

**HEADTEACHERS' LEADERSHIP STYLES AND PERFORMANCE OF
TEACHERS IN COMMUNITY DAY SECONDARY SCHOOLS IN BLANTYRE
URBAN**

**MASTER OF ARTS (PUBLIC ADMINISTRATION AND MANAGEMENT)
THESIS**

DYCE HENDERSON SAKWATA

UNIVERSITY OF MALAWI

APRIL 2022



**HEADTEACHERS' LEADERSHIP STYLES AND PERFORMANCE OF
TEACHERS IN COMMUNITY DAY SECONDARY SCHOOLS IN BLANTYRE
URBAN**

**MASTER OF ARTS (PUBLIC ADMINISTRATION AND MANAGEMENT)
THESIS**

DYCE HENDERSON SAKWATA

Dip. Ed - Domasi College, BA (HRM)- University of Malawi

Submitted to the Department of Political and Administrative Studies (PAS), Chancellor
College, in partial fulfilment of the requirement for the award of the degree of Master of
Public Administration and Management (MPAM)

UNIVERSITY OF MALAWI

APRIL 2022

DECLARATION

I, the undersigned, hereby declare that this thesis/dissertation is my own original work that has not been submitted to any other institution for similar purposes. Where other peoples' work has been used, acknowledgements have been made.

DYCE HENDERSON SAKWATA

Full Legal Name

Signature

Date

CERTIFICATE OF APPROVAL

The undersigned certify that this thesis represents the student's own work and effort and has been submitted for approval

Signature: _____

Date: _____

Banik, Dan. PhD (Professor)

Main Supervisor

Signature: _____

Date: _____

Kayuni, Happy. PhD (Professor)

Co- Supervisor

DEDICATION

This study is dedicated to the Almighty God for the good health, grace and strength of mind bestowed to me during the period of study.

ACKNOWLEDGEMENT

Firstly, I would like to express my profound gratitude to the almighty God for giving me an opportunity to do a Master's Degree. His word from the Holy Bible on Philippians 4:13 *"I can do all things through him who strengthens me"* cultivated courage in me to carry out this study amidst several challenges. Indeed, God is able to make me what he wants me to be.

I am also greatly indebted to my Supervisors, Professor Dan Banik and Professor Happy Kayuni, men of high caliber and integrity, who worked tirelessly in reading carefully the drafts sent to them and provided relevant advice and constructive criticisms with tolerance throughout the preparation of this research report.

Thirdly, my profound acknowledgement goes to my wife, Maggie and children (Gift, Annie and Lucy) for their patience, love, encouragement and endurance for missing my attention and finances throughout the entire period of study.

Last but not least, I thank the following officers from SWED Offices: Mr. Justin Kamwendo (Statistical Officer), Mr. McPentry Kandio (Senior Inspector of Schools) and Mr. Kantchewa (Principal Human Resource Officer) for providing me with data as well as for granting me permission to have access of entry into CDSSs for data collection.

ABSTRACT

This study was aimed at examining head teachers' leadership styles and performance of teachers in Community Day Secondary Schools (CDSSs) in Blantyre Urban. This was fulfilled through the following objectives: to determine the type of leadership styles prevalent in CDSSs, to investigate different ways in which the practiced leadership styles affect performance of teachers, to examine the extent to which head teachers' leadership styles affect performance of teachers and to establish effective leadership styles that influence performance of teachers. Using a descriptive survey design, both qualitative and quantitative data were collected through interviews and questionnaires respectively. Conducted in 14 CDSSs from a population of twenty, 76 respondents were targeted. The study found that democratic style has a positive impact on performance of teachers while autocratic and laissez-faire have negative impact. Further more, teachers' performance is negatively affected by the absence of rewards, lack of recognition as well as lack of vision. Besides leadership styles, performance of teachers is affected by lack of career development, low remuneration, delays in receiving salaries and lack of incentives. The study suggests that head teachers in CDSSs should uphold and use either democratic, transactional or transformational leadership styles. Laissez-faire and autocratic styles should be discouraged since they create a lawless working environment and low teachers' job performance. This study recommends that further research be extended to CDSSs in Blantyre Rural in order to have a comparative analysis of the impact of leadership styles on teachers' performance.

TABLE OF CONTENTS

ABSTRACT.....	vi
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND	1
1.1 Introduction	1
1.2 Background to the Study	3
1.3 Study Setting: Secondary School Sector Profile	6
1.4 Problem Statement	7
1.5 Objectives.....	9
1.5.1 Overall objective.....	9
1.5.2 Specific objectives	9
1.6 Research Questions	10
1.7 Study justification	10
1.8 Scope of the study	12
1.9 Organization of the thesis.....	12
1.10 Conclusion.....	13
2.1 Introduction	14
2.2 Leadership	15
2.3 Leadership Styles	17
2.4 Types of Leadership Styles and their characteristics	18
2.4.1 Authoritarian Leadership Style and its Characteristics	18
2.4.2 Laissez-faire Leadership Style and its Characteristics	20
2.4.3 Democratic Leadership Style and its Characteristics	22
2.4.4 Transformational Leadership Style and its Characteristics	23
2.4.5 Transactional Leadership Style and its Characteristics	26
2.5 Effects of Leadership on Employees Performance	28
2.6 Performance of Teachers.....	30
2.7 Other factors affecting teacher performance besides leadership styles.....	31
2.7.1 Working Conditions	32
2.7.2 Remuneration Factors.....	32

2.7.3 Teachers' working conditions	33
2.7.4 Professional Status.....	33
2.8 Theoretical framework	33
2.8.1 Situational / Contingency Theory	34
2.8.2 Transactional and Transformational Theories	39
2.9 Conceptual Framework	42
3.1 Introduction	47
3.2 Research Design.....	47
3.3 Research Approach	48
3.4 Population.....	48
3.5 Sampling.....	49
3.5.1 Sampling Technique	50
3.6 Data Collection Methods.....	51
3.6.1 Questionnaires	51
3.6.2 Interview	52
3.6.3 Document Analysis.....	52
3.7 Methods of Data Analysis	53
3.8 Ethical Consideration	53
3.9 Consent to conduct the research in CDSSs	54
3.10 Anonymity and confidentiality.....	54
3.11 Limitations of the study.....	55
3.12 Conclusion.....	56
CHAPTER FOUR.....	57
FINDINGS AND DISCUSSION OF FINDINGS	57
4.1 Introduction	57
4.2 Demographic information of respondents.....	59
4.2.1. Gender of participants.....	59
4.2.2. Age of the Respondents	60
4.2.3. Education level of participants	62
4.2.4. Years of service	63
4.3 Leadership styles prevalent in CDSSs.	65
4.3.1 Items regarding Authoritarian/Autocratic type of leadership.....	66

4.3.2 Items regarding transactional leadership	72
4.3.3 Items regarding Transformational leadership Style.....	77
4.3.4 Items regarding Democratic Leadership Style	81
4.3.5 Items regarding Laissez-faire leadership	87
4.4 Impact of practiced leadership styles on teacher performance in cdss	91
4.5 extent to which head teachers' leadership styles affect teachers' performace	93
4.5.1. Teachers make schemes of work before the new term begins	94
4.5.2: I always come to class with lesson plans.....	96
Item 4.5.3: Teachers complete records of work weekly for the lessons taught and that not taught in the week.....	98
4.5.4. Teacher gives weekly test to Students	100
4.5.5. Teacher gives homework to students every day	102
4.5.6: Teach students even after working hours (remedial lessons).....	103
4.5.7: I send performance reports to parents before the subsequent term opens.....	105
4.5.8: Supervise students in extra-curricular activities.....	106
4.6 Establishing if there is leadership style that influences teachers' work performance in CDSS.....	109
4.7 Other factors that affect performance of teachers besides leadership styles.....	117
4.7.1 Remuneration.....	119
4.7.2 Conditions of Service	120
4.7.3 Professional Status.....	121
4.7.4 Working conditions	122
4.8 Comparison between the findings of this study and the findings in the existing literature	123
CHAPTER FIVE	126
CONCLUSION.....	126
5.1 Introduction	126
5.2 Summary of the Research Study	126
5.3 Major findings of the study	127
REFERENCES	135

LIST OF TABLES

Table 1: Composition of the Sample	50
Table 2: Leadership style that influences teachers' performance	109
Table 3: Other factors affecting teachers' performance besides leadership.....	118

LIST OF FIGURES

Figure 1: A leader's behaviors in Path Goal Theory	36
Figure 2: Leadership behavior's impact on followers	38
Figure 3: Evolution of Leadership	40
Figure 4: Conceptual Framework.....	44
Figure 5: Gender of participants	59
Figure 6: Age Range of Respondents (in years)	61
Figure 7: Level of Education for Respondents	62
Figure 8: Years of service for respondents	64
Figure 9: Head teacher's behavior creates a happy atmosphere at the school.	66
Figure 10: Tolerance on personal excuses	68
Figure 11: I am engaged in addressing administrative issues of the school	70
Figure 12: Teachers receive rewards when students perform well at MSCE.....	72
Figure 13: Head teacher provides recognition/rewards	73
Figure 14: Rewards Promised in Exchange for good Performance	75
Figure 15: Vision Statement of the School	77
Figure 16: Head teacher stimulates and inspires teachers.....	78
Figure 17: Head teacher communicate a mutually desirable vision of the future	79
Figure 18: Head teacher consults before class and subject allocation	81
Figure 19: Delegation of teachers to meetings.....	83
Figure 20: Head teacher organizes staff meetings regularly	84
Figure 21: Head teacher provides direction on what to teach.....	87
Figure 22: Teachers appraise their own work.....	89
Figure 23: Teachers make schemes before the beginning of new term	94
Figure 24: Teachers come to class with lesson plans.....	96
Figure 25: Teachers complete records of work for the lessons taught and those not taught.....	98
Figure 26: Teacher gives weekly tests to students	100
Figure 27: below indicate the results on whether teachers give homework to students every day.	102
Figure 28: Teach students even after working hours	104
Figure 29: Sending performance reports to parents before next term begins	105
Figure 30: Supervision in extra-curricular activities.....	107
Figure 31: Factors affecting teachers' performance besides leadership	118

LIST OF ABBREVIATIONS AND ACRONYMS

CDSS	:	Community Day Secondary Schools
CPD	:	Continuous Professional Development
CSSs	:	Conventional Secondary Schools
EMIS	:	Educational Management Information System
HIV/AIDS	:	Human Immune Virus/Acquired Immune Deficiency Syndrome
ISAMA	:	Independent Schools Association of Malawi
MoEST	:	Ministry of Education, Science and Technology
MGDS II	:	Malawi Growth and Development Strategy II
NESP	:	National Education Sector Plan
PBBSS	:	Purpose Built Building Secondary School
SLT	:	Situational Leadership Theory
SPSS	:	Statistical Package for Social Sciences
SWED	:	South West Education Division

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Introduction

Leadership is one of the key determinants associated with success or failure of any organization. Different countries around the world have been making an attempt to highlight and stress the concept of effective leadership styles in various ways in their daily activities, programs and performance.

As countries aim to improve their education systems, the roles of school leaders can not be overemphasized. According to Pont (2008) effective school leadership is increasingly viewed as key to large-scale education reform and improved educational outcomes (as cited in Shibo, 2015). This entails that effective and supportive leadership contribute significantly to high levels of teacher morale while unsupportive leadership is ineffective leading to low performance. In line with this understanding, the Commonwealth Secretariat (1996) agrees that one of the factors contributing to school effectiveness is the nature and quality of leadership style and management provided by the school, however, it seems that many headteachers have not realized that their leadership styles are extremely influential with regard to the performance of teachers in their schools and that success of the school largely rests upon them (Adeyemi, 2010, as cited in Jay, 2014).

In their study, Balanskat and Gerhad (2005) found that internationally, the majority of head teachers were not trained as school leaders but they assume offices because of their experience. In UK and Switzerland, future and serving head teachers are trained in management of the school. Comparably, other countries like Northern Ireland, Hungary, Slovenia, Estonia and Catalonia have policies that before one assumes headship roles in secondary schools, he/she should undergo leadership training first.

A number of studies have been conducted in different countries as regards to educational leadership. For instance, Day, Sammons, Hopkins and Harris (2009, as cited in Atsebeha, 2016) conducted a study in London to examine the impact of school leadership on learning outcomes. The findings from the study discovered that the heads of effective schools are successful in improving learning outcomes. In addition, Wadayant and Putranto (2016) made a research in Indonesia and results proved that transformational and transactional leadership styles affect performance of employees positively.

At regional level, Tesfaw (2014) conducted a study on the relationship between transformational leadership and job satisfaction of secondary schools in Ethiopia. The findings of the study in general suggested that the relationship between the two is moderate, positive and significant. In Nigeria, Enueme and Egwunyenga (2008, as cited in Atsebeha, 2016) investigated the effect of Principal's instructional leadership roles on teacher performance. The findings from their study revealed that teachers' performance relates positively to Principal's instructional leadership roles.

In Malawi, however, a number of studies similar to this study have been conducted. Kadzamira (2006) studied teacher motivation and her focus was on remuneration, promotional opportunities, career structure and work environment. National Education Strategic Plan 2008-2017 reiterates that poor performance in CDSS in Malawi is due to unqualified teachers. DFID study on teacher absenteeism and attrition in Malawi found that absenteeism and attrition were largely influenced by low salaries and poor working conditions (Moleni & Ndalama, 2004)

Although different educational studies have been conducted in Malawi, no studies on Head teachers' leadership styles and their effects on performance of teachers in CDSS in Blantyre Urban were found at the time of this research was being prepared. It is, therefore, the wish of the researcher to examine headteachers' leadership styles and performance of teachers in Community Day Secondary Schools in Blantyre Urban

1.2 Background to the Study

There is a basic myth associated with leadership. People believe in attribution. When something happens, they believe something has caused it (Robbins & Langton, 2001). The success or failure of an organization is attributed mostly to its leadership (Dzimhiri, 2015). Scholars have proposed that a high-performance organization requires first-class leadership; there is no simple solution and no rapid fix to compensate for poor leadership (Bell 2006; Kunzle, et al., 2010; Spinelli in Zumitzavan, 2015). Hence there is a need of effective leaders for coordinating and motivating the employees (Vigoda-Gadot, 2012, as cited in Khajeh, 2018).

According to Dzimhiri (2015), a leader can use either Authoritarian, Laissez-faire, Democratic, Transactional or Transformational leadership styles. Authoritarian/Autocratic leaders do not consult followers in decision making process. Laissez-faire leaders provide

little or no direction and gives as much freedom to the followers as much as possible. Democratic leaders build consensus through participation in making policies or decisions. Transformational leaders articulate a compelling vision of the future. Transactional leaders motivate and influence subordinates by exchanging rewards with particular performance.

In Malawi, secondary schools are considered as formal institutions established to impart skills, knowledge, habits, values and attitudes among students (NESP, 2008). These institutions are led by Head teachers who are expected to employ leadership functions to achieve school goals. Considering that leadership is a process of inspiring people to perform (Coole, 2002), these institutions may fail dismally if leadership does not inspire teachers to accomplish their tasks effectively.

At school level, leadership styles is very important in promoting teachers' working morale. Hollinger (2010) in Singano (2015) states that low teachers' morale decreases engagement with colleagues and students, diminishes productivity, reduces student learning and breeds cynicism. Therefore, it is worthwhile to determine which ones best fit the environment in a secondary school setting more especially CDSSs in a Malawian context

The situation in the Education Sector in Malawi attracts some attention as regards to teachers' performance in CDSSs considering their performance on MSCE results. The majority of Private Secondary Schools are comparable to CDSS. This is from the point of view that students in both Private Schools and CDSSs fail to get selected to National or Conventional Secondary Schools due to low grades they get at PSLCE (Chimombo et al., 2013). Furthermore, the caliber of students leaves a lot to be desired. Chimombo et al. describes these students as rejects, intellectually weak and poorly behaved.

Several researchers including Zetyline, (2010), Chimombo (2013) and NSO (2016) indicate that CDSSs have poor performance at MSCE as compared to Conventional Secondary Schools and most Private Secondary Schools. Dr Steve Sharra, an educationist, laments that ¹CDSSs whose leadership is non-existent, produce the biggest number of students who do not do well on MSCE (Kasalika, 2012). In her study, Kadzamira (2003) revealed that MSCE pass rates in CDSSs had dropped from 58% in 1990 to 28% in 1999. Kadzamira (2003) further laments that performance in the MSCE is worse among school leavers from CDSS than leavers of private or conventional government schools.

Chimombo (2013) established that the bulk of students who graduate their MSCE from CDSSs do not qualify for admission into Public Universities of Malawi. This naturally worries parents, leaders and scholars causing them to wonder about the cause of this poor performance. The poor performance in MSCE has persisted for a long time and most stakeholders including parents, teachers and education officers are looking for answers to elucidate the state of affairs.

There is a shift of blame on who is responsible for the persistent poor academic performance in CDSSs. Parents and other stakeholders solely blame the head teachers of the schools for being unable to deliver. Thus, the issues responsible for the poor performance deserve investigation.

²In an effort to streamline the education standards with the Malawi Growth and Development Strategy II (MGDS II) and the National Education Sector Plan (NESP) for

¹ A Journalist.at The Nation accessed from www.mwnation on 24/12/2020

² NESP supports the Government of Malawi's commitment to the realization of Malawi Growth Development Strategy (MGDS), International Protocols arising from Education For All (EFA) and Millennium Development Goals (MDGS)

the period 2008 – 2017, the Malawi Education Sector had defined three thematic areas of intervention during the ten-year period of the National Educational Sector Plan (2008 – 2017). One of the focus areas was to have well trained and qualified teachers in the education system (Beytekin & Chipala, 2015). What is conspicuously missing among the interventions is the issue of leadership. Having well qualified teachers is one thing and having well-motivated teachers to perform effectively is another thing (Jay, 2014). Based on this argument, the researcher is of the view that having well qualified teachers does not necessarily mean that they will be effective unless the leadership style is very conducive and motivating.

According to Crum and Sherman (2008, as cited in Jay, 2014) the head teacher needs to provide highly valued insights into their daily styles of leadership that fosters an environment which is supportive of high teacher's performance but little evidence is available about the relationship between leadership practices and teachers' performance (Sawchuk, 2015). This has triggered a need to examine the type of leadership styles and performance of teachers in CDSSs in Blantyre Urban.

1.3 Study Setting: Secondary School Sector Profile

Secondary schools in Malawi are categorized into two broad groups namely Public and Private schools. Public schools are wholly owned and controlled by the Government while Private Schools operate under the umbrella body of Independent Schools Association of Malawi (ISAMA). The public category has four types of schools which include

Community Day Secondary Schools (CDSSs), National Government Secondary Schools, Conventional Secondary Schools (CSS) and Open Day Secondary Schools. Coincidentally, the private category also has four types of schools identified as Dwelling House Private Schools, Purpose Built Building Private Schools, International Private Schools, and Grant Aided Secondary schools (Chimombo, et.al., 2013). ³The records from SWED Office show that currently Blantyre City only has twenty (20) CDSSs, eight (8) CSS and 62 Purpose Built Building Private Schools (Kamwendo, key informant, 2017).

1.4 Problem Statement

There is persistent poor performance of Community Day Secondary Schools in Malawi. Various researches have been conducted to establish the possible causes of this poor performance and possible interventions have been sought but to no avail.

Kadzamira (2006) studied teacher motivation and her focus was on remuneration, promotional opportunities, career structure and work environment. DFID study on teacher absenteeism and attrition in Malawi found that absenteeism and attrition were largely influenced by low salaries and poor working conditions (Moleni & Ndalama, 2004). National Education Strategic Plan 2008-2017 reiterates that poor performance in CDSS in Malawi is due to unqualified teachers. NESP (2008-2017) suggests to upgrade under-qualified teachers to Diploma or Bachelors levels as one way of addressing the issue of poor performance.

“A time is soon coming when there will be no primary school teacher teaching at a secondary school” (Natasha Kalongosola, 2018 p.1).

³ Mr. Justin Kamwendo is a key informant at SWED working as a Statistics Officer

Conspicuously missing from the interventions is the issue of leadership. ⁴Chiziwa was quoted by Kasalika in the Nation Online (2012, p.1) saying that

“Leadership in schools is to be blamed for poor performance at MSCE.

Teachers are not motivated; no wonder we are losing many teachers to non-governmental organizations”.

Chiziwa expounds that schools with good and motivational leadership have good results because both teachers and students are motivated to perform better. Unfortunately, he did not disclose or specify which type of leadership motivates or demotivates teachers. ⁵Sharra concurs with Chiziwa (in Kasalika, 2012) that one way to solve the problem of poor performance at MSCE is to promote motivational leadership in secondary schools. They did not specify which leadership style is to be promoted. This leaves a gap for this study to fill.

Despite the fact that the secondary education sector in Malawi has been a focal subsector (NESP 2008), very little is probably known about the influence of head teacher’s leadership style on performance of teachers hence some leaders seem to find it difficult to effectively administer their schools (Gronn, 2000, as cited in Jay, 2014).

Accordingly, the main research problem centers around the fact that head teachers in CDSSs are perhaps not using the most appropriate leadership style in specific situations to heighten the quality of teaching and learning in their schools. De Cremer (2006, as cited in

⁴ Symon Ernest Chiziwa is a lecturer in Educational Psychology Guidance and Counselling at Chancellor College

⁵ Dr. Steve Sharra is an Educationist

Atsebeha, 2016) asserts that employees, who are not motivated by leaders, have no feeling of belonging and they demonstrate no interest in their work.

This situation, therefore, provides a good case for interrogation as to whether the causes of poor performance of teachers in CDSSs is due to type of poor leadership styles. The researcher is of the view that if the right leadership styles are employed by head teachers, the performance of teachers will greatly improve in CDSSs. If nothing is done to address this, teachers will still be in a demoralized state hence low the performance persists in CDSS. Therefore, the researcher wants to examine the leadership styles applied in CDSSs in Blantyre Urban to determine how that affects performance of the teachers.

1.5 Objectives

1.5.1 Overall objective

The overall objective of the study is to critically examine the effects of head teachers' leadership styles on teachers' performance in Community Day Secondary Schools in Blantyre Urban.

1.5.2 Specific objectives

Specifically, the study aims to:

- (i) Determine the type of leadership styles prevalent in CDSSs in Blantyre Urban.
- (ii) Investigate different ways in which the practiced leadership styles affect performance of teachers in CDSSs in Blantyre Urban.
- (iii) Examine the extent to which head teachers' leadership styles affect performance of teachers in CDSS in Blantyre Urban.

(iv) Establish effective leadership styles that influence performance of teachers in CDSSs in Blantyre Urban.

(v) Identify other factors that affect performance of teachers beside leadership styles in CDSSs in Blantyre Urban.

1.6 Research Questions

The fundamental questions that will be examined in this study are:

- (i) Which leadership styles are prevalent in CDSSs in Blantyre Urban?
- (ii) How do leadership styles affect performance of teachers in CDSSs in Blantyre Urban?
- (iii) To what extent do head teachers' leadership styles affect performance of teachers in CDSS in Blantyre Urban?
- (iv) What type of leadership styles influence performance of teachers in CDSSs in Blantyre Urban?
- (v) What factors, other than leadership style, affect performance of teachers in CDSSs in Blantyre Urban?

1.7 Study justification

As already alluded to, “the success and improvement of a school performance largely depends on how leaders lead the schools” (Leithwood & Riehl, 2003, as cited in Bahadur, 2017, p.154). The researcher was interested in undertaking this study to support the current initiatives of the Malawi Government to improve quality of education by introducing Continuous Professional Development Programs to secondary school teachers and to train those that are under-qualified secondary school teachers to Diploma or Degree levels

(NESP, 2008-2017). In the National Educational Strategy Paper (NESP), leadership of school leaders has not been included as one of the areas of intervention. The results of the study, therefore, will help head teachers adopt effective and efficient leadership styles that lead to high performance of teachers in the course of discharging their duties.

After determining the leadership styles prevalent in CDSSs and how teachers' performance is affected, the knowledge obtained from the study will help District Educational Managers (DEMs), Education Division Managers (EDMs) or the Ministry of Education, Science and Technology (MoEST) as a whole be enriched with new knowledge, theories, methodologies and practical behaviors. This will enable those in positions to conduct tailor made leadership trainings or refresher courses that will see all Head teachers in CDSSs acquire relevant leadership skills for effective management and teachers' high performance.

Additionally, the study will bring to surface whether or not there are factors that suppress good leadership. This will help authorities or decision makers from the MoEST to take appropriate action to overcome such hindrances for enhanced leadership practices.

Lastly, it should also be noted that, at the time of this research, the role of leadership styles on teachers' performance in CDSSs in Blantyre Urban has rarely been examined in prior research in Malawi. Therefore, the basis and findings of the present study will serve as a reference point and may call for an in-depth research on the topic by future researchers, students and academicians.

1.8 Scope of the study

This study puts its focus only on the leadership styles of head teachers and their effects on performance of teachers in CDSSs in Blantyre Urban that is under umbrella of the South West Education Division (SWED) in Malawi. Participants in the research were Head teachers and Teachers in CDSSs as well as Inspectors of Schools from SWED. The schools have been chosen because of their persistent low performance of MSCE of students compared to Conventional or Private secondary schools in the District.

1.9 Organization of the thesis

This thesis is presented in five chapters organized as follows: Chapter one has introduced the study by providing its background followed by statement of the problem. Thereafter, it has stated the research questions, objectives, justification and the scope of the study.

The second chapter highlights relevant literatures starting with theoretical foundation on relationship between leadership styles and employee performance followed by an analysis on what other scholars have written regarding the two variables.

Thirdly, there is a chapter that discusses the research design and methodology adopted in the study and the justification for choosing it. This is followed by the ethical considerations that were borne in mind in the course of the research.

In chapter four, the data collected are presented with an in-depth analysis where the findings of the study have been discussed, analyzed, interpreted and presented in line with the objectives and theories from the literature review.

Finally, the fifth chapter presents a summary of the findings and conclusion. Recommendations and suggested areas for further study are also highlighted.

1.10 Conclusion

In conclusion, this chapter has introduced the study and has given a general background to the research problem leading to the problem statement on the leadership style and performance of teachers in CDSSs in Malawi. The chapter has further given the main and specific objectives followed by the justification and scope of the study. The chapter that follows presents a literature review of the study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter presents the key literature relevant to the concept of leadership styles and employee performance. It discusses connections and variations highlighted by existing researchers and their empirical findings to emphasize the concepts. Past studies are very important as they provide guidance to the current research especially on what they have done related to the same topic. For the purpose of this study, a wide range of relevant literature was consulted to solicit information regarding leadership, leadership styles, leadership theories and factors affecting head teachers' leadership and teachers' performance.

The review starts by discussing in detail the concept of leadership and scope of leadership styles. Path-Goal Theory of Leadership has been looked into in details as a theory of leadership that has guided this study. Thereafter, it describes employee performance and factors that affect it. Based on the critical review of the literature, measurements have been adopted and used in building a conceptual framework that has been tailored to enable an explanation on the relationship between leadership style and teacher performance in selected CDSSs in Malawi.

In essence, a variety of sources such as textbooks, journals, official documents, websites, unpublished theses and various research findings were consulted. Finally, a conclusion is made.

2.2 Leadership

The term *leadership* is ubiquitous in common discourse. It is practiced in all walks of life that include political arena, schools and colleges, industries, farms, dispensaries and hospitals, civil and military organizations of a country and public life at all levels (Vroom & Jago, 2007). In this context, however, the study focuses on the leadership practiced in either public or private organizations rather than leadership in political, scientific or artistic realms. Specifically, the focus will be on leadership practiced in education sector. One of the characteristics that makes educational institutions different from the business organizations is that educational institutions require different leadership skills according to the level of education of followers (Awan et.al., 2008 as cited in Atsebeha, 2016).

One of the problems that stems from the term *leadership* is that, despite its popularity, it is not a scientific term with a formal, standardized definition. Bass (1990) has lamented that there are almost as many definitions of leadership as there are persons who have attempted to define the concept. This agrees with the proposal that leadership has a variety of definitions and there is no general agreement (Bryman, 1986; Carter, 2009 as cited in Zumitzavan, 2015)

In this study, few definitions with common features have been adopted. Baker (2013) defines leadership as the process whereby an individual influences a group of individuals

to achieve a common goal. Baker further argues that regardless of a leader, follower or context, the ability of one person (a leader) to create influence with another person (a follower) is leadership. Cole (2002) sees leadership as a dynamic process at work in a group whereby one individual over a particular organizational context, influences the other group members to commit themselves freely to achievement of group tasks or goals. The common theme in all of the above definitions is *influence*. However, these definitions give an impression that it is only an influence relationship that exist between leaders and followers. Hence, the definitions rather seem to be narrow focused.

Leadership goes beyond an influence relationship. For instance, Munroe (in Dzimbiri, 2015) described leadership as the capacity to influence, motivate, induce, move and activate others to pursue a common goal or purpose while mobilizing and maintaining commitment, momentum, confidence and courage. This notion concurs with Day and Lord (1988) who espouse that successful leaders motivate their followers to higher levels of productivity, correct poor performance and lead the organization towards its objectives.

Virtually, all definitions share the view that leadership involves a particular form of influence called *motivating* (Vroom, 2007). In common, all leaders have one or more followers. If no-one is following, one cannot be leading. For instance, one person, **X**, leads another person, **Y**, if the actions of **X** modify **Y**'s behavior in a direction desired by **X**. Exhibiting leadership means not only influencing others but also doing so in a manner that enables the organization to attain its goals (Vroom & Jago, 2007). Hence, a leader expects a follower to perform in the way he/she desires.

