

**ASSESSMENT OF LEADERSHIP STYLES IN RELATION TO STUDENTS'
ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS: A CASE OF
TABORA MUNICIPALITY**

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

2018

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: ***“Assessment of Leadership Styles in Relation to Students’ Academic Performance in Secondary Schools, A Case of Tabora Municipality”*** 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.



.....

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.....

Date

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DECLARATION

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

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Signature

.....

Date

DEDICATION

This dissertation is dedicated to my late farther Edward Msabaha and my mother Naomi Jonathan Joseph who laid the foundation of my education. I thank them both for their care.

ACKNOWLEDGEMENT

First and foremost I thank the Almighty God for giving me the special gift of life and guiding my way throughout my lifetime to the completion of this work. There are many people who greatly influenced my graduate experience and without whom this work could not have been accomplished. Since it is not easy to mention them all I express my sincere gratitude to all of them for their assistance and contribution. This dissertation could not have been successfully completed without the support from my entire family whose patience, understanding, encouragement and love gave me strength to accomplish my mission.

Secondly, my sincere gratitude goes to my supervisor Dr. Anna Wawa who tirelessly encouraged and challenged me throughout the process of this research work. Her valuable advice and guidance contributed and helped me to shape the dissertation to its current form. I am also very grateful to the entire administration of the Open University of Tanzania. Also my sincere gratitude is extended to the regional and municipal education officers for their support to grant me permission to conduct research in Tabora municipality. I would also like to thank the regional and municipal education officers (REO & MEO), Headmasters/mistresses and teachers who responded to my questionnaires and interview questions which yielded the data for this study.

Lastly, my heartfelt thanks go to my parents; my late father Edward Msabaha and mother Naomi Jonathan Joseph, my wife Albina Alfred Msabaha for their encouragement and support towards my study. Furthermore I would not forget my son Alex and my daughters Pendo, Neema and Ester for their encouragement and prayers.

ABSTRACT

Good leadership of the school plays an important role in raising the students' academic achievement in Tanzania. This study investigated the leadership styles in relation to the students' academic performance in secondary schools in Tabora municipality. Specifically, the study sought to identify major leadership styles employed in running Secondary schools, to establish the extent to which leadership styles influence students performance and to explore the relationship between leadership styles and their effectiveness in managing curriculum implementation in secondary schools. Qualitative and Quantitative research methods were used under the mixed research approach. A total of 46 respondents comprising of 6 heads of schools, 35 teachers, 2 regional education leaders and 3 district educational leaders were interviewed using interview guides and Questionnaires respectively. In this study both quantitative and qualitative data analysis techniques were used. The findings revealed that democratic leadership styles mostly influence students' academic achievement/ performance (R-value was 0.932), implying that there is a strong and positive influence and significant at $p=0.004$ level of democratic leadership style on students' academic achievement. For Laissez-faire leadership style, the relationship revealed negative influence on students' academic performance and was very weak (R-value of 0.1) and not significant ($p=0.072$). Autocratic leadership style, although the relationship was very strong ($R=0.546$, the relationship was insignificant with p value = 0.08. Based on the findings of the study, it is recommended that educational administrators should ensure that Heads of schools are given appropriate orientations before they are appointed as school heads. Additionally, Heads of schools are asked to use more democratic leadership style if they want students to achieve or excel good academic performance.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 An introduction

This chapter presented the background of the problem, statement of the problem, objectives of the study, research questions, scope of the study, significance of the study, and conceptual framework.

1.2 Background of the Problem

Tabora region is among of twenty five regions of Tanzania mainland. Education development of Tabora is not well progressing compared to the other regions for the quite long time. More often performance of the students in national examination was gradually fluctuating by increasing and decreasing for example the national examination results of primary education in a year 2012 the region scored 22 position out of 25 regions, in 2013 the region scored 25 position out of 25 regions which means the region was the last in that year and in 2014 the region scored 23 out of 25 regions and in 2015 the region was 25 out of 25 region which means was again the last. This situation is not well impressing as the environment of teaching and learning in most of different schools in Tanzania are almost similar and why our students in Tabora are not performing well? Another example student's performance in secondary schools is fluctuating. In 2012 ordinary level secondary school national examination in Tanzania Tabora region positioned 18 out of 25 region, in 2014 the region positioned 06 out of 25 region and in 2015 the region positioned 11 out of 25 (Regional Education office Annual Reports). Phenomenon to school performance varies according to change of school leaders. Some of the school leaders could rise

performance but others could drop the performance. The juncture may occur due to different approach or leadership style applied. That is the reason to the researcher, wanted to assess the relationship between leadership styles and academic performance of the students.

Schools and other Education Institutions around the world are expected to prepare students academically, in order to compete on a global level. As part of holding schools accountable for student achievement, all teachers are required to become “highly qualified” in the subject area they teach. In addition to there are qualifications which has been introduction to administrators to be “highly” qualified in maintaining the success of the educational system.

For instance, qualifications for administrators to have a background in education are nowadays very essential for underlying ideas that business leaders could lead schools and maintain high students performance are questioned (Wan.et,al, 2012). Jones and George, 2006 explained that effective leadership style in school is an important tool that could facilitate or raise the academic performance of students. It is the tool that can exert motivation to both teachers and students.

From the background above which portrays a discouraging situation in education in Tabora region, the research finds it important to find out a root cause and hence ways to improve the situation. School dropout, teachers’ retention and drunkenness are an indicator that teachers and students they are not motivated. Hence introduction of effective leadership could address this situation.

Studies which have been conducted reveal little empirical research about why some leadership styles in some situations are very successful than areas. Education stakeholders have critically found out why some successful leaders use a consistent style in all situations and others use a more situational style. Research is silent in analyzing leadership styles across secondary schools, but there is general consensus that some leaders are better than others in reading the environment and adjusting their styles to address issues. Therefore, the research sought to assess leadership styles in relation to the students' academic achievement in secondary schools in Tabora municipality.

1.3 Statement of the Problem

Secondary school education in past five years had not been stable which had led to unsatisfactory examination results in summative examinations (Laddunuri, 2012). In most schools, especially the community secondary schools (i.e., *Ward Secondary schools*), majority of students had failed or had not shown good performance in their results which, prevented them for further studies. The students' performance in form four National Examinations in 2010 shows that the pass percentage for students who score Division I-IV was 54.4% while, 46.5% of students failed (scored Division 0). This meant that, nearly half of the students failed in their examinations and only negligible percent (i.e., 1.6%) of students passed with Division I. This is a very bad sign for the education system in Tanzania from the above data as the performance is deteriorating gradually.

However, experiences and records have shown that school leadership styles have direct bearing on the overall effectiveness of school because both teachers and

students are to perform under the leadership of school (Frolence, 2012). It has been found that effective leaders enhance school climates and cultures that help motivate both the students and teachers leading to the creation of better teaching and learning environments which are more conducive to higher levels of students' academic performance.

Apart from the above, most of school systems, a head of school is required by the systemic authorities to improve student learning and is held accountable for it by building commitments in developing a shared vision for motivating and energizing both teachers and students (Ross & Gray, 2006). Besides, the present fall in the standard of education made it imperative to investigate the influence of school leaders' leadership styles on academic achievement of secondary schools. Due to fall in the standard of education this study therefore, aimed at finding out the influence of leadership styles on students' academic performance and establishing the benchmark of which effects of leadership style may remain or progress academic performance of secondary schools in Tabora Municipality.

1.4 General Objectives

The general objective of the study was to investigate leadership styles in relation to the students' academic performance in secondary schools in Tabora municipality.

1.5 Specific Objectives

- (i) To identify major leadership styles employed in running Secondary schools in Tabora Municipality.

- (ii) To identify the extent to which leadership styles influence students' performance.
- (iii) To determine the relationship between leadership styles and curriculum implementation in secondary schools.

1.6 Research Questions

- (i) What are the major leadership styles employed by heads of schools in running Secondary schools in Tabora Municipality?
- (ii) To what extent do the leadership styles influence students' performance?
- (iii) What is the relationship between leadership styles and curriculum implementation in secondary schools?

1.7 Scope of the Study

This study has been conducted among six secondary schools in Tabora municipality. The study focused on leadership style in relation to students' academic performance in secondary schools in municipal of Tabora.

1.8 Significance of the Study

The findings of this study contributed much to knowledge on assessing the relationship between leadership styles of head of schools and the students performance in secondary schools. These findings are essential for educational leaders who appoint and deploy Head of schools, as well as those who control the performance of students in secondary schools. Also could be used by those deal with supervision and monitoring of schools, where special effort will be placed on the issues which influence the school achievement in secondary schools. Decision makers

in Ministry of Education and Vocation training (MoEVT) may also benefit from the findings, because the study may guide them in setting leadership standards and prioritizing the allocation of educational resources in education institutions.

