

**ASSESSING THE CONTRIBUTION OF TASK-ORIENTED LEADERSHIP  
IN ENHANCING TEACHING COMMITMENT IN TANZANIA  
SECONDARY SCHOOLS: A CASE OF MPIMBWE DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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**2024**

## CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled; **“Assessing the Contribution of Task-Oriented Leadership in Enhancing Teaching Commitment in Tanzania Secondary Schools: A Case of Mpimbwe District, Tanzania”** in partial fulfilment of the requirements for the degree of Master of Education in Administration, Planning and Policy studies (MED-APPS).

.....  
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.....  
Date

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I, **Andrea Malyati**, declare that the work displayed in this dissertation is the first instance. It has never been submitted to any other University or Institution. Where other people's works came to be employed, references have been given. It is in this respect that I affirm this work as surely mine. It is therefore presented in partial fulfillment of the prerequisites for the Degree of Master of Education in Administration, Planning and Policy Studies (Med -APPS).

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Signature

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Date

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**DEDICATION**

This work is dedicated to my family that is my be loving wife Rosemary Raymond Salumu and our children Abel, Aneth, Cosmas, and Galasia for their moral support, encouragement and prayers which have been instrumental to the success of my study. Also, I dedicate it to my parents for their dedication and their unlimited support throughout my schooling and my brothers Julius, Raymond, James and my sister Noelia for their moral encouragement.

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## ABSTRACT

This study examined the contribution of head teachers' task-oriented leadership styles in enhancing teaching commitment among teachers in the provision of quality education in Tanzania secondary schools a case of Mpimbwe District. Specifically, it intended to identify task-oriented leadership styles commonly applied by head teachers in Mpimbwe Secondary schools, to examine teachers' commitment on their head teachers' leadership style in Mpimbwe Secondary schools, and to examine the impact of head teachers' task-oriented leadership styles on teacher's commitment in Secondary schools. The study employed a case study research design along with a mixed research approach. 96 respondents were involved in the study. Head teachers, education officers, and education ward coordinators were purposively selected while teachers were randomly selected. Questionnaires, interviews, documentary review, and focus group discussions were used for data collection. Qualitative data were analyzed by means of content analysis and statistical package for social sciences version 20 for quantitative data respectively. The study results revealed that task-oriented leadership style is the common leadership style used in Mpimbwe secondary schools. It was also revealed that Mpimbwe teachers have both positive and negative perceptions towards head teachers' task-oriented leadership style. The study further revealed that head teachers' task-oriented leadership style influences teachers' commitment. The study concluded that teacher commitment depends on the leadership style applied by the school heads. The study recommended for training among the newly appointed and underperforming head teachers to enhance leadership skills.

**Keywords:** *Leadership, Teaching, Commitment, Secondary Schools.*

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**LIST OF ABBREVIATIONS AND ACRONYMS**

DSEO	District Secondary Education Officer
EQUIP	Education Quality Improvement Program-Tanzania
FGD	Focus Group Discussion
IJHSSE	International Journal of Humanities Social Sciences and Education
LBDQ	The Leader Behavior Description Questionnaire
NGOs	Non-Government Organizations
OUT	Open University of Tanzania
SPSS	Statistical Package for Social Sciences
SS	Secondary School
TIE	Tanzania Institute of Education
USA	United States of America
WEO	Ward Education Officer

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This chapter contains background of the study, statement of the problem, research objectives, and research questions, scope of the study, significance of the study as well as limitation of the study. However, this chapter also includes the operational definition of key terms that were used in this study. Finally, is the Organization of the study.

#### **1.2 Background of the Study**

Educational leadership is a process whereby educational leaders use their personal and professional vision to influence teachers, other professionals and students to achieve the desired educational goals (Jeny, 2022). In this Nthuni, (2014) added that leadership is an art, something to be learned overtime, not simply by reading books (Nthuni, 2014). ibid (2021), Leadership is the main requirement in the school environment. Among other things leadership enhances academic quality in the school. There are different styles of leadership. However, this study concentrated on Task-oriented leadership style.

A Meta-analysis study by Aydin, Sarier and Uysal, (2013) revealed that transformation leadership style positively influences teachers' commitment in Turkey. In the context of North America, studies indicate the importance of school management for teachers' commitment. Geisel, Sleeegers, Leithwood & Jantzi. (2013) in Canada found that transformational leadership constitutes factors that affect teachers' commitment. Similarly, Marshall (2015) found that there is

relationship between school principals' leadership styles and teachers' commitment. Task-oriented leadership style plays an important role in enhancing teaching commitment among teachers in secondary schools in terms of achieving educational objectives. However, many literatures indicate that task-oriented leadership style as utilized by the heads of schools in their schools has more benefits in bringing the sense of responsibility and accountability to teachers (Al-malki & Juan, 2018).

Denscombe, (2017) concurs with Al-malki and Juan, (2018) when he reported that the heads of schools use task-oriented leadership style in schools. Among other things they enhance positive commitment to work (teaching) among teachers. Task-oriented leadership style in schools promotes creativity, innovation and good job performance which are a result of task-oriented leadership fostered from it (Schuster, 2014). Fan, (2017) found that Task-oriented leadership behaviours have prevailed in Mexico and Taiwan, while in South Korea and the United States, the dominant leading style is democratic. According to Dickson, Hartog and Mitchelson (2017) only Task-oriented leadership style had a direct and significant affiliation with teacher commitment in United States Secondary schools.

Likewise, in Canada it has been found that Task-oriented leadership is strongly correlated with higher employee performance than other leadership styles (Meyer & Botha, 2015). In India Meyer and Botha, 2016) found that there is a linear positive relationship between Task-oriented leadership and teacher commitment while other leadership styles like authoritative leadership had a negative relationship with teacher commitment.

In Uganda it was asserted that the effect of Task-oriented leadership style on teachers' commitment in Kampala and revealed that it was practiced in both higher offices and in lower offices. The study also revealed that other leadership styles like the authoritative leadership style has a less positive relationship with employee performance. According to the study, Task-oriented leadership style had a positive relationship with teachers' commitment in teaching. This implies that Task-oriented leadership is the best style to more educated employees, rather than other leadership styles like the authoritative leadership which leads to tension.

A related study in Uganda a case of Mbale district done by Femi (2014) concluded that there is a moderate-high positive and significant relationship between the Task-oriented leadership style and teacher commitment in teaching in Mbale local government in Uganda. In Ethiopian it was found that Task-oriented leadership style was better than other leadership styles. Hence, the researchers recommends that if schools under study emphasize more on Task-oriented leadership style dimensions, it will enable them to better satisfy and hence gain more output from their employees (Tsigu and Rao, 2015).

The situation in Tanzania does not differ with other states worldwide, a study conducted in Morogoro and Iringa by Ngussa and Gabriel, (2017) reported that Task-oriented leadership style best suits for promoting teacher commitment in Secondary Schools in Tanzania and other leadership styles like autocratic would cause ineffectiveness if applied. The level of teacher's commitment was high in those schools using task-oriented performing schools compared to the least performing schools that used other leadership styles. The study, therefore, indicates

that the task-oriented leadership style was most dominant in best performing Secondary Schools where teachers were more committed. The study concludes that where Task-oriented leadership styles are practiced, the teachers are highly motivated and inspired (Ngussa & Gabriel, 2017).

Komba and Nkumbi (2008) assert that teachers are important persons in the educative process because they provide knowledge, skills, wisdom, appropriate orientations and inspiration to students. Therefore, school managers such as principals and heads of schools are important persons in managing resources and supervising the teaching and learning process for educational goals to be realized (Rashid, 2013; World Bank, 2018). Teachers are important human resources that should be managed effectively to ensure delivery of quality education. In order to achieve the purpose of education, teachers as human resources must be managed effectively (Agih, 2015).

It has been observed that, heads of schools that tend to apply relation-oriented leadership in managing their schools, they don't perform better since they put many considerations on employee's wellbeing and too much excuses for the undone and unfinished works (EQUIP, 2012). However, teachers' commitment in Tanzania has been an issue of discussion due to the reason that the expected results from education or schools are not effectively produced. For example, poor performance of students and schools experienced in several years (Mkumbo, 2012; Twaweza, 2013; BEST, 2012-2016). Thus, this triggered the current researcher's attention to keep his eyes on the other aspect of behavior leadership which is task-oriented leadership whose focus is emphasis task/job to be performed. Thus, the proposed study seeks to

assess the contribution of task-oriented leadership in enhancing teaching commitment in secondary school in Mpimbwe District.

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

Leadership styles can affect teachers' commitment in teaching even if they are willing and committed to organisational goals. A wide variety of managerial activities and organizational processes are affected by leaders' styles (Ford, Goodman & Meltzer, 2019). Studies by Powell & Beard, (2018) have shown that teachers' commitment in Secondary Schools is an endless debate. Also, Awan and Mahmood (2019) attach on this that teacher commitment in providing quality education depends on the leadership styles in the school. Nthuni, (2015) indicates that the problem of teacher commitment is chronic in Secondary Schools. This is because of their evidence of exposed uncovered syllabus, little or lack of preparation of the lessons, and poor assessment to pupils.

Michaelowa, (2017) reveals that leadership of school heads determines the achievements in schools. The efforts to improve the commitment of teachers in teaching was done by Education Quality Improvement Programme (EQUIP, 2012) through the provision of seminars and mentoring programme for newly appointed and underperforming head teachers to install leadership skills in order to enhance leadership skills and encourage teacher commitment which has proved little success.

However, Recently efforts have been made and most of heads of schools have turned their eyes on the use of task-oriented leadership style, that set the rules of employees(teachers) working styles, the nature of operations and the leadership style sets the nature of relations to be maintained committed in teaching in their schools.

Most of such schools are being very successful. task-oriented leadership approach have been adapted so as to ensure uniformity of operations within a school.

According to Kisa (2010) has argued that in most competitive environment in the business industry, some heads of schools may be forced to change and adapt new culture of leading their schools so as to cope with the business environment. However, with such adaption and utilization of task-oriented leadership style in enhancing teachers' commitment, there is no clear.

Understanding on what are the influences of task-oriented leadership style in enhancing teaching commitment in secondary schools, hence the adaptation of task-oriented leadership style by heads of schools may be too tightening the freedom of teachers on their performance, hence being dissatisfied with the general operations of the school hence may fail to enhance teachers' commitment. Bearing in mind that if teachers are not committed, their working morale will be low and may even quit the job hence incurring the school to recruit new teachers. Therefore, the researcher was amplified to find out the influence of task-oriented leadership in enhancing teaching commitment in secondary schools in Mpimbwe District Council.

Despite the observations from the reviewed documents on task-oriented leadership, the little is known on the contribution of task-oriented leadership in enhancing teaching commitment in secondary school. As this situation remains unaddressed, the school heads will partially know the contribution of task-oriented leadership in managing teachers in secondary schools hence the current study intended to assess

the contribution of task-oriented leadership in enhancing teaching commitment in secondary school. A case of Mpimbwe District

#### **1.4 Research Objectives**

##### **1.4.1 General Objective**

The general objective of this study was to investigate the contribution of task-oriented leadership in enhancing teaching commitment in secondary schools in Mpimbwe District, Tanzania.

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

- i. To examine the school heads leadership behaviors in enhancing teaching commitment in secondary schools in Mpimbwe District, Tanzania.
- ii. To assess the relationship between task-oriented leadership and teaching commitment in secondary schools in Mpimbwe District, Tanzania.
- iii. To examine the effects of head teachers' Task-oriented leadership styles on teacher's commitment in Secondary schools.
- iv. To examine the challenges facing school heads towards exercising task-oriented leadership in secondary schools in Mpimbwe District, Tanzania.

#### **1.5 Research Questions**

- i. What are school heads' leadership behaviors in enhancing teaching commitment in secondary schools in Mpimbwe District, Tanzania?
- ii. How does the task-oriented leadership correlate with teaching commitment in secondary schools in Mpimbwe District, Tanzania?

- iii. How does the task-oriented leadership affect secondary schools' academic performance in Mpimbwe District, Tanzania
- iv. What are the challenges facing school heads towards exercising task-oriented leadership in secondary schools in Mpimbwe District, Tanzania.?

### **1.6 Scope and Delimitation of the Study**

This study was limited to Assessing the contribution of Task-oriented Leadership in Enhancing Teaching Commitment in Secondary Schools in Mpimbwe District, Tanzania. Mpimbwe district was selected because it was one the new established district in Katavi region which was established in 2016 and the researcher had hardly found the study on the contribution of Task-Oriented leadership in Enhancing teaching Commitment in Secondary Schools done in this context. Furthermore, the selection is based on the researcher's easy accessibility to the data required, limited time required to complete the research study as indicated in the third chapter of this study and also to minimize the research covering cost in general.

### **1.7 Significance of the Study**

The study findings may assist the school leaders to be informed of the suitable leadership styles against the level of teacher commitment and may shed light on the efficient leadership styles appropriate to be used to improve teachers' commitment. The study may also assist headteachers, heads of training institutions, Boards of Managements with new knowledge and practical actions that leaders in institutions of learning will do to make the teachers more committed to their work. It may also inform the curriculum training institutions like Tanzania Institute of Education (TIE) on leadership training of headteachers.

