

**HEADTEACHERS' LEADERSHIP PRACTICES AND THEIR EFFECT ON TEACHER
PERFORMANCE IN SELECTED SCHOOLS OF LUSAKA DISTRICT IN ZAMBIA**

By
CHOTA MUMBA

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DECLARATION

I, Chota Mumba, 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/Zimbabwe Open University or any other University and it does not incorporate any published work or material from another dissertation without being acknowledged.

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CERTIFICATE OF APPROVAL

This dissertation of **Chota Mumba** has been approved as a partial fulfillment of the requirements for the award of the Degree of Master of Education in Education Administration and Management by the University of Zambia/ Zimbabwe Open University.

Examiners' Signature:

Signed: Date:

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ABSTRACT

The aim of the study was to explore the effects of head teacher's leadership practices on teachers' performance in selected schools of Lusaka District in Zambia. An exploratory descriptive survey design along with qualitative methodology was used to collect and analyse data. Hertzberg's Two Factor Theory was used in collecting data from the field by exploring how head teachers implemented their leadership styles in order to enhance and improve the motivation which ultimately affect teacher performance in the selected schools. The study targeted all teachers in Lusaka district. In-depth interviews and Focused Group Discussions (FGDs) were the main data collection methods used. Purposive and convenience sampling techniques were used to select the participants for the study.

The study revealed that there was a relationship between head teachers' leadership styles and teachers' performance in 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' 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 performance in schools. It further recommended the combination of at least two leadership styles in order to have effective head teachers.

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ACRONYMS

CPD	Continuing Professional Development
DEBS	District Education Board Secretary
DESO	District Education Standards Officer
FGD	Focus Group Discussion
MoGE	Ministry of General Education
MOE	Ministry of Education
TSC	Teaching Service Commission
UNZA	University of Zambia
USA	United States of America

CHAPTER ONE

INTRODUCTION

1.1 Background

In recent times, education stakeholders have expressed their concern over the poor morale and performance of teachers in some schools in Zambia (Andende, 2016). The Government of the Republic of Zambia through the Ministry of General Education (MoGE) introduced 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 (Andende, 2016).

The national Education policy, "Educating our Future" acknowledges that the person with the major responsibility for motivating a teacher is the school head teacher. The lack or inadequacy of managerial skills may affect teacher moral and in turn their performance (Andende, 2016). 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) 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 (Andende, 2016). Hence, the need to have a thorough exploration of different leadership styles and their effects on teachers' performance in selected schools of Lusaka district.

Since the teacher's job performance, as observed by Vasantham (2014), is a concern of everybody in the society, it is therefore, important at this point to understand that 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, (Acha,2010). Teacher performance in this study was 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.

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 (Andende, 2016). With proper and appropriate leadership styles of head teachers, good teacher performance can be achieved. This is so because the head teacher is expected to provide the appropriate leadership which would assist each staff member make a maximum contribution to the schools' effort to providing quality and up-to-date education (kapaya, 2013). A common observation in the school system in Zambia shows the different types of leadership used by head teachers of primary and secondary schools. Some head teachers seem to be autocratic in their leadership style, others perhaps tend to be democratic and some on the other hand seem to practice the laissez faire leadership style (Kapaya, 2013 and Andende, 2016). These leadership styles tend to have some effect on the management of the school either positively or negatively. Therefore, the research problem is, what are the effects head teachers' leadership styles on teachers' performance in selected schools of Lusaka district in Zambia.

1.3 Purpose of the Study

The purpose of the study was to explore the head teachers' leadership practices and their effects on teacher performance in selected schools of Lusaka District in Zambia.

1.4 Research Objectives

The study was guided by the following objectives:

- i. To establish the most used leadership styles in the selected schools of Lusaka district.
- ii. To determine the effects of different leadership styles on teachers' performance in the selected schools in Lusaka district.
- iii. To assess teachers' views on their head teachers' leadership practices in the selected schools of Lusaka district.

1.5 Research Questions

The study was guided by the following research questions:

- i. What are the mostly used leadership styles in the selected schools of Lusaka district?

- ii. What are the effects of different leadership styles on teacher performance in the selected schools in Lusaka district?
- iii. What are the teachers' views on their head teachers' leadership practices in the selected schools of Lusaka district?

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 schools, for the development of the education system. The findings may also be of use to head teachers, staff developers and school board members. Finally, the study findings may contribute to the body of knowledge in school leadership.

1.7 Theoretical Framework

This study was guided by Frederick Herzberg's two factor theory which focuses on factors affecting motivation of an employee. According to Lynne (2012), Herzberg defined two sets of factors in deciding employees working attitudes and level of performance, namely: motivation and hygiene factors. Motivation factors are intrinsic factors that will increase employees' job satisfaction. These factors motivate the employees for a superior performance and so they are called satisfiers (Lynne, 2012). Motivational factors include: recognition, where the employees should be praised and recognized for their accomplishments by the managers; sense of achievement, where the employees must have a sense of achievement; growth and promotional opportunities in an organization to motivate the employees to perform well and responsibility, where the employees must hold themselves responsible for the work through delegation of responsibilities by their supervising officers. The managers should give them ownership of the work. They should minimize control but retain accountability (Fuller et.al. 2008).

On the other hand, hygiene factors are extrinsic factors to prevent any employees' dissatisfaction. They are factors which are essential for existence of motivation at workplace. In other words, hygiene factors are those factors which when adequate/reasonable in a job, pacify the employees and do not make them dissatisfied (Lynne, 2012). These factors are also called as dissatisfiers or maintenance factors as they are required to avoid dissatisfaction. They include: Pay which should be appropriate and reasonable; company policies and administrative policies

which should not be too rigid; fringe benefits; safe physical working conditions and interpersonal relations (Lynne, 2012).

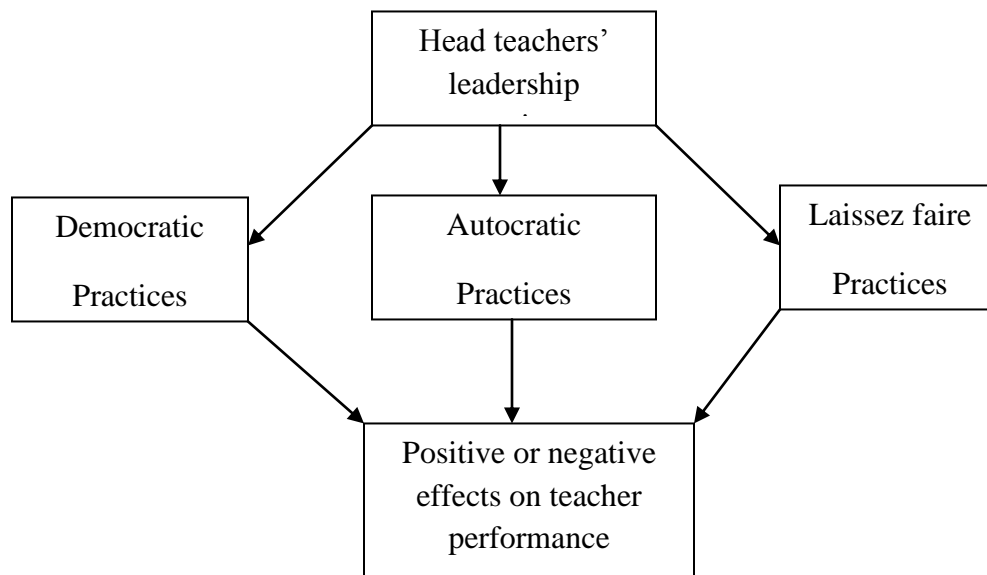
Herzberg further asserts that full supply of Hygiene Factors will not necessary result in employees' job satisfaction but rather in order to increase the employees' performance or productivity, Motivation factors must be addressed (Robbins, 2009). The two-factor theory is closely related to Maslow's hierarchy of needs but it introduced more factors to explain how individuals are motivated in the workplace. This theory argued that meeting the lower-level needs (extrinsic or hygiene factors) of individuals would not motivate them to exert effort, but would only prevent them from being dissatisfied. In order to motivate employees, higher-level needs (intrinsic or motivation factors) must be supplied (Robbins, 2009).

