EFFECTIVENESS OF HEADTEACHERS IN MONITORING TEACHING AND LEARNING IN PUBLIC PRIMARY SCHOOLS IN MPANDA DISTRICT COUNCIL

JOSEPH VICENT KALYALYA

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CERTIFICATION

The undersigned certifies that has read and hereby recommends for acceptance by the Open University of Tanzania the dissertation entitled *"Effectiveness of Head Teacher in Monitoring Teaching and Learning in Public Primary School in Mpanda District Council, Katavi Region, Tanzania*" in partial fulfillment of the requirement for Master of Education Administration planning and policy studies (MEDAPPS).

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Dr. Newton Kyando

Supervisor

…………………………

Date

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DECLARATION

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

…………………….………….

Signature

………………………….

Date

DEDICATION

Dedication to my dear beloved wife Selina A. Dendekanya, beloved children, Angelina, Debora, and Denis beloved father late Vicent Kalyalya and beloved mother late Everada Mwanakatwe.

ACKNOWLEDGEMENTS

ABSTRACT

The study aimed to assess the effectiveness of head teacher in monitoring teaching and learning in public primary schools in Mpanda District. Specific objectives to this study were; to assess perception of the stakeholders on the head teacher's position at school level, to examine the extent to which head teachers may be engaged in improving teaching process to analyze how HTs are able to monitor pupils learning process in a school, to explore the recent trends and the changing roles of the HTs in a school settings. A case study and descriptive survey design were a total sample of 77 participants including HTs, teachers, education officers, ward education coordinators, ward executive officers, school committee/ parents and pupils at primary school were consulted. The primary data was collected using structured questionnaires for head teachers, teachers, and school committee/parents while Interview was used for Education officers, Ward Executive Officers, Ward Education Coordinators and Village/ Street Executive Officers and finally, focused group discussion for primary pupils. Consequently, both qualitative and quantitative data were collected. The study revealed that most head teachers were not fully conversant with head teachers roles and responsibilities. They were not well equipped with theories and principles of leadership. The researcher concluded that soon after head teacher appointment should have leadership seminars for capacity building to make them effective in leading particularly in teaching and learning process hence efficiency schools could be determined.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS   Acquired Immune Deficiency Syndrome

EO   Education Officers

HIV   Human Immune deficiency Virus

HTs   Head Teachers

DED   District Executive Director

DEO   District Education Officer

JMT   Jamhuri ya Muungano wa Tanzania

MMD   Mpanda Municipal Council

MOEC   Ministry of education and culture

MOEVT   Ministry of education and vocational training

NGO   Non Governmental Organisation

PSLE   Primary School Leaving Examination

SPSS   Statistical Package for Social Sciences

UNDP   United Nations Development Program

UNESCO   United Nations Educational Scientific and Cultural Organization

VEO   Village Executive Officer

WEC   Ward Education Coordinator

WEO   Ward Executive Officers

WEC   Ward Education Coordinator

CHAPTER ONE

1.0 INTRODUCTION

1.1 Introduction

The study was to access the effectiveness of Head teachers in monitoring teaching and learning in public primary schools. The chapter aimed at describing the introduction and the background of the problem, statement of the problem, research objectives both general and specific objectives research questions, significance of the study, scope of the study, limitations of the study, definition of the key terms and the organization of the chapter.

1.2 Background to the Problem

In contemporary context, Dubrin (2016) defines leadership as the ability to inspire confidence and support among followers who are expected to achieve organizational goals. The Head teacher (as a leader in his or her organization) is the most senior teacher and leader of a school responsible for the education of all pupils, management of staff, and for school policy making. Head teachers are ultimately responsible for the smooth running of a school, the academic achievement of its pupils and the management of its staff. Although they are usually teachers with many years experience, the emphasis of their role is to provide educational vision and direction rather than teaching in the classrooms. Head teachers lead, motivate and manage staff by delegating responsibility, setting expectations and targets and evaluating staff performance against them. It is a job which requires a strong presence around a school and in some cases the local community. Some head teachers still retain some teaching responsibility other than in very small schools; most of their duties are managerial and pastoral. In Australia, the head teacher is sometimes in charge of one (in the case of major subjects) or multiple (often in smaller schools) specific departments such as English, History, Mathematics, Science, Writing, Technology, etc but

maintains full teaching duties and status. The thirty years of research into school performance ("school effectiveness") and into factors that improve it ("school improvement") principally conducted in the developed English-speaking countries, have established that the quality of head teachers is the chief factor in school performance (UNESCO,2009). Although their action is decisive, their influence is wielded indirectly. Of the various factors that make up what is conventionally called the school effect," those with most weight derive from tasks commonly done by head teachers and management teams. Head teachers motivate and lead their teaching staff, evaluate their performance and set goals and expectations.

Based on their extensive experience as teachers, they provide vision and leadership to a school and are ultimately responsible for keeping the school running smoothly. The presence of a good head teacher or principal often provides training to their staff. In addition, they often serve as the spokesperson for their school to parents and the community at large. They also often have some oversight over curriculum choices. It has noted in various studies that effective head teachers improve students' performance at their school and ineffective head teachers have the opposite result. (MOEVT,2013).

In Sub-Saharan Africa Nhleko's(1999) study in South Africa found that pupils learn better when there is a fair interaction between their parents and schools. In this sense this interaction will lead also the pupils to interact with their teachers, themselves and hence teaching and learning materials in their studies. Similarly; in Tanzania TIE (2005) through the Education Sector Development Program (ESDP) has put it clearly that school managers shall be judged on the basis of school performance (in skills, attitude, and knowledge). The effective head teacher should be able to formulate overall aims and objectives for the

school and policies for their implementation, motivate, train and disciplining staff, ensuring the motivation of the pupils; ensuring infrastructure, financial management of the school, also ensuring the school is up-to-date with innovations of teaching practices to new technologies. Again Education and Training Policy (ETP) of 1995 stipulates that primary school leaders should posses a certificate in education and be formally trained in school management and administration (URT,1995); but the Education and Training Policy (ETP of 2014) stipulates that primary Education leaders should posses at least diploma in education or first degree in education. This implies that the head teacher posses this level of education can fulfil well his/ her roles and responsibilities particularly provision of education.

Then ministry of Education and Vocational Training (MOEVT) stipulates the roles in monitoring school teaching and learning activities. These roles include monitoring curriculum implementation, enforcing the school academic timetable, supervision the preparation and review of teaching and learning documents and ensuring proper pupil's efforts to implement the Primary Education Development Plan (PEDP) phase I (2001-2006) and phase II (2007-20011) which focused on qualitative and quantitative improvement of primary school education sector, the performance had not improved enough as required (URT,2006)

1.3 Statement of the Problem

Despite the polices of Tanzania of different periods in education sector, being provision of quality education, roles and responsibilities of head teachers have changed from supervising teaching and learning process to many activities such as supervising and monitoring teaching and learning process, construction of classrooms and other

infrastructure, monitoring finance, coordinate school committee meetings and purchasing different items such as teaching and learning materials and construction items.(URT, 2001). The head teacher is now seen to have many roles and responsibilities compared to the past. These activities make the head teacher to work a lot to supervision area rather than teaching. That is despite the provisional of seminars and workshops held by different partners like private sectors, Non Governmental Organization (NGO's) and nation education agency (ADEM) on how the head teacher should manage school still the work lord of the head teacher seems to be of high weight. Therefore these multiple roles and responsibilities of the head teacher of supervising teaching and learning process and those out of academic issues in most cases affect school performance academically specifically Primary School Leaving Examination (PSLE) results. The table 1.1 of PSLE results from 2012-2015 in Katavi region indicates that there is under performance in Mpanda District Council compared to other councils found in this region.

Table 1.1 Standard Seven Results for PSLE-2012-2015 in Katavi Region

District Council	Performance						
	2012 (%)	2013 (%)	Growth (%)	2014 (%)	Growth (%)	2015 growth (%)	(%)
Mpanda Municipal	31	62.87	31.87	89.74	26.87	97.89	8.15
Nsimbo D.C	-	47.98	-	50.02	2.04	82.81	32.79
Mlele D.C	-	47.95	-	62.74	14.79	80.48	17.74
Mpanda D.C	25	32.13	7.13	54.35	22.22	79.22	24.87

Source: Katavi Region Education Office (2016)

The study therefore aimed to access the effectiveness of the head teacher in monitoring teaching and learning hence achieves the intended school goals. This is because the efficiency school needs the strong head teacher who would be able to fulfill set objectives.

1.4 Objectives

1.4.1 General Objectives

The purpose of this study was to assess the effectiveness of Head teacher in monitoring Teaching/ and learning in relation to other councils performance in Katavi region since it had four councils.

1.4.2 Specific Objectives

The study was guided by the following specific objectives

i. To access perception of the stakeholders on the head teachers' position at school level.

ii. To examine the extent to which head teachers can engage in improving teaching Process.

iii. To analyze how head teachers are able to monitor pupils learning process in a school.

iv. To explore the recent trends and the changing roles of the head teachers in a school setting.

1.5 Research Questions

This study was guided by the following research questions;

i. How perceptions of the stakeholders determine head teachers performance?

ii. To what extent are head teachers engage positively in improving teaching process?

iii. To what sense are head teachers monitor pupils learning process in schools?

iv. How recent trends and the changing roles would lead to good climate of the school?

1.6 Significance of the Study

After accomplishing this study, it will be useful in different ways as follows:-

i. Help educational administrators especially head teachers to understand the impact of Effective monitoring teaching and learning in public primary schools and find the best ways of monitoring these schools so as to avoid the mass failures.

ii. It will help the policy makers, policy evaluators and policy implementers to differentiate the effective and ineffective monitored public primary schools towards Teaching and learning hence pupil's high performance.

iii. Will help the ministry of education and vocational training and the government at Large to plan and implement management administration of all head teachers at their Working place.

1.7 Delimitation o f the Study

The study was done in Mpanda District Council as the case of the study. The study was confined only to effectiveness of Head teacher in monitoring Teaching and Learning in public primary school and not any other aspect of education.

1.8 Limitations of the Study

➢ Delayed accessibility to some participants such as parents due to their farming activities, VEO and WEO and members of school committee due to their responsibilities. However this was solved by properly scheduling time for appointments to accommodate the availability.

