IMPACT OF SCHOOL LEADERSHIP ON PROVISION OF QUALITY EDUCATION IN TANZANIA: A CASE OF SELECTED PUBLIC PRIMARY SCHOOLS IN KIGOMA UJIJI MUNICIPALITY

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania the dissertation entitled "*Impact of School Leadership on Provision of Quality Education in Tanzania: A case of Selected Public Primary School in Kigoma Ujiji Municipality"* in partial fulfillment of the requirement for the degree of Master of Education Administration and Policy Studies of the Open University of Tanzania.

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Date

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DECLARATION

I, **Suzana Pendo,** do hereby declare that this Dissertation is my own original work and has never been submitted to any University of the higher learning institution and will not be presented to any other higher learning Institution for any other academic award.

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Signature

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Date

DEDICATION

This work is dedicated to my husband Ally A. Mchuchuli and my children for their great love during the study period.

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ABSTRACT

This study investigates the "Impact of School Leadership on Provision of Quality Education in Tanzania: The Case of Selected Public Primary Schools in Kigoma Ujiji Municipality. The main objective of the study was to examine impact of school leadership on provision of quality education in Tanzania. The study has three specific objectives, first, to assess how the school leadership affects quality of education provision in primary schools, second to examine whether there are other factors that affect quality of education in primary schools and to find out appropriate measures to improve quality of education in primary schools. The study adopted qualitative and quantitative research design. Data were collected from sample of 87 respondents. During selection of representative sample, the study applied purposive and random sampling techniques. The research collected data used closed questionnaires which analyzed by the use of excel and SPSS software. On side of open questionnaire, interview, focus group discussion and documentary review analysis was done through content analysis. The findings revealed that factors that lower quality of education in primary school includes lack of leadership vision contributes to the lack the inability to change poor leading practice, the belief by head teachers that their service is operating well, and lack of awareness of issues or risks to children due to poor leadership. The study recommend quality of leadership of the in service and newly school head teachers should be improved by conducting intensive leadership training and professional development in all aspects of school management. Also proper policy should be made to regulate leadership matters of the primary schools

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LIST OF ABBREVIATIONS AND ACRONYMS

EFA   Education for All

ERO   Education Review Office

SFAI   School Fee Abolition Initiative

SPSS   Statistical Package for Social Sciences

UNICEF   United Nations International Children's Emergency Fund

UNESCO United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

1.0 INTRODUCTION

1.1   Background to the Problem

Educational quality in developing countries has become a topic of intense interest, primarily because of countries' efforts to maintain quality in the context of the quantitative expansion of educational provision (Education Review Office,ERO, 2010). Quality education is what brings forth manifestable development of any country. Education is a pillar of development of all countries the world over. Normally, quality education is education that can provide answers to the problems that we face in our environment Norman Adamson (2013).

The vision of educational quality is always embedded within countries' policies. During the implementation of millennium development goals of universal primary education, it expressed that no child should be excluded from schooling because of a family's inability to pay. This made over the last decade to get millions of children into primary school over the World including Ghana, Tanzania and other countries of Africa. However an increase in the number of children in schools come with the challenge of slow down in the quality of primary school education more than before. The situation was alarming; by 2005 the School Fee Abolition Initiative (SFAI), UNICEF and the World Bank (2005) took measures aimed to make a breakthrough in access to quality basic education through support to policies for removing the education cost barriers to households. The initiative seeks to scale up the rate of progress towards universal primary education, support and build on the results of a

major enrollment surge in countries that have abolished school fees in primary education, maintain and enhance the quality of education. This demand has not been fulfilled what is happening is the continuation in lowering quality of education that pre-existed in poor countries like Ghana and Tanzania whose education was super in public primary schools. Also, with more increase of children in primary schools, in turn, necessitated requirement for installation of head teachers in those primary schools (ERO, 2010).They were needed to lead these primary schools without technical leadership, vision, professional learning and development that contributed to double -worse disaster of poor quality education in schools. Lack of training to head teachers in primary schools also leads to poor management of schools, as the head teachers do not know what are the goals of the school and they don't know why they are working with specific processes and meaning of "quality education" its meaning is still on their back which has made difficult to implement quality education (ERO, 2010).

The concept of improving education leadership in primary schools is significant and interesting in order that we achieve quality education in public primary schools as it is in private schools over the world (ERO, 2010). Quality in education is also viewed as an influential factor in implementing plans for bridging the poverty gaps between the developing and the developed world. At the centre of strategies for accelerating the achievement of quality education is effective leadership at all levels of the school system. Attempts to define 'educational quality' are legion, as the very concept of 'quality' is an evasive one. At the level of international debate and action three defining principles tend to be broadly shared. These are the need to understand

quality education in terms of (a) content relevance b) access and outcome and (c) observance of individual rights. In much current international thinking, these principles are expected to guide and inform educational content and processes and also represent more general social goals to which education itself should contribute. This is reflected in the thinking of international bodies such as UNICEF and UNESCO. UNICEF (2000) recognizes five dimensions of quality: the learners, the environments, content, processes and outcomes, founded on the rights of the whole child, and all children, to survival, protection, development and participation (UNICEF, 2000, in UNESCO, 2005). Similarly, UNESCO expects quality education to encourage the learner's creative, emotional development, promote equality, seek to pass global and local cultural values down to future generations and it allows children to reach their aspiration.

Further to that there are many factors that contribute to poor quality education. It is generally not one particular aspect of the service that results in poor quality, but the most leading one is lack of leadership, vision, professional learning and development contribute to high quality in some services. The evidence from a study of UNICEF (2004) and UNESCO, (2005) on impact of school leadership on provision of quality education reports that lack of leadership has a negative impact on the management and operations of the centre. This implies that poor school lenders may not be able to implement quality education in their schools because of lacking school leadership skills. According to UNICEF (2004) Staff does not have the guidance they need to operate as an effective care due to poor school head teacher. It is noted that where there is poor leadership there is also Poor teaching practices and ineffective child

management strategies result in children who appear bored and fractious and whose learning needs are not being met. It is argued that underdeveloped self leadership review and inadequate centre planning further hinder progress. The centre is unlikely to improve its standard of education without a major influx of trained, capable teachers, stronger centre leadership, more effective and ongoing professional development programme.

Moreover, lack of professional support, mentoring and development is having a negative impact on the centre's ability to provide appropriate education and care for infants. In addition to this, the newly appointed heads have limited understanding or experience of teaching and leadership in school setting. Due to this they have failed to bring quality education in their school as it is important. Prof Suleman S. (2014) shows that learning outcomes at primary and secondary levels are poor. Both independent assessments and national examinations findings have been used to make the case, the fact is majority of children in schools are not able to read, both Kiswahili and English, at their class levels. UNESCO (2005) state that when school leadership practice quality education in school that quality education encourage the learner's creative, emotional development, promote equality seek to pass global and local cultural values down to future generations. Quality education and leadership allows children to reach their aspiration (UNICEF, 2004).The study conducted by UNESCO (2005) found that the contemporary education in public primary schools in Ghana and Tanzania has failed to meet indicators of quality of education. It should be noted that the issue of quality in basic education in sub-Saharan Africa is inseparable from the quality of the teachers involved. It reveals that teachers work in

tough conditions with typically little job security, poor pay and loss of motivation. It also demonstrates that both their pre-service and in-service training are superficial and inadequate and thus have little bearing on classroom practice. Meeting these two major challenges is vital in achieving any improvement in the quality of basic education in sub-Saharan Africa Thibaut Lauwerier (2015). However, the South Asian countries region has made tremendous gains in expanding access to schooling over the past decade, a new report by the World Bank says "poor quality education is holding the region back" . In addition to this numbers of students appear to be learning little; up to one-third of those completing primary school lack basic numeracy and literacy skills UNICEF, (2004) and UNESCO (2005). Therefore, all this information found by UNICEF (2004) and UNESCO (2005) "up to one-third of those completing primary school lack basic numeracy and literacy skills" it is a confirmation that poor quality education exists in primary schools.

