

**Effects of selected leadership styles on teachers' motivation: a case of six primary schools in
Dedza and Ntcheu districts, Malawi.**

By

**John Tiwin Ngulube
(MEDLM 0522)**

A thesis submitted to the Faculty of Education in partial fulfilment of the requirements for the degree of
Master of Education in Leadership and Management

At

Mzuzu University

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Declaration

I, John Tiwin Ngulube declare that this research entitled, "Effects of selected leadership styles on teachers' motivation: A case of six public primary schools in Dedza and Ntcheu districts, Malawi", is my own work and that all sources that I have used or quoted have been indicated and acknowledged by means of references. It is being submitted in partial fulfilment of the requirements for the degree of Master of Education in Leadership and Management at Mzuzu University. This dissertation has not been submitted before for any degree or for any examination in another University.

Name of student: John T. Ngulube Signature:



Date: 24th November, 2025

Name of supervisor: Dr. Jim Chatamblala Signature.....

Date

Acknowledgements

I would like to thank The Almighty God for the wisdom and good health that He bestowed upon me in order to finish this research. I would like to express my gratitude to my supervisor Dr. Jim Chatambalala, who provided guidance through all the stages of writing my project. I am also indebted to Dr. Margaret Mdolo, the Master of Education Program Coordinator for the technical support and guidance that made it possible for this study to be completed. Lastly I would like to express my special gratitude to my spouse Joyce Mwale, for the endurance and encouragement during the period of my study.

Dedication

This work is dedicated to all the headteachers in Malawian primary schools for the good work that they are doing in ensuring quality education in Malawi. I also dedicate this work to my mother, Ethel Mwanza (Gola) for contributing to the education development in Malawi through educating me.

Abstract

This study was aimed at finding out the effects of selected leadership styles on motivation of teachers in public primary schools in Dedza and Ntcheu districts of Malawi. The study looked at the following leadership styles: Democratic, Autocratic, Transactional, Transformative, Charismatic and Laissez-faire. The key leadership style that informed the research was the Democratic leadership style. The specific objectives of this study were to identify leadership styles used by primary school headteachers in Dedza and Ntcheu, investigate the effects of each leadership style, find out the leadership style that motivates teachers most and outline practices that motivate or demotivate teachers. The research was conducted in the Central West Education Division of Malawi, and it had a sample of 42 participants comprising of 6 headteachers and 36 teachers from six primary schools in Dedza and Ntcheu districts. The research used interviews and observation as ways of collecting data and the tools for collecting data from participants were interview guide and observation checklist. The results of the research were analyzed using mixed analysis method. This analysis, according to Feters and Guetterman (2021), aims at bringing the data together through a visual means and draw out new insights beyond the information gained from the separate qualitative and quantitative results. The study found out that the Transactional leadership style was the most common leadership style in the two districts. It was also found out that the Laissez-faire leadership style was the most motivating leadership style in the primary schools in the two districts. There were also a number of factors that teachers said motivated them, and the most cited factors were rewards, equal treatment, and encouragement. On the other hand, lack of rewards, open criticism and favoritism were cited to be the most demotivating factors in the schools.

Key words: Leadership, Education leadership, motivation, Demotivation, hygiene factors, motivation factors

Abbreviations and acronyms used

- i. **MZUNIREC:** Mzuzu University Research Ethics Committee
- ii. **MoE:** Ministry of Education
- iii. **MPSR:** Malawi Public Service Regulations
- iv. **TLC:** Teacher Learning Circle
- v. **CPD:** Continuous Professional Development

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CHAPTER 1: INTRODUCTION

1.1 Overview

This chapter presents the background information to the study, the statement of the problem, purpose of the study, the research objectives, significance of the study, theoretical framework, scope, operational definitions, and abbreviations.

1.2 Background

1.2.1 Education in Malawi

The outcomes of primary education in Malawi emphasize on the need for every child to have basic skills. These skills are to be literate, numerate, have a basic understanding of science and technology, be responsible, be morally sound, develop into a productive citizen in a democratic society. The children are also expected to be equipped with skills, values, and attitudes to live a healthy life, survive socially and economically, and have a desire for lifelong learning (MIE, 2005). For the learners to achieve this, there is a need for an enabling environment, and this environment can be created by effective teachers. For these teachers to perform well, they need to be motivated in their work, and one of the motivating factors is the headteachers leadership style. This is in line with the Herzberg's two factor theory which cites motivation as a one of the two factors that help sustain workers in an organisation (Herzberg et al., 1959).

1.2.2 Education leadership and motivation of teachers in Malawi

Education leadership has a direct bearing on the motivation of teachers in that some leadership styles motivate teachers while other leadership styles demotivate teachers. There are three concepts that are key to this study, and these are leadership, education leadership, and motivation. Leadership is defined as the act of motivating a group of people to act towards achieving a common goal (Ward, 2022). Educational leadership refers to the act of directing the

talents and energies of teachers, pupils, and parents towards achieving common objectives (Ashu, 2020). Motivation is the function of the management process of influencing behavior based on knowledge of what causes, channels, or sustains human behavior in a particular committed direction (ibid.). The word 'motivation' is derived from the Latin word 'movere,' which means to move. Motive is anything that initiates or sustains an activity. So motivation is an inner state that energizes, activates, moves, directs, or channels behavior towards certain goals (Gupta, 2009). Teacher motivation, according to Mugabi (2020), comes in the form of praise, recognition, rewards, encouragement, promotion, and many other ways.

In other countries, like South Africa, it is mandatory that teachers undergo the Advanced Certificate in Education (ACE) in order to be a headteacher (Wamba, 2015). The Malawian situation is different in that most headteachers in public primary schools do not receive formal training for headteachers except the one that is embedded in their teacher training course (Zamula, 2019). As such, leadership is based on networking between novice headteachers only or between novice headteachers and experienced headteachers. These headteachers are exposed to post-induction training after attaining the headship. During this study, there was the Malawi Education Reform Program (MERP) which was capacitating primary school leaders. MERP was a 2021 to 2025 program that was supporting the national delivery of an updated School Leadership Program (SLP) which was supporting headteachers, deputy headteachers, vulnerable children including girls, over-age students, and those with special needs (World Bank, 2021). Public primary schools in Malawi are run in three different ways: fully government-run, grant-aided, and Local Education Authority (MoE, 2023). A fully government-owned school is registered as a government school, a Grant-aided school bears the name of the proprietor, and a Local Education Authority school is governed by the local people and the local

government. All the three systems have a bearing on the type of leadership that is to be found at a school. Therefore, one is expected to find different leadership styles in different schools depending on their proprietorship (UNICEF, 2021). The coming in of multiparty system of governance has made the government of Malawi to advocate for the use of the Democratic leadership styles in all its schools. Despite this effort some schools were still using the Autocratic leadership style and other leadership styles which were used before the coming in of democracy in 1994 (Kufaine, 2014).

1.2.3 Effects of different leadership styles on teachers

Depending on how the headteacher is inducted, the leadership is either motivating or demotivating to the teachers at a school. A study done by Nelly Andende in Zambia entitled 'Headteachers' leadership styles and their effects on teachers' morale in selected primary schools of Zambezi district in the North West province of Zambia' revealed that there was a relationship between head teachers' leadership styles and teachers' morale and performance in primary schools. The leadership styles which were found being used included democratic, autocratic and laissez-faire. Democratic leadership styles dominated most of the schools although some schools were dominated by the autocratic leadership style. The study further revealed that schools which were dominated by the democratic leadership style had better teachers' morale and performance than those dominated by autocratic leadership styles. The study found that the headteachers who were said to be effective, had a combination of democratic and autocratic leadership styles (Andende, 2016). These findings are for the Zambian setting where environment and culture are different from that of Malawi, and no such study has been done in Malawi, hence the need for this study. However, these study findings

are in line with what Herzberg et al (1959) states that people work towards hygiene or motivation factors and in this case Zambian teachers work hard because of motivation factors.

Like any other worker, teachers need to be motivated too in order for them to work towards the school's goals. This means that any type of positive motivation makes them perform beyond their best because they would want to be motivated again. A study by Ghazzawi et al. (2017) in Lebanon found that leadership styles have a very influential effect on employees' productivity and directly impacts on organizational performance. It was also discovered that effective leadership styles motivate employees to reach desired organizational goals and most importantly, improve the school's performance which leans towards the motivation factors of the Herzberg theory. In Malawi, the performance of the school was determined through its performance in national examinations conducted by the Malawi National Examinations Board (MANEB), which was the main yardstick for measuring primary and secondary school performance in Malawi (MoE, 2023).

1.3. Statement of the problem

Head teachers, as leaders in Malawi work towards achieving the education outcomes which learners achieve by the end of the primary cycle both inside and outside the school setting (MIE, 2005). Primary school headteachers in Malawi continue receiving leadership training in form of CPDs which help them to run their schools properly. However, Wamba (2015) states that most headteachers in Malawi lack proper knowledge and skills to run their schools properly and end up demotivating teachers. Some headteachers have been at loggerheads with their teachers, and the situation has ended up crippling the operations of the schools since poor relationships among teachers affect the students (Göktas and Kaya, 2023). Dedza district education review report had shown poor performance in education management (Dedza District School Performance Report,

2015). The statistics in the report indicate that Dedza public primary schools had the following full achievements: 24% planning and organization, 6% supervision of teaching, and 2.7% staff development. These performance parameters are all related to school goal achievement, and demotivation of teachers was one of the causes of this performance in the district. Demotivated teachers cannot work towards the achievement of the school goals. Looking at the situation that the headteacher are continuing receiving trainings and yet some techers are still demotivated, it could be that the headteachers were not using the knowledge gained properly to govern their schools or that the knowledge gained in the trainings was not relevant. On the other hand, there is need for a headteacher to know that the style he or she is using promotes hygiene or motivation factors according to Herzberg two factor theory. It is against this background that this study wanted to explore selected leadership styles in order to uncover leadership styles and factors that motivate teachers most in Dedza and Ntcheu districts of Malawi.

1.4. Purpose and objectives of the study

1.4.1 Purpose of the study

The purpose of this study was to find out how different leadership styles motivate or demotivate teachers in primary schools in Dedza and Ntcheu districts and recommend effective and motivating leadership styles for use in Malawian primary schools.

1.4.2 Specific Research Objectives

The study wanted to:

- a. identify the common types of leadership styles used by headteachers in public primary schools in Dedza and Ntcheu districts.
- b. investigate the effects of each leadership style on the motivation of teachers in the public primary schools.

- c. find out a leadership style that motivates teachers most in public primary schools.
- d. outline leadership characteristics that motivate or demotivate teachers in public primary schools.

1.5. Significance of the study

The study was significant in the way that it found out the leadership styles that motivate teachers most and established factors that motivate teachers. The study also enlightens the education stakeholders in Malawi on the roles played by effective leadership styles in motivating teachers. In addition, the study encourages headteachers to use leadership styles that have been proven to be positive in order to have motivated teachers who will work hard and improve the performance of their schools. The government will use the knowledge in formulating policies and trainings that will be geared towards motivating teachers. The findings of this study will also contribute to the knowledge on which type of leadership styles to use in particular situations in addition to what is already there in Malawian primary schools. This will, in the end make all schools to have motivation oriented teachers instead of having hygiene oriented teachers according to the Herzberg two factor theory.

1.6 Theoretical framework

This research was guided by the Herzberg two-factor theory. The two-factor theory was developed by the American psychologist and theorist Frederick Herzberg and his associates Mausner and Snyderman in 1959 in a book called 'Motivation to Work' (Herzberg et al., 1959). It is also referred to as the motivation-hygiene theory. The theory states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause motivation (Herzberg, 1966). The theory was developed based on research that was conducted on 200 engineers and accountants in Pittsburgh, United States of America, regarding their personal

feelings towards their working environments (Robbins and Judge, 2013). The respondents, in describing situations where they felt good about their jobs, cited intrinsic factors to their work, and in situations where they felt bad about their jobs, they cited extrinsic factors. Thus, Herzberg considers two factors that can promote job satisfaction as hygiene and motivation. The two factors are influenced by Maslow's hierarchy of needs. In Maslow's hierarchy of need, lower-level needs like physiological and safety needs represent hygiene factors and higher-order needs like belongingness, and self-actualization represent motivating factors (Sanjeev and Surya, 2016). Being satisfied with one's job is equivalent to being motivated since a satisfied worker is a motivated worker. The leadership style at an institution can help bring about hygiene or motivation. Between the two, hygiene factors will help workers continue working normally to sustain their lives, while motivation factors will make workers work hard in order to achieve a certain goal.

The Herzberg two-factor theory was used during various stages of the study. Firstly, during data collection, all responses from the teachers were weighed whether they were leaning towards hygiene or motivation, and this helped to determine if the leadership style was motivating or demotivating. Secondly, the theory was used during data analysis in that the responses of each teacher were analyzed and classified as a hygiene-oriented response or a motivation-oriented response. Lastly, the theory was used to interpret the data and draw conclusions about whether the leadership style brings about hygiene-oriented teachers or motivation-oriented teachers. In line with this framework, the research has established whether the teachers work towards hygiene factors or motivation factors when they are under a particular leadership style. Teachers who show that they are working because of hygiene factors are regarded as unmotivated, while those who work because of motivation factors are regarded as motivated.

