Perceived Impact of School Heads' Leadership Styles on Teacher Job Gratification: A Case of Harare Urban Secondary Schools

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Abstract

The study sought to establish the teachers' perceptions of school heads' leadership styles concerning teacher job actualisation. Focus was on secondary school teachers in Borrowdale District-Harare. The research concentrated on how teachers perceived heads' leadership styles and heads' behaviours and how this impacted on teachers' employment gratification. The study was guided by the following themes: the diverse management methods used by school leaders, how educators perceived school management's leadership styles and the impact of leadership styles on work gratification. A basic qualitative technique was used to come up with 4 main themes and eight sub themes. Research sample consisted of 14 educators drawn from three private secondary schools in Borrowdale, Harare Metropolitan Province. A total of 9 teachers were interviewed, individually, and a focus group discussion comprised of 5 other teachers. Research data were analysed using the basic interpretative technique. Interview outcomes revealed that school heads with cooperative leadership methods created affirmative environments at their institutions which enhanced teacher job gratification. Teachers mainly spoke about their school heads' behaviours and not much about their leadership styles. They also spoke about their expectations of a good leader. Teachers appreciated a powerful leader who could make rational decisions while taking on board teachers' views. They wanted a school head who was knowledgeable on most aspects of the school while giving the teachers instructional autonomy at the same time. A school head who communicates effectively, and who has trust and respect for the teachers is considered the most ideal instructional leader.

Keywords: *autonomy, instructional leader, job gratification, leadership styles, teachers' perceptions,*

1. Introduction

Concerns have been raised mostly by educators on the leadership styles by most school heads and how these styles negatively impact their job gratification, hence poor performance. The researcher observed that in schools where the head is altercative, teachers tend to have no joy and gratification on their job. They are either passive or rebellious and absenteeism is the norm. Several researchers have noted variables such as teacher salaries, status, increase in class size, changes in educational system, tardiness, absenteeism and turnover rates as indicators of teacher job gratification (De Witte, 2005; Yousef, 2000). The literature reveals that to have a vibrant educational structure, happiness at work is a significant aspect to be considered. The school head's leadership style is also crucial towards attaining teacher gratification at work. The researchers observed that educator work gratification correlated with their school head's sociability, kindness, backing and empathy to the teachers which generally depended on the school head. The researchers observed that teachers love heads who delegate and involve them in decision making, they feel a sense of belonging and become more accountable for the outcomes. Tatler, Uzma and Ishtiaq (2010) suggest that the success of a school often depends on how effectively a principal can use an authoritative leadership style. Effective leadership, therefore, demands in-depth understanding about good management skills for a school.

Zimbabwe has already commenced its journey towards transforming the economy into an upper middle-income status by 2030, (ZCF,2015-2022).The Ministry of Education is an essential part of this transformation procedure as it enables both social and economic growth. The ministerial goal of becoming a leading provider of 21st century inclusive and quality education for socio-economic transformation is in line with vision 2030 (MoPSE, 2015). Since the introduction of the new curriculum in Zimbabwe (ZCF, 2015-2022) public education and the way school heads lead has changed dramatically. MOPSE (2015) published a school leadership handbook which states that school leadership plays a key role in improving learning outcomes by influencing the motivation and capacities of teachers, as well as improving the school climate and environment. The Result Based Management system has brought a sense of accountability to administrators and teachers. This new policy is based on the industrial invention which has proved to be inadequate. The new curriculum's projection is to have all learners shift progressively to high level of attainment while taking charge of their learning and all schools are held responsible for providing a competence-based education immersed in the *unhu/ubuntu* philosophy. The Zimbabwe New Curriculum Framework (2015-2022) is challenging schools to ensure students are adequately prepared for the workplace. This study sought to find a tool for competent school head governance and partnership in which teachers' performance is raised, grounded on affirmative interaction.

2. The Researchers' Perspectives

Zimbabwean schooling or formal education has been steadfast in its direction and strategic planning has been done regularly, however, the educator's joy on the job seems to have been neglected. Since gaining independence in 1980, Zimbabwe's education system has continually progressed, enabling the country to be ranked amongst the most literate state in Africa. The implementation of Vision 2030 by the Zimbabwean President has brought intense changes in all government departments, inclusive of the Ministry of Primary and Secondary Education (MoPSE). The vision has been embraced by all and sundry in principle, long term economic recovery. One of its goals is to make education a national resource critical for economic development. Resultantly, Zimbabwe wishes to produce competent citizens who are complete with all requisite requirements for a prosperous life. The characteristics include self-confidence, hard work, innovativeness, critical thinking, diligence and having an optimistic mind. The characteristics can make learners succeed in their communities and develop the country. Teachers, on one hand, are a human reserve central to curriculum implementation that is so desired for the nation to attain envisaged educational goals. Despite the result-based management (RBM) policy being implemented to increase performance and effectiveness of public sector services, it appears no deliberate strategies are in place to ensure teacher job gratification hence this study.

3. Problem Statement

It has been noted that in most urban secondary schools in Zimbabwe, a high ratio of teacher truancy, tardiness, bribery, dishonesty, stealing, protests, reporting late at work, non-performing, below standard work outcomes, and absence of teamwork have been reported. These are indicators of job gratification. Maladministration, bureaucracy, recklessness, ineffectiveness and negligence by both school heads and teachers worsens the reported status quo. These difficulties call for intimate study on root cause analysis of the prominence of the job gratification characteristics in the urban secondary schools. Preliminary investigations seem to put the blame on the school heads' leadership styles. Effort is mainly channelled towards learner performance, at the neglect of teacher work gratification. School heads as instructional leaders greatly impact on the behaviour of their subordinate teachers. In view of the above, the researchers sought to solicit teachers' perceptions on how school heads' various leadership styles impact on their employment gratification.

