

**CONTRIBUTION OF HEADS OF SCHOOLS ON STUDENTS'
PERFORMANCE IN THE NATIONAL FORM FOUR EXAMINATIONS:
A CASE OF MOSHI RURAL DISTRICT**

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CERTIFICATION

The undersigned certifies that she has read the dissertation and hereby recommends for acceptance by The Open University of Tanzania a dissertation titled *“Contribution of Heads of Schools on Students’ Performance in the National Form Four Examinations:” A Case of Moshi Rural District*. This dissertation has been submitted for examination with my approval as a supervisor.



.....

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19-09-2016

.....

Date

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DECLARATION

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Date

DEDICATION

This work is dedicated to my family for their prayers and mutual love and support toward its completion.

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ABSTRACT

This study focused on assessing contribution of heads of schools on students' performance in National Form Four Examinations, in Moshi Rural District. The study came as a result of massive failures in Form Four National Examinations. Several stakeholders pointed out possible causes of failures and proposed solution to combat the problem. However, not much was said about contribution of heads of schools. This study, therefore attempted to assess the contribution of heads of schools on the performance of students. The study involved 15 school heads, 75 students and 90 teachers. Both qualitative and quantitative approaches were used in this study. Data were collected using interviews, questionnaire, direct observation and documentary review. The data were then analyzed using Statistical Package for Social Science (SPSS) and presented in the form of tables, graphs, and charts. The findings revealed that there was a big relationship between the students' performance and school heads' level of education, how they played their roles, their initiatives in running the schools and how they dealt with various challenges in their responsibilities. It was recommended that heads of schools with diploma should go for further studies and new appointments should strictly consider teachers with higher level of education and experience than Diploma who are initiative and able to create environment for good performance of students and tackle challenges that face them.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
LIST OF TABLES	xiv
LIST OF FIGURES	xvi
PLATE	xvii
LIST OF ABBREVIATIONS	xviii
CHAPTER ONE	1
1.0 INTRODUCTION	1
1.1 Introduction	1
1.2 Background to the Problem	1
1.3 Statement of the Problem	4
1.4 Research Objectives	6
1.4.1 General Objective.....	6
1.4.2 Specific Objectives.....	6
1.5 Research Questions	7
1.6 Significance of the Study	7
1.7 Scope of the Study.....	8
1.8 Limitations of the Study	8
1.9 Theoretical and Conceptual Framework	9

1.9.1	Theoretical Framework	9
1.9.2	Conceptual Framework	11
1.10	Operational Definitions	14
1.10.1	Student Performance	14
1.10.2	Head of School	14
1.10.3	Student.....	14
1.10.4	Efficiency	15
1.11	Organization of the Study	15
CHAPTER TWO	16
2.0	LITERATURE REVIEW	16
2.1	Introduction	16
2.2	Background to School Administrators	16
2.3	Heads of Schools and Contributions to Performance.....	18
2.4	Roles and Responsibilities of Heads of Schools	24
2.5	Heads of Schools' Initiatives towards Good Performance.....	28
2.6	Challenges facing Heads of Schools	30
2.6.1	General Challenges	30
2.6.2	Challenges of Leadership Style.....	32
2.7	Researchers on Heads of Schools and Students' Performance	35
2.8	Research Gap.....	38
CHAPTER THREE	39
3.0	RESEARCH METHODOLOGY.....	39
3.1	Introduction	39
3.2	Research Design	39

3.3	Area of the Study.....	39
3.4	Target Population	40
3.5	Population and Sample.....	41
3.6	Techniques and Sample Size.....	41
3.6.1	Sampling Technique.....	41
3.6.2	Determination of Sample Size.....	43
3.6.3	Proportion of Sample Size.....	43
3.7	Research Instruments	44
3.7.1	Questionnaires	44
3.7.2	Interviews	45
3.7.3	Observation	45
3.7.4	Documentary Review	46
3.8	Data Analysis Procedure	47
3.9	Ethical Consideration	48
	CHAPTER FOUR.....	49
4.0	DATA PRESENTATIONS, ANALYSIS AND DISCUSSIONS	49
4.1	Introduction	49
4.2	Qualifications of Heads of Schools.....	49
4.1.1	Level of Education	49
4.2	How Heads of Schools Played Their Roles	53
4.2.1	Transparence in Selection of Library and Supplementary Materials.....	53
4.2.2	Equality in Resource Distribution.....	54
4.2.3	Encourage Teachers to Willingly Prepare Lessons.....	55
4.2.4	Allocation of Different Responsibilities to Teachers.....	57

4.2.5	Keeping Record of Teachers' Work.....	58
4.2.6	Stimulation of Community Interest and Participation in School Activities	60
4.2.7	Collaboration with Community in Community Activities	61
4.2.8	Assessing Teachers when Teaching	62
4.2.9	Allow Deputy to Attend Management Course	63
4.2.10	Ability of Deputy Head of School to Carry out Responsibilities when the Heads were Away.....	64
4.2.11	Resource Allocation Meets Ministry's Standard	65
4.2.12	Observation of Physical Resources	65
4.2.13	Encourage Communities to Support School	66
4.2.14	Requirements for Students to Move up the Academic Ladder	67
4.3	Initiatives of the Heads of Schools to Assist Students to Have Goods Performance	68
4.3.1	Teachers' Knowledge on School Motto, Vision and Mission.....	70
4.3.2	Like/ Dislike the School	71
4.3.3	Students Sent Home for School Fees	72
4.3.4	Compensation of the Lost Periods	73
4.3.5	Financial Support from Donors.....	75
4.4	Examinations Results for the Past Five Years	76
4.4.1	High Performing Schools	76
4.4.2	Medium Performing Schools	77
4.4.3	Underperforming Schools	78
4.5	Challenges Which Face Heads of Schools in Performing their Duties.....	79
4.5.4	Enough Finance to support School Administration	80

4.5.5	Experience of Health Problems.....	80
4.5.6	A Need for more Training on School Management.....	82
4.5.7	Attendance of Heads of Schools to Management Courses	82
4.5.8	The Size of Schools, Streams and Number of Students per Stream	84
4.5.9	Number of Teachers to meet the School Demands	86
4.5.10	Classrooms Accessibility	87
4.5.11	Students per Stream Correspond to Government Standards	88
4.5.12	Language used by Teachers in Teaching	89
4.5.13	Frequency of Head of School to be out of Schools.....	91
4.5.14	Assessment of Teachers and their Attendance in Class	93
CHAPTER FIVE.....		95
5.0	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	95
5.1	Introduction	95
5.2	Summary of the Study.....	95
5.3	Summary of Findings	96
5.3.1	Qualifications of Heads of Schools	96
5.3.2	How Heads of Schools Played Their Roles	97
5.3.3	The Initiatives of Heads of Schools to assist Students to have Good Performance	98
5.3.4	Challenges which face Heads of Schools in performing their Responsibilities....	98
5.4	Recommendations	99
5.4.1	Education Qualification of Heads of Schools	99
5.4.2	How Heads of Schools Played their Roles.....	99

5.4.3	Initiatives of Heads of Schools to Assist the Students to Have Good Performance	100
5.4.4	Challenges that face Heads of Schools	100
5.5	Area for Further Study	101
REFERENCES		102
APPENDICES		108

LIST OF TABLES

Table 1.1:	Secondary Schools in Kilimanjaro Region in 2016	5
Table 4.1:	Level of Education and Experience of Heads of Schools	50
Table 4.2:	Transparence in Selection of Library and Supplementary Materials .	53
Table 4.3:	Allocation of different Responsibilities to Teachers	57
Table 4.4:	Stimulation of Community Interest and Participation in School Activities.....	60
Table 4.5:	Ability of Deputy Head of School to Carry out Responsibilities when the Heads were Away	64
Table 4.6:	Status of Physical Resources in Schools	66
Table 4.7:	Encourage Communities to Support School.....	67
Table 4.8	Requirements for Students to Move up the Academic Ladder.....	68
Table 4.9:	Initiatives of Heads of Schools To Assist Students Perform Well in National Examinations	69
Table 4.10:	Teachers' Knowledge on School Motto, Vision and Mission.....	70
Table 4.11:	Like/ Dislike the School	71
Table 4.12:	Students Sent Home for School Fees	72
Table 4.13:	High Performing Schools	77
Table 4.14:	Medium Performing Schools.....	78
Table 4.15:	Underperforming Schools	79
Table 4.16:	Experience of Health Problems	80
Table 4. 17:	Attendance of Heads of Schools to Management Courses.....	83
Table 4. 18:	Classrooms Accessibility.....	88
Table 4. 19:	Students per Stream Correspond to Government Standards	89

Table 4. 20:	Language used by Teachers in Teaching.....	90
Table 4. 21:	Frequency of Head of School out of Schools.....	91
Table 4. 22:	Assessment of Teachers and Their Attendance in Class	93

LIST OF FIGURES

Figure 1.1:	The Conceptual Framework	12
Figure 1.2:	Areas That Contribute towards Good Performance	28
Figure 4.1:	Equality in Resource Distribution	54
Figure 4.2:	Encourage Teachers to willingly prepare Lessons	55
Figure 4.3:	Keeping Record of Teachers' Work.....	58
Figure 4.4:	Collaboration with Community in Community Activities	61
Figure 4.5:	Assessing Teachers when Teaching	62
Figure 4.6:	Allow Deputy to attend Management Course	63
Figure 4.7:	Compensation of the Lost Periods.....	74
Figure 4.8:	Financial Support from Donors	75

PLATE

Plate 4 1: Example of An Overcrowded Stream	85
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LIST OF ABBREVIATIONS

ACS	Advisory School Council
ADEM	Agency for Development of Educational Management
AICC	Arusha International Conference Centre
AIDS	Acquired Human Deficiency Syndrome
DSEO	District Secondary Education Officer
EPT	Effective Participatory Theory
HIV	Human Immune Virus
MoEC	Ministry of Education and Culture
MoEVT	Ministry of Education and Vocational Training
NECTA	National Examination Council of Tanzania
NEZES	North Eastern Zone Examinations Syndicate
PEDP	Primary Education Development Program
PSALM	Participatory School Administration Leadership and Management
SEDP	Secondary Education Development Program
SPSS	Statistical Package for Social Science
TAHOSSA	Tanzania Heads of Secondary Schools Association
TAMONGSCO	Tanzania Association of Managers and Owners of Secondary Schools and Colleges
UPE	Universal Primary Education
VUDIMOFES	Vunjo District Mock Form Two Examination Syndicate
VUPRENES	Vunjo Pre-National Examination Syndicate
WDC	Ward Development Committee

CHAPTER ONE

1.0 INTRODUCTION

1.1 Introduction

This chapter aimed at investigating the contribution of heads of schools to students' performance, in Moshi Rural District. This chapter introduces the background to the problem, statement of the problem, research objectives, research questions and significance of the study. It also focused on the scope, delimitation and theoretical framework.

1.2 Background to the Problem

Poor performance in Form Four National Examinations in Tanzania is a problem which became acute a way back from 2010. This was noticed and strategies to rectify it were launched to raise the quality of education. Therefore, "Quality Education" is a slogan which has been heard a way back from 1995, when Tanzania shifted from Education for Self-Reliance Policy to Education and Training Policy. This new policy came with strategies of improving access, equity and quality in secondary education through Secondary Education Development Programme (SEDP) (URT, 2010).

The purpose of providing quality secondary education was to accelerate social and economic development and eventually poverty eradication. Quality education was expected to give learners knowledge and skills which would enable them to possess positive attitudes for their nation and value things and hence be responsible citizens.

If school administration is unable to organize various resources towards the expected targets, education purpose will not be met.

In Tanzania, one of the indicators towards the achievements of quality education is the national examinations results. The National Examinations Council of Tanzania (NECTA) is responsible for setting, administering and giving out the results. For three years continuously from 2010 the performances of the National Form Four Examinations were alarming. In 2010, 354,042 students did the examinations and out of them 177,021 (50%) scored division zero (HakiElimu, 2011). Moreover, 136,633 (38.6%) got division four and only 15,335 (4.3%) got between division one and three (URT, 2010). This means 86.6 % got division four and zero, which is poor performance. In 2012, 456,137 students did the examinations and out of them 240,903 (60.6 %) got division zero, 103,327 division four (26.2 %) and only 23,520 (13.2 %) got between division one and three (MoEVT, 2010). This shows a little improvement but, comparatively negligible. These examinations were done in 2012 and the results were announced in 2013.

With reference to the above data, it seems that there are problems which contributed to such massive failures. The government, through the Ministry of Education and Vocational Training (MoEVT) was able to spot it and took a corrective measure by establishing a new Programme known as “Big Results Now” whereby pass marks were amended. However, this might not be a permanent solution. Heads of schools must improve their school administration, which is responsible in supervising teaching and learning process to avoid weak performances in their schools. Heads of

schools have the role of making sure that their schools have enough and competent teachers, who are self-motivated with teaching morale. They should also ensure the availability of enough and relevant teaching and learning resources maintain conducive learning environment and closely supervise the process of teaching and learning in order to achieve good performance. Through experience, the schools whose heads manage them well have good performance. The education state in Tanzania went through a number of overturns during and after independence. The government of Tanzania enacted laws and put in place a number of programmes for example Universal Primary Education (U.P.E), Primary Education Development Programme (PEDP), and Secondary Education Development Programme (SEDP) aiming at improving the enrolment in schools, streamlining the curriculum, improving access by constructing more schools and register all children of school age, all over the country.

The successes of SEDP led to the launching of Secondary Education Development Programme in 2004 (URT, 2004). SEDP aimed at increasing Tanzanian Youth completing secondary education at accepted learning outcomes. The main objectives were to improve access by increasing number of classrooms by building new schools, improve equity especially among the marginalized, poor and disabled children All schools were to be given allocation of enough resources for raising pass rate of division I to III by 36%. Pass rate would be attained by up-grading and training more diploma and degree teachers. Others were improving examination structure and quality. Furthermore SEDP aimed at sensitization on HIV/AIDS, gender and environment (URT, 2010). More objectives included making reforms and

devolution of authority to lower level of school administration system through strengthening the inspectorate and support mechanisms, improve access and use of Education Management System (EMIS) and management capacity building at all levels, communication and publicity of the plan together with strengthening monitoring and evaluation (URT, 2010). SEDP programme achieved a great deal especially in increasing access and equity. The number of schools increased from 595 in 1995 to 1753 in 2005 and from 1753 in 2005 to 4102 in 2009, an increase of 296 (MoEVT,2010). The raising of pass rate was not achieved as anticipated due to many reasons. There might be problems on school management. This study looked at contribution of heads of schools towards students' performance in the national examinations.

1.3 Statement of the Problem

The Ministry of Education and Vocational Training has tried to appoint the school heads that they thought had the required qualification, skills and ability (MoEVT, 2010). Heads of schools are crucial persons in schools as they are expected to play different roles in their schools such as leadership, management and administration. In this case they have to plan for the school development, supervise the implementation of day to day activities in their schools and evaluate the achievement of what they planned. On the other hand they have to persuade the personnel under their leadership to perform their duties effectively and efficiently. Heads of schools are sometimes faced with some challenges which prevent them from performing their duties as required.

Following the increase of secondary schools in Tanzania, the demand for more heads of schools has also increased. The Ministry of Education was obliged by that situation to appoint new heads of schools, some of whom might have little experience in teaching and administration. Some of these new heads of schools had not attended any management course when they were appointed. In this regard they might have got difficulties in their new responsibilities and therefore affect the performance of their students in national examinations (TEN/MET, 2007).

According MoEVT, 2015 the leading schools with good performance in Kilimanjaro region were the well-established private schools and the aged government schools, formerly owned by the central government. Majority of the poor performers were the Community Based Secondary Schools, which were built by the parents with subsidy from the government through Secondary Education Development Programme (SEDP) and run by the government through local governments. Out of 344 schools in the region 09 were aged government secondary schools, 209 Community Based secondary schools and 126 private schools and seminaries. Some of the schools in Kilimanjaro ranked among the best schools in Tanzania (NECTA, 2010) but others were among the very weak ones, nationally. One would like to know the contributing factors for such poor performance.

Table 1.1: Secondary Schools in Kilimanjaro Region in 2016

Nature of schools	Number of schools
Aged government secondary schools	9
Community based secondary schools	209
Private schools and seminaries secondary schools	126
Total	344

Source: North Eastern Zonal Chief Inspectors of schools.

The following are some of the schools which were ranked among the fifty (50) best schools out of 3200 schools in Tanzania: Maua Seminary, Anwarite, St. Mary Goreti, St James' Seminary and Uru Seminary, on the other hand other schools were among the fifty (50) weakest schools out of 3200 school in Tanzania: Wari, Mtii, Mangoto, Ghona and Reginald Mengi (TAHOSA national report, 2010).

The researcher wondered why there had been such a big gap between the higher and lower performers. Several factors might have contributed this, heads of schools been among them. Do heads of schools have effects on the performances? Following this question, the research therefore, aimed to examine the contribution of heads of schools to students' performance in the National Form Four Examinations in Moshi Rural District so as he could suggest the possible solution to the poor performing schools.

1.4 Research Objectives

1.4.1 General Objective

The general objective of this study was to examine the extent to which heads of schools have effect on students' performance in the National Form Four Examinations.

1.4.2 Specific Objectives

Specifically the study sought to:

- i) Assess education qualification of head of schools in Moshi Rural District,

- ii) Examine the roles played by the heads of schools in the management of teaching and learning resources.
- iii) Identify initiatives of the heads of schools in improving students' performance in national form four examinations.
- iv) Determine the challenges faced by heads of schools in performing their responsibilities.

1.5 Research Questions

- i) The following research questions were used to guide the study:
- ii) What are the qualifications of the heads of school?
- iii) How do of the heads of schools play their roles?
- iv) How initiative are the heads of schools in improving students' performance in the national examinations?
- v) What challenges face heads of schools in executing their responsibilities?

