Original Research Article

Effect of leadership styles on teacher's performance in primary schools of Arusha District Tanzania

David A. O. Aunga[1]*
and
Obadia Masare[1]

[1]Department of Accounting and Taxation, Faculty of Business Administration of The University of Arusha, Tanzania.

*Corresponding Author Email
ogega2014@gmail.com

The focus of this study was to investigate the effect of leadership styles on teachers' performance in primary schools in Arusha District. This research was quantitative in nature and the descriptive survey design was employed. The questionnaire was used to collect data. A sample size of 140 respondents was used. Data analysis was done using Statistical Package for Social Sciences (SPSS) and presented using frequency distribution tables and Pearson's product moment correlation was used to determine the existing relationship among the two variables. The study concluded that teachers' performance is good in the primary schools in Arusha district. There is a significant relationship between Transformational Leadership Style and Teachers' Performance. The researcher recommended that head teachers should use democratic and transformational leadership styles due to the fact that democratic and transformational leadership styles increases teachers' performance.

Key words: Authoritarian leadership, bureaucratic leadership, democratic leadership, laissez fare leadership, teacher performance, transformational leadership.

INTRODUCTION

Leadership style is an important aspect in the success of any organization due to its effects on employees' performance. In a constantly changing social, economic, and technological environment, leadership is a more important attribute of management today than before. Whereas managers are concerned with bringing resources together, developing strategies, organizing and controlling activities to achieve agreed objectives, leadership performs the influencing function of management. Leadership increases the effectiveness and proficiency of management and sustainable performance (Reed, 2005) and effective management of resources. (Maicibi, 2005) observes that proper leadership style leads to effective performance in learning institutions. Leadership style in many organizations has been facing different challenges due to its effects on organizations' performance, department, and teams, as well as work climate and atmosphere. Leaders

who want the best results should not rely on a single leadership style (Nampa, 2007).

Clark and Clark (2002) explained that different people require different styles of leadership. For example, a newly hired person requires more supervision than an experienced employee. A person who lacks motivation requires different leadership styles and supervision than one with a high degree of motivation. A leader must have an honest understanding of who his subordinates are, what they know, and what they can do.

Holdford (2003) in his study on "Leadership Theories and Their Lessons for Pharmacists" in Malaysia noted that, autocratic leadership style uses rewards and punishments to influence behaviour. It is a style of leadership where the leader has a task orientation rather than a follower orientation in his or her way of controlling others. Democratic leadership style is one where the leader gives

his or her followers a say in decisions that affect their work lives. It generates a sense of ownership by the staff in the pursuit of organizational goals, it nurtures the generation of ideas, and helps build trust and respect.

The study on principal's leadership style and school performance by (Ali, 2013) in Dubai found that leadership style has a significant impact on teacher's performance. Also, in Kenya the study on the main effects of leadership styles on employee performance by (Koech and Namusonge, 2012) found that the leadership styles influence the performance and it was recommended that managers should discard laissez-faire leadership style by becoming more involved in guiding their subordinates; public managers should formulate and implement effective reward and recognition systems.

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. This can be done through direct observation of how work is being done or through reports from various departments. 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 going wrong.

The research by Kashagate (2013) on, "Influence of leadership style on teachers' job satisfaction in Tanzania: the case of public secondary schools in Musoma municipal council" showed a positive correlation between transformational leadership dimensions and teachers' performance. With regard to transactional leadership dimensions, the results showed that transactional leadership affects the outcome variable, but their influence was lower as compared to the influence of transformational leadership factors. It should be noted that despite the above researchers' efforts to research on leadership styles and teacher performance, none of them attempted to relate leadership styles and teacher performance in the context of Arusha District. Therefore, the study is intended to investigate the effects of leadership styles on teachers' performance specifically in primary schools in Arusha District in order to conclude whether leadership style has effects on teachers' performance.

Literature review

Concept of leadership and performance

Adeyemi (2006) argued that, head teachers who have poor leadership skills lack focus on instructional leadership. This can be a problem, particularly in the primary phase, where head teachers equate accountability with responsibility and have little understanding of how to delegate those areas of responsibility that might best be carried out by another member of staff.

The study on Principals' Leadership Styles and Teachers' Job Performance in Lagos State Public Secondary Schools by (Akerele, 2007) concluded that leadership style could be seen as the process of influencing the activities of an organization toward goal setting and goal achievement. As such, it must be stressed that any meaningful and useful definition of leadership must contain some elements such as a group to be led which must have a set of laid down objectives, there must be conscious attempts to influence the behavior of others within the group and there must be willingness of subordinates to carry out the action.

Teachers' performance in some primary schools in Tanzania was evidenced to be poor   and this has been related to poor head teachers leadership style (URT, 2012a). (Okumbe, 1998) on the other hand defines leadership styles as "particular behaviors applied by a leader to motivate subordinates to achieve the objectives of the organization. In view of the foregoing leadership styles were defined in various ways. It is also a process through which the Principal influences a teacher or a group in the attainment of educational goals.

This is evident in research findings as reported by Barker (2001), which portrays the head teacher as an individual capable of creating the climate needed to arouse the potential motivation of staff and students. The study indicates that an effective head teacher can turn round a school that lacks direction and purpose to a happy, goal-oriented and productive school.