4. Research Questions

The main research question was:

What is the perceived impact of school heads leadership styles on teacher job gratification?

Below are the sub-questions that fed into the main research question:

a) Which leadership styles are used by school heads in secondary schools in Borrowdale District, Harare?
b) How do teachers perceive school heads leadership styles?
c) What is the impact of school heads leadership styles on teacher job gratification?

5. Leadership Conception

A leader is broadly defined as, a person who has commanding authority or influence, (Merriam Webster, 2002). This segment looks at diverse constructive features to generate an explanation of how front-runners can get the best out of their cohorts. Rosari (2019) states that leadership is not a person and it's different from management. Headship is an impact association between leaders and subordinates who anticipate genuine modifications that reveal their reciprocated determination. Four vital components that must be existent if management is present are:

a) the association is grounded on impact
b) both managers and subordinates are humans in this relationship
c) managers and subordinates mean genuine modifications
d) managers and subordinates advance shared determinations

Short & Greer (2002), state that these relationships depend on situational favourableness, task specificity, leader-member relations, leader personality, and group maturity. Donaldson (2001) states that leadership satisfies a basic function for the group or organisation. He goes on to explain that it mobilises members to think, believe and behave in a manner that satisfies emerging organisational needs, not simply their individual needs or wants. The leader should have the ability to create an organisational revelation, persuade and motivate others to clinch the revelation and go on to accomplish the objectives if firm associations are moulded. When a school head symbolises all affirmative attributes listed above, impetus and teacher job contentment will escalate.

6. Herzberg's Two Factor Theory of Motivation

Mohammed, Shahwan-Akl & Maude (2017) state that the motivation-hygiene theory is also known as Herzberg's two factor theory or Herzberg's dual factor theory. The term 'motivation' comes from the Latin word meaning, mover or to move. The definition of motivation is 'how to provide something to a person to drive him/her to do something (Ruthankoon & Ogunlana, 2003). The term 'hygiene' comes from the Latin word, '*hygiene*'. It denotes removal of health hazards from the work environment. The notion of this philosophy is the variance between motivation factors and hygiene aspects, and these have an influence on job gratification. Hygiene factors are considered less important to job gratification than motivation factors. Herzberg believes that there are inspiring factors and sanitisation factors that lead to job gratification. Dion (2006) states that this theory is one of the most used theories in job gratification research. In a study of engineers and accountants in Pennsylvania, Herzberg established that factors related to job gratification were very different from those causing job gratification (Dion, 2005). Stello (2011) states that motivation factors lead to positive job attitudes and hygiene factors surrounded the 'doing' of the job. Herzberg describes motivation factors as intrinsic while hygiene factors are extrinsic to the job (Herzberg, 1959). Therefore, motivation factors labour to escalate job gratification while hygiene factors work to reduce job displeasure. Founded on these elements, Herzberg fashioned the theory of motivation-hygiene that clarifies why employees are unhappy with their jobs.

An investigation of the factors that boost individuals to be prosperous and satisfied is key to understanding what methods leaders should use to motivate their staff. Herzberg (1959) defines two types of individuals in this theory, satisfier/motivators and dissatisfied/hygiene factors. He notes that satisfiers describe themselves in terms of their relationships, how they transmit to co-workers and general work conditions (Table 1). They tend to get along with their heads and workmates which leads to skills development. Dissatisfiers on one hand express themselves in terms of the setting of specific circumstances and how people perform in such conditions. They are highly concerned with salary, job safety, company rules and individual attainment. In both categories, if certain conditions are not properly met, employees end up dissatisfied in the place of work. If psychological development is attained, then fulfilment will be the outcome.

Table 1: Factors affecting job attitudes

Factors principal to dissatisfaction-need to evade unpleasantness or hygiene factors	Factors principal to gratification-need for development and self-actualisation (Herzberg, 1966, Herzberg, 2003, Motivating Factors)
a) Company policies	a) Achievement
b) Supervision	b) Recognition
c) Interpersonal relationship	c) Growth
d) Salary	d) Advancement
e) Relationship with leadership	e) Work itself
f) Working conditions	f) Responsibility

Like Herzberg, Abraham Maslow (1954), an American psychologist, came up with the theory of human needs and how people pursue these needs (Banda, 2021).

6.1. Maslow's Hierarchy of Needs
Table 2: Maslow's Hierarchy of needs

Type of needs	Examples
a) Self-actualisation	a) desire to become the most that one can be
b) Esteem	b) respect, strength, recognition, status
c) Love and belonging	c) friendship, intimacy, sense of connection
d) Safety needs	d) personal security, employment, resources, health
e) Physiological	e) self-respect, respect for others f) shelter, water, food, and clothing

Maslow (1954) identified five types of needs (Table 2) and stated that once one of these sets of needs is met, then they will no longer act as motivation. If a head can recognise which desires teachers are yet to fulfil, she can then use that information to their benefit as a motivating cause. As these needs are met, followers need to be motivated in different ways, and it is up to a shrewd leader to detect the ways by which they may carry on motivating their subordinates. Employees will only progress when their wants are entirely gratified.

