

**HEADTEACHERS' LEADERSHIP STYLES AND THEIR
EFFECTS ON TEACHERS' MORALE IN SELECTED
PRIMARY SCHOOLS OF ZAMBEZI DISTRICT IN THE
NORTH- WESTERN PROVINCE OF ZAMBIA**

BY

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A Dissertation Submitted to the University of Zambia in Partial Fulfilment of The Requirements for the Award of the Degree of Master of Education in Educational Administration and Management.

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DECLARATION

I, Nelly Andende, declare that this dissertation represents my own work; that it has not previously been submitted by any other person for a degree at the University of Zambia or any other University and it does not incorporate any published work or material from another dissertation without being acknowledged.

Sign Date.....

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CERTIFICATE OF APPROVAL

This dissertation of **Nelly Andende** has been approved as a partial fulfilment of the requirements for the award of the Degree of Master of Education in Education Administration by the University of Zambia.

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ABSTRACT

The aim of the study was to explore the effects of head teacher's leadership styles on teachers' morale in selected primary schools of Zambezi District of the North-Western Province in Zambia. Despite measures taken to capacity build head teachers in leadership and management, teachers have cried foul at the delivery of leadership styles by their head teachers. The question stands as to what effects the head teachers' leadership styles have on their teachers' morale in primary schools. A descriptive case study design along with qualitative methodology was used to collect and analyse data.

The Human Relation Theory and Herzberg's Two Factor Theory were used in collecting data from the field by exploring how head teachers implemented their leadership styles in order to enhance and improve the motivation of teachers in the selected primary schools. In-depth interviews and Focused Group Discussions (FGDs) were the primary data collection methods used. While secondary data collection involved perusing relevant literature from the journal articles, internet and books. Purposive sampling for teachers, senior teachers, deputy head teachers and Standards Officers were used to select the participants for the study. A list for long serving teachers were provided and only those who had served for five years and above were considered to participate in the study making a total number of 40 teachers. Two (2) Standards Officers from DEBs office and five (5) Deputy Head teachers were equally purposively selected including three (3) senior teachers from each of the five making a total of (15) selected schools in Zambezi District.

The study revealed that there was a relationship between head teachers' leadership styles and teachers' morale and performance in primary schools. The head teachers were found to use any of the three leadership styles to manage the schools. The leadership styles used included democratic, autocratic and laissez-faire. Democratic leadership styles dominated most of the schools although some schools were dominated by the autocratic leadership style. The study further revealed that schools which were dominated by the democratic leadership style, teachers' morale and performance was better than those dominated by autocratic. The study found that for the head teacher to be said effective he or she had a combination of democratic and autocratic leadership styles. Teachers were able to effectively perform given a good leadership style.

The study recommended that head teachers' leadership styles needed to be improved through holding workshops to capacity build them to increase their morale and performance in primary schools. It further recommended the combination of at least two leadership styles in order to have effective head teachers.

DEDICATION

This dissertation is dedicated to my children, Tiffany and Stiffany. My twins your coming on earth brought strength to my soul such that I have always strived hard to give you the best in your life time. Let God continue blessing you.

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Table of Contents

DECLARATION.....	i
COPYRIGHT	ii
CERTIFICATE OF APPROVAL.....	iii
ABSTRACT	iv
DEDICATION.....	v
ACKNOWLEDGEMENTS.....	vi
LIST OF TABLES.....	x
ACRONYMS.....	xi
CHAPTER ONE.....	1
INTRODUCTION	1
1.0 Overview.....	1
1.1 Background to the Study	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the Study	4
1.4 Research Objectives.....	5
1.5 Research Questions.....	5
1.6 Significance of the Study.....	5
1.7 Limitations of the Study	6
1.8 Delimitation of the Study.....	6
1.9 Definition of Terms	6
1.10 Theoretical Framework.....	7
Summary.....	8
CHAPTER TWO.....	9
LITERATURE REVIEW	9
2.0 Overview.....	9
2.1 Global Perspectives.	10
2.2 African Perspectives	15
2.3 Zambian Perspectives	20
Summary.....	23
CHAPTER THREE.....	25
METHODOLOGY	25
3.0 Overview.....	25
3.1 Research Design and Study Site	25

3.2 Target Population of the study.....	25
3.3 Sample size	26
3.4 Sampling procedure	26
3.5 Triangulation.....	27
3.6 Reliability and Validity.....	27
3.7 Instrument for data collection	27
3.8 Data Analysis Procedure.....	28
3.9 Ethical considerations	28
Summary	28
CHAPTER FOUR	29
PRESENTATION OF RESEARCH FINDINGS	29
4.0 Overview.....	29
4.1 Research Findings.....	29
4.2 The most used leadership styles in primary schools.....	30
4.3 The Teachers’ Perceptions towards Their Head Teacher’s Leadership Styles.....	33
4.4 The leadership styles which motivate teachers to improve morale.	38
4.5 The effects of different leadership styles on teachers’ morale	39
Summary.....	43
CHAPTER FIVE	44
DISCUSSION OF RESEARCH FINDINGS	44
5.0 Overview.....	44
5.1 The most used leadership styles in primary schools.....	44
5.2 The Teachers’ Perceptions on Their Head Teacher’s Leadership Styles	46
5.3 Leadership Styles Motivating Teachers To Improve Morale.	50
5.4 The Effects of Different Leadership Styles on Teachers’ Morale.....	52
Summary.....	58
CHAPTER SIX.....	59
CONCLUSIONS AND RECOMMENDATIONS	59
6.0 Overview.....	59
6.1 Conclusions.....	59
6.2 Recommendations.....	60
REFERENCES	62
APPENDICES	67
APPENDIX 1: CONSENT FORM FOR PARTICIPANTS	67

APPENDIX II: FOCUSED GROUP DISCUSSION GUIDE FOR TEACHERS.....	69
APPENDIX III: INTERVIEW GUIDE FOR SENIOR TEACHERS AND DEPUTY HEAD TEACHERS.....	70
APPENDIX IV: INTERVIEW GUIDE FOR EDUCATION STANDARDS OFFICERS.....	72
APPENDIX; V INTRODUCTORY LETTER FROM SCHOOL OF EDUCATION -UNZA...	74
APPENDIX: VI INTRODUCTORY LETTER FROM THE DEBS	75

LIST OF TABLES

Table 1: Composition of Participants.....	26
Table 2: Teachers who participated in FGD.....	30
Table 3: Number of Deputy and Senior Teachers as per school.....	32
Table 4: Standards Officer’s responses on the leadership style most in use.....	33
Table 5: Responses of Senior Teachers on perceptions about Head teachers.....	35
Table 6: Standards Officers Responses about the Leadership styles used in Schools.....	37
Table 7: Teachers’ Responses on Democratic and Autocratic Leadership Styles.....	41

ACRONYMS

BSA Co.	British South African Company
CPD	Continuing Professional Development
DEBS	District Education Board Secretary
EMT	Education Management Training
EOF	Educating our Future
ERA	Education Reforms Act
ESO	Education Standards Officer
FGD	Focus Group Discussion
FCAT	Florida Comprehensive Academic Test
LDS	Leadership Style
MLQ	Multifactor Leadership Questionnaire
MoGE	Ministry of General Education
MOE	Ministry of Education
SP	Strategic Plan
TSC	Teaching Service Commission
UNZA	University of Zambia
USA	United States of America

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter establishes the background to the study and a statement of the problem. The aim of the study is stated as well as the research objectives and the questions. The significance of the study, delimitation, limitations and operational definitions are also elaborated. The theoretical framework of the study is clearly stated so as to guide the researcher during the research process.

1.1 Background to the Study

In recent times, education stakeholders have expressed their concern over the poor morale and performance of teachers in some primary schools despite them undergoing various types of training at colleges and through improved Continuing Professional Development (CPD) at Colleges of Education and Universities. Enhanced CPDs help head teachers in schools sharpen their administrative skills and more particularly leadership styles.

Government through the Ministry of Education (MoE) saw it wise to introduce a three months' Education Management Training programme (EMT) which lasted for three years from 1995 to 1998. This training saw the training of 4000 head teachers for basic schools and 400 senior education managers in the education system (MoE, 2000). This was noted with concern as the Ministry of Education National Policy, *Educating our Future* (MOE, 1996) identified the vital role that the school head teacher must play in the pursuit of excellence and quality in education. The policy acknowledges that the person with the major responsibility for this excellence is the school head teacher. However, Mbobola (2013) in a comparative study on the effectiveness of trained head teachers with those untrained found that there were still higher percentages of head teachers that exhibited poor managerial skills. The lack or inadequacy of managerial skills may affect teacher moral and in turn their performance. Mwanza (2004) observed that, teachers too, play a key role in education since they guide the learners to gain essential knowledge, skills and attitudes. Therefore, teacher education and teacher management should be handled positively and progressively.

Kabeta et al. (2015) associates school leadership with the quality of learning and teaching, the motivation of teachers and the ethos of the school. The operative notion is that the quality of teaching and learning is largely dependent upon an individual or group that exercises supervisory responsibility. In addition, Kabeta et al (2015) further state that head teachers affect the teaching and learning process in the way they relate and offer leadership to teachers. The role of head teachers as leaders at school level is a critical factor in determining a successful implementation and satisfaction of teachers. Hence, the need to have a thorough exploration of different leadership styles and their effects on teachers' morale in selected primary schools of Zambezi district.

In addition, Lord Krishna's emphasis was on the issue of leadership, according to him, three ideas emerged and these included; firstly, strong need to lead by example; secondly importance of developing a high degree of equanimity, and thirdly, understanding the principle of mutual dependable (Mahadevan, 2012). This justifies the need of motivating teachers through improved morale and performance as further advised by Mahadevan (2012:36) who stated:

Leadership is a powerful enabler that can leverage an organization to great heights, fame and credible position among the stakeholders. Thus, if the quality of leadership is bad, the same organization will experience a downward slide leading to the eventual destruction.

Morale on the other hand is defined as the total satisfaction that a person derives from his/her job, the prevailing atmosphere, and the factors that appeal to his/her individual propensities. It's a summary of attitudes and feelings that constitute a reserve of physical and mental strength including factors like self-confidence, optimism and a positive mental focus (Vasantham, 2014). Teachers with low morale may have poor relationships with colleagues and their head teachers. This, calls for head teachers to change the image of the school by only abiding by the rules and regulations in order to give equal employment opportunity in the schools.

Teachers' job performance is a concern of everybody in the society. Therefore, teacher job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and

outside the classroom,(Aacha,2010). Teacher morale and performance in this study were measured by regular and early reporting at school, participation in extra-curricular activities, supervision of school activities, adequate teaching preparation (schemes of work, lesson plans), marking and general punctuality among others.

Leadership is one of those qualities that people know when they see but is difficult to describe, and its importance in an organisation cannot be overemphasized. Northouse, (2010), defines leadership as a major way in which people change the minds of others and move organisations forward to accomplish identified goals. Some teacher management problems cause poor performance. Yukl (2006) described leadership as a process of interaction between leaders and followers where the leader attempts to influence followers to achieve a common goal. This is accompanied by various behaviour patterns favoured by leaders during the process of directing and influencing employees called leadership styles.

The human element is considered one of the most productive elements in society, because human forces are the basic power toward creative and development. Thus, the skills of leadership are considered the base of administration operations.

According to Gitaka (2014) leadership in schools is not easy because school head teachers are under pressure from many sources. There are unending demands upon time and energy and there are times when things go well. Besides, managing, staff motivation and performance, the head teacher also directs the school by providing effective leadership. Leadership if not well administered is a major element that sets organisations and government apart as opposed to playing a central role in offering direction and purpose towards achieving the goals of the organization. When correctly applied, leadership makes each employee enjoy a feeling of strong commitment towards achieving organizational goals. Regardless of equality of its members, every group will tend to have a system in which it will have a leader (Northouse, 2010). Leadership is an important element in the social relationships of groups at work and it is the main factor that determines and shape group behaviour which culminates into a leadership style.

The school head teacher has been the subject of so many studies mostly in developed countries such as Canada, Britain, Australia and the USA. Taken collectively the effective schools studies reflected the view that the direct responsibility for improving instruction and learning rests in the hands of the school head (Mwape, 2013). Sometimes teachers poor performance in the primary schools is attributed to poor relationships with their head teachers which leaves much to be desired. For a teacher to perform well both in academics and in co-curricular activities, effective and good leadership is needed.