According to the Path-goal theory, a leader needs to take into account the locus of control, experience and perceived ability of followers (Langton, Robbins & Judge, 2016) and must

have trust and respect of the views of followers and followers also need to have confidence and trust in their leader (Bal et al., 2008 as cited in Atsebeha, 2016). A leader must also pay special attention to the communication process because what and how he/she communicates can build or harm the relationship existing with his/her followers. Dzimbiri (2015) likens communication to a central nervous system of an organization because no organized activity is possible without communication. Finally, a leader must employ his/her judgment to select the best style suitable for each situation. In path-goal leadership theory, the environmental and subordinate contingency factors are seen as situational factors impacting on leadership style (Langton, Robbins & Judge, 2016)

2.3 Leadership Styles

Basically, every leader has a different behavior in leading his followers. This is called leadership style. Perry (in Dzimbiri, 2015) propounds that leadership is the ability and style that can be translated into a range of roles, activities, skills and behaviors. Memon (2014) defines leadership style as a leader's style of providing direction, motivating people and implementing plans (as cited in Anyango, 2015). On the other hand, Mehmood (2011) sees leadership styles as approaches that leaders use when leading organizations, departments, or groups.

The type of leadership to be used is always determined by the leaders themselves. If it is a good one, it creates confidence and motivates employee morale that will result in achieving better performance. In his research findings, Sundi (2013) concluded that employee performance is very influenced by leadership style (as cited in Anyango, 2015). This is concurred by Dzimbiri (2015) who expounds that people look to their leader for solutions

to their problems. Hargreaves (2000) further laments that without leadership, organizations were nothing but masses of individuals

2.4 Types of Leadership Styles and their characteristics

There is a variety of leadership styles based on followers and situations. Not all styles would deem fit for all kinds of situations. In other words, specific situations help determine the most effective style of interactions. Some leaders cannot work comfortably with a high degree of followers' involvement in decision making while others support full delegation. Some leaders also do care for the well-being of their followers unlike others. More so, motivate followers to perform highly by recognizing their performance through rewards. Others appeal to followers by just raising their moral values through vision or ethical values. A leader can either use Authoritarian Style, Laissez -faire Style, Democratic Style, Transactional style or Transformational Style (Dzimhiri, 2015).

2.4.1 Authoritarian Leadership Style and its Characteristics

This style is also referred to as autocratic style of leadership. It is described as directive, production centered, coercive, punitive, cold, task oriented, persuasive, charismatic and closed (Bass, 1990). Wu and Shu (2009) assert that authoritarian leadership is gained through punishment, threat, demand, orders, rules and regulations.

It gives full empowerment to the leader with minimal participation from the followers in terms of decision-making. According to Nguni, (2005), these leaders do not consult members of the organization in decision-making process. They also determine duties for followers. Leaders do not maintain clear channel of communication between him/herself

and subordinates. There is no delegation of power or authority nor does he/she allow subordinates to participate in policymaking.

Dzimbiri (2015) cited another dimension of leadership style that was identified by Ohio State University Studies called *Initiation*. This is likened to autocratic/authoritarian type of leadership because it emphasizes the achievement of concrete objectives come rain or shine. Such leaders also do not tolerate personal excuses such as family problems, or illness to interfere with an employee's punctuality, presence or working pace.

Autocratic leaders retain for themselves the decision-making rights. They keep tight control over group decisions and activities. A leader determines all policies, techniques and activity steps and dictates the particular work tasks and work companions of each other. They force their subordinates to execute strategies and services in a very narrow way based upon a subjective idea of what success looks like. There is no shared vision and little motivation beyond coercion. Commitment, creativity and innovation are typically eliminated. This implies that employees are not engaged in any way.

Since group members do not get a say in decisions, they cannot develop their skills and knowledge, they might dislike being ordered around and they become dependent upon their leader. The leaders are classified as “*do as I say*” types and is equivalent to dictatorship. This type of leadership can damage an organization irreparably (Ojokuku et.al., 2012).

On the other side of the coin, this leadership style has some merits. Activities are usually performed quickly and less time is spent on discussion; stress is reduced due to increased control and there can be a more productive group, while the leader is watching (Atsebeha, 2016).

2.4.2 Laissez-faire Leadership Style and its Characteristics

In this style, a leader provides little or no direction and gives employees as much freedom as possible. Dzimbiri (2015) describes laissez-faire leaders as those who tell followers to pursue goals on their own and considers it as a leaderless group. The leaders who use this style believe that there should be no rules and regulations since everybody has inborn sense of responsibility. The individual is required to be creative and innovative in a free environment where he/she can decide what to do rather than being dictated by a supervisor. The individual should be more responsible and knowledgeable for this to work. This type of leadership can be successful where members of a group are highly trained in their own areas of proficiency (Atsebeha, 2016).

The laissez-faire leadership style gives complete freedom to followers to make decisions regarding any issue in the organization and to solve any problems they encounter on their own with very little guidance from their leader. This line of thinking contradicts with the proposition made by Douglas McGregor's Theory X that describes man as naturally lazy at the work place and hates to work (Dzimbiri, 2015). As identified by Hersey & Branchard (in Dzimbiri, 2015) this is likened to delegating style where there is low relationship and low task behavior.

Laissez-faire describes top management who are neither task-oriented nor people concerned. They are not present when required. This is interconnected with management by exception-passive leadership (Judge & Piccolo, 2004 as cited in Zumitzavan, 2015). Such managers are not highly driven and are less likely to carry out their responsibilities. Almost inevitable, this leadership style is likely to result in damaging consequences for working surroundings, health and wellbeing of supervisor (Judge & Piccolo, 2004 as cited

in Zumitzavan, 2015). Working on different activities and making various decisions on different issues or topics alone without a leader, leads to low productivity and low job satisfaction. Consequently, complete delegation creates performance problems since the leader does not follow up on subordinates when they are working. Moreover, “group members may be doing the wrong thing without realizing it and there is less personal growth”, (Kocker, 2009, as cited in Atsebeha, 2016, p.42). People may not work in a coherent manner or put in the energy they would if they were actively led.

While someone might see this as unrealistic, it does have room in other institutions (Dzimhiri, 2015). For instance, Dzimhiri observed that in academic institutions, there is a great deal of autonomy among lectures to develop their course outlines, teach, examine, mark and assess student’s performance and determine who passes or fails. The researcher wonders if this is practiced and works in institutions like CDSSs. The proposition made by Dzimhiri contradicts with an argument forwarded by Mbiti (2007) and Nsubuga (in Atsebeha, 2016) that laissez-faire leadership style is not suited for use by head teachers because complete delegation without following up mechanism creates performance problems.

Absence of leadership style brings about lack of direction from the leader resulting in low morale and lack of interest in the work. According to Aunga and Masare (2017) the productivity is very low in the laissez-faire leadership style in secondary schools hence performance of teachers is low. Wu and Shu (2009) argues that a healthy way of enhancing discipline in secondary schools is by accepting teachers’ opinions and their ideas, together with the monitoring of their performance by the head teacher.

2.4.3 Democratic Leadership Style and its Characteristics

This refers to a situation where there is equal work among leaders and followers. As conceptualized by White and Lippitt (1960) this leadership emphasizes group participation, discussion and group decisions encouraged by the leader. “Democratic organizations are characterized by the following: policies are determined by group members of organization, technical and job performance measures are discussed so they are understood by all, leaders provide advice to members in regards to implementing tasks, members are free to choose with whom to work and leaders try to be objective in giving criticism and praise” (Goldman, 2002, as cited in Jay, 2014, p.11).

A democratic leadership style can motivate “humanness,” “teamwork” and “participation” of workers (Peteman, 2000, as cited in Atsebeha, 2016). A Leader tries to be a regular group member in spirit without doing too much of the work (Choi, 2007)

Goldman, (in Jay, 2014) states that Democratic leaders build consensus through participation in making policies. Decisions about the organization matters are arrived at after consultation and communication with various people in the organization. In this leadership style, communication is multidirectional while ideas are exchanged between employees and the leader. House and Mitchell (1975) in path-goal theory stipulate that for subordinates to perform well, the leaders have to guide or direct them through verbal or written communication in form of notices, memos or meetings. Nsubuga (in Atsebeha, 2016) suggests that, Head teachers should be democratic in order to foster open communication among all employees at all levels.

The Ohio State University Studies (as cited in Dzimbiri, 2015) identified this type of leadership as *Consideration*. Consideration is a situation where leaders look upon their

followers as people taking into account their needs, interests, problems and development among others.

In democratic leadership style, a leader gives his /her followers a say in decisions that affect their lives. This is also referred to as interactive or participatory leadership because the leader seeks the opinion of the subordinates before making a decision. This helps generate a sense of ownership by the staff in pursuit of organizational goals, generation of ideas and build trust and respect.

Besides the merits of this leadership style, the disadvantages of a democratic leadership style are that a great deal of time is spent on discussions and the leader alone makes no major decisions. Furthermore, every decision can entail such a slow process that it can lead to opportunities being missed or risks being avoided too late (Peteman, 2000, as cited in Atsebeha, 2016).

2.4.4 Transformational Leadership Style and its Characteristics

Nguni (2005) postulated that leaders differ in a number of ways one of which being charisma. Charisma is defined as the power of a leader to have a vision of the future (Langton et.al., 2016). Through the vision, they are able to generate high levels of excitement among followers and build particularly strong emotional attachment with them. Burns further points out that transformational leaders are charismatic in that they are able to articulate a compelling vision of the future and form a strong emotional attachment with followers. Moreover, transformational leadership appeals to the moral values of followers in an attempt to raise their consciousness about ethical issues and to mobilize their energy and resources to reform institutions (Yukl, 2002, in Nguni 2005). Thus, transformational

leadership entails raising the level of motivation to their followers beyond exchange values and thus achieve higher level of performance and followers' self – actualization. Transformational leadership is development oriented for the purpose of change. It focuses on developing the followers and considering their needs (Khajeh, 2018). They have at its centre, the ability to communicate a mutually desirable vision of the future and a way to achieve that future. Additionally, Bass (2003, as cited in Zumitzavan, 2015) see transformational leadership behaviors being exhibited through attributed charisma, idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. This makes followers feel trust and respect toward their leader hence they perform beyond the minimum levels specified by the organization.

Yukl (2002, in Nguni, 2005) agrees with Bass and Avolio that application of transformational leadership style can improve performance because it is aimed at developing knowledge and employee potential. A leader encourages followers to have a vision, mission and organizational goals, encouraging and motivating them to show maximum performance, stimulates subordinates to act critically and to solve problems in new ways and treat employees individually. Transformational leadership tends to have more committed and satisfied followers. This is mainly so because leaders empower followers. As suggested by Jin (2010) transformational leadership integrates elements of empathy, compassion, sensitivity, relationship building, innovation and decision-making. This fosters a climate of trust, nurtures employee's confidence and encourages their individual development.

A review of 117 studies testing transformational leadership found that it was related to higher levels of individual follower performance, team performance and organizational

performance (Langton, et.al., 2016). Langton et.al further confirm that another study found that employees with transformational leaders had more confidence in their ability to be creative at work and higher levels of creative performance. These studies confirm that transformational leaders are able to increase follower self-efficacy, by giving the group a “*can do*” spirit.

Research on transformational leadership in educational settings has identified three core dimensions in school: Vision building, providing individual support and providing intellectual stimulation (Geijsal & Sleegers, 1999). On vision building, transformational leadership is mediated by the leader’s actions- the ability to create a shared vision, to articulate clear and meaningful goals, to empower employees and to model ethical and trustworthy behavior (Kent, Crotts & Azziz, 2001, as cited in Paarlberg, 2010).

Individual support represents an attempt to understand, recognize and satisfy followers’ concerns and needs while treating each follower uniquely. This is in line with Abraham Maslow theory of needs which reminds leaders that employees’ drive at work is influenced by their desire to meet specific needs (Dzimbiri, 2015) which include physiological, safety, social, esteem and self-actualization. By understanding these needs, leaders/managers respond appropriately when dealing with subordinates

Intellectual Stimulation suggests that transformational leaders encourage followers to question their own beliefs, assumptions and values and enhances their ability to solve individual, group and organizational problems. Hence followers become more willing to internalize organizational goals as their own personal goals and have more confidence in their ability to attain the vision. The success of a transformational leader is demonstrated

both by increased performance outcomes and by the degree to which followers develop their own leadership potential and skill (Bass & Avolio ,2003, as cited in Nguni, 2005).

Despite its popularity, this type of leadership has some drawbacks. As suggested by Howell and Avolio (1993 as cited in Zumitzavan, 2015) such leaders can become so fascinated by their vision of what is best for the organization. Additionally, top management does not necessarily act in the best interest of their organization. Many leaders employ their power to restructure their organizations in their own image. They often entirely blur the boundary separating their personal interests from their organization's interests.

2.4.5 Transactional Leadership Style and its Characteristics

Transactional leadership motivates and influences subordinates by exchanging rewards with a particular performance (Yukl 2002 as cited in Nguni, 2005). Transactional leadership motivates followers by appealing to their self- interest and it is based on exchange for expected rewards and promises. This entails that such leaders emphasize on the importance of relationship between a leader and followers focusing on the mutual benefits derived from a form of contract through which a leader delivers such things as rewards or recognition in return for commitment or loyalty of followers. Transactional leadership may involve values relevant to the exchange process such as honesty, fairness, responsibility and reciprocity (Yukl 2002 as cited in Nguni, 2005).

The key to this theory is the understanding of an individual's goal and the linkage between effort and performance, between performance and rewards and finally, between the rewards and individual goal satisfaction (Robbins & Langton, 2001). For instance, employees who know that when they work hard, they will be rewarded, then they will

certainly achieve the target required hence they will be motivated to work extra hard. An employee will be motivated to exert a high level of effort when he or she believes that effort will lead to a good performance, that a good performance will lead to organizational rewards such as bonus, a salary increase, or a promotion and that the rewards will satisfy the employee's personal goals (Robbins & Langton, 2001).

Bass and Avolio (2003, as cited in Nguni, 2005) suggest two aspects of transactional leadership as contingent reward and exception management. Contingent reward is whereby leaders make agreement about what is expected of a subordinate and promises rewards upon attaining the goals. According to Robbins and Langton, (2001) transactional leadership clarifies what is expected of followers' performance, explaining how to meet such expectations, and allocating rewards that are contingent on meeting objectives. Vroom Expectancy theory has emphasized the understanding of an individual's goal and the linkage between effort and performance, between performance and rewards and finally, between the rewards and individual goal satisfaction (Robbins & Langton, 2001). On the other hand, in exceptional management, a leader monitors deviations from the established standards and take corrective measures. In this case, the leader is seen as a change agent who recognizes what people want to get from work and ensures that they get it if their performance permits it (Dzimbiri, 2015).

Unfortunately, many leaders/managers are limited in the rewards they can distribute, which makes it difficult to individualize rewards (Robbins & Langton, 2001). Moreover, some managers (head teachers) incorrectly assume that all employees (teachers) want the same thing, thus overlooking the motivational effects of differentiating rewards.

Yukl (2002 as cited in Nguni, 2005) argues that it does not necessarily mean that always this type of leadership influences employee performance in a positive way but sometimes can bring a negative influence if leaders cannot be trusted due to failure to “*walk the talk*” in situations where they do not keep promises, they show dishonest and are not transparent.

2.5 Effects of Leadership on Employees Performance

Leadership plays a critical role in achieving organization goals. According to Bass & Avolio (2003) good leadership promotes daily and open communication and this creates a climate of trust, nurtures employees’ confidence, influences employees’ attitude, motivation and positive behavior and encourages their individual development. The open communication also enables everyone understand the vision and goals of the organization. This results in high morale and sustainable long- term success. Good leadership skills can also help correct poor business practices and internal conflicts between or among employees.

Furthermore, by acting as a role model, coaching, delegating challenging tasks and providing feedback, school leaders may help to link teachers’ current needs to the school’s goals and mission and enhance teachers’ sense of self- efficacy. When teachers have a high sense of self-efficacy, they tend to exhibit greater levels of planning and are more open to new ideas and more willing to experiment with new methods, work longer with students who are struggling, intensify their efforts when their performance falls short of their goals and persist longer (Bandura, 1997, as cited in Thoonen, 2011). Werang (2014) argues that simple action by the head teacher such as smiling and asking about family matters could make a teacher feel encouraged and have a deeper connection with the school community as a whole.

On the other hand, Bass and Avolio (2003) argues that if employees are not directed to work or if forced to work or there is no interaction and communication, low motivation, low self-esteem, low emotional intelligence or if behavior is limping, the employee commitment will not be achieved. This situation may cause employees to work with rebellious feelings, often protesting and not being satisfied.

There is a lot of empirical evidence that demonstrates that leadership behaviors influence employee performance. Some have a positive while others have a negative effect.

In a research conducted by the Partnership for Public Service (2009), leadership has consistently been shown to be the most important driver of employee satisfaction in the Federal Government (Paarlberg, 2010). In agreement to these results, Mwangi (2013) and Salad (2015) independently found that a leadership behavior plays a very important role in enhancing employee job satisfaction, work motivation and work performance.

The study carried out by Salad (2015) was aimed at investigating the relationship between leadership behavior and employee performance in Telecommunication Industries in Mogadishu, the capital city of Somalia. The findings of the study revealed that majority of respondents agree same opinion that there is a positive significant relationship between leadership behavior and employee performance.

In Uganda, Nampa (2007) researched on teacher performance in Catholic Founded Schools in Luwero District and identified that guidance and directing was needed for good performance of teachers. Guidance and directing ensure that everything moves in the right direction and what goes wrong is put right. Therefore, for an institution to achieve better

performance, a leader must constantly find out the day-to-day progress of work in order to put right what may be wrong (Nampa, 2007).

According to the study by Ojokuku et.al (2012) conducted in the Nigerian Bank in Nigeria, it was concluded that transformational and democratic leadership styles have positive effects on both performance and followers and are highly recommended to banks especially in this global competitive environment.

Another research conducted by Widayanti & Putranto (2015) was aimed at analyzing the relationship between Transformational leadership and Transactional Leadership styles on employee performance in PT.TX Branding in Indonesia. Results proved that Transactional and Transformational leadership have positive relationship and affects performance of employees positively.

2.6 Performance of Teachers

According to Mathis and Jackson (2009) performance is associated with quantity of output, quality of output, timeliness of output, presence/attendance on the job, efficiency of the work completed, and effectiveness of the work completed. On the other hand, employee performance is the successful completion of tasks by an individual as set and measured by a supervisor. The definition of performance does not include the results of an employee's behavior but only the behaviors themselves. In other words, performance is about behavior or what employees do, not about what employees produce or the outcomes of their work (Aguinis, 2009).

In Malawi, secondary schools are considered as formal institutions that are established to inculcate knowledge, skills, habits, values, and attitudes among learners (Chimombo et.al.,

2013). The performance of a teacher at a school can be described either in terms of activities that are performed by teachers themselves during a specific period of time in the school system to reach goals already set by the school or as the ability of teachers to make a considerable contribution to the teaching and learning process (Akinyemi, 1993 as cited in Atsebeha, 2016). Atsebeha further advises that both the performance and participation of teachers should be examined in the day-to-day activities at a school. This concurs with Butler and Rose (2015, as cited in Osifo & Lawal, 2018, p.4) who assert that employee performance denotes what an individual has accomplished in the past.

Furthermore, it is possible to say that teachers behave differently in different situations; therefore, head teachers should know their teachers well in order to be able to influence their behavior positively. Furthermore, Adepoju (1996 as cited in Jay, 2014) asserts that variables of teachers' performance such as effective teaching, lesson note preparation, effective use of schemes of work, effective supervision, monitoring of students' work and disciplinary abilities are virtues which teachers should uphold effectively in the school system. This concurs with Adeyemi (2010 as cited in Atsebeha, 2016 p.58). who asserts that "various aspects of job performance, such as effective teaching and lesson preparation, the effective use of schemes of work, effective supervision, monitoring of students' work and disciplinary ability are aspects teachers should focus on in order to deliver effective academic performance in schools" Other areas include teachers' commitment to job and extra-curricular activities

2.7 Other factors affecting teacher performance besides leadership styles

Apart from leadership style, there are various factors that can generally have an effect on performance of teachers. Despite the fact that McGregor's Theory Y confirms that there

are some employees who have an inborn natural aspirations to excute assigned task (Dzimbiri, 2015), it is enavitable to facilitate and cultivate the desire of workers to perform their work well (Hayward, 2005)

According to Atsebeha (2016) there are a number of factors that can affect teacher performance. These can either be intrinsic or extrinsic motivational factors. Money, non-monetary benefits, the school environment, classroom atmosphere, discipline, respect and promotion system can affect teachers' performance. Kadzamira (2006) put these factors into four categories as those related to working conditions, those related to remuneration, those related to conditions of service and those related to professional status.

2.7.1 Working Conditions

Working conditions have a direct effect on teachers' ability to perform effectively. The teacher needs to feel comfortable in his/her workplace. Some teachers prefer a disciplined environment. If teachers are offered a safe, enjoyable, encouraging working environment and sufficient compesation by the school, that will attract, retain and motivate teachers to do their best for a school (Mancuso, et al., 2010).

2.7.2 Remuneration Factors

The recent DFID study in Malawi noted that absenteeism and attrition were largely influenced by teacher motivational factors with low salaries and poor working conditions coming out strongly as underlying causes of absenteeism and attrition (Moleni and Ndalama, 2004).

2.7.3 Teachers' working conditions

These include aspects such as the workload, compensation, school support for teachers' professional development, school safety and public respect for teachers (Ladebo, 2005). Hayward (2005) further affirms that despite the motivation of employees to perform, it is necessary to focus on problems that might affect workers' performance. These problems can be the result of underdeveloped competencies, in appropriate performance goals or lack of feedback about performance.

2.7.4 Professional Status

The status of the teaching profession in the society has been eroded tremendously. In this democratic dispensation, people have the freedom of expression however this freedom tends to demean the status of teachers by being uttered with sarcastic words or remarks by the learners. In particular, they tend to compare teachers with their parents who are in better paid jobs with posh cars and decent houses and fringe benefits attached to their position unlike teachers who do not have. Students point to teachers as being improperly dressed and are always broke financially (Moleni & Ndalama, 2004). The low salaries and poor working conditions have contributed to the erosion of the teaching profession status.

2.8 Theoretical framework

The theoretical framework introduces and describes the theory that explains why the research problem under study exists (Gabriel, 2013). There are different types of leadership theories that attempt to explain the nature of leadership and employee performance. For the purpose of this study, three theories have been discussed briefly in order to provide the theoretical foundation and contextual understanding of the same. These include Situational Theory, Transactional Theory and Transformational Theory

2.8.1 Situational / Contingency Theory

This theory states that there is no best style of leadership suitable for all situations. It emphasizes that leaders should note the importance of considering the context within which leadership occurs (Langton, 2016). This concurs with Dzimbiri (2015) who propounds that the choice of leadership style should depend on situation. According to Rowland (2008 as cited in Atsebeha, 2016) a situational leader acts according to the needs of a particular situation. Dzimbiri (2015) described three situational approaches as Fiedler Contingency Model, Hersey and Blanchard's Situational Leadership Theory and Path- Goal Theory. For the purpose of this study, Path-Goal Theory has been chosen to guide this research and has been discussed extensively.

Path- Goal Theory

This theory was developed in 1971 and revised in 1996 by Robert House. In support of this study, the path-goal theory has been selected as the best guide out of the other theories discussed above. The main reason for this choice is that the theory can provide the necessary information, support and resources to ensure the satisfactory and effective performance of subordinates. In addition, House and Mitchell (1975) confirm that the path-goal leadership theory can indicate the leadership style that matches the relevant situational factors.

According to Northouse (2013) the Path-Goal Theory emphasizes the relationship between the leader's style and the characteristics of the subordinates and work setting. The theory states that it is the leader's job to assist followers in attaining their goals and to provide them the necessary direction and/or support to ensure that their goals are compatible with the overall objectives of the group or organization (Dzimbiri, 2015, Langton et al. 2016).

The theory is derived from the belief that effective leaders remove the roadblocks and pitfalls so that followers have a clearer path to help them get from where they are, to the achievement of their work goals (Dzimhiri, 2015).

Path goal theory is consistent with expectancy theory. The goals can be considered the effort-performance link, that is, the goals determine what must be done. Feedback can be considered the performance-reward relationship where the individual's efforts are recognized (Robbins & Langton, 2016). The achievement of the goals will result in intrinsic satisfaction. Robbins & Langton (2001) propose that the goal setting can be made operational by implementing Management by Objectives program (MBO) which emphasizes jointly set goals that are tangible, verifiable and measurable. As such, a leader's behavior is contingent to employee satisfaction, employee motivation and employee performance.

According to Dzimhiri (2015) a leader's behaviors in Path- Goal Theory are summarized as Directive, Participative, Achievement Oriented and Supportive. These are illustrated in the model on the next page:



Figure 1: A leader's behaviors in Path Goal Theory

(Source: evanhoehelpdesk.com)

A *directive leader* gives instructions about a task, how it is done, expectations and timeline. By being *supportive*, it entails that he/she should be friendly and approachable, attending to the wellbeing and human needs of subordinates. They make work pleasant for employees and treat them as equals. *Participative leaders* invite subordinates to share in decision-making. A leader who is *achievement-oriented* show a higher degree of confidence that subordinates are capable of accomplishing the work.

If a leader exhibits the above behaviors, subordinates develop what is known as “*internal locus of control*” hence they believe they are in charge of the things that occur in their life (Northouse, 2013). This shows that when leaders select the proper style, they increase the subordinate’s chance for a success and satisfaction. In essence, this theory assumes that subordinates will be motivated if they think they are capable of performing their work, if they believe their efforts will result in a certain outcome and the payoffs for their work are worthwhile (Northouse, 2013).

House and Mitchell (1975) stipulate that path goal approach helps in improving the performance of subordinates thus enhancing goal achievement as follows: When subordinates are confused, the leader tells them what to do and shows them a clear path to follow. When the path is shown, the subordinates become satisfied and motivated, so they accept leader's behavior thus performing effectively. The leader's behavior further enhances the subordinate's work environment through directing, controlling, supervising, rewarding, proper communication, delegation of duties and joint decision making between teachers and head teachers thus enhancing good performance among workers. Therefore, the leader's role is mostly to create and manage subordinate paths toward individual and group goals, to clarify expectations and to supplement the environment when sufficient rewards from environment are lacking (Robbins & Langton, 2001).

The Path goal theory has also been adopted because it is reflected in the situational leadership theory. Leaders should make choices appropriate to the kind of leadership style and behavior they will exhibit in a specific situation (Langton, 2016). This is applicable to path goal theory because the term "path-goal" is drawn from the principle that successful leaders clarify the path that should be followed by their subordinates in order to achieve the work goals and to make the journey along the path easier by avoiding difficulties that stand in the way of achieving their goals. Hence, it is only the leader who is expected to give the needed information, assistance and other resources required by the followers (Robbins & Langton, 2001). In support of this, House (1996) propounds that the amount of support and encouragement that a follower needs is associated with supportive behavior, where the leader involves others in a two-way communication, listens, provides support and encouragement, facilitates interaction and involves them in decision-making.

All these features are exhibited in a path goal theory that describes a leader as supportive, participative, directive and achievement oriented as summarized in figure 3 below.

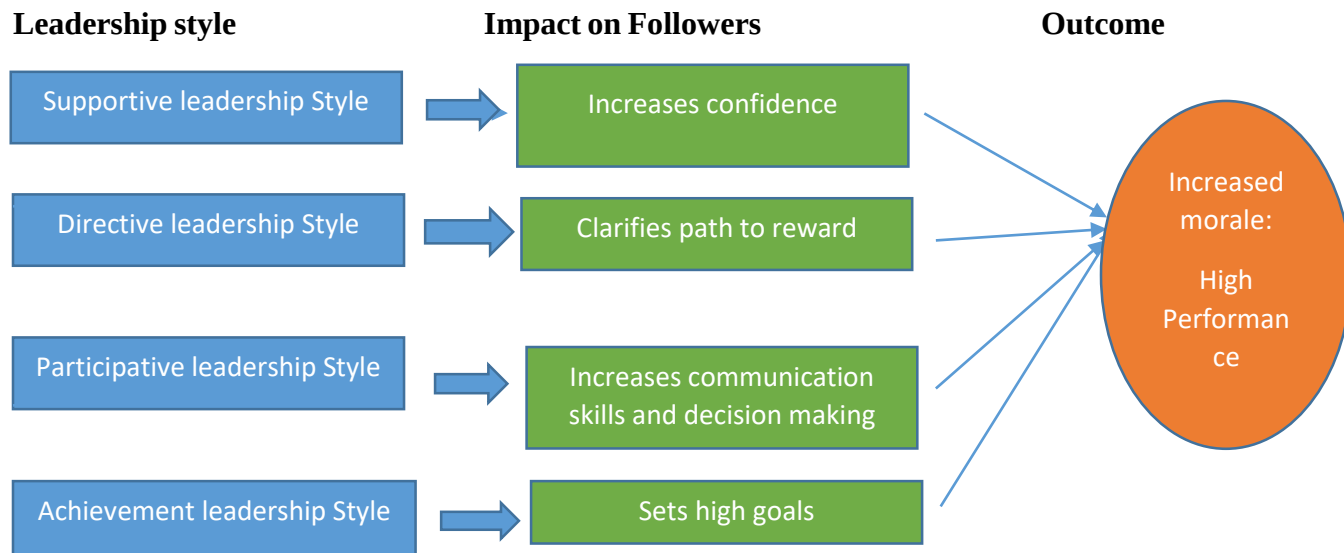


Figure 2: Leadership behavior's impact on followers

(Source: Adapted from House, 1997)

Contribution of path-goal theory to current research

The theory gives an insight in how the head teachers should lead their schools. Head teachers are expected to adjust their behaviors to suit various situations in order to motivate teachers to work. If they are not flexible their leadership may not suit the different needs of teachers hence low morale leading to low performance

In this context, the head teacher may apply leadership behaviors that increase confidence of teachers to achieve work outcomes, clarifies path to reward, increase communication skills and decision-making, as well as setting high goals to attain high standards of performance in the course of discharging their duties. This implies that leaders fulfil the roles by being instrumental in improving performance and satisfaction of subordinates (House, 1997).

