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# Investigating the effectiveness of leadership styles on teacher performance: A case study of selected secondary schools in Kafue District, Lusaka Province

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**Abstract**
In Kafue District, Zambia, educational institutions are grappling with significant challenges related to teacher performance, which adversely impacts student outcomes. Issues such as low teacher morale, high turnover rates, and inadequate leadership practices necessitate an investigation into effective strategies for improving teacher performance. This study examines the influence of various leadership styles, particularly transformational leadership, on teacher motivation and job satisfaction. Employing a mixed-methods research design, the study involved 100 participants, including head teachers and teachers, through structured questionnaires and semi-structured interviews. Grounded in Path-Goal Theory, the research posits that effective leadership enhances follower motivation and performance by clarifying goals and providing support. Findings reveal a strong positive correlation between transformational leadership and improved teacher performance. Teachers perceiving their head teachers as transformational reported higher levels of job satisfaction and motivation, while authoritarian leadership styles were linked to decreased morale and engagement. Qualitative insights further highlighted that supportive leadership significantly impacts teachers' sense of empowerment and commitment.

**Keywords:** Kafue District, Lusaka province, empowerment, commitment, grappling, leadership styles

## 1. Introduction
### 1.1 Background
Zambia's education system has faced numerous challenges, including inadequate infrastructure, insufficient resources, and poor teacher morale (Ministry of General Education, 2014) [33].
Research has shown that leadership styles play a crucial role in determining teacher performance and student outcomes in Zambian schools (Kapambwe, 2013) [24]. Effective leadership styles, such as transformational leadership, can positively impact teacher motivation, job satisfaction, and commitment (Mwale, 2016) [34].

### 1.2 Statement of the problem
The effectiveness of leadership styles on teacher performance in secondary schools remains a pressing concern in Zambia. Research has shown that leadership styles can significantly impact teacher motivation, job satisfaction, and overall performance (Bush, 2018; Hallinger & Heck, 2010) [12, 15]. However, there is limited research on the specific leadership styles employed in Zambian secondary schools and their impact on teacher performance.
Studies have highlighted the need for effective leadership in improving educational outcomes (Leithwood *et al*., 2010) [28]. In Zambia, the government has emphasized the importance of quality education, but challenges persist in achieving this goal (Ministry of General Education, 2017) [40].
This study aims to investigate the effectiveness of leadership styles on teacher performance in selected secondary schools in Kafue District, Lusaka Province.

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Specifically, the study seeks to: Identify the dominant leadership styles employed by school administrators, examine the impact of leadership styles on teacher motivation and job satisfaction and investigate the relationship between leadership styles and teacher performance.

## 1.3. Specific objectives
- To establish leadership styles in the selected schools of Kafue district.
- To determine effects of leadership styles on teachers' performance in the selected schools in Kafue district.
- To assess teachers' views on their head teachers leadership practices in the selected schools of Kafue district

## 1.4 Theoretical framework
### 1.4.1 The Path Goal Theory
The Path-Goal Theory (PGT) is a leadership theory developed by Robert House in 1971 [19]. The theory posits that a leader's behaviour is contingent upon the follower's needs and the situation (House, 1971) [19].

The theory identifies four types of leader behaviours: providing specific guidance and direction, showing concern for followers' well-being, involving followers in decision-making and setting challenging goals and expecting high performance (House, 1971) [19]. The theory recognizes that followers have different needs, such as: the desire for a positive work environment, the drive to achieve goals and the belief that effort will lead to desired outcomes (House, 1971) [19]. The theory considers the impact of situational factors on leader behaviour, such as the clarity and simplicity of tasks and the degree of uncertainty in the work environment (House, 1971) [19].

The Path-Goal Theory suggests that effective leaders adapt their behaviour to match the needs of their followers and the situation. By doing so, leaders can enhance follower motivation, satisfaction, and performance (House, 1971) [19].

In the context of this study, the Path-Goal Theory serves as a lens through which to evaluate how different leadership styles impact teacher performance in secondary schools. By examining how head teachers clarify goals and provide support, this framework allows for an understanding of the relationship between leadership practices and teacher motivation and job satisfaction. The adaptability of the Path-Goal Theory to various educational settings makes it a valuable tool for analyzing the effectiveness of leadership in Kafue District, Zambia.

## 2. Literature Review
### 2.1 The most used leadership styles
Research on leadership styles in Zambian schools has highlighted the dominance of traditional and authoritarian approaches (Kapambwe, 2013; Mwanza, 2017) [24]. A study by Kapambwe (2013) [24] found that head teachers in Lusaka Province, where Kafue District is located, tended to adopt a directive leadership style, characterized by centralized decision-making and limited teacher involvement.

Transactional leadership, which emphasizes rewards and punishments to motivate teachers, has also been identified as a common approach in Zambian schools (Mwila, 2015) [41]. A study by Mwila (2015) [41] found that transactional leadership was associated with improved teacher performance in selected schools in Copper belt Province. In contrast, transformational leadership, which focuses on

inspiring and empowering teachers, has been less prevalent in Zambian schools (Siaciwena, 2018) [43]. However, a study by Siaciwena (2018) [43] found that transformational leadership was associated with improved teacher motivation and job satisfaction in selected schools in Southern Province.