1.2 Statement of the Problem

The quality and effectiveness of an education system depends heavily on the quality and morale of its teachers because they are key persons in determining success in meeting the system's goals (MoE 1996). The realization by the Government was that school goals can never be achieved without proper leadership styles of head teachers, hence, the governments' effort to train head teachers in leadership and management in primary schools (MoE, 2000). To achieve this realization, the Government put in training measures to update head teachers' management skills. One of the training programmes that were intended to improve head teacher leadership skills was Education Management Training introduced in 1995 and 1998 (MoE, 2000).

However, despite the governments' effort to train head teachers in leadership management, they still seem to exhibit leadership skills that negatively affect teacher morale and performance. Although there are many factors at play that may affect teacher morale and performance, it is not known the extent to which leadership style affected teacher morale and performance in selected schools in Zambezi district. However, it is not known whether different head teachers' leadership styles in Zambezi District have effects on teachers' morale in selected primary schools.

1.3 Purpose of the Study

This study was intended to explore the head teachers' leadership styles and their effects on teachers' morale and performance in selected primary schools of Zambezi District in North Western Province.

1.4 Research Objectives

The study was guided by the following objectives;

- i. To identify the most used leadership styles in primary schools
- ii. To ascertain teachers' perceptions towards their head teachers' leadership styles in schools.
- iii. To investigate the type of leadership styles which motivate teachers to improve morale.
- iv. To determine the effects of different leadership styles on teachers' morale.

1.5 Research Questions

The study was guided by the following research questions.

- i. What are the mostly used leadership styles in primary schools?
- ii. What are the teachers' perceptions towards their head teacher's leadership styles in schools?
- iii. What types of leadership styles motivate teachers to improve morale?
- iv. What are the effects of different leadership styles on teachers' morale?

1.6 Significance of the Study

This study may provide a platform for decision makers in adopting appropriate courses of action needed by those to be appointed as head teachers of primary schools, for the development of the education system. It may also add knowledge to the type of leadership styles used in primary schools.

1.7 Limitations of the Study

Gitaka (2014), states that a limitation is an aspect of a research that may negatively affect the results but over which the researcher has no control. This study depended on the cooperation of the respondents as it was based on head teacher's leadership styles and their effects on teachers' morale. To ensure that this did not affect the study, the researcher appealed to the respondents to be frank with an assurance that their identities would not be disclosed and their responses would be treated with confidentiality and would only be used for the purpose of the study. This study was conducted only in five primary schools in Zambezi district. The findings therefore cannot be generalized across the country due to the small sample employed.

1.8 Delimitation of the Study

According to Orodho (2005), delimitation of a study refers to the boundaries of the study. Although there are many factors that affect morale and the performance of pupils, teachers and the auxiliary staff, this study was restricted to head teachers' leadership styles on the morale and performance of teachers.

1.9 Definition of Terms

Leadership the process of directing and inspiring employee to perform tasks and oriented activities of the organization.

Leadership style the various behaviour patterns favoured by leaders during the process of directing and influencing employees.

Headteacher refers to a trained teacher who has been appointed by the Teaching Service Commission (TSC) to manage a public primary school.

Morale refers to extent to which a person's needs are satisfactorily met in a job or work place.

1.10 Theoretical Framework

The theoretical framework consists of the selected theory or theories that control one's thinking with regard to how he/she understands and plans to research his/her topic, as well as the concepts and definitions from that theory that are relevant to one's topic. This study was guided by the Human Relations Theory and Herzberg's two factor Theory on head teachers' leadership styles on teachers' morale in primary schools.

The behavioural school came up with the Human Relation theory. The proponent of this theory was Elton Mayo in the 1930s in USA. His work illustrated that if the managers took an interest in employees and cared for them, it had a positive effect on their motivation. This theory generally describes the ways in which head teacher interact with their teachers. For instance;

- When the school leadership stimulates more and better work, the school will have effective human relations.
- When morale and efficiency deteriorate, its human relations are said to be ineffective.

The theory focuses on management as a web of interpersonal relationships. The advocates of this school argue that since management and administration involve group effort and collective endeavours of people, it centres on the individual as a social psychological being and more concerned with motivation (Basu, 1994). The underlying emphasis of the theory is on the solution of the problem and motivation which is done by non-economic rewards. It further emphasises good communication and conflict resolution between a facilitator and understanding supporter. The theory guided the researcher in data collection and analysis by exploring head teachers' leadership styles and their effects on the performance of teachers.

The Herzberg's two factor theory focuses on two kinds of factors affecting motivation and does it in different ways. He believed that all individuals have two sets of needs which include, to avoid pain and to grow psychologically. Prasad et al (2010) state that job experiences leading to favourable reactions most often are related to the context in which the

job is performed. These include the surroundings and the factors on the periphery of task content.

a. **Hygiene factors**

These are factor whose absence demotivates but whose presence has no perceived effects. They are things that when you take them away, people become dissatisfied and act to get them back. Hygiene factors therefore include decent working conditions, pay, and benefits like health insurance.

b. **Motivators**

These are factors whose presence motivates but whose absence does not cause any particular dissatisfaction, they just fail to motivate. Things such as recognition, sense of achievement, the challenge on the job responsibility, autonomy of the job and personal growth. Okumbe (1998) cited by Gitaka (2014) states that, Herzberg's theory can lead to teacher's job satisfaction through job enrichment and management allowing teachers maximum control over mechanisms of task performance. Headteachers need to delegate more responsibilities to teachers so as to enhance participation, joint responsibilities and better academic results for primary schools.

Summary

This chapter gave a clear insight into the topic under research. The problem under investigation was stated while the objectives and significance of the study were clearly stated. The study's guiding theories were indicated which included the Human Relation and Hertzberg's two factor Theory. The theories showed the importance of interpersonal relations in a school for effective improvement of teachers' morale in primary schools. The next chapter will look at literature. Literature will include global, African and Zambian perspectives on the head teacher leadership styles and their effects on teachers' morale and performance.

CHAPTER TWO

LITERATURE REVIEW

2.0. Overview

Having outlined the background of the study, and having stated the problem under investigation with the objectives of the study and their importance in the different literature, this chapter reviews studies undertaken by different scholars and any other authorized literature in related topics. The review process is presented under the following sub-headings; (1) The Global perspectives (2) African perspectives (3) Zambian perspectives considering the objectives of the study.

Sonia (1997) states that understanding the purpose of leadership within the school context is fundamental in that school head teachers now have to develop vision and mission statements which identify the purpose and direction of the school. Furthermore, a school head teacher is responsible for interpreting the policy of others, including the government and national levels through a large board of people who are divided into teams called policy implementers. However, institutional goals can never be achieved without proper leadership style in play. It is important to note that the effective performance of an individual employee is a function of both his/her personal characteristics and the individual's environment. Adeyemi and Adu (2013) state that leadership style is the pattern of behaviour used by a leader in attempting to influence group members and make decisions regarding the mission, strategy and operations of the group activities. As leaders a careful consideration of knowledge, skills, experience, attitude and motivation of an employee enhance maximum productivity and efficiency on the job. Since leadership deals with the human resource element, it provides the basis for effective utilization of material resources in an organization through individual skills, knowledge and ability (Davis, 2003). Noormala and Syed, (2009) indicate that an important factor in the leadership process is the relation that a leader has with individual followers because successful interaction between leaders and their followers are vital to the overall functioning of an institution. High quality leader follower relationships have been found to have an impact on employee morale and performance, organizational commitment, delegation empowerment and job satisfaction.

2.1 Global Perspectives.

In this global competitive environment, effective leadership style is necessary to reduce the attrition rate. It is from effective leadership styles that make it possible for head teachers to achieve school goals productively.

In the U.S.A the early Michigan leadership studies were conducted by researchers from the Survey Research Centre of the University of Michigan. The results showed that supervisors who produced highly were significantly likely to be more general than closed in their management styles. This means that they were more democratic than autocratic in nature, (Warrick, 1981).

The study done by Chen and Chen (2008) indicated that previous studies had identified different types of leadership styles which leaders adopted in managing organizations. Among the more prominent leadership styles were Burns' (1978) transformational and transactional leadership styles besides the psychological framework developed by Lewin in the 1930 which were, autocratic, democratic and laissez-faire.

In a study that was conducted by Eissa Al-Safran (2013), it was found that the principal leadership styles were found to be very different between Kuwait and USA schools. Kuwait schools' principals were authoritative in their leadership style, while their USA counterparts tended to be integrative. Interestingly, although Kuwait school principals were authoritative in nature, data indicated that a cooperative school environment showed higher school outcomes. This study did not indicate whether it was a primary or secondary school, hence this study in the *Zambian* context.

In a study conducted by Hardman (2011) in Florida in the U.S.A, it was found that teachers in improving and non improving schools had minimal differences in how they perceived their principals' leadership styles. All three leaderships were statistically significant predictors of student's achievements. Hoy and Brown (1988) found that teachers responded more favourably with "a leadership style that combines both structure and consideration". Teacher leadership has been seen in traditional roles such as departmental heads, textbook adoption committee chairperson, and union representatives. Yukl (2010), states that a favourable relationship and increased referent power for the leader make it easier to

influence subordinates to carry out requests. The potential benefits derived from development and empowerment of subordinates has been demonstrated in research on participative leadership, supportive leadership and transformational leadership.

Job satisfaction is a positive or pleasing emotional state from the appraisal of one's job or experience. This definition suggests that teachers form their attitude towards their feelings, beliefs and behaviours (Robbins, 2005). Spector (1985) found that if the employees find their job fulfilling and rewarding they tend to be more satisfied. Employees' satisfaction is generally regarded as an important ingredient for organizational success. Cheng (1991) found that principals displaying high relationships and high initiating structure were the most effective in teacher-principal and teacher-teacher interactions. Successful principals are visible, knowledgeable and are positive promoters of programs and faculty. Therefore, effective principals provide a clear and common vision that puts teachers first and see that this vision is communicated clearly and effectively to all stakeholders.

Ali (2011) shows that Bangladeshi schools of leaders have vision for school improvement. They lead their schools with managerial and democratic style of leadership. They work for professional development inside the school with a view to improve the teaching and learning process. They work under pressure with their skill of handling different kinds of adverse situation like bureaucratic complex, political influence, and shortage of human and physical resources.

Webb (2005) conducted a case study in six primary schools in England. The aim was to examine the reality of primary head teacher leaderships. Three alternative theoretical models of leadership were used to analyse the ways in which it had changed since the Education Reforms Act, ERA (1988) and the implications of these changes for leading teaching and learning, in England. Prior to 1988 primary head teachers as educative leaders were involved in teaching and direct working relations with children and class teachers. From this study it was argued that pedagogical leadership as exemplified by two head teachers in the study, appeared to offer much greater possibilities for developing teaching and promoting both pupils and teacher learning. While the practice of pedagogical leadership was viewed as conflicting with aspects of instructional leadership it had value congruence with educative leadership.

Nanjundes Swaras Wamy and Swamy (2014) state that the results of this study showed that the transformational leadership style had a stronger relationship with job satisfaction. This implies that transformational leadership is deemed suitable for managing government organizations. Matthews et al (2014) in their study in England observe that the most effective primary leadership has some core characteristics concerned with the attributes and values of primary education leaders, what they do and how they do it. His findings suggest a differential leadership model related to school effectiveness. The quality of governance is an important but not usually a determining factor in school improvement, where outstanding school leaders are concerned. However, these studies did not dwell on the teachers' morale in primary schools hence this study on head teachers' leadership styles and their effects on teachers' morale.

Sania et al (2015) adds that teacher commitment reflects that teachers feel valued for their contribution in achieving institutional goals. Therefore head teachers need to manage and motivate teachers' morale as it is the cornerstone of institutional performance which improves morale and productivity in schools.

Additionally, autocratic leadership behaviours have prevailed in Mexico and Taiwan, while in South Korea and the United States the dominant style is democratic. Thus, it was stated that only the democratic leadership style had a direct and significant affiliation with performance in United States (Dickson, Hartog, and Mitchelson, 2003). Achievements in schools are dependent on four identifiable leadership styles which include autocratic, democratic, transformational and laissez-faire. However, while the autocratic leadership style appears generally self centred and allows minimum participation of subordinates in decision making, the democratic leadership style is rather people oriented and counts on the participatory contribution of subordinates, (Mgbodile, 2004).

Leadership has a significant, positive and direct effect on work satisfaction and can affect organizational commitment morale and work performance indirectly through work. Bennell and Akyeampong, (2007) stipulated that teacher motivation depended critically on effective management, particularly at the school level. If systems and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment.