1.7 Scope of study

The study was conducted in six schools: three from Dedza district and another three from Ntcheu district. These schools were chosen randomly as a representation of all schools in the districts. The study focused on seven leadership styles that are common in Malawian public primary schools. These styles are Democratic, Autocratic, Transactional, Laissez-faire, Transformative, Charismatic, and Situational leadership (Galafa, 2018). The seventh style, which is the Situational leadership style, was included for situations in which a headteacher could exhibit the aspects of more than one leadership style so deeply depending on the situation faced. In such situations, it would be difficult to identify the specific leadership style being used; as such, he or she was considered to be using the Situational leadership style. In all these leadership styles, there aspects of either hygiene or motivation factors according to the Herzberg two factor theory.

1.8 Operational definition of terms

The following are the operational definitions for this research:

- Hygiene factors: these are factors that help sustain a worker in his or her job.
- Motivation factors: these are factors that urge a person to work hard in order to achieve a higher level in his or her work.

1.9 Limitations

The data for this study was collected from two districts only because of time and resource factors. Even though no known studies of a similar kind have been carried out in the districts before, the results may not be fully generalized to the whole country because of the environmental factors, culture, and political situations in the two districts which are not the same as in the whole country.

There is a need to have another study that would cover the whole country on the same topic in order for these findings to be fully generalized.

1.10 Chapter Summary

This chapter has presented the background information for the study, the statement of the problem, purpose, research objectives, significance of the study, theoretical framework, scope of the study, operational definitions, abbreviations, and limitations.

CHAPTER 2: REVIEW OF RELATED LITERATURE

2.1 Overview

This section reviews literature that agrees with the idea that leadership styles have an effect on the motivation of teachers. It also looks at literature that supports the fact that some leadership styles

demotivate teachers. Lastly, factors that motivate teachers and factors that demotivate teachers are also reviewed.

2.2 Types of leadership styles practiced in Malawian primary schools

There are many types of leadership styles that are practiced in Malawian primary schools, and this study observed seven leadership styles that are most common in Malawian primary schools, as observed by Galafa (2018).

The first type of leadership style is Democratic leadership. This is the leadership style in which team members have input into the decision-making process and share the responsibility for implementing and evaluating the outcomes of those decisions. This style values collaboration and encourages open communication (NSLS, 2022). The democratic leadership style has the following characteristics: the leadership encourages creativity and collaboration; the leaders regularly ask for feedback; the leaders maintain a team-player attitude; the leaders keep flexibility at the forefront; and the leaders place high importance on transparency and communication. Raupu et al. (2021) carried out a study in junior high schools in Palopo city's Bara district in Indonesia and found out that the democratic leadership style provided a significant stimulant to the teachers and that teachers' work output increased significantly, which impacted the achievement of educational learning goals in schools. This is leaning towards the motivation factor of the Herzberg two factor theory. This was in Indonesia, but the situation could be or could not be the same in Malawi. To this effect, this research wanted to reveal whether the democratic style of leadership also motivated teachers in Malawi, as it did in Indonesian junior schools.

The second type of leadership style common in Malawi is the Autocratic leadership style. This is the leadership style in which the leaders have absolute control and authority to make decisions

and supervise their subordinates with minimum or no input from subordinates (Pathak, 2023). The characteristics of an autocratic leadership style are that the leader makes all decisions, there is rigidity in the decision-making process, the leaders direct the team's methods and processes, and the leadership discourages creativity in the followers (Cherry, 2023). This type of leadership style has no substantive motivation for the workers. A study was conducted by Bikemane and Makumbe in 2020 in South-Eastern Botswana, where they wanted to establish whether autocratic leadership and authentic leadership styles had effects on primary school teachers' motivation. It was found out that there was a negative but not non-significant correlation between Autocratic leadership style and the motivation of teachers in the selected primary schools. As with the Authentic leadership style, there was a positive and significant correlation with teacher motivation, which means that the authentic leadership style motivated teachers. This proves that a leadership style can have positive, negative, or no effects at all on the motivation of teachers. This leadership style leans towards the hygiene factors of the Herzberg two factor theory. This study had chosen the autocratic leadership style as one of the leadership styles to be observed in order to check whether it could produce the same results in Malawi as in other countries like Botswana, considering that the environment is different and work conditions in the two countries are different too.

The third type of leadership style that was investigated for the motivation of teachers in this study is Transactional leadership. This is the type of leadership style that focuses on the exchange of skills, knowledge, resources, or efforts between leaders and their subordinates (Kashwaha, 2019). The characteristics of transactional leadership style are as follows: there is extrinsic motivation; there is practicality; the leaders are opposed to change; there is conventional decision-making; the leaders are performance-oriented; the leaders have a linear type of thinking in that

they think inside the box; they are just time managers; they are directive; they depend on structures; and they recognize individuals' efforts. This type of leadership style emphasizes leading people through managing their needs and interests. According to a study done by Suhendra (2021) at PTX Company in Indonesia, it was discovered that the Transactional leadership style had a significant effect on employees' motivation in that all workers were working towards the organization's goal because of this leadership. This leadership style had the ability to motivate workers, and as the workers got motivated, they worked towards the company's goal. This style exhibits motivation factors in it as stipulated in the Herzberg two factor theory. This research tried to assess whether Transactional leadership had the same effects in Malawi as it did in other countries like Indonesia.

The fourth type of leadership style that was investigated was the Laissez-faire style of leadership. This is a leadership style in which a leader hands over some reins of power to team members and lets them take the wheel (Gannesh, 2023). In this type of leadership, leaders trust their team's expertise and judgment. In short, this is the leadership style that offers its workers autonomy. The characteristics of this leadership style are high delegation of powers, trust in team members, minimal directing, high autonomy given to subordinates, subordinates making decisions, and creativity in subordinates. In this leadership style, workers are motivated by their own thoughts and ideas in that they feel excited about showing what they can do (Owens, 2023). This style has the ability to motivate experienced workers who already know their job. But as for the newcomers, it presents problems because they need direction from time to time because according to Milicevic (2023), the style does not provide direction. Again, this leadership style cannot bring about good results because there are fewer checks and balances. This leadership style has both the hygiene and motivation factors mentioned in Herzberg two factor theory. The Malawian situation could be

like or different from this; hence the need for this research, which investigated whether the Laissez-faire leadership style had any positive effects on the motivation of teachers in Malawi.

The fifth type of leadership that was investigated is the Transformative leadership style. Transformational leadership is the kind of leadership that causes change in individuals and social systems. The leaders encourage creativity, innovation, and critical thinking among followers (Shields, 2011). Transformational leaders establish a shared vision, set high expectations, and provide support and guidance. Teachers under this leadership style tend to be highly motivated as they feel valued and connected to broader educational goals. Teachers who feel their voices are heard and respected are generally more motivated and engaged. The following are the characteristics of Transformational leadership, according to Michigan University Online (2022): there is charismatic leadership in that there is role modeling in values, ethics, and morals; there is inspirational motivation; there is intellectual stimulation in that the leaders inspire their followers to gain more knowledge and cultivate a culture of continuous learning and growth; and lastly, it takes into consideration individuals' needs, strengths, and aspirations. There is a significant link between transformational leadership and the motivation of teachers. Abudallah et al (2018) found out that in Malaysia, there is high motivation among teachers who are adopting the Transformational leadership style and recommend that leaders must be competent when applying the style because it may be hindered by gender issues in some countries where there is limited interaction between males and females at work. The Transformational leadership style leans towards the motivation factor of the Herzberg two factor theory and was expected to be practiced in Malawian primary schools, but the effects were not yet known hence the need for this research.

The sixth leadership style that was investigated was the Charismatic leadership style. This is the leadership style in which leaders use their communication skills, persuasiveness, and charm to

influence others (Lee, 2020). According to Indeed Editorial Team (2022), the following are the characteristics of charismatic leadership: the leaders clarify the vision of the organization; the leaders are aware of themselves; the leaders are empathetic; the leaders are inspiring to the followers; the leaders are always creative; the leaders are confident; the leaders are compassionate (they can help develop a positive state in their followers); and the leaders are good communicators. Da'as (2023) highlights that Charismatic leadership can motivate teachers depending on the teachers' perspective-taking. This means that the teachers will have to view the leader's direction and choose whether to follow it or not depending on his or her background beliefs. The leader and the worker may have different religious and cultural beliefs, but the way in which the leader leads the workers will determine their acceptance and motivation level. This leadership style is present in Malawi, and this study intended to look at its prevalence and effects on motivation of primary school teachers in Dedza and Ntcheu districts of Malawi.

The last leadership style that was selected was the Situational leadership style. This leadership was discovered in cases where two or more styles were being practiced at an institution. This style was incorporated into the study in order to cater for situations where leaders display more than one style of leadership. Different situations in each organization determine the leadership behavior in accordance with the conditions at the institution (Geir, 2015). The characteristics of this leadership style are that leaders are adaptable, have humility, have a clear vision, and have courage. In this leadership style, the leaders determine what type of leadership style to use in a particular situation after weighing the situation at hand. This type of leadership demands that leaders vary their behavior and leadership style according to their subordinates' commitments (Kindle, 2009). Situational leadership theory emphasizes the importance of adaptability because different environments and situations require different leadership styles. This leadership style can

lean towards hygiene or motivation factors of the Herzberg two factor theory depending on how the leader is using it. This leadership style was also available in Malawian public primary schools, and its effects on motivation of teachers are discussed in the findings.

In Malawi, all seven leadership styles are practiced, as evidenced by studies carried out by Galafa (2018), Meke (2013), and Wamba (2015). These studies found that different schools use different leadership styles depending on the location of the school, proprietorship, culture, and religious affiliation of the leaders. It is not clear from the studies that there was a particular leadership style that was found to motivate teachers more than the others. This could be because these studies were not looking at leadership styles that motivate teachers specifically. Therefore, there was a need for an investigation like this one to check the motivation of a leadership style on the teachers.

2.3 Relationship between leadership styles and teacher motivation

Literature indicates that there are several factors that motivate teachers at a school and that there is a strong relationship between a leadership style and the level of motivation of teachers at a school. The leadership style of an organization or school can motivate or demotivate teachers. Firstly, Haque et al. (2019) agree that a relationship exists between a leadership style and motivation, and as such, leaders must employ responsible leadership. Responsible leadership is leadership that explores an individual's values and ethical motivation, because some styles may motivate workers more than others. From this point of view, it is evident that leadership needs to follow up on the workers as a way of making them perform well. In ethical motivation, the focus is on the values among the workers in which they are expected to perform according to the set rules (Scholl et al., 2016). It must be noted that in every society there are some workers who are expected to behave in a certain way by virtue of being what they are. For example, a teacher who

is also a church elder or a Sheik is expected to behave differently from the rest of the teachers. In this situation, the headteacher needs to motivate these teachers when they behave according to their norms. This will, in the end, encourage these teachers to continue with the behavior and, in the end, help to transform other teachers at the school. In the case of primary schools, if the headteacher follows the ethical motivation route, he or she needs to be exemplary and motivate teachers if they display behavior that is expected from the teachers because of who they are. In this case, the headteachers may only motivate teachers after an ethical achievement, which cannot help improve the morale of all teachers. As such, there is a need to use leadership styles that can motivate all teachers at all times. In this case, ethical motivation is an example of a factor that can motivate some teachers at a school and demotivate others. So indeed, there is a relationship between a leadership style and the motivation of workers and that some leadership styles can motivate teachers, while others can demotivate teachers, depending on the situation.

In their study entitled 'Leadership effectiveness measurement and its effect on organizational outcomes,' Mandanchian et al., (2017), found out that democratic leadership is one of the leadership styles that can motivate workers. The study addresses the issue of motivation by arguing that subordinates' commitment and willingness to take on additional responsibilities is a measure of leadership effectiveness. For subordinates to be committed and willing to take on additional responsibilities, there is need for a motivation factor, and one of such factors could be leadership style, which can be able to create an enabling environment. If the leader chooses a leadership style that requires subordinates' input from time to time, the subordinates feel honored, and in the long run, they become motivated.

Another piece of evidence supporting the fact that motivation is related to leadership styles comes from Anyaegbunam and Anekwe (2021). In their study entitled "Investigating the effects of

leadership styles on employee performance,” they found out that there is a significant and positive relationship between the leadership style adopted and employer performance. The study was carried out on employees of life breweries. This study revealed that if a leader uses a leadership style that motivates employees, their performance improves, and if a leader uses a leadership style that demotivates the workers, their morale decreases. The study also found out that the philosophy that the leader uses has an effect on the motivation of the workers. The same thing can happen to teachers; when they are highly motivated, they work hard and when they are demotivated, they work negligently or pretend to work hard (pretense performance). Pretense performance refers to the act of doing something to make people believe what is not true in the work (Butterworth, 2018), and in this case worker will only pretend to be working hard in the face of supervisors.

Arisman (2022) also agrees that a leadership style can have effects on the morale of workers. He argues that some employees face heavy workloads, longer working hours, and tight schedules. If workers face these problems, they need a motivating factor for them to continue working diligently. If there is no motivation, workers reduce their workload on their own by reducing their working time (Kimberlee, 2019). This can adversely affect the performance of learners in that they can all be promoted without really deserving to be promoted, or they can fail when they were supposed to pass. So the leadership style plays a very crucial role in the performance of teachers at a school through the way it motivates them.

