School Leadership Styles and Teachers' Satisfaction: A Case of Secondary Schools in Kigamboni District, Tanzania

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Abstract: This study dealt with school leadership styles and teachers' satisfaction in Kigamboni District, Tanzania, using the qualitative approach, and particularly the case-study design. Through the purposive sampling, the study involved 40 school stakeholders through an interview schedule. The study also employed the focus group discussions as a data collection method. Data took place thematically. Based on the findings, the study concluded that participative, autocratic and transactional leadership styles prevailed across the public secondary schools under investigation. Among these styles, participative leadership emerged as the most commonly adopted style. The style increased teachers' satisfaction and participation. The study recommends that school leaders prioritize the participative leadership, which encourages participation in decision-making and empowers teachers to perform their duties effectively. Therefore, school leaders need to undergo frequent seminars and workshops regarding leadership styles with more emphasis on the participative leadership style which has proven successful in providing teamwork spirit.

Introduction

School leadership has been a subject of debate among scholars and education stakeholders who seek to understand which leadership style is effective for teachers' job satisfaction and school performance. Job satisfaction is a multidimensional concept that describes an employee's positive emotional state, resulting from their work experiences (Ali, 2016). It encompasses various factors, including personal and organizational dimensions, such as autonomy, interpersonal relationships and care. According to Thiagaraj and Thangaswamy (2017), the concept has significant implications for organizations, as satisfied employees tend to be more productive, committed and they contribute to better organizational performance. The authors add that job satisfaction is influenced by demographic factors, work environment and individual characteristics. As a results, organizations strive to adopt appropriate leadership styles that promote job satisfaction and enable the organizations to achieve goals (Zeleke & Obang, 2021).

Scholars define leadership styles from diverse perspectives and by considering various aspects. Zhang (2018) identified five leadership styles, namely transformative, authoritative, laissez-faire, transactional and participative (democratic). Sammons et al. (2014) defined transformational leadership as characterized by vision, involvement, staff development and collective setting of direction and goals. This style cultivates a sense of inclusion among employees, motivating them to fulfill their roles in order to accomplish organizational objectives. Additionally, in the transformational leadership style employees experience personal satisfaction in their jobs as their leaders embrace the changes they propose for the benefit of the organization.

Ushie et al. (2010) defined the authoritative leadership style as characterized by a single leader who possesses complete authority and control over decision-making, planning and execution of all organizational matters. Leaders employing this style do not involve their subordinates in the decision-making process. On the other hand, the laissez-faire leadership style empowers subordinates with the authority to devise and implement plans in pursuit of school goals. The leader serves as a figurehead while subordinates carry out their duties independently. According to Riaz (2011), the transactional leadership style utilizes rewards and punishments to influence subordinates. Rewards may include recognition, tangible gifts, and verbal encouragement while punishment rectifies, criticizes and cautions subordinates for failing to fulfill their responsibilities. In a democratic leadership style, leaders engage their subordinates in the planning and execution of initiatives aimed at achieving school objectives. This style places a strong emphasis on democracy and views success as a collective benefit.

According to Ndauka (2021), despite its limitations, autocratic leadership appears to be more effective when roles are undefined, timelines are necessary and staff members are inexperienced. Liu et al. (2012) observes that a participative or democratic leader consults with subordinates, solicit their ideas and opinions and incorporate their inputs into organizational decisions. Participative leaders keep their staff informed about all matters affecting their work and share decision-making and problem-solving responsibilities with them. Machumu and Kaitila (2014) describe a democratic leader as a coach who sets the tone but does not disregard staff

input during the decision-making process. If participative leadership is effectively utilized, workers can evaluate their activities, foster cooperation and share opinions with their leaders, leading to automatic job satisfaction (Belias & Koustelios, 2014). Bhatti et al. (2012) added that participative leadership style fosters creativity and innovation, thereby enhancing teachers' skills for effective teaching. Studies in the United States and Sweden revealed that the participatory style promotes trust, respect, transparency and accountability, ultimately resulting in teachers' job satisfaction and improved student performance (Murakami & Törnsén, 2015). A study by Nellitawati (2020) indicate a positive association between participatory leadership and the academic performance of educators in educational institutions. Conversely, a report by the United Nations Educational, Science and Cultural Organization [UNESCO] (2006) suggests that the restricted involvement of subordinates in decision-making processes has an adverse impact on the performance of teachers.