Le Clear (2005) conducted his study in Florida on Relation among Leadership styles, school culture, and student achievement. The purpose of the study was to explore the relationship between perceived effective school culture, principal leadership characteristics and student performance as measured by the Florida Comprehensive Academic Test (FCAT). The assumption in this study was that principal leadership styles and school culture were expected to enhance student achievement. A leader survey and school culture survey were used as assessment tools. Students' achievement was assessed by using the school grade that was based upon student FCAT data. The findings of the study demonstrated that there were specific characteristics of the transactional and transformational leadership styles that affected school culture. The data provided evidence that school culture and leadership style were significantly related to student achievement. Transactional leadership affected school culture in the areas of parent/student perceptions, professional learning communities, and teacher efficacy. Transformational leadership affected school culture in the areas of personal teaching efficacy and professional learning communities. When student socioeconomic status and school grade were added as predictors, transformational and transactional leadership remained significant. Principals directly impacted student learning through the school culture they fostered. However, this study sought to explore the head teachers' leadership styles and their effects on teachers' morale.

Nanjundes swaras wamy and Swamy (2014) from India add that leadership styles affect employee performance and productivity. This is so because leadership behaviour can affect trust and satisfaction of employees in an organization. Institutional citizenship behaviour further enhances the relationship style and organizational commitment directly. Nanjundes swaras wamy and Swamy (2014) illustrates that in a manufacturing company, leadership is really a process for impacting on others commitment towards recognizing their full potential in achieving goals, vision with passion and integrity. Furthermore, the associations between leader and worker give additional factor employees' satisfaction which is considerably affected through the leadership style adopted by the leader. Thus, it can be summarized that different dimensions of leadership style and their effect on employee satisfaction, team work, have an effect on organizational change and employee performance.

Faisal et al (2012), in Pakistan identified and described the impact of leadership behaviour of educational leaders, both relation-oriented and task-oriented, along with demographics on institutional performance for the fulfilment of goals of education as envisaged in national documents. The study used questionnaires on 171 educational leaders and 1368 employees and teachers. The findings of the study revealed that both relations oriented and task oriented behavioural dimensions of educational leaders of the study were directly related to their leadership effectiveness. This evidence also suggested that the strong relationship between the two variables was optional for high leadership effectiveness for achieving the objectives of the organization. However, the study being quantitative in nature the correlation $r=73$ showed that a strong positive relationship between relation oriented behaviour of educational leaders and institutional performance. On the other side the correlation $r=74$ showed that there was a strong relationship between task oriented behaviour shows that comparatively second relationship is stronger than the previous one even instead of a little difference between their values. The implication of the study is that an effective educational leader reflects the behaviour of the leader as high on relationship with professional qualification, interaction with subordinates or the teaching staff enjoyable academic freedom that act as catalyst in the use of potential of the staff for better instructional efficiency.

The results of the study showed that transformational leadership styles had a stronger relationship with job satisfaction. This implies that transformational leadership is deemed suitable for managing government organizations. The implications of the findings were discussed further; however, it did not look at the effects of head teacher's leadership styles on their teachers' morale in primary schools. Few leaders understand the full significance of how influential their leadership style is on the performance and satisfaction of their employees. Leaders control both interpersonal and material rewards and punishments that often shape employee behaviour and influence an employee's performance, motivation, and attitudes. They can affect an employee's self-image and resulting potential in either a positive or negative way by being supportive, fair, and encouraging, or unsupportive, inconsistent, and critical. In addition, they can even affect an employee's health and energy level by creating a stimulating work climate or one filled with tension and fear. The

influence of a leader's style reaches greater proportions as the effects on individuals begin to have a cumulative effect on group performance (Warrick, 1981).

Sauer et al (2015) confirms the importance of leadership and its effect on the performance of employees. Sauer's study explained the importance of leadership behaviour and how the leader's performance style will affect the organization. Danish et al. (2011) discussed the effect of leadership and a manager's style, showing that these had a significant effect on the administration and its effectiveness. Leadership styles vary depending on the character of the leader. Each character has its style, so that leadership styles can be described as "the kind of behaviour and abilities which the manager has and which enables him to interact with the employees to achieve goals" (Hesham, 2010: 39).

2.2 African Perspectives

The study done by Kitavi (2011) in Kenya indicate that the democratic leadership style was most applied in primary schools that were identified to have better academic performance. Democratic leadership styles are applied by some head teachers and it comes second in academic performance while most of the schools indicated that their head teachers applied autocratic leadership style and had dismal academic performance. Kinyanjui (2014) wanted to find out the extent to which head teacher leadership skill influenced pupils' academic performance. The study adopted a descriptive survey research design. A combination of purposive and random sampling strategies was employed to select a sample of 126 respondents. The major findings in her study were that head teachers applied various leadership styles with the most frequently used being democratic and laissez fair styles. The majority of teachers from top performing schools reported frequent use of democratic leadership styles and were more frequently involved in decision making process by their head teachers. However, the study concentrated on pupil's performance.

Ampaire and Namusonge (2015) who found that most secondary school head teachers in Meru district had adopted the democratic leadership style more than any other type of leadership style. He argued that democratic leadership works better where members are skilled and eager to share knowledge and ideas when there is enough time. The implication

is that the democratic leadership style can spar teachers' morale which would help to improve performance with regards to their various skills.

A study by Karori, (2013) adopted ex-post facto research design. A sample of 27 out of 55 head teachers and 77 out of 154 teachers were sampled from 27 primary schools in the district. The study findings revealed that there was a significant relationship between head teachers' leadership styles and students' performance. It was further revealed that head teachers rarely met teachers to discuss performance. Nsubuga (2009) revealed that the democratic or consultative form of leadership was the best in Ugandan schools. It was also found that most head teachers in Uganda used this kind of leadership in order to create ownership. The findings of the study also showed that no one kind of leadership style was used in schools. It was established that where the democratic style of leadership was practiced, the school was likely to achieve good overall school morale and performance.

Adeyemi (2006) in Nigeria identified 3 Styles of leadership used by school managers. These were Autocratic Style, Democratic Style and Laissez- faire Style. He argued that in the autocratic style of leadership, the administrator had put the interests of the subordinates to be secondary. The basic human needs were ignored. The administrator was feared rather than respected. The leader was selfish, wicked, ruthless, and greedy and power crazy. He/she did not consult with any group before taking decisions. On the other hand, in the democratic leadership style, the needs and interests of subordinates were given priority or considered. The subordinates were involved in decision making. The leader acted as a co-coordinator and as an organizer. There was the decentralization of authority. In the laissez- faire leadership style on the other hand, there was the shift of authority to the group. The leader left a lot of initiatives and decisions to the group. Such a leader was timid. Instead, the leader allowed the group to have their way all the time so that he/she can maintain the group satisfaction and cohesion as well as group cooperation and unity within the school as an organization.

Adeyemi and Adu (2013), describe leadership as the process of influencing the activities of a group of people by a leader in efforts towards goal achievement in a given situation. Therefore, Leadership involves a situation that gives opportunity for training individuals as leaders in such a way that the individuals could increase their efficiency and effectiveness in

job performance. Kenya and Tanzania have had researchers who had their own perspective of leadership and their styles in various schools. Machumu and Kaitila (2014) found out that the role of head teachers at school level is a critical factor in determining successful implementation of a school based management and satisfaction of teachers. Furthermore, good school based management requires effective school leadership whereby school head teachers are able to handle both external operations as well as the school environment interaction. However, the study did not show the effects of head teachers' leadership styles on teachers' morale.

Adeyemi and Adu (2013) investigated head teachers' leadership styles and teachers' job satisfaction in primary schools in Ekiti State, Nigeria. The study was a correlation with a population of 350 primary schools and involved 1,260. The study found that there was a significant relationship between head teachers' democratic leadership styles and teachers' job satisfaction in the schools. Their study did not use a theory and did not look at the effects of head teachers' leadership styles on teachers' morale in selected primary schools.

The study followed a survey design and employed evaluative quantitative analysis method. Multifactor Leadership Questionnaire (MLQ) administered on respondents. The results showed that while the transformational leadership style had significant positive effects on morale and performance, transformational leadership style had positive but insignificant effect on morale and performance.

School leaders can make a difference in school and teachers' performance if they are granted autonomy to make important decisions. The study by Gitaka (2014) revealed that the democratic leadership style was the style most used in primary schools and that head teachers' autocratic leadership styles negatively influence primary school teachers' level of job satisfaction. The study also revealed that head teachers' democratic leadership styles positively influenced primary school teachers' level of job satisfaction.

Teachers have various perceptions towards their head teachers' leadership styles. A study by Adeyemi (2010) revealed that teachers from different schools had different perceptions of the leadership style of their head teachers. However, the researcher did not reveal the effects of head teachers' leadership on teachers' performance in primary schools. A study by

Gitaka (2014), Kenya, revealed that teachers from different schools had different perceptions of the leadership styles of their head teachers; however, their demographic variable did not influence their perception of their teachers' leadership style. According to Mbiti (2007;98)

In the autocratic leadership style, the leader assumes his/her perceptions and directives are free from any error and ought to be followed without any question. However, issuing directives is not wrong if the staff understands and can deliver as per the directives.

However, Mbiti (2007) found that head teachers who exercised autocracy in their schools were faced with high resistance from their staff resulting in low performance in their schools. A study done by Adeyemi and Adu (2013) indicates that there was a significant relationship between head teachers' democratic leadership style and teachers' job satisfaction in the schools. However, the study did not specify the kind of schools, either primary or secondary hence the need of bridging up this gap.

Understanding the effects of leadership on performance is important because leadership is viewed by some researchers as one of the key driving forces for improving a school's performance. Obiwuru et al (2011) in their study observed that effective leadership is seen as a potent source of management development and sustained competitive advantage for organizational performance.

Makaye and Ndofirep (2012) in Zimbabwe revealed that the major findings of the study were that conflicts exist in most schools as heads and teachers conflict with each other over unequal distribution/allocation of resources and grapevine or gossips. It was also established that teachers and heads frequently conflict and most teachers were not satisfied with the ways in which problems were resolved. They preferred the District Education Officers (D.E.Os) to resolve their conflicts with the School Heads. The study further revealed that conflict is inexistence in schools as barely a month passes without either the Head conflicting with the teachers or the teachers amongst themselves. Most teacher respondents perceived the School Head as the major source of most conflicts in a school.

The effects of leadership styles has on subordinates depended on several variables including the personality of the leader and the individual team members (<http://www.nwlink.com/ind>)

The effect of leadership style shows that there is a significant effect on the administration and its effectiveness. It is imperative to understand that leadership styles vary depending on the character of the leader. School leaders can make a difference in school and teachers' morale and performance if they are granted autonomy to make important decisions, (Olum, 2004). Kochhar (2011) states that head teachers must have dispassionate approach and must not allow his/her personal prejudices, likes and dislikes to cloud his/her judgement. The head teacher can enlist the active cooperation of both teachers and learners, if he/she succeeds in democratizing administration and involving them in taking decisions.

Typically authoritative styles produce vastly different results than cooperative styles. Research indicates the most effective leaders are those who are knowledgeable about the individual personality that they make up their team. This leads to meeting the challenge of developing a leadership style that has the effect of building solid teams and motivating high quality subordinate production. Obiwuru et al (2011) in their study investigated the effects of leadership style on organizational performance in small scale enterprises. The major objective was to determine effects of leadership style on performance in small scale enterprises. Transformational and transactional leadership styles were considered in the study. Transformational leadership behaviours and performance or outcomes considered relevant in the study were charisma, inspirational motivation and intellectual stimulation/individual consideration and effectiveness, extra effort and satisfaction. Transactional leadership behaviours and performance outcome variables were constructive/contingent reward and corrective/management by exception and effort productivity and loyalty/commitment, respectively.

The literature review has reviewed head teachers' leadership styles and their effects on teachers' morale in primary schools in the African perspective. Kasinga (2010) found that democratic leadership style was applied and laissez-faire was the least used in schools. Adeyemi (2010) revealed that teachers from different schools had different perceptions of the leadership style of their head teachers. Adeyemi and Adu (2013) found that there was a significant relationship between head teachers' democratic leadership styles and teachers' morale and increased performance.

2.3 Zambian Perspectives

Historical evidence in education has shown that undemocratic administration and management of education and authoritarian leadership styles have persisted in Zambia since the colonial period. The British South Africa Company (BSA Co) neglected African education, but built and managed the Baroste National School in the Western Province in 1907 and even provided a headmaster, a Mr. Williams, who was both the headmaster and resident magistrate for the company. School head teachers dictated its policies, exercised strict control over its organizations and discipline of teachers and students (Snelson 1990).

