

**AN ASSESSMENT ON THE INFLUENCE OF EDUCATION LEADERS ON
ENHANCING QUALITY OF SECONDARY EDUCATION IN TANZANIA:
EXPERIENCES AND PRACTICES OF EDUCATION LEADERS IN ARUSHA
CITY**

MARIANA PASTORY

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

2017

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation titled: “**An Assessment of the Influence of Education Leaders on Enhancing Quality of Secondary Education in Tanzania: Experiences and Practices of Education Leaders in Arusha City**” in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

.....
Dr. Evaristo Andreas Mtitu

(Supervisor)

.....
Date

COPYRIGHT

No part of this dissertation may be reproduced, stored in a retrieval system or transmitted in any form or by any means, except for research or private study, critical scholarly review without written permission from the author or Directorate of postgraduate studies on behalf of the Open University of Tanzania.

DECLARATION

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

.....

Signature

.....

Date

DEDICATION

I dedicate this dissertation to my late parents, Mr. & Mrs. Pastory Kasonga who died while I was in young stage of learning. They set the stage for my life long journey of learning. This dissertation is also dedicated to my beloved daughter Abriana for the many hours of special prayers for me, for her timely and unending encouragement, for cheering me on, for tolerance, for believing in me as well as for her unconditional love throughout the completion of this study. To my brother and sisters and their families for your prayers.

ACKNOWLEDGEMENT

Firstly, I would like to express my sincere thanks to almighty God who created me and made me the way I am today. He granted me this opportunity and enabled me to conduct this study up to its completion. I am deeply indebted to my supervisor Dr. Evaristo Mtitu for his encouragement, effective supervision and constructive ideas which made this work up to the standards required. Despite his tight schedule, he always devoted his precious time making correction and guidance where necessary, may God bless him abundantly.

I would like to express my heartfelt gratitude to my late parents Mr. Pastory Kasonga and Martha p. Kasonga who brought me up with tender care and Love. My profound gratitude to my beloved Aunt Prof. Mary Kitula who raised and provided me with the value of Education. She gave me moral and material support, courage and wisdom to actualize the completion of this study. I thank her very much and the Lord almighty be with her always.

Being a student at the same time a mother is a very hard task. Indeed, I thank very much my lovely daughter Abriana for great tolerance during my absence where she sometimes missed a breastfeeding during a process of accomplishing this study. Greater thanks are also extended to Arusha Regional Educational officer for granting me permission to conduct my Research in Arusha city. My sincere appreciation also goes to Northern zonal school inspectors, as well as District educational officers for their willingness to give information requested. I would like also to present my sincere thanks to Head of schools, deputy head and Academic masters of Arusha secondary,

Ngarenaro, Arusha Modern International School, Arusha Day, Arusha Meru, and Japhary International Academy for their cooperation. My truthful thanks should go to my relatives, Sisters and Brothers for their moral support and encouragement.

Last but not least, I provide my due regards to all colleagues and friends for their positive criticism and ideas during proposal development up to report writing. Their assistance and contribution are highly acknowledged.

ABSTRACT

Education leaders are one of the important aspects to ensure quality education in any context. The main aim of this study was to assess the influence of education leaders on enhancing quality of secondary education in Tanzania. The study was guided by four specific objectives as follows to examine the relationship between educational leaders' competence and performance and the level of literacy of secondary school students in Arusha city, to assess the extent which educational leaders honesty and integrity has an influence on life skills acquisition of secondary school students in Arusha city, to establish the relationship between educational leaders and the assurance of educational facilities availability for quality education in Arusha city, Tanzania and to explore the suggestions and prospects for the future improvement of quality of secondary education in Arusha city, Tanzania through competent educational leadership. A study was conducted in Arusha City. The study used a mixed method whereby both qualitative and quantitative approach was employed. Techniques included interviews, documentary review and questionnaires. Data were analysed using SPSS. A sample of 6 secondary school leaders answered the questionnaire, 13 Education Officers were interviewed. The findings observed that there is negative relationship between competency of secondary school leaders and the literacy level of students. Learning and teaching resources in secondary schools were found to be having a negative effect on quality of education provided in Tanzania. Despite all challenges of teaching and learning resources in Tanzania secondary schools, School leadership does pose minimum impact on quality of school output and thus quality of secondary school education. It was recommended that, the school leaders should make use of parents towards their resources acquisition and mobilization.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATIONS	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT	viii
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF APPENDICES	xv
LIST OF ABBRIVIATIONS	xvi
CHAPTER ONE	1
GENERAL INTRODUCTION.....	1
1.1 Introduction	1
1.2 Background to the Problem.....	1
1.3 Statement of the Problem	3
1.4 Objectives of the Study	3
1.4.1 General Objectives	3
1.4.2 Specific Objectives.....	4
1.5 Research Questions	4
1.6 Significance of the Study	5
1.7 Delimitation of Study	5
1.8 Limitation of the Study	5
1.9 Definition of Terms	6

1.10	Conceptual Framework	7
CHAPTER TWO		9
REVIEW OF RELATED LITERATURE.....		9
2.1	Introduction	9
2.2	Theoretical Literature Review.....	9
2.2.1	Concept of Leadership	9
2.2.2	Elements of Leadership.....	10
2.2.2.1	Idealized Influence	10
2.2.2.2	Inspirational Motivation.....	11
2.2.2.3	Intellectual Stimulation	11
2.2.2.4	Individualized Consideration	11
2.3	Roles of Educational Leaders in Schools.....	11
2.4	Qualities of Educational Leadership on Quality Education	13
2.4.1	Educational Leaders' Competence and Performance on Educational Quality	14
2.4.2	Educational leaders Integrity and Honesty on Quality Education	15
2.5	Theoretical Literature	15
2.5.1	Moral leadership Theory	16
2.5.2	Participative Leadership Theory	18
2.5.3	Interpersonal Theory of Leadership	18
2.5.4	The Implications of the Theory to the Study	19
2.6	Empirical Literature Review	20
2.7	Leadership Experiences and Practices Associated with Improvement of Quality Secondary Education.....	21
2.8	Literature Review and Knowledge Gap	22

CHAPTER THREE	24
RESEARCH METHODOLOGY	24
3.1 Introduction	24
3.2 Area of Study	24
3.3 Research Approaches	25
3.4 Research Design.....	25
3.4 Target Population and Sample Size	26
3.4.1 Target Population	26
3.4.2 The Sample Size.....	26
3.5 Methods of Data Collection	28
3.5.1 Documentary Review.....	28
3.5.2 Questionnaires.....	28
3.5.3 Structured Interviews	29
3.6 Data Processing and Analysis	29
3.7 Data Presentation	30
3.8 Ethical Issues in Research.....	30
3.8.1 Participation and Informed Consent of the Research Respondents	31
3.8.2 Anonymity of the Respondents	31
3.7.3 Respect the Research Site	31
3.7.4 The Schools' Authority Involvement.....	31
CHAPTER FOUR.....	32
FINDINGS PRESENTATION AND DISCUSSION	32
4.1 Introduction	32
4.2 Demographic Characteristics	32

CHAPTER FIVE	49
SUMMARY, CONCLUSION & RECOMMENDATIONS	49
5.1 Introduction	50
5.2 Summary	50
5.3 The Following Were the Key Findings of the Study	50
5.4 Conclusions	51
5.5 Recommendations	51
5.6 The Researcher Recommends the Following as Key Areas that Require Further Studies.....	52
REFERENCES.....	52
APPENDICES	57

LIST OF TABLES

Table 4.1: Relationship between Educational Leaders' Competence and Literacy	
Level of Secondary School Students.....	47
Table 4.2: Relationship between Honest of Educational Leaders and Life Skills	
Acquired by Secondary School Students	48

LIST OF FIGURES

Figure 1.1: Conceptual Framework	8
Figure 4.1: Gender of Respondents	32
Figure 4.2: Position of Respondents	33
Figure 4.3: Age of Respondents	34
Figure 4.4: Education Level of Respondents	35
Figure 4.5: Responses on whether Secondary Schools Enjoy Working as Leaders .	36
Figure 4.6: Responses on Whether Secondary School Leaders are Competent	37
Figure 4.7: Responses on Integrity and Honesty of Secondary School Leaders.....	38
Figure 4.8: Responses on Integrity and Honesty of Secondary School Leaders.....	39
Figure 4.9: Responses on the use of Participatory Style of Leaders in Secondary School	40
Figure 4.10: Responses on the use of Both Dictatorship and Participatory Styles of Leadership in Secondary Schools.....	41
Figure 4.11: Response on the Connection between Educational Leaders’ Performance, Competency and Literacy Level of Secondary School	42
Figure 4.12: Responses on the Contribution of Honest Leaders to the Life Skills of Secondary School Students	43
Figure 4.13: Connection between Integrity of Leaders and Life Skills of Secondary School Students	44
Figure 4.14: Responses on the Provision of Teaching and Learning Resources in Secondary Schools.....	45
Figure 4.15: Responses on the Student-Textbook Ration in Secondary Schools	46
Figure 4.16: Responses on the Quality of Education in Secondary Schools	47

LIST OF APPENDICES

Appendix I: Questionnaires	57
Appendix II: Interview Guide for Regional and District Education Officers and School Inspectors	62
Appendix III: Budget in Tanzanian Shilling	63
Appendix IV: Time Schedule	64
Appendix V: Introduction Letter to Ms. Mariana Pastory	65
Appendix VI: Research Clearance Letter	66

LIST OF ABBREVIATIONS

DEOS	District Education Officers
ESDP	Education Sector Development Plan
IELIQ	Influence of Educational Leadership in Improving Quality Education
NACTA	National Accreditation Council for Technical Education
REOS	Regional Education Officers
SEIA	Secondary Education in Africa
SPSS	Statistical Package for Social Sciences
URT	United Republic of Tanzania
WEOS	Ward Educational Office

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

The study on the Influence of Educational Leadership on Quality Education among secondary schools in Arusha city seeks to examine the transformative impact and the major roles educational leaders have on educational quality in Tanzania. It also evaluates by looking into the relationship between the major variables and their influence on each other in the study. This chapter presents the background to the study, statement of the problem, purpose and objectives of the study, research question, significance of the study, scope and delimitation of the study and operational definitions of the terms as used in this study.

1.2 Background to the Problem

Secondary school education in Tanzania is considered important in education system as well as for the development of the country's economy. For example, inputs into higher education and in the labor force in Tanzania depend on qualified outputs from secondary schools (Hakielimu, 2007). The importance of secondary school education as a sub-sector is evident in secondary education in Africa initiative (SEIA) report. According to Vavrus (2009), improving the quality of secondary school education is considered important for educating the needed work force for different sectors in member countries including Tanzania.

As the global economy gathers pace more Government are realizing that their main assets are their people and that remaining competitive depends increasingly on the

development of highly skilled workforce. In educational settings, achieving quality requires a well trained, committed and highly effective leaders such as Minister for Education, Regional Education Officers (REOS), District Educational Officers (DEOS) as well as heads of schools, who understand and believe in the roles of Competence and Performance in their leadership at work place. Integrity and Honesty in what and how they perform their duties and making sure that Educational Facilities are available whenever requested by the junior staffs in schools and offices.

Consistent with Eshwam (1983) who commented that, schools which consistently perform well tend to have sound and efficient leadership at all levels of school system. It seems that the success of any schools towards achieving good quality of education depend solely on leaders with the overleaf stated qualities and their leadership styles. Fullan (1991) emphasizes on the same that leadership responsibilities partly constitute the centre in the roles of the heads of school. In Education, Leadership can be archived through the articulation of vision and mission of organization and ensuring teachers were able to define their power so as to share the vision (Armstrong, 2004). Therefore, Educational Leaders are crucial in order to run and maintain the school as the way towards improving quality of education.

Many Researches have been conducted upon the issues but the problem persists because of the increase number of schools and classes did not match with the increase of other important facilities that would necessitate students' morale to learn as a result most of the newly built schools have low quality of education in secondary schools. This study seeks to examine country's context of leadership experiences and practices in ensuring the quality of education in Tanzania.

1.3 Statement of the Problem

In general, the quality of secondary school education cannot be separated from the context and circumstances that are found in schools. A number of secondary schools in Tanzania lack educational facilities, Honesty and Integrity of the leaders in addition to understaffed, low level of competence and performance of both teaching staff and the leaders (Sumra & Rajan, 2006). With scarce or lack of educational facilities leads to overcrowded classrooms in our schools, but low level of competence and performance, lack of honesty and integrity among leaders in both schools and in the training institutions, the country produces under qualified teachers and leaders (Davidson, 2006; Komba & Kumbi, 2008).

Being the topic of interest in the developing countries, and as one of the strategies and countries' effort to maintain quality education in the 'context of quantitative expansion of educational provisional many Ward Secondary Schools have been built in the developing countries, including Tanzania under (Education for Secondary Schools Development Plan (ESDP) (Leo & Price-Rom, 2006, Wedgwood, 2007;& URT, 2001; URT, 1995). The questions raised on the quality of education secondary school in Tanzania forced me to study on the influence of leadership styles on academic performance.

1.4 Objectives of the Study

1.4.1 General Objectives

To assess the influence of education leaders on enhancing quality of secondary education in Tanzania.

1.4.2 Specific Objectives

- (i) To examine the relationship between educational leaders' competence and performance and the level of literacy of secondary school students in Arusha city.
- (ii) To assess the extent which educational leaders honesty and integrity has an influence on life skills acquisition of secondary school students in Arusha city,
- (iii) To establish the relationship between educational leaders and the assurance of educational facilities availability for quality education in Arusha city, Tanzania.
- (iv) To explore the suggestions and prospects for the future improvement of quality of secondary education in Arusha city, Tanzania through competent educational leadership.

1.5 Research Questions

- (i) To what extent does the educational leaders' competence and performance contribute to improve the level of literacy of secondary school students in Arusha city?
- (ii) What is the relationship between educational leaders' honesty and integrity in improving life skills of secondary school students in Arusha city?
- (iii) To what extent do the educational leaders assure the availability of educational facilities in secondary schools in Arusha city?
- (iv) What suggestions and prospects on improvement of the quality of secondary education in Arusha city?