In Africa, numerous studies have investigated the impact of participative leadership on organizational success. Fadare (2018) conducted a study in Nigeria and found that followers' trust, admiration, loyalty and respect for their leaders positively influence their work ethics and encourage them to prioritize the interests of the organization over their own. Similarly, Mwaisaka et al. (2019) conducted a study in Kenya and found that the participative leadership style significantly predicts and influences employees' job satisfaction. In Tanzania, as in other countries, selecting an appropriate school leadership style remains a challenge that affects teachers' morale. Several studies have shown that proper determination of a leadership style enhances teachers' work morale and improves students' performance (Singano, 2015; Mkulu & John and Mkulu, 2020). Akida (2015) argued that participative leadership style promotes peace and harmony in schools, thereby enhancing teachers' morale and enabling them to cope with environmental challenges. In contrast, an autocratic leadership style, in which one leader has complete control over employees, discourages subordinates from expressing their views or criticizing their leaders, leading to teacher absenteeism and turnover (Singano, 2015). Therefore, participative leadership style is crucial in promoting work morale, motivating teachers, building confidence, initiating action,

providing guidance, creating a positive working environment and coordinating activities in schools. The comprehension of the impact of school leadership style on teachers' job satisfaction holds great significance. This is due to the pivotal role that school leadership plays in enhancing student achievement (Silins & Mulford, 2015).

One of the challenges faced by leadership in educational institutions is teachers' job satisfaction. Previous studies in the Tanzania (Akida, 2015; John & Mkullu, 2020; Ndauka 2021) focused on determining the leadership styles employed by heads of school, with few (Meney, 2024; Mukami & Ori, 2013) exploring the influence of leadership styles on academic performance or teachers' satisfaction. This study sought to establish school leadership styles and teachers' satisfaction in Kigamboni District, Tanzania.

Literature Review

Leadership can be defined as the ability of a leader to influence the attitudes and behaviors of others towards achieving the organizational goals (Yukl, 2005). It encompasses the ways in which a leader motivates and inspires subordinates, fosters a positive work environment, and effectively mobilizes subordinates for the benefit of the organization. Job satisfaction, on the other hand, refers to an employee's attitude towards their work, typically measured by the level of pleasure derived from their efforts, achievements, and the perceived value of the results achieved (Rawashdeh et al., 2020). It also encompasses the extent to which an employee has positive feelings about their job, taking into account factors such as working conditions, remuneration, job security, inter-relationships among workers, attitudes towards work and expectations within the organization (Ushie, 2010; Eliyana et al., 2020).

Several factors contribute to an employee's job satisfaction, including the nature of the work itself, the respect shown by leaders towards subordinates, the interrelationships among workers, the availability of opportunities for promotion and the adequacy of wages or salaries (Areros & Wonok 2015). From various perspectives, job satisfaction refers to the degree to which teachers feel comfortable, secure and proud of their teaching and learning roles within a given context. However, achieving job satisfaction among teachers remains a complex issue, as one may be satisfied with certain aspects of their job but dissatisfied with others (Akhtar & Nazarudin, 2020). Based on the available

literature, job satisfaction is associated with factors such as promotions, job security, salaries and relationships in the workplace, the working environment, and the nature of the job itself.