There is yet another piece of evidence in support of the fact that leadership styles have effects on workers which comes from Al-theeb (2020), who emphasizes that motivated individuals can do any task, no matter how insignificant or difficult it may seem. This means that as long as there is motivation, workers will be eager to do any work without thinking about failure. This is the same

with the teachers, who can work beyond their normal performance just to make their leaders happy. This can only happen when there is a motivating factor.

The relationship between leadership and motivation can also depend on the headteachers' perspective. This is according to a study conducted in Tanzania, which concluded that schools become what the headteachers want them to be (Mussa, 2014). In this scenario, the headteacher can choose to follow a leadership style strictly or loosely. In agreement with this, any leadership style can have the ability to motivate teachers, depending on the way the leader uses it. He or she may either adapt it to suit his needs or modify the whole approach altogether. If the leader wants to drive the teachers in a new direction, he or she may do it despite the fact that there may be some resistance.

The relationship between the leadership style and motivation of teachers can also be situational in that the same leadership style can motivate teachers at one school and demotivate teachers at another school. A study conducted in Tanzania found that some leadership styles could motivate teachers at some schools and demotivate teachers in other schools. This study was conducted in the Ilala district of Dar es Salaam in Tanzania (Mussa, 2014). An example of such a style could be the laissez-faire leadership style, which motivated experienced teachers and demotivated inexperienced teachers who could not work on their own and needed to be directed from time to time. Although all these studies including the one by Andende (2016) were showing situations that occurred away from Malawi, they all show that a leadership style can lean towards hygiene or motivation factors of the Herzberg two factor theory and this study wanted to unveil the Malawian situation.

2.4 Leadership styles that motivate teachers

A study made in Punjab, India, reveals that some leadership styles can motivate teachers more than others (Jabeen and Khan, 2019). It was found out that the Transactional leadership style was motivating teachers more than the Transformational leadership style. The Transactional leadership style aims at stimulating and inspiring followers in order to achieve extraordinary results while the Transformative leadership aims at promoting compliance through rewards and punishments (Odumera and Ifeanyi, 2013). It was also discovered that Punjab teachers had two goals to achieve: instructional goals and personal goals. In this case, personal goals were taken as a priority, and workers were motivated intrinsically. This is also emphasized in Transactional theory, where the exchange of knowledge is key. This evidence shows that true motivation should come from within the person and that outside factors should just complement it.

Another study was made in Tanzanian primary schools, where it was found that the Democratic leadership style was the most dominant style of leadership in the best-performing schools (Machumu and Kaitila, 2014). It was discovered that the Democratic leadership style in that country brought about high teacher job satisfaction.

In South Africa, Laissez faire leadership style was found to be more motivating to teachers because teachers were happy to be left alone to complete their work and were given an opportunity to learn and improve their leadership skills and that the non-interference of management in how to run their classes made them determine to succeed (Ndlovu, 2024).

In Egypt, it was found out that Charismatic leadership was the most motivating style of leadership (Mohd and Mohd 2022). This type of leadership is a leadership style in which leaders use their communication skills, persuasiveness, and charm to influence others. It was revealed in the same

study that in Egypt, due to religious and cultural influences, people believe in passing on their legacy to the next generation. As such, headteachers pass on their styles to the next leaders, hence the coming in of Charismatic leadership.

In Zambia, a study by Nelly Andende found that the Democratic leadership style motivated teachers a lot in that country (Andende, 2016). This is the leadership style in which team members have input into the decision-making process and share the responsibility for implementing and evaluating the outcomes of those decisions. This style values collaboration and encourages open communication (NSLS, 2022).

In the Malawian setting, very few studies have been carried out to determine the leadership style that motivates teachers most in primary schools. According to Wamba (2015), Malawian headteachers were not getting formal training as headteachers during the time of that study. During this study, it was found that there was a leadership program called School Leadership Program (SLP), under the Malawi Education Reform Program: MERP (World Bank, 2021). MERP was a Malawi government education program funded by the World Bank that was aimed at expansion of equitable access to education, improvement of quality and relevance of education, and improved governance and management. The program run from 2021 to 2025. The School Leadership Program was a training component designed to enhance the administrative and managerial skills of school leaders in Malawi's primary schools. It aimed at improving the quality of teaching and learning through equipping leaders with the necessary skills and knowledge (Nkuonera, 2023). This program primarily targeted to train 10,200 Primary education leaders who were Primary Education Advisors, Headteachers, Deputy Headteachers, and Section Heads in primary schools. Before this intervention, the headteachers were being trained regularly on various issues and learning from the previous headteachers. The initial process was that the

previous leader had to mentor the next leader, and as such, the mentee had to be motivated by the previous leader in order to learn from him or her. Another interesting feature was that the proprietors of the schools had input into the leadership styles practiced in the schools. In government-run schools, when a headteacher is transferred or retired, there is a caretaker headteacher who is to stay until another headteacher is appointed for the school. Wamba's study also found out that headship training was ad hoc and idiosyncratic and did not seem to follow a specific pattern. Therefore, the general criteria for the selection of headteachers included a successful record of teaching, a prior record of leadership in school or outside, religious affiliation, higher qualification or grade, and last but not least, political influence. Religious institutions promote their values through the schools; as such, the leader has to abide by the attitudes and beliefs of the proprietor, which are usually autocratic or charismatic. Another thing worth noting is that religious institutions select the people who are affiliated with them to govern their grant-aided schools. These headteachers are inclined towards implementing the major beliefs of the religious institutions that own those particular schools (MoE, 2021). In all these situations, some styles will lean towards hygiene while others will lean towards motivation factors of the Herzberg two factor theory depending on the setting.

2.5 Leadership styles that demotivate teachers

There is evidence that some leadership styles demotivate teachers. Cherry (2023), states that the Autocratic or authoritarian leadership style is one of the leadership styles that can demotivate workers a lot. Cherry explains that this leadership style allows little input from others, and as such, the workers cannot be motivated to try out their skills. It is also noted that people working under Autocratic leadership style work with fear; as such their aim is to keep their job only and not work out of motivation. These people can be mistreated anyhow, but they cannot speak against their

leaders for fear of losing their jobs. The same can happen to teachers in Malawi, where the teachers may be demoted or transferred to other schools.

Another leadership style that has been found to partly demotivate new teachers despite having a legacy of motivating most teachers is the laissez-faire leadership style. The evidence comes from Arami, (2023), who has classified the Laissez-faire leadership style as a non-leadership style because it lacks the characteristics of leadership. He states that the Laissez-faire leadership style can be detrimental to new teachers because it leaves people to work on their own. To new teachers, it can inhibit their growth, it can make their roles ambiguous, it can make them lack direction, and lastly, the new teachers can be faced with stress and anxiety.

Since Wamba (2015), found that the most common leadership style in Malawi is the Autocratic leadership style which both motivates and demotivates teachers according to the situation in which the style is applied, there is a need for more studies to find out the factors that can lead to motivation and demotivation of teachers in primary schools. All in all, these leadership styles have the capacity to make teachers work towards hygiene factors of the Herzberg two factor theory.

2.6 Practices that motivate teachers

Literature indicates that there are several factors that motivate teachers, and they differ from one place to another. Jabeen and Khan (2019) say that teachers are motivated to stay in the profession because of the incentives they get from their jobs as teachers, but in Japan the teachers have one more thing that motivates them. The Japanese teachers work with confidence because of a strategy called 'Lesson Study' (Seleznyov, 2021). A lesson study is an inquiry circle that supports teacher development through experiment, observation, and improvement (Xu and Pedder, 2014). These Japanese teachers have the opportunity to analyze their lessons

throughout their careers, and this gives them confidence as they teach because they take every lesson as a learning opportunity. It is also stated that the Japanese head teachers are also trained to respect the needs of lesson study all the time so that their leadership conforms with the requirements of the strategy.

Another motivating factor for teachers is what was observed in Australia, where school decisions were made by all members of staff (Miškolci, 2017). This reveals the trends of the democratic leadership styles. It was found out that most of the teachers were motivated by this kind of leadership. This leadership is characterized by tolerance, informed decisions, and consultations. So it can be deduced that apart from remuneration, teachers in Australia are also motivated by inclusive decision-making as a factor in their headteachers leadership style.

In Malaysia, an additional factor of prestige motivates teachers. This was more common among teachers of English because they felt honored to be teaching a new language in a country where Malay was the official language (Ismail and Zubairi, 2023). This motivation is intrinsic in that it comes from deep inside the teachers, and they have the urge to teach the student regardless of the incentives. They feel that they are important people who have been entrusted with the duty of bringing the English language to the Malay people. In this case, the role of the headteachers is to encourage teachers to take on challenging tasks. This helps to motivate teachers to work towards their goals.

In Africa, most teachers are motivated by the fact that their leadership style is compatible with their culture. Some African teachers work in their own communities; as such, teaching is taken as a noble profession that is aimed at lifting up their tribal people's culture (Sabah, 2022). Since Africa is very rich in cultural heritage, teachers too are part of that culture, and as such, they

become motivated when their culture is respected. These people can work hard in order to promote their culture, despite facing other challenges. These are the teachers who take active roles during cultural exhibitions. It should also be noted that most of these teachers have their roots in the community in which they work. The headteacher's role is to tolerate such types of teachers.

There are also factors that motivate teachers in Malawi. According to Wamba (2015), having a sense of belonging and connectedness were the most motivating factors that teachers required in order for them to work hard. In the study by Wamba, teachers whose efforts were recognized were working harder in order to get more recognition. These teachers were also saying that they desired to be connected to the country and the wider world without much difficulty. All these factors are connected to the motivation factor of the Herzberg two factor theory. Wamba's study was conducted in Mzuzu City, Malawi, which is in the northern part of the country. As such, there is a need for a similar study to be conducted in other parts of the country for these result to be generalized. In order to address the knowledge gap about different factors that motivate teachers in Malawian schools, this study wanted to unveil the leadership styles that are being practiced in the public primary schools in Ntcheu and Dedza districts of Malawi in order to add more knowledge to the existing literature.

2.7 Practices that demotivate teachers

There are also several factors that demotivate teachers worldwide. A good headteacher needs to reduce these factors as much as possible in order to have motivated teachers. This study wanted to investigate whether these factors exist in Malawian public primary schools and find out other additional factors that demotivate teachers according to the Malawian situation.

Teachers in Western countries do not face as many psychological problems as they do in Africa and Sub-Sahara. The main demotivating factor in countries like America and Canada for teachers is the challenging working conditions, like workload and work-life issues, which have a negative impact on the well-being of teachers, as experienced in Alberta, Canada (Froese-Germain, 2014). This demotivation in Canada comes because of the high levels of democracy that accord the learners much freedom in this country, which has led to bad behavior among the students. Here, the students do not respect the teachers, and in extreme situations, the teachers' lives are endangered. This demotivates teachers, and many of them seek other jobs besides teaching. This has something to do with leadership in the education system which does not care for teachers' safety but rights of the learners most. A good leadership style must balance the rights of learners and those of the teachers.

In Africa, according to Alemu (2016), some leadership styles, like the autocratic leadership style, create a restrictive working environment. In this leadership, teachers are supposed to work on a strict schedule, which impacts job satisfaction. Another factor affecting African teachers is poor working conditions. Most teachers in Africa live in dilapidated houses and away from urban centers. These teachers are not recognized and respected, and their job is not regarded as prestigious (Tumiwu, 2013). These demotivating factors can only be addressed by having leadership styles that can improve conditions and encourage teachers to stay on.

The most demotivating factor for teachers in Sub-Saharan Africa is low salaries (Evans et al., 2020). For example, in Liberia, Niger, and Sierra Leone, teachers are paid less salaries than what could sustain them, and surprisingly, teachers on fixed-term contracts earn much less than teachers on permanent contracts on average. In South Africa, there are other unique factors that have led to the demotivation of teachers. According to Davids (2018), these factors are

discrimination, lack of communication, headteachers not leading by example, favoritism, and unfair allocation of workloads. The post-apartheid South African community is failing to cope with the change that has come with the abolition of apartheid. For example, the same Davids (2018) highlights an incident that happened in 2017 where a colored society refused to accept a black principal at a Johannesburg high school. The trend continues to the effect that when a white teacher moves into a historically black school, he or she faces discrimination, and the same is true for a black teacher who moves into a historically white school. This is so because South Africa has stayed under apartheid for a long time, and the spirit of discrimination still lingers among the people. Most teachers who have ever faced such discrimination have been demotivated, and most of them have opted for other jobs other than teaching.

In Malawi, many of the factors exist, but according to Kadzamira (2006), the most unique demotivating factor is the lack of timely promotion from one grade to another. In accordance to the Malawi Public Service Regulations (MPSR, 2001), a teacher is required to stay on the same grade for four years before being promoted to the next grade. Notwithstanding this regulation, some teachers have stayed on the same grade for more than the recommended four years, and some retire on the starting grade (Meke, 2013). This is a significant demotivating factor for the teachers, as they usually work negligently, knowing that they have nothing to strive for. Other demotivating factors for teachers in Malawi include low salaries, poor housing, and poor working conditions (Kadzamira, 2006). These demotivating factors have been found worldwide, in Africa, the SADC region, and Malawi generally. All teachers who continue working under these factors work because of the hygiene factors of the Herzberg two factor theory in that they just want to meet their basic needs. There are some demotivating factors that are unique to Dedza and

Ntcheu districts of Malawi, and some of these can be solved by employing proper leadership styles.

