



## Effectiveness of the Head of Schools Leadership Styles: A Focus on Teachers' Job Satisfaction in Catholic Secondary Schools in Moshi District, Tanzania.

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**Abstract:** This study investigated the effectiveness of leadership styles employed by Heads of Schools, with a focus on teachers' job satisfaction in selected Catholic secondary schools in Moshi District, Tanzania. The research aimed to achieve three main objectives: to assess how servant, democratic, and laissez-faire leadership styles can enhance job satisfaction; to identify the dominant leadership styles used by Heads of Schools and their impact on teachers' job satisfaction; and to examine the relationship between specific dimensions of the delegative leadership style and various aspects of job satisfaction. Guided by Path-Goal Theory and Maslow's Hierarchy of Needs, the study adopted a mixed-method approach. Specifically, a convergent parallel mixed research design was utilized, where quantitative and qualitative data were collected simultaneously. The sample comprised 4 Heads of Schools, 4 academic teachers, 62 teachers, and 60 student leaders, totalling 130 respondents. Sampling was conducted through both purposive and random techniques. Data were collected using questionnaires, in-depth interview guides, and observation guides. The findings revealed that teachers preferred democratic and transformational leadership styles, which allow for participation in decision-making and full engagement in school activities. However, the study found that authoritative leadership was predominantly practiced by the Heads of Schools, which restricted teachers' ability to fulfil their responsibilities freely. Furthermore, it was observed that teachers were often excluded from decision-making processes and faced an overload of tasks, leading to job dissatisfaction. In light of these findings, it is recommended that the Educational Department of the Catholic Diocese conduct training, mentoring, and coaching for school heads on democratic and transformational leadership styles. Such training should focus on involving teachers in decision-making processes, delegating responsibilities, motivating staff, and appreciating their contributions. These measures are expected to enhance teachers' job satisfaction and overall effectiveness within the schools.

**Keyword :** Leadership Styles, Job Satisfaction, Delegation, Democratic Leadership, Authoritative Leadership, Catholic Secondary Schools, Partial delegation, Full delegation

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## INTRODUCTION

Effective management is fundamental to an organization's success, with leadership serving as a pivotal factor in shaping outcomes. While leadership is universally significant, its influence varies across different cultural and contextual settings. In educational institutions, particularly schools, leadership styles are critical for fostering a conducive environment for both teachers and students. A head of school's leadership is essential not only for identifying administrative challenges but also for providing guidance to enhance the overall performance of the institution (Torlak, 2019)

The Head of School's leadership style dictates the organizational climate, influences professional relationships, and, most critically, shapes the job satisfaction of the teaching staff. Job satisfaction, which encompasses an employee's overall perception of how well their job meets their personal and professional needs (Hasanuddin, 2021), is intimately linked to teacher performance and, by extension, student achievement.

Given the critical role of leadership in shaping teachers' job satisfaction, this study explored the effectiveness of leadership styles in Catholic secondary schools in Moshi District. Specifically, it investigated how different approaches to delegation whether full or partial affect teachers' job satisfaction and the overall performance of the schools. Understanding these dynamics is essential for improving leadership practices and enhancing the working conditions of teachers in this unique educational context.

## Literature Review

The study built its foundation on established theoretical and empirical literature, specifically focusing on motivation, needs fulfilment, and leadership behaviours in educational settings. Abraham Maslow's Hierarchy of Needs suggests that human needs are arranged in a five-tier hierarchy, with lower-level needs requiring satisfaction before higher-level needs become motivators (Maslow, 1943). In an educational context, this theory explains how leadership styles can influence teacher satisfaction.

The Path-Goal Theory of leadership, proposes four key leadership behaviours; directive, supportive, participative, and achievement-oriented. The effectiveness of a style depends on the situational factors and the characteristics of the subordinates. This theory provided the framework for analyzing the effectiveness of servant, democratic, and laissez-faire styles. Democratic and participative leadership style, aligns with the participative path-goal style, involving teachers in decision-making, which is highly effective when teachers are competent and tasks are non-routine.

