This Dissertation is dedicated to my wife, children and parents for their encouragement during the whole period.

**ACKNOWLEDGEMENTS**

Thanks to those who contributed to the production of this dissertation. I thank the Open University for making my journey possible and I would like to extend my sincere thanks to my supervisor, Dr H. Kessy who spared time tiredness to my work several times and guided the entire research report at all stages. I learned a lot from her friendly, polite, informative, challenging and encouraging intellectual comments.

**ABSTRACT**

Assessment of Leadership Styles and Teachers Job Performance in Remote Secondary Schools with reference to Uvinza District Council, Tanzania. The specific objective were; to determine the most adopted leadership styles in schools, evaluate how the autocratic leadership style correlate teacher job performance, assess how the democratic leadership style correlate teacher job performance and assess how the laissez-faire leadership style correlate teacher job performance. This study employed descriptive research design and mixed research approach. It comprised a sample of 69 teachers and 7 school heads. Data were collected through Questionnaires and Interviews and findings were; autocratic leadership has the most prominent influence on teacher job performance in remote schools. While a laissez-faire approach also appears to have a positive influence, it was not statistically significant in this context. The democratic leadership style did not achieve statistical significance. However, it's important to acknowledge that leadership styles' effectiveness can vary based on the context, and a balanced approach considering the unique needs of the remote school areas in Uvinza District Council is essential for optimal teacher performance and overall educational outcomes. The study recommends that leaders should prioritize targeted training and development. While acknowledging the influence of autocratic leadership, leaders must exercise this style judiciously, promoting collaboration and teacher involvement. It concludes that effective leadership greatly influences teacher job performance, and leadership styles promoting interactive and participatory teaching methods enhance classroom activity and teacher job performance Regular evaluation, resource allocation for collaborative initiatives, and fostering a culture of respect and empowerment are essential for improving student outcomes in these remote educational settings.

***Keywords:*** Leadership Styles, Remote Secondary Schools, Teacher Job Performance, Democratic, Autocratic, and Lazier Fair

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**ABBREVIATIONS AND ACRONYMS**

DA Disagree

LSQ Leadership Style Questionnaire

SA Strongly Agree

SPSS: Statistical Package for Social Sciences

TQ Teacher questionnaire

**CHAPTER ONE**

**INTRODUCTION AND BACKGROUND TO THE PROBLEM**

**1.1 Introduction**

Quality leadership styles and teachers job performance is a pre-requisite for enhancing student performance and education offered. This chapter consists of general introduction of the study including background to the problem, statement of the problem and the objective of the study. Research questions, significance of the study, scope of the study, limitation and delimitation of the study are also included. The chapter ends up with definition of the terms as well as conceptual framework of the study.

**1.2 Background to the Problem**

Effective leadership styles in schools is crucial for enhancing student performance (Day & Sammons, 2016; Fackler & Malmberg, 2016; Parveen *et al*., 2021). Teachers' job performance directly influences student success, making the role of educators pivotal (Tan, 2014; Hallinger & Ko, 2015; Wu *et al.,* 2020a, b). Leadership styles significantly impact teaching practices and student outcomes, indicating the vital link between school leadership and academic achievement (Lee *et al.,* 2019; Lunenburg & Ornstein, 2021). Therefore, nurturing schools with effective leadership and instructional practices is paramount for student academic performance (Sebastian & Allen worth, 2019). This is the case globally and it applies equally irrespective of the country one is.

By identifying the most effective leadership styles in remote secondary schools within Uvinza District Council, the study offers actionable insights for optimizing teacher performance (Antony *et al.,* 2012; Al-Safran *et al.,* 2014; Keddie, 2015; Parveen et al., 2022). Emphasizing the connection between effective leadership, student academic performance, and teachers' job performance underscores the importance of cultivating healthy leadership practices (Cheng, 1994; Leithwood *et al.*, 2010). Moreover, accountability measures and modern instructional strategies are essential for creating environments conducive to improved teacher job performance and better educational outcomes for students (Awka & Emeghebo, 2020; Bickmore & Dowell, 2018; Oplatka & Arar, 2018).

While research has addressed the influence of school leadership styles on teacher productivity, there remains a gap in understanding this relationship in rural Tanzanian schools (Nyenyembe *et al*., 2016). Exploring this link can contribute to improving leadership practices and enhancing teacher performance in such contexts (Ghazi & Maringe, 2011; Malik *et al.,* 2011; De Talancé, 2017; Ali, 2018). This study holds promise for adding to existing literature on teacher performance and its impact on student outcomes, thereby shedding light on the complex dynamics of leadership in education.

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

Rural schools often face unique challenges including ineffective leadership that can affect the quality of education and overall school performance hence, there is a need to assess teachers’ performance in relation to the types of leadership employed by using empirical methods so as to enhance students’ performance outcomes (Bryman, 2011; Morrison, 2011; Haque *et al.,* 2015; Younas *et al.,* 2022). Many studies highlight the intertwined nature of ' leadership styles and teacher job performance (Adeyemi, 2010; Imhangbe et al., 2018; Saleem *et al.,* 2020). Again, other studies demonstrate that, teachers’ performance significantly influences overall school effectiveness under effective leadership characterized by shared vision and cooperation (Awamleh & Gardner, 1999; Hallinger & Heck, 2011; Gumus *et al.,* 2013). Consequently, the performance of rural schools is directly impacted by the instructional and non-instructional functioning of teachers as influenced by the type of leadership (Cheng, 1994; Leithwood *et al.,* 2010).

However, unfavorable leadership styles adopted by school heads hinder teachers from achieving the main school goal which is better outcomes leading to a decline in teachers’ performance and consequently poor performance to students (Bickmore & Dowell, 2018; Oplatka & Arar, 2018). The style of leadership in school may raise many chaotic issues in schools such as conflict, poor attendance among teachers, students and even other administrative staffs within schools which further exacerbates the situation, affecting local teachers' efficiency and good practices according to their profession (Ali, 2011; Chaudary & Imran, 2012; Nadeem *et al.,* 2013; Halai & Durrani, 2018). Despite extensive research on these phenomena, a clear linkage between school heads’ leadership styles and teacher performance in remote schools, particularly in councils like Uvinza district in Kigoma, remains elusive; very few studies have been done in this area. Consequently, it was found important by the researcher to conduct this study so as to assess the relationship between autocratic, democratic, and laissez-faire leadership styles in Uvinza rural schools and their effect to teachers’ performance to fill the knowledge gap as well as enhance the teachers’ performance

**1.3 General Objective**

This study assessed the various leadership styles utilized by school administrators on the job performance of teachers serving in secondary schools within the Uvinza District council of the Kigoma region, Tanzania.

* + 1. **Specific Objectives**

The study was guided by following specific objectives:

1. To determine the most commonly adopted leadership styles in Uvinza district secondary schools.
2. To evaluate the correlation between the autocratic leadership style and teachers’ job performance in Uvinza district secondary schools.
3. To assess the correlation between the democratic leadership style and teachers’ job performance in Uvinza district secondary schools.
4. To assess the correlation between the laissez-faire leadership style and teachers job performance in Uvinza district secondary schools.
   1. **Research Questions**
5. What are the most commonly adopted leadership styles in Uvinza district secondary schools?
6. To what extent does the autocratic leadership style correlate with teacher job performance in Uvinza district secondary schools in Uvinza district?
7. To what extent does the democratic leadership style correlate with teacher job performance in Uvinza district secondary schools in Uvinza district?
8. To what extent does the laissez-faire leadership style correlate with teacher job performance in Uvinza district secondary schools in Uvinza district?

**1.5 Significance of the study**

The findings for this study help to build upon the educational and organizational literature regarding leadership and employee job performance. In addition, the study findings are expected to be considerably useful for school administrators, teachers, educational planners, and policymakers alike. This study contributes not only to improve school administration but also to prevent the teachers to quit their jobs. Accordingly, this contribution probably improve the current situation of public secondary school teachers with attempts to effectuate leadership and enhance classroom instructions in a structured yet supportive school environment. Additionally, the study helps inform uvinza district about the significance of the ' leadership styles and job performance of their respective teachers. Ultimately, the study may facilitate sustainable collaborative efforts between schools and the local authority in Uvinza district. The study would, therefore, make a greater contribution to the ongoing efforts to improve their suffered current situation.

**1.6 Scope of the Study**

This study covers information related to leadership styles and teachers job performance in public secondary schools in Uvinza District, Tanzania. The study captured seven schools of more than 20 km from the district. This is because these teachers experience harsh environment of teaching different from other teachers who have little difficult with teaching environment. The stress of these teachers is double over the other near distance teachers from the district.

**1.7 Limitations and Delimitations of the Study**

The study faced several limitations that may have influenced its scope and depth. Budget constraints were a primary challenge, limiting the researcher’s ability to conduct extensive fieldwork, travel to schools, and use advanced research tools (Kumar, 2011). These financial restrictions necessitated the adoption of cost-effective strategies such as virtual interviews and electronic surveys. Additionally, time constraints arose due to teachers' tight schedules, making it challenging to coordinate data collection sessions. The researcher mitigated this by conducting interviews and surveys during breaks, weekends, or after school hours to accommodate participants’ availability (Creswell, 2014). Another limitation was the geographic and participant scope, as the study focused on specific schools and teachers, which may reduce the generalizability of the findings to other regions or educational systems (Yin, 2018). Lastly, the reliance on basic statistical tools restricted the depth of data analysis.

To address these limitations, the researcher established clear delimitations. The study was geographically confined to selected schools to allow for detailed exploration of leadership styles and their impact on teacher performance. The focus was narrowed to school heads and teachers, excluding broader organizational factors or stakeholders, ensuring the study remained within the research objectives (Creswell & Creswell, 2018). Flexible scheduling approaches and cost-effective data collection methods were implemented to overcome time and budgetary constraints. By acknowledging and addressing these limitations through defined delimitations, the study achieved meaningful and focused results within the parameters of the selected educational context.