Theoretical Underpinnings
The Path-goal Theory (PGT) guided this study. The theory was initially developed by Evans (1970) and subsequently modified by House (1971) to identify leadership styles commonly employed to motivate subordinates to achieve organizational goals. PGT is a contingency theory, grounded in the Expectancy Theory of motivation, developed by Victor Vroom, Daniel, Villa, Howell and Dorfman in 2003. The central premise of the PGT is that the effectiveness of leaders has a significant impact on employees' satisfaction and job performance. Effective leaders are assumed to enhance the performance expectancy of subordinates by providing them with information, support and resources to facilitate task completion. Leadership behaviors, as a source of influence, can alter the attitudes, motivation and behavior of individual subordinates (Malik et al., 2017). Learning leaders who aim to foster a culture of learning are required to adopt directive, supportive, participative and/or achievement-oriented behaviors in accordance with PGT. These leaders must be able to select an appropriate style that can quickly respond to the expectations, needs and wants of subordinates. The adoption of appropriate behaviors is contingent on situational factors such as organizational culture, task uncertainty and subordinates' characteristics (DeCaro, 2005). Leaders' actions can compensate for any deficiencies that may arise, indicating that learning leaders can adopt any of the PGT leadership styles to motivate subordinates to fill the learning gap and improve their learning (Cummins et al., 2017). The relevance of PGT to this study lies in its recognition of the impact of leaders on the achievement of organizational goals. According to the theory, leaders must be aware of the necessary steps to clarify goals and paths and enhance satisfaction through extrinsic motivation.

Methodology
Design
This study utilized a qualitative approach, which entails providing a comprehensive account of individuals' perceptions of various events or phenomena in a natural setting. The study aimed to explore local knowledge and understanding of an individuals' experiences, meanings and relationships

as well as social processes and contextual factors that marginalize a specific group of people (Creswell, 2014). This study employed a case-study design. According to Creswell (2014), a case study design is appropriate when the research sites are to be studied in their natural contexts. Furthermore, it involves exploring the embedded aspects of the cases by studying different cases or research sites with similar characteristics to complement the findings and create a comprehensive body of knowledge.

Population and Sampling

The study was conducted in the Kigamboni Municipality, situated within the Dar es Salaam Region. Kigamboni District was chosen for this study due to its notable underperformance in national secondary school examinations in recent years (URT, 2022). The study employed a purposive sampling technique to obtain the sample. Elmusharaf (2018) recommends that a qualitative study should utilize a small sample with the selection of the sample being guided by the saturation point during data collection. Accordingly, the study involved 40 respondents, comprising 4 school heads, 24 teachers, 1 District Secondary Education Officer (DSEO), 2 Ward Educational Officers (WEO), 1 District Quality Assurance Officer (DQAO) and 8 head prefects. The school heads, DSEO, WEO, DQAO and head prefects were purposively selected by virtue of their positions and their potential to provide rich data on the topic under investigation. The 24 teachers (six from each school) were selected based on their convenience to participate in the study. The sample was gender-balanced, with 12 male and 12 female teachers included.

Data collection Methods

The study, being qualitative, aimed to explore participants' knowledge of issues associated with school leadership, based on their experiences. To achieve this objective, the study conducted interviews and focus group discussions (FGDs) to gather data. Semi-structured interviews took place as believed suitable for collecting rich qualitative data due to their flexibility, focus and time-effectiveness. The study also employed focus group discussions as a data collection method to gather participants' perspectives on the topic under investigation.

Data Analysis

Data analysis is the process that involves coding, editing, classification and tabulation of the collected data (Creswell, 2014). The relevant data from focus group discussions and semi-structured interviews were coded and classified by comparing and checking with the research questions. Data analysis emerged thematically through six steps as suggested by Braun and Clarke (2006).

Ethical Consideration

In order to ensure ethical considerations were upheld, the researchers obtained permission to conduct their study and took measures to avoid any potential harm to the participants (Patton, 2002). To obtain the permits, an introductory letter from the Director of Post-Graduate Studies at the University of Dar es Salaam was requested. This letter facilitated the acquisition of permits from the Regional Administrative Secretary (RAS), the District Administrative Secretary (DAS) and ultimately the District Executive Director (DED) of Kigamboni, which allowed the researchers to visit the selected Wards and conduct their study.

