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Investigating the most applied Head Teachers' Leadership Style in Motivating Teachers: The Case of Secondary Education Teachers in Kitwe District, Zambia

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Abstract

The purpose of the study was to investigate the most applied head teachers' leadership styles in motivating teachers' in secondary schools of Kitwe district, Zambia. The study was conducted using descriptive survey. Purposive and simple random sampling techniques were used to select 22 head teachers and 210 teachers respectively to participate in the study. Questionnaire instruments with Likert scale questions were used as research tools in collecting data from teachers and head teachers. To test reliability of the instruments, data set on the questionnaires were subjected to chronbach`s alpha (α) test statistics using statistical package for social sciences version.20 (SPSS 20). Data collected from the participants were quantitatively analyzed and presented into tables using SPSS 20. The results for this study show that head teachers frequently apply democratic leadership style as they allow teachers to express their feelings about how things should be done and they put suggestions made by staff members into operation. It is recommended that head teachers in secondary schools of Kitwe district should equally apply all the three leadership styles (democratic, laissez-faire and autocratic) without favoring only one type of leadership style. (184 words).

Keywords: *Head teachers' leadership styles, Teachers' motivation, Secondary education teachers, Kitwe district, Zambia.*

Introduction

Background Information

In recent years, issues of teachers' motivation and quality assurance have become a matter of debate and concerns in educational system and standards (Ofjebe & Ejugo, 2010). Teachers' motivation is a key to guaranteed quality education, as such influences quality and assurance in the education system. Without efficient and effective teachers in education industry, quantitative learning outcomes cannot be achieved. It is very important to motivate teachers properly in order to enhance quality in education system (Ofjebe & Ejugo, 2010).

Leadership plays a vital role in the school effectiveness and school improvement and this importance has always been emphasized by the researchers from the school effectiveness and school improvement (Kuvale, 2016). Good school-based management requires effective school leadership where by, school head teachers are able to handle school environmental interaction (Machumu & Kaitila, 2014). Head teacher's leadership styles and teacher's motivation are two very important factors of the work of the school that is enhanced by head teachers and teachers.

The style of leadership from the head teacher is of great importance for the performance of teachers in schools. The school head teacher ensures that there is exertion of influence and provision of direction on teachers in order to achieve the school goals (Kinyanjui & Orodho, 2014). It is against this background that this study sought to investigate the most applied head teachers' leadership styles in motivating teachers' in secondary schools of Kitwe district, Zambia.

Literature review

Leadership is viewed as the social influence process through which one individual exerts influence intentionary over others to structure the behaviors and relationship within a group or an organization such as a school (Ukaidi, 2016).

Ukaidi (2016) further expressed that organizational productivity, such as fora school is dependent on the leadership style adopted. Leadership style is the pattern of behaviors which is engaged in by a leader when dealing with the employee (Chua et al., 2018).

Lewin led a number of researchers to identify different leadership styles. The researchers identified three major leadership styles and these are Autocratic (authoritarian), democratic (participative) and Laissez leadership styles. In order to achieve the school goals the leader should use all the three leadership styles, with one of them being dominant, bad leaders tend to stick with one style of leadership (Kinyanjui & Orodho, 2014).

Ukaidi (2016) defined autocratic leadership style as one in which a leader gives orders and demands that should be carried out by the staff members. In this leadership style no questions are allowed and no explanations are given. Study conducted by Probst & Raisch (2005) found out that autocratic leadership style causes leaders to possess too much power which can resort to negative implications to the performance of an organization such as a school. Probst & Raisch (2005) further expressed that autocratic leadership style limits potentials of other members to excel and thus, discourage employee participation and contributes to low level of job satisfaction and trust in an organization.

Ojokuku et al. (2012) expressed that democratic leadership style is one where decision making is decentralized and shared by the subordinates. It encourages members of an organization to be part of the decision making. Amir et al. (2017), in their research found out that democratic leadership style is friendliness and helpfulness among the members of an organization. Democratic leadership style promotes the participation of staff in decision making (Raelin, 2012).