2.8 Chapter summary

This chapter has reviewed literature that talks about the relationship between leadership styles and the motivation of teachers, leadership styles that motivate teachers, leadership styles that demotivate teachers, and factors that motivate or demotivate teachers. There is less literature that talks about the relationship between leadership and motivation in Malawi, let alone Dedza and Ntcheu districts. This study tries to supply the literature required so that the headteachers can use it when they handle teachers in order to motivate them and in the end achieve their schools' goals.

CHAPTER 3: METHODOLOGY

3.1 Overview

This chapter discusses the research paradigm, research approach, research design, research setting, methods of data collection, and data collection instruments. In the last part, it discusses how the data was analyzed.

3.2 Research paradigm

This research was based on the pragmatic research paradigm. This paradigm advocates for the use of the best methods to investigate real-world problems. According to Creswell (2018), pragmatism opens the door to multiple methods, different worldviews, and different assumptions, as well as different forms of data collection and analysis methods. Patton (1990) states that pragmatism is important because it focuses its attention on the research problem and then uses pluralistic approaches to derive knowledge about the problem. In line with this paradigm, this research wanted to know the perceptions of teachers about their headteachers' leadership styles through two methods, which were interviews and observations. During the interviews, the researcher was also observing the expressions displayed by the respondents. This helped in the interpretation of the results and the checking of inaccurate responses, which were justified later during the member check. By looking at the teachers' responses and reactions, the researcher was able to interpret whether a leadership style was leaning towards hygiene or motivation factors of the Herzberg two factor theory. This was done through the calculation of the relative frequency of the responses. The samples for the research were obtained using the statistical formulae.

3.3 Research approach

This research followed the mixed-methods research (MMR) approach. The mixed methods research approach is an approach to inquiry that combines both qualitative and quantitative methods (Creswell, 2018). It is an approach that allows the research to get data from multiple sources and use more than one way of analyzing data in order to get an in-depth analysis. In agreement with this, Dawadi et al (2021) explains that a mixed-methods approach helps the researcher to integrate and synergize multiple data sources. The mixed methods research approach was adopted in this study because the approach allows the researcher to use multiple

ways of collecting and analyzing data. In this research, the use of a mixed-methods approach was used in the analysis of the research results where the researcher wanted to come up with statistical representation of the responses.

3.4 Research design

The research followed the explanatory multiple-case design. The multiple case design, according to Brink (2018), is a type of case study research that involves selecting and analyzing two or more cases that share some common characteristics or features but also differ in some aspects. It allows the researcher to explore the complexity and richness of the phenomenon under investigation, and it also helps to capture its multiple dimensions, perspectives, and facets. This design is a valuable tool in studying the links between the personal, social, behavioral, psychological, and cultural values that guide organizational leadership (Meyer, 2023). An explanatory multiple-case design is used to explain a research problem in detail. It is used when the researcher wants to explain the cause of an event or phenomenon. This type of multiple-case study is used to identify patterns and relationships between variables and to identify potential explanations for the phenomenon being studied. Following this design, this study observed six different schools in two different districts with different environments and each school was regarded as a separate case. There were also seven different leadership styles that were studied to check their availability in the sampled schools. This research also checked other factors that contribute to the motivation of teachers through interviews (see interview guide for teachers (appendix 3 question 3). The study was cross-sectional in that it collected data once from one point only.

3.5 Research setting

The study was carried out in the Dedza and Ntcheu districts of Malawi. The two districts are located in the Central West Education Division in the central region of the country. Ntcheu district was included in this study for the purposes of space triangulation. These two districts were also chosen because there were no known studies of a similar nature that had been conducted in the two districts before.

3.6 Study population

There are 222 schools in Dedza district and 185 schools in Ntcheu district. There were also 3486 and 2875 public primary school teachers in Dedza and Ntcheu districts, respectively (MoE, 2023).

The research targeted six schools: three from Dedza district and three from Ntcheu district.

3.7 Sample size and sampling technique

The study targeted 1 region (Central Region), 1 Education vision (Central West Education Division), 2 districts (Dedza and Ntcheu), 6 schools, 6 headteachers, and 36 teachers. From each school, there were a total of 7 participants per school, which were 1 headteacher and 6 teachers. In total, the study had a sample of 42 participants. These participants represented all headteachers and teachers in the two districts. In general, the study sampled 42 teachers out of 6361 teachers in the two districts.

There was an attempt to have an equal number of male and female teachers in that 3 from each gender were to participate in the study in order to address gender stereotypes. The total sample was 42, which exceeds the rule of thumb for the minimum sample size of 30. In this case the sample was considered to be large enough. This thumb rule, according to RUBIK TOP (2023), is the point at which the central limit theorem begins to apply. The central limit theorem states that the distribution of sample mean will be approximately normal, regardless of the distribution of the

population from which the samples are drawn, as long as the sample size is large enough (Ganti, 2024). In a case where there were less than 3 teachers from one gender, the gender that had more teachers dominated until the number of 6 teachers was reached at each school. This was a case with one school, where there were only two male teachers. Sampling of the headteachers was automatic in that by the virtue of being the headteacher of the sampled schools the headteachers were automatically selected to be in the sample. The gender of headteachers could also not be determined in advance because it depended upon the sampled schools. The study did not include deputy headteachers, and headteachers were not allowed to delegate any other teacher to respond on his or her behalf. This was done in order to get most accurate data as possible. In the cases where there was no headteacher to be found at a particular school during the period of the study, the researcher arranged for another time to visit the school. In cases where the headteacher was to be totally not found, another school from the reserve list was to replace the school, but this scenario did not occur as all the headteachers were present.

The schools and teachers to participate in the study were sampled using the systematic sampling technique. This method is a modified form of simple random sampling. It involves selecting subjects from a population list in a systematic rather than a random fashion. This helped to ensure that all the teachers in the targeted schools had an equal chance of being selected. This is in line with what Cohen et al. (2018), explained about systematic sampling, saying that a good sampling technique must give all member of the population an equal chance of being selected. All the schools in a district were put on a list alphabetically, and every N^{th} school was taken to be on the list of participating schools. The selection of the teachers also followed the same procedure in that all the teachers at a school were put on a list alphabetically, and every N^{th} teacher was taken to be on the list of participants. The formula to find the N^{th} number is $F = N/sn$, where **F** stands for

frequency interval, **N** stands for the total number of the wider population, and **sn** stands for the required number in the sample (Cohen et al.,2018).

3.8 Data collection methods and instruments

This research used semi-structured interviews and observation as methods of data collection. In semi-structured interviews, the questions are loosely structured to allow the interviewer to probe the interviewee with the aim of getting an in-depth understanding (Creswell, 2018). The researcher used the interview guides when interviewing headteachers and teachers (appendix 2 and 3). In order to have reliable results on the exact type of leadership being used by a particular headteacher, the research used the observation method in which major characteristics of a leadership style were checked through observation. According to Kumar (2005), observation is a purposeful, systematic, and selective way of watching and listening to an interaction or phenomenon as it takes place. This research adopted the non-participant way of observation. Some observable characteristics of each leadership style were put on an observation checklist (appendix 1), and the researcher was required to observe these characteristics on all the days of visitation. Some of the characteristics include display of responsibilities and delegation of duties an indicator of Democratic leadership style. The researcher tried to spend much time of the day at each school in order to capture all the characteristics properly and the observation continued on all subsequent visits to each school in order to check observation effects. Each school was subjected to a minimum of three visits and these were: courtesy call visit, data collection visit and member check visit.

3.9 Data analysis

The analysis of the data was done at two stages: firstly, the data collected from headteachers was analyzed soon after collection to determine the leadership style at a school. The statistical

matching technique was used to find the dominant leadership style at a school. The statistical matching technique is a way of combining information from different sources and coming up with matching pairs (D'oranzio et al., 2006). The activities that were found to be practiced at the school were compared against the characteristics of different leadership styles. The style that had more characteristics matching practices found at the school was said to be the one that was dominant and being practiced at that particular school. The second analysis was done after collecting all the data, and then themes, codes, and trends were analyzed to come up with the leadership styles that the teachers said were motivating. These were motivation factors according to the Herzberg two factor theory.

3.9.1 Qualitative data analysis

The qualitative data collected through unstructured interviews from teachers was analyzed after the end of data collection. Domain analysis was used to group data into related clusters, themes, and patterns. A domain analysis involves grouping together items and units into related clusters, themes, and patterns. A domain is a category that contains several other categories (Cohen et al., 2018). Different codes were identified in order to rank the leadership styles in order of their ability to motivate teachers.

3.9.2 Quantitative data analysis

The study used relative frequency to calculate the frequency of responses which helped to check the viability of leadership styles. Relative frequency is a way to measure how often a particular event occurs against total occurrences. Relative frequency can also be defined as the number of times an event occurs divided by the total number of events occurring in a given scenario (Meyer, 2023). This research adopted the relative frequency method because the research wanted to rank the leadership styles according to their

abilities to motivate teachers. As the element of ranking required a special statistical formula, relative frequency was adopted. This method also helps to disseminate research findings in a more explicable manner. The relative frequency formula, helped to establish the responses from the respondents and classify them from highest to lowest. The responses with the highest frequency were regarded as the dominant occurrences of the event. Relative frequency was calculated using SPSS Data (IBM SPSS Statistics 20) computer program. The following formula was used to calculate relative frequency: $RF = f/n$. Where f is the number of times the data occurred in the observation, and n is the total frequency of all observations.

3.10 trustworthiness of data

The research followed what Cohen (2018) suggests on the reliability of data in that data can be triangulated methodologically between methods. The study used two methods of data collection and these are observations and interviews to collect the same data. This study also used the space triangulation technique. Space triangulation is a type of triangulation that attempts to overcome the parochialism of studies conducted in the same place or within the same subculture by making use of cross-cultural techniques.

The research proposal was presented to the supervisor and Mzuzu University Research Ethics Committee, who approved it before the study was carried out. The tools for the research were trial-tested to check their validity. The researcher also tried to interview an equal number of males and females to avoid gender stereotyping. Lastly, there was a member check in order to verify if the transcribed data conformed to the participants' responses, and a few disparities were discovered and checked out.

3.11 Ethical considerations

The research followed all the necessary ethical considerations in order to ensure the protection of the participants. The researcher started by informing the participants of the goal of the research. All participants were asked to sign the consent form in the presence of a witness (the consent form was provided by MZUNIREC (Appendix 4). The researcher informed the participants that the findings were not to be used for any other purpose apart from research. The people who participated in the research used pseudonyms, and their real names have not been included in the research report. The researcher got introduction letters from the Master of Education course coordinator (appendix 5) and the Director of Education Youth and Sports (DEYS) for Dedza district (appendix 7), which were presented to the participants.

CHAPTER 4: FINDINGS AND DISCUSSION

4.1 Overview

This chapter presents and discusses the research findings based on the themes generated from the research objectives, and these are common leadership styles practiced, effects of leadership styles on motivation of teachers, practices that motivate teachers, practices that demotivate teachers, and the most motivating leadership style in Dedza and Ntcheu districts.

4.2 Common leadership styles practiced in Dedza and Ntcheu districts of Malawi

The research through the findings from the observations and interviews found out that the most common leadership styles practiced in the two districts were four, and these are Transactional leadership, Charismatic leadership, Democratic and Laissez faire leadership styles.

Table 1 shows these leadership styles and their occurrence in percentage in the six sampled schools:

Table 1:

Occurrence of leadership styles in the six school

School	Autocratic	Democratic	Transactional	Laissez faire	Transformative	Charismatic
School A	14.81%	18.51%	25.93%	18.52%	7.41%	14.81%
School B	20.83%	12.5%	25%	16.66%	12.5%	12.5%
School C	9.52%	23.81%	19.05%	14.29%	14.29%	19.05%
School D	4.35%	17.39%	21.74%	17.39%	17.39%	21.74%
School E	11.11%	14.81%	25.93%	14.81%	11.11%	22.22%
School F	14.29%	14.29%	28.57%	9.52%	14.29%	19.05%
Average occurrence	12.49%	16.89%	24.37%	15.20%	12.83%	18.23%

Generated by IBM SPSS Statistics 20

In the table 1 above, the Transactional leadership style has been seen to be featuring highly in all the six schools. It has been rated at 28% at school F, followed by 25% in schools A, B, and E. The style also registered 21% occurrence at school D, and the least occurrence was at school C with 19%. This is followed by the Charismatic leadership style which ranged from 12 % to 22%. The least occurring leadership style is the Transformative leadership style ranging from 7% to 17%. The dominance of the Transactional leadership style is inclined towards the motivational factor of the Herzberg Two factor theory. This is in agreement with what Suhendra (2021) found out in that the style had a significant way of motivating workers. This could be one of the reasons why some Malawian headteachers adopt it.

Table 2

Occurrence of leadership styles from most common to less common

Ser.No	Leadership Style	Percentage of occurrence
1.	Transactional	24.37%
2.	Charismatic	18.23%

3.	Democratic	16.89%
4.	Laissez-faire	15.2%
5.	Autocratic	12.49%
6.	Transformative	12.83%

Generated by Excel 2013

Transactional leadership style has emerged to be the most common leadership style being practiced in the six schools. It was dominant in four of the six schools under the study with an occurrence of between 19% to 28% of the characteristics of the leadership style being practiced. The dominance of the Transactional leadership style comes in because of the strict Ministry of Education policies which are outlined in the National Education Standards (Ministry of Education, 2015). The standards require strict adherence to the set goals by all stakeholders including the headteachers. The headteachers who were using the transactional leadership style had two things that were driving them, and these are the need to achieve the school's goals through satisfying the needs of the teachers first and thinking inside the box.

