THE IMPACT OF LEADERSHIP AND MANAGEMENT ON ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN TANZANIA: THE CASE OF IRINGA REGION

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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN UNIVERSITY OF TANZANIA

2015

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by **The Open University of Tanzania.** This dissertation titled: **The Impact of the Leadership and Management on Academic performance in Secondary Schools in Tanzania.** The case of Iringa Region.

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Date

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DEDICATION

This work is dedicated to the Sisters of the Congregation St. Teresia of the Child Jesus who guided me from the start of this work through to the present moment and brought me up and laid the foundation of my education.

DECLARATION

I, **Sister Firmina Tsuut**, do hereby declare that this dissertation is my own original work and that it has not been presented, and will not be presented, to any other University for a similar or any other degree award.

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Signature

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Date

ACKNOWLEDGEMENT

To start with, I deeply thank the Almighty God who has guided me in every step of this study. Special thanks should go to my lovely Superior General of Terisina Sisters Sr. Teresina Kindole for her untiring advice and encouragement towards my journey in the education arena.

My profound gratitude also goes to my supervisor Prof. Donatus Komba for his vital guidance, moral support, constructive criticism and greater understanding from the initial stage of the proposal writing up to the time of production of this report.

Lastly but not the least, I thank all friends who helped me in one way or another at different stages in the course of my study.

Finally, I would like to express gratitude to all my respondents who spent their time, free will and cost to respond to my questions. Much as I acknowledge the contribution of many people in this work; however any shortcomings of this study should are attributed to my own weaknesses.

ABSTRACT

The study investigated the impact of leadership and management on academic performance of students in Secondary Schools on the basis of National Examinations with specific attention to the perceptions of teachers, students themselves and support staff. Academic performance was measured by NECTA examinations over time (four years) thus making it possible to judge a schools standing on a continuum of low, medium/moderate or high performance. Management and leadership were specialized in terms of various competences behavior and approaches styles exhibited by school managers and leaders in the face of challenges in acquiring and using resources for educational improvement in general and academic performance in particular. A total of responses from 56 respondents were collected through questionnaires, interviews, checklists, documentary reviews, informal discussions and observation. The findings of this study showed that participatory style management plays an important role in determining the performance of students in examinations. The findings also showed that poor management stemming from lack of participatory management leads to poor school performance. Based on the findings the researcher recommends the following; first democratization of school management should be strengthened through widening the representation of students and staff in school bodies; second, the role of academics and students in the selection of top officials should be increased through empowerment of staff and student associations.

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LIST OF ABREVIATIONS

CIPP: Context Inputs Process Product

DEO: District Education Officer

NECTA: National Examination Council of Tanzania

REO: Regional Education Officer

URT: United Republic of Tanzania

UPE: Universal Primary Education

MOEC: Ministry of Education and Culture

SPSS: Statistical Package for Social Science

MOEVT: Ministry of Education and Vocational Training

TAMISEMI: Tawala za Mikoa na Serikali za Mitaa

RAS: Regional Administrative Secretary

CHAPTER ONE

1.1   Introduction

In school context, education management and administration are processes by which managers influence other members of the school organization to implement the organization's strategies correctly at right times with the right inputs. The right inputs always enhance adaptability leading to higher productivity, profitability and quality improvements (Taylor, 1991).

The concern for quality education in Tanzania in the atmosphere of liberalization cannot be overestimated. The presence of free market economy today requires quality education more than ever before. Hence, Tanzania has no option but to strive for that. Currently, Tanzania is experiencing a lot of problems in schools. Poor school management is often cited as a probable significant factor. Certainly we need scientific management by which its principles when applied and implemented could lead to a high degree of efficiency, effectiveness and optimum productivity (Galabawa, 2001).

1.2   Background to the Study

The significance of education today is greater than ever before in the development of any nation. It is a fact that no society can develop without quality education. The entry point to a developed society is education; hence education is a precious tool for our development. It is at school where the students acquire knowledge and skills to lead a full, meaningful and productive future. School managers and school heads have a big role to play in supervision and provision of the desired leadership for achievement of quality education. This implies that quality education cannot be achieved without the

input of the heads of schools. The debate about the role of school management in contributing to a school's academic performance has been in the public domain for some time now (Oandah, 2008).

The terms leadership and management have been used in this study to show how they influence the achievement of academic goals and objectives in secondary schools. However, one has to stop and ask what is meant by leadership or management. In broad perspectives, leadership is portrayed as a formal authority to direct and coordinate others. Some define leadership as the power to influence others with or without authority. Dubin (1978) sees leadership as the exercise of authority and making of decisions. Basically, these definitions revolve around three aspects:

a) Source of power (authority).

b) Scope of its application (task – relevant)

c) Functions performed by the authority (decision – making, directing and coordinating).

Every member of our society knows that education is the key for total development of our nation. The society is expected to be transformed by quality education in its influence on the political atmosphere, and economical, social as well as cultural initiatives. This is because human resources are significant in activating and combining material resources at a school level if they are available. Thus poor academic performance is mainly caused by non-availability of teaching and learning materials, shortage of teachers and un-conducive school environment. The contrary studies show that high performance in Uganda secondary schools, for example, was mainly a result of

teachers and students' commitment, discipline, maximum cooperation from the parents, availability of teaching and learning materials and stable school managers who are responsible for mobilizing all other factors. Hence on the basis of these findings, there seems to be a strong correlation between management and school performance or educational outcomes in so far as that management takes on board and coordinates other factors where they are available. This means that where management is poor, one should never expect to have good performance. However, the converse may not be true. That is, where management is good but the other factors are inexistent, one is not assured of good performance either. This implies that good management requires the presence of other resources or factors to combine with for it to lead to good school performance. Leadership is a process of influencing the activities of an organized group towards goal setting and goal accomplishment."

There are various styles of leadership comprising democratic, autocratic or authoritarian and laissez-faire. These styles will be investigated by the researcher so as to detect how much they have influenced academic performance in secondary schools focused in this study.

On the other hand management has been observed by several scholars with different views in the process of its evolution. Through the ages, management has evolved by looking at its functions. Fayol (1949), argues that management functions are to organize, plan, command, coordinate and control. The manager therefore wants things to be right. In this scope therefore, planning is the responsibility of management and it involves forecasting and preparing to meet the future. Commanding is the directing and

structuring of subordinates' tasks based on authority and the level of the manager in the organization's hierarchy. Like command, coordination is an essential aspect of the control process and is closely related to the formulating authority structure of the organization. Viewed as the most important function of all coordination, according to Fayol (1949), is the means through which an organization and its managers achieve goals. Also coordination gives the hierarchical form to organizations like schools. Through control, managers can check the actual performance of subordinates against organization rules, regulations and standards. Knowledge about the presence of these managerial functions created a motive for the researcher to conduct deeper exploration in the schools that have been earmarked in this study.

In the light of this perspective, a school is always a reflection of what the head of school or school manager is. The personal and organizational effectiveness is proportionate to the strength of leadership in any given organization (Burns, 1978). The academic performance of many educational institutions is influenced by the capacity of the administration and management team in the workplace. Okumbe (1999) observes that school leadership is critical in influencing the activities of teachers and students in their pursuit of institutional goals, academic performance and extra-curricular activities. It is in view of the above that the importance of school leadership has become more pronounced today than any other time before. The increasing value and demand for quality education in today's world has led to advanced technology and therefore requiring trained and experienced people in management positions. The fact explains why researchers are getting interested in the field of school leadership to build ideas and approaches meant to strengthen the effectiveness and success of various institutions. In

trying to bridge the gap between the national education and training policy and its implementers, the researcher has shown the reality of academic performance among secondary schools in Iringa Region.

1.3 Statement of the Problem

In Tanzania, particularly in Iringa region, management has a direct bearing on school academic performance as suggested by some of studies in the area. In this context, the point is not simply to duplicate the study to one's own interests but rather to find out the circumstances under which management is likely to make an impact on academic performance in the light of existing challenges.

Centrally, the basic question the present study sought to answer is under what condition does an efficient and consistent management have a positive impact on school performance as measured by NECTA results? To approach this conundrum one may decide to examine input variables and process variables quantitatively and qualitatively where they exist and look at their lack or adequacy as challenges that require a creative management response. This is the entry point of the present research problem.

1.4 Purpose of the Study

Considering that management is one of very important factors in school performance, this study intends to investigate and assess the circumstances under which management as well as administration and leadership competences and styles in Tanzanian secondary schools sustainably facilitate and correlate with the academic performance levels.

1.5 Objectives of the Study

To realize the purpose of this study, the research focused on the following targets:

i.   To investigate leadership distribution across three school groups categorized according to their performance: high performing, moderate performing and poorly performing schools.

ii.   To find out the distribution of leadership and management competencies across three school groups categorized according to their performance: high performing, moderate performing and poor performing schools.

iii.   To analyze the challenges that school management faces or has been facing in its endeavor to improve school academic performance.

iv.   To assess overall differential impact of management (along with leadership and administration) on academic performance.

1.6   Research Questions

In line with the purpose and relating objectives of the study, the following questions were adopted to guide the research:

i.   How does leadership distribution differ across three categories of schools: high performing, moderate performing and poor performing schools?

ii.   What is the distribution of leadership and management competencies across school groups categorized according to their performance: high performing, moderate performing and poor performing schools.

iii. What are the challenges that school management faces or has been facing in its endeavor to improve school academic performance.

iv. What overall differential impact does management (along with leadership and administration) have on academic performance?