Implications of the Two-Factor Theory to this Study

The implication for organizations to use this theory is that meeting employees' extrinsic or hygiene factors will only prevent employees from becoming actively dissatisfied but will not motivate them to contribute additional effort toward better performance. To motivate employees, organizations should focus on supplying intrinsic or motivation factors (Robbins, 2009). Motivation is one of the most important factors in affecting teachers' behaviour and performance. The level of motivation a teacher exerts in their work task can affect all aspects of the school performance. This is so because motivation is said to be a person's intensity, direction and persistence of efforts to attain a specific objective (Fuller et.al. 2008).

Indeed, the overall success of the school as an organisation depends entirely on the teachers' commitment which is directly related to their level of motivation and performance. As teachers are the main resources for the schools' core business of teaching pupils, the issues of teacher motivation and performance will critically determine the schools' success. In this case, the school head teachers must ensure that their leadership styles stress upon guaranteeing the adequacy of the hygiene factors to avoid teacher dissatisfaction. Also, in their leadership, head teachers must make sure that the work is stimulating and rewarding so that the employees are motivated to work and perform harder and better. Head teachers need to collaborate with their teachers and delegate more responsibilities to teachers so as to enhance participation, joint responsibilities and better academic results for schools.

1.8 Conceptual Framework



1.9 Limitations of the Study

Since this study was conducted in some selected schools of Lusaka district. The findings therefore may not be generalised across the country due to the small sample employed.

1.10 Delimitation of the Study

Although there are many factors that affect teacher performance, this study was restricted to head teachers' leadership styles on the performance of teachers in Lusaka district only.

1.11 Operational Definition of Key Terms

Leadership: refers to the process of influencing the activities of a group of people by a leader in efforts towards goal achievement in a given situation (Adeyemi and Adu, 2013).

Leadership practices: the various behaviour patterns favoured by leaders during the process of directing and influencing employees (Andende, 2016).

Head teacher's leadership Style/practice: Refers to the pattern or way of doing things by the head teacher in pursuit of his or her duties (Abwalla, 2014). In this study, leadership styles or practices are looked at in terms of the way head teachers involve teachers in decision-making; the way they communicate and the way they delegate duties to teachers.

Teacher Performance: Refers to the teacher's identification with, and involvement in the teaching occupation (Abwalla, 2014). In this study, the teacher performance considered as the act of scheming, lesson planning, and assessment of students through giving tests, exercises and participation in co-curricular activities of the schools.

Teacher Morale: Teacher morale is the degree to which the needs of teachers are satisfied, fulfilled and the teachers' perception of how the job situation brings the state of satisfaction of the worker (Singano, 2015).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Overview

Literature review is a critical assessment of the relevant literature. According to Merriam and Simpson (1995:31) a literature review integrates and synthesizes what has been thought and researched in the area of interest. Randolph (2009) points out that a literature review is a way of demonstrating the author's knowledge about a particular field of study, including vocabulary, theories, key variables and phenomena. The purpose of a literature review is to summarize and integrate previous work and to offer suggestions for future inquiries. This chapter, therefore, is a review of literature on leadership practices and their effects on teacher performance. It presents a theoretical knowledge of the phenomenon leadership styles and teachers performance. In addition, literature in this chapter is reviewed according to the objectives of the study and variety of sources such as textbooks, journals, official documents, seminar papers, unpublished dissertations and theses and websites were consulted.

2.2 The Concept of Leadership

Leadership means many things to many people. This is due to the changing environment of leaders in different roles in different functions in different settings starting from leadership of the family to the top positions in multinational organizations (Kramer 2003, Northhouse 2010). However, the essentials of leadership are the same to all leaders in all positions. Nevertheless, due to the variation in the skills required, roles played, functions performed, issues tackled and the relationships promoted, different leaders have different perceptions of leadership (Kort 2008). In order to get an understanding on the concept of Leadership the researcher began with looking at the most common definitions of leadership. There are as many definitions of leadership as there are scholars who have attempted to analyze and understand the concept, but there is no universally accepted definition of it (Kort 2008).

The word 'leader' stems from the root *leden* meaning 'to travel' or 'show the way'. It has been derived from the verb "to lead." This also implies "to advance," "to expel," "to stand out," to guide and govern the actions of others (Kort 2008). Karmel (1978) is of the opinion that it is very difficult to settle on a single definition of leadership that is general enough to accommodate

these many meanings and specific enough to serve as an operationalisation of the variable. However, there is a certain underlying unity among the various conceptualizations made in this area.

Hodge and Johnson (1970) are of the opinion that leadership is fundamentally the ability to form and mould the attitudes and behaviour of other individuals, whether informal or formal situation and that management relates to the formal task of decision and command. Similarly, Wallace (1993) defines leadership as the relationship between two or more people in which one attempts to influence the other toward the accomplishment of some goal or goals. In addition, in the words of Keith (1975), leadership is the ability to persuade others to seek defined objectives enthusiastically. This implies that it is the human factor that binds a group together and motivates it towards goals. Further, Robbins (1979) points out that, leadership is the ability to influence a group towards the achievement of goals. Finally, James (1972) asserts leadership as a process of influencing a group in a particular situation at a given point of time and in a specific set of circumstances that stimulates people to strive willingly to attain organizational objectives, giving them the experience of helping attain the common objectives and satisfaction with the types of leadership provided.

Traditionally, leadership studies had their focus on attributes and personal qualities of leaders; in other words, explaining leadership from an individual perspective in terms of traits, describing what a leader is or should be (Bryman 1992; Yulk, 1999). With leadership under such approach the researchers were seen as individuals, who possessed attributes, such as, a clear sense of mission, providing vision, motivation of others, creativity and innovation (particularly as entrepreneurs), good communication skills possessing strength and so on (Gill 2009).

2.3 Type of Leadership Styles

A style of leadership is the manner in which the leader goes about communicating with those whom he or she leads. There are many things to be taken into account when determining what style of leadership is appropriate for a given situation (Aunga and Masare, 2017). Every leader in every organisation performs certain roles/tasks for the smooth running of the organisation and improvement of organisational performance. As a result, Ezeuwa (2005) as cited by Singano (2015) sees it as the act of influencing people so that they strive willingly and enthusiastically

towards the accomplishment of goals. Similarly, Shibo (2016) observes that leadership means influencing people to work willingly with zeal towards the achievement of the corporate goals. A leader cannot work alone; he/she must have people to influence, direct, carry along, sensitize and mobilize towards the achievement of the corporate goal. The manner that leader performs these roles and directs the affairs of the organisation is referred to as his/her leadership style (Aunga and Masare, 2017).

Leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with while others pay more attention to their relationship with subordinates than the job. Whether a leader emphasizes the task or human relations is usually considered central to leadership style (Aunga and Masare, 2017). Chandan (1987) as cited by Nyaboga (2011) defines leadership style as the ingredient of personality embodied in leaders that causes subordinates to follow them. Okumbe on the other hand defines leadership styles as particular behaviours applied by a leader to motivate subordinates to achieve the objectives of the organisation (cited by Ndaipa, 2016).

2.3.1 Democratic leadership style

Democratic leadership style also referred to as interactive or participatory leadership is characterized by cooperation and collaboration. This leadership style refers to situations where a leader seeks for the opinion of the subordinate before making a decision. In this leadership style the leader seeks opinion of the subordinates on a tentative plan of action and then makes decisions or the leader may ask for group input in formulating plans before making a decision (Shibo, 2016). In a school for example, Cole (2005) as cited by Aunga and Masare (2017) advocates for the leadership of a head teacher to be democratic combining self-confidence, friendliness, firmness and tact and should not merely consist of issuing orders.