1.6 Significance of the Study

The outcomes of the study are expected to be of significance at different levels. The findings can be used by the MoEVT to appropriately allocate qualified and competent heads of schools and teachers. The study will encourage policy makers strictly to their policies about personnel to be appointed heads of schools. The inspectorate might use the knowledge to encourage heads of schools to act as internal inspectors in ensuring implementations of the curriculum are well implemented. To the heads of schools the research will inspire them to pursue further studies and remind them to play their roles well, become initiative and learn how to face

challenges for the aim of improving performance of students. Furthermore, the study can assist students to learn how to cooperate with their teachers and recognize their roles for the purpose of improving their performance. Furthermore, the study findings can also assist to develop the society's awareness on the roles to support the schools in different ways particularly on the students' performance. Finally the research will add significantly to the body of knowledge already available about contribution of Heads of Schools on students' performance.

1.7 Scope of the Study

The study was conducted in Kilimanjaro region, in North Eastern Tanzania. The area of focus was in Moshi Rural District where fifteen schools were selected for the purpose of the study. It was anticipated that a single study might not cover all the aspect of interest because there were many secondary schools in Kilimanjaro and Moshi Rural District in particular. These schools were in different Geographical location and each might be experiencing different challenges. This study was, therefore delimited to contribution of Heads of Schools to students' performance in selected schools in Moshi Rural schools.

1.8 Limitations of the Study

One of the major limitations was enough time to carry out the study. Being an employee the researcher did not get enough time to do the study. He had therefor to work at night, on weekends and on public holidays. Another limitation was power cuts that impeded the researcher to work at night. To solve this problem the

researcher had to install solar source of power in order to get reliable light for reading at night.

1.9 Theoretical and Conceptual Framework

1.9.1 Theoretical Framework

Several theories have been written by scholars about the school administration. This exposition looked at some of them, one of which was the “Effective Participatory Theory (EPT).” This theory stresses on the effectiveness of Participatory School Administration, Leadership and Management (PSALM). The theory argues that there is a strong correlation between the indicators of PSALM effectiveness and the trust levels of the stakeholders (Bush, 2003). The theory further maintains that the PSALM effectiveness is significantly related to the stakeholders’ levels of trust: usefulness of committee structure, satisfactory composition of the Advisory School Council (ASC), adequacy of information for ASC decision-making, adequacy of time for doing ASC business, ASC influence on teaching and learning, and overall ASC functioning. It is suggested that school leaders wishing to enhance the levels of trust among the stakeholders in their schools should consider these indicators of PSALM effectiveness in carrying out their leadership duties and responsibilities.

Advantage of Effective Participative Theory (EPT) is that it helps leaders, staff, students and other stakeholders to participate fully in addressing school challenges and find possible solution with much effectiveness and a feeling of ownership. The disadvantage of this theory is that, it forgets that not all participants have knowledge and skills needed in participatory approach. Also trust only, is not enough to bring

good performance but other factors like competence and commitment are necessary. This theory is related to this study in the sense that the effective participatory in school administration is necessary whereby other stakeholders are incorporated in administrative matters and therefore relieve heads of schools from carrying the whole burden alone and hence get time to supervise education delivery for the purpose of achieving good performance in the national examinations.

Another theory that is worth looking at is the "Vision Theory." To actively change a school, leaders must make decisions about the nature of the desired state (Manasse, 1986). They begin with a personal vision to forge a shared vision with their co-workers. Their communication of the vision is such that it empowers people to act. According to Westley and Mintzberg (1989), visionary leadership is dynamic and involves a three stage process:

An image of the desired future for the organization (vision) is communicated (shared) which serves to "empower those followers so that they can enact the vision".

Advantage of Vision Theory is that, leaders of educational institutions have a clear picture of what they want to accomplish; they have the "ability to visualize one's goals" The vision of their school or district provides purpose, meaning, and significance to the work of the school and enables them to motivate and empower the staff to contribute to the realization of the vision. The school head should know what is desired to be achieved at the end by having a vision which is on line with the national vision. Then there must be a plan of activities to be done in order to achieve

what is desired. School heads should, therefore possess the knowledge and skills needed for planning; implementing what has been planned and also evaluating the level of achievement. The American Association of School Administrators' (1986) description of leadership includes the leader's ability to translate a vision into reality as well as the ability to articulate the vision to other stakeholders, especially those who participate in the implementation of the laid down strategies. On the other hand, this Theory is top down oriented. A vision can also be bottom up oriented.

These theories may be adopted by educational leaders like heads of schools and apply them where they can be applied in their environment for the purpose of simplifying the management tasks. The theories will enable the researcher to observe whether heads of schools operate close to these theories for the purpose of creating trust among the people under them and setting future vision. Leading people who trust a school head guided with a clear vision will lead to good performance in examinations.

1.9.2 Conceptual Framework

The following is a diagram showing conceptual framework indicating the relationship between Head of School's Leadership Style and Student's Performance in Form Four National Examinations.

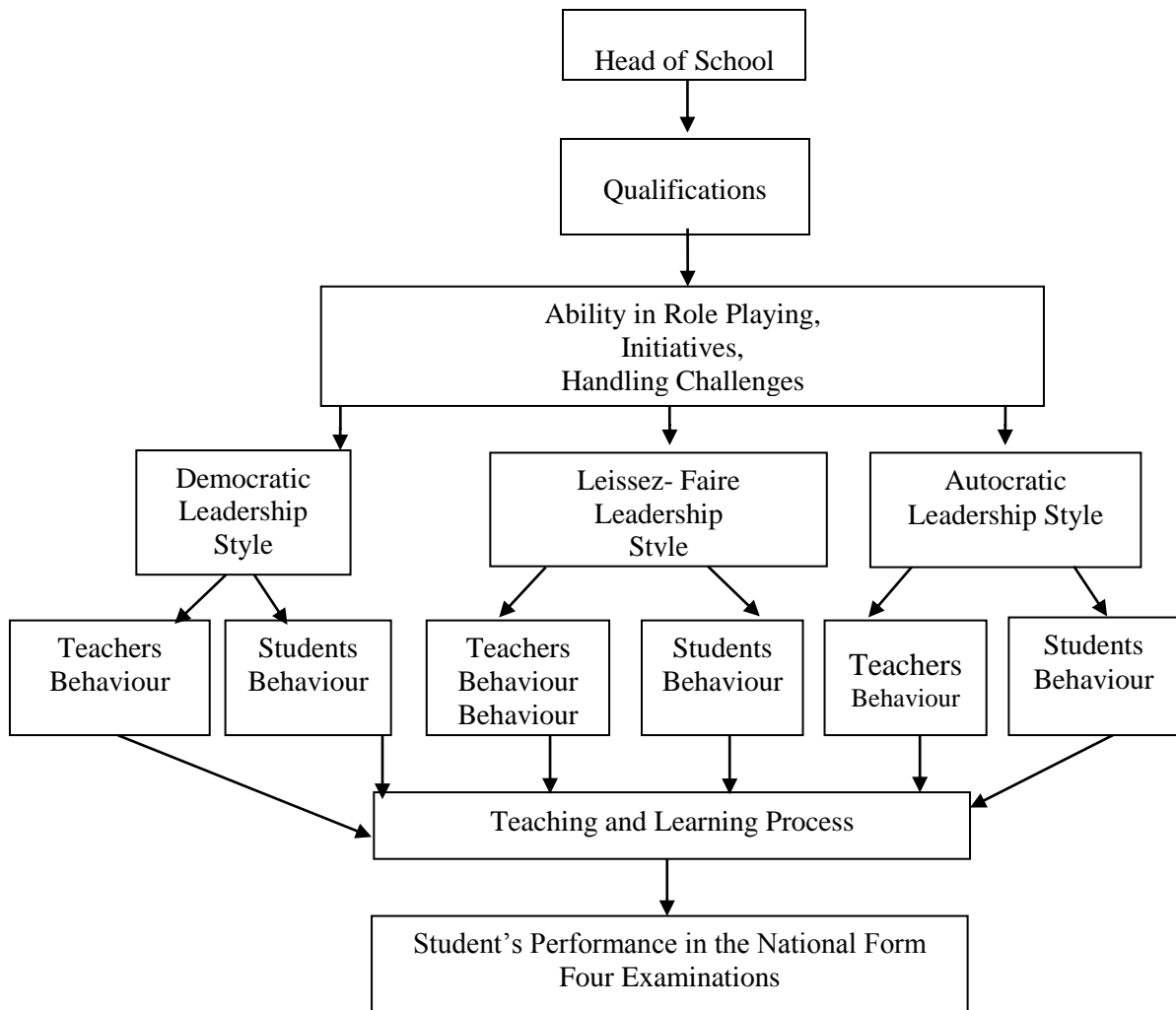


Figure 1.1: The conceptual framework

Source: Adopted and modified from “International Journal of Education Research and Review” //www.internationalscholarsjournals.org// September, 2013

The diagram above helps to illustrate the relationship between qualifications of the school heads, ability to play their roles, their initiatives in enhancing good performance and ability of handling the challenges that face them. Appropriate leadership style and is one of the initiatives heads of schools can use to involve other stakeholders to ease the teaching and learning process for good performance of the students. The application of appropriate leadership style such as democratic may

have positive impact on the results while inappropriate ones like *laissez faire*, negative impact. Initiatives of heads of schools can be applied through their leadership styles. There are different styles of leadership which when applied performance may be improved. Democratic leadership is the one which is participative; involving employees to take part in decision making (Day & Antonakis, 2011). This is a good way of leading because the employees feel responsible to implement what they participated to plan. Tasks are accomplished even in the absence of the leader. If this is applied in schools teachers will apply various teaching methods to ensure their students perform well in examinations. On the other hand there is authoritarian or autocratic type of leadership. Maslounikova (2007) said that the leader tells the employees what they have to do and how to do it. Maslounikova observes that the leader who applies this type of leadership represents absolute power of a leader over the followers. He does not give them freedom of making any decision. His leadership is dominated by threats and punishment for those who do not act as instructed by the leader. For those who excel as instructed by the leader are rewarded. In schools this type discourages the teachers and when it happens the head of school is out of the school some teachers do not go to class. Another type of leadership is *laissez faire*. This is a carefree type in which a leader leaves the employees to do what they like. In school setting and in any organization, this is very bad type of leadership because the teachers may not be serious in their work and therefore performance will not be good. The researcher decided to examine democratic and autocratic type of leadership for no head of school was expected to be *laissez - faire*. The researcher was interested to find out how qualification and their initiatives through leadership style of the heads of schools affected the

performance of students in the National Form Four Examinations in Moshi Rural District.

1.10 Operational Definitions

For the purpose of this study the following terms used were given the following operational meanings.

1.10.1 Student Performance

It refers to the accomplishment of a given task which is measured against predetermined standards of accuracy, completeness, cost, and speed. Performance of secondary schools means the rate of schools' students passing grades in national examinations [Students' overall examination scores].Hornby (2000) defines performance as how well or badly something is done. In this study student performance refers to the act of academic in which students deal with studies and how well they meet the standards set out by the authorities responsible. In this study the term school performance is defined as how well or poorly the expected standards in examinations are achieved.

1.10.2 Head of School

Hornby (2000) defines head as a person in charge of an institution. In this study head of school refers to a person in charge of a secondary school.

1.10.3 Student

According to Hornby (2000) a student is a person studying in a college, university or

a pupil in a school. In this study the word student is used to refer to a person studying in secondary school.

1.10.4 Efficiency

Hornby (2000) defines efficiency as quality of doing something well with no wastage of time or money. The term is used in this study to refer to the quality of carrying out the teaching and learning well to meet the laid down standards using the available resources.

1.11 Organization of the Study

This dissertation is divided into five chapters. Chapter one has given background of the problem, statement of the problem, objectives, significance, scope, delimitation of the study together with conceptual and theoretical framework. Chapter two presents the review of different, related literature and research gap. Chapter three consists of research methodology including: research design, area of study, target population, population and sample, technique and sample size and data analysis procedure. Chapter four is about data presentation and data analysis and discussions. Chapter five, the final chapter deals with summary of the study, conclusions and recommendations. The chapter ends by suggesting areas for more research.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of the literature related to the effect of heads of schools to students' performance on the form four national examinations. It consists of background to school administrators, causes of poor performance and roles and responsibilities of heads of schools. Later the chapter deals with importance of management, administration and leadership skills for secondary school heads to achieve quality education. Furthermore the chapter deals with factors that contribute towards good performance and finally the research gap is stated.

2.2 Background to School Administrators

Several literatures like books, journals and the internet were reviewed to find out what others say about performance due to the type of administration. Some literature gave the historical background of school administration while others came out with factors for good performance as the responsibility of administrators in any institution.

Bush (1995) argues that education administrators have been in schools since the 1800s. Prior to this, most students were taught in one-room schools with mixed ages, abilities and grades. Once the United States (US) population began to grow; school services began to grow also and become more specialized where a clear need for administrative and clerical work emerged. Around 1850, the idea of the "principal

teacher" developed. Principal teachers were the head teachers in high schools first, and eventually the trend continued through the primary grades. As population and schools grew, the teaching duties of these individuals were eliminated and administrative responsibilities grew. They soon became known as "principals" instead of "principal teachers." Other education administrator's roles also grew during this time. Eventually, a "superintendent of schools" position developed. This term grew out of other leadership positions of the time including railroad superintendents and plant superintendents.

Educational leadership positions vary according to the age of the students. Pre-school administrators, sometimes known as day care or early childhood administrators, have a wide range of job duties, as these positions require management of day-to-day activities, hiring, employee management, expenditures and the supervision of students. At the district level of education, assistant superintendents have highly specialized positions ranging from human resources, student services to curriculum and instruction. Assistant superintended, along with head superintendents, manager principals, schools and students. District administrators, who oversee the maintenance and care of the schools, are public voices for their particular districts, managers of student data and curricular standards and are the liaison between the buildings and the school board.

Educational administrators have education backgrounds similar to school guidance counselors, librarians, curriculum coordinators, educational specialists and teachers all over the world. Understanding the requirements and expectations of various other

educational jobs helps administrators lead others in an empathic capacity. Educational administrators usually have advanced degrees in teaching, administration or educational leadership. Most administrators have many years of experience as teachers, leaders and mentors. Additionally, many educational administrators are required to participate in ongoing training and professional development to learn new methods and policies of school leadership. Educational administration is a field of study and practice concerned with the operation of educational organizations. Bush, (1995) and Bush (2003) have argued consistently that educational management has to be centrally concerned with the purpose or aims of education.

These purposes or goals provide the crucial sense of direction to underpin the management of educational institutions. Unless this link between purpose and management is clear and close, there is a danger of “managerialism.” Management possesses no super-ordinate goals or values of its own (ibid). Administration and management are two terms that go hand in hand. In the school context, good management of secondary schools is a function of good administration which also has a strong impact towards the achievement of predetermined school objectives.

2.3 Heads of Schools and Contributions to Performance

According to literature causes of poor performance can be placed into two major groups. These categories are environmental and resource availability (HakiElimu, 2011). The environmental reasons include: political, economic, demographical, judicial, cultural and international aspects. On the other hand the reasons due to

resources include: weak administration in schools, poor educational infrastructure in teaching, lack of commitment in educational sector, teachers with low qualification and curricular problems. HakiElimu, adopted from Oduro, Dachi & Fertig (2008) pointed out that changes in education sector all over the African continent have focused on improving access to people in order to get education but quality of education has been given little attention.

The above reasons could have been the major cause of poor performance in examinations. There might be weak administration that is why all the other reasons lack of teaching and learning resources, poor teaching and learning environment and others have been there. HakiElimu (2011) also is of the opinion that the weak state of education might have been caused by the previous researches which mainly reported about poor teaching and learning infrastructures only and not the quality of the teaching personnel together with their teaching commitment and self-motivation (ibid). Quality of teachers and their commitment to teaching depend very much on the kind of school administration, leadership and management. These can make the teaching environment conducive for teaching and learning. In other words, it depends on how the heads themselves are committed to their work. They may, therefore be required to motivate the teachers in different ways such as making a follow up in the process of teaching and learning, making the whole school development plan which is achievable and supervise its implementation closely. Sometimes it is the role of the government to appoint and train the school heads. Wherever there is weak administration due to lack of training and experience, supervision in teaching and learning process will not be achieved and hence the performance will be weak.

Holzer & Schwester (2011), discussed about how to improve government performance. They were of the opinion that there must be knowledge sharing and that all professionals must be up to date. They suggested that professionals must read latest journals related to their professions, attend seminars and conferences. Through these they will share knowledge and experience. They say professionals must be innovative. According to Holzer & Schwester (2011) there is significant innovation in government and yet a significant amount of ignorance of innovation where some professionals resist to go beyond the borders of their own disciplines because of laziness or they are arrogant or lack of foundational knowledge necessary for improving their performance.

In this respect heads of schools in Tanzania have a chance to share knowledge on how to run their schools better and therefore attain high performance. They are united by Tanzania Heads of Secondary Schools Association (TAHOSSA) and hold conferences regularly. On top of that they carry out educational activities such as workshops and seminars to subject teachers, common local examinations like those of North Eastern Zonal Examination Syndicate (NEZES), Vunjo District Mock Form Two Examination Syndicate (VUDMOFES) and Vunjo Pre-national Examination Syndicate (VUPRENES). Some schools do not participate in these joint activities. This is evident that there is a certain amount of ignorance of innovation. This needs to be found out. Holzer & Schwester (2011) argue about the problem of budget process which is overly political and shortsighted in terms of knowledge investment. Some professionals do not see the need to pay for the academic journals, conferences, and professional association membership. This is true in Tanzania

whereby some heads of schools shy away from sending their teachers to workshops with budget limitation excuses. Sometimes they, themselves do not attend conferences where they could gather a lot of experiences.

