

Original Research Article

INFLUENCE OF HEADS OF SCHOOLS' LEADERSHIP STYLE ON TEACHERS' JOB SATISFACTION: THE CASE OF MOROGORO MUNICIPALITY, TANZANIA

ABSTRACT

The purpose of this study was to assess the influence of head teachers' leadership styles on teachers' job satisfaction in public secondary schools. The study used a descriptive survey design based on mixed research approach. Both purposive and random sampling techniques were used in selecting 10 head of schools and 80 teachers respectively. The primary data were collected using questionnaires and interview guidelines. Collected data were descriptively analysed to generate frequencies and percentages. The study findings demonstrate that using a democratic leadership style by heads of schools improves teachers' job satisfaction. Despite the fact that heads of school leadership seemed to be a very important factor in teachers' job satisfaction in the schools but it was concluded that they need to have leadership skills to increase teachers' job satisfaction.

Keywords: *Leadership, leadership styles, job satisfaction, teachers' job satisfaction*

1. INTRODUCTION

Job satisfaction refers to whether or not teachers like their job or facets of jobs, such as nature of work or supervision. Sayles (1960) explain that job satisfaction is a positive optimum feeling derived after completion of a task instead of achieving the target of the organization. Thereby benefiting the organization and in return, the worker is rewarded in cash or kind. This definition gives importance to the commitment between job satisfaction and the benefits of the work. But Smith (2000) defines that it is related to the individual need and job satisfaction can be classified as per the needs of the individual. It is the feeling associated with the mind and the environment the individual lives in. Similarly, Vroom (1964) defines job satisfaction as the response of the individual towards the role played at work. This definition is supported by Smith (2000) who also asserts that it is the degree of satisfaction or gratification experienced by workers with their profession.

Hallinger and Leithwood (1994) found that a school leader's leadership style is the main factor that greatly influences school effectiveness. Leadership is a process of interaction between leaders and followers where the leader attempts to influence followers to achieve a common goal. In addition to a school leader's leadership style, teacher job satisfaction is another critical factor affecting school effectiveness. Northouse (2010) believed that "a teachers' job satisfaction may influence their morale, motivation and general willingness to maximise their teaching potential". Teachers who are not satisfied with their jobs may result in bad teaching or learning process, and school effectiveness will consequently be negatively impacted. Spector (1997) found that if employees find their job fulfilling and rewarding, they tend to be more satisfied with their jobs.

School leaders (heads of schools,) are supposed to possess the ability to influence their staff, parents and other stakeholders of education to make sure their schools successfully attain

their pre-intended objectives by making sure that teachers perform well their responsibilities and learners perform well in their academic as anticipated. However, appropriate leadership styles that influence teachers' job satisfaction and performance should be employed if we attain academic excellence in most of our schools. Much of the existing research on leadership styles and their effects on employee work attitudes and behaviour has been more confined to the western world than in the developing world, Tanzania inclusively (Öner, 2012); Leithwood et al., 2005; Bass, 1997). It is, therefore, appropriate to confirm the different effects of the dimensions of leadership styles on teachers' job satisfaction, work attitudes, performance and behaviour in a non-western society like Tanzania. Theoretical and empirical support for the influence of leadership styles and job satisfaction has been reported in several studies undertaken in different countries across the world including Tanzania, and a variety of organizational contexts, among both non-educational and educational organizations. In general, several scholars (Greenleaf, 1977; Podsakoff et al, 1990; Davis, 2003; Yukl, 2002) pointed out that research on leadership style has generated empirical results that have verified the impact of leadership style on employee job satisfaction. However, despite the extensive research and accumulated evidence on the effects of leadership style on performance and job satisfaction similar stream of research has been very limited in educational settings (Leithwood et al., 2005).

The situation appears to show that a reasonably large corps of evidence by social science standards is available but it is quite uneven in quality and distribution across many different types of outcomes. Therefore, Edwards and Gill (2012) have strongly argued that more research is needed to understand the influence of leadership styles on teachers' job satisfaction in school settings. The study expected to add more knowledge and understanding of the influence of leadership styles on teachers' job satisfaction in school settings.

Heads of schools, on the other hand, are supposed to possess the ability to influence their staff, students, parents and other education stakeholders to make sure that their schools successfully attain the pre-intended objectives by influencing teachers to perform well their responsibilities and learners to perform well in their academic as anticipated. Rugg (2005) indicated that leadership can make difference in organizational performance as well as individual satisfaction in school contexts. Previous researchers have established that schools with satisfied teachers are more productive than schools with dissatisfied teachers. For example, Ostroff (1992) measured the job satisfaction levels of 13, 808 high-school and junior school teachers throughout the USA and Canada and collected various indices of performance of the 298 schools in which they worked (percentage of students graduating, academic performance levels, and vandalism expenditures). She found that most measures of school performance were significantly linked to teachers' job satisfaction. From the trend of the results, she concluded that schools with more satisfied teachers were more effective than those with less satisfied ones. Against this background, it would be very interesting to find out the type of leadership style that goes with effective job satisfaction among teachers in some selected secondary schools in Morogoro Municipality, Tanzania.

Some teachers are not satisfied with their job; among other things the head of schools' leadership styles. Job satisfaction of employees in organizations is a general problem facing Tanzania today. Right from the mid-1970s, Tanzania has been having a series of problems with its teachers, ranging from the lack of adequate teacher preparation or training to meagre salaries and poor administration (Asagwara, 1997).

Most secondary schools in Tanzania particularly government-owned secondary schools are facing problems with leadership due to limited professional development opportunities and inadequate teachers' professional support and supervision (Bennell, 2004). Professional teacher education in Tanzania was noticeably deficient and might have affected teachers' perception of their job. One of the major problems leading to this was a lack of effective leadership (Nguni, 2003). However, the influence of the schools' leadership style on teachers' commitment and turnover has not yet empirically been established in the Tanzania context. This is why this study is intended to investigate the influence of leadership styles on teachers' job satisfaction in the Tanzania context specifically Morogoro Municipality.

2. RESEARCH METHODS

The research was conducted in Morogoro municipality using a survey design. A research design is a strategy for resolving problems that are being investigated. In light of this fact, the survey design allows a researcher to obtain data by interviewing or administering a questionnaire to a representative sample of the target population. For investigation this research design was suitable. A sample of 90 respondents was used i.e., 80 teachers and 10 head of schools. Primary data were collected using questionnaires and interview while secondary data obtained through documentary review.

3. RESULTS AND DISCUSSION

3.1 Leadership styles commonly applied by heads of schools in secondary schools

In assessing the influence of heads of schools' leadership style on teachers' job satisfaction the study sought to know commonly leadership styles applied by head of schools in Morogoro municipality. Teachers were asked to indicate the degree of improvement they know. Table 1 presents the study results.

Table 1 Leadership styles commonly applied by heads of schools

Leadership Styles	Frequency	Percentage
Autocratic	11	13.8%
Democratic	56	65.0%
Lazier- faire	20	21.2%
Total	80	100%

Source: Field Data, 2022

Table 1 above shows that the majority 56(65%) teachers indicated that heads of school use democratic leadership style follow by 20(21.2%) teachers who indicated lazier faire while 11(13.8%) indicated autocratic leadership style. The study result implies that most of the heads of school in Morogoro municipality use of democratic leadership styles. The study result is in line with the findings of Nyenyembe et al., (2016) who found that school teachers were more satisfied with their job when their school heads apply democratic leadership style i.e., they work closely with them by mentoring them as well as paying attention to their personal well-being.

Moreover, during the interview with heads of school, one of them said;

“... leadership is critical in the school and because of this we are for democratic leadership. This is because we want to build a collaborative relationship in the school. This has helped to create teamwork and as

members of the school we can easily work together, and in so doing we have been in a position to produce good results...

The findings implies that head teachers' democratic leadership skills significantly related to highly teachers' job satisfaction. Since democratic leadership in school reduces teacher's isolation, use bureaucratic mechanism to support cultural changes, share leadership skills with others by delegating power and actively communicating the school norms and beliefs. According to Rugg (2005) democratic leader is likely to be same as servant-leader who shares power care subordinates, focus on growth and well-being of people as well as puts the needs of others first and helps people develop and perform as highly as possible.

It was also, evidenced during the interview conducted to heads of school when one of them said;

... I use the democratic style of leadership. Teachers have to be involved in decision-making. I believe that when teachers are involved, they then get to own the decisions in schools. But depending on the situation I vary the kind of leadership between the democratic and the autocratic. When the teachers become complacent especially the old ones, my decision is final, but this is very rare as most of us in the school always do agree...