In examining the exact leadership factors which influence students achievements, the study influence future researcher to identify other factors for example policy and resources allocation with the view to enhance the role each factor in the overall school achievement. In terms of the system of performance review of school managers, the findings of the study would also indicate the strength of governance styles, and their contribution to the prosperity and performance of the schools. For those responsible for organizing instruction courses for newly appointed school leaders, the study would offer some lessons to take care.

The study lay foundation on the view of management as involving more than the leader's personality and concentrating on leaders as dominated by headship. In consideration of this, it is hoped that this study may provide data and information that may be useful for the ministry of education and Vocational Training for formulation of policies, budgeting, planning and decision making that may facilitate pre-training and in-service training of education institutions' leaders. This would equip the leaders with leadership skills for improving teaching and learning environment and bring about quality performance of students.

1.9 Limitations of the Study

Doing an academic research is an activity that is not free from challenges. The researcher encountered different limitations during the fieldwork; firstly, some of

heads of schools were reluctant to disclose relevant information that could be fruitful grain to the study. For instance, one of the heads of school was not ready to provide the researcher with information about mechanism used to reward teachers and students. Secondly, it was difficult to obtain important documents whereby some heads of schools were not ready to provide administrative files of their schools. They argued that such documents are confidential and are given to school inspectors only. The situation caused difficulty in confirming the information given by heads of schools. As such, the researcher had to use another alternative to get them. Teachers and students were the alternative source.

1.10 Delimitation of the Study

The study was all about the styles of leadership applied in Tabora municipality secondary schools and their effectiveness in academic performance of students in particular. The study was conducted in six secondary schools in Tabora municipality. Among these two were public secondary schools; two community secondary schools and the other two were private secondary schools.

1.11 Conceptual Framework

Conceptual framework can be referred to as the structure that support the theory of the study (research). Are the concepts, assumptions, expectation and beliefs that support the research. According to this study my conceptual framework is based on the independent variable namely leadership styles. The dependent variable of this research or study is the student's performance in schools. Figure 1.1 show how independent variable affect the dependent variable under study. Therefore the study conceptualized

that high performance of students and CSEE mean score can be influenced by a combination of the leaders styles.

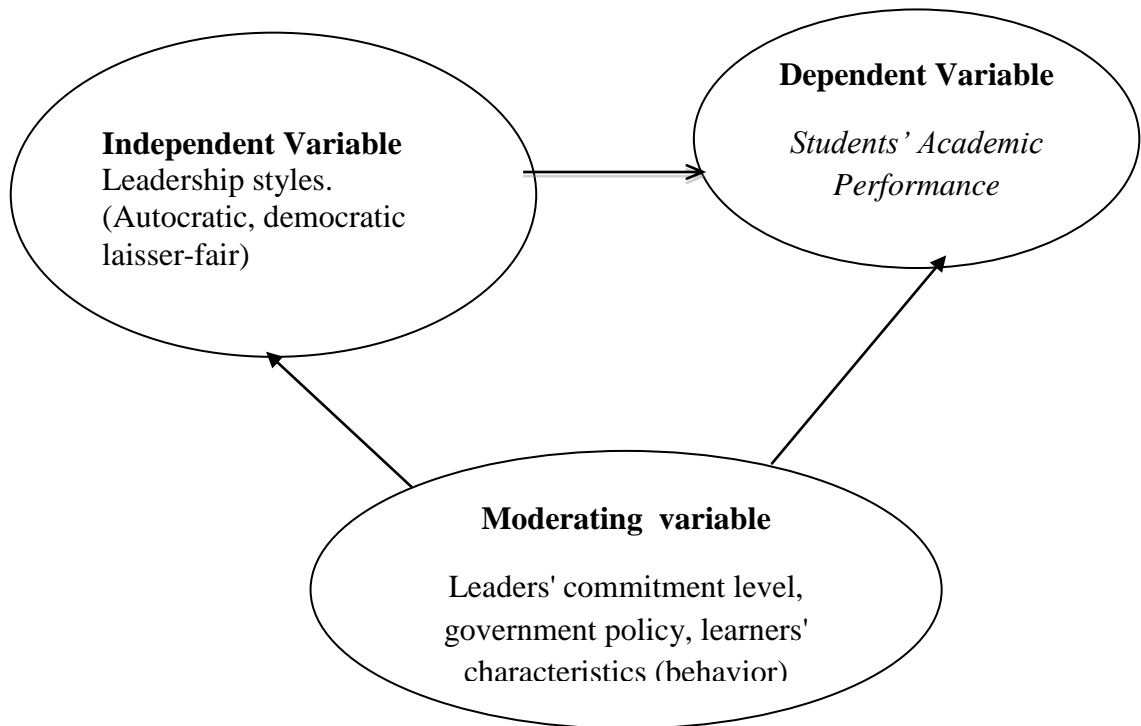


Figure 1.1: Conceptual Framework of the Study

1.11.1 Independent Variables

The word variable can be defined as anything that has quality or quantity which varies accordingly. According to this study my independent variable are the diverse leadership styles implemented by school leaders effects school or students performance of secondary schools in number of ways. Various leadership styles have been identified in this study but most of them can be characterised into three broad styles. These are the autocrate, democratic and laissez-faire leadership styles.

1.11.2 Dependent Variables

Dependent variables refers to variables that a researcher is interested in. In my study dependent variable was students' enactment in secondary schools measured according

to the school output delivered. For instance school academic achievement in summative measurement (CSSE) through continuous school improvement. The consequence of students academic performance which is part of the overall school performance. It can be in the form of passing examinations, texts, exercises.

1.11.3 Moderating Variables

These can be referred to as third variables that affect the strength of the relationship between a dependent and independent variable. According to my study moderate variables are such as teachers commitment level, government policies, staffs and learners' characteristics (behaviour) availability of instructional materials and quality of teaching materials. These variables affects the correlation of independent and dependent various. Therefore the intention of identifying these possible extraneous variables is to control them so that they do not affect the study.

1.12 Definition of Key Terms

This study has two major variables, namely, leadership styles and academic performance.

Hereunder, we provide their operational definitions:

- (i) **Academic performance** refers to the secondary schools performance in CSEE results overtime.
- (ii) **Leadership Style** is the manner in which school leaders are providing direction, implementing school plans so as to achieve the desired goals

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of the past studies and findings related to this study. Definitions of concepts used in this study were also being reviewed to highlight what was said by previous publishers on various issues related to the study.

2.2 Concept of Leadership

Leadership has been defined in many ways but all definitions agree that it has to do with a critical resource in an organization which is human resource. Hence, leadership is defined as a process whereby an individual exerts positive influence over the behavior of others without coercion to achieve the set goals. Leadership is important for the success of any group activity although the nature or style needed in one situation may differ substantially from that required in another. A lot has been written about school leadership and management however this study will focus on the influence of selected styles on students' performance. According to Hammond (2007), leadership is only second to classroom instruction.

Armstrong (2004) defines leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose. This can be done through the articulation of the vision and mission of the organization at every moment, and influence the staff to define their power to share this vision. Moreover, Cole (2002)

defines leadership as inspiring people to perform. Even if an institution has all the financial resources to excel, it may fail dismally if the leadership does not motivate others to accomplish their tasks effectively.

Leadership is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement (Nwogu, 1991). It involves a force that initiates actions in people and the leader (Nwadiani, 1998). It could be described as the ability to get things done with the assistance and co-operation of other people within the school system (Omolayo, 2000; Aghenta, 2001).

2.3 Leadership Style and their Influence on Students' Performance

This section discusses the influence of leadership styles on students' academic performance.

2.3.1 Transformational Leadership Style and Students' Academic Performance

A review of the literature on some of the leadership styles that breed success within educational organizations discovered that transformational leadership was more effective than transactional leadership. Ross & Gray (2006) define transformational leadership as the multidimensional construct that involves three clusters: charisma (identifying and sustaining a vision of the organization), intellectual stimulation of members, and individual consideration. Transformational leadership enhances an organization by raising the values of members, motivating them to go beyond self-interest to embrace organizational goals, and redefining their needs to align with organizational preferences. Theorists and researchers believe transformational leadership is essential for organizations to improve academic performance.

Ross & Gray (2006) discovered Head of schools are often perceived as accountable for student achievement, but most researchers found that Head of schools have very little direct impact on achievement. The researchers hypothesized that Head of schools indirectly contributed to student achievement through teacher commitment and beliefs about their collective capacity.