The head of school is the one who is supposed to ensure that the factors for good performance are followed in school. Some heads in Moshi have managed their schools very well and the performances of their students are good. The problem remains to the heads whose schools perform poorly. It has been pointed out in TAHOSSA conferences that some heads lack good qualities as heads. The Regional Education Officer (R.E.O.) of Kilimanjaro announced several times, in 2012 that those heads of school who thought they did not manage the position of school head should inform him so that actions might be taken (TAHOSSA, 2012).

Holzer & Schwester (2011) suggest that public organizations need to learn from the successes and failures of other public organizations through sharing experiences, participating in conferences and joining internet-based networks to be well informed. On the other hand they insisted on measuring performance in order to identify the problems causing poor performance and rectify them. Holzer and Schwester are also of the opinion that managing people should go hand in hand with satisfying workers' needs so that they can achieve their personal goals and hence the organizational goals. Moreover, Reche, et al (2010) insists that in education, the presence of staff meetings where issues may be discussed and problems solved can contribute to good performances. This helps to create peaceful environment among workers where they will work happily and therefore improve the performance.

Heads of schools need to find out problems which cause poor performance. In case the problem is within their kind of administration, corrective measures should then be taken. Holzer & Schwester (2011) talked about measuring performance to improve performance. For example, in educational system there should be data to show if there is an improvement in standardized test score. When there is no improvement something must be done. They suggest that managers can use the data that performance measures provide to help to them manage. This may be done in three ways: One is to account for past activities, two is to manage current operations and three is to assess the progress towards planned objectives. These can help to show how efficiently resources such as finance, staff and others are being utilized and also seeing that the school is achieving its goals as stated in the long-range strategic plan. Every school needs to carry out performance measurement in every stage and not only waiting to see the results of the final examinations. Those who fail to assess themselves may not be able to supervise human resources which will interact with the other resources towards the planned targets.

According to Holzer & Schwester (2011), human resource management encompasses managing people's concerns, as managers who deal effectively with their concerns are more likely to achieve organizational goals. They have to satisfy the employee's needs. These needs range from job satisfaction, recognition of personal and group achievements, such as a competitive salary and safe work environment. Isaacs (1996) has this to say:

“Public organizations are dependent on knowledgeable, industrious, enthusiastic workers and harmonious relations between managers and employees”

In case of the schools, heads need better performance of their students in the national examinations.

Banerjee (2012) talks about aims of performance management as to establish a culture which individuals and groups take responsibility for the continuous improvement of business process and of their own skills and contributions. According to him performance management can also be used as an integrating process which engages various human resources management activities with business objectives of the organization. Banerjee is of the opinion of reward driven integration, which emphasizes the role of performance payment systems in changing organizational behaviour and the tendency of undervaluing the part played by other human resource development activities.

Also he is of the opinion of development driven integration, which stresses the importance of ensuring the appropriate human resource development activities are in place to meet the long-term objectives of the organization and on top of that, to ensure business needs and human resources are coordinated. Heads of schools are supposed to practice this in their schools. They should see the needs of the teachers and non-teaching staff and make sure they understand the needs of their schools and aim towards their achievement.

Banerjee (2012) suggests that each side should see the good quality of the other. This means a worker should value his/her work for the purpose of achieving higher while the manager should value the worker and avail the workers' needs. Lack of these may cause poor performance.

2.4 Roles and Responsibilities of Heads of Schools

Heads of schools play different roles as leaders, administrators and managers, while implementing their obligations. These terminologies are sometimes used interchangeably. For example, leadership and management are used interchangeably in the workplace but in theory they are two different concepts. While management is about coping with complexity by bringing order and consistency to an organization through planning, designing organizational structure and monitoring results against the plans, leadership is about coping with change by establishing direction through a clear vision of the future (Nguni, 2008). Leadership also aligns people by communicating the vision and inspiring them to overcome obstacles (hurdles). Administration, on the other hand is about implementing what has been planned and agreed for implementation. For example, administration proposes a budget and this budget is discussed by the management team, once agreed it is passed for implementation. The role of administration is to implement the budget within the budgetary limits. Each school should have its own plan which is achievable. There is no planning without budget. Poor planning will therefore cause low achievement towards the targets. Heads of schools therefore need enough knowledge about proper planning skills. When they lack skills poor planning may lead them to low performance.

Philemon (2012) has listed roles and responsibilities of heads of schools as follows: Planning, supervising and implementing the whole school development plan of the school, presenting the school development plan to the ward for the purpose of joining them with other schools development plans, to ensure that the implementation of

laws, principles and directives are used in the implementation of school activities and supervision of the accepted standards of education. Others are to prepare financial reports and present them to the ward, and district. School heads also have to supervise the implementation of the curriculum, to inform the school society and submitting regular reports about the schools. Further, the keeping of minutes of board meetings and ensure the implementation of resolutions are also the responsibilities of heads of schools.

Furthermore Philemon (2012) adds that in managing and leading staff for good performance, secondary school heads should devise ways of monitoring, providing support, challenging and developing staff to secure school improvement. These may be done by the heads of schools through maximizing the contribution of staff in improving the quality of education and students. Philemon also argued that heads of schools should plan, allocate, support and evaluate work undertaken by groups, teams and individuals, and ensure clear delegation of tasks and devolution of responsibilities.

Furthermore heads should implement and sustain effective system for the management of staff performance, incorporating appraisal and target for teachers, including targets relating to students' achievement. He then, added that heads of schools should motivate and enable teachers to develop expertise in their respective roles through high-quality continuing professional development. Lastly, heads of schools should ensure that professional duties are fulfilled, as specified in the terms and services of teachers.

Heads of schools should deploy all staff effectively in order to improve the quality of education provided. Also, heads of schools should work with the higher authority to recruit staff with the highest quality. Parents' opinions and those of the students on effective schools are necessary for the effectiveness and increased efforts of the teachers to apply interactive methods in teaching to maintain active or participative learning environment. The schools which perform better are those with better trained teachers and experienced graduates. Heads of schools should determine, organize and implement the curriculum and its assessment, monitor and evaluate them in order to identify and act on areas of improvement. Moreover, heads of schools should monitor and evaluate the quality of teaching and standards of learning and achievement of all students including the ones with special educational and linguistic needs, in order to set and meet challenging and realistic targets for improvement and also, they need to create and maintain an effective partnership among the staff and the community around the school (Philemon, 2012)

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According to Nguni (2008) heads of schools are the managers of school funds: They should manage the funds that are sent to school, and that which is collected at school for the purpose of financing school activities. They are responsible in receiving, keeping and spending school funds by following government regulations. School finance should be controlled according to the stipulated rules and regulations. Heads of schools should, therefore be conversant with the government financial procedures including knowledge of financial orders. It is necessary that vote books, warrant of funds, payment vouchers, cash register, store ledgers, bin cards, issue vouchers, and tender documents be familiar to the heads of schools. Heads of schools should also

know that school board, teachers and students have their part to play in the budgeting process and therefore involve them so as to avoid unnecessary misunderstanding among the stakeholders (Ibid). It is important, therefore for the heads of schools to use the financial resources efficiently and effectively to meet specific objectives in line with the whole school development plan something which will improve students' performance.

Furthermore Nguni (2008) said heads of schools should manage the school infrastructure: This task area refers to the activities related to up-keep and maintenance of school materials, equipment, facilities and other physical resources required to facilitate the provision of education, that is teaching and learning. These are: school buildings, laboratories and playgrounds. This can be done by repairing the buildings when necessary, keep the school environment clean and create conducive learning environment.

In short heads of schools are supposed to supervise the teaching and learning equipment, school buildings, books, playgrounds, teaching and learning aids and create attractive learning environment. Heads of schools have to manage relations: The roles of the head of school in this area include the following: to create a link between the school and the community around the school, to create and maintain a good image of the school, communicating information about the school to the community and from the community to school. In conclusion heads of schools are the key people towards the achievement of quality education. For heads of schools to make this a success, they have to play the roles of management, administration and

leadership. In order for them to manage these roles they must possess skills. Therefore there is a need to find out whether their roles affect form four students' performance in national examinations.

2.5 Heads of Schools' Initiatives towards Good Performance

Philemon (2012) on his paper presented during the seminar of heads of schools and Education Officers, sponsored by Agency for Education Development Management (ADEM) at Bagamoyo, Kahama, and Njombe, in Tanzania outlined important factors that contribute towards good performance in national examinations. In his presentation these factors are the curriculum, testing, teaching and learning equipment, supervision, presence of competent teachers, and good environment for teaching and learning, these factors can be summarized as in the diagram below:

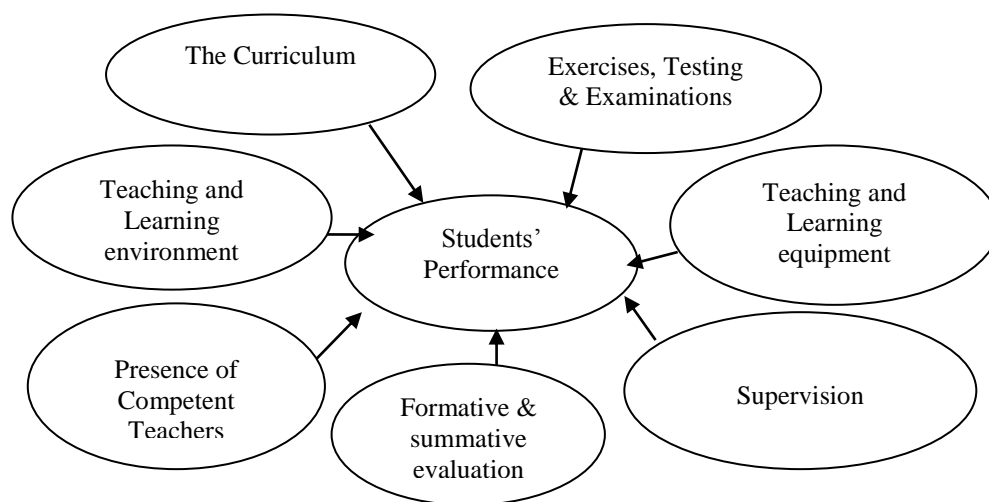


Figure 1.2: Areas that contribute towards Good Performance

Source: Adopted and modified from Philemon (2012)

Each school should have enough qualified, competent and committed teachers, something which will contribute towards good performance. Newly appointed

teachers should be received in schools and treated well. They should be directed on employment regulations, their rights and responsibilities. These responsibilities should be fairly distributed by the heads of schools considering their ability and needs. Heads of schools should make regular follow-up of teachers' attendance in classes and assess their teaching methods and advise them accordingly. Philemon (2012) pointed out that there are many schools with poor teachers' attendance in classes. He argues that heads of schools and other education leaders should create strategies which will attract teachers to remain in the schools in which they are posted. These leaders should also arrange for in- service training for their teachers.

All leaders at regional, district and school level are responsible to create conducive teaching and learning environment. These include availability of necessary services such as mid-day meals, water, electricity, teachers' quarters and dormitories or hostels. Heads of schools are the ones who have to plan and involve other stakeholders in education who will help to create such environment.

Nguni (2008) argues that effective school managers and school heads must balance their management tasks properly in that they have to manage the inside tasks of the school and the outside ones. The inside school tasks consist of the following: managing students, teachers, school resources and infrastructure, school time, school curriculum, teaching and learning process and financial management. On the other side the outside school tasks include the cooperation with the Ministry of Education and Vocational Training, District Administration, parents, non-governmental organizations and the community around the school.

Teaching and learning environment for the efficiency and effectiveness of education delivery are necessary in schools. These can be done by analyzing and evaluating of teaching process and the performance of students in their lessons. Each school should set academic standard which will simplify evaluating students' performance and bring efficiency. For good efficiency schools should ensure the following: the school has enough teaching and learning equipments, the teaching and learning environment is attractive and conducive and assessment of the school curriculum be done in order to identify areas for improvement and where to put more emphasis. Furthermore, follow ups should be made to ensure the shortfall observed in the assessment of the performance of students are rectified to enhance their development without forgetting disabled students and the ones with special needs. Parents should be involved so that they assist their children in the implementation of the school curriculum and also school heads must provide teachers' motivation especially the newly employed. Heads of schools should be initiative to balance their outside and inside tasks or responsibilities. Failure to this might affect the performance of the students.

2.6 Challenges facing Heads of Schools

2.6.1 General Challenges

Heads of schools in Tanzania face many challenges which affect the performance of the students. Some of them include lack of sufficient funds for procuring important teaching and learning resources and erecting necessary structures needed for delivering education. Nyandwi (2014), in his research found out that in some of the schools lacked enough teaching and learning resources as their heads had failed to

avail them. Some heads of schools, especially the newly appointed ones lack enough skills to manage the schools. Mito and Simatwa (2012) observed that newly appointed heads of schools in Dondo District in Kenya faced challenges like lack of enough finance and the skills to manage the finances to meet the required targets. Lack of finance and skills have negative impact to students' examination performance. Due to lack of enough finance especially in private schools, some heads of schools have failed to recruit enough competent teachers and supporting staff. . This is a big challenge to them. The ones with enough experience use their experience and initiatives to address the problems and hence manage to raise the performance of their students but the newly appointed find it difficult.

Euzebio (2010) talked about weak and ineffective school management as a big challenge which cause other challenges like irregular school attendance by both teachers and students. Others were failure to get teaching and learning materials and poor teaching by teachers. Angela (2014) observed that some school heads apply dictatorial technique in running the schools. This style causes conflict among teachers and school administration.

According to Angela's findings some of the heads of schools lacked skills to resolve conflicts when they occurred. The results of not resolving conflicts can result to poor physical teaching and lack of proper communication among teachers themselves and the school heads. Sometimes the conflicts are extended to students by punishing them unfairly. Conflicts cause poor performance of students. Angela suggests that heads of schools should acquire proper mechanisms of handling conflicts in their

schools for the purpose of improving students' performance by encouraging the teachers instead of demoralizing them.

2.6.2 Challenges of Leadership Style

Studies reveal that type of leadership applied by a leader can affect the performance of any organization. Johnson (2014) described five types of leadership and the ways in which they affect the performance of an organization:

Participative leadership: this is also called democratic leadership. This type of leadership value the input of the team members and peer, but the final decision making remains the responsibility of the participative leader. The advantage of this type of leadership is that it boosts the morale of employees and helps these employees to accept changes easily because they are allowed to take part in decision making process. On the other hand it is difficult to make decision in a short time. In education participative leadership style encourages teachers to work hard and hence improve the performance of their students.

Another type of leadership style, according to Johnson (2014) is autocratic (authoritarian) leadership. This style of leadership allows the leader to make decisions alone without the input of the others. Leaders possess total authority and impose their will on employees. No one challenges the decision of autocratic leaders. This type of leadership is good to employees who require close supervision such as the ones with little skills of work. Babyegeya (2002) claims that such type of leadership gets work done through threat, punishment and evoking fear. In

educational setting this is not a suitable way to motivate teachers. However it is necessary to apply it at a certain degree especially when time is not enough to involve others.

The third type of leadership style is *laissez-faire*. This is the type that lacks direct supervision of employees and fails to provide regular feedbacks to those under that leadership. Highly trained and experienced workers requiring little supervision would fit under *laissez-faire* leadership style. However, not all the employees possess those characteristics. It can lead to poor production due to lack of control and increasing costs. In education it is unsuitable because it would affect students' performance as education delivery requires trained personnel and close supervision for good performance.

The next leadership style as observed by Johnson (2014) and Riggo (2014) is transformational type of leadership style. This type depends on high level of communication from management to meet goals. Leaders motivate employees and enhance productivity and efficiency through communication. Leaders delegate some tasks to their subordinates to accomplish goals. This can be applied in education to improve the performance of students because communication and delegation are needed to bring good performance of students in examinations. Transformational leadership is sometimes called Charismatic leadership because transformational and Charismatic leadership share multiple similarities in achieving the objectives of the organization (Riggo, 2014). Charismatic leadership style is the one which a leader has natural ability to attract people to do something to achieve a goal (Day, 2011).

Their major differences are focus and audience. While Charismatic tries to maintain the status quo, Transformational leaders focus on transforming the organization into leader's vision. To achieve high performance heads of schools should apply the use of setting visions for future of their students.

Transactional is another type of leadership style. Johnson (2014) tells us that leaders using transactional leadership style manipulate the employees to work hard for high production by applying reward and punishment method. The leaders and employees set predetermined goals together and the employees agree to follow the agreed direction towards the goals. Leaders possess power to review results and train or correct the employees when they fail to meet goals. Good performers receive rewards like bonuses while those who fail are punished. In educational setting heads of schools should apply some of the good applications from this style. Correcting or training the teachers should not wait for the end results. It should be continuous so as to avoid waiting for students to fail and then take action. Moreover rewards encourage teachers to work hard to achieve good performance of the students. The schools which offer bonuses to their good performers always have good performance.

From the above explanation there are challenges which affect heads of schools depending on the ability and circumstances facing them. These challenges affect the schools and particularly the performance of the students. Therefore there is need to find out whether such challenges face the heads of schools in secondary schools in Moshi Rural District and hence affect the students' performance.

2.7 Researchers on Heads of Schools and Students' Performance

Researches have attempted to find out the causes of poor performance in secondary schools and have come out with several problems. Some of these problems include: lack of enough teaching and learning resources, shortage of teachers, low morale of teachers in teaching, presence of incompetent teachers and language barriers.

