

**UNDERSTANDING AND IMPROVING INSTRUCTIONAL LEADERSHIP  
PRACTICES IN PRIMARY SCHOOLS IN KARATU DISTRICT, ARUSHA,  
TANZANIA**

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**2016**

**CERTIFICATION**

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: “**Understanding and Improving Instructional Leadership Practices in Primary Schools in Karatu District, Arusha, Tanzania**” in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

.....

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(Supervisor)

.....

Date

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## DECLARATION

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Signature

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Date

**DEDICATION**

This dissertation is dedicated to my dear wife Nemburis, and my beloved children; Elikana, Agness, Sayuni and Catherine whose prayers and encouragement made my degree program victorious.

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**ABSTRACT**

The purpose of this study was to assess the understanding and improving instructional leadership practices in primary schools in Karatu District, Tanzania. The study was guided by three research objectives; (i) to assess the perceptions of teachers on the role of head teachers as instructional leaders, (ii) to examine the role of head teachers in improving teaching and learning in primary schools, and (iii) to determine the challenges the head teachers encounter as they practice instructional leadership in primary schools. A mixed research approach was used to accomplish the need. Questionnaires and interviews were used to collect relevant information from randomly selected stakeholders namely head teachers, teachers and the pupils from eight public primary schools and two private primary schools in Karatu District. The study found that, teachers were not able to explain the vision and mission of their schools; hence, they could not understand the roles of head teachers as instructional leaders although they were able to mention several strategies that the head teachers used to supervise teachers. The lack of understanding of the role of head teacher as instructional supervisor by the majority of the teachers created challenges in building a common and shared sense of purpose. This lack of shared sense of purpose led to other challenges including negative cooperation. The study recommends that the government should ensure that, HTs are properly trained on how to balance their roles as instructional leaders, administrators and school managers. Considering the competing roles of being a manager and an instructional leader, further studies are needed to explore how the head teachers can balance the two roles of being a manager, an administrator and or an instructional leader.

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**LIST OF ABBREVIATIONS**

CC	City Council
DC	District Council
DED	District Executive Director
DPEO	District Primary Education Officer
HTs	Head Teachers
MED	APPS – Master of Education in Administration, Planning and Policy Studies
MoEVT	Ministry of Education and Vocational Training
OUT	Open University of Tanzania
PSLE	Primary School Leaving Examination
UNESCO	United Nations Educational, Scientific and Cultural Organization

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND OF THE STUDY**

#### **1.1 Introduction**

Students deserve quality education so that they can grow cognitively, emotionally, spiritually and physically (Deal & Peterson, 1999). Teaching profession is judged as of value to the society if teachers provide quality education to students. However, the kind of environment conducive to teaching and learning is frequently not achieved because of the interaction involving internal and external factors that tend to mediate teaching and create a negative perception of teaching profession.

Harris (2007) notes that, the perceptions of teaching profession by the community in recent decades has been affected directly by a range of external factors which have fundamentally altered the character and nature of teaching and learning. According to Bush (2007), the quality of leadership can contribute significantly to the transformation of teaching and learning. This study focuses on the role of instructional leadership in promoting teaching and learning in primary schools in Karatu district.

#### **1.2 Background and the Context of the Study**

The Tanzania Development Vision 2025 and the vision of the Ministry of Education and Vocational Training represent the context of this study. The Tanzania Development Vision 2025 considers education as pivotal in bringing social and economic transformation. In this vision, education is described in the following statement:

Education should be treated as a strategic agent for mind-set transformation and for the creation of a well-educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve the development challenges, which face the Nation (MoEVT, 2010, p.1). In this light, education at all levels including primary, secondary and tertiary plays a critical role in the development of the nation through continuous production of knowledgeable, creative, and problem-solving graduates.

Likewise, the Education Vision aims at developing “a well-educated, knowledgeable and skilled Tanzanians able to competently and competitively cope with political, social, cultural, economic and technological development challenges at national and international levels” (MoEVT, 2010, p. 1).

Instructional leadership is critical to realize both the National Development and Education visions. It is within these visions the parents and society in general has high educational expectations and professional accountability. Schools and teachers are increasingly being held more accountable to the public for the education they provide (Bowora & Mpofu, 2000).

According to Chirichelo and Richmond (2007), school leaders are expected to supervise staff, discipline learners, interact with parents, manage facilities, lead the instructional program, assure the safety of teachers and students, manage budgets and participate in school reform, amongst others. As Grima (2016) suggests that, heads of schools are in an advantageous position because they know what is going on in their school and can identify needs for improvement because of greater contact

with outside agencies at the same time. “School Heads are expected to be the managers of improvement, creating in their schools the right atmosphere for it to happen. They need to have a clear sense of direction for their schools and, in collaboration with their staff, discuss and draw up plans of how to get there (p. 1).” The role for head teachers changes constantly. In most contexts, a head teacher can lead one school; in some settings head teachers are responsible for leading more than one school. Job titles are various - including principal, executive, associate and head of school – as are the governance arrangements to which head teachers are accountable.

Worldwide, head teachers occupy an influential position in society and shape the teaching profession. However, head teachers are supposed to have positive values and ambitions to move schools to higher levels because they are accountable for the successfulness of the schools and of the students. The leadership of head teachers has a decisive impact on the quality of teaching and pupils’ achievements in the classrooms. Head teachers set standards and expectations for high academic standards within and beyond their own schools.

Spillane, Halverson and Diamond, (2004) describe the role of head teachers as instructional leaders as responsible for identification, acquisition, allocation, coordination, and use of the social, material, and cultural resources necessary to establish the conditions for the possibility of teaching and learning. Instructional leadership entails identification, acquisition, allocation, coordination, and use of social material, and cultural resources necessary to establish the conditions for the possibility of teaching and learning (Spillane, Halverson and Diamond, 2004).

According to Nkobi (2008) instructional leadership seeks to improve the teachers' quality of classroom work for the ultimate purpose of enhancing learners' achievement and also improving their attitudes and behavior towards school work as well as their personal life. Instructional leadership is the input constituent towards improvement of learner achievement.

Improved learner achievement is an indication of a successful and effective school (Hallinger and Heck, 1998). Witziers, Bosker and Kruger (2010) take the discussion further, and highlight that instructional leadership is a vital factor to effective schools. The core business of a school is teaching and learning, and many researchers agree that the success and effectiveness of a school rests with the quality of leadership that the head teacher provides within the school (Charlton, 1993; Coleman, 1994; Dubrin, 1995; Garman, 1995; Hallinger and Heck, 1996; Smith and Andrews, 1989; Tyler, 1989; West-Burnham, 2001). For greater demand of accountability, especially, appeals for the use of more outcome-based measures require the head teachers to be instruction oriented leader.

The focus on results, the focus on pupils achievement, the focus on pupils learning at high levels, can only happen if teaching and learning become the central focus of the school and the central focus of the head teacher (Blankstein, 2010; Bulach, Lunenburg, & Potter, 2008). It has often been held that the head teacher wears many hats being manager, administrator, instructional leader and curriculum leader at different points in a day. It is a balancing act of having to organize between these various roles.

There has been much discussion regarding the relative effectiveness of different leadership styles in bringing about improved instruction and pupils performance. Instructional leadership is one of the most useful tools in creating a forward-looking, pupil-centered school environment. The result of quality instructional leadership is a collaborative learning environment where learning is not confined to the classroom and is the objective of all educators. Instructional leadership is an important departure from the ancient leadership style of commanding where the administrator has imposed authority rather than enabling leader as authoritarian.

This is the classic model of "military" style leadership – probably the most often used, but the least often effective. Because it rarely involves praise and frequently employs criticism, it can undercut morale and job satisfaction. Still, in crisis situations, when an urgent turnaround is needed, it can be an effective approach. Inherently, the concept is that learning should be a top-down process. If those in charge of the school are excited about learning, then they will share their enthusiasm throughout the community.

Quality instructional leadership also encompasses "those actions that the head teacher takes, or delegates to others, to promote growth in pupils learning" (Debevoise, 1984). It also comprises the following tasks: defining the purpose of schooling, setting school-wide goals, providing the resources needed for learning to occur, supervising and evaluating teachers, coordinating staff development programmes, and creating collegial relationships with and among teachers (Wildy & Dimmock, 1993). The term instructional leader clearly describes the primary activities of the head teacher in the quest for excellence in education. To achieve this

quest, it will take more than a strong head teacher with concrete ideas. According to Richardson et al (1989), it is also added that the head teacher must lead towards educational achievements, must be a person who makes instructional quality the top priority of the school, and must be able to bring that vision to realization.

Quality instructional leadership practices in primary schools and its relationship towards pupils' achievement are confirmable. Leadership effects are primarily indirect, and they appear primarily to work through the organizational variables of school mission or goals and through variables related to classroom curriculum and instruction (Leithwood & Riehl, 2003).

In addition, an instructional leader continuously monitors the classroom to leverage the strengths of teachers while reducing their weaknesses. But more essential than any other factor, the head teachers lead by examples, serving as visibly present and committed to achieving the highest success in teaching and learning as the school vision is centered. The Instructional leadership practices differ from one school to another depending on the environment and the circumstances to which they are applied.

Therefore, opportunities successfulness for instructional leadership will vary as well. However, the nature of how head teachers are used for instructional leadership is indistinct. There is a continual problem of the identification of the key instructional leadership practices of head teachers. The question is whether the instructional leadership practices of the head teachers are solely identical measure towards the achievement of school goals and objectives as outlined in the school vision and

mission. Thus, the study is intending to examine the perceived opportunities of head teachers that are given to demonstrate instructional leadership skills that they will ultimately be required to utilize as head teachers and other advanced leadership positions in improving teaching and learning in primary schools and ultimately the challenges encountered through.

Quality leadership is defined in the literature as: the totality of features and characteristics of a product or service that bears to its ability to satisfy given needs. Or differently, Quality measures how well a product or service meets customer needs (Evans 1984 p. 39). Gray, Griffin, and Nasta (2001 p.207) describe quality as: “we recognize it when we see it,” meaning it is in the head of the beholder. Other definitions suggest that quality leadership is ensuring that the customer is satisfied. Quality leadership customer is satisfied. Quality leadership in education is to ensure teaching learning are of high quality. It entails focusing on excellence in teaching and learning and meeting or exceeding teachers, students and parents’ expectations. Murphy (1990) proposed a framework for viewing instructional leadership which includes four major dimensions:

- (i) Developing mission and goals which included framing and communicating school goals. Effective principals were described as having vision and the ability to develop shared purpose through the way they communicated their vision for their schools.
- (ii) Managing the educational production function which included promoting quality instruction, informally supervising instruction, evaluating instruction, allocating and protecting instructional time, active involvement in coordinating

the curriculum, extending content coverage by developing and enforcing homework policies that require regular homework and actively monitoring student progress.

- (iii) Promoting an academic learning climate which included establishing positive expectations and standards, maintaining high visibility in the classroom and around the school, providing incentives for teachers (for example; increased responsibility, personal support, public and private praise and encouragement) and students (for example; school-wide recognition systems, special emphasis on academic excellence) and promoting and encouraging professional development of teachers.
- (iv) Developing a supportive work environment which included creating a safe and orderly learning environment through emphasizing effective discipline programs, providing opportunities for meaningful student involvement (for example; system-wide activity programs, formal recognition for successful student participation, use of school symbols to bond students to school), developing staff collaboration and cohesion through having clear goals and opportunities for teachers to be involved in professional interchanges and decision making, securing outside resources in support of school goals and forging links between the home and the school.

According to Gupta (2009) leadership is a process of influencing a group in a particular situation, at a given point of time and in a specific set of circumstances that stimulates people to strive willingly for attaining organizational objectives giving

them the experience of helping attain the common objectives and satisfaction with the type of leadership provided.

