

**THE EFFECT OF PRIMARY SCHOOL HEAD TEACHERS' CAPACITY  
BUILDING ON PUPILS' ACADEMIC PERFORMANCE IN MEATU  
DISTRICT, TANZANIA**

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REQUIREMENTS OF DEGREE OF MASTER OF EDUCATION IN  
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UNIVERSITY OF TANZANIA**

**2019**

**CERTIFICATION**

The undersigned certifies that she has read and hereby recommend for acceptance by the Open the Open University of Tanzania the dissertation entitled; “The effect of Primary School Head Teachers’ Capacity building on Pupils’ Academic Performance in Meatu District, Tanzania” in partial fulfilment of the requirements for degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

.....  
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Date

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

.....

Signature

.....

Date

**DEDICATION**

This research dissertation is dedicated to my beloved wife Zainabu Adam Nuru, my children Shaban Njile, Nurdine Njile, Swaumu Njile and my parents Shaban Omary and Sophia Issa.

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## **ABSTRACT**

The study was intended to explore the Effect of Primary School Head Teachers' Capacity Building on Pupils' Academic Performance. Three specific objectives guided this study; to explore procedures used in providing Capacity Building to primary school head teachers in Meatu district, to examine the contents involved in Capacity Building to primary school head teachers, to evaluate factors show differences in performance among trained and untrained head teachers in Meatu district. Mixed approach has been employed due to the nature of the study. The research design was survey; purposively sampling was used to select eight public primary school as well as eight head teachers. Simple random sampling was used to select 32 teachers. Convenience sampling was employed in selecting 2 education officers. Data was collected by using Interviews and questionnaires. Data was analysed through tables under quantitative and description and quotation under qualitative. First objective, findings indicated that; seminars, workshops, short courses, training course, second objective, findings indicated that; head teachers were trained on; management procedures, teaching methods, teaching contents, preparation of tests and examinations, the use of ICT and school whole plan. Third objective, findings revealed that; in all factors indicated trained head teachers have performed well compared to untrained head teachers. Several data collection instrument namely interviews and questionnaires were used and ensured the validity because they captured the information about the study. Reliability shows the consistency of data after the different respondents posed with the same question and reaction was consistency. The study recommended that, government should budget for capacity building.

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### **LIST OF ABBREVIATIONS**

ADEM	Agency for the Development of Educational Management
CIDA	Canadian International Development Agency
DAEO	District Adult Education Officer
DED	District Executive Director
DPEO	District Primary Education Officer
EQUIP-T	Education Quality Improvement Programme in Tanzania
ESR	Education for Self Reliance
FGD	Focus Group Discussion
MOEVT	Ministry of Education and Vocational Training
NECTA	National Examinations Council of Tanzania
NGOs	Non-Government Organisations
OPRAS	Open Performance Review Appraisal System
PEDP	Primary Education Development Plan
PhD	Doctor of Philosophy
TSC	Teachers' Service Commission
UNESCO	United Nations Education Scientific and Cultural Organization
UNCED	United Nations Conference in Environment and Development
URT	United Republic of Tanzania

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE PROBLEM**

#### **1.1 Introduction**

Capacity building enables people, communities and organizations to strengthen their capability so as to develop implement and sustain effectiveness to different sectors services like: education sector, health sector and other sectors. Any country in the world focused on development whether economically, politically, socially as well as environmental should empower their citizens so that they could be familiar to what the nation was intended to achieve.

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

Historically the term “capacity building” emanated from the term "community capacity building" that has evolved from past terms such as institutional building and organization development. In 1950s and 1960s those terms referred to community development that focused on enhancing the technological and self-help capacities of individuals. In the 1970s, following a series of reports on international development and an emphasis was put on building capacity for technical skills in different areas, and also in the administrative sectors of developing countries. UNDP was one of the forerunners in developing an understanding of community capacity building or development. It outlines that capacity building takes place on an individual level, an institutional level and the societal level.