**1.8 Definition of Key Concepts**

For the purpose of this study, the following terms are defined to provide in-depth clarity and a contextual understanding of the key variables and concepts explored. These definitions are rooted in theoretical and empirical research, offering a robust foundation for the study.

**Leadership**

Leadership is defined as the ability to influence, guide, and direct individuals or teams toward achieving organizational or institutional goals (Northouse, 2021). Leadership involves shaping the vision, values, and objectives of an organization while motivating team members to align their efforts toward common goals. In this study, leadership specifically refers to how school heads influence teachers in their schools to achieve educational objectives. This influence is not limited to administrative decisions but extends to interpersonal relationships, professional development, and the creation of a positive school climate. Effective leadership has been widely recognized as a critical factor in improving teacher performance and fostering student success (Leithwood et al., 2004).

**Leadership Styles**

Leadership styles refer to the distinctive approaches and methods leaders adopt to guide, motivate, and manage their teams effectively (Yukl, 2013). These styles encapsulate how leaders interact with their subordinates, make decisions, and address challenges. In the context of this study, leadership styles denote the specific methods employed by school heads to manage and engage their teaching staff. The choice of leadership style significantly impacts teacher morale, job satisfaction, and performance. For instance, transformational leadership, which emphasizes inspiration and collaboration, can lead to higher levels of teacher engagement and motivation (Bass & Avolio, 1994). On the other hand, autocratic or laissez-faire leadership styles may have varying effects depending on the situation and organizational culture.

**Job Performance**

Job performance is defined as the degree to which an individual fulfills their job responsibilities effectively, based on a comparison of actual outcomes with expected goals (Mosadeghrad & Yarmohammadian, 2006). In the context of this study, teacher job performance refers to the efficiency, effectiveness, and professionalism with which teachers fulfill their roles, including lesson planning, classroom management, and delivery of instruction. Teacher job performance is essential to achieving educational objectives, as it directly affects student learning outcomes and school success (Day et al., 2016). Research suggests that enhanced job performance contributes not only to organizational efficiency but also to the psychological and spiritual energy within the workplace, fostering a positive environment that benefits all stakeholders (Leithwood et al., 2020). Schools must prioritize strategies to improve teacher job performance, as it is a critical determinant of both individual and institutional success.

**Autocratic Style**

The autocratic leadership style is characterized by a leader who makes decisions independently, with minimal or no input from team members (Lewin et al., 1939). In this style, leaders exert significant control over processes and outcomes, often emphasizing rules, compliance, and authority. In the context of this study, the autocratic style pertains to school heads who rely on directive management, making decisions without consulting teachers. While this approach can be effective in situations requiring quick decision-making or in crisis management, it can also stifle creativity, reduce teacher morale, and create a rigid work environment (Yukl, 2013). Its effectiveness often depends on the context, such as the level of organizational complexity and the nature of tasks at hand.

**Democratic Style**

The democratic leadership style, also known as participative leadership, involves active engagement of team members in decision-making processes (Northouse, 2021). Leaders adopting this style seek input from their subordinates, value their opinions, and promote collaboration. In the context of this study, democratic leadership refers to practices where school heads encourage teachers to contribute ideas and share responsibilities. This style is particularly effective in fostering a sense of inclusion and ownership among teachers, leading to higher levels of motivation, engagement, and innovation (Bass & Avolio, 1994). Democratic leadership is associated with improved team dynamics, better problem-solving, and a stronger commitment to shared goals, making it a preferred approach in many educational settings (Robinson et al., 2008).

**Laissez-Faire Style**

The laissez-faire leadership style, also referred to as delegative leadership, is characterized by minimal intervention and supervision from leaders (Lewin et al., 1939). In this style, leaders provide their team members with autonomy to make decisions and manage their tasks independently, trusting them to deliver results. In the context of this study, laissez-faire leadership refers to practices where school heads allow teachers significant freedom in their professional roles. While this approach can promote independence and creativity, it may also result in a lack of direction, accountability, and consistency if not appropriately managed (Yukl, 2013). The effectiveness of laissez-faire leadership often depends on the competence and motivation of team members, as well as the complexity of tasks involved.

**1.9 Conceptual Framework**

The Conceptual Framework provides a theoretical foundation and visual representation of the relationships among key variables in the study. It serves as a roadmap for understanding how leadership styles (independent variable) influence teacher motivation, satisfaction, and engagement (intervening variables), ultimately affecting teacher job performance (dependent variable). This framework aligns with Kumar’s (2011) assertion that conceptual frameworks clarify research objectives by identifying variables and their interactions, enabling a systematic approach to data collection and analysis.

Leadership styles are positioned as the primary factor shaping the teaching and learning environment. Effective leadership has a transformative impact on the school climate, teacher behaviors, and student outcomes. By examining these relationships, the framework highlights the importance of leadership in fostering a conducive educational environment that drives teacher performance and overall school success.

**Teacher Performance**

**Leadership Styles**

* Democratic Leadership
* Autocratic
* Laisser-faire

**Teaching and Learning Process**

Teacher motivation, satisfaction, and engagement culture

**DEPENDENT VARIABLE**

**INDEPENDENT VARIABLE**

**Figure I**: Conceptual framework of the Study

**Source:** Researcher (2024)

**Variables of the study**

**Independent Variable: Leadership Styles**

Leadership styles form the core of the study as the **independent variable**. They are pivotal in shaping how teachers perform their roles and interact with students. Transformational leadership, for example, emphasizes vision, inspiration, and collaboration, creating an environment where teachers feel empowered to innovate and excel in their roles (Bass & Avolio, 1994; Northouse, 2021). Transactional leadership, characterized by its focus on clear structures and rewards, ensures consistency and discipline but may lack the capacity to inspire long-term commitment and creativity (Yukl, 2013).

Leadership styles significantly influence the operational dynamics of schools. Transformational leaders prioritize professional growth and foster a culture of trust and collaboration, enabling teachers to reach their full potential. Conversely, authoritarian or laissez-faire leadership styles often create environments marked by low morale and disengagement, which can hinder teacher effectiveness (Leithwood et al., 2004). Studies suggest that schools led by transformational leaders tend to experience improved teacher motivation, higher levels of job satisfaction, and enhanced student achievement (Robinson et al., 2008).

Additionally, leadership styles influence resource allocation, decision-making processes, and the overall school climate. Leaders who actively involve teachers in decision-making processes build a sense of ownership and accountability, further motivating teachers to perform well. These dynamics underscore the critical role leadership plays in shaping both the teaching and learning process and the broader educational outcomes.

**Intervening Variables: Motivation, Satisfaction, and Engagement**

The **intervening variables** in the conceptual framework teacher motivation, job satisfaction, and engagement act as mediators between leadership styles and teacher job performance. These factors are essential in understanding how leadership influences teacher behaviors and outcomes.

***Teacher Motivation***

Teacher motivation, a key intervening variable, reflects the drive and enthusiasm teachers bring to their roles. Intrinsic motivation, driven by personal satisfaction and a sense of accomplishment, plays a vital role in enhancing teacher performance. Deci and Ryan (1985) argue that intrinsic motivation is more sustainable and impactful than extrinsic rewards, as it encourages long-term engagement and creativity. Leadership styles that emphasize recognition, professional development, and goal-setting foster intrinsic motivation among teachers, leading to improved performance and innovation (Fullan, 2001).

***Job Satisfaction***

Job satisfaction represents a teacher’s sense of fulfillment and contentment in their role. According to Herzberg's (1966) two-factor theory, both intrinsic factors (e.g., recognition, personal growth) and extrinsic factors (e.g., salary, working conditions) contribute to job satisfaction. Leadership styles that prioritize teacher well-being and address their concerns create environments where teachers feel valued and motivated to perform at their best. Research has shown that satisfied teachers are more likely to remain in their roles, exhibit higher levels of engagement, and positively influence student outcomes (Yukl, 2013).

***Teacher Engagement***

Teacher engagement refers to the level of energy, attention, and commitment teachers invest in their work. Kahn (1990) describes engagement as the psychological connection between individuals and their roles, which is crucial for driving high performance. Leaders who provide clear goals, constructive feedback, and opportunities for collaboration can significantly enhance teacher engagement. Engaged teachers are more likely to implement innovative teaching strategies, establish strong connections with students, and contribute to a positive school culture (Robinson et al., 2008).

**Dependent Variable: Teacher Job Performance**

Teacher job performance, the **dependent variable**, is the ultimate outcome of the relationships explored in the framework. It encompasses the ability of teachers to deliver effective instruction, manage classrooms, and achieve educational goals. Teacher performance is a critical determinant of student achievement, school success, and overall educational quality (Day et al., 2016).

Leadership styles and intervening variables play a direct role in shaping teacher performance. Schools with effective leadership often report higher levels of teacher performance, characterized by better lesson planning, classroom management, and student engagement. Research by Leithwood et al. (2004) suggests that transformational leadership, in particular, fosters a supportive environment that enables teachers to excel in their roles. Additionally, teacher motivation, satisfaction, and engagement significantly influence how effectively teachers carry out their responsibilities.

**Teaching and Learning Process as a Mediator**

The teaching and learning process is a critical mediator within the conceptual framework, linking leadership styles to teacher job performance. This process represents the daily interactions, practices, and strategies that occur within classrooms. Leadership styles directly influence the quality of this process by shaping the availability of resources, fostering collaboration, and promoting professional development (Fullan, 2001).

Effective leadership creates a positive teaching and learning environment where teachers feel supported and valued. This environment encourages collaboration among teachers, enabling them to share best practices and develop innovative teaching strategies. For example, transformational leaders often prioritize creating a culture of continuous improvement, where teachers are encouraged to experiment with new approaches to enhance student learning (Hallinger & Heck, 1998).

When the teaching and learning process is well-supported, it not only improves teacher performance but also leads to better student outcomes. Students benefit from engaging, well-planned lessons, and a positive classroom environment, further reinforcing the importance of effective leadership in schools.