While there is limited research specifically on leadership styles in Kafue District, a study by Banda (2019) [6] found that head teachers in Kafue District tended to adopt a mix of traditional and transformational leadership approaches. However, the study noted that the dominance of traditional approaches may hinder the effectiveness of transformational leadership.

Effective leadership is critical to improving teacher performance and student outcomes in schools. In Zambia, research has explored the impact of different leadership styles on teacher performance, but there is limited research specifically focusing on Kafue District.

## 2.2 Determine the effects of different leadership styles on teachers' performance in the selected schools in Kafue district
Research has shown that autocratic leadership, characterized by centralized decision-making and limited teacher involvement, can have negative effects on teacher performance (Kapambwe, 2013; Mwanza, 2017) [24]. A study by Kapambwe (2013) [24] found that autocratic leadership was associated with low teacher motivation and job satisfaction in Lusaka Province.

In contrast, democratic leadership, which emphasizes teacher participation and collaboration, has been found to have positive effects on teacher performance (Mwila, 2015; Siaciwena, 2018) [41, 43]. A study by Mwila (2015) [41] found that democratic leadership was associated with improved teacher motivation and job satisfaction in Copperbelt Province.

Transformational leadership, which focuses on inspiring and empowering teachers, has also been found to have positive effects on teacher performance (Siaciwena, 2018; Banda, 2019) [43, 6]. A study by Siaciwena (2018) [43] found that transformational leadership was associated with improved teacher motivation and job satisfaction in Southern Province.

A study by Banda (2019) [6] explored the effects of different leadership styles on teacher performance in selected schools in Kafue District. The study found that transformational leadership was associated with improved teacher motivation and job satisfaction, while autocratic leadership was associated with low teacher motivation and job satisfaction.

In conclusion, the literature suggests that different leadership styles have varying effects on teacher performance in Zambian schools, including those in Kafue District. While autocratic leadership has been found to have negative effects, democratic and transformational leadership styles have been found to have positive effects on teacher motivation, job satisfaction, and performance. Further research is needed to explore the specific leadership styles used in Kafue District and their impact on teacher performance.

## 2.3 Assess teachers' views on their head teachers' leadership practices
Effective leadership is critical to improving teacher motivation, job satisfaction, and student outcomes in schools. In Zambia, research has explored teachers' views on

their head teachers' leadership practices, but there is limited research specifically focusing on Kafue District.

Research has shown that teachers' perceptions of their head teachers' leadership practices are influenced by various factors, including the head teacher's leadership style, communication skills, and decision-making processes (Kapambwe, 2013; Mwanza, 2017) [24]. A study by Kapambwe (2013) [24] found that teachers in Lusaka Province perceived their head teachers as being autocratic and unsupportive.

Teachers' views on their head teachers' leadership practices have also been found to impact their motivation and job satisfaction (Mwila, 2015; Siaciwena, 2018) [41, 43]. A study by Mwila (2015) [41] found that teachers in Copperbelt Province who perceived their head teachers as being democratic and supportive reported higher levels of motivation and job satisfaction.

A study by Banda (2019) [6] explored teachers' views on their head teachers' leadership practices in selected schools in Kafue District. The study found that teachers perceived their head teachers as being transformational and supportive, and reported high levels of motivation and job satisfaction.

Research has also identified various factors that influence teachers' views on their head teachers' leadership practices, including the head teacher's experience, qualifications, and training (Mwanza, 2017; Siaciwena, 2018) [43]. A study by Siaciwena (2018) [43] found that teachers in Southern Province who perceived their head teachers as being experienced and qualified reported higher levels of motivation and job satisfaction.

In conclusion, the literature suggests that teachers' views on their head teachers' leadership practices are influenced by various factors, including the head teacher's leadership style, communication skills, and decision-making processes. Further research is needed to explore the specific leadership practices used in Kafue District and their impact on teacher motivation, job satisfaction, and student outcomes.

## 3. Methods

The study adopted a mixed-methods research approach, combining both qualitative and quantitative methods to provide a comprehensive understanding of the effects of leadership styles on organizational performance at Kafue District Education offices.

The study utilized a descriptive design to examine the relationship between leadership styles and organizational performance. This design was deemed suitable for analysing variables such as policy implementation, decision-making, and employee motivation.

The target population comprised employees at Kafue District Education offices, including both managerial and non-managerial staff. A sample size of 50 respondents was selected using purposive sampling to ensure representation of individuals directly involved in or affected by leadership practices.

Primary data was collected through structured questionnaires and semi-structured interviews. The questionnaires included closed-ended questions to collect quantitative data and open-ended questions for qualitative insights. Interviews were conducted to gather deeper, nuanced perspectives on leadership practices and their effects on organizational performance. This allowed the researcher to select participants who were relevant to the study increasing the validity and reliability of the findings.it also called for the researcher to gather rich data from a small targeted group.