Critics of the path-goal theory

Although the theory has various strengths, the path-goal theory has also several identifiable weakness (Northouse,2013). It is so complex and incorporates so many different aspects of leadership so that interpreting the theory can be so confusing. Another limitation is that it has received only partial support from the many empirical research studies that have been conducted to test its validity. In addition, the theory does not account for for gender differences in how leadership is enacted or perceived. Finally, the theory places a great deal of responsibility on leaders and much less on followers.

2.8.2 Transactional and Transformational Theories

Leadership approaches like contingency/situational and behavioral were developed at a time when organizations were organized in traditional hierarchies where there were classic lines of command. Robbins and Langton (2001) reiterate that new styles of leadership are evolving to meet the demands of organizations by moving away from supervisory types of leaders and focus on vision-setting activities. These new styles are called transactional leadership and transformational leadership. This is illustrated in figure 4 on the next page.

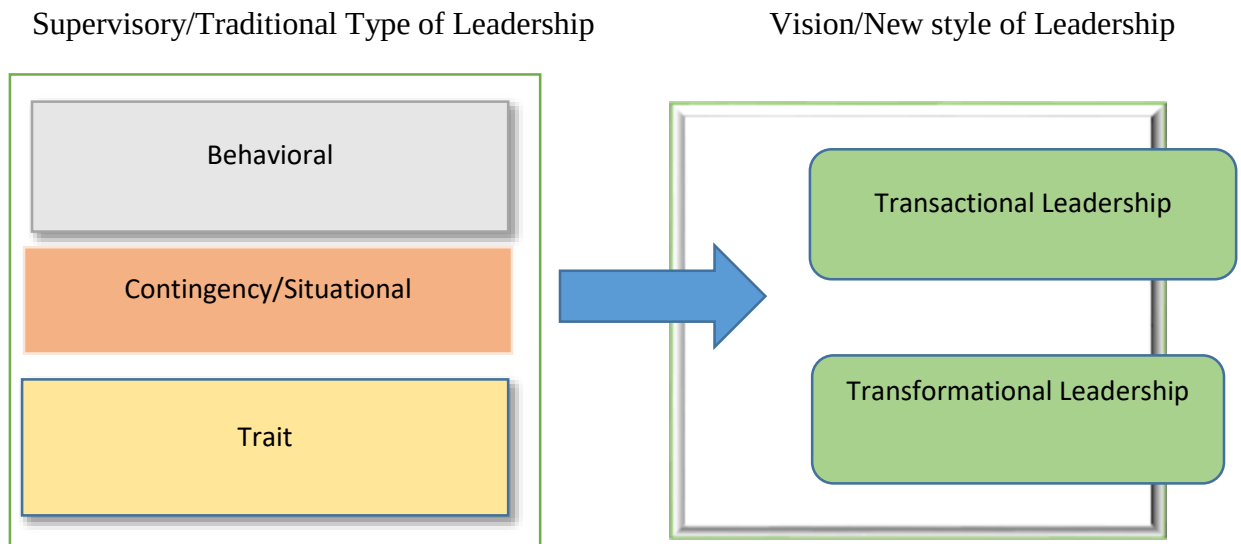


Figure 3: Evolution of Leadership

(Source: Adapted from Robbins & Langton, 2001)

Bass and Avolio (2003) concurs with Robbins and Langton (2001) by stressing the same point that current leadership theories indicate that leadership behaviors can be categorized into two main styles namely transformational and transactional.

Transformational leaders are expected to provide the vision and direction to the organization and that they have to strengthen, inspire and motivate followers to work towards achieving a common goal. On the other hand, transactional leadership attempts to satisfy the needs of followers by focusing on exchanges and contingent reward behavior (Langton et al., 2016). The GLOBE team concluded that effective business leaders in any country are expected by their subordinates to provide a powerful and proactive vision to guide the company into the future, strong motivational skills to stimulate all employees to fulfill the vision, and excellent planning skills to assist in implementing the vision (Langton, et.al., 2016).

According to Kirkbride (2006, as cited in Serkan, 2019) a transactional leader sets very clear goals for his/her followers and explains the rewards of achieving specified goals either directly or implicitly. The rewards can be monetary but mostly they refer to non-financial rewards like physical ones such as extra holiday, flexible work, time/day off or like nonphysical rewards such as compliments, admiration, visibility and recognition. The transactional leader also monitors performance of his/her followers and rewards them. When this style of leadership is performed, a certain level of performance and success can be attained but to make followers walk the extra mile, it is required to use transformational styles of leadership. According to a research done by Tu and Lu (2016, as cited in Serkan, 2019) it was proved that the followers go an extra mile when they are intrinsically motivated and being instilled confidence by their transformational leaders. Bass (1990, p.21) propagates that “transformational leadership occurs when leaders broaden and elevate the interests of their employees, when they generate awareness of the purposes and mission of the group, and when they stir their employees to look beyond their own self-interest for the good of the group.” Bass (1990) goes on stating that transformational leaders have better relationships with their followers which makes them to contribute more to the organization than followers working under transactional leaders. Moreover, employees say that they exert a lot of effort on behalf of their leaders who are transformational leaders.

Critics of transformational and transactional theories

Even though transformational leadership has many advantages over transactional leadership, there are many criticisms and arguments against transformational leadership. Idealized influence is one of the most criticized components of transformational leadership

because some of transformational leaders with high charisma may misuse their power and privilege and they may start to neglect supporting their followers. According to Yukl (2013), there may be some negative consequences of charismatic leaders like reduction in good suggestions and criticisms by followers, increase in excessive confidence and optimism by leader, stepdown in development of competent successors, denial of problems and failures by leader, decrease in capacity to foresee possible dangers and future expectations.

Transformational leadership is change oriented. It emphasizes on creativity and motivates workers to achieve a goal already set on the other hand, transactional leadership is exchange oriented by receiving something from the subordinate in return for something else. Employees are motivated by rewards, punishment, social system and works best with a clear chain of command. These theories are different from the theory of situational leadership (Path goal Theory) that propounds that there is no style that suits all situations (Hayward, 2005, as cited in Atsebeha, 2016).

Therefore, the transactional and transformational theories are very relevant to this study because in teachers' working environment, teachers increase their morale to work when they are empowered, when they work in team, and when there is clarity of school mission and trust in their head teacher. If head teachers use these styles, teachers' performance will be maximized.

2.9 Conceptual Framework

Conceptual framework is described as the actual ideas and beliefs that one holds about a phenomenon under study (Miles & Huberman, 1994). Consequent to the review of House's

Path-Goal Theory, a conceptual frame work relating to the variables in the study has been identified.

The conceptual model suggests that Independent Variable (IV) is conceptualized as consisting of five leadership styles (Democratic, Laissez-faire, Authoritarian, Transformational and Transactional) measured in form of head teacher's vision building, individual support, intellectual stimulation, rewards, Inspirational communication, delegation, role modelling and involvement in decision making. On the other hand, the Dependent Variable (DV) is high teacher performance conceptualized as lesson planning, preparation of Schemes and Records of Work, Level of absenteeism, Involvement in extra-curricular activities, completion of syllabus, effective supervision and monitoring of student's work, timely preparation and sending of school reports The following figure illustrates a conceptual framework relating to leadership and employee performance..

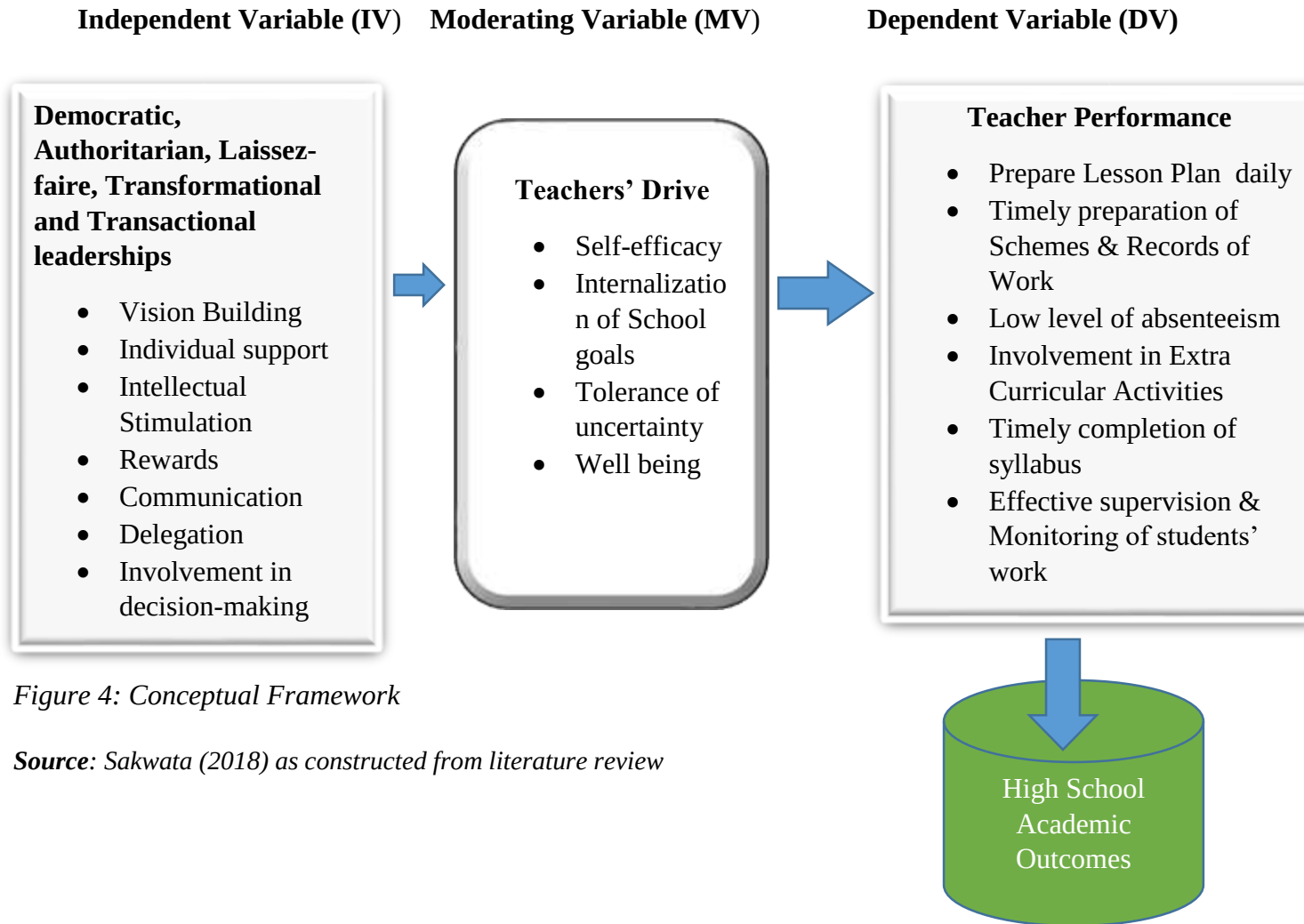


Figure 4: Conceptual Framework

Source: Sakwata (2018) as constructed from literature review

As depicted from the figure above, it can be seen that the performance of teachers is not directly dependent on the type of leadership. There are moderating factors that play a critical role in the relationship. What is more apparent is that if a head teacher demonstrates vision building, teachers are more likely to internalize the school goals. At the same time teachers, whose concerns, wellbeing and needs are well supported by their head teacher, develop a sense of self- efficacy.

In addition, if a head teacher stimulates their intellectual beliefs, assumptions and values, teachers may be more confident and certain in their ability to attain the vision of the school. Lastly, if teachers are promised some motivational rewards upon attaining certain goals, they strive to achieve that goal.

These moderating factors like self-efficacy, internalization of school goals, tolerance of uncertainty and wellbeing will motivate teachers to work longer with their students, intensify their efforts, more willing to achieve the school goals which in turn increases teachers' commitments hence high teacher performance (Atsebeha, 2016)

2.10 Conclusion

In this chapter, an overview of literature on leadership and employee performance has been discussed and analyzed in order to gain clarity of the topic. In it, definitions and theories have been highlighted in order to provide guidance on the relationship between the two variables under study. Leadership theories discussed include Situational/Contingency Theory, Transactional Theory and Transformational Theory. The Path-goal Theory, that is an example of Situational Theory, has been adopted to guide the study

Most considerably, the literature has revealed that performance of employees can be high if leaders use a conducive type of leadership style that influences or motivates employees at a work place. A conceptual framework has also been presented to provide a linkage from the literature to research objectives. Other studies have also been analyzed and a gap has been unveiled that necessitated the need for this study.

Next, will be a chapter that presents the methodology used in carrying out the current study with a justification for choice of the methods.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter provides a research design adopted by the study. In addition, it provides as to why the design was adopted. It further outlines the study population, sampling techniques, data collection methods and analysis tools. Following this, will be a description of the ethical considerations that will be borne in mind in the course of carrying out the study. Finally, a conclusion will be made.

3.2 Research Design

According to Nishishiba (2014), a research design is a game plan that needs to be in alignment with the research objective, research questions, type of research and type of data required.

In order to investigate leadership styles of head teachers and performance of teachers, a descriptive survey design is employed. Best and Kahn (2003) who propound that a descriptive design is concerned with conditions or level of performance that exist, opinions that are held, processes that are going on and effects that are evident, support this choice of the survey design. Additionally, descriptive research design gives researchers the opportunity to use both quantitative and qualitative data in order to find data and characteristics about the population or phenomenon that is being studied.

Based on this line of thinking, this approach has been preferred on the grounds that the influence of school leadership style is better perceived from the opinion survey of head teachers themselves, teachers as well as Inspectors of schools.

3.3 Research Approach

Both qualitative and quantitative research paradigms have been used in this study with more emphasis on qualitative approach as a leading method. Qualitative was chosen in order for the researcher to get a deep description on the role of leadership styles on teacher performance in Community Day Secondary Schools in Blantyre Urban. Further more, qualitative approach was incorporated in the study with information gained from the interviews, document analysis, and through open ended questions. On the otherhand, quantitative paradigm was chosen because there are some elements from the questionnaire that needed to be expressed in terms of percentages, frequencies and graphs

3.4 Population

According to NSO (2016) and Zeitlyn, Lewin, Chimombo and Meke (2013), secondary schools in Malawi are categorized into two broad groups namely public and private secondary schools. Within the category of public schools, there are four types of secondary schools that are wholly owned and funded by the Government. These include Community Day Secondary Schools (CDSS), National Government Secondary Schools, Conventional Secondary Schools and Open Day Secondary Schools (ODSS). Out of the four types of schools, this study has focused only on Community Day Secondary Schools. This type has been purposively chosen due to the perceived low academic performance at MSCE and wishes to establish if the leadership styles used in those schools affect performance of teachers.

Nishishiba (2014) defines a population as a complete set of people or entities of interest. In this research, our study population comprises of all Inspectors of Schools, head teachers as well as teachers in CDSSs located in Blantyre City that are under SWED in the Ministry of Education, Science and Technology (MoEST). Currently, there is a total of 20 CDSSs with a total of 304 teachers in Blantyre Urban (SWED field data, 2018). Head teachers were involved because they are leaders of the schools and are better placed to understand the leadership styles they employ in schools. On the other hand, teachers were designated for the study because they are believed to have different perceptions regarding the head teachers' leadership styles, how the school is managed and the leadership styles employed have affected them whether positively or negatively. The Statistical Officer will provide statistical data pertaining to study population and MSCE academic performance of schools under study. Finally, the inspector of schools were involved because they are believed to have first hand information regarding the leadership and performance of teachers in the schools within their jurisdiction since they frequently visit them to quality assure the teaching and learning process.

3.5 Sampling

Upon considering the large population size, it is impossible to involve all head teachers and all teachers in all CDSSs in Blantyre Urban hence a sample was used. According to Kothari (2004), a sample size refers to the number of items to be selected from the universal to constitute a sample. In this regard, a total of 14 schools were involved in this study and a total of 76 respondents were enrolled in examining the leadership styles and their effects on teachers' performance in CDSSs. Out of the total respondents, two were Senior

Inspectors of Schools, one was a Statistical Officer, 14 were Head teachers and 59 were Teachers.

The table below provides the breakdown of the composition of the sample

Table 1:

Table 1: Composition of the Sample

Category of Sample Respondents	Female	Male	Total
Inspectors of Schools	1	1	2
Statistical Officers	0	1	1
Head teachers	8	6	14
Teachers	39	20	59
Total	48	28	76

(Source: Field Data, 2019)

3.5.1 Sampling Technique

A sampling technique is used when a researcher wants to find informants to provide relevant information (Nishishiba, 2014). According to Dawson (2002), there are two types of sampling techniques namely probability and purposive. In this study, purposive sampling was used to target Head teachers N=14 of the sampled schools. Inspectors of schools N=2 were also identified using purposive sampling. All teachers N=59 were selected using random sampling technique. From the names of teachers listed serially in alphabetical order at each school, all those with odd numbers were picked until the required total of 5 were obtained.

3.6 Data Collection Methods

Three types of data collection methods were used in this research namely questionnaires, interviews and data analysis.

3.6.1 Questionnaires

According to Kothari (2004), a questionnaire consists of a number of questions printed or typed on a form. There are three basic types of questionnaire namely closed-ended, open-ended or a combination of both (Dawson, 2002).

In this context, the researcher opts to use a combination of both types of questionnaires because closed-ended questions will help generate statistics in quantitative way as it leaves boxes for the respondents to tick while open-ended questions will help gather information in qualitative approach by leaving a blank section for the respondents to write an answer. This approach will help encourage the respondents to elicit the required data or information according to the research objectives.

Head teachers have been purposefully selected to respond to an in depth interview. They give their views towards leadership and performance of teachers in their respective schools. Five teachers at each school are also involved in responding to a questionnaire to seek their views towards the type of leadership being practiced by their head teachers. The researcher will solicit information focusing on leadership, teachers' motivation and reward systems and teachers' performance. This data will help analyzing the attitudes of teachers to their leaders and the type of leadership they have in the schools.

The use of questionnaires has been preferred because the target population of head teachers and teachers are considered literate and well experienced in responding to written questions. In addition, they are relatively cheap and provide a quick means of data collection in a reasonable period. Finally, questionnaires are reliable and it is possible to collect data anonymously from respondents bearing in mind the sensitivity of the information (Kothari, 2004).

3.6.2 Interview

Semi structured interview was used to gather an in-depth qualitative data from 14 head teachers, 2 Inspectors of schools and one Statistical Officer. In an interview, the researcher meets with the respondent in person, in most cases face-to-face (Nishishiba, 2014). This method has been used based on the fact that the researcher will be able to collect supplementary information, which could not be easily collected by the questionnaire. Robson (as cited in Nishishiba, 2014) expounds that interviews allow the researcher to develop a deeper and richer understanding of the phenomenon being researched. Khothari (2004) adds that the purpose of interviewing people is to find out what is in their mind and what they think or how they feel about the study. This is the reason why the researcher used interview to elicit information from the respondents.

3.6.3 Document Analysis

Apart from the questionnaire and interview, the researcher reviewed several documentations to substantiate the information that was gathered.. This covered office documents that include charts showing teachers who prepared schemes and records of work, school vision, MSCE results at National and Divisional levels, newspapers and

internet. The information obtained were in tandem with concepts on leadership styles and employee performance.

3.7 Methods of Data Analysis

Data analysis refers to examining what has been collected in a survey or experience and making deduction (Komba et al., 2006, as cited in Singano, 2015). Affirmatively, Nishishiba (2014) defines data analysis as the evaluation of either quantitative or qualitative data with the goal of answering a research question.

In this context, the quantitative data that was obtained through questionnaires was analyzed using Statistical Package for Social Sciences (SPSS) software and Excel. SPSS software was used because it is user friendly and enables different analysis of data (Nishishiba et.al, 2014). Moreover, SPSS permitted descriptive statistics such as cross tabulations, frequencies and percentages where possible.

3.8 Ethical Consideration

Ethical issues are concerned with right and wrong action and outcomes for individuals and organizations they work for (Lawton, Rayner & Lasthuizen, 2013). Since research involves collecting data from people and about people (Punch, 2005, as cited in Creswell, 2014) ethical questions are apparent in such issues as personal disclosure, authenticity, credibility of the research report and privacy. Therefore, researchers need to protect their participants, develop a trust with them, promote the integrity of the research, guard against misconduct and impropriety that might reflect on their organizations (Israel & Hay, 2006, as cited in Creswell, 2014). This implies that anyone who participates in research should be conscious of the ethical issues pertaining to it.

Babbie (2005 in Atsebeha, 2016) stresses that it is important to ensure the anonymity of the people who participate in the study and to guard them against physical or psychological damage.

Consequently, the researcher prepared a cover page for the questionnaire that defines the objective of the research and accentuated that confidentiality would be well maintained regarding the information provided and that the anonymity of the respondents would be guaranteed.

3.9 Consent to conduct the research in CDSSs

Prior to the study, researchers need to obtain approval of individuals in authority to gain access to sites and study participants (Creswell, 2014). In this regard, the researcher first obtained an introductory letter from the PAS Department, Chancellor College. In order to gain trust, this letter was attached to another letter that the researcher presented to the Education Division Manager, SWED seeking permission for entry into the schools for the study. Upon getting the permission from SWED, the approval was first being presented to the head of schools to request their consent for data collection from the Head teachers themselves as well as teachers through questionnaires and interviews in line with the research topic.

3.10 Anonymity and confidentiality

According to Dawson (2002), a researcher need to assure participants that whatever information they provide cannot be traced back to them or that the information supplied in confidence will not be disclosed directly to third parties and additionally, they should know what is going to happen with the results in the final report. Based on this, the researcher

assured all participants that the information they provide would be treated with anonymity and confidentiality.

To support this assurance, the introductory section of the questionnaires and the interview guide indicated that participants' names or addresses are not required. In addition, all respondents were assured that the data and information collected would strictly be used for the purposes of the study that is purely academic. This was done considering the sensitivity of the information which may create unnecessary loss of trust and/or enmity among Head teachers and teachers. This also enabled the participants to express themselves freely and voluntarily.

3.11 Limitations of the study

The research had few limitations. Firstly, most respondents (teachers) were found to be busy marking test scripts and preparing students' performance reports for the previous term and others were busy teaching in class. This made it difficult for the questionnaire to be administered as quickly as possible. However, in the long run, 96% of respondents managed to submit their responses.

Secondly, the sensitivity of the topic made it a challenge to administer the questionnaire in some schools where the head teachers insisted to collect the responses on behalf of the researcher. This made some respondents become reluctant to fill the questionnaire as they were afraid of irritating or offending the head teachers once they have access to their responses. However, this limitation was overcome by assuring respondents of anonymity and confidentiality.

Due to lack of automated system at South West Education Division (SWED) office, most of the data got missing as the data were kept manually on paper form hence access to the documentation and statistical data was a challenge. This resulted in missing some paper files and documents that contained essential data for this study. For instance, comparable data of students who passed MSCE in Conventional Secondary Schools, Purpose Built Building Secondary Schools and Community Day Secondary Schools was not available except for data in 2016 and 2017. In spite of this situation, the quantitative data that was provided was enough to make meaningful interpretation.

3.12 Conclusion

This chapter has described the research design and the methodology adopted to collect and analyze the data. Further to that, it has provided the reasons why the approach has been chosen to guide the study. It has also described how the data was analyzed and finally, ethical considerations and limitations of the study have been highlighted. The next chapter will present the findings and the discussions of the findings.

CHAPTER FOUR

FINDINGS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents a detailed interpretation of the findings of the study that was aimed at examining the head teachers' leadership styles and performance of teachers in Community Day Secondary Schools in Blantyre Urban. The findings are based on data collected using both quantitative measures (questionnaires) and qualitative method (interview and open-ended questions and data analysis) to address the five specific objectives

Data obtained quantitatively will help in determining the type of leadership styles prevalent in CDSSs in Blantyre Urban and the extent to which leadership styles affect teachers' performance. On the otherhand, qualitative data will address factors affecting teachers job performance, impact of practiced leadership styles on teachers' performance and other factors affecting performance of teachers besides leadership styles in CDSS in Blantyre Urban.

It is believed that the Head teachers use different leadership styles that include Democratic, Laissez-faire, Authoritative, Transformational and Transactional (Dzimbiri, 2015; Singano, 2015; Atsebeha, 2016; Aunga & Masare, 2017).

The indicators of good leadership styles in CDSS are determined by high performance of teachers. This includes being punctual to work, low absenteeism, timely preparation of schemes of work, weekly completion of records of work taught and that not taught, use of daily lesson plans, teaching even after working hours, timely preparation and sending of school reports and supervising students in extracurricular activities ⁶(Key informant, 2019 SWED). Variables of teachers' performance such as effective teaching, lesson note preparation, effective use of schemes of work, effective supervision, monitoring of students' work and disciplinary abilities are virtues which teachers should uphold effectively in the school system. (Adeyemi, 2010, as cited in Atsebeha, 2016 & Adepoju, 1996, as cited in Jay, 2014).

As already alluded to, Day and Lord (1988) espouse that successful leaders motivate their followers to higher levels of productivity, correct poor performance and lead the organization towards its objectives. To determine whether there is good leadership in CDSSs, the study aimed to find out if the above indicators are present in the schools.

Firstly, this section presents demographic characteristics of the respondents. The second part presents themes the study draws out of the survey from the respondents. In addition, every objective is presented with its findings and interpretation while reflecting on the theoretical and conceptual framework from the literature review. Following this, a summary of the findings in line with the main and specific objectives is presented before implications for further study are made.

⁶ Justin Kamwendo , Key Informant, is a Statistical Officer at South West Education Division (SWED)

4.2 Demographic information of respondents

Respondents were requested to indicate their demographic data that includes gender, age, educational level and years of service.

4.2.1. Gender of participants

Results on the gender of participants presented in figure 6 show 39 participants representing 66% female and 20 participants representing 34% male.

The majority 66% of the study participants were female teachers and 34% were male teachers.

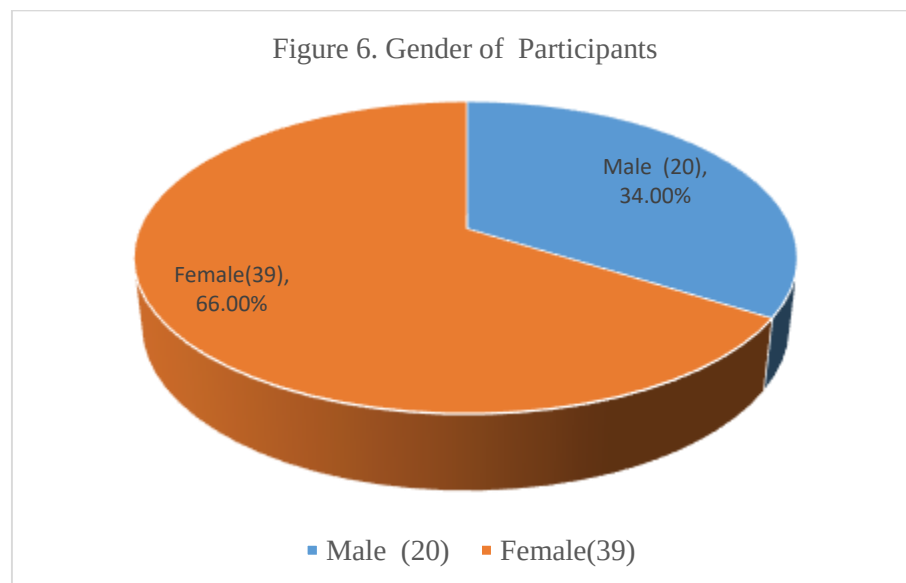


Figure 5: Gender of participants

The results on gender clearly implies that Community Day Secondary Schools in Blantyre Urban have more lady teachers than men. These findings confirm the actual statistical data provided by the Statistics Officer from SWED which indicates that there is a total of 304 teachers in CDSSs in Blantyre Urban only whereby 183 are females and 121 are males representing 60% and 40% respectively (SWED, 2019). When interviewed why females

are outnumbering male teachers, the respondent cited that most females follow their husbands who work in the Commercial City of Blantyre. This agrees with Kadzamira (2006) who found that preponderance of female teachers at urban schools has increased since 1996. The reason cited being that MoEST uses a policy of trying not to separate teachers from their spouses where possible. As a result it is generally difficult to post female teachers to rural schools because of the need to follow their husbands who are working in urban areas.

The issue of gender is worthwhile to note as it is significantly correlated with leadership styles. Lantz (2008 as cited in Zumitzavan) attempted to study the relationship between gender and leadership styles and found that female top management are likely to adopt more transformational leadership than men. This is in agreement with a study conducted by UKessays (2018) with respect to gender and leadership styles which revealed that women are more likely to use transformational methods than male leaders and they are more interested in working with people holistically and not just making deals. A study carried out by Druskat (1994) also revealed that both female and male leaders exhibit more transformational leadership behaviors however, female leaders are rated to exhibit significantly more transformational leadership behaviors and significantly fewer transactional leadership behaviors than male leaders. Another revelation from the UKessays (2018) was that when female leaders used the transactional style, they were more likely to focus on the rewards component while men focused on the punishment aspect.

4.2.2. Age of the Respondents

The researcher was also interested in examining the age groups of the respondents and the following figure presents the finding

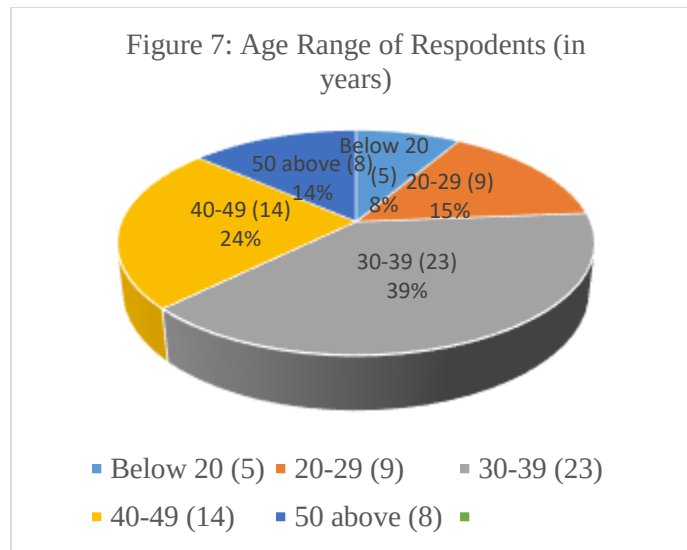


Figure 6: Age Range of Respondents (in years)

Results on age of participants presented in figure7 show 23 participants representing 39% were aged 30 – 39. 21 representing 24 % were aged 40 – 49. 9 representing 15 % were aged 20 – 29. 8 representing 14 % were aged 50 above. 5 representing 8 % were aged 20.