After independence, observations and experience have shown that in the 1970s and 1980s the majority of the secondary school heads exhibited the autocratic leadership style in managing schools and supervising their teachers. Studies done in the civil service in the 1980s and 1990s managers in public service by Lungu (1990) and in education by Phiri (1989) indicated the dominance of autocratic leadership styles among school heads in Zambian education system,(Chafwa,2012;4)

The Ministry of Education (2005) has provided an enabling environment for improved performance and democratic management in schools. Democratic administration has been a primary concern of the 20th and 21st century.

Mwanza (2004) investigated teacher perception of school management practices and their influence on teacher performance in selected high schools of Lusaka. The findings of the study were that effective head teachers exercised management styles that were contingent upon the situation. Non-effective head teachers used the democratic style occasionally but largely used either the autocratic style or the laissez faire style of management. However, this study looks at the effects of head teachers' leadership styles on primary school teachers' morale and performance.

Mwape (2013) investigated head teachers' leadership styles and their effects on school climate in selected schools of Northern Province. The findings were that most head teachers employed either laissez-faire or directive leadership style in daily operations, while the majority of the head teachers used the participatory leadership style in problem solving situations. The study further established that school performance in secondary schools was

positively related to the democratic leadership which was the style most used in Zambian schools. The study documented the gains and contributions accrued from the use of the democratic leadership by head teachers. Head teachers are viewed as of central importance in the creation of effective schools in which teachers are motivated to strive for continuous improvement in the quality of teaching and learning. The democratic leaders consult with subordinates on proposed actions and encourage participation.

Motivation is the level of commitment individuals have to what they are doing or the direction of intensity of one's effort. It is an internal state that energizes directs and sustains behaviours (Munsaka, 2000). Mwanza (2004) states that the style of managerial leadership towards staff and focus of power can be classified within a broad three fold heading. These are authoritarian (autocratic) styles where the focus of power is with the manager and all interactions within the group or organization move towards the manager. It is only the manager who exercises decision making and authority for determining policy and procedure for achieving goals. However, Mwanza, (2004) confirmed that there was a relationship between school management practices and teacher performance. In effective schools, where teachers were involved in the affairs of the school such as decision making and being entrusted with responsibilities other than teaching, teacher performance was good. Also teachers who had effective head teachers showed commitment and dedication to their work. This implies that the democratic leadership is needed for effective performance and morale of teachers in schools.

Chafwa (2012) assessed the impact of management styles exhibited by practicing school head teachers on teacher performance in selected government high schools. The study found that among the three management styles exhibited by head teachers, the democratic management style was found to have the most impact (positive impact) on teacher performance. The democratic management style impacted positively on teachers by energizing and motivating them to work hard. Laissez-faire and autocratic leadership styles impacted negatively on teacher performance by frustrating and demotivating them. Kelly (1991) states that, lack of motivation among teachers is probably undermining educational performance in Zambia. A study was conducted by MoE in Choma on poor school

performance. Among the reasons given was conflict between the teaching staff and management as they were not happy with the way the head teachers were being appointed.

The democratic leadership style encourages everybody to participate in the affairs of the school as a whole. The staff felt they were part of the school and hence they were part of the leadership of the school. This study also established that there was a strong relationship between the democratic leadership style of head teachers and teacher leadership style.

The study by Mwanza (2004) revealed that there was a relation between school management practices and teacher performance. In effective schools, where teachers were involved in the affairs of the school such as decision making and being entrusted with responsibilities other than teaching, teacher performance was good. In non-effective schools where teachers were left out most often in the running of the school, for example not usually being involved in decision making even in decisions which affected them and responsibilities were delegated only to particular persons without taking into account their capabilities.

Mwanza (2004) further revealed that teachers who had effective head teachers showed commitment and dedication to their work. The level of morale among teachers in effective schools was moderate, mainly because of being lowly paid. Effective school management looks after in school factors which affect both teacher effectiveness and student achievement. A school head teacher's leadership style can either act as an external reward which 'pulls' the teacher towards cooperation or a negative reinforce which repels the teacher from cooperation.

Head teachers' values are contagious; the leaders' good senses of ethics instil respect and trust in the system. The leader communicates a powerful message about what is important, how people are to be treated and how the school should operate daily. Mwape (2013) contends that, in an organization like the school, students and staff tend to live up to the image of the head teacher. Therefore, no school has high performance, without an effective and efficient leader. The head teacher is a model of behaviour and work attitude to be copied by all. The implication of this is that the head teacher is therefore expected to accept responsibility for whatever pupils and staff does and led both by word and action. Through that the head teacher creates a school climate that facilitates effective teaching and learning.

Head teachers deliberately modelled a positive climate in school. She explained that the existence of quality relationships between the head teacher and teachers, among the teachers and between the teachers and students and among students reflected a positive school climate.

Kunkhuli (2014) states that aloofness behaviour of some head teachers imply that they act impersonal thereby distancing themselves from teachers and students. Head teachers, who were sometimes friendly in their administration and leadership practices, helped their teachers. The Ministry of Education (1992) states that, the decline in teacher morale, alleged increases in teacher absenteeism and indiscipline and the growth in premature wastage from the teaching profession, reflect some of the effects of the deteriorating economic climate on teacher's terms and conditions of service.

Kabeta et al (2015) alluded to head teachers affect the teaching and learning process in the way they relate and offer leadership to teachers. Head teachers have a role to enhance the quality of teaching and learning in schools. When they do not supervise teaching and learning outcomes the teachers and relax and not perform as expected. The findings indicated that the head teachers who participated in this study were not practicing much instructional leadership and that this negatively affected the teaching and learning outcomes. The findings further indicated that the majority of the head teachers who participated in this study did not receive any training that prepared them for this role. This study sought to explore the leadership styles and their effects on teacher's performance in selected primary schools.

Summary

This chapter presented the literature review. The major sections included the perspectives of different authors from Global, African and Zambian respectively. The literature review was done in line with the themes derived from the objectives of the study. The researcher has brought out the gap from the reviewed literature. This gap has come about by considering the methodology, approach either quantitative or qualitative, the theory and the sample size used to come up with their findings. The researchers' observations from the reviewed literature were that most of the studies were done in secondary or high schools, and they

took a quantitative approach. Some of the studies never used theories or conceptual frameworks, hence the study to prove the theories and get teacher's views over their head teacher's leadership styles.

CHAPTER THREE

METHODOLOGY

3.0 Overview

The previous chapter gave an insight of what different researchers found in their studies, their conclusions and their recommendations. In this chapter, the different methods, approaches and strategies used by the researcher to execute the study are explained. The methodology of the study is presented under the headings (1) research design (2) population of the study (3) study sample (4) sampling procedure (5) instruments for data collection (6) data collection procedures (7) data analysis and (8) ethical consideration.

3.1 Research Design and Study Site

This study was a qualitative, meaning the kind of information collected was not numerical but words that expressed feelings, perceptions and attitudes of the respondents. As stated by Creswell (2009), a research design is the process that involves the overall assumptions of research up to the method of data collection and analysis. The research design helps to plan in detail how to answer the research questions. For this study, the researcher employed a descriptive case study design. Kombo and Tromp (2006) state that a case study seeks to describe a unit in detail, in context and holistically. Hair (2011) state that a descriptive research design is usually structured and specifically designed to measure the characteristics described in the research questions. On the other hand the researcher chose a descriptive design because the study focused on a smaller sample of the population and to provide a narrative account about the study in details.

3.2 Target Population of the study

Kombo and Tromp (2006) define population as an entire group of persons or elements that have at least one thing in common. This study therefore targeted all Primary school class teachers who had served for five years and above (for the purpose of this study were termed as long-serving teachers), all deputy head teachers and senior teachers, all Education Standards Officers (ESO) of Zambezi District.

3.3 Sample size

Mugenda and Mugenda (2008) define a sample as a small group obtained from the accessible population. This sub group is carefully selected so as to be representative of the whole population. The sample for this study was 62 respondents of which 40 long serving teachers, 15 senior teachers, 5 deputy head teachers and 2 Education Standards Officers. Table 1 provides details.

Table 1: Composition of Participants

No	Categories	Number of participants
1	Long Serving Teachers(5years and above)	40
2	Senior Teachers	15
3	Deputy Head Teachers	5
	Education Standards Officers	2
Total		62

Fieldwork, 2016

3.4 Sampling procedure

Orodho (2005) defines sampling as the process of selecting a sub set of cases in order to draw conclusions about the entire set. Sampling is essential because one can learn something about a large group by studying a few of the members. The study employed non-probability sampling in which five primary schools and Standards Offers were conveniently selected from the total of 106 schools and Standards Officers in the district. Eight (8) long serving teachers from each selected school were involved in focus group discussions to make a total of five focus group discussions. Three (3) senior teachers from each selected school were involved in in-depth interviews, one deputy head teachers from each selected school was involved in in-depth interviews and two (2) Standards Officers from the District Education Board were involved in in-depth interviews for this study making a total of 62 participants. Deputy Head teachers, senior teachers and long serving teachers were selected with the assumption that they had undergone under various leadership styles and positions hence having enough experience on head teachers' leadership styles and their effects on teachers' morale.

3.5 Triangulation

The study used triangulation to strengthen the depth, validity and reliability of its results. Keeves (1997) defines triangulation as “the application and combination of several research methodologies in the study of the same phenomenon”. Triangulation in this study worked very effectively in that data from focused group discussions was supported by data from semi structured interviews.

3.6 Reliability and Validity

Punch (2003) contends that reliability of an instrument depends on whether the question can be steadily and sincerely responded to using perceptions and attitudes. It could be argued that an instrument may not be absolutely reliable even when participant’s responses can be predicted each time the instrument is administered, as it may be influenced by respondent’s disposition.

Lankshear and Knobel (2004) refer to validity as the ‘meaningfulness of the result’. it deals with how well an instrument measures what it is meant to measure. A Punch (2003) claim that validity deals with how a respondent can candidly respond to questions, which he/she believes partly depends on the respondents’ attitude and mind condition. He says further that validity is related to the respondents’ ability to answer the question asked in the instrument. This is usually taken care of at pilot testing stage. It then follows that reliability and validity of the instrument can be obtained by being careful about the choice of words to ensure clarity and relevance with regard to sentence construction. Thus, the instruments for this study were piloted before administering on the intended participants.

3.7 Instrument for data collection

The study used two instruments to collect data. These included focused group discussions (FGDs) and semi-structured interview guide for in-depth interviews. Semi-structured interviews are based on the use of interview guides. This is the written list of questions that is covered by the interviewer (Creswell, 2009). In-depth interviews were administered to the senior teachers, deputy head teachers and Standards Officers. Focused group discussions

(FGDs) were administered to long serving teachers. The process took six weeks. Voice recorder was used to record the interviews and focus group discussions.

3.8 Data Analysis Procedure

Based on the study objectives and questions, the qualitative data collected from the research tools were grouped into meaningful patterns that revealed how the themes were related. Thematic analysis was used to analyze the data. Thus, themes categorization and narrations were made. The major themes were derived from the objectives of the study. Description of each theme was done, analysed and interpreted critically and objectively. The researcher carefully examined the data to ensure uniformity, accuracy and completeness.

3.9 Ethical considerations

One of the important considerations in conducting a research is confidentiality of the respondents. Kvale and Brinkmann (2009) states that, ‘in order to protect the subjects’ privacy, factious names and sometimes changes in subjects characteristics are used in the published results.’ This study considered the use of alphabetical letters in place of the actual names of the schools.

Ethical clearance was sought from the ethical committee of the University of Zambia and permission to conduct this study was given by the District Educational Board Secretary. When the researcher reached the schools, informed consent forms were signed by the respondents. The participants were free to participate or withdraw from the study at any time and stage.

Summary

This chapter looked at the methodology on how the research was carried out, the design and the instruments used in the study. The researcher explained the research design and why it was chosen for study. This chapter also looked at the population and sample of the population. It further established the methods that were used by the researcher to successfully collect and analyze data. In the following chapter, the researcher will present the findings of the study by linking with the research objectives as given by the respondents from the field.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.0 Overview

This chapter presents the findings on the head teachers' leadership styles and their effects on teachers' morale in selected primary schools of Zambezi District. The chapter comprises the views of the respondents in the focus group discussions and in-depth interviews. The findings have been portioned according to the diverse categories the respondents participated in. For this reason, the chapter unveils the findings of this study with regards to the issues expressed by the following respondents; 40 teachers, 5 deputy head teachers, 15 senior teachers and 2 Standards Officers from the District Education Board. A total of 62 participants were available for the study. The presentation of the findings therefore will be guided by the following research objectives:

1. The most used leadership styles in primary schools?
2. The teachers' perceptions towards their head teacher's leadership styles in schools?
 - a. Class teachers
 - b. Senior teachers
 - c. Deputy head teachers
3. The type of leadership styles which motivate teachers to improve morale?
4. The effects of different leadership styles on teachers' morale?