Prior to data collection, the researchers provided a brief explanation of the study purpose and significance to the respondents and requested their consent to participate in the study. The researchers explained that the participants were free to participate in the study or withdraw in any time without harm. During data presentation, the respondents' identities were kept anonymous to protect their privacy. To avoid plagiarism, the researchers properly paraphrased, cited and quoted all relevant information from various sources, including articles, books, dissertations, and theses, and acknowledged the sources.

Results and Discussion

This section present the findings of study as by research questions.

Research Question 1: What types of leadership styles do leaders in public secondary schools practice?

The results indicated that leadership styles utilized by school leaders varied from one individual to another. The study revealed that democratic leadership was the most commonly employed style in the schools. Heads of schools reported that participative leadership was effective in promoting smooth school operations, as it improved working conditions and social relations by allowing collective decision-making, which had the potential to enhance academic performance. However, one among four heads of school reported to have been

incorporating elements of the autocratic and transactional leadership styles. As Adeyemi (2010) noted that the leadership style adopted by a head of school has a significant impact on the job satisfaction of teachers and their performance at the individual level, which in turn contributes to the overall success of the school. The leadership styles are mentioned are further elaborated here under:

Participative Leadership

The majority of the heads of school practiced participatory leadership. The respondents, especially the teachers, had a lot to comment on this. One of the teachers, for instant, responded,

Under his leadership, we are the ones who set the school's strategic plans, timetables, calendars and teachers' duty roosters and implement them for the good of our school. The head has also assigned us various roles to play in the schools routine and he makes follow-up.

In line with the above comments, a student added,

..We are confident to say that there is an open room for us to air out our views through school Barazs and class meetings. The headmaster made it possible by involving us through the students' government and individual students.

Through an interview, a DSEO supported the above comments:

Heads of the school are guided by the regulations on how to lead these schools, including the teachers to ensure objectives are met. The requirements of all these regulations are realized by involving the SMT, school departments and the students. The role of the head is to lead all of them as one whole school community.

The above statements confirm that the majority of participants affirmed that heads of school favor the participative leadership style over other styles for various reasons. It was discovered that heads of schools involved teachers in decision-making, planning and problem-solving by delegating power to their subordinates in accordance with the guidelines issued by the Ministry of Education. These findings corroborate those by Philemon and Mkulu (2020) who demonstrates heads of schools in Tanzania utilize the participative leadership is due to its positive impact on students' academic performance. This suggests that when school

leaders provide teachers with opportunities and better working conditions, they feel contented with their job and they devote their energy to fulfilling their obligations at various levels. Ngotngamwong (2020) reports a similar case in England, as he notes that students perform better, when there are improved relationships within and outside the school community, redesigned roles and responsibilities and enhanced working conditions based on feedback from staff. Consequently, the study of Fakhri et al. (2020) concluded that the type of leadership chosen by a school head determines the school's performance. This implies that there is relationship between participative leadership and teachers' performance.

Akuoko et al. (2012) reported similar findings, indicating that participative leadership enhances decision-making quality, reinforces staff morale, promotes teamwork and commitment, builds trust, increases school effectiveness and facilitates the acquisition of new skills by administrators and staff. These factors are critical for promoting teachers' work morale and improving students' performance. Participative leadership style enables school heads to address organizational issues through collaborative decision-making.

School heads who adopt a democratic leadership style, delegate power, foster trust, involve subordinates in decision-making and ensure transparency and accountability to the school community, thereby promoting goal attainment by ensuring teacher job satisfaction and a conducive working environment.

Autocratic Leadership

The findings revealed that two out of four heads of school preferred using autocratic leadership in their schools because teachers and students do not work as required if they are not coerced or put under maximum supervision. The heads of schools argued, many of the duties, especially the administrative ones, are urgent; they need special attention and directives to be accomplished. Heads of school, therefore, need to have a close look at every unit of the school functions and ensure every teacher performs as required in order to achieve the school's general goals. In supporting the theme during a focus group discussion, a teacher pointed that:

Despite having the school management team and the departmental committees in managing the school and the defined procedures of managing the school, the

head decides everything in this school and has power to assign any teachers departmental activities and opportunities without being questioned.

