

**THE EFFECTS OF LEADERSHIP DEVELOPMENT ON SOCIAL SERVICE
DELIVERY IN WARD COUNCILS: A CASE OF KASHARUNGA WARD**

JONATHAN MARCO

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by The Open University of Tanzania a Dissertation titled: **“The Effects of Leadership Development on Social Service Delivery in Ward Councils: A Case of Kasharunga Ward”** in partial fulfillment of the requirements for the Degree of Master of Arts in Governance and Leadership of The Open University of Tanzania.

.....

Dr. Lazaro. A. Swai,

Supervisor

.....

Date

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DECLARATION

I, **Jonathan Marco**, do hereby declare that this dissertation is my own 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

This thesis is appreciatively dedicated My Late Mother Roza Mtakanwa who once used to insist me on education and work without tiredness so as to contribute to my family and land down my mark as a Tanzanian to make my nationality more valuable. Also is dedicated to My Wife Mariam who supported me morally and materially and our Kids Davis and Carin, for joyful smile and courage in accomplishment of this study. Their support and endurance made this success. All I can say is I love them so much.

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ABSTRACT

The study set out to investigate how Leadership Development affected the delivery of Social Services in Kasharungu Ward. The study adopted a Qualitative design and sample size of respondents (n = 100) was selected using random sampling technique combined with probability sampling to obtain a representative sample. Data were collected using questionnaire, interview and observation methods, and later analyzed using simple statistical methods for qualitative data, while the quantitative data was processed using the SPSS instrument. Findings for research question one indicated that a combination of social, economic and environment factors contributed to leaders failing to attend leadership development training programmes, whether short or long term. Research question two explored the key characteristic of service delivery in the ward. The general observation was that services were unevenly distributed and some of the factors mentioned by 50.6% of the respondents included ideological biased, location of the village, and at times there was more lip service than real services, while peripheral locations experienced very obsolete facilities. In research question three the findings indicated that the majority of respondents (80.2%) acknowledged that the professional training programmes contributed to improved effectiveness of social services delivery. The main conclusions reached with regard to this research were that training had positive contribution to service delivery and that more training programmes should be organized for street level leaders. The study recommended that each street level leader should attend a professional training programme to enhance their effective management of social services. It was also recommended that a future research should be undertaken to cover a wider geographical proximity and extending to different regions as a way of expanding the frontiers of knowledge.

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LIST OF ABBREVIATIONS

FGD	Focus Group Discussion
IDASA	Institute for Democracy in South Africa
ISSN	International Standard Serial Number
LGA	Local Government Authority
MEO	Mtaa Executive Officer
MKUKUTA	Mkakati wa Kukuza Uchumi na Kupunguza Umasikini Tanzania
MKURABITA	Mpango wa Kurasimisha Rasilimali na Biashara za Wanyonge Tanzania
NIHR	National Institute for Health Research
PMORALG	Prime Minister's Office Regional Administration and Local Government
RDS	Research Design Service
REPOA	Research on Poverty Alleviation
SPSS	Statistical Package for the Social Sciences
VEO	Village Executive Officer
WEO	Ward Executive Officer

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter gives a background of the study, statement of the problem, objectives of the study, research questions, significance and limitations of the study. The last section presents the organization of the study.

1.2 Background to the Problem

Contemporary global organizations operate in environments characterized by rapid changes and increasing complexity (Myers & Scott, 2011). Advancements in technology, globalization and shifting geopolitical forces, New Public Management, Public Sector Reforms (PSR) and e-Governance have triggered new challenges on social service delivery (Philipia, 2007 and Shailenda, et. al., 2007).

Basing on these global change that have altered local mechanization of leadership, leadership development has become crucial tool in ensuring better provision of social services in local government, as current programmes require specialized knowledge and skills to handle (Agunyai, 2014). Leadership development is an aspect that defines organization growth and shaping current and newly leaders. Analoui (2007) suggested strongly for Local Government to pay attention to the Human Resource Development in order to ensure effective administration.

Most of local governments in developing countries from last quarter of the 20th century, experienced Political changes that triggered demand in leadership

development, however, there is little concern hence Leaders found themselves in a problem with new ways of delivering service, are underperforming, lacking spirit of effectiveness and efficiency.

In ward councils, there are contrasting approaches between current leaders and old human resources on issue of developing their careers and its significances on service delivery. With these approaches some ward councils provide little support on Leadership Development Trainings hence human resources continue relying on experiences to maintain status-quo, opt for transfer of experts, recruiting part time leaders regardless of loopholes they would encounter. This problem affects social service delivery and citizens as service users, Central Government in achieving good governance (Frumence, at. el., 2013, Rweyongoza, 2010).

Spencer (2011) shows how lack of formal processes for developing new and current leaders affect organization's vision and mission. Analoui (2007) suggested strong Human Resource Development for effective leadership. To him public services in Local Authorities faced challenges due to lack of proper leadership capacity building (op.cit.).

The reports by Research on Poverty Alleviation-REPOA (2008) on Citizens' Perceptions of Service Delivery showed that about 45% respondents in Moshi said that, there was continuous social service deterioration. Also, report on oversight processes of Local Councils in Tanzania by REPOA (2008) demonstrated that, most councils still operated with limited skilled human resources. In spite of enhanced mechanisms like training workshops and Human capacity across major cadres

(Councilors, Directors, Senior Management, Village, Ward Officials and Elected Representatives) provision of social service delivery still faces many challenges. Therefore, it is important to investigate the effects of Leadership Development particularly in ward councils to explore how it affects provision of social services as Leadership Development is part and parcel in leader's strength in serving public.

1.3 Statement of the Problem

Leadership Development is crucial in current social service delivery environments in ward councils, since it ensures handling specialized programmes that need strong, effective, updated skilled and knowledgeable leaders (Johnson and Molloy, 2008; Robert and Patterson, 2012). Showing its importance, the government has established various Training Institutes, Human Resource Policy Guidelines, short courses, workshops, directive seminars to increase well-trained and motivated workforce to deliver customer-focused services in councils.

Despite its significance on service delivery and government efforts, literature has articulated little on factors that affect leaders in ward councils at grass root level, quality of trainings offered to them and how their trainings affect them in service delivery. This is supported by Spencer, (2011) that, organizations are spending little time on Leadership Development Programmes while taking it for granted. Consequently, most of wards continue experiencing deterioration in delivering social services, leaders fail to cope with current trend, become less competitive and innovative and found in a challenge about the way programmes are organized. This creates unfavorable environment for people to access services at established shared vision (REPOA, 2006 and Analoui, 2007, Eckert & Rweyongeza, 2010). Therefore,

this study intended to investigate how Leadership Development affected provision of Social services in Kasharunga ward in Kagera Region, which represents one of marginal wards on several accounts.

1.4 Objectives of the Study

1.4.1 General Objective

To investigate how Leadership Development affects delivery of Social Service in Ward Councils, taking Kasharunga ward as a case study.

1.4.2 Specific Objectives

- (i) To identify factors that affected Leadership Development in Kasharung award;
- (ii) To examine characteristics of social services delivery in education in Kasharung award
- (iii) To assess public views on the linkage between Leadership development and the quality of social services offered in Kasharung award.
- (iv) To suggest ways of curbing the challenges that faced Leadership Development in Local Authorities generally and in ward councils in particular.

1.3.3 Research Questions

- (i) What factors affected Leadership Development in Kasharung award?
- (ii) What were the principle characteristics of service's delivery by leaders in education?
- (iii) In which ways did Leadership Development influence social service delivery in Kasharunga ward?
- (iv) How can the challenges to Leadership Development be addressed?

1.5 Significance of the Study

The study aimed at investigating how Leadership Development affected the provision of social services in Kasharunga Ward. Therefore, it will be important to different stakeholders especially to Central Government and LGAs in order to enhance public services delivery, leadership career development as means to promote knowledge building and knowledge sharing. This has to be done through ensuring management transparency in provision of opportunities for leadership careers, making follow up on the implementation of Human Resource strategies and policies. LGAs and the central government will be in a position to make reforms in human resource policies and increase commitment in services delivery using newly updated leaders. This has to be done through ensuring management transparency, making follow up on the implementation of Human Resource strategies and policies, enhancing leaders' career development and facilitation as well as promotion of knowledge building and knowledge sharing in the organization.

The findings of the study would benefits the public regarding the challenges they faced in accessing and securing better social services. Also, it was vital to policy makers for improving effectiveness in leadership development and service delivery.

On the other hand, the findings of this study would complement as a baseline and references to other studies of the same kind. It will be a reminder upon dormant leaders who still believed in conservatism waiting to be forced to upgrade their leadership careers. This study serves as a document on how to proceed with further attempts to improve effectiveness of Leadership trainings in process to capture up new ways of delivering public services in LGAs. From this endeavor the study will enable

LGAs to shape other Ward Councils that face the same problem and awaken some leaders on upgrading their skills and leadership careers.

The study has generated clarification regarding the contemporary functions of policies and actions in place toward the confrontation of Leadership Development and issues among the grassroots leaders who form the base of Democratic Leadership. The study findings showed that, demand for decentralizing of the policy implementation in Ward Councils was needed for communicating their objectives, institutional frameworks, simplifications of their complexities to help in understanding and take action upon their functioning.

1.6 Limitation of the Study

The study was affected by participating nature of some participants in some areas particularly in interior sub villages. Since the study largely used focus group discussion and Interviews, the degrees of participation as subjects or observers were relative the same in some areas. This was caused by street gossips that were however reduced by researcher as discussion went on by assuring confidentialities. The study was further limited by Geographical Placement, considering the location of the ward (marginal ward) Geography was an issue because was full of swamps, and rocky hills that delayed in data collection. Getting into diverse cultures and communities was a challenge hence consumed time and affected discussions schedules.

1.6 Organization of the Study

This dissertation is composed of five chapters. Chapter one gives a background of the study, statement of the problem, objectives of the study, research questions,

significance and limitations of the study. Also it provides the organization of the study and Chapter Summary. Chapter two provides review the existing literature related to the subject matter of the study. In this section, there is presentation of an over view of the major variables comprising of Definition of Terms, Theoretical Literature Review, Empirical Literature Review, Conceptual framework, Research gap and the Chapter Summary. Chapter three presents the research design, Location, covers various data collection methods that were used in carrying out this study and how the researcher employed the methods for data collection during the fieldwork, as well as the interpretation and analysis procedures and Presentation. The chapter further presents, targeted population, sampling procedure and sample Size, issues of validity and reliability. Chapter four presents and discusses the study findings as they were gathered from field and Chapter five gives a summary of the study findings, conclusions and recommendations as were conducted from Kasharunga Ward and provided conclusions and recommendations in relation to the findings. Finally, suggestions for further research were made as an extension to the findings revealed in this study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter aims to review the existing literatures related to the subject matter of the study. In this section, there is presentation of an over view of the major variables comprising of definition of terms, theoretical literature review, empirical literature review, conceptual framework, research gap and the chapter summary.

2.2 Definition of key Terms

2.2.1 Leadership Development

According to Bolden (2007) Leadership development is an orientated program towards building capacity in anticipation of unforeseen challenges. It takes a more relational view of leadership as a process involving everyone within the organization and is about investment in social capital to develop interpersonal networks and cooperation within organizations and other social systems. To him Leadership development focuses on developing five principle categories: first intrapersonal attributes, second interpersonal qualities, third cognitive abilities, fourth communication skills and last Task-specific skills (op.cit.).

To Hailey(2006)Leadership development is not about a single training event, but a process that incorporates a range of activities including, coaching and mentoring, self-assessment questionnaires, psychometric testing, journaling and narrative description and simulation exercises, specialist workshops and seminars, learning sets and peer group support, internships, attachments and observation exercises. To Faisal (2006) it

involves efforts to enrich, enhance and develop requisite abilities and aptitudes in terms of skills, knowledge, attitudes, and behaviors to motivate leaders accept and play challenging organizational tasks. It serves current organization and enhances leaders' abilities in improvement of systems and processes for effective social service delivery (Faisal, 2006; Bolden, 2007; Okereke & Nnenna, 2011).

2.2.2 Service Delivery

According to Agunyai (2014) Service delivery is conceptualized as the relationship between policy makers, service providers and poor people. It encompasses service and their supporting systems that are typically regarded as a state responsibility. These include social service (primary education and basic health services), infrastructures (water and sanitation, roads and bridges) and services that promote personal security (justice, police).

2.2.3 Ward

According to Njunwa (2005) Ward is a political and administrative structure from which councilors are elected. It consists of Mitaa/Villages and Sub-Villages under the Ward Executive Officer (WEO) who is responsible for the day-to-day management of the Ward Development issues under the Ward Development Committee. He/she is responsible for building of roads, schools, dispensaries, resolving conflicts/disputes that arise amongst the residents. This committee comprises the ward councilor, street government (Mitaa) Chairpersons, and council administrative staff assigned responsibilities for coordinating development activities and planning at the Ward level and linking with the district level. Standing committees consist of members elected by the council, which decide the number of committees and specifies the mandate of

these committees. There are two main types of committees at council level including standing/sectoral committees and ad hoc committees (PMORALG, 2008).

2.2.4 The Mtaa/Village Government

This functions under Mtaa/Village Assembly with mandate to formulate and approve by-laws and policies. On the other side, the Assembly works under the Chairperson being assisted by the Mtaa/Village Executive Officer (MEO/VEO) through a system of committee for planning and executing approved policies. Various administrative functions are carried including safety and security, education, healthcare, environment, women and children, water and discipline. The Assembly on the other hand strengthens harmony, promotes democracy, detects and resolves any disagreements (Njunwa, 2005).

2.2.5 The 10-House System

This is the most basic grass root structure that is closest to the people. In each village, ten (10) households constitute this structure working under a Chairperson functioning as organizers of the residents for development activities like maintenance of general cleanliness, resolving disagreements or conflicts such as Spouse misunderstandings, drunken residents who disturb peace, as well as cases of thefts and sexual abuses (Njunwa, 2005).

2.3 Theoretical Literature Review

There have been several theoretical approaches to an understanding of Leadership Development. However, Scholars tend to hold two mutually exclusive views about leadership. One school of thought holds that leaders are born while others hold that

leaders are made (Gentry, et.al. 2012). However, others remain neutral arguing that they are both born and made (Aisenhart, 2015). These approaches provided good understanding to factors that affect Leadership Development and give an insight in which leadership development training are structured. Basing on the approach that leaders are born, the following theories were taken as the guide to the study.

2.3.1 Trait Theory

This approach focuses on the personal attributes of leaders, such as physical and personality characteristics, competencies, and values, beliefs, acceptance; orientation to power; gender; confidence; and mental, physical, and emotional attributes. That is, leadership traits are considered to be persistent characteristics that people are born with and that remain relatively stable over time (Fleenor, 2011).