Asked why the headteachers preferred this type of leadership style, one headteacher said:

"In this style of leadership, I prefer the aspect of asking for volunteers to do some tasks. This is because someone who volunteers to do work on his or her own does it out of free will guaranteeing that the work will be done perfectly."

Another headteacher said,

"My leadership style has an aspect of exchange of skills and knowledge between all teachers that is mikhalakale ndi achiyambalero (old teachers and starting teachers). This is good because it creates a continued learning environment at the school and enhances performance."

The headteachers following this leadership style incline towards the motivation side of the Herzberg two-factor theory and they work because they think that they are capable of doing the activity.

The Charismatic leadership style has emerged to be the second most common leadership style being practiced in the six schools. It has occurred highly in four of the six schools under the study with an occurrence of between 12% and 22% of its characteristics being displayed out of all characteristics. Asked why the headteachers preferred this type of leadership style one headteacher said,

"I always do my work to inspire other people around me, and my wish is to make them desire to be like me all the time. I also communicate effectively with my teachers, and all like my leadership style."

Another headteacher following the same charismatic leadership style said,

"I like to persuade my subordinates to continue working hard. I also try to put myself in their shoes especially when they are sick or bereaved."

The headteachers following this leadership style incline towards the motivation factor of the Herzberg two-factor theory because the headteachers always point out clearly the basis for working hard to the teachers. According to Da'as (2023), Charismatic leadership allows followers to take a perspective, while the headteacher's duty is to influence the teachers to follow a certain route in their work.

The Democratic leadership style has emerged as the third most common leadership style being practiced in the six schools. It has occurred highly in four of the six schools under the study with an occurrence of between 19% and 22% of its characteristics being displayed in four out of the

six schools under the study. Asked why the headteachers preferred this type of leadership style one headteacher said,

"I usually ask everyone's opinion before I make any pertinent decision. I make the final decision depending on what the teachers want. Whether the agreement is not in my favor or not, I just implement it, provided it is in line with the government procedures."

Another headteacher who follows the Democratic leadership style said that she preferred involving everyone so that everyone becomes involved in the activities of the school. This headteacher had just been transferred to the school. It was observed that this particular headteacher was not ahead of everyone when it came to decision-making. She made sure that everyone was heard before she could make most decisions to the extent that people could doubt whether she was really in control or not. This is what she said when asked why she prefers this leadership style,

"I believe in doing things transparently, and I encourage my teachers to work as a team and always consult on issues that they have problems with. When a problem arises, it is for everyone and not me alone."

According to the Herzberg two-factor theory, these headteachers who are practicing the democratic leadership style are inclined towards the motivation side of the theory because their teachers are given a chance to say something on an activity before doing it, which means that the motivation comes from within themselves. The Malawian headteachers are also using this style of leadership partly because it has been advocated by the Malawi government (Galafa, 2018).

The last common leadership style in the six schools under this study that was discovered is the Laissez-faire leadership style. Its occurrence ranged from 9% to 18% in the six schools. The headteachers who preferred this type of leadership style said that they were doing this in order to gain the confidence from the teachers under their charge. One of them said this:

"I just believe in delegating duties to my subordinates so that they know that I have confidence in them. I believe that being very strict with teachers can make them to withdraw their support for you"

Another teacher said,

"As far as I know, these teachers have their own goals to pursue; as such, I just let them operate the way they want. I don't want to be questioning them much because some of them are connected to politicians who can make me feel pain in the end. You know sir."

The last headteacher was using the leadership because of fear. He was afraid of using a preferred leadership style because he thought that if he pushed his subordinates further, he could be implicated.

According to the Herzberg two-factor theory, the headteachers who follow the Laissez-faire leadership style let their teachers work towards any goal that they want whether towards the motivation factors or the hygiene factors. According to Owens (2023), workers are motivated by their own thoughts and are excited about showing what they can do on their own. It must be noted that when teachers are let free to work on their own, they feel motivated, and also that some novice teachers lose their direction because of lack of guidance.

It must be noted that these were the common styles of leadership that were discovered, but there were some traces of Transformative and Autocratic leadership styles being practiced in

the schools, even though their occurrences were not significant enough to warrant that they were frequently practiced in the schools.

There were also characteristics of Transformative and Autocratic leadership styles in all the schools, but they were minimal. The headteachers who used more characteristics of the transformative leadership style said that what they wanted was to leave a legacy behind by encouraging the teachers to be creative and innovative. The headteacher from school D had this to say about her leadership style:

“I encourage my teachers to continue with education, and while they are in class I ask them to show how different they are from other teachers. During Teacher Learning Circles (TLCs) I deliberately bring up a topic and ask my teachers what innovations each one can put in it to make oneself unique.”

This style of leadership is inclining towards the motivation side of the Herzberg two-factor theory because it brings about a motivation factor in the teachers, which comes from the headteachers.

The occurrence of the autocratic leadership style came in because of the government of Malawi's demands that all schools achieve their goals, and as such some headteachers tend to be very strict with teachers. They do this in order to satisfy the government for them to avoid the consequence of not achieving the goals which is in most cases is demotion from headship. Wamba (2015), states clearly that the Ministry of Education in Malawi has the mandate to demote underperforming headteachers as well as promote performing headteachers. Here is an excerpt from the headteacher who reveals why he is inclined to use the Autocratic leadership style when he was asked whether he makes all decisions at the school:

“Oh yes, I make all decisions at this school. This is because I am the one who is answerable to

the authorities as such, I can't ask any teacher to make a decision on my behalf because the consequences will come to me and not him or her..... Err... As I said earlier, I am responsible for anything that goes wrong at this school as such I need to approve any proposal made by the teachers, otherwise they can't implement it."

The choice of the Autocratic leadership style by some headteachers is in line with the Herzberg two factor theory in that they are more inclined to the motivation factor rather than the hygiene factor because these headteachers work in order to gain recognition and promotion. This is in agreement with what Pothaki (2023) says, that the Autocratic leadership style usually benefits the leaders in pursuing their aims and not the subordinates.

4.2 Effects of leadership styles on motivation of teachers

All the leadership styles have factors that motivate teachers. To find a leadership style that motivated teachers, the leadership style at a school had to be identified first. After establishing a leadership style at a school, the teachers were asked to say how they felt about their headteachers leadership style as to whether it was motivating them to work hard or not. The most motivating leadership style was found by looking at the responses of the participants, and the leadership style that was mentioned by most teachers was the one that motivated teachers most. The Laissez-faire leadership style was the leadership style that most teachers said motivated them with 72.2% of all the teachers liking it. This was followed by the Transactional leadership style at 58.3%. The Democratic and charismatic leadership styles were moderately motivating to teachers at 22.2% and 16.6% respectively. The leadership styles that were least motivating was the Autocratic leadership with only 5.6% of the teachers liking it.

The following is the summary of how teachers were motivated by each leadership style presented in a table form:

Table 3

Motivation of teachers by leadership styles in the six schools

Leadership style	Number of motivated teachers	Percentage
Laissez-faire leadership style	26 out of 36	72.2%
Transactional leadership style	21 out of 36	58.3%
Transformative leadership style	8 out of 36	22.2%
Democratic leadership style	6 out of 36	16.6 %
Charismatic leadership style	5 out of 36	13.8%
Autocratic leadership style	2 out of 36	5.6%

Generated by Microsoft Excel 2013

Note: This data is the analysis of the findings from the responses of the teachers in response to question number 3 in in the interview guide for teachers (Appendix 3)

4.2.1 Effects of the Laissez-faire leadership style on the motivation of teachers

The laissez-faire leadership style like all other styles, has effects on the teachers' motivation. There were 26 out of 36 teachers who were motivated by this type of leadership representing 72.2%. It was apparent that most teachers do not want to be closely supervised by their superiors as they are working. Some teachers liked it saying that it made them think critically and come up with innovations since all the work and decisions were left in their hands. Here are excerpts from the interview with some of the motivated teachers at a school where Laissez faire leadership style was observed:

The teachers who were motivated by this leadership style said that they liked the style because the headteacher left them with autonomy to do their work freely. Here is an excerpt from one of the female teachers from school D:

'I am motivated by the headteacher's leadership style. I like the way the headteacher runs this school. He leaves us to do our work the way we want, and it's us teachers who go to him to ask for advice whenever we have the need. I work hard in order to convince him and the authorities that I am capable and I do not need to be nudged to work.'

Another male teacher from school A who was motivated by this leadership style had this to say:

"I like this leadership style because it gives me autonomy to explore new ways of managing my learners"

A young female teacher from school B said this:

"I like my headteachers approach in his leadership because he is not very strict unlike at my former school where you could not go out of the classroom without being questioned where you had been to."

Another elderly male teacher from school A was also in support of the leadership style and this is to say:

"The leadership style is just good because the headteacher gives us a chance to make amends on our own in curriculum implementation. At this school no one is forced to work but only encouraged to find ways of making amends to the time lost. You will see that most teachers here voluntarily call for make-up classes."

Another young female teacher from school B had this to say on the motivation of this leadership style:

"I feel very happy here because our headteacher lets us balance our work with personal issues. For example, I have a grocery and when I asked him that I wanted to go and sort out issues there, he said that I can go there anytime provided that I balance it with my work."

A few teachers who were not motivated by this style of leadership said that the leadership style led to disorganization of a school because when a teacher follows a wrong course, it will be difficult to redirect the teacher in time, and the casualties will be learners.

One elderly female teacher at school F had this to say when asked if she liked the style:

"Enafe timafuna kumakankhidwa nthawi zonse (Some of us need to be nudged in order to work). I am saying this because some teachers can work better when closely supervised, and these teachers may be novices. Some teachers are self-starters. So the headteachers must take into consideration those factors when deciding on how to run a school."

Another elderly male teacher from school E said that this style of leadership is not working well with the young teachers who instead of planning properly they plan on unimportant tasks. Here is the excerpt from the interview with this teacher,

"I don't believe our headteacher has taken the right path by letting every teacher to do whatever he or she wants. This is because some teachers come to school as non-starters who need guidance all the time, especially the young teachers."

The last teacher regarded the Laissez faire leadership style as nonsense because the autonomy given to the teachers was just too much and that the school looked as if it

had no headteacher, and there was no clear direction. This is in agreement with what Milicevic (2023) says that the style cannot bring good results because there is no frequent supervision and offer of direction. This leadership style has both motivation and hygiene factors of the Herzberg two factor theory but in this study it leaned more towards the motivation side.

4.2.2 Effects of the Transactional leadership style on the motivation of teachers

The Transactional leadership style was seen to be existing in all the schools, and it was found to be the leadership style whose characteristics were most present in the six schools. This leadership style was characterized by the ability to give a chance to teachers to practice what they have learnt, try new innovations and exchange of skills. The leaders also look at the people's needs and interests first. Teachers in the schools that practiced Transactional leadership were creative and mostly worked hard to achieve unique goals of their own at the school. For example, one teacher engaged on a project of following up on learners at their homes to encourage parental support in their children's education, and another engaged on producing locally produced supplementary reading materials with the help of the learners. It was also noted that in the schools where the style was practiced most teachers were upgrading with the Malawian public universities unlike where autocratic leadership was being practiced. For example, at school F, two teachers had upgraded, and six teachers were upgrading from certificate to degree level through Open and Distance Learning in the public universities. Here is what one of the teachers at school F had said when he was asked to mention one thing that his headteacher had ever done that motivated them:

"The headteacher encourages innovations and challenges us to go further with our education. We are encouraged to achieve more than just being a mere primary school teacher."

At school F, one female teacher recommended the headteacher for letting them try new ways of teaching. Here is what she said:

“My headteacher is open to new innovations, and he helped me to make use of the Mizu Kids Channel from YouTube when teaching Chichewa songs to my learners. Am currently planning to upload my own kids’ songs on the YouTube for other to benefit as well.”

There were 21 out of 36 teachers who liked the Transactional leadership style representing 58.3%. It has been noted that the Transactional leadership style has the ability to motivate teachers to work extra hard because it gives them a target to achieve. It was also noticed that the results were improving in the schools that were practicing this type of leadership. Transactional leadership is in line with the motivation part of the Herzberg two-factor theory because it advocates for peoples’ interests, innovations, and exchange of ideas in the teachers. According to Suhendra (2021), this motivates all workers to be working towards the organization’s goal. As such, the Transactional leadership style was proved to have positive effects on the motivation of teachers in the two districts under this study. This leadership style leans towards the motivation part of the Herzberg two factor theory.

4.2.3 Effects of Transformative leadership style on the motivation of teachers

The Transformative leadership style occurred in all schools but it was most common in four schools D, C and F. There were 22% of teachers who said that they were motivated by the characteristics of the Transformative leadership style. The problem with this style is that it requires teachers to think outside the box, and it was also discovered that most teachers do not want to be innovative and creative in their work, but instead they want to work along already developed pedagogies. In this style, headteachers want to score higher by having innovative teachers and get recognition. According to Montuori (2018), achievement of this type of leadership may take time to manifest because of its

approach, which requires the leader to encourage, inspire, and motivate teachers at the same time. One teacher who was motivated by this leadership style at school D said that the style has helped her to think beyond her training in teaching. Here is an excerpt from her response to the question that asked her to say what motivates her on the leadership style of her headteacher:

'I like my headteacher's approach to most pertinent issues where he asks us all to come up with solutions to a problem. Later he convenes us and discusses the solutions given by us until a good solution has been found. This gives us confidence in that we feel that we can contribute to the ideas for running the schools.'