Wakely (1997) also believed that thinking about capacity building as simply training or human resource development was too limiting and that there needed to be a shift from that mindset. He believed that increasing the capacity of the individual was not

enough to contribute to the advancement of sustainable development alone, and needed to be paired with a supportive institutional and organizational environment. The three aspects of capacity building that Wakely believed essential to perform better are human resource development, organizational development, and institutional development.

In the 1980s the concept of institutional development expanded even more. Institutional development was viewed as a long-term process of building up a developing country's government, public and private sector institutions. The emergence of capacity building as a leading development concept in the 1990s occurred due to the influences factors such as: New philosophies which promoted empowerment and participation. In Africa most of countries practiced capacity building to their human resources for the aim of promoting sustainable development. The use of term “capacity building” is based on the definition established at the 1992 in the United Nations Conference in Environment and Development (UNCED) which encompasses human, scientific, technological organization resources and capabilities.

Thus the concept of capacity building has become an important word in education reform discourse internationally both developed and emerging economies (Egbo, 2011). Therefore, Capacity building/capacity development is the process by which individuals and organizations obtain, improve, and retain the skills, knowledge, tools, equipment and other resources needed to do their jobs competently or to a greater capacity (larger scale, larger audience, larger impact, etc.). Capacity building and capacity development are often used interchangeably.



In Tanzania capacity building was also practiced as the strategy of developing the country in economically, politically and socially. The achievement of these three depends on how the people of the nation are educated. According to Nyerere cited by Bogonko (1988:168-170) advocated that, the country's socialist goals could not be achieved when the bulk of population remained illiterate. Tanzania under its policy that says, "Educational for All" think on how to solve the problem of illiterate to their people. The education sector was the root of eradicating ignorance, disease and poverty. In our country for instance, development of education has passed through a series of distinct phases. These phases started during independent (1961) whereby schools were under segregation and race discrimination.

In the Post-Independent all schools based on segregation and race discrimination were abolished. This end has made the countries all over the world to establish initiatives which enhancing education delivery and acquisition to all citizens. However, the process of education delivery and acquisition depends on the acceptable management of education activities in different levels like; at school, ward, district, region and the national level (MoEVT). The government of Tanzania has succeeded to make primary education universal through the implementation of the Primary Education Development Plan (PEDP) from 2002 to the present.

Major achievements have been made in enrolment expansion, teachers' recruitment and deployment, construction of classrooms and sanitary facilities, provision of teaching and learning materials, as well as provision of pre-service and in-service teachers in education (Ndalichako et. al, 2005). Thus, In Tanzania, head of schools has been capacitated in their important management skills through the Agency for

Development of Educational Management (ADEM).

### **1.2.1 Academic Performance Worldwide**

Head teachers' capacity building promoted and sustains development in any country in the world. Thus, academic performance has been conceptualized by many scholars and researchers. According to Cary, Lindstd and Maynard (2008) academic performance refers to the performance on a task with measures including comprehension, quality and accuracy of answers of tests, quality and accuracy of problem- solving, frequency and quantity of desired outcome, time or rate to solution, time on task, level of reasoning and critical thinking, creativity, recall and retention, and transfer of tasks.

The effectiveness and efficiency of the school teacher depends on their competence (academically, pedagogically and ability to work hard), commitment, teaching and learning resources and methods, and support from education managers and supervisors (Rogan & Mosha, 2006). Teachers Capacity Building promotes teachers' creativity to explore new roles, developing new instructional techniques, refining their practice and broadening themselves as educators and individuals. MoEVT is responsible for providing policy and financial support all over the country for the Teachers Capacity Building Programme.

According to Holmes (2008), in a school set up, management practices refer to the way a school teacher uses the human resources and other resources and promotes the best value and the way the school works with its governing body as well as functioning of many aspects of a school. Teachers are the bridge of every career in

the world. Marvel and Morton (2006) identified the teacher as the single most influential person in the school's achievement especially in academic performance of the pupils. Teacher is the person responsible for all activities which occur in the classroom and around the school environment. Capacity Building Programme is one of the important aspects that set the shape of school, the climax for teaching and learning activities, the level of professionalism, the morale of teachers and pupils and the degree of concern for what pupils may or may not be.