The above research objectives were used systematically in answering of the questions.

4.1 Research Findings

The research findings were from the two instruments used during data collection namely; focus group discussion guide and in-depth interviews guide. The contents of the research instruments were analysed so that comprehensive meanings from the data were obtained.

Tables have represented the views of respondents who were class teachers, deputy and senior teachers and Education Standards Officers.

4.2 The most used leadership styles in primary schools

In order to establish the most used leadership styles in primary schools, respondents were subjected to various questions during focus group discussions and in-depth interviews as shown below.

4.2.1 Class Teachers' Responses

Class teachers from each school participated in the study and the responses were obtained as shown in the table below.

Table 2: Teachers who participated in FGD

School	Number of participants	Dominated Leadership style(LDS)
A	8	Autocratic Leadership Style
B	8	Democratic Leadership Style
C	8	Democratic Leadership Style
D	8	Autocratic Leadership Style
E	8	Democratic Leadership Style

Source: Fieldwork, 2016.

The study had eight teachers that were involved in the focus group discussions from each school. Teachers had various responses on the leadership styles most used in primary schools. What came out strongly from the five schools involved in the study was that the most used leadership style in schools was democratic leadership style. However, teachers from schools A and D indicated that their head teachers were more of Autocratic leadership style. Their conclusions were based on their head teachers' way of management of teachers in schools. For instance one teacher from school A said:

Our head teacher does not involve us in the running of the school apart from sports and teacher group meetings.

Another teacher said:

Our head is like a chief who just comes straight to his office and waits for teachers to trek to his office

Another teacher said:

Our head teacher tries to be democratic but she fails. In short she is more of the autocratic type.

Teachers from schools B, C and E said their head teachers were using more of the democratic leadership style. This was based on the characteristics headteacher showed during the management of teachers in schools. For example one teacher from school E said,

I have no regrets having such a head teacher as my immediate supervisor. To me it like it is job on training besides teaching.

Another teacher from school B said,

Our head involves us in the running of the school. E.g. we are asked to bring out our views in case of new developments in school.

However, none of the teachers said their head teacher was using laissez-faire to run the schools despite the leadership style being among the three leadership styles for the study.

4.2.2 Senior Teachers and Deputy Head teachers' Responses

Senior teachers and deputy head teachers were subjected to in-depth interviews on the leadership style most used in primary school.

Table 3: Number of Deputy and Senior Teachers as per school.

School	D/head teachers	Senior teachers
A	1	4
B	1	4
C	1	4
D	1	4
E	1	4
Grand Total	5	20

Field work, 2016

The study had twenty-five respondents, twenty senior teachers and five deputy head teachers. Deputy teachers and senior teachers from schools A and D indicated that their head teachers were autocratic by nature.

One senior teacher lamented:

Sometimes our head does not regard us to be fellow administrators. He shouts at us in presence of other teachers.

Another senior teacher said,

Our head has specific people I feel he enjoys working with which makes some of us aloof or distance ourselves.

Deputy Head teachers from schools B, C and E said their head teachers often used democratic leadership styles. One of the deputy head teachers said:

I have no complaints with my head teacher because he delegates most of the works in school and I have no problems when he goes out of school.

One senior teacher indicated:

Our head teacher's presence makes the school environment a place to work from.

4.2.3 Standards Officers' Responses

The third part of respondents was standards officers whose responses were guided by an interview which was directly exploring the head teachers' leadership styles and their effects on teachers' morale in primary schools. For this study, two Standards Officers were involved. The Table below shows the ratings of leadership styles as used in schools.

Table 4: Standards Officer's responses on the leadership style most in use.

Schools/Leadership style	Democratic	Autocratic	Laissez-faire
School A		✓	✓
School B	✓		✓
School C	✓		✓
School D	✓	✓	
School E	✓	✓	

Fieldwork, 2016.

Table 4 above shows the five schools involved in the study and the type of leadership styles used. Standards Officers observed that schools practiced at least two leadership styles and that the leadership style mostly used was the democratic one. One Standard Officer said:

Head teachers practice leadership styles but one style comes out prominently as it is case of school C among other schools dominated by the democratic style.

The other officer said:

Head teachers mainly use the democratic, but sometimes they pretend especially if we visit the schools.

4.3 The Teachers' Perceptions towards Their Head Teacher's Leadership Styles

All the three categories of respondents were asked on the perceptions of teachers towards their head teachers' leadership styles. The responses from class teachers and administrators were revealed in two categories which included the democratic and autocratic dominated leadership styles.

4.3.1 Class Teachers' Responses

Respondents from among class teachers were asked on their perceptions on head teachers' leadership styles in primary schools and the responses were presented under democratic and autocratic styles below;

4.3.1.1 Democratic dominated

Findings from the three schools that were democratically dominated revealed that teachers viewed their head teachers as those with a vision for the development of the school and those who aimed at developing and shaping a teacher into an effective and responsible in future. The head teachers were also viewed to be those with good communication and implementers of their school action plans. One teacher from these schools E stated:

I am comfortable with my head teachers' leadership styles and I am usually not in a panic mood when being monitored.

Teachers also said that their head teachers' presence was encouraging them to improve their performance and not intimidating. They further said that they had a chance to express themselves. They said their head teachers had the ability to build someone's personality in that teachers had the desire to go for work. They were still viewed as flexible and those who were able to understand teacher's needs. Furthermore, teachers perceived their head teachers as time managers and observed punctuality.

4.3.1.2 Autocratic dominated

Under this leadership style, teachers had their own views on their head teachers. Teachers viewed their head teachers as those who were after fulfilling their desires unlike making teacher's part of the school. The head teachers were viewed as not good at communication as well as poor time keepers. Teachers further reported that their head teachers were very difficult and could not delegate activities to teachers. Head teachers reported to be autocratic never accepted criticisms from teachers and had showed favouritism. Teachers further reported that the presence of their head teachers was intimidating. It was further found that

in primary schools where autocratic was more pronounced, teachers were not comfortable in doing things at their schools.

Teachers also reported that their autocratic head teachers did not consider teachers' needs. It was also reviewed that such head teachers during meetings only considered certain favoured individuals' contributions.

One teacher said with sadness how bad he felt about his head teacher leadership style:

I have never enjoyed my work under the leadership of my head teacher, it is like she is more of fault finding than building teachers.

It was further found that in primary schools where the autocratic leadership style was more pronounced, teachers were not comfortable and were usually in panic mood when doing things at their schools. Teachers reported that their autocratic head teachers did not consider teachers' needs. The study revealed that such head teachers during meetings only considered certain favoured individuals' contributions. However, no teacher indicated that their head teacher was using laissez-faire leadership style.

4.3.2 Senior Teachers' Responses

Table 5 below shows the responses of senior teachers on their perceptions of head teachers' leadership styles.

Table 5: Responses of Senior Teachers on perceptions about Head teachers

S/N	Perception of Senior teachers about Head teachers
1	Delegates task within the scope of subordinates' description which maximizes staff's ability and potential.
2	Believes in consultation, discussion and seeking advice for the betterment of the institution.
3	Develops the spirit of work for personal satisfaction and the staff.
4	Develops the skills and competencies of subordinates through Continuing Professional Development (CPDs)
5	Serves as a mentor
6	Informs staff members of their role in planning

Fieldwork, 2016

The table above shows the senior teachers' perception on their head teachers' leadership styles. Senior teachers perceived the head teachers as those who delegates tasks within the scope of subordinates' description which maximizes staff's ability and potential and serves as a mentor. One senior teacher perceived her head teacher as:

Our head teacher delegates tasks to us within and serves as a mentor.

They also stated that head teachers develop the spirit of work for personal satisfaction and those who believe in consultation, discussion and seeking advice for the betterment of the institution. Senior teachers also stated that head teachers were perceived to develop the skills and competencies of subordinates through continuous professional development (CPCs).

4.3.3 Deputy Head teachers' Responses

Deputy Head teachers were asked on teachers' perceptions on their head teachers' leadership styles and the responses are presented under democratic and autocratic dominated.

4.3.3.1 Democratic dominated

The deputy head teachers had their own perceptions on the head teacher's leadership styles. One deputy head said,

Our head teacher is a good listener, able to handle conflicts and involve other teachers in case of any change through effective communication.

Another deputy head teacher indicated:

Our head teacher is someone who is trustworthy and exhibits confidence, considers the needs and feelings for others, utilizes subordinates effectively by delegating decision making. He also uses personal influence to influence others and develops and follows the action plan for the school.

4.3.3.2 Autocratic dominated

Deputy Head teachers had various views about their head teachers. One said

Our head never utilizes the subordinates effectively unless the favourites and never delegated effectively.

Another one said:

my head teacher is not a good listener and does not need help from other teachers including the deputy heads. Often times he is suspicious.

4.3.4 Standards Officers Responses

Standards officers had their own perceptions on the head teachers' leadership styles practiced among the five schools under investigation and their effects on teachers' performance in primary schools. One officer said:

by virtue of job description head teachers are character builders and are directly in charge of teachers in schools. This makes them have more power on teachers and find it easy to control them.

The study revealed that head teachers are supposed to lead by example so that teachers follow suit. Head teachers are expected to create a conducive environment for teachers to work in. The psychology of both administrators and teachers undergo is enough to set a conducive environment for working unlike intimidating the teachers.

One of the Standards Officer stated:

The good morale of the teacher is dependent on good leadership style practiced in schools.

Table 6: Standards Officers Responses about the Leadership styles used in Schools

Schools/Leadership style	Democratic	Autocratic	Laissez-faire
School A		✓	✓
School B	✓		✓
School C	✓		✓
School D	✓	✓	
School E	✓	✓	

Field work, 2016.

Table 6 presents the Standards Officers' perception of the head teachers' leadership styles. School A was perceived to practice autocratic and laissez-faire leadership styles while school B was perceived to practice democratic and laissez-faire styles. School C was perceived to be using democratic and laissez-faire, school D and E were perceived to use democratic and autocratic leadership style. The officer's perceptions were done on standards perspectives.

4.4 The leadership styles which motivate teachers to improve morale.

Respondents in various categories were asked their views on which leadership style motivated teachers to improve morale and responses are as shown below.

4.4.1 Class Teachers' Responses

Teachers indicated that there was a particular leadership style which motivated teachers to improve morale in primary schools. One teacher said:

The democratic leadership style motivate teacher morale because of it puts the teachers in a good mood of working.

Another teacher said:

The Autocratic leadership style hinders the improvement of teachers' morale in primary schools due to its restrictions.

4.4.2 Senior teachers and Deputy Head teachers' Responses

Administrators accepted the fact that conducive environments were good in order to yield good performance for any school. According to one of the senior teachers,

The democratic leadership style motivates teachers' morale if well practiced because teachers are involved in the running of the school.

A deputy head teacher indicated,

If some responsibilities are delegated to them it may prepare them for future endeavours.

These leadership styles affect the teachers in such a way that they may either come closer to the school activities or distance themselves. This study revealed that head teachers tried by all means to bring the teachers closer to school activities. For instance at one of the schools, one senior teacher said,

Our school has a deliberate policy of ensuring that each teacher belongs to a committee so that he/she is assigned to an activity. The positions in these committees were on rotational basis so that each member assumes the responsibility of a chairperson or secretary so as to write committee reports.

4.4.3 Standards Officers' Responses on which leadership style motivate teachers

Standards Officers agreed that there were specific leadership styles which motivate teachers in primary schools. The study revealed that the extent of some leadership styles was something to be desired because too much of the democratic leadership style could compromise the position of the head teacher in a school. It was further found that if the democratic leadership style is well utilized, it can improve teachers' morale and learners' capacity at large in primary schools. Teachers may take responsibility for whatever they are supposed to do in schools.

One officer said:

During our monitoring or visitation to schools we observe the three kind of leadership styles in various schools which is an unfortunate state of affairs.

The results of the study showed that it was their role to ensure that the appropriate leadership styles were being implemented in schools. This would enable teachers to increase their morale and performance.

4.5 The effects of different leadership styles on teachers' morale

4.5.1 Class Teachers' Responses

Teachers said that each leadership style had its own effects on teachers' morale.