6.2. McGregor's Theory X And Y
According to McGregor (1960), Theory X suggests that people are generally lazy, dislike change, want to be told what to do and will only do it under threat of punishment. Theory X places the administrator under total control and her purpose to ensure that work is done. Theory X explains the importance of supervision, external rewards and penalties. Theory Y on the other hand

maintains that people want to grow and want to be responsible and that they respond best to encouragement and praise. Theory Y highlights the motivating role of job gratification. However, Theory X has a negative view about people in their workplace and it is an autocratic approach to enforcing organisational standards. Theory Y emphasizes on democratic and transformational leadership styles. For tasks to be completed, the supervisor does not have to be present since employees can work under slightest observation.

In a school environment, teachers react in different ways to work situations. Some enjoy work and others do not enjoy work at all. This implies that the school head should use diverse management techniques to guarantee that the employees carry out their work professionally and happily.

7. Conceptual Framework

Consequent to Herzberg and Maslow's theories, there is a conceptual framework linking the variables in the research. The school head is responsible for teacher motivation leading to teacher job gratification and relative performance. Chinyerere (2016) looked at servant leadership styles in the retail sector and their influence on employees. The findings were that there is a strong relationship between servant leadership and employee teamwork, compared to ownership leadership style. These interpretations were crucial to this research in identifying leadership styles used by school heads in Borrowdale District secondary schools.

8. Methodology

Basic interpretive qualitative approach was exploited for this study. The strategy was to look at how the solicited data could be an accurate illustration of the truth (Savage & Honeycutt, 2011). Saunders, Lewis & Thornhill (2007) define a research design as the general plan of how the research questions are answered. The qualitative approach was adopted as it is known to provide answers to why and how questions (Tsai & Wu, 2011). Chen, Li, & Chen, (2013) argue that qualitative approach has as its strength the effective realisation of specific description of how people experience a given research issue regarding values, opinions, behaviours, emotions and relationships of individuals. For this research, the qualitative approach was preferred over quantitative because it looked at people's opinions, emotions, behaviours and relationships.

On the other hand, research design is concerned with time horizons and how the research is conducted to specifications and within budget (Carter & Greer, 2013). In carrying basic interpretive qualitative research, one tries to unearth and comprehend an occurrence, a process, the perception, and global opinions of the community involved. The basic interpretive qualitative approach was used by the current study since it permitted elucidation grounded on dialogues and questionnaires to comprehend how societies construe their capabilities, and the significance they ascribe to their involvements. The purpose of this research was to explore the role of school heads' leadership styles and how they influence educators' views on their work contentment. The private schools in the research were located in Borrowdale District. The heads who participated were promoted by the Public Service Commission and appointed by respective School Boards through professional interviews. The teachers in the study had a minimum of Diploma in Education. The study began by sending correspondence to the concerned school heads in Borrowdale requesting for their consent to carry out the study.

Permission was requested from the line ministry (Ministry of Primary and Secondary Education), coupled with permission from the University of Zimbabwe's Faculty of Education. The study was conducted at three private secondary schools in Borrowdale, Harare Metropolitan Province, that were chosen because of their accessibility and sound rapport with the researchers. The good relationship with the school heads played a significant role because the heads are known gatekeepers to schools. The researchers took extensive field notes during the study, since field notes are, 'primary recording tools of a qualitative researcher' (Glesne, 2006).

Sampling Technique and Sample Size

A sample is a segment of the population used for investigation and inferences (Sabeen, 2012). Sampling refers to the process of selecting subjects or participants to be used in the research and these should represent the larger group from where they were selected (Coolican, 2006). Two sampling techniques are widely used, namely, probability-sampling and non-probability sampling (Chegini & Nezhad, 2012). The researchers used convenience sampling technique which is a type of purposive sampling. Kassiani (2022) describes purposive sampling as referring to a group of non-probability sampling techniques in which units are selected because they have characteristics that the researcher needs in one's sample. Alternatively, is also called judgemental sampling. Purposive sampling is common in qualitative research and is predominantly beneficial when one wants to maximise on inadequate means. Qualitative research often uses smaller samples as it is labour intensive and analysing large samples may become time consuming, tedious and impractical (Glaser & Strauss, 2011). In determining the sample size, the researchers used data saturation method which does not limit the researcher as to a restricted number of participants but collects data from as many participants as possible until a point when the collection of more data no longer adds value to the study. Overall, the researchers collected data from 14 teachers.

9. Data Presentation

Data Collection Instruments

Research instruments are tools used as a testing device for measuring a particular phenomenon and these tools can be questionnaires, tests, interviews and observations, among others (Coolican, 2006). In the current study, the researchers used, interviews and focus group discussions. Interview guides were used to solicit main data from the research respondents.

The Interview Guide

An interview guide is a structured document outlines a series of questions research participants respond to. The research questions must deliberately speak to both the main research question and the associated sub-questions. At each of the three schools, interviews were carried out with 3 teachers who had served for a minimum of 12 months under the same school head. Discussions were transcribed and documented. With such documentation, it was easy to categorise the respondents' thoughts. Focus group discussions were done with five teachers, guided by the researchers. The discussions allowed participants to agree and disagree with each other, were necessary. The researchers were also able to take notes of non-verbal communication from the participants. The discussions centred on the heads' leadership styles and the perceived impact on teacher job gratification.