1.2 Statement of the Problem

Despite many efforts made by the government through the ministry of education and vocation training to improve quality of education, however the quality of education is still poor this is contributed by poor leadership of head teachers in primary schools due to lack of professional training and experience in the school leadership. ERO, (2010). Although some leaders are experienced, they lack technical qualifications; even if they may be technical qualified they take on the role too early in their careers accompanied with no necessary support to do the job well from their employers. Surprisingly some head teachers are not well informed about what constitutes effective practice in performing their roles (Ngirwa, 2006) in schools with poor

leadership there is existence of rigidly implemented routines, poorly effective use of resourced materials, an inappropriate teaching practice accompanied with conflicts between teachers and head teachers. All these issues have resulted into poor quality education. According to Hakielimu (2008) and Ngirwa (2006) despite of measure to improve quality of education in Tanzania through employing many teachers, supply of text books by Twaweza and other organizations, supplying desks, teaching and learning materials, providing capitation grants, and training to English, mathematics and sciences subject teachers as well as amending curriculum for public primary schools in the country the situation is worse. UNESCO, (2005) and researchers findings confirm that there is existence of the problem of leadership in primary schools and its impact on quality is higher.

1.3 Objectives

The main objective of this study was to examine impact of school leadership on provision of quality education in Tanzania. Specifically the study has the following objectives:

1.   To assess how the school leadership affects provision of quality education in the primary schools

2.   To examine whether the government has been effective involved in the provision of leadership skills to the leaders of primary schools

3.   To find out how to improve leadership in primary schools for better provision of quality education

1.4   Research Questions

1.   Does the school leadership affect quality of education in primary schools?

2. Did the government have been effective involved in the provision of leadership skills to the leaders of primary schools?

3. What are the measures should be taken to improve leadership of primary schools for netter provision of quality education?

1.5 Significance of the Study

The study was done to benefit many people and different categories of stakeholders. This study will be useful to head teachers to practice proper leadership in improving quality education of their schools. It will benefit the education officers and ward education coordinators on how leadership impact quality education, the recommendations will be used to address the problem. It is expected that the report will be used by government and professional bodies to find the best way to provide education in the country. In other words the report may be used as trustful reference in academic researches for further references by academicians and student undertaking research in field of leadership related to primary schools.

1.6 Scope of the Study

The study was conducted in Tanzania, but with a particular focus on Kigoma ujiji Municipality. The coverage of the study is based on three objectives of the study and all selected primary schools in Kigoma Municipality.

1.7 Definition of Key Terms and Concepts

1.7.1 Leadership

Leadership definitions vary; the general sentiments remain the same: Leaders are people who know how to achieve goals and inspire people along the way (Carter, &

Cunningham,1997) Leadership is the ability to not only understand and utilize your innate talents, but to also effectively leverage the natural strengths to accomplish the mission (Lewis,& Kanji,2009). Leadership is about playing to strengths and addressing weaknesses in the most productive and efficient way possible. It's about knowing the team and oneself and doing the best job to set both up for success (Waters, & Marzano, 2006) Leadership is the ability to see a problem and be the solution. So many people are willing to talk about problems or can even empathize, but not many can see the problem or challenge and rise to it (Razik, & Swanson, 2010). A leader is someone who leads by example and has the integrity to do the right thing even when it is not popular. A good leader has positive influence over others, inspiring them to become a better person and example for others to model their life against, as well. Leadership with regard to the study is the ability of the head teacher to see a problem and be the solution for that problem in a setting.

1.7.2 Quality Education

Quality Education is defined as influences of what students learn, how they learn and what benefits they draw from their education" (EFA, 2005), It evolves with time and is subject to social, economic and environmental conditions. Quality Education according to UNICEF (2004) is defined as the right to education access but also the right to receive an education of good quality (Michaelowa, 2001). Quality education with regard to the study has to encourage the learner's creative and emotional development, support objectives of peace, citizenship and security, promote equality and seek to pass global and local cultural values down to future generations. Quality education should allow children to reach their aspiration (EFA, 2005).

1.7.3 School Leadership

School leadership is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents towards achieving common educational aims *(Fullan, Michael, 1998).* This term is often used synonymously with educational leadership in the United States and has supplanted educational management in the United Kingdom. With regard to the topic school leadership is ability of head teachers to provide leadership support to teachers, pupils, and parents toward achieving common instructive objectives.

1.7.4 Public Primary Schools

Public primary schools are government Primary schools that places a major emphasis on teaching children the basic skills of reading, writing, language, and mathematics. *(Fullan, Michael, 1998).* Public primary schools are government schools in Tanzania that emphasis on teaching children the basic skills of reading, writing.

1.8 Organization of the Dissertation

The research is organized into five chapters. Chapter one covers the background to the problem, statement, significance of the study, scope and, objectives, research questions, and the Organization of the Study itself; chapter two- literature review. The components under literature review include definitions and conceptual definitions of key terms and concepts used, theoretical literature; empirical literature, research gap, and conceptual framework. Chapter three: presents research methodology, the components under research methodology are: research design, study area, study population, population size and sampling procedures data collection

methods, validity and reliability as well as data analysis. Chapter four presents research findings, data analysis and discussions. The chapter five presents conclusion, recommendations.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1   Introduction

This chapter reviews literature that is relevant to impact of school leadership on the provision of quality education. The chapter presents theoretical literature, Empirical literature, and conceptual framework and the research gap.

2.2   Theoretical Literature Review

Theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend the existing knowledge within the limits of critical bounding assumptions. The theoretical framework is the structure that can hold or support a theory of a research study (Jonathan,1997).Theories are commonly categorized by which aspect is believed to define the leader the most. The most widespread one's are: great man theory, trait, theory, behavioral theories, contingency theories, transactional theories and transformational theories. These theories are discussed below to guide the study.

2.2.1 Trait Theory

Trait theory is also called dispositional theory; it is an approach to the study of human personality (Jonathan, 1997). Trait theorist (s) is primarily interested in the measurement of traits which can be defined as habitual patterns of behavior, thought, and emotion. According to this perspective, Jonathan (1997) argued that traits are relatively stable over time and they differ across individuals (some people are outgoing whereas others are shy), and influence behavior. The application of this

theory in other sectors such as education is important, it reflects the personal characteristics observable and non observable that must be useful in determining heartaches who can lead the school. Traits are in contrast to states which are more transitory dispositions (Bakhtin, 1981). According to this point of view, traits are those that dominate and shape a person's behavior and their ruling obsessions. By contrast, "central" traits such as honesty are characteristics found in some degree in every person and finally "secondary" traits are those seen only in certain circumstances (such as particular likes or dislikes that a very close friend may know)(Jonathan,1997). This implies that in school leadership the theory of trait is reflection of primary education leaders such school head teacher. Their appointment must be based on their traits which they display rather than just appointing because of whom you know, as result the head teachers lack effectiveness and vision of what they plan to achieve (quality education).

2.2.2 Transactional Theories

Transactional Leadership, also known as managerial leadership, it focuses on the role of supervision, organization, and group performance (Ashour, 1973). Transactional leadership is a style of leadership in which the leader promotes compliance of his followers through both rewards and punishments (Hargis, Michael, John, Wyatt; Chris Piotrowski, 2011). This definition implies that school head teachers may use either rewarding teachers who do well and punish those who fail to do so. Transformational leaders using the transactional approach are not looking to change the future; this reflection the situation in primary public schools head teachers uses this kind of style without knowing which style and ends up increasing conflicts intern

they lower quality of education in their schools because Transactional they look to keep things the same (Bass,2008). This type of leadership may be effective in crisis and emergency situations as well as for projects that need to be carried out in a specific way and less necessary in school daily and peaceful environment.

According to this perspective by adhering to the path-goal theory, transactional leaders are expected to do the following "Set goals, articulate explicit agreements regarding what the leader expects from organizational members and how they will be rewarded for their efforts and commitment, and provide constructive feedback to keep everybody on task" (Hackman, Johnson, Michael, Craig, 2009).Transactional leaders focus on increasing the efficiency of established routines and procedures and are more concerned with following existing rules than with making changes to the structure of the organization. Consequently, they operate most effectively in organizations that have evolved beyond the chaotic, no-rules stage of entrepreneurial development that characterizes so in many new companies. This implies that failure of head teachers to implement quality education is caused by lack of leadership skills that would tell them how where and when to use transaction to avoid going wrong and increasing conflicts in a school.