According to TSC regulations (2016) under the Code of Ethics and Conduct for Teachers Service stipulated that; 'a teacher must therefore fully understand the community in which he works, he must explain to them their duty to obey all lawful authority and he should by own personal conduct set them an example in these matters'. Also they have been given a highly responsibility to the Child under his care, it states that, 'a teacher agrees that his chief responsibility is towards the pupil under his care, and that he has, at all times, a duty to guide each pupil in his full mental and physical development, both as an individual and a member of the community'.

Studies conducted by Brookover (2009) observed that good performing schools are managed by head teachers who exercise assertive leadership while unsuccessful schools are managed by head teachers who are bogged down with administrative details which render them unable to engage in leadership activities. Therefore, capacity building in Tanzania practiced due to the changes of policies and other teaching and learning instructions. In this case head teachers imparted the skills and knowledge that updating them to teach and manage the human resources and

material resources. Capacity building moves simultaneous with academic performance that aimed in sustainable development.

However, despite the increasing number of well qualified primary school head teachers and other teachers, together with the incentives provided, pupils' academic performance in some regions of Tanzania is still unsatisfactory; pupils' discipline is also deteriorating daily. In the same vein poor academic performance existing in Meatu district. The table below is drawn to show the four years' trend of poor academic performance in standard seven National Examinations in Meatu District.

**Table 1.1: Four Years Standard Seven National Examination results in Meatu**

Year	Registered to sit for examination			Pupils' Passed			%
	Boys	Girls	Total	Boys	Girls	Total	
2014	2015	2505	4520	769	726	1495	33
2015	2103	2774	4877	1031	1075	2106	43.18
2016	1878	2454	4332	1057	1109	2166	50
2017	2482	3114	5596	1138	1011	2149	38.4

**Source:** Meatu District Standard Seven National Examination Reports (2018)

Table 1.1 revealed the ranking result of Primary School Leaving Examination (PSLE) of Meatu district in Simiyu region. The percentage of passed pupils showed poor academic performance for four years because Meatu district was the last district in the region for four years consecutively. In the year 2017 Meatu district ranked number 184 out of 186 local Government Authorities (LGAs) in entire nation. Therefore, there was a need of conducting research so as to come up with findings that could improve the pupils' academic performance in the district. The study was conducted in eight (8) public primary schools in different five (5) wards.

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

The study was intended to explore the effect of primary school head teachers' capacity building on pupils' academic performance in Meatu district. The issue of academic performance success of any school is a major ideal of any education sector and all education stakeholders. However, due to some reasons some schools tend to fail miserably. There is persistence of poor academic performance of primary schools in Meatu district when comparing to other schools that are found in other districts in Simiyu region and entire Tanzania.

Various researches have been conducted to establish the possible causes of this poor performance in different areas, for example Chogero, (2009), Presented causes such as lack of quality teachers, instructional materials, school resources and facilities, nature of leadership styles of head teachers and nature of family background of pupils. PEDP has tried to reduce the issue of infrastructure, teaching and learning material and recruiting of teachers but Meatu is still performing poor in pupils' academic. It is the issue to seek for the appropriate solutions to these problems.

This study should be guided by Three Skills Theory by Robert Katz in 1955 and five major components of Mumford *et.al* (2000) through skills model of leadership. Katz suggests that effective administration and leadership depends on three basic personal skills namely technical, human, and conceptual. He shows the three areas of skills as the most important skills that the executives have commonly and use them regularly. This can be related to the teachers' administrative skills, level of education, professional skills and attendance of capacity building that enhances their skills in school management as well as academic performance of the pupils. In addition to

that, Mumford *et.al*, (2000) outlined five major components of effective leadership such as: competencies, individual attributes, leadership outcomes, career experiences, and environmental influences. Effective leadership is depending on how leader competencies are affected by the leader's attributes, experiences, and the environment. This also can be related to the teachers' administrative skills whereby competences, experiences and the environment enhance pupils' academic performance in primary schools.