Accordingly, Aunga and Masare (2017) are of the view that the head teacher should be aware of the techniques that work in which situations and those that backfire. Democratic style of leadership practiced by head teachers, proper delegation of duties relieves the school administrators from their many tasks and secondly it inculcates a sense of responsibility, hardworking and commitment among the subordinates which in turn enhances teacher performance (Wanjiru, 2016). Lewin et al. (1939) as cited by Machumu and Kaitila (2014)

concluded that democratic style of leadership is the most effective, but also pointed that the effectiveness of group leaders is dependent on the criterion which was being used to assess leadership”. Thus, if leadership is assessed in terms of productivity, then autocratic style is most efficient but if the role is seen as maintaining good morale and a steady level of work, democratic style is effective.

Nzuve (2005) argued that a democratic leader is one who obtains ideas and opinions from workers. He gives them a chance to express their feelings about how things should be done. The manager considers the ideas and opinions of workers and he still makes the final decision. Democratic leaders show consideration and concern for others by empathetic listening and understanding. They foster open communication among all employees at all levels. Reasons and circumstances pertaining to decisions that affect the employees, department, or organisation are shared in a timely fashion (Aunga and Masare, 2017).

2.3.2 Laissez-faire leadership

The laissez-faire leadership style is also known as the hands-off style. It is one in which the manager provides little or no direction and gives employees as much freedom as possible. Basically, this style looks simple and easy-going between leaders and subordinates (Boampong et.al, 2016). Leaders who adopt the laissez-faire leadership style exercise little control over the followers and let the followers have freedom to carry out their assigned tasks without direct supervision (Wu and Shiu, 2009, Ndaipa, 2016 and Aunga and Masare, 2017). According to Mbiti (2007) as cited by Aunga and Masare (2017), laissez-faire leadership style refers to a free-reign style where the leader doesn't lead but leaves the group entirely to itself. Such a leader allows maximum freedom to subjects. They are given a free hand in deciding their own policies and methods.

Singano (2015) points out that the leaders who use this style of leadership believe that there should be no rules and regulations since everybody has inborn sense of responsibility. Laissez-faire leadership style is not suited for use by head teachers because complete delegation without follow-up mechanisms creates performance problems. “Teachers and students are motivated when they are afforded opportunities to make their own decisions. The acceptance of their opinions and ideas, together with the monitoring of their performance by head teachers is a

healthy way of enhancing discipline in secondary schools (Wu and Shiu, 2009). In laissez-faire leadership, the head teacher believes that there should be no rules and regulations since everyone has a sense of responsibility (Pont et al., 2008).

A laissez-faire school environment may be more creative and fulfilling for those involved in school management system. The extent to which a head teacher succeeds in attaining the school objectives, mission, vision and philosophy depends on how he or she uses suitable management styles to a specific school contextual environment (Aunga and Masare, 2017).

2.3.3 Authoritarian leadership

Wu and Shiu (2009) explained that, Authoritarian leadership is gained through punishment, threat, demands, orders, rules, and regulations. The functions of authoritarian leadership include unilateral rule-making, task-assignment, and problem solving while the roles of authoritarian followers include adhering to the leader's instructions without question or comment. According to Nyaboga (2011), authoritarian leadership is appropriate in settings with a constant stream of new employees, limited decision-making time or resources, and the need for large-scale coordination with other groups and organisations. Authoritarian leaders receive aggressive or apathetic behavior from their subordinates. Productivity is slightly higher under the authoritarian leader than under the democratic one (Lunenburg and Ornstein, 2012).

In authoritarian leadership, the leaders make most or all of the decisions, without the involvement or input of the employees. Authoritarian leaders inform their subordinates on what must be done, how it should be done and when it must be completed (Nyaboga, 2011). This kind of leader is likely to ignore suggestions made by staff members. Where quick decision making is a key factor, this particular leadership style might work well because there might not be any time to consult with staff for their involvement anyway (Machumu and Kaitila, 2014 and Shibo, 2016).

2.3.4 Transformational leadership

According to Sergiovanni (2004), Transactional leadership is another type of leadership. It is sometimes called bartering. It is based on an exchange of followers' services in lieu of various kinds of tangible rewards (such as a salary) that the leader controls. It is also based on the conviction that people desire to be led rather than be liable for their own actions and decisions.

As a result, the leader relies on top down decision processes to control staff, allocate resources and initiate the process of change (Boampong et.al, 2016). Transactional leadership is often viewed as being complementary with transformational leadership. In a study conducted by Bateh and Heyliger (2014) on Academic Administrator Leadership Styles and the Impact on Faculty Job Satisfaction and self-esteem in Florida, the results of logistic regression analysis revealed that faculty members who identified transformational leadership as dominant had increased performance, while faculty members who identified transactional leadership as dominant had increased job satisfaction, and faculty members who identified passive/avoidant leadership as dominant had decreased job satisfaction.

Headmasters often encounter the need to transform the school from low performance to acceptable performance or from acceptable performance to high performance. At other times, a headmaster is expected to move firm from crisis mode to high ground. To accomplish these purposes, the transformational leader attempts to have a strong teacher's commitment towards the school (Aunga and Masare, 2017). The increasing range and complexity of leadership responsibilities in schools means that it is no longer possible for the head teacher to be the sole leader (Michel and Peter, 2007). In her study, Brown (2003) as cited by Singano (2015) was unable to find any statistically significant correlation among any of the transformational leadership behaviors and continuance commitment.

Ndaipa (2016) asserts that transformational leadership stimulates and inspires followers to achieve beyond expectation and in the process developing their own capacities. With an aim of building shared vision, the transformational leader responds to followers' needs through empowerment and aligning the objectives and goals of the organisation with that of followers. A high level of follower performance is attained affirmed that transformational leadership behaviours were positively related with higher performance (Bass and Avolio, 2000 as cited by Ndaipa, 2015). Head teachers should do everything they can to give information and experience to teachers in order to accomplish certain task or jobs, especially for those who are new in this field. This could improve their early job experience (Wanjiru, 2016).

Ndaipa (2016) further observes that under the transformational leadership, the head teachers also should provide opportunities for committing acts and the school must show high level of commitment to the teachers in return. There is also a need for training programme, designed to

improve and to increase head teachers' transformational leadership (Michel and Peter, 2007 as cited by Aunga and Masare, 2017).

2.4 Effects of Different Leadership Styles on Teacher Performance

Leadership plays an important role in the attainment of organisational goals by creating a climate that would influence employees' attitudes, motivation, and behavior. Effective leadership acts by empowering employees to engage them and improve work outcomes (Aldoory and Toth, 2004). Leadership as a key factor in determining organisational success has been studied extensively in the past century in the management field. It fosters a climate of trust, nurtures employees' confidence, and encourages their individual development (Bass and Avolio, 2000). Leadership and motivation opens our minds to new thoughts of how people behave and why. It also helps in understanding some general principles of human behaviour. According to Bass and Avolio (2000) good leadership, corporate culture isn't forced but it is developed.

The study by Mudulia (2012) sought to determine how secondary school head teachers' administrative factors influence performance in the science subjects in the Kenya Certificate of Secondary Education (KCSE) examinations in Eldoret Municipality, Kenya. Stratified random sampling was used to draw a sample of 14 head teachers, 56 teachers and 308 Form Three students. The purpose of the study was to establish if leadership factors (leadership styles, supervision, decision-making and delegation) were among factors that influence performance in science subjects. Correlation was used to show relationships between performance and the research variables. Majority of the head teachers were found to be fully qualified, experienced and practicing participative leadership. However, a few in the low performing schools were reported to employ dictatorial leadership styles. The effect of the leadership style was not as significant predictor of performance in sciences at KCSE as the correlation between leadership and performance was not very significant. This study differs from the current study in a number of aspects. In the current study, the focus is mainly on the effects of head teachers' leadership styles on teacher classroom performance in Lusaka. The current study also takes the qualitative approach which demands gathering detailed information as compared to the quantitative approach.