It can be seen from the results of the study that most of the respondents were above 30 years of age. The findings could imply that the Teaching Service Commission does not employ many young people (below 30 years of age) or else young people have left the Ministry of Education due to staff attrition. Another reason for having more teachers aged above 30 is that most of them had been teaching at a primary school for some time and later upgraded to teach to CDSSs.

4.2.3. Education level of participants

The researcher was interested to find out the level of education of participants. Figure 8 below presents the findings.

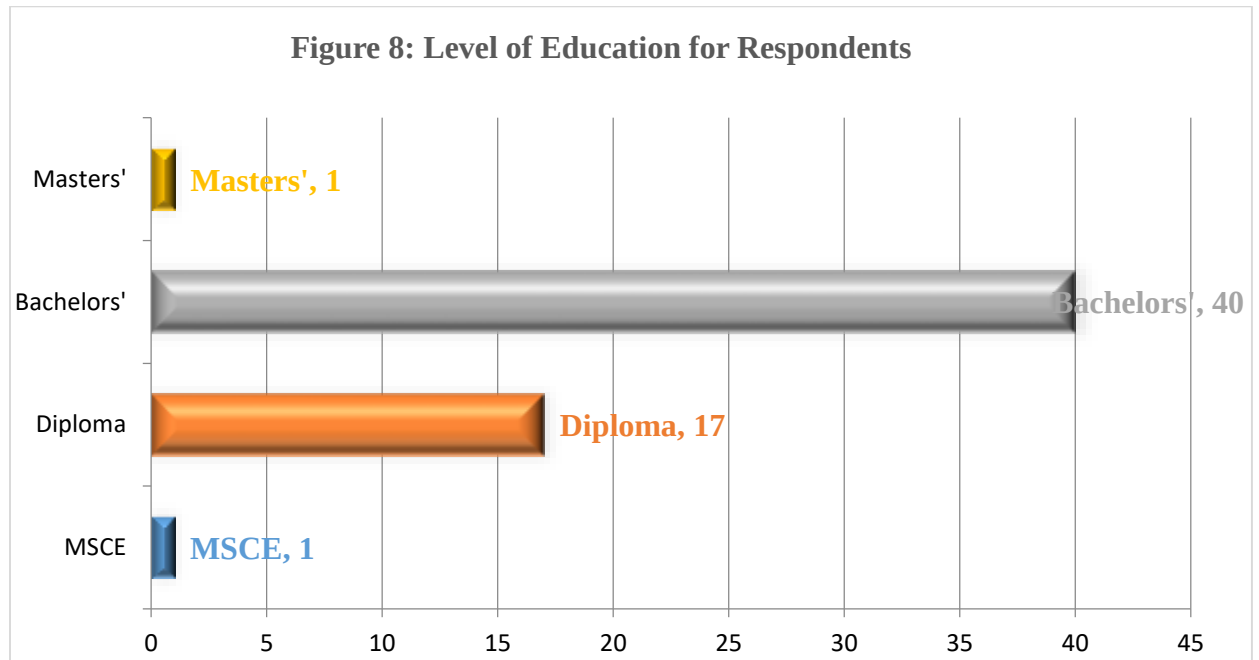


Figure 7: Level of Education for Respondents

In as far as academic qualifications are concerned, respondents were categorized into groups distinguished from holders of MSCE, Diploma, Bachelor's Degree and Master's Degree.

Figure 8 reveals that out of the 59 respondents, 17 teachers representing 29% had Diploma and 40 teachers representing 68% had Bachelors' Degree. On Masters and MSCE Levels, there was only 1 respondent representing 1 % at each level.

Therefore, the results reveal that majority of teachers in CDSSs in Blantyre Urban are holders of Bachelor's Degrees followed by the number that holds Diplomas. This shows that majority of teachers in CDSS in Blantyre Urban are qualified teachers. Hence, a total

of 99% hold either Diploma, Bachelors or Masters Levels. These results are in line with the goal of the Ministry of Education, Science and Technology which stated that in order to stream line education standards with the Malawi Growth and Development Strategy II and NESP 2008-2017, CDSS should have well qualified teachers in the Education System (Beytekin & Chipala, 2015).

NESP 2008-2017 suggested that underqualified Secondary school teachers have to be trained to Diploma or Bachelor's levels. This is consistent with what Kalongosola (2018) stated,

“A time is soon coming when there will be no primary school teachers (MSCE holders) teaching at secondary schools”.

This simply means that the issue of under qualification of teachers has been addressed in the Blantyre Urban and yet, ironically, the CDSSs are persistently performing lowly at MSCE.

4.2.4. Years of service

The researcher was also interested to find out the number of years of service by the respondents and figure 9 below presents the findings.

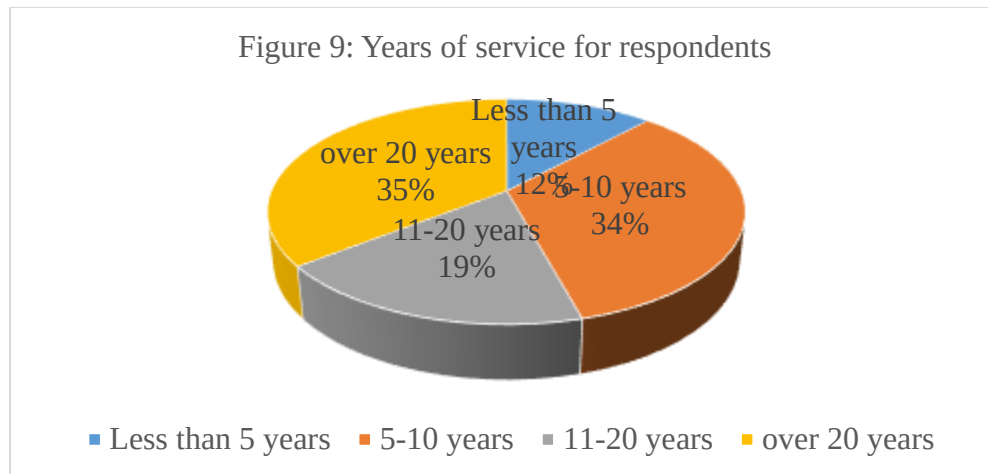


Figure 8: Years of service for respondents

Results on years of service presented in figure 9 show 20 participants representing 34 % had worked 5 – 10 years and another group of 20 participants have worked for over 20 years representing 35 %. 11 participants representing 19 % had worked for 11 – 20 years. 7 participants representing 12 % worked less than 5 years.

The results reveal that most teachers in CDSSs in Blantyre Urban are in the service year of over five years implying that CDSSs have well experienced teachers as most of them were upgraded from the status of primary school teachers to secondary school teachers. According to Langton, et al. (2016) one of the factors to be considered when determining the type of leadership to use is experience of followers. Not all followers require the same leadership styles. A newly employed person requires more supervision than a veteran or an experienced person. Langton et al. further proposes that experience is one of the contingency factors that are part of the personal characteristics of an employee besides locus of control and perceived ability.

4.3 Leadership styles prevalent in CDSSs.

The first objective of the study was to find out which leadership styles are prevalent in CDSSs in Blantyre Urban. In order to achieve this objective, a total of 80 questionnaires were distributed to teachers. The questionnaire had five points Likert scale. As devised by Likert (Khothari, 2004), the respondents were asked to respond to different statements each of which had options ranging from 1= Strongly Disagree (SD), 2= Disagree (D), 3=Neutral (N), 4= Agree (A) and 5= Strongly Agree (SA). The instrument consisted of 10 statements where characteristics of different leadership styles were being described. The leadership styles described in the instrument include Authoritarian/Autocratic, Laissez-faire, Democratic, Transactional and Transformational.

4.3.1 Items regarding Authoritarian/Autocratic type of leadership

(i) *The way my Head teacher behaves creates a happy atmosphere at the school*

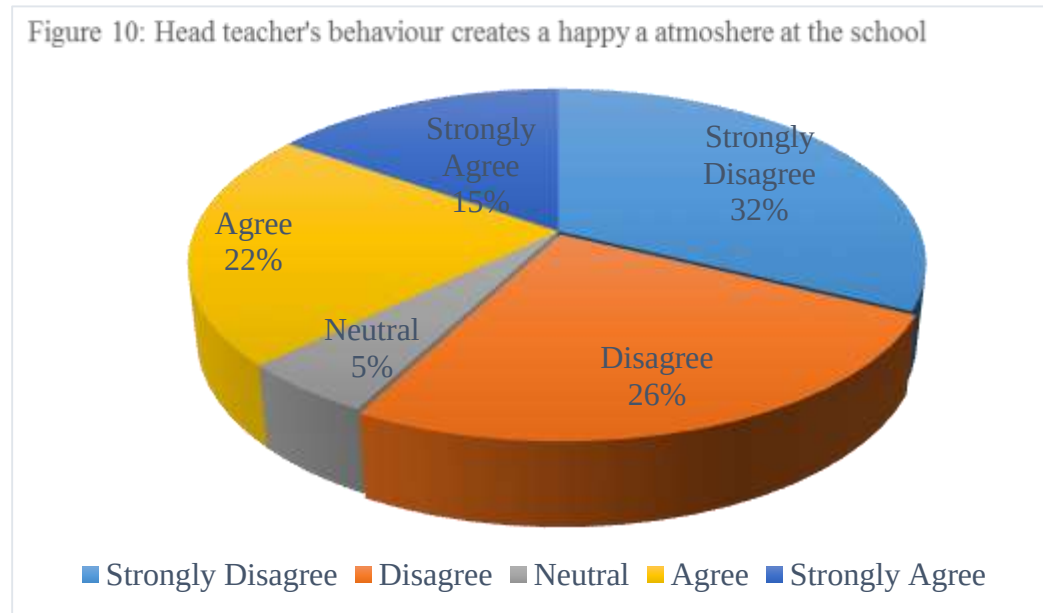


Figure 9: Head teacher's behavior creates a happy atmosphere at the school.

Respondents were asked to rate the statement describing head teacher's behavior. Results presented in Figure 10 show that 19 participants representing 32% strongly disagree with the statement that teacher's behavior creates a happy atmosphere at the school. 15 respondents representing 26% rated disagree. On the other hand, 8 respondents indicated agree while 4 respondents indicated strongly agree representing 22% and 15 % respectively. Only 3 respondents indicated neutral representing 5%

By combining the responses on Strongly Disagree and Disagree to appear as Disagree and those responses with options Agree and Strongly Agree to appear as Agree, the study

findings found that majority 58% of teachers disagreed with the statement that the head teacher's behavior creates a happy atmosphere while minority 27 % were in disagreement with the statement. Finally, it was found that 5% were neutral.

The majority of teachers who disagree with the statement imply that they are not happy with the way head teachers behave at the school. In finding out what head teachers' behavior makes teachers unhappy, one of the teachers had this to say,

“ Our head teacher uses top-down approach in managing the school affairs. I wish she could be getting ideas from the teachers first”.

Leaders who make decisions and inform their subordinates to implement without any questions are Authoritarians or autocratic (Dzimhiri, 2015). Wu and Shu (2009) asserts that authoritarian leadership is gained through punishment, threat, demand, orders, rules and regulations.

- (ii) ***Our Head teacher tolerates personal excuses like family problems or illness to interfere with punctuality, presence or working pace of a teacher***

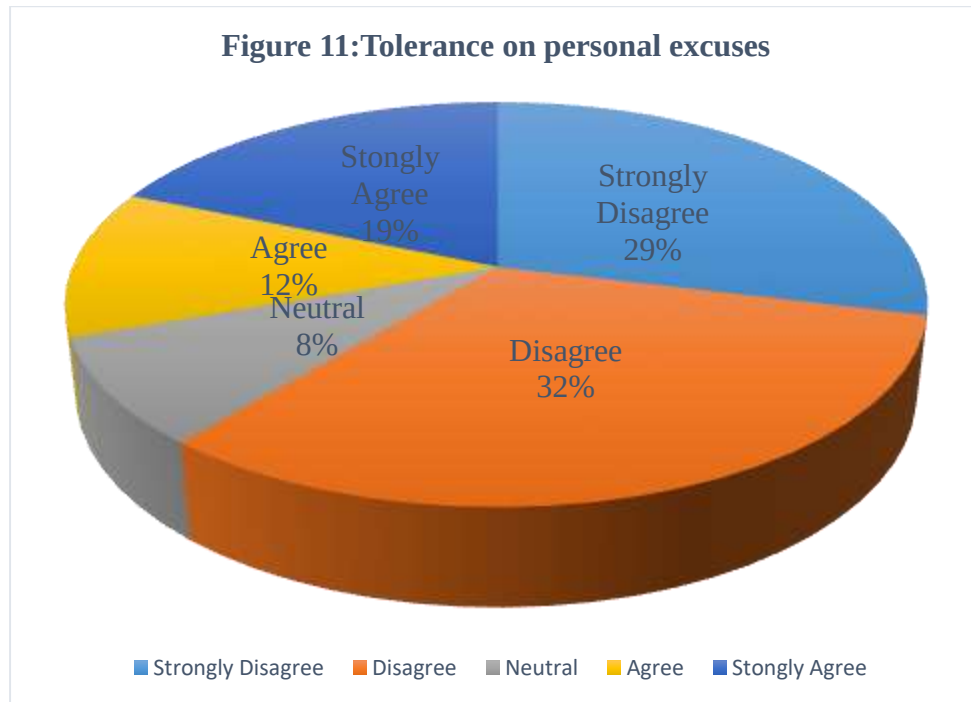


Figure 10: Tolerance on personal excuses

Figure 11 presents results on whether Head teachers tolerate personal excuses like family problems or illness to interfere with punctuality, presence or working pace of teachers. The results show that 17 respondents representing 29% strongly disagreed. 18 participants representing 32% disagreed. 7 respondents representing 12% agreed and 11 respondents representing 19% strongly agreed. Only 5 respondents representing 8% were neutral.

The combined results of Disagree and Strongly Disagree to appear as Disagree found that the majority 61% of the teachers disagreed with the statement. On the other hand, the

combined results of strongly agree and agree to appear as agree show that minority 31% agreed with the statement.

This disagreement meant that Head teachers do not tolerate personal excuses like family problems or illness to interfere with punctuality, presence or working pace of teachers. According to Dzimbiri (2015), leaders who do not tolerate personal excuses such as family problems or illness to interfere with an employee punctuality, presence and working pace are considered as Authoritarians or Autocratic. The majority of respondents who are in disagreement with the statement on tolerance of personal excuses imply that Authoritarian leadership is practiced in most CDSSs. The minority respondents who agree with statement indicates that few schools do not use the authoritarian type of leadership

. During interviews, one of the head teachers indicated that he does not allow personal excuses in order to promote punctuality and minimize rate of absenteeism. However, this does not go well with some teachers who commented that as a woman, she could not afford to leave a sick child at home and teach comfortably and effectively in class. She has to attend to the sick child first and ensures that she seeks medical attention instantly. The argument advanced by the respondent above goes along with the study findings by the GOM/UNDP (2002, as cited in Kadzamira, 2006) which reported that the major reasons for absenteeism amongst public servants were due to personal sickness, attending to sick family members and funerals. Similarly, the HIV/AIDS study found personal sickness, funeral attendance and attending to sick family members to be the most common reasons given for teacher absenteeism (Kadzamira et. al 2001). Work related issues were mentioned with less frequency. The study findings imply that it is inevitable for teachers to attend to family matters considering the societal culture they are in.

(iii) I am engaged in addressing administrative issues of this school

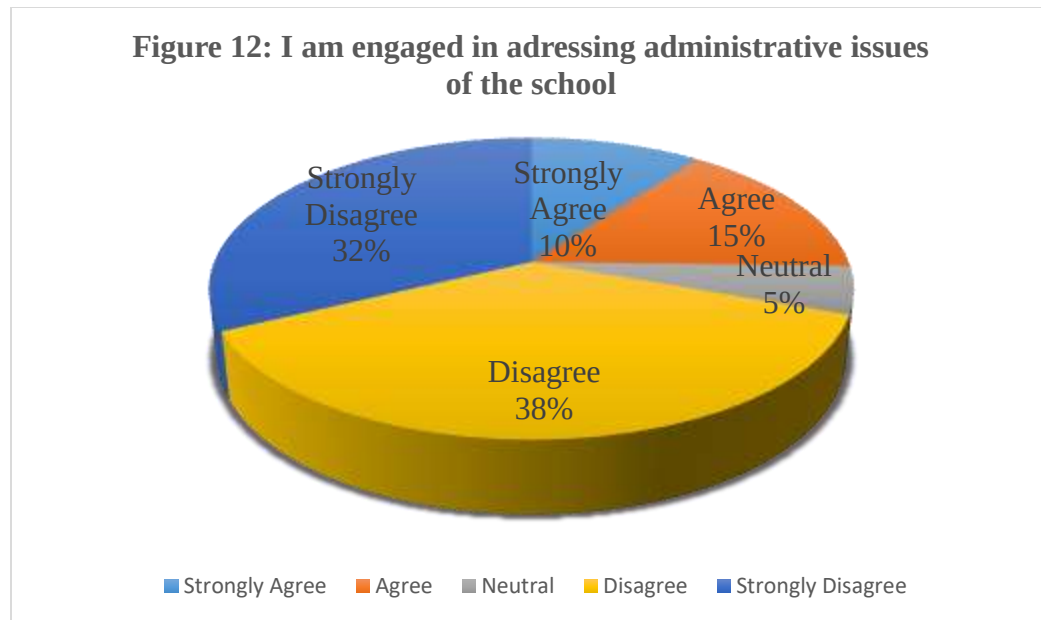


Figure 11: I am engaged in addressing administrative issues of the school

Results in Figure 12 above show 6 respondents representing 10% strongly agreed and 9 representing 15% agreed with the statement that they are engaged in addressing administrative issues of the school. 22 respondents representing 38% disagreed and 19 representing 32% strongly disagreed. 3 respondent representing 5% were neutral.

Upon combining the results of Strongly Disagree and Disagree to appear as Disagree and those with Strongly Agree and Agree to appear as Agree, the study findings found that a total minority of 25% agreed with the statement while the majority 70% disagreed with the statement and only 5% were neutral. Therefore, the majority who don't agree with the statement that they are engaged in addressing administrative issues of the school imply that the head teachers use authoritarian type of leadership style. According to Singano (2016)

autocratic leaders make decisions for the group and do not consider people's welfare. During interviews, one of the respondents had this to say

“The head teacher does not engage teachers when she wants to identify a supplier of services for printing end of term tests and this gives us a lot of ideas in the way how money is used.”

This sentiment supports the results from the questionnaires. With the findings, from items (i), (ii) and (iii) it is fair to conclude that Authoritarian leadership is practiced in CDSSs in Blantyre Urban.

Dzimhiri (2015) reiterates that this style of leadership can be frustrating indeed for subordinates who are willing to take involvement in decision making on matters affecting them. Nsubuga (2008) advises that teachers do not want a commanding authority as this makes them neglect their duty as this is highly begrudged by teachers. This shows that they are not happy with this type of leadership for they do not create a happy atmosphere for a working environment. According to Nsubuga (2008) schools whose head teachers practice authoritarian leadership style perform poorly due to harshness behaviors towards their teachers as this style is highly begrudged by teachers.

4.3.2 Items regarding transactional leadership

(i) *Teachers receive rewards when students perform well at MSCE in their subjects taught*

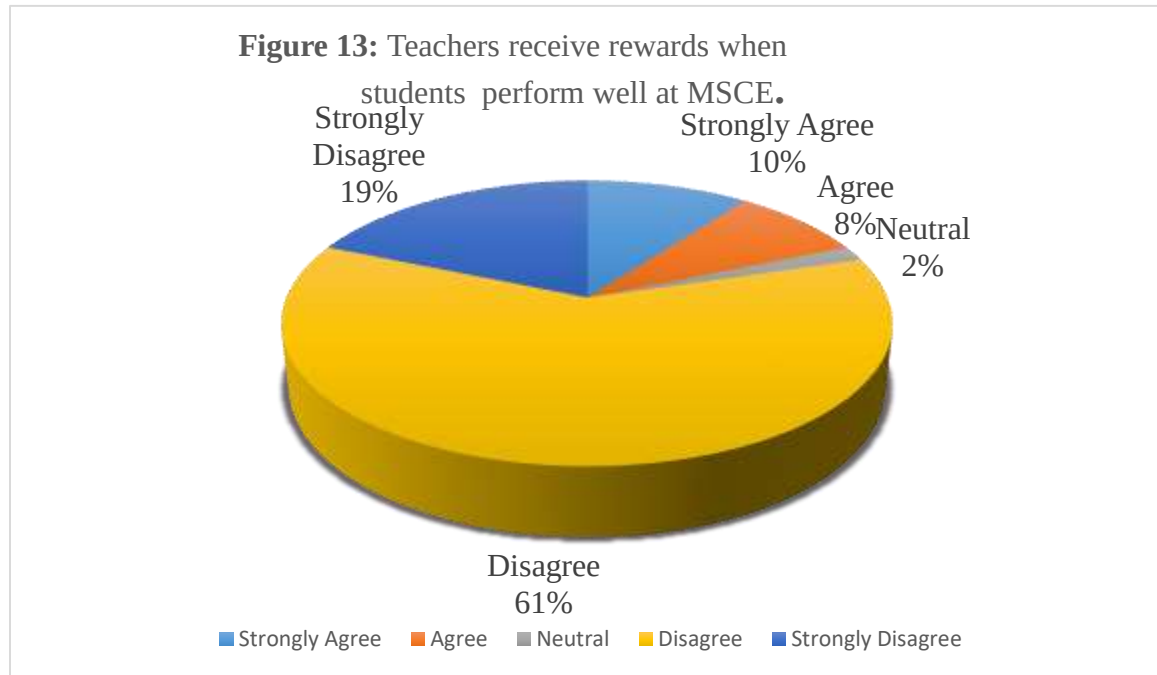


Figure 12: Teachers receive rewards when students perform well at MSCE

Results in Figure 13 above show 6 respondents representing 10% strongly agreed and 5 representing 8% agreed with the statement that teachers receive rewards perform well at MSCE. 36 respondents representing 61% disagreed and 11 representing 19% strongly disagreed. 1 respondent representing 2% was neutral.

Upon combining the results of Strongly Disagree and Disagree to appear as Disagree and those with Strongly Agree and Agree to appear as Agree, the study findings found that a total of 18% agreed with the statement while the majority 80% disagreed with the statement. Therefore, the study found that the majority of teachers do not receive rewards

even when students perform well at MSCE. The least 2% were neutral which means they were not sure.

(ii) *The Head teacher provides recognition when some teachers reach their goal*

The table below provide the findings on whether head teachers provide recognition when teachers reach their goal

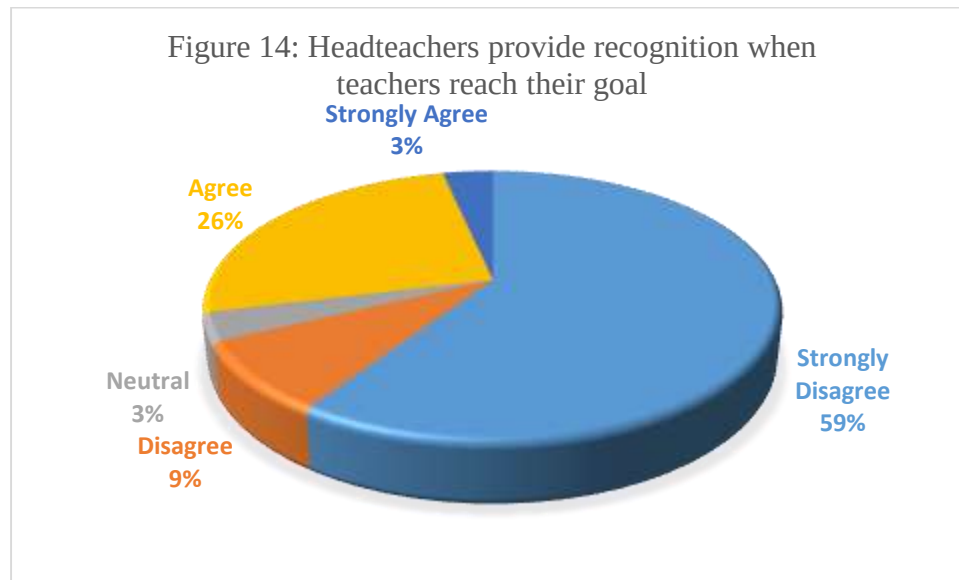


Figure 13: Head teacher provides recognition/rewards

Results on whether head teacher provides recognition when teachers reach their goal presented in Figure 14 show 35 respondents representing 59% strongly disagree. 5 representing 9% disagreed while 2 respondents representing 3% were neutral. 15 representing 26% agreed while only 2 representing 3% strongly agreed with the statement. The combined results of Strongly Disagree and Disagree to appear as Disagree and those of Strongly Agree and Agree to appear as Agree indicated that majority 68% of the teachers disagreed with the statement that Head teachers provide recognition when some teachers reach their goal. Secondly, only 29% of teachers agreed with the statement that Head teachers provide recognition when some teachers reach their goal. This entails that very

few Head teachers recognize their teachers when they reach their goal. Lastly, 2% were neutral implicating that they are not sure.

The findings from statement (i) that most teachers do not receive rewards concurs with the findings from statement (ii) where majority of head teachers do not recognize their teachers upon reaching their goals. During interviews, one of the Senior Inspector of Schools indicated that Blantyre Urban has no rewarding system for teachers in Community Day Secondary Schools but teachers in Blantyre Rural and other remote areas receive rural allowance but it is not linked to performance. This is in agreement with the findings from the questionnaire that teachers in Blantyre Urban CDSSs have no incentives to boost up their working morale. This implies that transactional leadership is not common in most CDSSs in Blantyre Urban.

(iii) Our head teacher promises some rewards to teachers in exchange for good performance

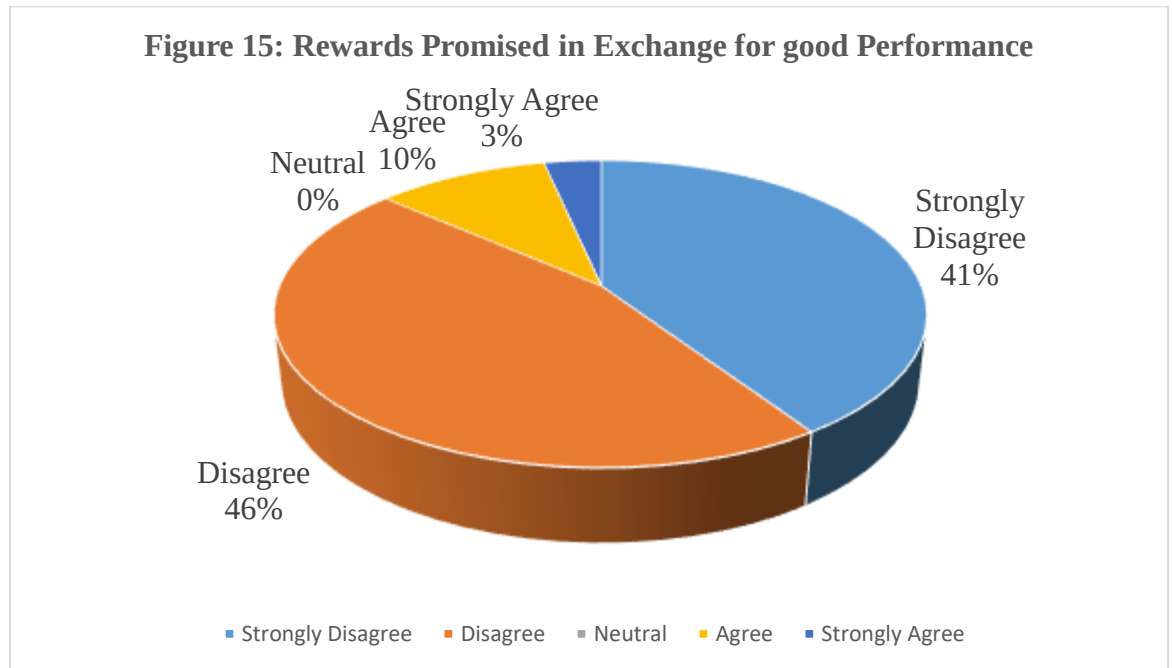


Figure 14: Rewards Promised in Exchange for good Performance

Results on whether teachers are promised rewards in exchange for good performance presented in Figure 15 show that 24 respondents representing 41% strongly disagree. 27 respondents representing 46% disagreed. 6 representing 10% agree while 2 representing 3% strongly agreed .

The combined results of Strongly Disagree and Disagree to appear as Disagree and those of Strongly Agree and Agree to appear as Agree indicated that majority 87% of the teachers disagreed with the statement that teachers are promised rewards in exchange for performance. On the other hand, 13% of teachers agreed with the statement. The results

imply that teachers in CDSS in Blantyre Urban are not promised any rewards for their good performance. According to Yukl (as cited in Nguni, 2005) transactional leaders motivate and influences subordinates by exchanging rewards with particular performance. The absence of promises for rewards implies the absence of transactional leadership style in CDSSs in Blantyre Urban

Section 4.2.2 was aimed at finding out if transactional leadership is predominantly practiced in CDSSs in Blantyre Urban. Upon testing different characteristics, the result findings from figures 13,14, 15, show that teachers do not receive rewards, are not recognized any way upon putting an extra effort in achieving their goals nor do they get promised for some rewards in exchange for good performance. The absence of these characteristics implies the absence of transactional leadership in CDSSs in Blantyre Urban. However, the absence of rewards could be as a result of other factors, apart from the leadership itself, like non availability of resources. During interviews, one of the Inspector of schools reiterated that CDSS in Bantyre Urban have no rewarding system.