The study may be persuasive to students, educational stakeholders, government and non-governmental organizations (NGOs) as it may provide the need to review the different leadership styles and dimensions for the purpose of improving quality of educational leadership in Tanzania. On the other hand, this study may act as a foundation and base for the literature review for other researchers who wish to conduct their studies in relation to this study. This study on the other hand may help the researcher to broaden the knowledge on the understanding to the relationship leadership styles particularly, task-oriented leadership and academic matters.

### **1.8 Limitation of the Study**

This study was faced by several limitations which includes shortage of fund, transport and communication problem, time limitation, shortage of resources like books. Furthermore, this study was limited by the methodology to be used because only questionnaires, interviews and observation were used together data. However, the researcher would address the stated limitations through using other enabling alternatives as follows; for the shortage of fund, the researcher had to mitigate this problem by using his own fund and minimizing some unnecessary costs which were not in the research objectives. For the transport problem, the researcher had to use motorcycles to reach those areas which were not reached by cars.

For the communication problem, the researcher had to seek appointment first with his respondents, this avoided the problem of missing the respondents during data collection. For the time limitation problem, the researcher had to pay attention on managing time and avoided some issues which were not part of the research objectives. For the shortage of resources like books, the researcher had to consult

and make use of the OUT-library, journals, dissertations and access the internet resources. For the methodology limitation, the research had to incorporate the use of Triangulation which enabled him to use multiple methods and hence questionnaires, interviews, documentary review Focus group discussion and observations were used in this study.

### **1.9 Operational Definition of Key Terms**

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

**Leadership;** leadership according to this study is a process of influencing others so that they willingly participate in performing tasks. It is a process of “getting others to follow or getting people to do things willingly”. It refers to the process used by the head of schools in inspiring the teachers to give off their best in the pursuit of the desired results.

**Task-oriented leadership;** in this study, task-oriented leadership is that which reflects the extent to which a leader explains and defines the roles of a task, assigns subordinates to various task roles, controls subordinates’ performance and provides feedback to subordinates.

**Leader:** a leader as used in this study is the one who influences others or people so that they willingly participate in contributing to organization and group goals.

**Leadership style:** refers to the perceived way of head of schools providing direction, implementing plans, and motivating people to achieve certain goals in secondary schools which could be Task-oriented, relations-oriented, autocratic, democratic,

transaction or transformative.

**Teacher Commitment:** refers to the efforts made by teachers in promoting education in secondary schools. It is indicated by punctuality to duty, good performance in examination results, and preparation of professional documents among others.

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

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

**Students' Academic Performance:** is the higher academic achievement obtained through teaching and learning process for students in secondary schools.

**Secondary Schools:** are buildings belonging to government where secondary students meet, taught and learn from Form one to Form six. In other words, it means formal place for learning where by students from Standard seven through Form one up to Form six. Secondary schools are schools which are mostly owned by the Tanzanian government. These schools are controlled and managed by government through head of schools

**Head of school;** the head of school according to this study refers to the teacher in charge of a school. He /she is a staff member with the greatest responsibility for the management of the school. He/she is the one for which school goals and objectives are accomplished through. Head of school, means a school leader who is in charge of the school and coordinates teachers and students for teaching and learning

activities.

**Teachers:** in this study, teachers are persons who teaches, especially in a school, their job is to teach students about certain subjects like English, Chemistry, Kiswahili, Geography etc. teachers are the ones who implement the accomplishment of school objectives.

**A school:** a school as in this study means an institution for educating children. It is where secondary level students gamble together for getting instruction in a particular discipline.

### **1.10 Organisation of the Study**

The study is organised into five main chapters. Chapter one focuses on the items such as introduction, the background to the study, statement of the problem, research objectives and research questions, significance of the study, scope of the study, operational definition of key terms and organization of the study. Chapter two discusses the literature review where it covers the theoretical literature review, empirical literature review, conceptual framework of the study and research gap. Chapter three introduces the research methodology where it contains components like research design, data collection methods and approach, types of data, population, sample and sample size, sampling Procedures, reliability and validity of data, management and analysis of data. Chapter four presents the findings and discussion. Chapter five presents the summary, conclusion and recommendations of the study.

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.1 Introduction**

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

#### **2.2 Theoretical Literature Review**

This study was guided by Contingency Theory (Situational) leadership theory. The theory was developed in the mid-1960s by American psychologist, Professor Fred Fiedler. The theory states that there is no one best style of leadership. Instead, a leader's effectiveness is based on the situation. This is a result of two factors, "leadership style" and "situational favorableness" or "situational control". The theory proposes that when a decision is needed, effective leaders do not just fall into a single preferred style. They usually base their decisions on motivation and capability of followers. This, in turn, is affected by factors within the particular situation. The theory argues that the relationship between followers and the leader may be another factor that affects leader behaviour as much as it does followers' behaviour. The theory contends that the leaders' Perception of the follower and the situation will affect what they do rather than the truth of the situation.

Contingency theorists assumed that the leader was the focus of leader-subordinate relationship; situational theorists opined that the subordinates played a pivotal role in defining the relationship. Though, the situational leadership stays to emphasis mostly upon the leader, it creates the significance of the focus into group dynamic (Bass, 2017). The situational leadership model, first introduced in 1969, theorized that there

was no unsurpassed way to lead and those leaders, to be effective, must be able to adapt to the situation and transform their leadership style between task-oriented and relationship oriented.

From this theory, the leader's perception of themselves and other factors such as stress and mood will also modify the leaders' behaviour. The theory argues that a major input into the job performance is the degree of commitment that people perceive in their work station. Based on this theory, Task-oriented leadership styles by the leader can create a conducive environment for workers where conditions guarantee task- structure, leader-member relations and leader's position power that ensures high commitment in work. On the bases of the same theory, laissez-faire leadership style reduces performance among individuals, de-motivate them and reduce their commitment in their duty.

This theory was suitable for this study because task-oriented leadership style in organizations may change the input-outcome ratio of the employees either positively or negatively leading to high or low commitment of the employees. It is from this theory that this study focused in assessing the contribution of task-oriented leadership in enhancing teaching commitment in secondary schools in Mpimbwe district, Tanzania.

### **2.3 Empirical Literature Review**

#### **2.3.1 Task Oriented Leadership Style in Secondary Schools**

Lewin, (2018) did a study on task-oriented leadership styles and teaching commitment in Newton Ville, Massachusetts in United States of America. Primarily,

he focused on leadership and school effectiveness in terms of its academic achievement. In his study it was found that teaching commitment is an important area of research in Education. Analysis was conducted on the sample size of 100 male and female head teachers, deputy head teachers and senior teachers, and students. The findings revealed that, the significant factor responsible for affecting the achievement of the school is the degree to which heads of schools are participative and adopt the selling of task-oriented leadership style. Results showed that there was a considerable relationship between task-oriented leadership styles and teaching commitment.

The study done by Lewins and Nzoka, (2019) in central District Kitui country, Kenya; to investigate on the Task-oriented leadership styles commonly applied by heads of schools in secondary schools found that head of schools in secondary schools were mainly using democratic and autocratic leadership styles to lead their schools. The study findings from Tsai, (2017) also confirmed this fact that democratic, autocratic are some of the common leadership styles used in schools. The performance of both teachers and learners was not good in those schools. This was because teaching commitment was not so good, lessons were not prepared effectively by teachers and most of the syllabus was not covered.

Bass, (2019) did a study in New York, Free Press; the study aimed to find out the relationship between the task-oriented leaders' behavior and teaching commitment in secondary schools. The study found that the type of leaders' behavior that were commonly used were the Task-oriented leadership behaviors which to the large extent influenced teachers' commitment and schools' performance. According to

Nzoka (2018), in Embu District, Embu Country, Kenya, task-oriented leadership style is a leadership style which reflects the degree to which a leader explains and defines the roles of a task, assigns subordinates to various task roles, controls subordinates' performance and provides feedback to subordinates. The leader assigns task roles to one or more employees in the organization. However, the leader maintains regular follow up to see employees progress and performance on their assigned task or roles.

Head teachers who participated in this study considered themselves to be more successful in terms of their organization performance while the views of the teachers were that the head of schools used task-oriented leadership style. In the schools, 70% of the teachers stated that their head teachers were task-oriented while 30% said they were autocratic. This is a type of leadership, which is characterized by individual control over all decisions and there is very little input from the group members. It gives full authority to the leader.

Moreover, in Kenya Ndimate, (2017) presented that task-oriented leaders tend to have the following characteristics: They assign roles to members of the organization, leaders set all the policies and the leader predetermines the methods of work and determines how the duties of the subordinates will be done. Revo (2018) and Charles, (2019) findings with task-oriented head teachers style observed that in task-oriented leadership, the head of school retains most authority for subordinates and makes decisions with a view to ensuring that the teachers implement it. All information is communicated to subordinates, it would be easy for the teachers to know what to do in classes while not waiting for instruction as the leader keeps

information communicated and roles are clearly assigned to every individual (Revo, 2018, and Charles, 2019).

Basing on Revo's study, this is different with authoritative leadership style where power and decision-making reside in the head of school who seeks little group of teachers' participation in decision-making for others which affect the completing of syllabus. For example, school heads who employed the authoritative leadership style, teachers remain insecure and afraid of the authority (Onifade, 2014). Similarly, the study by Warema, (2016) in dusseldorf city, the federal republic of German, indicates that for those teachers who are powerful, authoritative of the head endangers their effectiveness in preparing quality teaching materials and preparation of the lesson and so far in response to this they forge student assessments hide lesson books, registers, records of syllabus covered (Warema, 2016).

Likewise, Matiko and Mbuti (2021) from the department of leadership and Governance, institute of accountancy, Arusha-Tanzania, did a study and agreed that the more teachers get scared of management at a working place, the more they tend to develop defensive mechanisms there by resulting into poor attitude towards work. Even the new teachers under autocratic leadership feel frightened the more the performance gets affected negatively. This implies that once this situation is entrenched in the workers, the performance starts to get affected negatively (Matiko and Mbuti 2021).

Other studies by Bogotch and Chobaya, (2017) Dar es salaam, Tanzaina, results reveal that task-oriented leadership style emphasize group and leader participation of

teachers in the making of Policies. Decisions about the school matters are arrived at consultation and communication with various people in the organization. The leader attempts as much as possible to make each individual feel that he is an important member of the school organization.

The study further revealed that head teachers used mixed leadership style where they applied as role models. Such heads rewarded for good performance and punished teachers for poor performance. Tozer, (2016) states that, task-oriented leadership style helps the leader and the followers to advance to a higher level of performance due to induced motivation by the leader. Additionally, the approach in the leader creates significant changes in the life of the organization. This was reflected in this study from the findings on the qualitative data reviewed.

### **2.3.2 The Relationship between Task-Oriented Leadership and Teaching Commitment in Secondary Schools**

According to the study done in Utah State University, America by Bass, (2018) revealed that leadership is considered as a key issue in any given institution and effective practices. Leadership is reported to have a positive relationship with increased and improved organizational effectiveness and performance. Leaders are supposed to be good at inspiring the action and vision, which can positively influence and accelerate the process of exchange of ideas and knowledge among the workers in a given working environment (Cole, 2019).

Understanding the influence or relationship of task-oriented leadership with academic excellence in secondary schools is considered critical as it is directly

related with the job performance of the employees. It is therefore very important for the team leader in this case to understand the different approaches of task-oriented leadership styles to apply since the behavior of the team members and subordinates is highly influenced by the leader of the institution. Provision of direct assistance to teachers, group development, professional development, curriculum development, and action research activities are essential to the realization of pedagogical effectiveness. This is possible, with an effective quality leader who fully appreciates what leadership and management entails at a place of work (Cole, 2019).

According to Bass, (2018) task-oriented leadership style is a leadership style in which the leader includes one or more employees in the task-process of the organization. However, the leader maintains regular follow up to see employees' progress in their assigned roles. Head teachers who participated in this study considered themselves to be more task-oriented while the views of the teachers and students were that the head teachers used the task-oriented leadership style more especially in secondary schools. 85.6% of teachers in mission schools showed that their head teachers used task-oriented leadership style more, while only 14.4% said their head teachers were non-task-oriented (Bass, 2018). In public secondary schools, 70% of the teachers stated that their head teachers were task-oriented while 30% said they were non-task-oriented.

According to Agolla, (2018), in Botswana, autocratic leaders tend to have the following characteristics: they do not consult members of the organization in the decision-making process, leaders set all the policies and the leader predetermines the methods of work and determines how the duties of the subordinates will be done. It

was clear from the qualitative findings in this study that under such a leadership style, teachers do not work freely and their performance is affected. From the qualitative data received from the Public secondary schools, the information is that the head teachers mostly apply autocratic leadership styles as the mode of managing the institutions.

From the data collected, head teachers use this type of leadership style as a means to induce fear and as a means to consolidating their authority. The more teachers feel intimidated the more the performance gets affected negatively. Mbiti (2007) argues that the more teachers get scared of management at a working place, the more they tend to develop defensive mechanisms there by resulting into poor attitude towards work. Once this situation is entrenched in the workers, the performance starts to get affected negatively.