1.6 Significance of the Study

Information revealed from this study is expected to help policy makers, Regional education officer (REOS), school inspectors, District education officer (DEOS), principals, Headmasters/mistresses and other stakeholders to improve their practices in policy decision-making and implementation. The study is useful to understand challenges in school management, challenges of acquiring quality secondary education in Tanzania. On the other hand the results are expected to provide the base for educational stakeholders to design training programme for educational leaders regarding issues of leadership skills. The study is expected to contribute to the body of knowledge on issues related to education leadership.

1.7 Delimitation of Study

The study focused on assessing the roles of education leaders in improving quality of secondary schools education in Tanzania. The study was conducted in Arusha city. Regional education officer (REO'S), District educational officer (DEO'S), Ward education officer (WEO'S), Head of schools, and Teachers were involved in providing the required information. Their involvement was necessary because they teach and execute leadership practices inside and outside classrooms. (Kombo & Tromp, 2006) insist that delimitation involves a purposeful and conscious action to select appropriate variables of research interest as well as research site in order to make the research manageable and realistic.

1.8 Limitation of the Study

It was expected that during carrying out the study, the researcher might expect to face some limitations due to the limited resources and other unforeseen factors (Kombo &

Tromp, 2006). The researcher faced some challenges including failure of majority of the respondents to return the questionnaires whereas the researcher had to visit them one by one to convince them to complete and collect the questionnaires in person.

Some of the respondents were not comfortable in giving out information, the researcher had to explain the goals and purpose of the study, and that their participation did not have any negative effect as human beings and in their respective roles.

1.9 Definition of Terms

Educational Leadership is the process of enlisting and guiding the talents and energies of teachers, pupils and parents towards achieving common educational aims.

Educational Leaders are school administrators who strive to create positive change in educational policy and processes. In secondary school educational leaders work as principals, assistant principals, headmasters, head teachers, and deans while the educational leaders in secondary education include the Ministry of Education Officers, REOs, DEOs, WEOs, Heads of Schools, Heads of Departments, Deans and Teachers.

Secondary education in Tanzania, refer to that full time program of education provided in accordance with Government curricula and availed to students who have completed primary school education (URT, 1995). Formal Secondary education school consists of two sequential cycle; four year of ordinary level (O-level) and two year of advanced level (A- Level) secondary education. Selection and enrollment of secondary education is based on prescribed performance achieved after student's attainment of appropriate credits in the secondary examination.

Quality of education, Quality has been used in the commercial field and is increasing growing in the field of education. Quality has been defined as a high degree of goodness or excellence (Mosha, 2000), the level of satisfaction with effectiveness in the service offered (Manyanga, 2007). Quality of education means the end results of any education system is to ensure that the needs are met with great satisfaction from individuals, society and the nation at large (Parri, 2006). Archiving the aims and developing capabilities is one way that quality can be reached in education.

1.10 Conceptual Framework

A conceptual framework can be defined as a set of principles and ideas obtained from a field of study, which is used to plan different parts in the presentation (Kombo & Tromp 2006). It is a narrative outline presentation of variables to be studied, hypothetical relationships between and among the variables, and a tool intended to assist a researcher to develop understanding of the situation under study. Therefore, the types of variables shown in this conceptual framework include Independent Variable, which are the Educational Leadership and Educational Quality under Dependent Variable.

Leaders of high integrity provide educational facilities in schools, the educational quality will be good and this will be indicated by Educational Leadership as an Independent variable affects or influences the quality education in secondary schools due to the behaviors of the leaders, especially on their competence and performance, Integrity and Honesty of the leaders and assures the availability of Educational Facilities. It is the role of any leadership in educational arena to make sure that the leaders have these qualities to ensure the type of quality the schools have. Educational

Quality is under the Dependent Variable for it receives the effects created by the Independent variable indicated above. There are basically two ways of looking at quality. There is high quality and low quality. In educational settings to have good or bad quality depends on the nature of competence and performance of the leaders in schools, integrity and honesty in the work they perform and assurance of educational facilities. If leaders are competent enough to deliver, they have integrity and the level of literacy of the students, the level of numeracy and life skills among students. These features can diagrammatically be represented as follows in figure one below whereby the independent variables includes competence and performance, integrity and honesty and educational facilities while the dependent variables include literacy, numeracy and life skills.

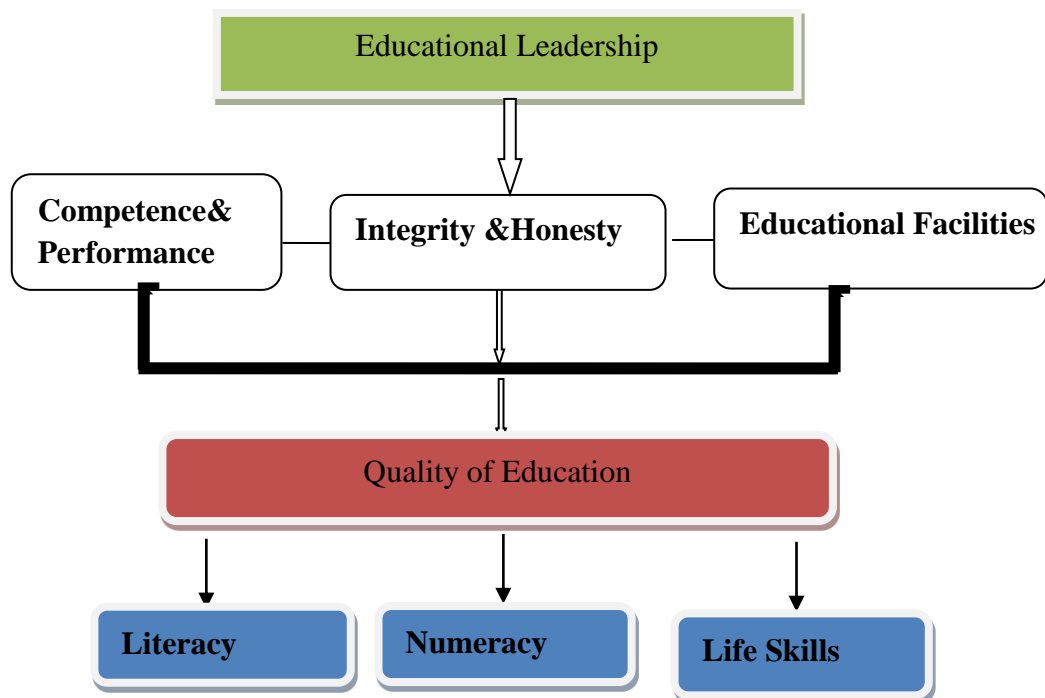


Figure 1.1: Conceptual Framework

Source: Kombo and Tromp 2006

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter describes a broad survey of the review of related literature on issues related to the Influences of Educational Leadership in Improving Quality Education (IELIQ) in Arusha city secondary schools. In this chapter, the researcher strives to discuss matters that pinpointed the width and depth of the study area and provide a basis for making clear and compelling links between the present study and earlier investigations. In order to accomplish and achieve this end, the chapter focuses on concept and element of leadership; roles of educational leaders that constitute improvement of quality Secondary education; educational leadership challenges associated with improvement of quality Secondary education; relationship of the literature to the study and research gap.

2.2 Theoretical Literature Review

This Literature review consists of two kinds of literature review namely theoretical literature and empirical literature. Theoretical literature consists of theories related to the study while empirical literature consists of article related to the study.

2.2.1 Concept of Leadership

Leadership is defined as leader's effective behavior, conduct and tactic in influencing others and persuading others to achieve individual and organization's goals and objectives (Northouse, 2007). Consistent Northouse's idea about leadership, Wiley's (2014) says that leadership is not about personality; it is about behaviors, which are

observable set of skills and abilities. Therefore all definitions agree that leadership is an influential process towards institutional success.

Generally, leadership is the capacity and will to rally men and women to a common purpose and the character that inspires confidence. Since the purpose of leadership is to facilitate group goal attainment by establishing and maintaining an environment favorable to group performance. Successful leadership involves using social influence processes to organize, direct, and motivate the action of others. It requires constant task-directed effort, effective task strategies, and the artful application of various conceptual, technical and interpersonal skills. To attain this level of success, an educational institution requires competent leaders who can perform their duties responsibly, leaders with high level integrity and who are honest who could see the need of their roles in ensuring that all the educational facilities are in place whenever asked for in order to enhance quality education.

2.2.2 Elements of Leadership

According to popper et al (2000), the characteristics of Leadership largely fall into four circumscribed areas in education setting as:

2.2.2.1 Idealized Influence

The leader acts as a role model for their followers to this degree. You can “lead” people if you make them ready to follow you. If you perform your job well, it is for certain that others will appreciate you and people will believe you. In other words, you will become a leader who possesses idealized influence and who represent the role model to his followers.

2.2.2.2 Inspirational Motivation

This refers to the degree to which a leader articulates the vision that is interesting and inspiring to followers, who also challenge them to leave their comfort zone, communicate their optimism about future goals, and provide meaning for the task at hand. Followers need to have strong sense of purpose if they have to be motivated to act.

2.2.2.3 Intellectual Stimulation

This is an ability of leaders to encourage their followers to be innovative and d creative. They encourage new ideas from their followers to and never criticize them publically for the mistakes committed by them. Thus, it may appear the possibility to get new and creative ideas for solving problem from the followers (Bass, 1999; Riggio, 2009).

2.2.2.4 Individualized Consideration

It is the degree to which a leader attends to each follower and listens to each follower's concerns and needs. The leader give empathy and support, keep communication and places challenges before the followers. This also encompasses the need for respect and celebrates the individual contribution that each follower can make to the team.

2.3 Roles of Educational Leaders in Schools

The leadership roles that Educational leaders perform are to plan, review and monitor the implementation of the activities that are necessary to facilitate the teaching and learning process. The educational Leaders such as heads of schools have many roles

to perform, and the main task areas under which these roles or activities are performed include: Instructional programme, this task area consist of the activities and processes are directly related to the implementation of the school curriculum such as translating educational policies into specific instructional objectives, allocation of subject to teachers, preparing school time table as well as instructional programme to see whether teachers are teaching well, that is monitoring and evaluating the implementation of the curriculum (Babygegya, 2002 & MANTEP Institute, 1995).

Additionally, educational leaders are also entitled to administer the staff. This task area consists of the activities related to the individual or group of people who facilitate teaching and learning. The activities involve appraising teacher's performance, stimulating and providing opportunities for professional growth of the teachers, delegating administrative tasks to teachers and organizing teachers' welfare. The physical facilities (infrastructures), the activities related to the upkeep and maintenance of the materials, equipment, facilities and resources required to facilitate the provision of instruction. This includes school buildings, laboratories, playground, books, desks, and toilets. Major activities performed under this task area include: creating conducive environment for teaching and learning, maintaining the school ground in clean condition as well as developing a comprehensive plan for orderly growth and improvement of the school facilities.

Apart from administering teaching staff, educational leaders administer students, and this task area consists of activities such as dealing with students' records and reports, control students behavior, enrollment and admission of the students as well as maintaining discipline in the school. Ubben and Hughes (1992) observed that the

absence of discipline in school contributes to performance in secondary school hence the head of school have to ensure discipline.

Educational leaders supervise the utilization of school funds. This implies that the resources available at school determine performance of school. Financial resource is very important for education sustainability. Musabi (2003) explains that the importance of having enough financial resource for purchasing teaching and learning resources and proper management of such limited resource is required so as to raise academic performance in school. Any institution needs good management for attaining its objective in efficient and effective manner. There should develop proper budgets that are effectively used, despite limited resources, if budgets are properly implemented, the management will be able to buy teaching and learning resources.

2.4 Qualities of Educational Leadership on Quality Education

Scholars and researches conducted in an earlier on explain that quality leadership produces quality education. Leadership and management need to be given equal prominence if schools are to operate effectively and achieve their objectives to maintain quality education that is according to Musabi (2003). Leading and managing are distinct, but both are important. The challenge of modern organizations requires the objective perspective of the manager as well as the flashes of vision and commitment, which the wise leadership provides to the educational organizations.

Bush (2006) contends that school leaders experience tensions between competing elements of leadership, management and administration. Irrespective of how these terms are defined, educational leaders have trouble in deciding the balance between

higher order tasks designed to improve staff, students and school performance routine maintenance of present operations and lower order duties. Quality education is a product of many other components in educational system; it takes a quality leader with acceptable qualities of leadership to achieve this end.

2.4.1 Educational Leaders' Competence and Performance on Educational

Quality

A high quality educational leader requires competencies and an ability to perform leadership tasks in the educational arena. Mhando (2012) adds that professional leaders in education need to have theoretical knowledge that informs them about their work. It is important to prove that one has a sound body of theoretical knowledge to inform practice. A leader must know the elements and history of the occupation, responsibility and the philosophy that justify the field of practice. It is practical however for the educational leaders to be competent in both areas of operations in the field and its theoretical aspect.

In supporting Mhando's argument on the same, Reven et al. (1999) exposes that educational leaders and Instructors competencies are often used by various stakeholders within the education community at the state how well bad educational leaders and instructors perform their duties for the sake of improving the quality of education programs. The specific uses are discussed later in this document. Therefore in order to maximize educational programme success, the competences of both administrative support and assistance are critical. Therefore meeting the educational quality calls for educational leaders who know what to do and how to do it.

2.4.2 Educational leaders Integrity and Honesty on Quality Education

Integrity is defined by different people as the quality of being honest (*means being trustworthy, loyal, fair, and sincere in what we ought to do at work.*) having strong moral principles and moral uprightness (Hilbig & Zettler, 2009). Integrity enforces leaders and teachers in education to feel responsible and caring in what they deliver in the offices and classes to produce quality product as a basis for quality education. It is the 'behaviors and actions consistent with a set of educational moral and ethical principles and standards, embraced by individual educational leaders as well as institutions, which create a barrier to corruption'.

Integrity is in fact considered to be a personal choice to uphold consistent moral and ethical standards at work places, as it is an inner sense of individual wholeness deriving from qualities such as honesty and consistency of character (Van et al, 1994). Having integrity, therefore, is to act according to educational values, beliefs and principles at hand by both leaders and other important key players in the educational institutions such schools, without which the good quality product will not be obtained which is also a basis for the poor quality of education.