2.2.3 A Contingency Theory

Contingency theory is an organizational theory that claims that there is no best way to organize a corporation, to lead a company to make decisions. Instead, the optimal course of action is contingent upon the internal and external situation (Ashour, 1973). According to this perceptive it is the reflection of primary school leadership where leaders are required to lead their schools depending on the location

community, cultural values   and so on. Fiedler (1981) believed that a contingent leader effectively applies his own style of leadership to the right situation. According to fiedler, the ability to control the group situation. This is because only leaders with situational control can be confident that their orders and suggestions will be carried out by their followers. Leaders who are unable to assume control over the group situation cannot be sure that the members they are leading will execute their commands because situational control is critical to leadership efficacy (Bass, 1990).

Fiedler   (1971) rest on the beliefs that when there is a good leader-member relation, a highly structured task, and high leader position power, the situation is considered a "favorable situation." Fiedler found that leaders are more effective in extremely favorable or unfavorable situations, and leaders perform best in situations with intermediate favorability. Leaders in high positions of power have the ability to distribute resources among their members, meaning they can reward and punish their followers (Fiedler, 1992).

Leaders in low position power cannot control resources to the same extent as leaders in high power, and so lack the same degree of situational control (Bass,1990).In relation to this statement it is clear that public school leaders may fail because he/ she is not able to increase and reduce the salary that the employees receive on the other hand, an office worker in this same business high education or expert power, although they may not be the leaders in a school the head teachers may not control the situation by rewarding or disciplining their colleagues with salary changes (Fiedler, 1958) . Finally, these theories discussed in this work guided this study; the theories have shown the relationship between leadership and quality of education.

2.3   Empirical Literature Review

2.3 1 School Leadership Lower and Effect Quality of Education in Primary

Schools

The study conducted by ERO (2010) on how the school leadership lower and effect quality of education in primary schools found that lack of leadership has a negative impact on the management and operations of the centre. The staff does not have the guidance they need to operate as an effective care and education team. Poor teaching practices and ineffective child management strategies result in children who appear bored and fractious whose learning needs are not being met. The school leadership is characterized by underdeveloped self review and inadequate centre planning which further hinder progress. The centre is unlikely to improve its standard of education and care without a major influx of trained and capable teachers, stronger centre leadership and ongoing professional development programme.

The lack of professional support, mentoring and development is having a negative impact on the centre's ability to provide appropriate education and care for infants, toddlers and young children. In addition, newly appointed head teachers have limited understanding or experience of leadership, some leaders lack technically qualifications where as some head teachers are not well informed about what constitutes effective practice in leadership.   Although they take on the role with experience and technically qualifications are without the necessary support to do the job well. Often they do not help to improve quality of education. Moreover, the study by ERO, (2010) found that poor leadership cause Poor quality education provision in primary schools, often results in children appearing bored spending time waiting

for food, toilet, sleep, crying or showing signs of being unsettled, trying to learn in a noisy and unsettled environment. This is because poor leaders are un able to organize their schools. Poor leadership and Poor quality education contribute to high stress levels for both staff and children, Poor leadership have negative influence on relationships at all levels of the service. It causes Educators to lack a shared understanding of the purposes and intent of assessment, little or no collaboration between educators about assessment and children's learning .when leadership in school is poor, there is also poorly written assessments, mostly describing participation and activities and with little analysis of children's learning, a lack of strategies and systems to support assessment practice, children being assessed as a group rather than as individuals.

Lack of proper school leadership makes educators failing very little interactions between educators and children in support the development of children's language, understanding, and thinking and other interpersonal skills. The study by 2010) to assess the implementation of self review in school management among primary head teachers in order to discover how their leadership effect quality of education in primary schools. ERO, (2010) found that head teachers self review was poorly understood, and in top of that they lacked awareness of the value and purpose of self review, lacking a commitment to ongoing improvement, leaders' lack inexperience and education background or qualifications. All these have affected quality of education which requires necessary measure to address them.

2.3.2 Other Factors that Lower Quality of Education in Primary Schools

The study conducted by United Republic of Tanzania (2001) and ERO (2010) on factors that lower quality of education in primary schools found that the factors that contribute to poor quality education are so many and they vary. It is generally not one particular aspect of the service that results in poor quality, but a combination of factors that have a negative effect on children's learning. Factors such as leadership, vision and professional learning contribute to high quality services. According to United Republic of Tanzania (2001) supports that in many services where quality is poor, there is little sense leaders' vision and professional learning understanding and what high quality looks like. School head teachers lack the capability to change practice, often believing that their service is operating well, and are unaware of issues or risks to children. Poor quality practice is often entrenched and a lack of willingness to change.

Also A report in ERO's (2010) identified some concerns that lower provision quality education. It is noted that the lack of grass areas, gardens and natural resources available to children, teachers not interacting with children during meal times because they were focused on cleaning tasks rather than engaging with the children lowers quality. Teachers talks with children rather than interacting with them, teachers not taking more time to listen and respond in ways that extended children's learning. ERO confirmed that lack of responsiveness to children by teachers and families' lowers provision lowers provision quality education. In particular ERO found that teachers "treat all children the same" and lacked strategies that focused

upon sameness, the aspirations of parents and children effectiveness for their learning benefits.

2.3.3. Measures taken to Address Poor Quality of Education in Primary Schools

A study by World Bank (2005) describes that while the South Asian countries region has made tremendous gains in expanding access to schooling over the past decade, this a new report by the World Bank says that poor quality education is holding the region back. Also large numbers of students appear to be learning little; up to one-third of those completing primary school lack basic numeracy and literacy skills. When investigating on how to poor quality was addressed and measures taken in various countries , the study found that there is no magic bullet to fix the quality of education in South Asia, the report identifies a few key strategic priorities. "Given the multiple dimensions of the problem, the World Bank's Education 2020 Strategy report recommends focusing on the following areas to improve education quality in South Asia:

Make learning outcomes the central goal of education policy. According to World Bank's Education countries need consistently defining and tracking student learning outcome measures, and then using those measures to guide all aspects of education policy, including teacher deployment and training, and allocation of public spending on education. The report encouraged Invest in early childhood nutrition, by noting out that south Asia has the world's highest rates of childhood malnutrition and this has a damaging effect on children's ability to learn. Governments must ensure that all children receive appropriate nutritional and health inputs so that they have a fair chance at learning. A multi-sect oral, cross-departmental approach will be critical to

achieve this. United nation report also supports that Improving teacher effectiveness and accountability where, one component is establishing clear standards for teacher recruitment and deployment, with strong safeguards against non merit-based decisions.

According to this perspective of united nation report another component is providing teachers with pre-service and in-service training that equips them with up-to-date teaching methods. It is also important to set up performance-based career progression structures that can help attract and retain the best teachers. With Adequate instructional support in early grades the report indicate hop to help first-generation students succeed, teachers need to be trained to improve early grade reading skills. The curricula must also be streamlined. In the interim, supplemental remedial instruction can help disadvantaged students learn.

The study by world bank and united nations that Leveraging the contribution of non-state players improves quality .the idea is that Non-state players should be encouraged to participate in designing innovative ways to improve schools, finding ways to ease barriers to entry, carefully designing public-private partnerships, and using nimble but effective mechanisms to increase the education sector's accountability to students, the state and society. World bank agrees that Reorienting education systems to focus on quality will not be easy in South Asia and solutions such as those identified in the report to work, they will need to be embedded within a larger agenda of inclusive growth and governance reform."This implies that quality education measures taken did not work in previously.

2.4 Conceptual Framework

This part presents conceptual distinctions and organizes ideas. This conceptual framework is used to guide the study based on three key factors that favors quality education through Leadership; Quality leadership, vision, and professional (Ngirwa, 2006). These factors lead the journey to describe, develop, and implement a dependable, reliable standard of quality education throughout primary schools leadership which is the reflection of Tanzania primary education leadership and quality education. Researchers who did studies on this confirmed through analytical study that quality leadership, vision, and professional learning were the most factors for enhancing quality education (Nguni, 2005). With regard to those factors, the below conceptual framework model is proposed comprising of independent, moderating factors in between and dependent variables.