Another teacher at school F said that he has changed his approach to dealing with issues because of the headteachers style where he was told to find a better solution to the problem of late coming in his class on his own, which he did after scrutinizing several options. This approach is in line with the Herzberg two-factor theory in that it is aligned to motivation side in which it advocates for the teachers to have a motivation factor first and find solutions to the problem which in the end improves the performance of an individual.

4.2.4 Effects of the Democratic leadership style on the motivation of teachers

The democratic leadership style occurred in all schools, but in other schools it was not dominant. In this study only one school (school C) manifested more dominating characteristics of democratic leadership style. Most teachers at the school expressed satisfaction and clearly said that they were motivated by the leadership because it depended on them all to make decisions; as such, they were all taken to be part of the

leadership. Here is what a female teacher at School C said about the democratic leadership style:

“Our headteacher changes sometimes in the way she runs this school, but I like when she tries to get the opinion of everyone especially when there is a significant decision to be made. I have an example when a learner had injured a fellow learner in the head and was bleeding; we were all called to give our opinions on the incident, and she followed our advice to surrender the offender to police.”

Out of 36 teachers interviewed, 6 expressed their liking of the democratic leadership style, representing 16.7% of all teachers in the sampled schools. The teachers under this leadership were highly motivated and cooperated in uplifting the goals of the school. These teachers seemed to be happy with the leadership and were free to question any decisions made. Some teachers under the democratic leadership style expressed reservations that the leadership style could give some teachers the advantage to override the leadership decisions. Here is a verbatim from one of them from school C:

“The headteacher is too loose, and I am afraid people will take advantage of this and control everything. She must remember that the officials will go after her and not every teacher.”

In line with the Herzberg two-factor theory, this leadership is highly inclined towards motivating the teachers in that everyone sets the procedures and all work towards achieving the set goals. This is also in agreement with what Andende (2016) found, which was that the democratic leadership style motivated more teachers in Zambian schools than any other leadership style.

4.2.5 Effects of Charismatic leadership style on the motivation of teachers

The Charismatic leadership style occurred in all schools, but in other schools it was not dominant. This is the leadership that uses communication skills, persuasiveness, and charm to influence others. In this study schools C, D, E and F manifested more dominating characteristics of Charismatic leadership style. Most teachers in these schools expressed satisfaction in the leadership style. The Charismatic leadership style manifested when the interviewed teachers mentioned the characteristics of Charismatic leadership as the source of motivation in their headteachers. These teachers mentioned that their headteachers motivated them through compassion, charm, empathy, and good communication. There were 5 teachers who mentioned the characteristics of Charismatic leadership as their source of motivation. Here is what one teacher from school D said about this leadership:

'What motivates me most in this leadership is that our headteacher treats us like her own children. She encourages us to work hard and advises us well without being harsh. She has also encouraged me to start a small business of my own.'

Another teacher from school E had this to say in support of the leadership style:

"I just feel that I have a parent here because our headteacher does not support us in professional issues alone but also in necessary life skills."

A teacher who did not like the leadership style at school E said that he did not like the style because it was trying to impose a religion on him. Here is what he said:

"I am not happy with the leadership style at this school because the headteacher wants everyone to be like him. He believes that only church goers or married people can

perform duties well. He does not know that we are different in beliefs and likes. Every time he meets me he always talks about when we will go to church together, or when I will get married. I can't leave my faith or get married quickly as he wants."

In the situations above, the headteachers want to own the teachers and treat them like their own children. This leadership was most common in schools which were owned by religious institutions. In line with the Herzberg two-factor theory, this leadership is highly inclined towards motivating the teachers, but at the same time it can make other teachers work because of hygiene factors if they are not pleased with the style.

4.2.6 Effects of Autocratic leadership style on the motivation of the teachers

The research discovered that the Autocratic leadership style had its characteristics displayed in all the schools but at different levels. The characteristics of the autocratic leadership style include that the leader makes all decisions, there is rigidity in the decision-making process, the leaders direct the team's methods and processes, and the leadership discourages creativity in the followers (Cherry, 2023). It was also discovered that this style had no significant amount of motivation to the teachers. Out of the 36 teachers interviewed, only 4 said that they liked their headteachers leadership style and that they were motivated. After a member check only 2 maintained to say that they liked their headteachers leadership style. This represented 5.6% of the sample. What made the teachers in these schools to be committed to their work was the hygiene factors of getting their basic needs according to this study and that there were no motivating factors. As for the 2 teachers who were motivated by the Autocratic leadership style, they were really motivated through being sent to workshops and seminars regularly because they were the best performers at their schools. They

narrated that the headteacher tells all teachers openly that if teachers will produce good results they will be sent to external workshops the school which have monetary incentives. Here is a verbatim from one of the teachers at school B:

'The headteacher really motivates me because he is able to control a very difficult group of teachers through his strictness. My colleagues say that the headteacher is not democratic, but I don't see that this school can run well with a democratic approach because the teachers who are here need someone who is a bit harsh. I don't like seeing children staying without learning. I work hard, and the headteacher recognizes my efforts and sends me to external workshops often'

A certain teacher at school B declared that if there could be a chance to choose between her school and another school, she would probably choose to go to another school just to avoid the treatment that she gets from her headteacher. Here are the excerpts from the interview with this teacher:

There is nothing.... nothing that motivates me about this Headteacher. There is a lot which demotivates me, firstly his pompousness, then his open criticism of teachers, poor management of school funds, favoritism and running the school like a personal entity. If there could be a chance to go to another school, I wouldn't hesitate to grab it. We are in hell here.'

Another teacher from school F said,

'I am tired and sick of a leadership style that just looks for faults in you. There is nothing that I can say is good about this leadership.'

An elderly female teacher from school B said that she was planning to stop teaching if the government does not move her away from the school. Here is what she said:

"I can't continue working under such leadership. I am already planning to retire if my request to be posted away from this school is not granted."

According to the second respondent, she did not like the leadership because the leader was so demanding and strict on his operations. So, according to this study, the autocratic leadership style has emerged to have the least motivating factors compared to the rest of the styles of leadership in this study because only two teachers supported it as motivating. The reason why these two teachers said autocratic leadership was motivating was because they were able to attend workshops that had monetary incentives. The choice of the Autocratic leadership style by some headteachers is for self-motivation, which is still inclined to the motivation side of the Herzberg two-factor theory because the headteacher is driven by the desire to be one of the best headteachers. This is in line with what Freimuth and Svenander (2024) discovered in a study that some managers with Autocratic leadership styles demonstrate a considerable deviation from motivating workers.

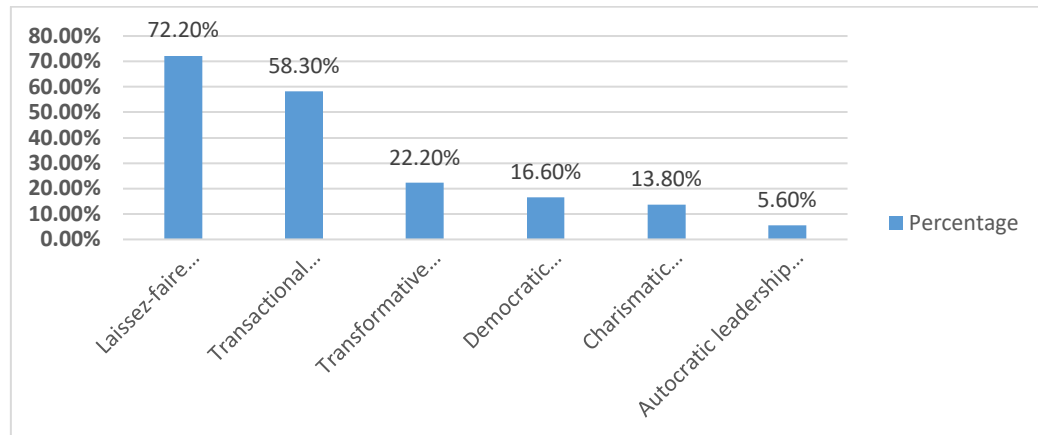
4.3. The leadership style that motivates teachers most in public primary schools

The finding and the discussion of the results of this research have determined that the Laissez-faire leadership style is the one that motivates teachers most in the six schools under this study because a higher percentage (72.2%) showed that they liked the style. This because the style lets the teachers to realize their higher needs while they are working. The use of the style has seen many teachers upgrading and realizing their goals. This reflects the motivation factor in the Herzberg Two-Factor Theory as explained by Sanjeev and Surya (2016).

This information is also presented in the figure below:

Figure 1

How leadership styles motivate teachers



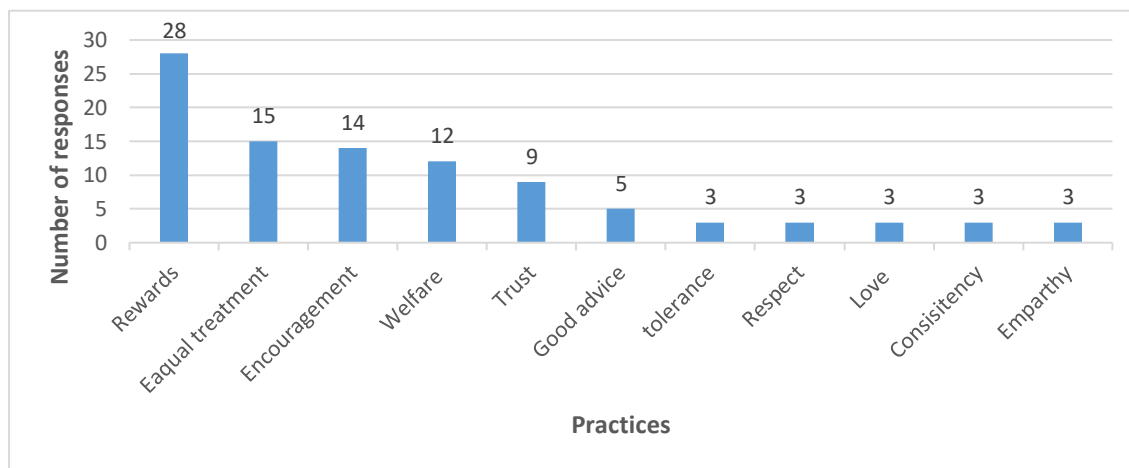
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4.4 Leadership practices that motivate teachers

It was found that there were a number of practices done by headteachers that motivated teachers, and these were ranked statistically as shown in figure 1.

Figure 2

Leadership practices/ factors that motivate teachers



Generated by Excel 2013

Note: This chart shows the number of responses given when they answered question 1 from the interview guide for teachers, appendix 1. (*Appendix 3, question 1 reads, Mention one thing that your head teacher has ever done that motivated you.?*). All responses were out of 36 because there were 36 respondents.

In all sampled schools, teachers said that rewards were the most motivating factor that a teacher can receive from the headteacher or authorities. 28 out of 36 responses were of the view that rewards of any kind could motivate them in their work. This represented 77.7% of the respondents. The rewards mentioned included money, tokens, promotions, and being sent to workshops. Here is an excerpt from one of the teachers who is motivated by rewards from school F:

"I like the leaders who reward me when I do well in my work. When I am rewarded in any way I work extra hard in order to continue getting the rewards."

The second factor that was perceived to motivate teachers was equal treatment. There were 15 responses out of 36 that cited equal treatment as a factor that has motivated them or can motivate them. This represented 41.6% of the responses. The teachers said that they were happy with headteachers who give all positions to anyone regardless of gender or disability. Some cited age as a factor which some headteachers consider when giving responsibilities and opportunity to growth. In this case, they cited that elderly teachers are considered first in most cases. They said that this behavior cannot motivate young teachers to work hard at all. A male teacher at school F had this to say:

"The thing that I want and wish that my headteacher would always do is to treat all teachers equally as our headteacher does. Our headteacher does not condone nepotism and inequality. We are all happy here because when opportunities like workshops come, everyone has a

chance, and the most deserving gets the opportunity at that particular time. In fact, I don't want to disappoint her."

In this case, equal treatment is a motivating factor that makes this teacher work hard.

The third factor that was said to motivate teachers most was encouragement. The teachers said that if they are encouraged in the correct way to work hard by their headteachers, they may be motivated to work harder. There were 14 out of 36 responses that cited encouragement as one of the factors that motivated them. This represented 38.8% of the responses. Most teachers who cited this as a factor said that their headteachers were always encouraging them to work hard and achieve; as such some of them have gone for higher education like pursuing Bachelor of Education studies at Mzuzu University and Catholic University. Here is an excerpt from one of the teachers from school D who cited encouragement as one of the factors that motivate teachers:

"The best thing that a headteacher can do is give encouragement to the new teachers. I was encouraged to find a way of dealing with my class on my own, which I did."

A teacher from school E cited encouragement as a practice that motivates her had this to say:

"When I told the headteacher that I wanted to go for further education, the headteacher said that that was the best news to hear ever, because she anticipated that. She asked me to work hard and asked me to start processing education leave quickly."