As related to this study, the theory became a driving guide to an understanding of the question, and behavioral patterns that hindered leaders on developing their career. In spite of critics on its assumption as most of Researchers conclude that successful leadership is the result of the interaction between the traits of the leader and the situation (Fleenor, 2011). This theory provided reflective mirror in illustration of how leaders get into leadership careers, what do they constitute and their ability in service delivery.

2.3.2 Sigmund Freud: Structural Model of Personality of Leadership

Development

This approach tries to explain and provide strongest part of leader's personality that determines nature of leadership (i.e. id, ego, and superego). Freud talks about 'Great

Man' who is just great at one thing but have merely supernatural development of certain human qualities described by the traits of the heroic father that every person longed for in their childhood, sometimes called "Great Man Theory" (Awashbu, 2012). Basing on this approach, as leaders occupy leadership careers, they begin learning about the moral and ethical rules and restraints imposed.

At this point, they start questioning to understand what is going on, how and why things happen the way they happen (id develops) and hence the Superego develops basing on those principles as whether are right or wrong (Mitchell, 2005). This theory was important in explaining the resistant forces of newly talented leaders and old human resources on accepting and allowing new skills to flourish. Basing on the approach that leaders are made, the following theories were used as guide:

2.3.3 Situational Leadership Theory

According to this perspective, Leadership Development and training depends on specific circumstances and environments and are the products of given situations as such, no training method, technique or style is the best for all trainees under all conditions (Onuoha, 2000) as cited Okereke & Nnenna (2011). It suggests that, Leaders are not a special breed or born, rather that individuals must develop their capabilities for leadership by serving in groups that are functional (Manktelow, 2015). Situational Leadership attempts to explain effective leadership within the context of the larger situation and environment in which it occurs. It was a leading theory in defining, explaining and justifying conditions related to leadership development, trainings, and factors that affect its implementation. There are different theories that attempt to describe situational leadership, these include: Fiedler's Contingency theory,

Path-Goal theory and normative theory. For the purpose of this study, only Contingency and Path-Goal theories are discussed.

2.3.3.1 Fieldler's Contingency Theory

Fieldler's contingency model has been used in Leadership Training Programs (Seyranian, 2009). The model holds that, effectiveness of a leader depends on Leader-Member Relations trust and confidence that your team has in you as a leader and leader's power position issues like rewarding or punishment (Manktelow, 2015). This theory was very crucial in understanding issues on how Ward promoted employees' knowledge sharing to enhance effective services delivery. It was this theory upon which WEO's position on how employees' knowledge sharing to enhance effective services delivery was delivered. It provided as base to Tripartite Relational Model of Leadership Development was constructed in understanding how social factors affected leadership development

2.3.3.2 Path-Goal Theory

This perspective suggested that a leader should help explain the path for followers to achieve group goals. This involves the leader employing particular behaviors in specific situations to increase follower satisfaction and motivate efforts toward task accomplishment. The theory identifies four types of leader behavior that include supportive (relations oriented), directive (task oriented), achievement oriented, participative leader behavior, as well as two aspects of the situation, namely, follower characteristics and task characteristics (Seyranian, 2009). This theory helped to determine the level, extent and leadership supportive mechanisms that Ward Authority puts to enhance Leaders' trainings and how they motivate them to develop their

careers. It was very important to findings on ways on how Kasharunga Ward promotes employees' knowledge sharing to enhance effective services delivery, its focus helped in understanding unique nature of mechanisms applied by WEO particularly village to village, in-office trainings and off-office administrative visitation.

2.3.3.3 Psychodynamic Theory of Leadership Development

Psychodynamic theory enables understanding personality development of leaders, complex behaviors that help leaders in motivational drives, decision making and manage multifaceted situations, and what can be done to overcome difficulties in leadership (Manfred and Cheak, 2014). This approach also focuses on leaders' past experiences, unconsciousness, feelings, self-understanding (Abolrous, 2010). Understanding these attributes in this study enabled to stretch the behavioral patterns of leaders, why they do what they do in leadership environment, issues behind leaders to strengthen their careers hence be in a position to understand influential behavioral demands of their people. In general, the study was guided by Psychodynamic theory of Leadership Development as based on grounds of Situational Leadership Theory. This theory was very crucial in understanding personality development of leaders, complex behaviors that were around leaders in developing their careers in the Ward, how such behaviors influenced them in their leadership development career particularly managing complex situations.

It provided a direction on the creation of tripartite relational model of leadership development provided on how integrated social factors affected leadership development career. Also it was an engine of the study on understanding past

experiences of various leaders, unconsciousness, feelings, self-understanding about their roles, requirement in updating their careers as well as understanding their capacities in leadership functions and handling leadership environment considering the level of jurisdiction and ward complex geography that is located in marginal areas. It was an important exposition in explaining characters of social services, factors that affected leadership development and findings on leadership in Kasharunga Ward. The theory provided a framework on recommendations as drawn from environment of leadership development in the ward and environments in which social services are provided.

2.4 Empirical Literature Review

In addressing the problem as related in this study, there were many recent studies focusing on how social service delivery in local government authorities suffered from the problems of lack of well skilled personnel and had received increased attention over the years. According to Spencer (2011) the ability to create Leadership Development that addresses the needs of leaders within large organizations is very challenging and research still needed to be done to find solutions to those challenges.

His study on creating effective leadership development programs provided an understanding on key skills, behaviors, practices and how their framework could be assessed. His studies left unanswered questions, which he suggested for further studies that would investigate how large organization effectively delivered leadership training program. This was very crucial for data collection and conceptualization of study objectives.

The study by Rweyongoza (2010) on Leadership Development in Africa, a Focus on Strengths environment was growing more rapidly than ever before. These study depicted how critical deficiency of skilled leaders in many African countries resulted in underperformance of different organizations. The study suggested that leadership development should focus on the individual demands of leaders so as to build effective and self-motivated leaders. In addition, the study suggested that, organizations had to provide environments for future and current leaders to learn how to successfully lead their institutions.

The study on Challenges to the implementation of health sector by Frumence, et.al. (2013) revealed how LGA suffered from knowledgeable and skilled LGA staff to execute and supervise the implementation of the planned activities. To him, rural councils mostly suffered with this problem because they did not attract potential employees hence newly graduated staff hesitated to work in those councils. The study showed the importance of Leadership Development and how it related to better service provision.

The study revealed that, developing a council comprehensive plan was a technical activity requiring people who were knowledgeable and skilled in planning activities. The situation was different in councils where most staff had not attended any training to enhance their capacities. This suggestion became crucial in understanding ways in which Leadership Development strengthened social service delivery during Focus Group Discussion with Head Teachers.

Lufunyo (2015) conducted a study on Decentralization and Human Resources Development and the way it affected the delivery of services in Local Government

Authorities in Tanzania. The study came to the conclusion that the development of Human resources was crucial for effective service delivery to the local authorities especially at grass root level. The study opined that, in order for Local Government Authority to effectively and efficiently implement its core functions (service delivery), it was crucial to continuously improve the current workforce by promoting its qualifications and professional portfolios for improved job performance (op. cit.).

The study best provides challenges in human resource development in local government by stressing that, challenges are multi-faceted and integrated in character. It classified them into policy-oriented challenges; skill-oriented, task and organization and performance motivation oriented challenges (op.cit.).

The study further tried to be more specific and identified low job satisfaction which was caused by poor salaries, insufficient funds to meet training costs and imbalances in training and development opportunities for all employees, as well as, expansion of services and employment. As revealed in the study, Kasharunga Ward experienced inequalities in professional trainings and extended to capture the area where a certain Leader comes from also is used as an indicator for offer of study. This was presented as a strong reason as to why Ward authority did not encourage leaders for professional trainings.

These findings were important in understanding the factors which affected leadership development and how social services delivery were affected, however the methodology used in the study was extended to complete theoretical literature in which leadership development related theories were left out hence curbing gap on

critical factors affecting leadership development. Data collection method that relied on the use of observation method as means for primary data and Documentary review as means for secondary source was improved. With this, the study extended depicting how Leadership quality had not been achieved showing weaknesses affecting leadership effectiveness. Therefore, the study focused more on focus group discussion that provided great opportunity for service consumers who had been left (public) while specifying enough on the use of relevant theories to understand circumstance around the leadership development and how it affected service delivery in ward councils.

Spencer (2011) using descriptive quantitative case study method showed how lack of formal processes for developing new and current leaders affected mission of organizations and found that organizations were spending little time on Leadership Development Programmes while taking it for granted. It ended by suggesting that if organizations were to make real progress of service delivery they should increase training for preparing future leaders by developing their employees' management skills, competencies, and abilities (Spencer, op.cit.). Through these findings, this study cultivated more looking on characteristic nature of trainings and its contents on Principle Characteristics of Leadership Professional Development Trainings that enable to determine reasons behind this inefficiency while coming up with public opinion on their connection nature with effective social service (restructure).

2.5 Research Gap

There are few studies which have explored leadership development at the grassroots level in Africa (Rweyongoza, 2010). Spencer (2011) on Training, manpower

development and job performance basing on Perception and relevance among civil servants in Ebonyi State, Nigeria argued that, leadership development still remained an indefinite phenomenon and organizations were spending little to upgrade leaders and take it for granted.

Hence, he suggested further studies to verify the circumstance within which training and human resource development enhanced job performance. Further, Collins and Holton (2004) cited in Spencer (2011) conducted a study on how leadership development programmes increased effectiveness and efficiency in service delivery. Findings indicated that effectiveness and efficiency improved as a result of training that they had undergone.

Further, the gap was revealed in level of intended areas of coverage, here most of the studies have given little concern in grassroots level where issues of leadership and social service delivery are critical. Those studies mostly tried to address how LGA suffered from knowledgeable and skilled LGA staff and how social service delivery continued experiencing deteriorations. Study by Frumence, et.al. (2013) on Challenges to the implementation of health sector decentralization in Tanzania, experiences from Kongwa district council, the findings revealed few challenges which hindered the effective functioning of LGAs, including insufficient and unqualified personnel, low morale among the employees and insufficient resources. It concluded that the central government must offer special incentives to staff working in the rural areas hence lacked specifics. Leadership development has its own nature and impacts on delivery of social services in village councils hence need specific studies.

Another gap revealed was of methodological nature, where collecting data did not give special attention on Focus Group Discussion (FGD), which was relevant in understanding the real problem, which was created from poor Leadership development on service delivery. The study by Rweyongoza (2010) used Benchmarking as methodology to investigate on Leadership Development in Africa a focus on strengths, this methodology provided little on how Leadership Development affected service delivery and provided minor opportunity in getting vast and accurate data from the public.

Therefore, this study expanded methodological issues by focusing more on focus group discussion that provided great opportunity not only for officials and educated, but also, service consumers who had been left out through Focus Group Discussion. Also, the study tried to be specific enough on the use of relevant theories to understand circumstance around the leadership development and how it affected service delivery in ward councils.

2.6 Conceptual Framework

Conceptual Framework includes system of concepts, assumptions, expectations, beliefs, and theories that support and inform your research. It explains either graphically or in narrative forms the main things to be studied including the key factors, concepts or variable and the presumed relationships between them (Sitko, 2013). In this study expectation was that, social service delivery was highly affected by leadership development. Therefore, the conceptual framework included the following

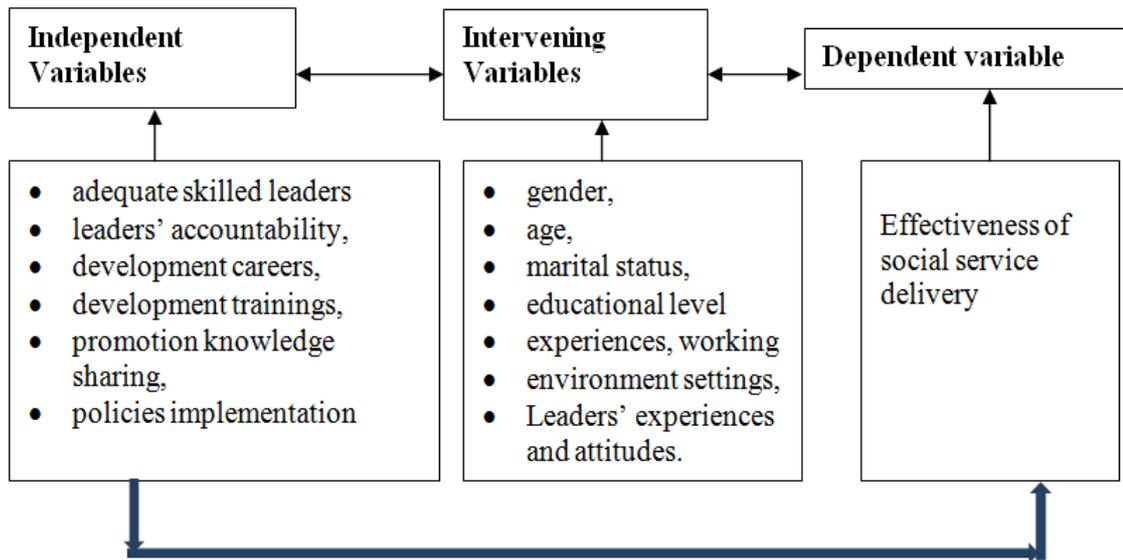


Figure 2.1: The Conceptual Framework for Linking Inadequate Leadership Training and Social Service Delivery

2.6.1 Independent Variables

These included adequate skilled leaders, leaders' accountability, development careers, development trainings, promotion and enabling knowledge sharing, policies implementation. These will be measures for effective Leadership Development towards public services delivery in Local Government Authorities.

2.6.2 Intervening Variables

These are intermediate factors that influence leadership development and effectiveness in public services delivery in Local Government Authorities, these are factors such as gender, age, marital status, educational level and experiences, working environment settings, leaders' and employees' attitudes.

2.6.3 Dependent Variable

These referred to an outcome of independent variables and include effectiveness of social service delivery.

2.7 Chapter Summary

This chapter has covered an in-depth understanding of various literatures relating to this study. It provides key concepts of the topic with well explanations that give deep understanding of the topic. The chapter also gives theoretical literature in trying to understand theories related to the study, practice and understand how and where the study would contribute from where literatures have contributed. This was very important to understand why leaders/authorities in ward councils did things the way they did and hence grasp circumstances related to leadership development and social service delivery. Empirical literature provided research based findings and scientifically examined in which the research gap was illustrated to justify the selection of the study. It provided an insight over where to greatly contribute as a study. The chapter also provided clear conceptual framework, which was the base in understanding how variables interrelate and influence one another.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, Location, covers various data collection methods that were used in carrying out this study and how the researcher employed the methods for data collection during the field work, as well as the interpretation and analysis procedures and Presentation. The chapter further presents, Targeted population, Sampling Procedure and Sample Size, issues of Validity and Reliability, Ethical considerations and chapter summary

3.2 Research Design

Kumar (2011) as cited in Kerlinger(1986)defined a research design as a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problem. It is a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately and economically. It comprised all the procedures a researcher plans to use and tasks that a researcher is going to perform to obtain answers to research questions. The study used descriptive design as means to explore and explainfactors which affected leadership development, principal characteristics of social service offered and explored public opinion as service users.

3.3 The Study Location

The location of the study area was Kasharunga ward, Muleba district. It is a Ward with six (6) villages of Kasharunga (Kisenene, Kasharunga, Bushoju, and Mushasha) Kiteme (Rwenzige, Nkomero, Kiteme Kati, Ntungamo, Maizigera Kyamato),

Kyamyorwa (Kyamyorwa A, Kyamyorwa B, Ubale, Kakindo), Kamatoju (Kamatoju, Buhura, Nyakesasi, Rubondo), Nkomero(Kyaruhangala, Nyakaraula, Mwakujuni, Nkomeroand Runazi (Runazi, Kyemilinzi, Lyamabumbe).

Its selection was done basing on several reflections. Firstly, it was one of populated Ward in Muleba District and one of the marginal wards in which, cases related to Leadership Development were common. The location of the study was also an important factor that best defined the ward demands on Leadership Development. Further, this choice of study area was based on the relevant concern of convenience in terms of time and costs on the part of the researcher.

3.4 Target Population

Target Population indicates the nature and type of the participants who were important in information and data collection. It was this population that made the research more meaningful and noteworthy. Therefore, the study comprised Local Government Public Servants including Sub-Village Chairpersons, Head Teachers, Ward Executive Officers and Village Executive Officers, Ward Educational officer, and Councilor.

These were purposively selected as part of the sample because they had knowledge about the topic. Also, involved individual households, these were randomly selected because they constituted a large percentage of population and were selected from those with clear understanding, experiences and capable on speaking the facts about the problem both individually (during interview) and in a group (during Focus Group Discussion).

3.5 Sampling Procedure and Sample Size

3.5.1 Sampling Procedures

In this study, the Sampling procedures involved watchful way of capturing respondents with specific attributes of interest such as Level of education, experiences, and the level of detail in the proposed analysis technique, the available budget and time for study completion. It was purposively made to select the qualifying Public Local Government officials to be involved in the study as formed a base for secondary data and the first data justification/validation. Under this group targeted official included Ward Executive and Village Executive Officers, Village Chairpersons, and Ward Educational officers and councilor.

On the other hand, the study involved random sampling of the public in individual household who were representatives of the population of interest. This group was the most important, vulnerable to the phenomena and most targeted population that provided primary data and investigative information that directed the researcher to the secondary data.

3.5.2 Sample Size

The sample size determination was made by focusing on criteria such as required level of precision in the results, the level of detail in the proposed analysis technique, the available budget. Also, was based on sampling frame and population in order to ensure efficiency, representativeness and reliability and validity size of population and time frame for conducting the study. The study had a total number of 371 respondents from the sample frame. The formula for this description as quoted in Rwegoshora (2006) to estimate the sample size from the population was:

Table 3.1: Sample Size and Composition

Category of respondents	Number of respondents
Individual Households	322
Mtaa/Sub-village Chairpersons	26
Head Teachers/ Headmaster	8
Village Executive Officers	6
Village Chairpersons	6
Ward Executive Officer	1
Ward Educational Coordinator	1
Councilor	1
Total	371

Source: Field Data,2016

$$n = \frac{N}{1 + Ne^2}$$

Where by: n = Sample size,

N= Total population which is 5119

e = Precision/ Margin of error (5%) \approx 0.0025 with confidence interval

95%

1= constant

Therefore; N= 5119, e= 5%

$$n = \frac{5119}{1+5119(0.05)^2}, n = \frac{5119}{1+5119(0.0025)}, n = \frac{5119}{13.7975} n=371$$

3.6 Data Collection Methods

Data collection involved different techniques so as to make research be self-sufficient to the intended findings. Primary data were collected using interviews, questionnaires; while secondary data were conducted through reviewing documents (documentary reviews) that were available and focus Group discussion that was a major technique.

3.6.1 Interviews

An interview relates to questions researchers ask respondents orally (Kisilu and Tromp, 2006). During this study, data was collected using interviews, which were prepared in English, and later translated into Swahili language upon their distribution due to nature of respondents and research problem itself so as to emphasize on concrete data. Semi-structured and unstructured as well as in-depth interviews as one of the most suitable ways of gathering data and were the main forms of data collection.

Two crucial elements of interview technique were applied including the length of the interviews that was not prearranged instead each interview was left sufficiently enough for an understanding to be convened between. Second, the need for interviews to allow informants the freedom to fetch to mind and give further details about events from their perspective, there was no dependences on a standardized list of questions. The respondent's response provided the direction to which trend will be established. It is likely that, the questions developed in the initial stages of this study could become redundant as the study progresses (Nick, 2009).

3.6.2 Documentation (Document Review)

In this part the documents were reviewed from relevant public offices where the researcher visited responsible authorities, and institutions to get in touch with these documents. Document reviewed included National examination results in process of getting performance of school leadership, policy documents, and reports on status of social services, as well as documents related to school leadership system (structure and, functions). Documentary reviews assisted to collect secondary data in connection

with primary data. These documents were reviewed because were more relevant to the research problem. The researcher decided to use this methodology since it was quick and easy and provided relevant official information.

3.6.3 Questionnaires

These questionnaires were prepared in both English but translated in the field into Swahili language to make the process easy considering the nature of respondents. The nature of questions were based on close-ended (structured) and open-ended (unstructured) questionnaires. Mostly, close-ended questionnaires were posed to officials so as to reduce time and make data more specific and valid. However, open-ended questionnaires were the most usable way and adapted to non-officials in order to allow the respondents have an opportunity to express their ideas using their own words and experience.

3.6.4 Focus Group Discussion (FGD)

This was conducted in a structured discussion as a means of obtaining in-depth information from the people on different issues of Leadership Development and Social Service Delivery. Through it, people's opinions, beliefs, attitudes, perceptions, were displayed and thus enabled greatly the researcher to be sure of data collected especially primary. In order to make a discussion more meaningfully participants were selected basing on age levels, education levels, experiences, approach differences, and specialization differences as well as marital status.

Basing on age levels participants were mixed to older and youths to get experience and approaches on accessing social services. Story and discussed points of elder were

expanded by youth who seemed to have bitter arguments on how services were provided. Also basing on experiences public participants were separated from leaders' discussion to allow free expressions among the discussants. On other side different participants of the same cadres were brought together to see how each was affected or experience used in provision services.

3.7 Data Analysis Presentation and Data Interpretation

The interview process created a large amount of data, these data were analysed systematically, content analysis was applied that involved data coding, organizing and dividing them into small manageable portions, it helped in compressing many words of text into fewer content categories based on explicit rules of coding (Stemler, 2001). Data was coded and analyzed by statistical packages for social sciences version 16.0, then summarized and presented in tabular form. Main reason for using SPSS was that, it facilitated the running of large data at once and being easy to present them in standard tables, which indicate response category, frequency and percentage of frequencies.

Qualitative data analysis entails factual and logical interpretation, comparison, and explanation of findings from data obtained. It involved efforts to explain why things happen, behavior pattern, preferences, opinions and orientation of respondents. This also was used in analyzing study aspects such as behavior that could not easily be subjected to mathematical computations. Quantitative data analysis involved computations of some mathematical measures which were perspective analysis and inferential quantitative. It entails factual and logical interpretation, comparison and explanation of findings from data obtained

3.8 Validity and Reliability

The researcher ensured both validity (accuracy) and reliability (consistency) of the study. Golafshani (2003) provided principal relationship between reliability and validity in quantitative research by revealing two strands. Firstly, with regards to reliability, whether the result is replicable. Secondly, with regards to validity, whether the means of measurement are accurate and whether they are actually measuring what they are intended to measure.

Joppe (2000) as cited in Golafshani (2003) defined validity basing on what it determines. Therefore, Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In the context of this study means that did the research instruments meet research object. He added that, researchers generally determine validity by asking a series of questions, and will often look for the answers in the research of others. (p. 1).

Numerous factors influenced the internal and external validity of the measuring instrument, the Focus Group Discussion during data collection on the linkage of leadership development and provision of social service discovered that there was positive relationship between the two.

In terms of internal validity, this concept indicated the extent to which the factors, identified as impacts of leadership development by the respondents, accurately reflected and provided an understanding of Ways in which Leadership Development strengthened social service delivery.

Reliability, according to Joppe (2000) as cited in Golafshani (2003) is the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable.

He expanded the idea by citing Kirk and Miller (1986) who identified three types of reliability referred to in quantitative research, which relate to: (1) the degree to which a measurement, given repeatedly, remains the same (2) the stability of a measurement over time; and (3) the similarity of measurements within a given time period (pp. 41-42).

For this study in ensuring reliability, literatures were improved by giving conceptual descriptions of the concepts that were relevant to this research, improving group discussion making more relevant focusing on the type participants, providing guides on questionnaires given to the same group of the respondents and pre-testing.

3.9 Ethical implications

Confidentiality was assured to all participants and ethical issues were highly considered this was a reason as to why no names of participants and other identifying information appeared in this report. Participation of respondents was voluntary and there was no exchange of material gifts for any information. However, publically sourced and available data was not treated with confidentiality and the respondents were informed about the purpose of the study and whenever possible they could access the research findings.

3.10 Chapter Summary

This chapter sets out to show how the study was carried out. It gives study area which gives an insight considering of its geography and area of jurisdiction in Local Government. It also gives research design that outlines how the study was conducted while targeted population in this study helped in getting intended data/information as used in findings of this research report. In facilitating work of data collection, sampling and sample size provided simplified means of data collection upon others were represented. Data collection in addition provided best approach in collection of data that were valid and useful in data analysis, presentation and interpretation. Data analysis presentation and interpretation as appeared in this chapter facilitated presenting vast data collected into simplified and understandable way. The chapter ends with ethical implication that ensured respondent of his/her security with data or information released.

CHAPTER FOUR

ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

In this chapter the researcher presents and discusses the study findings as they were gathered from field. The discussion tries to compare the findings of this study with similar studies and empirical literature from other studies. Basing on the objectives of the study, this chapter gives empirical findings as realized from the field. These findings were obtained through primary and secondary sources of data and were presented and analysed by using SPSS for frequency tables and percentages, while content analysis was for analyzing qualitative data. The following section presents the field report based on the patterns of study objectives.

4.2 Findings on General Information

This section presents respondents' personal Information related to gender, education, age, marital status and number of years. The information provided by these attributes was thought to have implications on how these aspects affected one's perception over the issues under study. Respondents in the study totaled 371 distributed into 157 males, equivalent to 42.3% and 214 females, representing 57.7 %.

The higher participation rate of females was enhanced by the fact that issues of social services delivery were top on the agenda, since in most cases women were the most affected in rural areas and attracted special attention in discussion hence their higher participation was higher . Table 4.1 summarizes the findings:

4.2.1 Findings on Gender Distribution

Table 4.1: Gender of Respondents in Percentage Distribution

Gender	Distribution of Respondents	
	Frequency	Percent
Male	157	42.3
Female	214	57.7
Total	371	100.0

Source: Field Data, 2016

Table 4.1 depicted higher participation rate of females as compared to males. This implied that Female had more opportunity in issues related to social service delivery than Male hence were mostly affected. It was therefore clear that, Males' involvement in issues of social service provided was minor. This gap was generated by Family-Care Approach that largely related to issues of searching/asking for social service to women especially in water, education particularly when the problem arose on their children. With this approach male were left with the task of volunteering, contributing and constructing/rehabilitating those services when they were required by the office of WEO. In this case, call for all genders in improving, accessing and asking for social service delivery in rural especially in ward ought to be given great concern.

4.2.2 Findings on Age Distribution

Age of participants was another important attribute, which the study was thought to have some implications. Four cohorts of age groups were covered and these ranged from 18 – 30, which was represented by 64 respondents, equivalent to 17.3%, while the age group 31 – 40 was represented by 161 respondents, equivalent to 43.4%. The third age group cohort was represented by those ages ranging between 41 – 50 and

these constituted 116 respondents, equivalent to 31.3%, while those above 51 were 30 equivalents to 8.1%. **Table 4.2** presented the results.

Table 4.2 Age Distribution of Respondents

Age (Years)	Distribution of Respondents	
	Frequency	Percent (%)
18-30	64	17.3
31-40	161	43.4
41-50	116	31.3
51+	30	8.1
Total	371	100.0

Source: Field Data, 2016

The findings in Table 4.2 indicated that Age determination was very crucial in getting primary data, hence age from 31-40 seemed to be critical mostly selected 43.4% their maturity revealed level of experience and understanding of issues related to the study, in elaborating issues of leadership development and nature of provision of social services to people in Kasharunga Ward.

Basing on this assumption, age groups (31-40) to a large extent was subjected to social services provided in the ward. It was a group that largely consumed/directly was affected by provision of social services while understanding how Leadership Development sounded in provision of social service. During data collection, this was the group upon various laments, justifications and different opinions were raised from and vast primary data was obtained.

4.2.3 Marital Status Distribution of Respondents

This attribute formed three cohorts of single, married and divorced/separated. They were respectively represented by 121, 212 and 38 respondents, equivalent to 32.6%, 57.1% and 10.2% respectively. **Table 4.3** presented the findings.

Table 4.3: Marital Status Distribution of Respondents

Status	Frequency	Percentage (%)
Single	121	32.6
Married	212	57.1
Divorced/separated	38	10.2
Total	371	100.0

Source: Field Data 2016

From the findings, married couples felt more concerned with social services delivery aspect more than the unmarried or separated couples. Therefore, 57.1% of the majorities were married respondents. This reflects that, married couples mostly faced the challenges in services delivery since they were the ones with family burden and many responsibilities in building community. In spite of their minority (10.2% of divorced/separated) response showed that, this group was largely affected by the way social services were provided. It was a group that had been marginalized than others simply because provision of social services in some instances, although not at all the time were provided on the basis of status hence lacked sometimes figure to voice for their demand.

4.2.4 Educational Level Distribution of Respondents

Education was an important attribute in determining the demand for social services of various types. Ideally, the more an individual gets educated the more he/she should strive for social services. This seemed to be the case also with the residents of Kasharunga ward in Kagera region. Four categories of education attainment were identified. Percentage for “Not attended formal school was constituted by respondents who had not had an educational opportunity at all, who totaled 31 representing 8.4%.

The primary education level enrolled the majority of 217 representing 58.5%, while secondary level respondents numbered 81 representing 21.8% and Further education numbered 42 equivalents to 11.3%. In fact this distribution formed the normal distribution curve found in Tanzanian educational system. Table 4.4 summarized the Findings:

Table 4.4: Distribution of Respondents on Education Level

Education Level	Frequency	Percentage (%)
Not attended formal school	31	8.4
Primary	217	58.5
Secondary	81	21.8
Further education	42	11.3
Total	371	100.0

Source: Field Data 2016

Findings in Table 4.4 showed that, 8.4% did not attend any formal education, hence could not be ranked in level of education, 58.5% had primary education, 21.8% secondary education and 11.3% indicated had further education which meant had certificate, diploma, degree or postgraduate level of education.