1.7 Significance of the Study

A study on the impact of leadership and management on the academic performance of secondary schools in Tanzania has the following significance. It is intended to generate information on the roles that school management play in enhancing academic performance in secondary schools. Moreover it would reveal the challenges secondary schools face in terms of their management and recommend some alternatives measures for dealing with them to improve performance. The findings from the study will be useful as source of secondary data references for the researchers who may wish to study the same areas. The study also is useful for policy makers, education stakeholders such as heads of schools, MOEVT and TAMISEMI in the course of reviewing of educational policies.

1.8 Conceptual Framework

The study on the impact of leadership and management on academic performance in secondary schools needs a model that can illustrate the important components on which the trend of data collection will be manifested.

There are a great number of models that depict the structure of school management forms and leadership impacts that come out of them. This study will employ some of

the perspectives to describe the theoretical structure of the role of management on school academic performance.

According to the World Bank report (1994), there is an interrelated network of sixteen school related factors that influence student outcome in the academic context. This concept is organized in the school effectiveness model. The model points out that the school itself and the inputs are influenced by the context surrounding it. This model is very useful in monitoring and evaluating educational systems over time.

Principally, this study has adopted the model put forward by Cannon and Chan (1992) which consists of five components, namely: Basic inputs, enabling conditions, school climate, teaching and learning process, and products/results. These components could be condensed into Context, Inputs, Process and Products as factors for school management for quality education. These factors are taken as benchmarks of school management and can be explained as follows through interrelated system:

Context: This refers to the environment within which an organization operates. It includes political, economic, legal, demographic, cultural and international conditions. In general the local environment which influences the selection of students, mobilization of resources and the nature of the relationship between the school and the community, is what can be termed as the context.

Inputs: These comprise the essential needs that are acted upon to facilitate realization of quality outcomes in teaching, learning and community services. Inputs include financial

support, strong moral support from parents and stakeholders, and the quality of students, the academic environment, quality of staff, teaching and learning materials and equipment, quality programmes, organizational culture and effective management under the school climate.

Process: This entails the use of different methods of teaching, styles of learning, regular student assessment and feedback, school inspection research works and services to the community.

Products: These refer to what goes out at the end of the program and can be measured in terms of quantity and quality after the completion of any training at school level.

NB: The weakness of this model is that it fails to include management as an overriding factor that indeed combines and manages the interaction of the context, input variables and process variables in such a way as to produce desirable output and eventually even outcomes.

The CIPP model can be demonstrated as follows:

Figure 2.1 CIPP Model Incorporating Management/Administration

C		P	P
Context	Inputs	Process	Products/outcomes
• Local environment • Infrastructures	• Human resources	• Variety of teaching methods	Academic performance in terms of

• External forces • Demographic conditions	• Financial support • Strong parent and community support • School climate	• Assessment Feedback • Research works • Services to the community	Knowledge, Skills, Attitudes, Norms and values

Source: Adopted from Cannon and Chan (1992)

This is an improved model on the CIPP Model by Cannon and Chan (1992) because of adding leadership, administration, management as factor that influences and coordinates all other variables.

The illustration of the conceptual framework in Figure No. 2.1 shows that management/leadership/administration is the component that is responsible for combining creatively the context and input component variables with the teaching-learning process so that it produces desirable products and outcome.

1.9 Delimitation of the Study

The study was confined to schools placed into performance categories of lower level performance, middle level performance and upper level performance. The researcher selected two secondary schools for each stated category from four districts namely: Iringa municipality, Iringa district council, Mufindi district council and Kilolo district.

1.10 Limitation of the Study

With limited financial support and poor infrastructure, the study confined itself to selected secondary schools in the four districts of Iringa urban, Iringa rural and Mufindi and Kilolo district. Some sources of data was gathered randomly from the education

officers, educational stakeholders, heads of schools, students and other related sources. The findings are restricted to high performing secondary schools moderate and low performing ones from both private and public schools. This should show how the prevailing situation of secondary school management relates to academic performance in Iringa region.

1.11 Definitions of the Key Terms

The following key terms have been given operational definitions: management, leadership, administration, academic performance, teamwork.

Management: the coordinated utilization of physical and human resources through cooperative efforts in order to realize the established objectives of a given organization namely school.

Leadership: an interactive process between members of the group whereby the leader, within the process has the authority of influencing the activities of an organized group towards goal setting and goal accomplishment.

Administration: the process of formulating policies, mobilizing the resources under the jurisdiction of the administrator and getting the job done through policies and objectives of the organization. In this study the focus is secondary schools.

Academic performance: the ability to display competence through speaking or writing what one has learnt in the classroom. In this study academic performance is confined to the quality education with set benchmarks of the Ministry of Education and Vocational Training through the NECTA examinations.

Teamwork: in management, teamwork means collective responsibility whereby all members in school work together in order to achieve the planned common goal.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review in which the researcher has consulted both general and related literature focusing on the research problem relating to the impact of leadership and management on the academic performance of secondary schools in Tanzania, the case of Iringa region. Although school heads share the same managerial functions, disparities exist in implementing the functions in different schools. The

constraints which they face are seen by people through different perspectives which are discussed in this chapter.

2.2. General Views on Management, Administration and Leadership

2.2.1. Management

The term management as defined by different sources presents different views. Some of the perspectives are discussed as follows.

2.2.1. Management as an art

As an art, management is about carrying out organizational functions and tasks through human resources. This art involves the application of techniques in human and public relations, delegation of authority by assigning and sharing responsibilities and duties. It also involves communication, in decision making, problem solving and managing change and conflicts (Fayol, 1949).

2.2.2. Management as a Science

Management here is concerned with establishing a philosophy, laws, theories, principles, processes and practices which can be applied in various situations in different organizations. Hence scientific management according to Taylor (1991), should apply the principles of science to the workplace that will replace arbitrary work designs.

2.2.3. Management as an Organization

As an organization, management is about creating formal structures and establishment based on a mission, objectives, targets, functions and tasks. Schools in this respect are organizations which establish special management (Hoy and Miskel, 1996).

2.2.4. Management as a Person

Management may be seen as a person or a group of people. For example, a teacher or a student could say, "The school management has changed the timetable in the middle of the term." This could be referring to the head of school alone, or to the whole senior staff, or it could refer to the members of the board of governors or school committee. In schools with several promoted staff a "senior management team" might be formed in much the same way as a government has a cabinet of ministers (Tatlah, Iqbal, Amin, Quraishi, 2014).

2.2.5. Management as a Discipline

In this sense, management is a field of study with various subjects and topics. Knowledge, skills and attitudes in management can be acquired through learning, from experience and from different certificated courses. In this perspective, management is a collection of processes, including such things as decision making, problem solving and action – planning. These processes involve the management of resources including human, material, finance and time. These processes are also known as the functions of managers (Williams, 1993).

2.2.6. The distinction between Management and Administration in Schools

Some people use management to mean administration. However, the two terms are distinct from one another. Although they have a mutual relationship, management in an organization like a school involves planning, designing, initiating actions, monitoring activities and demanding results on the basis of allocated resources (Hoy and Miskel, 1996). Administration, on the other hand, involves implementation of the policies, procedures, rules and regulations as set up by the management. For instance head of school could play the role of an administrator in the implementation of policies on education within the country (Mulford, 2003).

Managers of schools have a major role to play. As the Education and Training Policy URT (1995) stipulates, the provision of quality education and training is the ultimate goal of any education system. This goal, however, cannot be achieved without a well established and effective management and administrative machinery. In this case, besides the managerial and administrative role the school heads have a supervisory and a leadership role (Bernard, 2008).

2.2.7. Leadership

Leadership involves the use of authority, power and influence, in the process of managing and administering resources at work to produce the required results, whereas supervision involves doing the job itself and showing others how to do it and checking so that the job is done well (Oyegoke, 2012). Hence, an effective supervisor explains what is to be done, who is expected to do it, how it should be done, when is to be done and the consequences or impact a good job done. An effective leader sets the targets and

the standards and success or failure in doing the job is measured against the set targets and standards (Njuguna, Nyagosi and Waweru, 2013),).

2.3 Management and Performance in Schools.

2.3.1 Views of Scholars of quality of Education as measured by Academic performance

An education system's quality standards are determined and set at several points on both the inputs and the process sides in anticipation of outputs and impact as desired, expressed or documented by the stakeholders in a given context, as shown in Fig. 2.1 above. The critical points include pupils entering in the schools, teachers and infrastructure and equipments or facilities as the inputs and internal efficiency factors, language of instruction or training, pedagogical methods, quality assurance mechanism and governance on the process side.

In principle, as Chang (2006) believes, quality of education should not deal only with education inputs, but also with outputs, that is learning achievement, the acquisition of basic life skills, citizenship and processes in this context, the three broad categories of educational inputs are educational personnel, instructional methods and materials; and educational facilities.

King and Court (1986) have come up with two meanings about quality education. In the first place as far as they are concerned quality refers to the level of knowledge and skills that a society wishes to impart to students. The transformation of knowledge and skills should stick on competence based approach in teaching and learning. On the other hand, quality refers to the characteristics of the school environment itself that produces these

skills and knowledge through a process of teaching and learning (Wayne, 2008). Among the familiar features of the school environment are the number of staff, the availability of learning materials, and the state of discipline, the condition of the classrooms, the toilets, the playgrounds, and so forth (King and Court, 1986).

All in all the meaning of quality education is not universal. Every society defines quality education according to the particular needs of the society itself; and it differs over time. In conventional settings where secondary education is viewed as part of a stepping stone to higher learning institutions evaluation of "quality" might pay considerable attention to a definition that emphasizes academic achievement and examination success. Therefore in the eyes of parents, teachers and students, the better quality school as we see now in private and seminary secondary schools would attract more children rather than in public and community secondary schools (King and Court, 1986).Komba (1987) being concerned with the impact of corruption in quality of education in Tanzania, admitted the existence of a complex nature of defining quality. However, on their part they described quality of education as inputs including finance, teachers, learners, school buildings, teaching and learning materials and the management of the educational process.