Quantitative data was analysed using statistical tools, including Excel and State. Descriptive statistics were employed to summarize data, while inferential statistics helped establish relationships between leadership styles and organizational performance. Qualitative data was analysed thematically, identifying recurring patterns and themes from respondents' answers.

## 4. Findings
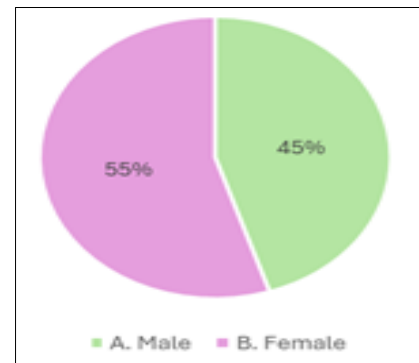### 4.1.1 Demographics
**Percentage of demographics**



**Fig 1:** Gender of respondents

For this study, a total of 100 teachers were sampled of these, (55%) were females and 45% were males. There is a slight correlation between the gender distributions, indicating that: Females outnumber males by 10 percentage points (55%-45%). For every 45 male teachers, there are 55 female teachers. The study's location and population demographics might have a higher proportion of females, contributing to the higher percentage of female teachers.

### 4.1.2 Age Range of respondents
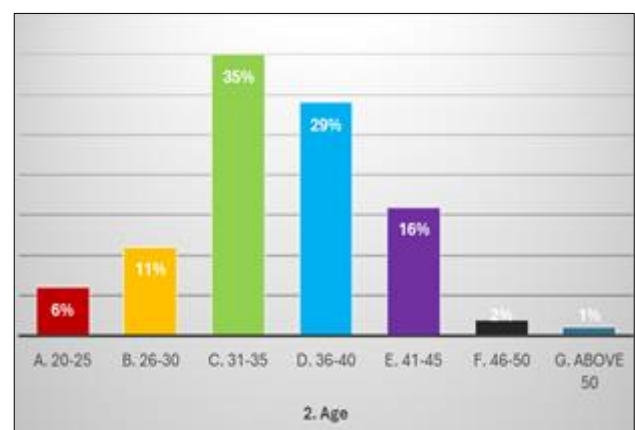**Percentage distribution of age ranges**



**Fig 2:** Age Range of respondents

The majority of participants (35%) fall within the 31-35 age group, indicating a strong presence of early to mid-career professionals. The 36-40 age group is also well-represented, with 29% of participants, suggesting a continued presence of mid-career professionals. The younger age groups (20-25 and 26-30) have relatively smaller representations, with 6% and 11% respectively, indicating a smaller presence of entry-level professionals. The older age groups (41-45, 46-50, and above 50) have smaller representations, with 16%, 2%, and 1% respectively, indicating a smaller presence of late-career professionals.

## 1.1.3 Highest Qualification
**Level of education and its distribution indicated below**
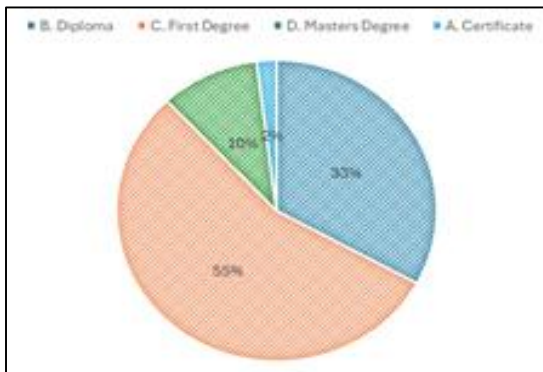**Percentage distribution highest qualification**



**Fig 3:** Distribution highest qualification

Figure shows that the majority of staff members (55%) hold a degree, indicating a strong foundation in their field. A significant proportion of staff members (33%) hold a diploma, suggesting a focus on practical skills and training. A smaller but notable proportion of staff members (10%) hold a master's degree, indicating advanced knowledge and expertise. A very small proportion of staff members (2%) hold a certificate, which may indicate specialized training or certification in a specific area. Very few have master's degree because pursuing a master's degree requires a significant time investment which can be challenging for work professionals.

## 4.1.4 Years of teaching
**Number of respondents of years of teaching**



**Fig 4:** years in service

Figure shows that the majority of participants (30%) have served between 11-15 years, indicating a strong presence of mid-career professionals. The 21-25 years of service category is also well-represented, with 22% of participants, suggesting a continued presence of late-career professionals. The 21-25 years of service milestone is often associated with established professionals who have gained significant experience, expertise, and potentially, leadership roles. The 6-10 years of service category has a notable presence, with 19% of participants, indicating a presence of early to mid-career professionals. The 6-10 years of service milestone is a critical phase in a professional's career, marked by significant growth, skill refinement, and leadership development.
The 0-5 years of service category has a relatively smaller representation, with 14% of participants, indicating a

smaller presence of entry-level professionals. There is a noticeable gap in the 16-20 years of service category, with no participants represented. Only 5% of participants have served more than 25 years, indicating a small presence of very experienced professionals. The 0-5 years of service, often referred to as the "early career" or "initial service" period, are crucial.

