

**THE EFFECT OF LEADERSHIP KNOWLEDGE ON PERFORMANCE OF  
THE NEWLY APPOINTED PRIMARY SCHOOL HEAD TEACHERS IN  
KAHAMA TOWN, TANZANIA**

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

**2018**

**CERTIFICATION**

The undersigned certifies that has read and here by recommends for acceptance by the Open University of Tanzania a dissertation entitled, *“The Effect of Leadership Knowledge on Performance of the Newly Appointed Primary School Head Teachers in Kahama Town, Tanzania”* In partial fulfillment of the requirements for the award of Degree of Master of Education in Administration, Planning and Policy Studies (Med APPs)

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**Date**

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# DECLARATION

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

.....

**Signature**

.....

**Date**

## **DEDICATION**

I dedicate this study to my beloved wife Neema Elibariki, our son Justine Julius and my beloved mother Fortunatha Joseph.

## **ACKNOWLEDGEMENT**

The completion of this study has been made possible by contribution and support from different people. I am sincerely thankful to the Almighty God for giving me health and spiritual power which enabled me to pursue this work.

First sincere thanks to my supervisor Dr. Michael Ng'umbi for his guidance support, concrete criticism and patience since the preparation of the proposal up to the submission of the report.

Secondly, I would like to thank all Classroom Teachers, Head teachers and Ward Education Officers who were involved in this research for their response without any conditions. I also thank the Kahama Town Council Education Officer (TEO) and The Township Academic Officer (TAO) for their great assistance and support during the collection of research data. I also recognize the contribution of my wife Neema Elibariki, our son Justine Julius and my mother Fortunatha Joseph. Their contribution enabled the completion of this research. They accepted reducing their time to spend with me as members of family.

Finally, it would be not fair if I do not acknowledge my fellow workers of Msalala District Council, Mr. Eliyuko Mmbaga, the District Academic Officer (DAO), for his encouragement and advice, Mr. Elikana Zabron, the Economist, who was my near consultant and Madam Conchesta Kabete, the Economist, for her guidance.

It is not easy to acknowledge everyone individually for their kind and support, I therefore request everyone to accept my thanks through this note and may Almighty God bless you all.

## **ABSTRACT**

The study was conducted in Kahama Town Council, Shinyanga Region with the general objective of examining leadership knowledge of head teachers. The study intended to explore how appointed head teachers were prepared to understand their responsibilities, assessing the leadership styles that were highly adopted by head teachers, assessing the factors behind the adopted leadership style and examining the challenges encountered by head teachers in the process of school leadership. Questionnaires were used to collect data from 70 teachers, where 30 were classroom teachers, 30 were head teachers and 10 were ward education officers. The questionnaires were close, open ended and there were unstructured interview questions. The main approach of the study was qualitative since it aimed at exploring in depth information from informants. A descriptive survey design was employed in collecting data where probability sampling was used to obtain a sample of 70 teachers. The findings revealed that head teachers lacked leadership knowledge since no any special training was offered to them when they were appointed to their new posts. Authoritative leadership style was identified as the most style applied by most of the head teachers. The study also found that head teachers faced some challenges in their institutions, such as conflicts, inadequate fund and lack of leadership knowledge among head teachers. The study therefore recommended that, the government should prepare a special programme for new appointed head teachers to enable them understand their responsibilities in the process of school leadership and administration. This will enable them to make appropriate decisions for their schools and thus avoid conflicts among staff and improve the quality of education. The following areas for further study were recommended, a similar study to be conducted using a larger sample so that more generalisable data could be generated since the current study focused only on one district, other researchers to study on leadership knowledge of headmasters in Secondary Schools since this study concentrated on Public Primary Schools, the study on leadership knowledge of education administrators at the council level and its impact to teachers performance.

## TABLE OF CONTENTS

<b>CERTIFICATION .....</b>	<b>ii</b>
<b>COPYRIGHT .....</b>	<b>iii</b>
<b>DECLARATION .....</b>	<b>iv</b>
<b>DEDICATION .....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>TABLE OF CONTENTS.....</b>	<b>viii</b>
<b>LIST OF FIGURES .....</b>	<b>xii</b>
<b>LIST OF ACRONYMS AND ABBREVIATION .....</b>	<b>xiii</b>
<b>CHAPTER ONE .....</b>	<b>1</b>
<b>1.0.....INTRODUCTION AND BACKGROUND TO THE STUDY</b>	<b>1</b>
1.1 Introduction .....	1
1.3 Statement of the Problem .....	4
1.4 Research Objectives .....	5
1.4.1 General Objective .....	5
1.4.2 Specific Objectives.....	5
1.5 Research Questions .....	5
1.6 Significance of the Study .....	6
1.7 Limitation of the Study .....	6
1.8 Delimitation .....	7
1.9 Summary .....	7
<b>CHAPTER TWO .....</b>	<b>8</b>
<b>2.0 LITERATURE REVIEW.....</b>	<b>8</b>



2.1 Introduction .....	8
2.2 Theoretical Framework .....	8
2.2.1 Autocratic or Authoritarian Leadership Style .....	10
2.2.2 Democratic or Participative Leadership .....	11
2.2.3 The Laissez – faire or Free – rein Leadership .....	11
2.2.4 Paternalistic Leadership .....	12
2.3 Conceptual Framework .....	13
2.4 Summary .....	14
<b>CHAPTER THREE .....</b>	<b>15</b>
<b>3.0 RESEARCH METHODOLOGY .....</b>	<b>15</b>
3.1 Introduction .....	15
3.2 Research Approach .....	15
3.3 Research Design .....	15
3.4 Area of Study .....	16
3.5 Population .....	16
3.6 Sample and Sampling Techniques .....	17
3.7 Sample Size .....	17
3.8 Methods for Data Collection .....	18
3.9 Instruments for Data Collection .....	19
3.10 Validity and Reliability of the Instrument .....	19
3.10.1 Validity .....	19
3.10.2 Reliability .....	19
3.11 Data Collection Procedures .....	20
3.12 Data Analysis Techniques .....	21

3.13 Summary .....	21
<b>CHAPTER FOUR.....</b>	<b>22</b>
<b>4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION .....</b>	<b>22</b>
4.1 Introduction .....	22
4.2 Demographic Characteristics of Respondents .....	22
4.2.1 Age .....	22
4.2.2 Gender .....	24
4.2.3 Marital Status .....	24
4.2.4 Education Level .....	25
4.3 Preparation of Appointed Head Teachers to Understand their Responsibilities..	26
4.3.1 Courses Provided to Newly Appointed Head Teachers.....	27
4.3.2 Seminars which involve all Head Teachers .....	27
4.3.3 Knowledge in School Leadership and Administration .....	28
4.4 Leadership Styles highly adopted by Head Teachers .....	29
4.4.1 Decision Making at School Level.....	29
4.5 Factors behind the adopted Leadership Styles.....	29
4.6 Challenges encountered by Head Teachers in the Process of School Leadership	30
4.6.1 Financial.....	31
4.6.2 Lack of Knowledge to Head Teachers on School Leadership.....	31
4.6.3 Conflicts .....	32
4.7 Discussion of the Findings.....	33
4.8 Summary .....	35
<b>CHAPTER FIVE.....</b>	<b>36</b>
<b>5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS.....</b>	<b>36</b>

5.1 Introduction .....	36
5.2 Summary .....	36
5.3 Conclusion .....	38
5.4 Recommendations .....	40
5.5 Area for Further Study .....	41
<b>REFERENCES</b> .....	42
<b>APPENDICES</b> .....	46

**LIST OF FIGURES**

Figure 2.1: Conceptual Framework .....	13
Figure 4.2: Marital Status of Respondents.....	24
Figure 4.3: Education Level of Respondents .....	25
Figure 4.1: Age of Respondents by Category .....	23

### LIST OF ACRONYMS AND ABBREVIATION

CTs	Classroom Teachers
DEO	District Education Officer
EQUIP TZ	Education Quality Improvement Programme Tanzania
ETP	Education and Training Policy
HTs	Head teachers
IGA	Income Generating Activities
MANTEP	Management of Training for Education Personnel
M.Ed. APPS	Master of Education in Administration, Planning and Policy Studies
MEST	Ministry Of Education Science and Technology
PORALG	President's Office Regional Administration and Local Government
RAS	Regional Administrative Secretary
SLO	Supplies and Logistics Officer
TAO	Town Academic Officer
TD	Town Director
TEO	Town Education Officer
WEOs	Ward Education Officers

## **CHAPTER ONE**

### **1.0 INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.1 Introduction**

Education leadership and administration is very important for education development in our country. With good and qualified education leaders and administrators, teachers will be motivated to teach effectively, which will lead to good academic performance. This study looks on how public primary school head teachers are prepared after being appointed in order to enable them to be good education leaders and administrators. This chapter consists of the following components: Background to the problem, Statement of the problem, Objectives of the study, Research questions, Significance of the study and the summary of the chapter.

#### **1.2 Background to the Problem**

Education institutions need skilled leaders in order be able to provide quality education. Head teachers therefore as immediate administrators of schools, should be well equipped in education leadership and administration so that they supervise teachers effectively to teach in good manner and to make sure pupils are well disciplined which will enable them to follow their teachers' instructions. Head teachers have responsibility of supervising and translating educational policies and objectives into programmes within the school and community at large. The head teacher's job involves providing leadership, administration and management in addition to teaching. He/she has to ensure good relationship between the school and the community. However head teachers are appointed from among teachers with the

same training, qualifications and experience, yet when appointed they are expected to offer efficient leadership in the provision of quality education. The head teacher therefore is expected to provide skilled leadership in all areas of the school programmes in order to ensure quality education apart from being selected from among classroom teachers who have no training at all in school administration ( Waweru 2014). Most primary schools in Tanzania, particularly public owned primary schools are facing the problems of leadership due to limited professional development opportunities and inadequate teachers professional support and supervision.(Bennell 2005). Ade (2003), defined leadership as a social influence process in which the leader seeks the voluntary participation of his or her subordinates in an effort to reach organizational objectives.

Therefore, leadership is the capability of using different forms of authority to influence subordinates in a number of ways to carry out organizational objectives. According to Chemisto (2007), the newly appointed head teachers usually assume their roles in the office without having undergone any formal training to prepare them for their new roles. Head teachers are expected to oversee the organization of departments and the allocation of resources within the units in the school, facilitate professional development and in-service training of human resource, as well as monitor how teaching and assessment of students are conducted and effectively manage the outcomes. Lack of confidence in their work especially in recruitment induction, development and motivation of human resource in their schools are some of the common challenges experienced by head teachers. These challenges clearly indicate that on appointment, head teachers need formal training to ensure effective

administration and management of schools. According to the 1995 Education and Training Policy of our country, pre-primary and primary schools deploy teachers with certificate in Teacher Education while secondary schools are usually staffed by teachers with either a diploma in Education or a University Degree in or with a bias in Education. This therefore means that, head teachers are to be appointed from those deployed with teacher certificates to lead the schools. The 1995 ETP explains that, all education managers at national, regional , district and post-primary formal education and training institutions shall have a university degree, professional training in education and management , as well as appropriate experience. Education managers at ward and primary school levels shall have a certificate or diploma in education as well as professional training in education management and administration from a recognized institution.

The policy further explains that, all education managers at national, regional, district and institution levels shall be responsible for the coordination of the planning, provision, management, administration and quality control of formal, informal and non formal education and training in their areas of jurisdiction. This policy therefore recognises head teachers as important education managers with vital responsibilities in their working places. However, their qualifications to be appointed as heads were a certificate. A teacher with a certificate obviously has little skills in education leadership and administration, but no any programme planned to train the appointed head of education institutions to let them understand their responsibilities. However, in the 2014 Education and Training Policy, changes have been made regarding the education qualifications to be appointed as the head of a certain education institution.



For the case of primary school leaders, the head teacher should possess a diploma or degree in education whereas a ward education officer should be the one with a university degree in education. Though these teachers can be more skilled in education leadership and administration compared with those with certificates, they still need training on school leadership and administration after their appointment as head teachers. Although the number of qualified teachers to be appointed as head teachers is not enough in some areas, those who do not qualify will be phasing out as more teachers will be qualifying for those posts. However, head teachers who do not have the needed qualifications should be encouraged to develop their careers so that they qualify to continue with their posts since they have enough experience.

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

Head teachers are important leaders at school level since they are immediate supervisors of primary school teachers and pupils as well. They have a very important role of making sure teachers improve the quality of education in our country and pupils learn effectively. They need to be knowledgeable in school leadership and administration so as to manage their work. However, appointment of head teachers has been basing on working experience of the teacher, the more the number of years one has been teaching, the higher the possibility to be promoted as the head teachers ( Okumbe 1999). However, the appointed head teachers usually assume their roles without being given formal training to prepare them for their new responsibilities. Studies have been done by various scholars on administrative issues of head teachers, such as, effectiveness of head teachers in monitoring teaching and learning ,(Dachi, & Alphonse 2010), leadership styles in relation to job

satisfaction.(Nguni ,2005). There was a need to get information on what have been done to head teachers after their appointment. Such information is very important for human resource managers in education sector for the growth of education institutions. Lacking of such information can cause the possibility of failing to overcome challenges of the 21<sup>st</sup> century. This study aimed at examining the leadership knowledge of the newly appointed head teachers in public primary schools focusing in Kahama Town Council, Shinyanga Region, Tanzania. The recommendations which can help the government to plan for training programmes to newly appointed head teachers have been given in this study.

#### **1.4 Research Objectives**

##### **1.4.1 General Objective**

To examine leadership knowledge of head teachers in the selected Public Primary Schools in Kahama Town Council, Shinyanga Region.

##### **1.4.2 Specific Objectives**

- To explore how appointed head teachers are prepared to understand their responsibilities.
- To assess the leadership styles that are highly adopted by head teachers
- To assess the factors behind the adopted leadership style.
- To examine the challenges encountered by head teachers in the process of school leadership.

#### **1.5 Research Questions**

- How are head teachers prepared to understand their responsibilities when appointed?

- What are the leadership styles that are highly adopted by most of the head teachers in the area of study?
- What are the factors causing adoption of the certain leadership style?
- What are the challenges faced by head teachers in the process of leadership in public primary schools?

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

The results of this research may be of great advantage, since it will provide educational managers with new plans and knowledge that might improve head teachers knowledge in education leadership, and administration of primary schools. Leadership knowledge of head teachers motivates other teachers in their daily teaching, which may lead to retention of teachers and improvement of student performance. It is because good and acceptable leadership styles will be applied. The study findings will be valuable to the President's Office, Regional Administration and Local Government (PORALG), in collaboration with the Ministry of Education, Science and Technology (MEST) to plan for refresher courses to newly appointed head teachers to enable them know what they are supposed to do as education administrators. It should be noted that, the knowledgeable leader, is always confident and perfect in performing his/her daily duties.

### **1.7 Limitation of the Study**

The study based only on public primary schools, private schools and secondary schools were left out. Therefore, it could not be easy to generalize the findings of the study to all schools, public and private primary schools and secondary schools. Some

of the respondents delayed to fill in the questionnaires; the researcher was to keep reminding them to complete them.

### **1.8 Delimitation**

The research focused on the leadership knowledge of head teachers who were the key respondents in this study. It was therefore possible to get original information from the informants. However, the researcher experience to selected area was useful effectively to get information from the respondents and minimize cost.

### **1.9 Summary**

This chapter explained general overview of the research, which shows the importance of conducting this study. This comprises of the following sub titles: the general introduction of the chapter, background to the problem, statement of the problem, objectives of the study, research questions, significance of the study, limitations and delimitations of the study.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Introduction**

The literature related to this study is reviewed under the following sub headings: General introduction of the chapter, theoretical framework, empirical studies, conceptual framework and the summary of the chapter.

#### **2.2 Theoretical Framework**

The study was guided by Douglas McGregor's theory X-Y which explains the styles of leadership which are explained in this review. This theory has been chosen to guide this study because it relates to the intended goal of the study whereby a leader can apply a certain leadership style due to various reasons, one being leadership knowledge he/she has. Douglas McGregor, an American social psychologist, proposed his famous X-Y theory in his 1960 book 'The Human Side Of Enterprise'. Theory X and theory Y are still referred to commonly in the field of management and motivation, and whilst more recent studies have questioned the rigidity of the model, McGregor's X-Y.

Theory remains a valid basic principle from which to develop positive management style and techniques. McGregor's XY theory remains central to organizational development, and to improving organizational culture. McGregor's X-Y theory is a salutary and simple reminder of the natural rules for managing people, which under the pressure of day-to-day business are all too easily forgotten. McGregor's ideas suggest that there are two fundamental approaches to managing people. Many

managers tend towards theory x, and generally get poor results. Enlightened managers use theory y, which produces better performance and results, and allows people to grow and develop. McGregor's ideas significantly relate to modern understanding of the Psychological Contract, which provides many ways to appreciate the unhelpful nature of X-Theory leadership, and the useful constructive beneficial.

### **Nature of Y-Theory Leadership**

Theory X assumes that employees are naturally unmotivated and dislike working, and this encourages an authoritarian style of management. According to this view, management must actively intervene to get things done. This style of management assumes that workers:

- Dislike working.
- Avoid responsibility and need to be directed.
- Have to be controlled, forced, and threatened to deliver what's needed.
- Need to be supervised at every step, with controls put in place.
- Need to be enticed to produce results; otherwise they have no ambition or incentive to work.

X-type organizations tend to be top heavy, with managers and supervisors required at every step to control workers. There is little delegation of authority and control remains firmly centralized. McGregor recognized that x-type workers are in fact usually the minority, and yet in mass organizations, such as large scale production environment, x theory management may be required and can be unavoidable. Theory Y expounds a participative style of management that is de-centralized. It assumes

that employees are happy to work, are self-motivated and creative, and enjoy working with greater responsibility. It assumes that workers:

- Take responsibility and are motivated to fulfill the goals they are given.
- Seek and accept responsibility and do not need much direction.

Consider work as a natural part of life and solve work problems imaginatively. Leadership styles which are used by leaders in administration and management of the institutions have been classified into different categories. These are: Autocratic/ Authoritarian leadership style, Democratic leadership style, Laissez- Faire/ Free – rein leadership and Paternalistic leadership.

### **2.2.1 Autocratic or Authoritarian Leadership Style**

This kind of leadership centralizes power and decision making to the leader. The leader gives orders, assigns tasks and duties without consulting the workers. He takes full authority and assumes full accountability. This style of leadership is negative, based on threats and punishments. Subordinates act as the leader directs. The leader neither cares for their opinions nor permits them to influence the decision. He/ She believes that because of the authority, alone can decide what is best in given situation. This leadership style is based up on close supervision, clear cut direction and commanding order of the superior. However, this style facilitates quick decisions, prompt actions and unity of direction. It depends on a lesser degree of delegation. But too much use of this style might result in strikes and institutions disputes. It is likely to produce frustration and retard the growth of the employees. The employees work as hard as is necessary to avoid punishment. They will thus produce the minimum which will escape punishment

This style is less likely to be effective because, new generation is more independent and less submissive and not agreeable to rigid control, people look for self satisfactions from their jobs and revolution of rising expectations changed the attitude of the people. McGregor labels this style as theory x.

### **2.2.2 Democratic or Participative Leadership**

In this style of leadership, leaders decentralize authority. It is characterized by consultation with subordinates and their participation in the formulation of plans and policies. The leader encourages participation in decision making. She/he leads subordinates mainly through persuasion and example rather than fear and force. Sometimes the leader serves as a moderator of the ideas and suggestions from his group. McGregor labels this style as Theory Y. Democratic leadership seems to be more advantageous because, it leads to higher motivation and improved morale, increases co-operation with the management, it improves job performance, reduction of grievances and reduces absenteeism and increases employee turnover. Democratic leadership fosters enthusiasm in employees. The employees feel that management is interested in them as well as in their ideas and suggestions. They will place their suggestions for improvement.

### **2.2.3 The Laissez – faire or Free – rein Leadership**

Free – rein leaders avoid power and responsibility. The laissez – faire or non – interfering type of leader passes on the responsibility for decision making to his subordinates and takes a minimum of initiatives in administration. The leader gives no direction and allows the group to establish its own goals and work out its problems. The leader plays only a minor role. His/ Her idea is that each member of



the group when left to him/herself will put forth his/her best effort and the maximum results can be achieved in this way. The leader acts as a mediator. But as no direction or control is exercised over the people, the organization is likely to flounder.

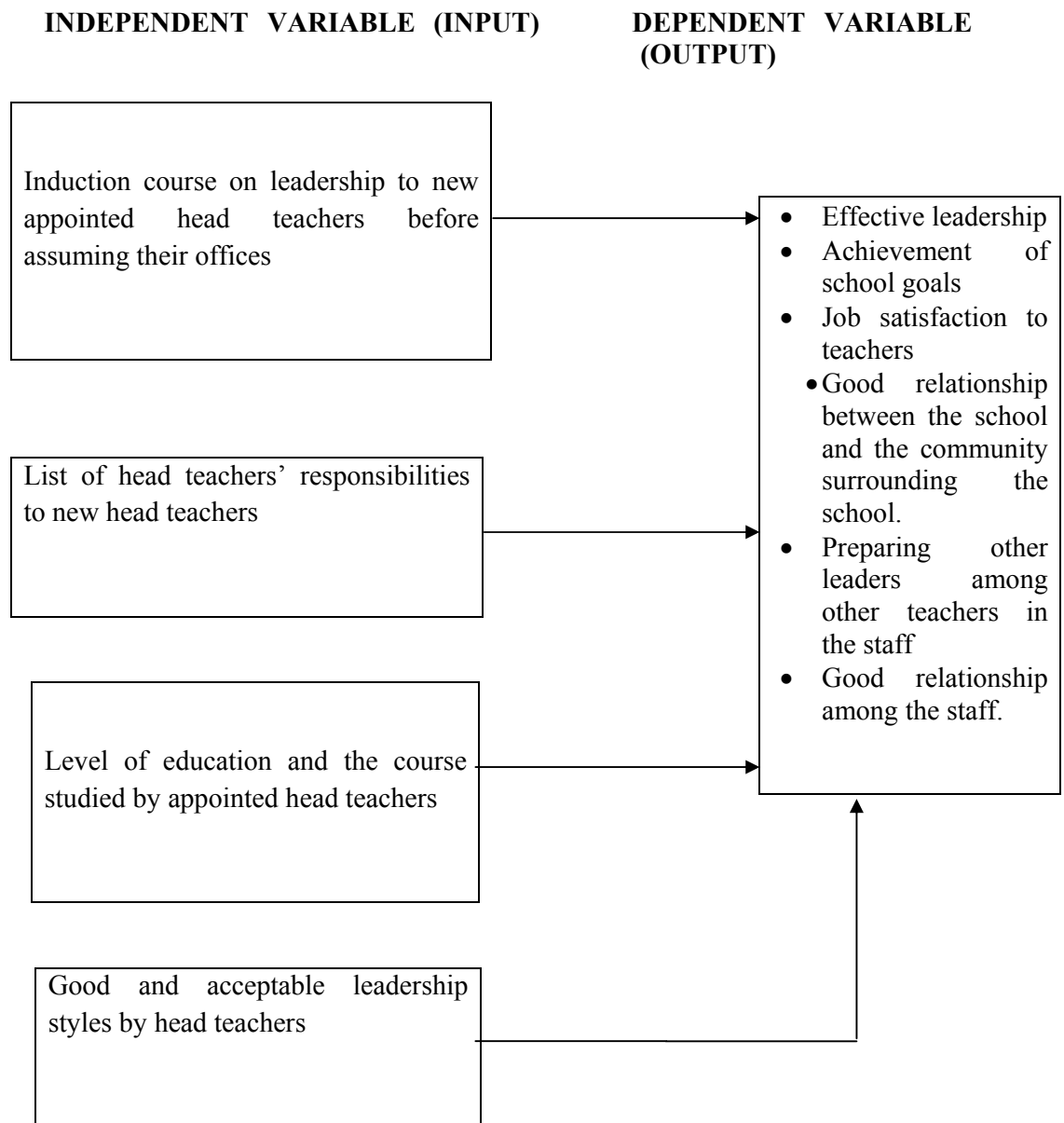
#### **2.2.4 Paternalistic Leadership**

Under this leadership style, the leader assumes that his function is fatherly or paternal. Paternalism means papa knows best. The relationship between the leader and his group is the same as the relationship between the head of the family and the members of the family. The leader guides and protects his subordinates as members of his family. As the head of the family, he provides his subordinates with good working conditions and fringe benefits. It is assumed that workers will work harder out of gratitude. This leadership style has still been widely prevalent in small firms in India. However, this paternalistic approach is unlikely to work with mature adult employees, many of whom do not like their interests to be looked after by a godfather.

Instead of gratitude, it might generate antagonism and resentment in the subordinates. The good and effective leader should be aware of various leadership styles and know when to use a certain style. Research agrees that all administrators must first and foremost have conceptual, human and technical skills (Katz 1974, Okumbe, 2007). These skills are necessary for the roles played by head teachers, namely planning, organizing, facilitating, monitoring and evaluation. The literature review has discussed in deep various leadership styles and the challenges which can face leaders due to lack of leadership knowledge.

### 2.3 Conceptual Framework

Kilema and Wamahiu (1995) contend that the importance of conceptual framework is to bring about order, unity and relationships between variables. It shows how independent variable affects the dependent variable in the study.



**Figure 2.1: Conceptual Framework**

## **2.4 Summary**

This chapter discusses the literature review in general, whereby the theoretical framework shows the theory that guided the study. The Douglas McGregor's theory x y which explains the styles of leadership has been chosen to guide the study. Apart from that, the conceptual framework has been shown, where the independent variables show how affect the dependent variables.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter shows various methodologies which have been applied in conducting the study. The following are discussed: research approach, research design, area of study, population, sample and sampling techniques, sample size, instrumentation, validity and reliability of instruments, data collection procedures, time line and data analysis techniques.

#### **3.2 Research Approach**

The mixed approaches were used for this study. Qualitative approach was mostly used because the study aims at exploring in depth relevant information from informants. The approach was adapted since it provides holistic picture, while quantitative approach is limited to calculations of percentages and frequencies of phenomenon under study. Therefore, qualitative approach was mostly used to enable the researcher to collect information in a natural setting and get first hand information due to interactions between the researcher and informants (Driscoll, 2007). However, quantitative approach was used in minor cases in the study.

#### **3.3 Research Design**

A research design refers to the arrangement(s) of conditions for collection and analysis of data in a particular manner (Kothari, 2004). This study was conducted using descriptive survey design since it allows collecting data more than once at a

given point in time. Descriptive survey research design is used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2012). Descriptive survey design is concerned with situation that exists, practices that prevail, beliefs and attitude that are detained, processes that are on-going and trends that are developing. The design was useful since it enable to gether the opinions, attitudes, preference and perception of people of interest to the researcher. This design was used to investigate the influence of newly appointed head teachers' leadership knowledge on school administration in Kahama Town Council.

### **3.4 Area of Study**

This study was conducted in Kahama Town Council which is situated in Kahama District, Shinyanga Region. The Council has 72 Public Primary Schools, with 20 wards. Kahama Town is situated along the Dodoma – Bukoba highway in northwest to southeast, almost 110 kilometers from Shinyanga Region headquarters. The coordinates of the town are: 3°50'15.0"S, 32°36'00.0"E (Latitude:-3.8375; Longitude: 32.6000). It was relevant to conduct this study in this town council because the town is fast growing and it is expected to be upgraded to Municipal Council status. It therefore needs competent head teachers who are knowledgeable in school leadership and administration.

### **3.5 Population**

Bless and Higson (1995) define a population, also called universe, as the entire set of people, events or objects which is the object of research and about which the researcher wants to determine some characteristics. The target population for this

study was head teachers, ward education officers and classroom teachers in public primary schools, located in Kahama Town Council, Shinyanga region. Kahama Town Council has 72 public primary schools with 72 head teachers, 20 ward education officers and about 900 classroom teachers. It is from this population, some were sampled to participate in the study by responding to research questions.

### **3.6 Sample and Sampling Techniques**

Mugenda & Mugenda (2008) define a sample as a small group obtained from the accessible population. Probability sampling technique was used in this study. In probability sampling technique, each subject had equal chance to participate in the study. This technique was appropriate since it gave wider chance to get appropriate information. Under this sampling technique, simple random sampling and stratified sampling were applied.

### **3.7 Sample Size**

The sample size for the study consisted of 70 respondents from various schools, and wards. These respondents contained 30 head teachers, 30 classroom teachers and 10 ward education officers. A list of all public primary schools was obtained from Kahama Town Education Office. Only 70 respondents were sampled in order to enable the researcher manage to collect data from all respondents in time. Stratified sampling was used to select 25 head teachers to fill in the questionnaires, school code numbers were used to select 5 head teachers to be interviewed. Simple random sampling was applied to get 30 classroom teachers and 10 ward education officers. Head teachers, classroom teachers and ward education officers were selected to be involved in the study because they were important people with the needed

information of the study. Head teachers were key the person of the study since the study was about the leadership knowledge of head teachers. Classroom teachers were also important because they every day observe what their heads do and lead schools, ward education officers were also important respondents because head teachers work under them, they know leadership styles they apply. However, working experience and level of education of the respondents were considered in selecting the respondents to be involved in the study.

### **3.8 Methods for Data Collection**

Kothari (2008) argues that research methods refer to all techniques or methods that are used in conducting research. These are the methods researchers use on performing research operations. Questionnaires and interview were applied in this study. Questionnaires and interview are often used together in mixed method studies investigating educational assessment (Brookhart & Durkin, 2003; Lai & Waltman, 2008). Questionnaires were sent to respondents whereby to some schools, the researcher went there direct to submit them, but to some of the schools the questionnaires were sent through ward education officers.

Questionnaires for WEOs were submitted to them when they had their meeting at their TEO's office. Questionnaires identified the demographic characteristics of the respondent and four stated objectives of the study so as to get valid information relating to the topic. This saves time and the cost of data collection. Personal interview was also used to collect data. It used detailed schedule with open and closed questions. The head teachers who were interviewed were visited in their offices and did personal interview.

### **3.9 Instruments for Data Collection**

Data was collected using questionnaires. Mugenda & Mugenda (2010) defines questionnaire as a written set of questions to which the subject responds in writing. This instrument was considered suitable because the respondents were literate and able to complete the questionnaires on their own. The questionnaires saved time and allowed uniformity in the way the questions were asked ensuring greater comparability in the process. Questionnaires were used to gather information from 25 head teachers, 10 ward education officers and 30 classroom teachers. The interview was also used to gather information from 5 head teachers because they were key respondents of this study.

### **3.10 Validity and Reliability of the Instrument**

#### **3.10.1 Validity**

Validity refers to the extent to which methodologies and instruments measure what they are supposed to measure. (Kombo & Tromp, 2006). A data collection method is reliable and valid to the extent that it produces the same results repeatedly. Valid evaluations are once that taken into account all relevant factors given the whole context of the evaluation and weight them appropriately in the process of formulating calculations and recommendations. In order to obtain the valid data, the researcher was very careful when asking questions in order to obtain consistent information.

#### **3.10.2 Reliability**

Reliability entails consistence and dependability of data collected through repeated use of scientific instruments or data collection procedures under the same conditions. The researcher was explicit, unambiguous and less complicated when formulating



questionnaires. Moreover, the researcher was very keen on clarity of instructions during data collection. The instruments which were applied come out with almost the same result from each institution where they were sent. Questionnaires and structured interview questions, come out with the same results.

### **3.11 Data Collection Procedures**

The researcher was able to collect data after getting the research clearance letter from the Open University of Tanzania. Thereafter, the researcher got a research permit from the authority, such as Regional Administrative Secretary (RAS) . The research permit enabled the researcher to get the introductory letter from Kahama Town Council Director (TD) which was presented to schools where research was conducted.

In collecting data, questionnaires were used to head teachers, ward education coordinators and classroom teachers. However, some head teachers were interviewed in order to get direct information from the respondents. The questions were targeted to get information on how head teachers are prepared to become administrators and know their responsibilities after being appointed. Both primary and secondary collections were applied. By using those methods in collecting data, the researcher was able to get answers from the respondents to how leadership knowledge by head teachers can affect school administration. If the appointed head teachers are not given any induction course to enable them get more skills on leadership, the researcher was able to know how this affects effective leadership, achievement of school goals, good relationship with the community and give out recommendations on how the problem can be solved.

### **3.12 Data Analysis Techniques**

Data analysis refers to the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap evaluate data. (Kothari,2008). According to Krueger et al (2000), data analysis refers to a search for pattern in data recurrent behaviors, objects or body of knowledge. Once a pattern is identified, it is interpreted in terms of social theory or the setting in which it occurred. Since, in this research, qualitative approach was predominant, qualitative data analysis techniques were deployed.

The three steps of qualitative data analysis by Kombo et al (2009), guided the analysis process; i.e. the collected data was to be reduced by focusing, selecting and simplifying the data obtained from the questionnaires and interviews in such a way that conclusion was drawn. All responses were grouped into subgroups with the same themes followed by the process of illustrating justified conclusions based on the information from the data. Then the drawn conclusion was verified by comparing them with the arguments in the reviewed theories and empirical studies.

### **3.13 Summary**

In this chapter, various methodologies which were applied in conducting the study have been discussed. Data collection procedures and techniques of analyzing the data have also been discussed in this chapter.

## **CHAPTER FOUR**

### **4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION**

#### **4.1 Introduction**

This chapter is dealing with the results which were obtained from the field. It presents the demographic characteristics of the respondents, preparation of appointed head teachers to understand their responsibilities, leadership styles highly adopted by head teachers, factors behind adopted leadership styles, challenges encountered by head teachers in the process of school leadership and administration and the discussion of key findings.

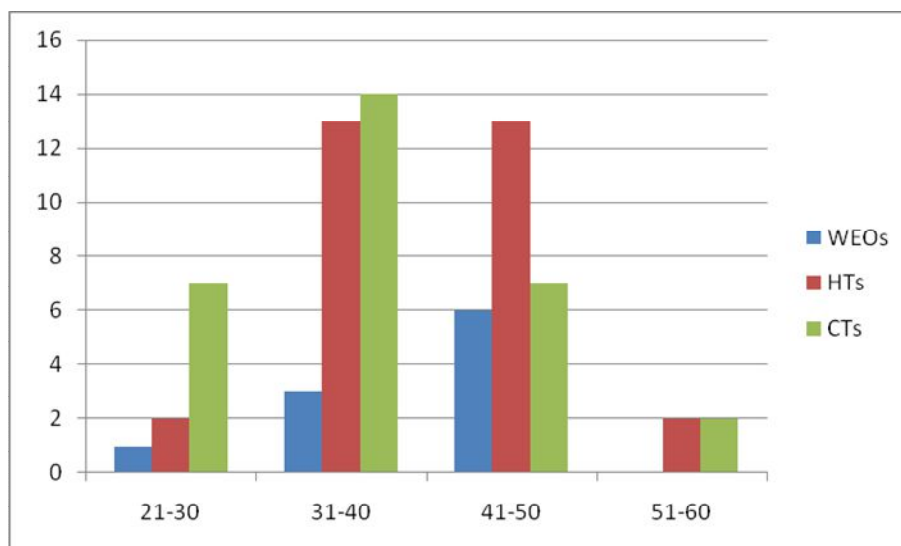
#### **4.2 Demographic Characteristics of Respondents**

This part of chapter four discusses the demographic characteristics of the respondents who were involved in this study. It includes age, gender, marital status and education level of the respondents.

##### **4.2.1 Age**

The age of the respondents were categorized into four age groups by titles in order to understand the population age of each category. Categories were as follows, Ward Education Officers (WEOs), Head teachers (HTs) and Classroom teachers (HTs). The results revealed that, majority of the respondents in general lay in the age group of 31-40 and 41-50. However, by considering each category, most of the WEOs fall in the group of 41-50, whereby out of 10 WEOs, 6(60%) fall in that group, 3(30%) fall in the group of 31-40 and only 1 fall in the group of 21-30 (10%). Most of the HTs fall in the group of 31-40 and 41-50, whereas 26 teachers out of 30, fall in these

two age groups, each group having 13 teachers (43.3%). The rest 4 teachers fall in the group of 21-30 and 51-60, each group having 2 teachers (6.6%). The graph bellow shows the distribution of each group and each category.



**Figure 4.1: Age of Respondents by Category**

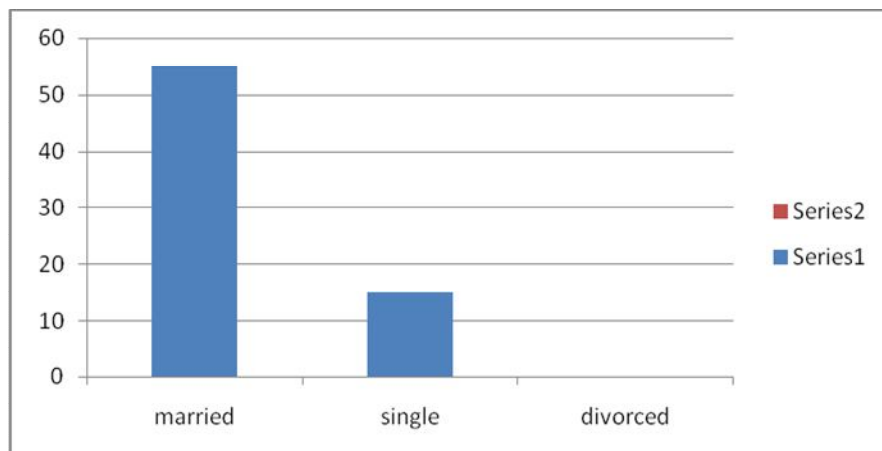
The findings of the study show that, majority of respondents is of middle age group between 31-40 and 41-50 compared with elders and young people, thus it implies that most of the education leaders fall in the age group of 31-40 and 41-50. All WEOs fall in the age group of 41-50. This means that, most of the qualified teachers to be appointed as WEOs are in this age group. Most of the head teachers fall in the age group of 31-40 and 41-50 as it is seen in the graph above. This implies that teachers of the middle age are mostly developing their carrier, so they qualify to become school leaders compared with the youth group with teachers who are not experienced at job and elders group with teachers having family responsibilities and are about to retire.

#### 4.2.2 Gender

This study involved 70 respondents, whereby 30 were head teachers (HTs), 30 were classroom teachers (CTs) and 10, were Ward Education Officers (WEOs). Out of these respondents, males were 29, which is 41.42 % and females were 41 which is 58.58%.

#### 4.2.3 Marital Status

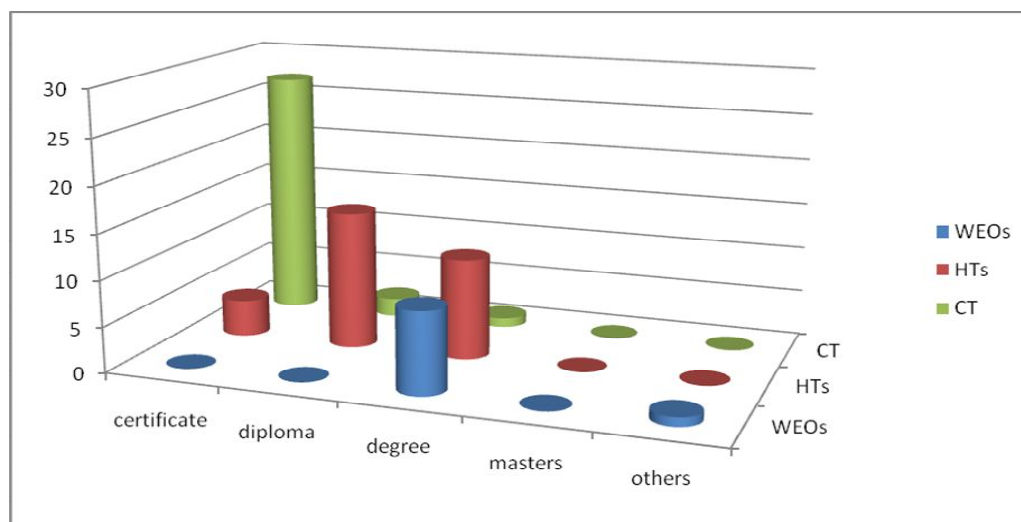
In this study, marital status means the respondent was either married, single or divorced during the time of the study. Among 70 respondents who were involved in the study, 55 were married (78%), 15(22%), were single and 1 was divorced. 12 classroom teachers were single and only 3 head teachers were single. It can therefore be suggested that most of the head teachers and Ward Education Officers are married. This is one of the important qualification a good leader should possess, because he/she will sometimes be solving family conflicts at his/her working place. The graph below shows clearly the marital status of the respondents of this study.



**Figure 4.2: Marital Status of Respondents**

#### 4.2.4 Education Level

Level of education in this study means the highest level of professional education one had during the study. Among 70 respondents, 31(44.2%) were certificate holders, 17(24.2%) had diploma level of education, 21(30%) respondents were degree holders and 1(1.4%) had a post graduate diploma. Out of these 31 respondents with certificate level of education, 27(38.5%) were classroom teachers, 4(5.7%) were head teachers. Among 17 teachers with diploma, 15(88.2%) were head teachers and 2(11.7%) were classroom teachers. Out of 21 teachers with bachelor degree, 9(42.8%) were Ward Education Officers, 11(50%) were HTs, 1 (14.7%) was a classroom teacher and one respondent had a post graduate diploma in Education during the time of study as shown in the graph below.



**Figure 4.3: Education Level of Respondents**

As it is seen in the above graph, most of the teachers with certificate of education are classroom teachers, among 30 classroom teachers who were involved in the study, 27 were certificate holders, this is 90% of all classroom teachers who filled in the

questionnaires, 2 classroom teachers(6.6%) were diploma holders and one teacher (3.3%) was a degree holder. Only 3 head teachers, among 30(10%) head teachers who were involved in the study were certificate holders, 15 (15%) were diploma holders and 11 (36.6%) were degree holders. 9 (90%) WEOs who filled in the questionnaires during the study were graduates with bachelor degree whereas one was a post graduate diploma holder. This shows that, the government directives where head teachers' qualifications should be diploma in education and above, and Ward Education Officers should be a degree graduates is implemented. As the days go on, all head teachers will possess the needed education qualifications since there are teachers in various colleges doing bachelor and diploma, after finishing their studies, they will cover the vacancies with unqualified head teachers.

#### **4.3 Preparation of Appointed Head Teachers to Understand their Responsibilities**

This section based on the first specific objective of the study which intended to explore how appointed head teachers are prepared to understand their responsibilities as school leaders. By preparing head teachers to understand their responsibilities in this study, means the induction courses given to newly appointed head teachers to help them be aware of school leadership and administration issues before they start implementing their new posts. The information about this specific objective was gathered through closed and open questionnaires and interview. Some questions aimed at examining if the newly appointed head teachers were given any special leadership course for the purpose of enabling them know their responsibilities when they were appointed. The results were as follows:

#### **4.3.1 Courses Provided to Newly Appointed Head Teachers**

These are induction courses given to new appointed head teachers in order to let them understand their responsibilities as head of schools. The study revealed that most of the head teachers were not given any induction courses when they were appointed, which could enable them understand their responsibilities. Out of 30 head teacher who responded to the question, only 4 (13.3%) attended short courses from various institutions on responsibilities of head teachers, and 26 (86.6%) did not attend any courses.

However most of the WEOs declared that their head teachers did not attend any special courses after being appointed as head of schools. Out of 10 WEOs only 1(10%) declared that the head teachers got induction course when they were appointed as head of schools, 6 WEOs (60%) agreed that the head teachers in their wards were not given any induction course after being appointed as head teachers. 3 (30%) did not know if the head teachers in their wards were given any special induction courses or not. This response implies that no any special courses are given to newly appointed head teachers when they are appointed to enable them know their responsibilities as head of schools before they start their responsibilities.

#### **4.3.2 Seminars which involve all Head Teachers**

The findings discovered that head teachers had attended seminars which involved all head teachers to discuss various issues. However these seminars were not intending to let new appointed head teachers understand their responsibilities, but aimed at discussing general administrative issues in their schools. Among 30 head teachers 22(73.3%) had attended seminars which involved all head teachers, but 8(26.6%) had



not attended these seminars. These seminars aimed at discussing issues such as, change of syllabus, examination results. Most of the respondents mentioned EQUIP TANZANIA as the key stakeholder which has been offering leadership seminars to head teachers. The results indicated that out of 22 head teachers who responded to that question, 19 of them (86.3%) had attended seminars which were offered by EQUIP TANZANIA. Other stakeholders who were reported to give seminars by respondents are, MANTEP 4.5%, Tutors from Teachers' Colleges 4.5% and SLO 4.5%. This means that, EQUIP TANZANIA is helping to offer seminars to many head teachers which have helped them to discuss certain issues concerning their schools.

#### **4.3.3 Knowledge in School Leadership and Administration**

Majority of the respondents noted that they did not have enough knowledge on school leadership and administration. From 30 head teachers who responded 9 of them (30%) declared to have leadership knowledge on school leadership and administration, whereby 21 head teachers (70%) said that they did not have enough knowledge on school leadership and administration.

Apart from head teachers, WEOs responded that, many head teachers do not show good capacity in leadership and administration. In responding to that, 3 WEOs (30%) out of 10 agreed that their head teachers in their wards had good leadership knowledge, 5 (50%) declared that their head teachers did not have knowledge on school leadership and administration, while 2 (20%) did not know if their head teachers had leadership knowledge or not.

#### **4.4 Leadership Styles highly adopted by Head Teachers**

This section is basing on the second specific objective of the study which intended to assess the leadership styles which are highly adopted by head teachers in the school leadership and administration. The findings of the study discovered that, (57%) of the head teachers were making decisions by themselves without involving their staffs. Not involving other staffs in making decisions is authoritative leadership style. However, (18.5% of head teachers involved all teachers and (12.8%) involved some of their staffs in making decisions.

##### **4.4.1 Decision Making at School Level**

This was responded by 70 respondents. These included head teachers, classroom teachers and ward education officers. Out of all respondents, 40 (57%) responded that most of the decisions at their schools are made by head teachers themselves, 13(18.5%) indicated that decisions are made by all teachers, 9 respondents (12.8%) said that only a few teachers in the staff are involved and 3 respondents (4.2%) declared that there was no any styles used by head teachers among those which were given. This implies that, most of the head teachers use authoritative style of leadership whereby the decisions were made by them and other teachers are given directives.

#### **4.5 Factors behind the adopted Leadership Styles**

The discussion under this section is basing on factors which cause most of the head teachers apply the leadership style they adopt in school leadership. In responding to the question why head teachers use the mentioned styles in school leadership, response was as follows:

Among 30 head teachers, 13(43.3%) responded to make decisions by themselves due to various reasons as shown bellow. Out of 13 head teachers who responded to the question, 5 (38.4%) declared that, “involving all staffs in decision making can affect the implementation of the decisions made.” This implies that, most of head teachers are not confident to involve everyone in decision making, 3 head teachers (23.07%) said that “some teachers in the staff are always opposing implementation of the planned activities” However, 4 (30.7%) indicated that some teachers in the staff are not self confident, therefore even if they are involved, they do not show good corporation.

Only 1 respondent (7.6%) answered that it is not good to involve all the staff in every decisions made at school. Apart from that, 8 (26.6%) noted to involve all teachers in making decisions at their school. They all declared that involving all the staff in making decision reduces conflicts and unnecessary complains among staffs. This shows that involving all staff in decision making can be a better style since where there are no conflicts and complains, workers are always self motivated in doing their activities.

#### **4.6 Challenges encountered by Head Teachers in the Process of School**

##### **Leadership and Administration**

There are challenges facing the head teachers in the process of school leadership and administration in their respective schools. This part of the study is basing on the fourth specific objective of this study. It intends to discuss the challenges encountered by head teachers on school leadership and administration in their working place. The findings indicated that, 70 (100%) respondents who responded to

the question which intended to know if there were any challenges facing head teachers in their working place on leadership and administration declared that head teachers are facing challenges, some of the challenges are discussed as in here below:-

#### **4.6.1 Financial**

Among 30 head teachers, 17 of them (56.6%) who responded showed that schools have inadequate fund to run the school which causes some of the activities not to be implemented. Even though the government is supporting schools by providing grants to all schools, that amount is not enough to implement all activities as planned at school. This can sometimes cause conflicts between head teachers, staff and school committee. Apart from head teachers' response, WEOs indicated that, financial crisis is among the challenge in school leadership and administration. 10 WEOs who responded to that, 4 (40%) recommended that inadequate fund to schools is a challenge which can hinder the implementation of planned activities at school. They said that the amount brought by the government is not enough to implement all the planned activities at schools. This implies that, some of the planned activities in schools are not implemented due to inadequate fund.

#### **4.6.2 Lack of Knowledge to Head Teachers on School Leadership and Administration**

Among 10 Ward Education Officers, 5 (50%) responded that leadership knowledge to head teachers is a problem to many head teachers, 3 (30%) responded that head teachers have leadership knowledge and 2 (20%) did not know if the head teachers had leadership knowledge. They observed that, most of the head teachers use

experience they got in their working environment to run their schools, but technically they are not knowledgeable in school leadership and administration. Seminars and trainings are needed to head teachers to make them do their works by applying leadership knowledge. Head teachers complained not to be knowledgeable in school leadership and administration in general. 21 head teachers (70%) declared that they do not have good knowledge on school leadership and administration. This makes difficult for them in making some of the decisions on certain issues. This implies that most of the head teachers are not well knowledgeable in school leadership and administration, therefore they use experience they get in their daily responsibilities to lead schools.

#### **4.6.3 Conflicts**

Conflicts at the working place are among the challenges which have been reported by respondents to face head teachers. 6 WEOs (60%) mentioned conflicts as one of the challenge facing head teachers. They declared that they spend time to solve conflicts in their schools. Among 30 head teachers, 22 (73.3%) noted that they face conflicts in their school. They all complained to face conflicts with some of their staffs, school committees. Some head teachers face conflicts with their staffs because of not involving them in making decisions. Teachers, who were head teachers before and have been demoted due to various reasons, are causative of conflicts to some schools. They use the leadership experience they have to mobilize other teachers not to implement the directives given by head teachers. These conflicts are caused by lacking leadership skills by head teachers. According to Lunenburg (2010) effective human relations enable school leaders to unleash staff potential and assist them to

achieve their maximum performance. Head teacher must use human skills to manage school committees, teachers, students, support staff and other stakeholders so as to enable them perform at the maximum level.

#### **4.7 Discussion of the Findings**

The study has found out that head teachers do not receive any training before assuming their posts or soon after their appointment. Not providing training to the newly appointed heads contradicts the observation by Adan & Orodho (2014) who argued that those who are selected for headship require additional training before they assume offices, as it should be noted that once appointed, the head teacher has an opportunity to influence change beyond the classroom. This finding therefore calls for change of policy and practice regarding preparation and appointment of head teachers so that training is well conducted soon after appointment of head teachers before assuming their new roles.

This finding further calls for leadership training programmes for head teachers who are already in headship positions. With leadership skills by head teachers, conflicts will be minimized as it has been identified as one of the challenges among staffs in most of the schools and performance of teachers and other staffs will be maximized. It has also been observed that head teachers face challenges in leading their schools, inadequate fund for running school plans being among the challenges. Finance is crucial to retention and performance of students since it determines the quality of physical facilities, teaching and learning materials, quality of teacher motivation and teachers employed in the time of shortage (Getange & Orodho, 2014). This finding calls for head teachers to have other Income Generating Activities (IGA) to

complement to the amount brought by the government since Income Generating Activities serve as a cushion/support kitty for funds received such as Constituency Development Funds where there are restrictions that control the utilization of these funds, (Hong Ming Ng 2000). However, government should review the budget for school grants so that the amount planned per pupil is enough to implement the intended goals and disbursed to school in time. Conflicts have also been observed in this study as among the challenges encountered by head teachers in leading the school. The findings observed that this challenge has been caused by the leadership styles applied by most of the head teachers whereby most of the decisions are made without involving others. By using this style contradicts the study by Mulford,(2003) who argued that there is a positive correlation between leadership styles and the job satisfaction in primary schools.

The study has established that most of head teachers apply authoritative leadership style in leading the schools. Nzuve,(1999) notes that the autocratic leader holds all authority and responsibility in an organization with communication almost exclusively moving from top to bottom. This is contrary to the study by Spillane (2006) who found that democratic leadership has contributed to a sustainable improvement of schools in terms of achieving higher levels of teachers' job satisfaction attainment and achievement. This finding has indicated that this kind of leadership style has been causing conflicts and misunderstandings between head teachers, teaching staff and school committees. A good leader uses all styles, with one of them normally dominant while bad leaders tend to stick with one style (Oluremi, 2013). This finding insists leadership skills to head teachers as the solution

of problem. The results have indicated that there are some of the stakeholders who are playing a very big role to improve the quality of education in our country. EQUIP TZ has been identified to help in providing seminars to head teachers in order to improve their work. Though these seminars are not specific for new appointed head teachers, they are helpful to head teachers. This finding therefore calls for other stakeholders to participate in improving the quality of education of Tanzania. However, it is suggested to EQUIP TZ, to plan for special seminars to newly appointed head teachers in order to overcome the stated challenges.

#### **4.8 Summary**

This chapter has shows the data presentation of the study, the analysis and discussion of the findings of the study, whereby it has been found out that head teachers do not receive any trainings soon after their appointment. Other challenges which face head teachers in the process of school leadership and administration have been discussed, such as inadequate fund to run schools, conflicts among school staffs and the use of authoritative leadership style by most of the head teachers.



## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the study, conclusion, recommendations and area for further study.

#### **5.2 Summary**

The purpose of this study was to assess the effect of leadership knowledge on performance of the newly appointed head teachers in public primary schools in the selected schools in Kahama Town Council. Specifically, the study focused on exploring how appointed head teachers are prepared to understand their responsibilities, assessing the leadership styles that are highly adopted by head teachers, assessing the factors behind the adopted leadership styles and examining the challenges encountered by head teachers in the process of school leadership.

There were questionnaires for classroom teachers, head teachers and ward education officers which were used for data collection. Also there were interview whereby five head teachers were interviewed. The findings of the study indicated that, (i) When head teachers are appointed as school leaders, they are not given any induction courses so as to enable them understand issues concerning school leadership and administration. This makes them not to have enough knowledge in school leadership and administration. They use the experience they got from their daily activities to lead their schools. However, seminars are provided to all head teachers to discuss certain issues concerning school issues. These seminars therefore do not discuss in deep the leadership issues to help the new ones understand their

responsibilities. In this region, these seminars are mostly are provide by EQUIP TZ.

- (ii) The findings have also discovered that most of the head teachers use authoritative leadership style whereby they make decisions by themselves without involving all staffs; some involve few staffs in decision making.
- (iii) Lack of leadership knowledge by most of head teachers was identified as among the reasons to why head teachers adopt the authoritative leadership style.
- (iv) The study has found that head teachers face challenges in the process of school leadership and administration. The identified challenges by respondents encountered by head teachers are:

Financial challenges, whereby respondents observed that the amount brought by the government to schools is not enough to implement all the planned activities at schools. Lack of knowledge to head teachers on school leadership and administration was identified as a challenge. It was found from the findings that most of the head teachers are not knowledgeable on leadership skills; this has resulted on applying improper leadership styles in their administration, mostly authoritative leadership style.

Conflicts in the working place of head teachers were also observed as a challenge which can hinder the implementation of planned activities, Majority of the respondents declared that there were conflicts in many school staffs which caused some activities not to be implemented effectively

### **5.3 Conclusion**

The study found out that, head teachers are not well prepared when they are appointed as head of schools, hence no any induction courses or training they are given to let them understand their responsibilities as school heads. Therefore, they use little experience they got in their daily jobs and courses on education leadership they learnt at their colleges in leading their schools. It is therefore concluded that, head teachers are not well prepared when they are appointed to understand their roles as head of schools. This finding conform with the findings by (Restine's 2004) in a similar study where principals claimed that they learned by doing, also principals in the study claimed that the pre service education they received at university did not prepare them for school leadership rather for classroom teaching.

However, the study found out that head teachers attend seminars which are offered by various stakeholders. These seminars involved all head teachers and intended to discuss general issues immerging in their schools. These seminars however, ,were not intending to let new head teachers understand their responsibilities. The key stakeholder who offered these seminars to most of the head teachers in this area is EQUIP TZ. The study observed that head teachers do not involve all teachers in decision making at their schools, they do make decisions by themselves hence this leadership style is authoritative as argued before by (Mbiti, 1994) that in autocratic leadership style, the leader assumes his/ her perceptions and directives are free from any error and ought to be followed without any questions. It was concluded that authoritative style is mostly used by head teachers in leading their schools. By using this style, it is difficult for the head teacher to prepare other teachers to become

future leaders because they are not involved in making decisions. This has been observed as one of the causes of conflicts in many staffs and hinders some of the decisions to be implemented as planned. The study also observed that authoritative leadership style is mostly applied by head teachers in leading their schools due to various factors. Teachers are not full involved in making decisions on certain issues. It was therefore concluded that lacking of leadership skills by head teachers is one the factors for head teachers to apply the mentioned leadership style. Lack of leadership skills leads head teachers not to be confident.

The study also observed that head teachers face challenges in leading schools. Among these challenges are inadequate fund for running schools, whereby it was observed that the amount disbursed to schools by Government as grants is not enough to fulfill the school needs. Lacking of leadership knowledge by head teachers was also identified to be a major challenge in the study. This causes head teachers not to be aware of administrative issues thus make them to make decisions which are not proper and can also result into conflicts which is another challenge found out in the study. It was therefore concluded that head teachers are encountered with challenges in leading their schools. There is a need for the government to provide directives for all schools to have income generating activities which will help to support running of the schools as argued by Hong Ming Ng (2000) that Income Generating Activities serve as a cushion support kitty for funds received such as Constituency Development Funds where there are restrictions that control the utilization of these funds.

#### **5.4 Recommendations**

Basing on the findings of the study, the following can be recommended. Since head teachers are not well prepared to understand their roles as head of schools after their appointment, it is recommended that the government should prepare a special training programme for head teachers when they are appointed so that they get an induction training which will help them understand their responsibilities. The programme should base on knowledge on school leadership and administration, and should be offered to newly appointed head teachers before they start their responsibilities as head of schools. For example, all newly appointed can attend leadership courses at least for a month at ADEM. This should be compulsory to all appointed head teachers.

The President's Office Regional Administration and Local Government (PORALG) is advised to coordinate this programme in order to have knowledgeable education administrators, and this will motivate teachers and therefore improve the quality of education. As the study discovered that authoritative style is mostly applied by head teachers in leading their schools, it is recommended that frequent seminars should be given to head teachers to remind them on effective leadership of schools and remind them that they are to be open to their staffs and let them participate in decision making on certain issues in their schools. This will reduce stress and improve job satisfaction and morale to teachers (Walonick, 2004). This will also enable head teachers to prepare other leaders from their staffs for future. These seminars can be planned by council officers. The study also discovered that head teachers are facing challenges in the process of school leadership. The identified challenges facing head

teachers were inadequate fund to run school, conflicts among staff and lack of leadership skills by head teachers. Due to this situation, it is recommended that the government should review the budget for school grants in order to disburse the amount which will enable schools to implement the planned activities. Head teachers should be encouraged to plan for the school Income Generating Activities which will help to solve other school expenses instead of depending on the grant from the central government. Education officers at council level should also make follow up to solve unnecessary conflicts which exist in schools, For example, whenever the head teacher has been demoted, should be transferred from the former school.

### **5.5 Area for Further Study**

The study focused on the effect of leadership knowledge on performance of the newly appointed head teachers in Public Primary Schools. The following areas for further study can be recommended:

- i. Since the current study focused only one district, it is recommended that a similar study could be conducted using a larger sample so that more generalisable data could be generated.
- ii. Other researchers can study on leadership knowledge of headmasters in Secondary Schools since this study concentrated on Public Primary schools.
- iii. There is a need for other researchers to study on leadership knowledge of education administrators at the council level and its impact to teachers performance

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## APPENDICES

### APPENDIX I

#### 1. TIME FRAME

SN	ACTIVITY	2017/2018							
		MARCH	APRIL	MAY	JUNE	JULY/AUGUST	SEPTEMBER	OCTOBER	NOVEMBER
1	Preparing the research proposal								
2	Submission of the proposal to the supervisor and making corrections recommended								
3	Research instruments preparation.								
4	Data collection								
5	Analysis of the data								
6	Writing dissertation and submission of the report								

**APPENDIX II****RESEARCH BUDGET**

<b>NO</b>	<b>ITEM (S) / ACTIVITIES</b>	<b>ESTIMATED COST (S)</b>			<b>SUB-TOTAL</b>
1.	Research Proposal preparation(Proposal Writing)		Typing and Photocopying	250,000/=	250,000/=
2.	Field Work Instruments preparation	(i)	Buying tape recorder 1	350,000	428,000/=
		(ii)	Audiotapes 6 @1000/=	6,000/=	
		(iii)	Field Note Books 6 @ 1000/=	6,00/=	
		(iv)	Pens 6 @ 1000/= 6,000/=	6,000/=	
		(v)	Ream Paper 5 @ 12,000/=	60, 000/=	
3.	Transport Cost to Research area		Fuel	250,000=	250,000/=
4.	Meals during Field Research		Field Site	400,000/=	400,000/=
5.	Stationary and Photocopying		Field Site	250,000/=	250,000/=
6	Typing, Photocopying and Binding Dissertation		Kahama Town	450,000/=	450,000/=
7	Miscellaneous			500,0000/=	500,000/=
	<b>GRAND TOTAL</b>				<b>2,528,000/=</b>

### APPENDIX III

#### QUESTIONNAIRES TO HEAD TEACHERS

Please, give your answer by putting a tick (V) in the box provided or write your answer in the space provided.

**(Please do not write your name in any pages of the questionnaire)**

##### Section A: Personal Information

1. Gender/Sex, Male ☐ Female ☐
2. Your Age? .....
3. Marital status: Married ☐ Unmarried ☐ Divorced ☐ Widow ☐
4. What is your highest level of teacher education? Certificate ☐ Diploma ☐  
First degree ☐ Masters degree ☐ Others (Specify).....
5. When were you employed as a teacher? .....

##### Section B: Leadership Trainings

6. How many teachers are at your school? Male .....Female .....
7. When were you appointed as the head teacher? .....
8. For how long have you been at this school as the head teacher?.....
9. When you were appointed, were you given any special training on school leadership and your responsibilities as head teacher? Yes ☐ No ☐
10. If the answer is yes, who offered the training?.....
11. Apart from special training after being appointed, have you ever attended any seminars which involved all head teachers? Yes ☐ No ☐
12. If the answer is yes, who offered the seminar? .....

### Section C: Leadership Styles

13. What style do you use at your school in making decisions among these?(Put v along the correct answer)
- (A) All decision to be made by head teacher
- (B) Involving all the staff in making decisions
- (C) Decisions to be made by teachers without involving head teacher
14. If the answer is (D), what styles do you apply?
- .....
- .....
- .....
15. Why do you prefer to use the style you have chosen?
- .....
- .....
- .....

### Section D: Leadership Skills

16. Do you think you have enough understanding on school leadership? Yes ☐
- No ☐
17. If the answer is No, what do you suggest to be done in order to let you have enough understanding on school leadership?
- .....
- .....

### Section E: Challenges

18. Do you face any challenges in the process of school leadership?
- Yes ☐ No ☐
19. If the answer is yes, what are those challenges do you encounter?
- .....
- .....
- .....

.....  
 .....

20. What do you think are the causes of those challenges?

.....  
 .....  
 .....  
 .....

21. What are your suggestions to the government on offering special trainings to head teachers when they are appointed?

.....  
 .....  
 .....  
 .....  
 .....  
 .....

## INTERVIEW TO HEAD TEACHES

### Section A: Personal Information

1. Gender/Sex, Male ☐ Female ☐
2. Your Age? .....
3. Marital status: Married ☐ Unmarried ☐ Divorced ☐ Widow ☐
4. What is your highest level of teacher education? Certificate ☐ Diploma  
First degree ☐ Masters degree ☐ Others  
(Specify).....
5. When were you employed as a teacher? .....

### Section B: Leadership Trainings

6. How many teachers are at your school? Male .....Female .....
7. When were you appointed as the head teacher? .....
8. For how long have been the head teacher of this school?.....
9. When you were appointed, were you given any special training on school leadership and your responsibilities as head teacher? Yes ☐ No ☐
10. Who offered the training? (In case the answer is yes),.....
11. Do you face any challenges in attending your responsibilities for not getting this kind of training? (If the answer in question 9 is no) Yes ☐ No ☐
12. What are those challenges you are facing because of not being given any trainings after your appointment?  
.....



- .....
- .....
13. Apart from special training after being appointed, have you ever attended any seminars which involved all head teachers? Yes ☐ No ☐
14. Who offered the seminar? (If the answer is yes)  
.....

### Section C: Leadership Styles

15. What style do you use at your school in making decisions among these?
- (a) All decision to be made by head teacher
  - (b) Involving all the staff in making decisions
  - (c) Decisions to be made by teachers without involving head teacher
  - (d) No answer among the above
16. If the answer is (D), what styles do you apply?

.....

.....

.....

17. Why do you prefer to use the style you have chosen?

.....

.....

.....

### Section D: Leadership Skills

18. Do you think you have enough understanding on school leadership? Yes ☐ No ☐
19. What do you suggest to be done inorder to let you have understanding on school leadership? (In case the answer in 17 is no)

.....

.....

***Section E: Challenges***

20. Do you face any challenges in the process of school leadership?

Yes ☐ No ☐

21. What are those challenges you are facing?

.....

.....

.....

22. What do you think are the sources of those challenges?

.....

.....

.....

.....

23. What are your suggestions to the government on training to appointed head teachers to let them understand their responsibilities?

.....

.....

## QUESTIONNAIRES TO CLASSROOM TEACHERS

Please, give your answer by putting a tick (V) in the box provided or write your answer in the space provided.

**(Please do not write your name in any pages of the questionnaire)**

### Section A: Personal Information

1. Gender/Sex: Male ☐ Female ☐
2. Your age .....
3. When were you employed as a teacher? .....
4. What is your highest level of teacher education? Certificate ☐  
Diploma ☐ Degree ☐ Masters ☐ Nyingineyo.....
5. Marital status: Un married ☐ Married ☐ Divorced ☐ Widow ☐

### Section B: School Leadership

6. For how long have you been at this school?  
.....
7. Does you head teacher make teachers feel comfortable or like their work?  
Yes ☐ No ☐ Average ☐
8. When a problem happens at your school, does your head teacher take reactions  
immediatly before it becomes more complicated? Yes ☐ No ☐
9. Have ever observed any conflicts at your school? Yes ☐ No ☐
10. If the answer is Yes, what do you this were the source of the conflicts?  
.....

.....

.....

### Section C: Leadership Styles

11. Does the head teacher involve teachers in making decisions? Yes he/she involves ☐

Not all the time ☐ Does not involve at all ☐ Only few are involved ☐

I do not know ☐

12. If the answer is not all the time/does not involve at all or only few are involved, do you think who he/she does so?

.....

.....

.....

### Section D: Leadership Styles

13. For your understanding and experience, do you think your head teacher has the needed leadership skills? Yes ☐ No ☐ (If the answer is Yes, go to question 16)

14. If the answer is No, what do you think are causes of him/her to lack skills?

.....

.....

15. Has that situation ever caused anything at your school?

.....

.....

16. What are your suggestions to the government on preparing appointed head teachers to let them have leadership skills?

**Section E: Challenges**

17. Are there any challenges your head teacher face in the process of school leadership?

Yes ☐ No ☐

18. If the answer in 17 is Yes, mention those challenges.

.....

.....

19. What do you think are causes of those challenges?

.....

.....

.....

## QUESTIONNAIRES TO WARD EDUCATION OFFICERS

Please, give your answer by putting a tick (V) in the box provided or write your answer in the space provided.

**(Please do not write your name in any pages of the questionnaire)**

### Section A: Personal Information

1. Gender/Sex Male ☐ Female ☐
2. Your age.....
3. When were you employed as a teacher.....
4. What is the highest level of your teacher education? Certificate ☐ Diploma ☐  
Degree ☐ Masters ☐ Others (specify).....
5. Marital status, Unmarried ☐ Married ☐ Divorced ☐ Widow ☐

### Section B: Leadership Information

6. When were you appointed as Ward Education Officer? .....
7. Before your appointment, what was your post among the following?
  - Head teacher
  - Assistant head teacher
  - Normal classroom teacher
8. If the answer in number 7 is head teacher, when you were appointed to that post, were you given any special training which intended to let understand your responsibilities as head of school? Yes ☐ No ☐

9. When you were appointed as the Ward Education Officer, were you given any induction course/training to clarify your responsibilities to your post?  
Yes ☐ No ☐
10. When head teachers in your ward were appointed, were they given any induction course to let them know their responsibilities? Yes ☐ No ☐  
I don't know ☐
11. Do head teachers in your ward show good capability in doing their works?  
Yes ☐ Average ☐ Not all ☐ No ☐
12. If the answer is average/not all or no, what do you think are the causes of this situation?  
.....  
.....  
.....  
.....

### **Section C: Leadership Styles**

13. For your experience, what style is applied by head teachers in your ward in leading their school?
- (a) All decision to be made by head teacher
  - (b) Involving all the staff in making decisions
  - (c) Decisions to be made by teachers without involving head teacher
  - (d) Involving a few teachers in making decisions
14. Do you think why they apply the style you have chosen?

.....

.....

.....

15. Are there any effects caused by applying that kind of leadership style?

.....

.....

.....

.....

.....

#### **Section D: Leadership Skills**

16. Do head teachers in your ward have leadership skills?

Yes ☐ Average ☐ No ☐

17. If the answer is average or no, what do you think are the causes?

.....

.....

18. What should be done in order to avoid this situation?

.....

.....

.....

#### **Section E: Challenges**

19. Are there any conflicts ever happened in any of your schools? Yes ☐ No ☐

20. If the answer is yes, what were they about?



.....  
.....

21. What do you think were the causes of those conflicts?

.....  
.....

22. What are the challenges the head teachers in your ward encounter in leading their schools?

.....  
.....  
.....

23. What are your suggestions to the government on training education leaders when they are appointed so as to let them understand their responsibilities?

.....  
.....  
.....

**THANK YOU FOR YOUR COOPERATION**

## APPENDIX IV

## RESEARCH CLEARENCE LETTER S

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](mailto:drpc@out.ac.tz)

14/8/2017

TO WHOM IT MAY CONCERN

**RE: RESEARCH CLEARANCE**

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

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

The purpose of this letter is to introduce to you **Mr. Julius Buberwa, PG201507394** who is a Master student at the Open University of Tanzania. By this letter, **Mr. Buberwa** has been granted clearance to conduct research in the country. The title of his research is **“The Effect Of Leadership Knowledge On Performance Of The Newly Appointed Head Teachers In Public Primary Schools, A Study Of Kahama Town , Tanzania”**. The research will be conducted in Kahama Town. The period which this permission has been granted is from **17/8/2017 to 16/10/2017**.

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

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

Telegrams "REGCOM" Shinyanga  
 Tel. No. 028 – 27622222  
 Fax.No: 2762310  
 Email.rasshinyanga@tamisemi.go.tz



Regional Commissioner's Office,  
 P.O. Box 320,  
**SHINYANGA.**

**In reply please quote**

Ref. No. AB 271/290/01G/115

24<sup>th</sup> August, 2017

Town Director  
 Kahama Town Council,  
 P.O. Box 472,  
**KAHAMA.**

**RE: PERMIT TO CONDUCT RESEARCH CLEARANCE**

Reference is made to the above heading.

We have received a letter dated 14/8/2017 concerning a student from the Open University of Tanzania who intends to conduct a research on the topic titled "**THE EFFECT OF LEADERSHIP KNOWLEDGE ON PERFORMANCE OF THE NEWLY APPOINTED HEAD TEACHERS IN PUBLIC PRIMARY SCHOOLS, A STUDY OF KAHAMA TOWN, TANZANIA**".

This is to let you know that, permission has been granted to **MR. JULIUS BUBERWA** from the named University to undertake the said research in your area. So kindly assist him to accomplish his work.

Albert G. Msovela

**REGION ADMINISTRATIVE SECRETARY**  
**SHINYANGA.**

**Copy : Mr. Julius Buberwa,**  
**Kahama.**

**HALMASHAURI YA MJI KAHAMA**  
**(Barua zote zielekezwe kwa Mkurugenzi wa Mji Kahama)**

Simu : 028-2710179  
 Nukushi :028-2710179

Kumb Na KTC/520/63

MAAFISAELIMU KATA  
 S.L.P 472  
 KAHAMA



Mkoa wa Shinyanga  
 Mkurugenzi Mji  
 Idara ya Elimu Msingi,  
 S.L.P 472,  
 KAHAMA.  
 15/08/2017.


**YAH : KUMTAMBILISHA KWENU NDUGU JULIUS BUBERWA AMBAYE**  
**ANAKUSANYA DATA KWAAJILI YA UTAFTI WA KOZI YAKE.**

Rejae maelezo kama yalivyoandikwa kwenye kichwa cha habari hapo juu.

Napenda kuwafahamisha kuwa Ndugu Julius Buberwa ni Mwanafunzi wa Chuo Kikuu huria ambaye anasoma Shahada ya Uzamili na kwa sasa anafanya Utafiti wa Kozi yake katika Shule za Msingi na ngazi ya kata

Naomba kumtambulisha Kwenu na kuwataka mumpokee na kumpa Ushirikiano wa Kutosha kwa muda wote ambapo atakuwa kwenye vituo vyenu kuanzia tarehe 17/08/2017 mpaka tarehe 16/10/2017 ili aweze kukusanya data zake na hatimaye akamilishe Utafiti wake.

Nawatakia kazi njema.

  
**AMANI SABASABA**  
 Kny MKURUGENZI WA MJI  
 KAHAMA MJI

**HALMASHAURI YA MJI KAHAMA**  
(Barua zote zielekezwe kwa Mkurugenzi wa Mji Kahama)

Simu : 028-2710179  
Nukushi :028-2710179

Kumb Na KTC/520/63

WALIMU WAKUU  
SHULE ZA MSINGI  
S.L.P 472  
KAHAMA



Mkoa wa Shinyanga  
Mkurugenzi Mji  
Idara ya Elimu Msingi,  
S.L.P 472,  
KAHAMA.  
30/08/2017.


**YAH : KUMTAMBILISHA KWENU NDUGU JULIUS BUBERWA AMBAYE**  
**ANAKUSANYA DATA KWAAJILI YA UTAFITI WA KOZI YAKE.**

Rejae maelezo kama yalivyoandikwa kwenye kicwa cha habari hapo juu.

Napenda kuwafahamisha kuwa Ndugu Julius,Buberwa ni Mwanafunzi wa Chuo Kikuu huria ambaye anasoma Shahada ya Uzamili na kwa sasa anafanya Utafiti wa Kozi yake katika Shule za Msingi.

Naomba kumtambulisha Kwenu na kuwataka mumpokee na kumpa Ushirikiano wa Kutosha ili aweze kukusanya data zake na hatimaye akamilishe Utafiti wake.

Nawatakia kazi njema.

  
AMANI SABASABA  
Kny MKURUGENZI WA MJI  
KAHAMA MJI