2.3.2 Education management and inherent challenges on promotion of access and quality education

The context and the concern for education management have been introduced in Education and Training Policy of 1995. The policy introduces the term manager in Tanzania education system for the first time to mean leaders of education who were formerly known by different nomenclatures, such as Regional Education Officers,

District Education Officers, Heads of Schools and Principals. This policy statement is operationalised legally by the Education Amendment Act. No. 10 of 1995 (now referred to as Education act Cap. 353 of 2002).

2.3.3. Importance of Education Management /Administration/Leadership for Aacademic Performance

Sound management and administration techniques are essential for effective functioning of education and training system and its institutions. Hence, education managers and administrators at all levels should be knowledgeable, experienced and highly qualified academically and professionally, and should have skills in educational management and administration URT (1995). In addition, the institutions must have adequate and quality inputs/resources on which the management/leadership/administration should work.

2.3.4 Impact of Liberalization of Management of Education on access and quality of Education services for better Aacademic Performance

One of the core aspects of URT (1995) is liberalization of education. Through liberalization as per Mkapa (1996), the country intended to encourage Government and Private sector partnership in provision of education services to the public NGO's communities and private individuals through the form of partnership are encouraged to be partakers in establishing and managing schools so as to enable many students to benefit from the provision of quality education and increased the number of learning opportunities as a result of increased number of schools and each ranking differently.

In the view of Shivji (2006) liberalization of Education in Tanzania has witnessed obvious signs of major social and economic polarization between the rich and the poor,

between those who can educate their children and those who can't. In view of this situation, lack of access to education for the majority contributes significantly to this polarization thus making school management to be a very heavy burden to bear.

With regards to quality of education, Shivji (2006) doubts the quality of education that is provided in private schools. In his view, private schools (which are increasingly run on almost exclusively commercial considerations) if they are not academically monitored, are likely to affect negatively the quality of education in Tanzania.

2.3.5. The importance of quality in education

Omari (1999) analyses the importance of quality in optimizing the impact of education on economic growth and development which in one way or another affects academic performance in schools: School quality in terms of substantially greater effects on changes in students' cognitive and behavioral outcomes. In this case the school managers should be effective and efficient in working for quality. Research suggests that school quality greatly affects the life time earnings of all students, irrespective of the level of development of the country (Oandah, 2008).

Within any given country or communities that invest more heavily in quality of education, their children tend to experience higher rates of development across the life span of the growth of the given country. More years of schooling in quality schools provide private benefits and other externalities of national benefit (Olumbe, 2001). Since quality matters, it is crucial that a high degree of equality in the school provisions be guaranteed as indeed education may increase equalities (Hatta, 2009).

2.3.6 Contributory Factors of inadequate access and poor quality of Education in Tanzania

According to URT (1995), the education system in Tanzania still faces many problems including, inter alia, cross cutting issues.

a) First, inadequate policy frameworks and statements which have negatively affected the development of quality secondary schools.

b) Second, existing law and regulations in education do not adequately address access and equity issues in education. Education Act of 1978 is referred to specifically on Universal Primary Education (UPE).

c) Third, the curricula are over loaded, inappropriate and gender insensitive.

d) Fourth, the government's financial support to schools, staff development and Education sector as a whole is inadequate.

e) Fifth, policies and education structure to a large extent are still elitist and promote learning for examination oriented teaching and learning methods.

f) Sixth, there is a high attrition of teachers in the secondary education sub-sector. Many of these teachers move to the private sector which pays them higher wages.

g) Seventh, the highly centralized management and administration of the education system has been a matter of concern. Centralization has had adverse effects on access, quality, efficiency and effectiveness of education services which are provided in secondary education sub sectors, UNESCO (2003). For effective management in schools decentralization by devolution must be encouraged.

2.4. Leading Others

D'Souza (2009) suggests that the outstanding people who get the job done are normally admired by the community. This involves the awareness of one's responsibility towards the goal of the group or the respective community. The leader should recognize the group dynamics that are manifested in the group behavior, group interaction as well as emotional trends in the group. D'Souza (2009) continues to elaborate on the skill of leading others by looking at the group life needs which include the need to accomplish, the need for a good working relationship, and the need for satisfaction, mention but a few.

2.4.1 Opposing Styles of Leadership

Leaders - even effective leaders vary in the way they approach and handle situations. D'Souza (2009) sets up two opposing viewpoints, calling them the traditional leadership approach and the group – centered leadership. In traditional leadership we assume that leaders need the initiative and power to direct, instruct and control those who follow and implement the set goals.

By assumption, traditional leadership according to D'Souza (2009)

a) Focuses on the task and ignores personal feedings and relationships.

b) Seeks opinions; tries to get agreement, but never relinquishes the right to make final choices.

c) Stays in control of the group discussion and stops disruptive acts and irrelevant discussions.

d) Discourages members from expressing their feelings and strives to maintain a rational logical discussion without emotional outbursts.

e) Guards against threats to their power positions by fighting if necessary, to maintain authority.

Although this kind of leadership produces some favourable results, consider the price. Decisions get made in orderly group discussions, but members become apathetic and resentful. That leads to a loss of their contributions and reduces the quality of decisions. It can also reduce the acceptance of decisions by group members, if they feel manipulated and unable to influence the decisions significantly.

On the other hand, group – centered leadership focuses on sharing responsibility. Members share in both kinds of functions of setting and implementing the group goals. On the other hand group centered leadership assumes that leaders:

a) Serve as coaches, consultants and facilitators, rather than as directors and managers.

b) Model appropriate leadership behavior and encourage members to imitate them.

c) Establish a climate of approval for expression of feelings and ideas.

d) Encourage groups to deal with maintenance needs and process problems within the group sessions.

e) Relinquish control to the group and allow them to make final decisions.

However, difficulties arise in implementing group – centered leadership because it requires considerable skill from both leaders and group members. (D'Souza 2009).

2.4.2 Effective Leadership, Administration and Management

Knowledge alone is never enough. It takes something more to lead others effectively. Effective management as it is for effective leadership needs to consider the acceptance of the challenge of change. Factors for change include technology, education, innovation, liberation, free decision making process and self awareness (Saad & Khan, 2014).

(Saad & Khan, 2014) disclose that the managerial functions are planning, organizing, coordinating, commanding and controlling. The effective manager therefore, wants things to be right under the process of chain of command.

Kooutz & O'donnell (1972) discuss the principles of management by stating that the rationale for these principles is: to increase efficiency, to crystallize the nature of management, to improve research for further theories and practice, to attain social goals in a given system.

Hence, effective management will depend on the application of the principles of management.

2.5. Knowledge Gap

The study conducted by Oandah (2008) focused more on the impact of Head teacher's leadership behavior on student's academic performance in secondary schools in Nyamira district in Kenya. The gap is Oandah does not focused much on impact of leadership and management towards students performance based in Tanzania context in

terms of NECTA results thus the study was conducted in Iringa region, Tanzania to explore the impact of leadership and management on academic performance of secondary schools. It was expected to contribute much into the body of knowledge on the principles and practice of managerial functions that are implanted by school managers. Unlike the previous studies conducted in Tanzania and elsewhere, the present study employed quantitative and qualitative research approaches basing on sub topics from the research instruments in accordance with the conceptual framework.

This enabled the researcher to compare the new findings not only with those obtained from previous studies conducted in Tanzania or East Africa, but also with studies in other parts of the world. The Review of literature featured in this study attempted to make a survey of the impact of leadership and management on academic performance in secondary schools, for both public and private educational institutions.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the study design and methods applied in carrying out the field work. The chapter was organized under sub-topics that stipulated the systematic ways of solving the research problem. This was because research methodology has many dimensions which enabled the research results to be valid and reliable (Kothari, 2007).

3.2 Research Design

According to Kothari (2007), a research design is defined as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. This study used a cross-sectional design. Cross-sectional studies involve the study of a particular phenomenon (or phenomenon at a particular time). They often employ the survey research and longitudinal research study. Exploratory studies involve finding out what is happening; to seek new insight; and to ask questions and to assess phenomena in a new way. Descriptive research design on the other hand involves the process of collecting data in order to test hypotheses or to answer questions concerning the current status of the subjects in the study. It determines and reports the way things are. It attempts to describe such things as possible behavior, attitudes, values and characteristics.

Therefore, cross-sectional research design was used to suit the purpose of exploring, examining and assessing the impact of leadership and management on the academic performance of secondary schools in Tanzania.

3.3 Area of the Study

The study was conducted in selected secondary schools in four districts of Iringa region which are Iringa Urban, Iringa Rural, Kilolo and Mufindi. The secondary schools selected were ranged from higher, middle and lower ranking in academic performance in NECTA examinations between 2008-2011 for public and private schools. The area was purposefully selected due to the reason that such a study has been conducted before by some researchers in Iringa Region and the researcher in this study needed to extend the exploration for more benefits to other future academicians.

3.4 Target Population

Target population is defined as a group of people, products, firms and markets that possess the information that is of interest to the researcher (Churchill and Iacobucci, 2005). The target population for this study was the Education Offices, the school managers, the heads of schools, teachers, non-teaching staff and students of the schools concerned.

3.5 Sample and Sampling Techniques

According to Kothari (2007), a sample is a smaller representation of a larger whole. The use of sampling of respondents allows for more adequate scientific work by making the time and cost less expensive in research procedure. With regard to sampling techniques, Kothari (2007) describes the term as the process of obtaining information about an entire population by examining only a part of it. In research according to him, sampling is inevitable when the population contains infinitely many members. In this study the sample involved a variety of respondents as shown in Table 3.1. In this research, systematic sampling technique was used to get teachers, non teaching staff and students while purposeful sampling technique was applied to select heads of schools, district education officers and regional educational officers. Thus the study used stratified sampling followed by simple random sampling.