Consistent with the above assertion, one head of school had the following to say regarding the type of leadership that is preferred, through interview:

Many of my teachers delay starting their teaching sessions. I have also observed several times during my absence that some of the teachers do not come to their workstation or do not teach when they come. I, therefore, decide on issues alone and tell them what to do for them to implement my decisions to make things happen.

The responses above suggest that certain school leaders employ an autocratic leadership style, which restricts and discourages subordinate participation in decision-making. This style enables leaders to save time by avoiding prolonged discussions with subordinates during the decision-making process while facilitating the rapid implementation of school activities or programs. Additionally some teachers only work when coerced by their school leaders. This indicates that some school leaders prefer to use the autocratic leadership style due to the nature of teachers in their respective schools. Machumu and Kaitila (2014) and Usman et al (2021) reported similar findings that the autocratic leadership style helps to save time and reduce truancy and alcoholism among teachers, (i.e., the habit of drinking alcohol during work hours). According to the findings, the autocratic leadership style is more effective when subordinates in a particular institution are not well organized and do not want to work voluntarily to achieve the schools goals. Ndauka (2021) supports this argument, stating that autocratic leadership is effective when immediate decisions need to be made and to avoid delays that may arise from involving every teacher in the decision-making process.

Transactional Leadership
The findings revealed that some heads of schools used rewards to encourage teachers to work hard so as to improve their schools' performance. This transactional leadership style seems to work well in schools where teachers are recognized or given incentives by the head of school, after performing better or exceptionally compared to others. When

probed on this issue, the education officer said the following:

We have witnessed heads of school rewarding all subject teachers who have assisted their students to get the best grades. They pay twenty thousand for grade A, ten thousand for grade B, five thousand for grade C and they discourage grade D and F in any subject.

During a focus group discussion, one respondent had this to say:

All levels of leadership in this school like the deputy head, academic teachers, heads of department and SMT members are appointed by the head of school. He makes the appointments based on performance and hard work, whereby those who perform well are usually given opportunities to represent the school in various affairs outside the school as a reward and as appreciation.

In responding to the question on the prevailing leadership style, the following were a response from one student, through interview:

Since this headmaster came here, best students in different categories like academic, discipline and leadership are rewarded with various gifts during graduation ceremonies. We have been working hard to make sure that we do better and get recognized by the head and the school in general.

This indicates that school leaders value and acknowledge the efforts of both teachers and students by rewarding them based on their performance. Those who demonstrate diligence and attain the desired objectives, are rewarded, while those who perform poorly are likely to face disciplinary actions. In this regard, some school leaders adopted the transactional leadership style to enhance the job satisfaction of their teaching staff. In addition to providing incentives to high-performing teachers and students, school leaders reprimanded subordinates who failed to meet expectations and penalize those who performed poorly in their duties (Fadare, 2018).

The findings suggest that this transactional leadership approach serves to motivate teachers and students, thereby boosting morale and ultimately

improving school performance. Fadare (2018) and Odumeru and Ogbonna (2013) drew similar conclusions by finding that transactional leaders use rewards and punishment to elicit compliance from their followers, thereby promoting job satisfaction and work morale.

Research Question 2: How does the participatory leadership style affect teachers' job satisfaction in public secondary schools?

Apart from other leadership styles, the study intended to establish the role of the participatory leadership style on teachers' job satisfaction.

Sharing of Ideas and Knowledge

The findings from interviews with teachers indicated that effective use of the participative leadership style by the heads of school helped to improve trust and confidence among teachers and the school management in general. The style gives room for leaders and their subordinates to share ideas and knowledge during meetings. One teacher proved this:

> We are given freedom to share and contribute ideas and knowledge on various school-related matters such as performance, social affairs and community involvement. The headmaster gets the views through meetings, conversation with individual teachers and school departments that work to contribute to the school general performance on whatever they think can help.