➢ Time constraints during collecting data is another limitation to this study .The researcher was supposed to work first to his/her carrier then to the study area.

1.9 Organization of the Study

The final study presentation had been organized into five chapters. The first chapter had been presented by background to the problem, statement of the problem, purpose of the study significant of the study. The second chapter had discussed the literature review related to the study, including introduction. The third chapter had presented the methodology used/ employed in the study including the research design, area of study, targeted population sample and sampling techniques, methods of data collection and data analysis plan. The fourth chapter had presented with data analysis and discussion of research findings and the firth chapter had presented the summary, conclusion and recommendations.

1.10 Definition of the Key Terms

In providing the meanings of the key terms there are two kinds of definitions whereby conceptual definition dealt with providing academic concepts while functional definition states how the concepts applied in the particular study. Therefore the study used functional definitions as follows:-

Effectiveness denotes the degree of success, attainment of the predetermined good. In this study effectiveness indicates how goals should be achieved in a particular organization.

Head Teacher is the person overall in charge of a school, responsible for running institution. He/ She is referred to as a principal in many other countries. In this study, Head teacher had been used to represent other head teachers as overall leader of public school in Tanzania.

Leadership refers the use of power and influence to accomplish tasks of the organization or ability of the person to influence the people's behavior to accomplish the objectives

Program refers to instruction or teaching lessons that head teacher have received.

Management is involved in planning, organization, directing supervising, monitoring and evaluating the whole school development plan implementation. Appropriate leadership by the head teacher and effective management by the school committee and the head teacher will enhance the potential of creating a successful school.

Supervision refers to the act of overseeing the work of the school and providing Professional guidance to teachers. Supervision is a collaborative course of action where the supervisor works with the head of school, teachers and the committee/ board to improve pedagogical and administrative activities at school.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter is about review of literatures relevant to this study on effectiveness of head teachers in monitoring teaching and learning in public primary schools. Therefore the sections found in this chapter are theoretical framework, policies and how head teachers are effective.

2.2 Theoretical Framework

There are number of theories that explain the effective leaders likely to be. The most popular theories of leadership included trait theory which assumes that;" effective leaders are born". Situational theory assumes that "effective leaders are made".   Functional theory and contingency theory say, "There is no one way of leading the people". However, the study was guided by assumptions of situational theory.

2.2.1Situational Theory

This theory developed as a critique of trait theory. It is argued that effective leaders are made not born. The major argument of this theory is that situational or environment in which the organization is operating dictates leadership skills for the leaders to be successful (Babyegeya, (2002).

An effective leader in certain situation may not be necessarily being effective in other situations. The kind of people and the roles to   perform dictates the kind of leadership. Leadership skills required to lead paraprofessional may not suit professional. Again,

teachers working in urban and remote areas require different skills from those who are working in urban areas.

2.2.2 Transactional Leadership Theory known as Managerial leadership focuses on the role of supervision organization and group performance. Leaders who implement this style focus on specific tasks and use rewards and punishments to Motivate followers. Therefore, in order for the leaders to be effective are supposed to learn different Leadership skills for them to lead the organization effectively (Babyegeya, 2002). These theories guided the study in discussion and making conclusion of the study Community demands for more effective schools have placed a growing attention on the crucial roles of school leaders (Davis *et al,* 2005).

The literature suggests that, the school leadership strongly affect student learning. In this regard, head teachers' abilities are central to the task of building schools that promote a powerful teaching and learning for all pupils. Davis *et al,* (2005) pointed out that, there is a growing consensus that successful school leaders influence students' achievements by two ways, the support and development of effective teachers and implementation of effective organization processes. The applicability of these theories is that the administrators should make sure that they learn many principles on how to lead the followers. Having one way of leading people cannot lead to good achievability of the intended objectives.

2.3 Conceptualizing of Head Teacher

If an effective head teacher is to be the end result of such training; can it be argued? That a head teacher can ever be confidently defined? What a head teacher is or not has long been an issue in the literature. In 1998, Hugges was identifying the head teacher as the most senior management in school and as the leading professional. The change resulting from

recent governmental reforms, particularly in the area local government of schools, have increasingly turned the head teacher into the head and in some instance, into a chief executive. (Levacic,1995),

Therefore in any investigation into the role of the head teacher careful use of the Variety of job titles is required. For each carries its own conceptualization and managerial professional implications, both in terms of addressing expectations and the wider concerns of particular constituencies such as parents and diocesan boards.

Independent variables   **Dependent variables**

Effectiveness of head teacher → | Monitoring of T/L |

Parents' meetings

Teachers' staff meetings →

| Government policies

Political interference |

Moderating variables
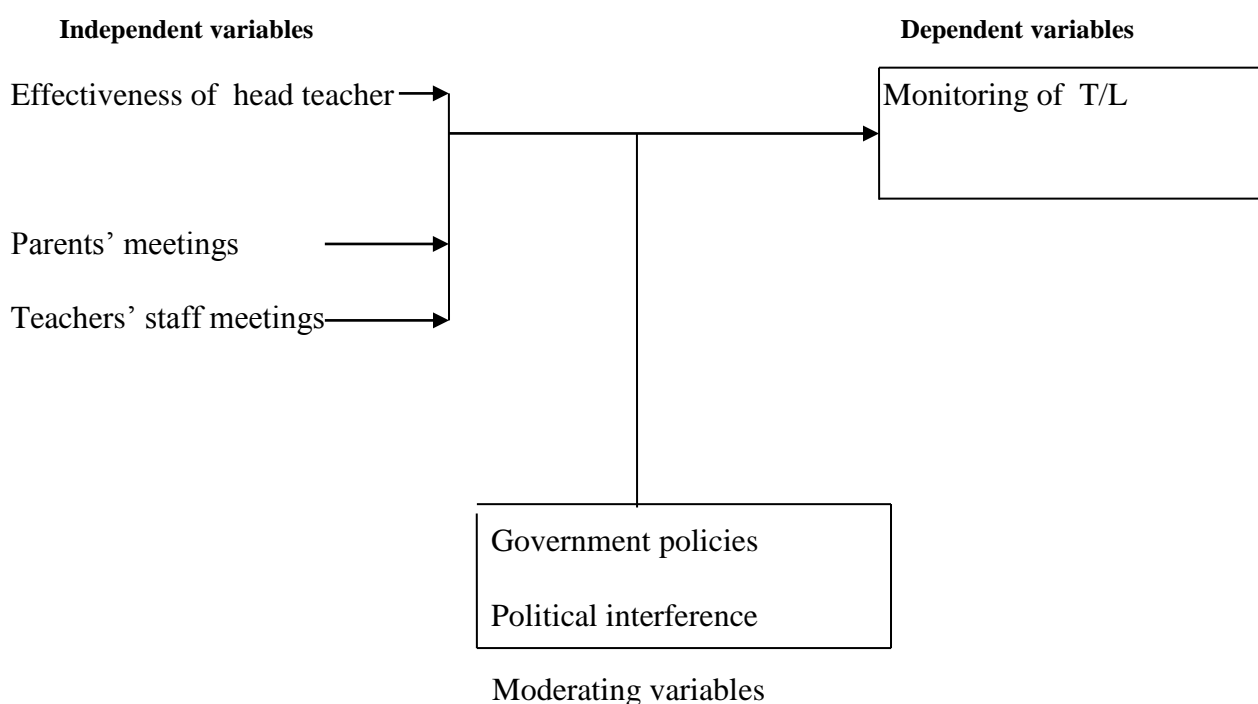
Figure 2.1 Conceptual Framework

Source: Adapted from Mwamuye. *et al* (2012)

This combination influenced by the combination of Head teacher, Parents, and Teachers. If every individual carries his or her own responsibilities it is obviously high Performance will be attained.

2.4 Characteristics of an Effective Head Teacher

An effective head teacher is required to see that the school becomes the centre for its own improvement (MOEC, 1993),. Thus, the school head teacher has to be not only an administrative and policy regulator, but also to:- Become a leader who is able to listen and judge issues, practices good governance for example respect for human rights. Be committed to curriculum implementation; Promote team work so as to be capable of mobilizing different school level Supervision actors, Discharge duties with integrity;\Implement the school vision; Perform duties diligently and in a disciplined manner; Pursue excellence in service; Participate actively in introducing changes and innovations in the school; Accept responsibility for what goes on in the school; Be able to give quick and correct decisions; Be able accountable and bring about positive changes.

2.5 Responsibilities of Head Teacher

The responsibilities of the head teacher include:- Supervising availability and proper utilization of inputs which include buildings, teachers, learning, syllabuses, funds, books and other teaching and learning materials; Supervising curriculum implementation in:-

(a) Preparation and use of academic documents which include scheme of work, Lesson plans, subject log books,

(b) Classroom instruction which include syllabus interpretation, management, selection of teaching techniques, selection. Designing and use of teaching and learning materials, and lesson delivery assessments. Supervising management issues which include financial and human Resources, learner and teacher relations, school community relations and maintenance of discipline; Ensuring that crosscutting issues like environmental education, gender Issues, HIV/AIDS, human rights,

teenage pregnancies, population education and corruption are part of the teaching and learning activities;Supervising and maintaining output and outcomes in terms of access, improved retention, equity, knowledge, skills and attitudes; To encourage and promote staff development; Appraise teachers and self evaluation; Know the boundaries and guard them legally.

2.6 Key Roles/ Responsibilities of Headteacher

The management of primary education requires a well planned and coordinated implementation of various strategies. There are many different actors are involved acting at different levels (example school, village, ward, district, region, national and International) and with different sets of rights, roles and responsibilities, Understanding these different roles and responsibilities is crucial when planning advocacy and holding the different actors to account. Therefore the key roles/ responsibilities of head teacher; ensures overall management of the school in line with national policy guidelines to address issues of enrollment, quality and resource management;

- To oversee the day to day affairs of the school including attendance
- To ensure a conducive learning environment by guiding pupils with problems and helping restore order in the classroom;
- To undertake consultations with the "class teacher" in cases were pupils face difficulties or require support.
- To coordinate the cleanness and neatness of the classroom and its Surroundings.
- To represent the views and interests of their fellow classmates in the pupil's Council or school " Baraza"

Apart from the above roles/ responsibilities of the head teacher, there is a certain say which clarifies that "a school is a head teacher". This means that the head teacher is the core

functional person in order to make a school as an effective organization. In this matter the head teacher plays a great roles which show the head teacher as a planner, supervisor and implementer, facilitator, main speaker of the school, coordinator, motivator, delegator, inspector of his /her school, executive, a person who makes changes, chairperson of the school meetings, a representative of the school to other or ganizations out of school; and decision-maker.