Table 3.1   Respondents of the Research

Type of Respondents	Iringa Region	Iringa Urban	Iringa Rural	Mufindi	Kilolo	Total

REO (Academic)	1	-	-	-	-	1
DEO (Secondary school)	-	1	1	1	1	4
Heads of school	-	1	2	1	2	6
School manager	-	1	-	-		1
Teachers	-	2	4	2	4	12
Non teaching staff	-	3	3	3	3	12
Students	-	5	5	5	5	20
Total	1	13	15	12	15	56

Table 3.2 : Selected samples of Private and Public Secondary Schools in Iringa Region.

No	District	Private Schools	Government schools	Ward Secondary schools	Total
1.	Iringa Urban	Ruaha secondary	-	-	1
2.	Iringa Rural	-	-	Kalenga and Lipuli	2
3.	Mufindi	-	Malangali	-	1
4	Kilolo	-	Ilula	Ukumbi	2

3.6 Data Collection Instruments

Data collection instruments used in this study were questionnaires, interviews, checklists, documentary reviews, informal discussions and observation. The research instruments were developed to reflect the research purpose and objectives in order to find out how management and its environment differed across categories of schools ranked from 2008 to 2011 years of academic performance in Iringa region. The categories of performance included best, average and poor schools in terms of academic

performance as depicted in NECTA set national examinations. The table below shows
the statistics:

Table 3.3 : The national examination performance statistics of the sample schools in Iringa region

Year	High performance			Medium			Low		
	School name	Level	%	School name	Level	%	School name	Level	%
2008	MALANGALI	4/110	4	ILULA	31/110	28	LIPULI	81/110	75
	RUAHA	6/110	6	-	-		KALENGA	91/110	82
	-	-		-	-	-	UKUMBI	100/110	90
2009	RUAHA	2/136	1.5	ILULA	42/136	31	LIPULI	130/136	96
	MALANGALI	6/136	4	-	-	-	KALENGA	118/136	87
	-	-		-	-	-	UKUMBI	112/136	83
2010	RUAHA	4/181	2	KALENGA	31/181	17	LIPULI	160/181	80
	MALANGALI	7/181	4	UKUMBI	76/181	42	-	-	-
	ILULA	24/181	13	-	-	-	-	-	-
2011	RUAHA	5/188	3	ILULA	88/188	47	LIPULI	141/188	75
	MALANGALI	7/188	4	UKUMBI	77/188	41	KALENGA	118/188	63

Source: Iringa REO'S Office

3.6.1 Questionnaire

This instrument was used to collect data because it is the instrument mostly used by
researchers to obtain reliable information since it is impartial in its administration.

3.6.2 Interview

The interview helped the researcher to ask follow up questions and thus obtain more
information with greater clarity and even supplementary information was easy to be
obtained. In this study the interviews were used for collecting information from teachers
and students in the different schools.

3.6.3 Documentation Checklists

Documentation checklists were used to collect information on the office logistics and school records. The documentary reviews were used to seek the information relating to the promotion of the academic performance from all levels such as NECTA, interschool examinations, mock examinations and so forth, for the year 2008 to 2011.

3.7 Data Analysis Procedures

Data analysis comprised the interpretation of the data findings on which recommendations and concluding remarks of the research report in general were based. The details of the data analysis related to the research questions so that the required information should be reliable and valid according to the instructions of the research instruments. Quantitative data was generated and analyzed through questionnaires. Data was presented in the form of frequencies, percentages cross tabulation and table analysis. So data collected from the field was coded and analyzed by using the statistical package for social sciences (SPSS) version 16 from which descriptive statistics such as percentage, and frequencies was computed. This statistical software was applied because of its ability of simplifying analysis process instead of using normal calculation.

3.8 Research Ethical Consideration

In order to carry out the task of data collection the Open Universtity of Tanzania provided a research clearance letter which was used to introduce the researcher to regional authorities of Iringa region. The clearance letter from the Open University of Tanzania formed the ethical permission or consent of the officials in order to get

permission to schools. The permission letters from RAS, Research Clearance from Open University of Tanzania, Iringa Municipal Director, DED Mufindi, DED Kilolo, DED Iringa District Council are found in Appendix M, N,O, P, Q,R and S respectively. Research clearance was sought in order to have free and cordial relationship the respondents and also to make them confident in answering questions without hiding information.

Also this study considered the research values of voluntary participation, anonymity and protection of respondents from any possible harm that can arise from participating in the study. Thus the study introduced the purpose of the study as a fulfillment of a Masters Study program and not for any other hidden agenda and requested the respondents to participate in the study on voluntary basis. The respondents were also informed of their right to refuse or abstain from participating in the study. Furthermore the study assured the respondents confidentiality of the information given and protection from any possible harm that could arise from the study since the findings were to be used for the intended purposes only.

3.9 Research Validity and Reliability

3.9.1 Validity

Validity was the most critical criterion and indicated the degree to which an instrument measures what was supposed to measure. Also was thought of as utility, in other words validity was the extent to which differences found with a measuring instrument reflected true differences among those being tested. To ensure validity of the data the data was tested by using variances and pre testing of questionnaires, triangulation methods for

data collection was adopted. Furthermore factor analysis was used through SPSS program which provide a clear picture of what should be investigated.

3.9.2 Reliability

This refers to the extent to which the data collection technique yielded consistent findings if multiple measurement are taken, the variable measure were all   consistent in their value (Saunders, 2009). Data reliability was taken as the cornerstone of making a successful and meaningful study. In order to collect reliable data, the interview questions and questionnaires was designed through an elaborate procedure which involved a series of revisions under the guidance of the study supervisors to ensure that fieldwork conducted by use of high quality data collection. Also quotes from interview and statement from questionnaires was used as references to ensure reliability.

CHAPTER FOUR

4.0   PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Overview

This chapter presents results of the study and discusses them based on the study objectives as well as background characteristics of the respondents. This chapter includes an overview, background characteristics of the respondents, impact of leadership and management on academic performance, involvement of academic staff

and students as well as the supporting community in the management of schools to enhance quality education, effective school management correlates with academic performance in schools.

4.2 Socio- economic Characteristics of the Respondents

This section discusses the socio economic and demographic characteristics of the study population. The distribution of respondents by socio economic and demographic characteristics is presented.

4.2.1 Gender of the Respondents

The results show that 57.5% were male and 42.5% were female. The number of male is higher compared to female, this due to the fact that most of women were not ready to talk about school management.

Table 4.1 : Respondents' Gender Distribution (N=40)

Sex	Frequency	Percent
Male	23	57.5
Female	17	42.5
Total	40	100.0

4.2.2 Age of the respondents

The majority of the respondents as presented in table 2, were aged 11-20 Years forming 6(12.0%) where by 21-30 Years 7(14.0%), age 31-40 Years 20(40.0%), 41-50 years were 16(32.0) and 60+ Years were 1(2.30%).

Table 4.2   :   Respondents' age distribution (N=40)

	Frequency	Percent
11-20 Years	16	40.0
21-30 Years	7	17.5
31-40 Years	10	25.0
41-50 Years	6	15.0
51-60 Years	1	2.5
Total	40	100.0

4.2.3 Education level of the respondents

Education is always valued as a means of liberation from ignorance; it is the only principle mechanism of developing human skills and knowledge. The study revealed that 15(37.5%) had ordinary level of secondary education, 8(20.0%) of respondent had advance level of secondary education, , 10(25.0%) University level, 4(10.0%) had primary level of education and 3(7.5%) non formal education.

Table 4.3   :   Respondents' education level (N=40)

	Frequency	Percent

No formal education	3	7.5
Primary education	4	10.0
Ordinary level of secondary education	15	37.5
Advanced level of secondary education	8	20.0
High learning	10	25.0
Total	40	100.0

4.3 Assessment of involvement of academic staff, community and students

Table 4.4 :   The extent of involvement of stakeholders in school management

The level of involvement	**Frequency**	**Percent**
Small Extent	20	50.0
Neutral	9	22.5
Moderate	5	12.5
Low Extent	6	15.0
Total	40	100.0

4.3.1 Assessment on the extent staffs, community and students are involved in

school management

Human relations in a school setup asserts that workplace or college behaviors are determined mainly by the organizational setting in which it occurs. It lays emphasis on leadership styles, interpersonal and organizational communications, student or employee satisfaction, group norms and cohesion. Peoples' participation in decisions that affect their working lives is essential for effective management. Such participation can be

through negotiating committees, representation in school boards, suggestion schemes, autonomous problem-solving groups and joint consultation (Bennett, 1997).

If members of the community are involved in decision-making, their individual, group and institutional needs and those of broader ranges of constituencies are likely to be met by outcomes. In consultative decision-making, more people are involved in defining the problem, weighing alternative courses of action, determining the implications of proposed solutions and in structuring the response to be implemented (Wayne, 2008). Public schools, despite the vital role they play in providing education, expertise, training, human knowledge development and in the formation of future leaders, have not been adequately targeted in the ongoing democratic transition.

This research is a result of the information collected from a total of forty (40) respondents of whom 20 (50.0%) stated that the staff, community and students involvement in managerial issues is to a small extent. This shows that decisions are made by the top management staff members and other decisions are made by heads of schools themselves.

Table 4.5 : **Centralization/Decentralization in administrative system   N 40**

Centralized administration	Frequency	Percent
Good	15	37.5
Not Good	23	57.5
Neutral	2	5.0
Total	40	100.0

4.3.2 Assessment on how a centralized system works in secondary schools

Regarding decentralization of management in education and training institutions, experience has shown that highly centralized planning is non-participatory and tends to ignore the peculiarities of various localities in the development process. The Education and Training Policy (1995) noted that the powers and decision making in the management and administration of education and training institutions had by 1995 remained heavily concentrated at the ministerial level (Mwalala, 2007).