2.3.2 Transactional Leadership Style and Students' Academic Performance

Leadership occurs when mutual interactions exist between leader and their followers in which the leader can affect followers through behaviors such as contingent reward, contracts exchange of rewards for effort, promises rewards for good performance, recognizes accomplishments, Management-by-Exception (active), watches and searches for deviations from rules and standards, takes corrective action and management-by-Exception (passive): Intervenes only if standards are not met Bass & Avolio (1993).

Transactional leadership focuses on monitoring and controlling subordinates (Bass, 1985). It also involves contingent rewards based on the behaviors of subordinate. Transactional leadership encompasses positive exchange of expected performance and rewards between subordinates and leaders (Bono & Judge, 2004; Bass, 1985). Transactional and transformational are two competing leadership paradigms. Transactional leadership has shown to be effective in achieving short term goals, but transformational leadership is more effective in achieving long term goals (Hautala, 2005).

Transactional leadership Bass (1985) is as a result of an exchange of relationship between leader and followers. Transactional leadership is grounded in the social

exchange theories, which recognize the reciprocal nature of leadership. The transactional leadership process builds upon exchange whereby the leader offers rewards (or threatens punishments) for the performance of desired behaviors and the completion of certain tasks (Bass & Avolio, 1997). The attraction of combinative aspects of leadership behavior lies in its simplicity and its apparent effectiveness in improving followers' satisfaction of the leader. However, much more research is needed to further explore this domain of leadership behavior.

However, these leadership behaviors provide motivation and support to enable the staff to develop their achievement (Nguyen & Mohamed, 2011). In the context of Higher Education Institutions, there seems to be a lack of empirical studies that link leadership behavior of the university leaders to achieve performance (Niles, 1997; Nordin, 2011).

According to Burns, (1978) Karen Seashore Louis, Kenneth Leithwood, Kyla L. Wahlstrom, Stephen E. Anderson et al. (2010) asserts that leadership must be aligned with a collective purpose and effective leaders must be judged by their ability to make social changes. He suggests that the role of the leader and follower be united conceptually and that the process of leadership is the interplay of conflict and power. Burns delineates two basic types of leadership: transactional and transformational. Transactional leaders approach followers with the intent to exchange one thing for another, for example, the leaders may reward the hardworking teacher with an increase in budget allowance. On the other hand, the transforming leader looks for potential motives in followers, seeks to satisfy higher needs, and engages the full

person of the follower. The result of this leadership is a mutual relationship that converts followers to leaders and leaders into moral agents.

The concept of good leadership is proposed as a means for leaders to take obligation for their leadership and to seek to satisfy the needs of the followers. Burns' position is that leaders are neither born nor made; instead, leaders grow from a structure of motivation, morals, and goals. Transformational leadership encompasses a change to value both the relationship and the resources of those involved. The result is a change in the level of assurance and the increased capability for achieving the mutual purposes.

2.3.3 Democratic Leadership Style and Students' Academic Performance

Many studies on leadership styles in schools have continuously advocated for the democratic style of leadership as it has been seen to improve students' academic performance of the schools (Nsubuga, 2008). So, it is through this style of leadership that students can be involved in the maintenance of good academic achievement through their involvement in the organizations' administration. The principal should therefore encourage and recognize the contribution of the members for the school to be successful. In support of this assertion, Dury and Levin (1994) observed that democratic/participation leadership or management style has a potential of improving the student performance.

Democracy is therefore a type of leadership where orders are given after consultation, policies are worked out after discussion, plans are given before asking people to act and there is participation of group in decision making. The outcome of this leadership

is better quality of work, members become constructive and work well together and they own up the decisions made. Schools are seen to be humanistic organizations hence to achieve any meaningful success all human components must be involved. Schools are also regarded as social systems whose components are the head of school, teachers, students, parents, Board of Management, government officers, sponsors and communities.

Therefore, among the three main styles of leadership, democratic styles fit squarely in the school set up as it advocates for inclusion of all players in pursuing the organizational goals. Many studies on leadership styles in schools have continuously advocated for the democratic style of leadership as it has been seen to improve the performance of the schools (Nsubuga, 2008). Democratic leadership style in secondary school set up is characterized by many attributes.

First formation of groups such as students' body, PTA and BOM which should work together on the basis of solidarity, cooperation, integrity and acceptance of legitimate authority to achieve the schools goals, (Hoy, 1986). Secondly, the members of the organization should be motivated to participate and exposed and sensitized on their needs and rights in the participation (Shaeffer, 1992). Thirdly, participation should lead to decision making. The decisions made are normally qualitative as they are made by a group.

However, the principal still has the final authority of approving the decision (Powers, 1984). Fourthly, increased communication among the members Fifth; shared responsibility and authority, Sixth; participation should be voluntary (Stine, 1993).

This means students and other members should not be coerced to participate. Lastly clarification of the legal status of the students, teachers and parents in school management.

2.4 Leadership Theories

Leadership has evolved over time and has taken different forms. Views on leadership theory have been changing over the years. Oyetunyi (2006) asserts that the leadership paradigm has changed over the last decades; and that it has transited from the traditional leadership approaches to the new perspectives. He added that, leadership theory recognize that effective leadership depends on the interaction of three factors namely: the traits and behaviours of the followers, the characteristics of the followers and the nature of the situation in which leadership occurs. As such, the following leadership theory provide scholars with a vision and introduce leadership behaviors that may assist Head of schools and leaders of educational institutions to better manage their institutions in different situations of which all referred in studies conducted by Oyetunyi (2006), Nsubuga (2008) and Omar (2005).

2.4.1 Behaviour Theory

Behaviour theory examine whether the leader is task oriented (initiating structure), people oriented (consideration), or both. It centred into two major forms of leader behaviour namely: employee-centered/consideration and production-centered/initiating structure. An employee-centered leader is sensitive to subordinates' feelings and endeavours to fulfill their concerns (Ross & Gray, 2006). On the other hand a production-centered leader has, as the major concern, accomplishment of the task.

While it is desirable that a leader be high on both considerate and initiating structure, but assert that it may be difficult to match a leader's behavior with effectiveness if appropriate behaviour cannot be linked to different situations, as situational factors affect the effectiveness of the leader's behaviour.

It is the bid to give consideration to situational factors that led to the birth of situational/contingency theories. Oyetunyi (2006), Nsubuga (2008) and Omar (2005) models suggests five styles of academic administration: 1) care-taker, 2) authority-obedience, 3) comfortable-pleasant, 4) constituency-centered and 5) team oriented. The optimum style is identified as team administration, which is characteristic of leaders who must score high on both concern for institutional performance and concern for people.

2.4.2 Normative Decision Theory

Normative Decision Theory is a theory of leadership that emphasizes on the correct rules or standards of behaviour for leaders to follow. Although it focuses on correct rules in decision-making, it is concerned with the level to which leaders allow their assistants to participate in decision-making. It proposes five styles of leader behaviour ranging from the despotic style in which decisions are made merely by the leader to complete participation by assistants and during which decisions are reached through agreement. Under this theory, the most effective style of leadership depends on the importance of the resolution, the degree to which assistants accept it, and the time required making the decision. Leaders must be flexible in selecting the decision making approach that produces maximum benefits in terms of quality, recognition and time restraints.

2.4.3 Cognitive Resource Theory

Cognitive resource theory is an approach to leadership that focuses on the interaction between leaders' cognitive resources like cleverness, technical proficiency, job-related knowledge and job performance and pressure. The level of the leaders' cognitive ability is related to the nature of the plans, decisions and strategies that will guide the actions of the subordinates (Bolarinwa, 2013). This means that the better the leaders' abilities to lead; the more effective the plans, decisions and strategies in education. Therefore, if the subordinates support the leaders' goals and if the leader is not under inordinate stress, then the leaders' programs are likely to be implemented (Ross & Gray, 2006).

Cognitive theories have important implications for perceptions of the leaders' effectiveness. In many situations, leaders may not have measurable outcomes other than social attribution, or the tendency of their constituents to assign to them the credit or blame for unusual institutional outcomes (Nsubuga, 2008). From this perspective, leaders are individuals believed by followers to be responsible for particular events. Leaders themselves, in the absence of clear indicators, are subject to cognitive bias that can lead them to make predictable errors of judgment and to over-estimate their effectiveness (Oyetunyi, 2006). This theory depicts an approach to leadership in which leadership effectiveness is determined by the interaction between the leaders' personal characteristics and aspects of the situation.