INDEPRNDENT (V)   **DEPENDENT (V)**

SCHOOL LEADERSHIP

QUALITY EDUCATION

Factors for quality education; Quality leadership, vision and Technical qualifications
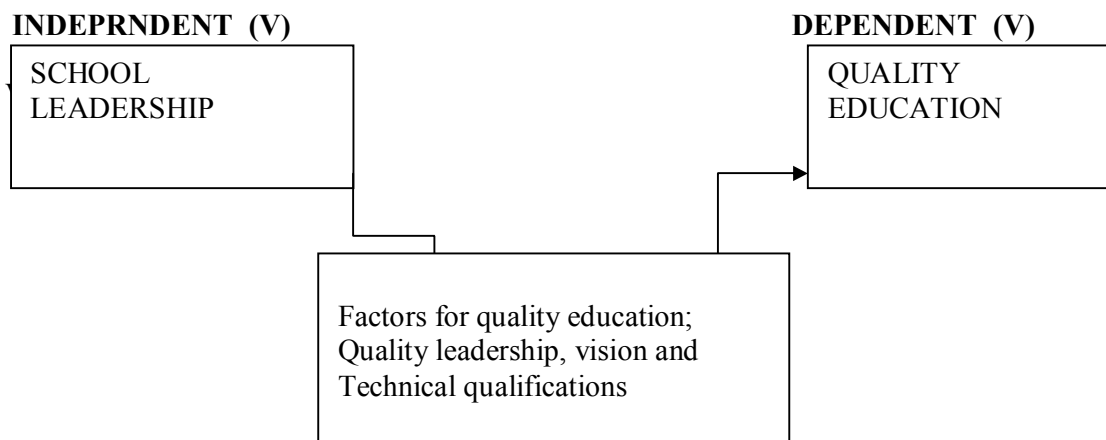
Figure 2.1: Conceptual Framework

Source: Adopted from (Ngirwa, 2006) and modified.

2.5 Research Gap

Although different literatures such as United Republic of Tanzania (2001) and UNESCO (2005) showed some measures taken to address the problems of school leadership and quality education yet little has been done to address it in Tanzania.

Much of the recent research by 2005-2006 on the same issues in Tanzanian suggested that very little attention is devoted in studies related to the contribution of leadership and management on the improvement of the quality of primary education (Nguni, 2005; Ngirwa2006). The studies referred to be undertaken were also those from outside of Tanzania such as Ghana, South Africa and south Asia countries in which there is a possibility that their findings were out-of-date in context of Tanzania in the contemporary environment. This study holds that in order to improve quality education it is necessary to improve school leadership in Tanzania

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

"Methodology" implies the methods intended to conduct the study (Berg& Bruce, 2009). This chapter presents the research design; study area, sample size, and sampling techniques, data collection, data analysis, reliability and validity of the data. The chapter presents the systematic, theoretical analysis of the methods applied to a field of study (Creswell, 1998). It comprises the theoretical analysis of the body of methods and principles associated with a branch of knowledge. Typically, it encompasses concepts such as paradigm, theoretical model, phases and quantitative or qualitative techniques. The methodology adapted in this study offers the theoretical underpinning for understanding which methods to arrive at destination of this study.

3.2 Research Design

The research design refers to the overall strategy chosen to integrate the different components of the study in a coherent and logical way, thereby, ensuring that one will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data (Silverman& David, 2011). This study used mixed qualitative and quantitative data. The study used descriptive type by adopting survey design and non descriptive survey design (quantitative). A survey is a method of collecting data in which people are asked to answer a number of questions in form of a questionnaire. Qualitative data used to convey the situation of

leadership in the primary school because the method is manageable provide better understand within reasonable time. Quantitative data applied because it good to underscore relationship between variables in a more controlled way.

3.3 Study Area

The study was conducted in Kigoma involving the following primary schools:Mlole,Kikungu,Kabingo,Gungu,Kahabwa,Buronge,Kibirizi,Kiheba,Azimio, Muungano. Moreover the study got data from education officers and quality assurance offices in Kigoma Ujiji Municipality. The choice of the study area influenced by the fact that researcher reside at the Municipality so, data obtained at low cost and within reasonable time frame.

3.4 Data Collection Methods

Both qualitative and quantitative data were collected from primary source of data in the field and secondary source of data through reviewed various litertaures.

3.4.1 Primary Data

The study collected primary data by the use of three methods of data collection comprise of interview, questionnaire, and group discussion.

3.4.1.1 Interview

The study collected data by interview methods whereas researcher asked interviewee oral questions, then interviewee replied instantly. The responses were source of data that recorded on the sheets and later were qualitatively analyzed. The merits of this method helped researcher to obtain direct clarification from respondents, it also served time

3.4.2.2 Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents (Creswell, 2003). The researcher used both closed and open questionnaire written in English. The questionnaires were distributed to respondents. After being filled they were brought back for data analysis. Questionnaires were useful to the busy respondents and when the reply require well prepared data

3.4.2.3 Group Discussion

Group was conducted depending on the condition the researcher conducted discussion with respondents the topic of impacts of leadership on provision of leadership quality education. The discussion centered around three specific objectives. The data obtained were analyzed qualitatively and the responses were translated into meaningful information through descriptive.

3.4.2 Secondary Data

The secondary data collected from secondary sources apart from the field. The data come from reviewed literatures which relate to the area of the study. Under this secondary data the description is done below:

3.4.2.1 Documentation

The study used various reports, books, journals, articles, theses and other materials collected from various libraries in a physical location and libraries exists at the internet. The review was only made to the literatures appeared relevant to the study area.

3.5 Target Population

The target population has varying characteristics and it is also known as the theoretical population. The study population involved all primary schools in Kigoma Municipality constitute of District Education Officers, heads teachers ward education coordinators, teachers in selected schools, school inspectors and quality assurance officers. The study selected entire population in a number which was capable for handling within research time frame. These data were obtained through pilot study which is the bases for sample size as presented below.

3.6 Sample Size and Sampling Techniques

The main types of probability sampling methods are simple random sampling, stratified sampling, cluster sampling, multistage sampling, and systematic random sampling. The key benefit of probability sampling methods is that they guarantee that the sample chosen is representative of the population. The study applied Purposive Sampling, Random Sampling and systematic sampling. The sampling is useful during selection of proper representative number of respondents to provide data relating to the how leadership affects provision of quality education in primary schools.

3.6.1 Sample Size

The goal of sample size is to make inferences about a population from a sample (Howell, 2013). The sample size for this study covered: District Education Officer (1) heads teachers (11) ward education coordinators (11) 43 teachers in selected schools, chief school inspector (1) and quality assurance officer (1). The sample size

for this study is 87 respondents from 13 schools obtained through systematic sampling in Kigoma Municipality. With the use of Yamane's formula (1967) and Israel (2009) formulae the sample size was obtained following this formulae of: ı= I÷ [1+I (0.01)].

Where ı= Sample size I= Population, where as a confidence level of 90%, and hence a margin error of 0.01, is used.

Therefore,

Let N= that calculation is based on people employees (subordinates and managers)

Then ı= 676÷ [1+676 (0.01)]

 : ı= 676÷ 7.76=87

Table 3.6: Sample Size

Category	Sample Size	Percentage	Methods
School quality assurance officer	01	1.1	Purposive
District Education Officers	01	1.1	Purposive
Chief inspector	01	1.1	Purposive
Head teachers	13	14.9	Purposive
Teachers	63	72.5	Random
Ward Coordinators	08	9.3	Purposive
Total	87	100	-

Source: Researcher (2017)

3.6.2 Sampling Techniques

Sampling Technique is the process of choosing a representative sample from a target population and collecting data from that sample in order to understand something

about the population as a whole (Howell, 2013). The study used both purposive and random sampling techniques which are explained below:

3.6.2.1 Purposive Sampling

Purposive sampling were used to select education officer, school inspectors, quality assurance officer, heads teachers and ward coordinators by considering that they are knowledgeable on matters related to quality education in primary schools. The purposive sampling were applied to the professional persons, the target was to obtain specific information from the respondents practical experience with respect to impact of leadership on the quality of school education.