Jyothi and Vankatesh (2012), outline that leadership is the process of influencing the activities of an individual or a group of individuals for goal achievement in a given situation. The leadership process comprises three factors- the leader, the follower and other variables. Therefore, leadership involves the process of influencing others in an organization to carry out various tasks/activities with the aim of accomplishing organizational goals and objectives that are structured.

There are many leadership styles in the literature. This refers to a particular behavior applied by a leader to motivate his assistants to achieve the objectives of the organization. Okumbe (1999) provides that, all the various classic leadership theories have direct implications for what style the leader uses in human resource management. Leadership styles are usually identified points on a continuum being democratic, autocratic and laissez faire leadership styles.

The democratic leadership, also known as participative or consultative leadership, decentralizes power and authority. Decisions are made through consultations. Autocratic leadership style, on the other hand, is known as authoritative, centralizes power, authority and decision making. In the laissez faire case, the leader tends to avoid power and authority; the leader depends largely on the group to establish goal and means for achieving progress and success. Democratic style is the most effective style of leadership.

Instructional leadership is defined by DeBevoise (1984) as those actions that are taken by the head teacher or allocated to others that facilitate students' learning. Most researchers' definitions of instructional leadership give generic functions of instructional leadership. The definitions discuss the actions that encompass instructional leadership and indicate the end product of the functions and actions.

Greenfield (1985) defines instructional leadership in the broad sense by stating; "Instructional leadership involves actions undertaken with the intention of developing a productive and satisfying working environment for teachers and desirable learning conditions and outcomes for children". Calabrese (1991) defines instructional leadership as defining and promoting the school's mission, establishing parameters and goals for the school's instructional program. Celikten (1998) notes differing examples of definitions for instructional leadership can result in miscommunication, low evaluation ratings as well as conflicts.

Several researchers have identified gauges that can be used to identify instructional leaders. In his study, Calabrese (1991) identifies several indicators that can be used to identify instructional leaders within schools. The indicators include; visibility, problem solving, and community awareness, support of staff, vision communication, and use of school resources, teacher in-service, school schedule and promoting a positive school climate.

The extent of their involvement in instructional leadership is unclear and researchers perceive a need for head teachers' involvement in instructional leadership to increase. One of the reason researchers are calling for an increase in head teachers'

involvement in instructional leadership is to improve the head teachers' growth as instructional leaders. Growth as instructional leaders will allow head teachers an additional opportunity for skills to be able to fill expected heads vacancies in the near future. McEwan (2003) summarizes instructional leadership according to the following four dimensions:

- (i) Resource provider – being able to obtain all the necessary resources to enable the school to function optimally.
- (ii) Instructional resource – being able to provide the necessary guidance and support pertaining to instruction.
- (iii) Communicator – being able to share the school's vision and goals with all stakeholders and also ensuring that they are attained.
- (iv) Visible presence – being able to be 'everywhere at all times' to provide guidance and support.

Among school-related factors, school leadership is second only to teaching in its potential influence on student learning. Instructional leadership is a critical aspect of school leadership. The work of instructional leaders is to ensure that every student receives the highest quality instruction each day. Doing so requires that instructional leaders lead for the improvement of the quality of teaching and for the improvement of student learning.

The framework is not the sum of the work of instructional leaders. Rather, it is a description of the most salient aspects of instructional leadership. Five core beliefs undergird the concepts of this framework and therefore drive our work in school leadership here at the Center for Educational Leadership as outlined below:

- (i) Instructional leadership is learning-focused, learning for both students and adults, and learning which is measured by improvement in instruction and in the quality of student learning.
- (ii) Instructional leadership must reside with a team of leaders of which the principal serves as “the leader of leaders.”
- (iii) A culture of public practice and reflective practice is essential for effective instructional leadership and the improvement of instructional practice.
- (iv) Instructional leadership addresses the cultural, linguistic, socioeconomic and learning diversity in the school community.
- (v) Instructional leadership focuses upon the effective management of resources and of people — recruiting, hiring, developing, evaluating — particularly in changing environments.

Greenfield (1985) gives four instructional leadership skills that the principal (head teacher must have) as essential for effective instructional leadership:

- (i) **Effective use of resources.** It isn't sufficient for principals to just know their faculty's strengths and weaknesses. If specific resources can benefit the staff, the principal should be ready and prepared to provide them. They should also clearly recognize that teachers thrive on being appreciated and acknowledged for good performance.
- (ii) **Communication skills.** Of course, instructional principals should be excellent communicators. Interpersonal or people skills are crucial to the success of a principal. They must be able to communicate their beliefs pertaining to

education, including the conviction that every student is capable of learning.

These skills inspire trust, spark motivation and empower teachers and students.

- (iii) **Serving as an instructional resource.** Teachers rely on principals and other administrative officials to be sources of information related to effective instructional practices and current trends in education. Instructional leaders should be tuned in to all of the pertinent issues and current events related to curriculum, effective assessment and pedagogical strategies.
- (iv) **To be visible and accessible.** Lastly, good principals should be a positive, vibrant and visible presence in the school. Modeling behaviors of learning, focusing on learning objectives, and leading by example are crucial to the success of an instructional principal.

In addition to these (mentioned above) four qualities, a successful instructional principal should also have excellent planning and observation skills as well as proficiency in research and evaluation of both staff and student performance. Murphy (1990) provides the following functions related to instructional leader (head of school).

- (i) Develop encouraging work environment which include creating safe and orderly learning environment through emphasizing effective discipline program providing opportunities for meaningful students involvement, developing staff collaboration and cohesion and forging links between the home and school.
- (ii) Promote the academic learning climate which includes establishing positive expectations and standards, maintaining high visibility in the classroom and around the school, and providing incentives for teachers and students.

- (iii) Manage the education production functions, which include promotion of quality instruction, evaluation of instruction, allocation and protection of instructional time, and active involvement in coordinating the curriculum.
- (iv) Develop mission and goals and communicate them to others.
- (v) Principals (head of schools) of high achieving schools emphasize and engage in activities related to instruction a much greater degree than principals (head of schools) in low achieving schools.

However, many school instructional leaders fail to perform their work due to many reasons. Teacher absenteeism, especially in primary schools has been found to be a key impediment to quality instructional leadership. In Pakistan Memon (1999) describes head teachers as administrators or chief executives rather than professional management leaders. According to Memon (1998) head teachers in Pakistan narrowly focus on monitoring and evaluation of teachers' and students' work and rarely supervise other teachers, help them develop greater self-confidence and better teaching skills, or work with them in other ways' (p. 99). Their survey of 500 head teachers, revealed that a typical week of a Pakistani head teacher is as follows: twenty-four hours teaching their own classes and substituting for absent teachers; five hours on school administration; four hours on keeping discipline; three hours on supervising teachers; two hours on preparing lesson plans; and less than an hour on fundraising (p. 99).

In 2003, a World Bank study revealed that, in Uganda, 26% of teachers had been absent from school in the week before the researchers' visit, with the figure for

Zambia being 17%. A study by Chaudhury et al (2006) of absenteeism among teachers and health workers in six developing countries found that, having made nearly 35,000 observations on teacher attendance, an average of 19% of teachers were absent across the countries. This study succinctly concludes that in service delivery, quality starts with attendance (ibid. p 114).

A study conducted by Oduro et al (2007) in Ghana and Tanzania revealed that large proportions of primary school teachers lack adequate academic qualifications, training and content knowledge to lead and manage their schools appropriately. In Ghana for example, Cobbold (2006) found that there was a shortage of 40,000 trained teachers in basic schools (i.e. the first nine years of schooling for ages 6 to 15, comprising six years primary and three years junior secondary), with untrained teachers filling 24,000 of the vacancies' (Cobbold, 2006, p 453).

In Tanzania, a study by Swai & Ndidde (2006) looked into the nature and characteristics of quality instructional leadership of head teachers of primary schools in Singida. They found that because of overwhelming of packed schools and classrooms, head teachers could not be effective in leading instructions. For example out of 30 head teachers, only 26 had endorsed teachers' schemes of work and lesson plans. But a closer examination, however, 14 out of these 26 had signed without paying attention to the content or accuracy of the plans or schemes of work. Additionally, only 12 of the 30 head teachers had checked and signed pupil workbooks. This situation was also mentioned at the 2000 World Education Forum held in Dakar, where African countries were urged to attract and retain qualified teachers in the teaching profession.

### **1.3 Statement of the Problem**

While acknowledging the importance of head teachers as instructional leaders, there is still little agreement on the role of head teachers worldwide (Memon, 1998; Oduro et al, 2007) and countrywide (Swai & Ndidde 2006). The differences in understanding have become an interesting area of research.

Studies have been conducted mainly examining the issues facing primary school leaders for the aims of accelerating quality primary education (Oduro et al, 2007). However studies in the meanings the teachers attach to the role of heads of school in instructional leadership are highly needed due to the importance of this role in students' academic success and the challenges facing primary schools in Tanzania. This study aimed to fill this gap in the literature.

### **1.4 Purpose and Specific Objectives of the Study**

The study sought to explore the understanding of the teacher of the role of head teachers in instructional leadership, with the aim of testing out the applicability of the Hay McBer (2000) generic school leadership competency framework within the Tanzanian context. To achieve the purpose of this study, three specific objectives were formulated to guide the study as follows:

- (i) To assess the perceptions of teachers on the roles of head teachers as instructional leaders
- (ii) To examine the roles of head teachers in improving teaching and learning in primary schools, and
- (iii) To determine the challenges the head teachers encounter as they practice instructional leadership in primary schools.

### **1.5 Research Questions**

With regard to the research problem, purpose and objectives of this study, the following research questions have been formulated to guide the proposed study.

- (i) What are the perceptions of teachers on the roles of head teachers as instructional leaders?
- (ii) Are the roles of head teachers in improving teaching and learning in primary schools clear?
- (iii) What challenges do the head teachers encounter in practicing instructional leadership in primary schools?

### **1.6 Significance of the Study**

According to Locke, Silverman and Spirduso (1998) the significance of the study seeks to describe the purpose of study and how the study will contribute to the research world in an attempt to improve current practices. The statement should provide a bird's eye-view or synopsis of the overall purpose of the study. Therefore, basing on this fact, the findings from this study was expected to be useful to researchers, and other educational stakeholders namely educators, curriculum developers, parents and policy makers as few to mention. For example, the findings of the proposed study found out the perceptions of teachers towards instructional leadership and created awareness to teachers (educators) on the perceived practices in improving teaching and learning in primary schools.

Secondly, the findings informed education officers (District Education Officers as well as Regional Education Officers) on the existence of instructional leadership

practices in primary schools when mentoring the head teachers and academic staff in the realization of the school vision and mission through teaching and learning as the core purpose.

For curriculum developers and policy makers, the findings of this study evidently helped them deal with challenges encountered by head teachers and academic staff in practicing the instructional leadership in primary schools and might find out the solutions for remedying. (For example, the nature and availability of teaching and learning materials used in primary schools and what needed improvement). This might aid them to conceptualize what was best needed for primary education by knowing what was lacking.

### **1.7 Limitations of the Study**

Limitations are influences that the researcher cannot control. They are the shortcomings, conditions or influences that cannot be controlled by the researcher that place restrictions on methodology and conclusions. Limiting factors include the choice of objectives, the research questions, variables of interest, theoretical perspectives to adopt (as opposed to what could have been adopted), and the population of the researcher's choice to investigate.

This study was confined to primary schools in Karatu district, Tanzania, and it did not cover the other levels of education. Also it was limited to the role of head teachers and did not focus on the role of teachers, parents or the pupils. The limitations in the course of this study were due to limited time, fund deficit and geographical extension. The occurrence of those limitations made the researcher rely

on the information accessed to the enrolled population to provide the results of the findings.