The study done in Singida Municipal council, Tanzania by Sospeter, (2017) focused on whether the head teachers' task-oriented leadership style had a positive effect on teachers 'performance and consequently good academic performance of learners. The findings of the study revealed that there is a relationship between head teachers' task-oriented leadership style and teaching commitment in a given in schools. This leadership style of head teachers enhanced the teaching commitment since teachers were preparing lessons and completing of syllabus, which also positively affects the academic performance of the learners. The examination results from the selected learning institutions clearly showed the difference in performance of the pupils, which reflect teacher's effectiveness in schools depending on leadership style employed in those schools (task-oriented leadership).

The study in Tanzania by Bolvia, (2018) which intended to investigate on how the strength of task-oriented leadership correlates with academic excellence in secondary schools; where teachers were observed willing for preparation of the lesson and complete syllabus. This reveals that the task-oriented leadership style is the most used style in secondary schools and that head teachers' non-task-oriented leadership style negatively influence secondary school teachers to construct and mark the test by a teacher.

The study done by joseph et al (2017) also added that head teachers' task-oriented leadership style positively influences secondary school teachers' willingness to provide feedback soon after the test. The study established that head teachers' laissez faire leadership style on secondary school moderately influenced teachers' job satisfaction with leadership and that the head teachers' task-oriented leadership styles positively influence secondary school teachers to provide more assignment and weekly tests as well as monthly without the head teacher forces. Those tests were marked and feedback was given. For the authoritative one scores are forged and do not relay to what they taught. They just document what was not tested. Neither weekly test nor monthly is provided. They keep silence until terminal exam when the authoritative leader says.

The main recommendations observed in these literatures of this study are: School head teachers need to use task-oriented leadership style in the management of schools as it allows teachers to give off their best and meaningful provide test to learners. The study also revealed that school managers, avoid the laissez-faire leadership style and mixed democratic which permits just delegation of

responsibility to teachers and instead apply task-oriented leadership style improves teacher provision of test and feedback. Feld, (2016) and Pexman (2017) both agree that specialized management and leadership training course be designed for those aspiring to become head of schools, current serving heads should undertake courses on the modern rudiments of leadership styles. A mentoring program is recommended for newly appointed and underperforming serving head of schools thus promote and encourage the use of task-oriented leadership which is also participative leadership in the school systems.

According to the study in Tanzania by Joseph, et al., (2019) head teacher's task-oriented leadership styles affect teaching commitment in students' academic performance. They play important role with the intention to make teaching and learning more effective and to give quality education to students. It is explained that Leadership processes define, establish, identify, or translate this direction for their followers and facilitate or enable the schools' processes with the aim of achieving the purpose (Baron et al, 2009). For example, Chafra (2006), as previously mentioned task-oriented leadership style is characterized by co-ordination, co-operation and by collaboration. Sizer (2004) found that under certain conditions the autocratic leadership style is appropriate, especially when one has all the information to solve the problem, when one has little time, and when employees are well motivated.

The other study in Nyamagana District, Mwanza,Tanzania by Kapela, Prof. Kopoka and Prof. Namusonge (2021) good academic performance might be caused by many factors of which one of them is Task-oriented leadership practiced in Secondary

Schools. The study also established that, application of Task-oriented leadership may lead to high teachers' commitment, good students' behaviours and good policies that indicate high academic excellence.

There is no fault to say that the experience from the rest of the world shows that task-oriented leadership and the encouraging of outcome teachers commitment started since 1950's in the rest of the world particularly the industrialized world. This has been noted in literatures by (Borins, 2001; Merx- Chermin and Nijhof, 2005; and Barker, 2007). The empirical experience shows that in developed countries, the move towards influencing outcome teachers' commitment through task-oriented leadership has continued to acquire a high degree of legitimacy in addressing issue related with teachers' commitment in secondary schools such as preparation of lesson notes, lesson plans, marking students' tests and improved job performance and both teachers and students' commitment. This has transformed and restructured schools towards electronic information communication networks associated with e-teaching/learning in the global world. Encouraging outcome teachers' innovations in schools is central.

About 80% of today's teaching activities empirically are dominated by industrialised countries and they take a global lead in influencing teachers and developing leaders (head of schools) who can influence outcome teachers' commitment and innovations. This has made the developed countries to satisfy teachers and customers i.e. students, parents, community and other education stake holders by meeting their expectations. However, all these have been successful through task-oriented leadership, which is revealed to be most effective in

influencing teachers' commitment to their job and the schools' performance in general.

According to the study in South Africa by Barker, (2007); and De Jager (2013) proved that task-oriented leadership influences teachers' commitment by insisting on innovative behavioral traits including visionary view on challenges and solutions that improve both performance and students' achievement by the school. Head of schools are also insisting openness to change, persistency, thorough presentation of new productive ideas and solutions, persuasive powers by leaders so as to influence teachers' commitment and innovations that would lead into high job performance and ultimately lead to students' achievements. According to De Jager, et al., (2013) African countries particularly South Africa realized the potential of influencing outcome teachers' commitment in the 20<sup>th</sup> C. It is within this century when different education organizations including schools, colleges and universities undertakings have been embarked on as a sign towards influencing teachers' commitment and innovations in the organizations.

### **2.3.3 Challenges toward Applying Task-Oriented Leadership in Secondary Schools**

According to study by Ginzberg (2017) in the United State of America, that indented to investigate the challenges to ward applying task-oriented leadership and their copying strategies in secondary schools in USA Province proved that task-oriented leadership style in secondary schools had some challenges since it focuses on getting work done and by trying to find ways to reach its goals as efficiently as possible.

Using descriptive survey method of data analysis, four primary weaknesses were

disclosed: (a) it rely on planners, to do lists, (b) it always looked to accomplish the next tasks, (c) it was based on structures and systems for subordinates to follow, and (d) work ethics, indicated that a supervisor's leadership behaviors and characteristics do impact employees' workplace performance. In that study it was recommended that leaders need to evaluate the perceptions of an employee's view of task-oriented leadership styles that increases their workplace performance.

The study done by Kinney (2019) in Maryland, United State of America found employees held unrelated to supervisors' task-oriented leadership behaviors and characteristics. Its data collection was also derived from in-depth interviews with 10 mid-level management employees aged 27 to 55 years of age, who are currently or were previously employed with a local government agency, its findings indicates that for those teachers who are powerful, task-oriented leadership style of the head of schools endangers their effectiveness in preparing quality teaching materials and preparation of the lesson and so far in response to this they forge student assessments hide lesson books, registers, records of syllabus covered. This implies that task-oriented leadership may never influence performance of a teacher if not well handled as per its demand or condition.

This study recommended that school head teachers need avoid the use of single leadership approach in implementing task-oriented style of leadership in the management of schools as this does not allow teachers to give off their best and meaningful and creativity in preparing the lesson and students assessments including completing syllabus. So far adoption of leadership strategies by the schools' heads such as task-oriented leadership with participative style of leadership that creates

conducive environment which will help in improving secondary school teachers' job performance, the Ministry of Education should review its appointment criteria for heads of departments, deputy head teachers and head teachers so that only those who are trained in Education Management should be appointed.

Moreover, specialized management and leadership training course be designed for those aspiring to become head teachers in secondary schools and also the current serving heads should undergo in-service and refresher courses on the modern rudiments of leadership style. Also, a study by Altimire and Mahmood (2018) in Hong Kong, China, intended to find out the challenges toward applying task-oriented leadership and their copying strategies in schools. Employees' commitment of their supervisor's leadership styles and teacher effectiveness in the workplace using a total of 350 Chinese workers in Hong Kong

In line with our hypothesis and regression, its result showed that perceived task-oriented leadership was positively related to all successful in the workplace dimensions, though it was focused to a completion of task. Perceived task-oriented leadership was significantly related to leadership. Finally, perceived other leadership styles like laissez-faire leadership was negatively related to all unsuccessful workplace leadership and environment. Rangarajan and Benard (2017) document that women head teachers spend more time in unscheduled meetings, made fewer trips from schools and observed teachers considerably more often than male head teachers. Bass (2016) found that women community leaders were often more supportive of affirmative action for minority people, for example the subordinate staff. In Kenya, various studies on task-oriented leadership styles of head teachers have

been done. In one such study, Mang'oka (2017) looked at the way heads in Nairobi and Machakos lead. He found that women head teachers in secondary schools were rated higher than their male counterparts on the task-oriented Leadership Behaviour Description Questionnaire (LBDQ). Likewise, Muchira (2021) found that male head teachers were rated higher than their female counterparts on the LBDQ in initiating structure and consideration. Asunda (2018) in Nairobi, Kenya, in her study on the challenges of task-oriented leadership behaviour and styles of secondary school head teachers found female head teachers as task-oriented leaders. Asunda's and Muchira's studies depicted a positive view of the woman head teacher in task-oriented leadership style

In a more recent study Barasa and Monde (2018) in Tanzania, their study on the challenges of head teachers' task-oriented leadership styles and how this affects performance; found female head teachers to be rated significantly higher than male head teachers on both dimensions. In the same vein, Kariuki (2016) in her study on the challenges of task-oriented leadership behaviour on teachers' commitment, found that women head teachers were rated significantly higher in the initiating structure dimension than in the consideration dimension. This review showed that there are no established patterns on how male and female administrations go about their work.

### **2.3.4 Effects of Task-Oriented Leadership Style**

Lewin's (2017) carried out a study on the head of schools' task-oriented leadership style on secondary schools' academic performance in Newton Ville, Massachusetts in USA. Lewin's suggested that task-oriented leadership style enhances teaching

commitment in secondary schools through delegating assignments, setting clear processes and through issuing deadlines to ensure all team members(teachers) remain focused and deliver their part of the teaching programme within the designated time. Head of schools who use this style develop a structured workplace with clearly defined priorities and schedules.

However, the objectives of the study included ascertaining how head of schools' task-oriented leadership style enhances teaching commitment in secondary schools in Newton Ville in Massachusetts, USA where he also assessed communication channels between head of schools and teachers. According to a study done by Steinberg (2016) in New York, Task-oriented leadership was found to be a key issue in any given education institution, in Secondary schools particular, Task-oriented Leadership practices was reported to have a positive impact with increased Secondary school academic performance. With Task-oriented leadership, Leaders are supposed to be good at inspiring the action and vision, which can positively influence and accelerate the process of exchange of ideas and knowledge among the teachers and students in a given working environment/school.

Understanding the impact of Task-oriented leadership on Secondary schools' academic performance is considered critical as it is directly related with teachers' commitment in teaching. It is therefore very important for the team leader in this case the head teacher, to understand the Task-oriented leadership styles to apply since the behaviour of the team members and subordinates is highly influenced by the leader of the institution. Provision of direct assistance to teachers, group development, professional development, curriculum development, and action research activities

are essential to the realization of good academic performance in secondary schools. This is possible, with an effective quality leader who fully appreciates what Task-oriented leadership and management entails at a place of work.

According to research findings of Cetin, Karabay and Efe, (2012) done in Turkey found that, Leadership style also has a significant impact on employee job satisfaction, commitment and productivity, where productivity is indicating employee job performance. Employees are organization important assets, a capable leader, and leads followers towards achieving desired goals. Correspondingly, Hunter, Bedel and Mumford, (2017) argued that, Leader behaviors effect subordinates' actions and perceptions, ultimately resulting in some type of desired outcomes. Employees require leadership and the leadership impact each of them uniformly.

According to Hiller, DeChurch, Murase and Doty (2018) Leaders and leadership can affect emotions, most remarkably in followers, thus it can be inferred that leaders can strongly influence employee performance and leaders' communication ability is significant to the employees. Leadership is the driving force in the organization of individual, teams and entire organization (Kaiser, Hogan & Craige, 2016). Leadership enables individuals to be successful (DeChurch, Hiller, Murase, Doty & Salas (2017), supports the fact the leaders can have positive or negative effect on employee performance.

Hiller, et al., (2018) the effects of leaders and leadership are presumed to result in effectiveness and performance outcomes. According to Yukl (2019) leadership is

significantly about motivating people and gaining their commitment, crux that followers (employees) are influenced by leaders (managers) and their performance is directly affected by their behavior. Clear communication what, when and how the task and goals are attained is a necessity for better employee performance. Titus, (2017) conducted a study on the impact of head teachers' task-oriented leadership style on secondary schools' academic performance in central district Kitui Country, Kenya. The study employed the cross-sectional survey design. The target population was twenty (20) head teachers, twenty (20) deputy headteachers and sixty (60) teachers, making a total of population of one hundred (100).

The study findings revealed that teachers were not very committed with other leadership styles like autocratic, laissez-faire, transactional and transformational leadership styles because these leadership styles had not defined clearly roles of doing to teachers and the tasks that were found were unclear and unstructured. This had led to poor teaching commitment among teachers, also poor commitment among teachers themselves as well as teachers and the heads of schools. Despite the fact that the previous study was conducted in Kenya, the researcher used only the single instrument of data collection which could not bring more information to investigate the problem concern.

Ogunode, Olowonefa and Ayoko, (2023) had the paper which discussed the application of the task-oriented leadership style in addressing specific educational problems in Nigerian public educational institutions. The paper adopted secondary data for the collection of data. The paper concluded that a task-oriented leadership style can be used for specific school problems. The paper also discovered that a task-

oriented leadership style can be used to improve teachers' job performance and students' academic performance in educational institutions in Nigeria.