One DEO supported the findings as follows:

> There have been few reported cases of individualism among the heads of school in discharging the daily duties associated with the role of leading teachers, which seems to be influenced by various aspects. Making teachers participate and honoring their contributions improved the school performance.

The study revealed that the implementation of participative leadership style within educational institutions fosters the sense of belonging among teachers, thereby enhancing the success of the school. Through this style, teachers receive opportunity to express their opinions regarding the attainment of school goals, which depends on their level of satisfaction with the work environment.

Democratic/participative leadership promotes higher job satisfaction when school heads mentor teachers and attend to their well-being (Chan, 2019). These findings are consistent with those by Akida (2015), which highlights the positive impact of participative leadership on teacher job satisfaction by enabling them to contribute their ideas and knowledge to various aspects of school management. Similarly, Chan (2019) posited that participatory leadership enhances teachers' job satisfaction by empowering them to take responsibility for the decisions made by the school management. Therefore, participative leadership is an effective means of promoting teachers' job satisfaction, as it allows for the extraction of valuable insights and knowledge from teachers for the betterment of the school.

Empowering Staff and Students

The findings indicated that participative leadership style empowers teachers and students in all aspects, including decision-making and the teaching-learning processes. During interview, one respondent revealed,

> In my school, participative leadership helps to empower teachers, the non-teaching staff and students in performing their duties. Every member plays his or her roles effectively to improve students' discipline and academic performance. Actually, this style helps to avoid unnecessary conflicts with students because even the school government is aware of all matters of their school.

EO cemented on the aspect of empowering as he said;

> We have been encouraging heads of school to lead by involving their staffs in every aspect of the school to create a better working environment for job satisfaction to attain the school goals. Therefore, through meetings, teachers receive opportunity to discuss student matters and they propose solutions.

One of the teachers also supported this;

> The head of school has provided us with the full authority in the positions we have and we work with confidence. There have been several in-school trainings at department levels, which have enabled us

to cope with the changing contexts in education.

This study reveals that participative leadership is an effective approach to empower all members of a school community in various school matters. This leadership style fosters a sense of belongingness among school members, which in turn enhances job satisfaction and positively affects students' performance in achieving the school's vision and goals. These findings are consistent with those by Akida's (2015) observations that empowering and respecting educational stakeholders enhances job satisfaction among workers and improves students' performance.

Promoting Teamwork
The majority of teachers confirmed that under the participatory leadership style, they collaboratively worked as a team in setting and implementing school goals. One of the respondent teachers reported the following during an interview:

> With the participative leadership style, our school head encourages involvement of the school staff and students in planning and implementing school goals. This has helped us to work as a single family. We have been winning in examinations competitions at the regional and national levels, owing to our collaborative working modality in and outside the school.

One of the school heads added,

> My responsibility is to lead this school community as a single entity to ensure that school goals are attained. Having such components, I allow them to work through delegated duties and positions by empowering and providing them with continual support.

The findings suggest that the participative leadership style fosters solidarity and harmony among teachers, ultimately leading to an increase in their work morale. This aligns with Ndauka's (2021) argument that collaborative efforts promote a sense of belonging and encourage effective participation in setting goals. These findings are consistent with those of previous studies conducted by Collins and Parras (2008) and Singano (2015), which demonstrate that involving subordinates in decision-making and related activities enhances decision making quality, reinforces staff morale, builds trust and fosters teamwork. Consequently,

this facilitates timely goal implementation and promotes commitment and hard work, improving academic performance in schools.

Improved School Supervision
The findings further show that the participative leadership style helps to improve school supervision, especially when the school heads make equal distribution of governing responsibilities to their subordinates. The approach also opens room for staff members to acquire new skills and experience from their school administrators. A respondent who was an academic teacher commented on this as follows:

> Our head of school usually invites teachers in school related duties in respective departments, which strengthens the school management and gives chance for the staff to obtain leadership skills. We contribute our ideas before decisions on issues such as disciplinary and academic cases.