Abwalla (2014) also conducted a study whose main objective was to investigate the influence of leadership styles on teachers' performance in general secondary schools of Gambella region in Ethiopia. To accomplish this purpose, the study employed a descriptive design. A total of 190 individuals had participated in the study. Among them 170 teachers were included as a sample through simple random sampling technique especially lottery method. Additionally, 20 general secondary school principals were included through available sampling technique. Questionnaire and interview were the main instruments of data collection. Principal leadership styles and teacher's performance were identified as the independent variables and as the dependent variable. The finding indicates that there is a positive relationship between leadership styles and teachers' performance ($r=0.980$) the relationship is significance (Sign=0.000 at 0.05 level). The findings revealed that the independent variable (democratic was the most practiced leadership styles in general secondary schools of Gambella region. Furthermore, the teachers' performance was found to be moderate in general secondary schools. In general, the findings supposed to conclude, that principals' leadership style of general secondary schools in Gambella region had significance effects on decision-making, communication and delegation to improve the level of teachers' performance and thus teachers have not been performing to the expectation. Nevertheless, it is not known as to whether what was established in Ethiopia is also obtaining in Zambia and so this study.

Similarly, Boampong et.al (2016) conducted a study in Ghana whose purpose was to find out the effect of leadership styles of Head teachers on the academic performance of students. The study was a multi-pronged approach, commonly referred to as triangulation combining both qualitative and quantitative research methods. The samples that provided data were from Head teachers, Teachers, Parents, Students and Educational authorities at the district. Data were collected through questionnaire and the analysis of the questions was done using Statistical Package for Social Sciences (SPSS). The results revealed that over 60% of participants (271) maintained that the leadership styles of Head teachers have some influence on academic performance of students. The current study differs from the study by Boampong et.al (2016) in terms of approach, design, sample, context and focus.

In addition, Minadzi and Nyame (2016) conducted a study in Ghana. The purpose of the study was to examine the perceived effects of leadership styles on the teachers' classroom performance

and also to determine the leadership styles preferred by basic school teachers. The study was conducted using descriptive survey design and the participants were sampled through proportional stratified random sampling procedure. Two hundred and sixty-nine (269) participants comprising 179 males and 90 females were used. Among other things, the study revealed that basic public school teachers largely agreed that the leadership styles of their head teachers have effects on their classroom performance. It was also disclosed that teachers preferred democratic, transformational, inspirational and distributed leadership styles. In all, head teachers are advised to practice a mixture of leadership styles since no single leadership style is appropriate for all situations. In the current study, however, a qualitative approach will be employed instead of the quantitative one used in the reviewed study.

Aunga and Masare, 2017) carried out a study whose focus was to investigate the effect of leadership styles on teachers' performance in primary schools in Arusha District. This research was quantitative in nature and the descriptive survey design was employed. The questionnaire was used to collect data. A sample size of 140 participants was used. Data analysis was done using Statistical Package for Social Sciences (SPSS) and presented using frequency distribution tables and Pearson's product moment correlation was used to determine the existing relationship among the two variables. The study concluded that teachers' performance is good in the primary schools in Arusha district and that there was a significant relationship between Transformational Leadership Style and Teachers' Performance. The researcher recommended that head teachers should use democratic and transformational leadership styles due to the fact that democratic and transformational leadership styles increases teachers' performance. Although this study is similar to the current one, the current one is purely qualitative with a small sample size. It is also not known as to whether what Aunga and Masare found in their study is true for the Zambian situation, hence this study.

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.

The study by Mwanza (2004) also 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. However, this study looks at the effects of head teachers' leadership practices on teacher performance which is different from the perceptions established by Mwanza.

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.

Finally, another study by Andende (2016) 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. A descriptive case study design along with qualitative methodology was used to collect and analyse data. In-depth interviews and Focused Group Discussions (FGDs) were the primary data collection methods used. 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. The current study is also designed to effects of different leadership styles which was lacking in a study by Mwape and Andende.

2.5 Leadership Styles that Enhance Good Teacher Performance

There is no single leadership style that is appropriate for every situation, but some are more effective than others in bringing about change in teachers' morale. Ozigi (2000) stated that while your staffs are in school, you could do much to encourage them to stay if you create necessary happy atmosphere and establish the type of relationships that will make your staff feel happy and committed to the school. This implies that leadership style required to be practised in primary schools is that which promotes teachers' working morale through encouraging happy atmosphere and good relationship between teachers and leadership. Mc call and Lombardo (Pareek 2007) did a study on both successes and failures of leaders by identifying four primary traits by which leaders could succeed or fail. These traits are emotional stability and composure, openness to criticism, good interpersonal skills and intellectual breadth. This implies that calmness, confidence, predictability particularly when under stress increases efficiency and effectiveness since they reduce conflict with employees and encourage relation with them owning up mistake rather than covering them up and ability to communicate and persuade others without resorting to negative or coercive tactics; these help to encourage relationship between leaders and employees/ subordinate hence promoting teachers' working morale.

Hersey and Blanchard cited in Pareek (2007), identified four leadership styles: The first style indicates high concern for task and low concern for people, style two showing high concern for both, style three having high concern for people and low for the task and style four with both low. According to them, all the four styles are functional depending on the nature of the situation. However, Pareek (2007) suggests that there is no best leadership style that the most desirable style is delegating. Nevertheless, in order to move toward this, the leader needs to prepare the group and take them to delegating. This idea is supported by Rue and Byars (2007) as cited by Wanjiru (2016) who state that authority and responsibility must consider leaders delegate sufficient, authority to enable subordinates to do their duties. At the same times, subordinates can be expected to accept responsibility only for those areas within their authorities.

While Rue and Byars support delegation of power as the best leadership style to increase teachers' working morale, experience and observation show that most of leaders do not want to delegate power to their subordinates. Rue and Byars (2007) as cited in Wanjiru (2016) state that leaders' resistance to delegating authority is natural and the reasons for this are: fear that

subordinate will fare in doing the task, the belief that it is easier to do the task oneself rather than delegate it, fear that subordinates will look too good, human attraction to power and comfort in doing the tasks of previous job held. Head teachers who use a democratic style of leadership are more likely to have more satisfied and productive teachers than head teachers who use an autocratic style of leadership.

Singano (2015) carried out a study which was aimed at investigating the role of leadership styles on teachers' working morale in Kibaha public primary schools. One of the objectives was to establish effective leadership styles that influence teachers' working morale. The study followed case study design whereby quantitative and qualitative approaches were the major means of data collection and analyses. The data were collected through questionnaires, and interviews. The study involved five public primary schools and about 70 participants. 61 primary school teachers were randomly selected to respond to questionnaires, while 5 head teachers and 4 Ward education coordinators were purposively selected to participate in interview sessions. The study revealed that the teachers' working morale can be predicted based on the leadership style asserted by the head teachers. Teachers' perception was positive when their head teachers practiced democratic style of leadership. This might be due to their involvement in different matters concerning school activities and endeavours. The study concluded that democratic style of leadership should be upheld and used by all head teachers of primary schools in order to influence teachers' working morale. This study did not look at how different leadership styles affected the morale and performance for the teachers, hence the current study.

A study by shibo (2016) was designed to compare the influence of management styles of head teacher's on pupils' performance in private and public primary schools in Nakuru municipality at Kenya Certificate of Primary Education level. The population comprised of teachers and head teachers in public primary schools. The study adopted the ex post facto survey research design and used a sample size of 70 primary schools in which 70 Head teachers and 70 teachers were interviewed. The participants were selected using simple random sampling technique. Data for the study was collected by use of questionnaires and interview schedules. The study collected both qualitative and quantitative data. The study findings revealed that most public primary schools were using democratic and participatory leadership styles as opposed to private primary schools, which were mainly using autocratic leadership style; private primary schools were

performing better than Public primary schools in Kenya Certificate of Primary Education (KCPE) in Nakuru municipality; most teachers in both private and public primary schools were not comfortable with the prevailing / current leadership styles and administration standards, and negatively related this with student performance. This study differs from the current study in the sense that while this study focused on pupil performance, the current study will focus on the teachers' performance.