## **1.8 Definitions of Keywords**

### **1.8.1 The School Head**

The school head is the professional taskforce person at the helm of the school and the one who ensures that teaching and learning occurs in the school at acceptable standards. School heads determine the direction to be followed and striving to create a positive environment for the teachers and students. (Kasambira, 1999 Zvobgo, 1999). Bowora and Mpofo (2000) describe the school head as the hub of both the administrative and teaching processes. In this study, the school head is also referred to as the head teacher. In Tanzania, head teachers in primary schools serve as the link between the school, the district Office, the community and the general public.

### **1.8.2 Leadership**

Many scholars who have attempted to define leadership, most of them recognize it as the influence process that takes place between leaders and followers. In this regard, Bush and Clover (2003) make it clear that: Leadership is a process of influence leading to the achievement of desired purposes. Successful leaders develop a vision for their schools based on personal and professional values. They articulate this vision at every opportunity and influence their employees and other stakeholders to share the vision.

### **1.8.3 Instructional Leadership**

Spillane, Halverson and Diamond (2004) define instructional leadership as: the identification, acquisition, allocation, coordination, and use of the social material,

and cultural resources necessary to establish the conditions for the possibility of teaching and learning. According to Nkobi (2008), instructional leadership seeks to improve the teachers' quality of classroom work for the ultimate purpose of enhancing learners' achievement and also improving their attitudes and behavior towards school work as well as their personal life.

#### **1.8.4 Chapter Summary**

This chapter has presented the background of the study by explaining the quality instructional leadership practices as viewed by various scholars. Likewise, the chapter includes statement of the problem, purpose and specific objectives, research questions, significance of the study, delimitations of the study and lastly it ends with the definitions of the keywords.

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

#### **2.1 Introduction**

This chapter presents the literature reviewed in this study. The first part presents theoretical literature while the second part presents empirical literature and part three presents conceptual framework.

#### **2.2 Theoretical Literature**

#### **2.3 Theories of Leadership**

Theories help shape the way we conceive the world by simplifying and summarizing large quantities of data but as a result, they can also give rise to assumptions and modes of thought that become unquestioned. For example, traditional leadership theories have their roots in US organizational research and take a particularly individualistic view of leadership. Contemporary theories are beginning to redress the balance, but remain predominantly Anglo-American in origin. According to Pareek (2007) leadership theories are identified as trait, behavioral and situational leadership theories.

Whilst practitioners often see theory as separate from practice, within an applied field such as leadership the two are inextricably related. Traditional and contemporary theories of leadership strongly influence current practice, education and policy and offer a useful framework for the selection and development of leaders - in other words: “There is nothing as practical as a good theory” (Lewin, 1935).

### 2.3.1 Trait Theories

According to Pareek (2007) trait theories, people are born with certain inherent traits. The belief in earlier approaches was that some traits are particularly suited to leadership, and people who make good leaders possess the right (or sufficient) combination of these traits, which distinguish them from ‘non-leaders’. Therefore, studies have tried to discover those special traits of great leaders as shown in the Table 2.1.

**Table 2.1: Traits and Skills of Leaders**

Traits	Skills
<ul style="list-style-type: none"> <li>▪ Adaptable to situations</li> <li>▪ Alert to social environment</li> <li>▪ Ambitious and achievement oriented</li> <li>▪ Assertive</li> <li>▪ Cooperative</li> <li>▪ Decisive</li> <li>▪ Dependable</li> <li>▪ Dominant (desire to influence others)</li> <li>▪ Tolerant to stress</li> <li>▪ Willing to assume responsibility</li> <li>▪ Self-confident</li> <li>▪ Persistent</li> <li>▪ Energetic (high activity level)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clever (intelligent)</li> <li>▪ Conceptually skilled</li> <li>▪ Creative</li> <li>▪ Diplomatic and tactful</li> <li>▪ Fluent in speaking</li> <li>▪ Persuasive</li> <li>▪ Organized (administrative ability)</li> <li>▪ Knowledgeable about group task</li> <li>▪ Socially skilled</li> </ul>

Source: Udai (2010)

### **2.3.2 Situational Theories**

According to Pareek (2007) Situational theory, also known as contingency theory, is based on the assumption that the leader's ability to lead is contingent upon various situational factors such as the leader's preferred style, the capabilities and behaviors of followers as few to mention. Situational theory contends that there is no one best way of leading and that a leadership style that is effective in some situations may not be always successful in others.

### **2.3.3 Behavioral theories**

For Pareek (2007) there are two main assumptions underlying behavioral theories: (1) leaders are made, rather than born, and (2) successful leadership is based on definable and learnable behavior. Instead of searching inborn traits or capabilities, behavioral theories look at what leaders actually do.

According to these theories, if success can be defined in terms of describable behavior, then it should be relatively easy for other people to learn to behave in the same way. The assumption that leadership capabilities can be learned provides great hope for leadership development. This approach studies the behavior of successful leaders.

## **2.4 Empirical Literature**

### **2.4.1 Role of Headteachers as Instructional Leaders**

#### **2.4.1.1 Establish, Implement and Achieve Academic Standards**

In order for the school to achieve academic standards, the school should, under the leadership of the head teacher, set goals that are owned and implemented by all staff

members (Khuzwayo, 2005). Standards are there to coerce people into performing as expected, and to contribute to the coherent academic practices needed to achieve the set standards. According to Cross and Rice (2000) the academic standards should clearly indicate how well learners should perform in terms of the expected knowledge and skills with regard to the subject content. Furthermore, a successful head teacher should put the academic standards as the first priority and be able to motivate staff to achieve the set standards. Jamentz (in Lashway, 2002) further contends that the head teachers should ensure that lesson plans and assessment are aligned with the predetermined standards.

For McEwan (2003), there are two ways in which academic standards can be implemented and achieved. Firstly, the head teacher needs to establish teams of teachers and provide the necessary time to solve the grade and departmental challenges relating to instruction and academic performance. Secondly, the head teacher needs to set team, grade, departmental, and school wide targets/goals and provide guidance and support in achieving them. The principal who has high expectations for the educators and learners is able to draw high performance from them.

#### **2.4.1.2 Instructional Resource**

For the head teachers to be effective instructional resource for the staff, they need to be like a ‘genius-in-a-bottle’ who will serve as a reference for all staff members and also solve the frustrating and difficult instructional problems that the staff experience (McEwan, 2003). In performing the role as instructional resources, the head teachers should be lifelong learners and encourage the staff to do likewise (McEwan, 2003).

Gupton (2003) is in accord with this view and further argues that the head teachers need to be supportive and view challenges as opportunities that they can utilize to accomplish the school goals despite all the barriers that the school might encounter.

According to Bamberg and Andrews (in Chell, 1991), effective instructional resources acquire and provide resources needed to attain the school's goals, that is, materials, information and opportunity. Without the necessary resources, the school cannot attain its goals and targets.

#### **2.4.1.3 Create a School Culture and Climate Conducive to Learning**

Sterling and Davidoff (2000) describe school culture as a network of attitudes and behaviors that direct how people within the school think and perform. Van der Westhuizen (1991) affirms this view and postulates that the school culture is important in that it influences the working life of both educators and learners. The head teachers are therefore expected to lead by example and act within the predetermined school culture.

Glatthorn (in Gupton, 2003) lists five beliefs that are essential to a school culture that enhances learner achievement, namely, (i) the school as a cooperative community; (ii) belief in common goals; (iii) school improvement can be achieved through problem-solving orientation; (iv) all those in the school – administrators, educators and learners - can achieve and (v) instruction is their highest priority. These beliefs need to be nurtured and upheld in creating a school culture that enhances learner achievement.

#### **2.4.1.4 Communicate the Vision and Mission of the School**

McEwan (2003) describes vision as a driving force reflecting the future of the organization, and the mission as the direction emerging from the vision to direct the day-to-day activities of the school. The head teacher should ensure that the vision of the school is shared and owned by all stakeholders. For Sergiovanni and Starratt (1996) a communicated and shared vision as well as commitment propels the school community to focus its energies to the purpose and the accomplishment of the school's goals.

The core business of the school is academic achievement, and Weller and Hartely (1994:25) argue that schools that are improving in learner achievement have a vision and mission statement that place curricular and instructional goals at the center of their operation.

#### **2.4.1.5 Set High Expectations for the Staff and for yourself**

As revealed by Gupton (2003) high expectations are an essential building block towards a positive school culture that promotes quality teaching and learning. McEwan (2003:83) describes setting of high expectations as 'knowing what a good one looks like'. Setting high expectations elicits high performance from educators and learners.

High expectations are a result of a team and a learning community that is committed to the vision, mission and enhanced learner achievement. McEwan (2003:93-99) enlists seven indicators that enhance high expectations from the staff and oneself as follows:

- (i) Assist teachers in setting and reaching professional and personal goals related to the improvement of instruction, learner achievement and professional development,
- (ii) Make regular classroom observations in all classrooms both informally and formally,
- (iii) Engage in planning of classroom observations,
- (iv) Engage in post-observation conferences that focus on the improvement of instruction,
- (v) Provide thorough defensible and insightful evaluations, making recommendations for personal and professional growth goals according to individual needs,
- (vi) Engage in direct teaching in the classroom, and hold high expectations for personal instructional leadership behavior, regularly solicit feedback (both formal and informal) from staff members regarding instructional leadership abilities, and use such feedback to set yearly performance goals.

Cotton (2003) concurs with McEwan (2003:93-99) and mentions that ‘the head teacher’s expression of high expectation for student is part of the vision that guides high-achieving schools and is a critical component in its own right’. According to Rossouw (1990) the learners’ academic achievement is directly proportional to the academic expectations that educators have for learners.

#### **2.4.1.6 Develop Teamwork**

Glickman (1989:6) explains that instructional leadership is not the sole responsibility of the head teacher; in fact, the head teacher is the ‘leader of instructional leaders’.

The head teacher needs to identify and tap into the individual potential and utilize it to benefit the team, school and learners. In order for educators to function as leaders, McEwan (2003:104) suggests that they should, ‘train and provide staff development for other educators, coach and mentor other educators, develop and write the curriculum, and be decision makers and leaders of school making teams and serve as members of teams, committees, task forces or quality circles’. Squires and Bullock (1999) affirms this view and state that schools that have effective curriculum teams perform better academically than those schools with no curriculum teams.

#### **2.4.1.7 Establish and Maintain Positive Relationships with Students, Staff and Parents**

For head teachers to establish and maintain positive relationships with all school community members, they need to share the vision and goals of the school with them. According to Sergiovanni and Starratt (1996) a communicated and shared vision propels the school community to focus its energies on the purpose and accomplishment of the school’s goals. According to Zuma (2009) learners, educators and parents all have a role to play in ensuring enhanced learner achievement in schools.

The head teacher should ensure that all stakeholders understand their roles, and perform in accordance with the vision and goals of the school. Regular meetings and feedback to stakeholders can be used to improve and maintain relationships with the school. The study is expecting to anticipate findings based on the literature review which will insert to the conceptual framework of this study. The framework will persist to change as the researcher’s theoretical understanding expands. While

conducting this study it was apparently considered that the existence of instructional leadership practices were thoroughly examined or explained in extant literature. As an experienced teacher, with the pre-existing background knowledge related to the subject being studied, the familiarity assisted me in understanding the concepts explored.

#### **2.4.2 Challenges the Head teachers Encounter**

School leaders are presently facing mostly difficult and challenging times in their efforts to build nurturing and supportive school cultures where teachers can teach and students can learn without threat of fear or intimidation (Pellicer, 2008). Current economic, social and political forces in Zimbabwe have combined to create an atmosphere in which primary schools experience a rising pressure to change. Simon and Newman (2003) have noted that leading schools in times of socio-economic and political pressure on schools to achieve more with less in the form of resources and freedom can generate ridiculous stress and strain on school leaders.