4.5.1.1 Democratic dominated

The best leadership style to enable teachers improve their morale, is the democratic leadership style. However, if not well handled it could result in laissez-faire. The study revealed teachers' views regarding such kind of a leadership style and its effects. One teacher said:

The democratic leadership has its own effects both bad and good.' The good effects of democratic leadership style include teachers being involved in decision making through consultations, discussion and seeking advice for the betterment of the institution and the daily running of the schools. There is effective communication in a democratic leadership environment.

Another teacher said:

The democratic leadership style encourages delegation in which delegated tasks are set within the scope of subordinates' job description which later maximizes staff ability and potential.

The bad effects of the democratic leadership style were said to be delay of decision making through long processes of channel of communication. One teacher said:

The results from delegated activities may not be effective and may lead to frustrations leading to teachers' poor morale.

4.5.1.2 Autocratic dominated

This leadership style was found to have both positive and negative effects. One teacher said:

The positive effects include work being done at a faster rate as teachers work under commands. Teachers do most of the work under command without following the right channel of communication leading to teacher's inputs not being considered in decision making.

One teacher said:

I feel so sad to comment about my head teacher' leadership style because I have not enjoyed working with him for the period I have been at this school. It's like he feels I'm against him in everything he does at this school so I usually distance myself from all the happenings in the school, its sad madam.

Teachers stated that their motivation under this leadership was selective and head teachers showed favouritism. Freedom of expression was restricted and teachers worked under intimidation. One teacher state,

I'm not comfortable with the way my head teacher does sometimes; he comes in my class to make a follow up on the students who come late in the midst of teaching.

The head teachers' presence in class amidst teaching is very intimidating. The lesson delivery and student concentration becomes affected.

Table 7: Teachers' Responses on Democratic and Autocratic Leadership Styles.

Teacher's Responses	Democratic	Autocratic
Head teacher's presence	Encourages teachers	Intimidates teachers
Decision making	Teachers get involved in decision making	A teacher input is rarely involved in decisions making.
Teachers' participation	Do things freely and comfortably Teachers take an emotional interest in the success of the school.	Does to please the head teacher
Expression	Freedom of expression	Restricted
Motivation	Teachers are easily motivated	Motivation of teachers is selective, there is some favouritism.
Delegation	Done to train teachers for future endeavours	Done with a lot of control which makes the teachers uncomfortable.

Fieldwork, 2016

4.5.2 Deputy Head teachers and Senior Teachers Responses

The deputy head teachers and senior teachers had this to say about the effects of head teachers' performance on teachers' morale. One deputy head teacher said:

the head teachers' leadership styles had both positive and negative effects on teachers' morale and performance in primary schools. He stated that the head teacher was the overall manager at school level and we look up to him or her in everything.

One senior teacher said:

Head teachers are supposed to lead by example in punctuality and time keeping in order to inspire teachers, however, she complained of lack of delegation.

One senior teacher said:

As much as we accept to be lead in schools, we hope to lead in future therefore we expect head teachers to involve us in the activities of the school.

Communication is an important tool in an organization like a school. It has both positive and negative effects on teachers' morale. The head teacher is expected keep teachers well informed. One senior teacher said:

We depend on our head teachers for any latest change in the district and the Ministry at large, this information has to be forwarded to the teachers as per protocol of a school set up.

One senior teacher said:

Teachers are not fully involved in the decision making process at school. She further said teachers' contributions make them feel part of any change in a school hence motivating them.

One deputy head teacher said:

Communication, decision making and delegation are important aspects of teacher morale in a school. These aspects can make a teacher to be accountable.

4.5.3 Standards Officers' Responses

Standard officers had a picture of what happens in schools and the leadership styles which were being used. One Standards Officer said:

Both democratic and autocratic leadership styles had their effects. He attributed the democratic leadership style, to sharing of ideas and experiences in the running of the schools. Also that there was cooperation, mutual trust and respect for one another which increased the level of morale among teachers.

The study revealed that democratic leadership style leads to delayed decision making due to long processes of consensus. Furthermore the leadership style may lead to loss of professionalism as some teachers can take advantage and fail to meet their obligations leading to compromising the standards of the school.

On the autocratic leadership style, standards officers said it was very effective if things were to move faster in a school. Furthermore, they said that teachers are made to do things faster due to the command instituted. However, one Standard Officer said

If not well handled it may affect the morale and performance of teachers if they don't feel involved in the running of the school.

The other thing which they observed as causing negative effects on teachers' performance by head teachers was the frustrations of head teachers was due to overstaying in one place for some years. This was slowly being done by transferring them on rotational basis.

Another officer said:

Some head teachers due to overstaying at certain schools behave more like chiefs to be worshipped.

Summary

This chapter presented the findings of the study on head teachers' leadership styles and their effects on their teachers' morale in selected primary schools. The presentation of the findings was done under themes derived from the objectives. The themes brought out the views of the respondents according to the way they were said by bringing out direct quotations. It has further showed the feelings of respondents on the effects of head teachers on teachers' morale. The next chapter will look at the discussion of findings as presented in this chapter.

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

5.0 Overview

The previous chapter presented the research findings of the study in relation to the research questions. This chapter discusses the research findings on the head teachers' leadership styles and their effects on teachers' morale in selected primary schools of Zambezi District. The discussion is presented in accordance with the research objectives which were as follows:

1. The most used leadership style in primary schools,
2. The perceptions of teachers towards their head teachers' leadership styles in schools,
3. The type of leadership styles which motivate teachers to improve morale
4. The effects of different leadership styles on teachers' morale.

5.1 The most used leadership styles in primary schools

The study revealed that most school head teachers used the democratic style of leadership. Schools are composed of intelligent people whose ideas are crucial in the day to day running of the same schools. Teachers in this case have the capacity to advise effectively on academic matters in the school. Their ideas and contributions cannot be ignored. When democratic tenants are embraced in the running of any organization, good relationships with the community are fostered. Everyone becomes a member of the organization (in this case, the school) and works towards the success of the school as an organization. As was discovered in this study, leadership is responsible for forging good relationships with the community. Where this kind of relationship exists, the morale and performance of the school is good. This implies that the head teachers understood the motivational aspects of teachers

by creating a democratic environment to enable them work better in the school and bring about development at large.

These findings are in line with Ampaire and Namusonge (2015) who found that most secondary school head teachers in Meru district had adopted the democratic leadership style more than any other type of leadership style. He argued that democratic leadership works better where members are skilled and eager to share knowledge and ideas when there is enough time. The implication is that the democratic leadership style can spar teachers' morale which would help to improve performance with regards to their various skills. Kitavi (2011) observed that, the democratic leadership styles are applied by some head teachers and it came second to academic performance while most of the schools indicated that their head teachers applied the autocratic leadership style and had dismal academic performance. The Human Relations theory is for the view that a leader's attitude towards human nature has a large influence on how that person behaves as a leader and how it affects the employee under the leader (Olum, 2004). Therefore, leaders need a new mix of competencies to properly shape and develop their subordinates who are in this case teachers.

Kasinga (2010) indicated that the democratic style of leadership was the most applied one by principals in secondary schools in Nairobi province. The democratic dimension of leadership is therefore a better predictor of teachers' morale, job satisfaction and school achievement. This is because increased teacher morale will make them happier and more productive and higher productivity will lead to higher performance and increased job satisfaction. Teacher satisfaction is important because it enhances teacher retention and ultimately leads to profitability in a school

Leadership style is the relatively consistent pattern of behavior that characterizes a leader way of managing a school. The study indicated that, head teachers practiced various leadership styles in schools for effective implementation of their duties. The study revealed that besides the two leader ship styles, laissez-faire type of leadership style was also being implemented in schools.

It was observed with concern that each head teacher practiced at least two leadership styles of which one was more dominant than the other. However, it was evident from the study that

democratic leadership style was the most favored leadership style. Even if although the autocratic leadership style was seen to bull doze teachers, it is recommended to speed up the implementation of works in a school and also force teachers to do their work within a stipulated time. The use of the three prominent leadership styles which included democratic, autocratic and laissez-faire were seen to be used in schools as shown in table 6 on page 35.

5.2 The Teachers' Perceptions on Their Head Teacher's Leadership Styles

5.2.1. Teacher Perceptions towards Democratic Leadership Style

The perceptions towards leadership have a two way effect. In any organization, subordinates would perceive their leaders as either autocratic, democratic or laissez –faire. Each of the leadership styles has its own effects. Teachers who perceive their leaders as autocratic have little freedom to share their views with their administrators while those who perceive their leaders as democratic have freedom to share their views with their leaders. For instance, this study found that Teachers under democratic leadership style viewed their head teachers as those with a vision for the development of the school and those who aimed at developing and shaping a teacher into a responsible and accountable teacher.

The head teachers were also viewed to be those with good communication and implementers of their school action plans. When the leadership style is viewed positively by subordinates, as was the case for the teachers in this study, teachers become part of the decisions that head teachers make. Studies show that involvement of subordinates in decision making yields high productivity in terms of work output. In line with this thought, Nsubuga (2009) observes with concern that the school head teachers who use the democratic leadership style to build trust, respect and commitment allows teachers to have a say in decisions that affect their goals and how they do their work. Head teachers are perceived to delegate tasks within the scope of subordinates or teachers' job description in order to maximize their ability and potential.

Ali (2011) adds that leaders must have to take the school to the position that all the stakeholders expect, implying that head teachers should inspire the teachers as a way of making them successful in the implementation of their work. The study revealed that teachers from one school who were involved in the coming up with the site for the

construction of a classroom block in the school felt much honoured for their views to be considered and this made them to have the responsibility to ensure that the building was ever kept clean. The head teachers' presence to them encouraged teachers to improve their morale and performance. It gave them a chance to express themselves freely. The head teachers had the ability to build teacher's personalities through his guidance and counselling. The relationships established between the schools, its teachers and its learners are important for an institution's success. Sania et al (2015) adds that teacher commitment reflects that teachers feel valued for their contribution in achieving institutional goals. Therefore head teachers need to manage and motivate teachers' morale as it is the cornerstone of institutional performance which improves morale and productivity in schools.

The head teachers were concerned with teachers' welfare such that teachers felt the sense of belonging and developed the desire to go for work. Head teachers were still viewed to be flexible and understanding. This didn't mean to undermine their head teachers but he or she just created a conducive environment for teachers to interact freely in line with The Human Relation Theory which emphasis on interaction. The head teachers were perceived to be people who delegated tasks within the scope of subordinates or teachers' job description in order to maximize teachers' ability and potential. They also considered their head teachers as one of those who believed in consultation, discussion and seeking advice for the betterment of the school.

This is in line with Hardman (2011), who adds that, teachers in productive schools have leaders who insist that their decisions have an educational meaning and such focus on teachers prior to implementing transformational leadership. Head teachers developed the skills and competencies of subordinates through Continuing Professional Development (CPD) to improve performance of staff in schools. Head teachers were perceived to be mentors because they reminded teachers of their roles in planning especially writing of individual work plans which stipulate the targets and key results of their work per year. The findings were in line with Karori et al (2013) who state that the democratic leadership style leads to the essence of goal ownership as all players in the group perceive the policies and goals they set as theirs hence they worked hard to achieve them.

Bennell and Akyeampong, (2007) stipulated that teacher motivation depended critically on effective management, particularly at the school level. If systems and structures set up to manage and support teachers are dysfunctional, teachers are likely to lose their sense of professional responsibility and commitment. Teacher management is most crucial at the school level, where the importance of teachers' work and their competence in performing it is crucially influenced by the quality of both internal and external supervision.

5.2.2. Teacher Perceptions towards the Autocratic Style

Autocratic leadership is best known for maintaining order and discipline in a school however if not well handled it can bring about conflicts due to imposed decisions on subordinates. Although autocratic leadership style is considered to maintain discipline, prevention of power struggle, clear directions and quick decisions, it brings about the dependency syndrome and blocks the innovative and creative thinking resulting into lack of personal development in teachers.

The Head teachers who used autocratic leadership style were poor at communication and were not empathetic. The head teachers were perceived difficult because they could not democratically delegate activities to teachers. Acceptance of criticisms from teachers was not done unless from his favourites. With this, head teachers were viewed to be after fulfilling their own desires unlike making teachers feel comfortable in school in line with the Human Relation Theory which recommend the involvement of employees in the smooth running of the schools. In line with this Hardman (2011) adds that teachers who are abandoned to teach independently without knowledge or accountability to the school's mission, experience a negative perception of their leader.