2.4.4 Path-Goal Theory

Path-Goal theory is the leadership theory that focuses on the kinds of behaviours leaders should exercise to allow their subordinates to achieve personal and

organizational goals (Oyetunyi, 2006). Leaders can increase their subordinates' motivation, satisfaction and job performance by administering rewards that depend on the achievement of particular goals. Effective leaders will help employees reach personal and organizational goals by pointing out the paths they should follow and providing them with the means to do so. However, under this theory, the leadership style that was most effective depends on characteristics of the situation and of the subordinates; although in most instances leaders must be flexible and adopt whichever style is called for (Bolarinwa, 2013).

This study employed: Path-Goal Theory, this theory are clearly having connection with of leadership styles in relation to students' academic performance. These theories helped to assessment of leadership styles in relation to students' academic performance.

2.5 Empirical Literature

Various studies have been done by different researchers pertaining to leadership styles and their effects on students' academic achievements in secondary schools Isundwa (2015) from the Open University of Tanzania conducted research in morogoro municipality about the influence of leadership styles on students' academic achievements in secondary schools. The findings show that democratic leadership style has strong and positive influence on students' academic achievements. Thomas (2015) also from the Open University Of Tanzania conducted a research about an assessment of impact of school leadership styles on students' academic performance a case of Ilala municipality, the study sort to determine how leadership styles, decision

making, staffs motivation and Headmaster relationship with subordinates influence students' academic performance in public secondary schools. Findings evident that the use of mixed type of leadership style was necessary to improve students' academic performance. There for the researcher wanted to conduct such investigation in Tabora region due to long period of poor performance in secondary schools in national examinations.

2.6 Research Gap

Various research studies have been carried out on leadership style. Others see the leaders as possessing special personal styles that others do not have and which make them high academic performers. Other leaders feel it is the styles of the leadership, is it democratic or autocratic that leads to high academic performance. There are those who believe that for success in leadership it is the leadership style that determines students' academic performance. The researcher found out that it was necessary to conduct such studies in Tabora municipality in order to help education stakeholders including school leaders to modify the leadership styles in running secondary schools successfully.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology of the study involving areas such as; the study area description, research design, target population, sample, sampling procedures, instruments for data collection, data collection procedures, validity and reliability of the instruments, data analysis and statistical procedures, and lastly ethical consideration.

3.2 Research Design

The research design referred to the overall strategy that was chosen to integrate the different components of the study in a coherent and logical way, the researcher assured that effectively address address the research problem, constitutes the blue print for the collection, measurement and analysis of data.

3.3 The Study Area

The research was conducted in Tabora Municipality which is one of the seven districts in Tabora region. The rationale behind the choice of this area was the fact that it was accessible as well as based on research budget and sampling weight it can be sufficiently managed. Also, the area was selected because the researcher have worked there for the past 17years, hence it was easy to collect relevant data on leadership styles in relation to the students' academic achievement in secondary schools. Another reason for the choice of the area was that no similar research has been done there in the past. Tabora Region is one among regions which perform poorly in national

examinations. It is for many years now, the region of Tabora becomes the second or third from the bottom of the list in national examinations.

3.4 Targeted Population

Targeted population is a particular group of people, event or things that identified as the intended recipient for investigation, and it formed a base from which the sample or subjects of the study was drawn (Bryman, 2008:168). The target population of this study included heads of secondary schools, their deputies and secondary school teachers and education officers.

3.5 Sample Size

Sample size is a part of large body specially selected to represent the whole (Bhujel, 2008:79). The sample size in this study was determined according to the guidelines proposed by Kothari (1985). Referred to Kothari (1985), a sample of 10% to 30% is appropriate for descriptive studies. Ten heads of schools out of 36 an equivalent of 36% participated in the study.

Table 3.1: Summary of the Sample Size of the Study

Respondents	Sex		
	Male	Female	Total
Regional education officer	0	01	01
Municipal education officer	01	0	01
Heads of schools	07	03	10
Teachers	20	16	36
Total	28	20	48

Source: Research Data 2017

Since there are 676 teachers, 36 teachers an equivalent of 15% were selected into the study. Other key respondents for this study included regional education officer, Municipal Education Officer, Therefore, the total sample size for this study will comprised of 48 respondents.

3.6 Sampling Procedures

Sampling procedure refers to the total part of the research plan that shows how cases are to be selected for the study (Kombo & Tomp: 1958:78). The study employed the following procedures to get the sample.

3.6.1 Simple Random Sampling

Random sampling is a method of selecting respondents whereby all members of a group (population or universe) have an equal and independent chance of being selected. Simple random sampling was used when selecting schools and when selecting respondent to be included in the study. In this study, 10 secondary schools in Tabora Municipality were randomly selected into the study. The procedures of choosing the schools were by writing names of all schools on the separate pieces of paper and folding them. The folded pieces of paper were put in a container and thoroughly mixed and selection done by picking one piece of paper at a time. This was done until the researcher got the required number of schools. 36 teachers from 10 schools in Tabora Municipality were selected randomly into the study.

3.6.2 Purposive Sampling Strategy

Purposive sampling is an intentional sampling that form non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by

the researcher, basing upon a variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research. In this study, Regional Education Officer and the Municipality Education Officer, and heads of schools were selected through purposive sampling because they are the ones who have experience on leadership style that influences students' academic performance.

3.7 Data Collection Methods

There are various data collection methods such as surveys, observation, focus groups, ethnographies, oral history and case study, documents and records. According to study, case study method was employed. Tabora municipality was case study represented all districts in Tabora region.

3.8 Research Instruments

Research instruments are measurement tools designed to obtain data on a topic interest from research subject. Research tools or instrument used in this study were interviews and questionnaires.

3.8.1 Questionnaires

Questionnaires – the researcher administered both open ended and closed ended questionnaires to teachers in collecting information on information on leadership styles in relation to the students' academic performance in secondary schools. Questionnaires allowed greater uniformity and guaranteed greater comparability of responses, also the instrument allowed a wide chance to ask different aspects at once on information on leadership styles in relation to the students' academic performance

in secondary schools. The advantage of these questions was that respondents were not restricted to provide their responses to particular questions. They were free to air their views way they like. Disadvantage of these questions was that a researcher obtained many different answers as a sample, made it difficult to classify and coding. All questioners were returned.

3.8.2 Interview

Interview is face to face conversation among the respondents and the researcher (Kothari, 2004:273). In this study, interview was administered to the Regional Education Officer, Municipal Education Officer, and heads of schools. This is because they are educational stakeholders so they provided information regarding assess leadership styles in relation to the students' academic performance. During the study researcher used semi-structured interview during collection of data. He used this technique because the intention was to collect detailed and in-depth information. The semi structured interview is flexible in nature and enabled the researcher to collect much information from the respondents. Also interviews allowed the removal or adjustment of questions that seemed to be unsuitable. It also allowed direct contact for checking accuracy and relevance of data collected. However, semi structured interviews have some limitations which included time consuming especially when open ended questions used.

3.9 Data Analysis Procedures

All data collected were recorded and analyzed both quantitatively and qualitatively. Qualitative data analysis procedures was done by gathering numerical information using questionnaires, there were number of steps involved in analyzing quantitative

data, these included data clearing, data coding, data presentation and data interpretation and discussion. While qualitative data analysis involved the following steps; transcribing all the data, organizing, coding to the first set of field notice drawn from interviews and questionnaires.

3.10 Ethical Considerations

Ethics are values to consider before, during and after the whole process in research. Before starting collection of data a researcher got clearance from the OUT. A letter from the OUT was submitted to the Municipal Director (MD) to write a notifying letter to the institutions from which data was to be collected. The researcher made it clear to the informants about the purposes of the investigation as well as the benefits and risks they would face in their participation for the research project.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Chapter Overview

This chapter starts with presenting data where response rate followed by demographic characteristics of the respondents. Then it is followed by the presentation of the findings and interpretation based on objectives. The prime objective of the study was to fulfill three main tasks namely to identify major leadership styles employed in running Secondary schools in Tabora Municipality, to establish the extent to which leadership styles influence students' academic achievement and to explore the relationship between leadership styles and their effectiveness in managing curriculum implementation in secondary schools.

4.2 Demographic Characteristics of Respondents

It was very important to examine the environment and characteristics of the various respondents of the study, means the Head of schools and teachers who participated in this study. Their characteristics have a strong bearing on the study's findings relating to the objective of the study.

4.2.1 Age of Teachers

The age responsible teachers were analyzed. The responses shows that more than half of the teachers (71%) who participated in the study were aged between 30 and 44 years, followed by (23%) between the ages of 45 and above and a small percentage (6%) between the ages of 18 and 29 years. Therefore the majority of teachers in secondary schools in Tanzania are in their thirties (30s) this shows that schools have

young and energetic teachers who should work towards achieving good grades in the schools.