4.3.3 Items regarding Transformational leadership Style

(i) I have seen a vision statement of the school

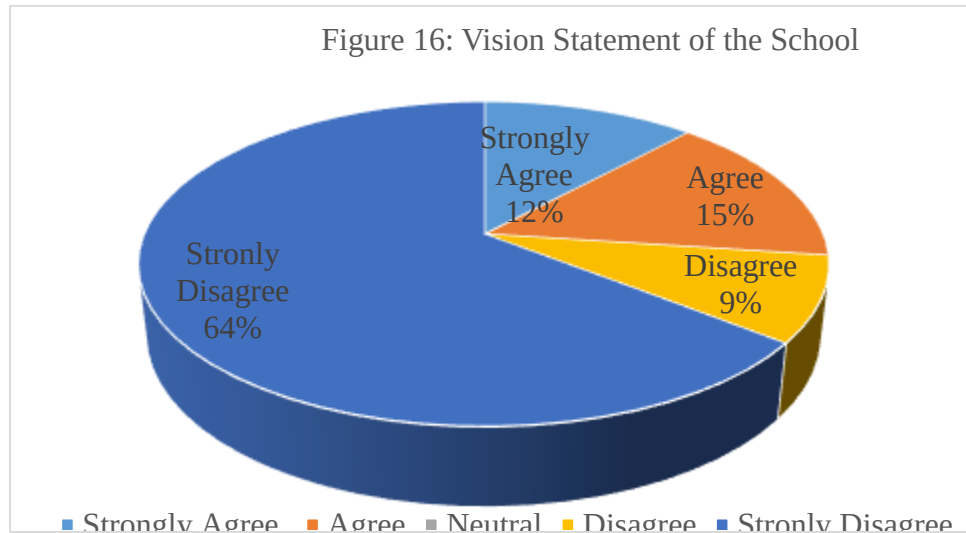


Figure 15: Vision Statement of the School

Results to find out whether there is a vision statement at the school presented in Figure 16 show 38 respondents representing 64% strongly disagreed and 5 respondents representing 9% disagreed. 7 representing 12% strongly agree and 9 representing 15% agreed.

The combined results of strongly disagree and disagree to appear as disagree and that of strongly agree and agree to appear as agree show that majority 73 % disagreed with the statement implying that they have never seen a vision statement of their schools. On the other hand, only 27 % agreed with the statement implying that they have seen the vision of their schools.

During interviews, it was found that out of the 14 head teachers only 2 respondents representing 14% confirmed that they have the vision statement of their schools while 12 head teachers representing 86% of head teachers said they do not have a vision statement.

The absence of a vision in CDSSs is an indicator that there is no inspiration and motivation of teachers by the Head teacher.

The vision statements seen in the two schools stated as follows: **Vision statement for school A:** *To be an institution that produces students that demonstrate the knowledge, skills and values required for productive global citizenship.* **Vision statement for school B:** *To be the most successful institution with visible education services.*

Both vision statements were displayed on notice boards in their respective staff rooms and Head teachers' offices as one way of communicating the vision in the schools.

(ii) The Head teacher stimulates and inspires teachers to achieve beyond expectations

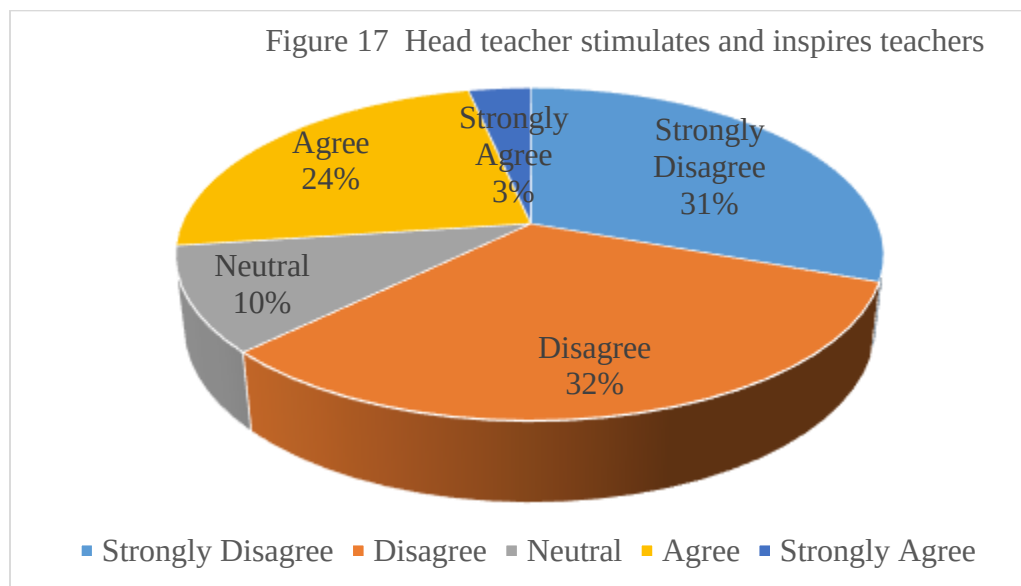


Figure 16: Head teacher stimulates and inspires teachers

Results to find out whether Head Teachers stimulate and inspire teachers to achieve beyond expectations presented in figure 17 show 18 participants representing 31% strongly disagree and 19 participants representing 32% disagree. 14 representing 24% agreed and 2 representing 3% strongly agree. 6 representing 10% were neutral.

The combined results of disagree and strongly disagree to appear as disagree and those of agree and strongly agree to appear as agree show that majority 63% of teachers disagreed with the statement implying that the head teachers do not stimulate and inspire teachers to achieve beyond expectations. On the other hand, only 27% agreed with the statement that the head teacher stimulates and inspires them to achieve beyond expectation. Lastly, 10% of participants were neutral implying that they were not sure.

(iii) The head teacher communicates a mutually desirable vision of the future and a way to achieve that future

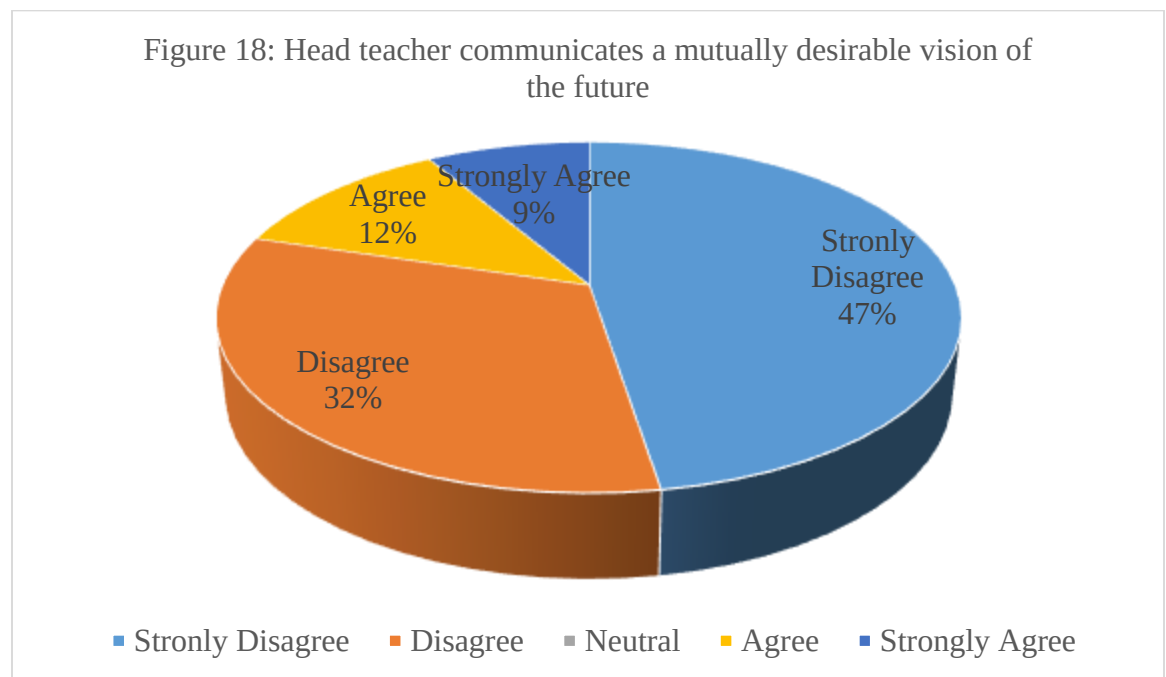


Figure 17: Head teacher communicate a mutually desirable vision of the future

Results to find out whether or not Head teachers communicate a mutually desirable vision of the future presented in and figure 18 show 28 participants representing 47% strongly

disagree and 19 participants representing 32% disagree. 7 respondents representing 12% agreed and 5 representing 9% strongly agree.

The combined results of disagree and strongly disagree to appear as disagree and those of agree and strongly agree to appear as agree show that majority 79% of teachers disagreed with the statement implying that the head teachers do not stimulate and inspire teachers to achieve beyond expectations. On the other hand, only 27% agreed with the statement that the head teacher stimulates and inspires them to achieve beyond expectation. Lastly, no participants indicated neutral.

Section 4.2.3 was aimed at finding out if transformational leadership is predominantly practiced in CDSSs in Blantyre Urban. Upon testing different characteristics, the result findings from figures 16, 17, 18 the result findings show that majority of teachers have never seen a vision statement of the school, have never been stimulated and inspired by the head teacher to achieve beyond expectation and the head teacher does not communicate a mutually desirable vision of the future. The absence of these characteristics of leadership implies that transformational leadership is not practiced in most CDSSs in Blantyre Urban. The absence of a vision in CDSSs is an indicator that there is no inspiration and motivation of teachers by the Head teacher

The findings have also unearthed that only two schools representing 14.28% have vision statements which are communicated to teachers through staff meetings and displayed in strategic points like head teacher's offices and staff rooms. This implies that transformational leadership is rarely practiced in CDSSs in Blantyre Urban

The findings are not in support of a proposition put forward by Tsegay and Wogari, 2006 (as cited in Atsebeha, 2016) who reiterate that transformational leadership has the ability

to communicate a vision that inspires and motivates subordinates to attain something unusual. “The more transformational school leaders are, the more satisfied their teachers are with their job, that in turn increases teachers’ commitment to their organizations” (Nguni, 2005,). Burns (1978) further points out that transformational leaders are charismatic as they are able to articulate a compelling vision of the future and form a strong emotional attachment with the followers. Hence, the absence of vision statements in most CDSSs simply means there are no charismatic leaders in CDSS in Blantyre Urban hence absence of transformational leadership.

4.3.4 Items regarding Democratic Leadership Style

- (i) ***Our Head teacher consults teachers before allocating subjects and classes to teach***

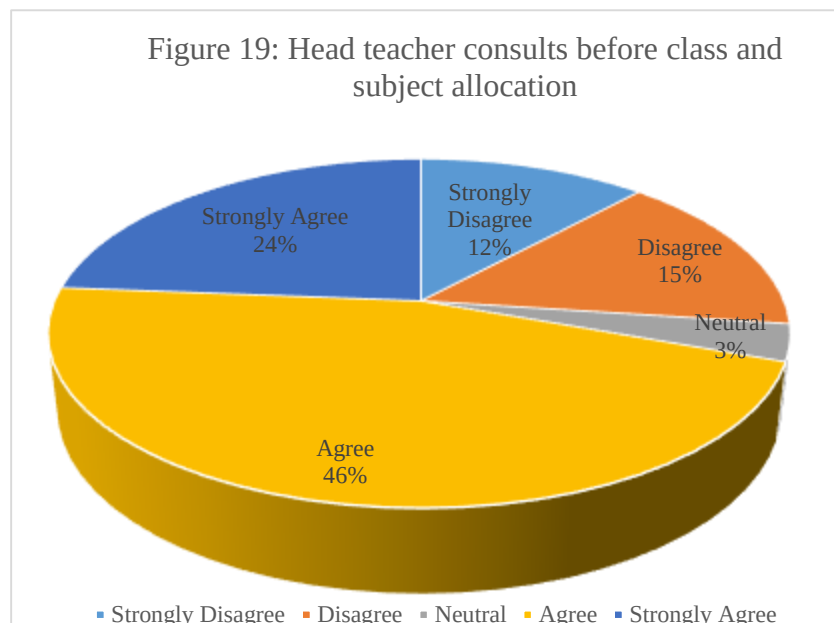


Figure 18: Head teacher consults before class and subject allocation

Results to find out whether Head teacher consults teachers before class and subject allocation presented in figure 16 show 7 participants representing 12% strongly disagree and 9 representing 15 % disagree. 27 representing 46 % agreed and 14 representing 24 % strongly agree. 2 representing 3 % were neutral.

By combining the results of Strongly disagree and disagree to make disagree and those on agree and strongly agree to make agree, the study findings on whether Head teacher consults before class and subject allocation indicated that majority 41 respondents representing 70 % of teachers agreed with the statement implying that head teachers consult teachers before subject and class allocation. On the other hand, only 16 respondents representing 27 % disagreed with the statement that the head teacher consults teachers before class and subject allocation. Lastly, 2 respondents representing 3 % were neutral implying that they were not sure.

(ii) Our head teacher delegates teachers to attend meetings at Divisional or Zonal Level

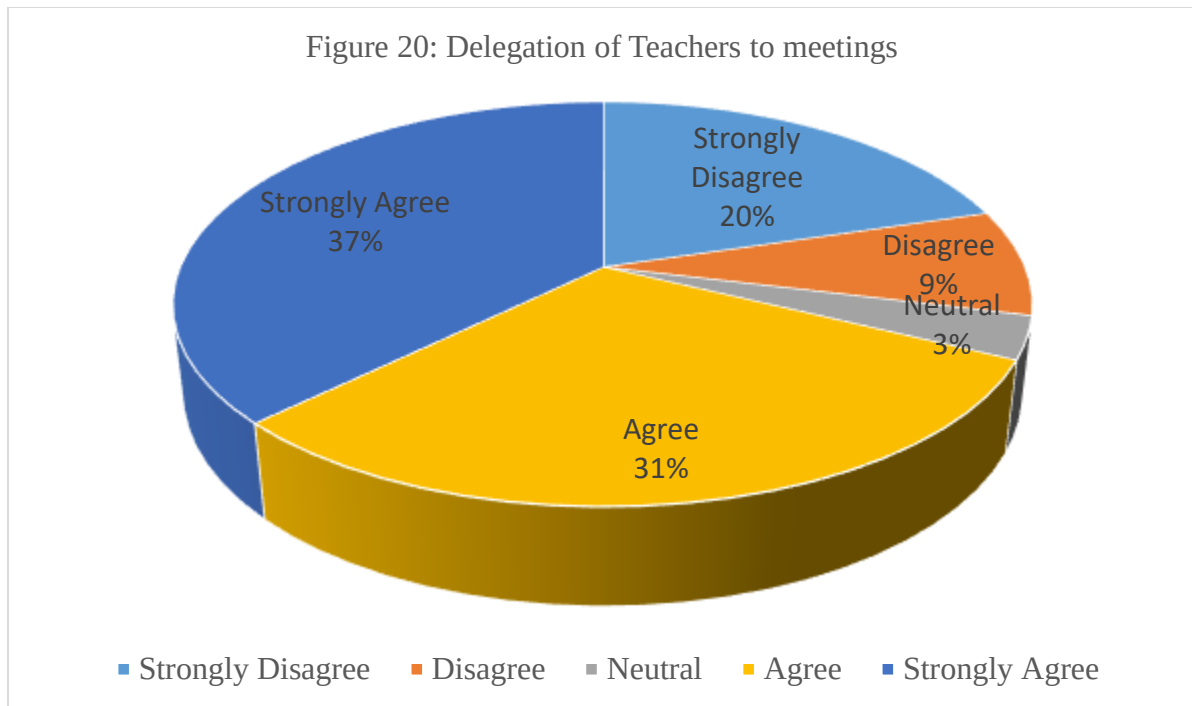


Figure 19: Delegation of teachers to meetings

Results to find out whether Head teacher delegates teachers to attend meetings at Divisional or Zonal level presented in figure 20 show 5 participants representing 20% strongly disagree and 3 representing 9% disagree. 27 participants representing 31% agreed and 23 participants representing 37 % strongly agree. Only one participant representing 3 % was neutral.

By combining the results of strongly disagree and disagree to make disagree and those on agree and strongly agree to make agree, the study findings on whether Head teacher delegates teachers to Divisional or Zonal Level indicated that majority 50 respondents representing 68 % of teachers agreed with the statement implying that head teachers delegate teachers to meetings at Divisional or Zonal Level. On the other hand, only 8

respondents representing 29 % disagreed with the statement. Lastly only one respondent representing 3 % was neutral.

(iii) My head teacher organizes staff meetings regularly

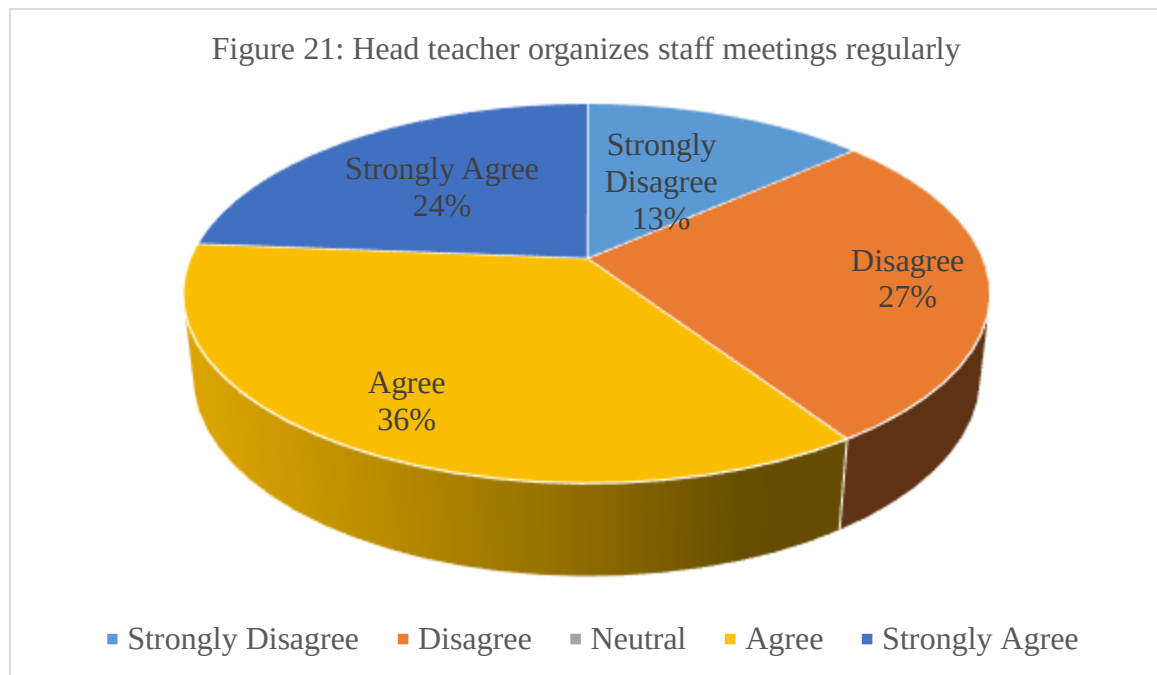


Figure 20: Head teacher organizes staff meetings regularly

Results to find out whether or not head teachers organize staff meetings regularly presented in figure 20 show 8 participants representing 13% strongly disagree and 16 respondents representing 27% disagree. 21 respondents representing 36% agreed and 14 participants representing 24 % strongly agree.

By combining the results of strongly disagree and disagree to make disagree and those on agree and strongly agree to make agree, the study findings on whether Head teachers organize staff meetings regularly indicated that majority 35 respondents representing 60 % of teachers agreed with the statement implying that head teachers organize staff meetings

regularly when they want to communicate with teachers. On the other hand, only 24 respondents representing 40 % disagreed with the statement implying that their head teachers do not organize meetings regularly for communications.

Section 4.2.4 was aimed at finding out if democratic leadership is predominantly practiced in CDSSs in Blantyre Urban. Different characteristics of Democratic leadership style were tested and the result findings were summarized in figures 18, 19, 20. In (i) majority of teachers indicated that head teachers consult them before class and subject allocation is done and in (ii) majority indicated that head teachers delegate teachers to meetings at Divisional or Zonal Level and in (iii) majority of teachers agreed with the statement that head teachers organize staff meetings. The presence of all this characteristics implies that Democratic Leadership is practiced in most CDSSs in Blantyre Urban.

Langton et al. (2016) defined democratic leadership style as one where subordinates are consulted and their feedback is taken into the decision making process. This helps create a cooperative atmosphere in the school (Aunga and Masare, 2017). If head teachers properly delegate duties, not only does he relieve the school administrators of their many tasks but also inculcates a sense of responsibility, hardworking and commitment among the teachers which in turn enhances their performance. This is in line with House (1968)'s Path-goal theory that stipulates that both leaders (Head teachers) and subordinates (teachers) should involve themselves in decision making if an organization (school) is to achieve its goals. Involvement in decision-making, effective communication and delegation are typical characteristics of democratic leadership. .

The results have also revealed that most head teachers communicate issues to their teachers through staff meetings. It is through such meetings that teacher performance is enhanced

because they are advised what to do and how to do their tasks effectively (House and Mitchell, 1975). Armstrong (2003) propounds that the more open the culture is, the more open the communication is likely to be revealed to the subordinates. Dzimbiri (2015) advocates that communication is a prerequisite to good management and likens it to a Central Nervous System of an organization. According to Jay (2014), Head teachers who do not communicate to teachers regularly practice authoritarian leadership style and this usually demotivates, discourages and impedes teacher performance because they are not availed with information in time to do what is expected of them. Further to that, Head teachers who don't even dare to communicate to teachers are considered to practice Laissez-faire leadership style and this usually make teachers lazy to perform what is expected of them.

4.3.5 Items regarding Laissez-faire leadership

(i) Our head teacher provides direction on what to teach

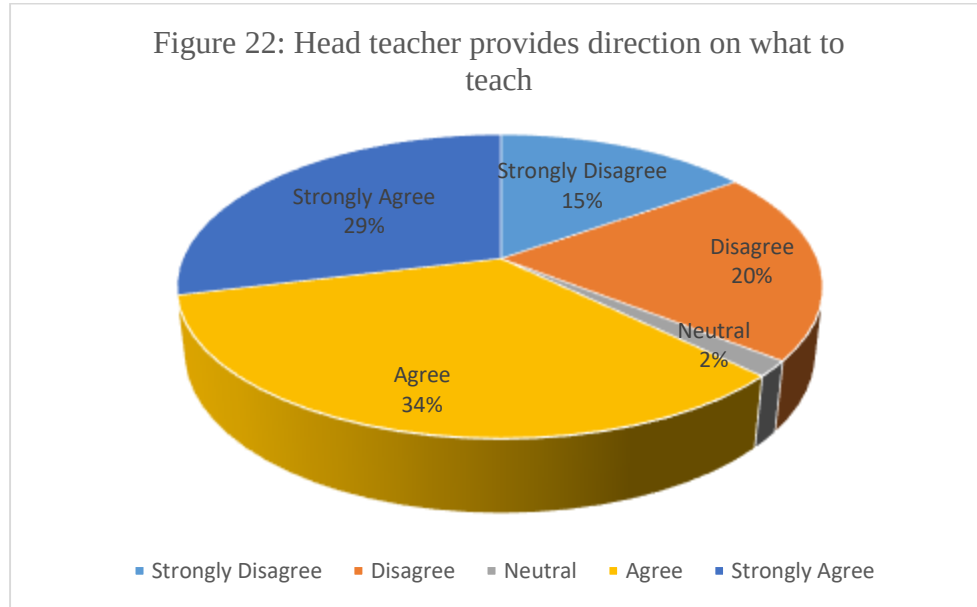


Figure 21: Head teacher provides direction on what to teach

Results to find out whether or not Head teacher provides direction on what to teach and not to teach as presented in figure 21 show 9 participants representing 15% strongly disagree and 12 respondents representing 20 % disagree. 20 participants representing 34 % agreed and 17 participants representing 29 % strongly agree. Only one representing 2% was neutral.

By combining the results of strongly disagree and disagree to make disagree and those on agree and strongly agree to make agree, the study findings on whether Head teacher provides direction on what to teach indicated that majority 37 respondents representing 63% of teachers agreed with the statement implying that head teachers provide direction on what to teach. During interviews, responses from head teachers concurred with these

finding because respondents said that they provide direction by ensuring that teachers follow the syllabus and checks that teachers prepare schemes of work by following the topics in the syllabus. On the other hand, only 21 respondents representing 35% disagreed with the statement implying that head teachers in their schools do not provide direction. Some head teachers responded during interviews that they don't provide direction because the choice of topics to cover in the respective terms is left in the hands of teachers. The head has no control over it as long as they are following topics from the syllabus. Finally, one participant representing 2 % was neutral implying that he/she was not sure.

ii Our head teacher allows us to appraise our own work

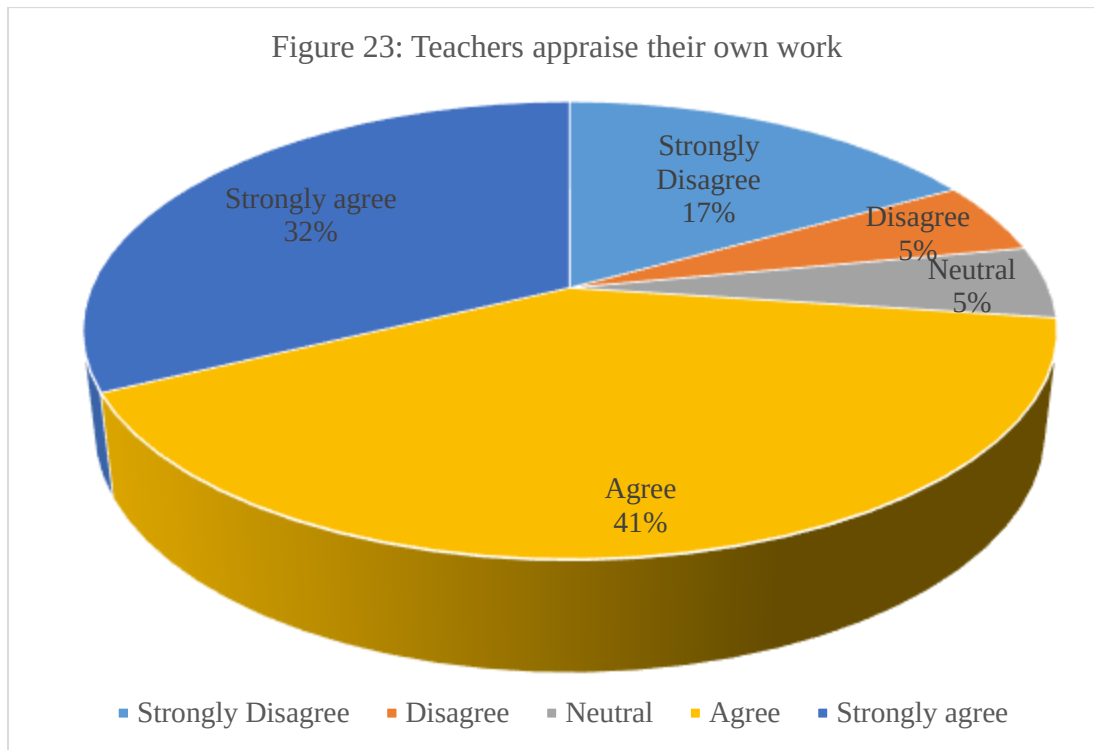


Figure 22: Teachers appraise their own work

Results to find out whether teachers appraise their own work or not presented in figure 23 show that 10 respondents strongly disagree with the statement representing 17% and 3 participants representing 5% disagreed. 24 participants representing 41% agreed and 19 participants representing 32% strongly agree. Only 3 respondents representing 5% were neutral.

By combining the results of strongly disagree and disagree to make disagree and those on agree and strongly agree to make agree, the study findings on whether teachers appraise their own work or not indicated that majority 43 respondents representing 73% agreed with the statement implying that teachers appraise their own work. On the other hand, only 13

respondents representing 22% disagreed with the statement to show that head teachers appraise the teachers' work. Lastly, 3 respondents representing 5% were neutral implying that some respondents were not sure.

The results in (i) which indicate that head teachers provide direction on what to teach implies that laissez-faire is not practiced in their schools. This is consistent with Path-goal Theory that emphasizes that, it is the leader's job to assist followers in attaining their goals and to provide them the necessary direction and/or support to ensure that their goals are compatible with the overall objectives of the group or organization (Dzimbiri, 2015, Langton et al. 2016). Findings from item (ii) where majority indicated that teachers appraise their own work performance implies that Laissez-faire leadership style is practiced in those schools. This type of leadership style results in damaging consequences for working surroundings, health and wellbeing of subordinates (Corrigan et.al, 2000, as cited in Zumitzavan & Michie, 2015). This is so because group members may be doing a wrong thing without realizing it (Kocker, 2009, as cited in Atsebeha, 2016). Despite the fact that Armstrong (2006) recommends that employees can do self-assessment of their performance, however, the researcher is of the view that for self-appraisal to be effective the appraisee must be given feedback based on factual evidence on the successes and weaknesses.

4.4 Impact of practiced leadership styles on teacher performance in cdss

The second objective of the study was to investigate ways in which the practiced head teachers' leadership styles affect performance of teachers in CDSSs. Results from objective number one have shown that the main leadership styles used by most head teachers in CDSSs in Blantyre Urban are Autocratic, Democratic and Laissez-faire. Transformational leadership is rarely used while Transactional leadership is conspicuously missing from CDSSs in Blantyre Urban

Since Head teachers directly oversee teachers' job performance, their style of leadership has a direct impact on teachers' performance. On a larger extent, autocratic leadership style is perceived to have a negative impact on the working drive of teachers in CDSSs as most teachers expressed concern that their personal excuses like family problems or illness are not tolerated to interfere with their punctuality, presence or working pace. Teachers argue that this is inevitable considering the societal culture which is dominated by extended families and communal dependence in times of funeral or sickness. These findings concur with another study by Nsubuga (2008) in Uganda who analyzed leadership styles and school performance among secondary schools and found that school leaders who used Authoritarian leadership style had poor performance because of the harsh leadership style they adopt which is highly begrudged by their teachers.

The research has revealed that due to absence of transactional leadership, teachers' working drive is always down because they do not receive any incentives and that their effort is not recognized. While in the state of being demoralized, teachers are unwilling to perform certain tasks which may consume much of their time instead of going out to secondary employment or part-time teaching to earn some income into their pockets.

When responding to the open ended questions, one of the respondents, **A**, had this to say,

“We are not motivated to work hard as our efforts are not recognized. Our counterparts in rural areas receive rural allowance while here in the urban, we do not receive allowance and this demoralizes our morale to work after hours or during holidays as we rush to do some part-time work in order to make ends meet in Town”.

Respondent **B** lamented that

Our colleagues in private secondary schools are promised some rewards & incentives upon attaining a certain level of performance at the end of a term or school year unlike us whose efforts go without being recognized”.

The indicator of such demoralization was manifested during administration of the questionnaire when majority indicated that they do not send school reports during holidays, they do not attend meetings in the clubs and societies assigned and non-preparation of lesson plans. During data collection (third week of the new term), the researcher observed that teachers had not yet sent students’ performance reports to parents for the previous term. This shows that teachers were not willing to work or mark students’ tests during the holiday. They are always busy with private business that will bring an extra income. This confirmed the findings from the questionnaire.

Such indicators of non-performance of teachers in CDSS concurs with the existing study carried out by National Economic Council (in Kadzamira, 2006) during the research on teacher motivation and incentives in Malawi and had concluded that poor incentives and conditions of services have resulted in low morale and thus poor performance among teachers. De Cremer (2006 in Atsebeha, 2016) asserts that employees, who are not

motivated, have no feeling of belonging and they demonstrate no interest in their work. In urban areas, teachers are finding ways of getting out of the classroom, even during lesson time. Vending keeps things going (Kadzamira, 2006). In line with the findings by Kadzamira, this study has discovered that most teachers are frequently engaged in secondary employment popularly known as “Part-time” teaching in private schools or in Open Day Secondary Schools (ODSSs) where they get income as a supplement to their salaries that is claimed to be on the lower side (Chimombo et. al., 2013). This contributes to their failure to lead or help students in extra-curricular activities.

Due to absence of transformational leadership in CDSS, most teachers do not have an inspiration of where they want the school performance to reach. Teachers have no compelling vision of the future hence there is no emotional attachment between head teachers’ and teachers’ goals. This leads to low performance.

4.5 extent to which head teachers’ leadership styles affect teachers’ performance

The third specific objective of the study was to analyze the extent to which head teachers’ leadership styles affect performance of teachers. As such, there was a need to assess teacher’s performance through a questionnaire. To this effect, the researcher wanted to establish how teachers perform in terms of preparation of schemes of work, preparation of lesson plans, completion of records of work done during the week, administration of weekly or monthly tests, administration of homework, provision of remedial lessons, preparation of students’ performance reports and supervision of extracurricular activities.

In this section, teacher performances were rated as very rarely, rarely, regularly and very regularly. Respondents were asked to tick the option that best described their opinion. During the analysis, options indicated very rarely and rarely were combined to form rarely interpreted as low performance while regularly and very regularly are grouped together as regularly interpreted as high performance. The following are the items from the questionnaire and the analysis of responses from the respondents

4.5.1. Teachers make schemes of work before the new term begins

Results on whether teachers make schemes before the beginning of new term are presented in Figure 24 below

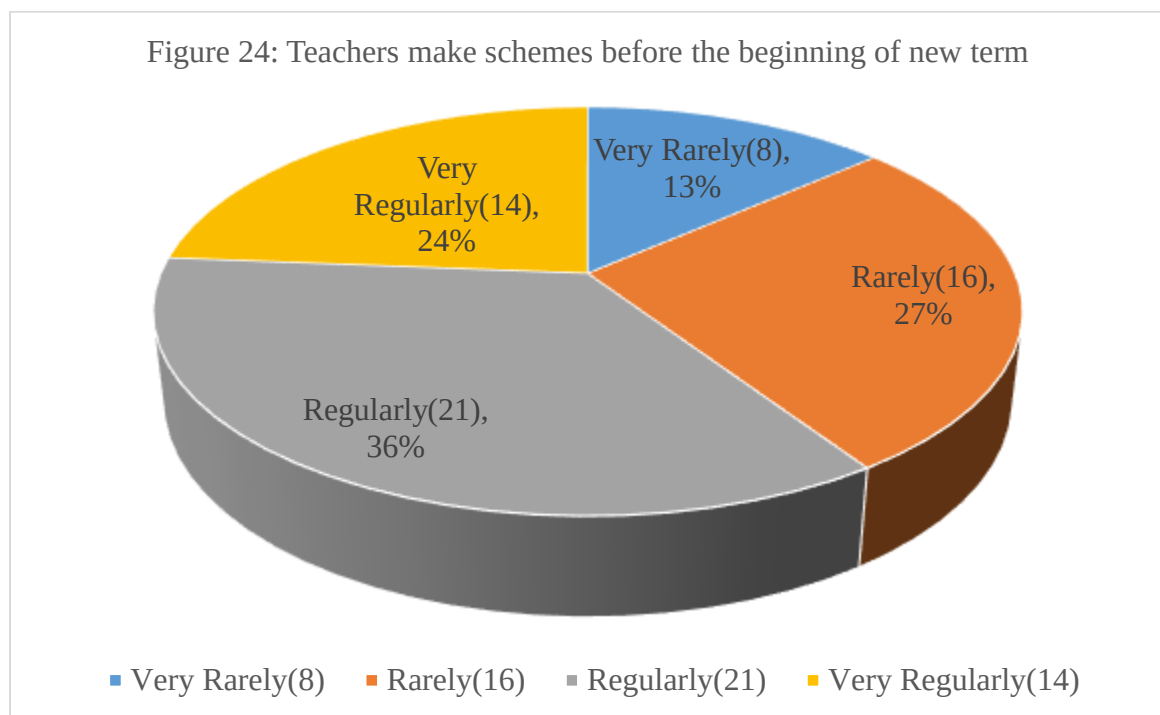


Figure 23: Teachers make schemes before the beginning of new term

Figure 24 above shows 21 participants representing 36% indicate regularly. 16 representing 27% indicate rarely. 14 representing 24% indicate very regularly. 8 respondents indicated very rarely representing 13%.

The study findings on whether teachers make schemes of work before the beginning of new term found that majority 60% of teachers regularly make schemes of work before the new term begins and 40 % of teachers rarely prepare schemes of work before the new term begins. The above results imply that majority 60% of teachers in CDSSs in Blantyre Urban prepare schemes of work before the new term begins. Jay (2014) asserts that schemes of work have a positive implication on good performance because they provide proper guidance for the teacher to logically follow the order of teaching without skipping some topics. In addition, it enables teachers to complete the syllabi in time.

During interviews conducted with head teachers on how they motivate teachers to prepare schemes of work, the common response was that the teachers are given scheme books on the closing day of the current term to be used in preparing work for the subsequent school term. To ensure this is done, the head teacher or the deputy checks and signs the schemes prepared during the first week of the new term. A chart with columns is displayed in the head teacher's office indicating who has submitted the schemes or who has not submitted. At the time of research (third week into the new term), the researcher had a chance of analyzing the charts and it was discovered that over 85% had already prepared schemes of work.

4.5.2: I always come to class with lesson plans

Results on whether teachers come to class with lesson plan presented in Figure 25

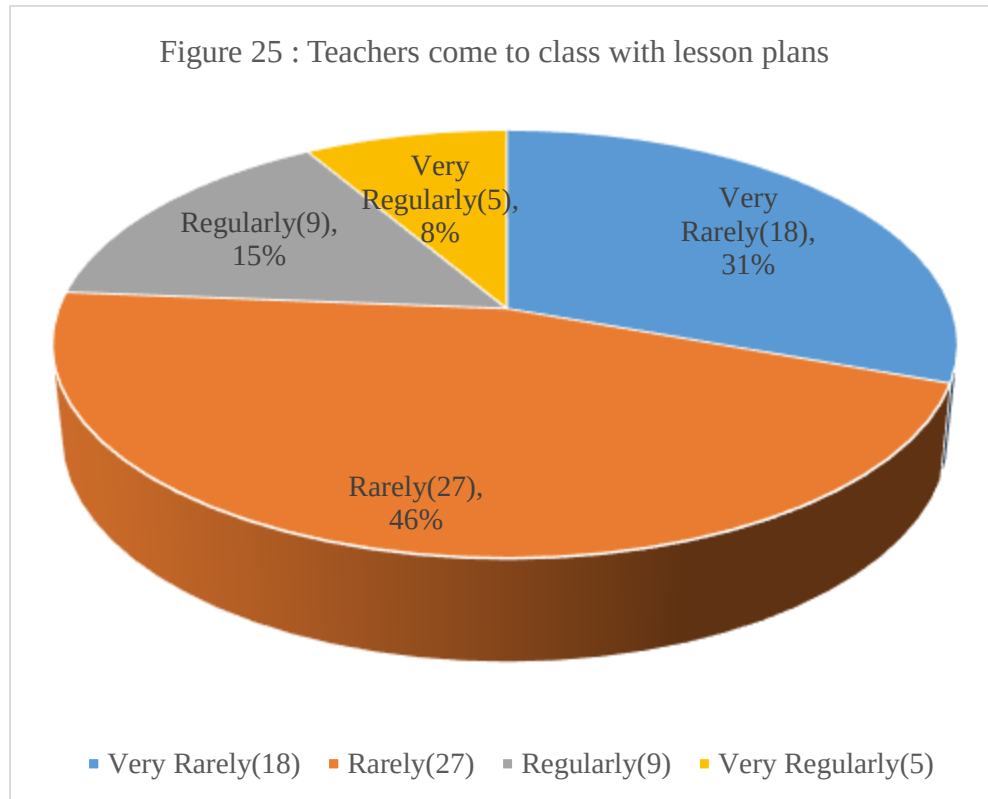


Figure 24: Teachers come to class with lesson plans

The results in figure 25 above shows 27 respondents representing 46% cite rarely. 18 representing 31% very rarely. 9 respondents representing 15% marked regularly. 5 respondents representing 8% indicated very regularly. The combined results of rarely and very rarely to appear as rarely and those marked regularly and very regularly to appear as regularly show that the study findings, on whether teachers come to class with lesson plans, found that majority 77 % of the teachers rarely come to class with a lesson plan. While 23% come to class with lesson plans regularly.

During interviews with head teachers to find out whether teachers come to class with lesson plans, majority of head teachers indicated that their teachers do not prepare lesson plans. When asked if there are any records regarding submission of daily lesson plans, for the previous term, the head teachers were producing charts intended to tick dates against names of teachers upon submitting lesson plans for head teacher's signature. It was observed that only two schools representing 14% of schools visited had some indicators of lesson plan submission though rarely while majority 86% there was no indication of submission of lesson plans. It was also observed that there was a marked absence of lesson plans by teachers who were present in staffrooms on the date of visit in the respective schools. This confirms the findings from the questionnaire indicating that majority of teachers do not prepare lesson plans.

Upon probing further, the researcher discovered that teachers don't prepare lesson plans because it is a very tiresome task to be doing it every day for every subject or lesson to be taught. One head teacher said that many teachers go to private sources of income in order to earn a living in town since there are no incentives and salaries are very low in the education sector. They don't have time to prepare lesson plans but to do part time work.

Basing on the above results it can fairly be concluded that most teachers in CDSSs in Blantyre Urban do not prepare lesson plans for the lessons to be taught. These findings are contrary to a proposition made by Jay (2014) that lesson plans have a positive effect on performance of teachers because lesson planning makes teachers organized, ready and prepared to teach logically. In addition, teachers show professionalism by preparing lesson plans before teaching. The fact that teachers do not prepare lesson plans imply that teachers' lessons are not organized, are illogical and presented non-professionally

The researcher agrees with Jay's assertion because the lesson plan contains elements like objectives and time allocation which enables the teacher to deliver the lesson within the specified period and at the end of the lesson he/she does self-evaluation to assess if the lesson has achieved the objectives. Failure to use lesson plans leads to failure to self-assess.

Item 4.5.3: Teachers complete records of work weekly for the lessons taught and that not taught in the week

Results on whether teachers complete records of work for lessons taught and those not taught are presented in Figure 26 below

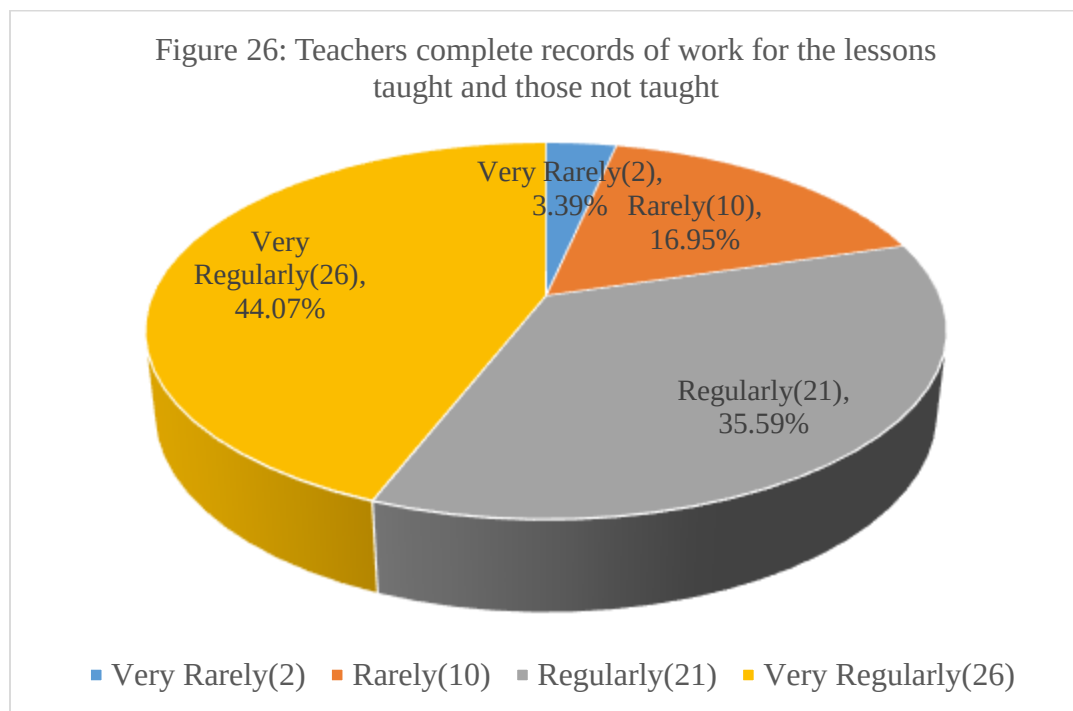


Figure 25: Teachers complete records of work for the lessons taught and those not taught

Results on whether Teachers complete records of work for lessons taught and that not taught presented in figure 26 show 26 respondents representing 44.1% cite very regularly.

21 representing 35.6% regularly. 10 representing 16.9% rarely and 2 representing 3.4% very rarely.

The findings on whether teachers complete records of work for lessons taught and that not taught indicated that majority 79.7% of teachers regularly complete records of work for lessons taught and that not taught while only 20.3% rarely complete the records.

These finding concur with the responses from one of the head teachers, **X**, who remarked that,

“I always encourage my teachers to complete record of work and submit them every Monday for my signature”.

Another head teacher **Y** commented,

“I encourage my teachers to complete records of work because they are meant to make teaching and learning more effective hence I am able to find out content covered or not covered from the syllabus”.

During interviews, a Senior Inspector of schools at SWED stressed the point that records of work is one of the professional documents teachers must have beside schemes of work and lesson plans. Teachers complete records of work taught for tracing those topics that faced challenges and those which were skipped so that they are covered before the National Examinations are administered. This ensures that the syllabus is completed. This implies that majority of teachers in CDSSs in Blantyre Urban complete records of work taught and that not taught once every week.

4.5.4. Teacher gives weekly test to Students

Results on whether teachers give weekly tests to students are presented in Figure 27

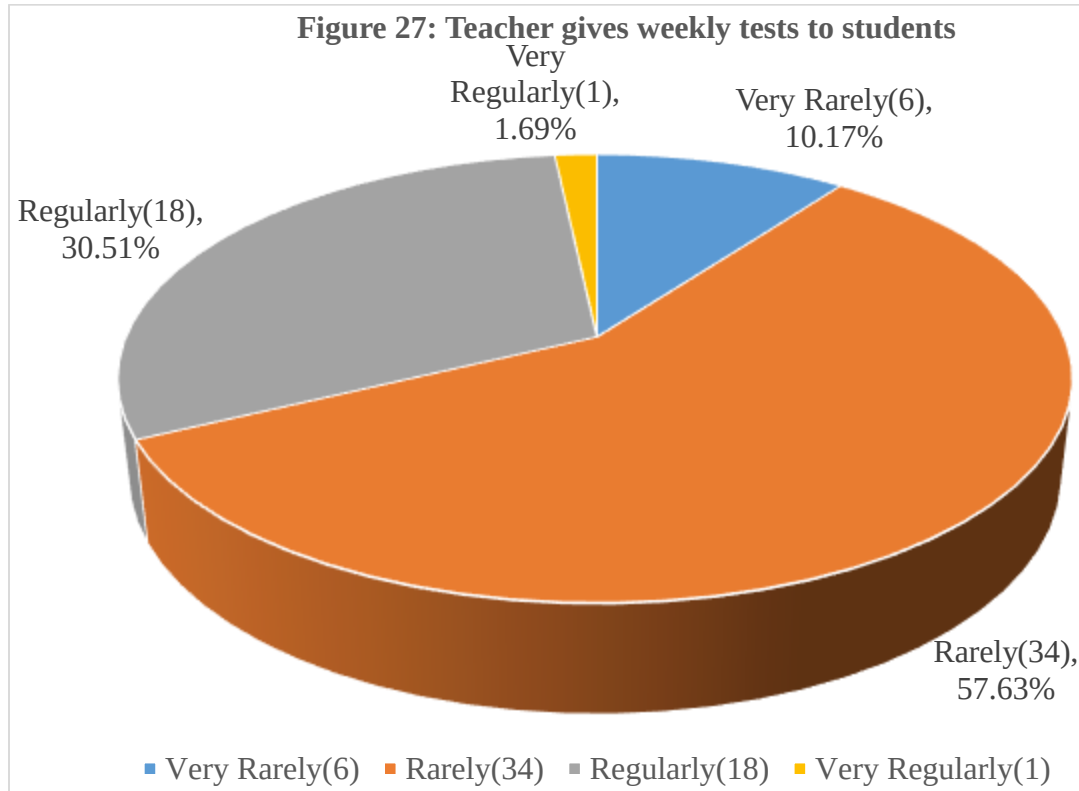


Figure 26:Teacher gives weekly tests to students

Results on whether teachers give weekly tests to students presented in Figure 27 show that 34 respondents representing 57.6% cite rarely. 18 respondents representing 30.5% indicated regularly 6 representing 10.2% indicated very rarely and 1 representing 1.7% very regularly.

By combining the results of very rarely and rarely to become rarely and regularly and very regularly to become regularly, the study findings on whether teachers give weekly tests to students found that majority 67.8% of the teachers rarely give weekly tests to students while only 32.25% indicated that they give tests to students regularly

An interview conducted with the Senior Inspector of Schools on importance of giving tests to students revealed that teachers are supposed to give tests to students regularly in order to identify abilities of different learners. Teachers can be able to arrange for extra classes for students who perform below average based on test results.

“Testing is important in a school because it helps teachers and pupils determine how much they have taught and learnt, respectively”, said one of the Senior Inspectors of Schools during interviews.

During interviews on whether teachers give weekly tests to students or not, the head teachers said that this is rarely done except for mid-term tests and end of term tests. The response by the head teachers agree with the findings from the item on the questionnaire that has revealed that 67.8% of teachers rarely administer weekly tests. When asked why the situation is like this in CDSSs, one of the head teachers cited that Student-Teacher ratio is very high to the extent that teachers find it laborious to mark many scripts weekly. There is no motivation for teachers to mark scripts at home.

Failure to give tests regularly is an indication that teachers cannot determine how much students have learnt hence failure to arrange for extra classes. This concurs with the findings above where an item was finding out whether teachers teach extra classes and it has been found that teachers in CDSSs in Blantyre Urban do not teach extra classes possibly because teachers do not identify the weak areas of their students since tests are not administered hence they don’t plan for remedial lessons.

Failure to give tests has a negative implication on performance of teachers. It is vital to note that teachers use tests to evaluate their performance and see whether they can adjust for the sake of the learners. A teacher who fails to administer weekly or monthly tests is doing a disservice to the child (Kambirima, 2015). A recent study from Brigham Young University, USA, shows that a series of short, weekly, mid- terms with formative assessment can help students learn better (Krishnan, 2017).

4.5.5. Teacher gives homework to students every day

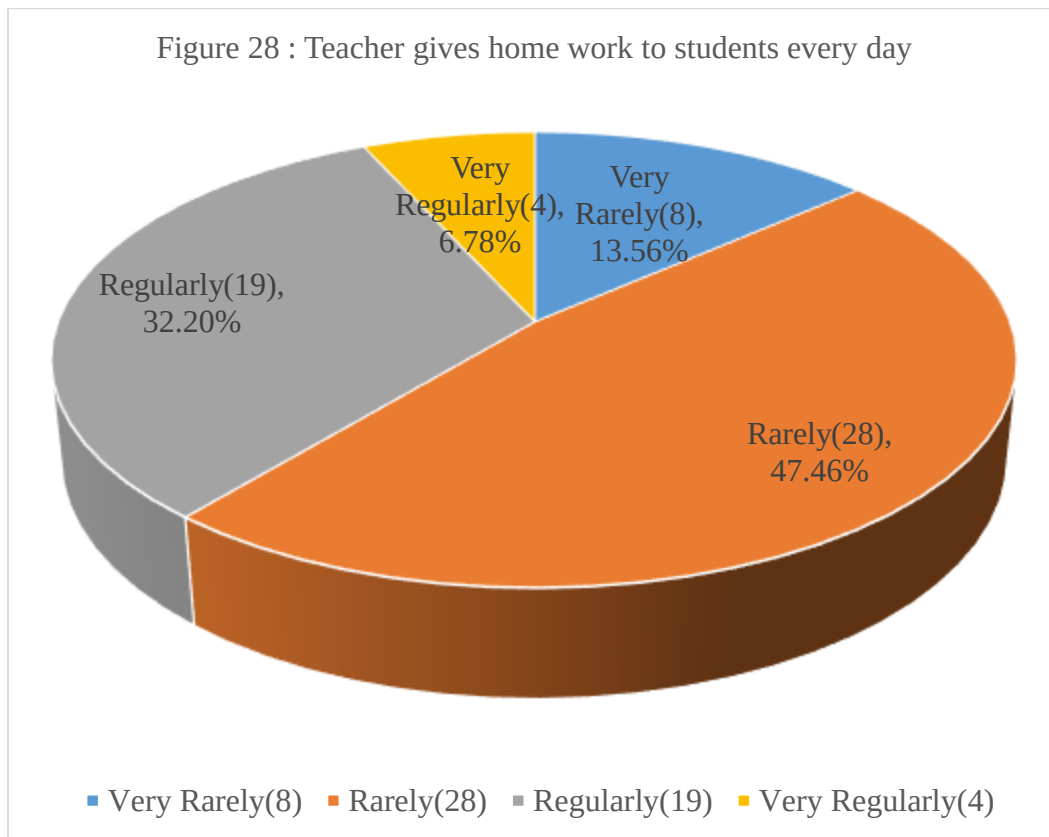


Figure 27: below indicate the results on whether teachers give homework to students every day.

Results on whether teachers give homework to students every day presented in Figure 28 above show that 28 respondents representing 47.5% cited rarely. 19 respondents representing 32.2% indicated regularly. 8 respondents representing 13.6% indicated very rarely. 4 respondents representing 6.8% cited very regularly.

By combining the results of very rarely and rarely to become rarely and regularly and very regularly to become regularly, the study findings on whether teachers give home work to students every day indicated that majority 61.1% of the teachers rarely give home work to students every day while only 39% regularly give home work to students every day. During research interviews, one of the respondents lamented that the enrollment of students in his class is just so high that it is laborious to mark student's work every day. The researcher is of the view that teachers feel it laborious because their efforts are not recognized no matter how hard they try. The non-recognition of teachers' effort by head teachers is an indicator of absence of transactional leadership. The researcher is of the view that failure to give homework to students has an adversative effect on their performance. This is so because these findings are contrary to what Jay (2014) found in his study of Principal leadership and performance of teachers in secondary schools of Gambella Regional State in Ethiopia where majority (74.1%) of teachers in the region gave regular homework to their students and discovered that this had a positive effect on student's performance. Jay reiterates that regular giving of homework to students means that they are ever busy after school hours and this helps students perform well.

4.5.6: Teach students even after working hours (remedial lessons)

Results on whether teachers teach even after working hours are presented in Figure 29 below

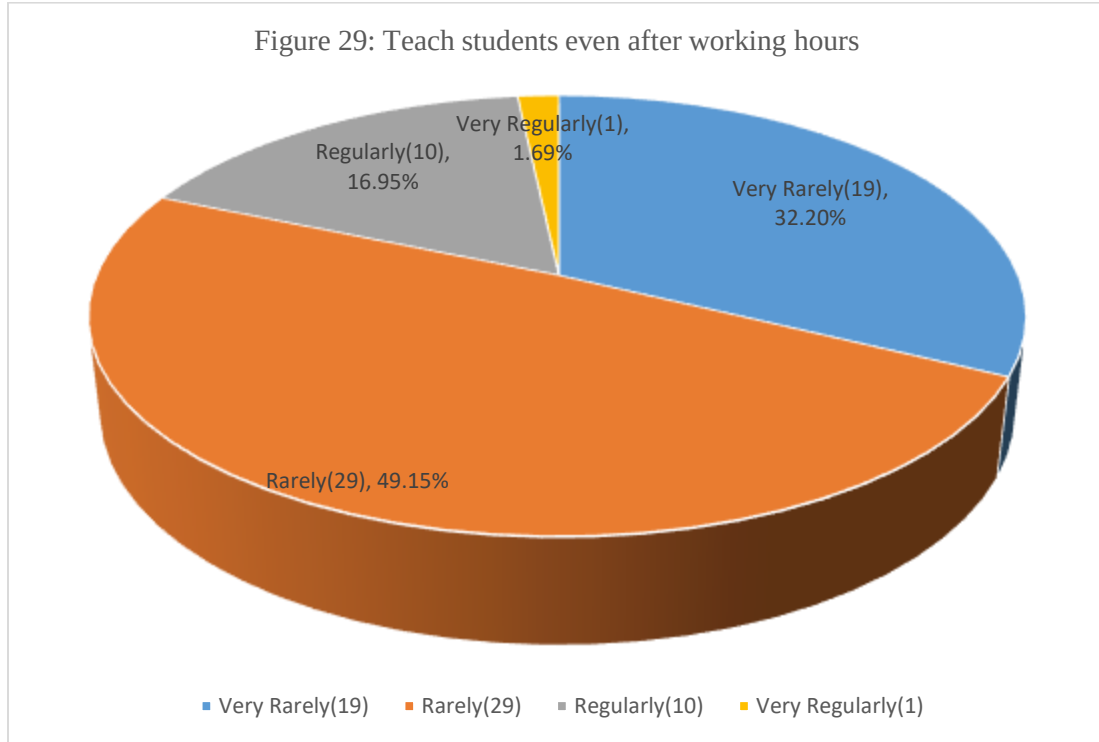


Figure 28: Teach students even after working hours

Results on whether teachers do teach students even after working hours presented in figure 29 show 29 participants representing 49.2% cite rarely. 19 representing 32.2% very rarely. 10 representing 16.9% regularly and one teacher representing 1.69 % very regularly. Upon combining the results of rarely and very rarely to appear as rarely and those on regularly and very regularly to appear as regularly, the study findings on whether teachers teach after working hours indicated that majority 81.4% rarely teach after working hours while only 18.64% indicated that they regularly teach after working hours.

When asked why teachers do not teach after hours, the head teachers expressed a concern that teachers do not find time to teach extra hours because the schools operate two streams. Generic students come in the morning hours and soon after knocking off, the Open Day

Secondary School (ODSS) students immediately start their lessons until late afternoon. The busy schedule of teachers agrees with the findings above which indicated that teachers do not give students homework or weekly tests as they do not have much time to concentrate on marking and grading.

“Teaching in ODSS enables teachers to get an extra income for them to earn a living in town”, says one of the head teachers.

4.5.7: I send performance reports to parents before the subsequent term opens

Results on whether teachers send performance reports to parents before the subsequent term opens are presented in Figure 30 below

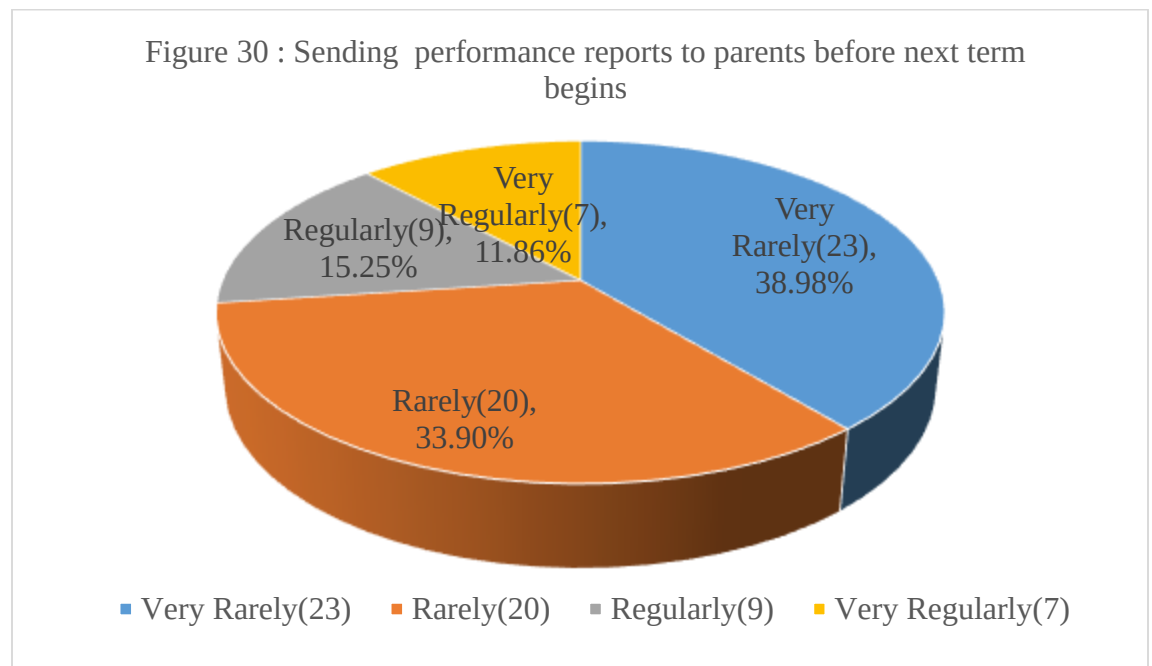


Figure 29: Sending performance reports to parents before next term begins

Results on whether teachers send performance reports before the new term begins, presented in figure 30, show that 23 participants representing 39% cite very rarely. 20%

representing 33.9% cite rarely. 9 participants representing 15.3% cite regularly and 7 representing 11.9% very regularly.

Upon combining the results of rarely and very rarely to appear as rarely and those of regularly and very regularly to appear as regularly, the study findings on whether teachers send students' performance reports before the new term begins indicated that majority 72.9 % rarely send performance reports before the new term begins while only 27.1% indicated that they regularly send performance reports to parents before the new term begins.

The results confirm the researcher's observations when he was in the staffrooms administering a questionnaire to teachers in the third week of the new term where he observed that some teachers were busy marking scripts and some were entering scores on report cards for the previous term. This implies that by the third week into the new term, school reports had not yet been ready for dispatch to parents. The researcher's observation confirms with the findings from the questionnaire. The delay in sending reports may negatively affect performance of students because parents have no chance of advising their children based on the test results. Sending school reports during the holiday enables parents to analyze the performance of their wards in different subjects, their challenges, strengths and weaknesses and advise accordingly to improve as the new term begins.

4.5.8: Supervise students in extra-curricular activities

Figure 31 below show results on whether teachers supervise students in extracurricular activities.

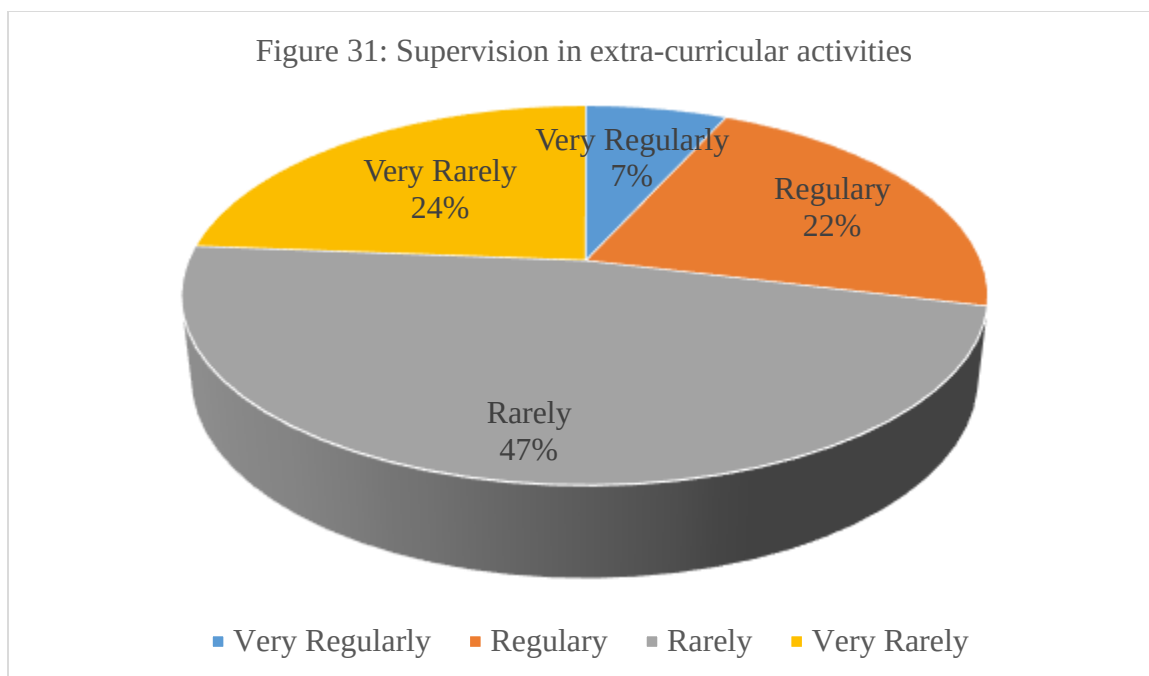


Figure 30: Supervision in extra-curricular activities

Results on whether teachers supervise students in extra-curricular activities presented in Figure 31 show that 4 participants representing 6.78% cite very regularly. 13 participants representing 22.03% cite regularly. 28 participants representing 47.46% cite rarely and 14 participants representing 23.73% cite very rarely.

Upon combining the results of regular and very regular to appear as regular and those on rarely and very rarely to appear as rarely, the study findings on whether teachers supervise students in extracurricular activities indicated that majority 71.19 % rarely supervise students in extracurricular activities while only 28.81% indicated that they regularly supervise students in extracurricular activities. The findings confirm the results obtained during interviews with head teachers on whether teachers were assigned to supervise students in extracurricular activities. The interviews revealed that at the beginning of each year teachers are assigned responsibilities to lead different clubs and societies that include

Wildlife Club, Sports Club, HIV/AIDS Club, Study Circle Club and Faith Based Clubs like Adventist Youth (AY) Club, Students Christian Organizations of Malawi (SCOM) and Young Catholics Society (YCS). Interviews with the head teachers further revealed that in spite of being assigned to supervise the clubs and societies, most teachers do not avail themselves in the club meetings since they take place after classes and at the same time teachers are also required to attend to ODSS Students or they want to pursue their own personal assignments. This puts them in a quandary situation. The results imply that most teachers in CDSSs in Blantyre Urban are assigned responsibilities in extra-curricular activities however, in spite of this assignment, they do not avail themselves regularly at club meetings. The implication of these extracurricular activities on students' work is very important in that they make students physically and mentally fit, supplement and apply classroom work with real life situation, improved social interaction, relief from repetitiveness and tediousness of classroom work. The situation in CDSSs seem to deny students of the above advantages.

The delegation of teachers to lead different clubs and societies in the schools is an indicator of the presence of democratic leadership style however the absence of the zeal to avail themselves at the club meetings is an indicator of the absence of transactional leadership style as teachers prefer to go where there are incentives unlike attending to clubs and societies.

4.6 Establishing if there is leadership style that influences teachers' work performance in CDSS.

The fourth specific objective of the study was to establish if there is any leadership style that influences teachers' work performance in CDSS in Blantyre Urban.

To achieve this objective, a questionnaire with five items was given to teachers whereby each item is a characteristic of each of the styles that can be employed by the head teachers.

Using a five point Likert Scale, there were five options ranging from Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A) and Strongly Agree (SA).

During analysis of the data, (*Table 2 below*), all responses for options Strongly Disagree and Disagree were combined to appear as Disagree while those items whose responses were marked Agree and Strongly Agree were also combined to appear as Agree. Neutral responses are considered undecided.

Below is a table that presents the findings based on the items.

Table 2: Leadership style that influences teachers' performance

	ITEM	SD	D	N	A	SA	Total
1	Head teachers must provide recognition/rewards in order to motivate teachers to achieve school goals	1	3	0	10	45	59
		6.8 %		0%	93.2 %		100 %
2	School head must tolerate personal excuses like family problems or illness to interfere with punctuality or presence or pace of work	6	9	0	15	29	59
		25.4 %		0 %	74.6 %		100 %

3	The head teacher must allow teachers to appraise their own work performance	32	16	1	7	3	59
		81.4 %		1.7 %	16.9 %		100 %
4	The school must have a vision of the future	5	8	0	22	24	59
		22 %		0 %	78 %		100 %
5	The head teacher must consult teachers before allocating subjects and classes to teachers	3	4	2	15	35	59
		11.9 %		3.4 %	84.7 %		100 %

Based on the responses in table 2, the combined responses (A+SA) to item 1 show that the majority of respondents (N=55, 93.2 %) agree that Head teachers must provide rewards/recognition in order to motivate them to achieve school goals while the minority (N=4, 6.8%) were in disagreement with the statement. This is one of the characteristic of transactional leadership. By being in agreement with this statement, it implies that teachers working drive can be influenced by transactional leadership. Yukl (2002, in Nguni, 2005) cites that a transactional leader delivers such things as rewards or recognition in return for commitment or loyalty of followers. It also include clarifying what is expected of the followers (teachers) performance, explaining how to meet such expectations and allocating rewards that are contingent on meeting objectives. This is in line with Fredrick Herzberg's Theory where Dzimbiri (2015) cites that motivator factors like the work itself, recognition, advancement and possibility of growth can increase motivation and job satisfaction.

Robbins and Langton (2001) sentiments agree with Dzimbiri in that the key to this theory is the understanding of an individual's goal and the linkage between effort and performance, between performance and rewards and finally between rewards and individual goal satisfaction. This works by using variables such as Expectancy, Valence and Instrumentality.

The combined responses (A+SA) to item 2 show that the majority of respondents (N=44, 74.6 %) are happy when school heads tolerate personal excuses like family problems and illnesses at the place of work while minority (N=15, 25.4%) were in disagreement. Dzimbiri (2015) describes leaders who do not tolerate personal excuses such as family problems or illness to interfere with an employee punctuality, presence and working pace are considered as Authoritarians or Autocratic. These do not create a happy atmosphere for a working environment. .Since majority of teachers agreed with the statement that “*School heads must tolerate personal excuses like family problems or illness to interfere with punctuality or presence or pace of work*” calls for the presence of democratic leadership style in schools. They negate autocratic/authoritarian style of leadership. The Ohio State University Studies (as cited in Dzimbiri, 2015) identified democratic leadership as *Consideration* where leaders look upon their followers as people taking into account their needs, interests, problems and development among others. This can motivate “humanness,” “teamwork” and “participation” of workers (Peteman, 2000 as cited in Atsebeha, 2016). This confirms current study findings that have revealed that the more the head teachers have a concern for the welfare of teachers, the more the teachers are committed to their work.

The study has equally revealed that teachers whose head teachers practiced democratic style of leadership (by allowing them to participate in decision making and being consulted before allocating subjects and classes to teach) were found to have high working morale. Teamwork and participation are the common key characteristics of successful schools. That is why Cole (2005) advocates for the leadership of a head teacher to be democratic combining self-confidence, firmness and tact. Three (3) head teachers who, during interviews, asserted that they are democratic, had their teachers already sent school reports during holidays (ie before opening the new term). Over 90% of the teachers had already submitted schemes of work by the second week into the new term and 80 % of teachers came with lesson plans. School A was awarded with 2 medals upon winning two consecutive years in sports competitions.

Upon combining results of item 3 (SD + D), the findings reveal that majority of teachers N=48, 81.4 % disagrees with the statement that head teachers must allow teachers to appraise their own work performance. The Minority (N=10, 16.9 %) agreed with the statement. Only one respondent marked Neutral representing 1.7 %.

The majority of teachers have disagreed with the statement that “*the head teacher must allow teachers to appraise their own work performance.*” This statement is a characteristic of laissez-faire type of leadership. The results, therefore, entail that they do not want laissez-faire type of leadership. “Working on different activities and making various decisions on different issues or topics alone without a leader, leads to low productivity and low job satisfaction” (Kocker, 2009, as cited in Atsebeha, 2016, p.41). These findings agree with a conclusion made by Mbiti (2007) who states that laissez-faire leadership style is not

suited for use by head teachers because complete delegation without following up mechanism creates performance problems.

In their study, Raja & Palanichy (2015 as cited in Anyango, 2016, p.22) found that the “laissez-faire leadership had a negative relationship with employee performance”. Piccolo (in Zumitzavan, 2015) espouses that almost inevitably, laissez-faire is likely to result into damaging consequences for the surroundings, health and wellbeing of organizational members. In Kenya, the study on the main effects of leadership styles on employee performance by Koech and Namusonge, (2012, as cited in Masare & Aunga, 2017) recommended that Managers should discard laissez-faire leadership style by becoming more involved in guiding their subordinates and Public Managers should formulate and implement effective reward and recognition systems.

The combined results (SA + A) in item 4 reveal that majority (N=46, 78 %) of respondents were in agreement with the statement that schools must have a vision of the future while only 13 respondents representing 22 % were in disagreement. This is one of the characteristics of transformational leadership. This entails that the majority who agreed with the statement that *the school must have a vision of the future* prefer the use of transformational type of leadership. Burns (in Nguni, 2005) points out that transformational leaders articulate a compelling vision of the future and form a strong emotional attachment with followers. These leaders are able to increase follower self-efficacy giving the group a “*Can do spirit*”. They are effective because they are more creative and because they encourage those who follow them to be creative too (Langton et.al 2016). Raja (as quoted in Anyango, 2016) cites that there is sufficient evidence, at the 5% level of significance, to support that there is a linear positive relationship between transformational leadership and

employee performance. The influences of transformational leadership on organization performance was also investigated by Colbert et.al (as cited in Zumitzavan). With the participation of 94 top management teams, it was found that transformational leadership was positively related to organizational performance.

The support in the use of transformational leadership is in line with the findings by Nampa (2007) who researched on teacher performance in Catholic Founded Schools in Luwero District, Uganda and identified that guidance and directing was needed for good performance of teachers. Guidance and directing ensure that everything moves in the right direction and what goes wrong is put right. Therefore, for an institution to achieve better performance, a leader must constantly find out the day-to-day progress of work in order to put right what may be wrong (Nampa, 2007).

The Path Goal Theory supports Nampa's assertion by stating that it is the leader's job to assist followers in attaining their goals and to provide them the necessary direction and/or support to ensure that their goals are compatible with the overall objectives of the group or organization (Dzimbiri, 2015, Langton et.al., 2016). Effective leaders remove the roadblocks and pitfalls so that followers have a clearer path to help them get from where they are to the achievement of their work goals (Dzimbiri, 2015). According to Langton et.al (2016), transformational leadership has been supported at diverse job levels and occupations (School Principals, Marine Commanders, Ministers, Military Cadets, Union shop Stewards, School- teachers and Sales Representatives among others.

Finally, the combined responses (SA + A) in item 5 reveal that majority (N=50, 84.7%) agree with the statement that Head teachers must consult teachers before allocating classes and subjects to teach while only 7 respondents representing 11.9 % disagreed. 2

respondents representing 3.4% were undecided. Consultation or involvement of subordinates before decisions are made by a leader is a characteristic of democratic leadership style (Goldman as cited in Jay, 2014). A democratic leadership style motivates “humanness,” “teamwork” and “participation” of workers (Peteman, as cited in Atsebeha, 2016).

A democratic leader delegates, communicates and consults/involves the subordinates in decision-making. This is in line with Path-goal Theory (House, 1968) which stipulates that both leaders (head teachers) and followers (teachers) should involve themselves in decision making if an organization is to achieve its goals. This makes teachers become more committed, self-confident and knowledgeable thus making them perform highly. This study has revealed that the more the head teachers practice democratic style of leadership, the more the working morale of teachers was enhanced. The preference to use democratic Style is in line with another research done by Ijaiya (2000) who had a concern on Principal’s leadership styles in terms of involvement in decision making, communication and delegation of duties in General Secondary Schools in Nigeria and concluded that teachers expressed a desire for more participation in decision-making.

Concisely, these findings have revealed that transformational, transactional and democratic leadership styles do influence teachers’ job performance and that these should come into play in CDSSs unlike laissez-faire and autocratic type of leaderships that teachers perceive negatively. These results are consistent with findings from different studies in the existing literature. For instance, Raja and Palanichy (2015 as cited in Anyango, 2016) examined the effects of leadership styles on employee performance in public and private sector enterprises in India. From 43 Middle-level managers and 156 subordinates, the study

results indicate sufficient evidence, at the 5% level of significance that there is a linear positive relationship between transformational leadership and employee performance and there is a significant positive relationship between transactional leadership and employee performance. However, the study found that the laissez-faire leadership had a negative relationship with employee performance. Another research made by Bass (1990) found that laissez-faire leadership has an adverse effect on work-related outcomes of employees.

Another study made in Kenya, on the main effects of leadership styles on employee performance by Koech and Namusonge (2012 as cited in Aunga & Masare, 2017) recommended that Managers should discard laissez-faire leadership style by becoming more involved in guiding their subordinates and should formulate and implement effective reward and recognition systems

One study of Canadian Bank Managers found that branches managed by those who underwent transformational leadership training performed significantly better than branches whose managers did not receive training in transformational leadership (Langton et.al. 2016)

Bass & Avolio (2003, as cited in Nguni 2005) saw transformational leaders constantly interact with subordinates in order to cause organizational change. The leaders focus on individual development of subordinates, enhances their performance, which in turn, leads to organizational growth. In a whole, they concluded that transformational leadership increases follower motivation and performance more than transactional leadership however, effective leaders use a combination of both types of leadership.

Brand et.al. (2000) gathered some evidence in service, retail and manufacturing sectors as well as armed forces of the United States, Canada and German where his findings point towards the marginal impacts of transactional leaders on the effectiveness of their subordinates in contrast to strong, positive effects of transformational leaders.

Based on the research findings supported by the existing literature, the researcher is convinced that Laissez-faire and Authoritarian type of leadership styles are not suited to the school environment. However, the researcher feels that performance of teachers can be promoted through Democratic leadership, Transactional Leadership Style and Transformational leadership style.

4.7 Other factors that affect performance of teachers besides leadership styles

The final (fifth) objective was aimed at identifying other factors that affect performance of teachers in CDSSs in Blantyre Urban besides leadership styles. To effect this, respondents were given the following interview questions: Beside leadership style, “*are there any factors that affect teachers’ performance in CDSSs? If Yes, please, mention one factor and explain how it affects your performance?*” The second item required respondents to give any comment/views regarding their career progression and promotion.

The results of the findings from the items stated above were summarized and put into four categories as adopted from Kadzamira (2006) tabulated in table 3 and figure 30 as those related to remuneration, those related to conditions of services, those related to professional status and those related to working conditions.

Table 3: Other factors affecting teachers' performance besides leadership

Category/Factor	Frequency	Percent	Cumulative Percent
Remuneration	13	22%	22%
Conditions of Service	30	51%	73%
Professional Status	4	7%	80%
Working Conditions	12	20%	100%
Total	59	100%	

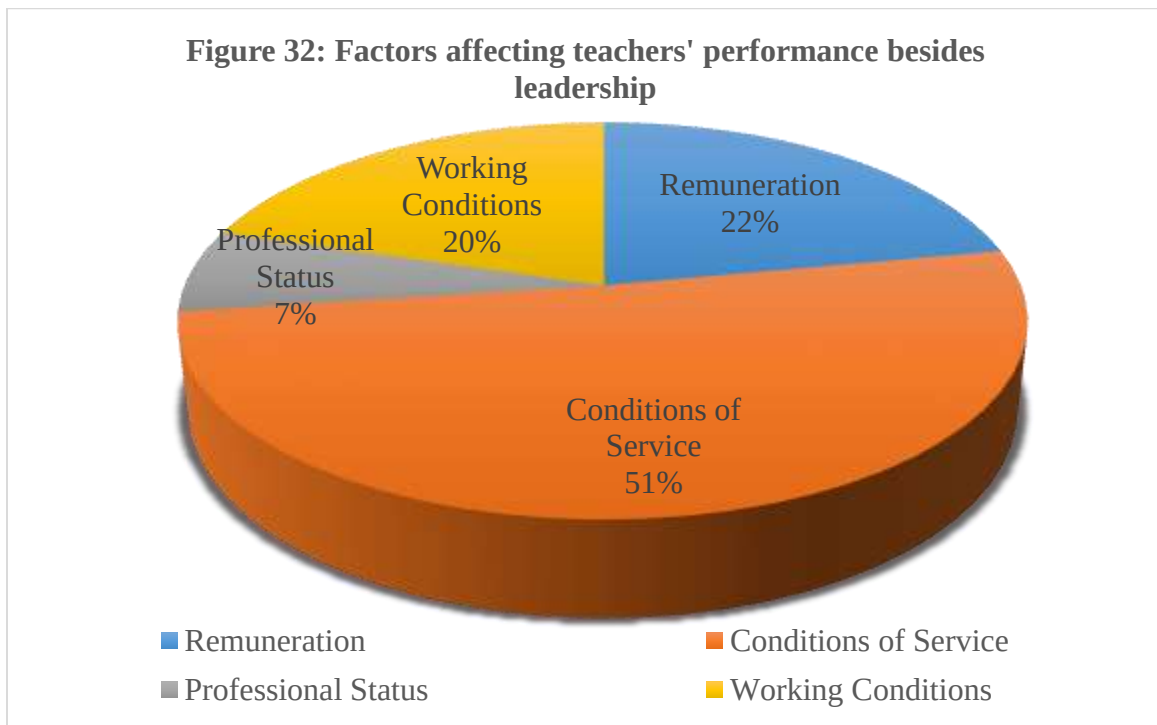


Figure 31: Factors affecting teachers' performance besides leadership

4.7.1 Remuneration

The results from Figure 32 above show that 13 out of 59 teachers representing 22% mentioned factors relating to remuneration as other factors affecting their performance beside leadership. Respondents expressed a concern that the delays in receiving leave grants and salaries and delays in effecting new salary after upgrading or promotion are very thorny and seriously demotivating teachers to perform. New entrants of teachers have to wait for more than 3 months to get their first salary. One of the respondents lamented,

“We are on job because we have to feed our family, if we don’t get salary how can we perform our duties with all our attention?”

There was a common response among respondents that teachers are paid lowly and this affects their motivation to be committed fully to their job. These sentiments concurs with the findings made by Kadzamira et al. (2006) on Teacher Motivation and Incentives where she concluded that low motivation in teachers is manifested by being involved in private lessons during afternoon hours after knocking off from the public schools in order to supplement their income. According to Kadzamira et al., both Ministry of Education Science and Technology officials and Teachers Union of Malawi Officials agree that teachers’ pay is not adequate and does not match with the demands of the job nor does it meet the basic needs like food, housing, education and transport. Inadequate pay results in teachers being absent from school in order to search for food or look for loans particularly at the end of the month before teachers receive their salaries (Moleni & Ndalama, 2004, as cited in Kadzamira, 2006) The involvement of teachers in private teaching distracts teachers from their normal teaching activities hence affecting their performance. This study has revealed that lack of commitment to their work in CDSSs in Blantyre Urban is

manifested by lack of lesson plans, failure to administer weekly or monthly tests, failure to prepare students' performance reports timely and failure to avail themselves for extracurricular activities among others.

4.7.2 Conditions of Service

The study findings in Table 4 and figure 28 show that out of 59 respondents, 30 teachers representing 51% mentioned issues relating to conditions of service affecting their performance. One of the issues being absence of meaningful career path. Secondary school teachers can go as far as Grade P5. However, the career path is hierarchical such that not all teachers can be promoted to higher grade since there are limited posts. Another respondent lamented that there is no clear system for promoting teachers. They are promoted upon undergoing interviews by Teaching Service Commission (TSC). One of the respondents X bemoaned that

“promotion criteria are de-motivating teachers as they are not based on performance, years of service or recognition of professional qualifications hence they are not transparent.”

This assertion affirms the findings in a study made by Volunteer Service Organization (VSO) who highlighted that promotions based on interviews were not the best method to assess teacher competency (Tudor-Claig, 2004, as cited in Kadzamira, 2006).

Lack of Continuous Professional Development (CPD) was also cited as one of the factors leading to teachers' dissatisfaction. Teachers in CDSSs do not have an opportunity for advanced training and seminars which denies them of an opportunity for receiving allowances. Loans and advances are also not available for teachers. In her study,

Kadzamira (2006) found that teachers have resigned from their schools because of poor conditions of service specifically low pay and lack of other monetary incentives. This is a symptomatic of widespread teacher discontentment with conditions of service and generally low motivation.

According to Herzberg, hygiene factors that include money, supervision, status, security, working conditions, policies and interpersonal relationships (Dzimbiri, 2015) do not necessarily increase motivation and job satisfaction to an individual but motivator factors like the work itself, recognition, advancement and possibility of growth. This entails that head teachers can motivate teachers by giving them more work that is challenging and allows them to advance into higher levels. The achievement of high performance has to be recognized as well by the head teachers.

4.7.3 Professional Status

This is another factor affecting the performance of teachers. The findings have shown that 4 out of 59 respondents representing 7% have cited issues related to their profession leading to their de-motivation. The respondents lamented that low salaries and poor working conditions have contributed to eroding status of the Teaching Profession. Due to freedom of expression in this democratic era, students are fond of under-letting and uttering sarcastic words to their teachers. In particular, they tend to compare teachers with their parents who are in better paid jobs with posh cars and decent houses unlike teachers who do not have. Students point to teachers as being improperly dressed and are always broke financially. One of the teachers bemoaned that his student challenged him openly that his parents can pay him his salary for 12 months. This is very demeaning. These sentiments make teachers feel undervalued by students hence not comfortable to discharge their duties

fully in presence of such students due to negative self-esteem and sour attitude towards the learners.

4.7.4 Working conditions

The Figure 30 presents findings which show that 12 out of 59 respondents representing 20% cited issues relating to working conditions as some factors that are daunting and very challenging in CDSSs. For instance, lack of teaching and learning materials where by text books are not sufficient. Large classes with high student-teacher ratio makes teachers unable to administer weekly or monthly tests to avoid marking scripts. Undisciplined and unruly students create bad attitude and bad relations with teachers who in turn become uncomfortable to supervise them.

In essence, the study has established that apart from leadership styles used their head teachers, there are also some factors that affect performance. Specifically, their pay is not adequate to meet minimum basic needs that include food, housing, clothing, education and transport. Acute shortage of affordable housing within reasonable commuting distance from most schools (which escalates transport costs) to the residential locations pose a challenging work and living conditions to teachers in CDSSs in Blantyre Urban leading to demoralization and in turn failure to perform effectively as most of the time they think of private ways of how they can make ends meet in town considering the high cost of living. Poor conditions of service like lack of career path, unclear promotion system and lack of continuous professional development (CPD) and non-availability of loans and advances demotivates teachers as well. The teaching profession is undervalued in the society. Sarcastic remarks made by unruly and undisciplined students towards their teachers causes the zeal to perform their job effectively to decline. Insufficient teaching and learning

materials like text books and high student-teacher ratio have fueled their toll on teachers' motivation.

4.8 Comparison between the findings of this study and the findings in the existing literature

The findings of this study have supported findings of different studies which were carried out by other researchers in the past. Koech and Namusonge (2012, as cited in Aunga & Masare, 2017) conducted a study in Kenya on the main effects of leadership styles on employee performance and concluded that leadership styles influence performance of employees and it was recommended that Managers should discard Laissez-faire leadership by becoming more involved in guiding their subordinates and Managers and should implement effective reward and recognition system. This calls for transformational and transactional leaderships respectively. Comparably, the current study has also concluded that head teachers in CDSSs in Blantyre Urban have to adopt transformational and transactional leadership styles which provide guidance, rewards and recognition to teachers' performance. Head teachers are discouraged to use Laissez-faire and autocratic styles as they demotivate teachers hence performing lowly. This indicates that the current findings have supported the existing literature.

Raja and Palanichy (2012, as quoted in Anyango, 2016) examined the effects of leadership styles on employee performance in public and private sector enterprises in India. The study results indicate sufficient evidence, at the 5% level of significance that there is a linear positive relationship between transformational leadership and employee performance and there is a significant positive relationship between transactional leadership and employee performance. However, the study found that the laissez-faire leadership had a negative

relationship with employee performance. On the other hand, the current study has found that teachers whose head teachers practice laissez-faire in CDSS in Blantyre Urban had low performance while those teachers whose head teachers practiced transformational and democratic leadership had high performance. These two findings confirm the proposition that there is a relationship between leadership styles and performance of employees.

The findings have also supported the study of Canadian Bank Managers whose Bank Branches were managed by transformational Managers, they performed significantly better unlike those branches where there was no transformational leadership (Langton et al. 2016). Comparably, this study has found that schools whose heads were practicing transformational leadership style had performed better in areas like lesson planning, supervising in extra-curricular activities and preparation of schemes and records of work.

4.9 Implications of this study for further research

The scope of this study was restricted to leadership styles and performance of teachers in 14 out of 20 CDSSs found in Blantyre Urban only. This entails that this study was so small. However, its findings have prompted the researcher to make few propositions for further research. The researcher, therefore, proposes it becomes imperative from this study that further research involving CDSSs in Blantyre rural areas be done in order to do a comparative analysis of the effect of leadership styles on teachers' performance. This is because leaders are confronted by different situations and the choice of leadership depends on the needs of a particular situation (Langton et al., 2010; Dzimbiri, 2015; Rowland in Atsebeha, 2016). A leadership style applied in one circumstance will not always be used in another circumstance hence leaders employ their judgment to select the best style

suitable for each situation (Langton et. al., 2016). The path-goal leadership theory confirms that leadership style matches the relevant situational factors (House & Mitchell, 1975) and not all styles would deem fit for all kinds of situations. Thus, the teachers' morale and perceptions on leadership in Urban CDSSs may differ from the CDSSs in Rural areas.