2.5 Theoretical Literature

The Wisdom from Leadership Theories

Theories form the basis on which the concepts for the research are built. Theoretical framework is a collection of interrelated ideas based on theories (Kombo & Tromp 2006: 56). "It is a reasoned set of propositions, which are derived from and supported by evidence". It attempts to clarify why things are in the way they are based on theories. A theory, therefore, is referred to as a collection of concepts that provide

understanding of how a phenomenon is built up and how it can be classified and used. Thus, theories of Moral Leadership, Participative Leadership Theory, and Interpersonal Theory of Leaders will be used in guiding the study of the Influences of Educational Leadership on Quality Education in Arusha city, Tanzania.

However, these theories provide significant rationale and justification to particular roles of educational leadership and the impact they give on the quality of education. If the educational system of any country to achieve the quality education three proposed important qualities of leadership have to be observed. They have proposed leaders' competence and performance in schools, integrity and honesty which will result into the assurance of educational facilities, hence, high quality education in schools.

2.5.1 Moral leadership Theory

This model takes the stance that educational leadership ought to be on the values, beliefs and ethics of leaders themselves if quality education has to be achieved. Authority and influence are to be derived from defensible conceptions of what is right or good (Leithwood et al., 1999).

Sergiovanni (1984) says excellent schools have central zones composed of values and beliefs that take on sacred or cultural characteristics because administering is supposed to be moral craft. The moral dimension of leadership is based on normative rationality; rationality based on what we believe and what we consider to be good for the sake of believed quality in education (Leithwood et al., 1999). West-Burnham (1997) considers two necessary approaches to maintain moral leadership for quality education. There is spiritual and relates to the recognition that many leaders possess

what might be called higher order perspectives. These may well be represented by a particular religious affiliation. Such leaders have a set of principles, which provide the basis of self-awareness to the production of social acceptable quality education.

The second category is considered to be moral confidence and this refers to as the capacity to perform duty and act in a way that is consistent with an ethical system and is consistent over time. Therefore, these leaders can morally demonstrate causal consistency between principle and practice, explain and justify decisions in moral terms, sustain and restate principles over time as necessary all at the expense of creating quality in education.

Basing on the moral principles, values, ethics and individual capacities high quality educational leaders allow inclusivity, equal opportunities, equity or justice, engagement with stakeholder, co-operation and teamwork and commitment. As the remark to this theory there can be concluded that to achieve quality education in schools both moral and managerial educational leadership are necessary.

However, the problem with moral leadership theory is that, it did not give clear guidelines on how to reach a conclusion that the behavior is wrong or right because morals and behaviors are culture bound, what may be good in leadership in schools vary according to locations or culture. This theory is linked to this study in the sense that, the study wants to explore the relationship between integrity of leaders and their performance.

2.5.2 Participative Leadership Theory

Participative leadership contends to the fact that the decision-making processes of the group of educational professionals ought to be the central focus in achieving quality (Leithwood et al., 1999). Basing on the same, the theory underlines three assumptions to its reality; it is believed that professional participation in an educational setting is central because any level of achievement stands on it and thus it fosters school effectiveness. The theories goes on by pointing out that leading through democratic principles is of more beneficial to leaders because they make their work easier hence they prepare time for reflection in the leadership which leads to better quality products.

Participative Theory of leadership points to the importance of a participative approach in bonding staff together and in easing the pressures on school principals. The burdens of leadership will be less if leadership functions and roles are shared and if the concept of leadership density were to emerge as a viable replacement for principal in schools.

Participative leadership has some challenges even if it is widely used, if subordinates are not able to work as a team then participative leadership will be difficult to used and obtain acceptable results. The study will be able to make a comparative of leadership styles and the performance of educational leaders.

2.5.3 Interpersonal Theory of Leadership

The third leadership model relevant to collegiality is the relatively new concept of interpersonal leadership. West-Burnham (2001) argues that interpersonal intelligence

is the vital medium. Interpersonal intelligence is the authentic range of intuitive behaviors derived from sophisticated self-awareness, which facilitates effective engagement with others in educational setting. This theory links to collegiality in that it stresses the importance of collaboration and interpersonal relationships at work place (Tuohy & Coghlan 1997). He adds that interpersonal leadership is possible only to educational leaders who are morally upright, competent and will to improve the quality of educational institutions.

The major problem with interpersonal theory of leadership is that, it can only work when all leaders are competent and morally upright, it cannot work in an environment where leaders do not meet the stated assumption. In case of Tanzania, not all leaders are morally upright because some leaders are involved in examination cheating and money laundering.

2.5.4 The Implications of the Theory to the Study

The theoretical framework of this study implies that there is a logical relationship between the cause and effects of this study. For an educational quality to be achieved in the system the following things must be consecutively done. The individual educational leaders have to demonstrate high-level competence and performance, Integrity and honest that will help them feel responsible in performing their duties such as assurance of educational facilities to achieve this end; and this is consistent with the first moral theory. Again when an educational leader is morally upright, one will allow other members in the organization to participate and lastly to work collaboratively with others to achieve the quality. In order to understand achieved

educational quality scholars have suggested that the educational organizations to look into the level of literacy of the students, life skills and numeracy.

2.6 Empirical Literature Review

In Tanzania the vital role educational management and Administration can play in promoting the effectiveness and the quality of education is clearly stated in education and Training policy document of Tanzania, when it says: “The provision of Quality education and Training is the ultimate goal of any education system. “This goal however cannot be achieved without a well-established and effective management and Administrative Machinery (URT, 1995: 23). Empirical Research conducted in this area of educational Management and Leadership confirm the crucial role educational leadership can play in improving education quality and student achievements.

Outside Tanzania, there is the general agreement that capable school Leaders make a substantial difference to the quality of education and students achievement in their institutions. Various Kanda Sammy & Blaton (2004) explored the roles of school principals in education improvement. The study involved an analysis of educational Leadership in seven Asian countries, namely Bangladesh, Malaysia, Nepal, Pakistan, Philippines, Republic of Korea, and Sri- Lanka.

In their study they found out that the Quality of education primarily depends on the way schools are managed; and capacity of school are managed; and the capacity of school to improve teaching and learning is strongly mediated that the way head of schools manage and lead their institutions and teachers is influenced by their capacity and skills. They considered that;

Strengthening of the management strategies for improving school leaders was one of the key strategies for improving education quality and hence students achievements. In as much as agree with the findings of Kanda, Sammy and Blaton, they failed to consider the availability of finance in schools and in the case of Tanzania, the public schools are underfunded and even if leaders have good skills and good morals, they cannot do anything if they do not have money to initiate school projects.

2.7 Leadership Experiences and Practices Associated with Improvement of Quality Secondary Education

Hayes *et al.* (2004) revealed how a great deal of a school's success depends on its leaders and the model (s) of leadership that are implemented in the school. Its success also depends on which areas of school life the educational leader chooses to focus the time and attention of the school leadership team. As any single input by a leader can have multiple outcomes, so does the impact of multiple leaders have a still greater effect. An effective leader, acting either alone or as leadership team leader needs to be able to see and act with a whole organization perspective, as well as work on the individual elements, and the relationships between them (Silins *et al.*, 2002). Given the complexity of schools, it is little wonder that principals and their leadership teams find their work both exhilarating and exhausting.

The researcher does not agree with Hayes's *et al.* (2004) argument the success of any institution depends on teamwork and not the leader because if the subordinates are not working as a team, the leaders will not be able to achieve their objectives. To a greater extend teamwork results in high performance and individual leaders are not able to perform without teamwork support.

Heck (1996) canvassed evidence from the national and international research literature on the three nested elements of context, organization and leaders. To be successful in managing these three elements in a school, especially in respect to the embedded inter-relationships they contain, is the biggest current leadership challenge for school leaders. Within this broad challenge, school leaders must be part of ongoing conversational out context and its implications for schools. Leaders need to understand and be able to act on the evolving and preferred organizational models for schools.

2.8 Literature Review and Knowledge Gap

Researches done by Hilbig & Zettler (2009) have shown that student's achievements in school have been caused by weak management capacity of educational Leaders such as head of schools. Gauthier and Dembele (2004) have shown clearly that leaders need to be able to understand and act on the quality evidence that is now accumulating on being successful school leader. Gauthier and Dembele state that there is a need for school leaders to move beyond mere technical competence in school leadership. There is therefore a need to empower the professional, providing the time for reflection on effective change and serious support for creativity. Only this way can schools and school systems move forward.

Gauthier and Dembele emphasize that there is a need to achieve better balances in our world, including between learning what the political and bureaucratic systems require of individual leaders and what practicing professionals require of themselves and their colleagues. Wedgwood (2007) observed that participation in context, organization and leadership including policy making, not only enhances efficiency in implementation

but also can contribute to the creation of more pluralistic and democratic educational systems.

A study conducted by Hilbig & Zettler (2009) focused on weak management and a study conducted by Gauthier and Dembele (2004) stressed on features of education leaders while the study conducted by Wedwood (2007) focused on leaders in participating and implementing in all processes of education. Also the evidence from Tanzania has made significant contribution to the study of educational leadership and performance (Nguni, 2005; Maro, 1994; Ngirwa, 2006). Their research findings are mostly quantitative studies focused on general perception issues without a specific concentration on roles of educational leaders in improving quality of education in secondary schools. Thus why this study has focused on the assessment of the influence of educational leaders in ensuring quality secondary education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter gives outlines of the research design and approach, reviews procedures and methods used in conducting this study. Furthermore, it attempts to provide an explicit and systematic account of the sample, instruments and the process of data collection. It also explains the approaches used in data preparation and analysis, information on the description of the research area, the sample and sampling procedures, the reliability and validity of the study, and how the ethical issues were addressed.

3.2 Area of Study

Arusha is one of the important regions in Tanzania. It is located in the northeastern part of the country, at the foot of Mount Meru. Arusha city has the population of approximately 341,155. It is a manufacturing center, the processing and shipping hub of a region in which minerals like Tanzanite, cash crops like pyrethrum, sisal, and coffee are produced. Arusha also serves as a tourist gateway to Olduvai Gorge and the scenic national parks of northern Tanzania, Serengeti, Manyara, and Ngorongoro. Arusha city has a total of 43 secondary schools, 23 of which are owned by the Government and have 20305 students, and 20 secondary schools are owned by private sectors with 4262 students, (DEO Academics, 2012).

This particular study was conducted in the schools of Arusha day, Arusha secondary, Arusha Modern International School, Arusha Meru, Japhary International Academy and Ngarenaro. The location of all the above named schools is in the city.

3.3 Research Approaches

This study was guided by mixed methodology approach whereby both qualitative and quantitative research approaches were used. The application of mixed methods of both qualitative and quantitative for data collection was used. Mixed methods approach is good because it answers research questions in detail and it also covers the weaknesses of using one approach, using mixed methods approach always give detailed results.

This is because different social research problems use specific approaches during the study and therefore depending on the nature of the study, is up to the researcher to decide either to use qualitative research or quantitative research approaches (Dawson 2002; Creswell 2007). Qualitative research involves description (Kombo& Tromp 2006). “It is an approach that seeks to analyze the culture and behavior of human in their groups” (p.9) and it relies on the interactive strategies including interviews and questionnaires to its accomplishment. Denzin and Lincoln (2000: pg....) support this when they explain that, [...] “qualitative involves studying things in their natural settings, attempting to make sense of, or interpret phenomena in terms of meanings people bring to them”. Quantitative research on the other hand is an approach that relies on the principles of verifiability (Kombo & Tromp 2006), and it bases on confirmation, proof and substantiation” (pp. 11). Knowledge in quantitative research emerges from what can be proven by direct observation, and objectivity is reinforced.

3.4 Research Design

As clarified by Kothari (2004, pg. 31), Case study design “ is the conceptual structure within which the research is conducted”. It is the structure that focuses on the decisions about what to be studied, where to conduct a study, when to conduct a

study, and how much data to be collected and by what means. Since this study needs deep investigation and contextual analysis of the situation in question (Kamuzora & Adam, 2008; Gerring, 2007), for the purpose of understanding things from the point of view of those involved over an extended period of time to allow the journey of discovery (Denscombe, 2007; Griffie, 2012; Abbott & Bordens, 2008), case study design was used in this study to provide the chance for the researcher to study the selected schools in Arusha city in detail. Therefore, Arusha Municipality was selected as a case study design where the researcher spent most of her research period to collect data.

3.4 Target Population and Sample Size

3.4.1 Target Population

Best and Khan, (1995) define target population as a group of individuals with one or more characteristics in common that are interested to the researcher. The target population of this study included Regional Educational officers (REOS), District Education Officers (DEOS), District secondary schools academic officers, District school inspectors, Head of schools, Ward educational coordinators, School committee chairpersons and members as well as classroom teachers. They are important targets for this study because the aim of the study was to expose the link between educational leadership and the quality of education.

3.4.2 The Sample Size

Kothari (2004) explained that, a sample is a smaller group of subject drawn from the population in which the researcher is interested for drawing conclusion about the universe or population. Kombo and Tromp (2006) added that the results from the

sample can be used to make generalization about the entire population as long as it is truly representative of the population. Kombo and Tromp (2006) define population as the group of individuals, objects or items from which samples are taken for measurement.

The sample size for this study was selected from target population of Regional Educational Officers, District Educational Officers, District Academic Officers, District School Inspectors, and Head of schools, Second Masters, School Academic Officers and School Management. The Slovene's formula was used to select samples for the Head Teachers, Deputy Heads, and Academic Masters. 60 respondents were selected to answer the questionnaires.

$$n = \frac{N}{1 + N(e^2)}$$

n = sample size

N = Population (according to the data given by Regional Education office in Arusha city, a total of number 500 Head Teachers, Deputy Head Teachers and Academic Masters constitute the population of School Management in Arusha City Schools).

(e²) = level of significance (0.01)

This gave 59.5 equals to 60 respondents

Purposive sampling technique was employed in this study because it involved the selection of those participants who portrayed the key characteristics or elements with potential of the yielding the right information these included, Regional Educational Officers, District Educational Officer and District Academic Officer. The researcher used stratified sampling to select schools in Arusha city and the stratification was

based on public and private schools. This was very important because it ensured equal representation of schools based on their heterogeneity.

3.5 Methods of Data Collection

This study employed a variety of data collection instruments. The instruments included questionnaires (survey), structured interviews and document search guide.