The empirical review that participative (democratic) and servant leadership styles are significantly associated with enhanced job satisfaction. Teachers felt more respected and valued when allowed to contribute to school management (Blowes, 2017). Conversely, the full laissez-faire approach was often viewed with caution; while it offers autonomy, the absence of guidance can lead to organizational chaos and teacher frustration, as demonstrated by studies that point to a need for clear communication and defined expectations

even in highly delegative environments (Team, 2022).

Existing literature points to a global trend where teachers desire more participatory leadership, but often encounter more authoritative or directive styles, especially in high-pressure or faith-based institutions (Berlanda et al., 2019). Studies in Tanzania suggested that a lack of involvement in decision-making and insufficient support were core drivers of teacher dissatisfaction (Kyangwe, Onyango, & Alloph, 2023). This empirical backdrop set the stage for the primary investigation into the prevalent leadership style in Moshi's Catholic schools.

The review still highlighted that the efficacy of delegation hinged on its completeness. Partial delegation, where tasks are assigned but authority is withheld, was consistently linked to a sense of powerlessness, low self-efficacy, and ultimately, job dissatisfaction (Andronic et al., 2018). Effective delegation, essential for satisfying Maslow's Esteem needs, requires clear role definitions, the transfer of both responsibility and authority, and sustained supervisory support (Mathebula & Barnard, 2020).

## METHODOLOGY

The research adopted a mixed-methods approach to achieve the study's objective, strategically combining both qualitative and quantitative data to complement each other and provide a deeper understanding of the research problem (Şahin, & Ozturk, 2019). The qualitative data were collected through in-depth interview guides with the Head of Schools focusing on leadership styles and teacher job satisfaction and Academic Masters/Mistresses covering selection,

challenges, support, and leadership styles, offering rich, contextual insights based on their expertise and perceptions. Conversely, quantitative data were gathered via questionnaires administered to teachers concerning job satisfaction factors and leadership styles and student leaders focusing on their exercise of leadership, enabling statistical analysis and broader generalizations of the findings.

The study employed a convergent parallel mixed research design (Cresswell, 2012) in four Catholic Secondary Schools in the Moshi Diocese. This design involved the concurrent collection and separate analysis of both quantitative data from teachers and students and qualitative data collected via an interview schedule and observation guide. The primary advantage of this approach was the opportunity for triangulation, which involved comparing findings from multiple data to validate and strengthen the study's conclusions and enhance the overall validity and reliability of the findings.

Data was collected from a total sample size of 130 respondents were involved from four Catholic Secondary Schools in Moshi Diocese, comprising 4 Head of Schools, 4 academic masters/mistresses, 60 students, and 62 teachers. The sample size determination is noted to follow Kerlinger's formula, which suggests taking only 10-30% of the total population.

The data analysis and presentation technique employed a mixed-methods approach, combining Descriptive statistics using SPSS software for quantitative data from questionnaires and a thematic analysis for qualitative data derived from interviews. The qualitative analysis involved a three-step process: transcription, coding, and concept

development, where interviews were manually transcribed and coded (using open coding and focused coding) until themes emerged, while questionnaire data was coded directly into SPSS.

The process of data analysis was conducted in two ways; descriptive statistics with Statistical Package for Social Studies (SPSS). This is computer software that assists a researcher in analysing quantitative data to find minimal information of data collection for all variables. Data analysis involved three steps; transcription, coding, and concept development (Lester, Cho, & Lochmiller, 2020). After each interview, data were transcribed and coded manually until themes emerge while those from the question were coded in SPSS directly. The coding process involved two forms: open coding and focused coding.

## RESULT AND DISCUSSION

This review summarizes a dissertation investigating the effectiveness of school leadership styles on teacher job satisfaction in Catholic secondary schools in Moshi District, Tanzania. The study, underpinned by the Path-Goal Theory and Maslow's Hierarchy of Needs, used a convergent parallel mixed-method approach, collecting data from 130 respondents, including teachers, students and school heads.