Majority (58.5%) of the respondents had primary level of education, indicating that the provision of social service in Kasharunga ward was mostly influenced by people with primary level of education. This trend was indicated by the absence of enough educated people in other levels. With these findings in Kasharunga, influences of local public officials to provide better social service did not merely rely on people's level of education but abilities of leaders.

The evidence from the field showed that, despite the fact that 8.4% of respondents did not attend formal schooling, findings showed to have great knowledge on understanding challenges associated with the provision of social services and issues around leaders to upgrade their careers.

It was the group that strongly insisted that, leaders were born and not made. It was a group who were most interested toward improving leader's way of provision of social services especially education. Basing on their approach, they emphasized that, in spite of their failure to attend school, their generation would never miss and hence this was the reason they were more serious on issues of service delivery.

4.2.5 Experience Public Officials

This component was included in the questionnaire because of the assumptions held by researcher that, with longer experienced officials, services were likely to be more stable and adequately provided and that records would remain relatively stable. The study involved 48 public officials who were very important in both primary and secondary data. Findings indicated that, 29.2% of the respondents served between 1-5 years, 33.1% served from 6-10 years, and 37.5 served from 11 and above.

It was clear that 37.5% of the majority served from 11 and above hence this brought a sense of great understanding, challenges related to leadership development and social service delivery. Also, 33.1% of the officials served from 6-10 giving enough experience in leadership, administration and the way social services were provided in the Ward. Table 4.5 presents the summary of the findings:

Table 4.5: Number of Years at Work/Working Experiences for Public Officials

Numbers of years	Frequency	Percentage (%)
1-5	14	29.2
6-10	16	33.3
11+	18	37.5
Total	48	100.0

Source: Field Data 2016

These groups were important on issues of developing Leaders' careers and understanding of the abilities to handle delivering of social services and how people suffered from accessing service.

4.3 General Findings on Leadership in Kasharunga Ward

Table 4.6: Findings on Issues of Leadership Development

Statement	5	4	3	2	1	Total
	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree	
There is policy for Leadership Development	-	18.8%	16.7%	22.9%	41.7%	100
Ward authority insists on professional trainings	4.2%	27.1%	10.4%	58.3%	-	100
Training programmes are effective to all cadres		6.2%	10.4%	29.2%	54.2%	100
Some leaders are unwilling to develop their leadership careers	37.5%	43.8%	4.2%	10.4%	4.2%	100
Ineffectiveness of responsible department affects leaders to develop their careers	52.1%	29.2%	8.3%	10.4%	-	100
Leaders' and organizational behavior affect Leadership Development	56.2%	27.2%		10.4%	6.2	100
Nature, function and duties among leaders affect leaders to develop their careers	10.4%	64.6%	6.2%	10.4%	8.3%	100
Location of an area and environments mostly affect leaders for professional trainings	60.4%	31.2%	4.2%	4.2%	-	100
Level of education influence leaders from developing their careers	27.1%	45.8%	10.4%	6.2%	10.4%	100
Currently the speed of leadership development is increasing in your ward		10.4%	31.2%	43.8%	14.6%	100
Lower cadres are leading in developing their leadership carriers		6.2%	2.1%	20.8%	70.8%	100
Higher cadres are leading in developing their leadership carriers	4.2%	75.0%	10.4%		10.4%	100
Currently speed of leadership development is decreasing	12.5%	56.2%	8.3%	18.8%	4.2%	100
New government programmes have increased force for leaders to develop their careers	64.6%	16.7%	4.2%	14.6%		100
There is always the spirit of sharing of skills and knowledge in offices or departments	10.4	35.4%	16.7%		37.5%	100
Our office have short term course for professional trainings	12.5%	20.8%		45.8%	20.8%	100
Our office have long term course for professional trainings		4.2%	20.0%	33.3%	37.5%	100
Gender issue prevent some officials from going for professional trainings	35.4%	41.7%		10.4%	12.5%	100
Leaders are born	35.4%	50.0%	6.2%	8.3%		100
Leaders made	29.2%	39.6%	6.2%	25%		100

Source: Field Data, 2016

In this part, the researcher presented findings on a variety of issues related to leadership development policies. Five levels of Likert's scale were used to determine the respondents' views on the issues the study wanted to explore the respondents' views. In total twenty (20) items were tested. The first item was on policies for leadership development and the study indicated that only 18.8% of the respondents agreed on the presence of policy for Leadership Development training, 16.7% were uncertain and 22.9% disagreed while 41.7% of the respondents strongly disagreed on the presence of policies for Leadership Development. Therefore, the majority of 64.6% disagreed indicating that, issue of policies for Leadership Development were critical in Kasharunga Ward and trainings were affected by policies.

The findings of the study revealed that, understanding and functioning of a policy was somewhat difficult because of the nature and type of leaders who formed the base of Leadership in Ward Councils, as written in English and in Legal language that needed Legal specialist. The majority of respondents were village and sub-village chairpersons whom either policies did not benefit them or did not understand these policies and small percentage who agreed were Village Executive Officers (VEOs), and others of higher positions.

The study revealed that, leaders in Kasharunga Ward just attended some professional training without understanding what demanded them to attend or what did policy state on their attendance but the theme of training was what they were interested with. This means that, leaders were not aware of the presence of policies because they were neither informed of the presence of such policies nor were they curious enough to discover this by themselves.

Therefore, Leadership development needs strong policy that provides an opportunity and balanced mechanisms upon which every leader in need to develop his/her career gets chance and the skills and knowledge gained are used appropriately. Lufunyo (2015 p. 357-360) proposed that in order for Local Government Authority to effectively and efficiently implement its core functions (service delivery), there was a need to continuously improve the current workforce by promoting its qualifications and professional portfolios for improved job performance.

Concluding the issue of Leadership Development policy, the copy was shown by WEO and the researcher read it to understand its contents, policy statements, consistency, policy clarity and its institutional framework while Councilor and some village chairpersons provided the following reasons on its inattention:

- (i) Policy for Leadership Development training was not given to stakeholders to read and understand its contents and their rights in undertaking professional trainings. The policy was hidden as means to prevent some people from questioning on their study plans
- (ii) The policy was not communicated to stakeholders
- (iii) Some Stakeholders were not willing to demand or read it even if it was available
- (iv) It was written in English language while most of stakeholders were primary school level.

The demand for decentralizing of the policy implementation in Ward Councils is needed for communicating their objectives and institutional frameworks, simplifications of their complexities to help leaders understand and take action upon

their functioning. The study found that, policies were available to help leaders on development careers but no one had any copy in his/her office.

On issues of insisting leaders for professional trainings there were little efforts as indicated by 58.3% of respondents who disagreed that Ward authority insists leaders for professional trainings against 4.2% with strong disagree and 27.1%. However, still there was a point of doubt that 10.4% were not sure, this percentage was revealed in marginalized village including Nkomero and Kiteme where during discussion people were even not aware with professional trainings. It was surprising that some of the officials did not understand that attending a certain seminar was an issue of professional trainings.

Another item that was tested in the scale was on respondents' feelings about the effectiveness of the trainings. Respondents to the tune of 83.4% opined that the trainings had not been quite effective to all cadres. This proposition was ranked by the response of disagree by chairpersons and sub village chairpersons from Kamatoju, Buhura, Nyakesasi and Rubondo, during an interview on 26th April, 2016. These respondents mostly being chairpersons, had a strong reason of believing that the trainings had not been effective on the grounds that, the trainings were inequitably distributed to officials.

They further argued that in some situations the areas where some leaders hailed from, was also on basis of inequity. It was thus concluded that *was presented as a strong reason as to why Ward authority did not support leaders for professional trainings*. The little support and inequalities in professional trainings affected the

speed of leadership development because 58.4% of the findings showed that, the speed of leadership development was decreasing while 41.6% showed that, the speed of leadership development was increasing.

In order to understand how leadership development was an issue, the study revealed and surveyed across time framework for Leaders to determine how long he/she had been working at Kasharunga Ward. Table 4.6 provided a summary that best helped to understand how the problem of going for professional trainings could be explained and bring confidence to conclude that, some leaders for this period of working could have developed Leadership careers.

On the case of unwillingness of some leaders to develop their leadership careers in spite of enough time working at Kasharunga, the findings showed that, 37.5% strongly agreed 43.8% agreed that many Leaders were not ready to develop their careers while 4.2% were not sure and 14.6% contended on it. During interview with various Leaders from different cadres no anyone was ready to accept on his position that he/she was not ready to attend training but squeezed this to others indicating on the persistence of this problem.

This finding was supported by Psychodynamic theory as argued by Manfred and Cheak (2014) on supporting that personality development of leaders, complex behaviors are motivational drives and behavioral patterns of leaders, as to why they do what they do in leadership environment. In addition, the question of Leaders' and organizational behavior and how it affected Leadership Development showed that, 56.2% strongly agreed and 27.2% agree, 10.4% of disagreed and 6.2% strongly

disagreed. The majority 79.2% indicated that Leaders' and organizational behavior affected Leadership Development in Kasharunga Ward.

During an interview and FGD between 3rd March and 10th March 2016 with village and sub-village leaders from Kasharunga (Kisenene, Kasharunga, Bushoju, and Mushasha) and Runazi (Runazi, Kyemilizi, and Lyamabumbe), strong laments were directed to ineffectiveness of responsible department in Muleba district that affected Leaders to develop their Leadership careers. Since some leaders were unwilling to undertake professional trainings the department responsible also kept silent. Results showed that majority, 81.3% agreed that ineffectiveness of responsible department affected leaders to develop their leadership careers while only 18.7% disagreed. Most of sub-village chairperson and village chairperson were heavily concerned on this and held with strong feeling that, they were considered as ceremonial Leaders.

This made them victims of laments from the public falls and acted as base upon government policies tremble to glorify the high official and raise their status. Some went far arguing that high officials supported poorly their training fearing that would raise leadership opposition. This brought an insight to what Sigmund Freud called the Id according to Mitchell (2005) that, these lower leaders if they will be aware of things in leadership environment, they would start questioning to understand what is going on, how and why things happen the way they happen.

To justify further the above results and argument, findings on how the Nature, functions and duties among Leaders affected leaders to develop their careers showed that majority 75.0% agreed that these affected leadership development against 18.7%

who disagreed, and 6.2% were not sure on how nature, function and duties affected leaders to develop their careers.

Kasharunga as a marginal Ward faced distance as an issue for Leaders to attend professional trainings. The findings in Table 4.6 indicated that, 60.4% of respondents agreed strongly and 31.2% agreed that distance of an area and environment mostly affected leaders from going for professional trainings. As revealed from the study, sub-villages of Rwenzige, Nkomero, Kiteme Kati, Ntungamo, Maizigera, Kyamoto, Ubale, Kakindo and Kyaruhangala experienced little or no leaders attended trainings because were located in the interior where there was no even public transport instead use of bicycles or Sekido (Bodaboda) transport and in other leaders required to travel on feet to reach the roads to access public transport. This discouraged them and most of them did not volunteer themselves to attend seminars and other training schedules. With this the VEO and WEO had planned special visits for training these leaders in their areas.

Level of education was a critical concern in the ward when comes to an issue of developing their careers. The study findings indicated that, majority 72.9% agreed that level of education influenced leaders from developing their careers, 10.4% were not sure and 6.2% disagreed. It was mostly appearing on interview and various discussions with different respondents and brought a discussion on two (2) antagonistic approaches based on level of education:

- (a) **Leaders with low level of education**, this group comprised primary level holders, and non-primary school. It was surprising that, this level was highly recognized in the ward by the public in spite of their level of education and

leadership positions. Because of this recognition and respect, some did not see the need of further trainings since they were accepted and had prestige. This category was seen most rigid group to go for professional trainings as study finding on whether lower cadres were leading in developing their leadership careers showed majority, 91.6% disagreed against only 6.2% who agreed. Leaders under this category were less considered in administrative activities, so, others took it just as a prestige not as leadership function hence take less concern on professional trainings. Other said that they feared of being terminated or suspended if they would leave their positions and offices to attend long term trainings because their levels of education did not offer them wide chance of employment so once terminated their careers in leadership would come to an end.

- (b) **Leaders with high level of education**, this group comprised of secondary level holders and higher level of education. It was a group that showed responses and eager to take professional training as indicated by study findings on whether higher cadres were leading in developing their leadership careers, majority 79.2% agreed, and 10.4% disagreed. However, the results of 10.4% disagreed with reason that some were not ready (especially old man power) because they were considered as special. Their position in society at this juncture did not need further training and other considered themselves as they were just trainers of the trainees (new man power).

Following the introduction of public sector reform and the current need of government to promote efficiency and effectiveness, various programmes have been established

and hence have increased the demand for more training for leaders to handle. The findings on whether new government programmes increased force for leaders to develop their careers showed majority 81.3% agreed and 14.6% disagreed. With this demand for more training, the question of sharing skills had arisen in the ward because some needed participatory managerial mechanism.

However, sharing of skills and knowledge in offices or departments was in dilemma because it seemed there was some sort of resisting forces that were evidenced by closeness percentages between who agreed and strongly disagreed. The findings in Table 4.6 showed majority 45.8% agreed that, there was sharing of skills and knowledge while 16.7% were uncertain being supplemented by 37.5% of strongly disagreed. Reasons for this dilemma were that, old skills resisted new skills to make public presumably that, upgrading leadership skills and knowledge did not matter but leadership experiences.

In an interview with WEO, it was anticipated that, the concept of sharing of skills was not given great concern, she said “*when you emphasize on it some felt as being made inferior, while thinking that the idea to be shared was a personal issue than leadership skill sharing*”. However, she identified various strategies that her office had taken in cooperation with VEO’s as presented in Table 4.6.

4.4 Findings on Ways Kasharunga Ward Promoted Employees’ Knowledge Sharing to Enhance Effective Services Delivery

Three major ways were identified as revealed by WEO on how the council promoted employees’ knowledge sharing to enhance effective services delivery.

- (i) Village to village, on-job trainings and Off-job visiting
- (ii) Collective seminars and Collective meetings in sub-villages. Collective seminars comprised all VEO's Village and Sub-Village Chairpersons over certain issues or topic. In these seminars there were presentations that aimed to impart leadership and managerial skills from some leaders whose offices were performing well. They sometimes involved directives to prepare them for the planned administrative action. These seminars always faced some challenges because not all attended them as there were no sitting allowances.
- (iii) Inviting personnel from the District.

It was therefore important that, local authority ought to use new manpower instead of making them inferior and saw their developed careers less important. This was a reason that Frumence, et.al. (2013) revealed on how LGA suffered from knowledgeable and skilled staff to execute and supervise the implementation of the planned activities. He further argued that, in most cases, rural councils did not attract potential employees; hence newly graduated personnel hesitated to work in those councils.

Professional trainings in Kasharunga both short and long term, still were questionable hence needed extra eye to accomplish so as to reach desired leadership goals. There was no equilibrium in trainings and were not well addressed to stakeholders on their weights in addressing leadership challenges in Ward Council. Trainings identified included short term trainings such as Seminars, collective/individual training/meetings in office. The study findings in Table 4.6 showed that, majority 58.6% of the respondents disagreed that office had no short

term courses for professional trainings against 33.3% who agreed. On Long term trainings, was questionable and I failed to identify specifically on their presence. The finding showed high level of uncertainty 20.0% and majority 70.8% disagreed on long term course for professional trainings, while only small percentage of 4.2% agreed. Emphasizing on this, Table 4.7. Indicated Percentage distribution for leaders who had gone for professional trainings in recent times. This finding was drawn from Leaders in all six villages covering all cadres who were asked whether they had gone for leadership professional trainings or not within two past years.

The study however gave an insight on importation of leaders as means to increase skills exchange and leadership knowledge sharing, but the question remained how such importation was an instrument to upgrade current in-office leaders. The study found that, the importation of leaders was not for training present human resources but to meet demands on particular unsuccessful leadership functions. It was therefore a best leadership mechanism if could meet in-office challenges and work collectively as means to share or impart in-future leadership skills and knowledge to present manpower.

Table 4.7: Findings on Leaders' Professional Trainings

Type of Course	Status	Frequency	Percent
Short course professional trainings	Attended short course	21	43.8%
	Not attended short training	27	56.2%
Long course professional trainings	Attended long course	6	12.5%
	Not attended long course	42	87.5%

Source: Field Data 2016

The findings in Table 4.7 indicated that, 43.8% leaders went for short course professional trainings and 56.2% did not. Also 12.5% went for long professional trainings and 87.5% could not access this opportunity. This was an indicator of the extent that, there was a need to increase mechanisms and encourage them to attend professional trainings.

The rate of attending these training was low in Kasharunga and the 43.8% for short courses came from centers that seemed to be developed including Kasharunga, Runazi and Kyamyorwa. In marginalized village leaders were not well motivated or not ready for it unlike in developed local centers. This study identified various factors associated with this trend.

4.5 Findings on Factors that affected Leaders to attend Professional Trainings

4.5.1 Social Factors

Social factors seemed to be major factors that heavily affected leadership development in the Ward. Focus Group Discussion produced lots of facts related to social factors. In all villages, factors were common but with different approaches on how they motivated or de-motivated a leader to go for leadership professional trainings. They included, Traditional beliefs, Gender Issues, Recognition and leadership positions/prestige, Status quo (relying on merely experiences) and Arrogance (those coming from their training and conservative as called old-fashioned).

However, in presenting and analyzing these data, the need to develop an integrated approach was applied in Figure 4.1: Tripartite Relational Model of Leadership Development to best explains their reality in relation to leadership development.

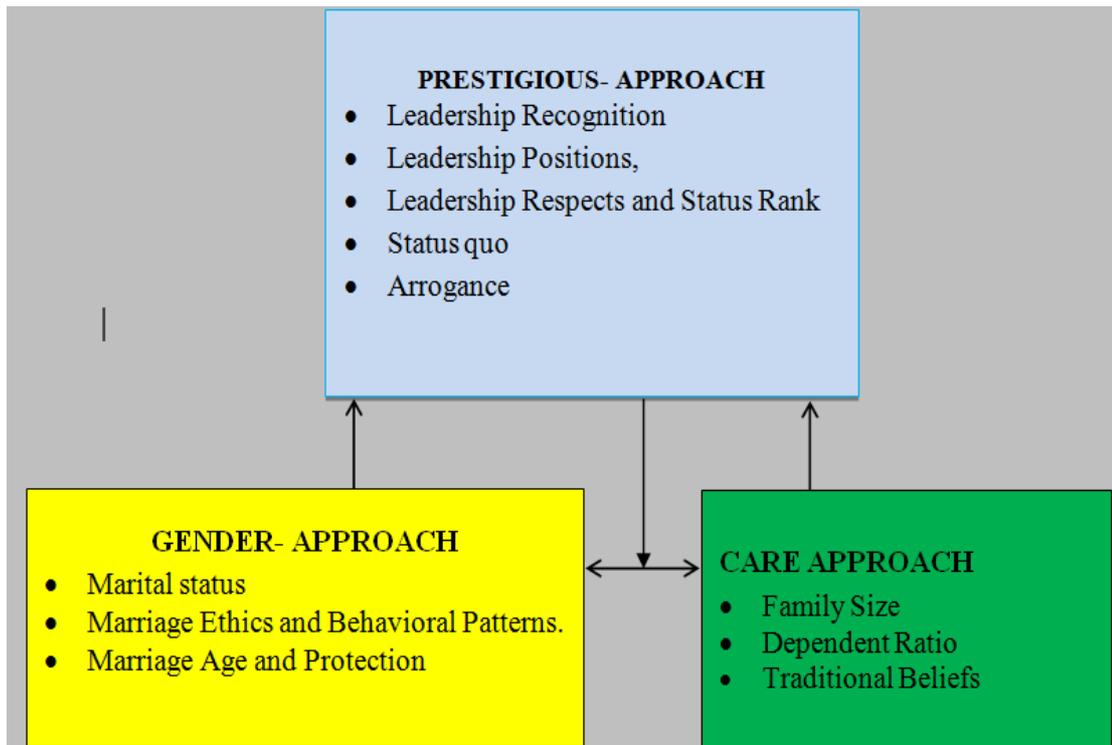


Figure 4.1: Tripartite Relational Model of Leadership Development

Source: Researcher, 2016

This tripartite relational model of leadership development provided an understanding to how integrated social factors affected leadership development career. In this model Gender- Approach and care- Approach run perpendicular while their combinations resulted in Prestigious- Approach.

4.5.2 Gender- Approach

In Kasharunga Ward Gender issue was an obstacle to leaders going for professional training. In Table 4.6 findings showed, that majority 77.1% agreed that Gender issue prevented some officials from going for professional trainings and 32.9% disagreed. During interview with some village and sub-village chairpersons different views rose to signify how gender was an issue for leaders in developing their careers. These

views included marital status, Marriage Ethics and Behavioral Patterns and Marriage Age and Protection.

Marital status, It was discovered that married couples were more reluctant to develop their career than unmarried because unmarried were free of burden of family care, had less domestic duties hence spent much time on thinking about leadership careers. Most of them were newly graduate young leaders with eager to reach their higher dream of leadership careers. In interview with Kasharunga Chairperson and former Chairperson said:

“young leaders wanted prestige in society hence must develop their leadership professions but old leaders did not, as they just waited for time to retire hence the need to develop their career goes off”.

This was concluded by Abolrous (2010) in support of Psychodynamic theory of leadership development that leaders’ past experiences, unconsciousness, feelings, self-understanding to leaders were the concerns in developing leadership careers.

Marriage Ethics and Behavioral Patterns within the leaders’ families were issues that de-motivated or motivated leadership development. This was associated with jealousy, mistrustfulness, and trustfulness in marriage. Also, issues of individual family matriarchal where wife control family/husband (in Kasharunga and Haya marriage matters commonly known as munyooshe) meaning that husband was witch-crafted. In focus group discussion many respondents pointed out some villages where this problem was common and when interviewing some sub-village chairpersons, they mentioned some leaders who failed to attend because either husband or wife did not trust when one was off his/her environments or other husbands had high level of

jealousy in their marriage. Worse still, some leaders were forced even to be accompanied with their lovers even when they had official visits outside of the ward or even within the ward if visits took distance/days. However, in marriage where there was trustfulness, marriage ethics were well defined hence leaders were motivated to go for professional trainings.

In sub-village of Kimeya, one of former village chairperson when she went for six months professional training from August-December 2015, was heavily beaten by her husband and failed to complete while ended up being given traditional divorce. In village of Runazi when husband went for professional training in Mwanza his wife violated marriage ethics and started engaging in love affairs with some people, this ended with divorce. In Kasharunga village father of certain village chairperson refused their son in law to spend two (2) years studies by requiring him to divorce their daughter before he departed, this made him abandon the idea of attending trainings.

Marriage Age and Protection, these related to Marriage Ethics and Behavioral Patterns of married couples, the study findings found that, the age of marriage determine marriage ethics and marriage behaviors while Marriage Ethics and Behavioral Patterns determine marriage protection hence encourage or discourage leaders to go for professional trainings. During focus group discussion in sub-village of Lyamabumbe some respondents showed their concerns on how young marriages of some leaders hinder them to attend long courses unlike old age marriages. They concluded that *young marriages face the problems of jealousy and mistrustfulness*.

In insisting, one of respondent was noted saying that:

“without strengthening our marriage relationship, leadership development will be in dilemma or face antagonistic forces”.

4.5.3 Care Approach

This approach included Family Size, Dependence Ratio and Traditional Beliefs.

Family Size, the size of the family was also the factor that posed challenges for some leaders to attend profession training especially long professional courses. In most of villages many respondents held that, leaders whose families were large had difficult time for them to attend trainings. Considering geography of the ward, family planning was not given a chance while the families of leaders were large for prestige.

In a village of Kamatoju Seven (7) chairpersons and sub-village chairpersons were having large number of children; some had even more than ten children. On other side, the larger the family size the larger the Dependence Ratio. Some leaders had lots of dependencies ranging from children to relatives hence left no room to afford training as they frequently faced financial difficulties.

In interview with ward educational officer who was also former head teacher of a primary school, but had recently been admitted at University lamented indirectly though point of dependences was noted. He said:

“I have nine (9) children, other relatives who depend on me and I requested for government sponsorship from the district but I was not given this support though I was given permission to undertake my studies. Lower cadres cannot afford family care at the same time he/she meets training costs. For example, this side your children require care, and school requirements, your relatives on other side are many demanding help and if you do not give support they rise social arrogance that create family enmity and misunderstanding”. For my side if could not be helped by my former student I could have postponed my studies.

Traditional Beliefs, it was very surprising to see issues of witchcrafts in globalized world become one of great challenge to leadership development. Traditional Beliefs affected leadership development in two major ways in Kasharunga ward.

(i) Ancestral inherited Leaders

In some villages it was found that, some leaders especially elected ones, were elected basing on traditional spiritual because of their clans. This challenge was revealed in sub-villages of Ntungamo, Maizigera, Nkomero, Kyemilinsi, and Rwenzige. The leaders of this kind had special conditions; some were not allowed to get off their ancestral land/societies for a long time. I tried to interview one of them and said that “*he was not chosen because of education but because of ancestral power hence must follow what ancestor demand*”. He added that he could not attend trainings that exceeded one year and above.

(ii) Leaders whose family did not want to release their sons or daughter

There was one common belief among the marginal village based on their saying “Omahanga” meaning that in the diaspora (outside of their tribal areas or region). Some of grandfathers and grandmothers had developed a notion that when their sons and daughters were in the diaspora they lost, forget their home and failed even to help their motherland.

This had been caused by lack or low level of external interaction, poor beliefs that town life was better hence expected every point of help from their relatives/sons/daughter living in towns. Most of the examples of laments of this kind were directed to University students hence connected to leaders.

I met one of sub-village in Runazi in one area Called Kisharizi in River Rubale who was head of ancestor of “Abagwe” this was a former sub-village who was chosen because of his spiritual power. He said”

“I as a leader of Abagwe ancestor, cannot stay longtime out of ancestral compound, you see this (he showed me Msonge house) house, this needs blood every three months otherwise no peace in our tribe (ukoowaAbagwe). I had to attend six-months training in Bukoba2013 but based on traditional ruling as my influence in leadership here was becoming more influential but I could not attend due to ancestral matters”

(iii) Prestigious- Approach

This assumption was associated with Leadership Recognition, Leadership Respects and Status Rank, Status quo and arrogance, Leadership Positions. In Kasharunga Ward leaders were highly respected without considering level of education but what mattered was the positions they held, economic status, their leadership influences and power to speak on behalf of the people.

Recognition and respects he/she got from the people ranked him/her in higher position that made him/her dormant to think of changes and created invisibility in maintaining status quo. Discouragements, arrogances from young leaders and those coming from the study and those dormant one discouraged and sometimes pushed some leaders to develop their leadership careers. Some leaders said that, some officials especially old human resources did not accept new skills and leadership knowledge to flourish hence discourage some to update their careers while on other side arrogance from the public made them inferior hence pushed some of them to update their careers. In spite of contrasting views still ideas to develop their careers got opposition. The findings of the study supported this argument in Table 4.8

Table 4.8: Findings on Acceptance of New Skills and Techniques after Leadership Professional Trainings

Response	Frequency	Percent
Ward officials do not accept leaders new skills and techniques	34	70.8
Ward officials accept leaders' new skills and techniques	14	29.2
Total	48	100.0

Source: Field Data 2016

Table 4.8 showed that, 70.8% of the Ward officials did not accept leaders' new skills and techniques. One of respondent in village of Nkomero said that:

“this initiative was made to prevent these skills and techniques so as to maintain status quo for those calling themselves “Abakulu” means the Bosses”.

During discussion many responded that, Leaders in Kasharunga ward applied closed system and this made them get most prestigious status creating an approach that, leaders were naturally born not made and as a means to escape challenges for newly young skilled man power. The findings on whether Leaders were born or made, Table 4.6 showed 85.4% agreed that leaders were born while 68.8% strongly said leaders were made in two different separate questions as revealed in Table 4.8

In the village of Runazi and Kasharunga, respondents said that, the approach that leaders are born is created by leaders themselves making those who went for professional training fail to apply their new skills when they turned back hence people considered their training and new skills contributing less in service delivery. In most insisting way one Woman said in Haya language that:

“biongoziabilikugendakushomatalimukantuorwokubakabalikugaruka tutukubona omchango gwabo” (means that leaders who went for professional trainings had no contribution with their skills because when they got back people did not see the contributions of knowledge they were trained.

Leadership Positions, the position and function affected leaders' day-to-day activities. Some positions provided daily earning to leader than salary hence surviving through seminars, day to day official visits in development projects and their areas of jurisdiction. When came to a chance of going to upgrade/update their careers some leaders thought of losing these opportunities hence hesitated to attend trainings leading to lots of dilemmas. On Table 4.8 findings indicated that majority 75.0% agreed and 18.7% disagreed, while 6.2% were uncertain that nature, functions and duties among leaders affected leaders to develop their careers.