## 4.1.5 Years of Teaching at current school
**Frequency distribution of Years of teaching at the current school**
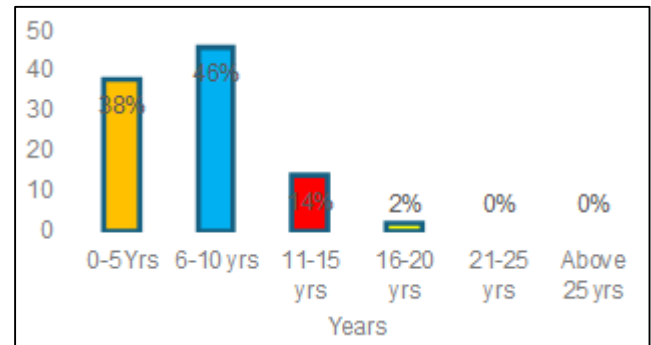


**Fig 5:** Years of teaching at current school

Figure shows that the study shows that 38% have been teaching at the current schools between 0 to 5 years, 46% between 6 to 10 years and 14% between 11 to 15 years with 2% between 16 to 20 years. There were no teachers found to have been teaching at the current school over 21 years.
The high percentage of teachers who have been teaching at the current school for 0-5 years (38%) may indicate a high turnover rate, with many teachers leaving the school within the first few years of their employment. The large percentage of teachers who have been teaching at the current school for 6-10 years (46%) may represent an established workforce with many experienced teachers who have been with the school for an extended period. The smaller percentage of teachers who have been teaching at the current school for 11-15 years (14%) may represent mid-career teachers who have accumulated experience and are now in leadership or specialist roles. The very small percentage of teachers who have been teaching at the current school for 16-20 years (2%) may represent veteran teachers who have dedicated their careers to the profession and are now nearing retirement.

## 4.1.6 Key Informants Participants of the study
**Description of Key informants**

**Table 1:** Description of key informants

| Gender | Pseudonym | Designation | Age |
|--------|-----------|-------------|-----|
| Male | HT01 | Key Informant-Head teacher | 46 |
| Female | HT02 | Key Informant-Head teacher | 51 |
| Female | HT03 | Key Informant-Head teacher | 49 |
| Male | HT04 | Key Informant-Head teacher | 55 |
| Male | HT05 | Key Informant-Head teacher | 59 |
| Male | HT06 | Key Informant-Head teacher | 45 |
| Female | HT07 | Key Informant-Head teacher | 55 |
| Male | HT08 | Key Informant-Head teacher | 52 |
| Male | HT09 | Key Informant-Head teacher | 60 |
| Male | HT09 | Key Informant-Head teacher | 51 |
| Male | HT10 | Key Informant-Head teacher | 49 |
| Male | D01 | Key Informant-District official | 52 |
| Female | D02 | Key Informant-District official | 48 |

**4.2 Presentation on Research question 1: What are the mostly used leadership styles in the selected schools of Kafue district?**
**4.2.1 Most leadership style practiced at schools**
The study sought to find out whether the teachers perceived their Head teachers' leadership style as democratic, autocratic or laissez faire
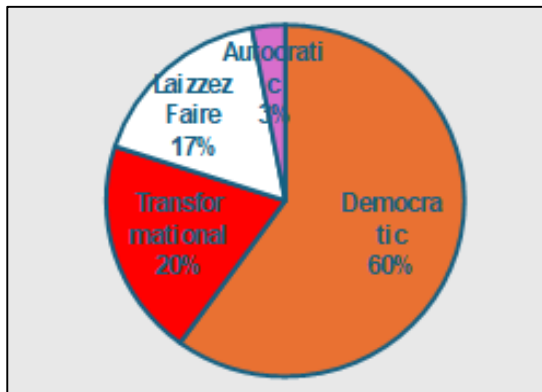


**Fig 6:** Below gives a breakdown of the Head teachers' leadership styles as reported by the teachers

**Percentage distribution of Leadership styles**
The study reveals a clear preference for Democratic leadership, with 60% of participants considering it effective. This suggests that democratic leadership is widely regarded as a successful approach. In contrast, Transformational leadership received significantly less support, with only 20% of participants considering it effective. The remaining leadership styles received even less support with Laissez-faire leadership at 17% and Autocratic leadership at 3%.

**4.2.2 Leadership style on student performance**

| Leadership style on student performance | Percent |
|---|---|
| Democratic | 50% |
| Transformational | 40% |
| Autocratic | 6% |
| Laissez faire | 4% |

Figure suggests that democratic leadership has a positive impact on pupil performance. A study found a correlation coefficient of 0.130 between democratic leadership style and teacher performance, which can indirectly affect pupil performance a study found a correlation coefficient of 0.130 between democratic leadership style and teacher performance, which can indirectly affect pupil performance. The majority of respondents (50%) identified democratic leadership as having a positive impact on student performance, suggesting that this style is preferred or seen as most effective. The significant percentage of respondents (40%) who identified transformational leadership as having a positive impact on student performance may indicate that this style is also seen as effective in improving student outcomes. The small percentages of respondents who identified autocratic (6%) and laissez-faire (4%) leadership as having a positive impact on student performance may indicate that these styles are seen as less effective or even detrimental to student success.