Thus, lack of involvement of teachers in the decision making of the school would negatively impact their morale and performance. Low morale leads to high unsolved complaints and strikes thereby encumbering teachers' and school performance at large. As it was discovered in the study that senior teachers perceived their head teachers as those who never allowed teachers to be involved in decision making for fear of being criticized. They were always right and their decisions were right. In line with these perceptions, the unrealistic time demands on worked over teachers who accept the collective responsibilities of leadership

may eventually lead to negative perceptions of administration and negative self-efficacy. Poor professional behaviour (lateness, absenteeism, laziness) seriously compromises schooling quality and learning outcomes. Bennell and Akyeampong (2007) adds, that weak teacher management and lack of a sense of accountability means that public school teachers often get away with under-performance and, at times, gross professional misconduct. High rates of teacher absenteeism have been consistently reported in recent surveys in Africa, Asia and South America. These can be directly attributed to low levels of teacher commitment and accountability.

In a democratic leadership style, head teachers are viewed as good listeners who were able to handle conflicts and involved other teachers in case of any change which came in school. They are also perceived as being at time management as they observed punctuality and inspired other teachers. Head teachers are perceived to be trustworthy and those who exhibited confidence, and considered the needs and feelings for others. Furthermore, head teachers are viewed as those who used personal influence to influence others and develop and follow the action plan for the school.

These findings are in agreement with Gitaka (2014) who stated that, head teachers' democratic leadership positively influence primary school teachers' level of satisfaction. On the contrary, the study revealed that autocratically dominated head teachers never utilized the subordinate effectively unless they were their favourites and never delegated effectively. Head teachers were also perceived not to be good listeners and did not want help from other teachers for fear of being undermined. People who never understood themselves and that their presence intimidated the teachers. They were further perceived as not being confident enough and were suspicious and avoided to be criticized. The findings are supported by Mgbodile (2004), who states that, the autocratic leadership style generally appears to be self-centred and allows minimum participation of subordinates in decision making. The Autocratic environment can negatively shape the personality development of a teacher in a school. The study showed that the behaviour of teachers is faked to please the head teachers. It was evidence in the type of communication which was happening in schools. As their head teachers were perceived to bad at communication. The study revealed that deputy head teachers sometimes got important information through their juniors and didn't like it

because they felt their authority being undermined. This observation is against Herzberg's two factor theory on motivators as identified by Prasad et al (2010). According to Prasad et al (2010), responsibility is being entrusted with full responsibility and accountability for certain tasks, or the performance of others and having control over deciding how and when tasks are to be done.

Herzberg's theory talks about the recognition as an important factor for the improvement of morale in an individual. The theory recommends that positive acknowledgement of the task completed or other personal achievement, rather than generalize 'human relations' expressions of reward are not good.

The study revealed that head teachers are character builders and are directly in charge of teachers in school. This makes them to have more power on the teacher and find it easy to control them. Furthermore, head teachers are supposed to lead by example so that teachers follow suit. However, head teachers are expected to create a conducive environment for teachers to work. The psychology both administrators and teachers undergo is enough to set a conducive environment for working unlike intimidating the teachers. Good morale of the teacher is dependent on good leadership style practiced in schools.

5.3 Leadership Styles Motivating Teachers To Improve Morale.

Motivation is the level of commitment individuals have to what they are doing or the direction of intensity of one's effort. It is an internal state that energizes directs and sustains behaviours (Munsaka, 2000). In short, motivation is that which impacts on how people feel, think and interact with other and it is that which makes us to do things. A motivated workforce improves productivity and the image of the school as it was a case of the study which discovered that the democratic leadership style motivated teachers to improve their morale and increase effectiveness in primary schools. However, it is argued by Handy (1984) that the degree of motivation often depends on personal assessments of how far situations satisfy particular needs at any given moment for instance in education high status roles like senior teachers amongst others.

The study showed that democratic leadership style motivated teachers to improve their morale and increase effectiveness in primary schools. Thus, understanding what motivates

teachers is possible to create an efficient workplace. It also helps to ensure that teachers are happy at the workplace. This will in turn create satisfied teachers, who will work more enthusiasm and focus on the goals of the school. The Ministry of Education (2005) in Zambia has provided an enabling environment for improved performance and democratic management in schools. The type of leadership style which motivate teachers to improve their morale have given a clear reflection considering the supporting literature from other authors. Yukl (2010) observed that a favourable relationship and increased referent power for the leader made it easier to influence subordinates to carry out a request. This is because the potential benefits derived from development and empowerment of subordinates has been demonstrated in research on participative leadership and transformational leadership.

Ali (2011) adds that teaching today is increasingly complex work, requiring the highest standards of professional practice for high performance. This is in line with Gitaka (2014) who observed that head teachers' democratic leadership style positively influenced primary school teachers' level of job satisfaction. Teaching is the core profession which can change society. Leaders of schools can therefore change schools and society through their strong influence. In this case head teachers should inspire the teachers to make them a success. It was accepted by both deputy heads and senior teachers the fact that a conducive environment was good for better performance in any school. They said that, the democratic leadership style motivated teachers' morale if well practiced because teachers were involved in the running of the school. They were able to be delegated some responsibilities which may train them for future endeavours. These leadership styles affect the teachers in such a way that they may either come closer to the school activities or distance themselves. This study showed that head teachers tried by all means to bring the teachers closer to school activities. For instance at one of the schools, administrators said that the school had a deliberate policy to ensure that each teacher belonged to a committee so that they were responsible for at least one activity in the school. The positions in these committees were on rotational basis so that each member assumed the responsibility of a chairperson or secretary so as to write committee reports effectively.

There are specific leadership styles which motivated teachers in primary schools to improve teacher morale and performance. Thus, the extent of some leadership styles was something

to be desired. Too much of the democratic leadership style compromised the position of the head teacher in a school, furthermore if well utilized could improve teachers' morale and learners' abilities in primary schools. On the other hand teachers may take responsibility of whatever they are given to do in schools.

During their monitoring or visitation to schools the study discovered that the three kinds of leadership styles were observed by standards officers. It is the role of head teachers to ensure that appropriate leadership style was implemented to see to it that teachers were motivated together with pupils. This enabled teachers to do things willingly. However, Ampaire and Namusonge (2015) argued that the democratic leadership style lead to delayed decision making due to long processes of consensus. This result into wastage of time and sometimes it could be difficult to reach conclusions hence affecting the development. It could further lead to loss of professionalism as some teachers may take advantage and fail to meet their obligations in the due process. The head teacher has to be firm in this case and prove to the teachers that he/she is in charge of decisions at the school level. The head teacher is the manager of both human and material resource in the school and has the responsibility to manage them if the institution is to attain the set goals. In his execution of duty, the head teacher has to consider the input of all staff, access and blend that which is helpful for as long as members of staff are given the freedom to advance their ideas and initiatives in the running of the institution.

5.4 The Effects of Different Leadership Styles on Teachers' Morale

Leadership styles are very important in the effective running of the school despite them having effects on teachers' morale and performance. Leadership styles vary depending on the character of the leader. Each character has its style, so that leadership styles can be described as "the kind of behaviour and abilities which the manager has and which enables him to interact with the employees to achieve goals" (Hesham, 2010: 39). The effects can be both positive and negative.

The study discovered that both autocratic and democratic leadership had effects on teachers' morale and performance in primary school management. Understanding the effects of

leadership on morale of teachers is very important because leadership is viewed as one of the key driving forces for improving a school performance.

5.4.1 Autocratic Leadership Style

This leadership style maintains discipline and order in an institution. It prevents struggle for power by giving clear directives to teachers resulting in quick decisions. However, this study established mainly the negative side of the leadership style. Teachers complained of how they felt being used by their head teachers as a result of them not being interested in the welfare of the teachers at school. This was contrary to the human relation theory which advocates for teachers' involvement in the running of the school. However the positive part of the leadership discovered by the study was it made work to be done faster.

The study established that the autocratic leadership did not mind about empowering teachers with more knowledge and skills as observed by Olum(2004) who argued that institutional leadership should be developed a long lines of interpersonal relationship, teamwork, self-motivation to perform, emotional strength and maturity to handle situations, personal integrity and general management skills. There was selective teacher motivation on those close to the head teacher. As a result some teachers ended up showing low turnover to school activities.

Communication is an important tool in an institution like a school. However, in autocratic leadership style, the head teacher explains what is to be done and does not care whether subordinates have understood or not. Head teacher is expected to keep all teachers well informed; however, what emerged in the study was that not much was being done by the head teacher instead deputy head teachers and senior teachers sometimes received important information through class teachers which was not good to them.

The teachers felt intimidated by the presence of their head teachers. This was because the interests of the head teachers were only to improve the performance of the entire school without motivating the teachers. Teachers said they did not have freedom to see their administrators, a thing which made them stay away from their head teachers. The study revealed that staying away from their head teachers brought about low participation of teachers in school activities, which include academic, sports among others. Co-curricular

activities are useful to the learners; they help in the curriculum improvement and are significant factors in promoting school- community relations. Obiwuru et al (2011) argued that, a manager in autocratic leadership style rarely seek input from her employees in order to make decisions. This kind of management style is advantageous in a fast paced work environment where people need to quickly make the decisions for daily work tasks. Head teachers tend to motivate teachers by establishing confidence in the head teacher's ability to make accurate and productive decisions. Teachers become comfortable with the head teacher's knowledge of the institution and the school processes and derive motivation from the head teacher's ability to keep the department focused on achieving school goals. Teachers are able to perform in both democratic and the autocratic environment, however, the concern is the level of performance under which environment. The study revealed that showed that delegation was not being done in good faith. However, the study suggested there was need for head teachers to practice proper delegation so as to train the future leadership in schools. However, they alluded to the facts that, head teachers were significant in the running of the schools because they were the vision carriers and they were role models in schools. Every teacher looked forward to being a head teacher therefore if any head teacher did not inspire teachers, then he/she became a bad example. If teachers are given what to do they take responsibility and became effective in schools hence, the need for effective delegation.

5.4.2 Democratic leadership Style

The democratic leadership is a leadership style which enables teachers increase their morale and performance, because it generates more leadership skills by providing opportunities to many teachers to exercise leadership. Head teachers work together with teachers and assume that people in the institution are not lazy. On the other hand, democratic leaders make the final decision but they include team members in the decision making process. This encourages creativity, and people are often highly engaged in projects and decisions. As a result, team members tend to have high job satisfaction and productivity. Democratic leaders builds consensus through participation. It gives the subordinates a "what do you think part". The discovered that democratic leadership style was the best style because it included teachers being involved in decision making through consultations, discussions, and seeking

advice for the schools. Democratic leadership generates more leadership by providing opportunities to many teachers to exercise leadership. However, other head teachers still practiced autocratic leadership styles in their schools. Understanding that leadership is “a kind of moral spirit and responsibility in the leader, which is led to unifying the efforts of the employees in order to achieve goals which exceed personal interests” makes us have great value for the effects it has.

The study indicated that the most effective head teachers were those who were knowledgeable about the individual personalities that made up the team. This leads to meeting the challenge of developing a leadership style that had effects on building a solid team and motivating high quality of subordinate production. Team work allows inflow of ideas to help work being done effectively and efficiently done in an institution. The strength and weakness of an individual is embraced to build each resulting in perfecting each other's skills. Working effectively as a team creates momentum, improves morale, wins contests and can even save lives in the teaching fraternity. The statement is in line with Herzberg's two factor theory on motivators about advancement and growth. Prasad et al (2010), states that, advancement to a higher order of task to perform, is a sense of possibility for growth and advancement as well as actual satisfaction from new learning being able to do new thing.

There is effective communication in a democratic leadership environment. The study established that democratic leadership encourages delegation in which delegated tasks were set within the scope of subordinates' job description which later maximized staff ability and potential. This is in line with Kochhar (2011) who states that head teachers must have dispassionate approach and must not allow his/her personal prejudices, likes and dislikes to cloud his/her judgement. The head teacher can enlist the active cooperation of both teachers and learners, if he/she succeeds in democratizing administration and involving them in taking decisions. However, the study identified bad effects of democratic leadership style which include delay of decision making through long processes of channel of communication. The feedback can be delay due to consultations in trying to get people's views about the decision about to be made. This is in line with Webb, (2005) who states that leaders let employee get involved in the decision making process and often do not make

major decisions without consensus of the staff. The motivational tactic used by democratic leader is inclusion. He goes further to say the employees are part of the decision making process that keeps the department running smoothly. Employees in this case teachers take an emotional interest in the school because they have helped to craft departmental policies and processes.

The study indicated that the most effective head teachers were those who were knowledgeable about the individual personalities that made up the team. This leads to meeting the challenge of developing a leadership style that had effects on building a solid team and motivating high quality of subordinate production. Team work brings about cooperation and fast work in an institution. The strength and weakness of an individual is embraced to build each resulting in perfecting each other's skills. Without active cooperation and teamwork no school can be efficiently or successfully run. This statement is in line with Herzberg's two factor theory on motivators about advancement and growth. Prasad et al (2010), states that, advancement to a higher order of task to perform, is a sense of possibility for growth and advancement as well as actual satisfaction from new learning being able to do new thing. This calls upon head teachers to incorporate teachers in the smooth running of the school.