2.7 School Supervision

School supervision refers to the act of overseeing the work of the school, and providing professional guidance and advice to teachers (MOEVT, 2009). Supervision is a collaborative course of action where the supervisor works with the head teachers and the school committee/ board to improve pedagogical and administrative activities at school. Adepoju,(1998) defines school supervision as the process of bringing about improvement in instruction by working with people who are working with pupils / students. It has also been described as a process of stimulating growth and a means of helping teachers to achieve excellence in teaching. Supervision in school therefore is a vital process and combination of activities which is concerned with the teaching and the improvement of teaching in the school frame work.

2.8 Nature of Supervision

The purpose of supervision is to bring about continuing improvement in the instructional programs. Administrator executes and directs but supervision activities, stimulates, explains, leads guides and assists. The nature of supervision can be categorized into three specific areas such as a potential actualization, leadership and communication. The activities conducted by school supervisor must be linked to those of the external supervisors in order to:-

Minimize contradictions, limit client confusion, maximize advisory impact, focus on issues observed by the supervisor and highlight the agenda for a formal infection. In supervision there are core functions of a supervisor that are categorized into three complementary roles of a supervisor are to provide; first advice to improve overall quality of the school management, second support and advice to improve school management and classroom pedagogy and third a link between the school and local government authority.

2.9 Supervisors' Ethics

The school supervisor is expected to adhere to the following ethics during supervision;

- Uphold professional relationship;

- Be a good example to teachers, pupils and community;

- Respect all those given managerial duties in the school;

- Be truthful and transparent while discharging duties;

- Adhere to confidentiality principles at the time;

- Discharge duties with high degree of integrity and objectivity;

- Be aware of the cultural norms and values in the respective area

The main actor in school supervision is the head teacher. In this situation the school Committee provides oversight on behalf of the community near the school conduct informal supervisor through their day to day activities and interaction with the school. Strong head teachers are key to teachers' development and retention. Also he adds that, head teacher is the best positioned person in every school to ensure successive gears of quality teaching for each child; he recommended that the quality of training is more important than simply having access to it. In addition, the findings reveal that head teachers be effective, positively influence the school effectiveness but do little in for turnover (Babyegea, 2002).

2.10 Supervision of Primary Education in Different Periods

(ii) During colonial era

At this period, education was provided in racism form (Kuyela, 2010). Africans who got education mostly came from chiefs' families and they were intentionally prepared to save colonialists demands. Since the number of pupils was limited, each class held forty five pupils and not more. The head teachers were capable to know and visit Pupils, parents to make discussion on the development of the pupils. Therefore supervision at this period was effective compared to now days.

(ii) After independence to date.

It has been noted that, there is a great change in school education Supervision especially in primary education (Kuyela, 2010). This is revealed when we noticed the gap between teachers and parents interaction. A head teacher alone cannot accomplish the school objectives to be achieved. Although the head teacher is responsible of leading other teachers also he/she had also to teach his/her lesson effectively which lead the leadership to be difficult. The head teacher uses a lot of energy to make sure that the school becomes efficiency.

2.11 What is Quality Teaching and why does it Matter

Quality teaching is the use of pedagogical techniques to produce learning outcomes for pupils. It involves several dimension including the effective design of curriculum and course content, a variety of learning contexts, including guided independent study, project based learning collaborative learning, experimentation etc soliciting and using feedback and affective assessment of learning outcomes, It   also involves well adapted learning

environments and pupils support   services. Experience showed that fostering quality teaching is multi level endeavor. Support for quality teaching takes place at three inter-

- At institutional wide level; including projects such as policy design, and Support to organization and interval quality accuracy system.

- Program level; comprising actions to measure   and enhance the design, Context and delivery of the programs with a department or a school.

- Individual level; include initiative that help teachers achieve their mission, encouraging them to innovate and to support improvement to students/ pupils. Learning and adopt a leaner oriented focus.

Therefore, these three levels are essential and inter-dependent. However, supporting quality teaching at the program level is key as to ensure improvement in quality teaching at the discipline level and across the institution support for quality teaching can be manifested through a wide range of activities that are likely to improve the quality of the teaching process of the program content as well as the learning conditions of pupils hybrid forms often prevail in institution
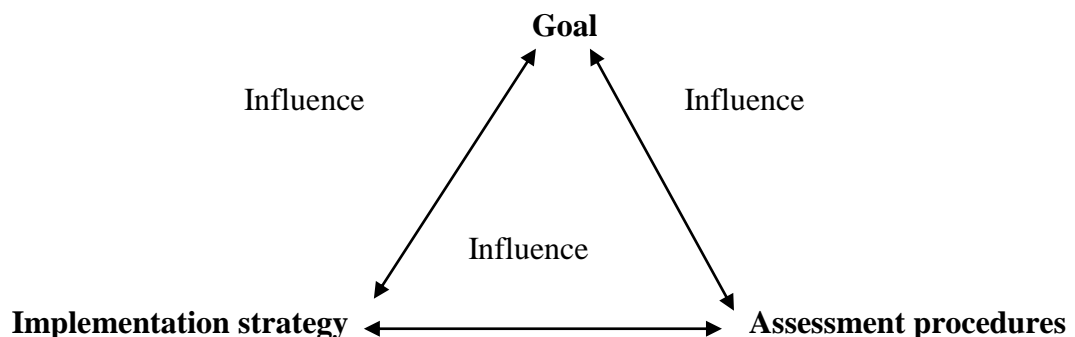
Figure 2.2 Three- phase Approach to Teaching

Source: Jacobsen, (2009)

One way to bypass these important decisions is to implement the content, strategies and assessments found in teachers' guides and instructional materials that often accompany textbooks. Today apart from the rise of different writers and publishers many classroom teachers/ subject teachers use single textbook of that subject. They do not take trouble to consult various sources in order the aimed objectives to be fulfilled. Normally these teachers prepares notes exercises and assignment when are in the classroom. In another words a teacher does all activities within the period proceeding which he/she could do before enter the class.

Therefore, teachers make these tasks in let say single period of forty minutes or eighty minutes. That's why most lessons taught in schools are partial attained. Generally most teachers still in use non-participatory method which also known as teacher centered approach. Effective teachers draw from several areas of knowledge as they face a great variety of decisions in the classroom arena, and the ability to make professional decisions is vital to teaching. (Doebler, 1998). Drawing knowledge from different sources has great impact in teaching process. This situation discourages rote learning because it provides pupils wideness of the content being taught. Teachers lessons facilitation should make sure they consult textbooks, supplementary materials, journals, and the use of internet. Through my observation, government primary teachers without taking measures of close supervision, future generation will have shallow knowledge acquired.

2. 12 Learning

The act of acquiring new or modifying and reinforcing, existing knowledge, behaviour, skills, values or preferences and may involve synthesizing different types of information. The ability to learn is possessed by humans, animals, plants and some machines. *https://en.m.wikipedia.org>wiki>learn.* Progress over time tends to follow a learning

curve. It does not happen all at once but build upon and is shaped by various knowledge. To that end, learning may be viewed as process, rather than a collection of factual and procedural changes on the organization the changes produced are relatively permanent. Human learning may occur as part of education, personal development, schooling, or training. It may be goal oriented and may be aided by motivation. The study of how learning occurs is part of educational psychology, neuropsychology, learning theory and pedagogy. Learning may occur as a result of habituation or classical conditioning, seen many animal species.

2.13 Research Gap

Several researches have been conducted on the same or similar topic in different parts of Tanzania and outside especially in South Africa on Education management, Oyetunji, C. (2006). However, no specific research has been conducted in Mpanda District Council on the effectiveness of head teachers in monitoring teaching and learning in public primary schools regardless of the peculiarity of Katavi region and nature of population as young and peripheral region in Tanzania. Mpanda District Council has been getting poor performance for several times in final examination particularly PSLE. Also many schools in this council, lack indicators of being efficiency schools like created conducive environment of learning, availability of necessary infrastructure which influence teaching and learning process.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This section provides detailed on methods and materials which were used to collect, analyze present data. It describes the study area, study population, study design, sample size, sampling techniques and data collection methods. The chapter also explains on how chronologically data analysis had been carried out. Finally, the chapter discusses issues related to validity and reliability of the findings.

3.2 Research Design

This study employed the research design in which different research methods have been used. According to Marczyk, DeMatteo and Festinger (2005) research design falls into experimental, quasi-experimental and non-experimental. These three methods/ approaches help to have a balance in the strength in data collection. (Enon, 1995), the research design in this study was non experimental because there was no use of control and treatment groups.

Secondly, it is cross sectional design because it was conducted once so as to collect data. The cross-sectional research design is the approach that involves asking questions to a representative sample at one point at a time. (Enon, 1995, Kumar, 2011). A researcher was forced to use this research design due to the fact that geographical position was very difficult and the nature of population was no means one could not use the above design..

3.3 Research Approach

In this study two approaches were used which are qualitative and quantitative as well. Qualitative research is the approach usually associated with the social constructivist

paradigm which emphasizes the socially constructed nature of reality while quantitative research is generally associated with the positivist/ post positivist paradigm. It usually involves collecting and converting data into numerical form so that statistical calculations can be made and conclusions drawn.(Alzheimer Europe,2013). Therefore, in this study qualitative research approach was used for pupils, educational officers village and ward executive officers who were guided with interview and focused group discussion. Quantitative research approach was also used for head teachers, teachers and parents who were given the questionnaires with both closed and open ended questions.

3.4 The Study Area

The study was conducted in Mpanda District Council because of the following reason, that it has noted several times not doing well in PSLE among four councils in Katavi region. Although the performance of Mpanda District Council primary schools has been increasing but still has maintained the last position in the region. Not only performance in Primary School Leaving Examination but also (SFNA) for Standard four examinations noted that pupil's results were satisfactory. Apart from that standard two pupils found that a great number was not able to read, write, arithmetic (3Rs), thirdly, financial and time constraints. Conducting research needs the utilizing money and time so as to have successful research. Mpanda District Council is not so far from my working area. Therefore, this location helped me to avoid unnecessary costs and wastage time hence I didn't quarrel with my employer.