According to Eshiwani (2000) schools which consistently perform well tend to have sound and efficient leadership. He further stresses that leadership is a crucial factor in the success of a school. The qualities that are expected of a school head teacher include setting a climate of high expectations for staff and students, encouraging collegial and collaborative leadership and building commitment. The head teacher plays an important role in this aspect.

Hargreaves (2000) argued that there is no doubt that teachers themselves prefer head teachers who are honest, communicative, participatory, collegial, informal, supportive and demanding and reasonable in their expectations with a clear vision for the school. Hargreaves continues to argue that teachers prefer a head teacher who work with them rather than through them. Leadership is the interpersonal influence towards attainment of specific goals in specific situations; he also observes that without leadership, organizations were nothing but masses of individuals. Management of teachers in the school context involves the skillful control and guidance of teachers in order to achieve the school desired outcomes.

Types of leadership

Style of leadership is the manner in which the leader goes about communicating with those whom he or she leads. There are many things to be taken into account when

determining what style of leadership is appropriate for a given situation (Akerele, 2007). Various styles of leadership were defined as a result of these studies of leader behaviors. In response to this problem, this study compares four leadership styles: authoritarian, democratic, Transformational and laissez-faire.

Democratic leadership style

Democratic leadership style also referred to as interactive or participatory leadership is characterized by cooperation and collaboration. This leadership style refers to situations where a leader seeks for the opinion of the subordinate before making a decision. In this leadership style the leader seeks opinion of the subordinates on a tentative plan of action and then makes decisions or the leader may ask for group input in formulating plans before making a decision. The style decentralizes power and authority (Okumbe, 1998).

Cole (2005) advocates for the leadership of a head teacher to be democratic combining self-confidence, friendliness, firmness and tact and should not merely consist of issuing orders. The head teacher should be aware of the techniques that work in which situations and those that backfire. Democratic style of leadership practiced by head teachers, proper delegation of duties relieves the school administrators from their many tasks and secondly it inculcates a sense of responsibility, hardworking and commitment among the subordinates which in turn enhances teacher performance.

Lewin et al. (1939) concluded that democratic style of leadership is the most effective, but also pointed that the effectiveness of group leaders is dependent on the criterion which was being used to assess leadership". Thus, if leadership is assessed in terms of productivity, then autocratic style is most efficient but if the role is seen as maintaining good morale and a steady level of work, democratic style is effective. Absence of leadership style brings about lack of direction from the leader resulting in low morale and lack of interest in the work.

Nzuve (2005) argued that a democratic leader is one who obtains ideas and opinions from workers. He gives them a chance to express their feelings about how things should be done. The manager considers the ideas and opinions of workers and he still makes the final decision. The head teacher allows staff to participate in decision-making within the framework of the mission and objectives of the school.

Democratic leaders show consideration and concern for others by empathetic listening and understanding. They foster open communication among all employees at all levels. Reasons and circumstances pertaining to decisions that affect the employees, department, or organization are shared in a timely fashion. The democratic or enlightened leader practices employee involvement in considering important issues and exercises influence in reaching consensual decisions (Northouse, 2006).

Democratic style of leadership means that leaders work together with others, including discussing matters with the teachers before taking decisions. "Leadership is distributed among the teachers. This helps to create a co-operative atmosphere in the schools. Schools become more democratic through the practice of participative decision making and actions. Leadership requires participation from everyone so that all members are engaged in creating a meaning and acting on that meaning (Harris, 2002).

Laissez -faire leadership

The laissez-faire leadership style is also known as the hands-off˙ style . It is one in which the manager provides little or no direction and gives employees as much freedom as possible. Basically, this style looks simple and easy-going between leaders and subordinates. Leaders who adopt the laissez-faire leadership style exercise little control over the followers and let the followers have freedom to carry out their assigned tasks without direct supervision (Wu and Shiu, 2009).

According to Mbiti (2007), laissez-faire leadership style refers to style as a free-reign style where the leader doesn't lead but leaves the group entirely to itself. Such a leader allows maximum freedom to subjects. They are given a free hand in deciding their own policies and methods". The leaders who use this style of leadership believe that there should be no rules and regulations since everybody has inborn sense of responsibility.

Laissez-faire leadership style is not suited for use by head teachers because complete delegation without follow-up mechanisms creates performance problems. "Teachers and students are motivated when they are afforded opportunities to make their own decisions. The acceptance of their opinions and ideas, together with the monitoring of their performance by head teachers is a healthy way of enhancing discipline in secondary schools (Wu and Shiu, 2009).

In laissez-faire leadership, the head teacher believes that there should be no rules and regulations since everyone has a sense of responsibility (Pont et al., 2008). A laissez-faire schools environment may be more creative and fulfilling for those involved in school management system. The extent to which a head teacher succeeds in attaining the school objectives, mission, vision and philosophy depends on how he or she uses suitable management styles to a specific school contextual environment.

Authoritarian leadership

Wu and Shiu (2009) explained that, Authoritarian leadership is gained through punishment, threat, demands, orders, rules, and regulations. The functions of authoritarian leadership include unilateral rule-making, task-assignment, and problem solving while the roles of

authoritarian followers include adhering to the leader's instructions without question or comment. Authoritarian leadership is appropriate in settings with a constant stream of new employees, limited decision-making time or resources, and the need for large-scale coordination with other groups and organizations.