Moreover, having appropriate technical skills signify that the person posted to be a head teacher is competent, experienced and knowledgeable with respect to the activities specific to an organization where he/she has been assigned; this is under the organization's rules, directions, standards, operating procedures, and the organization's products and services (Bush, 2006). Management and leadership skills relate to the ability to work with people. Management and leadership skills can be related to head teachers' skills which enable the leader or manager to work effectively with subordinates, peers, and superiors. The good leaders are the one who interacting with others in a way that will enhance the successful completion of the task at hand.

MoEVT has come up with Capacity Building to primary school head teachers. The main aim for this was to uplift and update school head teachers in relation to pupils' academic performance in primary schools. Nevertheless, little knowledge is in place on which ways the training of teachers through Capacity Building has been enhancing pupils' academic performance in Meatu district. Capacity building in Meatu was not encouraged to school head teachers, experience was considered as

potential factor when appointing headship. There was no induction course to the newly appointed head teachers before they resume headship. This generates misunderstanding in school management. Therefore, the effect of primary school head teachers' capacity building on pupils' academic performance is the main rationale of this study because the issue of leadership and management knowledge is needed to be imparted to primary school head teachers.

#### **1.4 Objectives of the Study**

##### **1.4.1 General Objective of the Study**

The main objective of this study was to explore the effect of primary school head teachers' capacity building on pupils' academic performance in Meatu district.

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

The study was guided by the following specific objectives:

- i. To explore procedures used in providing Capacity Building to primary school head teachers in Meatu district.
- ii. To examine the contents involved in Capacity Building to primary school head teachers in Meatu district.
- iii. To assess differences in performance among trained and untrained head teachers in Meatu district.

#### **1.5 Research Questions**

- i. What are procedures used in providing Capacity Building to primary school head teachers in Meatu district?
- ii. Which contents involved in Capacity Building to primary school head

teachers in Meatu district? Are they trained on

- iii. Are there differences in performance among trained and untrained head teachers in Meatu district?

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

The findings of the study will be important to government and different stakeholders. Firstly, Ministry of Education, Science and Technology will set the programme to support primary school head teachers' training on various programmes like; pedagogy, teaching contents, administration, leadership and management. Secondly, Curriculum developers will think on leadership and management courses to be added as a core subject to the teachers' colleges. Theoretically, this study extends the existing theory on Three Skill Theory by Robert Katz in 1955 by explaining that successful leadership and administration depends on three basic personal skills which are technical, human and conceptual. He identifies the Three Skill areas as the most important skills that the executives have commonly and use them regularly.

This can be related to the teachers' administrative skills, level of education, professional skills and attendance of capacity building that enhances their skills in school management functions as well as in academic performance of the pupils. As Katz (1955) defined, 'Technical skill is knowledge about something and being proficient in a specific type of work or activity. To other researchers who determine the strength and weaknesses of capacity building to primary school teachers in improving pupils' academic performance of the school. Encourage the strengths and find out the solution of weaknesses.



### **1.7 Scope of the Study**

The research was on The Effect of Primary School Head Teachers' Capacity Building on Pupils' Academic Performance. This study was conducted in Meatu district because of four years consecutively poor performance in standard seven national examinations. This focusses on head teachers' capacity building on management and leadership courses and its effect on academic performance of the pupils in primary level.

### **1.8 Limitation of the Study**

During the research work, researcher was faced the following constraints, firstly, most of the selected respondents were preparing to travel for holiday and the others who were not travelling were gathered in centres selected for teaching standard seven. Thus, researcher was forced to visit those centres so as to fulfil the total number of respondents. Secondly, data were collected from only government primary schools in Meatu district, thus the findings of the study cannot be generalized to all schools in the district since private schools were not involved.

### **1.9 Definition of Key Terms**

**Capacity Building/development:** in this study it refers as the process which individual and organizations obtain, improve and retain knowledge and skills which was potential to do their duties competently.

**School Head Teachers:** refers to the senior teachers, manager and leader who appointed by District Executive Director (DED) to lead the school. In primary schools' head teachers still participate in teaching responsibilities as well as managerial process. School head teachers are the most senior teachers or leaders and

managers of the schools. In most school primary head teachers still retain some teachers' responsibilities as well as managerial duties.