Kabendera (2009) did a research on the heads of schools effectiveness in implementing the objectives of Secondary Education Development Program (SEDP), a research that was conducted in Ngara district, Tanzania. His findings revealed that the SEDP objectives were being achieved though at a very low pace. Some of the limitations that his research found towards the achievement of these objectives were lack of administrative skills among the heads of schools, lack of awareness on the plan objectives, failure of the government to meet financial support to the schools as it was in the SEDP strategic plan, lack of guidance and counseling teachers in schools, poverty and illiteracy, infrequent school inspection and finally the political interference. In fact, Kabendera is of the opinion that more research should be done on effectiveness of heads of schools to improve performance of students. From Kabendera's findings it is obvious that something should be done to enable heads of schools to possess administrative skills needed for the implementation of school activities, preferably the school heads that do not possess such skills. On the other hand, Simkins, et al (2003) observe that the role of school leadership in developing countries is under-researched. Reche, et al (2012) observes school administration as something which plays a vital role in academic performance. They are of the opinion that lack of regular staff meetings contribute to poor performance. Absenteeism of

teachers from work is another thing which lowers performance in examinations. Absenteeism occurs depending on the type of leadership in school, mainly where administration is weak (ibid). They also observe that teachers' turnover has a big impact on the performances where they pointed out frequent and unnecessary transfers as an example of turnover. Some teachers abandon teaching and look for other jobs. In most cases administration may be the cause. Most teachers are overloaded by having a big number of periods per week. This reduces efficiency in class and therefore causes poor performance in examinations. Lack of motivation was also observed by Reche where about 66% of the teachers interviewed lacked motivation.

Basil (2013) did a research in Nyamagana District in Mwanza City, on how motivation to teachers affects students' performance. He found out that most teachers are not motivated enough and therefore suggests that the government should motivate the teachers by having effective administration beginning with heads of schools who should liaise with the ministry or owners of schools so that they allocate enough budgets to the schools. There is a distance between the teacher and the government. Basil did not talk of how coordination between schools and the government should be. He did not even point out the roles of heads of schools who must act as a link between the two parts.

Suleiman & Rakesh (2006) did a research on Secondary Education in Tanzania – Key Policy Challenges. They observed that there was lack of competent teachers, shortage of teaching and learning resources and important buildings like libraries and

laboratories. Heads of schools should see this and raise their voices to seek solution.

Komba, et al (2013) did a research in schools in Moshi Rural and Moshi Municipality on “Factors Influencing Academic Performance of Ward Secondary Schools” and found out that there was no impressive performance in the schools they visited. The major problems they found out were limited number of teachers per subject, lack of conducive teaching and learning environment, shortage of teaching and learning materials, presence of unqualified teachers, lack of reliable libraries and laboratories and weak communication among teachers, parents and students. They also observed poor class attendance by both teachers and students.

Machumu and Kilungwe (2013) did a research in Bunda District in Tanzania to find out if school heads applied discipline management in improving the performance of their students. By discipline management they mean the ways in which school heads can incorporate different stakeholders to improve performance of students. Their findings revealed that students in schools whose heads applied discipline management had good performance while those who did not apply it had poor performance.

Vumbi (2013) did a research in Temeke District in Dar-es-Salaam on why the Community Based schools performed poorly and came out with the finding that one of the contributing factors to the failure was poor management of the schools due to poor planning, poor coordination and directing all assets towards good management. He emphasized on the division of work and specialization for better performance.

The researcher used the experience of the previous researches and compared to schools in Moshi Rural to find out whether heads of schools in Moshi Rural faced similar challenges. Different researchers like Komba, et al (2013), Suleiman and Rakesh (2006), Reche, et al (2012). Kabendera (2009) and others pointed lack of resources like funds, teaching and learning materials, buildings and shortage of teachers as the causes of poor performance. None of them pointed out the heads of schools as contributing factors to the students' performance in the national examinations.

2.8 Research Gap

As it has been observed from the above researches, several causes of poor performance have been pointed out such as shortage of teachers, shortage of teaching and learning materials, lack of important buildings, lack of favorable teaching and learning environment and lack of motivation to teachers and teaching morale. The contributions of these researchers towards improving the performance of students are vital. However, these researches were done in different areas far from Moshi Rural District which have different geographical features, cultural practices and economic capabilities. There is no research which has looked specifically on contribution of heads of schools to students' performance in national examinations. This study, therefore intended to find out whether the heads of schools have any contribution on the form four students' national examinations' performance in Moshi Rural District.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methods that the researcher used in the study. The chapter comprises the subsections such as the research design, target population, population and sample, sampling procedure, sample size and determination of sample size. Other subsections are: research instruments and data analysis procedure.

3.2 Research Design

Research design is defined as an arrangement of condition for collecting and analyzing data for the aims of combining research purpose with economic procedure (Seltiz, 1989). The study used descriptive survey as a research design because of the size of the population selected by the researcher. A cross-sectional survey, which is a type of descriptive survey, was incorporated in the collection of substantial data for the completion of this work. On the other hand this research also used the researcher spent some time to observe circumstances as they took place in the selected schools. Since the researcher intended to make observations and interviews with the heads of schools; the design enabled the researcher to make an actual understanding of the real challenges within the schools.

3.3 Area of the Study

This study was carried in Kilimanjaro region. The region is located in the north-eastern part of Tanzania Mainland. It lies south of the Equator between latitudes $2^{\circ} 25'$ and $4^{\circ} 15'$. Longitudinally, the region is between $36^{\circ} 30''$ and $38^{\circ} 10' 45''$ east

of Greenwich (Komba, 2013). Kilimanjaro region has seven administrative districts. These are: Moshi Urban, Moshi Rural, Hai, Siha, Rombo, Mwanga and Same, (TAHOSSA). The sample cases of this study were from Moshi Rural District. The area was selected purposely because it is where the researcher lived so it would be easy for him to visit the sample schools at a minimal cost. The area also had a number of secondary schools that marked the basis for this study, that is under, medium and higher achieving schools which could be obtained in any other region.

The study covered fifteen schools within Moshi Rural district. The reason for picking 15 schools was that the number was small enough for the researcher to afford its costs and time and also big enough to be representative of the other schools in the district. Five schools were selected from the most under-achieving schools which were earmarked to be the following: Ifati, Rukima, Kisuluni, Mrereni and Kilimani secondary schools. Five others were from the medium- performing schools. These were proposed to be the following: Malang'a, Olaleni, Mwika, Pakula and Himo secondary schools. The last group was the higher achieving schools in the district. These were St. James' Seminary, Maua Seminary, Agape Lutheran Junior Seminary, Marangu Secondary school and Scholastica Secondary school. The choice of these schools was done following the Zonal Mock Examinations results 2013 in which these schools ranked district-wise.

3.4 Target Population

Population refers to the entire number of people or things of interest that the researcher wishes to investigate. It forms the base for which the sample or subject of

the study will be drawn (Bryman, 2008). The target population of this study included 90 O – Level secondary schools in Moshi Rural District, in Tanzania which had a total of 36,791 students and 1,242 teachers (DSEO's office- Moshi 2015).

3.5 Population and Sample

Population can be defined as a number of people or things taken from a large group and used in test to provide information about the group (Hornby. 2000) According to Kothari (2004), sample is the selection of some parts of an aggregate or totality of what the population is made.

3.6 Techniques and Sample Size

3.6.1 Sampling Technique

Sampling is a systematic technique of choosing a group of individuals, which is small enough for convenient data collection and large enough to be a true representative of the population of which it has been selected. It is concerned with the selection of the subject of individuals from within a population to estimate the characteristics of the whole population. The researchers must do sampling because it minimizes cost, data collection is easier, fast and also the data collected are small enough to handle, improve accuracy and quality of data (Creswell, 2008). Sample size is the number of items to be selected from the population to constitute a sample which should neither be too big nor too small but of an optimum size (Kothari, 2004). In this study the sample size constituted 180 respondents including: 15 heads of schools, 90 teachers and 75 students.

The researcher employed simple random sampling to select fifteen (15) schools out of ninety (90) O-Level secondary schools in the district. This was about 16% of the schools in the district. The number was neither too big nor too small to handle and provide the reliable data. Random sampling is a probability form of sampling whereby the researcher randomly selects a group of respondent by giving all equal chance of selection (Kothari, 2004). Random sampling was most appropriate for selection of sample schools because all secondary schools had equal chance to be selected as a representative sample. This means there was no biasness. The names of the 90 schools were arranged rank-wise following the Zonal Mock Examinations results 2013 and stratified into three groups to get high, medium and low performing schools. Each category had 30 schools. Names of these 30 schools from each category were put in a box and mixed thoroughly. Starting with higher performing schools five names were picked from the box, one after another to represent that category. The same operation was repeated with five names of medium and then five underachieving schools.

At the end of this activity the researcher had 15 schools for the study. This technique was applied because it gave equal chance to the schools in each category to be selected. Heads of schools were 15 who were from the chosen schools.

The teachers and students were selected purposively from the sample schools (six teachers and five students from each school) because the researcher believed they possessed the required information. According to Kothari (2004) purposive sampling is a non- probability sampling in which the researcher intentionally picks sample

from the population because he is sure they will be able to supply the required information.

3.6.2 Determination of Sample Size

The researcher used purposive sampling to select five students from each of the sample school. This number was selected because it was small enough to enable the researcher afford its cost and would not consume much time to collect and analyze data so as to minimize errors. One class prefect was purposely selected from each class from Form One up to four together with the school head prefect. The same operation, that is purposive sampling, was applied to get the sample of teachers. Here the researcher took six teachers. This was because the teachers could supply much information about teaching and learning activities in their schools and that of their school head.

Again this number was small enough for the researcher to handle in less cost and time and also big enough to be representative. Here influential teachers like the deputy head of school and academic teacher were picked. Others included heads of department from Science, Social Science, Mathematics and Languages. This selection enabled the researcher to get representatives from all the core subjects. Purposive sampling is said to be biased if not carefully done Kothari (2004).

3.6.3 Proportion of Sample Size

The respondents involved in the data collection included 15 heads of schools, 90 teachers and 75 students as shown in table 3.1 below.

Table 3.1: Proportion of Sample Size

WARD	GENDER				TOTAL	PERCENT
	Male	Percent	Female	Percent		
School Heads	12	6.7	3	1.6	15	100
Teachers	56	31.1	34	18.9	90	100
Students	37	20.6	38	21.1	75	100
TOTAL	105	58.4	75	41.6	180	100

Source: Field data, 2015

Table 3.1 shows that 58.4 (105 out of 180) was males and 41.6% (75 out of 180) were females. This indicates that there were more males than females which were beyond the control of the researcher. This occurred because the researcher requested them purposively according to the positions they held as heads of schools, heads of departments and students' leadership.

3.7 Research Instruments

Research instruments are the tools used by a researcher to collect information (Kothari, 2004). This study used four research instruments which were questionnaires, interviews, direct observation and documentary review.

3.7.1 Questionnaires

A questionnaire is a tool for data collection which consists of typed or printed questions in a definite order on a form or set of forms (Kothari, 2004). Questions were prepared well in advance and the researcher physically provided them to the respondents who answered and returned them to the researcher. The use of questionnaire as a method provided the researcher with substantial quantitative data that were used in the analysis of the results. There was a questionnaire for teachers and students for the purpose of this study. By using the questionnaire the researcher

got information about strengths and weaknesses of the school heads as expected and also presence or absence of necessary education resources and the ways in which the supervision of teaching and learning process in schools took place.

3.7.2 Interviews

This is a tool of collecting data which is done through asking the respondents face to face or oral questions which act as oral-verbal stimuli and oral-verbal responses (Kothari, 2004). The researcher used interview in collection of data from heads of schools. The researcher used the prepared interview guide in conducting the interview with heads of schools. He also asked additional questions during the interview. This exercise enabled the researcher to solicit information about the school heads' experience in teaching and leadership, how the school was administered and challenges faced the administration. It was necessary to use interview to heads of schools because they were the ones who possessed some important information which nobody else could provide in the schools. In general interviews are important because the researcher and the interviewee come together and interact. In the course of interview the participants may ask for clarification where a question asked is not clear. This is not possible when using questionnaires. Much information may be collected within a short time since the questions are asked and answered on the spot. Also the researcher may observe things naturally as they occur when carrying out interviews.

3.7.3 Observation

Observation is a tool of data collection which involves the researcher's own direct

observation without asking any respondent (Kothari, 2004). The researcher visited the site to examine what was taking place in schools and then recorded what he observed. This observation entailed the actual examination of the presence of physical facilities such as the classrooms, laboratories, teachers' houses, teaching and learning equipments and other physical resources. This was important because it provided data like presence and the state of resources that helped towards the completion of this study (See check list on Appendix IV).

3.7.4 Documentary Review

The researcher needed to observe the extent to which students performed in examinations both local and national. In this regard he did documentary review. The term documentary is an adjective derived from the noun "document" to refer to an original or official paper relied upon as the basis, proof or support of anything else, including any writing, book or other instrument conveying information pertinent to such proof or support (Hornby 2010) The researcher used this tool to get the number of schools, students and teachers in Moshi Rural District when he visited the office of DSEO in Moshi. He also got the National Form Four results for five years starting from 2010 from the offices of heads of schools in Moshi Rural District. In few schools where the results were not readily available the researcher got them from the internet. The data obtained from DSEO'S office enabled the researcher to select sample from the whole population while the examination results helped to categorize the sample schools. Examination results were analyzed and presented in tables to make comparison of each category of sample schools to see how performance was in the previous years.

3.8 Data Analysis Procedure

Data analysis is the computation of certain indices or measures along with searching for patterns of relationship that exist among the data group (Kothari, 2004). The process of data analysis was done through organizing and breaking bulky data into manageable units. These data were then coded and analyzed using the Statistical Package for Social Science (SPSS). Data management and analysis included the use of tables, charts and graphs in order to shorten the writing of bulky explanations. The findings were presented depending on the trend of the data obtained. The data obtained through direct observation were interpreted qualitatively. Qualitative analysis is the analysis that uses subjective judgement based on unquantified information like management expertise or labor relation.

In this research qualitative analysis has been used by saying how well or bad was the circumstance; describing the existence or absence of teaching and learning materials has been done qualitatively. Through interview data were collected and interpreted quantitatively. This is the analysis that involves statistics and numerical calculation. In this research statistics have been used to show how many respondents responded positively or negatively and comparisons were made percentage-wise to enable the researcher to draw conclusions. These were presented in tables, graphs and charts. These were also simple to create and easy to interpret. The data collected using questionnaires and documentary reviews were tabulated and their frequencies presented in the form of tables, graphs and charts to represent quantitative data. The reason is that they are simple to construct and much data can be represented by using them.

3.9 Ethical Consideration

The researcher politely requested the respondents to respond to his interview and questionnaire after assuring them that their responses would be confidential and that their information would not be handled by anybody else other than the researcher himself for the expected purposes only. After data collection confidentiality was highly adhered to. In each case the respondents were highly thanked.

CHAPTER FOUR

4.0 DATA PRESENTATIONS, ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter presents analysis of data and discussion of the findings in relation to the objectives of the study. Questionnaires were used to collect data from teachers and students while interviews were used to collect data from heads of schools. Direct observation was applied to see the infrastructure of the schools and documentary review helped to collect valid data from office documents, internet and other researches. Responses “agree and highly agree” were both regarded as “agree.” The same applies to “disagree and highly disagree” were regarded as “disagree.”

4.2 Qualifications of Heads of Schools

The aim of this objective was to find out the qualifications and experience of heads of schools. Information for this objective was obtained through four (4) questions answered by heads of schools, teachers and students.

4.1.1 Level of Education

This question aimed at finding the levels of education and experience of heads of schools to see if they had enough competencies. The question was answered by heads of schools themselves and their responses were as shown in Table 4.1 below:

Table 4.1: Level of Education and Experience of Heads of Schools

Level of Education	GENDER		RESPONSES	
	Male	Female	Total	Percent
Diploma	6	1	7	46.6
Bachelor Degree	5	1	6	40.0
Master's Degree	-	1	1	6.7
PhD	1	-	1	6.7
Total	12	3	15	100

Source: Field data, 2015

Some of the heads of schools (7 out of 15) had Diploma had graduate teachers in their staff. This could make these heads to feel inferior in front of their teachers with degree and therefore they failed to assess and advise them. This can have negative impact to school performance if some teachers deliver below standards. It is recommended by MoEVT (2013) that a head of school ought to possess equal or higher level of education than that of their subordinates. The examinations results in these schools were very poor in five schools which were sampled as low performers. Two schools had moderate results and in the sample they were in the medium performers. These results indicate that level of education matters in effecting good performance.

There were six (6) school heads with Bachelor degree and under them were other teachers with the same or lower level of education. Three schools with such heads fell under medium performing schools of the sample schools. The schools of the other two school heads with degree level fell in high performing schools of the sample schools. One head of school had a master degree .The performance in that school was observed to be very good. Students' discipline was also good which

might have contributed to good performance. Having a higher level of education than that of the teachers under a head of school is a good motivation which can make the teachers listen and take advice from their head of school. This school fell under the high performing schools. Another school head had a PhD. His school performed very well in National Examinations. His students were also highly disciplined something which contributed to good performance. This school was in the higher performing schools of the sample also.

From the findings, all heads of schools assessed were trained teachers but those with diploma could improve their efficiency if they pursued degree courses so that they might increase their skills and esteem to enhance good performance. Good performance was observed in the schools with long experience heads of schools and poor performance in schools with heads with little experience. 6.7% (1 out of 15) respondents said he had been a teacher for less than two years. 46.7% (7 out of 15) respondents had the experience of between two and five years. 13.3% (2 out of 15) respondents had experience of between six and ten years in teaching profession. Other 13.3% (2 out of 15) respondents had been teachers between eleven and fifteen years. Only 6.7% (1 out of 15) respondent had experience of between sixteen and twenty years. Lack of enough experience might be one of the causes of such poor performance which might be due to naivety in their new responsibilities.

The researcher analyzed the three levels of schools selected as sample and found out that the schools that had enough teaching and learning equipments together with close supervision of teaching and learning process had the highest performance.

There were five schools in each category. The high performing category had a total of 2444 candidates and the scores were as follows: 532 out of 2444 (21.76%) scored division one, 640 out of 2444 (26.1%) scored division two, 479 out of 2444 (19.59%) scored division three, 432 out of 2444 (17.67%) scored division four and 01 out of 2444 (0.04%) scored division zero. Out of these five schools three had their heads with more than five years in administration and majority in their schools scored division one and two only. This is an indication that experience is one of the factors for good performance.

The second level had 35 out of 2222 (1.57%) scored division one, 199 out of 2222 (8.95%) scored division two, 426 out of 2222 (19.17%) scored division three, 479 out of 2222 (21.55%) scored division four and 1044 out of 2222 (46.98%) scored division zero. This is the outcome of lack of enough resources, experience and supervision in teaching and learning process as well as failure to avail necessary infrastructure.

The underperforming schools were also five with total of 4241 candidates. 6 out of 4241 (0.14%) scored division one, 37 out of 4241 (0.87%) scored division two. 205 out of 4241 (4.83%) scored division three, 919 out of 4241 (21.66%) scored division four and 788 out of 4241 (18.58%) failed. These schools had an acute shortage of teaching and learning resources which contributed to many failures. Heads of schools failed to liaise with responsible stakeholders to ensure availability of enough resources and infrastructures. These contributed to poor performance of the students in National Examination (Source: Field data, 2015).

4.2 How Heads of Schools Played Their Roles

This objective intended to assess how well or badly the heads of schools implemented and their roles to affect the performance of the students.

4.2.1 Transparency in Selection of Library and Supplementary Materials

The aim of this question was to find out whether heads of schools kept a system of selecting and using the library and other resource materials clear and transparent to teachers. Teachers responded to this question. Their responses were as shown in the table 4.4 below:

Table 4.2: Transparency in Selection of Library and Supplementary Materials

Response	Frequency	Percent
Strongly agree	26	28.8
Agree	49	54.4
Have no opinion	8	8.8
Disagree	4	4.4
Strongly disagree	3	3.3
Total	90	100

Source: Field data, 2015

83.2% (75 out of 90) agreed that heads of schools were transparent in selection of library and other materials while only 7.7% (7 out of 90) disagreed and 8.8% (8 out of 90) had no opinion. It is the responsibility of heads of schools to keep the use of the library and other resources clear and transparent. This big number shows that their school heads did not do so. It is obvious that some schools lack clarity and transparency. Clarity and transparency are the ways of making things open to everyone which will lead to the targeted goals. Heads of schools should therefore ensure the availability of library and other resources are in school, in order and are used by teachers to bring about good performance.

3.3% (3 out of 90) respondents strongly agreed. This means that the heads of schools in their respective schools did not consider the system of using the library and other resources as something which is good for teaching and learning hence difficult to achieve the goals without using resources.

4.2.2 Equality in Resource Distribution

The purpose of this question was to find out if heads of schools distributed resources equally to all teachers in the schools. The question was responded by teachers and their responses were as in figure 4.1 below.

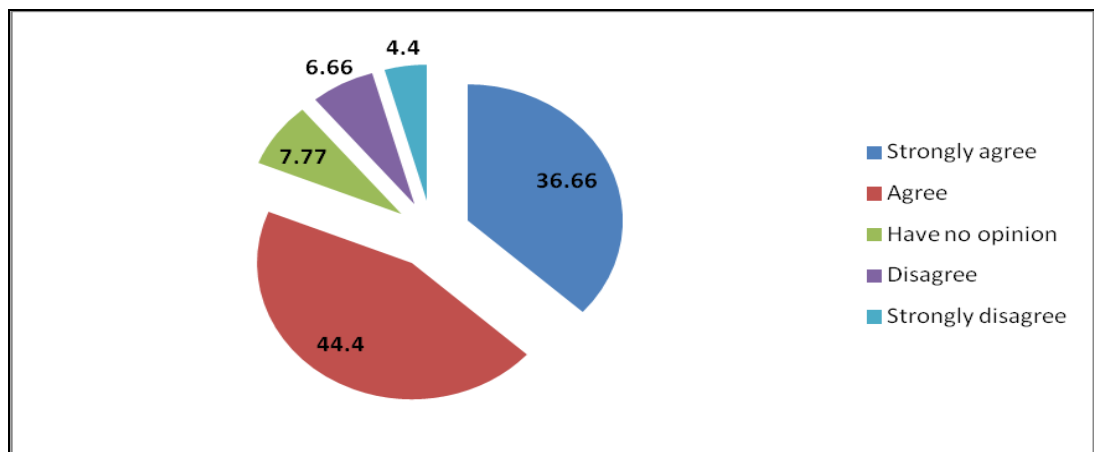


Figure 4.1: Equality in Resource Distribution

Source: Field data, 2015

43.2% (39 out of 90) respondents agreed that there was equality in resource allocation.’ It reflects that they got the resources equally distributed to them no matter if they were enough or not. The datum is too small to conclude that the resources were equally distributed in all schools and this can highly affect the expected performance. 7.7% (7 out of 90) respondents were for ‘have no opinion.’

48.9 % (44 out of 90) respondents chose ‘disagree.’ This means they contended that the resources available were not equally distributed to them. Disparities in resource allocation have an effect on teachers’ ability in performing their responsibilities as they should. The result of this is that it might distress teaching to some teachers and therefore cause poor performance.

4.2.3 Encourage Teachers to Willingly Prepare Lessons

The question aimed at finding out whether heads of schools encouraged teachers to prepare schemes of work and lesson plans willingly. The question was attempted by teachers. Their responses were as shown in figure 4.2 below:

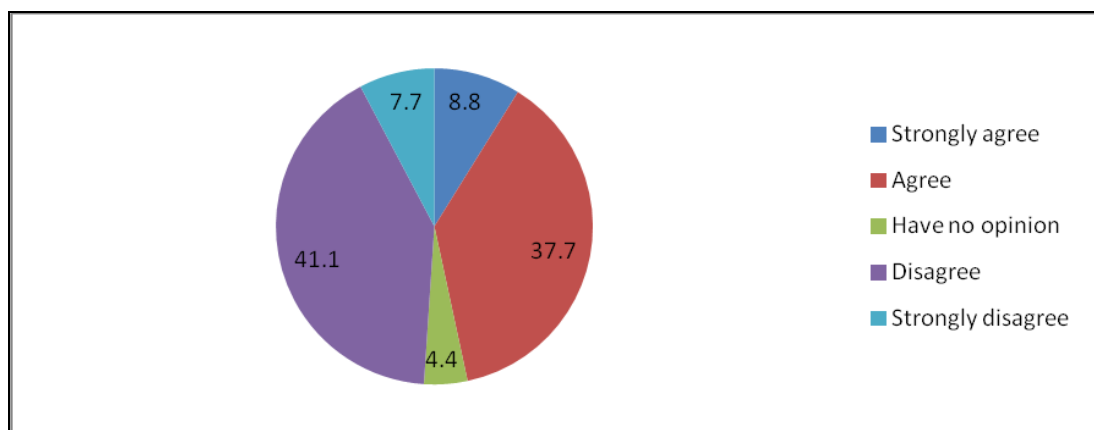


Figure 4.2: Encourage Teachers to willingly prepare Lessons

Source: Field data, 2015

46.5 % (42 out of 90) respondents agree that heads of schools encouraged them to willingly prepare lessons. This can be interpreted that they were encouraged to prepare schemes of work and lesson plan but not very strictly. It can make some teachers not to prepare lessons and cause poor performance if teachers go to classes without enough preparations. A shank (2010) suggests that managers should know

that employees are motivated differently in order to make them work efficiently. He argues that managers should apply appropriate means of motivation in each case to ensure work is done to increase production. The same techniques can be applied by school heads to increase students' performance. Those who prepare lessons well always should be congratulated while those who do not to be reprimanded. Basil (2013) observed that many heads of schools required their teachers to spend their extra time and week-ends to prepare lessons but none of them provided any incentives for those who did well. This has a demoralizing effect which may cause poor performance because many teachers might prepare the teaching documents to please their school heads and not for using in teaching process and hence not carefully done to effect good performance.

4.4% (4 out of 90) respondents opted for 'have no opinions.' 48, 8% (44 out of 90) teachers selected 'disagree' meaning the heads of schools did not encourage teachers to make teaching preparations. Presentation of lessons which have not been prepared might fail to meet the expected targets and hence cause poor performance. Carnegie (2012) observed that heads of schools require teachers to use their extra time to prepare lessons, mark students' exercises and others but school heads do not reward the good performers something which has an intimidating effect. Holzer and Schwester (2011) maintained that where managers encourage employees; these employees value work and performance increases. On the other hand, Banerjee (2012) is of the outlook that if people are sure they could be fired for not completing a task they can even postpone lunch to accomplish that task but if no punishment they will not bother to complete a task. He therefore suggests punishing those

employees who do not prepare their lessons and reward those who do by such forces. Such forces will enable the performance to improve.

4.2.4 Allocation of Different Responsibilities to Teachers

This question sought to find out if heads of schools allocated some of their responsibilities to different teachers or they overburdened themselves by carrying all of them alone. The responses are shown in Table 4.5 below:

Table 4.3: Allocation of different Responsibilities to Teachers

Response	Frequency	Percent
Strongly agree	6	6.6
Agree	39	43.3
Have no opinion	3	3.3
Disagree	41	45.5
Strongly disagree	1	1.1
Total	90	100

Source: Field data, 2015

49% (45 out of 90) respondents agreed.’ The meaning of this is that their heads of schools trusted these teachers to the extent of making them help them in some of the tasks of the school heads. This is good as it lessens some of the burdens of the school heads and hence may have ample time to supervise education delivery for good performance of students since it reduces the load from the school heads to let them do other duties like supervising teachers in the teaching and learning process. The result of this is lack of supervision which can lead to poor performance. Banerjee (2012) added that deputies allocated with different responsibilities should not be interfered by the managers but managers should observe and take corrective actions on deviations from the plan. In schools heads of schools can leave their deputies to act accordingly, while they supervise education delivery to improve performance of

the students. 3.3% (3 out of 90) respondents selected 'have no opinion.' 46.6% (42 out of 90) respondents disagreed showing that their heads of schools did everything themselves and did not allocate responsibilities to teachers. In this regard such heads of schools were overloaded and lacked enough time to accomplish some of important tasks like supervision of teaching and learning processes and poor performance can easily occur for lacking supervision. Holzer and Schwester (2012) suggest that heads should delegate responsibilities to subordinates and coach them on how to carry out different responsibilities but not abdicating. School heads should coach their deputies after appointing them so that they might perform their duties well and improve performance of students.

4.2.5 Keeping Record of Teachers' Work

The purpose of this question was to find out if heads of schools made sure that teachers kept records of their work. Teachers gave the responses on this question and the findings are as shown in and figure 4.3 below:

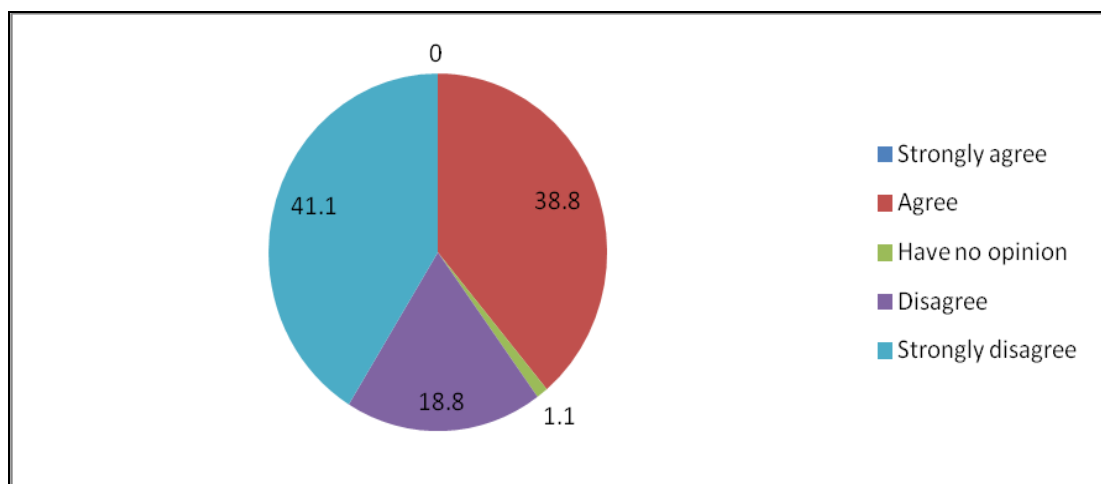


Figure 4.3: Keeping Record of Teachers' Work

Source: Field data, 2015

38.8% (35 out of 90) respondents agreed meaning records were kept but not very strictly insisted by the school heads. There are different teachers with different individuality. When no strict follow up towards keeping records some of teachers may not keep records at all, until reminded but the committed teachers would not want to be pushed. In reality, not all the teachers keep records without being reminded. Reminding teachers should, therefore be done frequently and these records should be regularly submitted for proving. This can help to improve the performance of students. Ibara (2010) asserts that without records there can be no accountability.

He further maintains that quality performance, task accomplishment, and measurable outcomes are increasingly important responsibilities all of which depend on the accessibility of usable records. One cannot expect good performance without proper records. 1.1% (1 out of 90) ticked 'no opinion.' whereas 59.9 % (54 out of 90) respondents disagreed. To them no follow-up was made to ensure they kept records of their work. Incase no follow-up was done teachers did not keep any record, something which is bad for academic progress. Responses show many heads of schools do not make sure teachers keep records of their work. This can affect education provision much because it will not be easy to know what has and what has not been taught. Lack of records can make some of important subject matters to be forgotten hence leading to poor performance. Amanchukwu (2015) contends that excellent school record behavior creates effective school management for educational management system.

4.2.6 Stimulation of Community Interest and Participation in School Activities

This question sought to know if heads of schools invited the community to participate in various school activities. It also sought out if heads of schools stimulated the interest of the community towards school activities. The question was answered by teachers and their responses were as in Table 4.6 below:

Table 4.4: Stimulation of Community Interest and Participation in School Activities

Response	Frequency	Percent
Strongly agree	9	10.0%
Agree	21	23.3%
Have no opinion	20	22.2%
Disagree	33	36.6%
Strongly disagree	7	7.7%
Total	90	100%

Source: Field data, 2015

33.3% (30 out of 90) respondents agreed that heads of these teachers invited community members to help in doing school activities. Where this was done it helped to save finance which would therefore be used in a different way to improve academics, for example buying books and other teaching and learning materials. Again members of the community feel ownership of the school if they were involved in school activities and would keep on supporting the school. Danny et al, (2004), is of the opinion that community participation promotes sustainability because community members have the feeling of ownership of their community and can develop confidence and the skills to sustain development once the extra resources have gone. 22.2% (20 out of 90) teachers had no opinion.’ This may indicate that they had never seen the community members working in their schools. 44.3% (40 out

of 90) respondents disagreed. The interpretation of this is that heads of such schools never invite members of the community to do school activities. Holzer and Schwester (2012) talked about increased involvement of citizens towards the organization's achievements. On the other hand MoEVT (2012) suggests the establishment of relations between school management and the community around it to enhance the improvement of school performance.

4.2.7 Collaboration with Community in Community Activities

This question tried to find out if heads of schools collaborated with the community around the schools to do some of the community work. The question was answered by teachers and their responses are summarized in figure 4.4 below:

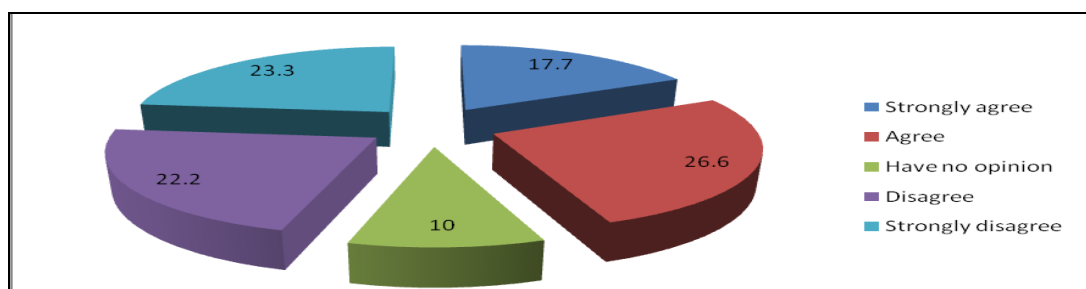


Figure 4.4: Collaboration with Community in Community Activities

Source: Field data, 2015

About 44.3% (40 out of 90) respondents agreed that their schools participated in doing community activities. This helped to form good relationship between the schools and the communities around them. When the relationship is good the discipline of the school can also be good because the community members will help to report students and teachers who are indiscipline like truancy or the alcoholic and hence help to create environment for good performance. 10% (9 out of 90) respondents opted for 'have no opinion.'

Furthermore 45.5% (41 out of 90) respondents disagreed. This means that there was no collaboration between heads of schools and the community around these schools. Lack of collaboration may make some of the community members have negative attitude towards the schools around them. If care is not taken sabotage may be done to such schools by unfriendly community members. Sabotage can affect performance of the students if important infrastructures are destroyed. MoEVT (2013) is of the opinion that poor relationship between schools and the community members do not assist schools to ensure school discipline, instead they assist students to misbehave.