**CHAPTER TWO**

**LITERATURE REVIEW**

**2.1 Introduction**

This chapter includes a theoretical and empirical literature review synthesis and the research gap.

**2.2 Theoretical Literature Review**

**2.2.1 Path Goal Theory**

This study was guided by The Path-Goal Theory of leadership which was developed by Robert House in 1971 and revised in 1996. It is a leadership theory that focuses on how leaders can help subordinates so as to reach their goals and align them with the goals of the organization. The core idea is that a leader's behaviour is contingent to the satisfaction, motivation, and performance of their subordinates.

According to House, directive leadership represents one facet of the Path-Goal theory, where leaders communicate clear expectations to subordinates. Within a school environment, this style manifests as school heads outlining tasks for teachers, detailing expectations, methodologies, and deadlines. This approach is particularly suitable when tasks are complex or ambiguous, formal authority is robust, and the work group requires explicit guidance to achieve optimal job performance.

Conversely, supportive leadership emphasizes leaders' concern for the well-being and personal needs of subordinates. School heads practicing supportive leadership cultivate a friendly and approachable atmosphere, attending to teachers' human needs. This style proves effective in environments where tasks are straightforward, formal authority is less pronounced, and the work group does not inherently provide intrinsic motivation for job performance.

Participative leadership embodies a collaborative approach, where school heads engage teachers in decision-making processes, seeking their input and integrating their ideas. This leadership style is conducive to situations where teachers prefer involvement in decision-making, possess an internal locus of control, and demonstrate high ability levels. It is particularly effective in contexts characterized by varying task complexities and fluctuating performance levels among colleagues.

Finally, achievement-oriented leadership sets ambitious and explicit goals for subordinates, promoting continuous improvement and excellence.

This theory is very important and related to the study due to the fact that, school heads employing this approach establish high standards to teachers and instill confidence in their abilities. This leadership style is beneficial when teachers respond positively to directive approaches, exhibit an external locus of control, and demonstrate high levels of ability.

Hence, the theory provides a comprehensive framework to school leaders and any other organization because by effective leadership focusing on enhancing motivation, clarifying goals, adapting good leadership styles, improving satisfaction and performance, and aligning individual and organizational goals, at the end they can create a supportive and productive work environment in schools which is always revealed by students’ high academic performance as well as other achievements.

**2.2.2 Self-Determination Theory**

The Self-Determination Theory, introduced by Edward Deci and Richard Ryan in the mid-1980s, provides a theoretical framework that aligns with the leadership styles of school heads in secondary schools. This theory, widely accepted as a robust empirical model, delves into people's inherent growth tendencies and psychological needs, offering insights into human motivation and personality.

Central to the Self-Determination Theory are three fundamental psychological needs: autonomy, competence, and relatedness. These needs serve as the underlying drivers of individual performance and motivation. Autonomy, for instance, refers to the sense of having choices and willingly endorsing one's behavior. In the context of school leadership, principals can effectively motivate teachers by granting them autonomy over their teaching methods, schedules, and decision-making processes. By empowering teachers to make choices and exercise autonomy in their work, leaders foster a sense of ownership and commitment among educators, ultimately enhancing their performance and job satisfaction.

Moreover, the theory emphasizes the importance of competence, which entails feeling capable and proficient in one's tasks. School heads can support teachers' sense of competence by providing opportunities for professional development, offering constructive feedback, and acknowledging their expertise. When teachers feel valued and competent in their roles, they are more likely to be motivated to perform at their best and contribute to the overall success of the school.

Additionally, relatedness, the third psychological need outlined in the theory, emphasizes the importance of interpersonal connections and belongingness. Principals can nurture a sense of relatedness among staff members by fostering a supportive and collaborative work environment, encouraging open communication, and promoting teamwork. When teachers feel connected to their colleagues and supported by their leaders, they are more likely to be engaged and motivated in their work.

Furthermore, the Hesbag's theory of motivation, which posits that motivation is the internal drive that prompts individuals to take action, complements the principles of the Self-Determination Theory. The variables highlighted in Hesbag's theory, such as autonomy, competence, and relatedness, align with the core tenets of the Self-Determination Theory, further reinforcing the importance of intrinsic motivation in driving performance and commitment among teachers.

In essence, the Self-Determination Theory provides school leaders with evidence-based strategies for effectively motivating teachers, enhancing their performance, and promoting a positive work culture within secondary schools. By understanding and addressing teachers' fundamental psychological needs, principals can create environments that foster autonomy, competence, and relatedness, ultimately leading to improved outcomes for both educators and students.

**2.3 Empirical Literature Review**

**2.3.1 Leadership Styles Persistently Used in Schools**

Two distinct studies conducted in Nigeria and Iran shed light on the relationship between leadership styles and teacher productivity or job performance.

Awka and Emeghebo, Anneth Ndidiamaka (2020) conducted a study in Nigeria aiming to determine the relationship between leadership styles and the productivity of teachers in public tertiary institutions in Anambra State. Adopting a correlation research design, the study included the entire population of 132 vocational and technical educators without sampling. Data were collected using Leadership Style Questionnaire (LSQ) and Teacher Productivity Questionnaire (LPQ), with reliability coefficients of 0.89 and 0.76, respectively. Findings revealed a negative and significant relationship between autocratic leadership style and teacher productivity, while democratic, transactional, and transformational leadership styles exhibited positive and significant relationships with teacher productivity. The study concluded that Deans and Heads of Department should employ a variety of leadership styles to effectively monitor teachers' academic performance, particularly in vocational and technical education.

On the other hand, Saeed *et al.* (2011) conducted a study in Isfahan, Iran, focusing on the effect of female school heads' management styles on teacher job performance in girls' high schools. Using a descriptive correlation research method, the study included 125 teachers randomly chosen from a population of 2591. Data were collected through researcher-made questionnaires assessing management styles and job performance. The questionnaires demonstrated good reliability and validity. Descriptive and inferential statistical analyses were employed to analyze the data. Results indicated that only directive and executive management styles had a positive impact on teachers' job performance. Furthermore, differences in perceptions of directive management style were noted based on teachers' gender and educational level, while variations in perceptions of laissez-faire style were observed based on teaching experience. Additionally, the type of high school (governmental or non-profit) was found to influence teachers' job performance, with teachers in non-profit schools expressing higher satisfaction.

These studies highlight the importance of leadership styles in influencing teacher productivity and job performance, underscoring the need for educational leaders to adopt diverse approaches tailored to specific contexts and needs.

**2.3. 2. Autocratic Leadership Style Correlate Teacher Job Performance**

Three separate studies, conducted in different countries but all focused on the relationship between school heads' leadership styles and teachers' job performance, offer valuable insights into this complex dynamic.

Wachira, Gitumu, and Mbugua (2017) conducted their study in Kieni West Sub-County, Nyeri County, Kenya, aiming to understand how school heads' leadership styles affect teachers' job performance in public secondary schools. Utilizing a descriptive survey research design, they targeted all 22 school heads and 262 teachers in the area. Through stratified random sampling, 8 school heads and 74 teachers were selected for participation. The researchers employed both quantitative and qualitative procedures for data analysis, using chi-square and correlation tests to establish relationships. Their findings highlighted a significant relationship between autocratic leadership styles and teachers' job performance. They concluded that school heads adopt various leadership styles, with supportive leadership positively influencing teachers' performance. They recommended government and local leaders sensitize parents to collaborate with school heads to enhance academic performance.

Similarly, Wangai (2015) conducted a study on the same topic in Nairobi County, Kenya. Adopting the Path-Goal Theory of leader effectiveness, Wangai aimed to explore the relationship between heads' autocratic leadership styles and teachers' job performance in public secondary schools. Using a correlational research design, the study targeted all heads and teachers in Nairobi County in 2014, with a sample of 270 participants selected from 45 schools. Results showed a positive and significant relationship between heads' leadership styles and teacher job performance, with various leadership styles observed among heads. Notably, the study revealed that 64.68% of teachers exhibited high job performance. The findings underscored the importance of heads using leadership styles conducive to teachers' job performance.

In a different context, Nyenyembe *et al.* (2016) investigated the relationship between school heads autocratic leadership styles and teacher job performance in public secondary schools in Faisalabad city, Punjab, Pakistan. Employing a correlational design, the researchers gathered data from 102 school heads and 512 teachers through self-administered questionnaires. Their analysis revealed a statistically significant relationship between principal autocratic, democratic, and laissez-faire leadership styles and teacher job performance. Notably, autocratic leadership emerged as the most prevalent style, exerting a strong positive impact on teacher job performance. The findings suggested that school heads should judiciously integrate leadership styles according to their schools' specific circumstances to enhance teacher job performance.

Critically assessing these studies, while they provide valuable insights into the relationship between school heads' leadership styles and teachers' job performance, it's essential to consider contextual factors such as cultural differences, school size, and socioeconomic conditions that may influence the effectiveness of leadership styles. Additionally, the reliance on self-reported data and the limited generalizability of findings to other educational contexts should be acknowledged. Future research could benefit from employing mixed-method approaches and longitudinal studies to provide a more comprehensive understanding of the complex interplay between leadership styles and teacher job performance.

**2.3.3 Democratic Leadership Style Correlate Teacher Job Performance**

Two separate investigations, each conducted within the unique educational contexts of Tanzania and Kenya, delved into the intricate relationship between leadership styles within secondary schools and the subsequent impact on teachers' job performance.

The study by Nyenyembe *et al*. (2016) centered on Tanzanian public secondary schools, particularly in the Songea District. Their research, encompassing 180 teachers across ten schools, was meticulously designed to assess how the leadership approaches of influenced the job satisfaction and performance of educators. Through the administration of a comprehensive questionnaire, the researchers gleaned insights into the preferences of teachers, revealing a pronounced correlation between effective leadership characterized by mentorship and attentiveness to personal well-being, and heightened job satisfaction among educators. Notably, the findings of this study challenged conventional notions by advocating for a nuanced understanding of leadership that amalgamates both transformational and transactional styles for optimal outcomes.