The fourth practice that was perceived to motivate teachers more was good welfare. There were 12 out of 36 responses that cited good welfare as a factor that had motivated them or can motivate them. This represented 33.3% of the responses collected. The teachers said that they become very happy and dedicated to duty if everyone is treated well, especially in times of need

like sickness and bereavement. They also cited factors like helping teachers who are in social and financial problems. On this, a teacher had this to say:

“In life everyone needs compassion; as such a headteacher who has compassion towards his or her teachers is the best in my opinion. I wouldn’t leave his or her school for another. I have a case of a teacher who had turned down posting instructions for other schools just because of appreciating the welfare at the school.”

The fifth factor that was also perceived to motivate teachers was trust. There were 9 out of 36 teachers who cited trust as a factor that had motivated them or can motivate them. This represents 25% of all teachers interviewed. The teachers said that they were motivated when their headteachers left the school to them sometimes or when they were asked to represent the headteacher on very important assignments of the school such as meetings. Here is what a teacher at school E said:

“The headteacher entrusted me with the responsibility of looking after the mealie flour which was used for cooking porridge for the learners, and I did it perfectly well. You feel proud when you are trusted by the leaders.”

The sixth motivating practice that the teachers cited was good advice. 5 out of 36 teachers interviewed responded that they have ever gotten good advice from their headteachers and that the advice had changed their life or their approach to work. This represents 13.8% of the participants. For example, one teacher who was struggling financially was advised to engage in farming as a business by the headteacher. Here is what he said:

“After the headteacher found out that I was struggling financially, he humbly advised me to start farming as a business and contributed part of the capital; now I am financially stable. I thank him for his advice. He advises me as well in school activities.”

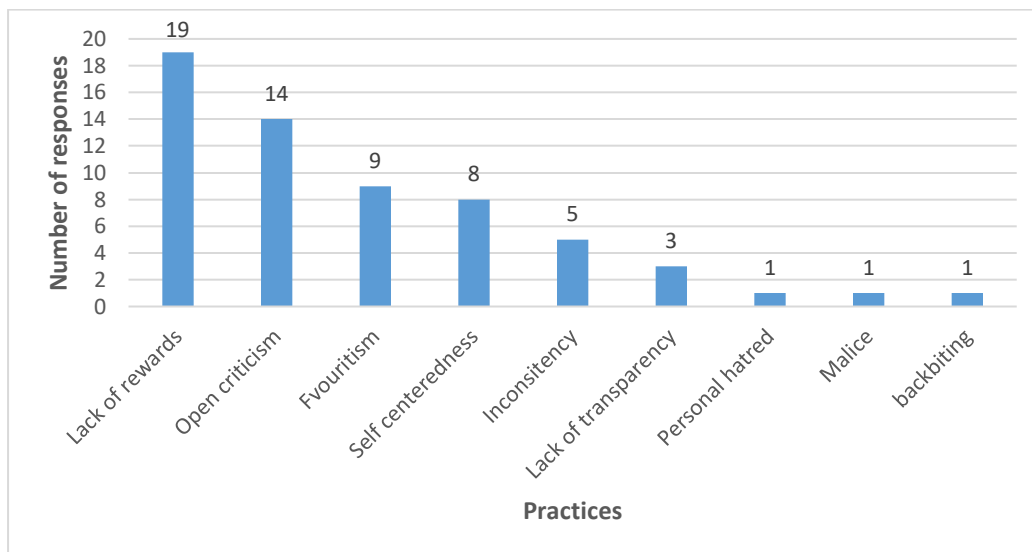
There were also factors that were cited by some teachers as factors that also motivated them but they were not frequent enough, and these were tolerance, respect, love, empathy, and consistency. All these factors are inclined towards the motivation side of the Herzberg two-factor theory, and in this case, reward is the highest motivation factor cited by the teachers.

4.5 Leadership practices that demotivate teachers

The findings of the research discovered that there were some headteacher practices that were demotivating to teachers, and these have been summarized in figure below:

Figure 3

Leadership practices that demotivate teachers



Generated by Excel 2013

Note: The numbers in the chart are recorded out of 36, which is the total number of participants.

The results of the study, as shown in figure 4 indicate that the most demotivating practice by headteachers was lack of reward. There were 19 teachers who mentioned this factor in the

interviews representing 52.7% of all responses. They said that if there is no reward apart from salary there is no need to work hard at a school. The teachers cited that some teachers get rewarded by being given tokens or being sent to a workshop. One teacher from school A had this to say in support of this demotivating factor:

"We always need to be rewarded all the time when we do something good as such lack of rewards demotivates me so much. This is worse when you see that others are being rewarded while you are not."

The second practice that demotivated teachers was open criticism or being humiliated in front of the others. This they said was done by some headteachers who wanted others to feel humiliated. There were 14 out of 36 teachers who cited this practice as demotivating in that a teacher who has been through it will feel shy and afraid of being humiliated again; as such they withdraw. This represented 38.9% of all participants mentioning it. A teacher from school A said that she was highly demotivated when her headteacher humiliated her openly in front of other teachers. This is what she said:

"What demotivates me most in leadership is the act of the headteacher humiliating a teacher openly. This has ever happened to me when the headteacher humiliated me in front of my fellow teachers saying that I was not dressed as a teacher but like those other women (ena aja), which I thought he was referring to sex workers. I was so down that I went to my house and cried. I didn't want to be closer to that headteacher anymore until I was posted away from that school."

Another demotivating practice that the teachers said was demotivating them was favoritism. On this, they said that the headteacher could sometimes send or delegate some teachers because they are their favorites. This they said demotivated them because they felt that nobody

recognized their efforts. There were 9 out of 36 teachers who said that favoritism demotivates them, representing 25% of all participants. Here is what a teacher from school E said:

“Our headteacher sometimes favors lady teachers a lot in that he sends them for different workshops unlike with male teachers. Even during meetings, he has some favorite teachers whose views he endorses always.”

Another factor that was found to be demotivating to teachers was the self-centeredness of their headteachers. It was found out that some headteachers would not want other teachers to voice their views because they feel that they know everything. This has made other teachers not to contribute anything to the running of the school and as such the achievements and failures are not shared. 8 out of 32 teachers in the sampled schools said that this factor demotivates them, representing 22.2% of all responses. They said that they were only working towards survival and keeping their work which is a hygiene factor according to the Herzberg two-factor theory. This is what a teacher from school D said:

“What I don’t like about our headteachers leadership style is his self-centeredness during staff meetings. Our headteacher makes his decisions stand even though he gives the members of staff a chance to contribute. If one continues to argue with him, it is taken as insubordination.”

Some teachers talked about inconsistency in doing things as a factor that demotivates them as teachers. These teachers said that their headteachers would say one thing and do a different thing the other day. There were 5 teachers who expressed inconsistency as a cause of their demotivation representing 13.8%. On this factor, one teacher from school B said that his headteacher was very inconsistent in decision-making. This is what he said:

“What I don’t like about my headteacher is the fact that he usually changes his decisions frequently and suddenly. He may even tell you to stop implementing an activity at the eleventh

hour. This is very demotivating to the person who was assigned the task. On other occasions the headteacher fails to recognize some of us when we have done good things”

Teachers also said that lack of transparency was a cause of demotivation among them. They said that some headteachers would not say everything to them, and they just see that things are developing at the school. This, they said makes them not to feel as part of the school as such they only work to get their basic needs. There were 3 teachers who mentioned lack of transparency as a source of demotivation representing 8.3%. Here is an excerpt from one of the teachers who were demotivated by lack of transparency from the headteacher:

“Our headteacher likes to hide things a lot from us. We may have a project brought to the school without the teachers’ knowledge. When something goes wrong, it’s when we are informed. This is a demotivating practice, and we cannot work properly with this type of behavior.”

This is in line with the characteristics of the Autocratic leadership style as cited by Pathaki (2023), who said that the autocratic leaders have absolute control and authority to make decisions with minimum or no input from subordinates.

Some teachers also mentioned personal hatred, malice and backbiting and as practices that demotivate them in their headteachers leadership styles, but these were only single cases. All these practices bring about lack of motivation, and teachers working under these circumstances work because they want the job to sustain their families. This is a hygiene factor according to the Herzberg Two-Factor Theory.

4.6 Chapter summary

This chapter has discussed the findings of this research by looking at the most common leadership styles in public primary schools and their effects on the teachers. The factors that

motivate and demotivate teachers have also been highlighted. The Transactional leadership style has emerged as the most common leadership style in the six schools under this study. This is not the same as what Wamba (2016) found out in which he found out that the autocratic leadership style was the most common leadership style in Malawi at that time. The disparity may come in because of the geographical settings of the two studies and the political atmosphere during the time of the studies.

CHAPTER 5: SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Overview

This chapter looks at summary of findings, conclusion and makes recommendations to the headteachers in primary schools and all the stakeholders.

1.2 Summary of findings

In conclusion the study has found that there are four most common leadership styles that are practiced in primary schools in Dedza and Ntcheu districts of Malawi. These leadership styles are Transactional leadership, Charismatic leadership, Democratic and Laissez faire leadership styles.

The study also found out that some leadership styles motivate teachers while others demotivate teachers. Some styles like the Transactional leadership styles has the ability to motivate some teachers and demotivate other teachers.

The study has revealed that the Laissez faire leadership style as the most motivating leadership style in Dedza and Ntcheu districts of Malawi. On the same note the Autocratic leadership style has emerged to be the one which is less motivating.

The study also found that giving rewards to teachers, equal treatment, encouragement, welfare and trust as the most motivating factors to teachers in the two districts. On the other hand, lack of

rewards, open criticism, favoritism, self-centeredness and inconsistency were the most demotivating factors in the two districts

5.3 Conclusion

Using the evidence from the findings of this study, the research makes the following conclusions:

On the first theme, which is finding the common leadership styles in Dedza and Ntcheu districts, the research found that there are four leadership styles that are commonly practiced in primary schools, and these are Transactional, Charismatic, Democratic and Laissez-faire, in order of their ranking.

On the second theme that was investigated which was to find the effects of leadership styles on the teachers. It has been discovered that each leadership style used has its effects on the teachers on whom it was practiced. The following leadership styles have positive effects on motivation of teachers in the two districts under this study: Laissez-faire, Transactional, Transformative and Democratic. The Laissez-faire leadership style was not very much used, but it was the most liked leadership style. This reveals that most teachers do not want to be closely supervised as they work. The charismatic leadership style has moderate effects on motivation of teachers while the Autocratic leadership style has more negative effects on motivation of teachers. Therefore, the leadership style which has more positive effects on teacher motivation is the Laissez faire leadership style.

On the third theme that this research investigated which was finding a leadership style that motivates most teachers in the two districts. The Laissez-faire leadership style emerged to be the leadership style that motivates more teachers in the two districts as observed in 26 out of 36 participants, representing 72.2%.

The last theme of the research was finding the practices that motivate or demotivate teachers. The research found out that the practices that motivated teachers a lot were rewards, equal treatment, encouragement, good welfare, trust, and good advice. The most demotivating factors that were found in the six schools under the study were lack of rewards, open criticism, favoritism, self-centeredness, inconsistency, and lack of transparency.

This study will help headteachers and school administrators to have basic knowledge in leadership styles. It will also contribute to the existing body of knowledge in education leadership.

5.2 Recommendations

Based on the study findings and study conclusions, the study makes the following recommendations:

- a. The headteachers must consider the situation at their school first before choosing a leadership style in order to motivate all the teachers all the time. (A reference is made from the reflection on the teachers who were under the Charismatic leadership style)
- b. All headteachers must be trained in leadership skills in order for them to know when and how to use a particular leadership style that can bring results and at the same time motivate teachers (A reference is made to the teachers who experienced the Autocratic leadership style).
- c. There must be a networking forum of headteachers in each district where they should discuss successes and challenges faced in headship.

5.3. Areas for further studies

This research could not find much information relating to some issues that emerged during this study. In connection to the Herzberg two factor theory the research recommends further studies in the following areas:

- a. Finding out the particular groups of teachers who are motivated by a particular leadership style.
- b. Investigating the use of Laissez faire leadership style in Malawi primary schools.
- c. Investigating ways of making teachers to be motivated towards their work.

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APPENDICES

Appendix 1: Observation checklist for headteachers' style of leadership

School Name: _____ Date of visit: _____

Instructions:

- The interviewer must spend the whole day at each school in order to observe the different issues on this checklist
- This observation checklist must not be shown to the headteacher.
- This observation checklist has six sections.
- Each section will be graded separately and percentage will be calculated to check the characteristics of the leader. The higher percentage among the six will indicate the leadership style being practiced at this school. A tie in the percentages will indicate that the leader uses Situational leadership.

- The findings of this observation checklist will be compared to the findings of the interview guide and any disparities will be checked through cross examining the head teacher.