**Management:** refers to the process of attaining organizational goals, aims and objectives by working with and through people and other resources available in the organization.

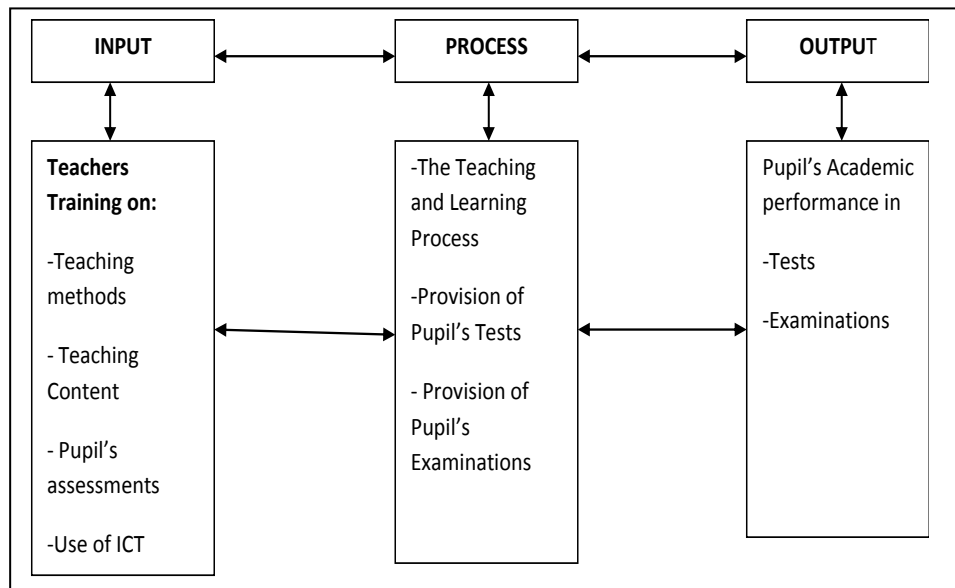
**Influencing:** in this study it refers as the process of making other teachers in the staff agree with the managers' opinion or view willingly perform their duties as directed in order to help the organization move towards the fulfilment intended goals.

**Academic Performance:** Refers to achievement in standardized tests or examinations shown by a student. According to Niebuhr (1995) Academic performance of students is typically assessed by the use of teacher's ratings, tests, and examinations.

### **1.10 Conceptual Framework of the Study**

This refers as a scheme of concepts which researcher operationalize in order to achieve set objectives. It is a diagrammatic presentation of the theory whereby a theory is presented as a model in the sense that research variables and the relationship between them are translated into a visual picture to illustrate the interconnections. The diagram was divided into three parts such as: Input, Process and Output. Input refers as independent variables that involve teaching methods, teaching contents, pupil's assessments and the use ICT. Process refers as extraneous variables which involve the teaching and learning process, provision of pupil's tests and examinations. Output refers as dependent variables that involve Pupil's

### Academic Performance in Tests and Examinations.



**Figure 1.1: Conceptual Framework of the Study**

**Source:** Researcher (2018)

In the scheme in figure 1.1, the independent variable is conceptualized as follows; Teachers' Training on: Teaching methods, teaching contents, Pupil's assessments and the Use of ICT, all these are independent variables which lead to dependent variables such as Pupil's Academic performance in tests and examinations. In this sense, independent variables have direct effect on the Dependent variables. However, this relationship may be influenced by extraneous variables such as; The Teaching and Learning Process, Provision of Pupil's Tests and Examinations. Thus, the issue of training teachers in all aspects shown in the diagram above lead to the effective and efficiency teaching and learning process that gave the intended outcome observed after the scores of pupil's in his/her tests and examinations. When the knowledge imparted to teachers and the teaching and learning process conducted well obviously pupil's academic performance will be improved.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter was dealing with reviewing on various literatures that related to the study being investigated. Researcher was started with the introduction of this chapter followed by theoretical review of the study; the concept of capacity building, the concept of academic performance, empirical literature review with its subtitle the procedures in providing head teachers capacity building, contents imparted to head teachers in capacity building, differences in performance among trained and untrained head teachers. Lastly the synthesis research gap was considered. In this sense research related literature reviewed which involved exploring the effect of Capacity Building to primary school head teachers.