On laissez-faire leadership style, Muhammed et al., (2015) stressed that Laissez-faire leadership is the one in which the manager provides little or no direction and gives members of an organization as much freedom as possible. All authority or power is given to the employees and they must determine goals, make decisions, and solve problems on their own. Leaders who adopt Laissez-faire leadership style exercise little control over the followers who have freedom to carry out their assigned tasks without direct supervision.

Relationship between teacher motivation and head teachers' leadership styles

Motivation is important in ensuring that an individual get successful in achieving the established goals (Franklin, 2016). Graffari et al., (2017) stressed that motivation in organization is important and is needed for improving the performance of employees in an affirmative manner. Motivational encouragement of work force contributes to a higher quality of human resources and better performance in organizations (Graffari et al., 2017). Employee motivation is very important for organizations as every concern requires a physical, financial and human resources to accomplish the goals. Goals can be achieved if coordination and cooperation take place simultaneously which can be effectively done through motivation (Shalizadi et al., 2014). Employee motivation is the key factor to boost up the function of an organization. Motivated employees are always beneficial for the business organization in order to increase the production level and boost up the frequency of manufacturing (Datuck, 2018).

Study conducted by Kayii (2008) show that effective employee performance depends mostly on levels of staff motivation. The leadership style exhibited by head teachers should motivate teachers to contribute effectively towards the achievement of desired school objectives. Findings of the research conducted by Wasserman (2016) indicates that there is a correlation between the management style and teachers' commitment to work.

Theoretical framework

Study of Franklin (2016) show that researchers have linked the source of employee motivation to different leadership styles. Researchers have examined leadership styles and their influence on motivation of employees. Franklin (2016) used self-determination theory (SDT) in the context of employee motivation as influenced by leadership styles. This study is based on self-determination theory (SDT), study conducted by Gagne & Deci (2005) expressed that self-determination theory, encourages managerial autonomy support. Managerial

autonomy support is defined as the leaders acknowledging their staff members perspectives, providing relevant information in a non-controlling way, offering choice and encouraging self-motivation rather than pressing staff to act in specified ways. Self-determination theory is associated with employees being satisfied with their jobs, having a higher level of trust in corporate management, and displaying other positive work-related attitudes (Gagne & Deci, 2005).

Conceptual framework

According to the study conducted by Adom et al., (2018) defined conceptual framework in statistical perspective to be a relationship between the main concepts of the study. The conceptual framework is arranged in logical structure to provide a picture or visual display of how the variables are related to each other. leadership styles and teachers' motivation

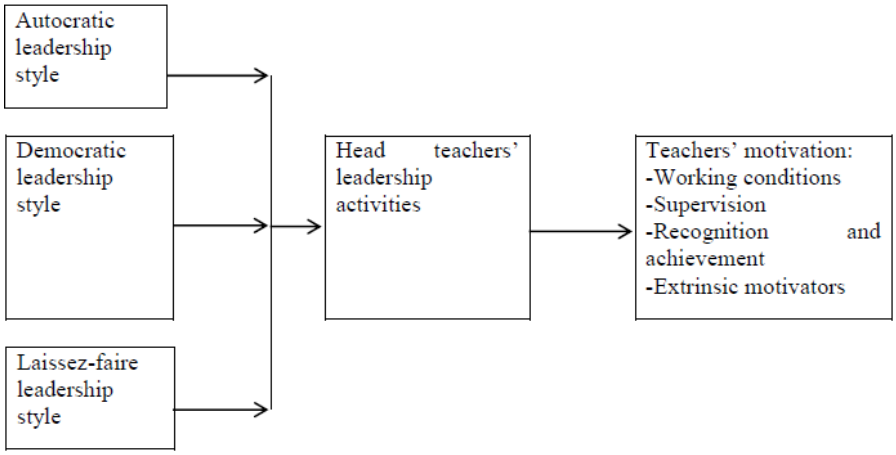

Figure 1. Relationship between head teachers'

The conceptual framework above shows that leadership style is the independent variable which has an influence on teachers' motivation. Intervening variables such as intrinsic and extrinsic motivators also influence teachers' motivation. Nevertheless, the leadership style applied by the head teacher has an impact on teachers' motivation. That is, teachers are motivated intrinsically from the required leadership style.

The reviewed literature gave the purpose of the study based on leadership style and teacher's motivation in the school work place in which head teachers exerts influence over teachers in order to reach the desired objectives in the school organization. In this study leadership style is defined as a particular behavioral applied by a leader to motivate his/her subordinates (Kinyanju, 2014). In the literature review three leadership style namely, the autocratic, democratic and Laissez-faire leadership style were discussed.

In autocratic leadership style, the leader held all authority and responsibility. There is little or no group participation in decision making and there is close supervision. In democratic leadership style the workers are involved in decision making and it promotes high morale on the workers. In Laissez-faire leadership style, the leader's waves responsibility and allows workers to work based on their decision with minimum interference. The study aimed at investigating the most applied head teachers' leadership styles in motivating teachers in secondary schools of Kitwe district, Zambia.

Statement of the problem

Learners' achievement in academic work depends on teachers' performance in secondary schools, poor performance of teachers' leads to poor academic achievement of the learners. Teachers' performance depends on both intrinsic and extrinsic motivation given to them through head teachers' leadership styles. In secondary school's head teachers are the ones with the highest authority; this means that they are the ones responsible for spearheading and monitoring of all the school activities.

It is the head teachers' leadership style and teacher's motivation that the research wants to investigate. The current research investigates the most applied head teachers' leadership styles in

motivating teachers' in secondary schools of Kitwe district, Zambia**.**

Purpose and objectives of the study

The purpose of the study was to investigate the most applied head teachers' leadership style in motivating teachers' in secondary schools of Kitwe district, Zambia. The following objectives guided the study:

1. To determine the extent to which head teachers practice democratic leadership style in motivating teachers in secondary schools of Kitwe district.
2. To determine the extent to which head teachers practice laissez-faire leadership style in motivating teachers in secondary schools of Kitwe district.
3. To determine the extent to which head teachers practice Autocratic leadership style in motivating teachers in secondary schools of Kitwe district.
4. To identify the most used leadership style by the head teachers in motivating teachers in secondary schools of Kitwe district

Research methodology

Research design

The study was conducted using descriptive survey. The target population was public secondary schools in Kitwe district. The district has 22 public secondary schools with 22 head teachers and 2101 teachers (Statisticaldata, from Kitwe district educational board office). Simple random sampling was used to select 210 teachers in Kitwe district from all 22 secondary schools. This was 10% of the total number of secondary education teachers. The head teachers were purposively selected from all the secondary schools. Two sets of questionnaires were prepared, one set of questionnaires were administered to the teachers and the other one to the head teachers. To test the reliability of the questionnaire instruments, data set on the questionnaires were subjected to chronbach's Alpha (α) test using statistical package for social sciences version.20 (SPSS 20). The chronbach's Alpha (α) provides an overall reliability coefficient for a set of variables. Overall chronbach's alpha (α) based on standardized head teachers' and teachers' questionnaire items are 0.801 and 0.782 respectively. For the two sets of questionnaire instruments tested, the results indicate that there is high level of internal consistency for the scale with specific data from the questionnaires.

Measures

The questionnaires administered to the head teachers and teachers consisted of the Likert scale questions that were used as the data collection. The questionnaire for the Head teachers consisted of 12 Likert items (in Annex I). Among them democratic leadership styles are measured by items 1, 4, 7 and 10, laissez-faire leadership is measured by 2, 5, 8 and 11. Then Autocratic leadership style is measured by 3, 6, 9 and 12. Then the questionnaire for the teachers consisted of 9 Likert items (Annex II). Among them democratic leadership style is measured by items 1, 4 and 7, laissez-faire is measured by items 2, 5 and 8. Then Autocratic leadership style is measured by items 3, 6 and 9. All responses for each statement item consisted of five choices, and these choices were given values which are strongly disagree as 1, disagree as 2, neutral as 3, agree as 4 and strongly agree as 5. For responses strongly disagree represents the minimum extent in the scale and strongly agree refers to the maximum extent in the scale relating to a specific extent.