Ndaipa (2016) also conducted a study designed to examine the leadership styles adopted by head teachers and the influence on staff performance in primary schools of Chimoio cluster in Mozambique. The research design used was a mixed method that incorporated both the quantitative and qualitative approaches. The target population consisted of head teachers, teachers and non-teaching staff from which a sample of five head teachers from five schools, thirty teachers and twenty non-teaching staff were involved in the study through purposive and random sampling. The research instruments used to collect data were open and close format questionnaire, in-depth interview and document analysis. The study findings showed that the overwhelming majority of head teachers employ democratic leadership style in Chimoio cluster primary schools which enhances positive school staff performance. Regarding to major factors that influence negatively the staff performance, the majority of the participants highlighted lack of motivation, pupils' incompetence, low remuneration, coercive measures and lack of in-service training for professional development. It was evident from the findings that through democratic approach, staff participation and involvement in school matters and positive interpersonal relationship between school staff and head teachers influence the staff performance in various primary schools in Chimoio cluster. It is however not known as to whether these findings obtained in Mozambique will also apply to the Zambian context and so the current study.

Ampaire and Namusonge (2015) carried out a study whose purpose was to determine the influence of head teacher's leadership style on student's academic performance at secondary level in Meru district, Tanzania. The specific objective aimed at assessing how democratic leadership style influences secondary school student's academic performance. The study used descriptive research design. The target population comprised of head teachers and teachers of secondary schools in Meru district. A total of 55 participants comprising of 5 head teachers and 50 teachers were interviewed using interview guides and Questionnaires respectively. Primary

data was collected by use of structured questionnaires and interviews while secondary data was collected by use of desk research and internet search. The study shows that most secondary schools head teachers (100%) in Meru district had adopted Democratic leadership style compared to any type of other leadership style. Again results show that head teachers who are using democratic leadership style, their students perform better than those who are using other types of leadership styles.

2.6 Research Gap

Despite the fact that many studies have been conducted to try to explain the role of leadership styles on teachers working morale and performance in primary and secondary schools, undocumented media reports and personal observations show that there are still unsolved problems with regard to pupil poor academic performance over the years. It is obviously, common knowledge that if the teachers are not motivated, their performance in the classroom is certainly affected and ultimately affecting the academic performance of their learners. For example, among the studies conducted in Zambia by Mwanza (2004), Mwape (2013) and Andende (2016), all show that there was a relationship between the head teachers' leadership styles and the teachers' job satisfaction which also culminates into good pupil academic performance. However, it is not very clear as to which leadership style is most effective in maintaining good teacher work performance. This is so because most of the studies indicate that democratic leadership was the best while other studies indicate that a combination of both autocratic and democratic was the best. From the findings of the above studies, it is clear that there was no single leadership style generally agreed upon by scholars as being the best and hence this study was conducted to confirm or disconfirm the findings made by the previous studies.

2.7 Summary

This chapter was a review of literature related to the study. It has reviewed literature related to leadership styles/practices and their effects on teacher morale, performance and pupil academic achievement according to the study objectives. The literature is mainly drawn from studies conducted in Africa and in Zambia. Finally, the chapter has concluded by looking at the gap between the current study and the previous studies. In the next chapter, the methodology used to carry out the study is discussed.

CHAPTER THREE

METHODOLOGY

3.1 Overview

The research methodology was divided into the following subsections; research design, target population, study sample, sampling procedures, research instruments, data collection and data analysis. Creswell (2003) argues that a research methodology is a strategy or plan of action that links methods to outcomes.

3.2 Research Paradigm

The study was anchored on the social constructivism paradigm. Social constructivists believe that reality is constructed through human activity. Members of a society together invent the properties of the world (Kukla, 2000). For the social constructivist, reality cannot be discovered: it does not exist prior to its social invention. Knowledge is also a human product, and is socially and culturally constructed (Ernest, 1999; Gredler, 1997; Prat & Floden, 1994). Individuals create meaning through their interactions with each other and with the environment they live in.

Specifically, the researcher employed a qualitative research paradigm to conduct this study. Regarding the qualitative approach, Morse (1991) cited in Banja (2017:70) argues that ‘... if a concept or phenomenon needs to be understood because little research has been done on it, then it merits a qualitative approach.’ The qualitative approach was selected as the most suitable approach because it was deemed to be useful in discovering different meanings attached to the topic under investigation. As Creswell (2009: 8) explains ‘the goal of the research is to rely as much as possible, on the participant’s worldviews of the situation being studied.’ In this study it was considered critical to listen to the participants and obtain their views on the head teachers’ leadership practices and their effects on teacher performance. Furthermore, the qualitative approach enabled the researcher to generate thick descriptions from participants’ interpretations and commentaries (Merriam, 2009) as well as information about their understanding of the phenomenon.

3.3 Research Design

A research design is a scheme, outline or plan that is used to generate answers to the research problems (Orodho, 2003). It is regarded as an arrangement of the conditions for the collection and analysis of data in the manner that aims to combine relevance with the research purpose. This study will be qualitative in approach. This means that the kind of information to be collected will not be numerical but words that express feelings, perceptions and attitudes of the participants. The researcher employed an exploratory descriptive survey design. This design was preferred because the study focused on a smaller sample of the population to provide a narrative account about the phenomenon in details.

3.4 Target Population of the study

A population is a collection of individuals, objects or things from which samples are taken for measurements (Kombo and Tromp, 2006). This study targeted all the teachers in the selected schools of Lusaka District.

3.5 Sample size

A sample, according to White (2005:252) is “a group of subjects or situations selected from a larger population”. The sample for this study consisted of 27 participants drawn from three schools of which, 21 of the participants were class teachers, 3 senior teachers/ Hods, 3 deputy head teachers and 1 District Education Standards Officer.

3.6 Sampling procedure

Kothari (2009) defined sampling as a process by which a relatively small number of individuals or objects are selected and analyzed in order to find out something from the entire population from which they are selected. This study employed purposive and convenience sampling techniques to select the schools and the participants for the study. Purposive sampling was used to select the DESO and the Deputy Head teachers by virtue of their positions while convenience sampling was used to select the schools within the researcher’s reach for easy accessibility. Convenience sampling was also used to select the senior teachers/HoDs and the 20 class teachers as the researcher only included participants that were readily available at the stations at the time of collecting data and were more willing to participate in the study.

3.7 Data Collection Tools and Collection Procedure

Data collection instruments are tools used to gather information and these include the following: Observations, questionnaires, interview guides and focus group discussions (Kombo and Tromp, 2006). In this study, the researcher used focus group discussion guides and interview guides to collect data from the participants. Interviews were used to collect data from the DESO and the deputy head teachers while focus group discussion guides were used to collect data from the senior/ Hods and the class teachers who were readily available.

3.7.1 Focus Group Discussion Guide

A focus group guide is a series of questions for the facilitator to use. Typically, the facilitator asks questions to the group and allows time for participants to respond to each other's comments. A focus group discussion (FGD) is a rapid assessment, semi-structured data gathering method in which a purposively selected set of participants gather to discuss issues and concerns based on a list of key themes drawn up by the researcher/facilitator (Kumar 1987). It provides insights into how people think and provide a deeper understanding of the phenomena being studied.

FGDs in this study provided some important source of information on the phenomenon under investigation. FDGs were preferred to individual interviews because conducting interviews could have been an expensive proposition that could exceed the available resources to the researcher. FDGs, therefore, being group interviews, gave the researcher the ability to capture deeper information in a shortest period of time more economically than would have been with individual interviews. Further, the FGDs offered the researcher an opportunity to study the ways in which individuals collectively made sense of the phenomenon under discussion and constructed meaning around it.

The researcher facilitated all the group discussions. This arrangement made it possible for the researcher not only to ask questions where clarifications were needed during the discussion, but also to pay more attention to what was being said both verbally and by non-verbal communication such as facial expressions and gestures, which could indicate levels of approval or disapproval. The participants were requested to answer certain questions and the researcher

noted down the answers given. The researcher used semi structured FGD questions which made it possible for the researcher to ask broad questions in any order considered appropriate. The questions also gave the participants room to answer freely and amplify their responses. The participants were able to bring to the fore issues in relation to a topic that they deemed to be important and were able to argue by challenging each other's views.

3.7.2 Interviews

In order to get as much information as possible about the participants' perceptions, the researcher supplemented the FGDs, with in-depth, face-to-face, one-on-one semi-structured interviews to collect data from the deputy head teachers, senior teachers/ Heads of Department and standard officers from the DEBS' office. Interviews are an appropriate technique to solicit information from all key informants. The purpose and advantage of using interviews was to elicit in-depth information about opinions, attitudes and beliefs of the participants through interacting with them, information that could not possibly be obtained through other data collection techniques such as questionnaires.

Interviews allowed the participants to express themselves fully and during an interview the participant can bring out useful information that the researcher may not even have thought about. Interview questions accorded the participants an opportunity to express their thoughts when responding to questions. Furthermore, semi-structured interviews accorded the researcher the advantage of being able to ask many follow up questions to obtain more detailed information than is possible through a set of pre-determined questions and also provided a flexible platform for the interviewer to engage in casual conversation with the participant to increase rapport, while maintaining structural consistency between all interviews in order to ensure credibility (Mazerolle, Bowman, and Klossner, 2015). Consequently, the interview guides were prepared in such a way as to enable the researcher provide answers to the research questions. The researcher recorded each interview verbatim to ensure accuracy of interview data.

3.8 Data Analysis

Data analysis refers to examining what has been collected in the field and making deductions and inferences. It involves uncovering underlying structures; extracting important variables,

detecting any anomalies and testing any underlying assumptions. It involves scrutinizing the acquired information and making inferences (Kombo and Tromp, 2006). Thematic analysis was used to analyse the data in this study. Thus, theme categorisation and narrations were made. The major themes were derived from the objectives of the study.

3.9 Ethical Considerations

The study took into account all measures to ensure compliance with all possible and potential ethical issues of concern. In order to adhere to research ethics, the researcher took the following measures; firstly, permission was sought from the University of Zambia Research ethics committee and the District Educational Board Secretary to conduct this study. Secondly, at the study sites, the relevant authorities were briefed on the importance of the research and the procedures the researcher was to use to collect data. Thirdly, anonymity and confidentiality were ensured by not allowing participants to write their names on the questionnaires. This helped to minimise fears of victimisation and promote honesty among participants in the way they responded to the questions. In addition, the participants were also informed in advance that the focus group discussion and interview questions were intended to collect information for a specific academic purpose and not for other purposes which are likely to infringe on the rights of individuals or groups of people participating in the study.

Ethical clearance was sought from the ethical committee of the University of Zambia and. The participants were free to participate or withdraw from the study at any time and stage.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.1 Overview

This chapter presents the findings of the study on the leadership practices of head teachers and their effect on teacher performance in selected schools of Lusaka district. The chapter comprises the views of the 24 participants in the focus group discussions and the 4 participants interviewed individually. The presentation of the findings is guided by the following research questions:

- i. What are the mostly used leadership styles in the selected schools of Lusaka district?
- ii. What are the effects of different leadership styles on teacher performance in the selected schools in Lusaka district?
- iii. What types of leadership styles enhance good teacher performance in the selected schools in Lusaka district?

4.2 Research Findings

The research findings were from the two instruments used during data collection namely; focus group discussion guide and interviews guide. The contents of the research instruments were analysed so that comprehensive meanings from the data were obtained. The tables used have represented the views of the participants from the FGDs who were class teachers and senior teachers/ heads of department.

4.3 The Most Used Leadership Styles in Schools

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

4.3.1 Responses from the FGDs

Class teachers and subject teachers from each school formed the category of participants who participated in the FGDs in this study and the responses were obtained and analysed as follows:

The study had seven teachers that were involved in the focus group discussions from each school. Teachers had various responses on the leadership styles mostly used in their schools. What came out strongly from the three schools involved in the study was that the most used leadership style in schools was democratic leadership style. However, teachers from school C indicated that their head teacher was more of autocratic leadership style. Their conclusions were based on their head teacher's way of managing both human and non-human resources in the school.

For instance, one of the participants from school C had this to say:

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

Another respondent said:

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

Still another female participant said:

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

However, the participants from schools A and B said their head teachers were using more of the democratic leadership style. This was based on the characteristics their head teachers showed during the management of teachers in the schools. For example, one participant from school A said:

I have no regrets having such a head teacher as my immediate supervisor. To me it looks like am being trained while teaching.

Similarly, another participant from the same school added:

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

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

4.3.2 Responses from the Interviews

The deputy head teachers and the District Standard Officer were subjected to in-depth interviews on the leadership style mostly used in school.

The Deputy teacher from school C indicated that his head teacher was autocratic by nature. It was reported that the head teacher never treated him like a fellow administrator. For example, the deputy head teacher from this school said:

‘Sometimes our head does not regard me to be his fellow administrator. He can shout at me in the presence of class teachers’.

He added to say:

‘Our head has specific people I feel he enjoys working with which makes me sometimes aloof or distance myself.’

The Deputy Head teachers from schools A and B 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’.

Another deputy head teacher indicated:

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

The third part of participants involved a participant from the District Education standards unit/department whose responses were guided by an interview which was directly exploring on the leadership practices of head teachers and their effect on teacher performance. The participant involved observed that schools practiced at least two leadership styles and that the leadership style mostly used was the democratic one. For example, the participant said:

Head teachers practice many leadership styles but one style comes out prominently. For example, in the case of school A which is involved in this study, the mostly used leadership style is the democratic style. We have frequently received reports from teachers and other stakeholders that the head teacher is democratic because he involves his teachers in decision making especially on issues that require collective ideas.

In addition, the officer said:

Apart from the received reports, we have frequently visited school A, and we have seen for ourselves the degree to which the teachers are involved in decision making. The majority of the head teachers from the other schools also mainly use the democratic, and a few others use laissez-faire though sometimes they pretend, especially if we visit their schools, to be authoritative.

4.4 The Effects of Different Leadership Styles on Teachers' Performance

The second research question addressed the effects of different leadership styles on the performance of teachers. The responses are presented in two categories thus: the responses from the FGDs and those from the in-depth interviews.

4.4.1 Responses from the FGDs

The participants indicated that each leadership style had its own effects on teachers' performance. Their responses were descriptively narrated as shown below.

4.4.1.1 Democratic dominated

The study established that the best leadership style to enable teachers improve their performance, is the democratic leadership style. However, if not well handled it could result in laissez-faire. The participants' views regarding such kind of a leadership style and its effects include among others: enhancement of capacity building as teachers are involved in decision making; promotion of team working and co-operation. For example, one participant from school A 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 participant added:

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. For example, one respondent from school B said:

In situations where quick decisions are required, the democratic leadership may prove ineffective because of the delays in reaching consensus by many people. Similarly, the results from delegated activities may not be effective and may lead to frustrations leading to teachers' poor morale and performance.

4.4.1.2 Autocratic Dominated

This leadership style was found to have both positive and negative effects. Positive effects were reported to include work being done at a faster rate and that this leadership style is mostly results oriented. For example, one respondent in one of the FGDs said:

'The positive effects include work being done at a faster rate as teachers work under commands'.

On the contrary, the negative effects among others include: teacher frustrations, isolations, lack of cooperation among teachers, lack of motivation, lack of creativity and initiative among the teachers and lack of trust and confidence in the school administration. For example, one respondent had this to say:

'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'.

In another FGD one respondent 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, it is so sad madam to be honest.

The participants indicated that their motivation under this leadership was highly compromised and that their head teachers had some members they favoured. In this way, the teachers' freedom of expression was limited which compelled them to work under threats. One participant lamented:

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.

4.4.2 Responses from the Interviews

The deputy head teachers also indicated that the head teachers' leadership styles had both positive and negative effects on teachers' performance in schools.