On the other hand, Kiboss and Jemiryott (2014) embarked on a similar investigative journey within the educational landscape of Kenya, focusing specifically on secondary schools in the Nandi South District. Employing House's Path-Goal theory as a conceptual framework, the researchers meticulously crafted a descriptive survey research design to capture the perspectives of 138 teachers selected from a pool of 501 educators. Utilizing two distinct questionnaires one tailored for teachers and the other for the study sought to elucidate the intricate interplay between leadership styles and teachers' job performance. Through a rigorous analysis incorporating statistical methods such as frequencies, percentages, means, and standard deviation, the researchers unearthed compelling insights. It became evident that the leadership styles adopted by exerted a significant influence on the overall working environment within schools, consequently impacting the job performance of teachers. Noteworthy was the revelation that Democratic leadership emerged as the predominant style in the Nandi South District, with a majority of teachers expressing contentment with their professional roles in light of the prevailing leadership paradigm.

In essence, both studies highlight the pivotal role of leadership within the educational ecosystem, particularly in shaping the job satisfaction and performance of teachers. By emphasizing the significance of mentorship, participatory approaches, and a holistic leadership ethos encompassing both transformational and transactional elements, these investigations offer invaluable insights aimed at fostering an environment conducive to educational excellence and professional fulfillment within African public secondary schools.

**2.3. 4. Laissez-Faire Leadership Style Correlates Teacher Job Performance**

Skogstad, *et al,* (2007) did a study on laizerfair leadership in secondary schools, the aim of the study is to test the assumption that laissez-faire leadership behavior is not a type of zero-leadership, but a type of destructive leadership behavior that shows systematic relationships with workplace stressors, bullying at work, and psychological distress. A survey of 2,273 Norwegian employees was conducted and analyzed. Laissez-faire leadership was positively correlated with role conflict, role ambiguity, and conflicts with coworkers. Path modeling showed that these stressors mediated the effects of laissez-faire leadership on bullying at work and that the effects of laissez-faire leadership on distress were mediated through the workplace stressors, especially through exposure to bullying. The results support the assumption that laissez-faire leadership behavior is a destructive leadership behavior. (PsycINFO Database Record (c) 2016 APA, all rights reserved).

Also, Shamaki, conducted study on a similar topic in (2015), this study assessed the influence of lazier fair Leadership Style on Teacher's Job Productivity in Public Secondary Schools in Taraba State, Nigeria. The study wanted to establish out the leadership style that could make teachers more effective in their profession. 165 teachers were used in the study while data analysis was done quantitatively through chi-square test and questionnaires with 20 items were administered. Results reveals that laissez-faire style contribute more to teachers’ job productivity and democratic than autocratic style. The study recommended that, democratic leadership and laissez-faire styles should be practiced by school heads depending on the situation of that school; also, seminars and workshops should be conducted for teachers to update their knowledge.

**2.4 Research Gap**

Existing studies extensively explore leadership styles and teacher performance, particularly in urban and well-resourced settings (Bass & Avolio, 1994; Leithwood et al., 2004). However, there is limited research on remote districts like Uvinza in Tanzania, where unique challenges such as resource limitations, geographic isolation, and socio-economic constraints affect both leadership and teacher performance (UNESCO, 2020; World Bank, 2018). This study addresses the gap by focusing on the specific dynamics in remote school districts, providing insights to inform leadership practices and improve educational outcomes in underserved areas.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

**3.1 Introduction**

This chapter presents the research methodology used in the study. It includes research approach, research design, study area, sample size, and sampling techniques, data collection, reliability, and validity of the instruments.

**3.2 Research Approach**

A research approach is the procedure selected by the researcher to collect, analyze, and interpret data (Creswell, 2009). The study employed both quantitative and qualitative methods to investigate the research question. This approach allows for a more comprehensive understanding of the phenomenon under study by integrating the strengths of both quantitative and qualitative data. By combining quantitative and qualitative data, researchers explored different facets of the research topic, corroborated findings, and provided a richer and more understanding of the phenomenon.

**3.3 Research Design**

A research design is a systematic plan or framework that guides the collection, analysis, and interpretation of data in a research study. It outlines the procedures for conducting the study, including the methods for gathering and analyzing data, the sample selection, and the overall strategy to answer the research questions or test hypotheses. The research design ensures that the study is methodologically sound, logically structured, and capable of yielding valid and reliable results (Bogdan & Knopp, 2006). In this study descriptive research was used. The design aims to describe characteristics of a population or phenomenon being studied. in order to describe behaviours and attributes of a population. Descriptive studies are often used to answer questions about the prevalence of a particular trait, the distribution of variables, or the composition of a population (Gall.*,* 2007)

**3.4 Study Area**

The study was conducted in Uvinza District, which is one of the six administrative districts of Kigoma Region in Tanzania. The district is located to the northwest of Kigoma and Kigoma-Ujiji Districts, and is bordered to the north by Kasulu District. In addition, Lake Tanganyika borders the district to the west, while Mpanda District in Katavi Region borders it to the south and Kaliua District in Tabora Region borders it to the east. The district is named after the Vinza people, who historically ruled the western part of the district. Southern Uvinza District is home to the Mahale Mountains National Park.

This area was selected for the study because teachers in this region have no access to headquarter, and they have to travel for two days by boat transport in Lake Tanganyika if they want to go to the district. As a result, the teachers in this region feel differently from those who are employed in towns in the same district, and their performance may be affected.

**3.5 Target Population**

The concept of target population refers to the entire group of individuals from which a researcher wishes to draw conclusions and inferences. In other words, it is the group of people or subjects that the researcher is interested in studying. In the context of the study mentioned in the text, the target population consisted of all teachers and, totaling 95 staff members.

**3.6 Sample Size and Sampling Techniques**

**3.6.1 Sample size**

Sample size refers to the number of items selected from a study population to represent the entire population. According to Morgan's formula from 1970, a sample size is considered adequate if it is greater than 30 and more than 10% of the population. In this case, the population consisted of 95 teachers and, and the sample size was 76 participants. Out of these 76 participants, 69 were teachers, and 7 were from rural areas, selected due to their remoteness.

**Table 3. 1 Sample size**

|  |  |  |
| --- | --- | --- |
| **Category of population** | **Population** | **Sample size** |
| Teachers | 86 | 86/95\* 76=69 |
|  | 9 | 9/95\* 76=7 |
| **Total** | **95** | **76 participants** |

**Source: Researcher, 2023**

**3.7 Sampling Techniques**

Given that the study focuses specifically on teachers and school headmasters in remote secondary schools in Uvinza District Council, Tanzania, here are some sampling techniques used:

**Stratified Sampling:** The population of teachers and school headmasters was divided into strata based geographic location, randomly selection of the samples from each stratum was done to ensure representation from different segments of the population.

**Cluster Sampling:** The remote schools in Uvinza District Council were divided into clusters based on geographic proximity (Creswell & Creswell, 2017), randomly selection of a sample of schools (clusters) and all teachers and school headmasters from the selected clusters in the sample was ensured.

**Simple Random Sampling**: there was assigning a unique identifier to each teacher and school headmaster in the remote schools. Use a random number lottery method to select a random sample of teachers and school headmasters from the population was done (Creswell & Creswell, 2017). Lastly purposeful Sampling was employed to select teachers and school headmasters based on different leadership styles and teachers with varying levels of job performance. This approach allowed researcher to target participants who can provide rich and diverse perspectives on the topic.

**3.8 Data Collection Methods and Instruments**

**3.8.1 Questionnaire**

A questionnaire is a research instrument consisting of a series of questions used to gather information from respondents (Gall *et al*., 2007). Questionnaires can be structured with closed-ended questions (like multiple choice or rating scale questions) or open-ended questions (where respondents can freely express their thoughts). The study used 7 public secondary schools head teachers for interview and 69 teachers who were given questionnaire to fill. The questionnaires were collected for coding and the general analysis of the data provided by the respondents. The technique enabled the researcher to obtain a large amount of information in short time.

**3.8.2 Interview Method**

The interview method is a data collection technique where a researcher or interviewer directly interacts with participants to gather information (Saunders *et al*

. 2012). Interviews can be conducted in various formats, including face-to-face, over the phone, via video conferencing, or even through email. The study used face to face semi structured interview to heads of schools in seven schools. In semi-structured interviews, the interviewer had a set of predetermined questions with follow-up questions to explore responses in more detail. This approach allowed some flexibility while maintaining a certain level of standardization.

**3.9 Validity and Reliability**

Reliability is about the consistency of a measure, and validity according to Kyunghee & Sujin (2013) is about the accuracy of a measure. This instruments for this study was valid as the Kaiser-Meyer-Olkin (KMO) measure of sampling was adequacy for this research by 0.787, which is considered to be good suggests that the variables in this dataset are sufficiently related, indicating that factor analysis is appropriate.

Additionally, Bartlett's Test of Sphericity was significant (Approx. Chi-Square = 557.535, df = 105, p < 0.001), indicating that correlations between variables are not zero, supporting the factorability of the correlation matrix. This further supports the suitability of this data for factor analysis.

In summary, the KMO value of 0.787 and the significant result of Bartlett's Test of Sphericity indicate that, dataset was suitable for factor analysis, providing evidence for the validity of the measurement model and supporting the presence of underlying factors or constructs within this data. These findings align with the recommendations by Kaiser (1974) and Hair *et al*. (2017), validating the adequacy of this data for factor analysis.