Authoritarian leaders receive aggressive or apathetic behavior from their subordinates. Productivity is slightly higher under the authoritarian leader than under the democratic one. However, it is the lowest under the laissez-faire leader's supervision" (Lunenburg and Ornstein, 2012).

In authoritarian leadership, the leaders make most or all of the decisions, without the involvement or input of the employees. Authoritarian leaders inform their subordinates on what must be done, how it should be done and when it must be completed. This kind of leader is likely to ignore suggestions made by staff members. Where quick decision making is a key factor, this particular leadership style might work well because there might not be any time to consult with staff for their involvement anyway.

Transformational leadership

According to Sergiovanni (2004), Transactional leadership is another type of leadership. It is sometimes called bartering. It is based on an exchange of followers' services in lieu of various kinds of tangible rewards (such as a salary) that the leader controls. It is also based on the conviction that people desire to be led rather than be liable for their own actions and decisions. As a result, the leader relies on top down decision processes to control staff, allocate resources and initiate the process of change. Transactional leadership is often viewed as being complementary with transformational leadership.

In a study conducted by Bateh and Heyliger (2014) on Academic Administrator Leadership Styles and the Impact on Faculty Job Satisfaction and self-esteem in Florida, the results of logistic regression analysis revealed that faculty members who identified transformational leadership as dominant had increased performance, while faculty members who identified transactional leadership as dominant had increased job satisfaction, and faculty members who identified passive/avoidant leadership as dominant had decreased job satisfaction. Demographics did not appear to predict satisfaction. Using this model, academic leaders can take further action by refining their leadership styles on the basis of their faculty members' indicated preferences. The study results may contribute to social change at the departmental level by making academic administrators aware of effective leadership models that promote higher job satisfaction among faculty in universities.

Headmaster often encounters with the need to transform the school from low performance to acceptable performance or from acceptable performance to high performance. At other times, a headmaster is expected to move firm from crisis mode to high ground. To accomplish these purposes, the transformational leader attempts to have a strong teacher's commitment towards the school. The increasing range and complexity of leadership responsibilities in schools means that it is no longer possible for the principal to be the sole leader (Michel & Peter, 2007).

In her study, Brown (2003) was unable to find any statistically significant correlation among any of the transformational leadership behaviors and continuance commitment. The leadership behaviors may not be related to how employees feel about having to stay in the current organization.

Transformational leadership stimulates and inspires followers to achieve beyond expectation and in the process developing their own capacities. With an aim of building shared vision, the transformational leader responds to followers' needs through empowerment and aligning the objectives and goals of the organization with that of followers. A high level of follower performance is attained affirmed that transformational leadership behaviours were positively related with higher performance (Bass and Avolio, 2000).

Head teachers should do everything they can to give information and experience to teachers in order to accomplish certain task or jobs, especially for those who are new in this field. This could improve their early job experience. Head teachers also should provide opportunities for committing acts and the school must show high level of commitment to the teachers in return. There is also a need for training programme, designed to improve and to increase head teachers transformational leadership (Michel & Peter, 2007).

Delegation of responsibility was constrained by teachers' anticipation for promotion, inadequate resources, and delegation to teachers not formally appointed by the teachers' service commission as heads of department. Heads of department who were not appointed by teachers' commission felt that there are roles not recognized by the employer. The results of this study established also that teachers expected promotion or payment for the extra work they do (Kipkoech, 2004).

Okumu (2006), in his study about delegation of duties, positive effects on management of secondary schools in terms of motivation, commitment, satisfaction, discipline and general improvement in teacher performance and management of schools. Delegation of duties is the process of a supervisor or officer dividing up his total work load and giving part of it to subordinates. He identified that effective delegation is efficient, motivating and developmental towards work performance. Delegation can operate within two ends of a continuum. At one end is a loose control but wide freedom while at the other end is a tight control with little freedom (Maicibi, 2005).

Communication (Organizational communication) is a process of creating and exchanging messages. The process

includes several key elements such as network, interdependence, relationship, environment, uncertainty and messages. Communication is closely connected to organizational structure and culture. Communication can be used to analyze and reflect as well as affect what is happening in the organization. Communication is here seen as a pervasive role rather than an individual skill (Kowalski et al., 2007).

In almost all school activities, communication plays an important role. "How and what we talk about both construct and form our reality. This implies that communication can be both a way to analyze and understand processes in schools and a process to influence others' actions and understanding. An ordinary working day for head teachers and teachers contains many meetings, interactions and conversations (Czarniawska-Joerges, 2000).

According to Eriksen (2001), a communicative leadership is especially important in organizations with values that are non-negotiable". Even if the principal takes part in different processes and therefore is affected by them, there are organizational expectations on how the leader shall contribute to these processes. What principals and teachers talk about and how they communicate both reflect and construct what is considered important in different processes and activities. Communication therefore reveals what is in focus in the organization's everyday work.

How the principal listens, transmits information, makes decisions and leads dialogues will affect leadership and communication processes and ultimately the school outcomes. The different techniques and how individual skills are used in conversations can reveal the communicator's pre-understanding, values, knowledge and preparation. Communication becomes a way to understand and conduct leadership and actions within the organization. A communicative leadership uses language and communication to motivate different actions (Isaacs, 2006).

Bennell and Acheampong (2003) explained that, Work motivation refers to the psychological processes that influence individual behaviour with respect to the attainment of workplace goals and tasks. The received wisdom among occupational psychologists is that 'pay on its own does not increase motivation. There is a wide range of views about teacher motivation in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school system are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioural sanctions.

In Tanzania, as elsewhere, universal primary education with acceptable learning outcomes can only be attained if teachers are adequately motivated. However, "there are growing concerns that teachers in Tanzania, as in other developing countries, are increasingly de-motivated, which is reflected in deteriorating teaching performance and learning outcomes. Numerous official documents over the last decade or so have also increasingly drawn attention to the fragility of teacher motivation in the country (Swai et al., 2004).

Teachers play a very important role in the learning process of students who idealizes teachers and try to copy them. The motivation of teacher is, therefore, very important as it directly affects the pupils. The quality of both current and future teachers is likely to decline given their level of motivation. Poor living and working conditions have, over time, seriously eroded many teachers' motivation to carry out their teaching and non-teaching roles in an acceptable manner. The situation in Tanzania is similar to that in many other developing countries (Sumra, 2004).

Watt and Richardson (2007) provide evidence for links between teachers' motivation and their performance, commitment and persistence in teaching and their inclination to become involved in professional development. Much of the evidence for the effects of motivation focuses on teacher efficacy their self-perceived capabilities to affect outcomes. There is considerable agreement that teachers' efficacy and skepticism is associated with enthusiasm, job commitment, and instructional behavior.

Effects of Leadership

Leadership plays an important role in the attainment of organizational goals by creating a climate that would influence employees' attitudes, motivation, and behavior. Effective leadership acts by empowering employees to engage them and improve work outcomes (Aldoory and Toth, 2004).

Leadership as a key factor in determining organizational success has been studied extensively in the past century in the management field. It fosters a climate of trust, nurtures employees' confidence, and encourages their individual development (Bass and Avolio, 2000). Leadership and motivation opens our minds to new thoughts of how people behave and why. It also helps in understanding some general principles of human behaviour.

According to Bass and Avolio (2000) good leadership, corporate culture isn't forced but it is developed. Communication is daily and open. Everyone understands the vision and goals of the organization, and everyone has input into how they can be improved. Employees feel that they are an important part of the whole and that every job matters within the company. Decisions for promotions are based on picking people of integrity whose talents and experience best fit the positions. Employees are encouraged to compete with their own best to get ahead and they understand that helping their coworkers to succeed is the best way to get ahead them. The result of good leadership is high morale, good employee retention, and sustainable long-term success.

Leadership can help a business maintain singular focus on its operations.

According to Burns, (2000) larger business organizations can suffer from too many individuals attempting to make business decisions. Business owners can use leadership skills to get managers and employees on the same page and refocus on the original goal. Leadership skills can also help correct poor business practices or internal conflicts between employees. (Chemers, 2003) stated that Leadership can have negative effects on organizational performance. Leaders who are overly dominant or become obsessed with achieving goals can overlook various details in the business organization. Managers and employees may also be less willing to help dominant or extremely critical leaders with accomplishing goals and objectives.

In a work environment where multiple conflicting demands can make everything seem equally important, goals establish what is relatively more or less important and focus staff and student attention and effort accordingly (Vroom and Jago, 2000).

Level of Teachers' Performance

Teachers' level of performance as expressed by them was good and its level is high. The teachers have good teaching skills as they use different methods of teaching in the class, they teach according to the students' abilities, do preparation before class and make justice in students' evaluation. The management skills of teachers were well developed and they perform duties apart from their teaching like managing co-curricular activities and non-interference of their domestic affairs on job (Arvey, 2004).

According to McCollkennedy and Anderson (2005), the efficiency and effectiveness of leadership style towards improving the organization's commitment will not be achieved if human resources is forced to work, there exists the problem of interaction and communication, low motivation, low self-esteem, low emotional intelligence, as well as behavior is limping or organizations that can put them in the form of work that is not desirable and not in their expertise. This situation may be causing employees to work with the rebellious feelings, often protesting, not being satisfied and often allowing themselves to be on high pressure stage while low performance stage. This situation has indirect linking with elements of leadership style, self-esteem and employee commitment.

The practices of leadership areas can be aligned to the teacher performance competencies level in order to help the district acquire, develop, and retain a competent teacher workforce. Such alignment requires that the competencies be embedded within the leadership practices, such as having professional development activities that focus on improvement of the desired competencies. Teaching standards provide a conceptual model for effective teaching and establish a foundation upon which all aspects of teacher development from teacher education to induction and ongoing profession development can be aligned. The standards also can assist teachers in reflecting on their teaching practice and its impact on student learning (Olaniyan, 2001).

RESEARCH METHODOLOGY

Research Design

In this study, a descriptive survey design was employed to investigate the effects of leadership styles on teachers' performance in primary schools in Arusha District. According to Mugenda and Mugenda (2003), descriptive survey helps to obtain information that describes existing phenomena by asking individuals about their perceptions, attitude behavior or values. Descriptive research 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. The data collection for descriptive research presents a number of advantages as it can provide a very multifaceted approach.