Speaking in during Parliament session in 2008, in Tanzania, the then Minister for Education and Vocational Training Prof. Jummane Magembe noted that, there was a high academic performance which was calculated to 90% of the total schools in Tanzania by that time. However, this performance was observed for those schools whose heads teachers practiced Task-oriented leadership. Similarly, the studies by Lyon (2018) in Tanzania acknowledged that the decline of academic performance among secondary school students in Tanzania is a result of failure to apply Task-oriented leadership by head teachers in schools, hence causing low motivation to teachers which then lead to poor teachers' commitment in teaching. The study in Tanzania by Hizza (2018) in four selected schools in Moshi observed that Task-oriented leadership has more leaders in secondary schools compared to other leadership behaviours like authoritative which have fewer numbers of leaders in schools.

Matiko and Mbuti, (2021) conducted a study which aimed at exploring leadership style and employee commitment among government hospitals in Dodoma City using the cross-sectional research design. The sample of 120 out of 889 employees was determined through simple random sampling. There is a significant positive correlation between commitment of employees and two styles of leadership: democratic leadership accounting for 24.1% and autocratic leadership, accounting for 5.6%. There is no significant relationship between employees' commitment and the following leadership styles: task oriented, people oriented, status oriented and

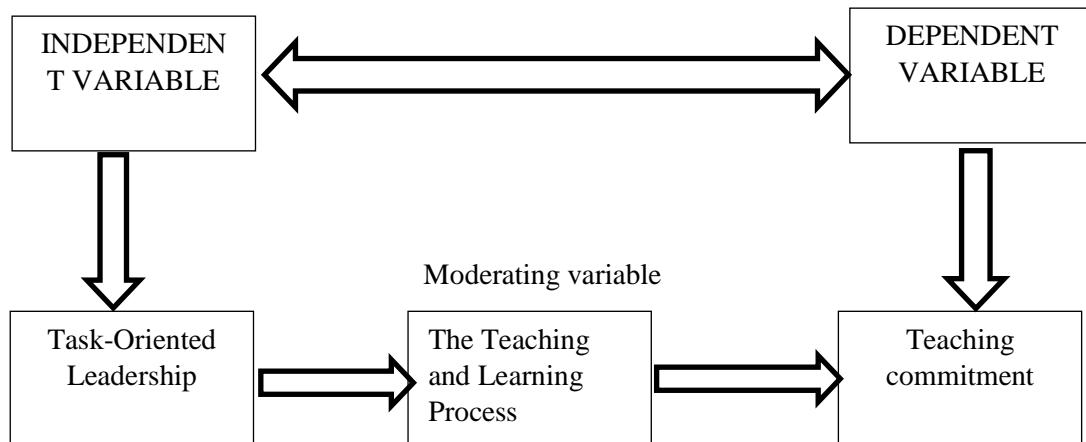
laissez faire.

## **2.5 Conceptual Framework**

In this conceptual framework that leads the study rests on task-oriented leadership styles, which involve communicating clear objectives, setting processes, issuing straight forward deadlines, offering employees guidance and implementing a rewards system. The study found that all these were achieved through prioritization, time-management, strategy, delegation and communication. According to Leedy (2019), task-oriented leadership style is a leadership style in which the leader includes more employees in the decision-making process of the organization. Head of schools who participated in this study considered themselves to be more task-oriented while the views of the teachers were that the head teachers used the autocratic leadership style.

According to Bright and Soka, (2017), autocratic leaders do not consult members of the organization in the decision-making process, leaders set all the policies and the leader predetermines the methods of work and determines how the duties of the subordinates. In case of task-oriented leadership style according to Chandler (2019) is the kind of leadership that makes provisions for the individual to have roles in decision-making and in the exercise of power. The style allows freedom to group decision with the leader's participation. Thus, subordinates are involved in various matters concerning their organization. The role of the leader is to communicate, delegate, set goals and assign roles to subordinates. The leader participates in the course of events determined and set.

In this study, the conceptual framework was based on the contribution of task-oriented leadership in enhancing teaching commitment in secondary schools in Mpimbwe District. However, the variables presented in figure 2.1 were interrelated in the sense that task-oriented leadership as an Independent variable had caused effect or change in teaching commitment. The teaching and learning process as a moderating variable in this section strengthened the relationship between task-oriented leadership(independent variable) and teaching commitment(dependent variable). All the information were summarized in Figure 2.1 which showed the relationship diagrammatically.



**Figure 2.1: Conceptual Framework of the Study- Task-oriented Leadership on enhancing Teachers' Commitment in Secondary Schools**

## 2.6 Research Gap

Powell, (2004) discusses the relationship between leadership and organizational performance, while other researchers like (Bass, 2019) was keenly to investigate on styles and types of educational leadership. Particularly Yuki, (2006), attempted on his best to assess the task-oriented behavior. In a similar way Greenleaf, (1977) went

further by articulating the interrelation between time management and task management. Titus, Lewins & Nzoka (2019), found democratic and autocratic leadership styles are commonly applied by school heads in Kenya. The study done by Matiko and Mbuti, (2021) found there is no significant relationship between employees' commitment and task oriented, people oriented, status oriented as well as laissez faire leadership styles. However, their studies did not focus on the contribution of task-oriented leadership in enhancing teaching commitment in secondary schools.

From the literatures reviewed on the research topic, some gaps were observed. First of all, as for all literatures the gap observed was that none of the researcher used a mixed research approach to conduct the study thus motivating the researcher to use the quantitative and qualitative research approaches to describe and explain its worth to the study. The second gap was on coverage whereby all researchers who conducted similar on the contribution of task-oriented leadership in influencing teaching commitment in secondary schools none specifically covered secondary schools in Mpimbwe district, Tanzania thus motivated the researcher to conduct similar study by reflecting the Tanzania environment.

The third gap was on the study setting whereby the researchers conducted their study basing on primary schools in Europe and South Africa. This encouraged the researcher to conduct a similar study by focusing on secondary schools setting in Tanzania. The fourth gap observed was that few researchers have defined teaching commitment in the context of secondary schools thus requiring further studies to broaden the definition.

With the existing literature there exists the problem of lack of research focusing on the contribution of task-oriented leadership in enhancing teaching commitment in secondary schools in Mpimbwe district council. And as such, little is known about the leadership style in Tanzania secondary schools and its impact on teachers' commitment and performance. Also, the existing studies much focused on the developed countries and most of the study just based only on the relationship between leaders and followers in the organization(school). Therefore, this study sought to check the contribution of task-oriented leadership in enhancing teaching commitment in secondary schools in Mpimbwe district, taking schools with more than one kind of employees. Thus, this study intentionally focused to assess the contribution of task-oriented leadership in enhancing teaching commitment in secondary schools in Mpimbwe District, Tanzania.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research methodology that was used in the study; it contains research paradigm, research approaches, research design, study area, study population, sample size, sampling techniques, sources of data, data collection methods, validity and reliability of the instruments, data analysis procedures as well as research ethical consideration.

#### **3.2 Research Paradigm**

Basing on the description by (Ogoti, 2024) a research paradigm is a shared world or a set of assumptions on understanding reality or about how things work. The research paradigm of the study is built upon the positivism and constructivism paradigm in order to gain a more holistic view of the study and identify any potential biases or limitations from data collected, this enabled the researcher to generate knowledge in which facts are predicted and explained on the basis of their relationship.

Combining positivism and constructivism in a single study is an approach often referred to as pragmatism or mixed methods research. This integration can provide a more comprehensive understanding of complex phenomena by leveraging the strengths of both paradigms. Following to the paradigms, this research employed a mixed (pragmatism) research approach, which is based on collection and analysis of both qualitative and quantitative data, and hence it tends to obtain enough amount of information basing on the number of respondents. This approach not only

enhances the validity of the findings but also allows for a more comprehensive understanding of the subject matter, as it integrates diverse perspectives and methodologies.

Moreover, the combination of these methods facilitates triangulation which collects both quantitative and qualitative data simultaneously then compares and integrates findings from both approaches. The paradigm strengthens the reliability of the results provides a richer context for interpreting the data collected. Triangulation is used to increase the credibility and validity of research findings by combining multiple methods, data sources, theories, or investigators in studying the same phenomenon. As the scientific justifications for combining positivism and constructivism in this study was that positivism as it relied on empirical evidences and constructivism as it relied on learning through social interaction, therefore combining positivism and constructivism in this study enabled the researcher to advance and analyse his concepts and integrate qualitative and quantitative data to facilitate translation.

### **3.3 Research Approach**

A mixed research approach was employed in this study using the concurrent method. This implies quantitative and qualitative research approaches. This method enabled the researcher to collect, and analyze quantitative data through questionnaires and qualitative data through documentary and interviews which were analyzed through content analysis. Both methods were used in order to overcome the weakness in using one method with the strengths of another. According to Labaree (2019), the approach had more in-depth information and knowledge of the

problem as well as providing rich datasets. It also assisted to increase findings, reliability and credibility through the triangulation of the different evidence results. Creswell (2018) adds that, when the two approaches are used in tandem, the overall strength of a study becomes greater than either quantitative or qualitative research used alone. These reasons convinced the researcher to consider mixed approaches.

### **3.4 Research Design**

Omari (2021) defines research design as the general plan of how the research questions will be answered. In this study, a Case study design was employed due to the fact that the contemporary study was to be conducted in short period of time, that is less than a year to cope with the few resources allocated to the researcher. Among other rationale of employing this design was that, it enabled the researcher to understand complex issues (task-oriented leadership in enhancing teacher commitment) in their real-life settings (public secondary schools) and it was often used to understand the perspective of participants in Mpimbwe District (Kothari, 2018). This approach gave the researcher an opportunity to have a relatively wide coverage of the study area and research respondents with varied experiences through focus group discussion (FGD), questionnaire, observation and documentary review.

### **3.5 Study Area**

The research was conducted in Mpimbwe District council in Eastern zone located 300 km from Katavi Town. Mpimbwe district council was one of the five administrative District Councils in Katavi Region, namely Mpimbwe district council, Mlele district council, Nsimbo district council, Tanganyika district council and Mpanda Municipal council (Human Resource Office, 2023). Mpimbwe district

was selected because it was one the new established district in Katavi region which was established in 2016 and the researcher had hardly found the study on the contribution of Task-Oriented leadership in Enhancing teaching Commitment in Secondary Schools done in this context. Furthermore, this study was conducted in Mpimbwe district council, The choice was purposely done due to the fact that Mpimbwe district is the newly established council in Katavi region and one among the fast growing councils in Katavi region (URT, 2013). Moreover, it is one of the local emerging of both public and private schools in response to its growth. It was more convenient to the researcher in the context of scarce resources and time limitfrthe completion of this research.

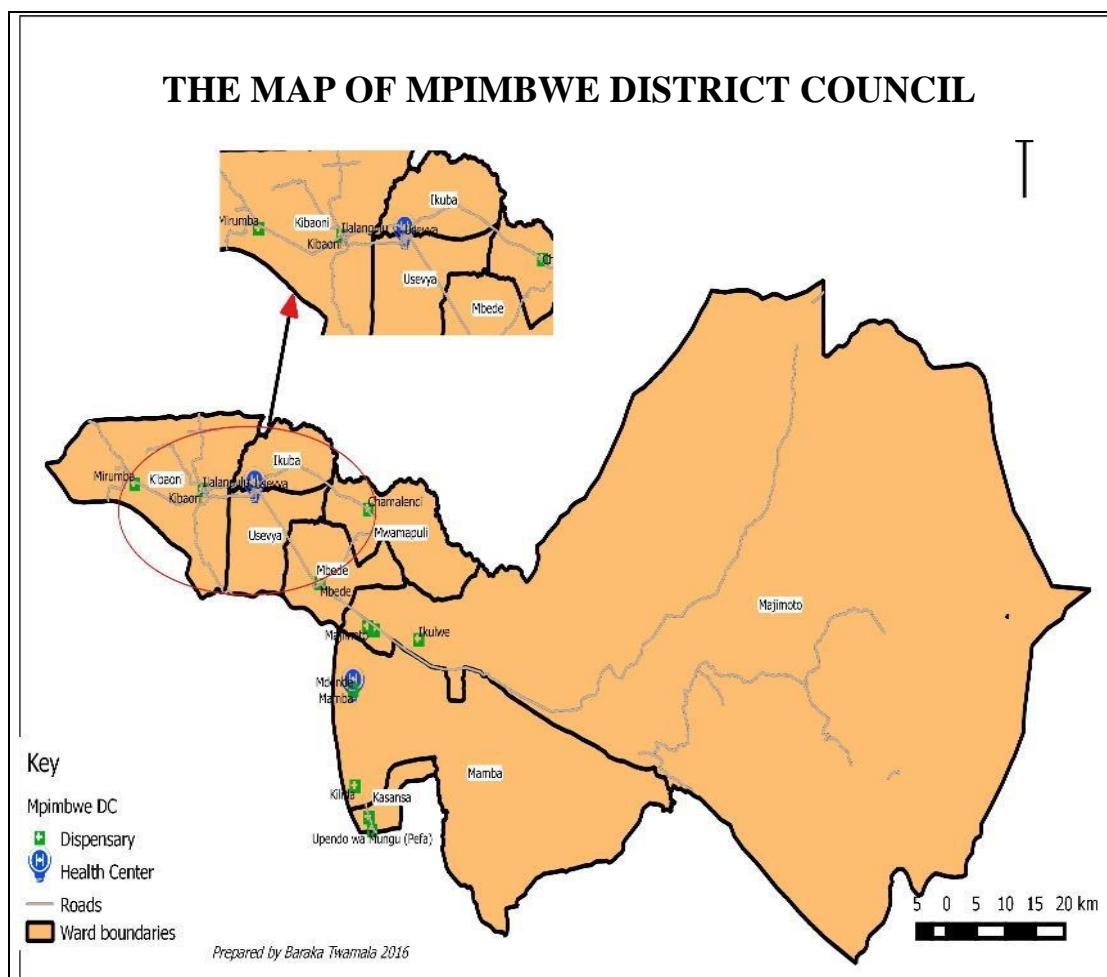
**Table 3.1: Form Four National Examination Results 2020-2022**