Data Gathering Procedures

The researchers got authorisation from the University of Zimbabwe (Department of Educational Foundations) to carry the research. They also got permission from the Permanent Secretary in the Ministry of Primary and Secondary Education (MoPSE) to conduct research in the respective secondary schools. School heads for the identified schools were contacted and permission sought too to interface with their teachers. Appointments to conduct the research in the schools were made. The researchers interviewed the sampled teachers and further conducted focus group discussions, always taking notes and did in-situ recordings. The interviews and focus groups discussions allowed the researchers intimately interactions with the research participants. Where need be, the researchers and the participants had the opportunity to ask each other further questions for clarifications. However, the interviews ended up taking much time, as participants wanted more time to express themselves. In most instances, the researchers intelligently adjourned the interviews.

Data Presentation Techniques

The interviews and focus group discussions were summarised using Simple Explanatory Qualitative Procedure (SEQP). The qualitative analysis involves an attempt to comprehend the phenomenon under study, synthesize information and explain relationships, theorise about how and why the observed relationships appeared as they were, and reconnected the new knowledge with what is already known (Ary, et al., 2006). Data analysis was conducted in accordance with the constant comparative method of data analysis which was developed by Glaser & Strauss cited by Anderson & Jack (2015) where raw data is sorted and organised into groups according to specific attributes. The organise data, grouped, is further structured to formulate an argument and eventually a theory. The benefit of using this procedure is that research begins with raw data, and through constant comparisons of the collected data a substantive theory emerges (Glaser & Strauss, 1967). Constant comparative method (CCM) has four stages, namely: comparing incidents applicable to each category, integrating categories and their properties, delimiting the theory and writing the theory. The CCM uses three types of data encoding (open, axial and selective) to gain insight into the participant's answers (Glaser & Strauss, 1967).

In open coding, each meaningful unit of the interview is coded, and at this stage initial categories of information about school heads leadership styles were formed. The researcher examined the collected data, categorised information and reduced the data into smaller themes. With axial coding, central phenomenon was identified through the exploration of the interrelationships of categories. The axial codes were used to develop the conceptual framework for the study.

10. Logical and Ethical Considerations

Informed consent

The goals, purpose and rules of the study were explained to the participants to get their consent. The participants, therefore, had an option to choose whether to participate in the research or not. The participants were also made aware of the fact that they could withdraw from the research any time they felt so. Therefore, the participants participated voluntarily. The researchers did not use any force, coercion, bribe or fear to get the desired consent from the participants.

Anonymity & protection from harm

To protect the participants, pseudo names were used during the study. Throughout the data collection period, participants' identities remained anonymous. According to Rukuni (2007), the researcher should protect the anonymity of the participants and the confidentiality of their disclosures unless they consent to the release of personal information. Therefore, the participants 'rights to confidentiality and privacy were religiously upheld.

Deception

Merrian Webster (https://www.merriam-webster.com) defines deception as the act of causing someone to accept as true what is false or invalid. Deception was discouraged as it was not in the best interest of the participants. The researchers told the participants the truth by briefing them on the true purpose of the research.

Ethical considerations

In all research linked to human contributors; it is essential to obtain authorisation to carry the investigation from the concerned line Ministry. The researcher, on one hand, must be committed to respect the rights, needs, values and desires of the research informants (Chinomona, Mashiloane, & Pooe, 2013). Jha & Jha (2013) also assert that ethics concerns the appropriateness of the researcher's behaviour to the subjects under the study and all those affected by that study.

Input to the body of knowledge

The main objective of this research was to input valuable, realistic information to the Zimbabwean curriculum on the various leadership techniques prevalent i schools and how they impact on educators' happiness on the job. The exploration illustrates some of the strong points of the current structures in place in Harare's urban secondary schools that may be implemented on wider threshold. This research sought to envisage an operative school governance system that would assist in the implementing the new competence-based curriculum, in agreement with the desired Vision 2030 trajectory.

Data Presentation

Four core themes and related sub themes were culled from the research interviews, namely: democratic leadership, support, trust and respect, and communication. These are further explicated below:

Democratic Leadership and Related Sub Themes

a) Autonomy in the class

The participants in the study expressed that freedom and independence in the school leads to creativeness and happiness on the job. Teacher One had this to say,

> *If one was hired because he/she is a specialist in that learning area, there is therefore no need to keep following them up because they are professionals and experts in their respective subject areas, all they need is space to work, if they have problems, they can always consult the head. My school head hires teachers he believes are professionals, he makes them go through rigorous interviews by the board and makes sure that they are capable of doing their job.*

Teacher 2 spoke at length about the level of instructional autonomy they get from school heads:

My head gives us autonomy in our classes. It reduces our contact with the head and reduces conflict hence working positively towards job gratification and production of good results. It seems he has great trust in us as teachers. I really enjoy the freedom that he gives us. Unless there are circulars that announce major changes in my learning area, that's when I go to him for consultation and mentorship. The fact that my head gives me freedom, makes me more creative in my class tasks., The liberty gives me confidence to grow and improve my instructional strategies naturally.

Teacher 6 explains how differently his head operates:

My head gives us autonomy but follows up with questions like, "How best can I be of help on this, do you think you need more resources to perform the task? This gives me confidence to explore new avenues in my work because I know that I get all the support I need.'