3.5 Population of the Study

The population of this study included head teachers, assistant head teachers, teachers, committee members, education officers at regional level, district level, and ward education officers, ward and village executive officers and parents. This population was selected

because of interaction of the head teacher in one way or another It was also familiar to the study that every person in a group was able to give views concerning the study.

Table 3.2 Composition of Estimated Sample Categories

Category	Participants sub-total
Regional Education staff	3
District Education staff	6
Ward Executive officers (WEO)	4
Village Executive officers (VEO)	4
Head teachers and teachers	30
Committee members / parents	8
Pupils	22
Total Number Of Participants	77

3.6 Sampling Techniques and Sample Size

In this study simple random and purposive sampling techniques were used to select participants. A simple random sample is obtained by choosing elementary units in search a way that each unit in the population has an equal chance of being selected and purposive sampling was used because it allowed a researcher to select cases that are information rich. (Kothari.2004).In this study there were different categories of participants. The first category consisted of Educational officers both regional and district level. In regional level, officers selected were three while in district there were six through purposive sampling. These officers were assumed to have relevant information pertaining to schools performance. They included in the sample because they are day to day implementers. The second category comprised of village and ward executive officers from four villages and

four wards respectively who were also selected through purposive sampling from eight villages namely Mpanda ndogo, Ifukutwa, Igagala, Kabungu, Kalilankulunkulu, Katuma, Sibwesa and Ilebula.Four wards were Mpanda ndogo, Katuma, Kabungu, and Sibwesa. The third category were Head teacher, and teachers who were thirty from different schools found in these villages and the fourth category comprised members of school committee / parents who were eight. To get this sample the researcher was forced to use papers written participants and not written anything. Those who picked participants were the ones participated in answering questions from the questionnaires.

3.6.1 Sampling Frame

In this study a convenient sample had been used as suggested in Kothari (2004), that a Sample size of 30 or more will be usually result in a sampling distribution that is representative of a population.

3.7 Data Collection Method

During collecting data, both primary and secondary data were obtained to meet the intended study objectives. Primary data were obtained directly from participants in the study area. This occurred when the interaction directly occurred between researcher and the respondent.

Secondary data were obtained from both published and unpublished documents such as reports, censuses, newspaper, books, pamphlets, journals and other electronic sources. (Enon 1995; Kumar, 2011) In this case different reports were used to find out data. The collected data were from schools, ward education coordinators, district and regional reports. Therefore, both primary and secondary data had collected through Questionnaires, Interviews, Focus Group Discussion and Documentary Review

3.7.1 Questionnaire

The prepared questionnaires (Appendix A) with a set of questions appropriate to the objectives of the study were used to collect data/ information from the selected participants. A total of 38 participants were provided with the questionnaires to answer them.

3.7.2 Interview

This method of inquiry involves direct contact of the researcher and the respondent in which the questions are asked orally. Semi- structured interviews were used to collect information since the highly structured, interview were objectives but rigid leading to loss of some information and the unstructured ones are time consuming and lack uniformity for participants to express their views according to their wishes and interests Although the interview has several strengths, also has different weaknesses which are as follows; the first being the presence of the interviewer may affect the response of the interviewee, second the rigidity displayed by the researcher can affect the participants' responses and lead the researcher to miss some crucial points. All weaknesses explained were solved by assuring the interviewees confidentiality of the discussion, flexibility observation and using sound recorder to reduce missing some important points.

3.7.3 Documentary Review

A document is a valuable source of information in educational research. In this study it is defined as formal pieces of writing that provides information or acts as a record of events or arrangements. Documentary analysis involves the study of existing documents. (Kothari,2004). In this study documentary review have induced both primary and secondary sources of information. Primary document sources of data included research

reports, minutes from school meetings, police directives and secondary documents source included attendance registers, classroom journals, lesson plans, scheme of works, and textbooks ,school time table. Documents have different advantages as outlined bellow; Documents provide more insights into the issue being studied by cross validating and complementing evidences obtained from other sources (Cohen *et al*, 2000). Also saves time and provides permanent and cross-checkable information. To another hand documentary review has demerits as insufficient as expected due to poor recording management. (Bogdan and Biklen,2007). All these problems were solved by asking the responsible people about the information wanted if they have kept in other devices like computer. During the field proceedings the researcher was given documents which needed had both qualitative and quantitative data.

3.7.4 Focused Group Discussion

A focused group discussions (FGD) is a good way to gather together people from similar backgrounds or experiences to discuss a specific topic of interest. Research toolkits,(2009).The group of pupils was guided by the moderator (or group facilitator) who introduced topics for discussion and helped the group to participate in a lively and natural discussion amongst themselves. The strength of FGD relied on allowing the participants to agree or disagree with each other so it provided an insight into how the group thought about an issue and the inconsistence and variation that existed in a particular community in terms of beliefs and their experiences and practices. In this study FGD was used to explore the meanings of the findings that can not be explained statistically, the range of opinions / views on a topic of interest and to collect a wide variety of local terms.

3.8 Validation and Reliability of Instruments

3.8.1 Validity

Refers to specific and appropriateness of the interpretation we wish to make with regards to the scores. An instrument is valid only to the extent that scores permit appropriate inferences to be made. Several things were done to ensure validity of the instrument in the study and these included the following; the related literature reviewed to get the theoretical knowledge about the content and definitions of concepts have been used before designing the instruments. Also the survey instrument was presented to experts and peers for discussion, advice, and comments. This helped to eliminate the ambiguousness and refined the instrument.

However, developed instrument was presented at Mpanda ndogo primary school for pilot study. Two copies of questionnaires were administered whereby one copy to Head teacher and the second to the former Head teacher was the Assistance head teacher The results of pre-test was used to revise the instrument hence developed the new one that was used in data collection. Additionally, Kiswahili language was used to some of participants for easy understanding depending upon the participants. It is so because I used participants like different parents, members of school committee, and others who were not aware with English language.

3.9 Reliability

The researcher constructed some questions to measure the same variable which used to sake of increasing the reliability of the results. The results of pre- test was used to revise the instrument hence developed the new one that was used in data collection. Furthermore

the aim of the pilot study was to check the effectiveness of the tools in the trapping the needed information for the study.

Findings from pilot study was signified the researcher to increase some of the items before going to collect data. Finally, the use of random sampling increased the reliability of the results since it reduced biasness and all participants had equal chance to provide the information.

3.10 Data Analysis and Representation

Questionnaires were examined and errors were eliminated. A descriptive aspect of analysis has employed. The SPSS (Statistical Package Social Science) version 16.0 has been used for producing percentages, frequency, mean, and range. All these have been used for the purpose of describing the characteristics and interpreting the data. In addition, data have been presented in quantitative form

CHAPTER FOUR

4.0 FINDINGS, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents findings presented, analyzed and discussed. The analysis covers data findings collected from the interview, questionnaires, documentary review and Focused Group Discussion. The presentation is arranged in line with themes of the study that guided this research; these research themes include:

i.   Perception of the stakeholders on the head teacher's position at school level.

ii. The head teachers' roles to influence   teaching process.

iii. Monitoring pupils learning process.

iv. Changing roles of the head teacher in a school settings

4.2 Response from Questionnaires

The researcher administered three types of questionnaires, one was to the head teachers, the other one for teachers, and the third was for school committee members and parents. Interview was administered unstructured interview questions for all levels. Total number of 60 questionnaires was distributed. The respond rate to the total number of distributed questionnaires was 38/60 which is 63.33% of the sample.

Table 4.1 Summary of Expected vs Actual Participants

Participants' category	Expected sample Size	Actual number of participants	Percentage (%)
Head teachers	8	8	100
Teachers	32	27	8
Parents/school Committee	8	3	37.5

Source: Field data, (2016)

4.2.1 Response from Interview

 The interviewed group was that of Education officers, Ward Executive Officers, Ward Education Coordinators and Village Executive Officers. Interview was randomly conducted to total number of eight participants.

4.2.2 Response from Focused Group Discussion

This discussion was held among the pupils in four primary school found in the study area. A group for each school involved 6-8 pupils where by questions introduced by the researcher were discussed by the selected population of the pupils.

Table 4.2 Participants Age

Age group	Frequency	Percentage (%)
Below 20	0	0
20-29	3	7.89
30-39	15	39.50
40-49	15	39.50
50-59	5	13.16
Above 60	0	0
Total	**38**	**100**

Source: Field data, (2016).

This table shows that, most participants were between 30-39 and 40-49 years with 78.95%participants. Thus, results reveal that most participants were in the age range of 30-49 years old.

4.2.3 Gender

Gender determines division of responsibilities within an organization for the purpose of achieving organization objectives. This built social relations which ensure their participation in organization performance implementation. Table 5 shows that out of 38 participants 30 (78.95%) were male and 8 (21.05%) participants were female as the sample was purposive selected.

Table 4.3 Frequency Distribution by Gender

Sex	Frequency	Percentage(%)
Male	30	78.95

Female	8	21.05
Total	**38**	**100**

Source: Field data, (2016)

4.2.4 Level of Education

The implementation of performance appraisals I an organization depends on the knowledge and skills of the participants. Participants were categorized according to the education level such as, primary, secondary, certificate, and university level.

Table 4.4 Level of Education

Education level	Frequency	Percentage (%)
Primary education	0	0
College	28	73.68
University	10	26.32

Source: Field data, (2016)

4.3 Perception of the Stakeholders on the Head teachers Position at School Level

The objective of this theme is to investigate the mindset of the stakeholders on head teacher's position. Also to know how these stakeholders think the head teacher should act at a school settings particularly in making the efficiency school. In order to get views to the themes presented different sub themes were presented as follows:

Table 4.5: A Person who Works hard so as to Influence Pupils Learning

Agreement/ Disagreement	Participants(f)	Percentage(%)

Strongly Agree	25	65.79
Agree	13	34. 21
Disagree	0	0
Strongly disagree	0	0

In table above shows that the population of 25 participants with 65.79% was strongly agreed and 13 participants made 34.21% agreed with the perception of how the head teacher should be particularly in performing his/her daily activities at school settings. This sample note was comprised with the head teacher to know well head teacher's tasks and responsible for parents and nation, creative, capable of evaluating teachers' tasks and his own tasks, good relationship with government leadership and other stake holders, interact with pupils, teachers, parents, and other stake holders, knows well his/ her teachers' strengths and weaknesses, plan short and long term plans, and the one who works hard in education matters and for pupils' academic performance at his/her school. In this concern, the head teacher should be a good modal to other teachers in order to meet the intended set objectives.