Some reasons were given out and Standing Orders for the Public Service 2009 Third Edition were lamented. According to this order, p.51 when a public servant who has been authorized to act in posts mentioned in Standing Order L.15 shall become eligible, while acting, for travelling or other privileges the scale or rates of which are dependent upon salary, such privileges shall be granted on the scale or at the rate applicable to the salary of the post in which he is acting.

In addition, the issues of Seniority on promotion, when a confirmed public servant was promoted to a higher grade or transferred to a different grade, he would take seniority immediately below the last confirmed officer in that grade. So many leaders were not ready to leave these promotions. Other areas on how leadership position and functions hindered leaders to go for professional training was determined during group discussion at Kasharunga Ward, these included:

- (i) Some leaders were seen as special class, were glorified hence saw trainings as irrelevantas considered their positions to be enough to handle what services people wanted.

- (ii) Some felt their positions would be taken; this was taken into two ways.
 - (a) Departing the office for professional training. Those who were leaving the office to attend the study felt their positions would be lost. During discussion with respondents from Kyamyorwa one sub-village chairperson said:

“In 2014 one of the leaders in the village went for studies of six month trainings, people complained heavily since his position was not filled people demanded to WEO to change his position. When he came back people refused his presence and threatened him for his disappointment”.

This trend cost many leaders because in the ward in most cases positions were not filled and people did not take care of leaders going for upgrading/updating their careers but what they considered was only the leaders to work for them.

- (b) Trained incoming leaders who upgraded their leadership careers. These were leaders who had upgraded their leadership careers higher than their bosses. Their return brought leadership confrontations because they were supposed to be promoted as required by Standing Orders for the Public Service 2009 Third Edition for Seniority on promotion. This leadership grievances resulted into some sort of resistance, delays their data for undertaking training from district offices, misplacement of their files and sometimes used issues of budget as a stick to harmand discourage them.

Some leaders who left offices without replacement, left the gap leading the council to hold him/her back to continue attending delayed leadership activities. However, WEO on how the Ward council covered the gap left by those leaders who attend leadership professional trainings said that, currently critical measures included, Distribution of their work to others, combining of duties into other leadership functions, delegating some of leadership functional to VEOs.

(iv) Environmental Factor

This included Distance/geographical location, considering geography of the ward, distance was seen as an obstacle in leadership development and provision of social services. Distance discouraged leaders in many ways for example it increased costs, affected process of filling gaps when some leaders were taking their studies, created inferiority complex and superiority complexes. Leaders from marginal and interior location were despised and disregarded when presenting their demands in department responsible.

(v) Administrative Factors

The policy for Leadership Development training was not well communicated to the lower cadres. This made many of them fail to understand that, developing their careers was their rights and parcel in day-to-day leadership activities. As indicated in Table 4.6, about 64.6% disagreed on the functioning, presence while 16.7% were uncertain. Worse enough training manuals and policies were written in English while in local marginal ward even Kiswahili was a problem.

In interview with councilor a notable point was:

“Some of local official were not educated because some were at level of primary education, but just they could read, were called leaders. So with such kind of leaders did you expect he/she to read and analyse policies or government programme?”

Therefore, leaders at this level of grassroots were considered by government leaders in district as ceremonial just helping in minor administrative issues forgetting that they formed and were the base of lives of public in the eyes of central government”

(vi) Poor motivation, unfairness and irresponsibility of responsible officials

Local leaders had not been motivated and exposed to professional trainings. The respondents during discussion said, at ward level leaders were not motivated because officials responsible for administering training development were not ready to identify to district level who were required to undertake trainings. At the district level there had been a concept of “whom-you-know” that heavily affected leaders in both developing their careers and provision of social service. One official from the ward council said:

“Officials in the district used to hide details of some leaders required to undertake trainings just because of either leadership mistrustfulness or leadership jealous. Files of leaders from marginal wards/villages were frequently misplaced; others got lost forcing a leader to restart the process that sometimes consumed two to three years”.

The study found that, there was a great need to educate, not only people or leaders in lower cadres, but also the higher officials to the best trend of supporting leaders to update their careers frequently. Seyranian, (2009) proposed that, a leader must be supportive, directive, achievement oriented, participative leader behavior. These leadership criteria must be planted in local government to help leaders and reminding on their roles of helping their subordinates.

(vii) Inequality and village disregards

Kasharunga Ward had been experiencing great inequalities in delivering service. In a village of Kiteme, Kamatoju and Nkomero respondents lamented on the unequal distribution of ward resources, some leaders in ward council paid little attention in marginal village, and this trend went to the extent of isolating their leaders from promotion to trainings.

These villages had no frequent short courses trainings like seminars except in unusual events like killings, disaster where some villages experienced them, this was because leadership development was not exposed to formal process. This was supported by Spencer (2011) that Local Government Authorities lacked formal processes for developing new and current leaders, hence affected mission of organizations and found that organizations were spending little time on Leadership Development Programmes while taking it for granted.

(viii) Arrogance and discouragements

As indicated in Figure 4.1: Tripartite Relational Model of Leadership Development (Prestigious- Approach) some leaders in the ward experienced lots of discouragements, arrogance when they came from the study. Findings indicated that, old personnel did not accept new skills and knowledge to flourish, hence discouraged some to update their careers while arrogance discouraged newly adopted skill to take a lead.

During interview with former Head teacher at Kasharunga primary school, said that:

“when an employee demanded for upgrading his/her career was looked and taken as an enemy, stubborn, leaders from district council started creating scandals to degrade him/her. Also, even when one came from studies he/she was not promoted to grades as required. They graded low level leaders to higher positions. For example, a person with a degree was denied even to a promotion of Ward Educational Coordinator but handled lower cadre just because of experiences or the concept of “whom-you-know” and “not what-you-know/have”.

This was evidenced by Response on whether there was great chance on acceptance of new skills after a leader had gone for professional trainings.

(ix) Type and content of professional training offers

Type and content of professional trainings offered particularly short term courses were lamented by leaders and public to be a factor that de-motivated leaders to attend. When conducting an interview with village and sub-villages chairpersons in Kiteme and Kyaruhangara many of them said, they did not see importance of attending these seminars because they just addressed issues that their people did not face or themselves did not face in daily leadership activities.

This problem was addressed in Onuoha (2000) as cited in Okereke & Nnenna (2011) that, leadership development and training depended on specific circumstances and environments and were the products of given situations as such that, no training method, technique or style was the best for all trainees under all conditions. Therefore Local government just applied principles of universalism even in short courses like seminars, workshops in leadership development than principles of relativism that could suit in that particular place.

In an interview with sub-village in Kiteme It was discovered that, WEO and other officials did not see the importance for trainings that were provided, to him leaders were called just to solve their problems especially when the problem arose. He added that, this affected content of leadership trainings in a sense that, they were trained on issues that did not provide reality in our environment and problems confronted them. He concluded that, their villages and sub-villages faced problems of insecurities robbery, family raiding but trainings were not exposed to such training while were full of laments from the Ward level so this showed that, the government did not take clear attention on roles as local leaders in addressing public challenges.

(x) Other factors

Other factors included lack of external interactions, due to geography of the region/district and ward as well as economic status to leaders and the ward council at large.

4.6 Findings on Linkage between Leadership Development and the Quality of Social Services Offered

Findings showed that, Leadership Development and Social Service Delivery in Kasharunga Ward were related when someone talked on serving people. In understanding Ways in which Leadership Development strengthened social service delivery, I conducted Focus Group Discussion at Kasharunga primary school on April 23, 2016. Participants were new Head Teachers who were recently promoted to higher grade from Kasharunga, Lyamabumbe, and Runazi, Primary Schools. Others were long-leading Head Teachers (Older Head Teachers) from Kamatoju, Kiteme, and Kyamyorwa.

Before these Discussions, I passed through systems of school leadership (specifically School Committee) and school performance to determine differences. I identified two major aspects, first School leadership (school committee) were led by people some with no even level of standard seven (7) but they understood well reading and writing, other were given this chance just because they were the champions in their foundations. Secondly, schools led by newly young talented Head teachers were performing well leadership functions and had few nonstandard seven members in their committee.

During discussion with new head teachers, common issues were taken, they all agreed that there was great difference between current ways of delivering education services and that of ten year passed. There were new educational programmes the case of BRN, educational schedules that required high speed of their administration and management, the way of organizing people considering current difference in political ideologies that were also consuming services in education. Also how to manage school committee which comprised members with low level of education while education programmes were more mechanized into computer systems.

According to them, current Head Teachers faced the problem on how to match with district leadership, the way they were currently trained in Universities some things differed with the mode school inspectors wanted. There was a concept of provision of education basing on the nature of environment but this was different and what mattered was what came from directives of educational officials hence affected school performance. The Head Teacher from Lyamabumbe said:

“Considering “the HAPA KAZI TU” Slogan we as Head teachers ought to apply extra means and develop new school leadership skill to run the school because what is needed is changes in performance, leadership and serving the people otherwise you will be fired (TumbuliwaJipu). So we use skills gained to adjust school systems. Currently the schools are empowered with making their own budget and empowered on the use of money provided so knowledge of making budget to old Head Teachers is a problem and we used to meet during weekend to help them.

Head Teacher from Kasharunga said:

“We are currently facing administrative misunderstanding as we are ongoing process of changing systems and how education School committees ought to work, where most of its members were standard seven. Our new skills were seen as threat to their survival because this committee used to rely on experience than skills and relevant knowledge without regarding how such experience cost the school leadership.

Onside of Old Head Teachers things were different, these disagreed on existing of the gap in current ways of delivering education services between old human resources and upgraded ones. They championed on their experiences to be the directive move on holding up these new teachers, to them even those who updated their knowledge still their experiences were what gave them power.

One of the head teacher held that:

“despite the challenges on using computerized system, many works still were done manually. In addition he said computerized system did not raise school performance or the current degree they got but self-discipline of workers and having good manpower with experiences. Another head teacher concluded saying “if you think level of education greatly mattered why government did not promote them to higher grades immediately after their studies but waited until we put our hands to give them a way”?

This discussion significantly showed that the issue of leadership development was not clear to most of local government manpower. To understand on its reality the researcher explored on which Leadership (in-schools and in-villages) performed well between new upgraded Leaders and the old manpower and sixty two (62) responded on it and the results in Table 4.9 showed that, 50.0% of respondents agreed that new upgraded Leaders performed well in their leadership and 30.6% disagreed while 19.6% were not sure. Table 4.9 summarized the findings:

Table 4.9: Findings on Response on which Leadership (in-schools and in-villages) Performed well between New Upgraded Leaders and the Old Staff

		Distribution of Responses	
		Frequency	Percent
Valid	New upgraded Leaders	31	50.0
	Old Leaders	19	30.6
	Not sure	12	19.4
	Total	62	100.0

Source: Field Data 2016

Principally Leadership Development strengthened social service delivery in Kasharunga Ward, because interviews and focus group discussion showed that Leadership Development enabled leaders to study and master environment by applying principles of leadership relativism, it created and improved innovative skills as well as efficiency and effectiveness.

4.7 Findings on Abilities of Leaders in Ward Council to Handle Social Services Delivery to People

Table 4.10: Responses on Whether Failure of Local Officials (Local Leaders) to Update Contribute to Poor Service Delivery

		Frequency	Percent
Valid	Strongly agree	132	42.2
	Agree	50	16.0
	Not sure	99	31.6
	Disagree	21	6.7
	Total	302	96.5

Source: Field Data 2016

Results in Table 4.10 showed that, 43.7% respondents strongly agreed, 16.6% agreed, 32.8% were not sure, and 7.0% disagreed. The majority (60.3%) of respondents agreed indicating that Failure of local officials (local leaders) to update contributed to poor service delivery. In line with these findings there was contradiction on valid data, while majority of respondents on the question of “Leaders are born or made?” responded with 85.4%.

However, when this question was being discussed by various officials proposed that, Professional trainings promoted effective social service delivery. This showed that the

concept of leadership development was not aligned to social service delivery in promoting development. However focus group discussion provided better understanding of the need of leaders to update their careers to confront the current globalized and mechanized programmes. These findings were in line with the view by Gupter (2008) that effective HRM advocated for employees training and development that improved the capabilities of organization workforce in attaining its objectives by training employees to have the basic skills and knowledge required for a particular job.

Table 4.11: Responses on Whether Current Government Programmes and Service Needed Highly Qualified Leaders

		Frequency	Percent
Valid	Strongly agree	161	51.4
	Agree	68	21.7
	Not sure	30	9.6
	Disagree	43	13.7
	Total	302	96.5

Source: Field data 2016

Results in Table 4.11 showed that, 53.3% of respondents strongly agreed, 22.5% agreed, 9.9% were not sure, and 14.2% disagreed. The majority (75.8%) of respondents agreed indicating that, Current Government Programmes and Services Needed High Qualified Leaders. The government programme and policies including MKUKUTA, MKURABITA, Elimu Bure Policy, the Strategic Plan 2011/12-2015/16 that WEO said was a dynamic Strategic Plan that required Strengths of Committed leaders, Improved Organizational Structure and Existence of skilled staff and Existence of Training programmes while this requirement in her ward was a challenge.

Table 4.12: Responses on Whether Overlapping of Duties among some Leaders Affected the Development of Public Service Delivery

		Frequency	Percent
Valid	Strongly agree	118	39.1
	Agree	97	32.1
	Not sure	30	9.9
	Disagree	57	18.9
	Total	302	100.0

Source: Field Data, 2016

Overlapping of duties among some leaders was seen as an obstacle in public service delivery. Results in Table 4.12 showed that, 39.1% of the respondents strongly agreed, 32.1% agreed, 9.9% were not sure, and 18.9% disagreed. The majority (71.2%) of respondents agreed that, Overlapping of duties affected service delivery in Kasharunga ward. The findings were supported with an interview held on 23 April, 2016 with Councilor and WEO who together agreed on this problem. Councilor said that some village executive and chairpersons of village and sub-villages did not understand their duties and others overlap in process of gaining status to be seen most responsible than others. WEO concluded by saying that Overlapping had increased grievances, various cases and hatred in leadership and administrative environments.

Table 4.13: Responses on whether Professional Trainings Promoted Effective Social Service Delivery

		Frequency	Percent
Valid	Strongly agree	63	20.9
	Agree	179	59.3
	Not sure	42	13.9
	Disagree	18	6.0
	Total	302	100.0

Source: Field Data, 2016

Results in Table 4.13 showed that 20.9% of respondents strongly agreed, 59.3% agreed, 13.9% were not sure, and 6.0% disagreed. The majority (80.2%) of respondents agreed signifying that professional leadership trainings promoted the effectiveness in services delivery in Kasharunga ward. During interview WEO said:

“one of the causes of overlapping of duties to some leaders is ignorance of directive seminars, workshop and in-office directive schedules”.

This showed that these training were of importance in enabling leaders to deliver services effectively. The findings were supported by Spencer (2011) that if organizations were to make real progress of service delivery must increase training and preparing future leaders to develop their employees’ management skills, competencies, and abilities in serving people.