#### **2.2 Theoretical Review of the Study**

Oxford Advanced Learners' Dictionary (2005) defines the term theory as a formal set of ideas intended to explain why something happens or exists; the principles on which a particular issue is based. In addition to that, Hoy and Miskel (1996), defines theory as a set of interrelated concepts, assumption, and generalization that systematically describe, explain, and predict regularities of behavior in educational organizations. In the same vein, Babyegeya (2002) defines theory as a set of interrelated concepts, assumptions and generalization from which sets of laws those guide practices can be logically derived from.

The study was guided by Three Skills Theory by Robert Katz in 1955 and five major components of Mumford *et.al* (2000) through skills model of leadership. Katz

suggests that effective administration and leadership depends on three basic personal skills namely technical, human, and conceptual. He shows the three areas of skills as the most important skills that the executives have commonly and use them regularly. This can be related to the teachers' administrative skills, level of education, professional skills and attendance of capacity building that enhances their skills in school management as well as academic performance of the pupils.

In addition to that, Mumford *et.al* outlined five major components of effective leadership such as: competencies, individual attributes, leadership outcomes, career experiences, and environmental influences. Effective leadership is depending on how leader competencies are affected by the leader's attributes, experiences, and the environment. This also can be related to the teachers' administrative skills whereby competences, experiences and the environment enhance pupils' academic performance in primary schools.

Moreover, having appropriate technical skills signify that the person posted to be a head teacher is competent, experienced and knowledgeable with respect to the activities specific to an organization where he/she has been assigned; this is under the organization's rules, directions, standards, operating procedures, and the organization's products and services (Bush, 2006). Management and leadership skills relate to the ability to work with people. Management and leadership skills can be related to head teachers' skills which enable the leader or manager to work effectively with subordinates, peers, and superiors. The good leaders are the one who interacting with others in a way that will enhance the successful completion of the task at hand.

In this circumstance, governments, non-governmental organizations, individuals and other education stakeholders and agencies commit important resources towards capacity building and developing head teachers in managing their schools. Teachers are imparted the awareness of leadership in the colleges or universities they learn in a shallow way. This training is just a theoretical generalization of all elements concern with leading the people. This does not teach in deeply and specific as head teachers because leadership and management skill is not among the core subject to grade 'A' teachers.

Many scholars and practitioners especially in education acknowledge the fact that a head teacher trainee begins his or her development of profession from the point of entry to the teachers' education and training programme (Rodney, 2007). Head teacher professional education is indeed a continuous process even in the post-graduation period throughout his or her life. Basically, the Tanzanian Education and Training Policy conceive that in-service training and re-training will be compulsory in order to ensure teachers' quality and professionalism (URT, 2005:50). This research dissertation intended to explore the effect of Capacity Building to primary school head teachers in enhancing pupils' academic performance in Meatu district.

The then Julius Kambarage Nyerere an education philosopher and policy of education came up with Education for Self-Reliance (ESR) in Tanzania once said that any country which needs to develop economically needs well-trained professional teachers who are continually updated for the country to succeed (Nyerere, 1988). There is the great need for the primary school head teachers to attend professional development programmes because they enable them to acquire

knowledge that is needed for them especially in school management and leadership.

### **2.2.1 The Concept of Capacity Building**

There are different approaches that are used to define capacity building. The Canadian International Development Agency (CIDA) defines capacity development as the activities, approaches, strategies, and methodologies which help organizations, groups and individuals to improve their performance, generate development benefits and achieve their objectives. In most of the literature the concept of Capacity Building is explained to comprise of a tall order of issues.

Alfa (2008) says that, there are various ways to understand capacity building concept to the organisation managers either as a development means or an end in itself. It has been therefore imperative to attempt to have an analytical framework for capacity so as to create a common understanding among education stakeholders. Kashu, (2005), associated with the concept of capacity as a range of issues such as ownership, commitment, innovation, partnership, learning, institutional development, decentralization, change management, scaling up, sustainability, participation, training, accountability and performance improvement.