4.2.8 Assessing Teachers when Teaching

This question sought to know if heads of schools assessed the teachers when teaching in the class to see if they use appropriate methods. The question was answered by students and their responses are as shown in figure 4.5 below:

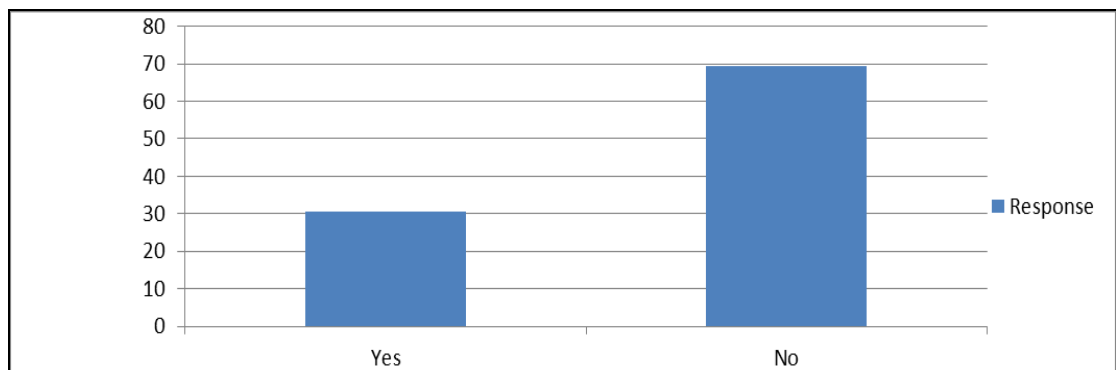


Figure 4.5: Assessing Teachers when Teaching

Source: Field data, 2015

30.7% (32 out of 75) respondents said the heads of schools assessed the teachers when teaching in their classes. Banerjee (2011) insisted managers to keep a grasp on the situation and ensure that plans and policies are implemented properly by giving

instructions and inspecting the accomplishment of a task and doing adequate supervision and never under or over-supervising. Majority, 69.3% (52 out of 75) respondents said the heads of schools did not assess the teachers when teaching. This means the teachers may neglect to teach using different methodologies. This tendency, if allowed to continue can contribute to the failure of students because teachers are not motivated through frequent assessments. It was observed that some teachers gave copy-type notes to students to write on the blackboard while teachers are at rest or attend to personal matters. Students make a lot of mistakes which may mislead them. MoEVT (2013) insists heads of schools to assess the teaching of their teachers and coach them on how best to improve teaching for good performance.

4.2.9 Allow Deputy to Attend Management Course

This question intended to find out if heads of schools sent their deputies for management courses and how their management abilities could increase morale of heads of schools. The question was answered by heads of schools and their responses are shown in Figure 4.6 below:

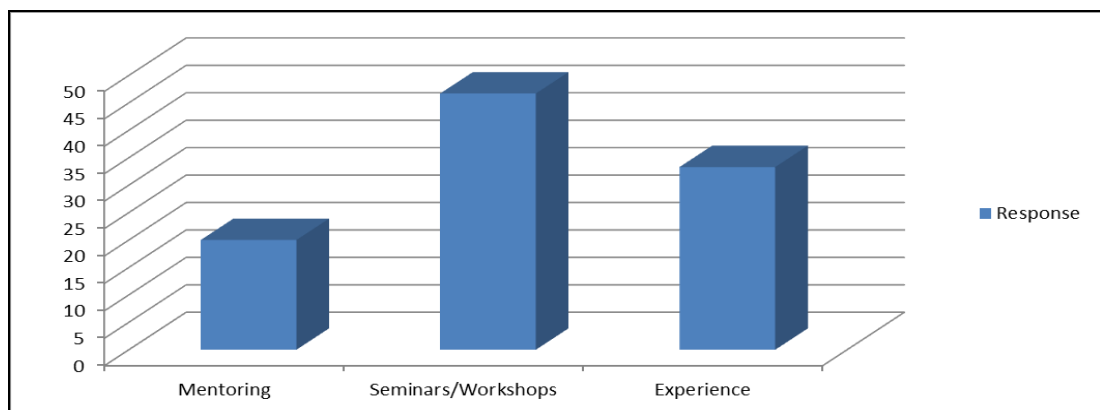


Figure 4.6: Allow Deputy to attend Management Course

Source: Field data, 2015

Fifteen respondents (100%) said their deputies had not attended any management course. An extra question was asked about what the school heads did to enable their deputies manage their position. 20% (3 of 15) respondents said they supported them through mentoring. Mentoring was something new which school heads learned at the Agency Development for Educational Management (ADEM) recently in March, 2015. Many school heads could not yet apply it. MoEVT (2013) encourages school heads to support their deputies so that they can manage their positions something which will increase the working morale of heads of schools. Much of the work was, therefore left to the school heads. This decreases working morale of school heads as they are left to bear the entire burden alone. Lack of morale makes heads of schools unable to supervise the teaching and learning process well and hence creates chances for poor performance.

4.2.10 Ability of Deputy Head of School to carry out Responsibilities When the Heads were Away

The purpose of this question was to enquire whether deputy heads of schools had the ability of carrying out their responsibilities fully when their heads were out on official matters. Teachers' responses were as shown in Table 4.7 below:

Table 4.5: Ability of Deputy Head of School to Carry out Responsibilities When the Heads were away

Response	Frequency	Percent
Yes	4	26.7
No	11	73.3
Total	15	100

Source: Field data, 2015

26.7% (4 out of 15) respondents said their deputies were very strong and could manage everything well when these heads were out of school on official matters. 73.3% (11 out of 15) respondents said that their deputies could not manage some responsibilities due to lack of experience. This is a big challenge in administration of such schools because it might affect teaching and learning process and then lead to poor performance in examinations because some deputies who lack management experience cannot supervise their schools well when their school heads are out of schools. Teaching and learning process might be hampered in the absence of school heads and cause poor performance.

4.2.11 Resource Allocation Meets Ministry's Standard

The aim of this question was to find out whether school heads ensured enough resources as required by the Ministry. All heads of schools responded by saying that the resource allocated to school did not meet the standard of the Ministry. They were asked how then they managed to fulfill their objectives. The school heads said that they made prioritization but in most cases not all the objectives were met. This has impact on the students' performance and can discourage the heads of schools if schools do not have enough resources. MoEVT (2013) argue the school heads to liaise with the community around the schools and other donors to solicit funds to purchase the missing resources.

4.2.12 Observation of Physical Resources

The researcher spent some time to observe physical resources of the schools. Some schools had all the necessary resources and were enough but others had shortages

and few schools did not have some resources at all. Availability of enough resources depends on how well heads of schools played their roles. The status of resources in the visited schools was as shown in table 4.8 below.

Table 4.6: Status of Physical Resources in Schools

Facility	Present		Present but not enough		Absent		Total
1. Classrooms	8	53.3%	7	46.7%	-	0.0%	15
2. Laboratory buildings	5	33.3%	8	53.3%	3	20%	15
3. Laboratory with equipment	6	40%	9	60%	-	0.0%	15
4. Library building	8	53.3%	-	0.0%	7	46.7%	15
5. Library with books	7	46.7%	5	33.3%	3	20%	15
6. Toilets	7	46.7%	8	53.3%	-	0.0%	15
7. Notice boards	7	46.7%	8	53.3%	-	0.0%	15
8. Department offices	5	33.3%	4	26.7%	6	40%	15
9. Electricity	12	80%	3	20%	-	0.0%	15
10. Computers	7	46.7%	6	40%	2	13.3%	15
11. School bus	1	6.7%	-	0.0%	14	93.3%	15
12. Dispensary	-	0.0%	-	0.0%	15	100%	15
13. Playgrounds	8	53.3%	3	20%	4	26.7%	15

Source: Field data, 2015

From the above only five schools had nearly all the physical resources needed to enhance good performance. The other ten schools had discrepancies in the physical resources, something which affected performance of these schools at different degree.

4.2.13 Encourage Communities to Support School

The question aimed at assessing whether heads of schools encouraged the communities to support the schools around them. The question was answered by heads of school and their responses are summarized in the table 4.9 below:

Table 4.7: Encourage Communities to Support School

Response	Frequency	Percent
Voluntary work	4	26.7
Building fund	4	26.7
Nothing	7	46.6
Total	15	100

Source: Field data, 2015

53% (8 out of 15) respondents said the community members did voluntary works at the schools such as carrying building materials to the site and digging foundations to erect new structures and also contributed funds for building although it was not enough. These contributions were collected in a forceful manner which made some community members see the schools as a burden to them. 46.7% (7 out of 15) respondents said the communities did not help the school at all. MoEVT (2013) insists school heads to create good relationship with the communities to get their support. However, heads of schools keep on inviting community members with the help of their leaders to do school works like construction of buildings. Those who do not turn up are reprimanded by their respective village leaders something which causes negative attitude among the villagers as forcing is not good. Lack of community support leaves the entire burden on heads of schools that therefore lack time to supervise teaching and learning process leading to poor performance.

4.2.14 Requirements for Students to Move up the Academic Ladder

This question tried to find out how much the teachers had been made aware about what their students had to achieve before they moved up to the next higher level of education. The question was answered by teachers and their responses were as in the following table 4.10.

Table 4.8 Requirements for Students to Move up the Academic Ladder

Response	Frequency	Percent
Strongly agree	8	8.9
Agree	32	35.5
Have no opinion	1	1.1
Disagree	45	50
Strongly disagree	4	4.5
Total	90	100

Source: Field data, 2015

44.4% (40 out of 90) respondents agreed that they knew the requirements for students move up from one level of education to another. 1.1% (1 out of 90) respondents picked out 'have no opinion' while 54.5 % (49 out of 90) respondents disagreed. Many teachers did not know exactly what they could do to make the students achieve the qualifications required to move up to the next higher level of education. Heads of schools must struggle to enable them realize students' requirements. Moreover, it is important to know what the students need in order to help them achieve their targets. Banerjee (2012) argues that for effective performance managers should set objectives and targets clear to ease implementation. Objectives can be set well when what is to be achieved is known and therefore performance will improve.

4.3 Initiatives of the Heads of Schools to Assist Students to have Goods Performance

This objective targeted to identify the creativities heads of schools applied to effect students' good performance. Eleven (11) questions were used to find out the reality in the schools assessed. The first five have been summarized in table 4.11 below.

Table 4.9: Initiatives of Heads of Schools To Assist Students Perform Well In National Examinations

Initiative		YES %	NO %	No Opinion %	Total
1.	Listening to teachers and students (Heads of Schools' responses)	13.3	86,7	00	100
2	Encourage teachers to go for further studies(Teachers' responses)	80	20	00	100
3	Participate in social activities (Teachers 'responses)	41.3	57.7	00	100
4	Involvement of teachers in decision making(Teachers 'responses)	15	77	4.4	100
5	Involvement of students in school leadership (Students'' responses)	19	81	00	100

Source: Field Data, 2015

From the above table 4.11 majority (86.7%) of the respondents reported that their heads did not listen to teachers and students problems, 577.7% said they did not participate in social activities, 77% said heads of schools did not involve them in decision making and 81% of students said they were not involved in school leadership. Teachers (80%) said they were encouraged to go for further studies. When teachers and students are not listened to feel neglected by their heads and reduce working morality and hence affect performance. Carnegie (2012) added that the management must listen to their subordinates because listening has a mutual; this is what Banerjee (2012) commented that people's affairs should be handled with care otherwise they might have negative effects in performance. School heads should try as much as they could to spare some time to listen to both teachers and students because it encourages them to work hard. Holzer and Schwester (2011) believe that good performance depends on how managers listen and treat the workers. Heads of schools should do the same to their teachers and students which can encourage them

to work hard for good performance. Strikes and riots may occur if students are not involved in school affairs like planning and been made to know school challenges. Once they are involved they become part of solving the problems. The same applies to teachers when involved in decision making they become part of implementers of what they took part in planning. MoEVT (2013) insists the establishment of collaboration between school management, teachers and the community to enhance the improvement of school performance by supporting in the construction of necessary structures for improvement of performance.

4.3.1 Teachers' Knowledge on School Motto, Vision and Mission

This question aimed at finding out if school heads assist their teachers to understand what the schools wanted to achieve at the end through school motto, vision and mission. The question was answered by teachers and their responses are shown in table 4.12 below:

Table 4.10: Teachers' Knowledge on School Motto, Vision and Mission

Response	Frequency	Percent
Strongly agree	32	35.6
Agree	39	43.3
Have no opinion	4	4.4
Disagree	13	14.4
Strongly disagree	2	2.2
Total	90	100

Source: Field data, 2015

Table 4.11 above indicates that 78.9% (71 out of 90) respondents had knowledge of school motto, vision and mission this shows that teachers knew what they were

supposed to do. However 16.6% did not know what they were expected to do. It is important, therefore for heads of schools to ensure that all the teachers know the school targets and what should be done to achieve these targets through clearly stated vision, mission and motto posted on notice boards for everybody to read and implement. Banerjee (2011) is of the opinions that people are not motivated by fear or reward but by ideas that capture their imaginations of what is expected to be attained. Knowledge of school motto, vision and mission encourage teachers to work hard for good performance.

4.3.2 Like/ Dislike the School

This question aimed at finding out if heads of schools influenced students to like their schools or not. Responses were as shown in Table 4.13:

Table 4.11: Like/ Dislike the School

Response	Frequency	Percent
Yes	8	10.7
No	67	89.3
Total	75	100

Source: Field data, 2015

10.7% (8 out of 75) respondents said they liked their school. The reasons given were: teachers taught well, the schools performances were good in the National Examinations in their schools and teachers treated them friendly. Most of the students, 89.3% (67 out of 75) said they did not like their schools because of shortage of teachers, teachers did not teach well, too much punishment and walking long distances to and from schools. Heads of schools should struggle to make all the

students love their schools. This can be done by liaising with relevant stakeholders to construct students' hostels or find means of transport for them. Moreover students may be punished according to the Ministry's regulation and minimize corporal punishment. If something is not done students might engage in indiscipline cases or do sabotage to schools which may lower their performances in examinations. Gray (1996) has this to say:

Ask any schoolchild why they don't like school and they'll tell you. "School is prison." They may not use those words, because they're too polite, or maybe they've already been brainwashed to believe that school is for their own good and therefore it can't be prison. But decipher their words and the translation generally "School is prison."

4.3.3 Students Sent Home for School Fees

This question was for the purpose of finding out if heads of schools were able to collect school fees without sending students by chasing them out of class while others continue with lessons. The question was answered by students as summarized in Table 4.14 below:

Table 4.12: Students Sent Home for School Fees

Response	Frequency	Percent
Yes	73	97.3
No	2	2.6
Total	75	100

Source: Field data, 2015

97.3% (73 out of 90) respondents said they were sent home for school fees. The number of teaching day per annum had been calculated to be not less than 194 days

(MoEC, 2004). When students are chased out of classes to go for school fees, reduces the teaching days and teachers may fail to finish their syllabi or students sent home will be left behind. Sending students home for school fees frequently can have negative impact to students' performance. It is unfair to chase students out of class because they are not the ones to pay school fees but their parents or guardians.

2.6% (2 out of 75) only said they were not sent home for school fees even if they had not paid them. This implies that most students were sent home for school fees when they had not paid them since heads of schools communicate with parents for school fees. Teachers sometimes feel discomfort to teach very few students who are left in class. This can be one of the big reasons why many students perform poorly. It is important that students stay in class for not less than 194 days per year as directed by the Ministry of Education and Vocational Training (MoEVT). Otherwise school heads should ensure all the school fees is paid before the beginning of each term so that teaching and learning may go on well as expected and hence achieve good performance in the examinations. Parents should be involved in paying school fees on time and students should never be sent out of class because of school fees (MoEC, 2002).

4.3.4 Compensation of the Lost Periods

This question was asked to find out whether heads of schools ensured the lost periods were compensated if students missed them when they were sent home for school fees. Students responded to this question as in figure 4.7.

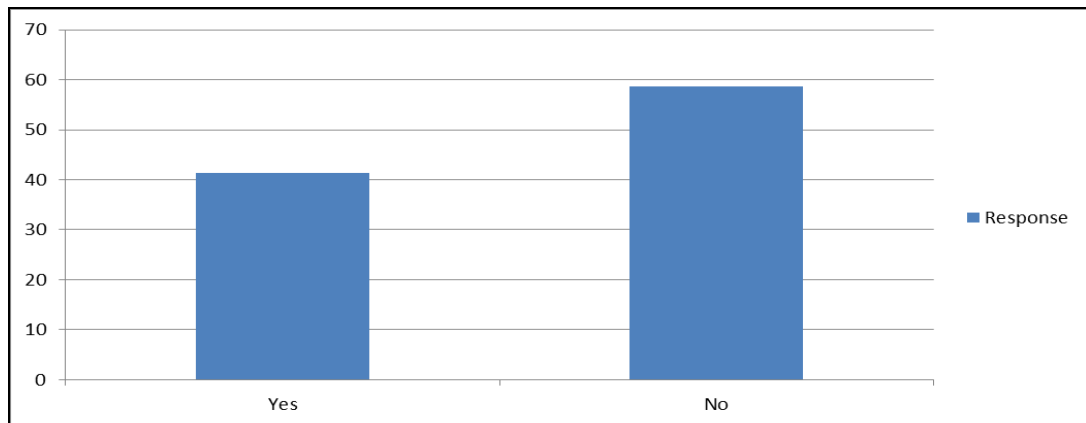


Figure 4.7: Compensation of the Lost Periods

Source: Field data, 2015

41.3% (31 out of 75) respondents said the lost periods were compensated when the students were sent home for school fees. This is something good but it has challenges of time and lack of commitment for some teachers. The best thing is to avoid sending students home for school fees. Heads of schools should communicate with parents directly and not involve sending students out of class. In case this is possible and school heads should ensure that the lost periods are well compensated.

On the other hand 58.7% (44 out of 75) respondents said the lost periods were not compensated. This implies that many students missed lessons when they were sent home for school fees and most teachers did not bother to compensate the lost periods. This contributed to failure in examinations. According to MoEC (2002) students should not be sent home for school fees. Parents and guardians should be made responsible for this. This regulation is not adhered to because students are still thrown out of class for fees. This should be stopped and involve parents and guardians.

4.3.5 Financial Support from Donors

The question focused at finding out if heads of schools received any financial support from donors and their efforts to get sufficient funds to run the schools. This question was answered by heads of schools and their responses are summarized in Figure 4.8 that follows:

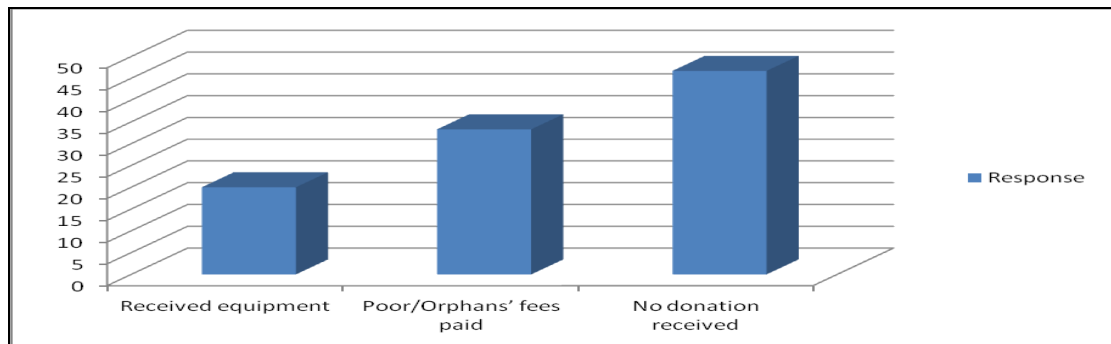


Figure 4.8: Financial Support from Donors

Source: Field data, 2015

20% (3 out of 15) respondents reported that they received some equipments like computers most of which were used for office purposes. They would like to have enough computers so that they might be used in teaching and learning and hence improve students' performances. This response indicates that no much support is obtained from donors for the purpose of intensification of teaching and learning process.

33.3% (5 out of 15) respondents said donors helped to pay school fees for few students from poor families and orphans. This help did not directly benefit the schools but individual students. In most cases the support did not come on time. MoEVT (2013) advice heads of schools to solicit funds from different donors and

construct school infrastructures. Success in availing important infrastructures will create good environment to perform well.

46.7% (7 out of 15) respondents said they did not receive anything from donors. They would like to get donors who would support them in getting necessary infrastructures and equipments to assist teaching and learning environment for good performance. MoEVT (2013) argue school heads to make write-ups and solicit funds from different donors for the purpose of supplying the missing infrastructures. Practically most heads of schools inform the owners of the schools about the missing infrastructures and materials but only some few make write-ups to solicit support from donors.

4.4 Examinations Results for the Past Five Years

The performance of students in examinations depends on the initiatives of heads of schools. The following tables show summary of the Form Four National Examination results for the past five years from 2010 to 2014. In the first four years, in these tables 2010 to 2013, examinations results were graded in divisions One, two, three, four and zero. From 2014 the results were graded using 'Distinction,' 'Merit, Credit,' 'Pass' and 'Fail.'

4.4.1 High Performing Schools

For the past five years 2,031 candidates from five selected high performing schools performed as follows: 532 students (26.1%) scored division one (distinction). 640 students (31.5) scored division two (merit). 426 students (20.9%) got division three

(credit), 432 students (21.2%) got division four (pass) and only one student (0.04%) got division zero as shown in table 4.15.

Table 4.13: High Performing Schools

YEAR	DIV. I	DIV.II	DIV.III	DIV.IV	DIV.0	TOTAL
2010	111	97	61	55	00	234
2011	63	109	96	91	01	360
2012	71	142	107	111	00	431
2013	144	118	97	18	00	377
2014	143	172	65	57	00	437
TOTAL	532	638	426	432	01	1839

Source: Field data, 2015

Schools under this category had heads of schools that had Master's Degree and PhD. Besides this; majority had a long experience of teaching and being heads of schools. Four schools out of these had leaders who used democratic type of leadership. Therefore we can conclude that qualification of the heads of schools contribute highly to the good performance of the students and the school in general.

4.4.2 Medium Performing Schools

Five schools were observed from the medium performing schools in the sample schools. These five schools had a total of 2, 118 candidates whose examinations results were observed. Their performance was as follows: 35 candidates (1.6%) scored division one (distinction), 179 candidates (8.5%) scored division two (merit), 479 candidates (22.6%) scored division three (credit), 1044 candidates (49.3%) scored division four (pass), and 860 candidates (40.6%) scored division zero (fail).

From the findings few candidates scored division one and two or distinction and merit. Majority of the candidates scored division four (pass) followed by division zero (fail) which is very weak performance. These were the schools whose resources were not well supervised by heads of schools otherwise majority could perform the same as those who got divisions one and two. A moderate number of students, that is, 693 scored between division one to three while majority of them, 1044 got division four and 860 division zero. During data collection these were among the schools which had few resources that could not suffice the requirements of the schools. It shows that heads of these schools did not struggle enough to ensure enough infrastructures in their schools. Shortage of resources together with the other factors like qualifications of school heads and managerial skills affected the students' performance and make them rank on the medium. This was as per table 4.16.

Table 4.14: Medium Performing Schools

YEAR	DIV. I	DIV.II	DIV.III	DIV.IV	DIV.0	TOTAL
2010	11	27	68	260	290	656 (25.3%)
2011	3	11	52	249	105	420 (16.2%)
2012	2	14	75	275	251	617 (23.7%)
2013	11	41	130	186	142	510 (19.6%)
2014	8	86	154	74	72	394 (15.2%)
TOTAL	35	179	479	1044	860	2597 (100%)

Source: Field data, 2015

4.4.3 Underperforming Schools

Results for 2597 candidates were observed in this category. Six candidates (0.3%) scored division one (distinction), Sixty eight candidates (3.4%) scored division two (merit), 205 candidates (10.4%) scored division three (credit), 919 candidates

(46.5%) scored division four (pass) and 788 candidates (39.9%) scored division zero (fail).

From the findings the majority in this category scored division four 919 and zero, (788 candidates) while a very small number got division one (six candidates) and two (68 candidates). These were the schools which did not have enough teaching and learning resources and the ones available were not well supervised by the school heads. Table 4.52 below shows some schools did not have division one at all. For example in 2011 and 2012 and division two and three are very few as seen on the table 4.51 above. The cause of such mass failure was due to the acute shortage of infrastructure and poor supervision of teaching and learning process as well as lack of confidence due to low level of education and inappropriate leadership styles. So heads of schools' abilities contribute to students' performance in examinations. The performance was as shown on table 4.17.

Table 4.15: Underperforming Schools

YEAR	DIV. I	DIV.II	DIV.III	DIV.IV	DIV.0	TOTAL
2010	01	00	23	253	305	582 (29.3%)
2011	00	07	31	224	95	357 (17%)
2012	00	07	14	212	268	502 (25.3%)
2013	01	37	86	129	60	313 (15.7%)
2014	05	17	51	101	60	234 (11.8%)
TOTAL	06	68	205	919	788	1988 (100%)

Source: Field data, 2015

4.5 Challenges Which Face Heads of Schools in Performing their Duties

The researcher intended to identify challenges that face the heads of schools in performing their leadership responsibilities. Information for this objective was obtained through eleven (11) questions which were answered by heads of schools.

4.5.1 Enough Finance to support School Administration

This question intended to find out if schools had enough funds to support school administration for the whole period. The responses were as follows:

All the heads of schools (100%) responded by saying that there was no enough finance to support the school administration for the whole period. This implies that heads of schools operate with difficulties and this demoralizes them in the struggle to strengthen the performances of their students. To make the schools operate, heads of schools are obliged to prioritize the items to be purchased. Sometimes they buy few resources for each class and are shared in groups while waiting for the Ministry or owners to take action. The researcher observed that one book was being shared by fourteen students. The reason for this was lack of enough finance.

4.5.2 Experience of Health Problems

The question attempted to find out if heads of schools experienced any health problems caused by overworking themselves. The question was answered by heads of schools as summarized in Table 4.18 below:

Table 4.16: Experience of Health Problems

Response	Frequency	Percent
Headache	7	46.7
Stress	5	33.3
High blood pressure	3	20
Total	15	100

Source: Field data, 2015

46.7 % (7 out of 15) respondents said they experienced headaches after working for a long time. This has demoralizing effect especially when there is a lot to be

accomplished within a short period of time. The morale for work decreases when school heads suffer head-aches. Much time is wasted to seek medical consultation or engage in leisure activities like drinking which do not provide permanent solution.

33.3% (5 out of 15) respondents reported to have stresses when they failed to achieve certain obligations and also when they had to work for a long time continuously. Human brain has a limit to bear stress and too much of it reduces the morale of work and a need to rest. Taking a rest during working hours is wastage of time which may cause duties unfulfilled. Reoccurrence of similar problem may lead to poor performance in examinations due to lack of supervision of the teaching and learning processes. Gala (1997) advises people to avoid engaging in tension and stress causing thinking which have grave consequences. 20% (3 out of 15) respondents suffered high blood pressure which becomes worse when they could not achieve what they planned. This has demoralizing impact when it happens. Victims of high blood pressure find themselves in difficulties especially in fulfilling their duties. Any irritation during the work makes them need medical attention. Too many demands to attend medication consume time which might be needed to ensure teaching and learning are effectively in place and this brings about poor performance.

From the findings, nearly each head of school complained to have health problem because of overworking themselves. If they do not delegate some of their responsibilities to their deputies and other teachers they cannot avoid getting health problems. There is a need, therefore to delegate responsibilities to subordinates and coach them how to accomplish them. When these problems exist provision of

education is affected and causes poor performance in examinations. Heads of schools must take precautions. Gala (1997) alleged that mental tension causes high blood pressure and consequently the heart begins to beat faster than usual. As a result much of the energy of the heart is unnecessarily wasted which can lead to heart attack.

4.5.3 A Need for more Training on School Management

This question aimed at assessing whether school heads had enough management skills. The responses were as follows:

All the fifteen heads of schools (100%) said they needed more training on management so as to be up- to -date and be able to face the fast changes occurring these days. This is an indication that school heads need to improve their abilities through capacity building. Absence of training may have negative impact on education. On the other hand some heads of schools lacked ability in planning and making write-ups which could be used to solicit funds from different donors for the purpose of improving school infrastructures, teaching and learning materials and other necessary requirements for improving the teaching and learning processes for good performance.

4.5.4 Attendance of Heads of Schools to Management Courses

The question attempted to find out if school heads had attended management courses to increase their competencies. The question was answered by heads of schools as summarized in Table 4.19 below:

Table 4. 1: Attendance of Heads of Schools to Management Courses

Response	Frequency	Percent
Attended ADEM	10	66.7
Attended seminars/ workshops	3	20.0
Attended Courses out of the country	1	6.7
Not attended	1	6.7
Total	15	100

N.B: ADEM is Agency for Developments of Educational Management.

Source: Field data, 2015

66.7% (10 out of 15) respondents said they had attended management course at the Agency for Developments of Educational Management (ADEM) twice; one month each time. These heads were of the opinion that there should be more courses to make them up-to-date in management. The courses they got were not enough to give them the required competence. Basil (2013) suggests regular seminars, workshops and courses for heads of schools so that they might go with the frequent changes that occur in the curriculum.

20% (3 out of 15) heads of schools said they had attended seminars and workshops organized by the owner of the schools through their association known as Tanzania Association of Managers and Owners of Non-Government Schools and Colleges (TAMONGSCO). They were also in need of more management seminars and workshops because the ones they got could not give them enough competence.

6.7% (1 out of 15) respondent said she attended management course in Togo in West Africa. This one would also like to have more management courses so as to match with the frequent changes that occur always. Banerjee (2012) suggests that training is

a life-long process which a leader needs to get regularly in order to create good environment for good performance.

6.7% (1 out of 15) respondent had never attended any management course. It is necessary that he gets opportunity for the courses. This one operated through the little experience he had as a teacher. Managing schools without managerial skills is something difficult and has demoralizing effect which further can affect students' performance in examinations.

4.5.5 The Size of Schools, Streams and Number of Students per Stream

This question focused at finding out how big the schools were; the number of streams, the number of students per stream and identify the challenges.

According to school heads, the number of students ranged between 236, (in the smallest school) and 1,200, (in the largest school). The largest schools had maximum of four streams while the smallest had one or two streams. In two big schools there could be more streams but they lacked enough classrooms to keep the students. In the small schools there were between 20 and 40 students per stream. The heads of schools argued that it was more difficult to manage the small number of students than the big ones, on one hand because capitation funds in government secondary schools were given basing on the number of students the schools had. Schools with many students got more funds than the ones with few students. Therefore it was difficult to get enough funds to meet all the requirements in small schools. School heads need enough ability financially, materially and ability-wise to handle the students' discipline otherwise academic performance might be affected. The large

school got more capitation grant depending on the big number of students but had difficult task to control their discipline. On the other hand the smallest school got little finance; depending on the number of their students but it was easy to control the discipline of the students and hence easy to manage them as compared to schools with many students. The size of schools was thought to determine the financial and managerial ability of heads of schools which also determine the performance of students. However, the researcher observed overcrowding of students in the classrooms. According to the heads of schools 80% (12 out of 15) of the schools had overcrowded streams. The number of students ranged between 55 and 72 per stream. It is obvious that they lacked enough ability to limit the number of students in streams. Overcrowding was caused by lack of enough classrooms. Desks in classrooms and other facilities were also not enough; in this case it was difficult to teach and control discipline in overcrowded classes, therefore difficult to achieve good performance.



Plate 4. 1: Example of an overcrowded stream

Source: Field Data, 2015

20% (3 out of 15) schools had forty or less students. The number was small enough for teachers to master these classes and also ensure that every student was learning. Very few schools could manage the required class size. Findings disclosed that most schools (12 of 15) had jam-packed classes. It is difficult to deliver knowledge well in congested streams. Heads of such schools had failed to liaise with other stakeholders in order to erect more classrooms.

4.5.6 Number of Teachers to meet the School Demands

Schools had no enough teachers for the purpose of bringing good performances. This challenge was pointed out by heads of schools and their responses were as follows:

73.3% (11 out of 15) respondents said they did not have enough teachers, particularly for science. When asked what they did to ensure all subjects were taught, some said they hired part-time teachers from other schools and the others said they had to put that load on the available teachers. Part- time teachers cannot solve the problem because they always rush through their lessons instead of going deep due to lack of enough time and it can bring about poor performance.

On the other hand, overloaded teachers can also not deliver fully since the exercise will make them tired and again they may not get enough time to prepare and mark students' exercises. This problem contributes to poor performance. To solve this some heads of schools communicate with the government or owners of schools to avail more teachers. Sometimes the response is negative and this leads to failure in examinations.

26.6% (4 out of 15) heads of schools said they had enough teachers to teach the entire subjects. This is comparatively a small number which means only few schools are likely to perform well because of having enough teachers. Komba et al (2013) in their study, observed a big shortage of teachers in school. According to them this makes the available teachers to be overworked for a long time by attending many classes beyond their capacity and automatically, it reduces teachers' delivery efficiency and therefore causing poor performance in examinations.

In addition to that, the newly established secondary schools lacked necessary supporting staff like accountants, store keepers and typists. Their responsibilities are left to the shoulders of heads of schools. For example in many schools heads of schools supervised construction of buildings and purchased building materials (MoEVT, 2013). This work was supposed to be done by other people who were trained for that. In addition, heads of schools had to attend meetings and conferences at different levels inside and outside the schools. It is obvious that heads of schools have been overloaded with too many roles to play. These extra responsibilities might impede the heads from supervising education delivery in schools and hence poor performance is inevitable.

4.5.7 Classrooms Accessibility

Another challenge which was pointed out was lack of heads of schools to make classrooms accessible during teaching and learning as they were used for other purposes like stores and dormitories. The responses were as shown in Table 4.20 below:

Table 4. 2: Classrooms Accessibility

Response	Frequency	Percent
Strongly agree	6	6.7
Agree	1	1.1
Have no opinion	0	0.0
Disagree	42	46.7
Strongly disagree	41	45.5
Total	90	100

Source: Field data, 2015

7.8 % (6 out of 90) respondents agreed that their heads of schools had made the classrooms accessible during teaching and learning. This number is too small to create conducive teaching and learning environment in classrooms. Hence few schools had a chance of performing well in examinations. No respondent opted for have no opinion while 92.2% (83 out of 90) respondents disagreed that their school heads made the classroom accessible during teaching and learning process. This has the implication that most of the classrooms were unconducive for teaching and learning. It is therefore difficult to create good performance.

Good performance cannot be achieved if teaching and learning is done in classrooms which are unconducive because the process will be carried out with difficulties.

Kalafunja (2000) has this to say,

“A good school must have safe and appropriate physical facilities (buildings) that are well furnished and resourced in order to support effective teaching and learning. There need to be a minimum adequate level of facilities and other resources if education is to be properly carried out.”

4.5.8 Students per Stream Correspond to Government Standards

Failure of heads of schools to maintain the number of students, per stream as recommended by the government. The challenge was pointed out by teachers and

their responses are summarized in Table 4.21 below:

Table 4. 39: Students per Stream Correspond to Government Standards

Response	Frequency	Percent
Strongly agree	6	6.7
Agree	4	4.4
Have no opinion	1	1.1
Disagree	42	46.7
Strongly disagree	37	42.1
Total	90	100

Source: Field data, 2015

11.1 % (10 out of 90) respondents strongly agreed that heads of school maintained the number of students per stream to correspond to the standards recommended by the government. The number is comparatively small to mean that few streams were according to the government standards. This shows that few schools have suitable class sizes to handle easily for good performance.

1.1% (1 out of 90) respondent had no opinion to give and hence opted to choose ‘has no opinion’. Such a teacher might not know the standards required by the government. 88.8% (79 out of 90) respondents disagreed and that means heads of schools did not maintain the number required by the government. In most cases classrooms were overcrowded, which were uncondusive for both teaching and learning which made the process difficult and hence affect the performance of the students.

4.5.9 Language used by Teachers in Teaching

Heads of schools ensured that the teachers used English language in the classroom.

The challenge was pointed out by students as shown in table 4.22 below:

Table 4. 4: Language used by Teachers in Teaching

Response	Frequency	Percent
English only	16	21.3
English and Kiswahili	59	78.7
Total	75	100

Source: Field data, 2015

21.3% (16 out of 75) respondents said that their teachers used English only in teaching the subjects which are supposed to be taught in that language. It is good when teachers use English in teaching because it enables students to be familiar with the language and when examinations come they find it easy to comprehend since questions are asked in English. However, this number of respondents show that a small number of teachers use the proper language of instruction. When code mixing is too much it may lead the students to fail to understand and answer the questions asked in English and therefore affect the performance.