3.6.2.2 Random Sampling

The study used simple random sampling to pick respondents from among the members of targeted community to state their view on the way school leader lead the schools. In simple random sampling each member in the universe has equal chance of being selected (Creswell 2003). Thus the method avoids bias during selection of respondents. The study used random sampling to select teachers in selected schools in Kigoma Municipality.

3.7 Validity and Reliability

Reliability is the degree to which a test consistently measures whatever it supposed to measures (Berk 1979). For this study in order to ensure it is valid and reliable, a Researcher ensured that the questions designed are based on the specific objectives and major area of investigation. A mixture of methods of data collection was employed: Interview, questionnaire, documentary review and group discussion.

Furthermore, questioners were being tested during pilot study; each item was discussed by research experts and was confirmed for the study.

3.8 Data Analysis

The analysis of data was done by summarizing, coding, classifying and presenting in a logical way. The software of SPSS and excels were useful during interpretation that have converted in a numerical terms.

Moreover, data were presented in the frequencies and percentages by using table format (rows and columns). The subjective phenomena such as open questions, interview, discussion and documentation were analyzed through thematic analysis. The responses were translated into descriptive and meaningful information.

CHAPTER FOUR

4.0 RESEARCH FINDINGS AND DISCUSSION

4.1   Introduction

This chapter presents the demographic information of respondents; sex, age, level of education and marital status. The chapter presents also research findings based on four research objectives (specific) developed in chapter one, it finally presents discussion of findings with regard to specific objectives.

4.2   Demographic Information

The demographic information of respondents in this study includes: sex, age, level of education and marital status as presented in Tables.

4.2.1   Sex of Respondent

In the study respondents were asked to provide information related to their sex. The need for personal information was to analyze participation and inclusion rates of respondents in giving opinions on impact of school leadership on provision of quality education in Tanzania. The research findings show that males and females participated in giving opinions.The results are presented in Table 4.1.

Table 4.1 Sex of Respondent

Variables	No. of respondents	Percentages
Males	42	48.3
Females	45	51.7
Total	87	100

Source: Field Research (2017)

4.2.2 Age of Respondent

With respect to age of the respondents, the study intended to examine the age of respondents based on their seniority. The study was interested in investigating participation rates among ages groups. The findings show that all ages participated in giving their views. The results are presented in Table 4.2.

Table 4.2 Age of Respondent

Variables	No. of respondents	Percentage
18-25	26	30
26-37	33	38
38-50	20	23
51+	08	9.0
Total	87	100

Source: Research Field (2017)

4.2.3 Marital Status

The study sought to understand the extent of participation in provision of opinion over the topic on impact of school leadership on provision of quality education in Tanzania primary schools. The findings show that both married, single, widow and widowers participated.The results are presented in Table 4.3.

Table 4.3: Marital Status of the Respondents

Variables	No. of respondents	Percentages
Married	58	66.7
Single	27	31.1
Widow	01	1.1
Widower	01	1.1
Total	87	100

Source: Field Research (2017)

4.2.4   Level of Education

The researcher asked respondents to point out their highest level of education. The researcher was interested to examine the respondent's capability of respondents to answer to the questions asked. The research findings show that all respondents were educated. The results are presented in Table 4.4.

Table 4.4 Education of Respondent

Variables	No. of respondents	Percentage
Certificate	71	81.6
Diploma	09	10.3
Bachelor degree	03	3.4
Masters degree	04	4.7
Ph.D.	00	0.0
Total	**87**	**100**

Source: Field Research (2017)

4.2.5   Work Experience of Respondents

The researcher asked respondents to point out their work experiences. The researcher was interested study the respondent's work experiences. The research findings show that all respondents were more experienced.The results are presented in Table 4.5

Table 4.5: Work Experience

Variables	No. of respondents	Percentage
1-5	26	30
6-10	48	55.2
11-20	09	10.3
21-30	03	3.4
31+	01	1.1
Total	**87**	**100**

4.3 Research Findings

4.3.1 School Leadership Effect Quality of Education Provision in Primary Schools

Respondents were asked to explain how the school leadership lower and effect quality of education provision in primary schools. The responses were provided based on various questions in Table 4.6.The results revealed that 97.7 percent of head teachers are not professionally trained in management and administration of schools by means of a diploma or degree in management. Due to that reason 89.7 percent agree that Poor School leadership has lowered quality of education in primary schools as result of poor leadership in those schools. This is one of the major factors which are pointed out by numerous of respondents. The results are presented in Table 4.6.

Table 4.6   School Leadership Effect on Quality of Education Provision in Primary Schools

Questions	Frequencies of respondents					
	YES		NO		Total	
	no.	%	No	%	no	%
Poor School leadership has lowered quality of education in primary schools. Do you agree?	78	89.7	09	10.3	87	100
Poor leadership by head teachers has affected quality of education in primary schools. Do you agree?	82	94.3	05	5.7	87	100
Lack of training on management and administration to the head teachers holding a diploma or degree is the root cause for them to practice poor school leadership. Do you agree	85	97.7	02	2.3	87	100

Source: Research field (2017)

4.3.2   Factors that Lower Quality of Education in Primary Schools

The researcher in Table 4.7 asked the respondents to give their views on factors that lower quality of education in primary schools in Kigoma Municipality. The results of the findings from respondents on that question show that lack visionary leadership among head teachers in primary schools in Kigoma Municipality cause poor quality education. More findings on that question indicated lack of quality school leadership in Kigoma Municipality downhill quality of education. While some respondents agree that lack of professional training among of head teachers in primary schools in Kigoma Municipality contribute to their ineffectiveness**.** The respondents viewed that lack of the skills in the school leadership is main source for some of them to fail to fulfill their duties, some lacks confidence while ethers cannot understand what should be done by them to meet the vision and mission of improving education provision to the children. They stated that the situation should not neglected by the government.

The respondents viewed that the training provided by them during educational courses at the collages is not suffice to assist them to lead the school effectively. Majority of the respondents saw connection between leadership and the student performance in the school environment. However there are those who blamed parents and guardian who fail to monitors the progress of their children at schools. Their argument centered on that leadership parse doesn't guarantee children success. Some argued that the government has been reluctant to discipline parents and guardians who fail to take care of their children progress at schools, this in turn affect

quality of education to the students at primary schools at school. The results are presented in Table 4.7.

Table 4.7: Factors that Lower Quality of Education in Primary Schools

Questions	Frequencies of respondents					
	YES		NO		Total	
	no	%	No	%	N o	%
Do you agree that lack of quality school leadership in the context of Kigoma Municipality has lowered education quality?	76	87.4	11	12.6	87	100
Lack of professional training among of head teachers in primary schools in Kigoma Municipality has caused poor quality education	73	83.9	14	16.1	87	100
Lack vision leadership among head teachers in primary schools in Kigoma Municipality caused poor education quality	67	77.0	20	23	87	100
There are other factors apart from leadership that lower quality of education in primary schools	44	50.6	43	49.4	87	100

Source: Research field (2017)

4.3.3 How Poor Quality of Education can be Addressed in Primary Schools

Respondents in Table 4.8 below were asked to show strategies that need to be employed by government of Tanzania to address poor quality education in primary schools. The finding reveals that among of strategies proposed include: improving of

school leadership in primary schools as the first aspect through Professional training in management and administration. Respondents proposed to the government to have strategies of improving quality of education by improving motivating teachers, creat conducive school environment, making proper policy that have clear vision and mission how to improve quality of education. They opined that the focus of the police should be on the leadership as among of the important aspect for improvement.

Research findings through open questions indicated that there are uninformed changes and autocratic decisions by government on how education should be. Stakeholders in education are not involved including teachers who are implementers, some respondents showed fear on the possibility that teachers may be working passively but not willingly to help student and implement curriculum as it is required.

Respondent discouraged the tendency of the government to change frequent education policy with inadequate consultation of the stakeholders of education. It was found that each minister of education can change education policy without absolutely without clear guidance of what should be observed in the process of policy changes. The results are presented in Table 4.8.