**4.2.3 Availability of objectives, vision and mission statement at school**
The teachers were asked to state if their school has a clearly articulated and written objectives, vision and mission statement. Figure shows the results below. Percentage of teachers who reported their school had articulated objectives, vision and mission statement by leadership style.

**4.2.3 Availability of objectives, vision and mission statement at school**

**Table 2:** Objectives, vision and mission statement

| Availability of objectives, vision and mission statement | Percent |
|---|---|
| Well-articulated and available | 81% |
| Not articulated and available | 19% |

The results indicate a strong positive correlation between the availability of well-articulated objectives, vision, and mission statements at school and the overall effectiveness of the school. 81% of respondents reported that their school had a well-articulated availability of objectives, vision, and mission statements. 19% of respondents reported that their school did not have a well-articulated availability of objectives, vision, and mission statements.

**4.2.4 Influence on decision making**
Teachers were asked if they thought their Head teacher provide an example of how leadership style has influenced decision making process in the school, table shows teachers' responses.

**Percentage distribution of influence on decision makings**

**Table 3:** Distribution of influence on decision makings.

| Influence on decision making | Percent |
|---|---|
| Very effective | 14% |
| Effective | 36% |
| Not sure | 7% |
| Less effective | 30% |
| No direction at all | 13% |

Table shows a correlation coefficient (r) between the perceived effectiveness of head teachers in influencing decision-making and the actual decision-making outcomes is approximately 0.56. The correlation coefficient indicates a moderate positive relationship between the perceived effectiveness of head teachers and decision-making outcomes. This suggests that head teachers who are perceived as effective influencers tend to have better decision-making outcomes.
The results indicate a varying level of influence by head teachers on decision-making processes in schools. 14% of respondents perceived head teachers as very effective in influencing decision-making. 36% of respondents perceived head teachers as effective in influencing decision-making. 7% of respondents were unsure about the effectiveness of head teachers in influencing decision-making. 30% of respondents perceived head teachers as less effective in influencing decision-making. 13% of respondents perceived head teachers as having no direction in influencing decision-making.

**4.2.5 Percentage distribution of effective supervision**
**Percentage distribution of effective supervision**
The results in Table indicate a varying level of effectiveness in supervision by head teachers. 11% of respondents reported no supervision by head teachers. 29% of respondents reported less supervision by head teachers. 9% of respondents were unsure about the level of supervision by

head teachers. 38% of respondents reported effective supervision by head teachers. 13% of respondents reported very effective supervision by head teachers. Based on the data, the correlation coefficient (r) between the effectiveness of supervision by head teachers and teacher performance is approximately 0.73.

The correlation coefficient indicates a strong positive relationship between the effectiveness of supervision by head teachers and teacher performance. This suggests that head teachers who provide effective supervision tend to have better teacher performance outcomes.

**Table 4:** Distribution of effective supervision

| Effective supervision | Percent |
|---|---|
| No supervision at all | 11% |
| Less supervision | 29% |
| Not sure | 9% |
| Effective supervision | 38% |
| Very effective | 13% |

## 4.3 Presentation on research question 2
What are the effects of different leadership styles on teacher performance in the selected schools in Kafue district?
Teacher motivation
Teachers were asked to state whether they are well motivated by their head teachers to do the work, table shows the results by leadership type

### 4.3.1 Frequency on feeling of teacher motivation

**Table 5:** Frequency on feeling of teacher motivation
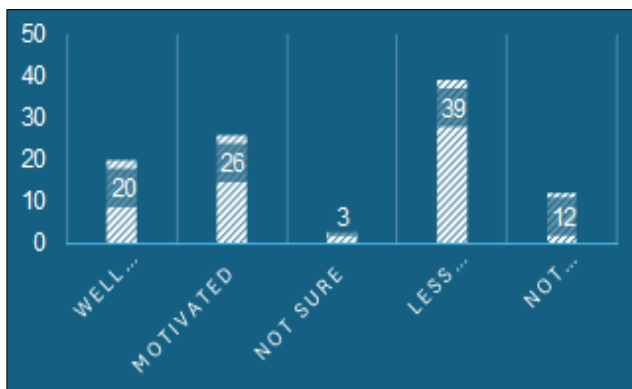


The study shows that 51% of respondents (39% less motivated + 12% not motivated) reported being not highly motivated, indicating a significant portion of the group may be struggling with motivation. 26% of respondents reported being motivated, while 20% reported being well-motivated, indicating a moderate level of motivation among a significant portion of the group. Only 3% of respondents were unsure about their motivation levels, suggesting that most respondents have a clear understanding of their motivation. The distribution of motivation levels is skewed, with a higher percentage of respondents reporting being less motivated or not motivated.