3.5.1 Documentary Review

This is the research methods of sourcing suitable external resources for the use of studying specific topic. The information was collected through the review of document. Documentary review enables the researcher to crosscheck the consistency of the information collected through the questionnaires and interviews (Borg & Gall, 1993). The rationale of using documentation in this study was to help the researcher to access information especially data which were confidently kept. The documents that were reviewed include those which indicate their academic qualifications and annual performance because these exhibit the relationship between competence and performance as well as the level of intellectual habit at work place among REO, DEO and District Academic Officers, Heads of schools, Second masters and their academic officers at school level. The documents to be reviewed are school registers, budgets, examination results and examination results from NACTE.

3.5.2 Questionnaires

Questionnaire can be defined as formalized list of questions that are used to obtain the information from the respondents (Kothari, 2004). It is referred to as the use of written items in the form of statement or question to which the respondent may be required to

tick, select or note down their answers in case of short responses and free explanations in case of open ended questions. Questionnaire was administered to all the leaders' i.e. Headmaster/mistress, Deputy Head Teachers and Schools' Management. The rationale of using Questionnaire might help the researcher to collect large amount of data from the field of study. The other advantage of a questionnaire is that, it can be used in an area where respondents are scattered.

3.5.3 Structured Interviews

An interview is an interactive form involving more than one person in conversation initiated and coordinated by the interviewer in order to get specific information to a certain area of study (Robinson, 2002). There are three forms of interviews namely structured, semi-structured and unstructured interview (Patton & Frey, 2002). In this study, the researcher will use structured interviews. The structured interview captured data from Regional Educational officer (REO), District Educational Officer (DEO), District Academic Officers and a total of 13 were interviewed.

The rationale of using structured interview was to enable the researcher to explore a deeper understanding of interviewees' experience, feelings and perspectives concerning the topic to collect supplementary information by probing more information. Additionally, in the course of data collection the researcher will use all of the structured interviews to REOs, DEOs and inspectors.

3.6 Data Processing and Analysis

The basic data analysis procedures which was used in this study is descriptive and analytical, because measures of association and dispersion was used to observe the

relationship between leadership and quality of education and the Statistical Package for Social Sciences was used for data coding, entry and analysis. This helped the researcher to determine whether the themes that emerged answered the research question or not (Kombo & Tromp 2006). The structured interviews were recorded immediately after each interview and a written descriptive observation notes after each session. This ensured that the descriptive notes were written when the memory was still fresh. Then the data was read and reflected on its meaning to see whether the patterns were emerging or not. Data from documents was given the same treatment and corroboration was done by matching what emerged from the documents with the themes that were used for analyzing the interview.

3.7 Data Presentation

Numerical data collected in this study, and some qualitative data transformed into numerical form were presented in percentages in tables and charts. While categorical data were presented in themes as described in Section 3.6 above, and where necessary were presented involving quotation from the respondents to support the description of the phenomenon.

3.8 Ethical Issues in Research

Since research work involved the study of people, a special care was taken to ensure participants are treated fairly and ethically in all respect. Therefore, the researcher endeavored to be ethical throughout the research activities including securing permission from the coordinator of Postgraduate Studies in the Open University of Tanzania and other five ethical issues the researcher considered important to be noted during the entire study as follows:

3.8.1 Participation and Informed Consent of the Research Respondents

Before conducting the study either by using questionnaires, interview or document analysis, the researcher explained the study rationale to the respondents. The participants' right and freedom to participate voluntarily and the right to withdraw at any time, and respondents' right to ask questions about the study, were also explained to the respondents.

3.8.2 Anonymity of the Respondents

The researcher ensured protection of their anonymity and confidentiality by not exposing names of respondents.

3.7.3 Respect the Research Site

The researcher followed the rule of confidentiality and the information from the respondents was not disclosed to other people. Numbers were used to protect the identity of respondents.

3.7.4 The Schools' Authority Involvement

Involving the authority was the first procedure and was early before data collection time. Involving the authority helped the researcher to be trusted and gain the permission from the authority provided the researcher with an opportunity to access study participants at research sites and was easy for the researcher to be watched by the school watchmen and other authority.

CHAPTER FOUR

FINDINGS PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter contains the data analysis and discussion of data that was collected. The section is divided into three that is, demographic characteristics, analysis of the key questions of the questionnaire and the analysis of the interview data.

4.2 Demographic Characteristics

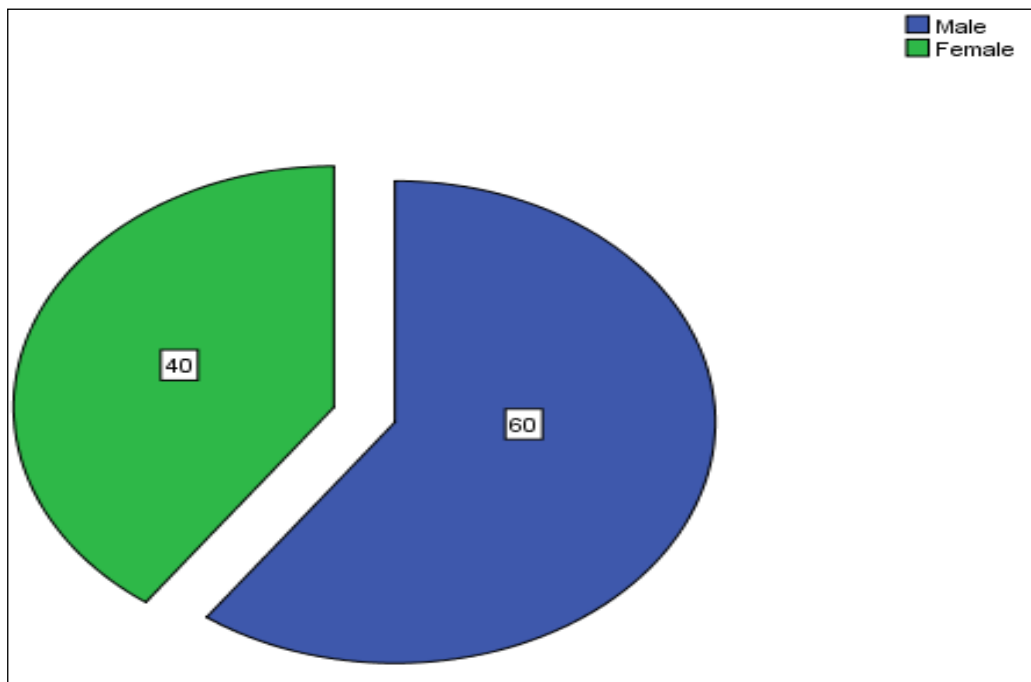


Figure 4.1: Gender of Respondents

Source: Field Data (2017)

According to figure one above, showing results of questionnaire, out of 60 respondents 40% were females while 60% were males and it was interesting to note that, the number of females taking leadership position is significantly increasing. It

was important to capture gender because leadership performance is also influenced by gender.

The interviews were carried out to Educational Officers (EOs) from Arusha city, a total of 13 were interviewed and 44% of them were females while 56% were males. The results are almost similar to those of the questionnaire data. There is a significant improvement in the number of females getting leadership positions in education sector. This was similar to the studies done by Hilbeig & Zettler (2009) and Heck (1996), the number of males were more than females.

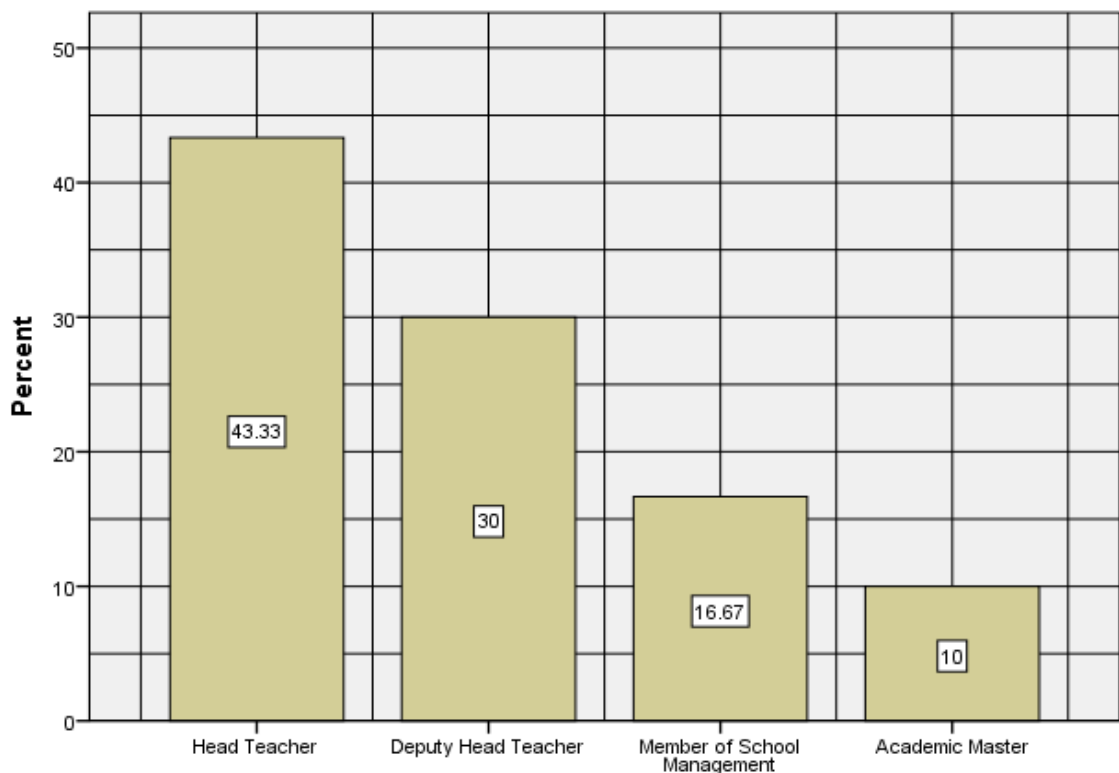


Figure 4.2: Position of Respondents

Source: Field Data (2017)

Figure 4.2 shows the positions of respondents who answered the questionnaires, 43% of them were Head Teachers, 30% Deputy Head Teachers, 17% were members of the school management while 10% were academic masters. The members of school

management were members of school management selected from outside the schools including professionals and parents.

The respondents of the interview consisted of 6 district education officers, 5 were school inspectors and 2 were regional education officers. The sample was a good representative of the leaders in Tanzanian education system because all the key leaders were represented.

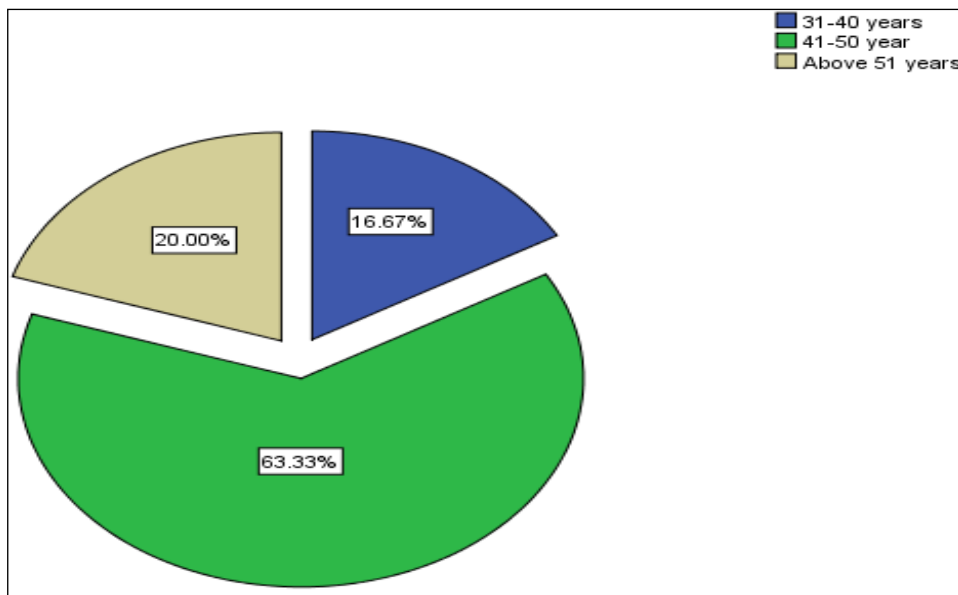


Figure 4.3: Age of Respondents

Source: Field Data (2017)

Figure 4.3 shows the age of respondents who answered the questionnaire, 63% were between the ages of 41-50 years, 17% were aged between 31-40 years while 20% were above 51 years. It is interesting to note that, for the schools, which answered the questionnaire, no member of management was below the age of 30 and the majority of respondents were middle age people of the society. The age for respondents of the interviews were not taken for ethical reasons and privacy should be given to the

respondents according to the ethics of research and for the questionnaire it was proper to ask for the age of respondents because their names were not captured and there was no face to face contact with the researcher. Kanda, Samy & Blaton (2004) study also showed that, majority of respondents were between the age of 41-50 in the teaching sector. This shows that majority of teachers are middle aged.