According to Datnow, Hubbard and Mehan (2002), there is a constant and growing feeling that public schools are failing to meet societal expectations, especially with regard to pupils' academic achievement. In *The Herald* of 13 June 2006, a case is reported where parents at one school in Zimbabwe incited their children to reject classes in complain against poor standards of teaching. Most schools in developing countries like Tanzania face a challenge of making sense of the chaotic complexity of the world in which they operate and those that are effective have a strong sense of context.

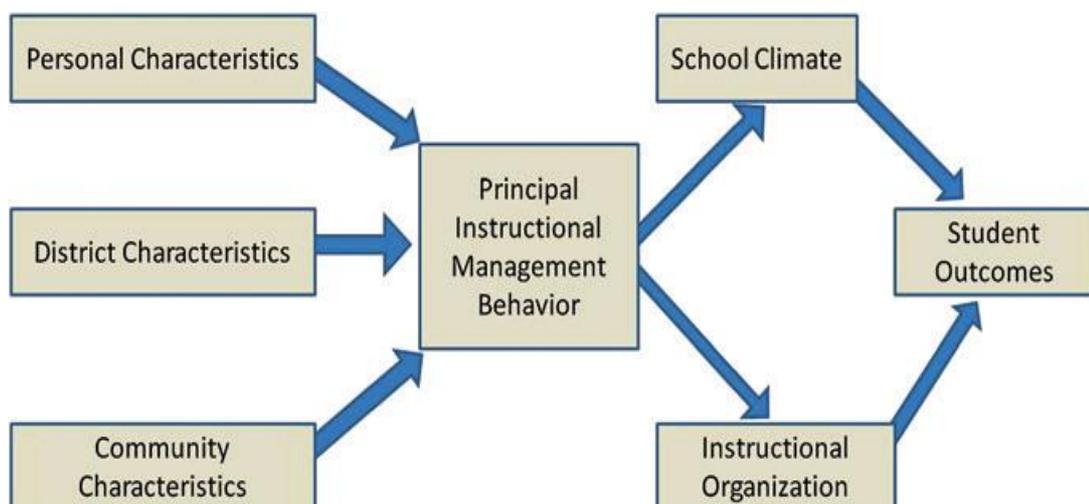
According to Bush and Oduro (2006), teachers particularly in Africa face the challenge of working in poorly equipped schools with insufficiently trained staff. However, the schools can be successful in creating a culture of learning and teaching, if they are nurturing and caring places where people willingly work together to promote the best interests of students. Schools should be places where people are able and willing to make themselves vulnerable in order to experience intellectual, social and emotional growth. However, being vulnerable is what many leaders fear, perhaps because they view it as a limitation. Although research clearly shows that instructional leadership behaviors make a difference in creating a culture of teaching and learning (Joyner, Ben-Avie & Comer, 2004), there seems to be a gap between the ideal and the actual because of potential barriers.

According to Donald, Lazarus and Lolwana (2004), a barrier is any internal or external factor that causes a hindrance to a person's ability to maximize his/her efforts in an endeavor. McEwan (2003) cites a lack of skills and training, a lack of teacher cooperation, a lack of time, a lack of support from the various stakeholders such as superintendents, school boards and the community. A lack of vision will or courage and the distrustful attitudes of teachers are other barriers. McEwan (2003) posits that inexperienced head teachers tend to be hesitant to talk with veteran teachers about teaching. She points out that schools operate within time constraints.

Moreover, educational reforms often challenge the most fundamental beliefs of education, which force teachers to wrestle with age-old cultural beliefs. Frustration and discouragement due to real or a perceived lack of support from superintendents, school boards, and the community, is a possible barrier to instructional leadership.

Importantly, some instructional leaders lack the vision as well as the will and courage to play their roles for various reasons best known to them. The above challenges manifest themselves in a number of ways and only become obvious when there is a breakdown in the teaching and learning process (Mazibuko, 2007). In *The Herald*, Monday 13 October 2008, comments that; Parents must accept the fact that the economic situation is affecting the educational sector as badly as it is affecting other sectors and it is time they applied the same ingenuity and survival strategies towards the education of their children that they have applied elsewhere. Therefore, the current study investigated the various ways primary school heads in Karatu district, Arusha region, Tanzania coped with the challenges of instructional leadership in specific schools as they tried to create a conducive environment for teaching and learning.

## 2.5 Conceptual Framework



**Figure 2.1: Instructional Leadership Model**

Source: Adapted from Bossert et al. (1982)

The instructional leadership model is adapted from Bossert et al. (1982, p. 40) who defined the concept of 'Instructional leadership' as 'Instructional management'. Instructional management was conceptualized as actions and strategies employed by the heads of schools that were intended to impact the school's instructional organization and learning climate with the goal of improving learning outcomes for students. They chose the term "instructional management" because they inferred that the role of the heads of schools revolved around managerial functions concerned with the coordination and control of curriculum and instruction (e.g., Cohen and Miller 1980). In the context of Tanzania, the role of the head teacher in primary schools is strongly concerned with teaching and learning, including the professional learning of teachers as well as student growth (Southworth, 2002:79). The instructional leadership model is important because it targets the core business of the school, which is teaching and learning.

The model gives priority to a specific domain of the head teachers' activities -- instructional management and this according to Hallinger (2011), is shaped by the head teacher's personal characteristics. These characteristics range from demographic factors such as professional experience, gender, years of tenure as head teacher. It is also shaped by the head teacher's attitudes or dispositions e.g., self-efficacy, resilience, optimism and openness to learning.

However, the head teacher's leadership is framed within an organizational context, thereby helping us understand that what the head teachers do as leaders, are also influenced by organizational features such as school and district culture and their

complexities including, socio-economic status and socio-cultural features. This leads us into an understanding that, the head teachers do not operate in a vacuum; their work is moderated or shaped by features of the context in which they work.

However, this model underestimates other aspects of the school such as sports, socialization, students' welfare and self-esteem (Bush, 2003). A learner in a school has to be developed holistically, and according to Bush (2003) instructional leadership neglects other aspects of development if the focus remains on teaching and learning.

The model is grounded on the notion that the main reason for school existence is teaching and learning, and improved learner achievement. In line with Southworth (2002:79), for schools to improve on learner achievement, they need to put instructional leadership at the forefront. Doyle and Rice (2002) echo that, "Although researchers stress the importance of the head teacher as an instructional leader, the consensus in the literature is that the head teachers spend most of their time dealing with managerial issues".

Miller (2001) concurs and further notes that the typical high school head teacher works 62 hours per week with the vast majority spent on managerial issues, of which, at least eight hours are spent on dealing with parents' concerns alone. In a recent research study conducted by Goodwin, Cunningham and Childress (2003), the conclusion is that: "Despite the head teachers' emphasis on instructional leadership, they also identified a dichotomy between effective leadership and efficient management".

In supporting the dual role of the head teacher as a manager and a leader, Dubrin (1995:03) voices that “A leader must also be a manager, just as a manager must also be a leader”. This notion is confirmed by Southworth and Doughty (2006) who contend that to be effective, head teachers need to have both good managerial and leadership skills. Other researchers such as Gaziel (2007) states that although the head teacher’s leadership is pivotal in improving learner achievement, there is vagueness in terms of the specific behaviors that directly influence achievement.

This notion is supported by Marzano et al. (2005:38) who suggests that the principal’s leadership behaviors are not the sole reasons affecting learner achievement, but that there is specific leadership practices that do so. Thus, good leader is essential in all aspects of managerial functions whether it is motivation, communication or direction. Good leadership ensures success in the organization. This study therefore, examined the existence of instructional leadership practices that were involved in improving teaching and learning in primary schools.

## **2.6 Research Gap**

Educational institutions are critical places where the next generation is educated, and school leaders bear a heavy burden of responsibility for their institutions. Leaders in educational institutions are the same as leaders in other organizations and inevitably face challenges of maintaining the goals of institutions (Northouse, 2010). Much of the existing researches on the instructional leadership and its effects have been more confined to the western world than in developing world, Tanzania exclusively (Oner, 2012; Leithwood et al., 2014; Bass, 1999). It is therefore appropriate to confirm the

effects of instructional leadership in improving teaching and learning in primary schools in a non-western society like Tanzania. Most researches conducted in this field were based on the impacts on transactional and transformation leadership on school achievement (Nguni 2005). In Tanzania the issue has been researched on the impacts of transformational leadership on organizational commitment, organizational citizenship behavior and school performance in Tanzanian primary and secondary schools (Goldberg et al., 2008). This study therefore, took up the task of filling the existing gap through an empirical assessment on the understanding and improving instructional leadership practices in primary schools in Karatu district, Arusha, Tanzania.

## **2.7 Chapter Summary**

This chapter has discussed the reviewed related literature. The chapter concentrates mainly on its four parts as follows: The first part is theoretical literature whereby trait, situational, and behavioral theories were discussed. The second part is empirical literature whereby the role of head teachers as instructional leaders and the challenges they encounter in practicing instructional leadership are clearly outlined. The third part deals with conceptual framework. In this part instructional leadership model, the concept and meaning of instructional leadership are also stated. The fourth part explains about the knowledge gap whereby there is the missing element in the existing research literature. This indicates a finding from a research in which a key question has not been answered. This study did the task of filling the existing gap through an empirical assessment on the understanding and improving instructional leadership practices in primary schools in Karatu district, Arusha, Tanzania

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes research approach, research design, area of study, types of data and sources, population of the study, data collection methods and instruments, validity and reliability of the data, data analysis and then ethical considerations.

#### **3.2 Research Approach**

For the purpose of this study, both qualitative and quantitative research approaches were employed although the qualitative approach was predominant. A mixed approach was used in this study since its validity was supported by many researchers if the researcher intends to better understand the problem (Cresswell, 2008; Sarantakos, 2005). The qualitative approach dominated because this study intended to capture research participants' views and lived experiences regarding the perception and existence of instructional leadership in improving teaching and learning in primary schools.

On the other hand, quantitative research approach was used in collecting and analyzing quantitative data regarding the challenges encountered in practicing instructional leadership in primary schools. Cresswell (2009) observes that qualitative and quantitative approaches to research are complimentary. This study employed methodological triangulation to get both quantitative and qualitative data related to the instructional leadership practices in improving teaching and learning in primary schools.

### **3.3 Research Design**

This study employed a case study research design in order to obtain the information on the instructional leadership practices in improving teaching and learning in primary schools. Case study provides detailed information on the real situations pertaining to the phenomenon (Cohen et al., 2000). This design fitted with the nature of this topic under the study. As Yin (2003) puts that a case study uses multiple information sources of complex in nature through a variety of data sources.

This ensured that the topic is not explored through one lens, a variety of lenses which allow for multiple facets on a phenomenon to be revealed and understood. Gall and Borg (2005) also add that a case study involves in-depth study of instance of a phenomenon in its natural context and from the perspectives of participants involved in the phenomenon. Therefore this study employed a case study research design to gather in-depth information about the instructional leadership practices in improving teaching and learning in primary schools.

### **3.4 The Study Area**

The study was conducted in Karatu district, Arusha region. The district has been chosen because it is among of the districts with insignificant academic performance in standard seven national examinations. Karatu was one of the districts in Tanzania with trivial academic performance and its familiarity by the researcher made Karatu district in Arusha region a unique case that convinced the researcher to carry out a study to uncover information about the instructional leadership practices in improving teaching and learning in primary schools. The study involved ten primary

schools (eight public primary schools and the other two are privately owned). This was purposely done in order to get diverse information for the study. The schools involved were; Costigan English medium primary school (A), Bwawani primary school (B), Tumaini Junior English medium primary school (C), Kinnihhe primary school (D), Aslin Gongali primary school (E), Gendaa primary school (F), Ayalabe primary school (G), Rhotia primary school (H), Kilimatembo primary school (I), and Ganako primary school (J). The schools were randomly given codes from A – J as identified above. The table below depicts three years comparative analysis of academic performance in Arusha Regional Councils basing on PSLE results.

**Table 3.1: Councils Ranking PSLE 2013 – 2015 Results for Arusha Region**

No	Council Name	Clean Candidates			Students Passed			Pass Rate (%)		
		2013	2014	2015	2013	2014	2015	2013	2014	2015
1	Arusha CC	8883	9097	9596	7599	7919	8897	85.50	87.10	92.71
2	Arusha DC	7449	7176	7059	3927	5307	6353	52.70	74.00	89.99
3	Meru DC	6413	6196	6283	3973	3851	4255	62.00	62.69	67.72
4	Karatu DC	4839	4849	4683	2376	2555	3081	49.1	52.69	65.79
5	Monduli DC	2954	2855	2661	1271	1435	1917	43.00	50.30	72.04
6	Longido DC	1938	1747	1570	737	975	1087	38.00	55.80	69.23
7	Ngorongoro DC	2860	2422	2004	843	1202	1463	29.50	49.60	73.00
<b>Regional Total</b>		<b>35336</b>	<b>34342</b>	<b>33856</b>	<b>20726</b>	<b>23244</b>	<b>27053</b>	<b>58.66</b>	<b>67.69</b>	<b>75.78</b>

**Source:** Arusha Regional Education Office (2013 - 2015)

### 3.5 Data Type and Sources

According to Cooper et al. (2006) data refers to numerical description of quantitative aspects of things. For example, data of students of a college include count of the number of students, and separate count of number of various types of

students such as, male and female, married and unmarried, or under graduates and post graduates. It may also include such measures as their heights and weights. Researchers recognize two types of data: Primary data and Secondary data.

### **3.5.1 Primary Data**

These data are collected first time as original data. The data is recorded as observed or encountered. Essentially they are raw material. They may be combined, totaled but they have not been statistically processed. In this study the primary data included the information obtained from the head of schools through the use of interviews, and through filling of questionnaires by the teachers and pupils; in this context primary data was obtained to accomplish the study.

### **3.5.2 Secondary Data**

Making reference to Mugenda and Mugenda (2003) secondary data refers to the information a researcher obtains from research articles, books, casual interviews as few to mention. In this study secondary data was obtained from the head teachers and regional education office as the past results that included the records from the past examinations both internal and National results.

## **3.6 Population of the Study**

Creswell (2008) explains that researchers choose a sample of participants from a population so that they can generalize about the target population. Creswell (2008) also argued that a population is a group of individuals who have the same characteristics and a sample, on the other hand, is described as ‘a subgroup of the target population that the researcher plans to study for purposes of making

generalizations about the target population. Stoker (1989) agrees and states that a sample is a 'selected finite set of persons, objects or things that the researcher employs in the study'.

Choosing a sample enables the researcher to generalize about the target population since it is not possible for the researcher to study the entire population due to constraints relating to time, accessibility, and cost. Lethoko and Masitsa (1999, 1995) concur and explain that the purpose of a sample is to get a manageable group for research purposes.

For this study, the researcher used purposive sampling and simple random sampling to identify the sampled schools. The aim of purposive sampling was to get more information-rich group of people and to do an in-depth study (Patton, 1990; McMillan and Schumacher, 1993). The targeted population in this study was head teachers, teachers and the pupils.

The population of this study included ten primary schools from Karatu district along with ten head teachers one from each primary school. Due to the fact that most schools in Karatu district share homogenous characters, hence, the randomly selected primary schools represented the other remaining primary schools in the district. Two private schools (English Medium) were purposely selected since the district has only two schools, which are privately owned.

The total study population was hundred (100) respondents, ten (10) respondents from each primary school, fifty (50) were pupils and the other fifty (50) respondents

represented teachers and head teachers that were randomly and purposely selected on the bases of gender and title (female and male).

**Table 3.2: Study Participants**

<b>Category of Respondents</b>	<b>Number of Respondents</b>
Head teachers	10
Teachers	40
Pupils	50
<b>Total</b>	<b>100</b>

Source: Field Data (2016)

### **3.7 Data Collection, Methods and Instruments**

Gall, Borg and Gall (1996:574) recommend triangulation so as to eliminate the biases that the researcher might have after collecting data from only one source or one data collection technique. Therefore, the researcher in this study used the questionnaires, interviews (one to one interview and focused group interview) and documentary review to substantiate the data. Campbell and Fiske, (1959) also trace that; triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research. Basing on that fact, these methods of data collection were used to get potential information pertaining to the instructional leadership practices in improving teaching and learning in primary schools.

#### **3.7.1 Questionnaires**

According to Cohen et al. (2000), one of the advantages of the questionnaires is that it tends to be more reliable because it is anonymous and it encourages honesty. On

the other hand, the questions in the questionnaires can have different meanings for different people and the interviewer is not around to provide clarity. Cohen et al. (2000) differentiate between three types of questionnaires; firstly, the structured questionnaires which comprise fixed or preset questions; secondly, the semi-structured questionnaires which set the agenda but do not presuppose the nature of the responses; and lastly, the unstructured questionnaires which allow for more open and word-based responses.

As suggested by Allport (1942), semi-structured questionnaires afford individuals the opportunity to air their perceptions without feeling threatened. Mouton (2001) also points out that, textual data is rich in meaning and semi-structured questionnaires were found to be more suitable for this study as it aimed to explore the feelings and experiences of the participants. Therefore, this study applicably applied semi-structured questionnaires to measure the attitudes and opinions of the teachers. Questionnaires were used purposely to get information from the teachers to fill in the answers from the questions. This made it easy to get the views of all forty participants (teachers) regardless of their numbers being higher.

### **3.7.2 Interviews**

For Creswell (2008) one-to-one and focused group interviews are the two basic types of interviews. A one-to-one interview involves the researcher conducting an interview with an individual in the sample and recording the responses thereof. The one-to-one interview is useful for asking sensitive questions and enables the interviewer and interviewee to go beyond the initial questions by asking and responding to follow-up questions. However, a one-to-one interview does not protect

the anonymity of the participants and may prejudice the participant's responses if not well administered.

The researcher in this study opted for one-to-one interview and focused group interview in order to obtain highly personalized information from head teachers and the pupils as Gray (2004) supports that one-to-one interview provides the opportunities for probing. Interview questions could also be asked to the context in which the interviewer might have not asked at the beginning of the interview and the researcher does not only rely on the prepared questions but can have detailed questions.

### **3.8 Validity and Reliability of the Data**

#### **3.8.1 Validity**

Making reference to Cohen et al. (2011) validity is an important key to effective research. If a piece of research is invalid then it is worthless. Validity is thus a requirement for both qualitative and quantitative research. Therefore, in this case, the study was valid due to the fact that all data collection instruments were piloted and the information gathered helped to refine the instruments and iron out any ambiguities. Second, the instruments were discussed at various levels constituting research experts. Their inputs helped to modify the questions that seemed irrelevant to the study. Also, the instruments of data collection measured what they were supposed to measure. For example data from the documents and the information obtained through in-depth interview with head teachers. Finally, comments from the supervisor and cohorts also helped to refine the instruments.

### **3.8.2 Reliability**

Reliability is the extent to which an instrument yields the same results only repeated trials, in short, is a degree of consistence. It is such an important concept, which has been defined in terms of its application to a wide range of activities in sports, medicine and education as few to mention. Anastasi (1968) says “Reliability means consistency of scores obtained by same individual when re-examined with the test on different sets of equivalent items or under other variable examining conditions”. For the assurance of reliability of the data, the instruments were first supplied to some few primary teachers and pupils (not in the setting) before they are used in the real setting of the study.

### **3.9 Data Analysis**

The information collected in this study was analyzed both qualitatively and quantitatively in tables using narratives and numbers with the realization that qualitative paradigm dominated the analysis. While data collection was still in progress, the researcher read all the notes written in the diaries to ensure consistency of information that was generated. After fieldwork all the data were coded and transcribed. The transcribed data were then categorized according to themes. The transcripts were re-read several times to ensure that no important information was left out.

### **3.10 Ethical Considerations**

The research got the approval from research supervisor about quality of the proposal that gave way to be sought after the clearance from the Open University of Tanzania, and Karatu District Executive Director. Head teachers as well as their teachers and

the pupils were finally informed about their participation in the research study. All other principles related to ethics such as confidentiality, objectivity and non-victimization were explained before the interview process and the distribution of the questionnaires to the teachers. Teachers were advised not to write their names on the questionnaires for anonymity purposes and confidentiality of the data. They were again assured that the information they were providing were not used against them in any way and the purpose of sharing of good practice was emphasized.

Confidentiality and privacy as the ethics of research was ensured basing on the fact that the information obtained from the participants was treated with high rate of confidentiality and only used for academic purposes. Participants' willingness to participate or not in providing information was also considered. They were also given adequate time to organize their answers to every question asked. This provided them with freedom to think thoroughly before giving the responses to each and every question they were responding to. And lastly, a short discussion on 'instructional leadership' was shared with the participants so as to ensure a common understanding of the concept before interview or the questionnaires are distributed.

### **3.11 Chapter Summary**

This chapter has described research approach, research design, area of study, types of data and sources, population of the study, data collection methods and instruments, validity and reliability of the data, data analysis and then ethical considerations. In this study, a mixed research approach was applied to authenticate the findings. A case study research design was employed in order to obtain detailed information on

the instructional leadership practices in improving teaching and learning in primary schools. Questionnaires, interviews and documentary review were all used to collect data. Data collected were predominantly analyzed in narratives and minimally by numbers. Ethical considerations were observed to maintain fairness, confidentiality and non-victimization.

## **CHAPTER FOUR**

### **FINDINGS, ANALYSIS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the research results; analysis and discussion of the data derived from the field through semi-structured questionnaires, one-to-one interview and focused group discussion. Research findings are presented and discussed in accordance with the research objectives articulated in chapter one. In this regard, this chapter is divided into three major sections:

- (i) To assess the perceptions of teachers on the role of head teachers as instructional leaders
- (ii) To examine the roles of head teachers in improving teaching and learning in primary schools, and
- (iii) To determine the challenges the head teachers encounter as they practice instructional leadership in primary schools.

#### **4.2 Assessment of the Perceptions of Teachers on the Role of Head teachers as Instructional Leaders**

The first research objective sought to find out the perceptions of teachers on the role of head teachers as instructional leaders. The data were obtained through semi-structured questionnaires from the teachers. The study investigated whether or not these stakeholders (teachers) understand the concept of instructional leadership as the role of head teachers. To that effect, teachers were asked at different times to indicate how they perceive the concept of instructional leadership.

### 4.2.1 School Vision

On school vision, the researcher wanted to seek out from the teachers if they were familiar with the role of head of school in realizing the school vision. This question was in line with the organizational culture that considers school heads as school visionaries. However, before asking them on the role of the head of school in developing school vision, the teachers were requested to explain their school vision. An understanding of the school vision was important in being interested to the school, and the personal role towards realizing that vision and the following were the responses:

**Table 4.1: Teachers' Perceptions of School Vision**

Category	Sub Category
Pupils' Focused Teacher Focused	Ensuring all pupils pass their exams, Ensuring higher performing and knowledgeable pupils. Ensuring all teachers have houses, classrooms and teaching materials, Improving good relationship between parents and teachers, Ensuring provision of quality education.
Community Focused	Rejecting childhood employment, Helping the society to live according to their environment.

Source: Field Data (2016)

#### 4.2.1.1 Pupils Focused Vision

In this category pupils' success was described as a school realization of vision. In many primary schools, students' performance and passing standard seven examinations is perceived as important. Teachers were arguing from the fact that school visions are aimed at ensuring that pupils perform well and move forward to secondary level of education.