I addition, the Educational Officer (DSEO) cemented that they often encourage heads of school to employ the participative leadership style. The person reported,

> The participative leadership style is highly encouraged among school heads since it gives chances to teachers under the heads of school to express their views and share ideas on how to achieve the intended school goals. Through this style, novice teachers imitate and gain new skills from the senior ones and from the school management team.

The aforementioned responses suggest that educational leaders preferred participative leadership style. Research has indicated that this approach is effective in fostering leadership competencies and experiences related to supervision, coordination and provision of support to subordinates, thereby contributing to an improvement in teachers' morale at work. This, in turn, enhanced students' academic performance.

Promoting Harmony and Creativity
Participative leadership style promotes peace, harmony and creativity. The heads of schools employed this approach as a mechanism to make the staff work together in groups and cooperate in social and economic affairs. During a focus group discussion, one teacher reported,

Our collaboration with the headmaster is highly rewarding, as he consistently supports and appreciates the concerns of each individual. He fosters a collegial atmosphere that enhances teaching effectiveness, ultimately contributing to the improvement of the school's academic performance and morale. We, therefore, work and live as a family in this school community, which contributes to the existence of a peaceful work environment for the innovative education delivery.

In addition, one student reported,

The opportunities we receive from the headmistress allows us to have clubs in various aspects like health, anti-corruption, sports and subjects. The environment created brings peace and promotes cooperation and creativity as it allows involvement of all teachers in various affairs, hence creating a work environment that fosters job satisfaction among teachers.

These findings suggest that the implementation of the participative leadership style fosters a sense of harmony and creativity among teachers. This leadership style allows teachers to freely contribute their ideas towards achieving school objectives. These findings are consistent with previous studies by Machumu and Kaitila (2014), Singano (2015), Chukwusa (2019) and Usman et al (2021), which demonstrate that participative leadership is an effective leadership style in promoting work morale. This leadership style encourages the solicitation of creative inputs and expertise from teachers with the aim of improving the quality of education delivered.

Transparency and Accountability
The participative leadership style inculcates transparency and accountability among the followers. The findings indicated that school leaders were always transparent and accountable. They also impart those features to their subordinates by acting as role models as they do what they say (Baum & Kling, 2004).

During the interview, one WEO reported,
….engaging other educators reflects values, such as sincerity, honesty, transparency, responsibility and accountability among individuals, educational institutions and the government as a whole. Under the guidance of school leaders, teachers develop the skills, principles and characteristics necessary for accountability. As role models they play a crucial role in shaping future leaders.

One teacher revealed that

The headmaster informs us on issues about finance, academics and leadership during meetings and on school notice boards. In the school management team, for example, all members have chances to ask questions, which creates a good work environment for us.

Based on the results, participative leadership is an essential component in achieving school objectives. This leadership approach fosters a culture of honesty, transparency and accountability. These findings are consistent with previous studies by Awan and Mahmood (2009), Machumu and Kaitila (2014) and Chukwusa (2019), which demonstrate that involving subordinates in decision-making and institutional planning enhances trust, commitment, and accountability towards achieving both individual and organizational goals.

Conclusion and Recommendations
Conclusions
The study concludes that participative, autocratic and transactional leadership styles prevailed across the public secondary schools under investigation. Among these styles, participative leadership emerged as the most commonly adopted style. The leadership style increased teachers' satisfaction. Through this leadership style, teachers shared their ideas and felt empowered. The leadership style promoted teamwork, improved school supervision and promoting harmony, creativity, transparency and accountability.

Recommendations
Due to the conclusions of the study, it is recommended that school leaders prioritize the participative leadership, which encouraged participation in decision-making and empowered teachers to perform their duties effectively. School leaders need to undergo frequent seminars and workshops regarding leadership styles with more emphasis on the participative leadership style which has proven successful in providing teamwork spirit.

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