**Table 3.1: KMO and Bartlett's Test**

|  |  |  |
| --- | --- | --- |
| **KMO and Bartlett's Test** | | |
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .787 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 557.535 |
| Df | 105 |
| Sig. | .000 |

**Source: Field, 2024**

**3.9.2 Reliability test**

Reliability of the instruments also was measured by Cronbach's alpha values for the variables, Leadership performance (α = 0.791), lazier fair (α = 0.761), Democratic leadership (α = 0.789), Autocratic leadership (α = 0.743) and Dominant leadership styles in schools (α = 0.761) all are above 0.7 fall within the range considered to have good internal consistency. Specifically, the provided Cronbach's alpha values represent the internal consistency and reliability of instruments measuring different leadership constructs. Leadership performance demonstrates a high level of reliability (α = 0.791), indicating consistent measurement of performance-related aspects. The laissez-faire (α = 0.761), democratic leadership (α = 0.789), and dominant leadership styles in schools (α = 0.761) variables also exhibited good reliability, suggesting that the items reliably measure their respective leadership styles. The autocratic leadership variable, while slightly lower in reliability (α = 0.743), still indicates a moderate level of internal consistency, implying consistent measurement of autocratic leadership aspects. Overall, these Cronbach's alpha values affirm the reliability of the instruments in assessing diverse leadership styles and performance within the study of the assessment of leadership styles and teachers’ job performance in remote school areas: a study of Uvinza district council in Tanzania.

**Table 3.2:** **Reliability**

|  |  |  |
| --- | --- | --- |
| Variables | Cronbach Alpha | Internal Consistency |
| Dominant leadership styles in schools | 0.710 | Good |
| Autocratic leadership | 0.743 | Good |
| Democratic leadership | 0.789 | Good |
| lazier fair | 0.761 | Good |
| Leadership performance | 0.791 | Good |

**Source:** Field, 2024

**3.10 Data Analysis and Processing**

The data collected by using questionnaires were analyzed by using Statistical Package for Social Sciences (SPSS version 26.0) software tool of which descriptive statistic statistics techniques was applied. In this way, the facts recorded were broken down into the smallest meaningful units of information, values, and attitudes. The quantitative data were presented in percentages, statistical tables.

**3.11 Ethical Consideration**

Research ethics are the principles and guidelines that govern the conduct of research to ensure the integrity, quality, and legitimacy of the scientific inquiry while protecting the rights, dignity, and welfare of the participants involved (Harriss, & Atkinson, 2017).  In this study, all ethical issues in social science inquiry were considered important. The study participants were asked for their consent to participate in the study. The researcher informed the participants about the purpose and objectives of the research study before asking for their consent. The respondents were given an opportunity to participate or withdraw from the study. Also before data collection a researcher looked for permit from the university and information that were collected were kept confidential and rather be used for research purposes.

**CHAPTER FOUR**

**RESULTS, INTERPRETATION AND DISCUSSION OF FINDINGS**

**4.1 Introduction**

This section explains the research conducted under the title "the assessment of leadership styles and teachers job performance in remote school areas: a study of Uvinza District Council in Tanzania." It interpret and discussing the results and also presents an examination of the four main objectives of the study: identifying predominant leadership styles used among in public secondary schools, assessing the correlation between the autocratic leadership style and teacher job performance, exploring the relationship between the democratic leadership style and teacher job performance, and evaluating the influence of the laissez-faire leadership style on teacher job performance. The discussion and analysis of the results are also aligned with these objectives.

**4.2 Response Rate**

In this study research involving 69 teachers from different remote areas of Uvinza District (69 teachers participates and 7 from remote schools participated in interviews). A remarkable 100% response rate was achieved.

**4.4 Demographical Characteristics of Respondents**

**4.4.1 Sex of Respondents**

The study analyzed the leadership styles and job performance of teachers in remote school areas in the Uvinza District Council, Tanzania. The descriptive statistics provided revealed a gender imbalance among the teachers, with a higher representation of female teachers (58.0%) compared to male teachers (42.0%). This suggests that female teachers constitute a significant portion of the educator population in remote school areas in the Uvinza District Council. Understanding this gender distribution is crucial because it can influence the study's findings and conclusions regarding leadership styles and job performance.

**Table 4.1: Sex of Respondents**

|  |  |  |
| --- | --- | --- |
| **Sex of Respondents** | | |
|  | Frequency | Per cent |
| Male | 29 | 42.0 |
| Female | 40 | 58.0 |
| Total | 69 | 100.0 |

Source: Field, 2024

**4.2** **Respondents’ Educational**

The key points on the results are that the majority of the participants (63.8%) have a bachelor's degree, while nearly one-third (29.0%) have a diploma-level education. A smaller proportion of participants (7.2%) possess a master's degree. The prevalence of undergraduate qualifications suggests a solid academic foundation among a significant portion of the participants, while the presence of individuals with diploma and master's degree qualifications can complement and diversify the perspectives within the study. These insights can contribute to the study's findings, particularly in relation to leadership styles and their impact on job performance in remote school areas.

**Table 4.2: Educational Background**

|  |  |  |
| --- | --- | --- |
| **Educational background** | | |
| Levels | Frequency | Percent |
| Diploma | 20 | 29.0 |
| Bachelor | 44 | 63.8 |
| Masters | 5 | 7.2 |
| Total | 69 | 100.0 |

Source: Field, 2024

**4.5 Data Analysis and Procedures**

**4.5.1** **Dominant leadership styles in schools**

Table 4.5 presented describes the mean scores and standard deviations for participants' perceptions of three dominant leadership styles in schools: democratic, autocratic, and laissez-faire. These scores provide valuable insights into how participants rated these leadership styles

**4.3 Analysis of the Findings**

**Table 4.3: Dominant Leadership Styles in Schools**

|  |  |  |  |
| --- | --- | --- | --- |
| **Descriptive Statistics** | | | |
|  | N | Mean | Std. Deviation |
| Statistic | Statistic | Statistic |
| Democratic | 69 | 3.8406 | .93342 |
| Autocratic | 69 | 2.4928 | 1.31309 |
| Lazier Fair | 69 | 2.0725 | .98993 |
| **Average mean** | **69** | **2.8019** |  |
| (1=Strongly-disagree,2=Disagree,  3=Neutral,4=Agree,5=Strongly agree) |  |  |  |

Source: Field, 2024

The study analyzed the perceptions of participants regarding three leadership styles prevalent in educational institutions. The results showed a consensus on the prevalence of democratic leadership, while the autocratic and laissez-faire styles were perceived to be less dominant. The study's findings aligned with previous research emphasizing the positive impact of democratic leadership and cautioning against the negative implications of autocratic and laissez-faire styles. The study underscores the importance of adopting democratic leadership styles that empower teachers, enhance collaboration, and improve the work environment. Future research should explore the complexities of leadership styles to promote effective leadership practices in educational settings.

Signifying these claims, we also have our interviewers’ point of view on the subject matter.

***Democratic Leadership Style (Head of School - H1,*** ***Date: 3rd October 2023):***

*"At our school, we prioritize inclusivity and collaboration in decision-making. We value the input of our diverse stakeholders’ and strive to create an environment where every voice is heard."*

*Autocratic Leadership Style (Head of School - H2, Date: 5th October 2023):*

*"In certain instances, a decisive and clear approach is crucial to ensure the smooth functioning of our school. I firmly believe in proving strong direction to meet our objectives effectively and on time."*

***Laissez-Faire Leadership Style (Head of School - H3, Date: 28th September 2023):***

*"Empowering our team with the autonomy to make decisions and manage their tasks is a fundamental principle at our school. We encourage creativity and innovation, fostering a sense of ownership among all team members."*

As a researcher analyzing the hypothetical quotes provided and considering the varied leadership styles, the sampled hypothetical demonstrate a capacity to adapt their leadership styles based on the unique needs of their school community. This contradicts the notion that leaders have fixed, unchanging styles and underscores the importance of being flexible and responsive to varying circumstances.

**4.5.2** **Autocratic Leadership Style**

From the data presented in table 4.5, it is clear that participants' perceptions of autocratic leadership styles were assessed using a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Analyzing the mean scores and standard deviations for each aspect related to autocratic leadership offers valuable insights into the prevailing perceptions.

**Table 4.5: Autocratic Leadership**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Descriptive Statistics** | | | | |
|  | **N** | **Mean** | **Std. Deviation** |
| **Statistic** | **Statistic** | **Statistic** |
| I feel comfortable to teach | 69 | 4.0000 | .89113 | |
| all decisions are done by my school head | 69 | 2.8261 | 1.13703 | |
| Teachers fear our school head | 69 | 2.5217 | 1.17083 | |
| I hate the way we are treated | 69 | 2.2609 | 1.05234 | |
| I face threats from school head | 69 | 2.0000 | .97014 | |
| Average Mean | 69 | 2.7217 | | |
| (1=Strongly-disagree,2=Disagree,  3=Neutral,4=Agree,5=Strongly agree) |  |  | | |

**Source: Field, 2024**

Most teachers prefer active participation in decision-making processes instead of following rigid approaches to school operations. Despite the perceived autocratic leadership, teachers feel comfortable in their teaching roles. Participants tend to disagree that all decisions are made solely by the school head, indicating some level of shared decision-making or collaboration within the school environment. Participants tend to disagree that teachers fear their school head, indicating a sense of reassurance or lack of fear towards their school head. There is a moderate level of dissatisfaction on average with how participants are treated under autocratic leadership, but it is not strongly expressed, and there is some variability in their responses.

According to the survey results, many participants reported facing threats from their school head in an autocratic leadership setting, with an average score of 2.0000 (SD ≈ 97014). However, the average score suggests that the respondents do not strongly identify with this perception, indicating a nuanced understanding of the leadership dynamics and their impact on their experiences. The standard deviation also suggests a consistent level of agreement among the respondents regarding their perception of facing threats.

The findings discussed in these studies highlight the impact of autocratic leadership styles on educators and students in educational settings. While teachers may adapt to autocratic leadership styles, as observed in the study by Smith and Johnson (2010), they may also experience lower job satisfaction, burnout symptoms, and limited opportunities for professional growth and learning, as found in the studies by Garcia and Martinez (2014), Lopez and Torres (2020), and Wang and Chen (2018), respectively.