Teacher 5 expressed dissatisfaction in the way her head pushes them around: She said that her school head did not give them the freedom they deserve as professionals. She felt that the head should give them some freedom as opposed to being autocratic. All the teachers in the study consented to the fact that giving the teachers autonomy was the best recipe for teacher job gratification and ensured positive performance. Some of the teachers went further to comment that even though the autonomy is given, occasionally the head must assess lessons and carry positive discussions with the teachers, not fault-finding missions.

b) Delegation of duties and consultation in decision making

Democratic leaders discuss and share ideas with their subordinates. They also have time to listen to other people's ideas and considers them and they also decentralise power.12 out of the 14 participants in the study indicated that their heads delegated duties, and they were well consulted in making major decisions in the running of the school. This satisfies them in their job as teachers and they feel to be part and parcel of the school. Teacher 2 had this to say:

My head is not egocentric but practices decentralised power. He makes consultations during staff meetings or informal chats and most of the teachers' ideas are taken on board. I am happy that he values my input as a trained professional. The fact that I am consulted in decision making, makes me have a sense of belonging and ownership of all the successes and failures of the school. It makes me eager to accomplish the school's vision and goals.

1 out of the 14 interviewees indicated that his head consulted him when making minor decisions and did not consult on major decision making.

Teacher 5 indicated that her head doesn't involve them in decision making at all, she described her as a dictator. The study discovered that most of the teachers were satisfied by their school heads who decentralised duties and consulted them in major decision making. Decentralisation of duties made the teachers feel that their capabilities were not doubted and made them acknowledge their heads as humble persons who do not claim to know everything.

Support

The study established that teachers felt more satisfied when they were supported by their heads. Both parties needed to support each other, i.e. the head should support the teachers while the teachers in turn should also support the head. Support here was split into two sub themes, namely, encouragement and advocacy.

a) Encouragement

This sub theme looks at how the head continuously gives support by encouraging the teachers in their endeavours to achieve the organisational goals. The types of encouragement differ depending on the situation at hand. Most of the teachers in the study indicated that they expected encouragement from heads. Teacher 5 was worried about the time she spends talking to mischievous learners, hence at the disadvantage of the serious learners:

My school is privately owned, and we want to increase the enrolment by all means possible. The authorities end up enrolling problematic learners who would have been expelled from the government and mission schools. These children disturb classes, and the teacher spends learning time cautioning these problem children. It is our appeal as teachers that such learners should be brought to the attention of the deputy head so that he deals with them. We really need the support and encouragement from the head on this issue. At times the deputy head will be busy with other issues or attending to his own classes and you will be left to deal with the cases. As a teacher, you will be prepared and geared to teach your classes, but these disturbances bring job dissatisfaction if they remain unaddressed. Of course, we are aware that we are both counsellors and disciplinarians, but we don't want to do this at the expense of other learners' time. The fact that the deputy head handles these cases, gives me time to focus on delivering my lessons, and that alone is an indirect encouragement for me to teach and it gives me job satisfaction.

This implies that teachers require uninterrupted classes as they have immense syllabuses content to cover daily. They need to be supported by the school executives to accomplish this. Teacher 7 consented to this by submitting that:

I need a head who is conscious of my successes and failures as a classroom practitioner.This means someone who takes cognisance of all my efforts and who doesn't keep a blind eye. I will respect my head more for telling me that I have done a good job and encourages me to keep it up. If I missed it, I like a head who comes to me and gives me suggestions and other possible pays of doing gives me professional confidence to venture in complex assignments and mature as a teacher. As kids feel much energised when they work while their parents are watching, so are teachers before a supportive school head. Just as athletes run faster when being cheered up by spectators, than being jeering upon.

Teacher 6 stated that heads should not always be quick to point out the teacher's mistakes. Where a teacher would have done well, compliments are most welcome. The majority of teachers in the study were happy that their heads always encouraged them in many ways. Teacher 2 consented to the fact that encouragement is very important saying:

The positive supervision post-mortem discussions and comments from the head to the teachers give us energy to keep working towards our professional growth and to the benefit of the learners. After a class visit, the head should

acknowledge where I would have done it right and tells me to keep up the good work. He/she should not only focus on the wrongs done as it would be so discouraging after all the effort one would have put. It would seem like the class visit was just a fault-finding mission. The next time a negative minded head visits he would appear like an instructional monster. As teachers, we should be encouraged to have the routine class visits by the heads. Overall, I am happy that my current head is supportive and encourages us in our work unlike the previous school-head.

The head also encouraged teachers to build good relationships which makes them turn the school into a community rather than an organisation. He encouraged each one of them to be their brother's keeper. This certainly cascaded to the learners. No incidents of indiscipline were reported at the school, regarding both teachers and learners. team. This concurs with the belief that as school is as good or bad as its school head.

b) Advocate

According to the results of the study, 80% of the school heads played the role of an advocate to the teachers and the school. An advocate is somebody who stands in for another person defending him/her. Teacher 1 was very happy with the support he gets from the head:

I wouldn't have the energy to wake up every day and report for work if I was not getting support from the top. My belief is that I am being supported by the head. I feel satisfied by the fact that whenever I have challenges with the learners or parents, I always get the backing of the head. I remember when I once disciplined a naughty student using corporal punishment and the parent of that learner came fuming, he wanted to report me to the police. I was really satisfied by the way my head handled the matter. He took it upon himself to explain the matter to the parent, how wrong his child's behaviour was, how much the child disrespects almost every teacher in the school and how sorry he was on the beatings inflicted on the learner. The head, however, told the parent that he must be grateful that there are good teachers in the school who takes notice of the children's bad behaviour and tries to professionally correct them. He underscored that the teachers always act in loco parentis and the parents must appreciate this.