The study findings indicated that democratic and transformational leadership styles were the most effective in enhancing teachers' job satisfaction in Catholic Secondary Schools in Moshi Diocese. Democratic leadership was highly preferred because it fosters participation, open communication, and shared decision-making; which promotes collaboration, mutual respect, a sense of belonging, and

teacher empowerment, ultimately leading to higher job satisfaction when teachers feel heard and invested in the school's success.

Transformational leadership style positively impacted satisfaction by inspiring and motivating teachers towards collective achievement, providing a sense of purpose, and offering professional development. Moreover, inclusive leadership, which included delegating responsibilities to students, helped to reduce teacher workload and stress, thus improving overall job satisfaction as teachers felt supported in focusing on their core teaching duties.

Secondly the study found that the dominant leadership styles employed by Heads of Schools in Catholic secondary schools in the Moshi Diocese were authoritative and laissez-faire, both of which significantly contributed to teachers' job dissatisfaction. The authoritative style frustrated teachers due to its top-down decision-making, lack of inclusivity, and poor communication, which limited their input and sense of ownership.

On the other hand, the laissez-faire style also led to dissatisfaction because the hands-off approach resulted in a lack of direction, support, and a disorganized work environment, causing teachers to feel neglected and overwhelmed. The simultaneous practice of these two restrictive and unsupportive styles ultimately hindered teacher engagement and their ability to effectively perform their professional roles, particularly in teaching and learning.

Thirdly the study found that the dominant leadership approaches employed by school heads were autocratic and laissez-faire, the research noted occasional instances of teacher involvement in decision-making,

particularly at the departmental level. When heads of schools considered teachers' input in these limited cases, it resulted in a slight improvement in the teachers' sense of involvement and overall job satisfaction.

Despite some degree of inclusion in decision-making, the research highlighted significant challenges that undermined teacher satisfaction. A primary negative factor was the excessive workload, often involving managing large classes or teaching multiple subjects, which led to burnout and dissatisfaction. This heavy burden limited the teachers' ability to concentrate on quality instruction, thereby making it difficult for them to achieve job satisfaction regardless of positive interactions with leadership.

However, the study also identified several positive elements that influenced satisfaction. The working environment in many Catholic secondary schools was generally observed to be favourable, characterized by sufficient facilities and resources that aided the teaching and learning process. This conducive work environment played a major role in enhancing job satisfaction by enabling teachers to perform their duties more effectively within a supportive setting.

Finally, the study pinpointed several specific factors that actively contributed to higher levels of job satisfaction. These included meaningful involvement in decision-making, the provision of soft loans, facilitating access to bank loans through the school, and fostering mutual respect between school heads and teachers. Furthermore, offering opportunities for professional development via seminars and training, especially when aligned with teachers' preferences, was crucial for sustaining

satisfaction. These combined elements helped teachers manage their personal and professional lives while simultaneously reinforcing their commitment to the school's goals.

### **Theoretical Implications of the Findings**

The theoretical framework for this study, focusing on the effectiveness of school heads' leadership styles on teachers' job satisfaction, is grounded in two major theories: Abraham Maslow's Hierarchy of Needs Theory and Path-Goal Theory of Leadership. The study's findings, which investigated delegative and other leadership styles in Catholic Secondary Schools, have several theoretical implications.

The study supports the combined relevance of Maslow's Hierarchy of Needs and Path-Goal Theory in an educational setting. Maslow's theory suggests that heads of schools should first address teachers' basic needs (physiological, safety) through adequate compensation, safe working environments, and job security (Bowen, 2024). Once these basic needs are met, the focus should shift to higher-order needs like belonging, esteem, and self-actualization, which are crucial for job satisfaction. The study validates the Path-Goal theory's premise that effective leadership involves adjusting the style to the needs of the subordinates and the work environment. By focusing on delegative, supportive, and directive styles, the research provides a practical framework for school administrators to implement the theory, showing that good relationships and clear communication are key to meeting staff needs and boosting satisfaction.

