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THE ROLE OF HEADS OF SCHOOLS' LEADERSHIP STYLES TOWARDS TEACHERS' WORK COMMITMENT IN TANZANIA PUBLIC SECONDARY SCHOOLS

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Abstract: School effectiveness and efficiency are associated and controlled by heads of schools' leadership styles. On the other hand, it is not sure if heads of schools' leadership styles directly affect teachers' work commitment resulting in school performance. This study attempts to explore the contribution of heads of schools' leadership styles towards teachers' work commitment in Tanzania public secondary schools. The study employed a qualitative research approach. The study conducted in Morogoro region in Tanzania, a case study design was employed. The population of the study comprised a Municipal secondary Education officer, five heads of schools and teachers in selected secondary schools, purposive sampling technique employed. Findings revealed that there is a lack of teachers' motivation, recognition, appreciation and promotions among teachers in Morogoro city public secondary schools. Although, teachers confirmed that democratic leadership style is dominated in their schools. It was recommended that public schools management use a suitable leadership style regarding the existing situation either autocratic or democratic leadership style in implementing school objectives and mitigating factors that hinder teachers' commitments. Moreover, heads of schools should improve by making the recommendation for the teachers for every annual review to make a frequent evaluation and monitoring teachers 'commitments.

Keywords: head of school, teacher, commitment, school

Introduction

Schools are essential institutions in which the next age group is educated. Hence, it is very important for the teacher to feel more comfortable in the workplace. Satisfied teachers can arrange particulars of teaching in harmony and can easily fulfil their duties to achieve national development. Leadership style is a crucial factor in the performance and efficiency of every levels of education in both developed and developing countries as well as Tanzania. Difference studies on organization and administration have constantly showed that leadership style is an important factor in performance and effectiveness of different organisation, which affect organization structure in both positively and negatively as well as process, patterns of social interaction, members' beliefs, attitudes and job behaviours (Gitonga, 2012). According to Nyamubi (2018), leadership inspires individuals to work hard and bring higher goals. It also helps teachers to achieve school goals and objectives. Good school leadership develops the commitment of teachers and motivates them to improve performance. (Sergon, 2005) Leadership style is the manner and approach of providing direction, implementing plans and

motivating people. As seen by employees, it includes the total pattern of explicit and implicit actions performed by their leader.

The idea of organizing schools as learning organizations where the practices allow for continuous learning is rapidly and steadily considered as the mediator for achieving school improvement. The school is gradually transformed into a learning organization, which needs to refresh the processes involving its current and future needs (Emmanouil & Paraskevi-ioanna, 2014). Educational scholars have conducted a great deal of research on factors promoting teacher effectiveness. According to Chirchir et al., (2014) Leadership styles practices seem to have quite positive effects on teachers' lifelong professional development in the school context because they have the potential to empower teachers towards a commitment to change and enhance their working in school organizations. In additional managerial strategy is the personal support provided by the head teacher and the construction of the appropriate environment for accomplishing personal and organizational aims.

Leadership, in whichever model it embraces, has as central goal to ensure and maintain the school improvement, which has to do with the quality of teaching; the most influential factor of students' achievement. According to recent research, one of the main leadership practices have to do with the teacher's empowerment, which is strongly related to the central goal of the school, students' learning. The improvement of the employees' performance is a significantly important aim, which the leader tries to achieve through several actions taking into consideration individuals' beliefs, values, motivations and skills (Leithwood, 2006). Structuring a specific vision and giving directions provides teachers with a strong motivation to improve their performance. In particular, setting a shared purpose that clarifies the roles, the objectives and the desired expectations from the teachers' performance enhance teachers' effectiveness in the classroom.

Tanzania needs quality teachers capable of helping to produce experts to help solve problems of ignorance and poverty. Such education should be realistic enough to address the existing problem beyond simply learning how to read, count and write. The country needs teachers to help Tanzania children build and develop independent thinking and problem-solving capacity (HakiElimu, 2011). One of the main challenges Tanzania face is to improve the quality of education provision in the face of deteriorating teachers' work commitment as well as limited human and material resources in education. The input factor attributed to the deteriorating quality of education particularly in the secondary schools includes the decline of teachers' commitment coupled with low satisfaction (HakiElimu, 2011). It seems many heads of schools have not considered their style of leadership as determinants of teachers' commitment in their school. Hence some of them seem to find effectively administer their schools (Adeyemi, 2012).