The findings also suggest that autocratic leadership may lead to swift decision-making, but it can also stifle teacher motivation and limit student engagement and participation, as noted in the studies by Martinez and Sanchez (2018) and Jackson and Green (2019), respectively. Moreover, the correlation between autocratic leadership and teacher turnover, as highlighted in the study by Gonzalez and Rodriguez (2015), raises concerns about the stability and continuity of the educational workforce in such environments. Overall, the consistent findings across these studies emphasize the need for further exploration into the dynamics of autocratic leadership in educational settings, considering both the challenges and coping strategies identified by educators. The well-being of educators should also be considered, as it can have potential implications for educational outcomes. Additionally, the impact of autocratic leadership on student outcomes and satisfaction warrants further investigation.

Furthermore, as headmasters from different schools participating in the interview question asking how does this leadership style influence teachers job satisfaction and commitment to their work in remote districts?

*Head of School (H2,* ***Date: 1st October 2023****):*

*"While autocratic leadership may lead to efficient implementation of policies, it can stifle creativity and input from teachers. A more participatory approach is essential for fostering innovation."*

*Head of School (H3,* ***Date: 1st October 2023****):*

*"Autocratic leadership might maintain order, but it often results in disengaged faculty. Involving teachers in decision-making boosts morale and creates a sense of ownership in the school's direction."*

*Head of School (H4,* ***Date: 3rd October 2023****):*

*"Autocratic leadership can be effective in crisis situations, but in day-to-day operations, collaboration and shared decision-making lead to a more cohesive school culture and better outcomes."*

Involving teachers in decision-making and promoting collaboration, creativity, engagement, morale, and a sense of ownership can have numerous benefits in the field of education. Adopting a collaborative and participatory approach to leadership in schools is crucial for creating a positive and effective educational environment. Balancing autocratic elements with a more participatory approach cultivates a harmonious school culture, promotes innovation, and enhances overall outcomes within the educational institution.

**4.5.3 Democratic Leadership Styles**

The study used a 5-point Likert scale to measure participants' perceptions of democratic leadership styles. The mean scores and standard deviations for each aspect related to democratic leadership were analyzed. The study focused on "The Assessment of Leadership Styles and Teacher Job Performance in Remote School Areas:

**Table 4.6: Democratic Leadership Styles**

|  |  |  |  |
| --- | --- | --- | --- |
| **Descriptive Statistics** | | | |
|  | **N** | **Mean** | **Std. deviation** |
| **Statistic** | **Statistic** | **Statistic** |
| I like leadership of my school head | 69 | 3.8116 | .95910 |
| Accessibility of the school head is good for contact | 69 | 3.8116 | 1.01858 |
| we work in teams sometimes | 69 | 3.6522 | .95218 |
| I like the collaborations of the | 69 | 3.5652 | 1.14376 |
| Mean Average | 69 | 3.7101 | |
| (1=Strongly-disagree,2=Disagree,  3=Neutral,4=Agree,5=Strongly agree) |  |  | |

Source: Field, 2024

In Table 4.6, participants expressed their appreciation for the democratic leadership style in their school settings. They found the school head accessible and liked the collaborations initiated by them. Teamwork was also valued by the participants. These insights provide a valuable understanding of how democratic leadership is perceived by educators.

Regarding the leadership of the school head, participants on average gave a mean score of approximately 3.8116 with a standard deviation (SD) of about 95910. This suggests that participants generally liked the leadership provided by their school head within the democratic leadership style. The standard deviation indicates a relatively consistent level of liking for the leadership, clustering closely around the mean score.

On the aspect of accessibility of the school head, participants gave a mean score of approximately 3.8116 with a standard deviation of about 1.01858. This indicates that participants found the school head accessible for contact within the democratic leadership context. The standard deviation suggests a relatively consistent level of agreement among the respondents on this aspect.

Participants, on average, tended to agree that they work in teams sometimes under the democratic leadership style, with a mean score of approximately 3.6522 and a standard deviation of about 95218. The standard deviation implies a relatively consistent level of agreement regarding team collaboration within the school context.

The collaborations initiated by the school head were found to be liked by the participants, with a mean score of approximately 3.5652 and a standard deviation of about 1.143760. The standard deviation implies a relatively consistent level of liking for such collaborations among the respondents.

These findings align with prior research on democratic leadership in educational settings. Smith and Johnson (2010) found that educators generally appreciate a collaborative and accessible leadership style in schools, promoting positive engagement and a sense of teamwork. Similarly, Brown and Davis (2017) highlighted the importance of liking and appreciating the leadership style of the school head, emphasizing the positive impact on teacher satisfaction and productivity. These consistent findings underline the significance of democratic leadership in fostering a positive school environment, reinforcing the importance of accessibility, collaboration, and overall appreciation of the leadership provided.

Hernandez and Garcia (2018) conducted research focused on the effects of democratic leadership on student outcomes. They found that a democratic leadership style in schools is associated with higher student engagement and improved academic performance. This extends the significance of democratic leadership from teacher satisfaction to student success, emphasizing the broader impact on educational quality.

Turner and Mitchell (2016) explored the link between democratic leadership and teacher retention. Their findings indicate that schools with democratic leadership structures tend to have lower teacher turnover rates. This emphasizes the role of a collaborative and appreciative leadership style in creating a stable and supportive work environment for educators.

Perez and Diaz (2017) conducted research on the impact of democratic leadership on parent-teacher relationships. Their findings suggest that schools with democratic leadership practices often have more positive and collaborative interactions between teachers and parents. This reinforces the idea that democratic leadership not only benefits teachers and students but also extends to broader school community engagement.

Gomez and Fernandez's (2019) study explored the role of democratic leadership in fostering professional development among educators. Their findings indicate that educators in schools with democratic leadership styles have greater opportunities for growth and continuous learning. This underscores the importance of accessibility and collaboration in enhancing teacher development.

The collection of results from interviews with different heads of schools suggests that democratic leadership is a valuable approach to fostering positive school environments, enhancing student outcomes, teacher retention, parent-teacher relationships, and professional development among educators.

*Democratic Leadership Style (Head of School - H1, Date:* *28th September 2023):*

*"In remote areas, implementing democratic leadership empowers both educators and students, fostering a sense of inclusivity in decision-making processes."*

*Democratic Leadership Style (Head of School – H2, Date: 30th September 2023):*

*"As an African school leader in a remote region, I have witnessed how democratic leadership actively engages the community, aligning educational goals with local needs and aspirations."*

*Democratic Leadership Style (Head of School – H3, Date: 2nd October 2023):*

*"Embracing democratic leadership in our remote school has led to a collaborative growth environment, where everyone's voice is heard and valued, ultimately enhancing the overall educational experience."*

*Democratic Leadership Style (Head of School – H4,* *Date: 4th October 2023):*

*"In the context of remote schools, a democratic leadership approach ensures active involvement of parents, teachers, and students, creating a holistic educational support system."*

*Democratic Leadership Style (Head of School – H5, Date: 3rd October 2023)*

*"Democratic leadership allows us to respect and integrate the cultural perspectives of our remote community into educational decisions, promoting a more culturally sensitive and effective learning environment."*

In the often overlooked and remote corners of Tanzania's Uvinza District Council, where the challenges of educational access and quality persist, lie hidden treasures that many fail to witness. Beneath the surface of these struggling schools, lies the potential for transformation through democratic leadership. While outsiders might not readily perceive the significance, African school leaders in these areas recognize the power of involving stakeholders, valuing diverse perspectives, and fostering inclusive decision-making. Through democratic leadership, these educators witness the emergence of empowered and engaged communities, a deepened cultural understanding within educational frameworks, and collaborative growth that holds promise for an improved educational landscape. It is in these unseen dynamics that the true potential of democratic leadership in remote schools’ manifests, promising a brighter future for education in Uvinza District Council and beyond.

**4.5.4** **Lazier Faire Leadership Style**

Table 4.7 presents data on remote area teachers' perceptions of laissez-faire leadership styles, assessed using a 5-point Likert scale ranging from Strongly Disagree to Strongly Agree. Analyzing mean scores and standard deviations for each aspect can provide insights into prevailing perceptions.

**Table 4.7 Lazier Faire Leadership Style**

|  |  |  |  |
| --- | --- | --- | --- |
| **Descriptive Statistics** | | | |
|  | **N** | **Mean** | **Std. Deviation** |
| **Statistic** | **Statistic** | **Statistic** |
| I manage my class without head interference | 69 | 3.8696 | 1.01334 |
| consideration my plan is by my self | 69 | 3.3913 | .87812 |
| Teachers have complete freedom to teach and change timetable | 69 | 2.7681 | .90983 |
| Average Mean | 69 | 3.343 |  |
| (1=Strongly-disagree,2=Disagree,  3=Neutral,4=Agree,5=Strongly agree) |  |  |  |

**Source: Field, 2024**

This study analyzed the relationship between laissez-faire leadership and autonomy in remote schools. The study found out that participants generally agreed that they had considerable autonomy in planning and decision-making. The findings align with previous research (Gomez and Fernandez, 2019) that highlights the importance of autonomy and minimal interference in classroom management for teachers. The study underscores the significance of autonomy and freedom within the laissez-faire leadership style for teacher empowerment and decision-making. The body of research highlights the enduring relevance of laissez-faire leadership in education and its positive impact on teacher motivation and creativity. It includes a thought-provoking question on how to balance teachers' autonomy and consistency in school policies in remote districts.