The analytical findings have found that a centralized system is not good. This is because it does not involve participatory system in administration. It justifies a certain group of people to control the rest of the employees. The system is not preferred at all due to its authoritative nature. Out of 40 respondents 23(57.5%) expressed the opinion that the centralized system was not good. So many decisions especially those dealing with education improvement were made by top management which reduced the quality of policy implementation. This findings tallies with that by Muthondu (2007) in title that attempts to involve staff, students and communities in the management and administration of education in their areas of jurisdiction were wanting, yet effective management of education and training institutions necessitated community involvement. It was for this reason that the education sector had initiated regulatory changes and interventions to support the decentralization process to lower organs.

Table 4.6 : Giving prior notice to the workers on matters of decision making N 40

Giving prior notice to workers	Frequency	Percent
Yes	18	45.0
No	22	55.0
	40	100.0
Total		

4.3.3 Assessment of staff participation in management

The findings also correlate with Kurt Lewin and Abraham Maslow's observation, which states that decisions which emanate from stakeholders and which are backed by group agreement are more effective than those imposed by the leadership. That is people must be actively involved in decision making if they are to be fulfilled and effective in following up the decisions made (Wangui, 2007).

The responses of 22(55.0%) out of 40 respondents interviewed in this research, shows that management normally does not give prior information to their workers concerning the matter to be decided during staff meeting. This makes workers to take part in decision making only partially. This observation tallies with a study of University of Nairobi (1995) which showed that academic institutions in Tanzanian were run by in-effective management due to the lack of mutual consultation among staff members in matters concerning decision making.

Table 4.7 : Student involvement in decision making

Student involvement in decision	Frequency	Percent

Less Involved	33	82.5
Involved	7	17.5
Total	40	100.0

4.3.4 Assessment of student involvement in decision making

Comments of respondents on student involvement in table 4 show that students are less involved in decision making in Tanzanian school management. Proponents of participatory management in colleges view cases of disruptions of academic programs as a direct result of the failure by school management authorities to involve students in decision-making. They conclude that the continuous student unrest is often a reflection of demands for their involvement in school administration (Snyder, Acker-Hocevar and Snyder, 2008).

Students are very important stakeholders in the education sector; they ought to take active participation in decision making so as to promote effective management on academic matters to meet the academic excellence basing on academic vision plan (Muli, 2005).

The findings of this research shows that students are less involved in decision making. Decisions are made by top management staff members and students are required to comply with what is decided for them. Out of 40 interviewed respondents; 33(82.5%) stated that students are less involved in decision making process.

The advantage of joint consultation is that students are given the opportunity to draw management's attention to their concerns, including grievances, in a forum that is not susceptible to confrontation. Secondly, management student communication is generally improved and this helps in seeing issues from each other's point of view and in understanding their respective problems or limitations (Hatta, 2009).

Table 4.8 : Decision making which affects academic performance

Decisions which affect the organizational objectives	Frequency	Percent
Employees' decisions	15	37.5
Action plan decisions	25	62.5
Total	40	100.0

4.3.5 Assessment of decisions which affect performance objectives

This finding shows the decisions which affect the desired objectives within an academic arena. It is evident that wise decisions made within a given organization may result into positive effect in meeting the goals of an organization. However, 25 (62.5%) interviewees testified that Action Plan decisions are likely to affect positively the school objectives if they are opted to be followed.

Jacobson (2011) emphasized that the most promising route to improving governance is the sharing of formal authority, the scope and form of internal participation in

governance and the horizontal distribution of authority should be characterized by full and open consultation with an emphasis on joint endeavors (Omolayo, 2009).

Table 4 9 : Decisions from the Government which affects attainment of Performance

Decisions from the government	Frequency	Percent
Political Decisions	5	12.5
Economic Decisions	35	87.5
Total	40	100.0

4.3.6 Assessment of government decision which affect the attainment of performance

Government decisions have a great contribution in affecting the organizational objectives. So, it is vital for the government to make wise decisions in order to meet the objectives of an organization. This finding has found out that   Economic Decisions if well made can lead to the promotion of the desired achievement of academic performance in Tanzania. This is true following the fact that without financial support, school management may not meet its objectives. The result shows that 35(87.5%) of the respondents interviewed supported the observation that financial decisions especially budget in education affects academic performance directly.

All basic education based interventions are gradually being realigned to correspond with the Local Government Reform Program which places emphasis on improved service delivery, autonomy in decision making, transparency, accountability and good governance.   The new local government system is based on political devolution,

decentralization of functions and finances within the framework of a unitary state. Local Governments will be holistic i.e. multi sectoral government units with a legal status (Kimacia, 2007); but the findings of this study show that government does not consider that issues important in participatory decision making.

Table 4.10 : Methods used in making decisions at Sschool Level

Methods	Frequency	Percent
Consultation	12	30.0
General Announcement	9	22.5
Staff Meeting	19	47.5
Total	40	100.0

4.3.7 Assessment of steps followed by school management in decision making

Consultation assumes that people operate in organized groups to make decisions that guide the course of their institutions. Understanding the social systems in which processes occur is crucial as consultative procedures attempt to modify the culture within community to exercise the self-discipline and objectivity required to participate in consultation (Crum and Sherman, 2008). Even though decisions by management boards are always through consensus mechanisms, various student constituencies of the community have not been evolved. The number of participating students is too low to adequately represent the numbers in the student body. Consultative decision-making evokes a sense of partnership, community participation and working together for the common good (Kythreotis, Pashiardis and Kyriakides, 2010).

This finding indicates that decision making in school management is mostly achieved through staff meetings method. This was revealed by 19 (47.5%) respondents who were interviewed about the subject matter.

Table 4.11 : Methods for effective Coordination and Communication among Workers

Methods	Frequency	Percent
Meeting	26	65.0
Tele-communication methods	14	35.0
Total	40	100.0

4.3.8 Methods of ensuring coordination and communication among workers.

In ensuring effective coordination and communication among workers, it is so vital to apply proper methods. It is through coordination and communication that academic institutions in Tanzania can excel to the extent desired by the stake holders. The results show that 26 (65.0%) of the interviewees asserted that staff meetings were mostly used in effecting communication and coordination.

Table 4.12 : Weakness on the Decision Making Process

Weaknesses	Frequency	Percent

Centralization on decision making	16	40.0
Lack of transparency	13	32.5
Mismanagement of funds	11	27.5
Total	40	100.0

4.3.9 Assessment of weaknesses in the administrative structure

This research shows that there is weakness in the administrative system. The weakness bases on decision making process. This makes the academic institutions in Tanzania to run according to centralized system. Participants who stated that there is centralized administrative system in academic institutions were 16(40.0%) of the total number of the interviewed.

The study was underpinned by a decision process theory, which views organizational patterns and structures as the outcomes of the activities of individuals or groups within the organizations, rather than as the set of slots into which people are fitted and controlled. This framework focuses on how decisions are made and borrows heavily from the equilibrium theory. It stresses the fact that organizational members have very limited if not ambiguous information to help them make choices and decisions (Ahmad, Yunus, Norwani and Musa, 2012).

Table 4.13 : Challenges which Management faces in decision making process N
40

Challenges	Frequency	Percent
Lack of enough cooperation from employees	8	20.0
Lack of Awareness among Employees management changes	26	65.0
Poor Communication	6	15.0
Total	40	100.0

4.3.10 Assessment of challenges the management faces in decision making

In academic organizations there are a lot of challenges in the process of decision making. Thus, effective management in academic fields is yet a dream to be actualized (Abrar, Baloch and Ghouri, 2010). However, this research shows that many stakeholders in academic institutions are not aware of many matters to be discussed and decided for the wellbeing of academic institutions in Tanzania.

4.4   Effects of management skills on academic performance

4.4.1 Curriculum management

There is no satisfaction among respondents concerning the way curriculum management process at school level is done. The results show that 86% of the respondents who participated in focus group discussions revealed that curriculum management is not considered to be important by the school management.

4.4.2 School Development Plan

 Information gathered shows that of the respondents interviewed, 80% indicated that school development plan is important but school management does not consider it to be

an important strategy for improving student performance at school, regional and national levels. The results further show that sustainable leadership is not considered important because when school management changes, strategies towards expected goals also change, this reduces school teachers' moral support. Sustainable leadership is needed for schools to attain their long-term goals and maintain institutional strengths even after the departure of the principal. Without planning effectively for future leadership, schools run the risk of losing their hard-won improvements with each leadership transition (Yusof, 2012). Effective school leaders plan for succession and take the time to groom replacements by encouraging in-house career development among teachers and distributed leadership roles among the staff. In addition, efforts to retain effective principals are crucial in order to sustain on-going improvements in a school (Sammons, Gu, Day and Ko, (2011).

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of the findings of the study as analysed and presented in previous chapters. The chapter is organized in two major sections which are conclusion and recommendation.

5.2 Summary of the Study findings

The objective of this study was: to explore the impact of leadership and management on academic performance in secondary school.

The specific objectives covered are: to investigate leadership distribution across three school groups categorized according to their performance, to find out the distribution of leadership and management competencies across three school groups categorized according to their performance, to analyze the challenges that school management faces or has been facing in its endeavor to improve school academic performance and To assess overall differential impact of management (along with leadership and administration) on academic performance.

The findings of this study revealed that Government decisions have a great contribution in affecting the organizational objectives. So, it is vital for the government to make wise decisions in order to meet the objectives of an organization. Also this finding has found out that Economic Decisions if well made can lead to the promotion of the desired achievement of academic performance in Tanzania. Also teachers and students do not work together as stakeholders which reduce the effort of academic performance to rise.

5.3 Conclusion

The wellbeing of any society depends primarily on good and proper orientation of its education system. The findings of this study have revealed that it is an imperative duty for the school management to promote participatory decision making system in encouraging good student performance.

Also according to the findings, teachers and students do not work together as stakeholders. This is because management has failed to organize good coordination among them and as a result the school fails to achieve its goal properly.

It has been evidenced that school management does not create room for all (students, teachers and community at large) to take active part in decision making on matters concerning the school prosperity. This implies that management does not involve teachers, students and community in matters concerning academic progress. For this matter, students are not made authors of their academic destiny by being involved in decision making process. Consequent of these circumstances, education will not help to orient learners towards positive intellectual transformation out of which socio-economic challenges will be contained.

Furthermore, failure by the government to revise the pedagogy system such that it pre-determines positive output in the education system will impede the way forward to meet societal challenges. The system which is founded on a revised pedagogical system will enable students, teachers and community at large to benefit from good education management.

5.4 Implication of the Study

5.4.1 Implication for the policy makers

Policy makers should insure that schemes are designed with strongly communication with members and the administration in order to increase the areas of equal participation

in decision making. Also for any changes must include the education stakeholders who will strengthen the implementation of specified strategies for the aim of improving education performance.

5.4.2 Implication for the school administration

School administration should organize meetings in order to interact with students and staff during decision making as the way of participatory meeting. Also school management should consider restraining students from unnecessary violence or from making unrealistic demands by encouraging proper representative decision making approach towards.

5.5 Recommendations

5.5.1 Recommendation for Action

The following are specific areas to be considered in order to improve school management and strengthen student academic performance.

School staff, community and students should be considered as important resources towards attainment of school objectives. Decisions and their implications should be promptly communicated to all consulting groups and stakeholders such as students and staff from all levels. All stakeholders have their own private interests and goals to pursue or defend, and as a result, they need to be given effective structures and an enabling environment which would enable them to follow such pursuits without hindrance.

Government interference in secondary school affairs should be decreased without sacrificing their accountability to both government and society at large. In order to

foster good school education, the government approach to decision making should be participatory so as to reduce complains during implementation of different strategies. Furthermore government policy makers need to enhance the application of participatory ways of decision making in order to accelerate the implementation of different issues concerning development of the institutions. This is in line with the Tanzania government's recognition of the central role of the education sector as a means for achieving the overall development goal of improving the quality of life of Tanzanians. Several policies and structural reforms have been initiated by the government to improve the quality of education for all so as to strengthen the link between skills and knowledge at all levels of socio-economic development of Tanzania. This implies that such effort should be maintained in participatory way.

This development gives the school management a challenge to redefine their contexts, have their own dissimilar internal cultures but should maintain programs which are not prone to external pressures nor do not respond to subjective political interests of state élite. Overall the school management should consider an active participatory decision making.

Democratization of school management should be strengthened through widening the representation of students and staff in school bodies, increasing the role of academics and students in the selection of top officials and through empowerment of staff and student associations. Staff and student associations are able to defuse potentially conflictual situations by holding regular meetings with their members where matters affecting staff and students welfare are discussed and alternative strategies suggested.

The same meetings can be used to explain government policies that affect students and staff.

Following below are some strategies through which participatory decision making approach can be enhanced:

a) Schemes should be designed for regular communication with members and the administration in order to increase the areas of equal participation in decision making.

b) Administration should be able to organize meetings in order to interact with students and staff during decision making so as to ease out different kinds of problematic situations.

c) School management should consider restraining students from unnecessary violence or from making unrealistic demands by encouraging proper representative decision making approach.

d) Management in general should strive to explain to their members the role they could play in strengthening the school administration through enhancing participatory decision making approach.

e) School management should act as a link between staff, students and the administration; government and the wider society.

5.5.2 Recommendation for further study

The researcher recommends further studies to be conducted to illustrate the role of school boards in directing school management and participation in decision making.

Moreover, studies need to be performed to assess the relationship between financial criteria and academic performance.

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Appendix   A   :   A Questionnaire for Regional and District Education Officials / Managers

A QUESTIONNAIRE FOR REGIONAL AND DISTRICT EDUCATION OFFICIALS/MANAGERS [(SPECIFICALLY REO (ACADEMIC) AND DEO (SECONDARY SCHOOLS)]

Please, answer only the questions that apply to your post.

PART A: PERSONAL PARTICULARS

Put a tick (v) where applicable.

Gender: Male ☐   Female ☐

Academic Qualifications:

Doctorate Degree   ☐

Masters Degree   ☐

Bachelors Degree   ☐

Diploma   ☐

Others (specify)   ………………………………………….

Your position:

REO (Academic)   ☐

DEO (Academic – Secondary schools) ☐

Others (specify) ………………………………………

PART B: RESPONSIBILITIES/FUNCTIONS:

Please respond as required.

Your appointment to this post was based on (choose one answer):

On job induction training   ☐

Managerial training course in a residential college   ☐

None of the above (i.e. no training at all)   [   ]

Is the job description that you were given on appointment to the post still relevant today? YES/NO …………………………………………..

Is there a problem of teaching/learning resources in secondary schools which are in your area of jurisdiction?

…………………………………………………………………………………………

What are the implications on access and quality education of shortage of resource materials in teaching and learning in public and private secondary schools?

………………………………………………………………………………………..

………………………………………………………………………………………..

Which challenges do you experience in the course of communication flow in managing secondary schools under your jurisdiction?

…………………………………………………………………………………………

…………………………………………………………………………………………

How does frequent changes of subject syllabuses affect the quality of education in the secondary schools which are in your area of jurisdiction?

…………………………………………………………………………………………

…………………………………………………………………………………………

How do schools which are constructed on political motives affect the quality of education provided and fail to address the real demands of people?

…………………………………………………………………………………………

…………………………………………………………………………………………

Which are the challenges inherent with the implementation of decentralization of education policy on school management?

……………………………………………………………………………………

……………………………………………………………………………………

PART C: YOUR PERSONAL OPINION

Is poor academic performance in some secondary schools related to poor school management?

……………………………………………………………………………………

Give evidence for your response

……………………………………………………………………………………

Show the comparison between public and private secondary schools in terms of levels of achievement in school managerial functions. (Put a letter A, B, C, D & E where suitable).

Benchmarks for managerial functions for No.2 above

Type of school	Planning	Control	Command	organization	Coordination
Public					
Private					

Key:

A= Excellent   B= Very good   C= Good   D=satisfactory

E=Poor

Appendix B: A Questionnaire for Heads of Public Secondary Schools in Iringa Region

A QUESTIONNAIRE FOR HEADS OF PUBLIC SECONDARYSCHOOLS IN IRINGA REGION

As a Head of school you are requested to respond accordingly to the questions provided in this study.

SECTION 1: PERSONAL INFORMATION

Put a tick (v) where necessary

Gender: Male   ☐   Female   ☐

Academic Background:

Masters Degree   ☐

Bachelors Degree

Diploma   ☐

Other (Specify) ……………………………………………………..

Marital status: Married   ☐   Single   ☐

SECTION 2: LEADERSHIP AND MANAGEMENT STYLES:

What are your views on the qualities of Head of school

As a professional and qualified leader, he/she sets a leadership style by promoting teaching – learning professionally as per time table.   YES/NO if NO, explain ……………………………………………………………………

The leader helps teachers to improve their teaching skills through motivation and encouragement. YES/NO.

The leader helps fellow teachers to be well organized and well focused on the jointly set objectives with correct accountability to the learners. YES/NO.

As a bureaucratic leader, he/she expects respect from followers as he/she is also a legally constituted authority. YES/NO.

Does not like to be autocratic but considerate. YES/NO.

Encourages a participatory leader's style with the staff in order to achieve the school objectives. YES/NO.

As a leader of the school, he/she is united with teaching and non-teaching staff in pursuit of higher goals common to both for more effectiveness in management. YES/NO.

With lot of external pressures on educational leadership the Head aspires for a highly responsive system of education that equips young students with required knowledge, skills and positive attitudes. YES/NO.

Whenever there is a value conflict, as a proactive head he/she shares it with heads of department, management team and school board to bring it into a general examination and sometimes allows the community to resolve such differences themselves through a process of mutual understanding. YES/NO.

At the end of every year, the leader evaluates school plans whether the objectives have been achieved through productive staff and school board joint meetings YES/NO.

SECTIONS 3: IMPLEMENTATION OF THE SCHOOL PROGRAMMES

Delete where not applicable.

The school management is set in the context of effective curriculum management rooted in clear values and vision for the future AGREE/DISAGREE.

The head wants to enable the students to develop their personal talents, encouraging self development, recognizing the dignity of labour, AGREE/DISAGREE.

Organizes the students into activities to achieve the set objectives.
AGREE/DISAGREE.

SECTION 4: INSTRUCTIONAL MATERIALS MANAGEMENT:

(Choose YES or NO)

Insures that the school has adequate resources of text books, library, books, science laboratory with a fair amount of apparatus, and sports and games articles/gear. YES/NO.

Ensures that the school has adequate classrooms equipped with chalk boards, charts, maps, globe, models, bulletin boards, shelves for reference books to facilitate the teaching/learning process. YES/NO. If No, explain briefly

……………………………………………………………………………………

The library is well classified according to the subject and has a qualified librarian. YES/NO.

The librarian uses a proper cataloque system depicting the title, author, subject, publisher, with different lockable shelves for different materials YES/NO. If No give reasons

……………………………………………………………………………………

……………………………………………………………………………………

SECTION 5: EVALUATION OF STUDENTS PERFORMANCE

(Choose YES or NO)

Ensures that teachers and students are punctual; and they start and end their lesson on time. YES/NO.