*Our school vision is to make sure that all pupils pass their exams so that they can join secondary schools...if you teach, you will enable them to understand.*

Pupils' performance and passing their final examinations was a sign of effective leadership. In other words, when pupils perform and successfully pass their final examinations is an important element of effective instructional supervision (Lashway, 2002). Thus, school vision was perceived through the extent to which pupils perform. In this category school vision referred to two sub-categories: ensure all pupils pass their exams and ensure higher performing and knowledgeable pupils.

#### **4.2.1.2 Teacher Focused Vision**

In this category conducive environment for teachers was described as a school realization of vision. In many primary schools, teachers do not have housing facilities and this has been established as a factor in their low teaching morale and motivation, which have negative impact on their teaching. Teachers were arguing from the fact that school visions are aimed at ensuring that teachers' needs are realized so that they can teach well.

*Our school vision is to have houses, classrooms and teaching materials, to ensure that academic standard is improved... to create a friendly teaching and learning environment in order to improve academic standard.... to have sufficient teachers' houses, enough latrines for teachers...*

Teachers' conducive environment was a sign of effective leadership. In other words, when teachers' needs were catered for, they were likely to perform and ensure that they provide quality education, and this was considered as an important element of effective instructional supervision (Lashway, 2002). Thus, school vision was perceived through the extent to which teachers were comfortable. In this category school vision referred to three sub-categories: ensuring all teachers have houses, classrooms and teaching materials, improving good relationship between parents and teachers, and ensuring provision of quality education.

#### **4.2.1.3 Community Focused Vision**

In relation to what has been discussed in chapters one and three, the role of head teachers as instructional leaders include ensuring cooperation between the school and the community (Gupton, 2003). Effective leadership was considered along the line of how friendly the school is with its surrounding community. Even though many elements of school-community relationships are no longer advocated, many teachers still consider it as important vision for their schools. This relationship, which puts more emphasis on collaboration, was seen as a measure of successful leadership.

*School vision is to improve good relationship between parents and teachers ... to reject childhood employment ... to help the society to live according to their environment*

School-community relationship was considered as an element of effective leadership. In other words, when school and community had a good relationship, the school, the children and the teachers were ensured of safe and friendly environment, and this was considered as an important element of effective instructional supervision (Sergiovanni and Starratt, 1996). Thus, school vision was perceived through the extent to which the head teachers were able to establish and maintain positive relationships with the community around the school. As Sergiovanni and Starratt (1996) posited, quality communication and shared vision propels the school community to focus its energies on the purpose and accomplishment of the school's goals. In this category school vision referred to two sub-categories: Rejecting childhood employment and helping the society live according to their environment.

With regard to these data, it can be concluded that, teachers had positive responses about their school visions, although the teachers from the same school seemed to

provide different visions for their school. This should not be the case because schools are supposed to have only one vision and this vision must be communicated to all, so that, each individual works towards realizing that vision. It seems that the teachers are not sure of what their school vision is. This implies that it can be very hard for them to follow their head teacher's instruction and leadership.

#### 4.2.2 Strategies that the Head of School uses to realize the School Vision

In this item, the researcher wanted to find out from teachers how far they are familiar with the role of head teacher in ensuring that their school vision is realized. In responding to the question, the following were the answers:

**Table 4.2: Teachers' Views on the School Vision**

Category	Sub Category
Use participatory leadership	Considering the needs of the learners, Recognizing talented learners Recognizing the community neighboring the school, Delegating power, Promoting good relationship.
Set high expectations	Ensuring school average performance is attained, Ensuring proper promotion of pupils from one grade to another, Creating a friendly environment for learning, Assisting pupils for their future career, Setting future plans, Promoting skilled teachers, Setting long term goals of the school, Motivating teachers according to their performance.
Teamwork	Encouraging teamwork among teachers and pupils, Use of group work in teaching, Forming clubs and societies, Encouraging teamwork in teaching and learning, Involving parents in dealing with disciplinary matters of the pupils, Ensuring active school committee for school development
Develop school vision	Developing school policies, rules and regulations, Acquiring enough land for school expansion.

Source: Filed data (2016)

With regard to the strategies that the head of school uses to realize the school vision, four categories of responses were provided: use of participatory methods in leadership; setting of high expectations for teachers, students and parents, teamwork and developing school vision.

According to the above responses, sixty percent (60%) of the respondents mentioned strategies used by head teachers to realize the school vision such as rewarding the best performance, providing enough resources for teaching and learning, establishing remedial teaching for slower learners, promoting team work and promoting relationship between teachers, pupils and parents. But forty percent (40%) of the respondents outlined strategies such as supervising disciplinary matters, seeking donors, insisting on pupils attendance, adapting the environment, ensuring availability of expert teachers, sensitizing the society against ignorance, diseases and poverty, and organizing study tours.

From these data, it can be said that some teachers are not confident of what they are explaining about strategies used by the heads of schools to realize the school vision. This is evidently noticed when several responses are found to be more abstract rather than being practical functions.

These findings implied that; first, very few teachers (20%) were able to explain the vision of their schools. This situation can denote the reason why the majority of the teachers fail to understand the roles of head teachers as instructional leaders. These findings are in line with Murphy (1990), who proposed a framework for viewing the concept of instructional leadership as developing vision and mission which include

framing and communicating goals. Murphy (1990) suggested that an effective instructional leader must have vision and the ability to develop shared purpose through the way they communicated their vision and mission for the school, promoting quality instruction by supervising and evaluating instruction, allocating and protecting instructional time, extending content coverage by developing and enforcing homework policies, promoting an academic learning climate, providing incentives for teachers and pupils, emphasizing effective discipline programs, developing staff collaboration and cohesion, securing outside resources in support of school goals, and forging links between home and the school.

On the question about the strategies that the head teacher uses to realize the school vision, the responses from this study are somewhat congruent with literature. For example McEwan (2003) considered tasks of the heads of schools as; establishing, implementing and achieving academic standards through setting goals, being an instructional resource who solve the frustrating and difficult instructional problems that the staff experience, creating a school culture and climate conducive to learning, communicating the vision and mission of the school, setting high expectations for the staff and for himself, developing educator leaders/teamwork, and establishing and maintaining positive relationships with students, staff and parents.

But some of the respondents from the study found to be inconsistent when considering strategies for realizing school vision to include sensitizing the society against poverty, ignorance and diseases, having big land allocated for school shamba, and assisting pupils for their future career.

It can conclusively be said that the teachers mostly from public primary schools could not precisely express the concept of instructional leadership while explaining their school vision although they attempted to mention the strategies, which are used by the head teachers in realizing the school vision. According to the findings from this study, it seems that the head teachers, who are considered visionaries in schools, play their roles haphazardly without framework. That situation possibly made teachers perceive differently the concept of instructional leadership as practiced by head teachers.

### **4.3 Examining the Clarity of the role of Head Teachers in Improving Teaching and Learning in Primary Schools**

The second research objective aimed to examine the role of head teachers in primary schools as important not only for quality supervision but also for teachers to understand them, and to follow. In the research objective number two, the researcher wanted to know how clear the role of head teachers in primary schools as instructional supervisors was. With this regard, the researcher used the following questions to the head teachers (instructional leaders) and teachers.

#### **4.3.1 Practices Undertaken by Head Teachers to Improve Teaching and Learning in Schools**

In this question, the researcher wanted to understand from the teachers the practices or roles undertaken by head teachers to improve teaching and learning. All forty teachers under the study responded to this question and from the questionnaires.

Table 4.3 presents the results:

**Table 4.3: Practices Undertaken by the Head Teachers to Improve Teaching and Learning**

<b>Category</b>	<b>Sub Category</b>
Motivating teachers and students	Encouraging collaboration and unity at work, Holding meetings with teachers and pupils, Conducting guidance and counseling sessions, Creating a conducive environment for teaching and learning, Getting funds to run the school, Involving teachers in various school activities, Training teachers, Encouraging transparency, Rewarding the best performers in school, Ensuring availability of required materials for teaching.
Supervision	Monitoring teaching and learning activities, Maintaining good morals for both teachers and pupils, Controlling discipline for teachers and pupils, Encouraging good attendance of pupils, Creating a conducive environment for teaching and learning, Ensuring teachers have housing facilities, Maintaining classroom observations.
Community leadership	Involving community in improving the school, Maintaining good relationship with the society, Educating the community on how to improve the school.

Source: Field Data (2016)

The practices undertaken by the head teacher to improve teaching and learning generated three main categories: motivating teachers and students, supervision and community leadership. Of all the responses, motivating teachers and students held the majority of responses. Eighty three percent (83%) of the participants (teachers) through the questionnaires mentioned practices such as; rewarding best performing teachers and pupils, encouraging cooperation and team work, classroom teaching, ensuring good relationship between teachers, maintaining classroom observations, parents and pupils and providing teaching materials.

Few, (10%) thought of supervisory role as an important task undertaken by the head teachers. Still 7% provided responses that focused on community leadership. From these data, it can conclusively be realized that instructional leadership practices make

teachers feel part and parcel of the school through being recognized by the instructional leader and consequently building up teaching morale of the teachers. It is found that schools that perform better are the ones in which classroom observations are conducted regularly. The head teacher should control the work of teachers and learners and match it with what is happening in the classrooms.

#### 4.3.2 Major Roles Played by a Head Teacher as an Instructional Leader

In triangulating the responses from the teachers, the head teachers were also requested to explain their major roles as instructional supervisors. In this question, the aim of the researcher was to get the package that the head teachers had been relating to the roles they play as school leaders. Ten heads of schools involved in the study responded to the question, which needed them to explain three major roles that they play as school leaders. Table 4.4 presents the findings.

**Table 4.4: Major Roles Performed by School Leaders**

Category	Sub Category
Establish, implement and achieve academic standards	Allocating duties to teachers and non-teaching staff, Supervising curriculum implementation.
Instructional resource	Guidance and counseling session to teachers and pupils, Supervising teaching and learning programs including examinations, Interpreting and communicating government policies and circulars, Safeguarding school resources, Doing guidance and counseling to clients.
Create a school culture and climate conducive to learning	Supervising school infrastructure, Dealing with disciplinary matters for both pupils and teachers, Managing financial resources.
Communicate the vision and mission of the school	Setting school goals and objectives, Conducting school meetings.
Develop teamwork	Facilitating teamwork amongst staff and pupils.
Community cooperation	Communicating information between school and other parties, Being responsible to the community and to the employer, Attending parents, Ensuring good cooperation between parents, teachers and pupils, Attending meetings in school and outside school.

Source: Field Data (2015)

Considering the responses above, sixty percent (60%) of the head teachers mentioned roles such as ensuring that academic performance is improved, managing school resources, providing teaching materials, performing guidance and counseling to teachers and pupils, and conducting school meetings. On the other hand, forty percent (40%) of the head teachers outlined roles like linking between school and district council, communicating school policies and circulars to stakeholders, and allocation of duties.

From these data, it can be said that head teachers perform their duties accruing all the efforts to one core business of the school, which is academic achievement with little improvisation of an academic climate. Some responses denote a situation whereby a school leader serves as a 'contact' to bring the information and resources needed by the subordinates.

However, these head teachers did not consider setting high expectations for the staff and for themselves as important role that they played. Clearly, the findings in the second research objective revealed that head teachers mentioned their roles as providing resources, class teaching, interacting with teachers, and providing guidance. These data are in line with those of Calabrese (1991) who identifies several indicators that can be used to identify instructional leaders within schools. The indicators include: visibility, problem solving, and community awareness, support of staff, vision communication, and use of school resources, teacher in-service, school schedule and promoting a positive school climate.