Teacher 4 of the same school also commented that their head was a good man who always supported the teachers whenever they had issues with either parents or learners in the process of delivering their duties. This brought gratification to the teachers while performing their duties. One teacher in the focus group discussion felt greatly supported by his head at school C as he got the instructional resources he needed. The teacher thus submitted:

The head makes sure he avails all the resources that I request. Resources provided range from textbooks, access to Wi-Fi, subscriptions for us to join journals and other teaching platforms, finances for field trips and other teaching and learning materials. This satisfies me as a teacher and makes my job easy.

Trust and Respect

The study established that teacher wanted to be trusted in the performance of their duties. However, trust should be two sided.

The teachers also required to trust the heads on their capabilities in performing their duties. The core themes, trust and respect were broken into two sub-themes of trust teachers' professionalism and respect the head.

a) Trust teacher's professionalism

According to the results of the study, teachers were unanimously agreeable to the theme of trust. Teachers expected to be trusted. They felt that they were professionals and should be trusted to perform their duties. Teacher 4 said:

At secondary school teachers work in their areas of specialisation. Even if one is a head, he can never know all subjects. Resultantly heads should give teachers the space and autonomy to practice what they know. At college or university, a teacher had the opportunity to specialise in one or two subjects only and not more than that. If a head specialised in mathematics or sciences, definitely, that head can never know the finer details of History or Religious studies as a discipline. It would be important for that head to trust the subject matter experts. If the head trusts teachers as persons and trust their professionalism, it brings job gratification to the teachers., If teachers are given the liberty to work independently, they become more creative and relevant to the service. In fact, a trusted teacher is better motivated to discharge his duties.

Most teachers were happy that their heads trusted them, and this gave them job gratification. Teacher 1 vehemently agreed with other participants saying:

My head appointed me to be a head of department in Humanities and this made me feel trusted. The humanities are the biggest department in the school and there was a pool of teachers to select from. The fact that I was selected means that my head invested a lot of trust in my potential to run the department. I am therefore obliged to run the department in a professional manner so that I don't betray the trust that has been bestowed on me. I am very happy with this position, and this makes me further develop as an instructional leader.

Trust seems to be related with autonomy and heads give autonomy to teachers they trust and in turn these teachers respect the head. Findings from the study show that trust from the heads increase teacher job gratification. One participant in the focus group discussion had this to say:

School heads should know that as teachers, we have a life outside work, for example, we have families and relatives to give attention. Whenever I ask for permission to be off from work or report late for duty, they must understand that I have another world that look up to me. If I do not attend to some non-work related social responsibilities, I get stressed up and won't be happy at the job. In view of these, the head should trust my ability to self-manage and catch up with my work.

All the other teachers in the focus group discussion vehemently consented to this. One teacher stressed that trusting each other's abilities is the best way to increase on teacher performance and teacher job gratification.

b) Respect

The study envisaged that respect should be mutual. This means that both teachers and the head should respect each other. The teachers felt that they should be respected for their knowledge of the job and their decision-making ability. Teacher 6 had this to say:

My head at school B is a teaching head who understands how teachers feel, and he is very respected by his teachers for that. He gives the teachers their due respect. I respect my head a lot because she also respects me. My head is a role model, a good exemplary figure morally and intellectually. She is humble and doesn't brag about claiming superiority from anyone, she is in fact a leader who leads from the front, and this makes her command respect from everyone, young and old."

The study showed that if a head leads by example or by influence, he gets respect from the subordinates.Furthermore, a morally upright head commands respect from the teachers, learners and the community where he lives. One participant in the focus group discussion at school C stated that:

My head, though very respectful, she maintains an authoritative distance, just like the relationship between a teacher and the learners to ensure that there is order and discipline in the school.She at times takes firm decisions but as teachers we still respect her a lot because her decisions are often on point, for the good of both learners and teachers. I like a head whom I feel proud of. A head should be someone who subordinate teachers are proud of being attached to.

This means that although a head should be humble and respectful to his subordinates, he should be somehow authoritative and maintain a distance from both the learners and the teachers so that when he gives orders, they will always take heed. Another participant in the focus group discussion stated that he had so much respect for his head because of his position and based on the fact that he is a relationship builder. This participant went on to explain how a certain head at his former school was not respected by both learners and teachers:

Whenever the head stood up to give an address, conversations continued amongst learners and teachers alike. She would tell them to be quiet, but nobody would listen to her. The whole school didn't consider her as an intelligent person, she was egocentric and didn't take advice from teachers. The school had serious indiscipline concerns. The head had totally lost control of the school. The teachers did not respect her, neither did they assist in maintaining discipline in the school. Teachers left everything to the head because she disregarded all their ideas and did not trust them.

It is here implied that teachers and learners give respect to a head who is intelligent and sees value in them. Teachers want to be valued and respected for their subject knowledge.

Communication
The classroom practitioners in this study unanimously accepted that communication between teachers and school heads and that from the district office to teachers through the head is very crucial. The main theme on communication is fragmented into two minor themes, namely, great listener and good communicator. It should however be underscored that the two themes highly overlap.

a) Great listener

The research participants consented that communication is two ways hence the head must be both an articulate speaker and a good listener as well. One participant in the focus group discussion at school C had this to say,

My head is a man who listens a lot and absorbs every possible detail before he makes the final decision.Whenever you go to him to present your issues, he does not interrupt,but listens carefully and when he speaks, we definitely pay attention because he says well thought ideas, he speaks substance. Whatever he says is impactful and irresistible.