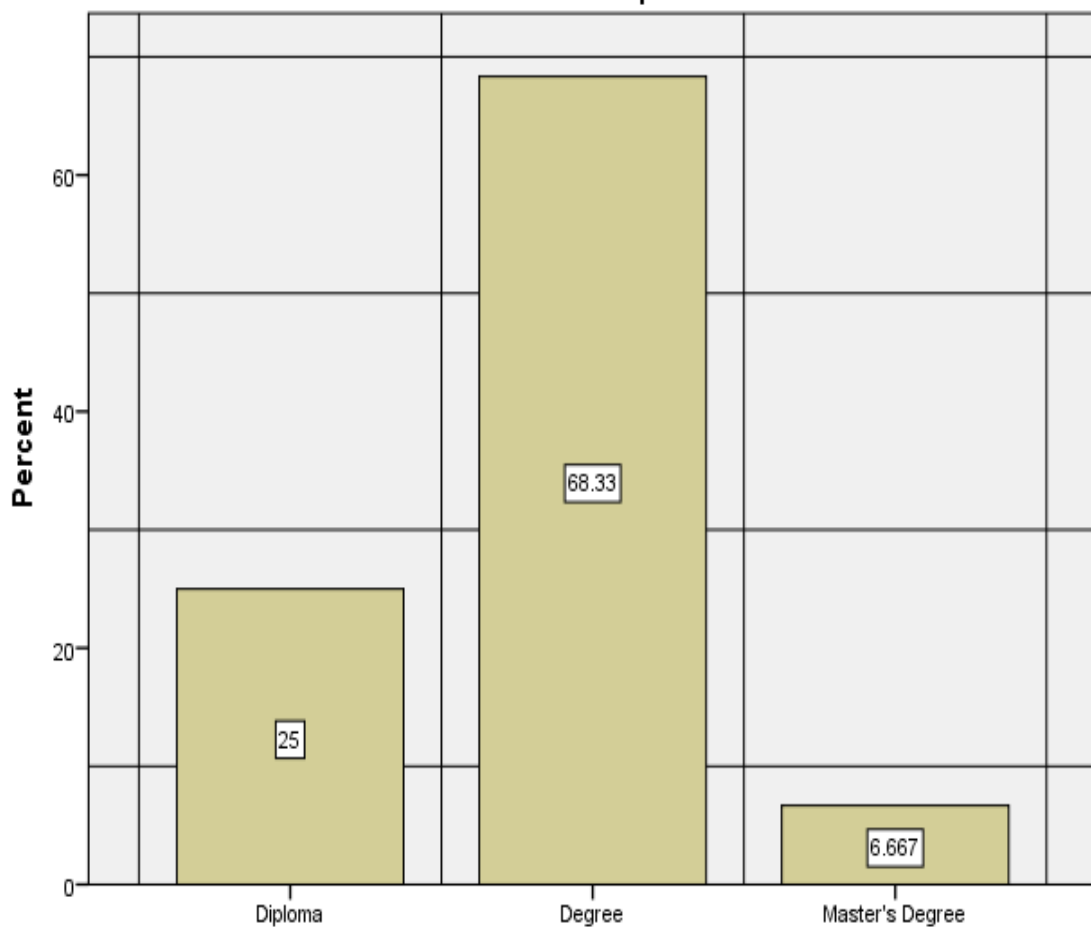


Figure 4.4: Education Level of Respondents

Source: Field Data (2017)

The educational levels of the respondents are captured in figure 4 above. Out of the sample of 60, 25% were diploma holders, 68% were degree holders while 7% were master's degree holders. This is supported by the law of qualifications given by the

ministry of education that, the minimum qualification for secondary school teachers is a diploma. The results show that, the majority of educational leaders at school level degree holders.

The results of the interview respondents showed that out of the 13 EOs interviewed, 70% were degree holders, 2% were diploma holders and a significant number of 28% being master's degree holders.

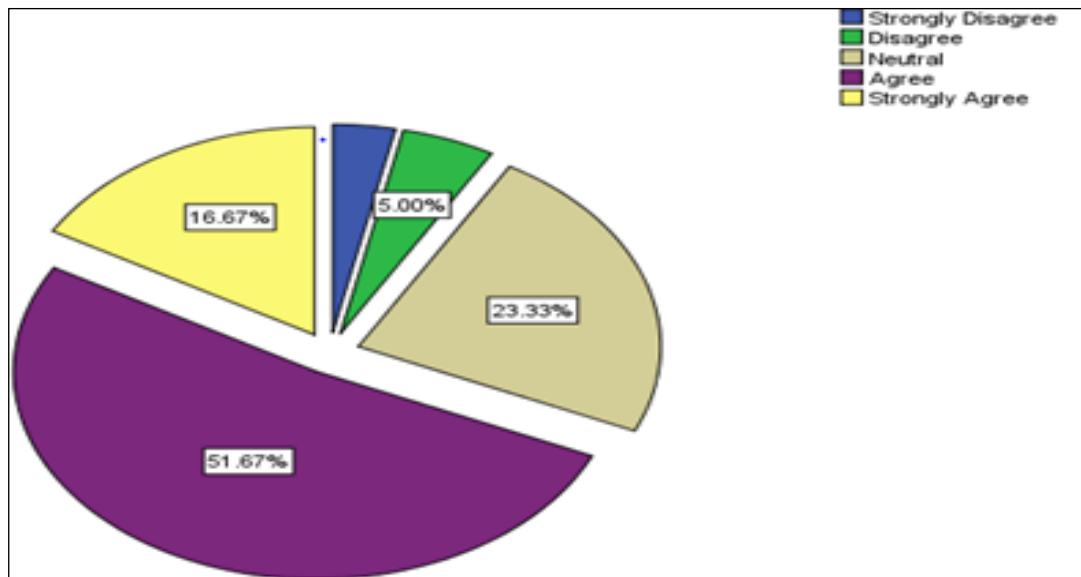


Figure 4.5: Responses on whether Secondary Schools Enjoy Working as Leaders
Source: Field Data (2017)

Figure 4.5 shows the responses of education leaders when asked on whether they enjoy working in schools as leaders. Out of the 60 respondents, 52% agreed, 17% strongly agreed while 23% were neutral. The results however showed that, 8% of the respondents were not satisfied to work as educational leaders in schools, this is bad news because most of the leaders who are not satisfied with their performance are likely to affect negatively the quality of education in schools. All the EOs interviewed

agreed that they were all happy with their leadership positions. Hilbeig & Zettler (2009) and Heck (1996) observed the same scenario when they studied secondary schools in Asia. They observed that heads of secondary schools were happy with their performance in leadership.

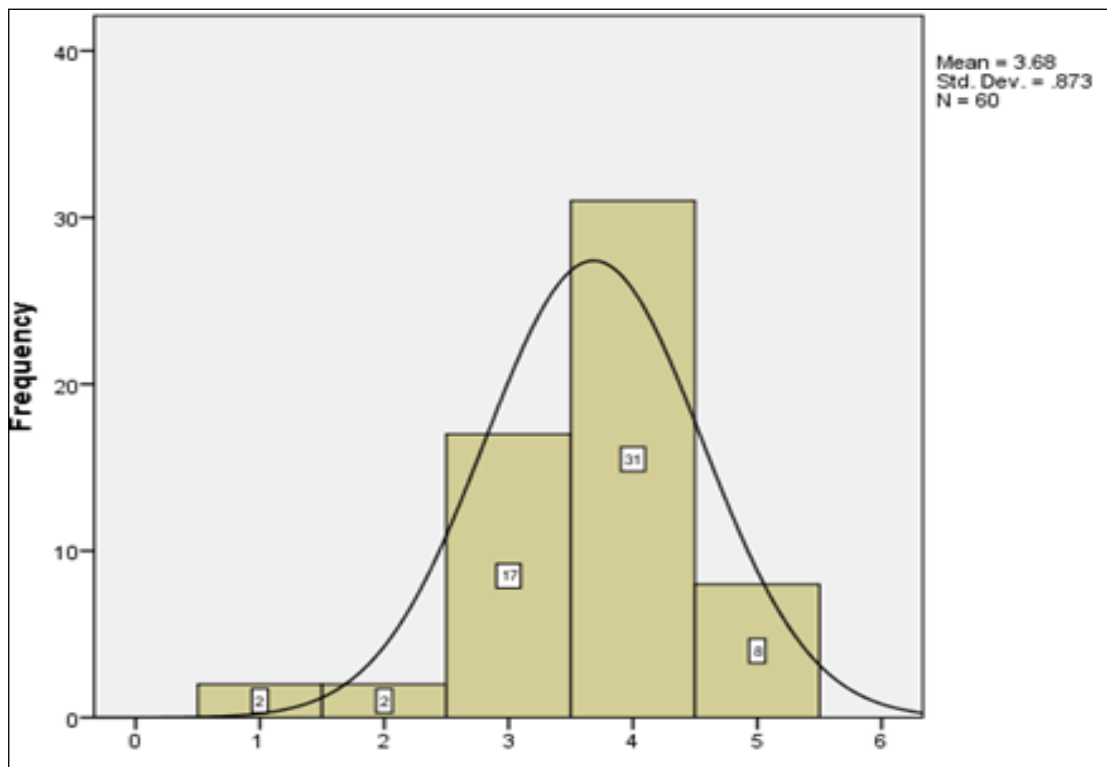


Figure 4.6: Responses on Whether Secondary School Leaders are Competent and High Performers

Source: Field Data (2017)

Figure 4.6 shows the responses of respondents on whether they are competent and high performers in their duties as educational leaders, 49 of them agreed that they were competent, 17 of the respondents were neutral while only 4 of the respondents agreed that they were not competent and this has a serious impact on the quality of education in secondary schools, this was against Hilbig & Zettlet (2009) who

observed that, incompetency is a major challenge in secondary schools and it is rampant. It is very surprising to note that a good number of heads of schools admitted that they are not competent and that could be the cause of poor academic performance in secondary schools in Tanzania.

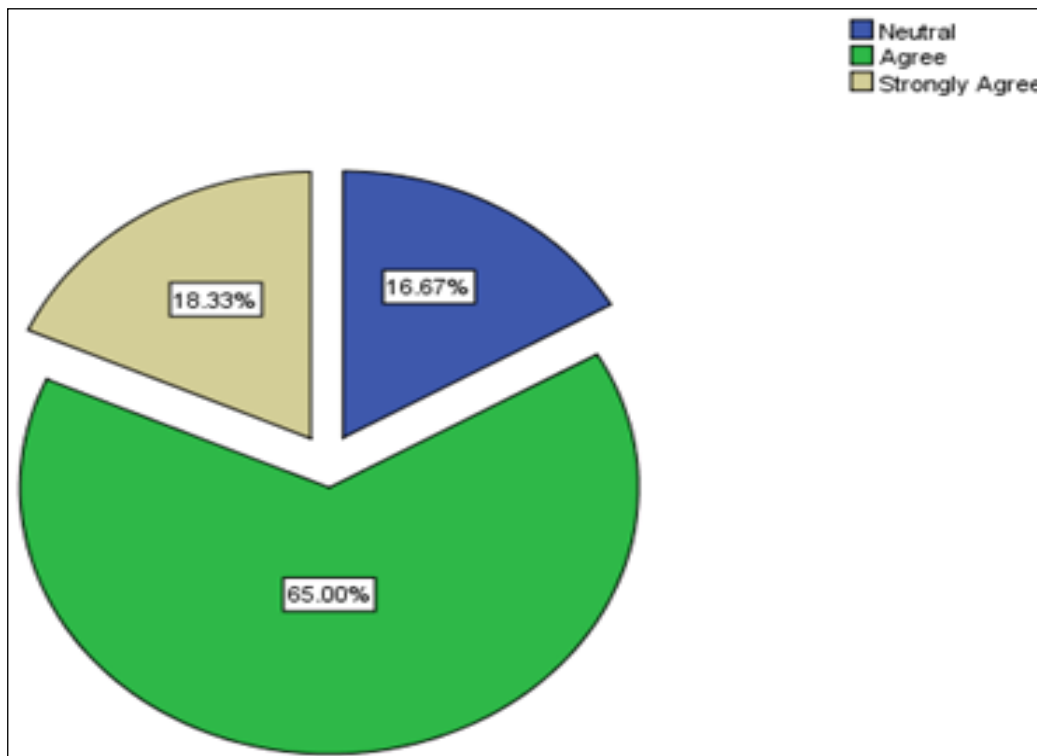


Figure 4.7: Responses on Integrity and Honesty of Secondary School Leaders

Source: Field Data (2017)

Figure 4.7 shows the responses of educational leaders on whether they were leaders of high integrity and honest. Honest and integrity are important in guiding the quality of education in secondary schools. 83% of the respondents were satisfied that, they were honest while 17% were neutral. This is contradicted by the information that was obtained through interview, the EOs said that, majority of Head Teachers in secondary school in Arusha are not honest and one said that:

“...there are quite a number of reports on corruption and most of our head teachers are not honest....”

Gauthier & Dembele (2004) also observed that, honesty and integrity of educational leaders play an important role towards the quality of education offered in secondary schools. The ministry of education should work very hard and stop corruption in schools. Strong mechanisms to fight corruption among heads should be designed.

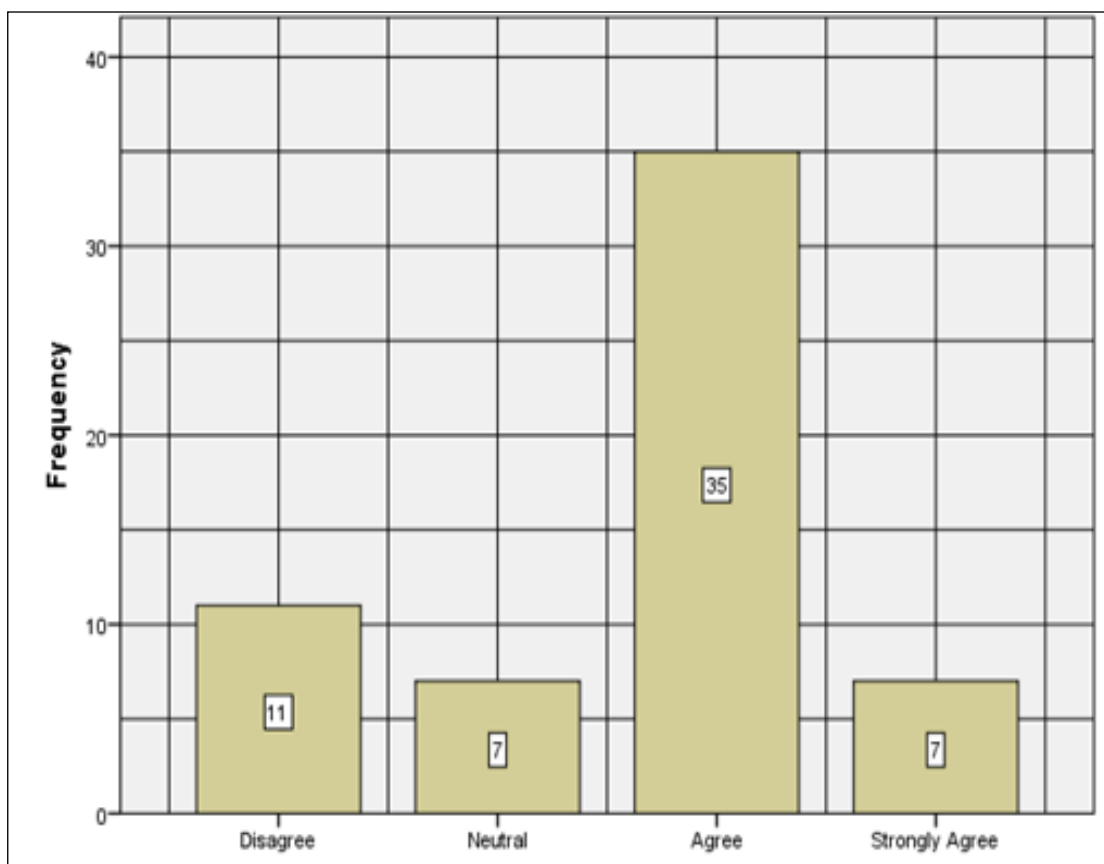


Figure 4.8: Responses on Integrity and Honesty of Secondary School Leaders

Source: Field Data (2017)

A question was asked on whether dictatorship is good to use for students in secondary schools in Tanzania, figure 8 shows the results, out of 60 respondents 42 respondents were supporting the idea, 7 were neutral while 11 said dictatorship is not good in

schools. This is supported by the interview results, which observed that, majority of school leaders in Tanzania are mostly using dictatorship in their leadership. However, Heyes, et al. (2004) observed that, dictatorship in schools is likely to affect the quality of education negatively. I strongly believe that dictatorship affect academic performance of students positively. Dictatorship is good for discipline and order.

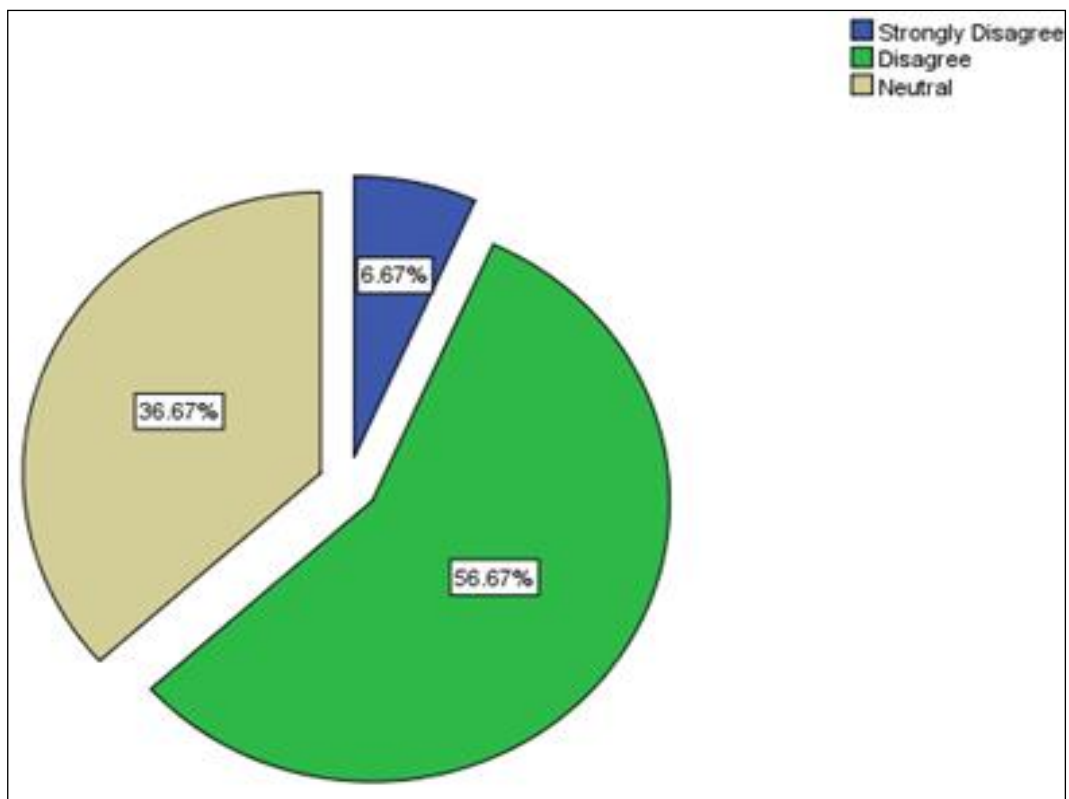


Figure 4.9: Responses on the use of Participatory Style of Leaders in Secondary School

Source: Field Data (2017)

Figure 4.9 shows the response of education leaders on whether participatory leadership is good to use to secondary school student, 64% of the respondents said participatory style of leadership in secondary schools should be avoided while 36% were neutral. There is a feeling that, secondary school students should not be involved

in leadership that is why the same respondents supported the use of dictatorship in secondary schools in Figure 4.10.

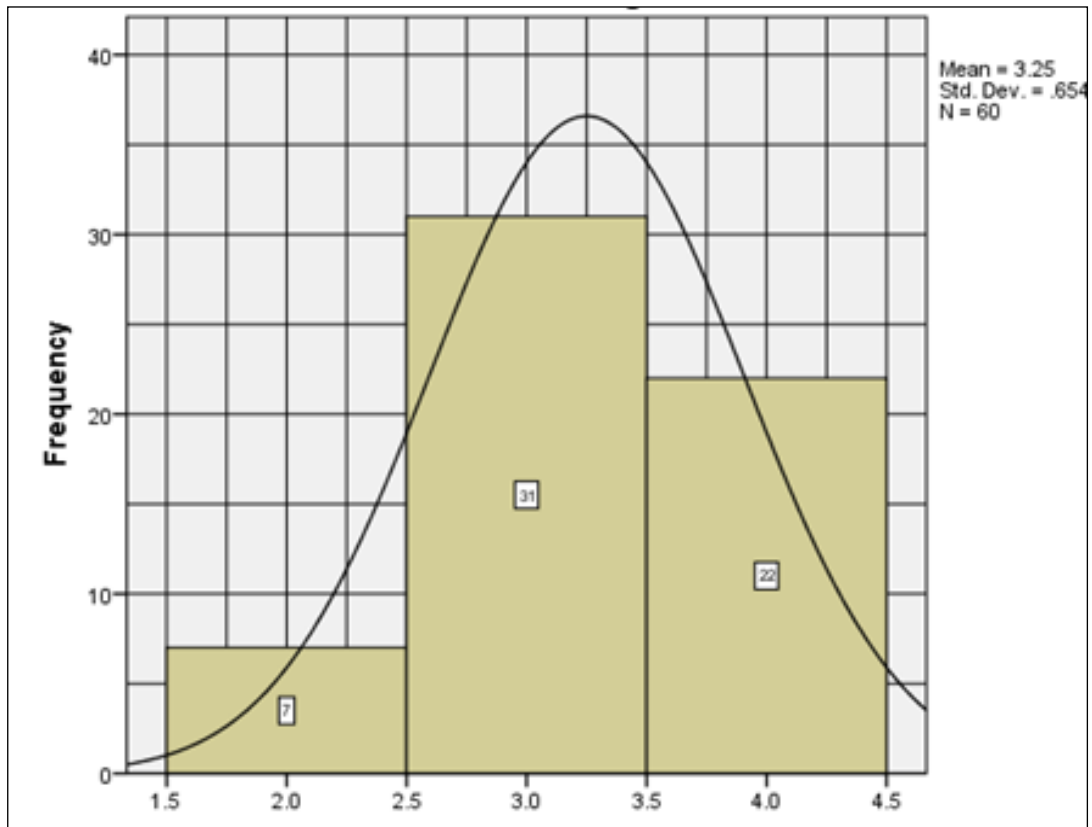


Figure 4.10: Responses on the use of Both Dictatorship and Participatory Styles of Leadership in Secondary Schools

Source: Field Data (2017)

Figure 4.10 shows the responses of students on whether both dictatorship and participatory should be used in secondary schools in Tanzania, out of 60 the majority of more than 50% were neutral while less than 30% said both should be used and above 19% said both leadership styles should not be used. The general feeling is that, both leadership styles should not be used and this is against Kanda, Sammy & Blaton (2004) who stated that, both leadership styles should be used in schools in order to improve the quality of education in schools. I also agree with the fact that leaders should use various leadership styles depending with contexts. Heads of secondary

schools should make sure that all leadership style are used wisely for the benefit of students.

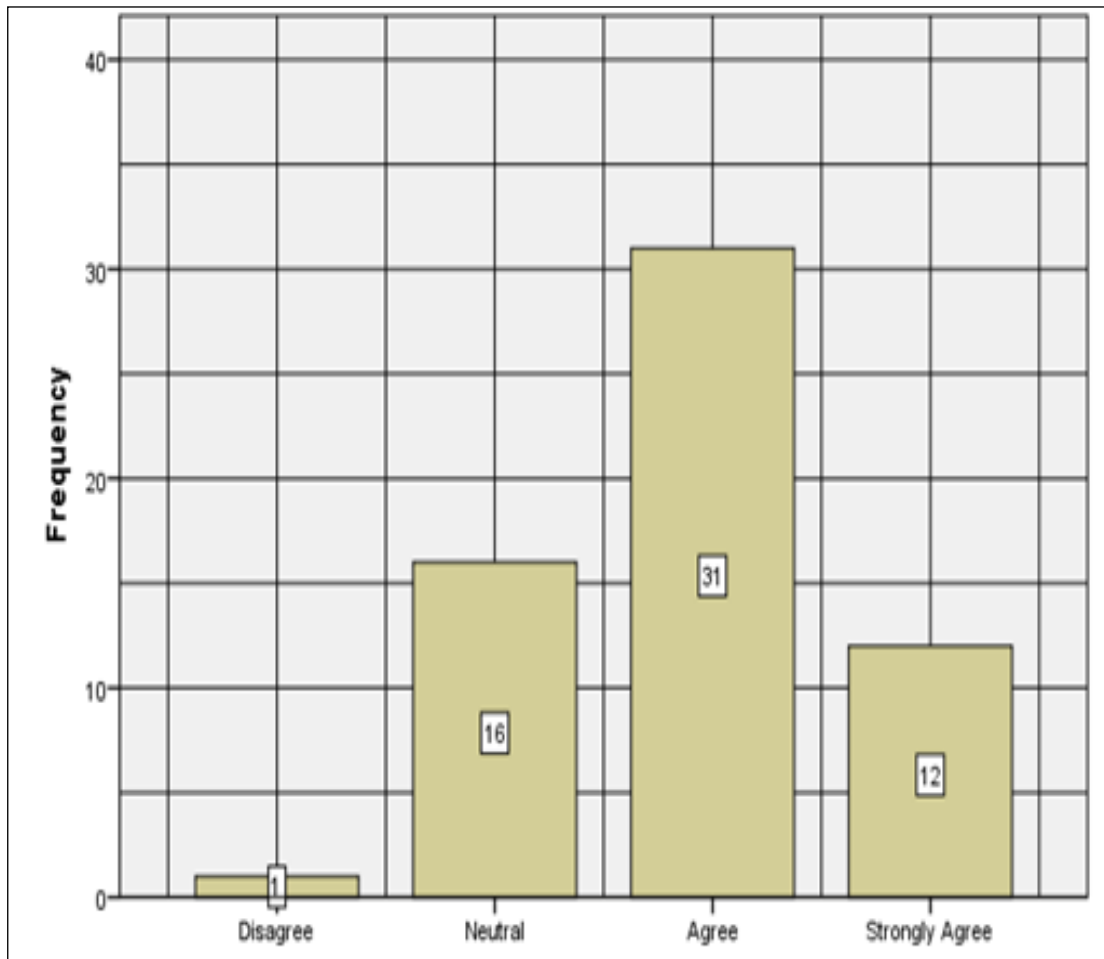


Figure 4.11: Response on the Connection between Educational Leaders' Performance, Competency and Literacy Level of Secondary School Students

Source: Field Data (2017)

Figure 11 shows the responses on whether leaders' performance and competency contribute to high literacy level. Out of 60 respondents, 43 agreed that the literacy level will improve in secondary schools, 1 disagreed while 16 were neutral. This is also supported by Silins, et al. (2002) who said that competency of leaders improves the quality of education. It is true that competency of leaders improves the quality of

education and literacy and the government of Tanzania should enhance competency of heads of schools through seminars and in-service training.

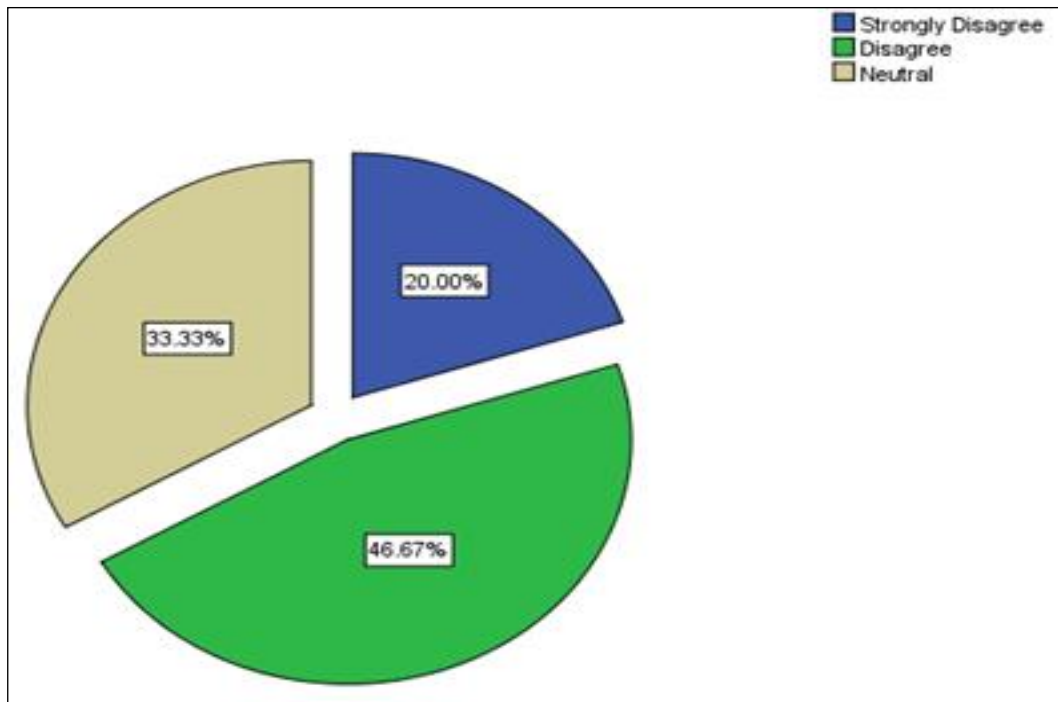


Figure 4.12: Responses on the Contribution of Honest Leaders to the Life Skills of Secondary School Students