On the other hand, the study also discovered that the school leaders play many roles such as providing teaching and learning resources, classroom teaching, encouraging

team work, providing guidance, interacting with teachers as well as developing a supportive working environment. Other practices include retention of teachers, encouraging punctuality and accountability as well as positive communication to workers. It also involves teachers' involvement in the decision making especially to the matters relating to the staff development and pupils' performance. Wildy & Dimmock, (1993) add that, instructional leadership comprises tasks such as; defining the purpose of schooling, setting school wide goals, providing the resources needed for learning to occur, supervising and evaluating teachers, coordinating staff development programs and creating collegial relationships among teachers.

Conclusively, participants (teachers and heads of schools) attempted to outline the roles of head teachers. But some of the respondents are found to mention abstract roles without showing how are they being put into practices for example; commitment, reinforcement, appreciating, praising, motivating and so on. Basically, the participants were needed to mention the actual practices like establishing study clubs, debating programs and discussions; rewarding best performers, study tours, promoting sports and games and the like. Those practices are expected to add value to the improvement of teaching and learning.

#### **4.4 Determining the Challenges the Head Teachers Encounter as they**

##### **Practice Instructional Leadership in Primary Schools**

In the third research objective, the researcher opted to find out the actual challenges the head teachers encounter in practicing instructional leadership in their schools. Basing on the fact the researcher used various questions from the semi-structured

questionnaires, one-to-one interview and focused group interview to obtain the information from head teachers, teachers and pupils concurrently. In this research objective, pupils were also involved in getting the information as they are the center of teaching and learning in schools.

#### 4.4.1 Challenges Facing Head Teachers in Teaching and Supervising Pupils

This question aimed at finding out the actual challenges that face teachers in the implementation of instructional leadership practices through teaching and supervising the pupils as they are directed by the instructional leader (head teacher). In responding to this question provided to them, the Table 4.5 presents their responses:

**Table 4.5: Challenges Facing Head Teachers as Instructional Supervisors**

Category	Sub Category
Social	Absenteeism of the pupils, Negative attitudes of community towards teachers, Conflicts between parents and school management, Poor knowledge in the society.
Economic	Poor attendance of pupils from lower families, Shortage of text books, Lack of library services in the school, Inadequate teaching and learning aids, No dining hall hence difficult supervision of school meals, Some pupils lack important needs such as; uniforms and exercise books due to poverty, No school meals therefore pupils go home for lunch but return late, No first aid kit, Childhood employment.
Political	Lack of workshops for teachers, Scarcity for teachers, Unplanned curriculum changes, Lack of staff houses, High number of pupils in the classroom, Inadequate time to help slower learners, Distance from pupils homestead which makes them get tired or come to school late, Political interference.
Cultural	Some parents lack knowledge on the importance of education, English language as a medium of instruction is a barrier, Mother tongue interference especially in pronunciation of some words, Poor participation from the community.
Technological	No electricity.
Personal	Inadequate motivation, Lack of communication between teachers and parents, Teaching methods which might be inappropriate to some learners, Some pupils have psychological problems, Low understanding capacity of pupils.
Environmental	Geographic climate.
Infrastructure	No sports and games playing grounds, Poor infrastructure such as classrooms, and furniture, Lack of land to construct enough classrooms, Inadequate pit latrines for pupils.

Source: Field data (2016)

From the Table 4.5, the teachers face many challenges as instructional leadership implementers. As expected, these challenges emanate from economic, social, political, cultural, technological, environmental as well as personal. Conferring to the responses above, seventy five (75%) of the teachers mentioned challenges such lack of teaching and learning materials, pupils absenteeism, poor cooperation between teachers, pupils and parents, lack of school meals (public schools), political interferences, distance from school to homesteads for some pupils, lack of infrastructures (classrooms, teachers houses, latrines) and effects of mother tongue. Twenty five percent (25%) participants noticed challenges like lack of desks, overcrowdings in a classroom, low morale of pupils in learning, childhood employment, geographic climate, lack of electricity and lack of first aid kit.

From these data, it can be said that several challenges mentioned by the teachers from different schools are homogeneous, although, there are slight differences between private schools and public schools. Most challenges as outlined by the respondents are basically based on cultural effects while few are found to relate to frequent national educational reforms.

The major aim of the findings in the third research objective was to hit upon the challenges facing the implementation of instructional leadership roles in improving teaching and learning. The study found that instructional leadership was facing challenges such as negative cooperation from the parents to the teachers and the administration on the matters related to the academic of their children, overcrowded classes, lack of teaching and learning materials and the distance from school which leads to un-punctuality with the school timetable especially in the morning and

during the rainy seasons. That was accelerated by lack of teachers' quarters within the school compound.

According to Lethoko (1999), Masitsa (1995) and Naidoo (1999), poor infrastructure contributes to low educator and learner morale, which later translates into poor performance. In line with this argument, head teachers, teachers and pupils in this study stated that for a school to be fully functional, the head teachers should ensure that all educators and learners are provided with the necessary resources.

Thungu et al., (2008) support this legacy by asserting that, parents or guardians should seek a friendly and cooperative relationship with the school, should provide the school with accurate information about their children, be discrete with the information received from the teachers about the children, ensure that they are updated or abreast the progress of their children, participate in school and out of school activities with their children in order to foster mutual respect and appreciation, and discipline their children so that they present acceptable behavior in the school and the community at large.

On the other hand, the findings from the study noticed that pupils' absenteeism, hunger and indiscipline are also other challenges toward the implementation of instructional leadership practices. It was also found from the study that high school fees for private primary schools was also a challenge that makes it difficult to implement the instructional leadership practices among the pupils. This notion is supported by Zuma (2009) who states that for schools to be effective, educators and learners need to be in classes and teaching and learning should be given the first priority in all schools.

In holding up the findings Thungu et al., (2008) points that, corporal punishment if not well or regularly administered it often elicits negative responses from the pupils as they may cause physical harm or death to the learners, build tolerance, promote inhibited unbecoming behavior like strike, truancy as learners are attempting to avoid the aggressive teachers. Punishment may also make learners experience low self-esteem if they are punished in the presence of the peers. All these make it difficult to improve teaching and learning in schools.

#### **4.5 Chapter Summary**

This chapter presented the research findings, analysis and discussion of the data derived from the field through questionnaires and interviews. Research findings in this study are presented, analyzed and discussed in accordance with the research objectives articulated in chapter one. In this regard, this chapter is divided into three major sections. Section one was on the assessment of the perceptions of teachers on the role of head teachers as instructional leaders, while the second section examined the roles of head teachers in improving teaching and learning in primary schools. The third section concentrated on the challenges the head teachers encounter as they practice instructional leadership in primary schools.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter summarizes the findings on the understanding and improving instructional leadership practices in primary schools in Karatu District, Arusha Region, Tanzania. It comprises the summary, conclusions and the recommendations of the study. The summary is a synopsis of the objectives and the research questions, the conceptual framework that guided the research the methodology used in the study and the major research findings. Conclusions are then drawn from the study findings and the short answers provided to the research questions that are contained in Chapter One. Lastly, the recommendations are provided for actions and further studies.

#### **5.2 Summary of the Study**

The major focus of this study was based on the understanding and improving instructional leadership practices in primary schools in Karatu District, Arusha, Tanzania. The study drew its standing on the theories of leadership and it is embedded on the instructional leadership model. This model is strongly concerned with teaching and learning, including the professional development of teachers as well as students' growth. The model is important because the core business of instructional supervision is students' learning and academic achievement.

To make the study vivid and authentic, the literature relevant to the study problem was reviewed for the purpose of establishing what is already known as well as

identifying the knowledge gap that justified the need for this study. The study focused on perceptions of teachers on the role of head teachers as instructional leaders, examined the clarity of the role of head teachers in primary schools and determined the challenges the head teachers encounter in practicing instructional leadership in primary schools.

To achieve the purpose of this study, a case study research design was employed. The researcher adapted qualitative research approach with inconsequential quantitative approach to accomplish the needs for this study. There were one hundred research informants, involving ten head teachers from each primary school, forty primary school teachers (four from each primary school) and fifty pupils (five from each primary school). Data collection methods included one-to-one interviews, semi-structured questionnaires and focused group interviews. The analysis of data collected involved content analysis that included data reduction, organization and interpretation.

### **5.3 The Main Findings of the Study**

From the data, the following were found from the three research objectives of the study:

#### **5.3.1 Perceptions of Teachers on the role of Head Teachers as Instructional Leaders**

Perceptions of teachers on the role of head teachers as instructional leaders are important for them to follow their head teachers' leadership. The study found that the key finding for this objective is that the participants were not able to explain the

vision and mission of their schools hence they were found no ideal of the roles of head teachers as instructional leaders. Only twenty percent (20%) of the respondents were able to provide their school vision as they stated in their school and confirmed with the head teachers.

On the other hand, the study also discovered that the majority of teachers acknowledged the practices of their head teachers toward the realization of school vision. These included providing teaching and learning resources, classroom teaching, encouraging teamwork, providing guidance, interacting with teachers as well as developing a supportive working environment. This implies that, while the teachers could not accurately explain the vision of their schools, but could identify the role of their heads of schools.

It means they followed what they were told to do without knowing why they were doing what they were told to do. Baker (2010) has observed that a vision is not important if the leader is unable to communicate it to his or her followers. It may be that, while heads of schools may be visionaries, without communicating the school vision, teachers will not be in a position to know where they are going, and thus, schools will remain without a critical lever for improvement (Manning, 2012).

### **5.3.2 Clarity of the Role of Head Teachers in Primary Schools**

The role of head teachers in primary schools is important not only for quality supervision but also for teachers to understand them, and to follow.

The participants (teachers and head teachers) identified the practices undertaken by their head teachers in improving the morale of teaching and learning. From the study, eighty seven percent (87%) of participants were able to mention the practices such as

providing resources, class teaching, interacting with teachers, encouraging team work, providing guidance, encouraging punctuality as well as developing a supportive working environment. It also includes teachers' involvement in the decision making especially to the matters relating to staff development and pupils' performance in the entire school.

The other seventeen percent (17%) of the teachers could not mention clearly what practices the head teachers undertake as instructional leaders and they were not aware of the concept of instructional leadership. Some of the practices that were mentioned by those teachers include, positive criticism towards teachers work, controlling attendance, monitoring of the school curriculum. These are found to be more abstract roles.

Calabrese (1991) identifies several indicators that can be used to identify instructional leaders within schools. The indicators include: visibility, problem solving, and community awareness, support of staff, vision communication, and use of school resources, teacher in-service, school schedule and promoting a positive school climate.

### **5.3.3 Challenges the Head Teachers Encounter in Practicing Instructional Leadership in Primary Schools**

There are several challenges the head teachers encounter in practicing instructional leadership in primary schools. The first challenge that was identified by the informants was the negative cooperation from the parents to the teachers and the administration on the academic matters of their children. Other challenges shown

were overcrowded classes, lack of teaching and learning materials and the distance from school which led to un-punctuality with the school schedules especially in the morning sessions. This situation was accelerated by lack of teachers' quarters within the school compound.

In addition to that, the findings also noticed that pupils' absenteeism, indiscipline, and hunger are some of the challenges that made it difficult to implement the instructional leadership practices among the pupils. McEwan (2003) cites a lack of skills and training, a lack of teacher cooperation, a lack of time, a lack of support from the various stakeholders such as superintendents, school boards and the community. McEwan (2003) posits that inexperienced head teachers tend to be hesitant to talk with veteran teachers about teaching. She points out that schools operate within time constraints. Moreover, educational reforms often challenge the most fundamental beliefs of education, which force teachers to wrestle with age-old cultural beliefs.

#### **5.4 Implications of the Findings to New Development in Knowledge**

This study aimed at adding new information to the existing body of knowledge on the understanding and improving instructional leadership practices in primary schools. The study provides an overview of the assessment of the perceptions of teachers on the role of head teachers as instructional leaders and examines the clarity of the role of head teachers in primary schools. Lastly, it also enlightens the challenges the head teachers encounter in practicing instructional leadership in primary schools.