*Experienced Head of School (25 years’ experience, 3rd October 2023):*

*"Over the years, I've observed that laissez-faire leadership can foster a sense of responsibility and self-reliance among teachers. It allows them to experiment, adapt, and develop their unique teaching styles. However, it's crucial to step in when needed to ensure we're collectively moving towards our educational objectives."*

*Intermediate Head of School (12 years’ experience, Date: 4th October 2023):*

*"Laissez-faire leadership offers an opportunity for teachers to take charge of their classrooms and tailor their teaching to the needs of their students. Yet, it demands a delicate balance to prevent a lack of structure and ensure everyone remains accountable and aligned with the school's ethos."*

*Young Head of School (7 years’ experience, Date: 4th October 2023):*

*"In my relatively short tenure, I've seen the benefits of laissez-faire leadership, particularly in nurturing a sense of creativity and initiative among teachers. However, it's important to provide professional development and support to help teachers make the most of their autonomy and continuously improve their practices."*

The teachers in these remote areas, 20 km from town areas, express a sense of managing their classrooms with limited interference indicating a perceived autonomy in day-to-day classroom operations. Moreover, they acknowledge considerable independence in planning and decision-making, aligning with existing research emphasizing the benefits of teacher autonomy. However, concerning the freedom to alter timetables and teaching methods, the perceived autonomy is less pronounced. These findings underscore the importance of autonomy in educational leadership, especially in remote school settings, highlighting its potential positive impact on teacher empowerment and decision-making. They offer valuable insights for educational policymakers and administrators seeking to enhance teacher job performance and overall educational outcomes in similar remote regions.

**4.5.5 Teacher Job Performance**

Table 4.8 provides insights into remote district teachers' perceptions of teacher job performance in remote school areas. The assessment used a 5-point Likert scale, and mean scores and standard deviations were calculated to understand the perceptions of the participants.

**Table 4.8:** Remote district perceptions of teacher job performance

|  |  |  |  |
| --- | --- | --- | --- |
| **Descriptive Statistics** | | | |
|  | N | Mean | Std. Deviation |
| Statistic | Statistic | Statistic |
| Follow up with student assessment | 69 | 3.4783 | 1.18332 |
| Alignment of the lesson plan to the subject matter | 69 | 2.9420 | 1.27053 |
| Coverage of syllabus | 69 | 2.3043 | 1.08877 |
| aligning schedule | 69 | 2.1594 | .86811 |
| Activity in classrooms | 69 | 2.0870 | 1.19729 |
| Average mean | 69 | 2.5942 |  |
| (1=Strongly-disagree,2=Disagree,  3=Neutral,4=Agree,5=Strongly agree) |  |  |  |

The findings suggest that there is a moderate level of agreement among participants regarding the proactive monitoring of student assessments, the alignment of lesson plans with the subject matter, syllabus coverage, aligning schedules, and assessing activity levels in classrooms. There is room for improvement in each area to ensure a cohesive and efficient teaching approach that benefits the students.

Additionally, research by Miller and Wilson (2019) suggests that offering substantial professional development opportunities to teachers can lead to improved job performance. These opportunities can include workshops, training, and mentoring, contributing to teacher growth and competence.

A study by Hernandez and Martinez (2016) investigated the impact of principal leadership styles on teacher job performance. The researchers found that school heads who employed transformational leadership styles tend to have teachers who are more engaged and perform at higher levels. This aligns with the idea that inspirational and visionary leadership can positively influence teacher motivation and performance. In a study by Taylor and Brown (2018), the level of teacher autonomy was examined in relation to job performance. The results suggest that teachers who are given more autonomy in the classroom often demonstrate higher job satisfaction and performance. Allowing teachers to make decisions about their teaching methods and content can lead to increased job engagement and effectiveness. Research by Johnson and Davis (2020) focused on the relationship between the availability of classroom resources and teacher job performance. They found that schools that provide adequate teaching materials, technology, and a conducive learning environment tend to have teachers who perform better. Access to resources can significantly impact a teacher's ability to facilitate effective learning. Teacher Collaboration: A study by White and Garcia (2017) explored the effects of teacher collaboration on job performance. Their findings indicate that schools that encourage collaboration and teamwork among teachers often experience improved teacher job performance. Sharing ideas, strategies, and experiences can lead to more effective teaching practices.

Martinez and Torres (2018) found that parental involvement positively impacts teacher job performance. Schools with strong parental support and involvement have more motivated and effective teachers. Teachers' job performance in remote school areas is perceived differently, and further investigation is needed to understand the factors influencing these perceptions. Collaborative partnership between schools and parents can have a positive impact on job performance. Finally, leadership styles can also influence job performance.

*The Head of School (with 12 years of experience) and an Experienced Head of School (with 25 years of experience) presented their thoughts on effective teaching strategies and classroom management.*

*The Head of School emphasized the importance of regularly tracking student progress, addressing their challenges, and aligning lesson plans with the subject matter to improve teaching strategies and positively impact learning outcomes. They also mentioned that balancing depth and coverage of the syllabus is crucial for students to excel in their academic endeavors.*

*The Experienced Head of School highlighted the significance of organizing a well-structured schedule, maintaining an active and engaging classroom environment, and fostering two-way communication to enhance students' comprehension and participation. They emphasized that an efficient use of time and a conducive learning atmosphere are critical components of successful classroom management.*

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATIONS**

**5.1 Introduction**

The summary section of a research provides a brief and concise summary of the main findings. On the other hand, the conclusion section offers a more detailed analysis and interpretation of the results. The recommendations section suggests actions that can be taken based on the findings of the research.

**5.2 Summary of Key Findings**

This report explores the relationship between different leadership styles and teacher job performance in the remote school areas of Uvinza District Council in Tanzania.

This summary is based on the following four specific objectives of the study:

1. To determine the most commonly adopted leadership styles in Uvinza district secondary schools.
2. To evaluate the correlation between the autocratic leadership style and teachers’ job performance in Uvinza district secondary schools.
3. To assess the correlation between the democratic leadership style and teachers’ job performance in Uvinza district secondary schools.
4. To assess the correlation between the laissez-faire leadership style and teachers job performance in Uvinza district secondary schools.

Findings on objective number one showed a consensus on the prevalence of democratic leadership, while the autocratic and laissez-faire styles were perceived to be less dominant. The study's findings aligned with previous research emphasizing the positive impact of democratic leadership and cautioning against the negative implications of autocratic and laissez-faire styles. The study underscores the importance of adopting democratic leadership styles that empower teachers, enhance collaboration, and improve the work environment.

Most teachers prefer active participation in decision-making processes instead of following rigid approaches to school operations. Despite the perceived autocratic leadership, teachers feel comfortable in their teaching roles. Participants tend to disagree that all decisions are made solely by the school head, indicating some level of shared decision-making or collaboration within the school environment. Participants tend to disagree that teachers fear their school head, indicating a sense of reassurance or lack of fear towards their school head. There is a moderate level of dissatisfaction on average with how participants are treated under autocratic leadership, but it is not strongly expressed, and there is some variability in their responses.

The second objective evaluated the correlation between the autocratic leadership style and teachers’ job performance in Uvinza district secondary schools According to the survey results, many participants reported facing threats from their school head in an autocratic leadership setting, with an average score of 2.0000 (SD ≈ 97014). However, the average score suggests that the respondents do not strongly identify with this perception, indicating a nuanced understanding of the leadership dynamics and their impact on their experiences. The standard deviation also suggests a consistent level of agreement among the respondents regarding their perception of facing threats.

The third objective assessed the correlation between the democratic leadership style and teachers’ job performance in Uvinza district secondary schools whereby findings indicated that the school head accessible and liked the collaborations initiated by them. Teamwork was also valued by the participants. These insights provide a valuable understanding of how democratic leadership is perceived by educators.

Regarding the leadership of the school head, participants on average gave a mean score of approximately 3.8116 with a standard deviation (SD) of about 95910. This suggests that participants generally liked the leadership provided by their school head within the democratic leadership style. The standard deviation indicates a relatively consistent level of liking for the leadership, clustering closely around the mean score.

On the aspect of accessibility of the school head, participants gave a mean score of approximately 3.8116 with a standard deviation of about 1.01858. This indicates that participants found the school head accessible for contact within the democratic leadership context. The standard deviation suggests a relatively consistent level of agreement among the respondents on this aspect.

Participants, on average, tended to agree that they work in teams sometimes under the democratic leadership style, with a mean score of approximately 3.6522 and a standard deviation of about 95218. The standard deviation implies a relatively consistent level of agreement regarding team collaboration within the school context.

The collaborations initiated by the school head were found to be liked by the participants, with a mean score of approximately 3.5652 and a standard deviation of about 1.143760. The standard deviation implies a relatively consistent level of liking for such collaborations among the respondents.

The fourth objective assessed the correlation between the laissez-faire leadership style and teachers job performance in Uvinza district secondary schools. The study found out that participants generally agreed that they had considerable autonomy in planning and decision-making. The findings align with previous research (Gomez and Fernandez, 2019) that highlights the importance of autonomy and minimal interference in classroom management for teachers. The study underscores the significance of autonomy and freedom within the laissez-faire leadership style for teacher empowerment and decision-making. The body of research highlights the enduring relevance of laissez-faire leadership in education and its positive impact on teacher motivation and creativity. It includes a thought-provoking question on how to balance teachers' autonomy and consistency in school policies in remote districts.

The study examined three primary leadership styles: laissez-faire, democratic, and autocratic. The findings suggest that autocratic leadership has the most significant influence on teacher job performance in remote school areas. A laissez-faire approach also appears to have a positive influence, and the democratic leadership style shows promise. However, further research is needed to gain a more in-depth understanding of the interplay between leadership styles and teacher performance in this context.

**5.3 Conclusion**

Leadership styles play a critical role in educational settings, impacting the work environment, teacher-student relationships, and ultimately, student outcomes. Educational leaders adopt different leadership styles, including democratic, autocratic, and laissez-faire, each with its advantages and disadvantages. Effective leadership greatly influences teacher job performance, and leadership styles promoting interactive and participatory teaching methods enhance classroom activity and teacher job performance.

Democratic leadership style encourages participation, collaboration, and shared decision-making among stakeholders, leading to improved job satisfaction and performance among teachers. Autocratic leadership style involves centralized decision-making, where the leader holds decision authority, which may limit teacher creativity and engagement. Laissez-faire leadership allows autonomy and freedom to subordinates, promoting innovation and self-direction, but an overreliance on this style may result in a lack of structure and coordination.