4.4.2.1 Democratic dominated

This category of participants observed that this type of leadership style had more of the positive effects than the negative one with regard to teacher performance. The participants indicated that among the positive effects, teachers were actively involved in decision making which motivated them because they felt part of the school, the teachers become creative and innovative; the teachers also get united and develop trust and confidence in the school head teacher. For example, one respondent said:

You see madam! Management of human resources is one of the most difficult task for administrators because the teachers, for example, are people with different backgrounds and personalities. Therefore, democratic leadership style in my view is better placed to motivate and unite teachers with the different characteristics. I say so because, a democratic leader will always involve their juniors in the running of the school. For example, the leader can delegate the responsibilities to the junior officers and also call for suggestions from them in situations where critical decisions are to be made.

Conversely, the participants also pointed out the negative effects of this type of leadership on the performance of teachers. They indicated that this leadership style may lead to one's progress being retarded due to the long processes of reaching consensus. For example, one of the participants openly said:

Madam, in a situation where the head teacher is expected to nominate a particular teacher to, for example, under take a certain course of study, it may take too long to come up with the person to undertake the said programme if everyone has to be involved to make suggestions. This is something that the head teacher, for example, using his discretion would just

nominate an officer there and then so that the officer is set for the program without wasting time.

4.4.2.2 Autocratic Dominated

The participants interviewed observed that although this type of leadership had both positive and negative aspects on teachers' performance, it was seen to have more of the negative effects. Among others, the participants observed that under this type of leadership, teachers work under intimidation and fear there by compromising quality. For example, one participant indicated:

The head teacher was the overall manager at school level and we look up to him in everything. The teachers work under threats and this to me sometimes the teachers work under fear to avoid confrontations. In this way, quality is usually compromised because the teacher may not apply him/herself fully or willingly in carrying out their duties.

Another respondent also 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 organisation like a school. It has both positive and negative effects on teachers' performance. The head teacher is expected to keep teachers well informed. One respondent 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. Communication, decision making and delegation are important aspects of teacher morale in a school. These aspects can make a teacher to be accountable

One female respondent also said:

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

The participant from the district Standard officers had a picture of what happens in schools and the leadership styles which were being used. One Standards Office particularly said:

Both democratic and autocratic leadership styles had their effects. I see the democratic leadership style to be characteristic of sharing of ideas and experiences in the running of the schools. In addition, there is cooperation, mutual trust and respect for one another which increases the level of motivation among teachers.

Nevertheless, the respondent added 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, the participant 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. For example, the respondent said:

If not well handled the autocratic leadership style 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 due to overstaying in one place for many years. For example, the respondent stated:

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

4.5 The Teachers' Views on their Head Teacher's Leadership Styles

The third research question addressed the teachers' views on their head teachers' leadership practices. The responses are presented in two categories thus: the responses from the FGDs and those from the in-depth interviews.

4.5.1 Responses from the FGDs

Findings from the 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 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.

For the teacher participants under the autocratic leadership, their views on their head teachers were quite different. 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 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.

When asked as to which leadership style they deemed as being the most effective in enhancing good teacher performance, generally, the findings established from the participants in the FGDs from schools A and C indicated that the democratic leadership was the most effective style in enhancing teacher performance in their schools. Meanwhile the participants from school B

indicated that the head teachers needed to be both democratic and autocratic so as to enhance teachers 'performance. For example, one participant from school A had this to say:

The democratic leadership style motivates teacher performance because it puts the teachers in a good mood of working. For example, the teacher is consulted on serious issues concerning their classes such as the purchasing of the teaching and learning aids and materials for their classes. Unlike, for example, in an autocratic school environment where all the decisions are made by the administration, the teachers' inputs are limited. As a result, the working culture is only by intimidation and not by attachment.

Another participant lamented:

Actually what my friend has said is true. There is one school I worked from and the head teacher was very autocratic. The teachers gave him reports that the school was lacking text books. Without consulting the teachers, he went ahead to purchase books and other teaching materials, only to realise that the majority of the text books were of substandard and teachers could hardly use them. This situation frustrated almost everyone and our performance, believe you me, was negatively affected

On the other hand, the participants from school B were for the view that for the teachers to work effectively, the head teacher needed to balance their leadership practices. They observed that inasmuch as the democratic leadership was participatory, it had its own weaknesses which required that autocratic practices be used to reinforce performance among the teachers. For example, one participant had this to say:

Dealing with human beings is so difficult because there is no one single leadership style that can make everyone happy and work effectively. To the best of my knowledge, there are varying situations in a school set up and in each of these situations, there is need to exercise different leadership styles. For example, where serious decisions are to be made, it is very helpful to engage the teachers in the decision making process and in a situation, for example, where a quick decision is required, the head teacher can use his/her leadership obligations to make a decision so as to avoid unnecessary meetings in the school.

4.5.2 Responses from the Interviews

Administrators accepted the fact that conducive environments were good in order to yield good performance for any school. According to one of the participants, the democratic leadership style was said to motivate teachers' morale and performance if well practiced because teachers were involved in the running of the school.

Another respondent indicated:

'If some responsibilities are delegated to the teachers, 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, the respondent 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.

The participant from the district education Standards Office also agreed that there were specific leadership styles which motivate teachers in 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 was well utilized, it could improve teachers' performance in schools. For example, the respondent had this to say:

During our monitoring or visitation to schools we witness the three types of leadership styles being practiced in various schools. Of course some of these styles have proved to be effective while others have failed. Generally, those schools whose head teachers practice the democratic leadership style seem to be doing much better than those with the other two styles.

The results of the study also showed that it was their role as standard officers to ensure that the appropriate leadership styles were being implemented in schools. This would help teachers to have their morale and performance enhanced. For example, the officer said:

However, as standard officers, we ensure that the head teachers adopt teacher friendly leadership styles so as to motivate the teachers to work diligently and get attached to their work. We are aware that everything to do with pupil performance depends on what goes on in a classroom situation. So when the teacher is working under frustrations and fear, chances are high that the teaching too is highly compromised and on the other hand where the teacher is highly motivated, the opposite is true.

4.6 Summary

This chapter presented the findings of the study on the leadership practices of head teachers and their effect on teacher performance in selected schools of Lusaka district. The presentation of the findings was done under themes derived from the research questions. The themes brought out the views of the participants according to the way they were said by bringing out direct quotations. The study established that the mostly used leadership styles in the schools under investigation were the democratic and the autocratic styles. The democratic style was found to be dominant in two of the three schools involved while the autocratic style was dominant in one school only.

The findings also reveal that whether democratic or autocratic, leadership styles had both positive and negative effects on the performance of the teacher. Democratic was said to have more positive effects than the negative ones. Among the positive ones, democratic enhances team work, creativity and innovativeness among teachers, it unites the teachers to strive for a common goal. Finally, democratic leadership was said to enhance capacity building and promote trust and confidentiality. Nevertheless, the study also established that democratic if not well handled may result into *laissez-faire* and so compromise the quality of teaching.

On other hand the autocratic leadership was found to have more of the negative effects than the positive ones. The study established that the autocratic was only good in situations where quick decisions were needed otherwise it was found to cause more harm on the performance of the teachers. This style was capable of compromising unite among the teachers, bring about frustrations and fear in the teachers and cause hatred in the work place.

Finally, the study established that for teachers to be effectively motivated, democratic leadership style was recommended as the best. Nevertheless, the study also found out that in some situations, head teachers needed to combine both democratic and autocratic leadership styles to manage the teachers in the most effective manner. The next chapter will look at the discussion of findings as presented in this chapter.

CHAPTER FIVE

DISCUSION

5.1 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' performance in selected schools of Lusaka District. The discussion is presented in accordance with the research objectives which were as follows: The most used leadership style in schools; the effects of different leadership styles on teachers' performance, and the leadership styles which motivate teachers to improve performance.