For the measuring purposes of the responses the researcher followed a procedure, for calculating a composite score for each Likert item responses. It was done by calculating a mean-item summated score. Warmbrod, (2014) explained that a mean item summated score is an individual summated score divided by the number of items consisting the scale or the subscale, and thereby creating a mean item score for each individual Likert item that falls within the range of the values for the continuum options. Warmbrod (2014) further expressed that all items comprising a scale or subscale is assumed to have equal weight when calculating a summated score or a mean item score.

The questionnaires were self-administered to the respondents who are the teachers and head teachers. For this purpose, the researcher distributed self-administered questionnaires to the respondents and assured them that the information provided from them is to be kept confidential. The researcher collected the filled questionnaires on the same day and checked the research tool for ensuring its quality.

Data analysis

The data collected from the respondents with compatibility of addressing the research objectives and research problem was quantitative data. The quantitative data was collected from the Likert scale closed ended questions in the questionnaires. The obtained quantitative data from the questionnaires were analyzed using statistical package for social sciences version.20 (SPSS 20) to generate tables of mean scores and standard deviations.

Findings and discussions

Application of democratic leadership style and motivation of teachers.

The first objective was to determine the extent to which head teachers practice democratic leadership style in motivating teachers in secondary schools of Kitwe district.

Table 1. Head teachers' mean item scores on democratic leadership style

		Statement no.1	Statement no.4	Statement no.7	Statement no.10
N	**Valid**	22	22	22	22
	Missing	0	0	0	0
Mean		3.7273	3.7727	4.3182	3.7727
Std. Deviation		1.42032	1.15189	1.08612	1.37778

Table 1 contains results of four Likert statements (1, 4, 7 & 10) from the head teachers' questionnaire in Annex I, and it carries information which indicates that head teachers practice democratic leadership style in managing secondary schools in Kitwe district. The study revealed that majority of the head teachers make decisions through consultative forum from the teachers as shown by mean of 4.32, they allow teachers to express their feelings about how things should be done and they look out for personal welfare for teachers as indicated by mean scores of 3.77 for the two statements in Table 1. It has been indicated that head teachers put suggestions made by staff into operation as shown by mean of 3.73.

Table 2. Teachers mean item scores on democratic leadership style

		Statement no.1	Statement no.4	Statement no.7
N	**Valid**	210	210	210
	Missing	0	0	0
Mean		4.1952	4.5095	4.1524
Std. Deviation		.83292	.79617	.74860

Table 2 contains results of three statements (1, 4 & 7) from teachers' questionnaire in Annex II, the information from Table 2 shows that teachers have supported that head teacher's practice democratic leadership style in motivating teachers in secondary schools through proper management of secondary schools. The results in table 2 indicates that majority of the head teachers invites teachers to participate in decision making process as shown by a mean of 4.51, the study further shows that teachers get adequate chance to give suggestions on policy matters as indicated by a mean of 4.20, it has been shown that head teachers welcomes questioning by the staff in matters related to school affairs as indicated by a mean of 4.15.

The results in table 1 & 2 are in line with the study conducted by Obi (2003), which reveals that managers who adopt democratic leadership style are most likely to have high performance level from subordinates. Mohammed et al., (2015) expressed that democratic leadership styles requires a leader to be a coach who has the final say, but gather the information from staff members before making the decisions. The research conducted by Datuck, (2018) found that motivated employees are always beneficial for the business organization in order to increase the production level and boost up the frequency of manufacturing.

Application of laissez-faire leadership style and motivation of teachers

The second objective was to determine the extent to which head teachers practice laissez-faire leadership style in motivating teachers in secondary schools of Kitwe district.

Table 3. Head teachers mean item scores on laissez-faire leadership style

		Statement no. 2	Statement no. 5	Statement no. 8	Statement no. 11
N	**Valid**	22	22	22	22
	Missing	0	0	0	0
Mean		3.8182	2.1818	2.3636	1.4545
Std. Deviation		1.13961	1.09702	1.49747	.91168

Table 3 contains results of four statements (2,5, 8 & 11) from head teachers questionnaire in Annex I, the information from table 3 shows that Head teachers in secondary schools delegate responsibilities to the teachers as shown by the mean of 3.81, this implies that teachers are motivated as they become responsible and gaining of experience in conducting delegated tasks given to them. The results indicate that head teachers do not allow teachers to diagnose their own problems as shown by mean of 2.36. The responses also show that teachers do not make decisions on their own as indicated by the mean of 2.18. Head teachers gave strongly disagree response to statement number 11 of not supervising teachers as shown by a mean of 1.45.

Table 4. Teachers mean item scores on laissez-faire leadership style

		Statement no. 2	Statement no. 5	Statement no. 8
N	**Valid**	210	210	210
	Missing	0	0	0
Mean		1.8619	4.2905	1.9190
Std. Deviation		1.01424	1.01491	1.19333

Table 4 above contains the results of the statements (2, 5 & 8) from teachers questionnaire in Annex II, the information from table 4 shows that head teachers delegates some of their responsibilities to their teachers as shown by the mean of 4.29, the responses further indicates that head teachers does not permit staff to use their own judgment in solving problems, it has been shown by the mean of 1.92, teachers responses show that head teachers do not allow teachers to take their own initiatives it has been indicated by a mean score of 1.86.

The results in Table 3 & 4 shows that head teachers are not in favor of using laissez-faire leadership style in governing secondary schools. As it is said that, “more freedom more problems”, laissez-faire leadership style gives more freedoms to the staff in decision making processes. The results in Table 3 & 4 are in line the study conducted by Muhammed et al., (2015) in which they stressed that laissez-faire leadership style leads to high danger to supervision laws. The study conducted by Franklin (2016) show that laissez-faire leadership gives complete autonomy to employee in completing duties in their time frames. Franklin (2016) further stressed that Laissez-Faire leadership style is not useful when the group members lack necessary knowledge, experience to make the decisions, or when they cannot manage their deadlines.

Application of autocratic leadership style and motivation of teachers

The third objective was to determine the extent to which head teachers practice autocratic leadership style in motivating teachers in secondary schools of Kitwe district.

Table 5. Head teachers mean item scores on autocratic leadership style

		Statement no.3	Statement no.6	Statement no.9	Statement no.12
N	**Valid**	22	22	22	22
	Missing	0	0	0	0
Mean		1.7273	2.5909	3.1364	2.0000
Std. Deviation		1.27920	1.09801	1.20694	1.23443

Table 5 above contains the results for the statements (3, 6, 9 & 12) from head teachers' questionnaire in Annex I. The information from table 5 shows that head teachers gave a neutral response to the statements that states, " I give orders to the teachers regarding what is to be done and how it should done," and, "I issue detailed instructions and supervise teachers work closely," this have been indicated by mean item summated scores of 3.14 and 2.59 respectively. The head teachers gave a disagree response to the statement that head teachers are slow to accept new ideas, as indicated by an accurate mean score of 2.00. Then head teachers gave a disagree response to the statement that they refuse to explain their actions to the teachers as shown by a mean of 1.73.

Table 6. Teachers mean item scores on Autocratic leadership styles

		Statement no.3	Statement no.6	Statement no.9
N	**Valid**	210	210	210
	Missing	0	0	0
Mean		1.7619	1.8381	1.5286
Std. Deviation		.99303	1.26130	.98876

Table 6 above contains the results for statements (3, 6 & 9) from teachers' questionnaire in Annex II. It has been shown that head teachers guide as a friend and not as a dictator as shown by a mean of 1.84, teachers gave the response that head teachers in Kitwe district acts with consultation from the teachers as shown by a mean of 1.76, teachers further responded that head teachers make decisions with consultations from teachers, and teachers are free to express their views as it has been shown by a mean of 1.53.