Table 4.14: Findings on whether there is an Increase of Effectiveness and Efficiency in Service Delivery after Leaders’ Professional Trainings

		Frequency	Percent
Valid	Strongly agree	27	8.9
	Agree	92	30.5
	Not sure	51	16.9
	Disagree	43	14.2
	Strongly disagree	89	29.5
	Total	302	100.0

Source: Field Data, 2016

Results in Table 4.14 showed that, 8.9% of respondents strongly agreed, 30.5% agreed, 16.9% were not sure, 14.2% disagreed and 29.5.2% strongly disagreed. The majority (43.7%) of respondents disagreed against 39.1% who agreed. There was no increase

of effectiveness and efficiency in service delivery after leaders had gone for professional trainings. However, the results for respondents who agreed still had high indication. During focus group discussion I observed the way people had feeling on presenting this. There was some sort of confrontations on both sides when identifying leaders who recently went for upgrading their careers. Some respondents provided the reasons as to why people did not realize the efforts for those who came from their trainings.

Therefore, if people did not realize the efforts generally indicated that there were few people gained from their trainings as shown in Table 4.15 that majority of respondents 43.0% disagreed while 41.4% agreed. This continued showing that there was contradicting views between old skills and new skills.

Table 4.15: Findings on whether People Benefit from Leaders after Attending Professional Trainings

		Frequency	Percent
Valid	Agree	125	41.4
	Not sure	47	15.6
	Disagree	130	43.0
	Total	302	100.0

Source: Field Data 2016

Findings in Table 4.14 and Table 4.15 were evidenced with reasons that showed why people did not benefit from leaders after coming from professional trainings and did not realize their efforts. These were also identified in the development process such as arrogance that were directed to them, status quo to escape challenges, resistance to entrenched embargoes on passing their new skills. However, the conclusion was that

leaders who had upgraded their careers were different as were fast and understood how to confront challenges of current programmes.

Table 4.16: Findings on whether People were Satisfied with Social Service Provided

		Frequency	Percent
Valid	Agree	74	24.5
	Not sure	88	29.1
	Disagree	116	38.4
	Strongly disagree	24	7.9
	Total	302	100.0

Source: Field Data 2016

Findings in Table 4.16 showed that, 24.5% of respondents agreed, 29.1% were not sure, 38.4% disagreed and, 7.9% strongly disagreed that social service provided were satisfactory to people. The majority 46.3% of respondents disagreed that social service provided were satisfactory to people. Factors revealed in Table 4.16 greatly mattered that people were not happy with the process of getting services, also were not happy with services provided. Others said the situation was caused by poor planning on the location of small urban authority of Kyamyorwa.

Table 4.17: Findings on whether Gaps left behind by Leaders Attending Professional Trainings were replaced

		Frequency	Percent
Valid	Agree	28	9.3
	Not sure	57	18.9
	Disagree	178	58.9
	Strongly disagree	39	12.9
	Total	302	100.0

Source: Field Data, 2016

Results in Table 4.17 showed that, 9.3% of respondents agreed, 18.9% were not sure, 58.9% disagreed and, 12.9% strongly disagreed that after a leader who had gone for professional trainings there was replacement of the gap left. The majority (71.8%) of respondents disagreed indicating that gaps left by leaders who had gone for professional trainings were not replaced. This was caused by lack of qualified leaders for the position and budget deficits as village authorities were not provided power to prepare budget and distribution of human resources. This affected social service delivery and sometimes acted as factor for leaders to fail attending trainings because laments and grievances increased over their offices.

4.8 Findings on Principle Characteristics of Social Services Offered

In completing Type and content of professional training offered in the ward, the researcher conducted a Focus Group Discussion forum at Runazi Centre, Kasharunga, Kimeya, Kyamorwa and Kamatoju to verify what village and sub-village chairpersons and public were lamenting about.

Also the researcher conducted observational survey to see environment in which social services were provided. Various youths, parents, students from Kasharunga secondary school, elders and former sub-village chairpersons presented critically and in contrasting way in different occasions. At the end, the following were identified as core characteristics:

(i) Isolative in nature

Social services were not provided equally across all the villages and sub-villages. To justify its reality the researcher formulated questionnaire on whether there were some

elements of isolation and privileges based on village/sub-village location and political ideology and 52 respondents were asked on it as presented in Table 4.18 and Table 4.19.

Table 4.18: Findings on Whether Social Services were Provided Based on Political Ideology

		Frequency	Percent
Valid	Disagree	16	30.8
	Not sure	5	9.6
	Agree	12	23.1
	Strongly agree	19	36.5
	Total	52	100.0

Source: Field Data 2016

The findings in Table 4.18 showed that, 30.8% disagreed, 9.6% were not sure, 23.1% agreed and 36.5% strongly agreed. Therefore, majority 59.6% agreed that Social services were provided based on political ideology. During interview with Councilor and some Sub-village who were considered political figures representing their political parties, said that some villages were privileged just because they represented certain political parties. On interview with Councilor who was on opposition party said:

“we are at the stage of hostility in service provision, often during district congresses on distribution of social services, some leaders hesitate when comes the councils under opposition party”. He added saying that, it was seen not leaders’ will to isolate but influences of our political leaders.

During interview with youths at Runazi Center, one of the youth noted saying that:

“after general election, we as youth of our party went to congratulate victorious Member of the parliament but we ended disregarded”. Another youth became curious when quoted saying “our Member of Parliament chased away not only youths from Kasharunga whom went

to congratulate but also other from neighboring wards since these wards were seen to be dominated by opposition political parties hence she warned us of what she called “Olwangorogo” (hypocrisy) and promised to help villages that enabled her to be representative of the constituency as Member of Parliament.

This statement was very surprising and researcher justified it from interview with WEO who said that:

“I am not sure if that was true statement from our representative but I heard from the majority of the people lamenting on it”.

However, WEO said in Swahili saying *“lisemwalolipokamahalipolaja”* (What is being talked about is here, and if it’s not it's coming around behind) we will see if happen. In indirectly way of explaining social service distribution, WEO said:

“my ward is led by Councilor from opposition party hence we experience little support compared with other but our Councilor has influential power of attracting district leaders”.

This showed that, there was inequality in provision of social service and that to any public leader whose functions/duties were not connected to political functions were not ready to reveal this gap. Hence, this concludes that politics influenced largely provision of social service than leadership professions and public leaders were afraid of political leaders in service delivery.

Table 4.19: Findings on whether Social Services Provided were Based on Village/Sub Village Location

		Frequency	Percent
Valid	Disagree	8	15.4
	Not sure	3	5.8
	Agree	32	61.5
	Strongly agree	9	17.3
	Total	52	100.0

Source: Field Data 2016

The findings in Table 4.19 showed that, 15.4% disagreed, 5.8% were not sure, 61.5% agreed and 17.3% strongly agreed. Therefore, majority 78.8% agreed that, Social services were provided based on area Location. During interview with some sub-village, it seemed villages like Kasharunga, Runazi and Kyamyorwa and Lyamabumbesocial services were to some extent good and their implementations were given emphasize due to their good geographical location (around urban Centers where). Villages of Kiteme, and NkomeroKamatoju and their sub-villages accessed some services irregularly, were poorly emphasized, implemented and their effectiveness depended on immediate problem that erupted. On other side, cadres like Sub-Village and village chairpersons had no opportunities for long-term trainings since were considered political figures representing their political parties than being public leaders.

As noted from interview and FGD in some area social services were emphasized when the problem arose, this affected level, durability and their stability in serving people. In marginal village and sub-villages some services took place to solve a particular problem that had occurred not to provide/solve long term plans of the particular village. Sometimes were provided associated with strong pressure, unplanned directives to stabilize the issues hence affected its effectiveness and resulted in short-term-survival.

(i) Social services were not integrated into real peoples' life systems

Social service delivery in KasharungaWard speaks louder in official documents than in real practice. Means of formulating mechanisms of delivering service differed with implementation strategy. This was because, they were not incorporated into

Administrative almanac of Ward hence wherever a problem arose implementation became critical or if there were official visits from central government of district council their delivering changes.

(ii) They were so exhausted

Most of infrastructures were in worst conditions. In schools, classrooms were fuddling and dirty. Environment was not attractive on the people's eyes. During the visit looking for conducting interview and distribution of questionnaires researcher observed infrastructures used in providing social services, some were extremely obsolete, dirty and some were faddy.

For example, during interview with village and Sub-villages in all villages, they all agreed that their areas had no water supply while in some sub-villages even water infrastructures (water tanks, taps) were not set. All villages used unsafe water from streams and tributaries and distributaries. At Runazi and Kyamorwa where population was high, a twenty liters' container was bought at five hundred shillings (500/=). The functioning of these infrastructures was when high official planed for visits and during the campaigns. On old man said: "*Our children had never tested water from the tape*" while one old woman said, "*water from the tape was not sweet*". This showed that, the government must increase its commitment in maintain their water streams and water sources. Also, showed the extent to which absence of these services made people experience difficulties to the point of seeing them as normal.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the study findings, conclusions and recommendations as were conducted from Kasharunga Ward and provided conclusions and recommendations in relation to the findings. Finally, suggestions for further research were made as an extension to the findings revealed in this study.

5.2 Conclusion

The principal purpose of this study was to investigate how Leadership Development affected delivery of Social Services in Ward Councils. Specifically, the study intended to examine factors that affected Leadership Development in Kasharunga ward, to identify characteristics of social services in education. Also assess public views on the linkage between Leadership development and the quality of social services offered. The conclusions are drawn for each research objective under sections 5.2.1, 5.2.2 and 5.2.3 for research question one, two and three, respectively.

5.2.1 Factors that Affected Leadership Development in Kasharunga Ward

The study identified that, Kasharunga was a marginal Ward and had many factors that affected Leadership Development, some were unique. Despite the fact that, leadership development was decreasing, the study concluded that, its demand in contemporary leadership environments were higher and, was seen as a crucial machinery in provision of public service, it was a cornerstone in upbringing leaders into leadership contemporary frameworks and leadership functioning.

The findings showed that, the majority 68.7% agreed that currently the speed of leadership development was decreasing and only 10.4% agreed that it was increasing as revealed by findings in Table 4.6. The following factors were identified:

Lack of clear policy and poor understanding of policy for Leadership Development trainings, the results as shown in Table 4.6 showed that, the majority 64.6% disagreed on presence of the policy for Leadership Development training. The researcher on justifying this conducted interview with VEOs and WEO, Councilor, and Ward Educational Coordinator to understand what document did office use to help leader perse their professional training. They all agreed that policy was available.

The study concluded that, understanding and functioning of a policy was somewhat difficult because of the nature and type of leaders who form the base of Leadership in Ward Councils. Also language of the policy was a problem written in English and in Legal language. The majority of the stakeholders did not understand its implication benefited little from the policy because Policy was not distributed to stakeholders to understand it and understand their right in undertaking professional trainings. In addition, the policy was not communicated to stakeholders while others were unwilling to demand or read it even if it was available or provided.

Therefore, Leadership development needed strong policy especially in rural councils to provide an opportunity and balanced mechanisms upon which every leader in need to develop his/her career got chance and the skills and knowledge gained was used appropriately. Also the policy needed to be decentralized for best communication of its objectives and institutional frameworks. Lufunyo (2015) insisted that, in order for

Local Government Authority to effectively and efficiently implement its core functions (service delivery), there was a crucial need to continuously improve the current workforce by promoting its qualifications and professional portfolios for improving job performance.

Poor encouragement for professional trainings, the study found that, trainings were given little efforts as indicated by majority 58.3% of respondents who disagreed that Ward authority insisted for leaders' professional trainings against 31.1% who agreed. The study found that, responsible department was ineffective to support and encourage leaders to attend professional trainings. Interview and FGD of 3rd March and 10th March 2016 from various sub-villages provided strong laments to responsible department. Results in Table 4.6 showed that, majority, 81.3% agreed that ineffectiveness of responsible department affected leaders to develop their leadership careers.

Despite the poor encouragement, local leaders were seen victims of laments from the higher officials in case leadership functions went wrongly. The study found that high officials supported poorly fearing that would raise leadership opposition, this was a reason as to why Lower cadres seemed reluctant indicated by only 6.2% in developing their leadership careers while 79.2% of the Higher cadres were in frontline to develop their leadership careers. These findings were supported by Mitchell (2005) that, lower leaders if made aware of things in leadership environment, they would start questioning to understand what was going on, how and why things happened the way they happened.

The study therefore on this aspect concluded that, Ward councils Authorities needed to change trend in leadership functions, accept challenges as means of increasing leadership commitment in serving the people. It should be noted that, not merely local leaders to be victims of laments in case leadership functions went wrong but environments of leadership activities while considering skills or knowledge if there was a need to upgrade to accomplish certain leadership role.

Poor trainings' ineffective and inequality, the study found that, there were inequalities in professional trainings as indicated by majority 83.4% who disagreed that, Training programmes were effective to all cadres. Also, trainings were not effective while Sub village/villages where a leader came from, was used as criteria for providing an opportunity for training. This was presented as a strong reason as to why Ward authority did not insist leaders to go for professional trainings.

Leaders 'unwillingness (Leaders' and organizational behavior), it was found that, most leaders had enough time working at Kasharunga. However, most of them were unwilling to develop their leadership careers as the findings in Table 4.6 showed that, majority 81.3% agreed that many Leaders were unwilling to develop their careers. During interview no one was ready to accept that he/she was unwilling on his position but squeezed this to others. This finding was supported by Manfred and Cheak (2014) that personality development of leaders, complex behaviors were motivational drives and behavioral patterns of leaders, as to why they did what they did in leadership environment. Also was supported by Leaders' behavior in line with organizational behavior where majority 79.2% indicated that Leaders' and organizational behavior affected Leadership Development.

Location of an area (distance) and environments, it was found that, location of village or sub-village was hindrance to some leaders to undertake trainings. The findings in Table 4.6 indicated that, majority (91.6%) of respondents agreed on distance to affect leaders from going for professional trainings. This problem was experienced mostly by Rwenzige, Nkomero, Kiteme Kati, Ntungamo, Maizigera, Kyamato, Ubale, Kakindo and Kyaruhangara. It affected in two ways: First, distance increased costs of the trainings because were located in the interior where public transport was an issue forcing them to use bicycle or Sekido (Bodaboda) transport while others were required to travel several hours on feet to reach the roads to access public transport.

Secondly, the location affected leaders' status in sense that, leaders from some sub villages, such as Kyaruhangara, Kyamate were less regarded in case they presented their demands to pursue their trainings. This discouraged them to attend seminars and other training schedules and forced the VEOs and WEO establish special visits for training these leaders in their areas. This problem had been common between urban centered areas and rural one that created inferiority complex in rural leaders especially in marginal ward like Kasharunga.