Source: Field Data (2017)

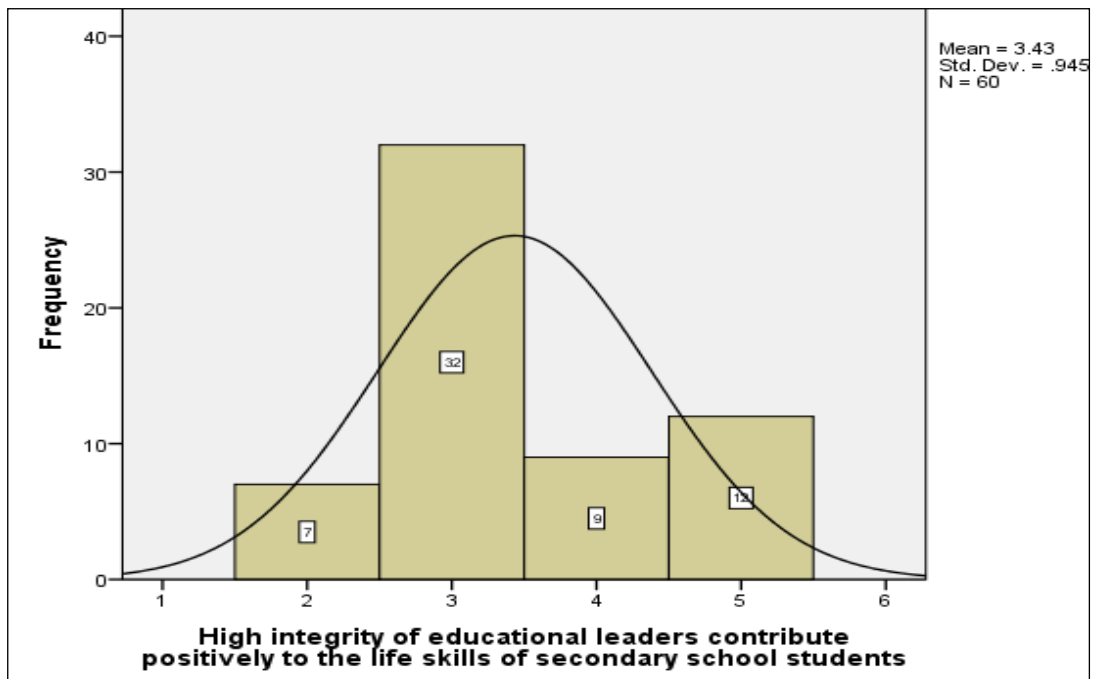


Figure 4.13: Connection between Integrity of Leaders and Life Skills of Secondary School Students

Source: Field Data (2017)

Figure 4.12 shows the responses of leaders on whether honest leaders produce secondary school students with life skills, 66% disagreed they are of the view that, there is no relationship between life skill of students and the morality of their leaders. This was also supported the data from the interviews, the EOs agreed that there is no relationship. I agree with the finding, there is no relationship between honest of secondary school leaders and life skills of students. Life skill should be dependent on the performance of leaders.

Figure 13 shows the responses of school leaders on whether the high integrity of leaders contributes positively to the life skills of secondary school students. The result is the same as the one in Table 4.12; there is no relationship between integrity and the life skills of secondary school students.

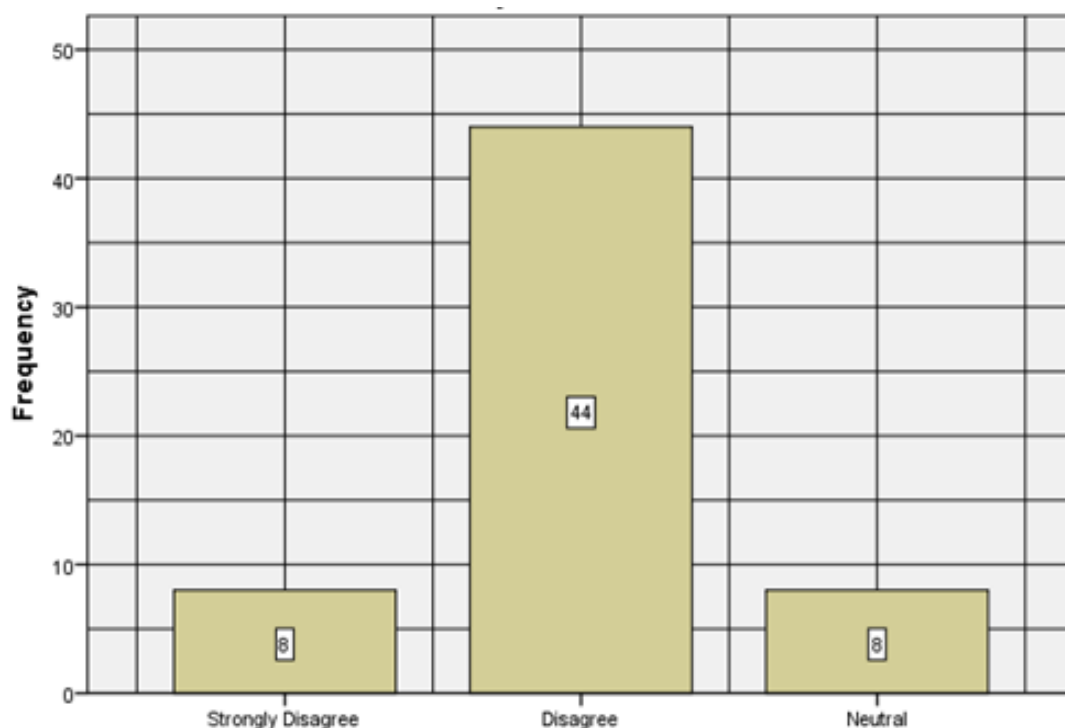


Figure 4.14: Responses on the Provision of Teaching and Learning Resources in Secondary Schools

Source: Field Data (2017)

Figure 4.14 shows the responses on whether education leaders provide enough teaching and learning resources to their schools. Out of 60 respondents 52 disagreed they said that, they are not providing enough resources to their schools. According to Gauthier & Dembele (2004), lack of teaching and learning in schools contribute to poor quality of education. The researcher agrees with the idea that teaching and learning materials contribute to the performance of students. Schools with enough teaching and learning materials are likely to performance better academically.

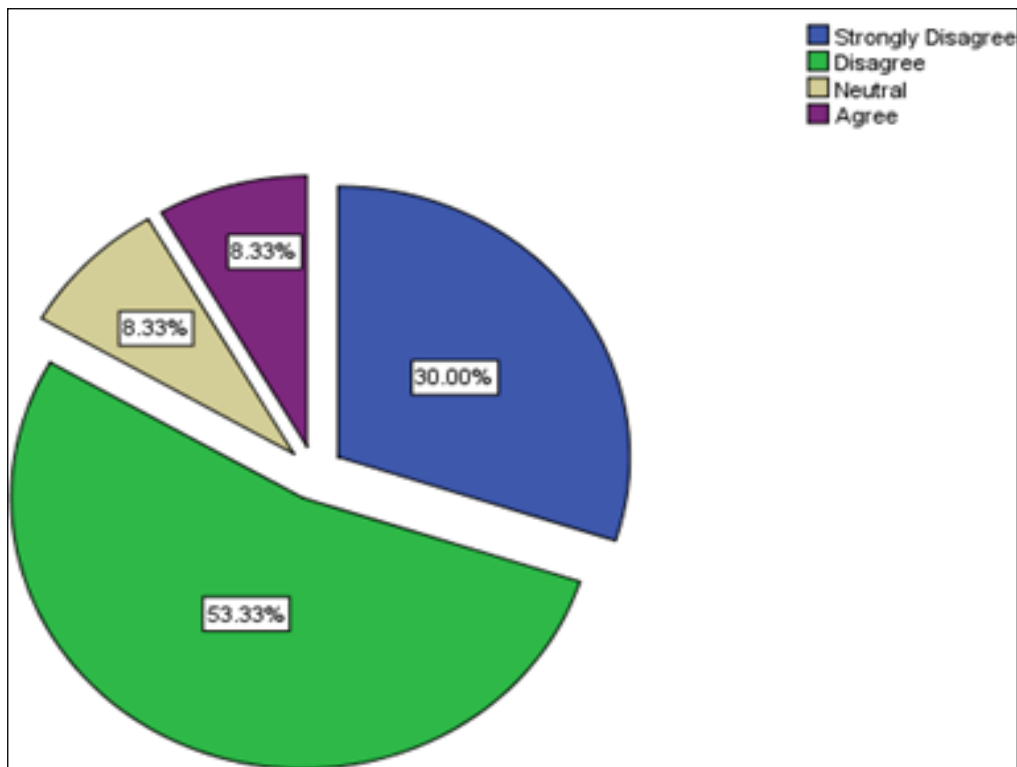


Figure 4.15: Responses on the Student-Textbook Ratio in Secondary Schools

Source: Field Data (2017)

A question was asked on whether student-textbook ratio is up to the standard in secondary schools in Tanzania, Figure 4.15 shows that, the majority (83%) of the respondents said that the student-textbook ratio is too poor in secondary schools. This was supported by the findings from the interview that more than 30 students are sharing one textbook in some schools. Gauthier & Dembele (2004) also observed that availability of textbooks and teaching materials improve the academic performance of students. It should be therefore noted that textbooks and other teaching and learning resources are not enough in most of the public schools in Tanzania.

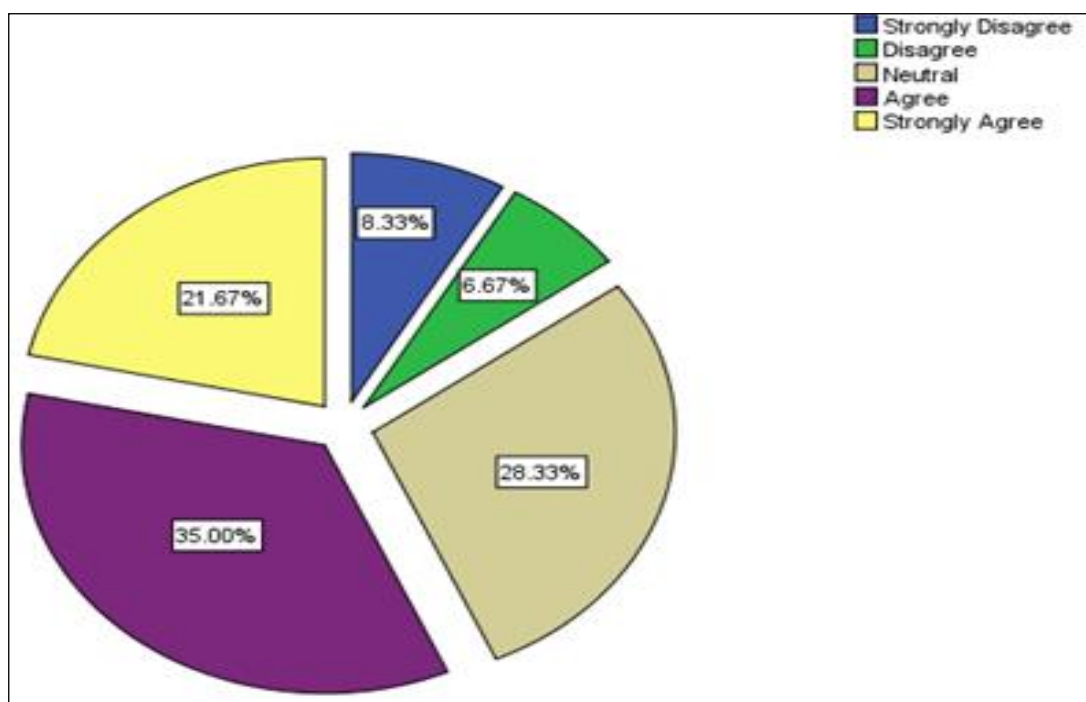


Figure 4.16: Responses on the Quality of Education in Secondary Schools

Source: Field Data (2017)

Figure 4.16 shows the responses of education leaders when asked on whether the quality of education in their schools meet the expected standards, the overall response is that, the quality of education in their schools is good despite lacking teaching and learning resources. The interview data also supported the same idea and support the view that the quality of education in Tanzania is still good despite challenges of infrastructure. The researcher is of the opinion that the education standards of Tanzania are still good despite challenges of resources and infrastructure.

Table 4.1: Relationship between Educational Leaders' Competence and Literacy Level of Secondary School Students

Correlations

	I am a competent and a high performer in leadership	The educational leaders' performance and competency contribute to high literacy level of secondary school students
--	---	--

Spearman's rho	I am a competent and a high performer in leadership	Correlation Coefficient	1.000	-.328*
		Sig. (2-tailed)	.	.010
		N	60	60
	The educational leaders' performance and competency contribute to high literacy level of secondary school students	Correlation Coefficient	-.328*	1.000
		Sig. (2-tailed)	.010	.
		N	60	60

*. Correlation is significant at the 0.05 level (2-tailed).

Table 4.1 show the results of the relationship between educational leaders' competency and the level of literacy in their schools. Spearman rank order correlation coefficient was used to compute the relation ship because the data was non parametric. The following result was observed; $P(60)=-0.328$, $p<0.05$ meaning to say that there is a negative relationship between the competency of educational leaders and the literacy levels in schools and the relationship is significant.

Table 4.2: Relationship between Honest of Educational Leaders and Life Skills Acquired by Secondary School Students

Correlations

			I am a leader of high integrity and honest in what ever I do	We produce highly competent students with very good life skills
Spearman's rho	I am a leader of high integrity and honest in what ever I do	Correlation Coefficient	1.000	.225
		Sig. (2-tailed)	.	.083
		N	60	60
	We produce highly competent students with very good life skills	Correlation Coefficient	.225	1.000
		Sig. (2-tailed)	.083	.
		N	60	60

Table 4.2 shows the results of the relationship between honest leaders and life skills acquired by their secondary school students. Spearman rank order correlation coefficient was used to compute the relationship because the data was non-parametric. The following result was obtained; $P(60) = 0.225$, $p>0.05$ meaning to suggest a weak

positive relationship which is insignificant. The researcher agrees with the view that honest of leaders has an insignificant effect on life skills of secondary school student. The life skills of students are determined by the nature of the curriculum.