In this respect, I have adopted four central characteristics of the concept of Capacity Building to the organisation managers that, Capacity Building to the organisation managers is about empowerment and identity, people acting together to take control over their own lives in some fashion. Capacity building has to do with collective ability, i.e. that combination of attributes that enables a system to perform, deliver value, establish relationships and to renew itself (Kashu, 2006). Capacity Building is

an emergent property or an interaction effect.

Capacity Building is about performance, execution and implementation or the result of the application or use of capacity; and so it requires the use of different approaches to its development, management, assessment and monitoring and it is about the creation of public value. From the foregoing, it is hard to come up with a universally accepted definition of Capacity Building. In most literature Capacity Building is used interchangeably to also mean capacity development (Deborah, 2006).

### **2.2.2 The Concept of Academic Performance**

Academic performance has been conceptualized by many scholars and researchers. According to Cary, Lindstd and Maynard (2008) academic performance refers to the performance on a task with measures including comprehension, quality and accuracy of answers of tests, quality and accuracy of problem- solving, frequency and quantity of desired outcome, time or rate to solution, time on task, level of reasoning and critical thinking, creativity, recall and retention, and transfer of tasks. Dimbisso (2009) on his part defined academic performance to mean the manner in which students deal with their studies and cope with or accomplish different assignments given to them by their instructors within a period of time.

Copeland and Musek (2001) conceptualized academic performance as objectively and subjectively. The concept of objectively refers as a pupil's knowledge and his degree of adaptation to academic work, expressed in numerical scores. Under subjective, they saw academic performance as the pupil's attitudes towards his



achievement and himself, as well as the attitudes of other people such as parents, teachers, tutors and lecturers towards his success.

## **2.3 Theoretical Literature Review**

### **2.3.1 Procedures in providing Head Teachers Capacity Building**

The most common procedure which is being done to provide Capacity Building to primary school head teachers in Tanzania is mainly through annual seminars and short courses that most of the times were conducted in Bagamoyo (ADEM, 2012) and in other teachers' college like Tabora under the umbrella of ADEM. These seminars and short courses were being conducted and provided to the newly appointed head teachers and in-service primary school heads. Seminars are being conducted for the purpose of strengthening primary head teachers in the managerial area and uplifting the academic performance of the pupils.

However, seminars, short courses and workshops that are provided to the school head teachers are not conducted frequently to most of the school heads and this is due to the claim that most of the times there is no enough money to conduct frequent seminars or short courses to the school heads. The main reason for conducting and providing Capacity Building to primary school heads is to bridge the gap between the school, the community and the education authorities. To manage the school in the context in which an increasing amount of responsibility is delegated to head teachers requires new skills and knowledge. In Tanzania, most of the primary school head teachers are in multi-grade situation. In majority of schools there are few teachers. In such situation the head teachers are responsible for school management as well as teaching the pupils.

### **2.3.2 Contents imparted to Head Teachers' Capacity Building**

Establishment of primary schools aims in imparting knowledge, skills, habits, values and attitudes among the learners. According to Odubaker (2004) and Kaggwa (2003), academic performance is defined as the quality and quantity of knowledge, skills, techniques, positive attitude behavior and philosophy that learners acquire. The ability to achieve is evaluated by marks and grades obtained in tests or examinations, at the end of a topic, term, year or education cycle. The authors further assert that the quality of grades and number of candidates who pass in the various grades determine the level of academic performance of a given class or institution in a given period of particular examinations whether internal or public.

The available records from Tanzania National Examinations Council (NECTA) and school files indicated poor performance of primary schools at Primary School Leaving Examination (PSLE). Many scholars assert that among other factors that enhance learners' good academic performance in schools is effort exerted by head teachers, teachers and parents (Brown and Walter, 2005). The authors add that the head teachers are custodian of education standard. However, they do not indicate how head teachers can acquire the required leadership and management skills, which can sufficiently be acquired through training (Gerhard, 2005).

It is fact that the majority of head teachers were trained to teach, not to lead or manage schools, but they are normally promoted to leadership without going through an induction course at least. