

**Leadership Practices and their Effect on Teacher Morale
in Selected Secondary Schools in Lusaka District, Lusaka Province, Zambia.**

By

Esther Mukanda Sachingongu

A Dissertation submitted to the University of Zambia in partial fulfillment of the requirements
for the award of the Degree of Master of Education in Educational Administration.

The University of Zambia

Lusaka

2018

DECLARATION

I Esther Mukanda Sachingongu hereby declare that this dissertation represents my own work. The sources of all materials have specifically been acknowledged and the dissertation has not previously been submitted for a degree at this or any other university.

Signature of Researcher:

Date:.....

APPROVAL

This dissertation by Esther Mukanda Sachingongu is approved as a partial fulfilment of the requirements for the award of the Master of Education in Educational Administration

Examiners' Signature

1. Date

2. Date

3. Date

DEDICATION

This dissertation is dedicated to my late father Willis Jonas Mukanda whose support and guidance has driven my academic journey to where it is today.

ACKNOWLEDGEMENT

I wish to express my sincere gratitude to various people and institutions who contributed to the successful completion of this study. My greatest debt of gratitude is to my supervisor Dr. P. C. Manchishi who patiently supervised my work and provided continued guidance. Special thanks also go to my lecturers Dr. Kakanda and Mr. Msango for their contributions. My thanks also go to the former Provincial Educational Officer Mrs. Alice Nzala for granting me study leave and granting me permission to conduct research in her province. Special thanks also go to all those participants at the Provincial Education Office, the District Education Board Secretary Office, the Head teachers and teachers who took some time of their respective busy schedules to respond to the study questions. Further, I thank Mr. Museba, Mr. Mandumbwa, Ms. Chilufya and Ms. Kaumba for their various forms of support. Last but not least, I am grateful to my husband Nkenda Sachingongu and our children for their support and encouragement during the course of my study.

ABSTRACT

The national policy on education aims to facilitate educational development in the country and the Head teacher has an important role to play; including the provision of effective leadership in order to enhance teacher morale and improve learner academic performance. The purpose of this study was to establish the effects of leadership practices on teachers' morale. The study objectives were to establish leadership practices of Head teachers; to establish the effects of leadership practices on teachers' morale; and to assess teachers' views on the pupils' performance in relation to teachers' morale. The study employed quantitative and qualitative research approaches. Simple random and purposive sampling techniques were respectively employed. Sample consisted of teachers, Head teachers and Ministry of Education. Self-administered questionnaires and semi-structured interview guides were used to collect data. Quantitative data was processed and analysed using the Statistical Package for Social Sciences (SPSS) and descriptive statistics were applied to show variable frequency distribution percentages. Qualitative data was analysed for emerging themes and categories. The study revealed that there was no uniformity in the choice of leadership styles. The most common leadership style was democratic style; associated with higher teacher morale, better teacher job performance and improved learner academic performance. Autocratic and laissez faire leadership styles were less used; being associated with poor teacher morale, poor teacher performance, and poor learner academic performance. Autocratic leadership was characterized by threats, commands, punishment, expectation of compliance, and withholding of reward. Laissez faire leadership was characterized by teacher lawless, truancy, and lateness for work and were not adequately supervised, monitored and guided. In some cases, a mixture of autocratic democratic and laissez faire styles were used. Teachers were not adequately supervised, guided and monitored. Learner academic performance was good and was attributed to democratic leadership styles of their Head teachers. The study made the following recommendations; that Head teachers should use a combination of different leadership styles and involve all teachers in school-related decisions through committees; Ministry of Education should provide more management and leadership training for Head teachers; Head teachers should use more consultative and participatory strategies to make decisions and run the school; Head teachers should receive regular leadership training; Education Managers should routinely monitor the Head teachers on the leadership styles used and its effects on the teachers, learners and academic performance; Pre service teacher education programmes to include school leadership courses.

TABLE OF CONTENTS

APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
CHAPTER ONE	1
1.0 INTRODUCTION	1
1.1 Overview	1
1.2 Background	1
1.3 Statement of the Problem	3
1.4 Purpose of the study	3
1.5 Objectives of the study.....	3
1.6 Research questions	4
1.7 Significance of the study.....	4
1.8 Delimitation.....	4
1.9 Theoretical Framework and Conceptual Frameworks	5
1.9.1 Theoretical Framework: The Path Goal Theory	5
1.9.2 Conceptual Framework.....	8
1.10 Limitations of the study.....	9
1.11 Operational Definitions	9
CHAPTER TWO	10
2.0 REVIEW OF RELATED LITERATURE	10
2.1 Overview	10
2.2 Leadership.	10
2.3 Management	12
2.4 Leadership and Management	12
2.5 Leadership styles	13
2.6 Teacher Morale	14
2.7 Teacher Motivation	14
2.8 Role of the Head teacher.	15
2.9 Studies regarding the Head teachers' leadership and teachers morale.....	16
2.10 Summary.....	21
CHAPTER THREE	23
3.0 RESEARCH METHODOLOGY.....	23
3.1 Overview	23
3.2 Research Design.....	23
3.3 Target Population	24
3.4 Study Sample and Sampling Procedure	24
3.5 Research Instruments	25
3.6 Data Collection Procedure	25
3.7 Data analysis	26
3.8 Ethical Consideration	27
3.9 Summary	27
CHAPTER FOUR.....	28
4.0 PRESENTATION OF RESEARCH FINDINGS	28

4.1	Overview	28
4.2	Demographic characteristics of the participants	28
4.2.1	Gender distribution	28
4.2.2	Overall Teaching Experience.....	28
4.2.3	Teaching Experience in Current School	29
4.3	RESEARCH QUESTION 1.....	29
4.3.1	Head teachers' leadership style.....	29
4.3.2	Head teacher's day-to-day leadership practices.....	31
4.3.2.1	Availability of objectives, vision and mission statement at school	31
4.3.2.2	Provision of clear and known direction for the school.....	32
4.3.2.3	Creation of conducive atmosphere for achieving goals	33
4.3.2.4	Extent to which Head teacher is perceived to be full of commands	34
4.3.2.5	Head teacher's Consultation with Teachers	36
4.3.2.6	Head teacher's Delegation of Authority.....	37
4.3.2.7	Communication between Head teacher and Teachers.....	38
4.3.2.8	Head teacher's value of teachers.....	38
4.3.2.9	Meeting of teachers' professional and personal needs.....	39
4.3.2.10	Head teacher's fair treatment of teachers	39
4.3.2.11	Head teachers treatment of teachers with respect	40
4.3.2.12	Head teachers' interaction with teachers.....	41
4.3.2.13	Head teachers' approachability	42
4.4	RESEARCH QUESTION 2.....	43
4.4.1	Effect of Head teacher's Leadership Practice on Teachers' Motivation	43
4.4.2	Effect of Head teacher's leadership style on teacher morale	44
4.4.3	Teacher perceptions on high teacher morale in their school.....	45
4.4.4	Teacher perception on low teacher morale in their school	50
4.5	RESEARCH QUESTION 3.....	53
4.5.1	Perception of level of pupils' academic performance in the school	53
4.5.2	Perception that pupils' academic performance was due to teacher morale	54
4.5.3	Pupils' academic performance and head teachers' leadership style	58
CHAPTER FIVE		59
5.0	DISCUSSION OF THE FINDINGS	59
5.1	Overview	59
5.2	Objective 1: "To establish practices of Head teachers"	59
5.2.1	Head teachers' varied choices of leadership styles.....	59
5.2.2	Use and role of democratic leadership style	59
5.2.3	Use and role of autocratic leadership style	60
5.2.4	Use and role of laissez faire leadership style	61
5.2.5	Use and role of mixed leadership style	61
5.3	Objective 2: "To establish effects of leadership styles on teachers' morale"	62
5.3.1	Positive effect of leadership styles on teachers' morale	62
5.3.2	Head teacher's academic and professional qualifications and experience	63
5.3.3	Negative effect of leadership styles on teachers' morale.....	64
5.4	Objective 3: "To establish teachers' views on the pupils' performance in relation to teachers' morale	65
5.4.1	Teachers' perceptions on their own job performance.....	65

5.4.2	Teachers' perceptions on their pupils' academic performance.....	66
5.5	Theoretical perspectives of findings	67
5.6	Summary	68
CHAPTER SIX.....		69
6.0	CONCLUSION AND RECOMMENDATIONS	69
6.1	Overview	69
6.2	Conclusion.....	69
6.3	Recommendations	71
6.4	Recommendations for future research.....	71
ANNEXES		72
Annex 1: Leadership practices/styles - Questionnaire for teachers		72
Annex 2: Leadership practices & leadership styles – Interview guide for teachers		78
Annex 3: Leadership practices & leadership styles – Interview guide for Head teacher		80
Annex 4: Leadership practices & leadership styles – Interview guide for Education Managers		82
REFERENCES		83

LIST OF TABLES

	Page
Table 4.1: <i>Percentage of Teachers who reported Head teachers' leadership styles</i>	29
Table 4.2: <i>Percentage of teachers who reported their school had objectives, vision and mission statement by leadership style</i>	31
Table 4.3: <i>Percentage of Teachers who reported their Head teacher's provides clear and known direction by leadership style</i>	32
Table 4.4: <i>Percentage of teachers who reported Head teacher creates conducive atmosphere for achieving goals by leadership style</i>	33
Table 4.5: <i>Percentage of teachers who reported Head teacher was full of commands by leadership style</i>	34
Table 4.6: <i>Percentage of teachers who reported decisions were made after consultation by leadership style</i>	36
Table 4.7: <i>Percentage of teachers who reported Head teacher delegated authority by leadership style</i>	37
Table 4.8: <i>Percentage of teachers who reported there was frequent communication between Head teacher and teachers by leadership style</i>	38
Table 4.9: <i>Percentage of teachers who reported their Head teacher values the teachers by leadership style</i>	38
Table 4.10: <i>Percentage of teachers who reported their Head teacher meets their professional and personal needs by leadership style</i>	39
Table 4.11: <i>Percentage of teachers who reported Head teacher treats them fairly by leadership style</i>	40
Table 4.12: <i>Percentage of teachers who reported Head teacher treats them with respect by leadership style</i>	40
Table 4.13: <i>Percentage of teachers who reported their Head teacher interacts with them by leadership style</i>	41
Table 4.14: <i>Percentage of teachers who reported their Head teacher was approachable by leadership style</i>	42
Table 4.15: <i>Percentage of teachers who reported majority of teachers are well motivated by leadership style</i>	43
Table 4.16: <i>Percentage of teachers who reported Head teacher's leadership style had affected teacher morale by Head teacher's leadership style</i>	44
Table 4.17: <i>Percentage of teachers who reported high teacher morale in their school by Head teacher's leadership style</i>	45
Table 4.18: <i>Percentage of teachers who reported low teacher morale in their school by Head teacher's leadership style</i>	50
Table 4.19: <i>Percentage of teachers who reported the level of pupils' performance by Head teacher's leadership style</i>	53
Table 4.20: <i>Percentage of teachers who reported that pupils' academic performance was due to teacher morale by Head teacher's leadership style</i>	54
Table 4.21: <i>Percentage pass rate by school (Grade 12 - school certificate)</i>	58

CHAPTER ONE

1.0 INTRODUCTION

1.1 Overview

In this chapter we provide the introductory information to the Study. The chapter presents the background to the study, the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitation of the study, theoretical and conceptual frameworks, limitations of the study and operational definitions.

1.2 Background

Globally, educating a nation remains the most important strategy for the development of the society throughout the developing world (Aikman and Unterhalter, 2002). Many studies on human capital development concur that it is the human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic and social development. The principal institutions mechanism for developing human capital is the formal education system of primary, secondary and tertiary training (Nsubuga, 2003). Since education is an investment there is a significant positive correlation between education and economic social productivity.

This therefore, means that when people are educated, their standards of living are likely to improve, since they are empowered to access productive ventures, which will ultimately lead to an improvement in their livelihoods. The role of education is not just to impart knowledge and skills that enable the beneficiaries to function as economies and social change agents in society, but also to impart values ideas, attitudes and aspirations important for natural development. The linkage with education is through the improvement of labour skills, which in turn increases opportunities for well-paid productive employment. This then might enable the citizens of any nation to fully exploit the potential positively.

Education in Zambia is an instrument for effecting national development. The country's Educational goals have been set out in the National Policy on education in terms of their relevance to the needs of the individual and the society.

The national policy on education set up certain aims and objectives which were to facilitate educational development in the country. In fostering these aims and objectives, the Head teacher has important roles to play. Among these roles include providing effective leadership in schools, thereby enhancing teacher morale and in turn better job performance among teachers. There is growing consensus that effective leadership provided by the head of a school is crucial in determining school success (Waters, 2003; Mbamba, 1992; Kelly, 1991; Baringer, 2006; Blum, 1990). This is also acknowledged by the Ministry of Education in its nation education policy document of 1996 "Education our Future".

The Head teacher's leadership is therefore, a crucial variable in determining the satisfaction and success of the staff in the school. Georgiades and Jones (1989) report that low teacher morale in less effective schools can be tied directly to the lack of administrative leadership on the part of the school head. (Lewin, 2001) also reports that through inefficiency much learning time is lost in many Sub-Saharan African education systems.

Twenty five percent or more of school days may be lost each year in poorly managed schools. Leadership at work in education institutions is thus a dynamic process where an individual is not only responsible for the group's tasks, but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context (Cole, 2002). Leadership in that context pursues effective performance in schools, because it not only examines the tasks to be accomplished and who executes them, but also seeks to include greater reinforcement characteristics such as recognition, morale-building, coercion, remuneration as well as conditions of service. (Balunywa, 2000).

Thus, leadership incorporates the accomplishment of the task, which is the organizational requirement and the satisfaction of employees, which is the human resource requirement (Okumbe, 1999). Maicibi (2005) further adds that without proper leadership styles, effective performance cannot be realized in schools. Even if the school has all the required instructional materials and

financial resources, it will not be able to use them effectively, if students are not directed in their use or if the teachers who guide them on how to use them are either not properly trained to implement them effectively or are demotivated.

In this regard, teacher motivation is directly linked to quality education. Watkins (2000) contends that if teachers are not motivated, quality would be affected. It seems however that many Head teachers have not considered their style of leadership as determinants of teachers' morale which in turn affects job performance in their schools. Hence, some of them seem to find it difficult to effectively administer their schools. (Oyedepi, 1988; Adeyemi, 2004). As such, leadership style occupies an important position in school management. The Head teacher is in a unique position as the manager or an administrator who controls school's resources for the purpose of attaining organizational goals. It is from this back ground that this study was conceived.

1.3 Statement of the Problem

The effectiveness of a school depends on a number of factors. To a large extent, the type of leadership in any school plays a big role in determining the efficacy of the school.

Kelly's study's (1991) findings indicated that teachers were relatively well educated and trained, but they were a demoralized body. The morale of teachers was related to the kind of administrative support available. The Ministry of education (1992), further stated that among the factors of importance for the morale of teachers are those which deal with professional and administrative support. Our research problem was that we did not know the effects of leadership practices on teachers' morale. In a question form, the study problem was: "What are the effects of leadership practices on teachers' morale?"

1.4 Purpose of the study

The purpose of the study was to establish the effects of leadership practices on teachers' morale.

1.5 Objectives of the study

The specific objectives of this study were to:

- a) establish leadership practices of Head teachers;

- b) establish the effects of leadership practices on teachers morale;
- c) assess teachers' views on the pupils' performance in relation to teachers' morale.

1.6 Research questions

The specific research questions of this study were:

- a) What are the different leadership practices of Head teachers in the schools?
- b) What are the effects of different leadership styles on teachers' morale?
- c) What are the teachers' views on the pupils' performance in relation to teachers' morale?

1.7 Significance of the study

Findings from this study may guide policy makers in designing training programmes for learning institutions for the purpose of improving leadership in these institutions.

In addition, the findings may be useful to the Head teachers themselves. In this way, the results may induce self-awareness and reflection in Head teachers concerning their leadership practices. Hence the data provided may enable them to modify their leadership practices.

Findings may be significant to the field of education in that it builds upon the available body of knowledge relating to teachers' morale and Head teachers' leadership styles. The findings may also be useful for researchers who are interested in education administration in institutions of learning.

1.8 Delimitation

This study was conducted in some selected secondary schools in Lusaka District, in Lusaka Province.

1.9 Theoretical Framework and Conceptual Frameworks

1.9.1 Theoretical Framework: The Path Goal Theory

Leadership is often difficult to define and evaluate. Leaders have a multitude of roles they fill and many duties they perform each day. According to Rowland, (2008); there are many traits and behaviours that may create effective leaders, therefore, many different leadership theories have emerged. To analyse the Head teachers' leadership styles in the schools, this study will specifically use the Path Goal Theory.

Path-Goal Leadership Theory was originated by Martin Evans in 1970 and his ideas were revised by Robert House in 1971 and again in 1996 (Knight et al, 2011). This theory centers on how leaders stimulate their subordinates to accomplish set goals. According to Gary Yukl (2006), the Path Goal Theory is based on the premise that the level of motivation and performance of workers is a result of the type of leadership style of their manager. The theory basically perceives teachers' enthusiasm to work hard as a consequence of the extent to which a Head teacher is able to define the organization's goals, clarify the path to take including the specific individual or group roles, reduce or remove the obstacles and provide support. The theory argues that the main role of leaders is to assist their subordinates in defining their goals and then to assist them in accomplish those goals in the most efficient and effective way.

Without known objectives as well as a strong and effective system of information-sharing and communication about the goals and direction of the school, it is difficult for the Head teacher and the teachers to direct activities in the course that the school needs to go. The theory also expects a Head teacher to adequately interact with the teachers as well as know and deal with their personal and professional needs; taking in perspective, their strengths and weaknesses. Without a strong professional and personal relationship with his/her teachers, the Head teacher is less likely to make appropriate decisions to suitably motivate them. Bame (1991) argues that teachers attach more importance to their relationship with their supervisors and a poor relationship is likely to yield teacher dissatisfaction and which will like to low morale.

The Head teacher is expected to know and consider his/her teachers' individual as well as group factors such as personality, experience, abilities level of motivation; level of unity or cohesion, as well as their needs. He/she should lead in a way that considers environmental factors. These are factors that are outside the control of the teachers such as task structure, level of difficulty of the task, authority or communication system, availability of resources and so on. For example, for the teachers to work effectively towards the goals, the Head teacher should transfer appropriate levels of powers, authority and control of the teachers. He/she must put in place, effective structures that systematically regulate how the tasks are conducted, organized, scheduled and assures that every scheduled task is completely appropriately. The Head teacher does not have to intercept the teachers in their task unless it is very necessary. Otherwise, they should be allowed to go about their tasks uninterrupted.

The teachers are a diverse group and as such; differences are likely to arise. Consequently, this diversity is a potential obstacle to achieving the school's goals. Therefore, the Head teacher must create conducive atmosphere; ensuring that the staff work as a team; in a school environment where there unity, friendship, respect and trust.

The Head teacher's support is very important because however motivated the teachers may be, they need their Head teacher's support to help them overcome any obstacles to achieving the school goals. The Head teacher must also show appreciation of the teachers' efforts and appropriately reward them for their performance. Reward of teachers by the Head teacher is seen as a useful facilitator of teacher motivation and subsequent improved performance. The Path-Goal Theory sees leadership style as that which should be situational and adjustable. This adjustment in the leadership style is not only aimed at responding to emerging issues but also at increasing the teachers' levels of motivation for them to improve their performance.

The Path Goal Theory prescribes four (4) main styles of leadership; namely Directive, Participative, Supportive and Achievement-oriented styles. These leadership styles are adaptable to different situations and can be used exclusive of each other or can be combined as the situation may deem fit.

The directive style is similar to autocratic style of leadership, in which the Head teacher can be said to be full of commands. This style is suitable and effective in an environment where the teachers are new, inexperienced or unsure about the task. It may also be used in situations where the task is complex.

The participative style is similar to democratic type of leadership and involves making decisions and taking actions after consulting the teachers. In this style, the leader believes in group decision-making, consults his/her subordinates in relation to the work, tasks goals and direction, shares information with the subordinates and delegates authority. Teachers are included in all important decision making; their contributions are highly respected and considered and are allowed to responsibility for those decisions. The Head teacher values his/her teachers and the teachers perceive that way. It is appropriate in situations where the teachers are experienced and knowledgeable.

Supportive style of leadership is whereby the Head teacher creates an environment where he/she is friendly, open and approachable. The Head teacher is empathetic and shows concern for the teachers' welfare and wellbeing.

In the Achievement-oriented leadership style, the Head teacher can set challenging goals and tasks and expects high performance standards from the teachers. The Head teacher pushes the teachers to achieve their goals through hard work and has confidence that they can perform to expectations.

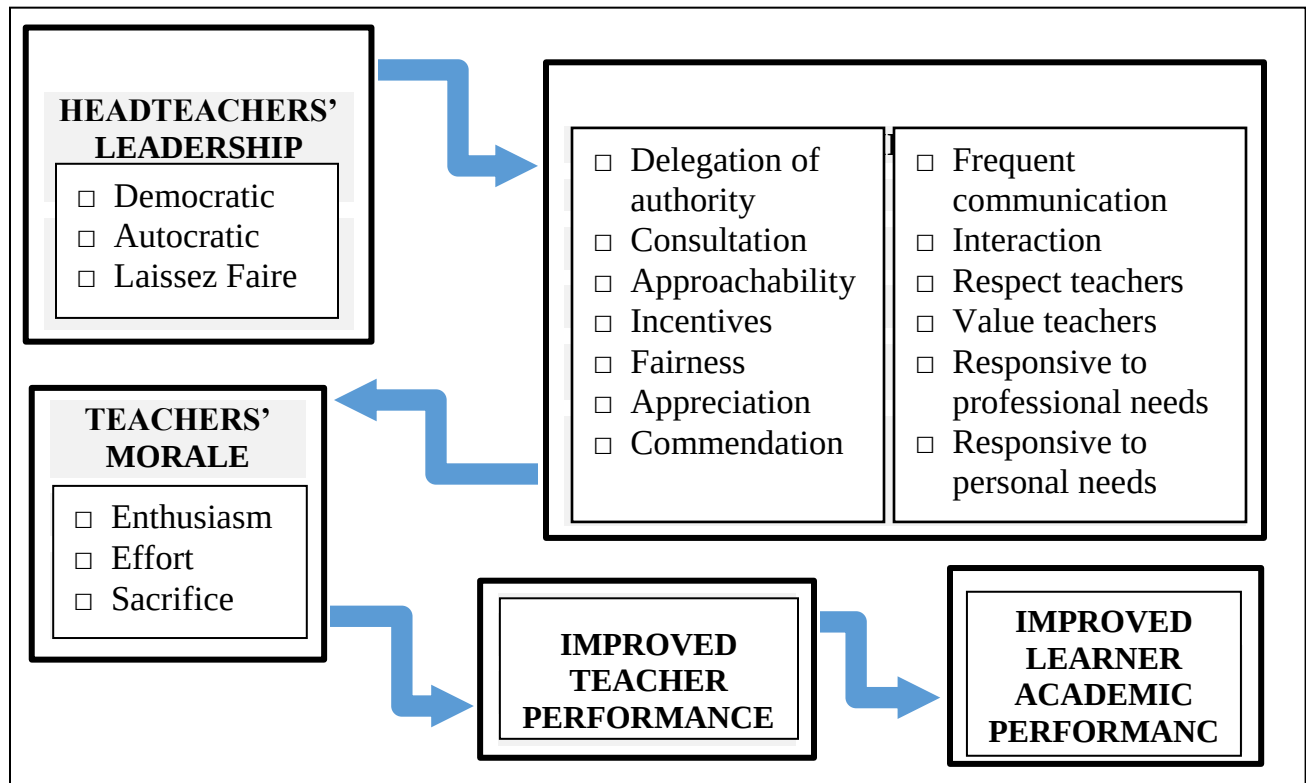
The Path Goal Theory assumes that a leader is flexible and can most certainly and appropriately change their leadership style to suit the changing environment in the school.

The strength of the Path Goal Theory in evaluating leadership is that it considers three main aspects of leadership: the leader (Head teacher), the follower (teacher), and the situation (context). Considering that the theory expects a Head teacher to adopt different leadership styles according to different contexts, the theory allows for the use of changing contexts and related changing Head teacher leadership behaviour as useful tools for analysis.

1.9.2 Conceptual Framework

The conceptual framework used for this study is adapted from Ester V. Gelizon, Susan S. Bontor, and Roland A. Niez (2016); which they used for their study on leadership styles of school administrators and their effect on the teachers' morale in some universities and colleges in the Philippines. For the current study, the conceptual framework is meant to explain the effects of any one of; or the various leadership styles that a Head teacher could choose to use any one, or a combination of three leadership styles; namely "democratic", "autocratic", "laissez faire. The use of these leadership styles affect how a Head teacher may exhibit certain leadership practices; which themselves define his/her day-to-day professional relationship with, and behavior toward the teachers under his/her supervision. How the teachers interpret such behavior is bound to have an effect on their morale; and consequently, their level of desire and effort to perform their duties. Consequently, this is expected to improve the academic performance of their learners. The conceptual framework is diagrammatically illustrated below:

Figure 1. Conceptual Framework for the study



Source: adapted from Ester V. Gelizon et al. *School Administrators' Leadership Styles and Teachers' Morale in State Universities and Colleges of Eastern Visayas, Philippines*, International Journal of Sciences (2016) Vol 29, No 3, pp 92-104.

1.10 Limitations of the study

The study was confined to Lusaka district hence the findings may not be generalized to all the schools in the country, since different schools have their own peculiar settings, cultures and climates.

1.11 Operational Definitions

Autocratic or authoritarian: Refers to leadership based on command, threats and Punishment.

Democratic: Refers to leadership which consults with subordinates on proposed actions

Laissez Faire: Refers to leaders who use very little power and give subordinates a higher Degree of freedom in doing things.

Leadership: The art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals.

Management: it is a process of running any given institution and accomplishing its tasks through the efforts of other people.

Morale: the professional interest and enthusiasm displayed by teachers towards the achievement of their individual and group needs and goals in their school. Morale affects the cheerfulness, the willingness, enthusiasm and the dedication of teachers to perform the tasks that are assigned to them

Motivation: the catalyst that determines the desire and impetus of teachers to want to implement tasks and implement them effectively as requested by a Head teacher.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Overview

This chapter focuses on the literature review, and it contains a review of the relevant literature to the study. It begins with a review of literature regarding the concepts of leadership, morale, and motivation. This is followed by a review of literature regarding some of the roles of a leader and in particular the Head teacher.

The chapter further presents a review of literature pertaining to some of the studies that have been conducted outside Africa, in Africa and in Zambia (although Zambia is in Africa). Finally the chapter then ends with a summary of the reviewed literature.

2.2 Leadership.

Leadership has been defined by various people and therefore, there are many definitions that have been written over the years. Burn (1978) provides a global definition of leadership. That is, leadership over human beings is exercised when persons with certain motives and purposes mobilise, in competition, or conflict with others, instructional, political, psychological and other resources so as to arouse engage, and satisfy the motives of followers. This is done in order to realise the set goals or expected outcomes.

According to Armstrong, (2004) leadership is the influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organisational assets, leading to the achievement of desired purpose. This can be done through the articulation of the vision and mission of the organisation at every moment and influence the staff to define their power to share this vision. Hill (1998) further described leadership as behaviours associated with moving a group or organisation towards a higher level of achievement.

Furthermore, Bhagwan and Bhushan (2006) cited in Maliwatu (2010) also define leadership as an activity of influencing people so that they will strive willingly for mutual objectives.

Harris et al (2003) also stated that leadership is about collaborative learning that leads purposeful change. Therefore, this learning has direction towards aspirations and shared purposes. Burns (1978) adds that leadership depends upon relationships and shared values between leaders and followers. Cole (2004) further observed that leadership is ultimately connected with actual behaviour and attitudes towards one self and others. Therefore, leadership is essentially about striking the right balance between the needs of people, tasks and goals in a given situation. In addition, Cole (2002) defines leadership as inspiring people to perform. This therefore, implies that even if an institution has all the financial resources to excel, it may fail dismally if the leadership does not motivate others to accomplish their tasks effectively.

Leadership involves a force that initiates action in people and the leader (Nwadiani, 1998). It could be described as the ability to get things done with the assistance and cooperation of other people. Cited in Igbackemen (1985:127), Koontz et al (1985) defined leadership as “the art or process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group goals.” The Ministry of Education (2001: 20) leadership as “being able to empower motivate and organise people to achieve common objectives and provide morale guidance.” Leadership is concerned with mission inspiration and directions. Thus leadership is exercised whenever a person influences the behaviour of another person or of a group of people towards achieving an objective. According to Ministry of Education (2008), “leadership” is the state of being in charge of a department, organisation or institution. Leadership has further been described in respect to management skills. According to Day (2000) as cited in Maliwatu (2010) leadership is creating and maintaining a sense of vision, culture and interpersonal relationships.

Following the above definitions, it can be generally concluded that leadership is guiding an organization or institution and the people in that organization towards some set goals. Attaining the set goals however is about teamwork and a common purpose that is achieved through the leader’s skills towards deliberate planning, organising, influencing and motivating. As a result, the desire of organization members to attain their organizational goals is spontaneous or they do it willingly rather than forced.

2.3 Management

Management is coordinating, supporting and monitoring the activities of an organisation. The term leadership is a broader concept than management. Management is therefore, a sub-skill of leadership in which achieving organisational goals are important. It is about the decisions that go towards activities meant for accomplishing set goals, the decisions that are made towards accomplishing those goals, and the processes that interlink those activities ensuring that every decision, activity, process or behaviour is the most appropriate one for accomplishing those set goals.

2.4 Leadership and Management

There is a distinction between leaders and managers. Squires (2001) describe leaders as those concerned with the spiritual aspects of their work. This is to say that they have followers who deeply believe in them and they possess a latent power in organisations. On the other hand, managers deal with tasks such as allocation of roles, tasks and resources needed to achieve organisational goals, coordinating of the allocated activities and processes and monitoring the everyday operations of the organisation.

According to (Bryman, 1993; English, 1992), managers can be associated with either periods of stability or with periods of turbulence. Periods of stability implies that when staff are at peace, happy and satisfied there is hardly any need for leadership. On the other hand, periods of turbulence implies that the human condition is at stake; the situation urges someone to step forward to initiate change and therefore, the need for leadership is high.

It can be argued that many if not all Head teachers have knowledge about management, some of which may have been received through training; not everyone may be as skilled in leadership because it is more about common sense than training.

Both management and leadership are essential for a school to be effective. According to waters (1979: 21) “leadership without managerial skills can be both pointless and ineffectual and do little for staff.” A Head teacher is supposed to be both a leader of a team of professional educators as well as a manager of the supply and effective use of human, time, financial and material resources.

Mbamba (1992) argued that the way in which the manager or the leader reacts to a specific situation when dealing with colleagues and superiors has impact on the work environment. Managerial and leadership styles can therefore affect the organisation either positively or negatively. The managerial or leadership style in an organisation is important in achieving organisational aims and objectives.

2.5 Leadership styles

Mbamba (1992) further classified leadership styles on the basis of use of authority where by leaders are seen as applying any or a combination of three basic styles; autocratic, democratic and laissez-faire or free-rein authority. Autocratic or authoritarian leadership is based on threats and punishment. Leaders command and expect compliance, withhold reward and give punishment. Ministry of Education (2008) adds that an autocratic leader determines the policy alone and assigns duties to members of staff without consulting them.

In contrast, a democratic leader consults with subordinates on proposed actions and encourages participations (Ministry of Education, 2008). Laissez-faire leaders on the other hand use very little power and give subordinates a higher degree of freedom in doing things. In this type of leadership, few rules, if any are used. The leader has no authority, is just a figure head and depends on subordinates to establish their own goals. Mbamba (1992) argues that the style of leadership to use depends on the context; such as being highly autocratic in an emergency and being democratic when there is need to gain knowledge and commitment from his or her subordinates. When dealing with social matters, a leader could be laissez-faire.

Some Head teachers are task – oriented and normally use force to get tasks done. As a result, workers do their work because of fear of their manager. Head teachers may be people-oriented; more concerned about building relationships at the expense of achieving results. Both these styles are complementary rather than conflicting and the important thing is knowledge of when to adopt either or both approaches (Ministry of Education 2008).

2.6 Teacher Morale

Bentley and Rempel (1970) define teacher morale as “the professional interest and enthusiasm that a person displays towards the achievement of individual and group goal in a given job situation.” Further, they perceive morale as the interaction between individual needs and the organisation’s goals. They state that a high morale would result only when the process of achieving the organisation’s goals also reaches the individual’s needs. Morale is further described as an internal feeling a person possesses free from the perceived reality of others. Thus morale is not an observable trait; rather it is an internal feeling or set of thoughts. Morale can therefore be said to be about the cheerfulness, the willingness, enthusiasm and the dedication of teachers to perform assigned tasks. Morale brings about unity of purpose among the teachers in a school in their quest to achieve their set goals. Andrew, Parks, and Nelson, (1985) argue that schools in which teachers have high levels of morale usually have Head teachers who display particular behaviours; including being outgoing, friendly, organized, enthusiastic, available, fair and a good listener. On the other hand, in schools with poor morale, Head teachers’ behaviours were likely to be that of being a disciplinarian, inconsistent, unsupportive, formal and impatient.

2.7 Teacher Motivation

Owen (1995) defines motivation as dealing with the explanation of why people do things the way they do; such as why some teachers come to work on a regular basis and do little while others are full of energy and ideas and do their work accordingly. Motivating, employees of organisations in order to achieve result through them is very important.

Teacher’s motivation is critical in that a motivated teacher is directly linked to quality education. A de-motivated teacher is manifested in “deteriorating standards of professional conduct, including poor performance, absenteeism, lateness, low time on task and general misbehaviour” (Benell, 2004: 8). Watking (2002) contends that the efficiency of education anchors on teachers. Therefore, if teachers are not motivated, quality education would suffer and the nation’s sustained social-economic development would be affected because development is tied to education. Bennel (2004) points out the competency and commitment of teachers as very important determinants of education quality. Commitment can therefore be associated with well-motivated teachers who enjoy their work.

Kelly's (1991) study revealed that teachers were relatively well educated and trained but were a demoralised body. Teacher morale was related to the kind of administrative support available. Similarly, Wentworth (1990: 1) as cited in Rowlands (2008) that "low staff morale results from professional lives that have little meaning; from frustration and the inability to change what is happening." Therefore, school leadership plays an important role in enhancing or inhabiting teacher's morale. The efficiency of a school therefore, is greatly dependent on the leadership practices of the Head teacher and his or management staff. Schools whose management exhibit particular types of leadership styles are bound to influence their teaching staff whether negatively or positively. It is important therefore, that Head teachers ensure that their styles are such that they produce effective teaching and quality education.

In addition, incentives and rewards are used to build teacher motivation. Motivation according to Marx (1981) is the spark that leads to action and so determines the direction as well as the success of human action or activity. Because motivation is the act or process of giving someone a reason for doing something; incentives or rewards serve as a catalyst. Motivation therefore giving someone such as a teacher or teachers the desire or impetus to want to work. Teachers may have or may not have the desire to implement tasks and even implement them effectively as requested by a Head teacher, depending on a Head teacher's leadership style.

2.8 Role of the Head teacher.

According to Ministry of Education (2008) "headship" is the state of being in charge of a department, organization or institution. Regardless of the size of the department or institution, the position of the head carries with it great responsibilities and challenges.

These responsibilities and challenges also pertain to Head teachers (Bell, 1989). They include attending to personal and professional needs of teachers, support staff and pupils, keeping open communication lines with parents, the general community and also handling paper work.

Crowson and Port-Gehtie (1980) state that Head teachers are responsible to their employers and to the public, particularly to the local community which the school serves. They spend a great amount of time dealing with school or community issues including student disciplinary cases,

attending to parents, solving staff conflicts and keeping the school supplied with adequate materials. Ministry of Education (2008) asserts that a Head teacher must be committed to duty, should possess the ability to interact with subordinates and the community at large, is spokesperson for the school, and must have a clear view of the school's social physical and economic context so as to have a clear and known direction to take the school.

2.9 Studies regarding the Head teachers' leadership and teachers morale.

Various studies have been conducted on teacher morale and learners' academic performance. Such studies have used varied research designs and they equally have yielded varying results. Many of these studies have been quantitative such as Hindt (2012), Webb (2014), Helms (2012) and Gilbar (2014). Others have used a qualitative approach and still others have used a mixed method (quantitative and qualitative) approach.

Hindt's study aimed to find out whether positive or negative teacher morale has an effect on learners' academic performance. This was an experimental design that sought to find out the level of teacher morale and the changes in teacher morale as a result of some interventions; which included staff development, establishment of small learning groups, reduction of the number of learners by reducing the number of learner enrollment as well as ensuring lower student-teacher class ratios. Ultimately, the study aimed to find out if changes in teacher morale would correlate with changes in learner achievement. The study found that Head teachers' leadership behaviors do significantly impact teacher morale, and student achievement.

Another quantitative study (Webb, 2014) investigated leadership styles, teacher morale and learner academic performance by examining the learners' scores in mathematics. Webb's research questions were a replication of those used by Rowland (2008) in which he sought to find out if there was a difference between levels of teacher morale and grade 5 learners' scores in mathematics. The study further aimed to prove right or wrong the null hypothesis that there would be no statistically significant correlation between teacher morale and grade 5 learners' scores in mathematics. The study also aimed to compare results across different schools, selected on the basis of the Head teachers' respective different leadership styles. This study proved the null

hypothesis right by finding that there was no correlation between Head teachers' leadership styles, teacher morale and learner academic performance.

Another study that did not find any relationship between Head teachers' leadership style and teacher morale was that by Gilbar (2014). This study investigated the effect of Head teacher's leadership behaviors on teacher motivation and, just like Webb's study (2014), Gilbar's study was comparative across different schools. This study found that teachers' perceptions of their principals' leadership was based on the level of their motivation and morale. The study also found that because the Head teachers' positive perceptions about their leadership behaviour was self-reported, they were not always accurate about themselves.

Using a quantitative design, Helms (2012), aimed to investigate teachers' self-reported perceptions about their Head teachers' leadership behaviors. The teachers' perceptions of their Head teacher's leadership behaviors were obtained using a measurement index that also was designed to determine whether or not, such perceptions were also specifically affected by gender and teacher experience. The findings revealed that a Head teacher's behaviour and the conditions of work that he or she brings to the school through his/her decisions have an effect on the learners' academic achievement.

Roland (2008) examined the relationship of the leadership practices of Head teachers and their teachers' morale. In this quantitative study, Roland used one Inventory to collect information on the Head teachers' practices and another to collect information on teacher morale. The results revealed there was strong correlation between a Head teacher's leadership and teachers' morale. For this reason, Rowland concluded that a Head teacher's daily leadership practices play an important role in the running of the school. Rowland (2008) and Lester (1990) state that the Head teacher is the most important factor in raising teacher morale and commitment.

Findings from other studies agree with this statement Studies. For example quantitative studies by Kelley, Thornton and Daugherty (2005), Butt, G., Lance, A., Fielding, A., Gunter, H., Rayner, S., & Thomas, H. (2005) (2005), Nevill and Allan (2004), Evans (1977); all of which sought to examine the relationship between leadership styles and teacher morale.

Egley and Jones (2005) also conducted a quantitative study to analyse the relationship of elementary teachers and their Head teacher's inviting behaviour. Inviting leadership in this case entails a principal who focusses on compassion and the respect for the individual through collaboration and mutual respect. The purpose of the study was to examine teachers' perceptions of their Head teacher's inviting leadership behaviors and how these behaviors affect teachers' job satisfaction, school climate, and school ratings. Egley and Jones (2005) found that Head teachers' inviting leadership and interaction with their teachers affected teacher morale; which in turn contributes to learner's academic achievement.

Blasé, Dedrick and Strathe (1986), in a quantitative study examined the relationship between Head teachers' leadership, teachers' job satisfaction and performance. In addition, this study also sought to examine Head teacher's leadership and its effect on teacher stress. The study found that teachers who perceived their Head teacher as exhibiting helpful behaviours maintained higher levels of job satisfaction and improved their classroom performance. These findings reveal that principals who meet the expectations of teachers for their role in the school can positively affect the morale of teachers.

Hipp's, (1997) qualitative inductive multi-case study collected data on thirty-four teachers in 3 schools to examine the relationship between leadership behavior and teacher efficacy. This study used in-depth qualitative interviews to investigate specific leadership behaviors and practices that were perceived to affecting the efficacy of teachers. The study also aimed determine whether or not teacher perceptions of their Head teacher differ according to a school's reputation as a high performing; average-performing, or low. The study aimed to determine whether or not the findings were generalizable across all the 3 sample schools. Findings reveal that Head teachers' behaviours such modeling behavior, inspiring group purpose, recognizing teacher efforts and accomplishments, providing personal and professional support, managing students behavior and promoting a sense of community all have an effect teacher efficacy.

In Africa, and in line with the several studies conducted elsewhere regarding Head teachers, Nguni, Slegers and Denesson (2006) conducted a study in Tanzania which looked at the effects of transformational leadership on teachers' morale. The findings were that transformational

leadership traits or behaviour had a positive correlation on teacher morale, indicating that in this type of leadership motivation is done through simple rewards such as exchanging work for financial compensation. Transformational leadership also motivates the teachers to greater levels by moving beyond the exchange level to the level of self-actualization.

Using a mixed method approach (qualitative and quantitative) Nsunguba (2003) analyzed the leadership styles of Head teachers and school performance of secondary schools in Uganda. The study used a correlation survey research, complemented by qualitative interviews and observations. The study not only interviewed Head teachers and their teachers but also learners and parents. The aim of the study was to examine the secondary school Head teachers' leadership styles and how each of those styles respectively influence the schools' overall performance. The study not only found that Head teachers adopted various leadership styles, but also that leadership styles in the schools did not involve the teachers in the decision-making process. The schools did not work as a team and all this resulted in a lack of teacher commitment to their learners' academic needs and performance. The study also established that democratic leadership style was more likely to encourage appreciation of the existence of different views, the identification of challenges, collective decision-making and enhancement of learners' academic performance.

In Nigeria, another research was done by Adeyemi and Bolarinwa (2013) on Head teachers' leadership style and teachers' performance. The study found that democratic leadership style was the most commonly used and that teachers' job performance was actually better in schools whose Head teachers used autocratic leadership styles. Adeyemi argues that learner performance is even better when autocratic leadership is mixed with democratic leadership style and emphasises that laissez faire style of leadership does not enhance learner performance and should not be used at all.

Mubita (2017) conducted a review of studies done in Zambia on school leaderships and he argues that in Zambia, there has not been many studies on school leadership. He contends that partly, this has been due to the fact that this area of study has not enjoyed as much scholarly interest or inquiry Mubita (2017:9). Literature on Head teachers' leadership styles in Zambia nevertheless suggests that the democratic leadership style is likely to bring about more positive interpersonal and working relationship between a Head teacher and the teachers and in turn motivate the teachers to

work better. Reviewed literature suggests that most of the local studies focussed more on the Head teachers' leadership styles and teacher performance and did not seem to dwell much on their effect on learners' academic performance.

Among the few studies that have been conducted on Head teachers' leadership styles and their influence on teacher performance was a study by Mwanza (2004) in some secondary schools of Lusaka district. This study used mixed methods approach, including observation. Data was analysed by themes and descriptive statistics. The findings revealed that Head teachers who were not very effective were those who used either autocratic or laissez faire leadership styles.

Another mixed method approached study was done by Phiri in 2007, also conducted in some secondary schools of Lusaka district; using interviews and questionnaires. The study investigated the interpersonal relationship of Head teachers and their teachers in order to establish its effect on teacher performance. Data was analysis by themes and descriptive statistics. Despite being restricted to teachers of science, it nevertheless revealed that teachers who had good relationship with their Head teacher were inspired to teach better.

The study by Salukatula, in 2010 confined itself to investigating the leadership styles of female Head teachers in Solwezi District, North Western Province of Zambia. The study found that these Head teachers were more effective; mainly because their leadership styles were more democratic and consultative. A study by Chafwa in 2012 in some secondary schools in Kawambwa District, Luapula Province found that teachers who performed better were those whose Head teacher used a democratic style of leadership. The improved teacher performance was a result of more positive working relationship that itself resulted in teacher motivation and ultimately, better performance. The study also found that on the other hand, autocratic and laissez-faire leadership styles had negative impact on the teachers. Interestingly, a study by Mwape in 2013 in Northern Province found that the most commonly used leadership style was the autocratic and laissez faire style of leadership. This contradicts with findings by Andende (2016) who argued that democratic leadership style was the most dominant in the schools that she investigated. Andende, whose qualitative study focussed on primary schools in Zambezi district, North Western Province of Zambia further points out that Head teachers' leadership style has an effect on their teachers' morale and performance. Andende

argues further that although the more effective Head teacher was one who used democratic, autocratic and laissez-faire styles of leadership interchangeably, the teachers in schools in which the democratic leadership style was dominant, had higher morale and performed better.

Lungwangwa and Mwikisa (1998) argue that teacher morale commitment and professionalism in schools had degenerated. Both cited inadequate professional and administrative support from school Head teachers as factors that had contributed to this deterioration. Kelly (1991) further argues that teachers were relatively well educated and trained but were a demoralized and dispirited body. This implies that academic performance may not necessarily be determined only by teachers' level of training but also by other factors such as the nature of professional and administrative support they receive from their supervisors. The Ministry of Education (1992) goes on to point out that among the factors of importance for the morale of teachers are those which deal with professional and administrative support they are provided with. In addition, the ministry of Education (1992) again stated that teachers needed efficient and prompt administrative support.

2.10 Summary

This review of related literature presented the definitions of “leadership”, “morale” and “motivation” as presented by different writers. Some of the Head teachers' roles as well as some of the studies that show a link between the Head teacher's leadership the teachers' morale has also been presented. In most of the studies, the literature showed that positive leadership traits or behaviours were accompanied by positive teacher morale. Thus, the leadership of the Head teacher plays an important role in teacher morale and learner academic performance.

Many studies regarding the Head teachers have been done. However, in Zambia there have been very little, if any studies regarding the leadership practices of Head teachers and their effects on teachers' morale. Mubita (2017:36) argues that in Zambia, there is a “relatively small number of studies that have been done or published on school/educational leadership”. He further points out that this dearth has been due “to the fact that research on school leadership in Zambia has not been enjoying scholarly inquiry”.

This study has attempted to contribute towards increasing the number of studies on leadership practices in secondary schools in Zambia. Reviewed literature reveals that, while there have been a substantial number of studies in Zambia that have looked at the head teachers' leadership styles on their teachers' performance in schools, few have attempted to go further and also investigate the effect of that performance of teachers on their learners' academic performance. For example, Mwanza's study (2004), looked at effect on leadership styles on teacher performance but did not go further to look at the effect of teachers' performance on the learners' academic performance. The study by Phiri (2007) concentrated on the head teachers' relationship with teachers and not leadership styles. Further, this study confined itself to the teaching of science. Salukatula's study (2010) concentrated on primary schools and also restricted itself to teachers' and not learners' performance. Chafwa's study (2012) similarly looked only at the teachers' performance. Although the study by Mwape (2013) looked at head teachers' leadership styles, it also was not extended to learner's performance. Andende's study (2016) also focused on primary schools and equally, this study did not look at learner performance. Therefore, this study not only attempts to look at the effect of head teachers' leadership styles on teachers' performance but also goes further to look at the ultimate effect on the learners' academic performance.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Overview

The previous chapter focused on the review of the relevant literature. This chapter presents information on the research methods used in this study including the research design, the target population, study sample and sampling procedure, research instruments, data collection procedures and data analysis procedures.

3.2 Research Design

This section looks at the research design adopted for this study. A research design according to Ghosh, (1992) is a plan of the proposed research work. The design provides the overall structure for the procedures that the researcher follows (Leedy and Ormrod, 2001). Bryman (2004) also stated that a research design provides a framework for the collection and analysis of data.

In this study, a multi-pronged approach commonly referred to as triangulation (Cohen and Manuion, 2001; Punch, 1998), meant combining both quantitative and qualitative research approaches and using a concurrent design, i.e. collection of qualitative and quantitative data at the same time. The researcher considered the context of the research and also noted that the research questions required different methods to answer them, hence found it appropriate to combine. In this study, this approach was able to reveal much more than would have been revealed through one approach. This idea of combining the two is supported by punch (1998) who observed by stating that some questions can only be answered using quantitative methods, and some can only be answered using qualitative methods.

Creswell (2003) also supports the concept of triangulation basing on the recognition that any method used on its own has limitations and biases which could be reduced by using multiple approaches. It was also anticipated that the survey questionnaire would provide the breadth of coverage which could be applied to a wider population from which the sample of the study was drawn (Brown and Dowling, 1998).

Since this study, bears the characteristics of a ‘Survey design’ it means the study involved asking the participants for information. Therefore, the term ‘Survey’ according to (Merriam and Simpson, 1995) cited in Maliwatu (2010) represents a broad category of techniques that use questioning as a strategy to elicit information. Zikmund (2000) survey is defined as a research technique in which information is gathered from a sample of people by use of data collection technique based on communication with a representative sample of individuals cited in Maliwatu (2010). A survey according to Ghosh, (1992), Leedy and Ormrod (2001) also involves gathering evidence relating to current conditions.

Furthermore, whilst quantitative method tend to be relatively low in cost and time requirements (Punch, 1998) since they enable a large quantity of relevant data to be amassed and subjected to statistical analysis in a short space of time, the interview and documentary analysis would offer the depth and useful insights regarding leadership practices on teachers morale in secondary schools. Also whilst qualitative methods raise methodology and ethical issues pertaining to the influence of the researcher on the data collected from the participants, the quantitative approach is limited to high structured data extraction techniques, which often as observed, do not accommodate maneuverability during the problem investigation phase (Greswell 2003) cited in Sesanga (2004)

3.3 Target Population

According to Zikmund (2000) target population is defined as a specific, complete group relevant to the research project. So in this study, the target population was all the Head teachers and teachers in Secondary schools in Lusaka province. The teachers were supplemented by the Ministry of Education Managers in Lusaka district.

3.4 Study Sample and Sampling Procedure

A total of eight (08) secondary schools, one hundred twenty 120 secondary school teachers and four (04) Ministry of Education officials or Education managers constituted the sample for this study. The researcher used simple random sampling to select schools and teachers. According to Valerie and John (2005) as cited in Habimana (2009), simple random sampling is a basic sampling technique by which a sample is selected for study from a large group where each individual is

chosen entirely by chance and each member of the population has an equal chance of being included in the sample. So the researcher listed down all the schools in Lusaka district and then picked randomly, eight (8) schools on the list. Teachers were also selected by using the staff lists, where each name was given in sequence and then the first fifteen (15) names with odd numbers were sampled. The advantages are that samples yield research data that can be generalized to a larger population and also it is a procedure in which all the individuals in the defined population have an equal and independent chance of being selected as a member of the sample, Kombo and Tromp (2006).

Purposive sampling was used for the ministry of education officials or Education managers and Head teachers; that is all the Head teachers of selected secondary schools. Gay and Airasian (2003) define purposive sampling as one which involves selecting a sample based on experience or knowledge of the group to be sampled. These ministry of Education officials or Education managers included the Principal Education Standards Officer (PESO), the Senior Education Standards Officers (SESOS), the District Education Board Secretaries (DEBS) District Education Standards officers (DESO) and the Education Standards Officer-General Inspections (ESO-GI)

3.5 Research Instruments

This study used both qualitative and quantitative methods, qualitative data was collected using face to face interviews and focus group discussions using interview and discussion guides respectively. Questionnaires were used to collect quantitative data. Appropriate literature, official documents, and the internet were consulted. An observational visit to selected secondary schools was also done using checklists.

3.6 Data Collection Procedure

To obtain in-depth information around leadership practices and their effects on teachers' morale, Primary data was collected through interviews with individual Head teachers and Educational managers or Ministry of Education officers as well as through focus group discussions with teachers in the sampled schools. One focus group discussion consisting of 10-15 teachers was conducted in each school. In order to cover a large sample of participants and to make the study more generalisable, questionnaires were used. During the interviews and focus Group Discussions,

the researcher took notes and the interviews and focus group discussions were recorded using digital voice recorders.

Before data collection, the researcher sought written permission from the Provincial Education Officer for Lusaka province, to visit the District Education Board Secretary's offices (DEBS) and schools. (See Appendix attached). The researcher also contacted the Head teachers by phone and in some instances, the researcher went to the schools to make arrangements. The Head teachers were given a general idea concerning the study.

Furthermore, the researcher took authority letters from Provincial Education Officer (PEO) to the District Education Board Secretary (DEBS) and also made follow up arrangements by phone. They were also given a general idea of what the study was about. As for the Principal Education Standards Officers (PESO) and Senior Education Standards Officers (SESOS) the researcher made verbal arrangements as to when each one should be interviewed.

The researcher visited the schools to distribute the questionnaires first and then the following day visited the schools to collect the answered questionnaire and to conduct focus group discussion with the teachers and then face to face interviews with the Head teachers respectively. Observations were also made. The researcher collected data using multiple sources that is through questionnaires, interviews, focus group discussions and observations, to ensure internal validity of the findings. Mathison (1988), Leady and Ormrod (2000) cited in Maliwatu (2010) has shown that using multiple sources of data to confirm the emerging findings is one strategy to ensure internal validity.

3.7 Data analysis

Both qualitative and quantitative methods of analysis were adopted. Qualitative data was analysed for emerging themes and categories and subsequently critically and objectively interpreted as presented in chapters four and five. Quantitative data were analysed using the Statistical Package for the Social Science (SPSS) software. Descriptive Statistics were applied to the processed data by showing variable frequency distribution percentages from teachers' responses and then Head teachers' responses.

3.8 Ethical Consideration

Ethical concerns were taken into consideration during the entire research process including obtaining consent from research participants and observing confidentiality.

3.9 Summary

Chapter 3 presented the study methodology – the target population, study sample, sampling procedures, data collection instruments, as well as data collection and data analysis procedures.

This study used quantitative and qualitative research methods. The target population consisted of the Head teachers and teachers in Secondary schools in Lusaka province; supplemented by Education Managers at Lusaka district level. A total of 8 secondary schools, 120 secondary school teachers and 4 District and Provincial Education officials were interviewed. Simple random sampling was used to select schools and teachers for the questionnaire and for qualitative interviews, purposive sampling was used for some teachers, Education Managers and Head teachers. Data was collected using a self-administered questionnaire as well as in-depth interviews and focus group discussions. Qualitative interviews were recorded using digital voice recorders. Qualitative data was thematically analysed and the Statistical Package for the Social Science (SPSS) was used to process and analyse the qualitative data.

CHAPTER FOUR

4.0 PRESENTATION OF RESEARCH FINDINGS

4.1 Overview

This chapter presents the findings of the study according to the three (03) research questions. The study sought to establish the different leadership styles of Head teachers in the sampled schools; to establish the effects of the different leadership styles on teachers' morale in the sampled schools; and lastly, to assess the teachers views on the pupils' academic performance in relation to teachers' morale. The findings are presented separately according to the 3 research questions mentioned in the above paragraph. Under each research question, the findings are presented in the following order; first, the findings from teachers; followed by the findings from Head teachers and finally, the findings from Education Managers. Further, quantitative findings from questionnaires and qualitative findings from interviews with Education Managers and focus group discussions with teachers are presented together.

This section presents findings from the teachers.

4.2 Demographic characteristics of the participants

4.2.1 Gender distribution

For this study, a total of 111 teachers were sampled. Of these, the majority, (55%) were male compared to females (45%). Their ages ranged from 20 to 50 years. Most of the teachers (78%) were 31 years old or above. Of these, the majority (28%), fell in the age range 31-35 years, followed by those in the age range 36-40 years, (25%). Only 1% was younger than 26 years. Those who were 41 years or older constituted 25%.

4.2.2 Overall Teaching Experience

Of the 111 participants, half (50%) had served for up to ten years while almost half (47%) had served between eleven and twenty-five years. Only 1% had served more than twenty-five years. The largest proportion (30%) was those who had served less than 5 years; followed by those who

had served between eleven and fifteen years (27%) and those who had served between 6 and ten years. Only few (14%) had served more than twenty years.

4.2.3 Teaching Experience in Current School

When asked how long they had been teaching in their present school, by far the largest proportion (49%) were those who had been teaching for not more than 5 years; followed by those who had been teaching between 6 and ten years (22%). Together, these two groups constituted 71% of all the teachers who were interviewed. Twenty-two percent (22%) had taught in their current school between eleven and twenty years.

4.3 RESEARCH QUESTION 1.

The first research question was:

What are the different leadership practices of Head teachers in the schools?

4.3.1 Head teachers' leadership style

The study sought to find out whether the teachers perceived their Head teachers' leadership style as democratic, autocratic or laissez faire. Table 4.1 below gives a breakdown of the Head teachers' leadership styles as reported by the teachers.

Table 4.1: *Percentage of Teachers who reported Head teachers' leadership styles*

Leadership Style	Frequency	Percentage
Democratic	92	86 %
Autocratic	11	10 %
Laissez faire	04	4 %
Total	107	100 %

The majority of the teachers (86%) reported that their Head teachers were democratic; followed by those who reported autocratic (10%); and those (4%) who reported that their Head teachers' practices were laissez faire type of leadership.

During interviews, both the teachers and the Head teachers stated that the most common leadership style was “democratic style”. The other two leadership styles; “autocratic” and “laissez faire” were mentioned only on a few occasions. As for the Education Managers, they said Head teachers practiced different styles of leadership, depending on their personalities. The Education Managers reported that they recommend to the Head teachers, leadership styles that bring out the best in the teachers in order to achieve the Ministry of Education objectives. According to the Education Managers, the most commonly practiced leadership style was the democratic style whereby they were consultative and allowed their teachers to take part in decision-making through various committees.

Generally, our Head teachers practice democratic style of management. They allow their teachers to take part in decision making; they are consultative and work through committees (Education Manager 5)

There are heads that practice leadership [style] that is based on consultation and is inclusive; taking everyone on board. Other Head teachers practice leadership styles where they just give directives, orders or instructions (Education Manager 2)

One Head teacher reported that laissez faire style of leadership was the least used because it promoted laziness in the teachers since, given the opportunity, they would rather not want to work. It was for this reason that laissez faire style of leadership was said to be uncommon among the Head teachers.

Usually, I don't promote laissez faire too much because it brings a lot of laziness. It means teachers can report for work at any time and knock off any time and could even stay home the whole day. But I like it because it gives a teacher the opportunity to unfold and be able to show that s/he can work without maximum supervision (Head teacher 1)

This leadership style was reported to be existent in one school where teachers reported their Head teacher allowed them to work at their own pace without much supervision or monitoring. As a result, some teachers attended to their classes at their own discretion.

He somehow uses laissez faire. He tells the teachers 'you are the managers'. He does not closely supervise the teachers. It's just up to the teacher's commitment to go to class and teach (Teacher, School 8)

Some Head teachers did not see anything wrong with laissez faire leadership style and justified the use of this style by saying that it was used for the purpose of allowing the teachers to utilize their creativity and potential to the fullest. To the contrary, one Head teacher had this to say:

I use democratic style most because it allows you to move together, promotes team work and builds a spirit of togetherness (Head teacher 4)

4.3.2 Head teacher's day-to-day leadership practices

To find out further about the Head teacher's leadership style, the teachers were asked to state whether or not their Head teacher applied various leadership practices that were linked to the three leadership styles; democratic, autocratic, and laissez faire. The following is a presentation of the teachers' responses, beginning with whether or not the school had objectives, vision and mission statement.

4.3.2.1 Availability of objectives, vision and mission statement at school

Teachers were further asked if their school had clearly articulated, written objectives, vision and mission statement. The teachers' responses are shown in Table 4.2 below.

Table 4.2: *Percentage of teachers who reported their school had objectives, vision and mission statement by leadership style*

School has clearly articulated, written objectives, vision and mission statement		Democratic	Autocratic	Laissez faire	Total
	Agree	72 (68.6%)	7 (6.7%)	4 (3.8%)	(83) 79%
	Disagree	7 (6.7%)	3 (2.9%)	0 (0%)	(10) 9.5%
	Undecided	11 (10.5%)	1 (1%)	0 (0%)	(12) 11.4%
Total		(92) 86%	(11) 10%	(4) 4%	(107) 100%

The majority of the teachers (79%) agreed that their school possessed clearly articulated, written objectives, vision, and mission statement; 11.4% were not sure and 9.5% disagreed. Of those who reported that their school had clearly articulated, written objectives, vision and mission statement, the majority (69%) were those who had reported that their Head teachers were democratic; followed by those who reported that their Head teacher was autocratic (7%) and laissez faire (4%).

4.3.2.2 *Provision of clear and known direction for the school*

Teachers were asked if they thought their Head teacher provided a clear and known direction with regard to where he or she wanted the school to be. Table 4.3 shows teachers' responses.

Table 4.3: *Percentage of Teachers who reported their Head teacher's provides clear and known direction by leadership style*

Head teacher provides clear and known direction	Democratic		Autocratic		Laissez faire		Total
	Yes	No	Yes	No	Yes	No	
	89 (84.8%)	01 (1%)	08 (7.6%)	03 (2.9%)	03 (2.9%)	1 (1%)	105

Overall, 95% of the teachers reported that their Head teacher provided a clear and known direction. Of the teachers who reported that their Head teacher provided a clear and known direction to which to take the school, most of them (84%) were those who had reported that their Head teacher was democratic; 7% were those who reported their Head teacher was autocratic; and 3% were those who reported their Head teacher to be laissez faire.

4.3.2.3 *Creation of conducive atmosphere for achieving goals*

When asked to state if their Head teacher created a conducive atmosphere for teachers to willingly and enthusiastically strive towards achievement of group goals, the teachers responded as shown in Table 4.4.

Table 4.4: *Percentage of teachers who reported Head teacher creates conducive atmosphere for achieving goals by leadership style*

Head teacher creates conducive atmosphere for teachers to willingly and enthusiastically strive towards achieving group goals		Democratic	Autocratic	Laissez faire	Total
	Agree	(84) 80.0%	(4) 3.8%	(3) 2.9%	(91) 86.7%
	Disagree	(6) 5.7%	(7) 6.7%	(1) 1.0%	(14) 13.3%
	Undecided	(0) 0%	(0) 0%	(0) 0%	(0) 0%
Total		(90) 85.7%	(11) 10.5%	(4) 3.8%	(105) 100%

The majority (87%) of teachers believed that their Head teachers created a conducive atmosphere for them to willingly and enthusiastically strive towards the achievement of group goals. This is compared to 13% of those who disagreed. Of the teachers who agreed that their Head teacher creates a conducive atmosphere for them to willingly and enthusiastically strive towards the achievement of group goals, the majority (80%) were those that believed their Head teacher was democratic; compared to 4% who believed their Head teacher was autocratic and 3% who believed their Head teacher was laissez faire.

4.3.2.4 *Extent to which Head teacher is perceived to be full of commands*

Teachers were asked to agree or disagree to the statement that their Head teacher was full of commands and expected compliance from everyone without question. Their responses are shown in Table 4.5 below.

Table 4.5: *Percentage of teachers who reported Head teacher was full of commands by leadership style*

Head teacher is full of commands and expects compliance from everyone without question		Democratic	Autocratic	Laissez faire	Total
	Agree	(14) 13.5%	(6) 5.8%	(0) .0%	(20) 19.2%
	Disagree	(77) 74.0%	(3) 2.9%	(4) 3.8%	(84) 80.8%
	Undecided	(91) 87.5%	(9) 8.7%	(4) 3.8%	(104) 100%

In response to the statement that their Head teacher was full of commands and expected compliance from everyone without question; most of the teachers (81%) did not agree. This is in contrast to 19% who agreed with the statement. Of the teachers who reported that their Head teacher was not full of commands, 74% were those who had reported that their Head teacher was democratic; 3% were those who had reported their Head teacher was autocratic and 4% were those who reported that their Head teacher was laissez faire.

During the interviews, a few of the teachers who reported that their Head teachers were using a mixed style of leadership; mostly democratic and autocratic, which were used interchangeably; depending on the context. For example, autocratic leadership style was used; such as when a Head teacher felt there was need to be firm with the teachers or when a situation called for an urgent decision.

While at times she practices democratic type of leadership, she is also firm on certain decisions. She just does not leave it to member of staff alone but also makes her own decisions (Teacher, School 7)

I would say the leadership is somehow semi autocratic...there are certain decisions that are made by the head himself and others are referred to members of staff (Teacher, School 7)

If there is an issue, he brings it before the teachers in the staff room. Of course being democratic does not mean that he is going to implement whatever the teachers decide. He has the discretion to change those decisions (Teacher, School 6)

Depending on the situation, sometimes she practices democratic style and sometimes; if she wants things to get done; she just dictates (Teacher, School 7)

There are times I have seen him being autocratic. I remember we were going for invigilation and one teacher did not turn up. Immediately, there and then, without questioning or consulting, he instructed another teacher to go there instantly. You cannot say that is democratic (Teacher, School 2)

Similarly, responses from Head teachers revealed that they liked to practice a leadership style where they mixed democratic, autocratic and laissez faire. This was in order for the school to run effectively. They reported, for example, that teachers would not work well and to expectations under democratic leadership style alone and therefore, a head teacher needed to be autocratic at times. One head teacher stated:

I combine autocratic, democratic and laissez faire for different reasons. If you use autocratic alone, you are a dictator and people do not want to work with a dictator. But there are times when you have to be a dictator for things to run (Head teacher 1)

4.3.2.5 *Head teacher's Consultation with Teachers*

In response to the statement that decisions about school matters were arrived at after consultation with teachers; the majority of teachers agreed as shown in Table 4.6 below.

Table 4.6: *Percentage of teachers who reported decisions were made after consultation by leadership style*

Decisions about school matters are arrived at after consultation with teachers		Democratic	Autocratic	Laissez faire	Total
	Agree	(68) 64.1%	(1) 9%	(1) .9%	(70) 66.1%
	Disagree	(12) 11.3%	(2) 1.9%	(0) .0%	(14) 13.2%
	Undecided	(11) 10.4%	(8) 7.5%	(3) 2.8%	(22) 20.8%
	Total	(91) 85.8%	(11) 10.4%	(4) 3.8%	(106) 100%

Over half (66%) of the teachers reported that decisions about school matters were arrived at after consultation with teachers. Of these, the majority, (64%) were those who had reported that their Head teacher was democratic; 9% were those who had reported that their Head teacher was autocratic and another 9% were those who had reported their Head teacher had a laissez faire style of leadership

The teachers' responses revealed that democratic leadership styles were mostly perceived to be their Head teacher's ability to make decisions with the consultation of his or her teachers. In such cases, the Head teacher consulted various delegated or non-delegated groups or individuals; including Management teams, various committees, or even the entire staff body. Some teachers reported that usually, their Head teacher went with the majority. In many cases, the Head teacher was reported as accepting divergent views, including criticism.

When it comes to decision-making; he won't make it on his own but will refer it to a group that is part of the Management. The decision will then be taken to the teachers and if they agree with it, it will be implemented (Teacher, School 7)

He allows teachers to give their views and at the end of the day, he goes with the views of the majority (Teacher, School 3)

We are free to give our own opinion. The head is not the kind of a person who will shut members of staff up when they are contributing effectively...If she was an autocratic kind of a person, she would have held everything in her hands (Teacher, School 4)

He is always ready to listen to criticism. Sometime there are issues in the school where he may feel that his opinion is right. But the staff will refuse and he is ready to listen (Teacher, School 2)

4.3.2.6 Head teacher's Delegation of Authority

Teachers were asked whether or not their Head teacher delegated authority to his/her staff in the school. Their responses are shown in Table 4.7 below.

Table 4.7: Percentage of teachers who reported Head teacher delegated authority by leadership style

Head teacher		Democratic	Autocratic	Laissez faire	Total
delegates authority	Agree	85 (82%)	10 (9%)	03 (3%)	98 (94.2%)
	Disagree	04 (4%)	01 (1%)	1 (1%)	6 (5.8%)
	Total	(85.6%)	11 (10.6%)	4 (3.8%)	104 (100%)

Most (94%) teachers reported that their Head teacher delegated authority. Of the teachers who reported that their Head teacher delegated authority, the majority (82%) was those who reported that their Head teacher was democratic; followed by those who had reported that their Head teacher was autocratic (10%), and those who said their Head teacher was laissez faire (3%).

Responses from Head teachers revealed that consultation and involvement of teachers in decision-making was meant for obtaining diverse ideas; enable teachers appreciate the reasons for implementing certain decisions and to train them to work without having to wait for directions or supervision. This made teachers feel recognized, respected and gave them a sense of belonging and it made them want to work harder and put in their best.

Consultation gives the teachers a feeling of being recognized, a sense of belonging and they feel respected (Head teacher, School 6)

4.3.2.7 *Communication between Head teacher and Teachers*

Responses from teachers regarding the statement “there was frequent communication between Head teacher and teachers are shown in Table 4.8 below.

Table 4.8: Percentage of teachers who reported there was frequent communication between Head

There is frequent communication between Head teacher and teachers		Democratic	Autocratic	Laissez faire	Total
	Agree	(78) 74.3%	(4) 3.9%	(2) 2.0%	(84) 80%
	Disagree	(7) 6.7%	(6) 5.8%	(1) 1.0%	(14) 13.3%
	Undecided	(5) 4.8%	(1) 1.0%	(1) 1.0%	(7) 6.7%
	Total	(90) 85.7%	(11) 10.5%	(4) 3.8%	(105) 100%

teacher and teachers by leadership style

In response to the statement “There is frequent communication between Head teacher and teachers”, the majority (80%) agreed. Of these, most (74%) were those who had reported their Head teacher as democratic; 4% had reported their Head teacher as autocratic and 2% had reported their teacher as laissez faire.

4.3.2.8 *Head teacher’s value of teachers*

To find out how the teachers felt valued, they were requested to say if they thought their Head teacher valued them. Table 4.9 gives a breakdown of the teachers’ responses to this statement.

Table 4.9: Percentage of teachers who reported their Head teacher values the teachers by

Head teacher values teachers		Democratic	Autocratic	Laissez faire	Total
	Agree	(81) 78.6%	(5) 4.9%	(2) 1.9%	(88) 85.4%
	Disagree	(8) 7.8%	(5) 4.9%	(2) 1.9%	(15) 14.6%
	Undecided	(0) 0%	(0) 0%	(0) 0%	(0) 0%
	Total	(89) 86.4%	(10) 9.7%	(4) 3.9%	(103) 100%

leadership style

Overall, the majority of the teachers (85%) agreed that their Head teacher valued his or her teachers in contrast to 15% who did not agree. Of those who agreed that their Head teacher valued them; most of them (78%) were those who had reported that their Head teacher was democratic, (5%) had reported that their Head teacher was autocratic and 4% had reported that their Head teacher was laissez faire.

4.3.2.9 Meeting of teachers' professional and personal needs

The teachers were asked to respond either negatively or positively to the statement “the Head teacher is able to attend to the professional and personal needs of teachers”. Responses are shown in Table 4.10 below:

Table 4.10: Percentage of teachers who reported their Head teacher meets their professional and personal needs by leadership style

Meets teachers' professional and personal needs		Democratic	Autocratic	Laissez faire	Total
	Agree	(80) 78.4%	(6) 5.9%	(3) 2.9%	(89) 87.3%
	Disagree	08 (8%)	04 (4%)	01 (1%)	(13) 12.7%
	Undecided	(0) 0%	(0) 0%	(0) 0%	(0) 0%
		(88) 86.3%	(10) 9.8%	(4) 3.9%	(102) 100.0%

The majority (87%) of teachers reported that their Head teacher met their professional and personal needs compared to 13% who reported that their Head teacher did not meet their professional and personal needs. Of the teachers who reported that their Head teacher met their professional and personal needs, most of them (78%), were those who had reported that their Head teacher was democratic; followed by those who had reported that their Head teacher was autocratic (6%), and those who had reported that their Head teacher was laissez faire (3%).

4.3.2.10 Head teacher's fair treatment of teachers

Asked whether their Head teacher treated all teachers fairly, the teachers gave different responses; indicating whether they agreed or disagreed with the statement or were not decided about the statement. Their responses are shown in Table 4.11 below:

Table 4.11: Percentage of teachers who reported Head teacher treats them fairly by leadership style

Head teacher is fair to all teachers		Democratic	Autocratic	Laissez faire	Total
	Agree	(75) 74.3%	(5) 5.0%	(2) 2.0%	(82) 81.2%
	Disagree	(12) 11.9%	(5) 5.0%	(2) 2.0%	(19) 18.8%
	Undecided	(0) 0%	(0) 0%	(0) 0%	(0) 0%
		(87) 86.1%	(10) 9.9%	(4) 4.0%	(101) 100%

The majority (81%) reported that their Head teacher treated all teachers fairly compared to 19% who reported that their Head teacher did not treat all teachers fairly. Of the teachers who reported that their Head teacher treated all teachers fairly, most of them (74%), were those who had reported that their Head teacher was democratic; while 5% were those who had reported that their Head teacher was autocratic and 2% were those who had reported that their Head teacher was laissez faire.

4.3.2.11 Head teachers treatment of teachers with respect

The study attempted to find out to what extent the teachers thought their Head teacher treated them with respect. Their responses are shown in Table 4.12 below:

Table 4.12: Percentage of teachers who reported Head teacher treats them with respect by leadership style

Head teacher treats all teachers with respect		Democratic	Autocratic	Laissez faire	Total
	Agree	(89) 84%	(5) 4.7%	(4) 3.8%	(98) 92.5
	Disagree	(0) .0%	(4) 3.8%	(0) .0%	(4) 3.8%
	Undecided	(2) 1.9%	(2) 1.9%	(0) .0%	(4) 3.8%
		(91) 85.8%	(11) 10.4%	(4) 3.8%	(106) 100%

With regard to the statement “Head teacher treats all teachers with respect”; the majority of teachers (92%) reported that their Head teacher treated all teachers with respect compared to 4% who reported that their Head teacher did not treat all teachers with respect and another 4% who were undecided. Among the teachers who had reported that their Head teacher treats all teachers with respect, most of them (84%), were those who had reported that their Head teacher was democratic; 4% were those who had reported that their Head teacher was autocratic and 4% were those who had reported that their Head teacher was laissez faire.

4.3.2.12 Head teachers’ interaction with teachers

The teachers’ perceptions were thought with regard to the level of their Head teacher’s interaction with the teachers in their school. Table 4.13 below shows teachers’ responses to the statement “Head teacher interacts with teachers”.

Table 4.13: Percentage of teachers who reported their Head teacher interacts with them by leadership style

Head teacher interacts with teachers		Democratic	Autocratic	Laissez faire	Total
	Agree	(76) 72.4%	(3) 2.9%	(3) 2.9%	(82) 78.1%
	Disagree	(15) 14.3%	(7) 6.7%	(1) 1.0%	(23) 21.9%
	Undecided	(0) 0%	(0) 0%	(0) 0%	(0) 0%
	Total	(91) 86.7%	(10) 9.5%	(4) 3.8%	(105) 100%

The teachers were asked to state whether or not their Head teacher interacted with them. The majority (78%), reported that their Head teacher interacted with them compared to 22% who reported that their Head teacher did not interact with them. Of the teachers who reported that their Head teacher interacted with them, most of them, (72%) were those who had reported that their Head teacher was democratic compared to 3% who had reported that their Head teacher was autocratic and 3% of those who reported that their Head teacher was laissez faire.

4.3.2.13 *Head teachers' approachability*

The study also sought to find out whether or not the teachers thought their Head teacher was approachable or not. Their responses are shown in Table 4.14 below.

Table 4.14: Percentage of teachers who reported their Head teacher was approachable by leadership style

Head teacher is approachable to all staff		Democratic	Autocratic	Laissez faire	Total
	Agree	(88) 83.8%	(7) 6.7%	(4) 3.8%	(99) 94.3%
	Disagree	(2) 1.9%	(4) 3.8%	(0) .0%	(6) 5.7%
	Undecided	(0) 0%	(0) 0%	(0) 0%	(0) 0%
	Total	(91) 86.7%	(10) 9.5%	(4) 3.8%	(105) 100%

Asked to state whether or not their Head teacher was approachable, 94% of the participants reported that their Head teacher was approachable compared to 6% who said their Head teacher was not approachable. Of those who reported that their Head teacher was approachable, 84% were those who had said their Head teacher was democratic compared to 7% who had reported that their Head teacher was autocratic and 4% among those who had reported that their Head teacher was laissez faire.

4.4 RESEARCH QUESTION 2.

The second research question was:

What are the Effects of Head teachers' Leadership Practices on Teachers' Morale?

4.4.1 Effect of Head teacher's Leadership Practice on Teachers' Motivation

To start with, the study sought to establish whether or not the teachers felt that the teachers in their respective schools were motivated. In response to the statement "Majority of the teachers were well motivated" the teachers responded as shown in Table 4.15 below.

Table 4.15: Percentage of teachers who reported majority of teachers are well motivated by leadership style

Majority of teachers are well motivated		Democratic	Autocratic	Laissez faire	Total
	Agree	(49) 47.1%	(1) 1.0%	(0) .0%	(50) 48.1%
	Disagree	(41) 39.4%	(9) 8.7%	(4) 3.8%	(54) 51.9%
	Undecided	(0) 0%	(0) 0%	(0) 0%	(0) 0%
	Total	(90) 86.5%	(10) 9.6%	(4) 3.8%	(104) 100%

Overall, the majority of the teachers (52%) did not agree that the teachers in the school were well motivated compared to 48% who agreed. Among those who did not agree that the majority of teachers were well motivated, most (39%) were those who had reported that their Head teacher was democratic; 9% had reported that their Head teacher was autocratic and 4% had reported that their Head teacher was laissez faire.

Responses from the teachers further revealed that a Head teacher's inability to meet their professional and personal concerns and needs negatively affected teacher morale. This included a Head teacher who is not approachable by the teachers for them to share their personal concerns such illness, funerals. Morale is negatively affected when a Head teacher is perceived as not able to resolve the teachers' professional issues such as timely teacher confirmation for the newly appointed teachers, as well as issues to do with teaching-learning activities and materials. When a

Head teacher does not create a conducive environment for teachers to achieve their professional and personal goals as well as to interact, share, and cooperate with the Head teacher and also with other teachers in the school, it negatively affects the teachers' morale.

As a teacher, I will be motivated if I am provided with good quality teaching materials and not go to class with a type of chalk that will choke me. I don't expect to go to class without a board duster. If I want to give a test and am told there is no paper and a few minutes later I see paper being used for something that is not a priority, it makes me feel low (Teacher, School 1)

The leadership style has heightened our morale to work harder and we will go for it...Knowing that you have a leader who is approachable; it will give you the motivation to give your best of what is expected of you (Teacher, School 3)

4.4.2 Effect of Head teacher's leadership style on teacher morale

The study aimed to find out the extent to which the teachers believed that their morale was an effect of their Head teacher's leadership style. Table 22 below report the findings.

Table 4.16: Percentage of teachers who reported Head teacher's leadership style had affected teacher morale by Head teacher's leadership style

Head teacher's leadership style has affected teacher's morale		Democratic	Autocratic	Laissez faire	Total
	Agree	(68) 64.8%	(9) 8.6%	(2) 1.9%	(79) 75.2%
	Undecided	(0) 0%	(0) 0%	(0) 0%	(0) 0%
	Disagree	(22) 21.0%	(2) 1.9%	(2) 1.9%	(26) 24.8%
Total		(90) 85.7%	(11) 10.5%	(4) 3.8%	(105) 100%

The majority of teachers (75%) reported that their Head teacher's leadership style had affected their morale. This is in contrast to 25% who reported that their Head teacher's leadership style had not affected their morale. Among those who reported that their Head teacher's leadership style had affected their morale, most of them (65%), were those who had reported that their Head teacher

was democratic; compared to 9% of those who reported that their Head teacher was autocratic and 2% for those who had reported that their Head teacher was laissez faire.

Responses from the teachers revealed that in one way or another, the Head teachers' leadership style affected the morale of his or her teachers' morale in the school. Overwhelmingly, teachers reported that their Head teacher's leadership style contributed to either motivating or demotivating them and increasing or lowering their morale.

Morale in a place of work has to do with leadership. We cannot talk of teacher morale without looking at the leadership (Teacher, School 1)

The kind of leadership that the head practices has impact on the morale of teachers (Teacher, School 5)

I know that the environment [in this school] is conducive and therefore, I am able to deliver to expectation so that the objective can be met. All this is a result of the type of leadership (Teacher, School 4)

4.4.3 Teacher perceptions on high teacher morale in their school

The study further sought to establish the teachers' perception of the level of teacher morale in their school. Table 4.17 below presents findings from teachers in response to the statement that there was high teacher morale in their school.

Table 4.17: Percentage of teachers who reported high teacher morale in their school by Head teacher's leadership style

There is high teacher morale in the school		Democratic	Autocratic	Laissez faire	Total
	Agree	(59) 55.1%	(2) 1.9%	(2) 1.9%	(63) 58.9%
	Disagree	(14) 13.1%	(6) 5.6%	(1) .9%	(21) 19.7%
	Undecided	(19) 17.8%	(3) 2.8%	(1) .9%	(23) 21.5%
Total		(92) 86.0%	(11) 10.3%	(4) 3.7%	(107) 100.0%

As shown in Table 4.17 above, over half (59%) agreed that there was high teacher morale in their school. This is compared to 29% who disagreed that there was high teacher morale in their school and 21% who were undecided. Among those who agreed that there was high teacher morale in their school, the majority, (55%) were those who had reported that their Head teacher was democratic; followed by those who had reported that their Head teacher was autocratic (2%) and those who had reported that their Head teacher was laissez faire (2%).

Qualitative data revealed that the teachers mostly perceived their Head teacher's leadership style as motivating and subsequently, responsible for high teacher morale. To this end, the teachers described morale in their respective schools variously such as "high", "great", 'good', 'positive', or 'boosted'.

The teachers felt that high motivation and morale stemmed from the Head teachers' leadership practices; particularly their attitude towards the teachers and how they treated them. Teachers reported that high morale was dependent on the extent to which the Head teacher showed appreciation and respect for his/her teachers. This included commending them for their good work or even providing reproach through constructive criticism as well as providing various incentives, greeting them, interacting with them, as well as showing interest in, asking about, and assisting with their concerns, needs and generally showing the teachers that they were valued.

At the end of each year after the results are analyzed, those that have done well are commended. I think that motivates you. Those who have not done well he cautions and encourage them to do better next time (Teacher, School 4)

When we finished conducting these exams, he personally wrote letters to the teachers; thanking them for the work which they had done. I think that increased morale (Teacher, School 3)

Motivation is through praises. For example at the end of each year after the results are analyzed for all the departments, and those that have done well, he tells them that this year you have done well. I think that motivates you (Teacher, School 3)

When we went for “Youth Day” we were given suits. She told us she wanted us to appear like we are coming from [this school]. I think for me she has really motivated me on that one (Teacher, School 4)

He is a father, more accommodating. You even feel encouraged that you are at a Work place where people are concerned about you (Teacher, School 3)

The way she welcomes members of staff when they come into school gives morale. (Teacher, School 7)

Even though we haven’t told him; we feel blessed by his greetings...When you have a leader like that, you feel motivated (Teacher, School 6)

Even when you are wrong he will call you and tell you that was wrong and advises what should be done...One other thing is the respect that the leader has for his or her subordinates. If you are respected, then you are going to have high morale in a place of work (Teacher, School 3)

During the interviews, it was revealed that teachers had preference for a Head teacher who delegates authority and allocates them various duties in the school. The teachers’ revealed that their involvement in decision-making and in the day-to-day running of the school had contributed to teachers’ high morale. This includes a Head teacher who not only consults the teachers but also listens to their suggestions even when he has not solicited for such suggestions.

Teachers also reported high morale in a school which had a known structure and processes for the teachers to follow, appreciate and use; especially with regard to decision-making in the school. Therefore, teacher morale was reported to be high in schools where the Head teacher communicated regularly with his/her teachers; especially for the sake of disseminating necessary information; ensuring that the teachers were officially updated officially, regularly and timely.

When I have been delegated to do certain things, I feel very important (Teacher, School 2)
He delegates work to members of staff. He does not do everything alone. All members of staff are in different committees (Teacher, School 6)

The Head teacher agreed with our idea to confiscate pupils' phones that ring in class. This has made us have a sense of authority as we are able to execute the powers given to us (Teacher, School 2)

"He (Head teacher) uses heads of departments to supervise teachers." (Teacher, School 3)

Head teachers' responses during the interviews seemed to agree with the teachers' perceptions regarding the leadership styles and their effect on teacher morale. Head teachers perceived their leadership styles to have positively affected teachers' morale. They cited factors such as communication and explaining the decisions made; consulting the teachers and involving them in decision-making at various levels, being approachable, greeting them; listening to their concerns and being empathetic; providing teachers' professional and personal needs including sponsoring teachers for further studies at university and being approachable for consultation; providing them with financial or other incentives such as soft loans, rewards for good work done, recreation, tea during break, and for some cases, even lunch; providing appropriate teaching environment such as providing or refurbishing the staff room; providing teaching and learning materials, and promoting a spirit of unity among the teachers.

Judging from what teachers are saying; they are happier with my leadership style ...They have mentioned that I am approachable. They say the previous Head teacher was feared they could not see him if they had a problem. Now, they are able to come to my office whenever they have any problem ...Teacher morale will not go down if you give them the reasons why certain work to be done. What is needed is to explain. When you say "This must be done" teachers must understand why it must be done ...People don't like things that are compulsory but if you give them the reasons why you want certain work to be done; it wouldn't lower morale. Instead, it will boost the teachers' morale. What is needed is to

explain why you say, “This must be done”. Teachers must understand why it must be done
(Head teacher, School 3)

My leadership style has affected teacher morale. For example, some of my teachers say that I do listen and understand teachers’ problems ...Simple things like greeting them matter a lot. There are teachers who feel they are too busy or they want to ignore you. Those are the people I especially target to greet, even when they don’t want to talk to you
(Head teacher, School 2)

Before I came to this school, there was low morale. Things have now changed. Teachers have seen that we can provide teaching and learning equipment. For example, last year, we spent 125 [thousand kwacha] on teaching and learning materials alone. We then introduced awards, outings, tea and many other things (Head teacher, School 4)

The fact that they are participating brings high morale. When teachers are involved in decision-making through committees, they will feel they are part of the school administration (Head teacher, School 6)

Some Education Managers also reported that some schools had increased teacher morale through the provision of incentives such as teas, paying for teachers’ further education

Some schools provide tea during break time. Other schools have come up with revolving fund through their own initiative where teacher get something whenever there are in need. During functions like Teachers’ Day, some schools organize an outing just to motivate their teachers. In other schools, there is nothing happening. So this really affects the morale of teachers (Education Manager 4)

4.4.4 Teacher perception on low teacher morale in their school

To find out if the teachers had a different opinion about the level of teacher morale in their school, they were asked the same question but this time; rather than focus on “high teacher morale”, the statement focused on “low teacher morale”. The results are presented in Table 4.18 below.

Table 4.18: Percentage of teachers who reported low teacher morale in their school by Head teacher’s leadership style

There is low teacher morale in the school		Democratic	Autocratic	Laissez faire	Total
	Agree	(17) 16.3%	(9) 8.7%	(3) 2.9%	(29) 27.9%
	Disagree	(72) 69.2%	(2) 1.9%	(1) 1.0%	(75) 72.1%
	Undecided	(0) 0%	(0) 0%	(0) 0%	(0) 0%
Total		(89) 85.6%	(11) 10.6%	(4) 3.8%	(104) 100%

In response to the statement that there was low teacher morale among the teachers in their school, the majority (72%) did not agree that there was low teacher morale in their school, compared to 28% who agreed. Of those who did not agree that there was low teacher morale in their school, the majority, (69%) were those who had reported that their Head teacher practiced a democratic style of leadership; compared to 2% who had reported autocratic leadership and 1% who had reported laissez faire leadership styles.

During the interviews, teachers described low morale variously such as ‘low’, ‘dampened’, ‘lost’, or ‘down’. On one occasion or so, morale was described as ‘average’. Some teachers perceived that their Head teacher’s leadership style had actually lowered their morale such that potentially hardworking and effective teachers stop putting in their best and become ineffective.

Our morale has been affected by his leadership practices...It has been affected in that it has become low (Teacher, School 8)

This kind of leadership which we are talking about dampens the morale of teachers (Teacher, School 1)

I think that the leadership style of the head is to do with how the morale of teachers will be. A head can actually spoil everything even if you have teachers who have so much potential. If you have a head who practices wrong leadership, he will actually dilute all that morale (Teacher, School 3)

Some of the teachers reported low morale because their Head teacher was perceived to treat them with partiality whereby some teachers were accorded preference and given better treatment. Other teachers believed they were undervalued compared to some of their colleagues in the school. Low morale was also reported to be a result of the fact that the Head teacher lacked diplomacy and treated them with little respect. This was illustrated, for instance, by the fact that they were shouted at. Another reported factor contributing to low teacher morale was delay by the Head teacher processing or solving matters that were referred to him/her.

I had an issue with our Head teacher, together with four other colleagues. A decision was made that required us to go back to her the following day. Without my knowledge, my colleagues had gone back to her and talked her out of what we had agreed. When we went back to her the following day, only for the decision to be rescinded. When democracy is mishandled; you will find yourself in a situation where today you make a decision and the following day, you turn around just because someone has talked you out of it (Teacher, School 5)

Another thing that makes teachers' morale low is the situation we have in this school where general workers are more valued and motivated than the teachers ...Diploma holders do not feel valued. They are looked down upon as though they are nothing and this brings division among teachers (Teacher, School 8)

"I have also experienced that sometimes he comes and starts to literally shout at you...Therefore, I feel that his approach sometimes is a bit on the harsh side. This makes it difficult to have high morale among us teachers" (Teacher, School 1)

A simple issue that needs a simple yes or no answer will take the whole week. Some problems are personal and not academic and need to be addressed urgently. You have to push hard to get an answer from her. This reduces the teachers' morale drastically (Teacher, School 5)

Teacher morale was reported to be negatively affected where Head teachers were not authoritative enough to regulate teacher behavior and ensure the smooth and effective running of the school. Under such circumstances, teachers do whatever they like and those teachers who are in authoritative positions take advantage as they are left to abuse that authority. Teacher morale was also negatively affected where there was lack of communication between the Head teacher and the teachers. As a result, teachers were in the dark about some of the changes occurring in the school.

The way our leadership communicate matters a lot. They will effect change without even explaining to the members of staff as to why they are making the change (Teacher, School 5)

Responses from some Education Managers revealed that Head teachers did not do much to improve teacher morale. Rather, Head teachers practiced styles that demoralized the teachers and prevented them from putting in their best effort. To illustrate this, Education Managers explained that on many occasions, they were compelled to intervene to resolve the differences between Head teachers and their teachers. Education Managers also attributed the low teacher morale to the fact that some Head teachers were not utilizing the various school committees to run their schools more efficiently.

Teachers' morale will be affected negatively or positively depending on how well the structures are put to use. Where the structures are not engaged, teachers' morale will go down because they will feel they were not consulted. This is because every teacher in a school belongs to a committee of one kind or another. Where the Head teacher uses these structures in running the school, teacher morale will be high (Education Manager 2)

If the manner in which we (Head teachers) are managing the school is not being appreciated by the people we are supervising, who themselves are the main delivery for this education, then it will suffer...The teachers must have an input because when they do, they will be part of that decision and therefore, they will embrace it and take it whole heartedly (Education Manager 3)

4.5 RESEARCH QUESTION 3.

The third research question was:

What are the teachers' views on the pupils' performance in relation to teachers' morale?

The third question of this study was to assess teacher's perception whether or not the Head teacher's leadership style had affected the level of pupils' academic performance in their schools. The study began by asking the teachers their perception of their respective pupils' level of academic performance. The findings are presented below.

4.5.1 Perception of level of pupils' academic performance in the school

The teachers were asked to state the level of pupils' academic performance in their school and their responses are shown in Table 4.19 below.

Table 4.19 Percentage of teachers who reported the level of pupils' performance by Head teacher's leadership style

Level of performance of pupils in the school		Democratic	Autocratic	Laissez faire	Total
	Very good or good	63 (59%)	6 (6%)	1 (1%)	70 (66%)
	Satisfactory	28 (26%)	2 (2%)	3 (3%)	33 (31%)
	Unsatisfactory	0 (0%)	3 (3%)	0 (0%)	3 (3%)
Total		91 (85%)	11 (11%)	4 (4%)	106 (100%)

The majority (70%) of the teachers reported that the performance of the pupils in their respective schools were either very good or good. On the other hand, 33% reported that their pupils' academic performance was satisfactory. Only 3% reported their pupils' performance as unsatisfactory. Of the teachers who reported their pupils' academic results as either very well or good, most (66%) were those who had reported that their Head teacher was democratic; 6% were those whose Head teacher was reportedly autocratic and 1% was those who had reported their Head teacher as laissez faire.

4.5.2 Perception that pupils' academic performance was due to teacher morale

The study sought to find out if teachers perceived that pupils' performance was due to teacher's morale. Table 4.20 below presents the teachers' response to this question.

Table 4.20 Percentage of teachers who reported that pupils' academic performance was due to teacher morale by Head teacher's leadership style

Pupils' academic performance is due to teacher morale		Democratic	Autocratic	Laissez faire	Total
	Agree	67 (63%)	8 (8%)	1 (1%)	76 (72%)
	Disagree	13 (12%)	2 (2%)	2 (2%)	17 (16%)
	Undecided	11 (10%)	1 (1%)	1 (1%)	13 (12%)
Total		91 (85%)	11 (10%)	4 (4%)	106 (100%)

With regard to the statement that pupils' academic performance was due to teacher's morale; the majority (72%) of the teachers agreed; 16% disagreed, and 12% were undecided. Of those teachers who agreed that pupils' performance was due to teacher morale, most of them (63%) were those who had reported that their Head teacher was democratic; 8% were those who had reported their Head teacher was autocratic, and 1% were those who had reported their Head teacher was laissez faire.

During interviews, teachers reported that a Head teacher's leadership style had an effect on the level of teachers' morale; which in turn has an effect on the level of effort a teacher would opt to put in. In turn, this has an effect on the pupils' academic performance. According to some teachers, such effect of different leadership styles is illustrated when one Head teacher is transferred and is

replaced by another. For example, a Head teacher may involve his/her teachers in decision-making, while another may not. The effect of such contrasting leadership styles will differently affect the teachers' morale and subsequently the effort they put in, and ultimately, their learner's academic performance. Some of the teachers, because of low morale, would not even have the enthusiasm to teach. Even when the teachers go to teach, they would not be able to do it to a level that would produce the expected good academic performance. Teachers felt that a Head teacher's interaction and relationship with the teachers should be impartial otherwise, the teachers who feel discriminated against will not teach to expectation. For example, while incentives and delegation of responsibilities was a factor that motivated teachers, it also served to demotivate some of the teachers who perceived that they were being unfairly left out of the incentives or delegation of responsibility.

In one way or the other, it is motivating when teachers participate in decision-making. They do better and even work harder to achieve the goals of their institution (Teacher, School 2)

The morale of teacher's who are not given responsibilities is affected. When going to class, I ask myself why I should go to class; considering that only a few teachers are recognized. It's even affecting the teaching itself (Teacher, School 5)

Low morale will have a negative effect on the performance of pupils because a teacher who is not motivated will not deliver according to expectation ...I have been at this school for a long time now and at one time, we had a constant 100% pass rate at grade 12 for almost ten years. Due to changes in leadership, the pass rate has come down to 97%. If the teachers' morale was high; a lot of things could improve. (Teacher, School 1)

In some cases, the incentives which good-performing teachers received from the Head teacher served as motivation for other teachers to equally work hard. Similarly, some teachers, seeing some of their colleagues being appointed to some of the committees in the school, also want to work hard so that they may be recognized by the Head teacher and equally be appointed to such committees.

I'm also working hard because it's not good to see your friends working hard and always being applauded while you sit back, relax and be seen as if you do not know what you are doing. Therefore, it makes me to want to work hard as well (Teacher, School 6)

In my opinion, I would say that since she delegates and tells members of staff to do certain things, it has made me to work hard because I want to be part and parcel of the committees and I do not want to be left behind (Teacher, School 4)

In a few instances, teachers reported that pupils' academic performance was a result of other factors some of which were beyond the Head teachers control such as salaries, teacher-pupil ratio, as well as the type and reputation of the school, the quality of pupils being enrolled in the school and infrastructure of the school.

There are many other factors, nothing to do with general administration, which could affect academic performance such as over-enrolment in classes and teacher remuneration (Teacher, School 2)

The moral is average because the pupils' parents don't even bother to ask why their son's academic performance is poor (Teacher, School 4)

The performance at this school is brand-driven. The pupils selected to this school are among the cream of the nation; there is good infrastructure and the pupil population is low. Performance is therefore not necessarily because the teachers are motivated. Even when they are not motivated; given the context of this school, pupils' performance may still be good (Teacher, School 6)

While it was pointed out that other factors contributed to pupils' academic performance such as supervision, infrastructure and salaries or pupils' own attributes, some Head teachers attributed pupils' academic performance to teachers' morale. They are argued that teachers with high morale will go to greater lengths to ensure that they execute their duties.

When teachers are motivated they attend to their duties...Even if they stay very far and don't have money for transport, they will find means to come to teach (Head teacher 4)

Pupils' performance is very high due to the teachers' morale. The teacher is the key factor in the child's performance (Head teacher, School 7)

Sometimes teacher morale can improve the performance but at the same time performance has to do with the pupils. No matters how much you put in as a teacher, if the pupils are not interested there is nothing you can do (Head teacher, School 8)

Generally, Education Managers also agreed that Head teachers' leadership style affected the academic performance of their pupils. This was because high morale increased the effort put into their work just like low morale decreased the effort put in. Such leadership led to harmony and happiness among the teachers and they looked forward to reporting for work. Some Education Managers attributed good learner performance to the fact that many pupils underwent private tuition when they were not in school. Some teachers were said to ask for transfers out of a school where they did not like their Head teacher's leadership style. Other Education Managers argued that when teachers are not consulted or involved in the running of the school, they do not feel appreciated or not valued and consequently, they become frustrated, resentful and were less likely to contribute towards improving pupils' academic performance.

The teachers' morale will be affected and the output will not be as much because the teachers' morale is low. They will be demotivated. Some teachers have applied to be transferred when they have not liked the Head teachers' leadership style (Education Manager 2)

The pupils' performance can be attributed to many factors including government efforts in providing materials and to the effort of the teachers as well as the manner in which these teachers are supervised by the Head teachers through their leadership styles. (Education Manager 2)

4.5.3 Pupils' academic performance and head teachers' leadership style

Table 4.21 Percentage pass rate by school (Grade 12 - school certificate)

School	2011	2012	2013	2011-2013	Reported leadership style	Reported level of morale
	Pass %	Pass %	Pass %	Average %		
1	53	50	49	51	Autocratic	Low
2	65	62	56	61	Democratic, Autocratic & Laissez faire	High
3	68	63	64	65	Democratic	High
4	64	64	65	64	Democratic	High
5	49	49	43	47	Laissez faire	Low
6	98	100	96	98	Democratic, Autocratic & Laissez faire	High
7	62	59	62	61	Democratic, Autocratic & Laissez faire	High
8	55	58	60	58	Laissez faire	Low

Table 4.21 shows the results per school, of learners who obtained school certificate, at Grade 12 level. The table shows that the schools with higher learners' academic results at Grade 12 level were those in the schools where the head teacher was reported to be using either democratic leadership style or a mixture of democratic, autocratic and laissez faire leadership styles.

CHAPTER FIVE

5.0 DISCUSSION OF THE FINDINGS

5.1 Overview

In this chapter, findings on leadership styles and their effects on teachers' morale and pupils' academic performance are discussed. The findings are discussed in accordance with the three objectives.

5.2 Objective 1: "To establish practices of Head teachers"

The first objective of the study was to identify the leadership styles of Head teachers. According to the findings from the teachers and Head teachers involved in this study, three leadership styles namely democratic, autocratic and laissez faire were being used by Head teachers.

5.2.1 Head teachers' varied choices of leadership styles

This study found that there was no uniformity in the choice and use of leadership style by the Head teachers. For example, Education Managers revealed that the type of leadership style used by the Head teachers differed from one school to another and they reported being easy, by observation, to identify schools that were administered democratically, autocratically or laissez faire. It was common to find, within the same locality, schools that were being administered by different leadership styles.

5.2.2 Use and role of democratic leadership style

The most common leadership style being used by Head teachers in schools was democratic. These findings agree with the findings by Adeyemi and Bolarinwa (2013), and by Andende (2016) that democratic leadership style was the most dominant in the schools that she investigated. It may not be very certain why democratic leadership style is common but it may be because this leadership is associated with better teacher performance and culminating in improved learner academic performance (Nsunguba 2003; Salukatula 2010; Chafwa 2012; Adeyemi and Bolarinwa, 2013). Teachers reported that democratic leadership style was being used in view of the fact that the Head

teacher delegated authority. This is in agreement with the assertion by the Ministry of Education (2008) that a democratic leader consults with subordinates on proposed actions and encourages participations. Most of the Head teachers reported that they consulted and assigned duties to their subordinates through various school structures. During focus group discussions with teachers, participants indicated that their Head teachers worked through different committees, decisions were made through consultations and followed the school structures starting from the heads of department, section heads, senior teachers, teachers, prefects and pupils. The Education Managers also asserted that Head teachers practiced democratic type of leadership because the majority of them allowed subordinates to take part in decision making, through consultation and worked through committees. As a matter of caution, Head teachers may be so people-oriented; more concerned about building relationships at the expense of achieving results.

5.2.3 Use and role of autocratic leadership style

Findings from the current study revealed that autocratic style of leadership was less used. This is perhaps explained by Mwanza (2004) and Chafwa (2012) who argue that the use of such leadership style as autocratic deems a school less effective. For some Head teachers however, autocratic leadership served a purpose and seemed to be especially reserved for specific occasions such as to curb unprofessional behavior among some teachers. During such contexts, autocratic leadership was effective. Such perhaps were the occasions which Adeyemi and Bolarinwa (2013) attributes improved teachers' job performance to autocratic leadership style. A similar study by Adeyemi (2010) on Principals' leadership styles and teachers' performance found that although the democratic leadership style was the most commonly used, teachers' job performance was better in schools with Principals using autocratic leadership styles. Some Head teachers seemed to use autocratic leadership style for its own sake rather than to positively serve a purpose. This was the case in the school where the Head teacher set the school goals alone and fended off any advice. This situation is best described by the definition of an autocratic Head teacher (Ministry of Education 2008) as a leader who determines the policy alone and assigns duties to members of staff without consulting them. Such leadership is also appropriately described by (Mbamba 1992) when he points out that autocratic leadership is based on threats, commands, punishment, expectation of compliance, and withholding of reward. As a result of autocratic leadership, workers do their work because of fear of their managers. In support of this argument, the Ministry

of Education (2008) points out that some Head teachers are task-oriented and normally use force to get tasks done.

5.2.4 Use and role of *laissez faire* leadership style

Unlike the findings by Mwape (2013) *laissez faire* style of leadership was one of the most commonly used leadership style, the *laissez faire* style seemed to have been the least used. This however does not imply that Head teachers do not use this style. Schools that used *laissez faire* leadership style were defined by a level of lawlessness among the teachers such as learners having no invigilators because the teachers responsible were either late or did not report for work, without the Head teacher following them up to reprimand them. The same can be said about the school where the Head teacher was reported as not making effort to follow up on assigned tasks or in another school a Head teacher left those who were unwilling to do the tasks they were requested to but shifted the tasks to those teachers who were willing to do them. While *laissez faire* leaders give their subordinates a higher degree of freedom in doing things, in some cases, those Head teachers in these schools seemed to have given far too much freedom to the extent that it was being abused by some of the teachers. This perhaps explains why Chafwa (2012) states that *laissez faire* leadership styles have negative impact on the teachers.

5.2.5 Use and role of *mixed* leadership style

In some cases, Head teachers used a mixture of all the three or any two of the three styles in most cases, they were not as stand-alone styles but as a combination with democratic leadership style. For example, a Head teacher could be autocratic in one instance and *laissez-faire* in another instance. Mbamba (1992) argues that the style of leadership is dependent on the context. For instance, an emergency may call for the use of autocratic style while social matters may call for *laissez-faire* style. This combination of leadership styles confirms other views (Adeyemi and Bolarinwa 2013; Andende 2016) that learner performance improves when a Head teacher mixes leadership styles. Similarly, Mbamba (1992) classifies leadership style on the basis of applying a combination of the three basic styles', autocratic, democratic and *laissez faire*. Mbamba goes further to say that the choice of leadership style is contextual. Both the Head teachers and Education Managers agreed that the leadership style to use depended on the situation. This meant that the Head teacher could change the leadership style as he or she saw it fit. Such combination of leadership styles reveals the complementary rather than conflicting nature of the three styles

and the important thing is knowledge about them so as to enable the adoption of each one at the appropriate context and time.

5.3 Objective 2: “To establish effects of leadership styles on teachers’ morale”

The second objective of the study was to establish the effects of leadership styles on teachers’ morale. The findings from the teachers, Head teachers and Education Managers indicated that the Head teacher’s leadership style had effects on the teacher’s morale. Wentworth (1990) as cited in Rowland (2008) asserts that schools whose management exhibit particular types of leadership styles are bound to influence their teaching staff. Further, Benley and Rempel (1980) as cited in Rowland (2008) define morale as “the professional interest and enthusiasm that a person displays towards the achievement of individual and group goal in a given job situation”. The findings further revealed that the teachers were affected differently as individuals. Depending on the leadership style, the effects were either positive; resulting in increased teacher morale or negative; resulting in decreased teacher morale. It is important therefore, for the Head teachers to ensure that their styles produce effective teaching and quality education.

5.3.1 Positive effect of leadership styles on teachers’ morale

The study revealed that in schools where the Head teacher was democratic, teachers’ morale was high. The Head teacher used the school structures and committees to work and make decisions, consulted the teachers, treated them with respect and involved them in decision-making; there was frequent communication and harmony in the school. The teachers taught happily, looked forward to reporting for work and their output was higher. According to the teachers, commitment was associated with well-motivated teachers who enjoyed their work. As Cole (2004) observes, in their actual behavior, leaders must connect with, and have a positive attitude towards their subordinates. Cole’s observation is supported by Koontz et al (1985) who see leadership as the ability to influence the teachers so that they strive willingly and enthusiastically towards the achievement of the group’s shared goals.

Findings further revealed that some Head teachers were conscious of their role and deliberately set out to put in measures for increasing their teachers’ morale. They greeted their teachers in a way that showed that they cared. This was unlike in one school, for example, where the Head teacher was perceived to greet them merely for its own sake and being distant to the teacher for

the rest of the day. Democratic Head teachers showed and expressed appreciation for their teachers' commitment and efforts and also showed interest in their issues including their personal problems. In Tanzania, Nguni, Slegers and Denesson (2006) found that to motivate the teachers, a Head teacher needed to provide simple rewards such as financial compensation. This is an indication that in this type of leadership, motivation is also done through simple rewards as exchanging work for financial, material and even emotional compensation.

The exchange of work for financial, material and emotional compensation was happening in some schools where Head teachers were reported to be providing tea and sometimes even lunch; awarded deserving teachers, paid monthly allowances, bought for them, attires during teachers and women's day, including paying for an outing; sponsored teachers for higher academic and professional qualifications, gave transport refunds to teachers who were on duty, gave teachers soft loans, and provided teaching and learning materials. Such is the situation that Burns (1978) brings to the fore when he points out that leadership depends on the relationships that Head teachers build and the extent to which they allow for the sharing of values among all the staff. These study findings are also in line with the findings by Andrew, Porks and Nelson (1985) as well as by Nguini, Slegers and Denesson, both cited in Rowland, (2008) who established that in schools with high morale levels, Principals were outgoing, friendly, organized, enthusiastic, available, fair and good listeners; that the behaviour of such Principals had positive correlation on teacher morale.

According to Harris et al (2003), leadership leads to purposeful change in a direction towards aspirations and shared purposes. This was seen in some of the Head teachers who ensured the presence of clearly articulated and written objectives, vision and mission statements which, according to their own views, would enable all the teachers to move together in all the school programmes and goals.

5.3.2 Head teacher's academic and professional qualifications and experience

Head teachers as well as Education Managers felt that Head teachers' academic and professional qualifications and work experience contribute to improved leadership. The Head teachers interviewed had, in total, an average of 5 years' experience and all had at least a first degree. In addition, all except one had undergone a course in education management. From the Education

Managers' perspectives, there was a big difference between schools where the Head teachers had undergone a management course and schools where the Head teachers had not. Schools where the Head teacher was trained were better managed than schools where the Head teacher was not trained. Such Head teachers' academic and professional qualifications implied that they had obtained the education, skills and ability to manage their respective schools in a way that improved their teachers' morale. Maliwatu (2010) argues that training plays an important role in improving an individual's leadership roles.

5.3.3 Negative effect of leadership styles on teachers' morale

The study findings revealed that in schools where Head teacher were autocratic, they were less likely to consult and delegate. This was the case, for example, in one school where the Head teacher was reported to setting goals alone and expected everyone to simply comply without question. In such a situation, teachers were affected negatively; resulting in low teacher morale because, as it was reported, teachers did not like being commanded and that they felt excluded. As a result, they were less likely to support school programmes and thereby making it difficult to achieve the Head teacher's set goals.

The study findings further revealed that the laissez-faire type of leadership reported in some schools equally affected the school negatively. For instance, teachers were not adequately supervised, guided and monitored. As a result, they reported late for work and even just did not report for work. They were expected volunteer for tasks but which they did not do and as a result, work was not done. When they did volunteer, it was the same teachers all the time and as a result, the teachers who were always volunteering perpetually had a heavy workload; which had negative impact on the classroom delivery. Those teachers who were not involved in any school activities by choice were left scot free without reprimand and this demotivated those who were always working. When the Head teacher delegated tasks, it lacked adequate follow-up. As a result, the teachers had a poor perception of their Head teacher as they believed that he/she did not do his/her job. It is perhaps for this reason that Adeyemi and Bolarinwa (2013) do not advocate for the use of laissez faire type of leadership as they believe it does not enhance learner performance. Findings by Mwanza (2004) seem to confirm this scenario by arguing that schools where the Head teachers practice laissez faire type of leadership were not among the most effective.

Demotivated teachers were also found in schools where the Head teacher was perceived to be unfair such as favouring some teachers and overlooking the rest. There was some trace of absenteeism, quarrelling among themselves, witch-hunting, suspicion and a few of them were labelled as the Head teacher's eyes. As a result, some teachers did not look forward to reporting for work. They reported late for work late and left the station anytime they wanted to. Such scenario is adequately described by the Ministry of Education (2008) that laissez faire leaders use very little power and give subordinates a more freedom to do almost all they want to do. Such type of leadership therefore have few rules, if any at all. A laissez faire leader is a mere figure head, often has little authority and subordinates seem to be let to establish their own goals. The above study findings seem to confirm the view by Benell (2004) that such an environment leads to a demotivated teacher whose standards of professional conduct become affected negatively, including poor job performance, absenteeism, lateness, low time on task and general misbehavior.

5.4 Objective 3: "To establish teachers' views on the pupils' performance in relation to teachers' morale

The third objective of the study was to establish teachers' views on the pupils' performance in relation to teachers' morale.

5.4.1 Teachers' perceptions on their own job performance

According to the study findings, the majority of the participants agreed that pupils' performance at any level was due to the teachers' input as they were known to be drivers who provided direction. They also believed that teachers' morale had an effect on pupils' performance in the sense that when teachers were motivated, they attended to their duties positively. On the other hand, when teachers were demotivated, their input would be less and they tended to give various excuses for their poor delivery in class; citing, for instance, problems such as transport, accommodation, inadequate teaching and learning materials, or inadequate incentives.

The above findings are in line with Bame's (1991) study in Ghana about teacher satisfaction and dissatisfaction which revealed that teachers attached more importance to relationship with supervisors and that poor relationship with Head teachers caused dissatisfaction among teachers and which affected their job performance.

Kelly's (1991) study also agrees with the above findings by revealing that teachers were relatively well educated and trained but were a demoralized body. This suggests that contrary to the assertion by Maliwatu (2010) that training plays an important role in improving an individual's job performance, it may not always be the case. In addition however, Lester (1990) cited in Rowland (2008) points out that the Principal is the key figure in raising teacher morale and commitment. Therefore, it could be argued that while the training the teachers receive is important for improving job performance, training alone is not adequate for ensuring effective teachers' job performance. Hence teachers' morale is also related to the kind of administrative, financial, material and emotional support that they are provided with by their Head teacher.

Just as the training that the teachers receives is important for their job performance, so is the training that the Head teacher receives. This is because Head teachers need such training to be able to effectively lead their schools. To such training can be added "experience" since it also adds to one's training. Most of the Head teachers had risen from the position of Deputy Head teacher, to that of Head teacher, implying that they possessed knowledge gained through that experience. However, some of them may still have been inadequate with regard to the effective running of their schools; implying that their experience coupled by their training may not be adequate. For instance if they had worked as Deputy Head teacher under a Head teacher with poor leadership skills, it may imply that they would end up copying that Head teacher's leadership style; believing that was how a school should be managed. This therefore puts to question, the assertion by Maliwatu (2010) that training, in this case, experiential training, plays an important role in improving an individual's job performance. In some cases, a Head teacher may need more than training. For example, just as a teacher needs professional and administrative support (Ministry of Education 1992), so does a Head teacher.

5.4.2 Teachers' perceptions on their pupils' academic performance

Regarding pupils' performance in the province, the majority of the participants reported that the results at Grade 12 level were "good", "very good" and "satisfactory", in that order. None of the participants reported that their pupils' performance was "unsatisfactory". "Good" and "very good" performance was attributed to the hard working teachers who were under democratic leadership styles of their Head teachers. The Education Managers revealed that the provincial office also

ensured that the Head teachers were also motivated through various incentives including re-training them in short and long management courses. In certain cases, the Head teachers were encouraged to learn from others who were doing well by encouraging education tours. This had proved to help Head teachers improve their leadership and consequently, their respective teachers' morale and in turn, their job performance and consequent learner performance.

Although the current study's findings revealed that "good" and in certain cases "very good" learners' academic performance was mainly attributed to high teacher morale, some participants had different views. For example, one of the Head teachers attributed good learners' performance in her school, not only to high teacher morale, but also to strengthened monitoring of the teachers. It was also revealed that other than high teacher morale, there were other factors which help improve learners' academic performance but which were beyond the Head teachers' leadership style. These include factors such as improved infrastructure, improved salaries, and adequate accommodation for teachers. Other factors that were reported to contributing towards learners' improved academic performance were discipline among the learners as well as controlled class enrolment. These findings confirm the assertions by Lungwangwa and Mwikisa (1998) whose findings revealed that teachers' morale had lowered because of low salaries, poor accommodation and reduced status in the community. Further, Hindt's study, which aimed to find out whether positive or negative teacher morale has an effect on learners' academic performance found that the improvement of learners' academic performance is a factor that should also consider staff development and the reduction of the number of learners by reducing the number of learner enrollment as well as ensuring lower student-teacher class ratios.

5.5 *Theoretical perspectives of findings*

In line with Martin Evans' Path Goal Theory, findings of this study revealed that the level to which the head teacher motivated the teachers to improve their performance (Yukl, 2006). In schools where the head teacher was perceived to be democratic, major decisions were made after consulting the teachers and teachers felt respected and valued and as argued by Cole (2002), this inspired the teachers to perform better. The Path Goal Theory expects the head teacher to be empathetic and show concern for the teachers' welfare and wellbeing and to remove or reduce obstacles that prevent the teachers from being enthusiastic to working hard accomplishing their

tasks. This was revealed in this study by those head teachers who had strong professional and personal relationship with their teachers and able to adequately deal with those teachers' personal and professional needs.

The Path Goal Theory's also argues that when a head teacher has a poor relationship with the teachers, it is likely to yield teacher dissatisfaction and this will lead to low teacher morale. This was seen, for instance, in the schools where the head teacher was reported to be autocratic or laissez faire. Teacher motivation and performance in such schools were perceived to be low. The Path Goal Theory sees such leadership style as Directive; mainly because the head teachers simply gives directions irrespective of their other's opinions and the effects of such directives.

The Path Goal Theory attaches importance to context in determining the choice of leadership style. The theory perceives that a Head teacher should adopt different leadership styles according to the prevailing school's context. Therefore, the theory expects a head teacher to be flexible and appropriately change his/her leadership style to suit the school's changing environment. Such a case was found in schools where the head teacher was using a mixture of democratic, laissez faire and autocratic leadership styles.

5.6 Summary

In this chapter the findings generated from the study have been discussed. The findings have been discussed in relation to the objectives that the study sought to achieve. In the proceeding chapter we present the conclusion and recommendations made by the researcher.

CHAPTER SIX

6.0 CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This chapter presents the conclusion and the recommendations of the study. The chapter further suggests a number of areas where further research is needed.

6.2 Conclusion

In general, the study revealed that three leadership styles were being used by the Head teachers; namely democratic, autocratic and laissez faire. The study further revealed that the most commonly leadership style being used by the Head teachers as indicated by the participants was democratic. However, in certain cases the Head teachers combined the leadership styles this depended on the situation

As regards to the question which sought to find out the effects of different leadership styles on teachers' morale, the study confirmed that a Head teacher's leadership style could affect the morale of teachers in a positive or negative way. For instance some participants revealed that their Head teacher was democratic because they were always consulted on issues pertaining to the school and by so doing they felt they were part of the school and this affected them in a positive way. On the contrary some Head teachers were reported to be autocratic or laissez faire as they did not consult and most of all making everything compulsory as well as allowing scot free cases without reprimanding those who could do anything they felt like doing without the Head teacher's authority. So this affected the teachers' morale in a negative way.

The study further revealed that the participants i.e. the teachers, Head teachers and Education Managers were of the view that the morale of the teachers was high since majority of the Head teachers were democratic and because of their democratic leadership style they delegated authority, provided direction, created a conducive atmosphere for teaching and learning, there was frequent communication and interaction, provided effective supervision, showed and expressed appreciation for teachers commitment and effort through various incentives, showed interest in

teachers issues including personal problems and there were clearly articulated and written objectives, vision and mission statement.

The findings of the study have confirmed that the participants were of the view that pupils' high performance in the schools was due to high teacher morale since teachers were viewed as drivers who direct pupils and that when teachers' morale is high they would want to come for work and deliver their lessons effectively. So generally, the participants agreed that the type of leadership practiced by the Head teacher had an effect on the teachers' morale which in turn affected pupils' performance. In a nutshell, this study has confirmed that leadership practices have an effect on teacher morale positively or negatively.

6.3 Recommendations

In view of the findings stated above the following recommendations are made.

1. There is need for the Head teacher to use a leadership style that will depend on the prevailing situation and the context in which it is being used or a combination of different leadership styles to avoid demotivating the teacher or being undermined by the subordinates.
2. Head teachers to ensure that all the teachers were involved in decisions pertaining to school programmes by use of committees as expressed by participants during interviews and Focus Group Discussions.
3. The Ministry of Education through the Directorate of Standards and curriculum in conjunction with the Directorate of Teacher Education to support school leadership training especially to newly appointed heads of schools and to include leadership training as one of the qualifications to be considered for an appointment or confirmation in appointment as a Head teacher.
4. Education Managers should routinely monitor the Head teachers on the leadership styles used and its effects on the teachers, learners and academic performance.
5. Pre service teacher education programmes to include school leadership courses

6.4 Recommendations for future research

For future studies the following are recommended

1. There is need to find out whether Head teacher's leadership style has an effect on teacher's job performance.

ANNEXES

Annex 1: Leadership practices/styles - Questionnaire for teachers

Please circle the letter of your choice according to the question as appropriate

1. Sex
 - A. Male
 - B. Female
2. Age
 - A. 20-25
 - B. 26-30
 - C. 31-35
 - D. 36-40
 - E. 41-45
 - F. 46-50
 - G. Above 50
3. Highest academic/professional attainment
 - A. Certificate
 - B. Diploma
 - C. First Degree
 - D. Masters Degree
4. How many years have you been teaching?
 - A. 0-5
 - B. 6-10
 - C. 11-15
 - D. 16-20
 - E. 21-25
 - F. Above 25
5. How many years have you been teaching in this school?
 - A. 0-5
 - B. 6-10

- C.** 11-15
 - D.** 16-20
 - E.** 21-25
 - F.** Above 25
6. Your impression of the school has improved from the first time you came to this school
- A.** Strongly Agree
 - B.** Agree
 - C.** Undecided
 - D.** Disagree
 - E.** Strongly Disagree
7. You have asked or thought of asking for a transfer from this school
- A.** Strongly Agree
 - B.** Agree
 - C.** Undecided
 - D.** Disagree
 - E.** Strongly Disagree
8. Teacher's morale in this school is high
- A.** Strongly Agree
 - B.** Agree
 - C.** Undecided
 - D.** Disagree
 - E.** Strongly Disagree
9. Which of the following leadership styles do you think your Head teacher uses?
- A.** Democratic
 - B.** Autocratic
 - C.** Laissez faire
10. The school has a clearly articulated and written objectives, vision and mission statement
- A.** Strongly Agree
 - B.** Agree
 - C.** Undecided
 - D.** Disagree

- E. Strongly Disagree**
11. There is frequent communication between Head teacher and teachers
- A. Strongly Agree**
 - B. Agree**
 - C. Undecided**
 - D. Disagree**
 - E. Strongly Disagree**
12. Decisions about school matters are at after consultation with teachers
- A. Strongly Agree**
 - B. Agree**
 - C. Undecided**
 - D. Disagree**
 - E. Strongly Disagree**
13. Head teacher provides direction to his/her teachers
- A. Strongly Agree**
 - B. Agree**
 - C. Undecided**
 - D. Disagree**
 - E. Strongly Disagree**
14. Head teacher provides effective supervision of teachers
- A. Strongly agree**
 - B. Agree**
 - C. Undecided**
 - D. Disagree**
 - E. Strongly Disagree**
15. Head teacher creates a conducive atmosphere for teachers to willingly and enthusiastically strive towards achievement of group goals
- A. Strongly Agree**
 - B. Agree**
 - C. Undecided**
 - D. Disagree**

- E. Strongly Disagree**
16. The Head teacher is approachable by all staff
- A. Strongly Agree**
 - B. Agree**
 - C. Undecided**
 - D. Disagree**
 - E. Strongly Disagree**
17. The Head teacher delegate authority
- A. Strongly Agree**
 - B. Agree**
 - C. Undecided**
 - D. Disagree**
 - E. Strongly Disagree**
18. The Head teacher is full of commands and expects compliance from everyone without question
- A. Strongly Agree**
 - B. Agree**
 - C. Undecided**
 - D. Disagree**
 - E. Strongly Disagree**
19. Head teacher interacts with subordinates often
- A. Strongly Agree**
 - B. Agree**
 - C. Undecided**
 - D. Disagree**
 - E. Strongly Disagree**
20. Head teacher is able to meet teachers' needs and expectations
- A. Strongly agree**
 - B. Agree**
 - C. Undecided**
 - D. Disagree**

- E. Strongly Disagree**
21. Head teacher is very fair to all teachers in the same way all the time
- A. Strongly agree**
 - B. Agree**
 - C. Undecided**
 - D. Disagree**
 - E. Strongly Disagree**
22. Majority of the teachers are well motivated
- A. Strongly Agree**
 - B. Agree**
 - C. Undecided**
 - D. Disagree**
 - E. Strongly Disagree**
23. Head teacher attends to professional and personal needs of teachers
- A. Strongly Agree**
 - B. Agree**
 - C. Undecided**
 - D. Disagree**
 - E. Strongly Disagree**
24. Head teacher treats teachers with respect
- A. Strongly Agree**
 - B. Agree**
 - C. Undecided**
 - D. Disagree**
 - E. Strongly Disagree**
25. Teachers have professional interest and enthusiasm toward achievement of school goals
- A. Strongly Agree**
 - B. Agree**
 - C. Undecided**
 - D. Disagree**
 - E. Strongly Disagree**

26. Teachers are free to speak their minds and advise the Head teacher
- A. Strongly Agree
 - B. Agree
 - C. Undecided
 - D. Disagree
 - E. Strongly Disagree
27. There is excellent academic and social progress among pupils from this school
- A. Strongly Agree
 - B. Agree
 - C. Undecided
 - D. Disagree
 - E. Strongly Disagree
28. There is adequate supply of teaching learning materials
- A. Strongly Agree
 - B. Agree
 - C. Undecided
 - D. Disagree
 - E. Strongly Disagree

Thank you for your time.

Annex 2: Leadership practices & leadership styles – Interview guide for teachers

1. What do you think is teachers' attitude towards work in this school? Why is this so?
2. What management style does your Head teacher practice in your school?
 - a. How effective do you think it is? Why do you think so?
 - b. How do you think this management style has affected teacher morale/motivation?
 - c. **(Ask depending on what is mentioned in 'b' above)** What do you think about other management styles such as...?
 - i. Democratic
 - ii. Autocratic
 - iii. Laissez faire
3. What are your comments on:
 - a.
 - i. Teaching staff
 - ii. Number of teaching periods
 - iii. Teaching and learning resources
 - iv. Promotions
 - v. Continuous professional development?
 - b. Do you think these issues have affected the motivation and morale of the teachers in your school? Why do you say so?
4. Has your Head teacher attempted to increase teacher motivation and morale in your school? Why do you say so?
5. Does your school have various committees?
 - a. How active are these committees?
 - b. Do these committees have scheduled meetings? If so, how often do they meet?
 - c. What do you think is the major role that your Deputy Head teacher play in your school?
 - d. How frequent are meetings for heads of departments? If not frequent, why?
 - e. How often do you have general staff meetings? Do you consider the frequency of your staff meetings as adequate, inadequate or more than adequate?
6. Do you think Head teachers can improve their teachers' motivation and morale? How?

7. How has your Head teacher practically attempted to increase teacher motivation and morale in your school?
8. What do you think can be done to improve teacher motivation and morale in the school?

Annex 3: Leadership practices & leadership styles – Interview guide for Head teacher

1. What do you think is the attitude of teachers in this school towards work?
2. What management style do you practice in this school?
 - a. Why have you chosen this style of management?
 - b. How effective do you think it is? Why do you think so?
 - c. How do you think this management style has affected teacher motivation/morale?
 - d. **(Ask depending on what is mentioned in ‘b’ above)** what do you think about other management styles such as
 - i. Democratic
 - ii. Autocratic
 - iii. Laissez faire
3. What are your comments on:
 - a.
 - i. Teaching staff
 - ii. Number of teaching periods
 - iii. Teaching and learning resources
 - iv. Promotions
 - v. Continuous professional development
 - b. Do you think these issues have affected the motivation and morale of teachers in your school? Why do you say so?
4. Have you attempted to increase teacher motivation and morale in your school? Why do you say so?
5. Does your school have various committees?
 - a. How active are these committees?
 - b. Do these committees have scheduled meetings? If so, how often do they meet?
 - c. How frequent do you hold meetings with your Deputy Head teacher? If not frequent, why?
 - d. What do you think is the major role that your Deputy Head teacher plays in the school?
 - e. How often do you hold meetings with your heads of department? If not frequent, why?

- f. How often are general staff meetings held in your school? Would you consider the frequency of those staff meetings as adequate, inadequate or more than adequate?
- 6. Do you think Head teachers can improve teachers' motivation and morale? How?
- 7. What has been the practical role of your office in enhancing teacher motivation and morale?
- 8. What to you are the barriers to improving teacher motivation and morale?

Annex 4: Leadership practices & leadership styles – Interview guide for Education Managers

1. What is your opinion about current teacher motivation and morale in schools in Lusaka province/district?
2. What do you think are the factors that contribute to low teacher motivation and morale?
3. What have been the major issues of concern regarding the running of the school that your office has been handling?
4. What are your comments on:
 - a. Teaching staff
 - b. Number of teaching periods
 - c. Teaching and learning resources
 - d. Promotions
 - e. Continuous professional development
5. How do you think Head teachers have affected teacher motivation and morale in schools?
 - a. In the schools where teacher motivation and morale is low, how have Head teachers contributed to this?
 - b. In the schools where teacher motivation and morale is high, how have Head teachers contributed to this?
 - c. How have Head teachers contributed to improving teacher morale and motivation?
 - d. What leadership style do you think are mostly used by Head teachers in these schools? Why do you say so?
 - e. What do you say about the existence of democratic leadership in the schools?
 - i. How do you think this leadership style has affected teacher motivation/morale?
 - f. What do you say about the existence of autocratic leadership in the schools?
 - i. How do you think this leadership style has affected teacher motivation/morale?
 - g. What do you say about the existence of laissez faire leadership in the schools?
 - i. How do you think this leadership style has affected teacher motivation/morale?
6. Do you think Head teachers can improve their teachers' motivation and morale? How?
7. What has been your office's practical role in enhancing teacher motivation and morale?
8. What are the barriers to improving teacher motivation and morale?

REFERENCES

- Adeyemi, T. O. (1998) **School and teacher variables associated with the performance of students in the senior secondary certificate examinations in Ondo State Nigeria**
Unpublished PhD Thesis, University of Hull, England, United Kingdom
- Andende, N. (2016). **Head teachers' leadership styles and their effects on teachers' morale in selected primary schools of Zambezi district in the North- Western Province of Zambia**. Masters Dissertation. University of Zambia.
- Adeyemi T.O., Bolarinwa R. (2013) **Principals' Leadership Styles and Student Academic Performance in Secondary Schools in Ekiti State, Nigeria**. Department of Educational Foundations & Management, Ekiti State University. Nigeria: Ado-Ekiti.
- Aikman, S. and Unterhalter, E. (eds) (2005). **Beyond Access: Transforming Policy and Practice for Gender -Equality in Education**. Oxford: Oxfam Publications
- Balunywa, W.S. (2000). **A hand book of business management**. Kampala: Uganda Press.
- Bame, N. K. (1991). **Teacher Motivation and Retention**. Accra: Ghana University Press.
- Bell, L. (1989). **Management Skills in Primary Schools**. London: Routledge. Oregon.
- Blum, R.E (1990). **Effective Schooling Practices: A research Synthesis**. North West Regional Educational Laboratory Portland, Oregon
- Burns, J. M. (1978). **Leadership**. New York: Harper & Row
- Cole, G.A. (2002). **The administrative theory and workers' motivation**. Zante Institute of Administration Press Ltd: ABU Zaria, Nigeria

Commonwealth Secretariat. (1993). **Better Schools, Monitoring School Effectiveness**. London: Pall Mall.

Crowson, R. and Porter-Gehrie C. (1980). **The School Principalship: An Organizational Stability Role**. Paper presented at American Educational Research Association Annual Meeting.

Ester V. Gelizon E.V. et al. **School Administrators' Leadership Styles and Teachers' Morale in State Universities and Colleges of Eastern Visayas, Philippines**. International Journal of Sciences: Basic and Applied Research (2016). Vol 29, No 3, pp. 92-104.

Gelizon, E.V., Bentor S.S, Roland, A.N. **School Administrators' Leadership Styles and Teachers' Morale in State Universities and Colleges of Eastern Visayas, Philippines**,

Georginades W, D.H and Jones H.L. (1989). **A Review of Research on Head teacher and School Principalship in Developing Countries**. Washington: World Bank.

GRZ. (1996). **Educating Our Future National Policy on Education**. Lusaka: Ministry of Education.

House R.J. (1996). **Lesson, Legacy and a Reformulated Theory**. Leadership Quarterly, Volume 7 Number 3, pp. 323-352 JAI Press

Kanyungwa L.J. (2002). **Qualities of An Effective Teacher as perceived by Grade 12 pupils and Teachers in Selected Secondary School in Lusaka**. Master's Dissertation, Lusaka: University of Zambia.

Knight, A. P. (2004) Gary Shteynberg and Paul J. Hanges. "Path-Goal Analysis." Encyclopedia of Leadership. SAGE Publications.

[http://www.sagepub.com/sites/default/files/upm-binaries/67537 Northouse Chapter 6. pdf](http://www.sagepub.com/sites/default/files/upm-binaries/67537_Northouse_Chapter_6.pdf)

- Lewin, K. and F. Cailloids. (2001). **Financing Secondary Education in Developing Countries: Strategies for Sustainable Growth**. Paris: International Institute for Educational Planning/UNESCO.
- Maicibi, N.A. (2005). **Pertinent issues in management: Human Resource and Educational Management**, 1st Ed. Kampala: Net Media Publishers.
- Maliwatu, J. (2011). **In-service training for head teachers and its effects on their leadership practices: A case of lead teachers at the National In-Service Teachers' College, Chalimbana, Zambia**. PhD Thesis. University of Zambia, Lusaka.
- Mbamba, A.M. (1992). **Book of Readings in Educational Management**. Harare:
- Mwanza, P. (2004). **Teacher perception of school management practices and their influence on teacher performance in selected high schools of Lusaka**. Masters Dissertation. University of Zambia, Lusaka.
- Mwape, K. (2013). **A survey of head teachers' leadership styles and their effects on school climate in selected high schools in Northern Province**. Masters Dissertation. University of Zambia, Lusaka.
- Nsubuga, Y. (2003). **Analysis of Leadership Styles and school performance of secondary Schools in Uganda**.
- Okumbe. J. A. (1999). **Educational Management Theory and Practice**. Nairobi: Nairobi University Press.
- Oyedeji N.B. (1998). **Management in education principle and practice**. Lagos: ARAS Publishers.

Owen, K. (1995). **A three domain model of teacher and school executive career satisfaction.**

Retrieved from www.emmaraldnsight.com/insight/vview/contenton 09/23/2009.

Rowland, Keith. (2008). **The relationship of principal leadership and teacher morale.**

UNESCO Sub-regional Office. MCEwan, E.K (2003). **Ten Traits of Highly Effective Principals.**

From Good to Great Performance. Thousand Oaks, C.A: Sage.

.