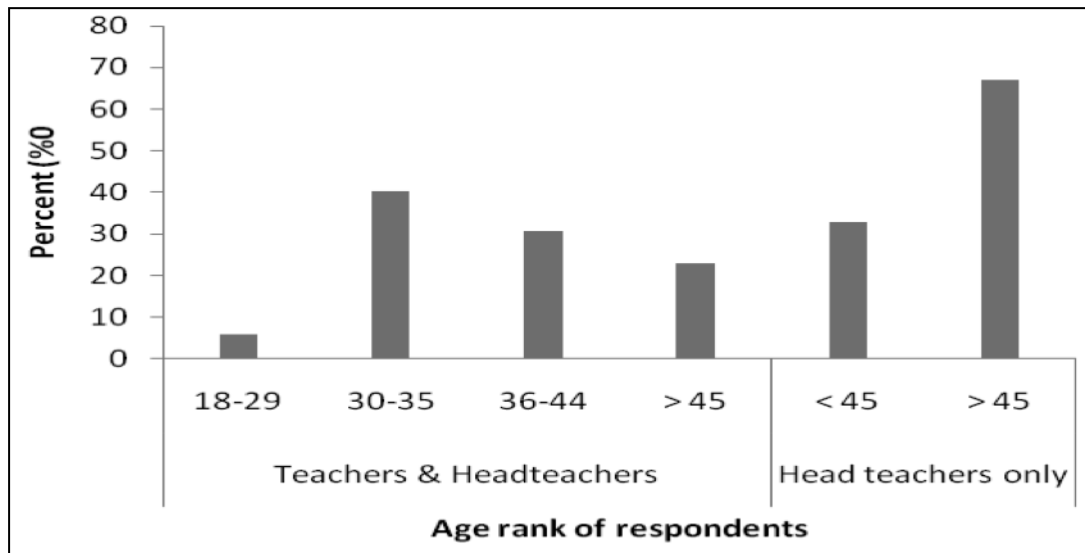


Figure 4.1: Age of Respondents in the Study Area

4.2.2 Job Experience in Years

The findings revealed that from the findings revealed that the above 45 years age, (55%) have job experience of more than 5 years, while the remained percent (45%) were those with less than 5 years of job experience as indicated in Figure 4.1.



Figure 4.2: Percentage of Respondents' Job Experience in Years

4.3 Major Leadership Style Employed in Running Secondary Schools in Tabora Municipality

This objective deliberately considered because school leaders play important role with the plane of making teaching and learning more effective and to give quality education to students and enhance their performance. In this intention it was necessary to find the influence of the Head of school leadership style on school achievement. The supposition within this objective was that apart from other factors student achievement is the function that can be defined in terms of what leadership style the school leader apply. Findings were obtained by using questionnaires. The questionnaires were prepared and made up of section extract information on demographic data of respondents. Other section consists effects of different leadership styles eg democratic, autocratic, laissez-faire. These effects asked the Head of schools to show all the time best describes behaviour. To balance the answers teachers were also asked to describe their school leader's leadership style. Most of researched school leaders were democratic (42%). Based on sex of respondents (53%) males respondents were autocratic and (47%) female respondents were democratic. When we relate with job experience teachers with less than 5 years experience preferred to autocratic leadership (43%) style. The findings are as presented in the Table 4.1.

Table 4.1: Major Leadership Style Employed In Running Secondary Schools in Tabora Municipality N: 48 Teachers and Heads of School

Attributes	Leadership styles (%)		
	Democratic	laissez-faire	Autocratic
Overall teachers and head of schools responses	20(42%)	18(37%)	10(21%)

Source: Research Data 2017

As shown in Table 4.1 majority of the respondents they balanced their leadership styles which are (42%) democratic, (37%) laissez-fair and (21%) autocratic. Therefore the responses shown in table reflect that democratic leadership style is most employed in running school than the other styles. Although few of them suggested that a good leader should not stick to only one type of leadership style. Sometimes is compelled to employ more than one of style according to change of situation and environment in order to enhance the performance of the students. Democratic leadership style gives room to subordinates to share in planning and implementing the intended goals objectives of their school. In doing this subordinates are empowered and feel recognition and satisfaction of their needs (psychosocially). When subordinate are psychologically satisfied they work hard, hence the attainment of organization objectives or goals is possible.

The findings above concur with the findings by Oyetunyi, (2006) who point out the major point based on sharing; the leader shares decision-making with the subordinates. sometimes he/she invites contributions from the subordinates before making a decision, he/she keeps the final authority to make decisions (consultative). The school leader may also seek discussion and agreement with teachers over an issue before a decision is taken (consensus). He/she may allow the followers to take a vote on an issue before a decision is taken. He/she direct subordinates and negotiates their demands (Dubrin, 1991). This leadership style is viewed as an important aspect of empowerment, teamwork and collaboration. It has been observed that a school is more effective when those who are affected by the organization's decisions are fully involved in the decision-making process. Dubrin expressed (1998:110-111) that the

democratic leadership style waste time due to endless meeting and may lead to confusion and lack of direction. By implication, it is not appropriate for use in times of crisis when the situation demands on-the-spot decision (Oyetunji, 2006).

4.4 To Establish the Extent to Which Leadership Styles Influence Students' Performance

4.4.1 Leadership Styles Rating

Under this section, respondents were asked to rate the three leadership styles under study. The responses are presented in Table 4.2.

Table 4.2: Presents Respondents Leadership Styles Rating

Leadership Style	Teachers	
	Frequency	Percentage
Democratic Leadership Style	18	50
laissez-faire Leadership Style	12	33
Autocratic Leadership Style	6	17
Total	36	100

Source: Research Data 2017

4.4.2 Democratic Leadership Style

From the table above data revealed that majority of the heads of school reported using democratic leadership style. Few heads of school used laissez-faire leadership style and autocratic leadership style. On the other party of teachers, the majority of the teachers stated that heads of school used democratic leadership style 18(50%), laissez-faire Leadership Style 12(33%) and 6(17%) used autocratic leadership style.

Participatory in planning implementation and decision making are some of the main features of democratic leadership. However, as heads of school points out, the major issues in sharing; the leader shares decision-making with the followers. Although the school leader invites contributions from the subordinates before making a decision, the leader keeps retains the final authority to make decisions (consultative). The heads of school may also seek discussion and consensus with teachers over an issue before a decision is made (consensus). He/she may allow teachers to take a vote on an issue before a decision is made (democratic). He/she direct the teachers and negotiate their demands.

Moreover, teachers argued that this type of leadership is seen as an important tool of empowerment, teamwork and collaboration. It has been confirmed that a school is more effective when those who worker in the organization are involved in the decision-making process. Dubrin, expressed (1998) that the participative style of leadership wastes time due to endless meetings and may lead to confusion and lack of direction. In the other hand the style is not appropriate for being employed during dangerous situation when the situation demands on-the-spot decision (Oyetunyi, 2006). Unlike the laissez-faire style, the leader adopting this style maintains the final decision-making authority. The use of this style is not a sign of weakness; but it is a sign of strength that one respects the subordinates ways of doing things. Using this style is of benefit to all members in the organizations it allows staff to become part of the team and allows one to make better decisions.

David and Gamage (2007) argue that effective democratic and participatory school administration, leadership and management affect the trust levels of stakeholders.

Their surveyed of the effectiveness of democratic and participatory school administration and management in one school division in the Philippines. Like in the Philippines, school heads in Kenya who favour the use of the democratic style of leadership attach the same level of trust to their stakeholders in the management of schools. They engage subordinates, parents, students and the community in the decision-making process. As pointed out by Kouzes and Posner (2003), school leaders know that no one does his/her best when feeling weak, incompetent or alienated; they know that those who are expected to produce.

The outcome must feel a sense of ownership. In order for a school to provide quality education, those who have been empowered to lead the transformation of the schools, to address the contemporary challenges of teaching and learning, should carefully nurture democratic leadership. Participative/Democratic leadership can be effectively utilized to extract the best from people and the most effective and efficient educational climate can be created in a school when democracy is employed. The democratic leadership practices in secondary schools outline procedures to develop and use the potential of all the stakeholders of a school to create and foster quality education.

Democratic leadership are flexibly applied in order to create a climate in which all stakeholders are able to express themselves freely and hence feel that they are part of the democratic decision-making process. Both teaching and non teaching staff need to feel that they have an influence over what should or should not happen at school rather than to be imposed with decisions of those placed in positions of hierarchical power (Rowan, 1993).

4.4.3 Heads of School Response on Democratic Leadership Style on Students'

Academic Performance

This section sought information from the Head of schools about the influences of democratic leadership style towards students' academic performance. Figure 4.4 presents information on heads of school response on democratic leadership style on students' academic performance.

Table 4.3: Heads of School Response on Democratic Leadership Style on Students' Academic Performance

Items	Frequency	Percentage
Consult teachers before decision making	4	40
Give teaches autonomy in decision making about improving academic performance	2	20
Respect the right of different group in school	4	40
Total	10	100

Source: Research Data 2017

Most of the respondents felt that consulting teachers before school decision are made has a high influence students academic performance because teachers feel that they are considered importance hence motive them to work hard.

4.4.4 Teachers' Response on Influences of Democratic Leadership Style

Figure 4.3 presents teachers' response on influences of democratic leadership style on students' academic performance.

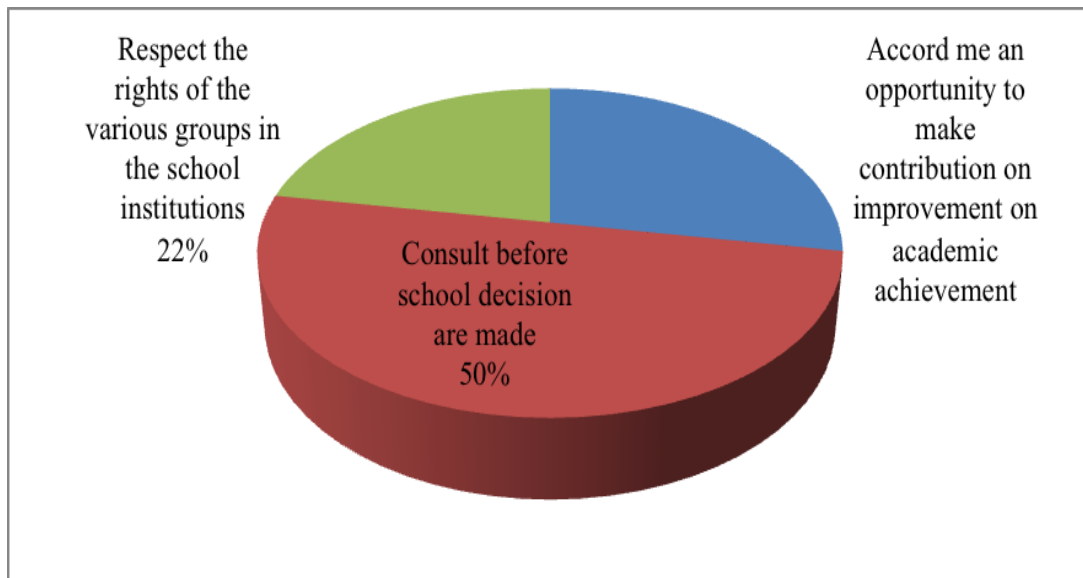


Figure 4.3: Teachers' Response on Democratic Leadership Style

Source: Research Data 2017

Majority of the teachers felt that consultation before school decisions are made has a high influence on democratic leadership style. Few teachers were for the idea that respecting the rights of the various organized groups and association in the school has an influence on democratic leadership style. This implies that teachers felt as part and parcel in the efforts towards improved performance. However respecting the rights of various groups is important and since teachers felt that they are not, they will tend to be reluctant in working towards improving students' academic performance.

This findings above was affirmed by Nsubuga, (2008) who argues that leadership styles in schools have continuously advocated for the democratic style of leadership as it has been seen to improve students' academic performance of the schools, so it is through this style of leadership that students can be involved in the maintenance of good academic achievement through their involvement in the organizations'

administration. The principal should therefore encourage and recognize the contribution of the members for the school to be successful. In support of this assertion, Dury and Levin (1994) observed that democratic/participation leadership or management style has a potential of improving the student performance.

Furthermore, Nsubuga, (2008) who stated that leadership styles in schools have continuously advocated for the democratic style of leadership as it has been seen to improve the performance of the schools. Democratic leadership style in secondary school set up is characterized by many attributes. First formation of groups such as students' body, PTA and BOM which should work together on the basis of solidarity, cooperation, integrity and acceptance of legitimate authority to achieve the schools goals, (Hoy, 1986).

Secondly, the members of the organization should be motivated to participate and exposed and sensitized on their needs and rights in the participation (Shaeffer, 1992). Thirdly, participation should lead to decision making. The decisions made are normally qualitative as they are made by a group. However, the heads of school still has the final authority of approving the decision (Powers, 1984). Fourthly, increased communication among the members Fifth; shared responsibility and authority, Sixth; participation should be voluntary (Stine, 1993). This means students and other members should not be coerced to participate.

4.5 The Relationship between Leadership Styles and Curriculum

Implementation

The school leader is referred to as effective if has performed his or her assigned activities well in managing curriculum implementation in his/her school as directed by

the Ministry of Education. Table 4:4 shows school leaders responses on their performing their directed duties in managing curriculum implementation in secondary schools.

Table 4.4: Head of Schools Leadership Styles and Curriculum Implementation

Head of schools' Assigned Roles in Managing Curriculum Implementation	Responses (N=10)			
	Yes		No	
	Frequency	%	Frequency	%
1. Is the subject allocation and time-tabling are student centered and not teachers centered	8	80	2	30
2. Do teachers prepare lesson notes, and plane before teaching hours	9	90	1	10
3. Have gender issues considered to be addressed at school level	3	30	7	70
4. Are Special Education Needs Students being considered in the school	4	40	6	60
5. Are there cases of students repeating classes?	7	70	3	30
6. Does the school participate in co-curricular activities?	8	80	2	20
7. Are continuous assessment conducted in your school	9	90	1	10
8. Are students trained in the care and use of library	7	70	3	70
9. Are there cases of students dropping out of school?	6	60	4	40
10. Are there any relevant learning/teaching materials?	9	90	1	10
11. Is there delegation of duties to other teachers to enhance effective implementation and supervision of curriculum?	8	80	2	20

Source: Research data 2017

Table 4.4 According to the results of responses shown in table above indicates that all the Head of schools were able in assessing students performance and progress in class work. This is because all Head of schools (90%) had continuous assessment Test

(CATs) in their schools at the end of every month during the school terms. This is in directives of the ministry of education (MOE&HR, 1999) requirement that CATs should be given to students because such Continuous Assessment of students' achievement and progress provide important information to the students; teachers, parents and education authorities. Such information will assist in motivating staff to improve their performance and benefit pupil learning achievement and promote discipline among staff and students.

In an interview schedule with the District Education Officer (DEO), the researcher found that the Continuous Assessment Tests in place in schools has not translated to improved students' academic performance. This was due to lack of enough teaching staff in public secondary schools. For that reason, tests given to students may not be standardized and pupil-centered as is required. Therefore this juncture will definitely undermine the quality of such tests; and such tests may not provide a means of determining the extent to which understanding and skills have been achieved by students.

Apart from the above explanations, 3 head of school (30%) reported that gender issues in their schools had been addressed. Head of schools are required to encourage enrolment and retention of students both boys and girls in secondary schools, and sensitize the school workers and the community on gender issues affected the performance of all students. The fact that 30% of the schools leaders had addressed gender issues may suggest that most of them were not familiar with issues related to gender and education, especially the government's policies on access, equity, retention and quality education for students. Therefore, most Head of schools were not

effective in advising teachers on the choice of teaching and learning materials that are gender friendly, and may be unable to discourage classroom practices that are gender blind and gender biased, as is required of them by the government.

About seven heads of school (70%) explained that there were cases of students repeating classes in public secondary schools. According to the Head of schools explanations said that the causer of students repeating classes included, poor performance in class work and frequent absenteeism. Students were frequently sent home to collect fees and levies required to pay teachers on part time.

Further, 60% of the Head of schools reported that there were cases of students dropping out of school. This was blamed on poor performance in class work and the inability of parents to met requirements. From the foregoing, it is clear that most Head of schools were not effective in implementing government policy of achieving 100% for all students passed to join form one the government expect that Head of schools, and other stakeholders to make deliberate effort to make sure all the passed students join form one and set by-laws which will enhance relation and minimizing dropout rates.

Five head of school (50%) confirmed that there were an official employment of part time teachers especial science teachers this is due to shortage of science teachers in our secondary schools in Tabora municipality. Data also revealed that there was no statistically significant relationship between leadership styles of Head of schools and their effectiveness in managing curriculum implementation in public secondary

schools. Head of schools are required to use leadership styles in order to realize their effectiveness in managing curriculum implementation in schools. This study finding concurs with the Ministry of Education (MOE & HR, 1999) assertion that an effective head of school will find himself/herself switching instinctively between styles according to people and work they are dealing with. This is because the curriculum of a school includes not just the planned academic programmes but also all co-curricular activities and other events, as well as that which students learn through the nature and quality of the school ethos.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Chapter Overview

This chapter presents the summary of the objectives of the study, conclusions and the recommendations based on the findings of the study.

5.2 Summary of the Study

Overall, most of Head of schools in the study area are democratic. Based on sex of respondents' males Head of schools were autocratic and female Head of schools were democratic. The age and academic qualification as well as job experience of the Head of schools, however, found to be a critical factor in influencing the leadership style employed. Older Head of schools, higher academic qualification and experienced Head of schools tended to lead by pointing all three leadership styles.

Therefore the study results mean that every leader has a unique style to counter the nature of the subjects. However, because most of the Head of schools, who participated in this study, were above 45 years, the study inferred that Head of schools probably become more democratic with age, professional maturity and experience. The different challenges they have faced at the end of the day have enabled them to automatically suggest a variation in leadership styles and a proper variation in leadership styles as head of school cannot boast of one style of leadership.

The findings revealed that there was high respect for democratic leadership style to teachers. This showed that there was pressure on teachers to produce results, demand

to attain classes, insistence to complete the syllabus, close monitoring of teachers to attain results and much concentration to fulfillment of short term goals. These unfortunately compromised the quality of academic performance where little effort was made by the Head of schools giving more attention to fulfillment of short-term goals. On accountability of teachers on their teaching, the results show that Head of schools made their teachers accountable during the trainings and through the use of professional documents. Teachers felt that Head of schools ensured that lessons have been attended to in making them accountable.

On this style, striving towards common goal of fulfilling the school vision and mission was the major influence of Head of schools who used transformational leadership style. Teachers said that displaying high values and reinforcing them symbolically influenced heads of school to use this leadership style. Findings found that the majority of heads of school believe in being role models to ensure ethical and moral conduct among teachers. Democratic leadership style is the least used leadership style by Head of schools. In this style, there is high consultation before making decisions. Giving teachers' autonomy in decision making about improving academic performance was less used. Teachers were in agreement with the Head of schools on consultation before making decisions.

5.3 Conclusions

The study concluded that democratic leadership style influenced students' performance on a greater extent. For example teachers reported that the leadership style of their principal was fair. The researcher also concluded that teachers and Head of schools ensured that the teachers observed punctuality in lesson attendance. They

ensured they were role models to display high levels of ethical and moral conduct while teachers indicated that their principal ensured that the syllabus was covered in time to ensure strategic improvement in students' academic performance in the school.

The study rated the influences were rewarding teachers for job well done was rated high followed by ensure teachers and students do not deviate from academic performance pursuit, they do not frequently gauge performance against set targets and offer incentives and lastly giving more attention to fulfillment of short-term goals. Teachers on this aspect felt that much concentration to fulfillment of short term goals was given by the Head of schools, ensuring performance in improvement towards quality results and lastly was to monitor the performance to ensure value added progress.

On transformational leadership style, the study concluded that Head of schools strived towards common goal of fulfilling the school vision and mission with motivating teachers to go beyond self-interest following. The study also concluded that the least was to ensure the personality influence the teachers, students and parents to do what the principal want them to do. The study concluded that teachers felt Head of schools displayed high values and reinforced them symbolically. They also saw their Head of schools as displaying an appealing personality that others can emulate. They did not feel that their Head of schools ensured they were part and parcel of the school team that sets common goals, mission and vision. Democracy leadership was the least used leadership style by Head of schools. In this style, the study concluded that Head of

schools consulted before making decisions, respect the rights of the various groups in the school institution. Giving teachers autonomy in decision making about improving academic performance was least used. On the part of teachers, they felt that their Head of schools consulted before making decisions and also accords them an opportunity to make contributions on improvement of students' academic performance in the school.

5.4 Recommendations

The following were the recommendations for the study

- (i) From the study's findings, the laissez faire style of head of schools was found to have a low effect on school performance in secondary schools in Tabora Municipality. It was accordingly recommended that Head of schools review their use of transactional leadership style in their management of schools to boost performance. Most recent conceptions of educational leadership indicate that there is a move away from autocratic leadership styles to a more transformative mode of decision making in schools. This is in a bid to ensure that decision-making takes place at the lowest possible level to boost academic outcome.
- (ii) This study has established that school performance and in particular students' academic excellence in secondary schools in Tabora Municipality was not as well positively related to the democratic leadership style employed by Head of schools and that the democratic leadership style is the least used style in the secondary schools to improve performance. It was therefore recommended that the Head of schools of secondary schools in particular be encouraged to increase

use this style of leadership in the management of secondary schools to improve their academic attainment.

- (iii) The Ministry of Educational and Vocational Training can use the findings to formulate training programmes for Head of schools of the public secondary schools. These programmes should be focused to use of transformational, democratic and transactional leadership styles to improve students' academic performance in Tabora Municipality.

5.5 Recommendation for Further Study

The following areas were suggested for further study:

This study was conducted in one municipality targeting some selected public secondary schools. It is suggested that a similar study should be conducted in other districts and municipalities in Tanzania to see what is taking place in other schools on leadership styles in relation to students' academic performance.

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APPENDICIES

Appendix I: Questionnaire for School Heads (Head Master/Mistress)

My name is **Kambambovu Msabaha Edward** I am a student at the Open University of Tanzania pursuing the degree of master of education in administration planning, and policy studies. As part of this qualification, students are required to conduct a research project. Therefore to fulfill this requirement I am conducting a research on *Assessment of Leadership Styles In Relation To Students' Academic Performance In Secondary Schools Tabora Municipality*.

You are therefore kindly requested to answer the questionnaire in order to enable me to obtain relevant information for my study. Please be as frank and free as possible in your answers in order that you assist me to come up with useful conclusions that would also lead to useful recommendations. Confidentiality of the information that you provide will be respected and solely used for this study only.

In case you have any other information or further clarification or discussion that you feel would be useful to this study will be highly appreciated if you can contact me.

PART 1: SECTION A: PERSONAL INFORMATION

1. Sex of respondent M/F (....)
2. Age of respondent (a) 30-40 (b) 41-50 (c) Above 50
3. Highest Level of education attained (a) Diploma (b) First Degree (c) Masters

SECTION B

INSTRUCTIONS

- For each of the statements below, circle the number that indicates the degree to which you agree or disagree.
- Give your immediate impressions. There is no right or wrong answers.

I. LEADERSHIP STYLES (DLS)

SN	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I encourage teachers to participate in decision making					
2	I am consulting teachers before making decisions pertaining to academic progress.					
3	I involve staff in making school programme for the school.					
4	You often invite your teachers to engage in addressing administrative problems					
5	Solving administrative problems with fellow staff improves student academic progress.					
6	Academic excellence is through consensus building					
7	Teachers' involvement in designing school programmes in this school is highly supported					
8	You share school leadership roles with your teaching staff					
9	Delegation of powers to subordinates in this school strongly exists					
10	Respect for teachers' opinions regarding school improvement exist in the school					
11	Teachers participate determining school resource allocation and utilization in this school					

II: LEADERSHIP STYLE (LLS)

sn	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
12	As a head of school, you leave decisions to be made by teachers without intervention.					
13	Teachers have freedom to do as they think best in the interest of promoting academic progress in this school.					
14	Teachers are not interfered with when making decisions that promote progress in this school.					
15	You prefer collective decision making in this school					
16	It would be accurate to say that you fully leave teachers to make decisions pertaining to school performance without intervention					
17	Decisions are made from down and they come later to the top					
18	There is free delegation of responsibilities and duties for academic progress in this school.					
19	I leave my staff to make decision on school programmes and activities without prior intervention.					

III: LEADERSHIP STYLES (ALS)

sn	Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
20	Decisions regarding school progress are solely made by the head of school and the governing body					
21	The system of administration is Top-down					
22	I Prefer authoritarian decision making					
23	It is enjoyable having teachers count on me for ideas and suggestions regarding progress in this school					
24	As a leader, all power must be centralized to me					

PART TWO: SECTION B (OBJECTIVE 2)

In the following statements please circle the number that corresponds to the statement to indicate the extent to which you support. Give your immediate impressions.

(Probing, on the curriculum and instructional leadership competencies needed by head of schools)

S/No	Item	very highly needed	highly needed	just needed	not needed
1	I can demonstrate how teachers could use innovative approaches in teaching.				
2	Directing teachers to use discovery and problem solving resources during teaching.				
3	Helping teachers set and achieve realistic goals with regards to students' abilities.				
4	Helping teachers write suitable objectives for various subjects.				
5	Helping teachers identify sources of test materials.				
6	Helping teachers develop lesson plans.				
7	Helping teachers develop warm and friendly relations with students.				
8	Helping teachers develop positive attitudes to instructional delivery.				
9	Helping teachers locate reference books, journals and other learning resources.				
10	Mentoring teachers to improve their pedagogical skills.				
11	Guiding teachers to regularly and appropriately write diaries.				
12	Directing teachers on the use of excursions, fieldtrips and projects to improve teaching and learning.				
13	Helping teachers improve their communication skills for effective teaching.				
14	Guiding teachers to use lesson modules effectively.				
15	Demonstrating to teachers the skills of planning and utilizing educational technology media.				
16	Ensuring that teachers organize learning experiences appropriately for students.				
17	Teaching and motivating teachers to improvise instructional resources.				
18	Helping teachers to conduct action research to identify instructional problems.				
19	Communicating appropriately with teachers to help them				

S/No	Item	very highly needed	highly needed	just needed	not needed
	improve their teaching skills.				
20	Counseling teachers to change unethical teaching conducts.				
21	Using effective strategies for handling instructional malpractices among teachers.				
22	Working with teachers to test new curriculum materials.				

SECTION C: Leadership and academic performance rating (objective 3)

SN	Statement	Strongly Disagree	Disagree	Agree	Strongly agree
23	Student academic performance is dependent on the leadership style I used.				

In the following statements, please tick the statements that corresponds to the weighted rates in respective boxes

SN	Statements	Rate			
		Poor	Fair	Good	Very good
24	I can rate that the student performance in school examinations and tests is.				
25	I can rate that the student performance in this school in NECTA exams as.				
26	I can rate the intelligence of my students as.				
27	Intelligence is related to student academic performance				

28. Kindly rate the following statements as to the extent to which the following are suitable indicators of academic performance employed by the school

(Key 5: Strongly agree, 4: Agree, 3: undecided, 2: disagree, 1: Strongly disagree)

Performance	5	4	3	2	1
National Examination Results targets					
Internal School Examination Results					
Number of students able to join Form Six for regular intakes					
Appropriateness of teaching methods and regular tests					
Student discipline					
Schools infrastructure (e.g. library, labs, desks etc)					
Head of school's ability to work harmoniously with teachers. <i>(Student academic performance is dependent on the leadership style I use")</i>					

SECTION G: EXTRENEOUS VARIABLES

29. Availability of instructional materials in this school

1. Inadequate 2.Enough 3.Adquate 4.Very adequate

30. Funding of school programmes in this school

1. Inadequate 2.Enough 3.Adqaute 4.Very adequate

31. Appropriateness of teaching methods

1. Very inappropriate 2. Inappropriate 3. Appropriate 4. Very appropriate.
32. How often do students do tests?
 1. Weekly 2. Monthly 3. Mid-term 4. End of term.
33. How do you rate discipline of other students
 1. Very good 2. Good 3. Fair
34. Do you think the schools infrastructure can influence the students' performance?
 1. Yes 2. no

THANK YOU VERY MUCH

Appendix II: Questionnaire for Teachers

My name is **Kambambovu Msabaha Edward** I am a student at the Open University of Tanzania pursuing the degree of master of education in administration planning, and policy studies. As part of this qualification, students are required to conduct a research project. Therefore to fulfill this requirement I am conducting a research on *Assessment Of Leadership Styles In Relation To Students' Academic Performance In Secondary Schools Tabora Municipality*.

You are therefore kindly requested to answer the questionnaire in order to enable me to obtain relevant information for my study. Please be as frank and free as possible in your answers in order that you assist me to come up with useful conclusions that would also lead to useful recommendations. Confidentiality of the information that you will provide will be respected and solely used for this study only.

In case you have any other information or further clarification or discussion that you feel would be useful to this study will be highly appreciated if you can contact me.

SECTION A: PERSONAL INFORMATION

PART A: (Please select/tick one) teacher's questionnaire

1. Sex of the employee Female/Male (.....)
2. Respondent's Age
 1. Between 30-35
 2. Between 36-45
 3. Above 45
3. Experience:.....

4. Are you being encouraged, when you come up with some new ideas of doing things in the office?
 1. Yes Always
 2. At time
 3. No, never
5. What is the key factor that inspires you to continue with the job and your role in this school?
 - a) Promotion or career advancement
 - b) High Pay
 - c) Better working environment
 - d) Job security
 - e) Career Pursuit
 - f) Moving
6. Are you satisfied with the kind of communication and feedback facilities you have been offered with your senior management?
 - a) Yes very much satisfied
 - b) Somewhat
 - c) Not much
 - d) No not at all satisfied
7. Do you get a feeling of job satisfaction and accomplishment in your profile?
 - a) Yes, completely
 - b) To some extent

c) No, not at all

8. How is the environment of your job that eventually affects the process of decision making?

a) Unsatisfactory

b) Average

c) Good

d) Excellent

9. Please provide a rating for the opportunities given to the teachers in this school and do you believe that it can help in their career progression?

a) Unsatisfactory

b) Average

c) Good

d) Excellent

PART B: Teachers' Job Satisfaction Questionnaire based on head of school management style.

10. Choose your satisfaction level regarding recognitions at your work place.

a) Satisfied

b) Poor recognition

c) Well recognized

11. Pick from the given options, the comfort level with your supervisors.

a) Very comfortable.

b) Average

- c) Poor
- d) Not sure.

12. Choose from below options whether you feel that your school is fully utilising your talent and skill Set.

- a) Under Utilized
- b) Properly utilized
- c) Average
- d) Not sure.

13. Select from below, whether you have team bonding outings and activities at a regular Interval

- a) No
- b) Yes
- c) Average
- d) Rarely

14. Choose from the below options, if you are given opportunities to utilize your skills to meet organizational goals and increase your creativity.

- a) No
- b) Yes
- c) Average
- d) Rarely

PART C: Teachers and Head of school's Relationship Management Questionnaire.

Teachers and Head of schools' Management Questionnaire is one that assesses the practices and methodologies used by head of the school towards creating an encouraging relationship with their teachers. The questionnaire also tries to

understand the response and opinion of the teachers towards the organisation (school) in terms of career growth, work culture, workplace atmosphere and conflict resolution.

15. Do you agree that your head of school values your contribution towards your work?

1. Strongly disagree
2. Somewhat disagree
3. Neither agree nor disagree
4. Somewhat agree
5. Strongly agree

16. Do you feel connected with the head of school in terms of crisis resolutions and discussions about the policies and practices use in the school?

- a) Yes, completely
- b) At times
- c) No, never

17. Are you satisfied with the role of talent management in your school?

- a) Yes very much satisfied
- b) Somewhat
- c) Not much
- d) No not at all satisfied

18. Are the head of schools that underline your job responsibilities and expectations of your roles clear to you?

- a) Yes, they are completely clear

- b) Clear to great extent
- c) Clear to some extent
- d) No, not at all clear.

19. Student academic performance is dependent on the leadership style I use”

- 1. Strongly disagree
- 2. Somewhat disagree
- 3. Neither agree nor disagree
- 4. Somewhat agree
- 5. Strongly agree

20. What is your satisfaction level with respect to your achievements and accomplishments in the school?

- a) Unsatisfactory
- b) Average
- c) Good
- d) Excellent

21. Do you recommend your friends and family to join this school?

- a) Yes
- b) No

Appendix III: Documentary Review Check List

NAME OF SCHOOL: DATE:

S/No	Documents	Issues
1.	National Examination Results	Students performance
2.	Internal School Examination Results	Students performance
3.	Number of students able to join Form Six for regular intakes	Students performance
4	Students book ratio	Students performance based of sex and gender.

Appendix IV: Permission Letter from Open University of Tanzania

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

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



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

06/02/2017

Director
Tabora Municipal,
TABORA.

RE: RESEARCH CLEARANCE

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

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

The purpose of this letter is to introduce to you **KAMBAMBOVU, Msabaha Edward; Reg.No.HD/E/338/T.10** who is a **MED.APPS** student at the Open University of Tanzania. By this letter **KAMBAMBOVU, Msabaha Edward** has been granted clearance to conduct research in the country. The title of his research is **"Assessment of Leadership Styles in Relation to Students' Academic Performance in Secondary Schools, a case os Tabora Municipality."**

The period which this permission has been granted is from 07/02/2017 to 06/06/2017.

In case you need any further information, please contact:

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

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

Yours sincerely,

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