The study's findings reinforce the idea that job satisfaction is a direct function

of a leader's ability to clarify performance paths and simultaneously meet the diverse, hierarchical needs of teachers. The research advances the application of these foundational theories by offering concrete evidence on the efficacy of different leadership styles, especially the delegative approach, within the distinct cultural context of Catholic secondary education. The inclusion of Maslow's Hierarchy of Needs Theory provides a motivational perspective, explaining that human beings are driven to fulfil needs in a hierarchical progression, a concept applied to explain job satisfaction in the work setting (Bowen, 2024). The theoretical implication here is that teacher job satisfaction is fundamentally dependent on the satisfaction of lower-order needs such as physiological needs (e.g., compensation and benefits) and safety needs (e.g., job security and a physically safe environment) before higher-order needs (e.g., belonging and self-actualization) can be addressed.

The these theories, therefore, frames the study by suggesting that effective school head leadership should first ensure the basic needs of teachers are met to create a foundational level of satisfaction, which in turn facilitates an environment conducive to learning and higher goals.

The theory guides the study by suggesting that school heads' leadership styles directly influence teachers' perception of their tasks, effort-performance link, and the rewards received, thus affecting their satisfaction. By focusing on identifying and removing obstacles, and by applying styles such as participative or directive leadership which involve communicating goals, assigning clear tasks, and allowing teachers to

contribute to decision-making the theory provides a lens through which the researcher can analyse how specific leader behaviours can be adapted to staff needs to maximize performance and bring about job satisfaction.

## CONCLUSIONS AND RECOMMENDATIONS

The study concluded that democratic and transformational leadership styles are the most effective in enhancing teachers' job satisfaction within Catholic secondary schools. These styles are successful because they cultivate a positive work environment through methods like intellectual stimulation, respectful communication, and participatory decision-making, which collectively boost teachers' morale and satisfaction. On the contrary, autocratic and laissez-faire leadership styles were found to negatively impact job satisfaction. The negative effects stem from the resulting feelings of disempowerment, reduced autonomy, and low morale, primarily due to the lack of teacher involvement in key decisions and an absence of supportive leadership.

Beyond leadership style, the study also concluded that several other factors were fundamental to enhancing teacher job satisfaction. These include teacher involvement in decision-making, the provision of soft loans and access to bank loans via the school, demonstrating mutual respect between the heads of schools and teachers, and offering relevant seminars and training opportunities based on teacher preference.

Based on these findings, the study offered several practical recommendations to improve leadership effectiveness and teacher job satisfaction. The Educational

Department of the Catholic Diocese of Moshi should implement in-service training programs focused on developing democratic and transformational leadership skills for heads of schools. This continuous professional development is necessary to equip leaders with the skills for fostering collaboration, open communication, respect for input, and involvement in decision-making, which are essential for a positive school culture.

The heads of schools should be empowered to move away from authoritative approaches and fully adopt more participatory and supportive leadership, specifically emphasizing democratic decision-making and transformational inspiration to motivate teachers and encourage professional growth. Lastly, heads of schools and administrators must urgently address the issue of excessive teachers' workloads by ensuring that sufficient staff is employed for every subject. The current reliance on single subject teachers across all classes leads to burnout and dissatisfaction, and hiring more teachers to reduce this burden is vital for improving job satisfaction and performance.

The study also identified three key areas for future research to build upon its findings. The first recommendation is for longitudinal research to assess the long-term impact of various leadership styles on both teacher job satisfaction and overall educational outcomes. This would help determine the persistence of positive or negative leadership effects over time. Secondly, future research should expand its scope to a comparative analysis between Catholic and non-Catholic secondary schools. By comparing leadership styles in different contexts, researchers can gain a deeper understanding of whether

leadership effectiveness is universal or dependent on contextual factors like religious affiliation. Finally, the study recommends conducting qualitative studies involving in-depth interviews with teachers. These personal narratives would enrich the quantitative data by providing nuanced perspectives on teachers' experiences with school leadership and how those interactions influence their job satisfaction.

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**Conceptualization:** All authors ;

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