Through pupils with their perception on head teachers' roles and responsibilities were the same as outlined above. They said in most cases the head teacher normally gives them blames that he/she has a lot of activities to do. These activities performed by the head teacher involving administrative and those of facilitating the pupils. Furthermore they said the head teachers in primary schools do not participate fully in teaching as other teachers do. His / her does not compensate missing periods although he / she is the one who has few periods per week. In this discussion when asked what do they suggest if the head teacher would left free without any period of facilitating? The comment brought on was that the head teacher should not stop teaching and deal with administrative activities only because

of enhancing effective supervision to subordinates especially in teaching and learning. EO, WEC, WEO, and VEO in different time and location the researcher used different questions in order to get information on how they regard the head teacher to his post. Education officers particularly interviewed school inspectors said in most primary schools in Mpanda District Council, the head teachers lack leadership skills to run schools. They revealed that when inspecting these schools they face different leadership miss conduct done by head teachers. They classified them as lack of proper admission registers and attendance registers, weak supervision of preparation of scheme of works and lesson plans.

Again the use of class journals and class log books was noticed to be not conducted as well. Ward and Village Executive Officers as another group of participants came with the views that the link between school and the village is very poor. Most parents and other communities they have bad perception on schools and leadership. They feel that the school in any village or street is the property of central government of which each and everything should be facilitated by it. They said it revealed when schools lack furniture, classrooms, toilet pits, teachers houses and other infrastructure still the community remain watching while waiting the government to take an action on how to solve the problems. When asked what should the head teacher do to eliminate this notion? They said, the council should create capacity building to all head teachers, appoint qualified head teachers as 2014 education policy says and close follow up on how to strengthen relationship between school and the community. They argued that the head teacher link with village or *'mtaa'* office would necessitate solving school challenges and these might be the absence of school infrastructure, furniture, availability of teaching and learning materials, also solve teachers and pupils misbehaviours. Not only solving school problems but also getting good results of the pupils and the school at large. They said that the head teacher at any school

should create a good link with parents through school committee. Therefore, they commented that an effective head teacher should have interaction with all groups mentioned above. There is a strong indication that, effective leadership leads to high performance not only in academic but also in the social and community set up (Hussein, 2014). That is to say this kind of a leader would have created good situation of cooperation with her/ his staff and the community around the school (Rogers, 1951). Learning is facilitated when a pupil is confronted with a situation perceived as a problem. It also helps when the teacher is able to be a real person who is not playing sort of a role and who can truly accept and understand the feelings of the pupil. In this situation the teacher provides resources and tools, and he includes himself among the other resources for which the pupils might discover a use. Basic to this idea of teaching is the climate in the classroom which promotes the development of the natural tendencies in the pupil.

All in all school head teacher should make sure that learning is facilitated by a close positive relationship existence between a teacher and pupil. The attitude of a pupil/ child toward his teacher can also affect the learning process. If a child hates his teacher or is irritated by his teacher's voice he may really be unable to perform at his optimum level. Such instances, usually referred to as a "personality conflicts" are distressing to everyone. Teachers have attitudes that are very important to the learning process, as well as parents, communities and prevailing attitudes in the nation as whole.

4.3.1 Good Relationship with Government Leadership and other Stakeholders

In this theme the head teacher is viewed as the one who has to create good relationship with upper managerial leadership and stakeholders around and outside surrounding the school .Chain of command in this situation should be obeyed. The table below indicates how the participants responded to above theme.

Table 4.6 Good relationship with the government leaders and other stakeholders

Agreement/ Disagreement	Participants(f)	Percentage(%)
Strongly Agree	25	65.79
Agree	13	34. 21
Disagree	0	0
Strongly disagree	0	0

Generally, the participants agreed with the theme since 25 participants made 65.79 % were strongly agreed with the theme and 13 participants made 34.21% were agreed with the theme on good relationship with upper leadership and stakeholders. Ward education coordinators came with their perception that the head teacher is viewed as the one who coordinates WEC's office with teachers, pupils, parents, and school committee members. Different information from school to WEC's office, DEO's office depends much on good relationship among them. Provision of correct information and at right time from school to these offices would be led by the head teacher through monthly report where teachers and pupils' attendance should be noticed.

DuBey, Gautan, Kanhiy and Seema (1985), say the head master / head teacher is a *liaison officer* or middleman in charge of public relations. Another reason why a headmaster is such an important person in the organizational structure of a school system is because he stands in the middle between his school and the controlling authority and between the school and the local community. He is a two- way spokesman. The head teacher is expected to interpret the official policy of the education system to his staff .He is also expected to let the higher authorities know the feelings and ideas of his staff. Also by his activities, the head teacher should establish a link with the local community.

4.3.2 Capability of Evaluating Teachers' Tasks and his own Tasks

Pupils' consideration on head teacher's roles and responsibilities as the overall and in charge of all activities found at school. They furthermore said that the head teacher is viewed also responsible to make evaluation on the supervision activities and his own. DuBey *et.al* (1985) The headmaster/ head teacher as in charge of evaluating the educational achievements of the school. Since educational goals and resources have been provided, it is important that a systematic procedure be established for evaluating the efficiency and the effectiveness of what the education system is producing.

Evaluation of what the children have learnt is a very important responsibility of the headmaster. He is part of the larger organization of the educational system and is just one administrator is that larger complex. As a line officer he is responsible to officers in the central educational authority just as the teachers are responsible to the head teacher as the supervisor officer, at his school to implement the decisions of the educational authority. From my experience and observation I have seen that most head teachers do summative evaluation only and not formative and interactive evaluation. That is to say single evaluation does not determine complete evaluation of an organization. That's why there is difficult adaptability of changes occur due to lack of what is going on.

4.4 The Head Teacher's Roles to Influence Teaching Process

Research theme two aimed to identify the efforts which every head teacher should deal with so as to raise performance to his/her school. Teaching process needs commitment of the teacher. This commitment comes by the school leadership have arouse the moral of the teachers which goes with fulfilling teachers' demands. Teachers in Mpanda District

Council have different demands which lead to continuous blame hence decrease moral of teaching.

Table 4.7 The head teachers roles to Influence Teaching Process

Agreement/ Disagreement	Participants(f)	Percentage(%)
Strongly Agree	15	39.50
Agree	23	60.53
Disagree	0	0
Strongly disagree	0	0

Table 4.7 above shows that the population of 38 participants was divided into two groups where by 15 participants made 39.5 % of the population were strongly agreed with the statement while 23 out of 38 participants made 60% agreed with the statement. Apart from the head teacher being a person of influencing other teachers to use new methods and strategies which make pupils to interact with teaching and learning aids, teachers and pupils, other aspects were to insist staff members to work as a team, supervise teachers to provide enough exercise as well as home works, make sure that there is availability of teaching and learning materials, ensure discipline at school, control teachers and pupils attendance, provision of motivation to both teachers and pupils. The above outlined things might be useless if the head teacher does not perform well his responsibilities and hence be a catalyst to other teachers. Therefore the head teacher should make every teacher able to put in mind or put into consideration the following during teaching process.

> What do I expect the pupils to do? (Define, draw, explain, demonstrate, and write Dramatize) what do I need to have ready?(Paint, pictures, textbooks, paper, Educational visit, discussion points, maps), How well do I expect the children to? (100%, 7 out of 10, describe in own words, easure accurately).

The participants interviewed came with the following views upon head teacher's roles to influence teaching process. Firstly, they said the head teacher should be in frontline in preparing teaching environment, secondly, he should be teaching himself at least one lesson in examination class that is standard four or seven. Thirdly, to have an ability of identifying pupils with learning difficulties and high achievers so as to help the teacher use the appropriate teaching methods strategies and techniques. They said what is needed for all people serving in education sector should be effective in their daily activities but according to the demand of this question and after the head teacher has fulfilled his responsibilities now it become the duty of the class teacher to deal with his responsibilities. They furthermore said to have an effective head teacher alone the school cannot achieve its objectives unless other teachers in a school staff they work altogether. This is to say an individual teacher should be effective. The effectiveness of the teacher is determined / measured by the pupils' academic achievement and how the society expected their children change in behavior. For a teacher to manage his class effectively he has to make sure that the pupils are assessed continuously, clear communication with his pupils and set teaching environment. The pupils as another group of participants when asked how the head teacher participate in teaching process one group of pupils said the head teacher makes meeting with parents on how facilitation should go about. He normally encourages the community to provide food staff to their children. They said the provision of food at school lead to good attendance of the pupils and grasping of study materials also increases.

Therefore, effective head teacher performance management is underpinned by sound relationships characterized by openness, trust and integrity among all involved. Taking collaborative model and the head teacher leadership as a school supervisor as an example Cogan (1973) says within a collaborative model the supervisor's role is to work with

teachers but not to direct them. The supervisor actively participates with the teacher in any decisions that are made and attempts to establish a sharing relationship. Cogan advocates such a model, which he calls "clinical supervision", Cogan believes that teaching is mostly a problem- solving process that requires sharing of ideas between the teacher and the supervisor. The teacher and supervisor work together in addressing a problem in the teacher's classroom teaching hypothesis, experiment and implement strategies which appear to be a reasonable solution to the problem under consideration.

4.4.1 Provision of Motivation to both Teachers and Pupils

Most participants in this theme argued that people increase efforts in their carrier when they are awarded. In this sense they considered both sides positively and negative way of provision of motivation to both teachers and pupils. The use of rewards and punishments perspective to motivate teachers and pupils was much considered. Onasanya, (2008) If teachers perform excellently well in the classroom, no doubt educational objective would be achieved. It is only through internal and external supervision that this can be achieved, for majority of human beings tend to work harder and better under supervision than otherwise. In addition, material advice and incentives must be supplied to add more impetus to the performance of class-teacher by supervisors. He further more said staff should be motivated and encouraged to work to increase their productivity. They should be encouraged to improve their ability to achieve organizational goal.