This suggests that a bad leadership style lowered teachers' commitment and it affects their performance. According to Nyamubi (2017) posed that to raise teachers' commitment the heads of schools should improve teachers' willingness to work for their schools. Anangisye and Barret (2005), folajimi (2009) and Mosha (2011) show that these circumstances lead to lack of attendance, lack of creativity, late coming, low interest in meeting and teachers start to engage in commercial activities during working hours while some leave the job. Consequently, a good leadership style controls the culture of the organization, which in turn influences organizational performance (Al khajeh, 2018). Therefore, there is an argument to improve teachers commitment primarily through proper leadership style of the heads of schools as one of the measures aimed at addressing the problem of the deteriorating quality of education

A leadership style is a leader's method of providing direction, implementing plans, and motivating people. Various authors have proposed identifying many different leadership

styles as exhibited by leaders in the political, business or other fields. Studies on leadership style are conducted in the military field, expressing an approach that stresses a holistic view of leadership, including how a leader's physical presence determines how others perceive that leader. In this context, the factors of physical presence include military bearing, physical fitness, confidence, and resilience. The leader's intellectual capacity helps to conceptualize solutions and to acquire knowledge to do the job. A leader's conceptual abilities apply agility, judgment, innovation, interpersonal tact, and domain knowledge. Domain knowledge encompasses tactical and technical knowledge as well as cultural and geopolitical awareness (Daniel, 2000).

2. Literature Review

According to (Lai et al., 2014) School, effectiveness and students performance are influenced by heads of schools' efficiency knowing the behaviours and leadership styles of the heads of the school permits school administration to look at and apply the findings and results to their respective schools. School efficiency is easier to achieve by motivated and committed teachers, while less committed teachers can bring negative effects that can be costly. In Tanzania, leaders must be humble, act as a model and venerable (Perkins, 2009). Heads of school leadership styles are essential in controlling teachers' commitment. Therefore, the purpose of this study is to examine the relationship between the heads of schools' leadership styles and the teachers' work commitment in Tanzania public secondary schools with the aim of improving the school performance.

Leadership have positive impacts on teachers' professional development in the school context because it is very important on empowering teachers towards a commitment. Our purpose in this paper is to give a brief description of the main leadership practices that contribute to teachers' commitment. We first provide definitions of the two Leadership Models (Instructional Leadership and Transform emotional Leadership)

According to Bogler (2001) in his study of leadership, styles find out that teachers are satisfied in their work when the heads of schools shares information with his or her teachers. The style brings quality performance (Hannagan, 2006). Different studies of organization and management in respect to leadership shown that leadership style is an important factor in organizational performance and effectiveness. Head of schools leadership can be classified into transformation, transaction and lesser fair. Heads of schools are expected to influence their teachers, stakeholders and parents to make sure the schools objectives are achieved.

Lai et al., (2014) agree those teachers' commitments are caused by principal leadership traits. The researcher found that teachers' are more committed at their work when heads of schools form work communities that are support teachers.

Marshall (2014) examined heads of schools leadership styles and teacher commitment among secondary school teachers in Barbados. The study based on the relationship between heads of schools leadership styles and teachers' commitment among 90 teachers and 11 principals from 11 schools. Findings show a statistically significant difference between teachers' level of commitment in newer schools compared to their counterparts in older schools. Moreover, the heads of schools leadership style sub-variables accounted for some variance in the teachers' commitment.

Nyamubi (2018) observed that leadership inspires individuals to work hard and to bring higher goals. It also helps teachers to achieve school goals and objectives. Good school leadership develops the commitment of teachers and motivates them to improve their performance.

(Sergon, 2005) Leadership style helps on providing direction, implementing plans and motivating people. It includes the explicit and implicit activities performed by their leader.

Okumbe (2014) defines teachers' commitment as a positive emotional state resulting from the appraisal of one's job experience. It refers to a set of favourable feelings with which employees view their work. Avery (2005) says that teachers' commitment refers to the situation of which individual feels positive about the job tasks. Michaelowa (2002) reveals that a well-equipped school environment, adequate training and contract conditions that ensure long-term job prospects, security and a decent salary enhance teachers' commitment in Sub-Saharan Africa. Michaelowa further promotes good teaching and thus high quality. Furthermore, teacher's commitment is contributed by leadership styles used by heads of school.

Abwalla (2004), conducted a study, the study explored the influence of leadership styles on teachers'' performance in general secondary schools of Gambella region, Ethiopia (Abwalla, 2004). The study was carried out in ten general secondary schools of the Gambella region. A total of 190 individuals participated in the study. Among them170 teachers were included as a sample through simple random sampling techniques especially the lottery method. Additionally, 20 general secondary school principals were included through the convenience sampling technique. The teachers' performance was found to be moderate in general secondary schools. In general, the findings concluded that principals' leadership style of general secondary schools in the Gambella region had a significant effect on decision-making, communication and delegation to improve the European Journal of Training and Development Studies level of teachers' performance, there was a clear indication that teachers have not been performing to the expectation.

Avery (2005) identified different styles of leadership; these are autocratic leadership, democratic leadership and laissez-faire. Arokiasamy (2017) reveals that achievements in schools are dependent on identifiable leadership styles namely; autocratic, democratic, and laissez-faire.

2.1 Autocratic Leadership Style

According to Kiteetu, K. P. (2015) in autocratic leadership there is little or no decision making from group members. The leader plans and makes decisions alone and dictates all the work methods and procedures.

In addition, Kiteetu, K. P. (2015) further observes that in this leadership style, there is no teamwork and communication is top-down only. According to Nzuve (1999), autocratic leadership is important when heads of schools wanted to make quickly decision. when there is no trust and respect between the leader and the group when the task is structured when it is only the leader who knows the task.

Autocratic leadership style can be challenging in some occasion. People who use this leadership style viewed as bossy, controlling and dictators. (Day, 2004). Because autocratic leaders make decisions without informing staffs, people in the group may dislike the leader, making them unable to contribute ideas. Researchers have also found that autocratic leaders lead to a lack of creative solutions, which can automatically hurt the performance of the group (Okumbe, 1998).

Autocratic leadership is useful to situations where there is little time for group decision-making or where the leader is the most knowledgeable member of the group. The autocratic style is good when the situation calls for rapid decisions and rapid actions. However, it tends to create hostility among members of the staffs.

The autocratic leadership style appears generally self-centred and allows minimum participation of the subordinates in decision-making. Autocratic leadership behaviours have prevailed in Mexico and Taiwan, while in South Korea and the United States, the dominant leading style is democratic. According to Dickson, Hallinger (2010).only democratic leadership style had a direct and significant affiliation with performance in the United States. Arokiasamy (2017), identifies that the transformational leadership style pays particular attention to the needs of the subordinates for growth and achievement and thus leaders who use this style are proactive.

The autocratic leadership style referred to the directive or dictatorial leadership style whereby teachers using this style to determine activities to be done, dictate methods and techniques of accomplishing the activities, closely supervise the way things are done; does not involve teachers in decision making.

In an organization with many autocratic head teachers, teachers have high turnover and absenteeism than other organizations because they are not being satisfied in their job (Vugt, 2003). This leadership style has its advantages such as more group productivity while the leader watches, the group makes quicker decisions, often does the task themselves, as it is quicker and Pushes the group. On the part of disadvantages, more group hostility, more dependence on the leader, more apathy in-group as well as slower execution of decisions. This style should be used only where is necessary to state that however, a head teacher may use this style for an activity that must be done in the way it should be done.

Laissez-fair Leadership Style
Ashura, (2015) A Laissez-faire leadership style is where the leader especially heads of schools give freedom to their subordinates. The leader makes decisions and allows the members to do what they want and like, and not interfere, Laissez-faire leadership is also known as delegate leadership is a style of leadership in which leaders allow a group member to make the decisions, Ashura, (2015) quoted to (Mullins, 2002). While leadership styles such as democratic and laissez-faire invite and support the team member to play an important role in the decision-making process. The leader provide information to the employees on what and how to perform duties while the employees communicate to the leader their experiences and suggestions if any. Such types of leadership styles motivate and encourage the creativity of a teacher.