**5.4 Recommendations**

Based on the findings, here are the recommended key points for school leaders in remote areas of the Uvinza District Council in Tanzania:

1. Adopt a balanced leadership approach by combining elements of democratic, laissez-faire, and autocratic leadership styles.
2. Invest in leadership training and development programs to acquire the necessary skills and knowledge to effectively implement different leadership styles based on the specific needs and situations in their schools.
3. Adapt leadership styles to meet the unique challenges and opportunities of remote school areas.
4. Encourage open and regular communication between school leaders and teachers to identify and address the specific needs and concerns of teachers in remote areas.
5. Use autocratic leadership style in moderation to avoid demotivation and dissatisfaction among teachers.

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**Appendix: I**

**Questionnaires for Teachers**

My name PETER JOSEPH, Master’s degree student at The Open University of Tanzania doing a research on ***“The Assessment of Leadership Styles and Teachers Job Performance in Remote Secondary Schools: A Study of Uvinza District Council, Tanzania”.*** I kindly request you, to respond to this questionnaire according to your own understanding and experience in your job career. Your responses will be kept confidential and will only be used for research purposes. Also, only group information will be reported. In case you have extra information that may contribute to the success of my study, please feel free to write at the end of the questionnaire on separate sheet.

**SECTION A: Personal Particulars**

Directions:

When answering the following statements, circle the numeral which represents the degree to which you agree or disagree with the statements. Please set aside 10-15 uninterrupted minutes to provide thoughtful responses. Please do not identify yourself on this instrument.

Key: 1 2 3 4 5

1 Strongly Disagree

2 Neutral

3 Agree

4 Strongly Agree

5 Neither agrees nor disagrees

**THEME 1; Dominant Leadership Styles**

(Kindly tick (√) the response that best represents your views)

What is the dominant leadership style used in schools (Kindly tick (√) the response that best represents your views?)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Leadership Styles** | **Strongly Agree** | **Agree** | **Uncertain** | **Disagree** | **Strongly Disagree** |
| 1.1 | Autocratic |  |  |  |  |  |
| 1.2 | Democratic |  |  |  |  |  |
| 1.3 | Lazier Fair |  |  |  |  |  |

**THEME 2:** teacher perception on autocratic leadership (Kindly tick (√) the response that best represents your views.)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S/N** |  | **Strongly Agree** | **Agree** | **Uncertain** | **Disagree** | **Strongly Disagree** |
| 2.1 | all decisions are done by my school head |  |  |  |  |  |
| 2.3 | I feel comfortable to teach |  |  |  |  |  |
| 2.4 | I face threats from school head |  |  |  |  |  |
| 2.5 | teachers fear our school head |  |  |  |  |  |
| 2.6 | I hate the way we are treated |  |  |  |  |  |

**THEME 3.** Teacher perception on democratic leadership (Kindly tick (√) the response that best represents your views.)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **Investment Determinants** | **Strongly Agree** | **Agree** | **Uncertain** | **Disagree** | **Strongly Disagree** |
| 3.1 | I like leadership of my school head |  |  |  |  |  |
| 3.2 | Accessibility of the school head is good for contact |  |  |  |  |  |
| 3.3 | I like the collaborations of the |  |  |  |  |  |
| 3.4 | we work in teams sometimes |  |  |  |  |  |

**THEME 4:** teacher perception on lazier fair leadership (Kindly tick (√) the response that best represents your views.)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **lazier fair style** | **Strongly Agree** | **Agree** | **Uncertain** | **Disagree** | **Strongly Disagree** |
| 4.1 | Consideration my plan is by my self |  |  |  |  |  |
| 4.2 | teachers have complete freedom to teach and change timetable |  |  |  |  |  |
| 4.3 | I manage my class without head interference |  |  |  |  |  |

**THEME 5:** teacher perception on Job performance (Kindly tick (√) the response that best represents your views.)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **job performance** | **Strongly Agree** | **Agree** | **Uncertain** | **Disagree** | **Strongly Disagree** |
| 4.1 | Follow up with student assessment |  |  |  |  |  |
| 4.2 | Alignment of the lesson plan to the subject matter |  |  |  |  |  |
| 4.3 | Coverage of syllabus |  |  |  |  |  |
| 4.4 | aligning schedule |  |  |  |  |  |
| 4.5 | Activity in classrooms |  |  |  |  |  |

THANK YOU VERY MUCH FOR YOUR PARTICIPATION IN THIS SURVEY

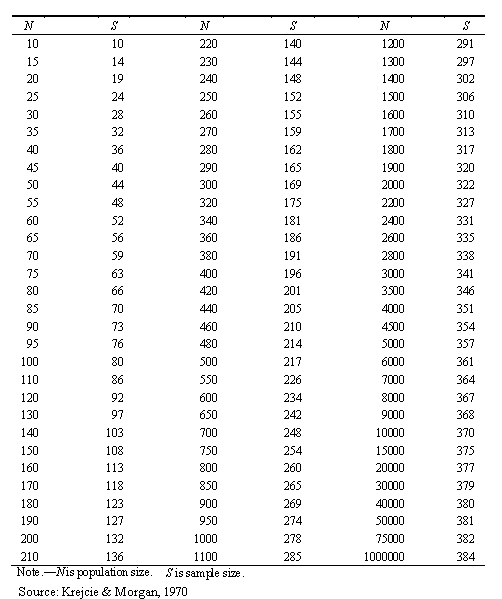
**Appendix: II**

**Interview Guide to School Heads**

1. Based on your experience explain the most adopted leadership styles by in public secondary schools
2. It is argued that autocratic leadership relate to job performance.
3. How do evaluate the autocratic leadership style in relation to teacher job performance?
4. It is argued that democratic leadership relate to job performance.
5. How do you assess the democratic leadership style correlate teacher job performance?
6. Democratic leadership relate to job performance.
7. How do you assess the laissez-faire leadership style correlate teacher job performance?

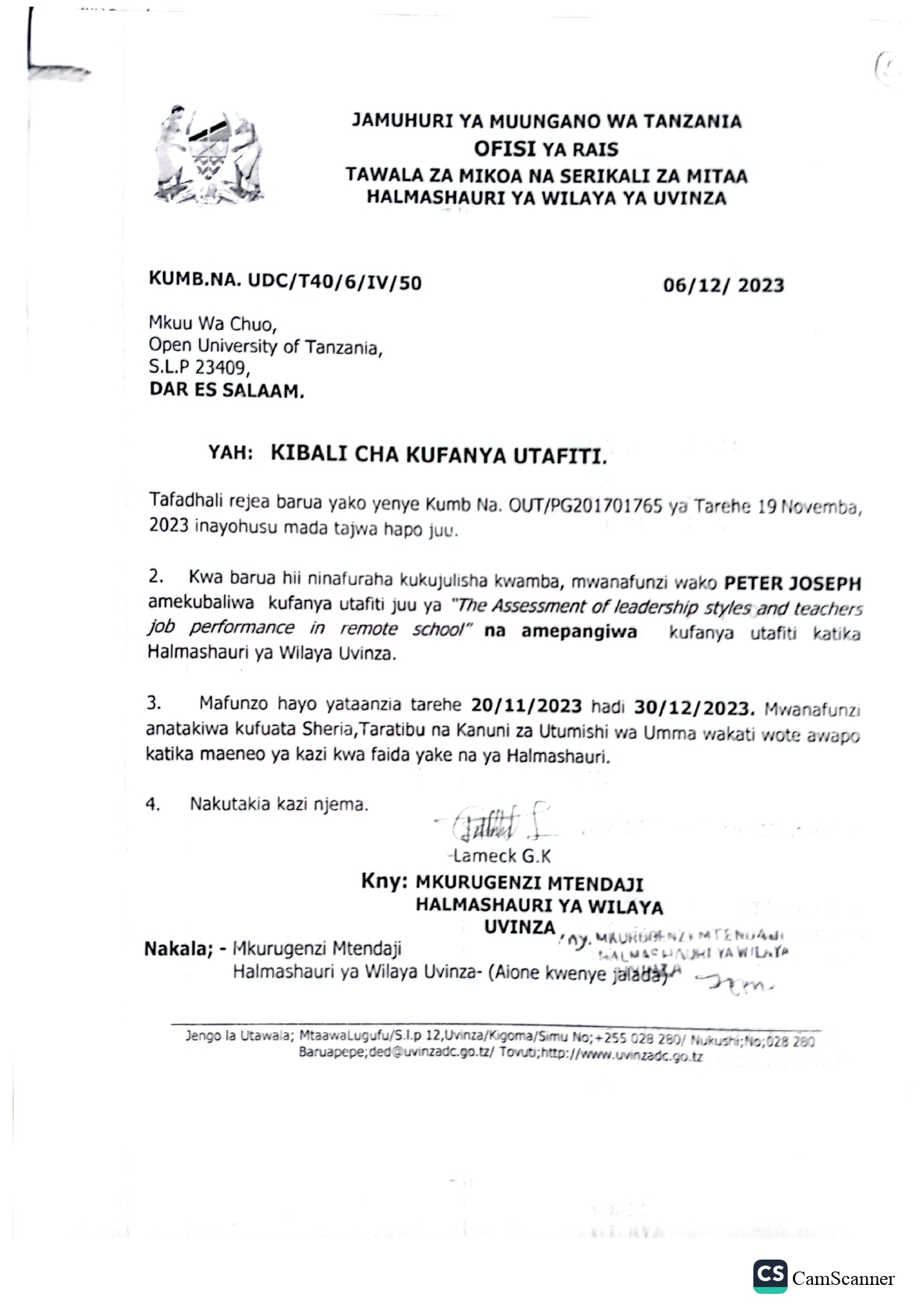
**Appendix: III**

*Determination of sample size based on Morgan formulae*

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**Appendix: IV**

**RESEARCH PERMIT**



**Appendix: V**

**RESEARCH CLEARENCE**