4.4.2 Control Teachers and Pupils' Attendance

In this study most participants argued that in order to control regular attendance of the pupils there must be good cooperation between school administration, parents and other educational stake holders. They also said different ways and principles of controlling

pupils' attendance at school should be created and utilised at right time. School councillors should play their roles to make sure that all pupils are attending at school and get into classroom for learning. Keith,(2011), argued that a good attendance system supports quality learning. It helps create conditions for staff and students to work together effectively. Teachers who take responsibility for the attendance at their classes will personalise messages to students/pupils of any lack of attendance. This is likely to bring improvement when combined with active work on engagement processes to provide 'dynamic' classrooms led rather than ruled by teachers. Regular attendance at school of pupils is very crucial aspect in education development. This goes together with the frequencies of the classroom teachers entering and facilitating their lessons. It has revealed that pupils who attend school hours regularly do well to their lessons compared to those absentees. In general there is vital link between successful educational outcomes for students/ pupils and their attending school. Students/pupils have to be available at school and attend lessons presentation.

4.5 Monitoring Pupils Learning Process

This theme needed to seek out the capability of the head teachers on monitoring pupils learning. It is said that pupil's academic performance depends on how the effective the head teacher is. This theme was accompanied with sub themes as follows:

4.5.1 Head Teacher's Role to Influence Learning Process

In this sub theme the participants' views needed the head teacher to be creative so as to put learning environment in good condition, encourage teachers to teach pupils as they do to their children, inform other teachers to eliminate unnecessary punishment, controlling school discipline, ensure both teachers and pupils are attending early and leaving the

school within the proposed time, encourage team work to his staff, use of motivation, ensure the availability of needed teaching and learning materials, monitor and evaluate teachers' activities. When pupils asked, they brought the views that the head teacher should emphasize pupils lend and read textbooks from school library, he should also let pupils have an opportunity of asking different questions to their teachers, should make sure that the timetable is set and include both academic periods and extra curriculum such as sports and games. But all in all the major role of the head teacher was to make sure that parents are involved. Where parents are actively involved in school pupils performance is improved. Snodgrass, (1991), attitudes and self concept are more positive Henderson (1987), dropout rates are lower. Peterson,(1989), absenteeism is decreased (Tangri and Moles, (1987), supervision rates are lower Christenson and Clearlf; (1990), Opportunities for at –risk pupils improve, pupils, teachers and parents perceptions of classroom climate are positive, parents are more understanding of school issues hence school is rated as more effective Epsten ,(1988).The activeness of parents in a school settings will enable the parents to participate in provision of their children with food staffs, uniforms , health care, being able of overcoming the deficit of infrastructure like classrooms, toilets pits for both pupils and teachers, teachers' houses, libraries and kitchen, also deficit of furniture and therefore to keep good learning environment of learning. In involving parents, the teachers should stop the custom of calling parents during their children problems or in appropriate behaviour and academic failure   but teachers should call parents to know about positive behaviour. Teachers need to know   and consider different family life styles and cultural background when planning home activities although there are some activities which cannot be affected by any situation.

The Critique of the SCAN report that addresses important outcomes that were omitted is well researched by (Huitt, 1997). His research provides the most direct impact on important measures of school learning is those variables related to classroom processes. This category includes two major sub categories (Teacher Behaviour and Pupil Behavior) and another (or miscellaneous). Sub category that includes such variables as classroom climate and pupil leadership roles.The category of Teacher of Behavior includes the sub categories of planning (getting ready for classroom interaction), Management (getting the class under control and instruction guiding the learning process).In general, planning activities have little predictable relationship to pupils achievement. Again; Bloom's learning mode with mastery learning model. Mastery learning basic principle is that almost all pupils are earn A's if

i. Pupils are given enough time to learn normal information taught in school, and

ii. Pupils are provided quality instructions.

iii. By quality instruction Bloom meant those teachers' skills

iv. Organize subject matter into manageable learning units,

v. Develop specific learning objectives for each unit

vi. Develop appropriate formative and summative assessment measures, and

vii. Plan and implement group teaching strategies, with sufficient time allocations,

Practice opportunities and corrective reinstruction for all pupils to reach the desired level of mastery.

4.5.2 Good Learning

The aim of this theme was to identify how the head teacher supervise quality learning. In this matter, the participants provided different concepts on the question asked. Some said

good learning is that which follow the national curriculum (Educational curriculum) basing on proposed methods, strategies and techniques of learning process especially participatory methods. Mulford. (2003); says learning is no longer restricted to what goes on within the school walls, that the schools must relate well to their surrounding communities if they are to be effective. In societies that have been undergoing profound economic and social restructuring, the schools' roles need to be related directly to the changes that are taking place around it. Other participants said that good learning is that which contains three learning domains as formulated by group of researchers led by Benjamin Bloom in 1956 which are cognitive domain (knowledge), affective domain (attitudes) and psychomotor (skills) domain. In these levels, learning is everywhere. We can learn mental skills, develop our attitudes and acquire new physical skills as we perform the activities of our daily living. Powel, (2013), refers modalities as how students/ pupils use their senses in the learning process. We commonly consider four modalities: visual (seeing), auditory (hearing), kinesthetic (moving), and tactile (touching). As you might guess, the more senses or modalities we might activate the more learning will take place. Great majority of students / pupils can learn using all four modalities, but we all have preferences that can be capitalized on as well as weak leanings that can be enhanced. In our classrooms, we must provide an environment that is conducive to all four. Traditional classroom rely heavily on auditory stimulation with lecture and discussions. Now that we have considered the developmental characteristics of young adolescence we realize that visually kinaesthetic and tactile modalities also strong roles in adolescent lives. The table below shows the characteristics we may observe in student or pupil who learn best through hearing, seeing, moving, and touching.

Table 4.8 Learning Modalities

Auditory learners tend	Enjoy reading and being read to be able to verbally

to….	explain concepts and scenarios Like music and turn to themselves Enjoy both talking and listening
Visual learners tend to……..	Have good spelling note taking and organizational Skills. Notice details and prefer neatness. Learn more if illustrations and chat accompany reading. Prefer quite, serene surroundings,
Kinesthetic learners tend to..	Be demonstrative, animated and outgoing Enjoy physical movement and manipulative Be willing to try new things Be messy in habits and surrounding.
Tactile learners tend to…….	Prefer manipulative when being introduced to a topic Literally translate events and phenomena Tolerate clutter Be artistic in nature.

DuBey. *et al* (1988) said learning is divided into three categories. They said, sometimes you are learning about facts, people or ideas. They called this type of learning as Cognitive learning (knowledge). Sometimes you learn how to obey rules; how to greet your elders or what is good or bad behaviour. This type of learning they called affective learning (feelings) and sometimes you learn how to use your body; how to cut with scissors or develop neat hand writing; how to control a ball in football or how to measure in science class psychomotor learning (skills). We use all three types of learning throughout our lives. We think, behave, or develop physical skills naturally and never stop to identify the type of learning we are using. But it is important for the primary teacher to be aware of the different types of learning and plan his teaching so that his pupils develop all three types of learning in their education.

4.5.3 The Head Teacher Assistance to Learning Process

Again, the intention of this theme was to know the ways the head teachers assist learning process. Most of the participants said, the head teacher should have an ability of encouraging teachers to perform well their activities, ensure the availability of learning

materials, good relationship with parents and the society at large in order to insist pupils participation in their lessons, through guidance and counseling for both teachers and pupils who are not active in learning process and the head teacher himself/ herself should be a modal to others in general discipline, teaching periods effectively and also good attendance at school. One education officer during interview said creativity in learning is necessary. The head teacher should know how to encourage creativity in the primary school. He should follow principles which may guide any teacher in teaching process. These principles might be divergent thinking, highly motivated, final outcomes are unpredictable and differences in originality are rewarded. Another respondent from WEC said that the head teacher should influence teachers to know their pupils, acknowledge their ability strength and weaknesses and also to have some knowledge of their backgrounds. The matter being able to help them in their learning process and in conducive environment which will necessitate objectives and goals attained at required time.

4.6 Changing Roles of the Head Teachers and how to Influence School Performance

This is another open ended question which aimed to investigate whether changing roles of the head teachers would influence school performance. This question might be ambiguous to some participants, although one to answer this question might consider which head teacher's roles could change and what are the impacts after this change towards school performance. When pupils asked through discussion, about letting Head teachers stop teaching and hence deal with administrative activities only, this group of participants justified that the head teacher should proceed teaching even a single lesson in order to make him observe and understand what is going in his organization.

Furthermore, the answers obtained from the participants were through three sub questions. Rauch. (1999) Reveals that the recent trends in the changing roles of the head teachers

today has come into cooperative leadership, growing autonomy in schools, new forms of accountability and quality assurance need to be developed. All these are said to influence school performance.

4.6.1 Challenges face the Head teachers in Fulfilling their Roles and Responsibilities

Answers from participants were based on how the head teachers face difficulties in fulfilling their roles and responsibilities. These shortfalls were shortage of teachers, absenteeism of the pupils. few infrastructure, lack of teaching and learning materials, large number of pupils in the classrooms, much time is spent in administrative activities which lead them fail to teach effectively, supervision of some responsibilities which are out of his/her professional example supervising construction of infrastructure, poor living houses especially in rural schools, insufficient funds to run schools, change of education policy, poor motivation from the government, negative attitudes from the community, pupils dropout, poor administrative and management knowledge, poor perception of community and some of educational   stake holders   in education , matters, poor environment for teaching and learning process, dis accountability   for some teachers in classrooms, lack of school self-reliance, lack of friendly teaching and learning, most public schools are dependent.

4.6.2 What should be done to Address Challenges

The participants suggested several ways of addressing the above outlined   shortfalls. These are some of them; enough fund for running schools should be provided, the appropriate number of pupils should be maintained ,the increase of infrastructure should be necessitated, curriculum planners should not always change the curriculum, seminars and workshops should be introduced changing the curriculum as it is done today after

reintroduce 3Rs for standard one and two respectively and the government should find all challenges face the head teacher and find ways of solving these challenges.

4.6.3 Changes in the Head Teacher Roles and Responsibilities Today Compared to the Past

This theme sought to explore if there are current changes in the head teacher's roles and responsibilities. In this open ended question, some changes were noticed as outlined here; These participants argued that the head teacher at the past dealt with school fees collection while the current head teachers use capitation and development grants to run their schools, Today the head teachers are not aware with dependent education, while at the past was the one which made schools to collect fund for use, Also at the past the head teacher supervised small number of teachers and pupils while today there is an increase of population in schools, Again, the rapid growth of technology now makes the different between the past head teacher and the current one. Marsh, (2014) Argued that the advent of email has increased workload-but it has benefits. Communication in the past was by memos and conversation. Today the head teacher's roles have been increased compared to the past. He is expected to run more after school classes.