Year	Gender	Usevya Secondary School					Mamba Secondary School				
		Div	Div	Div	Div	Div	Div	Div	Div	Div	Div
		I	II	III	IV	O	I	II	III	IV	O
2020	M	3	10	17	32	2	16	24	17	19	0
	F	0	2	6	24	3	2	7	18	36	1
	T	3	12	23	56	5	18	31	35	55	1
	Percentage	3	12	23	57	5	13	22	25	39	1
2021	M	1	12	11	33	3	12	28	24	51	0
	F	0	5	6	30	0	1	9	14	37	0
	T	1	17	17	63	3	13	37	38	88	0
	Percentage	1	17	17	62	3	7	21	22	50	0
2022	M	4	10	25	26	1	7	27	33	33	0
	F	0	5	12	27	0	2	9	18	68	2
	T	4	15	37	53	1	9	36	51	101	2
	Percentage	4	14	34	48	1	5	18	26	51	1

**Source:** Necta.go.tz

Additionally, the researcher resided and worked in Mpimbwe district as the researcher was able to save cost and easily accessibility of conducting this study. Below was the form four academic performances of two schools selected in Mpimbwe district from 2020 to 2022. Thus the researcher had chosen this area to see if this performance was triggered by task-oriented leaders in public secondary schools.

Hereunder is the sketch map of Mpimbwe District council



**Figure 3.1: The Sketch Map of Mpimbwe District Council**

Source: Human Resource Office, Mpimbwe District Council (2023)

### 3.6 Study Population

The study population is the population to which a researcher sought to generalize the results of the study (Ary, 2020). The study population is “the entire aggregation of respondents that meet the designated set of criteria” (Burns and Grove 2018). The study population in this study included Heads of Schools, District education officer, education ward officers, teachers and students from the targeted two schools in Mpimbwe district. Teachers were involved in this study because the study needed to identify if their (commitment in teaching) was contributed by task-oriented leadership from their school heads while students were involved in this so as to capture their understanding on teaching commitment from their teachers. Head of Schools, Ward Education Officers and District Education Officer were included in this study for the purpose of determining the style of leaderships they employed to their teaching staff the study population is indicated in the table 3.2;

**Table 3.2: Total Population of the Study**

S/N	Population	Gender			Percentage
		Male	Female	Total	
1	Teachers at Usevya SS	15	14	29	1
2	Students at Usevya SS	723	455	1178	53
3	Teachers at Mamba SS	13	8	21	1
4	Students at Mamba SS	474	507	981	44
5	Ward Education Officers	1	1	2	0
6	District Education Officer	1	0	1	0
Total population		1227	985	2212	100

**Source:** District Education Office, (2023).

The study used a population sample of 96 participants, which included 81 students, 10 teachers, 2 head of schools, 2 ward education officers and 1 district secondary education officer To ensure the sample was representative of the larger population, the researchers took several steps including geographical representation: whereby the

teacher participants were recruited from urban, suburban and rural school settings within the Mpimbwe District, which had a total population of 215,438 residents according to NBS (2022). Moreover, organizational representation included participants from key education offices, such as district administration, curriculum development, and professional development, to capture diverse perspectives and roles within the education system. By implementing these strategies, the researchers aimed to obtain a sample that accurately reflected the diversity and characteristics of the target population in Mpimbwe District, thus increasing the generalizability of the study's findings.

### 3.7 Sample Size

Guba & Lathan (2018) defines a sample as a subset of the population drawn from the sampling frame so as to represent the entire population. 2212 is the total population of the two selected secondary schools (teachers and students), Ward education officers and district educational officer in Mpimbwe district. With this data, Latham, (2017) recommended that, when the population is more than 1000, its sample size is obtained by Slovin's formula.

Consider the below slovin's formula;

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

Whereas n = sample size

N = Targeted population, in this study total population is 2212

e = level of significance at 0.1 (90%) or the standard error

Therefore, using above formula;

$$\begin{aligned} \text{Sample size;} &= \frac{2212}{1 + 2212 (0.1)^2} \\ &= 96 \end{aligned}$$

The study's sample size consisted of 96 respondents, with 81 being given questionnaires. Additionally, 5 respondents (including 2 school heads, 1 district educational officer, and 2 ward education officers) were interviewed, and 10 teachers participated in a focus group discussion. These efforts aimed to gather specific information for the researcher on how task-oriented leadership contributes to enhancing teaching commitment in secondary schools.

### **3.8 Sampling Techniques**

#### **3.8.1 Simple Random Sampling**

Random sampling is considered as the best techniques for selecting representative Samples. In this study, simple random sampling was used to select 10 teachers and 81 students from the population. In this study, every teacher and student was given equal chance of being selected. The researcher assigned a random number generator to the study respondents and then picking randomly the teachers by using a computer program “*The Random Number Function*” during the study in two (2) secondary schools from Mpimbwe district council. Kothari (2018) supports random sampling that every item in the universe has an equal chance of inclusion in the sample. The study used random sampling techniques because the sample of teachers and ward coordinators represented the target population while the technique enabled a researcher to eliminate sampling bias.

#### **3.8.2 Purposive Sampling**

The purposive sampling implies intentionally selecting individuals to learn to understand the central phenomenon (Misra & Denscombe, 2019). Purposive sampling was used to get head teachers, education officers, and ward coordinators.

The purposive method was used because head teachers, education officers, and ward coordinators were knowledgeable about task-oriented leadership styles, which they applied, and possessed key information than anyone. For that reason, 2 heads of schools and 2 ward education officers and 1 district education officer were selected for the study.

### **3.9 Sources of Data**

#### **3.9.1 Primary Data**

Primary data is the data that is collected by a researcher from first-hand sources using methods like surveys, interviews (Cohen et al, 2017). During the study, data was collected directly from primary sources whereby 81 questionnaires were collected for the purpose of achieving in-depth investigation. Cohen, (2017) added that primary data is selected for the purpose of achieving an in-depth investigation of the analyzed objectives. These primary data was used because they were original ones and relevant to the topic of the research study so the degree of accuracy was very high.

#### **3.9.2 Secondary Data**

Secondary data refers to data that is collected by someone other than the user. This study used secondary data that published journals on task-oriented leadership styles that were reviewed to assess the role of task-oriented leadership in enhancing teaching commitment in secondary schools in the course of providing quality education. Using secondary data much of the background work that were needed already were carried out such as literature reviews were to be captured.

### **3.10 Data Collection Methods**

#### **3.10.1 Interviews**

According to Creswell (2020), interviews are done with the intention of finding out things that cannot be observed. In this study, data were collected through interviews in a face-to-face interaction between researcher and head of schools, ward education officers and district education officer to find out how task-oriented leadership styles enhances teaching commitment among teachers in secondary schools like in preparing lessons. This interview was to be flexible to allow freedom of expression from ward education coordinators. Cooper (2019) says that flexibility enables the researcher to ask questions in a different order as well as search for clarity on answers that are not clear. Interviews were used to collect qualitative data through exploring respondents' opinions, behaviour, experiences, phenomenon, etc. In this study, both structured and semi structured interview were used. The structured interview mainly involved closed ended questions to solicit demographic information from the respondents and inviting free and open discussion. The semi-structured interview was used to collect information from key informants.

#### **3.10.2 Questionnaire**

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents (Frankel, 2020). In this study, questionnaires were distributed to teachers and students in order to provide their opinions on how head teachers task-oriented leadership styles contributed to teaching commitment in a contemporary school setting. Using those forms the respondent filled them and returned to the researcher. The field questionnaires were then collected for quantitative analysis. This technique was used because it offered

large amount of information to be collected from a large sample within a short time; also, questionnaires offered actionable data. The researcher obtained information on school heads leadership behaviors in enhancing teaching commitment in secondary schools.

### **3.10.3 Focus Group Discussion**

A focus group discussion (FGD) is a good way to gather information from people with similar experiences to discuss a specific topic of interest (Fairbrother, et al., 2016). This study used a group discussion method to gather data from 10 teachers to discuss how their task-oriented leadership styles enhance teaching commitment in the provision of quality education. Focus group discussion (FGD) was adopted as a means of data collection for the study because; first, the method had the ability to collect data for the study relatively quicker than one-to-one interview and secondly, focus group discussion allows the respondents to react to and build up on the responses of other group members as well as allow one to disclose information more freely than in the one-to-one interview (Silverman, 2017). the researcher obtained information on the relationship between task-oriented leadership and teaching commitment in secondary schools

### **3.10.4 Documentary Review**

The researcher used secondary school documents that were relevant to leadership and teaching commitment in public secondary schools. Dissertation and journals were to be consulted from internet and books from OUT library in Sumbawanga, lesson books, schemes of work, registers, and records of the syllabus covered were examined from the entire to assess the teaching commitment of teachers from the

two selected secondary schools. This method on the other hand provided some authentic and relevant information to this study as well as it was very reliable method of collecting data since the data to be obtained under this method had already been researched by other scholars in their studies. Documentary review had been selected as secondary data source of information for the purpose of authenticating and integrating the data obtained from questionnaires, focus group discussion and interview during the data interpretation and discussion.

### **3.11 Validity and Reliability of the Instruments**

Validity refers to the quality that a procedure or an instrument used in the research is accurate, correct, true, and meaningful (Sobehart, 2019). It is argued that the validity and reliability of data collected depend on research instruments used to collect those data. Reliability is the consistency of the results. Okoli (2017) defines reliability as the consistency with which repeated measures produce the same results across time and across observers. In this study, the following techniques were employed so as to get the most out of the validity and reliability of the instruments, data, and findings.

Firstly, the researcher used triangulation as a way of ensuring the credibility, conformability, and transferability of the targeted research. This means the study employed multiple methods of data collection so that the weakness of one method was compensated by another. The methods to be used were questionnaires, interviews, group discussions, and documentary reviews. Oplatka (2019) support this idea that, studies that use one method of data collection are vulnerable to errors of the particular method.

Secondly, the researcher ensured that the questions designed are based on the specific objectives and major area of the study; data collection methods (questionnaires, interviews, group discussion, and documentary review) were reviewed by experienced researchers. Finally, the study used Lethwood (2018) formulae to get the sample size at the same time he designed and incorporated methodological strategies to ensure the ‘trustworthiness’ of the findings.

Furthermore, to obtain a comprehensive research data the research instruments validated the objective of the study. The researcher tested the tools to be used in the study in order to establish their validity and reliability. One public secondary school other than those sampled for the study in Mpimbwe district council was used in pilot study using interview and questionnaire. The instrument of data collection was in Kiswahili for the sake of validly to Kiswahili speaking respondents. The instrument was first constructed in English and then translated into Kiswahili by two different people and then translated back into English by two other people. In this process any ambiguities were removed so that the final Swahili version reflected accurately the content in the original English version.

Questionnaire and interview were used to ensure the reliability of methods and validity of collected data. This helped the reduction of research biases since confirmation claims were linked to data occurrences from multiple sources. These was done to overcome the problem of relying and being bound to one research method only and hence increased the validity of data.

### **3.12 Data Analysis and Procedures**

According to Kothari (2019), data analysis is the process that implies editing,

coding, classification, and tabulation of the collected data. After coding had been done all the quantitative data collected through closed questionnaires were categorized and presented in tabular forms using frequencies and percentages. This process was done with a statistical package for social science (SPSS) software version 20. Moreover, for qualitative data that were gathered through interviews, documentary review and focus group discussion its data were analyzed thematically by translating and interpreting the information given from respondents in researchers' thoughts during face-to-face interview, discussion of questions in groups including information gained from various documents on task-oriented leadership styles such as reports, dissertations, and books obtained at the Open University of Tanzania library and the internet.

Furthermore, the process involved reflections about the data, coding the material into the categories and finally interpreting the data for understanding meaning and pattern. Due to the fact that this study collected data qualitatively and quantitatively therefore analysis was done in both qualitatively and in quantitatively where the descriptive analysis was adopted to analyze the collected data from respondents. Moreover, data from interviews were analyzed through content analysis in which wording and quotations were employed to make sense to research questions. The data from questionnaire were analyzed and interpreted in simple tables of frequencies and percentages.

### **3.13 Ethical Consideration**

Ethics are the norms or standards for conduct that distinguish between rights and wrong (Bolden et al., 2018). The study was undertaken in consideration of ethical

issues in social science inquiry. The process of collecting, analyzing, interpreting data was done in a way that respects the rights of participants and individual respondent groups. Before data was collected, an introductory letter was prepared for the purpose of seeking informed consent from the respondents to participate in the study. Each questionnaire contained an opening introductory letter requesting for the respondent's cooperation in providing the required information for the study. The respondents were assured of confidentiality of the information provided and that the study findings were to be used for academic purposes only. Respondents also were assured of their personal protection and that they had authority to refuse or accept to be interviewed.

## CHAPTER FOUR

### FINDINGS AND DISCUSSION

#### 4.1 Introduction

The current chapter examines the findings of the study and engages in discussion regarding these findings. This discourse involves establishing connections between the researcher's findings and existing literature from previous scholars. The discussion is closely aligned with the objectives of the research. Nevertheless, the discourse presented in this section is a product of the findings, existing literature, and the researcher, as detailed in Table 4.1.

#### 4.2 Characteristics of Respondents

**Table 4.1: Characteristics of Respondents N=96**

Teachers	Gender			Experience(years)				Total
	Male	Female	Total	0-3	3-4	4-9	Above 9	
	6	4	10	5	3	2	0	10
Percents %	60	40	100	50	30	20	0	100
Education officer 1	Male	Female	Total	1-16	17	18-24	19-30	Total
	1	0	1	1	0	0	0	1
Percents %	100	0	100	100	0	0	0	100
Head of schools	Male	Female	Total	1-5	6-10	11-13	14+	Total
	2	0	2	2	0	0	0	2
Percents %	100	0	100	100	0	0	0	100
Education Ward Coordinators	Male	Female	Total	6-11	12-14	15-17	17+	Total
	1	1	2	2	0	0	0	2
Percents %	50	50	100	75	0	0	0	100
Students	Male	Female	Total	Form1	Form2	Form3	Form4	Form 5- 6
	51	30	81	0	6	21	22	32 81
Percents %	62.9	37	100	0	7.4	25.9	27.16	39.5 100

**Source:** Field Research (2024).

In Table 4.1, the demographic characteristics of respondents reveal that the research encompassed 10 teachers, with 6 (60%) being male and 4 (40%) being female. These teachers were classified based on their years of experience: 5 (50%) had 0-3 years, 3 (30%) had 3-4 years, 2 (20%) had 4-9 years, and none had 9 years and above. The participation of all 10 (100%) teachers as respondents underscores the gender balance maintained in the study. Furthermore, the investigation included 1 District Secondary Education Officer, with 1 (100%) being male and none (0%) being female. The District Secondary Education Officer's experience was delineated as follows: 1 (100%) had 1-16 years, while none fell into the categories of 17-20, 18-24, or 19-30 years. In addition, head teachers, ward education coordinators, and students were part of the study, totaling 96 individuals in the sample size, signifying the comprehensive representation of all groups in the research.

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

#### **4.3.1 Task-oriented Leadership in Secondary Schools**

The primary aim of the research was to examine the impact of task-oriented leadership on fostering teaching commitment within educational institutions in Mpimbwe District, Tanzania. The data gathered from questionnaires, interviews, and group discussions revealed a variety of outcomes. Specifically, 36 participants, representing 37.5% of the sample, strongly endorsed the prevalent use of task-oriented leadership in Mpimbwe Secondary schools. Furthermore, the data indicated that 31 individuals (32.2%) acknowledged the significant role of task-oriented leadership in influencing key decisions made by school leaders. Additionally, the research findings suggested that task-oriented leadership was predominantly

implemented in one out of the two schools included in the study to some extent. This leadership approach was found to be moderately utilized. From the findings of the study, it can be said that task-oriented leadership affects teaching commitment of teachers in secondary schools in Mpimbwe district.

**Table 4.2: Task-oriented Leadership in Secondary Schools**

Task-oriented Leadership Style applied	Frequencies of respondents									
	Agree (%)		Strong Agree (%)		Disagree (%)		Strongly Disagree (%)		Mean	
	No. of item	%	No. of item	%	No. of item	%	No. of item	%	Total item	%
Task-oriented leadership is mostly used in Mpimbwe schools	28	29.16	36	37.5	13	13.5	19	19.7	96	100
Task-oriented leadership is mostly useful by head of schools in making major decisions	29	30.2	31	32.2	22	22.9	14	14.5	96	100
The Task-oriented leadership is commonly used	31	32.2	38	39.5	14	14.5	13	13.5	96	100
Task-oriented leadership is used in schools to some extent	5	5.2	9	9.3	40	41.6	42	43.7	96	100

**Source:** Field Research (2024).

Once again, the majority of the results from the previous study indicated that Task-oriented leadership was prevalently utilized by 38 individuals (39.5%). The latest findings, obtained through interviews with 2 ward coordinators, a review of 5 documentaries from previous studies, and discussions involving 2 head teachers as part of qualitative data, demonstrated that Task-oriented leadership style is the predominant leadership approach employed in Secondary schools. This particular leadership style was predominantly implemented in one school, leading to a positive impact on teacher commitment within that institution.

Subsequent findings suggested that the leadership style of head teachers has a direct influence on the level of commitment exhibited by teachers in a specific school. As a result, it was recommended that a Mentoring program be implemented for newly appointed and underperforming head teachers to cultivate leadership skills and foster teacher commitment. In an interview about task-oriented leadership in secondary schools, the head of school stated *that*:

*“Teacher confidence and knowledge are improved through training. This training aids in the effective implementation of the curriculum, ultimately influencing student outcomes. The head of school employed a task-oriented leadership approach to influence teachers and make important decisions”.*

*Teacher training significantly enhances teacher confidence and knowledge, which is crucial for the effective implementation of curricula and positively influences student outcomes. Training programs that are well-structured and managed from planning to evaluation are essential for developing teachers' professional competencies. Such programs should be based on clear objectives, needs assessments and regular evaluations to ensure they are effective and lead to behavioral changes in teachers, ultimately forming professional educators.*

This quote gives a message that training for teachers is very important as it develops their confidence and knowledge. the head of schools should therefore make good intentions to address teachers' demands for their upkeep through training as motivation, this in turn is important in the effective implementation of the curriculum and as a result influences positive students outcomes. Likewise, the quote suggests that training programs that are essential for developing teachers' professional competencies need to be well-structured and managed from planning to evaluation and that such programs should be based on clear objectives, needs assessments and regular evaluations to ensure they are effective and lead to behavioral changes in teachers, ultimately forming professional educators.

The investigation concluded that the level of commitment exhibited by teachers is contingent upon the style of leadership implemented by the school principal within a particular educational institution. Additionally, an observation was made indicating that principals in secondary schools showed a reduced inclination towards utilizing

Task-oriented leadership approaches to manage their schools. The results of the study also unveiled that task-oriented leadership is among the leadership styles that are underutilized within school settings. As per the study, the performance levels of both educators and students were subpar in institutions where Task-oriented leadership was not frequently employed. This implies that educators lacked dedication to their teaching duties, consequently resulting in inadequate academic performance among students, poorly prepared lessons, and incomplete coverage of the syllabus.

The examination revealed that the prevailing leadership styles were predominantly democratic and autocratic, with democratic leadership being more prevalent in older secondary schools compared to the autocratic style. According to the findings, a democratic leadership style entails the leader involving one or more subordinates in the decision-making processes of the organization, while still retaining the final authority. The head teachers who took part in the research perceived themselves to lean more towards a democratic leadership approach, whereas the teachers' perspective was that the head teachers tended to adopt an autocratic style.

Among the educators in the schools, 60% indicated that their head teachers demonstrated democratic tendencies, while 40% believed they displayed autocratic traits. This form of leadership is characterized by singular control over decision-making, with minimal contribution from group members, granting the leader full authority. The investigation brought to light that democratic and autocratic leadership are prevalent, with democracy being more prominent in primary educational settings. Consequently, the determination was made that Task-oriented

leadership emerges as the optimal approach in schools, fostering teaching commitment and being applicable across various teacher attributes within educational institutions.

#### **4.3.2 Relationship between Task-Oriented Leadership and Teaching Commitment in Secondary Schools**

Under this specific objective, the investigation was conducted to evaluate the impact of task-oriented leadership on teaching commitment in Mpimbwe Secondary schools utilizing a variety of inquiries outlined in Table 4.3. The survey items prompted participants to express their level of agreement or disagreement regarding the improvement of consultation with subordinates as a result of task-oriented leadership. The data revealed that 29.16% agreed, 33.33% strongly agreed, 15.62% disagreed, and 21.87% strongly disagreed. Consequently, the predominant response (33.33% strongly agreed) indicated that task-oriented leadership enhances consultation with subordinates.

Further results indicated that task-oriented leadership contributes to an increase in teaching commitment, a sentiment supported by a majority of 34.3% respondents who strongly agreed. Moreover, when asked about the enhancement of cooperation with teachers due to task-oriented leadership, 34.4% strongly agreed. Lastly, when examining the influence of task-oriented leadership style on teacher workplace performance, a significant majority (34.3%) acknowledged that this style does improve teacher workplace performance. These outcomes have been detailed in Table 4.3.

**Table 4.3: Relationship between Task-oriented Leadership and Teaching Commitment**

Relationship between task-oriented leadership and teaching commitment	Frequencies of respondents									
	Agree (%)		Strong Agree (%)		Disagree (%)		Strongly Disagree (%)	Mean		
	No. of item	%	No. of item	%	No. of item	%	No. of item	%	Total item	%
Task-oriented leadership improves consultation with subordinate	28	29.16	32	33.33	15	15.62	21	21.87	96	100
Task-oriented leadership enhances teaching commitment	29	30.2	33	34.3	13	13.5	21	21.87	96	100
Task-oriented leadership improves cooperation with teachers	28	29.16	32	33.33	15	15.62	21	21.87	96	100
Task-oriented Leadership style increases teacher workplace performance	29	30.2	33	34.3	13	13.5	21	21.87	96	100

**Source:** Field Research (2024).

During an interview with 2 ward education coordinators and the review of 20 documents in 2 schools' logbooks, the majority of participants disclosed a focus on task-oriented leadership, emphasizing the positive relationship between teachers and supervisors.

*"In my perspective, it can be posited that Task-oriented leadership is intricately linked to pedagogical dedication as a result of the inherent focus on tasks exhibited by the leader," articulated the educational ward coordinators in a discussion with the researcher.*

This assertion was corroborated by an education officer who affirmed that task-oriented leadership plays a significant role in influencing teachers' dedication within

secondary school settings. Analysis of various documents indicates that the task-oriented leadership style underscores the responsibilities of both subordinates and superiors, fostering cooperation and teamwork within the school environment.

Upon comparing findings from the field with existing literature, it is advisable for school leaders to assess their utilization of task-oriented leadership and seek feedback from employees regarding the most effective leadership style to enhance workplace performance. Drawing from extensive interviews with education ward coordinators, the data suggests that, for many teachers, task-oriented leadership implemented by superiors enhances their ability to create high-quality teaching materials and lesson plans. Consequently, this approach contributes to improved academic performance among students, facilitated by the provision of essential assessment tools such as lesson books, registers, and syllabus records.

These findings underscore the impact of task-oriented leadership on teachers' performance. It is recommended that schools adopt leadership strategies, such as the task-oriented style, to cultivate a conducive environment that enhances job performance among secondary school educators. Furthermore, the Ministry of Education should reconsider its criteria for appointing department heads, deputy head teachers, and head teachers, ensuring that individuals with formal training in Education Management are selected. Additionally, tailored management and leadership training programs should be developed for aspiring head teachers in secondary schools, while current incumbents should undergo continuous professional development courses focusing on contemporary leadership principles.

The study persisted in establishing a connection between the consistent findings and the ultimate outcome, as illustrated by a study indicating that perceived Task-oriented leadership exhibited a positive correlation with teaching commitment and various aspects of success within the workplace. Consequently, it can be inferred that Perceived Task-oriented leadership demonstrated a significant association with teaching commitment and effectiveness. Our analysis led us to the determination that Task-oriented leadership exerted a favorable impact on teaching commitment and the academic achievements of schools. Moreover, the effectiveness of teachers in delivering high-quality education is contingent upon the utilization of a task-oriented leadership approach by the school principal within a specific educational institution. From the findings of the study, it can be stated that task-oriented leadership relate with teaching commitment of teachers in secondary schools in Mpimbwe district since it yields higher school outcomes through job performance

#### **4.3.3 Challenges facing School Heads towards Exercising Task-Oriented Leadership in Secondary Schools**

Under this objective the research was conducted to investigate the obstacles encountered by school principals in practicing task-oriented leadership in secondary schools through a series of inquiries outlined in Table 4.4. Respondents were asked to express their agreement or disagreement regarding the challenges faced by school principals in practicing task-oriented leadership in secondary schools. The data revealed that 15.62% of school principals acknowledged encountering obstacles in practicing task-oriented leadership in secondary schools, such as limited resources impacting teachers' dedication to their roles, absence of internal drive among teachers, unfavorable school environment affecting teacher motivation, inadequate

salaries, among others. Moreover, 21.87% strongly agreed, 29.16% disagreed, and 33.33% strongly disagreed. Consequently, the highest percentage of respondents (33.33% strongly disagreed) stated that they are not confronted with challenges in implementing task-oriented leadership in secondary schools.