From the results in table 5 & 6, it has been shown that head teachers in secondary schools of Kitwe district are not favor of autocratic leadership style. Misusing of autocratic leadership style styles enables a leader to be rigid in decision making. The results in Tables 5 & 6 are in line with the study conducted by Muhammed et al., (2015) in which they expressed that in autocratic leadership style, the manager does not consult employees and employees are expected to obey orders without giving any explanation. Autocratic leadership style gives less or no confidences to the employees and good interest of the employees are suppressed. Chukwusa (2018) expressed that autocratic leadership style prevents the use of creative ideas to problem solving.

The most used leadership style by the head teachers.

The fourth objective was to identify the most used leadership style by the head teachers in motivating teachers in secondary schools of Kitwe district. Head teachers and teachers' responses shows that the most used leadership style by head teachers in Kitwe district is democratic leadership style. Results show that democratic leadership style received "strongly agree" and "agree" responses to the statements that support head teachers in using democratic leadership style than laissez-faire and autocratic leadership style from the questionnaire Likert scale questions. It has been indicated by the mean item scores of nearly precisely to 'agree' and 'strongly agree' responses from Table 1 and 2 in agreement of head teachers using democratic leadership style. Then the mean item summated scores from Table 3, 4, 5 and 6, are nearly precisely to 'disagree' and 'strongly disagree' responses which implies that head teachers do not mostly use laissez-faire and autocratic leadership styles. The finding has showed that head teachers in Kitwe district

mostly use democratic leadership style in motivating teachers to teach effectively in secondary schools. The study results are in line with what Obi (2003) suggested that managers who adopt democratic leadership style are most likely to have high performance level from the subordinates. Democratic leadership style has the greatest advantages in motivating teachers in secondary schools than Autocratic and Laissez-Faire leadership styles.

Conclusions and recommendation

The study found that the most used leadership style by head teachers in managing secondary schools of Kitwe district is democratic leadership style. The results show that sometimes head teachers use Laissez-faire leadership style, and then autocratic leadership style posted the worst results as it has not been commonly practiced by the head teachers.

The findings from the study indicates that teachers are motivated when the head teacher is applying democratic leadership style, as in democratic leadership style head teachers invites teachers for support in decision making process, in this way teachers get adequate chance to give suggestions on policy matters. It has been supported from the study that head teachers who adopt democratic leadership are most likely to have high performance level from the teachers.

The results show that head teachers delegate tasks and responsibilities to teachers by applying laissez faire leadership style. It has shown that head teachers do not commonly apply laissez-faire leadership style because it gives more freedom to the staff members in decision making process. The findings have shown that head teachers in secondary schools do not supervise teachers work closely and head teachers accept new ideas, and they explain their actions to the teachers. It has been shown from the responses that head teachers make decisions with consultations from the teachers and teachers are free to express their views. From this study it has been indicated that head teachers in secondary schools of Kitwe district do not commonly practice autocratic leadership style in managing their secondary schools.

Based on the results of the study, the following recommendations were made.

1. The ministry of general education (MoGE) should engage inspectors at district and provincial level in educational sector to inspect head teachers regularly in secondary schools of Kitwe district and Zambia at large, in order to ensure that head teachers apply all the three (3) leadership styles (democratic, autocratic and laissez-faire) equally without favoring only one type of leadership style.
2. Head teachers in secondary schools of Kitwe district should apply a specific leadership style for a specific situation at the right time in order to motivate teachers. Each leadership style is suitable to be applied in a required condition.
3. Head teachers sometimes should collect information from the teachers about what is required for them to be motivated, so that head teachers should identify the best required leadership style that is to be applied for a specific situation.

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