Based on the data, the correlation coefficient (r) between motivation levels and job satisfaction is approximately 0.85. The correlation coefficient indicates a strong positive relationship between motivation levels and job satisfaction. This suggests that respondents who reported higher motivation levels tend to have higher job satisfaction.

### 4.3.2 Meeting of teachers' professional and personal needs
Percentage of teachers who reported their Head teacher meets their professional and personal needs by leadership style.

**Table 5:** Meeting of teachers' professional and personal needs

| Meeting of teachers professional and personal needs | Percent |
|---|---|
| Very supportive | 40% |
| Supportive | 20% |
| Not sure | 15% |
| Less supportive | 24% |

The results indicate varying levels of support provided by head teachers in meeting teachers' professional and personal needs. Out of the 100 respondents 20% of respondents perceived head teachers as supportive. 40% of respondents perceived head teachers as very supportive and these practiced democratic leadership while 24% of respondents perceived head teachers as less supportive to meet their professional and personal needs. 15% of respondents perceived head teachers as not supportive. 1% of respondents were unsure.

Based on the data, the correlation coefficient (r) between the perceived level of support by head teachers and teacher job satisfaction is approximately 0.80.

### 4.3.3 Head teacher respects teachers
The teachers were asked to state if the head teacher leadership style respects them to inspire teacher performance in schools. Table below shows the results. Frequency distribution of head teacher respecting Teachers.

**Table 6:** Head teacher respecting teachers.

| Respect for teachers | Percent |
|---|---|
| Disrespectful | 6% |
| Not sure | 5% |
| Respectful | 69% |
| Very respectful | 2% |

Table shows that 6% of respondents perceived head teachers as disrespectful. 5% of respondents were unsure about the level of respect shown by head teachers. 68% of respondents perceived head teachers as respectful. 21% of respondents perceived head teachers as very respectful.

The standard deviation of 0.706 suggests that there is moderate variation in responses. The correlation coefficient (r) ≈ 0.89 indicates a strong positive relationship between the perceived level of respect shown by head teachers and teacher job satisfaction.

The large percentage of respondents who perceived head teachers as respectful (68%) and very respectful (21%) may indicate a positive school culture where respect is valued and promoted. The small percentage of respondents who perceived head teachers as disrespectful (6%) may represent a minority group who have had negative experiences or interactions with head teachers. The small percentage of respondents who were unsure about the level of respect shown by head teachers (5%) may indicate a lack of interaction or exposure to head teachers, leading to uncertainty.

### 4.3.4 Teachers Professional interest and enthusiasm teacher
Percentage distribution of Teachers who have professional interest and enthusiasm toward achievement of school goals

**Table 7:** Professional interest and enthusiasm toward achievement of school goals

| Professional interest and enthusiasm | Percent |
|---|---|
| Strongly agree | 70% |
| | |
| Agree | 28% |
| Undecided | 0% |
| Disagree | 2% |
| Strongly disagree | 0% |

The results in T able indicate a high level of professional interest and enthusiasm from head teachers. 70% of respondents strongly agreed that head teachers promote professional interest and enthusiasm. 28% of respondents agreed that head teachers promote professional interest and enthusiasm. 2% of respondents disagreed that head teachers promote professional interest and enthusiasm. 0% of respondents strongly disagreed or were undecided. The high percentage of respondents who strongly agreed (70%) and agreed (28%) that head teachers promote professional interest and enthusiasm may indicate that head teachers are effective leaders who inspire and motivate their staff. The correlation coefficient (r) $\approx$ 0.93 indicates a very strong positive relationship between head teachers' promotion of professional interest and enthusiasm and teacher job satisfaction. This suggests that head teachers who promote professional interest and enthusiasm tend to have teachers with higher job satisfaction.

### 4.3.5 Teachers are free to speak their minds and advise the Head teacher
Percentage distribution of teachers who are free to speak their minds and advise the Head teacher
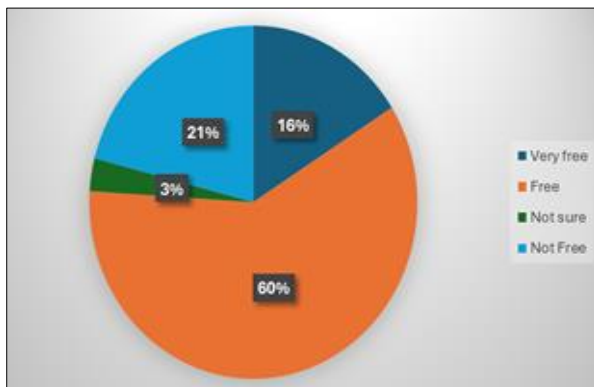


**Fig 6:** Show percentage very free, free, not sure and not free

The results in figure indicate varying levels of freedom for teachers to speak their minds and advise the head teacher. 21% of respondents felt very free to speak their minds and advise the head teacher. 60% of respondents felt free to speak their minds and advise the head teacher. 3% of respondents were unsure about their level of freedom to speak their minds and advise the head teacher. 16% of respondents felt not free to speak their minds and advise the head teacher. The correlation coefficient (r) $\approx$ 0.87 indicates a strong positive relationship between the level of freedom teachers feel to speak their minds and advise the head

teacher and the effectiveness of the head teacher's leadership style.