Currently being a teacher has always involved working after school or during lunch helping ,pupils absorb those last few points, Offer extra classes over the holidays as that group of pupils could benefit from intensive teaching on topics that they hadn't quite grasped Hala. (2012)In the past the head teacher used to supervise teachers who used to be the major source of knowledge, the leader and educator of their pupils, they used to be the authority in the class but now days teachers need to teach their learners how to gain the information and how select and use them, but the main problem is that the role of teachers is changing day by day and teachers face many problems with the students / pupils and

their families. The parents blame the teachers for the failure of their kids and for their bad behavior.

Sometimes do you think the teachers roles has changed because of the technical changes in the world that makes a teacher not the only source of information or it is the modern educational methods. I think the student/ pupils' failure is really a teacher failure when a teacher fails to give positive feedback and fails to use encouragement creatively. Teachers can provide the information and lead the pupils to the right way of gaining the information and applying it correctly, but pupils should also work hard to succeed and get high marks.

4.6.4 The Possible Future Changes on the Head Teachers Roles

In this research theme, what was needed is to project the future changes which might happen on the head teachers' roles. The participants involved in this research argued that, the coming head teachers' roles would be; firstly dealing with administration only, secondly; some participants suggested that the head teachers will have a lot of activities at school which necessitates to be given the leadership allowances although currently is said to be provided from July 2016. Apart from these views, some participants said the changes of head teachers' roles will depend on the existing education policy and curriculum. Lashway (1997*)* argued that the roles of the head teacher in the future will need the head teacher to have an ability of planning school vision. Also head teacher leadership will be more transformed from authoritative leadership to Facilitative leadership and hence collaborative and empowerment.

4.7 Conclusion

In summary, the study has revealed that teaching and learning process vary from one school to another. This variation led by different leadership styles practiced by the Head

teacher in primary schools found in the study area. Some head teachers are effective in supervision while other head teachers practice laissez faire leadership. Therefore, there is a need for DEO in his district to make sure that all head teachers not entertain single style of leadership while mixed style could help them to monitor teaching and learning process.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of findings, conclusions and recommendations of the study. Findings and conclusion involved in the study were perception of stakeholders on the head teacher's position based on ability awareness and attitude to his carrier; changes in roles and responsibilities of the head teacher in different phases, follow up done by the head teacher to ensure teaching and learning process whereby different leadership styles have led to the cause of variation in teaching and learning process from one school to another. Also current and future educational issues concerning head teacher's roles and responsibilities were discussed.Recommendations are proposed as the effectiveness of the head teacher is each and everything at a school setting. The efficiency of any school depends much on how the strength the head teacher is.

5.2 Summary of Major Findings

Consequently some of the study findings agreed with theories that were developed to guide the study while others do not. Below is the summary of findings and conclusions of the study are presented in line with the themes of the study, thus;

(i)   Perception of the stakeholders on the head teacher's position at school level.

(ii) The head teacher's roles to influence teaching process.

(iii) Monitoring pupils learning process.

(iv)Changing roles of the head teacher in a school setting

5.2.1 Perception of the Stakeholders on the Head Teacher's Position at School Level

Research findings revealed that the head teacher at any school apart from being a leader, he is a supervisor at that school. As a leader he should show the way to other teachers/ subordinates. Many education stakeholders, in the case of head teacher's position are not aware. What they think to happen at school might not be brought by the head teacher alone. There must be the combination of the efforts made by the head teacher, teachers, parents and other education stakeholders. Some participants in their argument regarded as to days head teacher to have increased roles and responsibilities compared to the past. There are some activities which are no longer done by the head teacher although there are some which have been increased.

The notion of saying the" head teachers post is wastage of time' should be put to an end by facilitating the head teachers with seminars soon after being appointed. This is because most of the head teachers do not know well their roles and responsibilities which lead to under performance. Provisional of seminars will lead the head teachers to suit to their positions and hence be good managers.

5.2.2 The Extent to which the Head Teachers Ensure Teaching Process

In this study it had been revealed that the head teacher should have high ability of identifying the pupils with different learning abilities and the strength of teachers as main facilitators. This identification helps the head teacher to plan how teaching and learning process should go about. In real sense most of the head teachers at this study area do not fulfilled set objectives because of weak follow up during implementing intended objectives. During teaching process most teachers facilitate without preparation that means they normally teach without lesson plans, lesson notes, teaching and learning aids. Weak cooperation among teachers has also been noted. In case of emergence leave of a certain

teacher his /her subjects are not taught at all by the teachers left at school. Even if these subjects are taught, they are not taught effectively as the owner subject master could be present.

Generally, teaching and learning process take place at school and outside school environment. At school teachers need to communicate with parents for any prevailing situation. Parents should insist their children to attend school regularly. At home parents are supposed to monitor teaching and learning process, checking pupils work and let their children have ample time of doing homework when they are at home. Teachers should also follow the best theories and principles of teaching.

5.3 The Extent to which Head Teachers Examine Pupils Learning Process

Learning as the process of acquiring knowledge and skills which result into change of individuals' behaviour. In the study it has revealed that the only one to influence learning process is the head teacher, the one who overview all programs at school setting. The head teacher insists both pupils and teachers in learning process. In examining teaching process the head teacher should create and ensure good environment of learning. This environment should encourage both children with special needs and those with no any disability.

Learning should be done only if the learner is physically, mentally and socially fit. Readiness of the learner is another crucial issue that the teacher as a facilitator have to observe. Insisting learning without checking readiness of the learners might be wastage of time because understanding will be very minimum. In this study it has been noted that there are un conducive environment of learning and it is done without raising pupils' learning mood. Also the head teachers do not insist their academic master to make sure textbooks are borrowed for study.

5.4 Changing Roles of the Head Teachers to Influence School Performance

In this research theme, the researcher needed to understand if the roles and responsibilities change would lead to high performance. The performance could rise or remain as it is at the present? To some extent school performance could rise because the head teacher after being free from teaching process it is obviously have ample time to supervise his/her staff in the process of teaching and learning. To another side he/she could miss what other staff members practice in the classrooms although he would counter check through signing and close supervision. In my suggestion, the present head teachers' roles and responsibilities should be modified due to fact that there are several changes have been noticed, example the use of emails as official form of communication, increase population of staff members and pupils compared to the past. Therefore, it could be better if the head teachers would be set on supervision only.

5.5 Conclusions

From the findings on the effectiveness of the head teacher in monitoring teaching and learning, the study concluded that first, the parents, and school committee should be equipped with awareness of what they should do to make good climate of their school. Secondly: the routine of classrooms teaching was not followed. Some periods were not taught and there was no any means of compensating the lost periods because of most head teachers were not using motivation to teachers who have great efforts in teaching process. Even if are provided there is no correlation at all. Thirdly; the learning environments are not well created to influence the pupils attend the school regularly for learning. Fourthly: Changing roles of the head teachers in schools does not go perpendicular with directives from ministry of education and vocational training.

5.6 Recommendations

In this part the researcher presents some recommendations that are derived from the findings of the study. The recommendations are divided into two subsections. The first subsection consists of recommendations for action whereas the second is composed of recommendations for further research on effectiveness of head teachers on teaching and learning process.

5.6.1 Recommendations for Action

It is clear that from the findings that regular seminars and short courses should be held to classroom teachers so as refresh their knowledge and skills for teaching process. Also the head teachers should have short courses concerning teaching, learning, and changes which occur to the nation curriculum. Then to the part of pupils, there are should be an intensive control of pupils attendance at school.

5.6.2 Recommendations for Further Studies

In this sub section, the recommendations for further studies are as follows:

First, the ways of encouraging the pupils attendance at school should be observed. This could be done by comparing with the ways done by other countries in keeping regular attendance of the pupils. Secondly; classroom teachers should be emphasized to study current methods and techniques of facilitating/ teaching the pupils. Thirdly; head teachers should find good ways of improving relationship between them and school committee members.

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APPENDECES

Appendix: A   Head teachers' and Teachers Questionnaire

 This questionnaire is designed to collect information from head teachers in primary schools in Mpanda District on Effectiveness of Head teachers in monitoring teaching and learning in public primary schools. The information obtained will be used to determine how the head teachers are effective in school supervision.

A .Respondents information

Please put a tick (v) to the appropriate box.

1.   **Sex**: Male ☐   Female ☐

2.   **Age**: Below 20 years ☐   ;20-29years ☐ ;30-39 years ☐ 40-49years ☐
         50-59 years ☐   above 60 years ☐

3. Marital status: Married ☐   ; Unmarried ☐ ;

4.   Workingstation/Place of residence……………………………………………..

5.   Level of education reached by respondent.

Std vii ☐   Form iv ☐ ;Form vi ☐ certificate ☐ ;Diploma ☐

;First degree and above ☐

Others (state)…………………………………………………….

B. Perception of the stake holders on the head teacher's position at school level.

Please indicate how much you agree/ disagree with the statements by putting a tick(v)

on the appropriate response in the right columns.

S/n	What are stakeholders perception on the head Teacher's position at school level?	Strongly Agree	Agree	Disagree	Strongly Disagree
(a)	A person who works hard so as to influence pupils learning.				
(b)	Knows well head teacher's tasks and responsible for parents and nation.				
(c)	A creative person				
(d)	The head teacher is the person who is capable of evaluating teachers' tasks and his own tasks				
(e)	Has good relationship with government leadership and other stakeholders who are concerned				
(f)	The one who is able to interact with pupils, teachers, parents, and other stakeholders.				
(g)	The head teacher is the one who knows well his/her teacher' strength and weaknesses.				
(h)	Has short and long term plans.				
(i)	The one who works hard in education matters and for pupils' academic performance at his/her school.				