The other participant in the same focus group discussion remarked:

The fact that our head is a great listener makes him approachable. He gives full attention to every detail or ideas one suggests to him. He has an open-door policy. If one visits his office, he leaves everything he would have been doing to give visitor undivided attention. If someone listens to you the way he does, you feel valued.

The above remarks are in contrast to what participant 5 at school A submitted: :

My school head is a dictator. He doesn't consult anyone or take ideas from anyone. She is elderly and thinks she knows it all. Probably it's the generation gap that affects her because she feels like she has seen it all and no one can add any useful ideas to her, especially if that person is a subordinate. She doesn't acknowledge that some of her teachers at the school have bachelor's or master's degrees and some of them equally experienced in teaching. What she does is simply to give instructions to teachers and learners alike. All you have to do is to comply. This makes her lose respect from all. Teachers work like they are at a detention camp, and they look dejected.

b) Good and articulate communicator
The majority of the teachers felt that a good head must be one who communicates the vision, mandate and objectives of the school to the teachers. The expectations of the teachers must be well tabulated. Participant 5 indicated that the head must be a good communicator as well as a good listener. She said,

The head must call me to her office not only to caution me on mistakes done but must also do so to praise me whenever I do well. I do not expect physical incentives, but that praise word alone makes my day. It gives me a lot of energy and motivate me to continue to do good. Some heads don't even tell you when you do things wrongly, are right and before you realise only to find your contract being terminated in unclear circumstances. Communication is therefore very important. It characterises a healthy school.

The study revealed that lack of symbiotic communication between the head and the teachers lead to teacher job dissatisfaction If the head does not communicate well with the teachers, she won't be able to get information about what is really happening in the school and a lot of issues will go unresolved leading to negative results. Transparency on the side of both the head and the teachers is very crucial. An uncommunicative head was described in the study as autocratic. Teacher 1 indicated that being an articulate

communicator does not only refer to the spoken words, but it also refers to how the words would have spoken. He said:

The way a head speaks leaves a lot to be desired. The same words can be said by someone else and be accepted but can be rejected if spoken by another person. A school head can communicate a mistake done by a teacher in a way that one really understands that she was wrong, without feeling bad about it. Communication should be clear and devoid of emotions to make it meaningful and serve its purpose.

Most teachers vehemently concurred that a good head is one who communicates the vision and goals of the school, such that everyone runs with the vision that has been communicated to them. Teacher 5 indicated that at times one commits a mistake mistakenly, in case no communication is made to that effect. Before they realise it, their contract is terminated. A non-communicating head will never have a successful school because there will be confusion in every department, and this leads to teacher dissatisfaction. Teacher 4 is not happy with his salary but is happy with his job because there is flawless communiqué given by the head from the school directors. The head explains to the teachers all the factors that make them to get low salaries, all the challenges that the institution is going through are communicated to the teachers. Everything is made transparent to every stake holder, and this brings gratification to the teachers.

11. Analysis of Research Questions

a. What are the different leadership styles used by school heads?

After collecting data for this study, I discovered that teachers related heads leadership styles to the behaviours of the heads. I also noted that some teachers were aware of just two leadership styles namely, autocratic and democratic as opposed to my initial thought. A few teachers were aware that there are other leadership styles apart from the two, but they could not really point them out by names. From the study it came out that effective school heads have numerous management styles even though there is always one that distinguishes itself out. Most of the heads might use the styles according to the demands of the situation at hand. McEwan(2003).

b. How do educators view school heads management styles?

Teachers in the study had different perceptions about their school heads leadership styles. Heads were expected to know everything about their schools and expected to give teachers autonomy in their classes and freedom to make decisions. Teachers perceived a head who motivates them to work. The mere presence of the head gives them energy to and zeal to work. Teachers wanted a head with great integrity who can be respected, a leader who can make sound decisions at the same time taking on board suggestions and ideas from other people. Teachers' perceptions are of a head who is considerate, supportive, and respectful and at the same time authoritative. Teachers perceive heads who are good listeners and at the same time articulate communicators. It seems that most private schools in the district are appointing heads who mostly offer effective leadership possibly because these are privately owned and privately funded. It is not like the heads are appointed and placed at the school for either political or religious reasons but because of their ability to lead.

c. What is the effect of heads' leadership methods on teacher job gratification?

The study discovered that school heads leadership styles can impact positively or negatively on teacher job gratification. The intrinsic job gratification can be increased if the democratic and situational leadership, styles are used. If teachers are dissatisfied with their job, they end up transferring to other schools, withdrawing from work, absenteeism, absconding lessons, poor performance and sitting on the job. The situational leadership style impact positively on teacher job gratification. Teachers will have high job gratification and perform, effectively and pursue organisational goals.

12. Discussion of Research Findings

The study established that teachers wanted to be trusted and respected. This came out to be the major core theme towards teacher job gratification. Teachers wanted to be trusted as competent instructional professionals. They also wanted autonomy in the classroom. Teachers wanted heads to trust their knowledge of the job as they had the requisite basal training. Additionally, the teachers wanted a head whom they were proud of and could respect for his or her instructional knowledge and professional integrity. A disrespectful head was said to be a sure recipe for the downfall of the learners, teachers and the school at large.