5.2 The Most used Leadership Style in 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 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, performance of the teachers is good thereby enhancing the reputation of the school too. This implies that the head teachers understand 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 agreement with Ampaire and Namusonge (2015); shibo (2016) and Ndaipa (2016) who also established that the majority of the school head teachers adopted the democratic leadership style. For example, shibo's study revealed that most public primary schools were using democratic and participatory leadership styles as opposed to private primary schools, which were mainly using autocratic leadership style. Ndaipa (2016) also showed that the overwhelming majority of head teachers employ democratic leadership style in Chimoio cluster primary schools which enhances positive school staff performance. And finally, Ampaire and

Namusonge (2015) found that most secondary school head teachers in Meru district had adopted the democratic leadership style more than any other type of leadership style.

It is 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. 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's way of managing a school. The study indicated that, head teachers practiced various leadership styles in schools for effective implementation of their duties. Although the findings of this study indicated that most head teachers practiced democratic and autocratic, it is also common knowledge that some head teachers could also use the laissez- faire type of leadership. Laissez- faire type of leadership can best applied where the teachers in a given institution are knowledgeable and understand their roles and responsibilities with or without the supervisor. In this situation, this kind of leadership can flourish.

However, it was evident from the study that democratic leadership style was the most favored leadership style. The autocratic leadership, though 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 is very beneficial especially where the head teacher is very knowledgeable and he/she is able to differentiate conditions under which each of them can best be applied.

5.3 The Effects of Different Leadership Styles on Teachers' Performance

Leadership styles may have varying effects on teacher performance depending on how the style is practiced and the character of the leader. The effects can be both positive and negative.

This study revealed that both autocratic and democratic leadership had effects on teachers' performance at the school. Understanding the effects of leadership on performance of teachers is very important because leadership is viewed as one of the key driving forces for improving a school performance.

5.3.1 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. However the positive part of the leadership discovered by the study was that it made work to be done faster. This assertion is supported by Obiwuru et al (2011) who 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.

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. Accordingly, co-curricular activities are useful to the learners; they help in the curriculum improvement and are significant factors in promoting school- community relations. The study revealed that under this type of leadership, delegation was not being done in good faith. This situation, if left unchecked can spur incompetence in the teachers. However, the study suggested there was need for head teachers to practice proper delegation so as to train the future leadership 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.

5.3.2 Democratic leadership Style

The study established 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. The democratic leadership is a leadership style which enables teachers to increase their 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. 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.

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. These findings are in line with Mwanza (2004) and Mwape (2013) who established that there was a positive relationship between the democratic leadership and teacher performance. For example, Mwanza (2004) points out 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. Mwape (2013) also established that school performance in secondary schools was positively related to the democratic leadership which was the style most used in Zambian schools.

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 delayed due to consultations in trying to get people's views about the decision about to be made.

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 co-operation 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.

Similarly, 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. Teachers' job satisfaction and performance is a concern of everybody in the society. Therefore, teacher job satisfaction and 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 performance in this study was 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.

5.4 The teachers' Views on their Head teachers' Leadership Practices.

The study showed that democratic leadership style motivated teachers to improve their performance and increase effectiveness in their work places. Thus, understanding what motivates teachers is very critical in an effort to create an efficient and result oriented work force. 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 performance and increase effectiveness in 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 current study findings are in agreement with Singano (2015) who carried out a study which was aimed at investigating the role of leadership styles on teachers' working morale in Kibaha public primary schools. The study revealed that the teachers' perception was positive when their head teachers practiced democratic style of leadership. This might be due to their involvement in different matters concerning school activities and endeavours. The study concluded that democratic style of leadership should be upheld and used by all head teachers of primary schools in order to influence teachers' working morale.

Similarly, Gitaka (2014) also 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. 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 schools to improve teacher 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' performance and learners' abilities in schools. On the other hand teachers may take responsibility of whatever they are given to do in schools.

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 enables 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 in reaching 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 course. 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 non human resources in the school and has the responsibility to manage them if the institution is to attain the set goals.

5.5 Summary

This chapter presented the discussions of findings of the study on head teachers' leadership styles and their effects on their teachers' performance in selected of Lusaka 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 the topic. Necessary arguments were put forward. The next chapter will present the conclusion of the study and recommendations to policy makers and other academicians.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Overview

The previous chapter looked at the discussion of findings of the study. This chapter presents the conclusion of the study and the recommendations.

6.2 Conclusion

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

The study has established that there are both positive and negative effects for each leadership styles of head teachers on teacher's performance in schools. Mostly, those schools dominated by the autocratic leadership style proved to have more of the negative effects on the teachers' performance than the other schools dominated by the democratic style. It is imperative to ensure that the teachers are always motivated through the use of user friendly leadership approaches. This so because the psychological aspect of a teacher once defeated, was difficult to work on so as to reactivate the teacher's morale.

In addition, the study established that there were specific leadership styles which motivated teachers so as to improve their morale and performance. The democratic leadership style was found to be effective at improving teachers' performance in the selected schools. The democratic leadership was found to be the best leadership style which enabled teachers to improve their abilities to perform well. Nevertheless, it should be noted that inasmuch as the democratic style is appreciated, caution has to be taken because the same democratic style, if not well managed it is 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. In this way, the teachers can take an emotional and keen interest in the success of the school and its policy development.

6.3 Recommendations

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

- I. DEBS to mobilize workshops to capacity build head teachers on how to effectively run their schools through human resources management.
- II. Continuing Professional Development (CPD) to be intensified by head teachers with the help of school in-service provider (SIP) and / school CPD coordinators in order to foster management skills in the teachers as well as the already serving managers.
- III. The Ministry of General Education to ensure that promotion of head teachers should be based on one's qualification in leadership and educational management courses because they would be able to understand their teachers.

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APPENDICES

APPENDIX I: FOCUS GROUP DISCUSSION QUESTIONS FOR SENIOR AND CLASS TEACHERS

I'm Chota Mumba, a postgraduate student with the UNZA/ZOU conducting a research on leadership practices and their effects on teacher performance in selected schools of Lusaka District. The information that will be given is purely for academic purposes. Your cooperation is highly appreciated.

QUESTIONS

1. What leadership styles do you know which are used by head teachers?
2. Which leadership style is practiced by the head teacher in your school?
3. How does your head teacher's leadership style affect your performance in all school activities?
4. What, in your view, leadership style generally enhances good teacher performance in schools?
5. What best leadership styles do you want your school head teacher to adopt so as to enhance your performance?

The End

Thanks for your Cooperation.

APPENDIX II: INTERVIEW GUIDE FOR DEPUTY HEAD TEACHERS

I'm Chota Mumba, a postgraduate student with the UNZA/ZOU conducting a research on leadership practices and their effects on teacher performance in selected schools of Lusaka District. The information that will be given is purely for academic purposes. Your cooperation is highly appreciated.

QUESTIONS

1. What do you understand by the term leadership style?
2. What different leadership styles are employed by the school head teachers?
3. What are the implications 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 assigned to do?
5. How does the head teacher introduce change in school?
6. Does your head teacher's leadership style affect teacher morale?
7. If the response to 6 above is yes, state how?
8. In your view, what leadership styles enhance good teacher performance in your school?

Thank you for your participation.

APPENDIX III: INTERVIEW GUIDE FOR EDUCATION STANDARDS OFFICERS

I'm Chota Mumba, a postgraduate student with the UNZA/ZOU conducting a research on leadership practices and their effects on teacher performance in selected schools of Lusaka District. The information that will be given is purely for academic purposes. Your cooperation is highly appreciated.

QUESTIONS

1. Do you have any specific leadership styles used in schools in this district?
of the effective schools in the district, what leadership styles are used?
2. What are your views about democratic, autocratic and laissez-faire leadership styles in schools?
3. Do you think leadership styles of head teachers have any effect on teacher morale in schools? Give reasons for your response?
4. Do you think there are some specific leadership styles which enhance teacher performance?
5. As experienced officials from the district, what leadership styles do you observe head teachers practice as you go to monitor the teachers?
6. Do you agree that leadership styles have effects on the morale of the teachers? Justify your answer.
7. According to your experience, what leadership style would you encourage your head teachers to adopt so as to enhance good teacher performance?

Thank you for your participation