CHAPTER FIVE

SUMMARY, CONCLUSION & RECOMMENDATIONS

5.1 Introduction

This chapter presents study summary, conclusion and recommendation. It is finally followed by references and related appendices thereafter.

5.2 Summary

A study was conducted in Arusha city and the main aim was to examine the link between quality of leadership and the quality of education in secondary schools in Tanzania. The study was guided by the following research objectives. Educational leaders' competence and performance in improvement of the level of literacy of secondary school students in Arusha city, Tanzania; relationship between educational leaders' honesty and integrity in improving life skills of secondary school students in Arusha city; educational leaders assurance of the availability of educational facilities in secondary schools in Arusha city and sought Suggestions and prospects for the future improvement of the quality of secondary education in Arusha city.

5.3 The Following Were the Key Findings of the Study

Based on the findings, it was observed that, lack of resources in secondary schools in Tanzania had a negative impact on quality of education provided. The student-textbook ratio was also found to be in appropriate and there was lack of play grounds in urban schools. Findings also presented that secondary schools in Arusha city used mainly dictatorship as a method of leadership and students were rarely involved in decisions making about their learning.

A negative relationship was observed between the competency of leaders and the literacy level in their schools and the relationship was significant; whereas, a weak

positive relationship was observed between honest leaders and the life skills imparted or given to their secondary school students. Findings further reported that, the quality of education in secondary schools in Arusha city is still relevant despite challenge of teaching and learning resources.

5.4 Conclusions

Despite the challenges of teaching and learning resources in Tanzania secondary schools, it was observed that, the quality of education is still relevant, a negative relationship between the competency of leaders and literacy levels in Tanzania secondary schools was observed but the relationship was insignificant and finally a weak positive relationship was also found between honest leaders and the skills imparted to secondary school students. This seems to suggest that school leadership does pose minimum impact on the quality of school output and thus quality of secondary school education.

5.5 Recommendations

Based on the findings of this study, the following is recommended to education leaders and the policy makers:

- (i) The school management should involve both students and teachers in the decision making process.
- (ii) Currently there is no fee charged for public secondary schools, so the Government should provide enough resources in secondary schools, to improve the quality of education.
- (iii) Parents should be also involved by the schools in resources acquisition and mobilization.

5.6 The Researcher Recommends the Following as Key Areas that Require Further Studies

- (i) Since this study focused much on urban schools, thus further studies should be extended to rural based schools as well.
- (ii) Likewise, the study focused mainly on few public and private schools and there is need to extent the study to more school for comparison purposes.

REFERENCES

- Armstrong, M. (2004). *Human resource management theory&practice*. London: Bath press Ltd.
- Ary, D., Jacobs, L. C., & Razavieh, A. (1996). *Introduction to research in education*. New York: Harcourt Brace College Publishers.
- Babyegeya, M. (2002). *Educational Planning and Administration*. Dar -es- Salaam. Dar es Salaam University of Press.
- Bass, B. M. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology*, 8(2), 9–32.
- Bennis, W. G., & Navs, B. (2003). *Leaders: the strategies for taking charge*. New York: Harper & Row.
- Best, J. W., & Khan, J. V. (1995). *Research in Education*. (7thEd). New Delhi: Prentice Hall.
- Borg, W. R., & Gall. M. D. (1998). *Education research: An introduction*. New York: Longman.
- Cohen, L. L., & Keith, S. (2000). *Research methods in education*. London: Routledge.
- Dachi, H. A. (1994). Factors affecting fiscal Decentralization of company education; a case study of coast region of Tanzania mainland. Unpublished. M.A Dissertation, University of Dar es Salaam, Tanzania.
- Eshiwam, G. S. (1983). Factions influencing performance among primary and secondary school in western provinces: policy study. Kenyatta University College, bureau of educational research, Nairobi, Kenya.

- O'Sullivan, F. (1998). *Leadership and Professional Development in schools: How to promote Techniques for Effective Professional Learning*. London: Financial Times Pitman Publishers.
- Fraenkel, J. R., & Walleen, N. E. (2000). *How to design and evaluate research in education*. New York: McGraw-Hill.
- Fullan, M. G. (1991). *The New Meaning of Educational Change*. (4th Ed). New York: Teachers College Press.
- Gauthier, C., & Dembele, M. (2004). Quality of teaching and quality of education. A review of research findings. Retrieved on 7th May 2013 from: [http://portal.unesco.org/education/ene/ev.phpurl_id=36281&url_do=do_section=201.html].
- Goddard, W., & Melville, S. (2004). *Research Methodology: An introduction*. Lansdowne: Juta and company. Ltd.
- Heck, R. (1996). Leadership and culture: Conceptual and methodological issues in comparing models across cultural settings. *Journal of Educational Administration*, 34(5), 74 – 97.
- Hilbig, B. E. & Zettler, I. (2015). When the cat's away, some mice will play: A basic trait account of dishonest behavior *Journal of Research in Personality*, 57(3), 72–88.
- Kombo, D. K., & Tromp, L. A. (2006). *Proposal and thesis writing: An introduction*. Nairobi: Pauline's Publication Africa.
- Kothari, C. R. (2004). *Research methodology Methods and techniques*. New Delhi: New Age International (P) Publishers Limited.

- Kvale, S. (1996). *Interviews: An Introduction to qualitative research interviewing*. London: SAGE Publications Inc.
- Lanmeck, S. (2005). *Qualitative sozialforschungLehrbuch (in German). 4th ed.* Wenham: zurDiskursforschung.
- Leithwood, K., & Louis, K. S., (1999). *Organizational learning in schools*. Amsterdam: Swets and Zeitlinger.
- McBurney, D. H. (1994). *Research Methods.3rd ed.* Pacific Grove, California: The University of Chicago Press.
- McMillan, J. H., & Schumacher, S. (1993). *Research in education: A conceptual introduction. 3rded.* New York: Longman publishers.
- Mosha, H. J. (2012). The state of quality education in Tanzania. A reflection papers in education and development, No.31, University of Dar es Salaam, Tanzania.
- Northouse, P. G. (2007). *Leadership: theory and practice. 4th ed.* London: Sage Publications Inc.
- Odum, H. W. (1969). *An introduction to social research*. New York: Henry Holt and Co.
- Parahoo, K. (1997). *The strength and weakness involving quantitative measures*. London: SAGE Publications.
- Parri, J. (2006). Quality in Higher Education. Vadyba / Management. Retrieved on 7th May, 2013 from: www.leidykla.eu/fileadmin/Vadyba/11/Janne_Parri.pdf.
- Popper, K. R. (2008). *The Two Fundamental Problems of the Theory of Knowledge, ed. Troels Eggers Hansen*. London: Routledge
- Sumra, S., & Rajan, R. (2006). *Secondary education in Tanzania: Key policy challenges*, Hakielimu, Dar es Salaam: Dar es Salaam University Press.

- Tuohy, D., and Coghlan, D. (1997). A systems approach based on organisational levels, *Education Management and Administration*, 25 (1), 65– 77.
- URT, (2008). The development of education: National report of the Ministry of Education Vocational and Training. Dar es Salaam, Tanzania.
- Van der Westhuizen, P. C., Msoge, M. J., and Van Vuuren, H. J. (2004). Capacity-building for educational managers in South Africa: A Case study of the Mpumalanga Province', South Africa.
- Van Driel, J. H., & Berry, A. (2012). Teacher professional development focusing on pedagogical content knowledge. *Educational Researcher*, 41(1), 26-28.
- Vavrus, F. (2009). The cultural politics of constructivist pedagogies: Teacher education reform in the United Republic of Tanzania. *International Journal of Educational Development*, 29(3), 303-311.
- West-Burnham, J., & O'Sullivan, F. (1998). *Leadership in Professional Development in Schools: How to Promote Learning Techniques for Effective Professional Learning*. London: Financial Times Pitman Publishing.
- Wiley, C. J. (2006). The Organizational Behavior Teaching Society. *Journal of Organizational Behavior Management* 37(2), 3 – 14.

APPENDICES

Appendix I: Questionnaires

QUESTIONNAIRE FOR EDUCATIONAL LEADERS (HEAD MASTERS, SECOND HEAD MASTERS, ACADEMIC MASTERS & ANY MEMBER OF SCHOOL MANAGEMENT TEAM)

Dear respondents

My name is PASTORY, MARIANA a student at Open University of Tanzania pursuing a master degree in education. I am conducting a research on the assessment of the influence of educational leadership in enhancing quality of secondary education in Tanzania. Your responses to this questionnaire shall confidential and therefore your assistance in answering this questionnaire is highly appreciated.

Section A:

Tick the correct response

Gender: ☐ Male ☐ Female ☐

Position: Head Master ☐ Deputy Head Master Academic Master ☐

Member of School Management Team ☐

Level of Education: Certificate ☐ Diploma ☐ Degree ☐ Master ☐

PhD ☐

Section B

Please put tick on each on your level of agreement or disagreement.

Key:

SD - Strongly Disagree

D - Disagree

N - Neutral

AG - Agree

SA - Strongly Agree

	Items	SD	D	N	AG	SA
1	I like and enjoy working as a leader					
2	I am a competent and a high performer in leadership					
3	I am a leader of high integrity and honest in what ever I do					
4	I feel dictatorship is good to use for secondary students					
5	I feel participatory leadership is good to use for secondary school students					
6	I feel both participatory and dictatorship style should be used in handling secondary school students					

7	The educational leaders' performance and competency contribute to high literacy level of secondary school students					
8	Honest leaders contribute positively to the life skills of secondary school students					
9	High integrity of educational leaders contribute positively to the life skills of secondary school students					
10	Our school has enough teaching and learning resources					
11	Our management team always provide enough teaching and learning resources to secondary school students					
12	The teacher - student ratio at our school is standard and excellent					
13	The student - textbook ratio is standard and excellent					
14	Our students have enough space for sports activities					
15	Our school has enough furniture for all students					
16	Our education quality is excellent					
17	We produce highly competent students with very good life skills					
18	Our pass rate for NACTE exams is always above average					

19. Do you have enough teaching and learning resources at your school?

Yes ☐ No ☐

If NO, give reasons for your response

.....

.....

.....

.....

20. Do you think educational leaders' competency and performance contribute to high literacy levels among the secondary school students?

.....

.....

.....

.....

.....

.....

21. Is there a relationship between educational leaders' competency and performance and the life skills of secondary school students?

.....

.....

.....

.....

.....

22. State the suggestions that can be used by educational leaders to improve quality of education of secondary school students?

.....

.....

.....

.....

Appendix II: Interview Guide for Regional and District Education Officers and School Inspectors

What is the role of educational leaders in improving the quality of education in secondary schools?

Which style (s) of leadership are you using in your school management?

What is the relationship between the education leaders' honesty and integrity and the life skills of secondary school students?

Is there a relationship between the educational leaders' performance and competency and the literacy level among the secondary school students?

What is the role of educational leaders in the provision of teaching and learning resources in secondary schools?

What are the possible strategies that can be used to improve the quality of education in secondary schools?

What is the role of teamwork in your school management?

Are you satisfied with the quality of secondary education in secondary schools in Tanzania?

Do you have anything to say about our discussions?

AppendixIII: Budget in Tanzanian Shilling

Budget Items	Unit	Unit Cost	Total Cost
Stationary	Lump sum	Lump sum	650,000
Communication 30 days	For 3 people	50,000X3	150,000
Transport	For 3 people	100,000X3	300,000
Accommodation	3X5day	150,000X3X5	1,450,000
Emergency	Lump sum	Lump sum	100,000
Food	For 3 people	50,000X3	150,000
Internet			100,000
Total			2,900,000

Appendix IV: Time Schedule

Activities	Date/Period	Person Responsible
Submission of Proposal	April 15 th ,2016	Researcher
Correction the changes of the proposal	May 1 st to 20 th 2016	Researcher
Data Collection	May24 th to June 24 th ,2016	Research Team
Data Transcription	June24 th to July 24 th ,2016	Research Team
Data Analysis	July 24 th to Augus15 th 2016	Researcher
Report writing	August 15 th to Sept5 th 2016	Researcher
Report evaluation by the supervisor	Sept5 th to 15 th 2016	Supervisor
Submission of the final report	Sept 15 th to October 30 th 2016	Researcher

Appendix V: Introduction Letter to Ms. Mariana Pastory

**THE UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

ARUSHA REGION:

ADDRESS TEL. "REGCOM"

TEL: NO 254-5608/2502272/2502289

Fax No. 254-5239/254-4386

E-Mail: rasarusha@gmail.comE-Mail: racarusha@yahoo.com

In Reply Please Quote:



REGIONAL COMMISSIONER'S OFFICE

EDUCATION DEPARTMENT

P.O. BOX 3032

ARUSHA

Ref. No. RC/AR/ED/R. 20/VOL.II/188

7th JUNE, 2016

City Director,
ARUSHA CITY.

RE: INTRODUCTION TO MS PASTORY MARIANA

Please refer to the above subject.

I would like to introduce to you Ms Pastory Mariana who is pursuing the Master of Education in Administration, Planning and Policy Studies at the Open University of Tanzania. She wants to conduct research concerning. **"Influence of Educational Leadership in enhancing quality of secondary Education in Tanzania.** As part of her course in Master Education.

She will gather her research data within a month 24th May to 24th June 2016.

Kindly give her the necessary cooperation.

Thanks in advance.

E. Mahundo

**For: REGIONAL EDUCATION OFFICER
ARUSHA**

**REGIONAL EDUCATION OFFICER
ARUSHA**

Copy to: Ms Pastory Mariana.

Appendix VI: Research Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

Kawawa Road, Kinondoni Municipality,
P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.out.ac.tz>



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

Date: May 24th, 2016.

Regional Administrative Secretary,
Arusha Municipal Council
P.O.Box. 3050
Arusha.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1st January 2007. In line with the later, the Open University mission is to generate and apply knowledge through research. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms. PASTORY, MARIANA** PG201504399 pursuing Master of Education in Administration, Planning and Policy Studies. We hereby grant this clearance to conduct a research titled "Influences of Educational leadership in enhancing quality of Secondary Education in Tanzania: Experiences and practices of Educational leaders in Arusha City". She will conduct her research in Arusha Region from 24th May 2016 to 24th June 2016.

Incase you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,



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