3.2 The strategies that reconcile teacher's job satisfaction

Table 2 strategies that would reconcile teachers job satisfaction

Strategy	Frequency	Percentage
Reward recognition	45	56.25%
Career development	5	6.25%
Leadership styles	17	21.25%
Work life balance	4	5.00%
Working environment	9	11.25%
Total	80	100%

Source: Field Data, 2022

Reward and recognition;

The study findings from Table 2 shows that 45(56.25%) of the teachers indicated that rewards and recognition was one of the strategies head of schools use to reconcile with teacher's job satisfaction. This implies that a teacher is rewarded and recognized when he or she increases morally for the job. Despite the fact that recognition for good work has a limited shelf life; praise begins to lose its impact if not accompanied by reward but exceptional work deserves reward and while recognition is sufficient in certain cases, employees begin to lose motivation if they are not rewarded for extra effort. There are many ways to reward employees. Rewards can vary in both cost and impact and it is best to offer a portfolio of rewards, examples include once in a lifetime trips and experiences, vouchers or something as simple as an extra day off. The aim of rewarding and recognising employees is to encourage and motivate them to exceed within their roles and promote positive behaviours. The study result is consistent with the findings of Artz (2010) who indicated that there is a positive relationship between rewards, recognition and teachers' job satisfaction.

Career development;

The study findings from the Table 2 shows that 5(6.25%) of the teachers indicated that career development of the teachers is the one of the strategies used by the head of schools to

reconcile teachers' job satisfaction. Career development is very important for motivating employees i.e., the career development opportunities and training to monetary reward. This implies that career development makes an employee self-dependent and allows them to contribute more effectively in the workplace, it also helps employees to enhance their input to your business. The study result is in line with the findings of Obineli (2013) who confirmed that, teachers' job satisfaction is directly linked with the quality and quantity of training and career opportunities provided.

Leadership styles;

Findings from Table 2 above shows that about 17(21.25%) of teachers indicated that leadership style is the strategy for reconciling teachers' job satisfaction. And the leadership that seemed to be best is democratic leadership style. Leadership style was seen in this study as an interpersonal influence exercised in situations and directed through the communication process towards the attainment of specific goal or goals. It follows that whatever leadership style that is put in place and how the subordinates perceive it will be a function of the prevailing communication process vis-à-vis the needs of the situation. The study result is in line with the findings of Saleem (2015) who found that transformational leadership have positive influence on teachers' job satisfaction while transactional leadership have negative influence on teachers' job satisfaction.

Work life balance;

The findings from Table 2 shows that about 4(5%) of the teachers indicated that work life balance has influence on teachers' job performance. The study result implies that work life balance provides a good work life balance nurtures teacher. This finding is in line with the work of Anwar et al., (2012) who found that the good compensation packages and fair reward system positively affects teachers' job satisfaction. Moreover, the work of Artz (2010) affirmed that, the conditions of teachers' work affect their ability to teach well and the satisfaction they derive from their work. Furthermore, the study result is consistent with the findings of Artz (2010) who revealed that flexible work hours remained a significant and positive determinant of job satisfaction.

Working environment;

The study sought to know how the working environment i.e., both physical and non-physical environment influences job satisfaction. The study results in Table 2 above shows that 9(11.25%) of the teachers indicated that working environment i.e., the intangible environment, motivate employees value engagement and effective communication influences teachers' job satisfactions. It was found that engagement is achieved through many different factors such as, giving regular feedback, development and daily challenges while effective communication is created through a continuous open dialogue, dependent on trust. The study result is in line with the findings of Artz (2010) who revealed that conducive working environment is a significant and positive determinant of teachers' job satisfaction.

4. CONCLUSION AND RECOMMENDATION

Based on the study finding, it was concluded that the democratic leadership style was the common leadership used by heads of schools. Moreover, researchers concluded that there is a need of creating a conducive environment for the teachers to have job satisfaction such as rewards, recognition, development of the teachers, working life balance and working environment.

Based on the findings of the study, the following were the recommendations:

- i) The study recommends that heads of school need to have leadership skills and use them wisely so as to increase and enhance teachers' job satisfaction. There is need for school administration to come up with modalities of improving job satisfaction so that teachers' job satisfaction can be enhanced.
- ii) The study recommended that heads of schools should increase their efficiency in their activities so as to meet teachers needs and increasing teachers' expectation basing to leadership styles.

5. SUGGESTIONS FOR FURTHER RESEARCH

The following areas were suggested for further research;

- i) A study on how teachers' demographic variables influence teachers' job satisfaction.
- ii) A study on how learner characteristics influence teachers' job satisfaction.

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