Level of education, the study findings in Table 4.6 indicated that, majority 72.9% agreed that level of education influenced leaders, as it appeared in interview and FGDs. The study looked into two levels including Leaders with low and high level of education. Leaders with low level were highly recognized in the ward by the public. This recognition made them to be reluctant to go for professional trainings, the findings on whether lower cadres were leading in developing their leadership

careers showed majority (91.6%) disagreed. However, in case of administrative activities they were less considered making them accept the position just as a prestige not as leadership function hence took less concern on professional trainings. On other side they hesitated fearing of being terminated, suspended if they would have left their position and office to attend long term training because their levels of education did not offer them wide chance of employment.

On Leaders with high level of education, these showed positive responses for professional training as findings in Table 4.6 about whether higher cadres were leading in developing their leadership careers, majority 79.2% agreed. Other factors, included functions and duties that in Table 4.6 showed majority 75.0% agreed on functions and duties to affect leaders to develop their careers. Also new government programmes were seen as factor that increased the demand for more training for leaders to handle.

The finding on whether new government programmes have increased force for leaders to develop their careers, results showed majority 81.3% agreed. On gender issue Table 4.6 showed finding that, majority 77.1% agreed on gender to prevent some officials from going for professional trainings. It was discovered that married couples were more reluctant to develop their career than unmarried as revealed and presented in Table 4.6.

5.2.2 Characteristics of Social Services in Education

Environments social services were provided had variations in their functioning as follows:

Isolative in nature, the study found that, social services were provided unequally based on offices' or leaders' self-interests. Approaches of “who-you-know” and “who-are-you” were leading as indication of service privileges. However, the study identified two types of social services isolation, these include:

Firstly, Location based Isolation where social services were provided unequally in across villages and sub-villages. Location of village/sub-village, and leadership relationship, and rate of professional trainings were considered for this variation. The Villages located interior accessed services irregularly while provisions of social service were poorly emphasized, implemented and their effectiveness depended on immediate problem that erupted. Also in these areas, service delivery was just to solve an immediate problem not to provide/solve long term plans of the particular village. If happened were provided on immediate case, were delivered associated with strong pressure, unplanned directives to stabilize the issues hence affected its effectiveness and resulted in short-term-survival.

Secondly, Isolation based on Political Ideology, during interview with Councilor and some Sub-village who were considered political figures representing their political parties, said that some villages were privileged just because they represented certain political party.

On interview with Councilor who was from an opposition party said:

“we are at the stage of hostility in service provision, during district congress on distribution of social services, some leaders hesitate when it happens the councils is under opposition party”. He added that it is seen not leaders' will to isolate but influences comes from the Members of Parliament.”

Social services were not integrated into real peoples' life systems but remained in official documents than in real practice on the ground as defensive mechanism to align with auditing external auditing. Others were not incorporated into Administrative almanac of Ward. In most cases the study found that, means of formulating means of delivering service differed with implementation strategy. Also social services were so exhausted because most of infrastructures were in worst conditions. In schools, classrooms were fuddling and dirty. Environment was not attractive on the people's eyes. During interview with village and Sub-villages in all villages, they all agreed that their areas had no water supply while in some sub-villages even water infrastructures (water tanks, taps) were not set. The study found that, functioning of these infrastructures was when high official planned for visits and during the campaigns.

5.2.3 Public Views on the Linkage between Leadership Development and the Quality of Social Service Offered

Findings showed that, Leadership Development and Social Service Delivery in Kasharunga Ward were related. FGD provided an understanding of this connection and found differences between public services under newly updated or graduated leaders and old ones. Through systems of school leadership and school performance differences were including the use of non-qualified school committee in School leadership (school committee) issues of underperformances.

The study found that, current ways of delivering services required updated skills, and knowledge to align with their implementations. Table 4.6 Showed that, majority 81.3% agreed that new government programmes had increased force for leaders to

develop their careers since most of them were more mechanized into computer systems.

The study also found that, the issue of leadership development was not clear to most of local government leaders because the results Table 4.9 showed that, 50.0% of Respondents agreed that new upgraded Leaders performed well in their leadership and 30.6% disagreed while 19.6% were not sure.

5.3 Recommendation for Action

Basing on findings and study objective, the study suggested the following ways of curbing the challenges that face Leadership Development in Local Authorities generally and in ward councils in particular.

5.3.1 Policy Recommendation

Therefore, Leadership development needs strong policy that provides an opportunity and balanced mechanisms upon which every leader in need to develop his/her career gets chance and the skills and knowledge gained are used appropriately. Lufunyo (2015 p. 357-360) proposed that in order for Local Government Authority to effectively and efficiently implement its core functions (service delivery), there was a crucial need to continuously improve the current workforce by promoting its qualifications and professional portfolios for improving job performance.

Local government authorities needed new integrated approach to handle this as means to retain, and increase leadership function into contemporary environment of leadership completion. The demand to review policies related was so high, and

educating stakeholders needed new mechanisms. However, the following were suggested as best solutions considering findings of the study:

Policies related to Leadership Development needed an integrated policy objective based on both push-factor objectives and pull factor policy so as to be in a position to settle long-term related challenges (push-factor) and be able to set-out the long term plan for continuing mechanisms of developing leaders' careers (pull factor).

Firstly, the policy need to define, all stake holders especially in Local Governments and this should be the basic area of focus, each stakeholder should be defined completely in terms of his/her part/role/position or how is going to benefit with the policy or how the policy would affect his career development.

Secondly, Policy equitability should be looked in a critical eye in regard to training accessibility on marginal local government authorities and on forgotten lower leaders as Village and sub-village chairpersons. It should change language of policies from complex into simple language, change from English to Swahili.

Thirdly, Policy for Leadership Development training must be available to all stakeholders so as to understand and read it to be in position to raise their concerns as their right in undertaking professional trainings. This should go hand in hand with provision of policy Education as means of increasing stakeholders' willing to undertake profession training.

Lastly, the demand for decentralizing of the policy implementation in Ward Councils is needed for communicating their objectives and institutional frameworks,

simplifications of their complexities to help in understand and take action upon their functioning. The study showed VEOs and WEO, Councilor, and Ward Educational Coordinator, and head teachers insisted that the policies for development of leadership careers were available but no one had any copy in his/her office.

5.3.2 Recommendation on Administrative Structure/Framework

Currently, rural authorities comprise district councils with township council and village council authorities. In marginal/bordering rural village this structure has been a challenge. Local governments in marginal wards/districts are challenged by administrative geography. This study identified great differences between normal village councils with village councils bordering/neighbouring countries. Since Local Government i.e. District Authorities and Urban Authorities have power to make by-laws but Vitongoji and Ward Development Committees have no power to make by-laws or pass annual budgets and tax in their areas of jurisdiction. This condition mostly affects Vitongoji and Ward Development Committees in marginal regions. Experiences from Kasharunga showed some areas did not regularly experience the support from District Authorities in terms of security or by-laws since it would even an year without district officials going over these areas in spite of problems that always arise. These areas sometimes are led by non-Tanzanians especially in cadre of Sub-Village/Village Chairpersons.

Therefore, the government should see the need of further sub-diving village council authorities into bordering and non-bordering village council authorities so as the bordering village councils may be given concern on administrative structure, kind of leaders going to lead these areas since comprise of people of different language and

culture that face leaders in communication and life style, also contact with village authorities of neighbouring countries that sometimes have power to make by-laws while ours have not hence results in leadership contractions. Despite the fact that, borders are known but integration is non-limited in disadvantage economic areas where the government is not giving critical eye hence governing them differ from non-bordering Village Council Authorities. In bordering regions large of population is in rural areas (local government authority) according to NBS (2012) large population is found in rural marked by 2,231,033 from rural areas against 226,990 in urban area.

5.3.3 Recommendation on Re-Demarcating the Ward Councils

Village Council Authorities in rural areas are huge compared to township council in spite of their population size. Their geography was complicated as being remoter hence administrative smoothness was a challenge. The case of Kasharunga ward covers an area of 267.47 km² compared to other wards in the district. According to Twaweza (2012) the village shall consist of not more than five Vitongoji consisting of such number of households but this was different in Kasharunga ward because village like Kiteme has six (6) Vitongoji including Rwenzige, Nkomero, Kiteme Kati, Ntungamo, Maizigera and Kyamato. This brings challenges on leadership activities.

Also, these wards because of population growth, fast growing of settlements, and increased speed of taking electricity in rural areas, some Ward Councils were changing into small urban authority. Kasharunga has grown into it but the problem was how to locate headquarter of these authorities. In Kasharunga ward Kyamyorwa is small urban authority that people lamented on its allocation hence affect development of the ward. It showed Runazi being at the center of the ward, had lots of

potentials as geographically privileged, grown naturally without depending much on migration compared to Kyamyorwa, and it was joint center of main road from Bukoba to Dar es Salaam, it was also within 3/4km from head office of the Ward while Kyamyorwa was the headquarter of small urban authority whose geography was critical. Influences of this location seemed to affect security of large population since police station was located there while large numbers of people were in villages far from Kyamyorwasuch as Lyamabumbe, Kiteme, Kamatoju, and some sub-villages of Kasharunga. Also, this affected people in searching for services hence the study suggested that, the government must reuse qualified urban planners, but also should involve people as main stakeholders, their voices must be a guide than personal interests because were the people affected during process of getting services and not a planners. Therefore, in Kasharungaward, Kyamyorwaas the location of small urban authority should be shifted to Runazi.

5.3.4 Recommendation on Leadership Development

As findings showed leadership development had crucial contributions in provision of social services, it is therefore the responsibility of local government particularly ward councils to develop new upgrading mechanism that will encourage both in-office and up-coming manpower to develop spirit that will build feelings and tendencies of being ready to continuously develop their leadership careers.

Most of leaders in ward councils were discouraged and did not volunteer themselves to attend seminars and other training schedules hence VEOs and WEO introduced special visits for training these leaders in their areas. This should be taken as one of crucial strategy that would help in marginal areas of administration. Also should be

improved and be given an emphasis as model in serving marginal areas with cosmopolitan population.

Also, local governments especially districts councils should avoid politics in resource distribution, giving chances for trainings and their accessibility while providing wider scope to cover every angle where various cadres are affected. This would also make lower cadres fill as important figures in addressing public interest than fill inferior and be seen as bland-leaders of the higher cadres.

5.3.5 Recommendation on Making Village and Sub-Village to be Administrative and Public Leadership Figures

The study found that, village and sub-village chairpersons were political figures but functioning as government employed public leaders. These were seen mostly important leaders who generally formed bases of leadership fundamentals not only at the grass root level, but also, to central government. Their functions were direct linkage to where the government passed its policy and implemented various programmes.

Therefore, the study suggests that, these leaders need to be public figure and means of getting their positions should be changed by directly employing them as VEOs and WEO. This would end what was identified as major cause of Isolation based on Political Ideology, where by village and sub-village chairpersons were considered political figures representing their political parties, hence privileges were regarded since represented certain political party.

5.4 Recommendation for Further Research

This study focused on effects of leadership development on social service delivery in ward councils and its findings reflected KasharungaWard as area of the study, though may be reflective of other wards with the same problem, although cannot be generalized or claimed to be merely conclusive.

Given the roles of leadership development on social service delivery in almost every sector and every level in current globalized world, the revealed effects give an insight to a reasonable way to conduct another study. Therefore, this study recommends that, another study should extend coverage area from Ward to other level of local governments such as district level using similar topic, expanding research design.

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APPENDICES

Appendix I: Covering Letter and Questionnaire

I am a student of the Open University of Tanzania undertaking Masters of Arts in Governance and Leadership carrying out a research on Impacts of Leadership Development on Social Service Delivery in Kasharunga Ward. Please I request you to spend few minutes in answering questions below. The information you give will contribute to the understanding of the problems and will help to suggest concrete strategies hence at the end will influence the authorities responsible to deal with the problem in systematic manner.

However your answers are quite crucial in the study, analysis, and conclusions. Your information will be treated strictly confidential unless otherwise in accordance with the nature of your information and your response on the display of the information you give, so please feel free to answer the questions openly.

Thank you

MARCO, JONATHAN

Personal Information

1. Age of the respondent: a) 18-30 b) 31- 40 c) 41-50 d) 51+ []
 2. Sex of the respondent a) Female b) Male []
 3. Marital status a) Single b) Married c) Divorced/separated []
 5. Level of education a) No level b) Primary c) Secondary d) Further []
- Education.

Our office has short term course for professional trainings					
Our office has long term course for professional trainings					
Gender issue prevents some officials from going for professional trainings					
Leaders are born					
Leaders are made					

Part three: Interview for public officials

1. How long have you worked in this position/office
2. What categories of Leadership professional Development trainings are in place...
3. What are the principle characteristics of these Leadership professional Development trainings?
4. Have you gone for short course professional trainings recently?.....
 - i. If no why?
5. Have you gone for long course professional trainings recently?.....
 - i. If no why?
6. How does leadership position and functions hinder leaders to go for professional training?
7. What factors motivate leaders from updating their Leadership careers?.....
8. What factors demotivate leaders from updating their leadership careers?.....
9. Do officials in Kasharunga Ward accept new skills and techniques leaders apply when they come from professional trainings? Yes (.....), No. (.....)

If no why?.....
10. How many officials have gone for leadership professional trainings for past two years?....

11. How do you cover the gap left by those leaders who attend leadership professional trainings?.....
12. In which ways is Leadership Development likely to strengthen social service delivery?
13. In what ways, does the organization promote employees knowledge sharing to enhance effective services delivery?.....
14. What initiatives are in place to solve the problem of poor social service delivery?.....
15. How can the challenges to Leadership Development be addressed?.....

Appendix III: Questionnaire and Interview Schedule for Public

Part three: Abilities of leaders in Ward Council to handle social services delivery to people

Please tick appropriate alternative: Strongly agree-5, Agree-4, Not sure-3, Disagree-2, strongly disagree-1

QUESTIONS	1	2	3	4	5
Failure of local officials (local leaders) to update contribute to poor service delivery					
Current government programmes and service need high qualified leaders					
Overlapping of duties among some of leaders affects the development of public service delivery					
Professional trainings promote effective social service delivery					
there is an increase of effectiveness and efficiency in service delivery after leaders have gone for professional trainings					
people benefit from leaders after coming from professional trainings					
social service provided are satisfactory to people					
After a leader has gone for professional trainings there is replacement of the gap left					

Part two: Interview

1. In your own opinions what are the principle characteristics of social services offered in ward councils
2. Are you satisfied with social services offered in ward councils? Yes (.....),
No. (.....)
3. If the answer of (14) above is no why are you not satisfied?
Do you think leaders apply new skills and techniques in service delivery after coming from professional trainings? Yes (.....), No. (.....)

If yes, what are these new skills and techniques?

If no why leaders do not apply new skills and techniques?

Do you think leaders going for professional trainings, increase effectiveness in social service delivery?.....

Thank you for your Cooperation and Positive Response