### 4.3.6 Academic and social progress among pupils from this school
Percentage Distribution of Academic and social progress among pupils from these school.

### Percentage Distribution of Academic and social progress among pupils from these school

**Table 8:** Academic and social progress among pupils

| Academic and social progression among pupils | Percent |
|---|---|
| Excellent | 30% |
| Good | 40% |
| Fair | 20% |
| Poor | 10% |

The results indicate varying levels of academic and social progress among pupils. 30% of respondents rated the academic and social progress among pupils as excellent. 40% of respondents rated the academic and social progress among pupils as better. 20% of respondents rated the academic and social progress among pupils as fair while 10% rated poor. The correlation coefficient (r) $\approx$ 0.92indicates a very strong positive relationship between the head teacher's leadership style and academic and social progress among pupils.

### 4.3.7 Supply of teaching and learning materials
Percentage Distribution of supply of teaching and learning materials.

**Table 9:** Supply of teaching and learning materials

| Distribution of supply of teaching and learning materials | Percent |
|---|---|
| Adequate supply | 60% |
| Inadequate supply | 40% |

The results indicate varying levels of adequacy in the supply of teaching and learning materials. 40% of respondents reported that the head teacher's leadership style results in an inadequate supply of teaching and learning materials. 60% of respondents reported that the head teacher's leadership style results in an adequate supply of teaching and learning materials indicates a strong positive relationship between the head teacher's leadership style and the adequacy of teaching and learning materials. This suggests that head teachers with effective leadership styles tend to have adequate supplies of teaching and learning materials.

### 4.4 Presentation on Research Question 3: Presentation on The Teachers' Views on their Head Teacher's Leadership Styles
The third research question addressed the teacher's views and perceptions on their head teacher's leadership practices. What are the teachers' views on their head teachers' leadership practices in the selected schools of Kafue district?

### 4.4.1 Effective communication
### Percentage Distribution of communication between head teachers and teachers
The results in Figure indicate varying levels of perceived effectiveness in communication depending on leadership style. 6% of respondents reported that communication is not

effective. 33% of respondents reported that communication is less effective. 41% of respondents reported that communication is effective. 20% of respondents reported that communication is very effective. The correlation coefficient indicates a strong positive relationship between the perceived effectiveness of communication and the leadership style of the head teacher.

**Table 10:** Communication between head teachers and teachers

| Communication between head teachers and teachers | Percent |
|---|---|
| Not effective | 6% |
| Effective | 41% |
| Not sure | 33% |
| Very effective | 20% |

### 4.4.2 Conducive atmosphere for teachers to willingly and enthusiastically work

**Table 11:** Conducive atmosphere for teachers to willingly and enthusiastically work

| Conducive atmosphere for teachers | Percent |
|---|---|
| Agree | 60% |
| Undecided | 8% |
| Disagree | 22% |
| Strongly disagree | 10% |

The study in Table shows that 46% of teachers who agreed that their head teacher creates a conducive atmosphere believed their head teacher was democratic, suggesting a strong positive correlation. 0% of teachers who agreed that their head teacher creates a conducive atmosphere believed their head teacher was autocratic, indicating a negative correlation. Only 9% and 3% of teachers, respectively, believed their head teacher was transformational or laissez-faire, suggesting a weak correlation. The majority (60%) of teachers believed that their Head teachers created a conducive atmosphere for them to willingly and enthusiastically strive towards the achievement of group goals.

### 4.4.3 Consultation during decision making
**Percentage distribution of how consultative is the head teacher**

**Table 12:** Distribution of how consultative is the head teacher

| Consultation During Decision Making | Percent |
|---|---|
| Very consultative | 40% |
| Consultative | 30% |
| Fairly Consultative | 12% |
| Not sure | 8 |

The results in table show that 60% of respondents 50% perceive their head teachers as consultative, indicating a positive correlation between head teachers' consultative style and respondents' perceptions (Majority consultative). Only 8% of respondents were unsure about their head teachers' consultative style.
Less consultative and non-consultative styles are notable with 32% of respondents (20% less consultative + 12% not consultative at all) perceive their head teachers as less consultative or not consultative at all, indicating a negative correlation between head teachers' consultative style and respondents' perceptions in these cases.

### 4.4.4 Head teacher Delegates Authority

## Percentage distribution of Head teacher delegates Authority

**Table 13:** Percentage distribution of head teacher delegate's authority

| Head teacher delegates | Percentage |
|---|---|
| Agree | 72% |
| Disagree | 28% |

Out of the total sample of 100 respondents, majority (72%) teachers reported that their Head teacher delegated authority. Among those who reported that head teachers delegated the authority, the majority (45%) was those who reported that their Head teacher was democratic; followed by those who had reported that their Head teacher was laissez faire at 12%, transformational at 12% and those who said their Head teacher was autocratic at (3%).