1.	Autocratic leadership	Yes (✓) No (x)	Total
	i. The head teacher makes all decision at the school. (Frequent consultations by the teachers)		
	ii. The headteacher directs all the processes at the school. (Physically seen to be preoccupied the whole school day)		
	iii. The head teacher creates a rigid environment (Not easy to convince and sticks to the protocol).		
2.	Democratic leadership style		
	i. The head teacher distributes responsibilities equally (Displayed responsibilities)		
	ii. The head teacher is a team player (Does not always lead, accepts other teachers to take control, especially the teacher on duty)		
	iii. The head teacher has a clear mode of communication. (Uses proper channels to communicate messages to the teachers and learners)		
	iv. The head teacher allows subordinates to give their views (Asks for others opinion first before making a decision)		
3.	Transactional leadership		
	i. The headteacher uplifts self-interests of the subordinates (Talks good about all the teachers)		
	ii. The head teacher relies on practicality when directing subordinates (demonstrates)		
	iii. There is extrinsic motivation (The head teacher does things which will motivate the teachers e.g. Dedication to duty, proper dressing etc.)		
	iv. The headteacher is resistant to change (Does not follow the new interventions in Education strictly e.g. the NNP book policy (learners taking text books to their homes),		
	v. The headteacher emphasizes on hierarchy (Follows steps when solving issues)		

	vi.	The head teacher discourages independent thinking (Always lays out the procedure)		
	vii.	The head teacher ensures that subordinates are passive (Wants them to follow him or her without questioning and seems annoyed if a subordinate asks or protests)		
4.	Laissez faire leadership			
	i.	The head teacher delegates tasks to subordinates		
	ii.	The head teacher has trust in team members		
	iii.	The head teacher provides limited guidance		
	iv.	The head teacher provides sufficient resources and tools		
	v.	The head teacher provides constructive criticism		
	vi.	The head teacher takes control only when there is need		
	vii.	The head teacher does not provide feedback all the time		
5.	Transformative leadership			
	i.	The headteacher influences ideas		
	ii.	The headteacher has spiritual motivation		
	iii.	The headteacher stimulates the subordinates' intellectual thinking (Giving them tasks which require thinking).		
	iv.	The headteacher encourages open mindedness		
	v.	The headteacher encourages adaptability		
	vi.	The headteacher considers needs of the subordinates (Talks about what he or she needs to do for the subordinates on that day)		
6.	Charismatic leadership			
	i.	The headteacher clarifies the school's vision to the teachers		
	ii.	The headteacher helps teachers to have self-awareness (Helps teachers to identify their strengths and weaknesses)		
	iii.	The headteacher communicates effectively		
	iv.	The headteacher is empathetic towards the teachers (Endures and suffers with them in times of problems)		
	v.	The headteacher always inspires teachers (Shows teachers how to achieve certain things)		
	vi.	The headteacher instill self confidence in the teachers (encourages teachers)		

	vii. The headteacher has high compassion towards the teachers (Love all the teachers as displayed in deeds and speech)		
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Appendix 2: Interview guide for head teacher's style of leadership

School Name: _____ Date of visit: _____

Instructions:

- i. This interview guide must not be shown to the headteacher.
- ii. The interview guide has six sections.
- iii. Each section will be graded separately and the percentages will be calculated to check the characteristics of the leader. The higher percentage among the six will indicate the leadership style being practiced at this school. A tie in the percentages will indicate that the leader uses Situational leadership.
- iv. This interview guide will be compared to the checklist findings on the headteacher's leadership style.

1.	Autocratic leadership	Yes (✓) No (x)	Totals
	i. Do you make all decision at the school?		
	ii. Do you direct all the processes at this school?		
	iii. No one is allowed to change the decisions that you have made at the school.		
	iv. As a leader you are supposed to make decisions without consulting anyone		
	v. Do you distribute roles according to seniority of teachers?		
	vi. As a leader, you do not need to accept ideas from subordinates on most pertinent issues.		
2.	Democratic leadership style	Yes (✓) No (x)	Totals
	i. Do you distribute responsibilities equally to every member of staff?		
	ii. Do you work with the members of staff as a team player in school activities?		
	iii. Do you have an established mode of communication at your school?		
	iv. Do you allow subordinates to give their views?		

	v. Do you consult all teachers before making the final decision?		
3.	Transactional leadership	Yes (✓) No (x)	Totals
	i. Do you have an interest on your subordinates aspirations?		
	ii. Do you always demonstrate to your subordinates when teaching them new skills?		
	iii. Do you encourage the teacher as they are working?		
	iv. There are laid down procedures for doing particular work which cannot be altered at your school.		
	v. All issues have to be sorted out by section heads or deputies before reaching you. (Hierarchy).		
	vi. You always lead your subordinates in all activities.		
	vii. Your subordinates are not supposed to be doing activities without your approval.		
	viii. You always supervise your subordinates.		
4.	Laissez faire leadership	Yes (✓) No (x)	Totals
	i. Do you let your subordinates perform some of your duties?		
	ii. Do you trust that all your subordinates can do any work on their own?		
	iii. Do you provide partial guidance?		
	iv. Do you provide sufficient resources and tools to the teachers?		
	v. Do you criticize your staff constructively?		
	vi. Do you take up responsibility when there is need?		
	vii. You do not provide feedback to the teachers frequently.		
5.	Transformative leadership	Yes (✓) No (x)	Totals
	i. Do you influence teacher's ideas?		
	ii. Do you motivate teachers spiritually?		
	iii. Do you stimulate your subordinates' intellectual thinking?		
	iv. Do you encourages open mindedness?		
	v. Do you encourage adaptability of the teaching methods?		
	vi. Do you consider needs of the subordinates?		
6.	Charismatic leadership	Yes (✓) No (x)	Totals
	i. Do you clarify the school's vision to the teachers?		

	ii.	Do you help the teachers to identify their strengths and weaknesses?		
	iii.	Do you communicate effectively?		
	iv.	Do you express empathy towards your teachers? (Endures and suffers with them in times of problems)		
	v.	Do you inspires your teachers?		
	vi.	Do you instill self confidence in your teachers?		
	vii.	Do you like all your teachers?		

Appendix 3: Interview guide for teachers

School Name: _____ Date of visit: _____

Participant code: _____

Say to the participant: Please feel free to answer any question or not to answer. You are also free **to stop** participating in this research at any point. Remember your responses will not be used for any purpose apart from research and your name will not be mentioned in any part of the research report.

1. Mention one thing that your head teacher has ever done that motivated you.

2. Is there anything that you think can demotivate you if done by the headteacher or any other leader at this school?

3. What do you think the head teacher and all leaders must do to motivate all teachers?

4. Is there a teacher who has been motivated by the headteacher and has achieved anything?

If yes, explain how he or she was motivated.

5. Is there a teacher who has been demotivated by the headteacher?

6. If yes, explain how he or she was demotivated.

Appendix 4: Informed consent form

Mzuzu University Research Ethics Committee (MZUNIREC)

Informed Consent Form for Research entitled:

Effects of selected leadership styles on teachers' motivation: a case of six public primary schools in Dedza and Ntcheu districts, Malawi.

Introduction

I am **John T. Ngulube** from Mzuzu University. I am doing research on Effects of selected leadership styles on teachers' motivation: a case of six public primary schools in Dedza and Ntcheu districts, Malawi.

This consent form may contain words that you do not understand. Please ask me to stop as we go through the information and I will take time to explain. If you have questions later, you can ask them of me or of another researcher.

Purpose of the research

The aim of this research is to find out how different leadership styles motivate or demotivate teachers in primary schools in Dedza and Ntcheu districts and recommend effective leadership styles for use in Malawian primary schools.

Type of Research Intervention

This research will involve your participation in an individual interview.

Participant Selection

You are being invited to take part in this research because you are a teacher at the sampled school as such we want to hear your views on what you feel good leadership styles in primary school should be like.

Voluntary Participation

Your participation in this research is entirely voluntary. It is your choice whether to participate or not. If you choose not to participate nothing will change. You may skip any question and move on to the next question.

Duration

The research takes place for a period of five months in which I may be coming back to you to verify and get clarity on some points.

Risks

You do not have to answer any question or take part in the interview/survey if you feel the question(s) are too personal or if talking about them makes you uncomfortable. The findings of this research will be used for research purposes only, your views will be treated with confidence and your name will not be mentioned at any point of the report.

Reimbursements

You will not be provided any incentive for taking part in the research.

Sharing the Results

The knowledge that we get from this research will be shared with you and your community before it is made widely available to the public. Following this, we will publish the results so other interested people may learn from the research.

Who to Contact

If you have any questions, you can ask them now or later. If you wish to ask questions later, you may contact: Mr. John T. Ngulube, St Joseph's TTC, P.O. Box 11 Dedza. Phone: +265996635743, email: johntngulube@gmail.com.

This proposal has been reviewed and approved by Mzuzu University Research Ethics Committee (MZUNIREC) which is a committee whose task it is to make sure that research participants are protected from harm. If you wish to find about more about the Committee, contact Mr. Gift Mbwele, Mzuzu University Research Ethics Committee (MZUNIREC) Administrator, Mzuzu University, P/Bag 201, Luwinga, Mzuzu 2, Phone: 0999404008/0888641486

Do you have any questions?

Part II: Certificate of Consent

I have been invited to participate in research about Effects of selected leadership styles on teachers' motivation: a case of six public primary schools in Dedza and Ntcheu districts, Malawi.

I have read the foregoing information. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Print Name of Participant _____

Signature of Participant _____

Date _____

Day/month/year

If illiterate ¹

¹ A literate witness must sign (if possible, this person should be selected by the participant and should have no connection to the research team). Participants who are illiterate should include their thumb print as well.

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

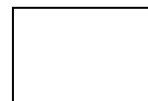
Print name of witness _____

Thumb print of participant

Signature of witness _____

Date _____

Day/month/year



Statement by the researcher

I have accurately read out the information sheet to the potential participant, and to the best of my ability made sure that the participant understands the research project. I confirm the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

Signature of Researcher _____

Date _____ (Day/Month/Year

Appendix 5: Letter of introduction from the Master of Education Coordinator

Private Bag 201

L u w i n g a

M z u z u 2

M A L A W I

Department of Teaching, Learning and

Curriculum Studies

Mzuzu University

Tel: (265) 01 320 575/722

Fax: (265) 01 320 568

mdolo.mm@mzuni.ac.mw

3rd July 2024

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

LETTER OF INTRODUCTION: MR JOHN NGULUBE

Mr John Ngulube is a registered Master of Education (Leadership and Management) Program student at Mzuzu University. He has been cleared by the Mzuzu University Research Ethics Committee (MZUNIREC) to collect data for the research study he is conducting as a requirement for the program.

Kindly assist him accordingly.

Yours faithfully,



Margaret M. Mdolo

Program Coordinator

Appendix 6: research ethics approval from MZUNIREC

MZUZU UNIVERSITY RESEARCH ETHICS COMMITTEE (MZUNIREC)

Ref No: MZUNIREC/DOR/24/40

29/07/2024.

John Ngulube,

Mzuzu University,

P/Bag 201,

Luwinga,

Mzuzu 2.

Email: johnngulube@gmail.com

Dear John,

RESEARCH ETHICS AND REGULATORY APPROVAL AND PERMIT FOR PROTOCOL REF NO: MZUNIREC/DOR/24/40: EFFECTS OF SELECTED LEADERSHIP STYLES ON TEACHERS' MOTIVATION: A CASE OF SIX PUBLIC PRIMARY SCHOOLS IN DEDZA AND NTCHEU DISTRICTS, MALAWI.

Having satisfied all the relevant ethical and regulatory requirements, I am pleased to inform you that the above referred research protocol has officially been approved. You are now permitted to proceed with its implementation. Should there be any amendments to the approved protocol in the course of implementing it, you shall be required to seek approval of such amendments before implementation of the same.

This approval is valid for one year from the date of issuance of this approval. If the study goes beyond one year, an annual approval for continuation shall be required to be sought from the Mzuzu University Research Ethics Committee (MZUNIREC) in a format that is available at the Secretariat. Once the study is finalised, you are required to furnish the Committee with a final report of the study. The Committee reserves the right to carry out compliance inspection of this approved protocol at any time as may be deemed by it. As such, you are expected to properly maintain all study documents including consent forms.

Wishing you a successful implementation of your study.

Yours Sincerely,



Wanangwa K. Msowoya

MZUNIREC Secretariat

FOR: MZUNIREC CHAIRPERSON

Mzuzu University Research Ethics Committee

Directorate of Research

Mzuzu University

P/Bag 201

Luwinga

Mzuzu 2

Email: mzunirec@mzuni.ac.mw



Appendix 7: Permission letter from the Director of Education Youth and Sports

Tel. (265) 885 399 290
: (265) 984 645 240
E-mail: dedzadem@yahoo.com



Communications should be addressed to:
District Commissioner
Dedza District Education Office
Post Office Box 131
Dedza
MALAWI.

16 April, 2025

John Ngulube
Mzuzu University
Private Bag 201
Mzuzu
Malawi

Dear Sir

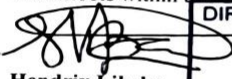
PERMISSION TO CONDUCT RESEARCH IN THE FOLLOWING PRIMARY SCHOOLS: CHIPALUKWA, KANTCHITO AND MTENDERE

I am writing this letter in response to your request for permission to conduct research in the primary schools mentioned above. Permission is therefore granted to you as per your request.

Please be aware that when schools are in session, teachers and students need sufficient time to cover their curriculum. Therefore, I sincerely hope that your research sessions will not significantly impact teaching and learning by excessively reducing their interaction time.

Additionally, this letter serves as a notification to all headteachers of the sampled institutions, granting you the necessary space to conduct your research.

Finally, the District Education Office wishes you all the best as you carry out your research in the schools within this district.


Hendrix Likeke
DIRECTOR OF EDUCATION YOUTH AND SPORTS
16 APR 2025