On the other hand 78.7% (59 out 75) said their teachers used English and Kiswahili in teaching the subjects which were supposed to be taught in English only. This helps the students to understand the subject matter well but it is bad because at the end students sit for examinations whose questions are in English. It is not fair for teachers to dominate their teaching with code switching and code mixing as they can cause students' failure because of language barrier. Malekela (2006) observed that students of different levels use Kiswahili to converse although English is their medium of instruction. He also observed that majority of students at tertiary level of education

use Kiswahili in group discussion instead of English. Normal conversation between lecturers and their students out of class is done in Kiswahili. Consequently students lack enough exposure to the use of English and this has negative impact to students' performance. Heads of schools in collaboration with other teachers should encourage their students to speak English when in school because this will help them have good command of the language and hence make them to perform well in their examinations.

4.5.10 Frequency of Head of School to be out of Schools

Frequency of heads of schools to be out of their schools for. This challenge was pointed out by heads of schools and their responses were as in Table 4.23 below:

Table 4. 5: Frequency of Head of School out of Schools

Response	Frequency	Percent
Always in school	1	6.7
Not often out of school	2	13.3
Always out of school	12	80
Total	15	100

Source: Field data, 2015

It was revealed from the finding that majority of the heads of schools were frequently out of their schools. 80% (12 out of 15) were always out of the schools for different reasons. This made such heads of schools to lack enough time to supervise teaching and learning process and hence affect students' performance. It is only 20% (3 out of 15) did not always go out of schools and if they did they came back soon.

Another thing which keeps heads of schools out of their schools is attending meetings, According to TAHOSSA (2015) annual calendar, heads of schools had the following meetings and conferences: Cluster meetings at least two times every year, District meetings at least four times per year (one day each meeting), Regional conference twice per year (one day each). Then there are Zonal conferences twice per year (two days each conference). Once per year there is National conference for five days. Furthermore heads of schools attend preparation for subject exhibition and actual exhibition at least it takes three days every year. They also attend and supervise subject panel workshops each subject one day.

Other important meetings out of TAHOSSA include: School Board meetings which are four per year, Ward Development Committee (WDC), four meetings per year. Once per term heads of schools have a meeting with the District Secondary Education Officer, which means two meetings per year. School Board meetings are scheduled at least four per year. Other meetings are for sports known as Umoja wa Michezo Shule za Sekondari Tanzania (UMISSETA) preparations. Heads of schools also attend seminars for supervising National examinations, Form Four and Form Two for one day each and another day for proving if examinations' envelopes packed are enough according to school demands. Sometimes heads of schools need a day before each meeting or conference to travel to the venue and another day to travel back in case the activity takes place far from school. The total days for meetings and conferences were estimated to be 37 and 8 days on transit for that which take place far or out of the region. The number of days that heads schools are required to attend meetings and conferences are 45 each year leaving alone adhoc meetings. From the

above analysis it is obvious that there are many days when school heads should compulsorily be out of their schools. In schools where deputy school heads are weak teachers take that as a loop-hole to attend personal matters. In this case teaching and learning process is highly affected and hence poor performance cannot be avoided.

4.5.11 Assessment of Teachers and Their Attendance in Class

Heads of schools to inspect the teaching and learning processes as they took place in classrooms and a teachers' attendance in class. This challenge was pointed out by students as shown in the table 4.24 below:

Table 4. 6: Assessment of Teachers and their attendance in Class

Response	Frequency	Percent
Yes	23	30.7
No	52	69.3
Total	75	100

Source: Field data, 2015

30.7% (23 out of 75) respondents said their school heads assessed the teachers when teaching in the classrooms. Assessing the teachers is something recommended because it makes the teachers to prepare their lessons well and also heads of school may coach them on how to improve their teaching methods which can cause the students to perform well in their examinations. Nevertheless, the number of school heads who assessed their teachers is smaller than those who did not assess them. According to MoEVT (2013) heads of schools have to supervise teachers' preparation of schemes of work, lesson plans and teaching in a classroom setting.

Also they must participate in teaching, monitoring the teaching process of all teachers. Where these are done well their performance is good.

69.3% (52 out of 75) respondents said their heads did not come to class to assess their teachers when teaching them. Heads of schools were asked why they did not assess the teachers and encourage them to apply appropriate teaching methods. They said they had no enough time to assess the teachers and attend other school matters. Teachers may not be serious in teaching if they are not assessed from time to time. This can cause poor performance in examinations. Kalafunja (2000) observed that school managers, like many managers in other sectors in Tanzania have been made to fear to make difficult decisions, including reprimanding lazy workers, expelling in- disciplined teachers, or visiting and advising weak teachers. The result of this is poor performance. One of the key responsibilities set by MoEVT (2013) is monitoring class attendance of teachers and students and supporting junior staff.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the findings and presents conclusions and recommendations on the effect of heads of schools on the form four national examinations. Also, included in this chapter are suggestions for further research basing on the findings presented and discussed in chapter four.

5.2 Summary of the Study

This research was conducted to examine the effect of heads of schools towards the performance of students in the National Form Four Examinations in Moshi Rural District. The study employed four specific objectives to guide the study. These were Education qualifications of heads of schools, the roles of heads of schools, initiatives of heads of school to assist students and challenges which face heads of schools in performing their responsibilities. Chapter one presents the background of the problem expressing how the increase of secondary schools in Tanzania did not go hand in hand with provision of enough requirements including human resources; hence created the problem of massive failure in the National Form Four Examinations. Literature review was dealt with in chapter two to find out what other researchers say about the contribution of heads of schools to the performance of students. The reviewed literature showed factors for good performance, roles and responsibilities of heads schools, initiatives of school heads and challenges that face heads of schools in relation to students' performance. From review of literature

research gap was identified. Chapter three was about research methodology in which research design, area of study, population and sample were presented. Chapter four is about data presentation, analysis and discussion of the findings.

5.3 Summary of Findings

The findings of the study were presented in accordance with the research objectives namely, Qualifications of heads of schools, How heads of schools played their roles and responsibilities, Initiatives of heads of schools in helping the students to have good performance and challenges which face heads of schools in performing their duties. It was found out that some school heads had low level of education which affected the performance of the students. Others did not play their roles well and were not initiative in helping the students and could not solve challenges which faced them. All these affected the performance of students.

5.3.1 Qualifications of Heads of Schools

According to research findings the performance of students in the schools assessed depended on the level of education and experience of the heads of schools. The heads of schools from the sample schools had different levels of education varying from diploma, the lowest and PhD, the highest. The schools which were led by diploma holders had comparative poor results as opposed to those who had higher level of education than that. The best performing schools among the top five in the schools researched were led by degree holders. Two of these schools were led by a master and a PhD holder, respectively. The researcher was convinced that levels of education of heads and experience have impact on the performance of the students.

The schools which were led by diploma holders had weaker results compared to those led by degree holders. Therefore it can be concluded that level of education of heads of schools contribute to students' performance in the National examinations.

5.3.2 How Heads of Schools Played Their Roles

Referring to chapter four heads of school have many roles to play. These include leadership, in which they are supposed to influence the teachers and other persons under them to accomplish the planned tasks for the purpose of making students to pass their examinations. It was found out that heads of schools that applied democratic leadership high performance was achieved and in case this method did not work well, some amount of autocracy was applied by some school heads especially the ones from private schools.

Another role of heads of schools is administration. This deals with implementation of what has been planned and budgeted. It is therefore the role of heads of schools to implement the budget in purchasing whatever is planned within a particular year such as teaching and learning resources, students' food, construction of buildings and wages. Failure to operate within budget creates problems which may cause poor performance of students. The next role is management. This is supervision of human resources so that they can interact with other resources like finance and physical within time limit for the purpose of attaining good results. It was found out that some heads of schools are overloaded with too many responsibilities which impede them from supervising well education delivery in their schools and cause poor performance in Examinations. It can therefore be concluded that the performance of

students in the National Examination depends on how school heads perform their different roles.

5.3.3 The Initiatives of Heads of Schools to assist Students to have Good Performance

From the findings in chapter four some heads of schools were found to lack enough initiatives to help the students to perform well in examinations. Those who were able to incorporate other stakeholders in solving the problems of the schools like raising funds for school development had good performance. In most cases the discipline of both teachers and students depend on the initiative of school heads which have impact to students' performance. So we can say that students' performance depends on how heads of schools can be initiatives in solving school problems to help students.

5.3.4 Challenges which face Heads of Schools in Performing Their Responsibilities

Referring to the observations in chapter four heads of schools are faced with many challenges which caused poor performance when not solved. Some of the challenges observed in some schools were lack of sufficient finance to meet the cost of all the other resources. Weak managerial skills contributed to limited opportunities for in service training. Health problems also impede heads of schools from working efficiently for the expected performance. All these challenges facing heads of schools affected students' performance.

5.4 Recommendations

In the view of the study findings the researcher has come up with the following recommendations which may help heads of schools to improve students' performance.

5.4.1 Education Qualification of Heads of Schools

It is recommended that the government and owners of schools should send heads of schools with diploma for further studies so that they can get more knowledge on how to run the schools and confidence to implement their responsibilities well for good performance of their students. Alongside with that there should be regular managerial courses for both school heads and their deputies. Establishment of course centres in each region would simplify this task and reduce congestion at ADEM-Bagamoyo, the only centre for that purpose.

5.4.2 How Heads of Schools Played Their Roles

It is highly recommended that heads of schools should delegate some of their responsibilities to other capable teachers who would be accountable to them. This can be simplified by giving their deputies enough managerial skills through training, coaching and mentoring. However, school heads should never abdicate their responsibilities but make close follow-up. The Ministry and owners should send enough supporting staff that should help to reduce some of the responsibilities that heads of schools are obliged to bear such as bursary, procurement and constructions of buildings. This would be acting accruing to Effective Participatory Theory which

stresses on participatory of stakeholders in administration, leadership and management of schools.

5.4.3 Initiatives of Heads of Schools to assist the Students to have Good Performance

. It is obvious that initiatives of heads of schools are necessary so as to create good environment for students to perform well in their national examinations. To achieve this it is recommended that heads of schools should learn from those who do well in their schools and adopt what could help them. They should establish public relation with important stakeholders who can support the schools in different way. Seminars and workshops can also help to have good initiatives. They must read current journals and publications which can guide them well on how to manage their schools. In addition to that if they find it difficult to help the students perform well they should willingly step down.

5.4.4 Challenges that face Heads of Schools

. It is recommended that heads of schools should remind the government and owners of schools to send enough resources to schools. Heads of schools should learn how to be initiative and apply the knowledge to solve the problems that exist in their schools. The government and owners of schools should organize seminars and workshops for capacity building of heads of schools. Again heads of schools should learn how to make write-ups for soliciting funds from different local and international donors and be able to avail the missing resources and hence be able to provide education in conducive environment to effect good performance in their schools.

5.5 Area for Further Study

This study did not exhaust each and every aspect in relation to the effect of heads of schools in the performance of students in National Form Four Examinations. The researcher recommends the following areas to be considered for further research:

- i) Teachers prepare lessons for the purpose of using them in class or to present them for inspection.
- ii) Seminars and workshops for teachers bring any remarkable change in examinations performance.
- iii) What is the role of TAHOSSA (Tanzania Heads of Schools Association) in improving the performance of students?

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APPENDICES

Appendix I: Questionnaire for teachers

The purpose of this questionnaire is to evaluate the involvement of heads of schools in the provision of teaching and learning materials, relationship with society and the teachers' involvement in the administration of the school.

To facilitate this important task, please indicate your responses on each of the items below. We kindly appreciate your response.

Ward	Name of School	Gender	Academic Qualification	Teaching Experience

Please indicate what you think about the strength and weaknesses of each of the following items.

Respond to each item and tick the rating scale in terms of whether you:

1. Strongly agree 2. Agree 3. Have no opinion 4. Disagree 5. Strongly disagree

A: MANAGEMENT SYSTEM	1	2	3	4	5
1. The manner in which the head of school manages the school is satisfying.					
2. The head of school makes sure that the teachers know the school motto, and School mission.					
3. The head of school is aware that the teachers know what students should have to achieve in order to move up from one level of education to the other.					
B: RESOURCES AND TEACHING MATERIALS					
1. The head of school keeps the system of using the resource library and supplementary materials clear and transparent.					
2. The head of school ensures that the resources available are obtained on time.					
3. The head of school makes sure that the resources are equally distributed to the departments.					
4. The school head has made the classrooms accessible					

during teaching and learning.					
5. The school head maintains the number of students per stream corresponds to the standards recommended by the government.					
6. The head of school ensured the teachers to willingly prepare schemes of work and lesson plans.					
7. The school head allocates responsibilities to the teachers.					
8. The school head makes sure that the teachers keep records of their work.					
C: TRAINING AND DEVELOPMENT					
1. The head of school provides opportunity for training and development plan for the staff.					
2. The head of school willingly releases teachers to go for further studies.					
3. The head of school considers possibilities for external training for teachers.					
4. The head of school ensures that each teacher gets opportunity for professional development.					
D: RELATION SHIP WITH COMMUNITY					
1. The head of school and the staff seek to stimulate the interest of the community in the educational objectives of the school.					
2. The head invites the community to participate in the various school activities					
3. The head collaborates with the community in community activities					

Your response is kindly appreciated

Appendix II: Interview for Head of Schools

1. Level of education?
2. How long have you been a teacher?
3. How long have you served as a head of school?
4. Have you attended management course?
5. Do you think you need more courses on management of school? Give reasons for your answer.
6. Has your deputy attended management course?
7. Can your deputy carry out your responsibilities fully when you are not in school?
8. How many students do you have in your school?
9. How many students do you have per class/stream?
10. Does the school resource allocation meet the ministry's standard?
11. In what ways does the community support the schools?
12. How does the community support help in the management of the school?
13. Is the number of teachers enough to meet the school demands?
14. How many times does the school receive financial support from the donors?
15. Is the finance enough to support the administration of the school for the whole period?
16. How often is the head of school out of school?
17. How do the teachers and students behave when the head of school is out?
18. Do the teachers go for further studies, attend seminars and workshops?
19. What is the feeling of the other teachers towards the leadership of their school head?
20. Does the head of school experience any health problem?

21. Are there enough infrastructure and resources in school?

22. Does the school head listen to the teachers and students?

Your response is kindly appreciated

Appendix III: Questionnaire for Students

School name Class Gender

Answer the following questions by putting a tick (✓) in the space provided if the question is yes / no.

1. Do you like your school? Yes [], No. []. Give reasons for the answer you chose in (1) above.....
 2. Do the teachers attend all the periods on the time table? Yes [], No []
 3. Are there enough books and other learning materials in school? Yes [], No []
 4. Are the students sent home for school fees if they have not paid them?
Yes [], No []
 5. If the answer in number 4 above is “YES” is there any compensation of the lost periods? Yes [], No []
 6. Does the head of school come into the class to assess the ways in which teachers are teaching? Yes [], No []
 7. What language do the teachers use in teaching the subjects which are supposed to be taught in English? English only [] English and Kiswahili []
 8. Are the students consulted to give advice on day to day running of the school?
Yes [], No []
 9. Is there a library in your school? Yes [], No []
 10. Do you like the manner in which the school is managed? Yes [], No []
- Give reasons for the answer you have chosen.....

Your response is highly appreciated

Appendix IV: Observation Guide

The purpose of this observation is to examine the presence of the physical facilities in the school. Ward..... School.....

Tick the rating guide whether the facility is:

1. Present 2. Present but not enough, 3. Absent

FACILITY	1	2	3
1. Classrooms			
2. Laboratory buildings			
3. Laboratory with equipment			
4. Library building			
5. Library with books			
6. Toilets			
7. Notice boards			
8. Department offices			
9. Electricity			
10. Computers			
11. School bus			
13. Dispensary			
14. Play grounds			

Academic Performance for the past Four Years

YEAR	DIV. I	DIV.II	DIV.III	DIV.IV	DIV.0	TOTAL
2010						
2011						
2012						
2013						
2014						
TOTAL						

Appendix V: Budget

The budget for the project activities is indicated in the table below

Number	Description of items	Amount in TSH.
1	Rent	100,000
2	Communication	50,000
3	Transport cost	250,000
4	Stationary	200,000
5	Report binding	150,0000
Total		750,000

Appendix VI: Work Plan

Research Schedule of Activities Year 2015/2016

[illegible]

Appendix VI: Letter of Permission

The Open University of Tanzania,
Kilimanjaro Regional Centre,
P.O. Box 517,
Moshi.
Tel: 255-027-2753472
E-mail: drckilimanjaro@out.ac.tz
Website: <http://www.out.ac.tz>



Chuo Kikuu Huria cha Tanzania
Kituo cha Mkoa wa Kilimanjaro,
S.L.P. 517,
Moshi.
Simu: 255-027-2753472
E-mail: drckilimanjaro@out.ac.tz
Website: <http://www.out.ac.tz>

Ref No: OUTKIL/ST.REQ/44

DATE: 14/09/2015

TO.
District Executive Director,
Moshi District Council,
P.O BOX 3003
Moshi,

Dear Sir/Madam,

RE: LETTER OF INTRODUCTION

I am writing to introduce to you, Mr. **Njiu, Daniel A** who is a student of the Open University of Tanzania. Mr. Njiu is a second year student pursuing **Masters of Education in Administration, Planning and Policy Studies (MEDAPPS)** at the Open University of Tanzania, Kilimanjaro Regional Centre, Moshi. He is currently undertaking is compulsory research as part of his Masters Degree requirements and he is in the course of data collection.

Kindly avail any assistance he may require from your office.

Yours Sincerely,


P. O. BOX 517-MOSHI
TEL: 027-2753472
DATE _____
KILIMANJARO REGIONAL CENTRE

Erick Gabriel,
Director,
Kilimanjaro Regional Centre,
The Open University of Tanzania.