Data Collection Methods and Procedure

Questionnaire was chosen as data collection instrument. The questionnaire included variety of question on leadership styles and teachers' performance. The data was collected from teachers only. Before data collection, a Pilot Study was conducted this in order to reveal the weaknesses, if any, of the questionnaire.

Data Analysis Technique

Data was presented in frequency distribution tables. Then Pearson's product moment correlation was used to determine the relationship between independent and dependent variables. The independent variables included Independent variables which were represented by Democratic, Laissez faire, Bureaucratic and Authoritarian. Dependent variable were Teachers performance (Classroom activities and outside classroom activities). The following scale of interpretation was used to interpret results: Strongly Agree (SA-5), Agree (A-4), Neutral (N-3), Disagree (D-2) and Strongly Disagree (SD-1).

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

Research Questions

What leadership style is prevalent among Primary Schools in Arusha District?

This research question sought to determine the type of

Table 1. Leadership Styles

SN	LEADERSHIP STYLE	MEAN SCORE	STD DEV.
1.	Transformational Leadership Style	3.7340	.62546
2.	Democratic Leadership Style	3.5729	.60749
3.	Authoritarian Leadership Style	3.1138	.54045
4.	Laissez Faire Leadership Style	2.9292	.70950

Leadership style that is prevalent in schools under investigation.

Table 1 indicated that, transformational leadership is prevalent in schools (M=3.7340, SD=.62546). This implies that transformational leadership is the most prevalent among Primary Schools in Arusha District. Similarly Brown (2003) concluded that what stimulates and inspires followers to achieve beyond expectation and in the process developing their own capacities. With an aim of building shared vision the transformational leader responds to followers' need through empowerment and aligning the objectives and goals of the organization with that of followers. Further, this finding correlates with that of Bass and Avolio (2000), who concluded that, transformational leadership stimulates and inspires followers to achieve beyond expectation and in the process developing their own capacities. With an aim of building shared vision the transformational leader responds to followers' need through empowerment and aligns the objectives and goals of the organization with that of followers. A high level of follower performance is attained affirmed that transformational leadership behaviors were positively related with higher performance.

Table 1 also indicated that, democratic leadership style exists in primary schools (M=3.5729, SD=.60749). This implies that majority of respondents agreed that democratic leadership style is prevalent in Primary Schools. Northouse (2006) argued that democratic leadership style gives a chance to the followers in leadership. It shows concern for others by empathetic listening and understanding. They foster open communication among all employees at all levels. Reasons and circumstances pertaining to decisions that affect the employees, department, or organization are shared in a timely fashion. The democratic or enlightened leader practices employee involvement in considering important issues and exercises influence in reaching consensual decisions. Nzuve (2005) argued that a democratic leader is one who obtains ideas and opinions from workers. He gives them a chance to express their feelings about how things should be done. The manager considers the ideas and opinions of workers and he still makes the final decision. The head teacher allows staff to participate in decision-making within the framework of the mission and objectives of the school.

As seen in Table 1, Authoritarian Leadership style is also prevalent in primary schools (M=3.1138, SD=.54045). This shows that authoritarian is prevalent in some situations in primary schools. According to (Wu and Shiu, 2009), Authoritarian leadership is gained through punishment, threat, demands, orders, rules, and regulations. The functions of authoritarian leadership include unilateral rule-making, task-assignment, and problem solving while the roles of authoritarian followers include adhering to the leader's instructions without question or comment. Authoritarian leadership is appropriate in settings with a constant stream of new employees, limited decision-making time or resources, and the need for large-scale coordination with other groups and organizations.

In Table 1, respondents were neutral whether laissez-faire leadership style is prevalent in primary schools (M=2.9292, SD=.70950).

What is perceived level of teachers' performance among Primary Schools in Arusha District?

Perceived level of teachers' performance among Primary Schools in Arusha District was determined by 10 specific items in the questionnaire.

Table 2 shows that, the average means for teachers' performance in each statement fall above 3.57878. That is to say respondents generally agreed that teachers' performance is good For example the statements: "I attend the class on time" has the mean of 4.0857,"I usually keep records of students' progress" has the mean of 3.5474 , I always correct students' work" has the mean of 3.6071, "I always prepare lesson plan for the lessons to be taught" has the mean of 3.7266, "I usually provide exercises and homework to students has the mean of 3.6978, I always report to school on time" has the mean of 3.6143, and I make scheme of work every term" has the mean of 3.9130 implying that respondents agreed with these statements, therefore teachers in primary schools in Arusha District Council. This statement is incomplete. Also, respondents were neutral to the following statements: "I supervise extra-curricular activities effectively" with the mean of 3.4173, "I always leave the school after working hours" has the mean of 1.45397, and "I always cover the syllabus on time" has the mean of 3.0286.

The findings are supported by Arvey (2004) who identified that, the management skills of teachers were well developed and they performed duties apart from their teaching like managing co-curricular activities and non-interference of domestic affairs on job.