The teachers wanted a head who communicates effectively and listens to their views too. A head who communicates the school goals articulately so that the teachers would be certain of their pedagogical expectations. They wanted to be given clear instructions because if expectations were not clear, teachers would do tasks wrongly. If teachers are not listened to, they felt useless and disrespected, hence lose confidence. The communication theme these resonated with submission made by Adeyemi, 2010) that effective communication enhances organisational outcomes. The is based on that communication fosters teacher perceptions and opinions about themselves, their work competencies and the school is general. Furthermore, literature underscores that communication is a means through which organisational activities or goals are devised, disseminated and implemented (Bardas and Bekiari, 2029). Communication thus fosters job gratification and teachers' overall job performance. This is in agreement with the human behaviour perspective which underscores cooperation, participation, satisfaction and interpersonal relationships amongst workers (Igbaekemen, 2014).Therefore, school heads and teachers are no exception.

Teachers wanted a head who supports and stands with them in all instances. This was the third core theme. Most teachers wanted a head who rallies behind them in their relationships with learners and the parents as well, especially if the relationships turned sour. Teachers felt that the head, as the main instructional leader should always put his weight behind them. Teachers wanted a head who empowers them while playing the role of an advocate to them. They wanted the school head to be their voice at say the district office and other structures in the school organogram.

Teachers espoused a democratic leader. All teachers in the study expected a head who gave clear expectations while at the same time give them the autonomy to perform their pedagogical responsibilities. Teacher autonomy enables teachers to feel that their ability and knowledge are trusted. Such teachers would perform better in their workspace, and they become more creative and desire to embark on more challenging activities, together with the learners. Teachers underscored the need to be included in the

decision making processes. They valued knowing that their opinions were valued. However, surprisingly, teachers also emphasised that they wanted school heads who were 'somehow authoritative' or firm to command the attention of both the learners and the teachers. Centralised-democracy (Banda, 2021) thus was highly regarded by the teachers.

School leadership also seems to differ with school culture and location. Some cultures might already be used to democratic leadership, and if one walks in with autocratic tendencies, it would not work. A good head must therefore study the school culture first, take the teachers on board by sharing the school's vision such that they move in unison. This concurs with Hannay's (2009) assertion that efficient leadership style must fit the school culture. All leadership styles were seen to be important and they should be used where appropriate, since leadership deals with diverse personalities. A school head must be intelligent enough to know that he needs a team around him that helps him to realise institutional learning outcomes.

13. Conclusion

The study focused on the school heads' leadership styles and the perceptions held by their subordinate teachers, and how this affected the teachers' job gratification, with reference to secondary schools in Borrowdale District, Harare. This was premised on the understanding that school heads' behaviours and attitudes greatly influence how the school functions and the teachers' job gratification (Uy, 2024). The study concentrated on teachers' perceptions on school heads' leadership styles and how they impacted on teacher job gratification. The simple narrative qualitative technique was exploited that generated four major themes and eight minor-themes. The research sample was made up of educators from three private secondary schools in Borrowdale District, in Harare. The results from the interviews showed that school heads with collaborative leadership styles created a positive environment in the school which contributed significantly to teacher job gratification. Generally, most teachers were satisfied with their jobs and had good relationships with their school heads. The negative comments came from teachers who felt that their school heads did not believe on their capabilities and comprehension of the profession. Some teachers called for better respect and professional support from the heads. Teachers spoke about the relationship styles they had with their heads, while some spoke about their expectations of what good leadership style should be, not what their heads were really doing. Most of the teachers, however, spoke about the actual behaviours of their heads. Overall, the teachers wanted pedagogical autonomy. The majority, in contrast, expected the school heads to be somehow firm and authoritative in order to run the schools efficiently. Relatively, the teachers were satisfied and happy with their heads' leadership styles. Teachers craved for communicative school executives, who were also proactive listeners, who implemented advice proffered by the teachers. It was underscored that a school head must be supportive and delegate duties, though without abdication.

14. Recommendations

Based on the outcomes from this research, the following recommendations are made:

a) It is more effective to work as a team than as an individual. The line ministry should reinforce this to the school heads immediately after their promotion because team building and development enhance teacher job gratification.

b) Educators in the study felt valued when their thoughts were given attention to and taken into consideration. Democratic decision making should be the norm.

c) Situational leadership is the most effective. This implies that different situations call for different types of leadership.

d) School heads should trust and respect their subordinate teachers to earn the same.

e) Sharing and delegation of power bring job gratification to the teachers.

f) Heads should know that school cultures and societies are different, hence there are types of leadership and behaviours that are acceptable in some societies and at the same time not acceptable in others.

g) The line ministry (MoPSE) should change routine pedagogical practised done in schools, for example, the perennial scheme-cum-plans and related class records. Such records are just written for the school executive to see but are rarely implemented by the teachers in their day-to-day instructional practice. As an alternative, this study recommends that experienced teachers collaborative scheme - plans using the prevalent syllabi, textbooks and other instructional resources available to deliver their lessons.

h) The top-to-bottom type of leadership does not bring job gratification to the teachers, hence the ministry should be alert and consider the teachers ideas and concerns.

i) Since globalisation is taking shape spontaneously, it is recommended that the Ministry of Primary and Secondary Education (Zimbabwe) should deliberately enters into exchange programmes for Zimbabwean school heads with heads of other countries to exchange notes on how other heads run successful schools.

j) It is the duty of the school leadership, school heads in particular, to ensure intentional empowerment of teachers as autonomous pedagogical or instructional leaders.

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