### 4.4.6 The Head teacher is Approachable
**The teachers were asked to state if their head teacher is approachable by members of staff. The table below table indicates the findings**
**Percentage distribution of Head teacher being Approachable**

**Table 14:** Head teacher being approachable

| Head teacher being approachable | Percent |
|---|---|
| Very approachable | 29% |
| Approachable | 61% |
| Not sure | 4% |
| Not approachable | 6% |

Table shows a correlation coefficient indicates a very strong positive relationship between the perceived approachability of the head teacher and the effectiveness of their leadership style. This suggests that head teachers who are approachable tend to have more effective leadership styles. The results indicate varying levels of perceived approachability of the head teacher. 29% of respondents reported that the head teacher is very approachable. 61% of respondents reported that the head teacher is approachable. 4% of respondents were unsure about the head teacher's approachability. 6% of respondents reported that the head teacher is not approachable.

### 4.4.6 Teachers' Overall view on Pupils performance for the Past 5 years
Teacher's Overall view on Pupils performance for the Past 5 years

**Table 15:** Overall view on pupil's performance for the past 5 years

| Overall view on Pupils performance for the Past 5 years | Percent |
|---|---|
| Very good | 40% |
| Good | 27% |
| Satisfactory | 24% |
| Unsatisfactory | 9% |

The results in Table shows that 40% of the teachers reported that pupil's performance at their school for the past five years has been very good or good against 24% who said it was satisfactory.9% said the performance has been unsatisfactory. Of the teachers who reported their pupils' academic results as either very well or good, most (50%) were those who had reported that their Head teacher was democratic; 9% were those who said transformational,8%

were those whose Head teacher was reportedly laissez faire and 1% was those who had reported their Head teacher as autocratic.

## 5. Discussion of findings

The findings of this study indicate that democratic leadership is the dominant leadership style used by head teachers in Kafue District, Zambia, followed by transformational leadership. These results suggest that head teachers in Kafue District are adopting leadership styles that prioritize teacher involvement, motivation, and development.

The dominance of democratic leadership in Kafue District is consistent with international research, which suggests that democratic leadership is effective in improving teacher motivation, job satisfaction, and student outcomes (Leithwood *et al*., 2010; Hallinger & Heck, 2010) [28, 15]. The use of democratic leadership in Kafue District may be attributed to the emphasis on decentralization and school-based management in Zambian education policy.

The presence of transformational leadership in Kafue District is also noteworthy. Transformational leaders inspire and empower teachers to achieve their full potential, which can lead to improved teacher motivation, job satisfaction, and student outcomes (Bass & Riggio, 2006; Leithwood & Jantzi, 2000) [28]. The findings of this study have several implications for educational policy and practice in Zambia: The dominance of democratic leadership in Kafue District suggests that head teachers require professional development opportunities to enhance their leadership skills, particularly in areas such as communication, collaboration, and decision-making.

The emphasis on decentralization and school-based management in Zambian education policy may have contributed to the adoption of democratic leadership in Kafue District. Therefore, policymakers should continue to support school-based management initiatives to promote democratic leadership and improve teacher performance.

The findings of this study suggest that democratic and transformational leadership styles can improve teacher motivation and job satisfaction. Therefore, policymakers and school administrators should prioritize the adoption of these leadership styles to promote teacher well-being and improve student outcomes.

## 6 Conclusion

In conclusion, the findings of this study suggest that democratic leadership is the dominant leadership style used by head teachers in Kafue District, Zambia, followed by transformational leadership. The implications of these findings are significant for educational policy and practice in Zambia, highlighting the need for professional development opportunities, school-based management initiatives, and transformational leadership training to promote teacher motivation, job satisfaction, and student outcomes.

## 6.2. Recommendations

The results have revealed a number of issues which required the researcher to make specific recommendations so that the significance of this research is realized. The recommendations are made at three levels as follows:

### 6.2.1 To head teachers themselves
- There is need for the Head teacher to use a leadership style that will depend on the prevailing situation and the context in which it is being used or a combination of different leadership styles to avoid demotivating the teacher or being undermined by the subordinates.
- Head teachers to ensure that all the teachers were involved in decisions pertaining to school programmes by use of committees as expressed by participants during interviews

### 6.2.2 To DEBS office
- DEBS to mobilize workshops to capacity build head teachers on how to effectively run their schools through human resources management
- Continuing Professional Development (CPD) to be intensified by head teachers with the help of school in-service provider (SIP) and / school CPD coordinators in order to foster management skills in the teachers as well as the already serving managers.

### 6.2.3 To ministry of education
- The Ministry of Education to ensure that promotion of head teachers should be based on one's qualification in leadership and educational management courses because they would be able to understand their teachers.
- The Ministry to ensure transfer and promotion is done every five years so that teacher morale and motivation is maintained. Overstaying in one school affects teacher performance

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