Table 2. Teachers' Performance

SN	Item	Mean	Std Dev.	Interpretation
1.	I attend the class on time	4.0857	.94820	Agree
2.	I make scheme of work every term	3.9130	1.04272	Agree
3.	I always prepare lesson plan for the lessons to be taught	3.7266	1.13448	Agree
4.	I usually provide exercises and homework to students	3.6978	1.15880	Agree
5.	I always report to school on time	3.6143	.94895	Agree
6.	I always correct students' work	3.6071	1.13604	Agree
7.	I usually keep records of students' progress	3.5474	1.20031	Agree
8.	I supervise extra-curricular activities effectively	3.4173	1.04880	Neutral
9.	I always leave the school after working hours	3.1500	1.45397	Neutral
10.	I always cover the syllabus on time	3.0286	1.13126	Neutral
	Average total	**3.57878**		

Table 3. Correlations of Teachers' Performance and Leadership Styles

Correlations

		DEMOCRATIC	LAISSEZ	AUTHORITARIAN	TRANSFORMATIONAL	PERFORMANCE
DEMOCRATIC	Pearson Correlation	1	.259**	.106	.356**	.450**
	Sig. (2-tailed)		.002	.211	.000	.000
	N	140	140	140	140	140
LAISSEZ	Pearson Correlation	.259**	1	-.023	.078	.086
	Sig. (2-tailed)	.002		.790	.362	.310
	N	140	140	140	140	140
AUTHORITARIAN	Pearson Correlation	.106	-.023	1	.044	.040
	Sig. (2-tailed)	.211	.790		.609	.638
	N	140	140	140	140	140
TRANSFORMATIONAL	Pearson Correlation	.356**	.078	.044	1	.461**
	Sig. (2-tailed)	.000	.362	.609		.000
	N	140	140	140	140	140
PERFORMANCE	Pearson Correlation	.450**	.086	.040	.461**	1
	Sig. (2-tailed)	.000	.310	.638	.000	
	N	140	140	140	140	140
**. Correlation is significant at the 0.01 level (2-tailed).						

What is the level of teachers' performance in relationship to leadership style in primary schools in Arusha District?

There is significant relationship between effect of leadership style and teachers' performance in primary schools in Arusha District council.

Table 3 indicated that, there is moderate positive correlation between Democratic Leadership Style and teachers' performance (.450). This implies that the more democratic leadership increases, the more teachers' performance increases. This led the researchers to accept the null hypothesis and maintain that there is significant relationship between democratic leadership style and teachers' performance in primary schools in Arusha District. Therefore, democratic leadership style has positive effects on teachers' performance. Nzuve (2005) supported that a democratic leader is one who obtains ideas and

Table 4. Descriptive Statistics for Democratic Leadership

SN	ITEM	MEAN	STD DEV.	INTERPRETATION
1.	The head teacher believes that working together has greater potential than working individually	3.9214	1.08002	Agree
2.	I participate in decision making	3.7786	1.05985	Agree
3.	The head teacher seeks the help of group members in resolving conflict	3.6187	1.20624	Agree
4.	I have opportunity to work in the way I think is best	3.3143	1.11939	Neutral
5.	I get complete freedom in my work	3.2357	1.12915	Neutral

opinions from workers. He gives them a chance to express their feelings about how things should be done. The manager considers the ideas and opinions of workers and he still makes the final decision. The head teacher allows staff to participate in decision-making within the framework of the mission and objectives of the school. Further, Lewin et al. (1939) concluded that, democratic style of leadership is the most effective, but also pointed that the effectiveness of group leaders is dependent on the criterion which was being used to assess leadership". Thus, if leadership is assessed in terms of productivity, then autocratic style is most efficient but if the role is seen as maintaining good morale and a steady level of work, democratic style is effective. Absence of leadership style brings about lack of direction from the leader resulting in low morale and lack of interest in the work.

Table 4 shows that, respondents agreed that the head teacher believes that working together has greater potential than working individually (M=3.9214), I participate in decision making (M=3.7786) and they agreed that the head teacher seeks the help of group members in resolving conflict (M=3.6187). However, teachers were neutral with the statement that they have opportunity to work in the way I think is best (M=3.3143) and they get complete freedom in my work (M=3.2357). The average means for all statements is (M=3.57370. That is to say respondents generally agreed that there is a democratic leadership in primary schools. That is to say, there is an involvement of teachers in decision making concerning the school matters. Northouse (2006) contends that, democratic leaders show consideration and concern for others by empathetic listening and understanding. They foster open communication among all employees at all levels. Reasons and circumstances pertaining to decisions that affect the employees, department, or organization are shared in a timely fashion. The democratic or enlightened leader practices employee involvement in considering important issues and exercises influence in reaching consensual decisions.

There is also a significant relationship between Transformational Leadership Style and Teachers' Performance (.461). This implies that the more transformational leadership increases, the more the performance of teachers increases. This led the researchers to accept the null hypothesis and maintain that there is significant relationship between transformational leadership style and teachers' performance in primary schools in Arusha District l. Therefore, democratic leadership style has positive effects on teachers' performance. The findings also correlates to Bateh and Heyliger (2014) on Academic Administrator Leadership Styles and the Impact on Faculty Job Satisfaction and self-esteem in Florida, who revealed that faculty members who identified transformational leadership as dominant had increased performance, faculty members who identified transactional leadership as dominant had increased job satisfaction, and faculty members who identified passive/avoidant leadership as dominant had decreased job satisfaction. Moreover, Michel and Peter, 2007) recommended that head teachers should do everything he or she can to give information and experience to teachers in order to accomplish certain task or jobs, especially for those who are new in this field. This could improve their early job experience. Head teachers also should provide opportunities for committing acts and the school must show high level of commitment to the teachers in return. There also needs for training programmes, in order to improve and to increase head teachers transformational leadership.

Table 5 shows that, the respondents agreed with following statement: the head teacher has ability to unite teachers (M=4.1714), the head teacher stimulates and inspires followers (M=3.8561), the head teacher initiates process of change (M=3.8175), I encounter the needs to transform the school (M=3.8058) and the head teacher shares risks with teachers in goal setting (M=3.4855). The respondents were neutral in respect to whether head teachers used powers only when necessary and never for personal gain (M=3.2446). The average means for all statement about transformational leadership is 3.7302. That is to say respondents generally agreed that there is a transformational leadership in primary schools in Arusha District . It is based on an exchange of followers' services in lieu of various kinds of tangible rewards (such as a salary)

Table 5. Descriptive Statistics for Transformational Leadership

SN	ITEM	MEAN	STD DEV.	INTERPRETATION
1.	The head teacher has ability to unite teachers	4.1714	.95919	Agree
2.	The head teacher stimulates and inspires followers.	3.8561	1.22511	Agree
3.	The head teacher initiates process of change.	3.8175	1.07251	Agree
4.	I encounter the needs to transform the school	3.8058	.97711	Agree
5.	The head teacher shares risks with teachers in goal setting.	3.4855	1.34129	Agree
6.	The head teacher uses power only when necessary and never for personal gain.	3.2446	1.31238	Neutral

that the leader controls. This is supported by Michel and Peter (2007) who argued that, the transformational leader attempts to have a strong teacher's commitment towards the school. The increasing range and complexity of leadership responsibilities in schools means that it is no longer possible for the principal to be the sole leader.

Summary of Research Findings

Respondents agreed that teachers' performance is good in primary schools in Arusha district. The more democratic leadership increases, the more teachers' performance increases. This implies that democratic leadership affect teachers' performance in a positive way. Respondents also agreed that there is a democratic leadership in primary schools. That is to say, there is an involvement of teachers in decision making concerning the school matters. Respondents agreed that there is a transformational leadership in primary schools in the primary schools in Arusha District Council. There is an exchange of followers' services in lieu of various kinds of tangible rewards (such as a salary) that the leader controls.

Conclusion

The researcher concluded that the more democratic leadership increases, the more teachers' performance increases. The findings revealed that there is a significant relationship between Transformational Leadership Style and Teachers' Performance. There is a democratic leadership in primary schools. That is to say, there is an involvement of teachers in decision making concerning the school matters. The study concluded that leadership styles influences teachers' performance in Primary Schools of Meru District.

RECOMMENDATIONS

The researchers recommended that head teachers should use democratic and transformational leadership styles due to the fact that the two leadership styles increases teachers' performance. Finally, the researcher discourages the use of laissez-faire and bureaucratic leadership styles in their

schools as they do affect teachers' performance. In most situations laissez-faire and bureaucratic leadership styles do not increase teachers' performance.

REFERENCES

Adeyemi TO (2006). Educational Administration an Introduction. Lagos. Atlantic associated publishers. Comparative Analysis in Comparative Educ. Rev.,

Akerele SA (2007). Principals Leadership Styles and Teachers' Job Performance in Lagos State Public Secondary Schools. Unpublished M. Ed Thesis, University of Ado-Ekiti, Nigeria. 110(124):71-86

Aldoory L, Toth E (2004). Leadership and Gender in Public Relations: Perceived Effectiveness of Transformational and Transactional Leadership Styles. J. Pub. Relations Res., 16:157–183.

Ali IS (2013) Principal Leadership Style and School Performance. Dubai: Int. J. Res. Stud. Educ. 2(1):41-54

Arvey RD (2004). Performance Evaluation in Work Settings. Annual Rev. Psychol.

Barker B (2001). Do Leaders Matters? Educational Review, 53(1): 65-76.

Bass BM, Avolio BJ (2000). Full Range Leadership Development: Manual for Multifactor Leadership Questionnaire. California: Mind Gorden, Inc.

Bateh J, Heyliger W (2014). Academic Administrator Leadership Styles and the Impact on Faculty Job Satisfaction and Self-esteem. J. Leadersh. Educ.,

Bennell PS, Acheampong K (2003). Research Project Application to DFID: Teacher Motivation and Incentives in Low-income Developing Countries. Knowledge and Skills for Development, Brighton.

Brown BB (2003). Employees' Organizational Commitment and their Perception of Supervisors' Relations Oriented and Task Oriented Leadership Behaviour.PhD Dissertation. Faculty of the Virginia Poly technical Institute and State University.

Burns JM (2000). Leadership. Harper & Row, New York, NY.

Chemers MM (2003). An Integrative Theory of Leadership.