C. The head teacher's roles to influence teaching process.

S/n	What are the head teacher's roles to influence teaching process?	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	To influence other teachers to use new methods and strategies which make pupils to interact with teaching and learning aids, teacher and pupils,				
2.	To insist his /her staff members to work as a team				
3.	To supervise teachers to provide enough exercises as well as home works to help his /her school attain intended goals.				
4.	Should make sure the availability of teaching and learning materials.				
5.	To influence other teachers to be aware with curriculum to the subjects they are teaching.				
6.	To ensure discipline at school and solve all teachers' claims which may lead to misbehavior.				
7.	To control teachers and pupils attendance at school				
8.	Provision of motivation to both teachers and pupils.				

Answer all questions using your own experience.

D. Monitoring pupils in learning process

9.   What are head teacher's role to influence learning process?

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10.   What is good learning?

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11.   How does the head teacher assist learning process?

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………………………………………………………………………………………

E.   Changing roles of the head teachers in a school settings

12.   (i) What are challenges face the head teacher in fulfilling his/ her roles and

        responsibilities?

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………………………………………………………………………………………

(ii)   What should be done to address challenges that face head teachers' roles and

        responsibilities?

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13. What are changes in the head teacher's roles and responsibilities today compared to the past?

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…………………………………………………………………………………………

14.   What are the possible future trends on the head teacher's roles?

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…………………………………………………………………………………………

Thank you for your cooperation.

APPENDIX B

Dodoso la kujazwa na wazazi/walezi na wanakamati kataika shule za msingi.

A.UTANGULIZI

Salamu kwa hojaji wote.

Jina langu ni Joseph Vicent Kalyalya mwanafunzi wa chuo kikuu huria cha Tanzania kituo cha Katavi. Ninasoma masomo ya Utawala, Sera na mipango katika Elimu

(MED-APPS) ngazi ya uzamili.Ninafanya utafiti kuhusu Uwezo wa mwalimu mkuu kuhusu usimamizi wa ufundishaji na ujifunzaji katika shule za msingi za serikali.Maelekezo yatatolewa kwa kila kipengele . Ujazaji wa dodoso sio mtihani hivyo kila jibu litakalotolewa litakuwa sahihi kutokana na mtazamo wako. Taaarifa zote utakazotoa katika dodoso hili zitatunzwa kwa usiri na zitatumika kwa utafiti tu.

B.TAARIFA YA MSINGI ZA (HOJAJI)

Weka vema mahali panapofaa.

1.   Jinsi: Me[ ]   Ke [ ]   Umri chini ya miaka 20[ ]   miaka 20-29[ ]   miaka   30- 39   [ ]   ; miaka 4**0** - 49   [ ]

Miaka 50-59 [ ]

3.   **HALI YA NDOA**: Umeoa /umeolewa[ ]bado   sijaoa/ [ ] sijaolewa tariki/tarikiwa

4 KITUO CHA KAZI AU MAKAZI YAKO…………………………………………

5.   Elimu yako ni kiwango gani?

Sikubahatika kuingia hata elimu ya msingi [ ]   Darasa la saba [ ] kidato cha nne [ ]

kidato cha sita [ ] stashahada; [ ] shahada ya kwanza au zaidi;[ ] nyingine [ ]

Tafadhali weka vema mahali panapolingana na mtazamo wako

6.   Mtazamo wa wadau wa elimu juu ya nafasi ya mwalimu mkuu

S/n	Nini mtazamo wa wadau wa elimu juu ya nafasi ya mwalimu mkuu shuleni?	Ninakubali ana	Nakubaliana a	Sina uhakika	Sikubaliani	Sikubaliani
(a)	Mwalimu mkuu awe ni mtu anayefanya kazi kwa bidii kuhakikisha ujifunzaji wa wanafunzi unaenda vizuri.					
(b)	Awe anajua kazi yake na anaelewa kuwa anawajibika kwa wazazi na Taifa.					
(c)	Mbunifu na ana anakubali kutumia ubunifu na mawazo yaw engine katika					

	utekelezaji.					
(d)	Awe na uwezo wa kutathimini kazi ya walimu na kazi yake mwenyewe.					
(e)	Awe na uhusiano mzuri na viongozi wa serikali na wote wanaohusika.					
(f)	Akubali na kupenda kukutana na wanafunzi,walimu, wazazi, na wadau wengine wanaohusika na ufanisi wa shule.					
(g)	Ajue kuweka mipango ya shule ya muda mrefu na mfupi.					
(h)	Awe ni mtu anayejishughulisha zaidi na elimu na ustawi wa wanafunzi shuleni mwake.					
(i)	Awe anawaelewa kikamilifu walimu wake wenye nguvu na upungufu.					

7.	Majukumu ya mwalimu mkuu katika ufundishaji

Swali: Ni majukumu gani ya mwalimu mkuu yanayosaidia tendo la ufundishaji?

(a)	Kuhimiza walimu wengine kutumia njia na mbinu mpya katika ufundishaji na matumizi ya zana.					
(b)	Kusisitiza walimu kufanya kazi kwa kushirikiana.					
(c)	Kuwasimamia walimu kutoa mazoezi ya kutosha na kazi za kufanya nyumbani.					

(d)	Kuhakikisha uwepo wa vifaa vya kufundishia					
(e)	Kuwahimiza walimu kutumia vema mtaala.					
(f)	Kudhibiti utoro shuleni.					
(g)	Kuhakikisha nidhamu inakuwepo shuleni.					
(i)	Kuzingatia utoaji wa motisha kwa walimu					

7.   Usimamizi wa wanafunzi katika kujifunza

Swali: Ni majukumu gani ya mwalimu mkuu yanayosaidia ujifunzaji?

(a)	Kuwasisitiza wanafunzi kujifunza kwa bidii?					
(b)	Kuwaagiza wanafunzi wote kuwa na vifaa vya kujifunzia, kama vile madaftari, kalamu, na hata vitabu vya ziada.					
(c)	Kuhakikisha kuwa wanafunzi wote wanakuwa na nidhamu ya kutosha shuleni					
(d)	Kuwahimiza wanafunzi wote kuhudhuria shuleni na vipindi vyote.					

(e)	Kuandaa mazingira mazuri kwa ujifunzaji wa wanafunzi.					
(f)	Kutoa motisha kwa wanafunzi wanaofanya vizuri.					
(g)	Ahakikishe kujifunza kuzuri kuwa ni kule kunakomshirikisha mwanafunzi na kutumia vitendo zaidi.					
(h)	Kuhakikisha kuwa wazazi wa wanafunzi wote wanashirikishwa katika ujifunzaji wa watoto wao.					

8. Ni changamoto zipi zinzoyakabili majukumu ya mwalimu mkuu?

…………………………………………………………………………………………

…………………………………………………………………………………………

9. Je, kuna mabadiliko yoyote katika majukumu ya mwalimu mkuu siku hizi ukilinganisha na zamani?..

…………………………………………………………………………………………

10. Ni mabadiliko gani yanaweza kutokea juu ya majukumu ya mwalimu mkuu?

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APPENDIX C:

INTERVIEW FOR EO, WEO, WEC, AND VEO.

My name is Joseph V. Kalyalya a student at Open University of Tanzania Katavi regional centre, pursuing a Master of Education Administration Planning and Policy studies (MED-APPS). I am doing research on Effectiveness on Head teachers in monitoring teaching and learning in public primary schools in Mpanda District Council. I kindly request you to provide me with information. I am sure all the information will be treated confidentially and used for academic purpose only.

ONE: Designated/ Title…………………………………………………………………...

Place of work…………………………………………………………………………………..

SECTION TWO: GUIDELINES QUESTIONS FOR INTERVIEW.

(i)　　How useful is the head teacher to your office?

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　　　　……………………………………………………………………………………
　　　　……………………………………………………………………………………

(ii)　　What are the responsibilities of the head teacher in a school?

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　　　　……………………………………………………………………………………

(iii)　　What criteria would you use to appoint the head teacher given the opportunity?

　　　　……………………………………………………………………………………
　　　　……………………………………………………………………………………

(iv)　　What are head teacher's roles to influence teaching process?

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　　　　……………………………………………………………………………………
　　　　……………………………………………………………………………………

(v)　　What are essential tasks for a good teaching process?

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　　　　……………………………………………………………………………………
　　　　……………………………………………………………………………………

(vi)　　How does the head teacher assist learning process?

　　　　……………………………………………………………………………………
　　　　……………………………………………………………………………………
　　　　……………………………………………………………………………………

(vii)　　What are the head teacher's roles to influence learning?

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　　　　……………………………………………………………………………………

(viii)　　What is good learning process?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

(ix)   How does the head teacher assist learning process?

…………………………………………………………………………………………
…………………………………………………………………………………………

(x)   What are changes in the head teacher's roles and responsibilities today compared to the   past?

(xi)   What challenges face the head teacher when implementing his/ her roles?

(xii)   What is the possible future on the head teacher's roles?

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…………………………………………………………………………………………………
…………………………………………………………………………………………………

Thank you for cooperation.

APPENDIX D:

FOCUSED GROUP DISCUSSION FOR PUPILS

Jina langu ni   Joseoh Vicent Kalyalya. Ni mwanafunzi wa Chuo Kikuu Huria   cha Tanzania katika kituo cha Katavi. Ninasoma shahada ya uzamili katika utawala, sera na mipango katika elimu.(MED-APPS). Ninafanya utafiti juu ya ufanisi wa mwalimu mkuu katika kufuatilia ufundishaji na ujifunzaji katika shule za msingi za umma katika halmashauri ya wilaya ya Mpanda.Tafadhali ninaomba unipe ushirikiano wa kunipa taarifa katika maswali nitakayo uliza. Aidha taarifa zote zitatumika kwa matumizi ya kitaaluma tu.

Cheo……………………………………………………………………

Mahali pa kazi……………………………………………………………

Maswali ya mwongozo

1. Mwaliamu mkuu ni nani?

2. Kuna tofauti gani kati ya mwalimu mkuun na mwalimu wa kawaida?

3. Mwalimu mkuu huwasaidiaje katika kujifunza?

4. Kwa kawaida wapi huwa mnakutana /mnashirikianana mwalimu mkuu?

5. Majukumu ya mwalimu mkuu yanasaidiaje ufundishaji?

6. Kujifunza kuzuri ni kupi?

7. (i).Je, mwalimu mkuu apunguziwe majukumu ya ufundishaji?

   (ii).Toa sababu.

8. (i) Jitihada za mwalimu mkuu katika ufundishaji zinalingana na walimu wengine?

   (ii)Toa sababu.

Ahsanteni kwa ushirikiano wenu.