Laissez-faire leadership style is the type of leadership, which offer little or no guidance to group members and leave the decision-making up to group members. While this style can be useful in situations involving highly qualified experts, it often leads to poorly defined roles and a lack of motivation. Laissez-faire leadership tended to result in groups that lacked direction and members, who blamed each other for mistakes, refused to accept personal responsibility, made less progress, and produced less work. Laissez-faire leadership styles refer to the style which allows free contributions of ideas or opinions without interference by the leader. Waithaka (2011), established that in Tetu district in Kenya, laissez-faire is the most used style by headteachers in the district. The study also established that teachers, where heads engaged in practice laissez-faire style, seemed more satisfied with their jobs compared to those whose heads engaged in other leadership styles. Nthuni (2012), established that teachers led by headteachers who practice laissez-faire style of leadership are demotivated to a large extent.

Democratic leadership style
Democratic Leadership Style Sometimes this refers to as interactive or participatory leadership. In this style the needs of followers as well as their interests are considered. The followers participate in decision making. The leader acts as an organizer. Democratic leadership is based on decentralization authority. The leader seeks the opinion from the followers before making decision.

 The democratic leadership style is the best style to be used by heads of schools because it allows participation between leaders and workers, and it enables the workers to make decisions. It argued that the head of schools that use democratic leadership style in his or her schools their teachers are of highly motivated (Nakola, 2011). Therefore, a democratic leadership style is the better style in teachers' commitment and for the achievement of schools.

Tanzania needs committed teacher in order to produce experts who can solve problems of ignorance and poverty. Such education should solve the existing problem of learning how to read, count and write.

Tanzania needs teachers who help children on building and developing independent thinking and problem-solving capacity (HakiElimu, 2011). One of the main challenges Tanzania face is to improve the quality of education provision in the face of deteriorating teachers' job commitment as well as limited human and material resources in education. The input factor attributed to the deteriorating quality of education particularly in the secondary schools includes the decline of teachers' commitment coupled with low satisfaction (HakiElimu, 2011). It seems many heads of schools have not considered their style of leadership as determinants of teachers' commitment in their school. Hence some of them seem to find effectively administer their schools (Adeyemi, 2012).

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The study done by Al-Khasawneh and Futa, (2012) on their schoolwork The Impact of Leadership Styles Used by the Academic Staff in the Jordanian Public Universities on Modifying Students' Behaviour connoted that academic staff working at the surveyed universities are using the democratic style and thus the democratic leadership style had an impact on modifying students' behaviour. In addition, the study indicated that democratic leadership behaviours have a positive impact on enhancing the psychological contract in a Taiwan university. It confirmed that the autocratic leadership style used by principles could result in more job stress to teachers than the democratic style.

Also, Kiteetu, (2015) said Democratic leadership in an organization involves the distribution of power and authority between workers and leaders to provide workers involvement in decision-making. The democratic leader makes decisions by consulting a team. The democratic leader allows the workers to decide how the task will be performed. A good democratic leader encourages participation. The democratic leader values workers opinions. The democratic leader motivates the workers by providing them different rewards when they perform. The leader helps the workers on some activities but not in all activities in order to help them to get their way, the problems is that are slower decision making, less primary production, a leader can makes everything a matter for group discussion. Advantages of democratic leadership style enable a person to be responsible, more personal confidence, problem solver, more motivation and ultimate production, hence it encourages teachers' commitment since the incidents, problems, introducing new ideas, initiating new projects and programmes set up policies and procedures.

3. Methodology

This study employed a qualitative research approach. According to Kothari, (2014) qualitative research concerned with qualitative phenomenon. Qualitative research aims at discovering the motives, using in-depth interviews. Qualitative research is especially important because it helps to discover the underlying motives of human behaviour. Through such research, we can analyse the various factors which motivate people to behave in a particular manner or which make people dislike or like a particular thing. The case study design was applied C

Kothari said a case study method is a form of qualitative approach where in complete and careful observation of people. Purposive sampling technique was used to obtain 31 respondents involving 5 heads of secondary schools, 1 Municipal of secondary educational

officer and 25 teachers. Interviews were used as data collection instruments. Data analysed thematically and manual by the look upon the research objectives.

4. Results and Discussions

The study findings show that the most common leadership styles used by the heads of schools are autocratic and democratic leadership styles. The heads of schools most frequently use democratic leadership style and autocratic leadership styles used only when needed by heads of schools. The use of democratic leadership styles is to enable teachers to provide their views on school activities because are the ones who implement school objectives while increasing teachers commitments but heads of schools are just leading the way.

It revealed that when the heads of schools use autocratic leadership styles and sometimes democratic leadership styles, their schools become more successful and their teachers are highly committed. Because sometimes they involved them in decision-making and other times, they force them to accomplish activities in a short period.

Leader especially heads of public secondary schools that use autocratic leadership and sometimes democratic leadership styles to bring positive changes to their schools practices good behaviour which led to excellence, quality and high teachers' commitment. These types of leadership help teachers to share ideas to bring changes that are positive in schools, hence this made teachers' to be more committed because their heads of schools involve them.

The findings of the study found that there is a relationship between leadership style and employee commitment. Especially to those leaders who use autocratic and democratic leadership. The heads of schools that use these styles their teachers are highly committed because teachers are involved in decision-making and sometimes they have to work under rules and regulations. Workers are committed if there is an appropriate leadership style used by heads of schools. The heads of schools should make sure that they use proper leadership styles on leading their teachers to make them committed, they should involve them in decision making and making follows up on the way they perform their duties.

The findings show that leadership styles used by the heads of schools contribute much to teachers' commitment. For example, through delegation of power teachers' participation which is a democratic leadership style contribute much to teachers' commitment, because teachers feel they are an important part of school development. Also through forcing them and emphasize them to follow rules and regulations at the workplace that is autocratic leadership style, helps teachers to fulfil their duties on time and help lazy teachers to work harder. This helps in increasing teachers' commitment, on the other hand, autocratic leadership style affects teachers' commitments because teachers' perceive that they just do what is necessary for them to do but not for their will. For instance, the issue of remedial teaching to the students, teachers are not paid for that, but they are forced by the heads of their schools to teach students in the remedial time without consulting teachers if they have enough time. It reported that most of the heads teachers' in visited schools delegate responsibilities to their teachers and sometimes motivate them. This contributes much to rising teachers' commitment.

The types of leadership styles used by heads of schools are the one, which determines teachers' commitments on their duties. If the heads of school uses frequently autocratic leadership style automatically teachers were not be committed much because some teachers dislike being forced and hate to be followers of what has been said from the top. If heads of schools use more democratic leadership styles to lead his or her teachers, this will increase teachers' commitment at their working place.

Teachers are committed if the type of leadership style will suit them in public secondary schools, teaches are well committed in their duties because other heads of schools involve teachers in every school issue, they work as a team because this type of leadership helps them a lot to catch teachers' attention on performing their duties. Hence increases their commitments when performing their duties. Therefore, they prefer more democratic leadership style, but on the other hand, head of schools also uses autocratic leadership style to emphasize teachers to work effectively, sometimes they comment that head of school is too harsh to them and other said that it was necessary using autocratic leadership style due to the existed situation.

From the findings, it was revealed that a high number of students in a class, poor discipline among students, poor salary, and distance from teachers' settlements and the working station affect teachers' commitments on their job. Some improvements should be done to ensure that teachers' performs well hence; they will be more committed when the said problems are well taken into consideration.