**Table 4.4: Challenges Facing School Heads towards Exercising Task-Oriented Leadership in Secondary Schools**

Challenges facing head of schools towards exercising task-oriented leadership	Frequencies of respondents								
	Agree (%)		Strong Agree (%)		Disagree (%)		Strongly Disagree (%)		Mean
	No. of item	%	No. of item	%	No. of item	%	No. of item	%	
I face challenges towards applying Task-oriented leadership	15	15.62	21	21.87	28	29.16	32	33.33	96 15
Task-oriented leadership focuses only getting the work done	29	30.2	33	34.3	13	13.5	21	21.87	96 100
Heads of schools who apply task- oriented leadership are perceived negatively by teachers	15	15.62	21	21.87	28	29.16	32	33.33	96 100
Task-oriented Leadership style decreases teacher workplace performance	13	13.5	21	21.87	29	30.2	33	34.3	96 100

**Source:** Field Research (2024).

Additional discoveries indicated that task-oriented leadership primarily focuses on task completion, with 30.2% of participants agreeing, 34.3% strongly agreeing, 13.5% disagreeing, and a significant majority of 21.87% strongly disagreeing that task-oriented leadership solely emphasizes task accomplishment. Respondents were also asked whether school principals employing task-oriented leadership are perceived negatively by teachers, with 15.62% agreeing, 21.87% strongly agreeing,

29.16% disagreeing, and a notable majority of 33.33% strongly disagreeing. The final investigation centered on whether the task-oriented leadership approach diminishes teacher performance in the workplace, as detailed in Table 4.4.

A majority of 34.3% concluded that the task-oriented leadership style does not deteriorate teacher workplace performance; instead, it enhances it. These outcomes are detailed in Table 4.4. Head teachers expressed strong disagreement regarding the challenges they encounter in implementing task-oriented leadership in secondary schools, with 32 (33.33%) disagreeing compared to 21 (21.87%) in agreement. This indicates that they perceive minimal obstacles in applying task-oriented leadership. Furthermore, teachers did not agree that task-oriented leadership solely focuses on task completion, as 21 (21.87%) disagreed in contrast to 33 (34.3%) who concurred. It suggests that task-oriented leadership encompasses more than just task accomplishment.

In addition, respondents refuted the idea that school leaders employing task-oriented leadership are viewed negatively by teachers, with 32 (33.33%) in disagreement compared to 21 (21.87%) in agreement. This implies that teachers do not hold negative perceptions towards school leaders utilizing task-oriented leadership. Lastly, respondents strongly opposed the notion that the Task-oriented Leadership style leads to a decline in teacher performance in the workplace, with 33 (33.4%) in disagreement compared to 21 (21.87%) in agreement. This indicates that the Task-oriented Leadership style does not have a detrimental impact on teacher performance in the workplace.

The cumulative percentages on all questions on the Challenges facing head of schools towards exercising task-oriented leadership, heads of school suggest that, they were not facing challenges towards exercising task-oriented leadership in secondary schools. From Table 4.4, respondents showed that Task-oriented leadership focused only on getting the work done (most means correspond to strongly agree) suggesting that head of schools who applied task-oriented-leadership concentrated only on assigning roles/tasks to be performed by subordinates while leaving other aspects that can influence teachers' commitment and effectiveness.

Respondents showed highest percentage on the item "heads of schools who apply task-oriented leadership are perceived negatively by teachers", 33.33% corresponding to strongly disagree. Respondents on the item Task-oriented leadership style decreases teacher workplace performance. Results showed that, Task-oriented leadership style does not decrease teacher workplace performance, most respondents strongly disagreed. They opined that task-oriented leadership administered by heads of schools to them fosters cooperation, consultation, good communication and team work which increase their job commitment more.

From the findings of the study, it can be said that head of schools faced some challenges towards practicing task-oriented leadership in secondary schools, however using the contingency/situational theory, the heads of schools gave importance to the role of context as a result they addressed those challenges as teachers stress, depression, unmotivated, anger, dissatisfaction etc. and the teaching commitment of teachers in secondary schools in Mpimbwe district was enhanced

#### 4.3.4 Effects of Task-oriented Leadership Style

The responses on this objective were provided in accordance with a rating scale that spans from agreement to strong agreement, disagreement, and strong disagreement.

The responses for each question posed were as follows: (1) regarding the impact of the Task-oriented leadership style in bringing teachers closer to the work station, the majority, accounting for 34.3%, strongly agreed, while 30.2% agreed, 13.5% disagreed, and 21.87% strongly disagreed. When addressing the scenario where the Task-oriented leadership style leads teachers further away from the working station, the findings indicated that 5.2% agreed, 9.3% (the majority) strongly agreed, 41.6% disagreed, and finally, 43.7% strongly disagreed. Similarly, on the inquiry concerning teachers allocating minimal time to teaching and lesson preparations due to the Task-oriented leadership style, the outcomes revealed that 4.16% agreed, with the majority, representing 10.4%, strongly agreeing, 41.6% disagreeing, and 43.7% strongly disagreeing.

**Table 4.5: Effects of task-oriented Leadership Style**

The effects of head teachers' Task-oriented leadership style	Frequencies of respondents									
	Agree		Strongly Agree		Disagree		Strongly Disagree		Mean	
	No. of items	%	No. of items	%	No. of items	%	No. of items	%	€(fx)	SD
The Task-oriented leadership style draw the teachers closer to the working station	29	30.2	33	34.3	13	13.5	21	21.87	96	100
The Task-oriented leadership style draw the teachers far away from the working station	5	5.2	9	9.3	40	41.6	42	43.7	96	100
Teachers devote very little time to teaching and lesson preparations due to Task-oriented leadership style	4	4.16	10	10.41	40	41.6	42	43.7	96	100
Task-oriented leadership makes teachers use their own time to concentrate on teaching and covering syllabus	28	29.16	34	35.41	13	13.5	21	21.87	96	100

**Source:** Field Research (2024).

In the context of Task-oriented leadership, teachers are required to allocate a significant amount of time to focus on the act of teaching. The findings indicated that 29.16% of participants agreed, while a majority of 35.4% strongly agreed. Conversely, 13.5% expressed disagreement, and 21.87% strongly disagreed with this approach. These outcomes have been detailed in Table 4.5. Moreover, the qualitative data gathered from interviews with 2 education ward coordinators and a Focus group discussion involving 2 (10.8%) head teachers revealed that the leadership style of head teachers plays a crucial role in determining the commitment and effectiveness of teachers within a school setting.

The impact of such leadership can manifest in both positive and negative ways. It was deduced from the study that the level of teacher commitment is intricately linked to the implementation of Task-oriented leadership by the school head. Furthermore, this leadership style is also instrumental in the decision-making processes within the school environment.

*"The autocratic leadership style, among other leadership styles, has played a role in distancing teachers from their work stations, leading them to operate at a considerable distance from school premises. Consequently, their focus at work may not always be optimal," stated the education officer during an interview with a researcher.*

The quote above implies that autocratic leadership, among other leadership styles has made teachers not committed in their job as a result teachers have distanced from their work stations and their concentration at work is not as expected which ultimately brings poor performance in schools.

Once more, the documentary reviews conducted by us demonstrate the impact of head teachers' leadership style on teachers' performance within schools. This influence is observed through teachers allocating limited time to teaching and lesson

preparations, including syllabus coverage, due to the presence of an autocratic leadership style. It is common for teachers to consider changing their place of work to other organizations or schools where there are few teachers and students miss certain subjects because of the continuous departure of teachers. These findings from our research question align with our previous studies conducted on this topic, indicating a correlation between them.

The study reveals that the Task-oriented leadership style adopted by head teachers has a positive effect on teachers' commitment and effectiveness in lesson preparation and syllabus completion. This, in turn, impacts the academic performance of students. The examination results obtained from various educational institutions clearly indicate variations in the performance of students, highlighting the correlation between teachers' commitment and the task-oriented leadership style implemented in those particular schools. It is thus imperative that the quality of Task-oriented leadership style implementation be considered crucial in achieving meaningful organizational change targets.

Furthermore, Task-oriented leadership has been identified as the predominant style in Secondary schools, with head teachers utilizing other styles such as autocratic leadership negatively impacting teachers in constructing and assessing tests. Additionally, the findings from interviews and questionnaires align with previous research, supporting the views of ward coordinators on the impact of Task-oriented leadership on teacher commitment and effectiveness. The research revealed that the Task-oriented leadership of head teachers in Secondary schools positively influenced teachers to assign more work and conduct regular tests without coercion.

These assessments were graded and feedback was provided, unlike the authoritarian approach where scores are manipulated and do not reflect actual learning. Weekly and monthly tests are not administered, with teacher input only during final exams under an authoritative leader's directive. The key recommendations highlighted in the literature emphasize the importance of school head teachers adopting a Task-oriented leadership style to enhance teacher performance and provide meaningful assessments to students.

The study also determined that educational administrators implemented the task-oriented leadership approach, which allows for the effective delegation of responsibilities to teachers, enhancing their provision of assessments and feedback. According to the feedback received from participants, there was a consensus that specialized training programs focusing on management and leadership should be developed for individuals aspiring to assume leadership roles in schools. Moreover, current school leaders should engage in courses that cover the contemporary fundamentals of leadership. A mentoring initiative was suggested for newly appointed and underperforming school principals to promote the utilization of task-oriented leadership within educational institutions.

The results gathered from surveys, interviews, and document analysis indicated that the leadership styles adopted by school principals have a direct impact on the effectiveness of teachers and, consequently, on students' academic performance. The implementation of a task-oriented leadership approach has been shown to enhance the quality of teaching and learning, thereby facilitating the delivery of high-quality education to students. Our findings also revealed a correlation between the

utilization of task-oriented leadership and the allocation of ample time for teaching. A significant majority (35.4%) strongly agreed with this notion, while a smaller percentage disagreed (13.5%), and a minority (21.87%) strongly disagreed. Through this research, we identified that the leadership style utilized can effectively guide teachers and streamline school processes towards achieving educational objectives.

The researcher further delved into examining the impact of autocratic leadership style by incorporating perspectives from leaders obtained through group deliberations. It was revealed that this style can yield favorable results in addressing urgent issues within educational institutions, particularly when the individual possesses comprehensive problem-solving capabilities. Our analysis indicated that the Task-oriented leadership approach adopted by head teachers plays a direct role in shaping the effectiveness of educators, which subsequently influences the delivery of high-quality education and ultimately impacts the academic performance of students. From the findings of the study, it can be said that task-oriented leadership affects teaching commitment of teachers in secondary schools in Mpimbwe district as it fosters the working morale, motivates teachers, improves communication and builds team working spirit etc.

#### **4.5 Summary of the chapter**

In this chapter the researcher summarized the findings of the study in terms of Assessing the contribution of task-oriented leadership in enhancing teaching commitment in Tanzania secondary schools: a case of Mpimbwe district where four research objectives were discussed.; the first objective was to examine the school heads leadership behaviors in enhancing teaching commitment in secondary schools

in Mpimbwe District, Tanzania, the second objective was to assess the relationship between task-oriented leadership and teaching commitment in secondary schools in Mpimbwe District, Tanzania., the third specific objective was to examine the effects of head teachers' Task-oriented leadership styles on teacher's commitment in Secondary schools, the fourth objective was what are the challenges facing school heads towards exercising task-oriented leadership in secondary schools in Mpimbwe District, Tanzania.?

The researcher therefore concluded that the research question was answered and the objective of this study was achieved.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter presents the summary, conclusion and recommendation of the study.

The first section presents the summary of the study, the second section presents the conclusions that were drawn by the author according to the studies conducted and the last section presents the recommendations that root from the findings.

#### **5.2 Summary of the Study**

This study was about assessing the contribution of task-oriented leadership in enhancing teaching commitment in Tanzania secondary schools; a case of Mpimbwe district. Specifically the study aimed at: examining the leadership behaviors that can enhancing teaching commitment in secondary schools, assessing the relationship between task-oriented leadership and teaching commitment in secondary schools, examining the effects of head teachers' Task-oriented leadership styles on teacher's commitment in Secondary schools., examine the challenges facing school heads towards exercising task-oriented leadership in secondary schools and documenting suggestions for improving teacher's job commitment and performance.

A review of literature on assessing the contribution of task-oriented leadership in enhancing teaching commitment in Tanzania secondary schools has been presented in chapter two with the following aspects considered as important for the topic: task oriented leadership style in secondary schools, the relationship between task-oriented leadership and teaching commitment in secondary schools, challenge toward

applying task-oriented leadership in secondary schools and effects of task-oriented leadership style has been presented.

A Case study design was used, employing both primary and secondary techniques of data collection during the study in order to answer the following research questions: What are school heads' leadership behaviors in enhancing teaching commitment in secondary schools in Mpimbwe District, Tanzania?, How does the task-oriented leadership correlate with teaching commitment in secondary schools in Mpimbwe District, Tanzania?, How does the task-oriented leadership affect secondary schools' academic performance in Mpimbwe District, Tanzania?, What are the challenges facing school heads towards exercising task-oriented leadership in secondary schools in Mpimbwe District, Tanzania?