Clark SN, Clark DC (2002). School Restructuring: A

leadership Challenge for Middle Level Administrators. In S. Clark & D. Clark (Eds.), Schools in the middle: A Decade of Growth and Change (pp. 200–207). Reston, VA: National Association of Secondary School Principals.

Cole GA (2005). Management: Theory and Practice, Essex, Spotwood. Balantune1 Coombs

Czarniawska-Joerges B (2000). The Three-Dimensional Organization: A Constructionist view. Lund: Student literature.

Eriksen EO, Weigård J (2001). Habermas Politiska Teori [Habermas political Theory, in Swedish]. Lund: Student literature.

Hargreaves A (2000). Four Stages of Professionalism and Professional Learning. Teachers and Teaching: History and Practice J. 6(2):811-826.

Harris A (2002). Effective Leadership in Schools Facing Challenging Contexts. J. School Leadersh. Manage. 22 (1):15-26. http;//www.brcgroup.com/

Holdford DA(2003). Leadership Theories and Their Lessons for Pharmacists. J. American Society of Health-Systems, 60, 1780

Isaacs W (2006). Dialogue and the Art of Thinking Together: a Pioneering Approach to Communicating in Business and in Life. New York: Currency.

Kashagate R (2013). Influence of leadership style on teachers' performance in Tanzania: the case of public secondary schools in Musoma municipal council. Unpublished Dersation. Mzumbe University.

Kipkoech JW (2004). The Effectiveness of School Management on Performance in Kenya Certificate of Secondary Examination: A case of secondary schools in Koibatek District. Unpublished master's thesis. Moi University.

Koech & Namusonge (2012). The Effect of Leadership Styles on Organizational Performance. Int. J Bus. Commerce 2(1):1-12

Kothari CR (1985). Research Methodology- Methods and Techniques. New Delhi, Wiley Eastern Limited.

Kowalski TJ, Petersen GJ, Fusarelli LD (2007). Effective Communication for School Administrators. Lanham, Maryland: Rowman & Littlefield Education.

Lewin K, LIippit R, White RK (1939). Patterns of Aggressive Behavior in Experimentally Created Social Climates. J. Soc. Psychol., 10, 271-301

Lunenburg FC, Ornstein AO (2012). Educational Administration: Concepts and Practices. Belmont, CA: Wadsworth Cengage Learning.

Mahwah, NJ: Lawrence Erlbaum Associates.

Maicibi N A (2005). Pertinent issues in employees management. M.P.K. Graphics (U) Ltd, Kampala.

Mbiti DM(2007). Foundations to Education: its Meaning and Significance to Society. Heinemann

McColl-Kennedy JR, Anderson RD (2005). Impact of transformational and servant leadership on organizational performance: A comparative analysis

Michel G, Peter G (2007). Factors Influencing Teachers' Professional Competence Development. J. Vocational Education and Training, 59(4):485-501.

Mugenda O, Mugenda A (2003). Research Methods: Qualitative and Quantitative approaches. Nairobi Act press publishers.

Nampa C (2007). Supervision and Teachers' Performance in Catholic Founded schools in Luwero District. Unpublished Masters (of SC HRM) dissertation, Makerere University, Kampala, Uganda.

Northouse P (2006). Leadership: Theory and Practice (4th Ed.) Sage: Thousand Oaks, CA.

Nzuve NM (2005). Elements of Organizational Behaviour. University of Nairobi.

Okumbe JA (1998). Educational Management. Theory and Practice. Nairobi University Press.

Olaiyan AO (2001). Principal Preparation, Selection and Leadership Roll. Teachers and Teaching in Nigeria. Festa Press Ltd., Benin. Pp.73 – 88.

Pont B, Nusche D, Moorman H (2008). Improving School Leadership,Volume 1: Policy and Practice, OECD, Paris. Senge P (1990). The Fifth Discipline, Doubleday, New York

Reed GT (2005). Elementary principal emotional intelligence, leadership behaviour and openness. An exploratory study. Unpublished doctoral dissertation Ohio State University. Ohio

Sergiovanni TJ (2004). Value Added Leadership: How to Get Extraordinary Performance in Schools. New York. Harcourt, Brace & Jovanovich.Studies (JETERAPS) 3(3):299-306

Sumra S (2004b). The Living and Working Conditions of Teachers in Tanzania: A research report. Dar es Salaam: Haki Elimu and the Tanzania Teachers Union. Available at: www.hakielimu.org/Living_work_cond.pdf

Swai F, Mtavangu A, Shami NNF, (2004): Study on Job Satisfaction and Motivation in Teaching in Relation to Quality EFA Initiatives. Dar es Salaam. FSSS International.

URT. (2012a). Primary Education Development Programme III Basic Education Development Committee, Ministry of Education and Vocational Development.

Vroom VH, Jago AG (2000). The New Leadership: Managing Participation in Organizations. Prentice-Hall.

Watt H, Richardson PW (2007): Motivational factors influencing teaching as a career choice: development and validation of the FIT-Choice Scale. J. Experimental Educ., 75:167–202.

Wu FY, Shiu C (2009): The Relationship between Leadership Styles and Foreign English Teachers Job Satisfaction in Adult English Cram Schools: Evidences in Taiwan,' the J. Ame. Acad Bus., Cambridge 14(2).