Co-curricular activities develop school spirit and morale which applies to both teachers and learners. For a teacher to be effective he/she has to take part in co-curricular activities so as to enhance a distinct school spirit and morale through inter-scholastic activities. Lack of participation in co-curricular activities can lead to low morale and performance of both teachers and learners in academic work, (Kochhar 2011). This means that head teachers have to employ inclusive kind of leadership where they involve other people as a team. This team gets a deliberate opportunity to contribute to the school, thus the head teacher have a duty to create the opportunities to make this happen as teachers partly determine the leadership style of the head teacher.

Communication is an important tool in an organization like a school. It has both positive and negative effects on teachers' morale. The positive aspects of communication in a school include effective delivery of information to teachers and provide feedback. This is done through holding of meetings and conveying adequate information about any change, for

example in the MOGE. The head teachers need to improve the mode of communication to ensure that every member has access to the change in a school. The head teacher being a mouthpiece for the school has to represent the school everywhere and communicate back to the school in case of any change. If the communication in a school is enhanced, teachers' morale and performance will be increased. The head teacher must understand that administrators and teachers depend on him/her for any latest change in the district and the ministry at large, which has to be communicated in time.

The negative aspect of communication includes lack of explanation of the importance of the message to the teachers by head teachers. This may be due to the mode of conveying particular information. Sometimes head teachers do not attach seriousness to some messages leading to teacher not taking the message seriously.

Obiwuru et al (2011) identified attitude to work, leadership style and motivation as some of the factors that exert negative effects on organizational performance. The other important aspect in a school is that of the effect of teachers' morale through decision making in a school. Thus lack of involvement of teachers in the decision making of school activities negatively impact on their performance. However, deputy and senior teachers felt if teachers were fully involved by asking them to contribute their feelings about any change in a school, it was going to help them be responsible and accountable. This is in line with <http://www.businessdictionary.com/morale> which stipulates that employee morale in human resource is concerned with job satisfaction and feelings or wellbeing of an employee within a workplace setting. Low morale may lead to reduced concentration, which in turn can cause mistakes, poor teaching and missed deadlines in a school.

Teachers' job morale and performance is a concern of everybody in the society. Therefore, teacher job performance is the teacher's ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to students in and outside the classroom. Teacher morale and performance in this study were measured by regular and early reporting at school, participation in extra-curricular activities, supervision of school activities, adequate teaching preparation (schemes of work, lesson plans), marking and general punctuality among others.

If responsibilities are well explained and the vision of the school is well stated, teachers can be put in the lime light of the school's focus hence being motivated. From the study teachers, gave instances in the district where head teachers were found wanting of negatively contributing to poor teacher morale. Strong measures were put forth by the DEBS to curb the device through charging and asking them to exculpate themselves. Depending on the reasons given, capacity building workshops were thereafter held. They stated that job descriptions were once more stressed to both head teachers and class teachers on what was expected of them to do in schools as per Teaching Service Commission (TSC) conditions. The other thing which they observed as causing negative effects on teachers' morale by head teachers was the frustrations of some head teachers due to overstay in one place for some years. This was slowly being worked on by the DEBS through transferring the long serving head teachers.

Summary

This chapter presented the discussions of findings of the study on head teachers' leadership styles and their effects on their teachers' morale in selected primary schools of Zambezi District. The discussion was done according to themes derived from the objectives of the study. Furthermore, the themes which emerged in between the objectives were clearly stated. Inferences were made in support to other studies in line with topic. Necessary arguments were put forward. The next chapter will present the conclusion of the study and recommendations to policy makers and other academics.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.0 Overview

The previous chapter looked at the discussion of findings of the study. This chapter presents the conclusion of the study and the recommendations. Suggestions for further studies have been given.

6.1 Conclusions

The study discovered that head teachers in primary schools mostly used the democratic leadership style to effectively lead other teachers although some head teachers still used the autocratic leadership style. Of the five schools involved in the study, head teachers practiced both the autocratic leadership style and democratic leadership style. The morale of teachers from schools dominated by democratic leadership style was found to be very high compared to teachers from schools dominated by autocratic leadership.

Teachers had various perceptions towards their head teachers' leadership styles depending on the dominance of the leadership style at a school. The study discovered that class teacher, senior teachers and deputy head teacher had various ways in which they perceived their head teachers. The perception was dependant on the domination of a leadership style in a particular school. The outcome affected teacher's morale positively or negatively.

There were specific leadership styles which motivated teachers to improve their morale. The democratic leadership style was found to be effective at improving teachers' morale and performance in primary schools.

Teachers said that the democratic leadership was the best leadership style which enabled teachers improve their morale and performance. However, they said as much as they appreciated the democratic leadership style, they also gave a concern that if it was not well managed it was likely to result into laissez-faire. The study indicated that the most effective head teachers were those who were knowledgeable about the individual personalities that

made up their team. To this effect, teachers took an emotional interest in the success of the school and its policy development.

The study discovered that there were effects on the leadership styles of head teachers on teacher's morale in primary schools. These included the use of autocratic leadership style in schools because it negatively affected the morale and performance of teachers in so many ways. The psychological aspect of a teacher once defeated was difficult to work on so as to reactivate the teacher's morale.

6.2 Recommendations

In the light of the findings of this study, the following recommendations were made:

- The democratic leadership style to be used by all head teachers of primary schools to enhance teacher morale and performance.
- Head teachers to use, at least, two leadership styles which include the democratic and the autocratic leadership styles.
- Head teachers to have a specific number of years at a school in order to train other teachers administratively.
- DEBS to mobilize workshops to capacity build head teachers on how to effectively run primary schools.
- Continuing Professional Development (CPD) to be intensified by head teachers with the help school in-service provider (SIP) in order to improve teachers' morale.
- The Ministry of General Education to promote head teachers who have done leadership and educational management course because they would be able to understand their teachers.
- The Teaching Service Commission (TSC) to consider appointing teachers with certificates in educational management for promotions.

For further research, the researcher should do a quantitative study so as to measure the extent of teacher's morale and performance in primary schools. Further studies should also consider doing a survey in order to involve many schools.

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APPENDICES

APPENDIX 1: CONSENT FORM FOR PARTICIPANTS



THE TITLE OF RESEARCH: **HEAD TEACHERS' LEADERSHIP STYLES AND THEIR EFFECTS ON TEACHERS MORALE IN SELECTED PRIMARY SCHOOLS OF ZAMBEZI DISTRICT IN THE NORTH-WESTEREN PROVINCE**

This consent form serves to give you an understanding of the purpose of this research and subsequently the procedure to be followed when undertaking it. Further implications for your participation are explained. Make sure you read the information sheet carefully, or that it has been explained to you, to your satisfaction.

1. Description; This study is purely an academic research undertaking. The researcher is a University of Zambia student pursuing a Master's degree in Educational Administration and Management. This research is a major requirement to complete the Programme.

2. Purpose; The researcher wishes to explore the Head teachers' Leadership styles and their effects on teachers' morale and performance in selected primary schools of Zambezi District in the North-Western Province.

3. Consent: Participation in this exercise is voluntary, i.e. you do not need to participate, if you do not want to.

4. Confidentiality; All the data collected from this research will be treated with high confidentiality. Participants are assured of anonymity in this research.

5. Rights of Respondent; The rights of the respondents will be protected and respected. Participants are assured that they shall suffer no harm as a result of participating in this

exercise. Participants are free to ask for clarifications at any point during the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research and may withdraw if they wish.

DECLARATION OF CONSENT

I have read through the participant information sheet. I now consent voluntarily to be a participant in this project.

Participant's Name.....

Signature.....

Date.....

APPENDIX II: FOCUSED GROUP DISCUSSION GUIDE FOR TEACHERS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT FOR EDUCATION ADMINISTRATION AND POLICY STUDIES

TITLE: HEAD TEACHERS' LEADERSHIP STYLES AND THEIR EFFECTS ON TEACHERS' MORALE IN SELECTED PRIMARY SCHOOLS OF ZAMBEZI DISTRICT IN THE NORTH-WESTERN PROVINCE.

I'm a postgraduate student in the School of Education, Department of Educational Administration and Policy Studies. I am conducting a research on Head teacher's leadership styles and their effects on teachers' morale in selected Primary schools of Zambezi District. The information that will be given is purely for academic purposes.

Your cooperation is highly appreciated.

Nelly Andende

QUESTIONS

1. Do you think head teachers have specific ways of leading the school?
2. What leadership styles do you know which are used by head teachers?
3. Which leadership style is practiced by the head teacher in your school?
4. Are you comfortable with such a leadership style?
5. How does your head teacher's leadership style affect your morale?
6. What leadership style generally motivates teachers in schools?
7. Do these leadership styles have any implications on teacher morale?
8. What are some of the specific effects do these leadership styles have on teachers?

**APPENDIX III: INTERVIEW GUIDE FOR SENIOR TEACHERS AND DEPUTY
HEAD TEACHERS**

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT FOR EDUCATION ADMINISTRATION AND POLICY STUDIES

**TITLE: HEAD TEACHER'S LEADERSHIP STYLES AND THEIR EFFECTS ON
TEACHERS' MORALE IN SELECTED PRIMARY SCHOOLS OF ZAMBEZI
DISTRICT IN THE NORTH-WESTERN PROVINCE.**

Dear Respondent,

I'm a postgraduate student in the School of Education, Department of Education Administration and Policy Studies. I am conducting a research on Head teacher's leadership styles and their effects on teachers' morale in selected primary schools of Zambezi District. The information that will be given is purely for academic purposes.

Kindly, spare a few minutes to answer the questionnaire. You are advised not to indicate your name on the questionnaire.

Your cooperation is highly appreciated.

Nelly Andende.

1. What do you understand by the term leadership styles
2. What different leadership styles are employed by the school head teacher?
3. What are implication of the head teacher leadership style for the school
4. How does your head teacher deal with members who fail to handle a particular task they are given
5. How does the head teacher introduce change in school
6. Does your head teacher's leadership style used motivate you better in school?

7. Which leadership style do you feel has a greater bearing on your morale?
8. In what ways do your leadership styles affect teacher's morale?
9. Does the leadership employ in school have a positive effect your morale
10. Does your head teacher utilize the delegation effectively in your school?
11. What is the significance of head teacher's leadership style on teacher's morale?
12. To what extent does the head teacher communication affect teacher's morale?
13. To what extent does head teacher's delegation of duties influence teacher's morale

Thank you for your participation

APPENDIX IV: INTERVIEW GUIDE FOR EDUCATION STANDARDS OFFICERS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT FOR EDUCATION ADMINISTRATION AND POLICY STUDIES

**TITLE: HEAD TEACHER’S LEADERSHIP STYLES AND THEIR EFFECTS ON
TEACHERS’ MORALE IN SELECTED PRIMARY SCHOOLS OF ZAMBEZI
DISTRICT IN THE NORTH-WESTERN PROVINCE.**

I’m a postgraduate student in the School of Education, Department of Education Administration and Policy Studies. I am conducting a research on Head teacher’s leadership styles and their effects on teachers’ morale in selected primary schools of Zambezi District. The information that will be given is purely for academic purposes.

Your cooperation is highly appreciated.

Nelly Andende.

QUESTIONS.

1. Are there specific leadership styles used in either primary schools in the districts?
2. Of the effective primary schools in the district, what leadership styles are used?
3. What are your views about democratic, autocratic and laissez-faire leadership styles in schools?
4. Do you think leadership styles of head teachers have any effect on teacher morale in schools? If your answer is **NO** or **YES** give a reason.if so why? If not, why not?
5. What interventions do you put in place to mitigate different perceptions from teachers towards their head teacher’s leadership styles?

6. Do you think there are some specific leadership styles which motivate teachers' morale?
7. As experienced officials from the district, what leadership styles do you observe head teachers practise as you go to monitor the teachers?
8. Do you agree that leadership styles have effects on the morale of the teachers? If yes, what is your major justification to this effect?
9. Are there any instances where head teachers' leadership styles have negatively impacted on teachers' morale?
10. According to your experience, what leadership style would you prefer?

Thank you for your participation

**APPENDIX; V INTRODUCTORY LETTER FROM SCHOOL OF EDUCATION -
UNZA**

APPENDIX: VI INTRODUCTORY LETTER FROM THE DEBS