Appropriate rewards or reinforcements as well as graded punishments are administered according to the performance of the student. YES/NO.

No corporal punishment is permitted to the school and adequate students' freedom is allowed in the class to allow maximum interaction with teachers in discussion and conference. YES/NO.

There is provision of regular assignments and periodic assessment and evaluations of the pattern of school curriculum and no time is wasted during the scheduled teaching hours. YES/NO.

Assignments or homework are marked and proper feedback given to students. YES/NO. If No explain

…………………………………………………………………………………

…………………………………………………………………………………

THANK YOU INDEED FOR YOUR COOPERATION

Appendix C : A Questionnaire for School Managers of Private Secondary Schools

A QUESTIONNAIRE FOR SCHOOL MANAGERS OF PRIVATE SECONDARY SCHOOLS

As a manager of a private secondary school you are earnestly requested to respond to the given questions.

PART A:

PERSONAL PARTICULARS

Put a tick (v) where applicable

Gender: Male ☐   Female   ☐

Level of Education

Doctorate Degree   ☐

Masters Degree   ☐

Bachelors Degree   ☐

Diploma

Others (Specify) …………………………………

PART B:

STATUS IN THE OWNERSHIP OF THE SCHOOL/INSTITUTION

State the owner of the school

………………………………………………………………………………..

………………………………………………………………………………..

What are the conditions for obtaining the manager of school/Institution?

Explain …………………………………………………………………………

……………………………………………………………………………….

What is the relationship between the head of school, manager and administrator in your institution?

…………………………………………………………………………………..

…………………………………………………………………………………..

PART C:

LEADERSHIP AND MANAGEMENT STYLES

School vision and mission

The school has its vision and mission.   YES/NO.   If YES state them ………………………………………………….

The school mission involves the school board. YES/NO

The mission is concerned with the school objectives set within the school curriculum YES/NO.

The school vision, mission, statement and goals are based on school philosophy of highest academic achievement YES/NO.

2.   Qualities of head of school

i)   As a professional and qualified leader, he/she sets a leadership style by promoting teaching – learning professionally as per time table YES/NO if NO, explain.

……………………………………………………………………………………………

ii)   The leader helps teachers to improve their teaching skills through motivation and encouragement. YES/NO.

Helps fellow teachers to be well organized and well focused on the jointly set objectives with correct accountability to the learners. YES/NO.

As a bureaucratic leader, expects respect from followers as he/she is also a legally constituted authority. YES/NO.

Does not like to be autocratic but considerate. YES/NO.

Encourages participatory leadership style with the staff in order to achieve the school objectives. YES/NO.

As a competent leader, he/she is expected to be a change agent and maintain stable institution. YES/NO.

Does not run the school on a fixed type of leadership style, neither on laissez-faire. YES/NO.

As a leader of the school, he/she is united with teaching and non-teaching staff in pursuit of higher goals common to both for more effectiveness in management. YES/NO.

Feels that a leader, managing lot of professional teachers has to develop some less tangible sensitivity, courage, perseverance, practical sense and professionalism. YES/NO.

With lots of external pressures on educational leadership aspires for a highly responsive system of education that equips young students with required knowledge, skills and positive attitudes. YES/NO.

Whenever there is a value conflict, as a proactive head shares it with heads of department, management team and school board to bring it into a general examination and sometimes allows the community to resolve such differences themselves through a process of mutual under standing. YES/No.

At the end of every year, evaluates school plans whether the objectives have been achieved through productive staff and school board joint meetings YES/N

PART D:

IMPLEMENTATION OF THE SCHOOL PROGRAMMES

Delete where not applicable.

The school management is set in the context of effective curriculum management rooted in clear values and vision for the future. AGREE/DISAGREE.

The head wants to enable the students to develop their personal talents, encouraging self development, recognizing the dignity of labour, AGREE/DISAGREE.

Organizes the students into activities to achieve the set objectives, AGREE/DISAGREE.

PART E
INSTRUCTIONAL MATERIAL MANAGEMENT

(Choose YES or NO)

Insures that the school has adequate resources of text books, library, books, science laboratory with a fair amount of apparatus, and sports and games articles/gear. YES/NO.

Ensures that the school has adequate classrooms equipped with chalk boards, charts, maps, globe, models, bulletin boards, shelves for reference books to facilitate the teaching/learning process. YES/NO. If No, explain briefly

…………………………………………………………………………..

The library is well classified according to the subject and has a qualified librarian YES/NO.

The librarian uses a proper catalogue system depicting the title, author, subject, publisher, with different lockable shelves for different materials YES/NO. If No give reasons

……………………………………………………………………………………

…………………………………………………………………………………….

PART F:

EVALUATION OF STUDENTS PERFORMANCE

(Choose YES or NO)

Ensures that teachers and students are punctual; and they start and end their lesson on time. YES/NO.

Appropriate rewards or reinforcements as well as graded punishments are administered according to the performance of the student. YES/NO.

No corporal punishment is permitted to the school and adequate students' freedom is allowed in the class to allow maximum interaction with teachers in discussion and conference. YES/NO.

There is provision of regular assignments and periodic assessment and evaluations of the pattern of school curriculum and no time is wasted during the scheduled teaching hours. YES/NO.

Assignments or homework are marked and proper feedback given to students. YES/NO. If No explain

……………………………………………………………………………………

……………………………………………………………………………………

Appendix   D : Interview Guide for Teachers of Public Secondary Schools

INTEVIEW GUIDE FOR TEACHERS OF PUBLIC SECONDARYSCHOOLS

How long have you been teaching?

How long have you been teaching at this school in particulars?

What are the goals of this schools? To what extent are the goals agreed upon here?

What role does the head of school have in shaping, articulating and ensuring that the goals of the school are met?

Do you feel like you are involved in decision-making at the school? Please explain or provide examples. To what extent does your involvement reflect the head of school's leadership style?

Are there specific reforms underway in this school or efforts to address specific school needs or challenges? Where do they come form?

Are thee particular practices or programmes that your think are enhancing or undermining teacher qualities and teaching quality in this school.

What strengths does your head of school bring to the school? Does he/she demonstrate abilities to lead teachers at your school in a quality instruction? If so, what are they?

How often does your head of school visit your classroom? How would you describe your head's approach to visiting classrooms and giving feedback?

How would you characterize the quality of teaching at this school and within the district?

Do you have interschool Mock Examinations in this school? How do you explain the benefits of such examinations?

Are there any discussions related to improving the quality of teaching at this school?

What are your responsibilities at this school?

Appendix   E   :   Interview Guide For Teachers Of Private Secondary Schools

INTERVIEW GUIDE FOR TEACHERS OF PRIVATE SECONDARY SCHOOLS

What is your highest academic and professional qualification?

Who is your employer?

Are you comfortable with your job?

How long have you been teaching?

What are the goals of this schools?

Are there specific reforms underway in this school?

What strengths does your head bring to this school? Does he/she demonstrate to lead teachers at your school in quality instructions? If so, what are they?

How would you characterize the quality of teaching at this school and within the district?

Are there any discussions related to improving the quality of teaching at this school?

What are your responsibilities at this school?

Appendix   F   :   Discussion Guide To Non-Teaching Staff Meambers

DISCUSSION GUIDE TO NON-TEACHING STAFF MEAMBERS

(WAFANYAKZI WASIO WALIMU)

Nini kiwango chako cha elimu?

Umeajiriwa hapa shuleni kwa kazi gani?

Je, nini majukumu yako katika ajira yako?

Je, Mkuu wako wa shule anakushirikisha katika kutoa maamuzi ya kuendeleza shule hii?

Ni mambo gani yanayokufanya ufanikiwe katika kazi yako?

Je, unawajibika vipi kwa wanafunzi wa shule hii kupitia kwenye kitengo chako?

Katika maeneo gani unapata fursa ya kushirikiana na wafanyakazi wenzako?

Je, umepata kuhudhuria mafunzo yo yote ukiwa kazini ili kuboresha kazi yako?

Una umri gani kazini?

Ni changamoto zipi unazozikabili katika utekelezaji wa kazi zako?

Appendix G : Discussion Guide To Students In The Selected Secondary Schools

DISCUSSION GUIDE TO STUDENTS IN THE SELECTED SECONDARY SCHOOLS

In which form do you belong at this school?

What are the subjects that you study at this school?

What are your views on the current leadership and management problems in this school?

How many times do you do your internal examinations at this school.

Are there specific reforms underway in this school?

What is the level of your school in National Form Four / Six Examinations for the last three years?

What challenges do you face in the promotion of education at this school?

How much do your teachers enhance in your studies?

Appendix   H :   Discussion Guide To Students In The Selected Secondary Schools

CHECKLIST FOR SITUATIONAL ANALYSIS OF THE SCHOOL

Put a tick (v) where applicable in the table below.