#### **5.4.1 Implications of the Findings for the Perceptions of Teachers on the Role of Head Teachers as Instructional Leaders**

As discovered from the study that, the teachers could not accurately explain the vision of their schools, but could identify the role of their heads of schools would imply that, teachers followed what they were told to do without knowing why they were doing what they were told to do. This situation can lead to instructional leadership barrier.

According to Donald, Lazarus and Lolwana (2004) a barrier is any internal or external factor that causes a hindrance to a person's ability to maximize his/her efforts in an endeavor. It may be that, while heads of schools may be visionaries, without communicating the school vision, teachers will not be in a position to know where they are going, and thus, schools will remain without a critical lever for improvement (Manning, 2012).

#### **5.4.2 Implications of the Findings for the Clarity of the Roles of Head Teachers as Instructional Leaders**

From the study, it can be found that, the head teachers performed their duties accruing all the efforts to one core business of the school which is academic achievement with little improvisation of an academic climate. This can imply the situation whereby a school leader serves as a 'contact' to bring the information and resources needed by the subordinates. In the laissez faire case, the leader tends to avoid power and authority; the leader depends largely on the group to establish goal and means for achieving progress and success (Okumbe, 1999).

### **5.4.3 Implications of the Findings for the Challenges the Head Teachers**

#### **Encounter as they Practice Instructional Leadership in Primary Schools**

From the study it was found that instructional leadership was facing challenges such as negative cooperation from the parents to the teachers and the administration on the matters related to the academic of their children, overcrowded classes, lack of teaching and learning materials and the distance from school which leads to unpunctuality with the school timetable especially in the morning and during the rainy seasons.

This is accelerated by lack of teachers' quarters within the school compound. This can imply difficult implementation of instructional leadership by the heads of schools whereby teaching and learning might be at risk. School leaders are currently facing particularly difficult and challenging times in their efforts to build nurturing and supportive school cultures where teachers can teach and students can learn without threat of fear or intimidation (Pellicer, 2008).

### **5.5 Concluding Remarks**

This research has evidently shown that head teacher's instructional leadership is an important factor that improves teaching and learning and impact to learner achievement. Ministry of Education, Science, and Technology should see to it that head teachers are properly trained on how to balance their roles as instructional leaders and administrators or school managers.

Also, the department of education needs to come up with ways to minimize the administrative works that head teachers need to do in schools. The core business of

the school is enhanced learner achievement, which is done through the improvement of teaching and learning, and the Department of Education should show support of this objective. The support could include capacity building, providing adequate school resources (such as physical, human, and financial) and time, so that, head teachers can be effective in performing their roles as instructional leaders and improving teaching and learning within primary schools. Again, head teachers can be twinned, so that, those who are underperforming can learn from the ones that are best performing. In conclusion, the research has shown that instructional leadership is an important tool towards enhancing learner achievement through the improvement of teaching and learning.

## **5.6 General Recommendations**

Based on the findings of the study, the following recommendations were made:

- (i) For the teachers to perceive the role of head teachers as instructional leaders, the heads of schools should make sure that the vision of the school is shared and owned by all stakeholders. McEwan (2003) describes vision as a driving force reflecting the future of the organization, and the mission as the direction emerging from the vision to direct the day-to-day activities of the school. For Sergiovanni and Starratt (1996) a communicated and shared vision as well as commitment propels the school community to focus its energies to the purpose and the accomplishment of the school's goals.
- (ii) Making the roles of the head teachers clear, the head teachers should ensure that all stakeholders understand their roles, and perform in accordance with the vision and goals of the school. Regular meetings and feedback to stakeholders

can be used to improve and maintain relationships with the school. According to Zuma (2009) learners, educators and parents all have a role to play in ensuring enhanced learner achievement in schools.

(iii) Making schools places where people are able and willing to experience intellectual, social and emotional growth, the government should involve development partners and other stakeholders in creating a supportive teaching and learning environment. The government budget and that of the stakeholders should reflect issues like classrooms, staff houses, latrines, desks, books and stationeries. Head teachers should sustain good relationships amongst parents, teachers, pupils and stakeholders through regular meetings, openness and accountability. According to Bush and Oduro (2006), teachers in Africa in particular face the challenge of working in poorly equipped schools with inadequately trained staff. However, the schools can be successful in creating a culture of learning and teaching, if they are nurturing and caring places where people willingly work together to promote the best interests of students.

### **5.7 Recommendations for Future Study**

The study could not clearly highlight how the head teachers performed their roles as instructional leaders, considering the competing roles of being a manager and an instructional leader. The topic that still needs to be explored further is how head teachers balance the two roles of being a manager, an administrator and or an instructional leader. In such a study, the researcher needs to make observations at the school.

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## APPENDICES

### Appendix 1: Questionnaire For Teachers

Dear sir/madam,

I am a 2<sup>nd</sup> year student, pursuing a degree of Master of education in Administration, Planning and Policy Studies (MED APPS) at the Open University of Tanzania. I am conducting a research with the title on Understanding and Improving Instructional Leadership Practices in Primary Schools in Karatu District. This questionnaire is purposely designed in order to help the researcher gets your views on the topic under the study. The information that you will have provided will be treated with high confidentiality and will be used for the purpose of the study only. Don't write your name anywhere.

#### **SECTION A: Important details of the respondent.**

- i. Age..... ii. Sex: ..... iii. Educational level .....
- iv. Working experience ..... v. Place/Station.....

#### **SECTION B: Questions**

1. Please explain your school vision

.....

.....

2. Please explain your school mission

.....

.....

.....

3. What are the strategies that the head of school use to realize school vision  
(mention at least five)

- (i) .....
- (ii) .....
- (iii) .....
- (iv) .....
- (v) .....

4. Mention at least five practices that are undertaken by your head teacher to improve teaching and learning in your school.

- (i) .....
- (ii) .....
- (iii) .....
- (iv) .....
- (v) .....

5. How do these practices affect teaching and learning in your school? Shortly explain

- (i) .....
- (ii) .....
- (iii) .....
- (iv) .....
- (v) .....

6. What are the challenges facing your teaching and supervising pupils?

Mention at least five

(i) .....

(ii) .....

(iii) .....

(iv) .....

(v) .....

7. In your own opinion, what do you think are the solutions towards these challenges? Mention at least five

(i) .....

(ii) .....

(iii) .....

(iv) .....

(v) .....

**Thank you for your cooperation**

## **Appendix 2: Interview for Head Teachers**

Dear sir/madam,

I am a 2<sup>nd</sup> year student, pursuing a degree of Master of education in Administration, Planning and Policy Studies (MED APPS) at the Open University of Tanzania. I am conducting a research with the title on Understanding and Improving Instructional Leadership Practices in Primary Schools in Karatu District. This interview guide is purposely designed in order to help the researcher gets your views on the topic under the study. The information that you will have provided will be treated with high confidentiality and will be used for the purpose of the study only. Don't write your name anywhere.

### **SECTION A: Important details of the respondent.**

- i. Age..... ii. Sex: ..... iii. Educational level .....
- iv. Working experience ..... v. Place/Station.....

### **SECTION B: Questions**

1. How do you understand the idea of school leadership?
2. Please explain three major roles that you play as a school leader
  - (i) .....
  - (ii) .....
  - (iii) .....
3. When you play these roles, what are your goals? Please explain.....  
 .....  
 .....

4. Please explain three main challenges you face in your leadership role in your school

- (i) .....
- (ii) .....
- (iii) .....

5. In your own viewpoint, what can be done to overcome those challenges so that you can improve teaching and learning in your school?

- (i) .....
- (ii) .....
- (iii) .....

**Thank you for your cooperation**

### **Appendix 3: Interview Guide for Pupils (Focal Group Discussion)**

Dear pupils,

I am a 2<sup>nd</sup> year student, pursuing a degree of Master of education in Administration, Planning and Policy Studies (MED APPS) at the Open University of Tanzania. I am conducting a research with the title on Understanding and Improving Instructional Leadership Practices in Primary Schools in Karatu District. This interview guide is purposely designed in order to help the researcher gets your views on the topic under the study. The information that you will have provided will be treated with high confidentiality and will be used for the purpose of the study only. Don't write your name anywhere.

#### **SECTION A: Important details of the respondents.**

i. Class of the group..... ii. Gender ..... iii. Place/station.....

#### **SECTION B: Questions**

1. Does your school have a **school motto**?
2. What are the activities done by the head teacher to make sure that you reach the school motto?
3. What other activities does the head teacher normally do to make sure that you reach the school motto?
4. What are challenges that hinder your learning and performing in your studies?
5. In your own opinion, what do you think should be done to improve teaching and learning in your school?

**Thank you for your cooperation**

**Appendix 4: OUT Research Clearance Letter****THE OPEN UNIVERSITY OF TANZANIA*****DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES***

Tel: 255-22-2666752/2668445 ext.2101

Fax: 255-22-2668759,  
E-mail: [drpc@out.ac.tz](mailto:drpc@out.ac.tz)

P.O. Box 23409 Fax: 255-22-2668759

Dar es Salaam, Tanzania,  
<http://www.out.ac.tz>**2/4/2016**

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 1<sup>st</sup> 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 1<sup>st</sup> 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 **Mr. PAPAKINYI LESAYEPIYE KAAI, PG201505529** who is a Master student at the Open University of Tanzania. By this letter, **Mr. PAPAKINYI** has been granted clearance to conduct research in the country. The title of his research is **“UNDERSTANDING AND IMPROVING INSTRUCTIONAL LEADERSHIP PRACTICES IN PRIMARY SCHOOLS, TANZANIA”**. The research will be conducted in Karatu district council in Arusha region. The period which this permission has been granted is from **11/04/ 2016 to 10/05/2016**.

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,

A handwritten signature in black ink, appearing to read 'Hossea Rwegoshora', followed by a period.

**Prof Hossea Rwegoshora**  
**For: VICE CHANCELLOR**  
**THE OPEN UNIVERSITY OF TANZANIA**

## Appendix 5: DED – Karatu Permission for Data Collection Letter

**KARATU DISTRICT COUNCIL**  
(All Correspondence Should be Addressed to Executive Director)

Tel. +255 27 2534047  
Fax. +255 2534300  
E-mail.karatucouncil@yahoo.com



District Executive Director's Office,  
P.O. Box 190,  
**KARATU**

Ref No. KDC/ED/PF.3858/8 Date: 06/04/2016

Mr. PAPAKINYI LESAYEPIYE KAAL,  
P.O.BOX 190,  
**KARATU**

**RE: PERMISSION FOR RESEARCH DATA COLLECTION**

Reference is made to your letter Ref. No. KDC/ED/PF.3858/7 dated 05/04/2016 in common with the letter attached from The Open University of Tanzania dated 2<sup>nd</sup> April, 2016 about your research clearance.

I would like to inform you that you are permitted to carry out the research data collection for your study entitled "UNDERSTANDING AND IMPROVING INSTRUCTIONAL LEADERSHIP PRACTICES IN PRIMARY SCHOOLS, TANZANIA" as from 11/04/2016 to 10/05/2016. I presume that you will observe ethical issues that govern academic research for the whole time while you are performing the exercise in the district particularly at your research sites; **Bwawani, Costigan, Kinnihhe, Aslin Gongali, Gendaa, Tumaini Junior, Ganako, Ayalabe, Rhotia, and Kilimatambo primary Schools.**

Yours Sincerely,

  
**JOACHIM J. LEBÄ**  
FOR: DISTRICT EXECUTIVE DIRECTOR  
**KARATU**

Cc: DISTRICT COMMISSIONER  
**KARATU DISTRICT**