On other hand, conflicts among teachers discourage teachers commitment sin the working station, some of the teachers have conflicts among themselves as they put behind their job purpose while dealing with their conflicts. Moreover, lack of promotion also affect teachers' commitment on their job, some teachers have more than 10 years and attaining higher levels of education but they are not promoted to their current positions, therefore it affects teachers' commitments on their jobs. Furthermore, the study shows that the type of leadership used by the heads of schools contributes to determining teachers' commitment and helps in fulfilling school goals and vision. The support, which teachers get from their heads of schools, helps on improving their commitment at their working station. Committed teachers work hard. In addition, he recommends that heads of schools should support teachers for them to stay in their profession. In addition, heads of schools should increase teachers' willingness by involving them in planning and implementing school goals and objectives.

Therefore, the democratic leadership style is very commonly practised and it is effective in enhancing teachers' commitment, the analysis of the field shows that the majority of teachers are given a chance to participate in decision making, encourage frequently to perform better and the issues of delegation and coaching are practised frequently. Moreover, they agreed that by accepting responsibilities both leaders and teachers maintain the commitments of teachers in their schools. However, on another hand, the autocratic leadership style is practised based on the situation.

Thus, some of the teachers were not effectively committed while others were effective committed because they knew what they were required to do at that time. The type of leadership style contributes to teachers' commitment to their duties. It helps teachers to know their roles, involving in making school decision helps to increases their commitment.

Moreover, the finding of the study shows that the leadership styles used by heads of schools were democratic leadership style and sometimes-autocratic leadership style. Democratic leadership style provides room for leaders to listen to teachers' views and suggestions on what can be done to bring changes in schools that are positive while autocratic leadership style should be used when the management wants to achieve a certain objective in a short time. Poor participation of teachers in making collective decisions in public secondary schools like coaching or accepting responsibility affects teachers' work commitments. Teachers needed to be included in decision-making. It was found that during staff meetings issues were handled by all teachers they sit together and discuss different issues based on school development.

Democratic leadership style was commonly used by heads of schools sometimes they used autocratic leadership style especially when teachers were less cooperative. The findings show that no school heads in visited schools were found to use a laissez-faire leadership style.

Considering the contribution of leadership styles to teachers' commitment to their work, the study shows that leadership styles used by heads of the school contribute to teachers commitment because the majority of teachers agreed that their heads of schools delegate responsibility to them based on hardworking and work commitment of teachers, also heads of schools motivate their teachers by providing a reward to teachers who perform better and teachers were punctual on their duties example they did prepare lesson plan, scheme of work and they fill log books and when teachers' misbehave heads of schools listen to them before taking further actions to follow for know the reasons behind. This raises the commitment of teachers to perform well their duties.

Regarding the factors affecting teachers' commitment at work, the result from the study shows that the majority of teachers mentioned lack of motivation to be one of the factors that affect teachers commitment, Hence heads of schools reported the issue of free education made them fail to motivate their teachers because due to free education their schools do not have enough money. Other teachers mentioned the issue of low salaries, poor teaching and learning environment as well as poor parental support, which affect their commitments. Misunderstanding, mismanagement of school resources and indiscipline cases, which led to ineffective school management since it lead to the miscarriage of enriching the education goals.

6. Conclusion and Recommendation

The study revealed that the type of leadership styles used by heads of schools is the source of teachers' commitment to their work. Thus, the findings from the study schools came up with the following conclusions.

The study revealed that heads of schools in visited schools, to lead their teachers at work, which were autocratic and democratic leadership, used two types of leadership styles. Where the major one was democratic leadership, the style that allows teachers' to make the decision based on schools issues.

In addition, the findings show that leadership styles contribute much to the commitment of teachers, Hence teachers are satisfied with the leadership styles used by their heads of schools, they perform their work effectively; they were punctual on teaching and on conducting other school duties.

The study revealed that teachers' commitment depends on heads of schools leadership styles, other factors combine together to affect the commitment of teachers like lack of parent support, low salaries, poor teaching and learning materials, lack of support from parents as well as overcrowded classes. It was suggested that the government must provide enough teaching and learning materials in order for the teachers to work effectively, hence it helps on raising their commitment. In addition, the government through the Ministry of education should give heads of schools more seminars in order to help them to get knowledge on improving their leadership styles on how to lead their teachers. The heads of schools should also practice a more democratic leadership style in order to increase teachers' commitment to their work. Thus, the heads of schools should involve teachers in decision-making.

7. Acknowledgements

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