Additionally, this research focused on the effect of leadership styles on teachers' performance but there is a need to extend the research to the effect of head teachers' leadership style on student's performance to establish whether students' performance in CDSSs in Blantyre Urban is also affected by leadership style or not.

CHAPTER FIVE

CONCLUSION

5.1 Introduction

This chapter gives a conclusion on the findings from the study based of the research objectives. It is divided into three parts. The first part summarizes the entire research. The second part makes a conclusion from the findings of the research and the last section presents the areas for further research.

5.2 Summary of the Research Study

This study aimed to examine the leadership styles employed by head teachers and the level of teachers' performance in CDSSs in Blantyre Urban. In particular, the study was guided by four specific objectives. To determine the type of leadership styles prevalent in CDSSs, to investigate different ways in which the practiced leadership styles affect performance of teachers in CDSSs, examining the extent to which head teachers' leadership styles affect performance of teachers in CDSS, to establish effective leadership styles that influence performance of teachers in CDSSs in Blantyre Urban and finally to identify other factors that affect performance of teachers besides leadership styles

The study adopted a mixed method approach in which both qualitative and quantitative data were collected and analyzed. Nevertheless, more emphasis was put on qualitative approach.

The data were collected through questionnaires and interviews. Out of a population of 20 CDSSs in Blantyre Urban, 14 schools representing 70% were sampled. 76 respondents were enrolled in examining the leadership styles and their effects on teachers' performance in CDSSs.

Before the actual study was undertaken, pre-testing of data collection instruments was conducted in two schools with 10 teachers and 2 head teachers however, these were not involved in the actual sample study. This activity helped to check the validity and reliability of the research instruments. After the dispatched questionnaires were returned, necessary modifications were done and questions that were not clear were reviewed.

The study has been guided by Path-goal Theory of leadership because it provides the necessary information, support and resources to ensure the satisfactory and effective performance of subordinates. According to House (1968) Path goal leadership styles strive to remove obstacles in the paths of employees to enable them to perform their tasks successfully. In addition, the theory was used to design the way in which leaders can motivate and help their employees to achieve a goal already set by clarifying the path that the employees should follow.

5.3 Major findings of the study

The following paragraphs present the major findings and main conclusions based on the specific objectives of the study.

The findings revealed that three leadership styles are prevalent in CDSSs in Blantyre Urban. These are Authoritarian, Laissez-faire and Democratic styles. The most widely used

style is Democratic. Transformational leadership is rarely used while transactional style is completely missing from CDSSs in Blantyre Urban

Most head teachers were found to be democratic because most teachers were being consulted and involved in decision making, they promoted mutual communications and they were delegating teachers to perform certain activities on head teacher's behalf. Laissez-faire was practiced in schools where teachers appraise their own work performance. Authoritative leaders were not tolerating family problems like funeral and illnesses to interfere with teacher's punctuality or presence at work. The absence of rewards and recognition signified the absence of transactional leadership in CDSSs. Transformational leadership was noted in two schools only representing 14% of the schools visited. They had compelling vision and mission statements displayed in common rooms and head teacher's office. 86% of the schools visited had neither a vision nor a mission statement.

The leadership styles that are being practiced in CDSSs in Blantyre Urban have affected performance of teachers either positively or negatively however the negative effect has caused a greater impact than the positive effects.

The Laissez-faire leadership style allows teachers to do self-appraisals of their work performance. This has caused more harm to teachers' performance than good because as the teachers are assessing themselves there are no checks and balances. In other ways, the self-assessment does not bring to light whether the teachers have underperformed or not hence there is no leader to pin-point the weak areas for improvement.

Head teachers who practice Autocratic/Authoritarian leadership style do not consider the welfare of their teachers at heart. They don't allow teachers to attend to personal problems like illnesses, funerals otherwise they are considered absconding work. This does not go well with teachers because they argue that they are not living in a perfect world or in a closed society but in a community where sicknesses and funerals are the order of the day and their culture demands comforting one another. This creates a sense of rebellion as they discharge their duties hence affecting performance negatively.

The study has also revealed that due to the absence of transactional leadership, teachers' effort is never recognized or noticed by the leaders. There are no incentives nor rewards attached to their performance resulting in demoralization. While in the state of being demoralized, teachers are unwilling to perform certain tasks which may consume much of their time instead of going out to secondary employment or part-time teaching to earn some income into their pockets. Tasks which are not performed due to demoralization include unwillingness to work after working hours like marking homework or test scripts, preparing lesson plans, attendance of club meetings for extra-curricular activities among others.

Due to absence of transformational leadership in CDSSs in Blantyre Urban, most schools do not have a vision or a mission statement. As a result teachers do not have a goal in mind to reach. Since there is no compelling vision of the future in the schools, there is no emotional attachment between the head teacher and teachers' goals. This leads to low performance.

On a positive note, head teachers who practice Democratic leadership in the schools are able to consult their teachers before class and subject allocation is done, they are able to use effective channels of communications like staff meetings and are able to delegate their teachers to perform certain tasks on behalf of the head teacher. This brings a sense of belonging and mutual understanding between the teachers and their head teachers. The findings in this study have shown that teachers whose head teachers practice democratic leadership style have performed better in terms of preparation of schemes of work and completion of records of work covered and that not covered in the week. Participation in sports activities was highly performed to the extent that one school received a medal for two consecutive years.

In examining the extent to which head teachers' leadership styles have affected performance of teachers in CDSSs in Blantyre Urban, there was a need to assess the performance of teachers. Constructs used to assess performance of teachers included whether or not teachers : make schemes of work, come to class with lesson plans, complete records of work taught and that not taught in a week, give weekly tests to students, give daily homework, teach remedial lessons after working hours, send student performance report timely and supervise students in extra curricular activities.

According to section 4.3 the findings reveal that out of the eight variables, only 2 variables are done regularly. Teachers are able to make schemes of work before the subsequent term begins and are able to complete records of work taught and that not taught during the week. This represents 25% of the total variables assessed. 75% of the variables are rarely done.

This implies that many teachers in CDSS do not prepare lesson plans, they do not give weekly tests to students, they don't conduct remedial lessons after working hours, students performance reports are not prepared timely and supervision of students in extra-curricular activities is not done. The study has further revealed that teachers in CDSSs in Blantyre Urban do not put much effort on the work because in most of the times they think of ways of involving themselves in private employment or what is known as "*Part-time teaching*" where they will get income to suffice the little salary they receive from the Government. This affects their performance. The study has put to surface that teachers are demotivated to work hard due to absence of transactional leadership for their effort is not recognized or their performance is not attached to any reward. The situation entails that , Laissez-faire and Autocratic leadership styles which are prevalent in CDSSs have affected the performance of teachers negatively.

Findings from section 4.5 have revealed that majority of teachers (85%) have expressed an interest on the type of leadership that allows their teachers to participate in decision making and being consulted before allocating subjects and classes to teach. In addition, 74% of teachers indicated that they prefer Head teachers who have a concern on teachers' needs and welfare as well as the one that tolerates family problems, illnesses and funerals to interfere with their presence, punctuality or working pace of course with some degree of controls. This is to make work-life balance considering the societal culture they are in. This calls for the presence of Democratic Type of Leadership. Three (3) head teachers who, during interviews, asserted that they are democratic had their teachers already sent school reports during holidays (ie before opening the new term). This confirms the fact that

Democratic Leadership Style influences teachers' performance. These findings are similar to the work of Obiwuru et.al (2011) who also concluded that democratic leadership style is a veritable tool for employee performance and effectiveness.

Additionally, the majority of teachers (93%) agree with the leadership style that provides recognition/rewards to motivate them achieve school goals. This calls for Transactional Leadership Style. Mahdinezhad et.al (2013) asserts that transactional leadership recognizes particular expectations of the leaders, offers rewards in return for performance of the followers.

However, the implementation of the transactional leadership style in CDSSs in Blantyre Urban seems to face a challenge due to inavailability of resources. The study has revealed that Blantyre Urban has no rewarding system for teachers in Community Day Secondary Schools but their counterparts in Blantyre Rural and other remote areas receive rural allowance though not linked to performance. In addition, CDSSs are the most disadvantaged in terms of resource allocation unlike Conventional Secondary Schools (CSSs) that are the most privileged with regards resource allocation by government (MOEST, 2008).

As it has already been alluded to, the CDSSs do not have enough resources (bonus, fringe benefits, commission or pay) to promote transactional leadership, however, the use of extrinsic rewards like words of praise and recognition may play a greater part. In situations where transactional leadership is not possible due to meagre resources, the use of transformational leadership would be more ideal (Serkan, 2019)

Another group of teachers (about 78%) need a type of leadership that must have a Vision Statement and a Mission Statement displayed in strategic points so that they are able to know why their school exists and know the direction of where they want the future of the school to be. This enables the head teachers and teachers to have an emotional attachment towards a common goal. This calls for the presence of Transformational Leadership Style.

Based on the findings from Section 4.6, it has been revealed that, besides leadership style, performance of teachers is also affected by other factors related to remuneration, conditions of service, professional status in the society and working conditions. In particular, delays in receiving salaries and leave grants seriously demotivate teachers to work hard. As a result, teachers choose to engage themselves in private work so as to earn some income to supplement the salary which is already considered low. Teachers are also demotivated from working hard due to the system of promotion which is not clear and not transparent. For teachers to be promoted, they need to undergo an interview process administered by the Teaching Service Commission (TSC). Those whose interview mood was conducive are considered for promotion regardless of whether they are hard workers or not. This makes teachers not to work hard for they know how hard they work, their effort won't be considered or recognized. Lack of Continuous Professional Development (CPD), trainings and other seminars as well as lack of loans and advances deny them of some financial benefits leading to dissatisfaction. Another factor is that the teaching profession is no longer valued in the society partly due to lack of incentives and poor salaries. Students look down on teachers due to their poor dressing or walking on foot to place of work while students themselves use minibuses or are being driven in family cars. Due to this some undisciplined and unruly students reach an extent of uttering sarcastic remarks on the

teachers. This leads teachers to develop low self-esteem and negative attitudes in the course of discharging their duties hence performance is affected negatively.

5.4 Major conclusions

Based on the findings of the study, the researcher can fairly make the following conclusions.

Three leadership styles namely Authoritative, Laissez-faire and Democratic are widely used by head teachers in CDSSs in Blantyre Urban. Transformational leadership is used but not widely in CDSSs in Blantyre Urban. Transactional leadership is conspicuously missing from CDSSs yet most teachers prefer rewards and recognition to prevail for motivation. Besides leadership style, performance of teachers in CDSSs in Blantyre Urban is also affected by other factors related to remuneration, conditions of service, professional status in the society and working conditions.

Consequently, the study recommends that Head teachers in CDSSs in Blantyre Urban should adopt either Democratic, Transformational, Transactional or a mixture of the three depending on the situation in order to enhance performance of teachers. Laissez-faire and Authoritarian leadership styles should no longer be upheld.

REFERENCES

- Adeyemi, T. O. (2010). Principals' leadership styles and teachers' job performance in senior secondary schools in Ondo State, Nigeria. *Journal of Education Administration and Policy Studies*, 2(6), 83–91.
- Aguinis, H. (2009). *Performance Management*, 2nd Edition, Upper Saddle River, NJ, Pearson Education Inc.
- Aunga, D. & Masare, O. (2017). Effect of leadership Styles on Teachers' Performance in Primary Schools of Arusha District Tanzania. *International Journal of Education Policy Research and Review*. 4 (4), 42-52, <https://doi.org/10.15739/IJEPRR.17.006>
- Armstrong, M., (2009). *Armstrong's Handbook of Human Resource Management Practice* (11thed.). Kogan Page, London.
- Armstrong, M., (2006). *A Handbook of Human Resource Management Practice* (10th ed.). Kogan Page, London.
- Atsebeha, A.T., (2016). *Principals' Leadership Styles and their effects on Teachers' Performance in Tigray Region of Ethiopia*. Unpublished. University of South Africa.
- Bahadur, W; Bano, A; Waheed, Z; & Wahab. (2017). Leadership Behavior in High Performing Government Boys Secondary Schools in Quetta: A Grounded Theory Analysis. *Journal Of Education and Educational Development*, 4(2),153-176.

- Baker, J. (2013). *Leadership in Psychiatry: Leadership Theories Approaches* (1st ed.). John Wiley & Sons Ltd, Brisbane.
- Balanskat, A. & Gerhard, P. (2005). *Head teacher Professional Profile and Roles Across Europe*, Corrigend OECD UK
- Bass, B. (1990). *Handbook of Leadership: Theory Research and Managerial Applications*, (3rd ed.). The Free Press, Network.
- Bass, B.M. & Avolio, B. (2003). Predicting unit Performance by Assessing Transformational and Transactional Leadership. *A journal of Applied Psychology*, 88(2), 207-218
- Best, J.W., & Kanh J.V. (2003), *Research in Education* (9thed.). USA: Pearson Education, Inc.
- Beytekin, O., & Chipala, H. (2015). The Quality Standardization of Teachers in Malawi Government Secondary Schools. *British Journal of Education, Society & Behavioural Science*, 11(1), 1–9. <https://doi.org/10.9734/BJESBS/2015/18207>
- Burns, J.M. (1978). *Leadership*. New York, NY: Harper & Row.
- Chimombo, J. (2010). *Transition from Primary to Secondary Education: A Review of Policy Experiences in Malawi*. A Study Report Submitted to UNESCO, Harare Office.
- Chimombo, J., Meke, E., Zeitlyn, B & Lewin., K. (2013). *Increasing Access to Secondary School Education in Malawi: Does Private Schooling deliver on its promises?*

Education Support Programme Working Paper No.61, Privatization in Education
Research Initiative, Geneva: Open Societies Foundation

Cole, G. (2002). *Personnel and Human Resources Management* (5th ed.). London, Power
Book.

Creswell, J.W. (2014). *Research Design, Qualitative, Quantitative and Mixed Methods
Approaches* (4th ed.). Sage Publications, Inc. Thousand Oaks, California.

Day, D. V., & Lord, R. G. (1988). Executive Leadership and Organizational Performance:
Suggestions for a New Theory and Methodology. *Journal of Management*, 14(3),
453–464. <https://doi.org/10.1177/014920638801400308>

Dawson, C. (2002). *Practical Research Methods, A User Friendly guide to mastering
research techniques and projects* (1sted.). How to Boks Ltd, 3News Tec Place,
Magdalen road, Oxford OX4 1 RE UK.

Druskat, V. U. (1994). Gender and leadership style: Transformational and transactional
leadership in the Roman Catholic Church. *The Leadership Quarterly*, 5(2), 99–119.
[https://doi.org/10.1016/1048-9843\(94\)90023-X](https://doi.org/10.1016/1048-9843(94)90023-X)

Dzimhiri, L. (2015). *Organization and Management Theories, An African Focus* (2nded.).
Academic Books Publishers, Zomba, Malawi.

Hargreaves, A. (2000). Four Stages of Professionalism and Professional Learning.
Teachers and Teaching: History and Practice Journal, 6(2), 151-182.

- Hayward, B.A. (2005). *Relationship between Employee Performance, Leadership and Emotional Intelligence in a South African Parastatal Organization* (Unpublished Thesis). Rhodes University, Grahamstown, South Africa.
- House, R.J. & Mitchell T.R. (1975). *PATH-GOAL Leadership*. Washington University.
- House, R.J. & Mitchell T.R. (1996). *Path-Goal Theory of Leadership: Lesson, Legacy and a Reformulated Theory*. *The Leadership Quarterly*, 17(3), 323-352
- House, R.J. & Aditya, R.N. (1997). The Social Scientific Study of Leadership. Quo Vadis? *Journal of Management*, 23(3), 409-473.
- Ijaiya, N.Y. (2000) Failing Schools' and national Development: Time for Reappraisal of School Effectiveness in Nigeria. *Nigerian Journal of Educational Research and Evaluation*, 2(42),
- Jay, A. (2014). *The Principals' Leadership Style and Teachers' Performance in Secondary schools of Gambella Region State, Un Published*. Institute of Education and Professional Development Studies, Jimma, Ethiopia
- Kadzamira, E.C. (2006). *Teacher Motivation and Incentives in Malawi*. Centre for Educational Research and Training, University of Malawi.
- Kadzamira, E.C. (2003). *Where has all the education gone in Malawi?* Institute of Development Studies, University of Sussex, Brighton, UK.
- Kalongosola, N. (2018, January, 30). 39% Secondary School Teachers unqualified. *Nation Online*. Retrieved from <https://mwntation.com/39-secondary-school-teachers-unqualified/> available on 16/01/2019

- Kamwendo, J. (2016). *MSCE Statistics, South West Education Division (SWED).* MoE.
- Kayiwa, B. (2011). *Assessment of Leadership Training of Head Teachers and Secondary School Performance in Mumbene District*, Bugema Univesity, Kampala, Uganda.
- Al Khajeh, E. H. (2018). Impact of Leadership Styles on Organizational Performance. *Journal of Human Resources Management Research*, 1–10.
<https://doi.org/10.5171/2018.687849>
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Delhi, Wishan, Prakashan.
- Krishnan, A. (2017), *Could Weekly Exams help Students Learn Better?* India Bioscience. Available on <https://indiabioscience.org> accessed on 17/03/19
- Ladebo, O.J. (2005). Effects of work-related attitudes on the intention to leave the profession. An Examination of the School Teachers in Nigeria. *Educational Management, Administration & Leadership* 33(3), 355-369
- Langton, N., Robbins S.P., & Judge T.A. (2016). *Organizational Behavior*, Concepts, Controversies, Application (Seventh Canadian Edition, 7E). Pearson,
- Lewin, K., (2015). *Inside Private Secondary Schools in Malawi: Access or Exclusion*. Elsevier
- Mancuso, S.V., Roberts, L., & White, G.P. (2010). Teacher Retention in International Schools: The Key role of School Leadership. *Journal of Research International Education*, 9(3),306-323.
- Mahdinezhad, M., Bin Suandi, T., Bin Silong, A. D., & Binti Omar, Z. (2013). Transformational, Transactional Leadership Styles and Job Performance of

Academic Leaders. *International Education Studies*, 6(11), p29.
<https://doi.org/10.5539/ies.v6n11p29>

Mathis, R.L., & Jackson, J.H., (2009). *Human Resource Management*. Mason, OH, USA:
South-Western Cengage Learning

Mbiti, D. (2007). *Foundations to Education: Its meaning and significance to society*.
Heinemann, Mc Coll

Mehmood, Z. & Muhammad I.A. (2011). Leadership and HRM: Evaluating new leadership
styles for effective human resource management. *International Journal of Business
and Social Science*.2(15), 236-243

Miles, M.B., & Huberman, A.M. (1994), *Qualitative Data Analysis*, (2nd ed.). Thousand
Oaks, CA Sage Publications.

Mwangi, J.W. (2013). *Effects of Leadership Styles on Teachers' Job Performance and
satisfaction: A case of Public Secondary Schools in Nakuru County, Kenya*: KME.

Nampa, C., (2007). Supervision and Teachers Performance in Catholic Founded Schools
in Luwero District. (Unpublished Masters Thesis). Makerere University,
Kampala, Uganda.

Nampa, C., (2007). *Supervision and Teachers Performance in Catholic Founded Schools
in Luwero District*. (Unpublished Masters Thesis). Makerere University,
Kampala, Uganda.

Nashishiba, M., Jones, M., & Kraner, M. (2014). *Research Methods and Statistics for
Public and Nonprofit Administrators*, A practical Guide, Sage Publications, Inc.

- Nguni S.C. (2005). *A Study of the effects of transformational leadership on teachers' job satisfaction, organizational commitment, and organizational citizen ship behavior in Tanzanian Primary and Secondary Schools* (PhD Dissertation). Ranbout University.
- Northouse, P. (2013). *Leadership Theory and Practice*. Thousand Oaks: Sage Publications, Inc.
- Nsubuga, Y. (2008). *Analysis of leadership Styles and School Performance of Secondary Schools in Uganda* (PhD Dissertation). Cape Town: Nelson Mandela Metropolitan.
- Obiwuru,T.C., Okwu, A.T., Akpa, V.O., & Nwankwere, A. J., (2011). Effects of Leadership Style on Organizational Performance. A Suvey of Selected Small Scale Enterprises inIkosi Ketu Council Development Area of Lagos State, Nigeria. *Australian Journal of Business and Management Research*, 1(7), 100-111.
- Ojokuku, R.M; Odetayo,T.A. & Sajuyigbe, A.S., (2012). *Impact of leadership style on organization performance: A case study of Nigerian Banks*. American Journal of Business and Management, 2(1). DOI:10.11634/216796061706212.
- Osifo,S.J.,& Lawal, B.A. (2018).*Leadership Styles and Employee Performance: Empirical Evidence from Selected Banks in Edo State*. University of Benin.
- Paarlberg, L. (2010). *Public Administration Review, Transformational Leadership and Public Service Motivation*. University of North Carolina-Wilmington.
- Robbins, S., & Langton. N. (2001). *Organizational Behavior, Concepts, Controversies, Applications*. (2nded.). Prentice Hall.

Serkan, B.,(2019), *Criticisms and arguments against Transformational leadership.*

Accessd from <https://www.linkedin.com/pulse/criticisms-agaist-transformation-leadership-oz> on 2010/21

Singano, A., (2015), *The Role of Leadership Styles on Teachers' working Morale in Primary Schools in Kibaha Town Council.* (Unpublished Thesis). University of Tanzania

Sharra, S. (2012, December 26). Why do many students fail MSCE? *Nation Online.*

Retrieved from <https://mwnation.com/why-do-many-students-fail-msce/> accessed on 20/08/2018

Shibo, M. (2015). A comparative study of the influence of head teachers' management styles on pupils' performance in KCPE in public and private primary schools in Nakuru Municipality, Kenya. *International Journal of Education Administration and Policy Planner*, Vol. 8(3) 17-26. DOI 5897/JEAPS2015.0430 <http://www.academicjournals.org/IJEAPS>.

Thoonen, E.et.al (2011). *Education Administration Quarterly, How to improve Teaching Practice, The role of teacher motivation, Organizational Factors and Leadership Practices.* SAGE Publications.

UKessays, (2018). Gender and Leadership Styles. Retrieved from

<https://www.ukessay.com/essays/management/gender-and-leadership-styles-management-essay.php?vref=1> accessed on 01/02/2021

Vroom, V.H., & Jago, A.G. (2007). The role of the Situation in Leadership. American

Psychologist, *American Psychological Association*, 62(1), 17-24
DOI:10.1037/0003-066X.62.1.17

Vroom, V.H., & Jago, A.G. (2017). *The role of the situation in leadership*, School of Management, Yale University, New Haven,

Vroom, V.H., & Yetton, P.H. (1973). *Leadership and Decision Making*. Pittsburgh, PA: University of Pittsburgh

Walker, R. (2008). *Twelve Characteristics of an Effective Teacher*, educational horizons. Alabaman State University

Werang, B. & Lena (2014). *Relationship between Principals' leadership*, School Organizational and Research, 2 (6), 635-640.

Widayanti, A.T. & Putranto N.A., (2015). Analyzing the relationship between Transformational And Transactional Leadership Style on Employee Performance. *A Journal of Business and Management*, 4(5), 561-568.

Wu, F. & Shu (2009). The relationship between leadership styles and Foreign English Teachers' Job Satisfaction in Adult Schools. Evidences in Taiwan, *the J. Ame. Acad.Bus Cambridge*, (14)2.

White, R., & Lippit, R., (1960). *Autocracy and Democracy: An Experimental Inquiry*, New York: Harper & Brothers

Zumitzavan, V. & Michie, J. (2015). *Personal Knowledge Management, Leadership Styles and Organizational Performance*. Springer.

APPENDICES

Appendix 1: Teachers' Study Questionnaire

January, 2019

UNIVERSITY OF MALAWI

CHANCELLOR COLLEGE

Dear Respondent,

I am Dyce Sakwata, a post graduate student at Chancellor College. Currently, I am carrying out a research study under the topic: **Head teachers' leadership styles and performance of teachers in Community Day Secondary Schools in Blantyre urban**

This study is being conducted as part of an academic research to be submitted to the University of Malawi in partial fulfillment of the requirements for the award of a Degree of Master of Public Administration and Management (MPAM). The questionnaire is aimed at soliciting views from teachers that lead to understanding of the type of head teachers' leadership styles that are used in Community Day Secondary Schools.

It is against this background that you are requested to participate in this research by completing this questionnaire honestly and genuinely. Hence, the information obtained will solely be used for this study and will be kept with strict confidentiality and anonymously be treated.

It will take you about 20 minutes to complete the questionnaire.

Thank you in advance for your time. **Please do not write your name.**

Please, tick the appropriate box.

Section A : Respondent's Profile

Sex: Male ☐ Female ☐

Age: below 20 ☐ 20-29 ☐ 30-39 ☐ 40-49 ☐ 50-and above ☐

Highest Qualification: MSCE ☐ A Level ☐ Diploma ☐
Bachelor's Degree ☐ Master's Degree ☐

Years of Service: Less than 5 ☐ 5-10 ☐ 11-20 ☐ Over 20 ☐

Section B: Structured Questions - Nature of Leadership in the School

Please tick a box that represents your appropriate level of agreement

1=Strongly Disagree 2=Disagree 3= Neutral 4=Agree 5= Strongly Agree

	ITEM	1	2	3	4	5
1	The way my Head Teacher behaves does not create a happy atmosphere at this school					
2	Our Headteacher tolerates personal excuses like family problems or illness to interfere with punctuality, presence or working pace of a teacher					

3	Teachers do not receive rewards when students perform well at MSCE in their subjects or accomplishes a task.					
4	The Head teacher provides recognition upon reaching goals					
5	I have never seen the vision of this school					
6	The headteacher stimulates and inspires teachers to achieve beyond expectations					
7	Our head teacher consults teachers before allocating subjects and classes to teach					
8	Our Head teacher delegates teachers to attend meetings at Divisional or Cluster Level					
9	Our head master allows us to appraise our own work performance					
10	Our Head teacher provides little or no direction and gives me much freedom as possible					

SECTION C: Teacher Performance

This section contains close ended items that focus on teachers' performance under investigation.

Please, tick the option that directly represents your opinion.

1= Very Rarely

2= Rarely

3= Regularly

4= Very

Regularly

	Item	1	2	3	4
--	------	---	---	---	---

1	I make schemes of work before the new term begins				
2	I always come to class with lesson plans				
3	I complete records of work for the lesson taught and that not taught in the week and submit every Monday				
4	I give weekly tests to my students				
5	I give home work to my students every day				
6	I teach students even after working hours				
7	I send school reports to parents before the next term opens				
8	I supervise students in extra curricular activities				

Section D: Factors affecting teachers' job performance in CDSSs

Besides leadership, are there any factors that affect teachers' performance in CDSSs? If

Yes, please, mention one and explain how it affects your performance?

Please, give any comment regarding your career progression and promotion.

I sincerely thank you for your participation

Appendix 2: Interview Questions For Head Teachers

January, 2019

UNIVERSITY OF MALAWI

CHANCELLOR COLLEGE

Dear Respondent,

I am Dyce Sakwata, a post graduate student at Chancellor College. Currently, I am carrying out a research study under the topic: **Head teachers' leadership styles and performance of teachers in Community Day Secondary Schools in Blantyre urban**

This study is being conducted as part of an academic research to be submitted to the University of Malawi in partial fulfillment of the requirements for the award of a Degree of Master of Public Administration and Management (MPAM). The questionnaire is aimed at soliciting views from Head of schools that lead to understanding of the type of their leadership styles and the level of teachers' performance in Community Day Secondary schools.

It is against this background that you have been purposefully selected to participate in this research by completing this questionnaire honestly and genuinely. Hence, the information obtained will solely be used for this study and will be kept with strict confidentiality and anonymously be treated.

It will take you about 20 minutes to complete the questionnaire.

Thank you in advance for your time. **Please do not write your name.**

1. How do you involve teachers in decision-making?
2. What is the main communication channel you use when communicating with teachers?
3. Do you delegate work to teachers? If so, what criteria do you use when delegating work?
4. How do you help teachers prepare schemes of work timely?
5. Do your teachers prepare lesson plans? If so, how do you enforce this?
6. Do teachers fill the records of work covered and that not covered during the week?
How do you enforce this?
7. How often do your teachers assess students? (Daily homework, weekly test, monthly test, or terminal tests?)
8. Are teachers involved in extra-curricular activities? If so, how?
9. Do you have any rewarding scheme for teachers? If so, what criteria do use when rewarding teachers?
10. Does your school have a vision statement? If so, how do you communicate it to teachers?
11. In your opinion, please, cite any factors you think affect teachers' job performance in CDSSs in Blantyre Urban.

Appendix 3: Interview Questions for Inspector of Schools

January 2019

UNIVERSITY OF MALAWI

CHANCELLOR COLLEGE

Dear Respondent,

I am Dyce Sakwata, a post graduate student at Chancellor College. Currently, I am carrying out a research study under the topic: **Head teachers' leadership styles and performance of teachers in Community Day Secondary Schools in Blantyre urban**

This study is being conducted as part of an academic research to be submitted to the University of Malawi in partial fulfillment of the requirements for the award of a Degree of Master of Public Administration and Management (MPAM). The questionnaire is aimed at soliciting views and data from SWED Officials that lead to understanding of the type of leadership styles and the level of teachers' performance in Community Day Secondary schools in Blantyre Urban.

It is against this background that you have been purposefully selected to participate in this research by completing this questionnaire honestly and genuinely. Hence, the information obtained will solely be used for this study and will be kept with strict confidentiality and anonymously be treated.

It will take you about 10 minutes to complete the questionnaire.

Thank you in advance for your time. **Please do not write your name.**

1. Do you have any motivation and rewarding system for teachers in Community Day Secondary Schools (CDSS) in Blantyre Urban?
2. How do you perceive the effectiveness of leadership in CDSS as regards to performance of teachers in Blantyre Urban?

I sincerely thank you for your assistance