Thus, to answer the above research questions, quantitative data were collected and analyzed by using various statistical techniques such as tabular forms using frequencies and percentages. The qualitative data were also edited, coded and arranged into themes. From the analysis of data collected, the following are the findings of the study:

With regard to the first question that intended to examine the school heads' leadership behaviors in enhancing teaching commitment in secondary schools in Mpimbwe District, the findings reveal that teachers are highly committed to their job. The fact that there are high rates of committed teachers (above 32% strongly agree) on each of the listed factors/variables (see Table 4.2), would suggest that teachers in Mpimbwe District are highly committed to their job, in other words their

level of commitment is high.

With respect to the second research question of the study that aimed at assessing how does the task-oriented leadership correlate with teaching commitment in secondary schools, according to the findings, the respondents' opinions when ranked revealed that the following factors were considered as most important for the topic; these were task-oriented leadership improves consultation with subordinate (33.33%), task-oriented leadership enhances teaching commitment (34.4%), task-oriented leadership improve cooperation with teachers (33.33%) and task-oriented Leadership style increases teacher workplace performance (34.3%)

The study in the third research question also wanted to examine the challenges facing school heads towards exercising task-oriented leadership in secondary schools. Respondents disagreed that they are not facing challenges towards applying Task-oriented leadership. They disagreed that task-oriented leadership focuses only on getting the work done; they love their work, what their school achieved made them committed, management recognition and standard of excellence made them committed.

The findings, from the interview conducted with the Mpimbwe District officials, the heads of the selected secondary schools and the review of the government document reveal that the government has been making some efforts to address teachers demands frtheir upkeep; these entail building houses nearby teachers working places to reduce the problem of accommodations for teachers, improving teaching facilities such as provision of laboratories within the district, increasing salaries in almost

every year and working on other unpaid salary arrears, provision and guaranteeing of loans to teachers and improving the classroom facilities. However, these efforts were thought to be going at a slow pace as compared to the coverage.

The study in the fourth research question also wanted to examine the effects of head teachers' task-oriented leadership styles on teacher's commitment in Secondary schools. In good performing schools agreed that there are many positive effects available at their schools. They agreed that task-oriented leadership style draw the teachers closer to the working station for (34.3%), They disagreed that task-oriented leadership style draw the teachers far away from the working station for (43.7%), they disagreed that teachers devote very little time to teaching and lesson preparations due to task-oriented leadership for (43.7%), task-oriented leadership makes teachers use their own time to concentrate on teaching and covering syllabus for (35.41%).

A most important conclusion of this study is that the findings overwhelmingly support Contingency Theory because the respondents (heads) considered more than one approach of leading as important for teachers' job commitment. However, the findings challenge Contingency Theory, that it does not provide clear guidelines on how to navigate complex and rapidly changing situations. On the contrary, as this study confirms through questionnaire responses that head of schools considered multiple approaches of leading through task-oriented leadership as important in the sense that it enabled them to be flexible and adaptable to the approach, and that using one approach of leading would certainly depress the teachers or lead to their job un commitment and hence demotivating to perform.

### 5.3 Conclusions

#### 5.3.1 Task-oriented Leadership Style in Secondary Schools

Task-oriented leadership has pushed secondary schools in Tanzania to concentrate on their core activities and expand to the global environment. The findings reveal that communication style, management style, symbol and ritual, and even work environments factors have great impacts on teachers' commitment and hence schools' performance at all. The analysis reveal that the leadership style of any organization is as important as it determine how the management interact with other employees, how the managements plan, and organize their activities. The heads of schools need to set out rules that are viewed as fair and practical by teachers to promote teaching commitment. This can be achieved by having open lines for feedback for example having a suggestion box as a tool for airing views and feedback concerning rules set out by management.

The analysis also found that the communication within and outside the schools is one of the important factors that made the performance of the teachers good. Communications included top-down communication, meaning that the management needs to keep the teachers informed about what is happening, but corporately as well. When teachers have more information, they feel that they have more ownership and autonomy and the translation is that teachers will perform better and be more satisfied since they are committed

It can therefore be concluded that; Head teachers commonly applied task-oriented leadership style as the mode of managing the institutions which ensured increased teachers workplace performance and good school performance in general.

Secondary school teachers in Mpimbwe District also largely agreed that the behaviour of their head teachers had some influence on their teacher effectiveness. This study concludes that head teachers use Task-oriented style of leadership as a means to influence teacher effectiveness and increase school job performance for achieving the intended goal.

### **5.3.2 Relationship between Task-oriented Leadership and Teaching Commitment in Secondary Schools**

The relationship between task-oriented leadership and teaching commitment is what has yielded outcomes to those schools practicing task-oriented leadership by heads of schools. However, the results indicated that task-oriented leadership contributes to an increase in teaching commitment, a sentiment supported by a majority of 34.3% respondents who strongly agreed. Moreover, when asked about the enhancement of cooperation with teachers due to task-oriented leadership, 34.4% strongly agreed. Lastly, when examining the influence of task-oriented leadership style on teacher workplace performance, a significant majority (34.3%) acknowledged that this style does improve teacher workplace performance.

In Mpimbwe District School Administration, Task-oriented leadership has relationship with teaching commitment in Secondary schools as it improves consultation and cooperation with teachers and increases teacher workplace performance which therefore enhances teaching commitment respectively. Task-oriented leadership had positive influence as it influenced teacher commitment and effectiveness. The study concluded that teacher commitment in the provision of quality education depends on leadership style applied by the school head in a given

school.

### **5.3.3 Effects of Head Teachers' Task-oriented Leadership Style on Teachers' Commitment in Secondary School**

The study revealed that heads of schools must consider the context as referred to contingency/situational theory so as to bring more positive attitude to their teachers and yield outcomes to the schools in general. This ensures the new teachers' assimilation to the school and further strengthens corporate culture. Head of schools should also ensure that they align corporate culture with performance management systems. When culture and management systems are not aligned, leadership must redirect them so that teachers' behavior results in the achievement of the school goals.

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

### **5.3.4 Challenges Facing School Heads Towards Exercising Task-Oriented Leadership in Secondary Schools**

The research findings revealed that some few heads of schools acknowledged encountering challenges in applying task-oriented leadership in secondary schools, however, the majority stated that they were not confronted with challenges in implementing task-oriented leadership in secondary schools.

It can therefore be concluded that, head teachers in Mpimbwe District Secondary schools did not face challenge to ward applying task-oriented leadership style as it

improved cooperation with teachers and increased teacher workplace performance.

#### **5.4 Recommendations**

This part presents the general recommendations that root from the findings; Firstly, Education leaders need to evaluate the perceptions of teacher's view on appropriate leadership style that increases their workplace performance. Secondly, the Ministry of education should review its appointment criteria for head teachers to intensify training and build the capacity of school leaders so that only those who are trained in education management should be appointed. Furthermore, special management and the leadership training course should be designed for those currently serving heads and those aspiring to become head teachers in Secondary schools as refresher courses on the modern basics of leadership style to lead their schools.

Thirdly, observation in findings obtained is: syllabus was covered; lesson preparation was well done in task-oriented schools visited for study. This study recommends that school head teachers should employ appropriate style of leadership, task-oriented leadership recommended which allow teachers to give off their best and meaningful and creativity in preparing the lesson and pupils.

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## APPENDICES

### **Appendix A: A Questionnaire for Teachers**

Dear respondent, this questionnaire is for the research entitled “Assessing the contribution of task-oriented leadership in enhancing teaching commitment in secondary schools”. Please answer the questionnaire to the best of your knowledge. I assure you that information provided is for research purposes only. I would like to use this opportunity to express my gratitude to you for your kind acceptance and thereby contributing to this academic exercise.

1. Please put a tick (✓) in an appropriate space.

i. Your age group

(a) 25-45 [ ] (b) 46-59 [ ] (c) 60 and above [ ]

ii. What is your sex? (a) Male [ ] (b) Female [ ]

iii. Your education background

(a) Diploma [ ] (b) Degree [ ] (c) Masters [ ] (d) PhD [ ]

2. Do you understand the term “Task-oriented leadership?”

(a) Yes [ ] (b) No [ ]

3. What are the leadership behaviors of school heads in enhancing teaching commitment in your school, put a tick for either disagree, agree or neutral

Factors	Agree	Strongly Agree	Disagree	Strongly Disagree
1. Provision of Meals at school				
2. Strictly following of rules and regulations				
3. Produce desired result is priority				
4. Rewards and punishment				
5. Key focus for job to be performed				
6. Focus on goals setting and goal achievement				

4. Is there any relationship between task-oriented leadership and teaching commitment in secondary school?
5. Basing on the of the question 4 above, list down the relationship
  - (i) .....
  - (ii) .....
  - (iii) .....
  - (iv) .....
  - (v) .....
6. What are the challenges that face the school heads in practicing task-oriented leadership in secondary schools? Put a tick where appropriate in the following facets
 

Factors	Agree	Strongly Agree	Disagree	Strongly Disagree
1. It rely on to do lists				
2. Insufficient resources in accomplishing goals				
3. Employee (teachers) resistances				
4. Fear among teachers				
5. Lack of confidence to teachers				
6. Shortage of fund				
7. What are the effects of task-oriented leadership on teaching commitment? List them
  - (i) .....
  - (ii) .....
  - (iii) .....

**Appendix B: An Interview Guide for Head of School, ward education officers and district education officer**

1. For how long have you been in this position?
2. How do you enhance teaching commitment in your school/ward/district?
3. How do you understand the term task-oriented leadership?
4. Which is your leadership style? Why?
5. Have you ever been practicing task-oriented leadership style?
6. Can you tell me the relationship between task-oriented leadership and teaching commitment?
7. What challenges have you faced/or facing school heads when applying task-oriented leadership?
8. Is there any effect of task-oriented leadership on teaching commitment?  
What are they?

## APPENDIX C: CLEARANCE LETTERS

## THE UNITED REPUBLIC OF TANZANIA



MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
THE OPEN UNIVERSITY OF TANZANIA



Ref. No OUT/PG2017000227

9<sup>th</sup> April, 2024

Regional Administrative Secretary,  
P.O BOX 235,  
**KATAVI**

Dear Director,

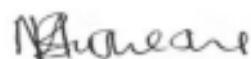
**RE: RESEARCH CLEARANCE FOR MR ANDREA MALYATI REG NO:  
PG201700227**

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

3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Andrea Malyati Reg. No PG201700227**, pursuing **Masters of Education Administration Planning and Policy Studies (MED APPS)**. We here by grant this clearance to conduct a research titled **“Contribution of task-Oriented Leadership in Enhancing Teaching Commitment in Tanzania Secondary Schools: A case of Mpembwe District”**. He will collect his data at your area from 10<sup>th</sup> April 2024 to 10<sup>th</sup> May 2024.

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

Yours sincerely,  
**THE OPEN UNIVERSITY OF TANZANIA**



Prof. Magreth S. Bushesha  
For: **VICE CHANCELLOR**

**JAMHURI YA MUUNGANO WA TANZANIA  
OFISI YA RAIS  
TAWALA ZA MIKOA NA SERIKALI ZA MITAA**

**MKOA WA KATAVI**  
*Telegraphic: "REGCOM"*  
 Simu/Fax: 025-2957108  
 E-mail: ras.katavi@tamisemi.go.tz



**OFISI YA MKUU WA MKOA,**  
 S. L. P. 235,  
**MPANDA - KATAVI.**

*Unapojibu tafadhali taja:-*

*Unapojibu tafadhali taja:*

Kumb.Na.DA.77/124/01 "E"/93  
 Mkurugenzi Mtendaji,  
 Halmashauri ya Wilaya Mpimbwe

19/04/2024

**Yah: KIBALI CHA KUFANYA UTAFITI KUHUSU 'CONTRIBUTION OF TASK – ORIENTED LEADERSHIP IN ENHANCING TEACHING COMMITMENT IN TANZANIA SECONDARY SCHOOLS: A CASE OF MPEMBWE DISTRICT'**

Tafadhali husika na mada tajwa hapo juu.

2. Ofisi ya Mkuu wa Mkoa imepokea barua yenyewe Kumb. Na. PG 2017000227 ya tarehe 09 Aprili, 2024 kutoka kwa Makamu Mkuu wa **Chuo Kikuu Huria** kuhusiana na somo tajwa hapo juu.

3. Kwa barua hii nina mtambulisha Bwana Andrea Malyati ambaye ni mwanafunzi wa Shahada ya uzamili katika chuo Kikuu Huria mwenye namba ya usajili PG 2017000227 anayetambulishwa na Chuo chake kuwa anafanya utafiti kuhusu **CONTRIBUTION OF TASK – ORIENTED LEADERSHIP IN ENHANCING TEACHING COMMITMENT IN TANZANIA SECONDARY SCHOOLS: A CASE OF MPEMBWE DISTRICT'**.

4. Aidha, unaombwa kumpa ushirikiano atakaouhitaji ili aweze kukamilisha utafiti wake unatarajia kukamilika mwezi May, 2024..

5. Katika ushirikiano.

  
 Amos, H.

**Kny. KATIBU TAWALA WA MKOA  
KATAVI**

**Nakala: Katibu Tawala wa Mkoa  
KATAVI**

(Aione kwenye jalada