Table 4.8: How Poor Quality of Education can be Addressed in Primary Schools

Questions	Frequencies of respondents					
	YES		NO		Total	
	no.	%	No	%	no	%
Improving quality education has to improve curriculum and teacher involvement	79	90.8	08	9.2	87	100
Professional training in management and administration to head teachers can bring about quality education in primary schools	71	81.6	16	18.4	87	100
Measures need to be taken in Kigoma Municipality to improve quality education by dealing primary school leadership and other issues?	61	70.1	26	29.9	87	100

Source: Research field (2017)

4.4 Discussion by Research Questions

4.4. 1 School Leadership Effects Quality of Education Provision in Primary Schools

The result in Table 4.6 reveals that poor school leadership has lowered quality of education in primary schools. This was the major factor pointed out by respondents. In additional the school leadership lower and effect quality of education provision in primary schools by not performing appropriately their managerial roles in reducing students, teachers and absenteeism towards improvement of students' academic achievement and follow up what students learn. The interviews, open questionnaires and focus group discussion findings with quality assurance officer, district education officer, teachers, and chief inspector also support that the school leadership lower

and effect quality of education provision in primary schools in response to quality of education in public primary schools. Furthermore a research by other scholars like ERO (2010) on how the school leadership lower and effect quality of education in primary schools found that lack of leadership has a negative impact on the management and operations of the centre. The staff does not have the guidance they need to operate as an effective care and education team.

Poor teaching practices and ineffective child management strategies result in children who appear bored and fractious whose learning needs are not being met. The school leadership is characterized by underdeveloped self review and inadequate centre planning which further hinder progress. The centre is unlikely to improve its standard of education and care without a major influx of trained and capable teachers, stronger centre leadership and ongoing professional development programme. The researcher discovered that lack of professional support, mentoring and development is having a negative impact on the centre's ability to provide appropriate education and care for infants, toddlers and young children. In addition, newly appointed head teachers have limited understanding or experience of leadership, some leaders lack technically qualifications where as some head teachers are not well informed about what constitutes effective practice in leadership. Although they take on the role with experience and technically qualifications are without the necessary support to do the job well. Often they do not help to improve quality of education.

Moreover, the study by ERO, (2010) found that poor leadership cause Poor quality education provision in primary schools, often results in children appearing bored spending time waiting for food, toilet, sleep, crying or showing signs of being

unsettled, trying to learn in a noisy and unsettled environment. This is because poor leaders are un able to organize their schools. Poor leadership and Poor quality education contribute to high stress levels for both staff and children, Poor leadership have negative influence on relationships at all levels of the service. Respondents who were exposed to discussion contributed that causes educators lack a shared understanding of the purposes and intent of assessment, little or no collaboration between educators about assessment and children's learning .while teachers who were interviewed confirmed that when leadership in school is poor, there is also poorly written assessments, mostly describing participation and activities and with little analysis of children's learning, a lack of strategies and systems to support assessment practice, children being assessed as a group rather than as individuals.

Lack of proper school leadership makes educators failing very little interactions between educators and children in support the development of children's language, understanding, and thinking and other interpersonal skills. The researcher evaluated these argument of both researchers findings and other scholars and he discovered that the ideas presented are in line with the study by 2010) which assessed the implementation of self review in school management among primary head teachers in order to discover how their leadership effect quality of education in primary schools. ERO, (2010) found that head teachers self review was poorly understood, and in top of that they lacked awareness of the value and purpose of self review, lacking a commitment to ongoing improvement, leaders' lack inexperience and education background or qualifications. The researcher concluded that quality of education is affected by number of factors including not only poor school leadership

by head teachers in primary schools but also government officials and politicians, he suggest for necessary measure to be undertaken.

4.4.2 Factors that Lower Quality of Education in Primary Schools

The results of the findings from respondents in Table 4.7 on that question of factors that lower quality of education in primary schools show that lack of visionary leadership among head teachers in primary schools in Kigoma Municipality caused poor quality education. More findings on that question indicated lack of quality school leadership in Kigoma Municipality decline quality of education. While some respondents agree that lack of professional training among of head teachers in primary schools in Kigoma Municipality contribute to their ineffectiveness and poor quality learning and teaching in those schools. While the findings by one of the school inspector confirmed that quality of education starts with effective school leadership which understands quality and how to manage it.

In his comments " our school heartaches are not trained when they are appointed so that they are taught how to manage and bring or assess the quality of instruction but also school environment in most primary schools in the country are non supportive in case of quality learning and teaching". A researcher assimilated these researchers' findings and the study conducted by United Republic of Tanzania (2001) and ERO (2010) on factors that lower quality of education in primary schools in which they both found that the factors that contribute to poor quality education are so many and they vary. It is generally not one particular aspect of the service that results in poor quality, but a combination of factors that have a negative effect on children's learning. A researcher discovered that factors such as leadership, vision and

professional learning contribute to high quality services. He also found that the study other studies done in Tanzania are in line with researchers findings i.e according to United Republic of Tanzania (2001) supports that in many services where quality is poor, there is little sense leaders' vision and professional learning understanding and what high quality looks like. School head teachers lack the capability to change practice, often believing that their service is operating well, and are unaware of issues or risks to children. Poor quality practice is often entrenched and a lack of willingness to change.

This study is also compared with a report by ERO's report (2010) which identified some concerns that lower provision quality education. It was noted in that report that the lack of grass areas, gardens and natural resources available to children, teachers not interacting with children during meal times because they were focused on cleaning tasks rather than engaging with the children lowers quality. Other issues observed were; teachers took time talking at children rather than interacting with them, teachers not taking more time to listen and respond in ways that extended children's learning.

ERO some of teachers and education ward coordinators in kigoma municipality interviewed confirmed that lack of responsiveness to children by teachers and families' lowers provision lowers provision quality education in the Kigoma municipality and elsewhere. The evaluation by a researcher is that teachers "treat all children the same" and lacked strategies that focused upon sameness, the aspirations of parents and children effectiveness for their learning benefits including lack awareness of what is quality education by most of the head teachers due to lack

training to newly appointed and experienced ones. A researcher show doughty of whether the concept of quality education is not understood to them and it is mixed with academic performance; this is because when the head teachers interview they used to describe quality education but their explanation was that defend academic performance. This study proposes regular professional training in school management and administration than training.

4.4.3 How Poor Quality of Education can be Addressed in Primary Schools

The finding in Table 4.8 above reveals that among of strategies proposed to address the problem of poor quality education include; improving of school leadership in primary schools as the first aspect through Professional training in management and administration to head teachers. Research findings through open question indicated that there are uninformed changes and autocratic decisions by government on how education should be. These should be dealt by government. Stakeholders in education are not involved in changes related to curriculum instruction including teachers who are implementers they always blame until to date, some respondents showed fear on the possibility that teachers work passively but not willingly to help student and implement curriculum as it is required when it is brought and the possibility for poor quality of education to exist.

Findings from other researchers conducted such as World Bank (2005) which are compared by those of a researcher from the field d, the World Bank (2005) describes that while the South Asian countries region has made tremendous gains in expanding access to schooling over the past decade, a new report by the World Bank explains that poor quality education is holding the region back. Also large numbers of

students appear to be learning little; up to one-third of those completing primary school lack basic numeracy and literacy skills. When investigating on how to address poor quality education in those schools the study found that there is no magic bullet to fix the quality of education in South Asia, the report identifies a few key strategic priorities. "Given the multiple dimensions of the problem, the World Bank's Education 2020 Strategy report recommends focusing on the following areas to improve education quality in South Asia:

Make learning outcomes the central goal of education policy. According to World Bank's Education countries need consistently defining and tracking student learning outcome measures, and then using those measures to guide all aspects of education policy, including teacher deployment and training, and allocation of public spending on education. The report encouraged Invest in early childhood nutrition, by noting out that south Asia has the world's highest rates of childhood malnutrition and this has a damaging effect on children's ability to learn. Governments must ensure that all children receive appropriate nutritional and health inputs so that they have a fair chance at learning. A multi-sect oral, cross-departmental approach will be critical to achieve this.

United nation report also supports that Improving teacher effectiveness and accountability where, one component is establishing clear standards for teacher recruitment and deployment, with strong safeguards against non merit-based decisions. According to this perspective of united nation report another component is providing teachers with pre-service and in-service training that equips them with up-to-date teaching methods. It is also important to set up performance-based career

progression structures that can help attract and retain the best teachers. With Adequate instructional support in early grades the report indicate hop to help first-generation students succeed, teachers need to be trained to improve early grade reading skills. The curricula must also be streamlined. In the interim, supplemental remedial instruction can help disadvantaged students learn.

The study by world bank and united nations that leveraging the contribution of non-state players improves quality .the idea is that Non-state players should be encouraged to participate in designing innovative ways to improve schools, finding ways to ease barriers to entry, carefully designing public-private partnerships, and using nimble but effective mechanisms to increase the education sector's accountability to students, the state and society. World bank agrees that Reorienting education systems to focus on quality will not be easy in South Asia and solutions such as those identified in the report to work, they will need to be embedded within a larger agenda of inclusive growth and governance reform."

The researcher concludes that measures taken to improve quality of education did not work in previously. Therefore it is recommended that newly school head teaches should undergo intensive leadership training and professional development on all aspects of school management because quality of education many researchers acknowledge that quality of education depends on the quality school leadership supervisory of school administration, organizational, leadership abilities and styles of leaders in clarifying the school purpose and philosophy, mission and vision.

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS AND AREAS FOR FURTHER RESEARCH

5.1 Introduction

This chapter presents conclusion and the chapter provides recommendations for improving quality of education in education system whose quality is worse than before.

5.2   Conclusion

The findings of the study revealed that majority of head teachers are not trained professionally in management and administration by means of a diploma or degree in management. As a result, it affects quality of education in those schools.   In additional the school leadership in primary schools is not able to practice their managerial roles in making follow up on what students learn. The interviews, open questionnaires and focus group discussion findings with quality assurance officer, district education officer, teachers, and chief inspector confirmed this idea to support that the school leadership lower and effect quality of education.

Also a research by other scholars like ERO (2010) on how the school leadership lower and effect quality of education in primary schools found that lack of leadership has a negative impact on the management and operations of the centre. The staff does not have the guidance they need to operate as an effective care and education team. Another evidence in the study by ERO, (2010) which found that poor leadership cause Poor quality education provision in primary schools, often results in children

appearing bored spending time waiting for food, toilet, sleep, crying or showing signs of being unsettled, trying to learn in a noisy and unsettled environment. Additionally, ERO (2010) found that head teachers self review were poorly understood, and in top of that they lacked awareness of the value and purpose of self review, lacking a commitment to ongoing improvement, leaders' lack inexperience and education background or qualifications. Through the evaluation of these researchers' findings and those of other researchers, the study concludes that quality of education is affected by number of factors including not only poor school leadership in primary schools but also government officials and politicians.

However, the results of the researcher findings show that lack of visionary leadership among head teachers in primary schools in Kigoma Municipality caused poor quality education. Moreover, other field findings indicated that lack of quality school leadership in Kigoma Municipality decline quality of education. While some respondents interviewed confirmed that lack of professional training among of head teachers in primary schools in Kigoma Municipality contribute to ineffectiveness and poor quality learning and teaching in those schools.

Evidences from other scholars by United Republic of Tanzania (2001) and ERO (2010) supported that the factors that contribute to poor quality education are so many and they vary. It is generally not one particular aspect of the service that results in poor quality, but a combination of factors that have a negative effect on children's learning. ERO's report (2010) which identified some concerns that lower provision quality education. The following were observed; lack of grass areas, gardens and natural resources available to children, teachers not interacting with children during

meal times because they were focused on cleaning tasks rather than engaging with the children lowers quality. Other issues observed were; where quality is poor, there is little sense leaders' vision and professional learning understanding and what high quality looks like. School head teachers lack the capability to change practice, often believing that their service is operating well, and are unaware of issues or risks to children. Poor quality practice is often entrenched and a lack of willingness to change **(United** Republic of Tanzania, 2001). The results of researcher's findings and those of other researchers' work both invite the researcher to conclude that there are mixed results on the factors that lower quality of education in Tanzania. The study concludes that poor leadership is the root for poor quality of education in primary schools.

The finding reveals that among of strategies proposed to address the problem of poor quality education include; improving of school leadership in primary schools as the first aspect through Professional training in management and administration to head teachers. Research findings through open question also indicated that there should be informed changes and participatory decisions by government on how education should be. Findings from other researchers conducted such as World Bank (2005) describes that while the South Asian countries region has made tremendous gains in expanding access to schooling over the past decade, a new report by the World Bank explains that poor quality education is holding the region back. When investigating on how to address poor quality education in those schools the study found that there is no magic bullet to fix the quality of education in South Asia, the report identifies a few key strategic priorities. "Given the multiple dimensions of the problem, the

World Bank's Education 2020 Strategy report recommends focusing on the following areas to improve education quality. According to World Bank's Education countries need consistently defining and tracking student learning outcome measures, and then using those measures to guide all aspects of education policy, including teacher deployment and training, and allocation of public spending on education. United nation report also supports that Improving teacher effectiveness and accountability where, one component is establishing clear standards for teacher recruitment and deployment, with strong safeguards against non merit-based decisions. According to this perspective of united nation report another component is providing teachers with pre-service and in-service training that equips them with up-to-date teaching methods. Through comparing both field findings and those of other researchers, a researcher concludes that quality of education can be improved when strong measures are taken.

5.3 Recommendations

Based on the research findings of this study, the following recommendations are suggested:

- Research findings; show that there is poor quality of education in Tanzania than before. This study recommend that newly school head teaches should undergo intensive leadership training and professional development on all aspects of school management since quality of education depends on the quality school leadership supervisory of school administration, organizational, leadership abilities in clarifying the school purpose and philosophy.

- Research findings show that lack of visionary leadership among head teachers in primary schools in Kigoma Municipality caused poor quality education. While more evidences from other scholars by United Republic of Tanzania (2001) and ERO (2010) supported that the factors that contribute to poor quality education are so many and they vary. This implies that there are mixed results on the factors that lower quality of education in Tanzania , however the study proposes poor leadership should be dealt by appointing professionalized teachers in management and administration.

- The results from other studies such as World Bank (2005), United Republic of Tanzania (2001) and ERO (2010) and those of this study confirm that there numerous of mixed factors for poor quality education. The study also confirmed that measures against that were taken to address it .The measures failed and the problem expands, this study through its findings, a researchers has discovered that many of issues such quality teachers teaching and learning materials, change of curriculum were done effectively but failed to recognize the issue of untrained and non professional school teachers who lack meaning of quality and education as well as differences between academic performance and quality education. This study suggests other research to be conducted with private schools.

5.4 Area for Further Research

As for areas for further research, this study suggests other research studies to be conducted to explore other areas that have not been covered by this study, including, but not limited to *defining and measuring the costs of not developing r leadership in*

primary schools. As noted in the literature review, there are many difficulties in defining and measuring training expenditure.

However, there will also be a variety of costs incurred by not conducting leadership development, including recruitment and restructuring to address new skill needs. Any comprehensive measure of expenditure relating to school leaders capability would take account of these "deferred costs" as well as the actual expenditure on training and development of school leadership.

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APPENDICES

APPENDIX: A

Questionnaire to District Education Officer, Heads Teachers Ward Education Coordinators, School Inspectors and Quality Assurance Officers.

Dear Colleague,

The undersigned is **SUZANA** Pendo MED-APPS student at the open university of Tanzania who is carrying out a research on *"Impact Of School Leadership On Provision Of Quality Education In Tanzania: A Case Of Selected Public Primary Schools In Kigoma Ujiji Municipality"* This is to request your co-operation in answering the questions on the attached questionnaire on the subject matter, so the answers will assist the researcher in making academic research. The research findings will form an important database to the management for future reference .The Information gathered will be treated with utmost confidentiality. In case you have extra information that may contribute to the success of my study, please feel free to write at the end of the questionnaire on separate sheet.

SECTION A: **Personal Particulars**

1. Sex (Tick one √): Male [ ] Female [ ]

2. Age: …………...Years

18-25 [ ] 26-37 [ ]   38-50 [ ]   51+ [ ]

3. Educational Qualification: (Tick One √): certificate [ ]

Diploma in Education [ ] Bachelor's Degree [ ] Master's Degree [ ] PhD [ ]

4. Marital Status (Tick One √): Married [ ] Single [ ] Widow [ ] Widower [ ]

5. Work Experience: ….…......Years

0-5 [ ] 6-15 [ ]   16-25 [ ] 31 +[ ]

SECTION B: **Research question 1. Does the school leadership lower and effect quality of education in primary schools?**

(i) School leadership lower quality of education in primary schools .Explain this using your own understanding of the context of Kigoma municipality….………

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(ii) It is believed that school leadership effect quality of education in primary schools s. Please explain on your own understanding about the effects of leadership by taking the context of Kigoma municipality

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(iii) Suggest a list of all issues that affect quality of education in primary schools by taking the context of Kigoma Municipality

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(iv)   Poor School leadership has lowered quality of education in primary schools.

Do you agree?   Yes ⬭   No ⬭

(v)   Poor leadership by head teachers has affected quality of education in primary

schools. Do you agree? Yes ▭   No▭

(vi)   At 97 percent of head teachers are not trained professionally in management

and administration by means of a diploma or degree in management. This is

the root cause for their poor leadership. Do you agree   Yes ▭

No ▭

SECTION C: Research Question 2. Are there other factors that lower quality of

education in primary schools?

 (i) There many factor that lower quality of education in primary schools. What are

those? List them in the context of Kigoma Municipality.

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(ii)   Do you agree that lack of quality school leadership in the context of Kigoma

Municipality has lowered education quality? Yes ▭   No ▭

 (iii) Lack of professional training among of head teachers in primary schools in

Kigoma Municipality has caused poor quality education **Yes** ▭   No ▭

(iv) Lack vision leadership among head teachers in primary schools in Kigoma

Municipality caused poor education quality.

Yes ▭   No ▭

(v There are other factors apart from leadership that lower quality of education in primary schools   Yes ☐   No ☐

SECTION D. Research question 3. What are the measures to take to in order to address poor quality of education in primary schools?

Do you have understanding on the measures to be taken to address poor quality education in primary schools? Explain these measures briefly. Consider area of kigoma municipality

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(ii). Explain the measures to take in order to address poor quality of education in primary schools.

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(iii) List all measures you know that can help to improve quality education. By considering the areas of Kigoma Municipality list them to help in improving head teachers leadership.

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(vi) Improving quality education has to improve curriculum and teacher involvement

Yes ☐ No ☐

(vii) Professional training in management and administration to head teachers can bring about quality education in primary schools? Yes ☐ No ☐

(viii) Measures need to be taken in Kigoma Municipality to improve quality education by dealing primary school leadership and other issues?

Yes ☐ No ☐

PART: F

Any other information

Thank you for taking time and effort to completing this questionnaire. It is greatly appreciated. Please, when you feel to use extra sheet do not hastate for that, however it is better to hand over the completed questionnaire to the researcher or place it in the pre-paid envelope (herewith enclosed) and return it within two weeks of the date of the questionnaire Receipt. For correspondence or in case of any queries, please contact:

Name: **SUZANA** Pendo

Address: P.O.BOX ... KIGOMA DISTRICT

Email: suzanapendo18@gmail.com

Phone; 07545105

APPENDIX B

Questionnaire to TEACHERS,

Dear Colleague,

The undersigned is **SUZANA** Pendo MED-APPS student at the open university of Tanzania who is carrying out a research on *"Impact Of School Leadership On Provision Of Quality Education In Tanzania: A Case Of Selected Public Primary Schools In Kigoma Ujiji Municipality"* This is to request your co-operation in answering the questions on the attached questionnaire on the subject matter, so the answers will assist the researcher in making academic research. The research findings will form an important database to the management for future reference .The Information gathered will be treated with utmost confidentiality. In case you have extra information that may contribute to the success of my study, please feel free to write at the end of the questionnaire on separate sheet.

SECTION A: **Personal Particulars**

1. Sex (Tick one √): Male [ ] Female [ ]

2. Age: …………..Years

18-25 [ ] 26-37 [ ]   38-50 [ ]   51+ [ ]

3. Educational Qualification: (Tick One √): certificate [ ]

Diploma in Education [ ] Bachelor's Degree [ ] Master's Degree [ ] PhD [ ]

4. Marital Status (Tick One √): Married [ ] Single [ ] Widow [ ] Widower [ ]

 5.Work Experience: ……......Years

0-5 [ ] 6-15 [ ]   16-25 [ ] 31 +[ ]

SECTION B: **Research question 1. Does the school leadership lower and effect quality of education in primary schools?**

 (i) School leadership lower quality of education in primary schools .Explain this using your own understanding of the context of Kigoma municipality………….

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 (ii) It is believed that school leadership effect quality of education in primary schools s. Please explain on your own understanding about the effects of leadership by taking the context of Kigoma municipality

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(iii) Suggest a list of all issues that affect quality of education in primary schools by taking the context of Kigoma Municipality

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(iv) Poor School leadership has lowered quality of education in primary schools. Do you agree?   Yes   ☐   No   ☐

(v) Poor leadership by head teachers has affected quality of education in primary schools. Do you agree? Yes   ☐   No   ☐

(vi)   At 97 percent of head teachers are not trained professionally in management and administration by means of a diploma or degree in management. This is the root cause for their poor leadership. Do you agree Yes ☐

No ☐

SECTION C: Research Question 2. Are there other factors that lower quality of education in primary schools?

(i) There many factor that lower quality of education in primary schools. What are those? List them in the context of Kigoma Municipality.

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(ii) Do you agree that lack of quality school leadership in the context of Kigoma Municipality has lowered education quality?

Yes   ☐   No   ☐

(iii) **Lack of professional training among of head teachers in primary schools in Kigoma Municipality has caused poor quality education** Yes ☐ No ☐

(iv) Lack vision leadership among head teachers in primary schools in Kigoma Municipality caused poor education quality.

Yes ☐   No ☐

(v There are other factors apart from leadership that lower quality of education in primary schools   Yes ☐   No ☐

SECTION D. Research question 3. What are the measures to take to in order to address poor quality of education in primary schools?

Do you have understanding on the measures to be taken to address poor quality education in primary schools? Explain these measures briefly. Consider area of kigoma municipality

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(ii).   Explain the measures to take in order to address poor quality of education in primary schools.

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(iii)   List all measures you know that can help to improve quality education. By considering the areas of Kigoma Municipality list them to help in improving head teachers leadership.

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(vi)   Improving quality education has to improve curriculum and teacher involvement Yes [   ]   No [   ]

(vii) Professional training in management and administration to head teachers can bring about quality education in primary schools? Yes [   ]   No   [   ]

(viii) Measures need to be taken in Kigoma Municipality to improve quality education by dealing primary school leadership and other issues?

Yes ☐ No ☐

PART: F

Any other information

Thank you for taking time and effort to completing this questionnaire. It is greatly appreciated. Please, when you feel to use extra sheet do not hastate for that, however it is better to hand over the completed questionnaire to the researcher or place it in the pre-paid envelope (herewith enclosed) and return it within two weeks of the date of the questionnaire Receipt. For correspondence or in case of any queries, please contact:

Name: **SUZANA** Pendo

Address: P.O.BOX ... KIGOMA DISTRICT

Email: suzanapendo18@gmail.com

Phone; 0754519105

APPENDIX: C

INTERVIEW SCHEDULE

1. The researcher will ask respondent orally whether the school leadership lower and effect quality of education in primary schools

2. The researcher will ask respondent orally to present factors that lower quality of education in primary schools

3. The researcher will request the respondents to outline and suggest measures to take in order to address poor quality of education in primary schools

APPENDIX: D

GROUP DISCUSSION

1. The researcher will organize five discussants to make detailed discussion on whether the school leadership lower and effect quality of education in primary schools

2. The researcher will organize respondents SEVEN people to explain orally and present factors that lower quality of education in primary schools

3. The researcher will organize respondents' five people to mention and explain and suggest measures to take in order to address poor quality of education in primary schools. The researcher will allow everyone to give his her points