CHECKLIST OF ITEMS FOR SCHOOL ACADEMIC PERFORMANCE

NO	ITEMS	AVAILABILITY(STOCK)	QUALITY(IN USE)	DAMAGE(OUT OF USE)
1	VEHICLES (LORRY, BUS, CAR)			
2	CLASSROOMS			
3	LIBRARY			
4	HOSTEL/DORMITORIES			
5	LABORATORY			
6	PLAY GROUUNDS: Football pitch Basketball court Netball court Track and field athletics			
7	WOODWORK ACCESSORIES (STORE)			
8	WORKSHOP			
9	KITCHEN			
10	DINING HALL			
11	ASSEMBLY HALL			
12	FOOD STORE			
13	SCHOOL CANTEEN/SHOP			
14	SCHOOL BAND			

Appendix I : Enquiries to Heads of both Public and Private Schools

ENQUIRIES TO HEADS OF BOTH PUBLIC AND PRIVATE SCHOOLS

LEVELS OF COMPETENCIES IN GOVERNING SCHOOLS

	VARIABLES RELATED TO COMPETENCES		
	TYPE OF GOVERMANCE	INPUT VARIABLES	PROCESS VARIABLES	OUTPUT VARIABLES
1.	Leadership (participation in decision making).	Human resources School climate Parent support Financial support	Teaching methods Assessment and Feedback Services to the community	Academic performance Skills obtained Norms and attitude
2.	Management (Getting things done through others)	Human resources School climate Parent support 3.Financial support	Teaching methods Assessment and Feedback Services to the community	Academic performance Skills obtained Norms and attitude
3	Administration (Supervision in implementation).	Human resources School climate Parent support Financial support	Teaching methods Assessment and Feedback Services to the community	Academic performance Skills obtained Norms and attitude

Appendix   J :   Research Clearance

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759Dar es
Salaam, Tanzania,
http://www.out.ac.tz

Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz

04/03/2013

TO WHOM IT MAY CONCERN

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you Sr. Tsuut Firmina PG with REG. No. E/139/T.08 who is a Master student at the Open University of Tanzania. By this letter,Sr.Tsuut Firmina has been granted clearance to conduct research in the country. The title of her research is "The impact of leadership and management on academic performance in secondary schools: Experiences from secondary management practices in Iringa region". The research will be conducted Iringa region..

The period which this permission has been granted is from 18/03/13 to 18/05/2013.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,

Prof Shaban Mbogo

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

Appendix   K   : Letter from Regional Administration and Local Governance

THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

IRINGA REGION:

Regional Commissioner's Office.
P.O. Box 858,
IRINGA.

Tele: 2702021
Fax: 2702082
For Reply please quote:

Ref. No. RAS/IR/E10/64/Vol. II/130   Date 15th March, 2013

Municipal Director,
P.O. Box 162,
IRINGA

District Executive Directors,
Iringa Rural,Kilolo and Mufindi.

RE: A PERMIT FOR ONE REV.SR.FIRMINA TSUUT A BONA STUDENT OF MASTER OF EDUCATION PLANNING AND POLICY STUDIES (MED APPS) OF THE OPEN UNIVERSITY OF TANZANIA TO CONDUCT AN EDUCATIONAL RESEARCH IN YOUR COUNCIL.

I hereby with profound pleasure inform you that the aforementioned **party** been granted a permit by The Regional Administrative Secretary to conduct an Educational Research in your AREA of jurisdiction-namely **Councils.**

The title of this research is **"The impact of Leadership and Management on Academic performance of Secondary Schools" . A case of Iringa Region.**

I therefore ask you to be forthcoming and kind enough in availing **her** with any needful support which is within your reach in order to make this cherished task a reality and a great success.

I beg to remain yours sincerely and wish you all the best for the season.

Mwl.Euzebio B.Mtavangu
For: REGIONAL ADMINISTRATIVE SECRETARY
IRINGA

cc Deputy Vice Chancellor,
     The Open University of Tanzania,
     P.O.Box 1458,,
     DAR-ES-SALAAM

Appendix   L :   Letter of Acceptance from Regional Administration and Local Governance

THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

IRINGA REGION:

Regional Commissioner's Office.
P.O. Box 858,
IRINGA.

Tele: 2702021
Fax: 2702082
For Reply please quote:

Ref. No. RAS/IR/E10/64/Vol. II/130   Date   15th March, 2013

Municipal Director,
P.O. Box 162,
IRINGA

District Executive Directors,
Iringa Rural, Kilolo and Mufindi.

RE: A PERMIT FOR ONE REV.SR.FIRMINA TSUUT A BONA STUDENT OF MASTER OF EDUCATION PLANNING AND POLICY STUDIES (MED APPS) OF THE OPEN UNIVERSITY OF TANZANIA TO CONDUCT AN EDUCATIONAL RESEARCH IN YOUR COUNCIL.

I hereby with profound pleasure inform you that the aforementioned **party** been granted a permit by The Regional Administrative Secretary to conduct an Educational Research in your AREA of jurisdiction-namely **Councils.**

The title of this research is **"The impact of Leadership and Management on Academic performance of Secondary Schools"** . **A case of Iringa Region.**

I therefore ask you to be forthcoming and kind enough in availing **her** with any needful support which is within your reach in order to make this cherished task a reality and a great success.

I beg to remain yours sincerely and wish you all the best for the season.

Mwl.Euzebio B.Mtavangu
For: REGIONAL ADMINISTRATIVE SECRETARY
IRINGA

cc Deputy Vice Chancellor,
The Open University of Tanzania,
P.O.Box 1458,,
DAR-ES-SALAAM

Appendix   M :   Barua kutoka Halmashauri ya Wilaya ya Mufindi

HALMASHAURI YA WILAYA YA MUFINDI
(Barua zote zitumwe kwa Mkurugenzi Mtendaji Wilaya)

S.L.Posta 223
SIMU: 026-2772614
FAX: 026-2772070
Email: dedmufindi@gmail.com

Kumb.Na.HW/MUF/S.50/17/90   21/03/2013

Mkuu wa Shule
Shule ya Sekondari Malangali,

YAH: KUMTAMBULISHA KWAKO SR.FIRMINA TSUUT MWANAFUNZI WA CHUO KIKUU HURIA CHA TANZANIA.

Tafadhali husika na somo tajwa hapo juu.

Mtajwa hapo juu ni Mwanafunzi wa Chuo Kikuu Huria cha Tanzania amekuja katika Halmashauri ya Wilaya hii kwa ajili ya kufanya utafiti kuhusu (*The impact of Leadership and Management on Academic performance of Secondary School. The case of Iringa Region*)
Katika mambo anayofanyia utafiti anahitaji kupata taarifa kutoka, Shule ya Sekondari Malangali Wilaya ya Mufindi.

Hivyo namtambulisha kwako ili uweze kumpa ushirikiano katika utafiti wake.

Ahsante.

R.Mgifi
Kny   **MKURUGENZI MTENDAJI WILAYA MUFINDI**

Nakala :   Mkuu wa Chuo
                Chuo kikuu Huria cha Tanzania
                P.O.Box 1458,
                Dar es salaam.

        :   SR. Firmina Tsuut.

Appendix   N :   Barua kutoka Halmashauri ya Wilaya Kilolo

HALMASHAURI YA WILAYA YA KILOLO

Telephone:0262968010/0785261723
Fax:0262968010
Website:www.kilolodc.go.tz

P.O.BOX 2324,
KILOLO.
Tanzania

Kumb. Na. KDC/S.20/4 VOLL II/62   15th April, 2013

The Headmasters
Ukumbi and Ilula Secondary School
P.O. BOX 2324
KILOLO

REF: A PERMIT FOR ONE REV. SR FIRMINA TSOUT A. BONAFIDE STUDENT OF MASTER OF EDUCATION PLANNING AND POLICY STUDIES (MEDAPPs) OF THE OPEN UNIVERSITY OF TANZANIA TO CONDUCT AN EDUCATIONAL RESEARCH IN YOUR SCHOOL

The above heading is reffered to.

You are introduced to the above mentioned student who will be doing her research. The tittle of the research being "The impact of Leadership and Management on Academic Performance of Secondary Schools" A case of Iringa Region.

I here by request you to provide her with any needful assistance which are within your rearch in order to make her research a successful one.

Yours sincerely,

Ubald Wampembe
Ag. District Executive Director
KILOLO

Appendix   O :   Barua kutoka Iringa Municipal Council

IRINGA MUNICIPAL COUNCIL

☎ Tell: Na : 026 -2702647
🖷 Fax Na : 026 - 2702203

Iringa Municipal Office,
P. O. Box   162,
IRINGA.

REF. No. IMC/T.40/28/24   05/03/2013

THE HEAD OF SCHOOL,
RUAHA SECONDARY SCHOOLS,
IRINGA MUNICIPAL.

REF: A RESEARCH PERMIT FOR Sr. FIRMINA TSUUT TO CARRY OUT A RESEARCH AT YOUR SCHOOL.

Please refer to the above subject matter.

The mentioned above is a bonafide student of the Open University of Tanzania. She has been granted a permit by the Iringa Municipal Director to carry out a Field Research in your school on the Impact of Management on the performance of secondary schools in Tanzania.

Kindly please give him any needful support.

....
Devota Luwungo
**For: MUNICIPAL DIRECTOR
IRINGA**

Appendix   P :   A Letter from Regional Administration and Local Government

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PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

IRINGA DISTRIC COUNCIL

Phone number: 026 2702558, 026 2702828
Fax 026 2701776
Barua zote ziandikwe kwa
Mkurugenzi Mtendaji wa Wilaya.

P.O.BOX 108,
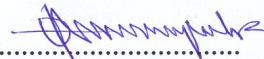
IRINGA

REF.NO.SEC/PF.766/4

28/04/2013

HEADS OF SECONDARY SCHOOL FOR
KALEMGA AND LIPULI
IRINGA DISTRICT COUNCIL.

RE: A PERMIT FOR SR. FIRMINA TSUUT A BONA FIDE STUDENTS OF
MASTER OF EDUCATION PLANNING AND POLICY STUDIES
(MED APPS) OF THE OPEN UNVERSITY OF TANZANIA.

The heading above refers. Permission is hereby granted to the above named person to conduct her research on "The impact of leadership and Management on Academic performance of secondary schools" A case study of Iringa region.

I therefore, request you to give her any needful support to enable her accomplish her research.

Sincerely,

PP.

L.F.Msigwa.
For District Executive Director.
Iringa.
AFISA ELIMU SEKONDARI
HALMASHAURI YA WILAYA
S.L.P.842 IRINGA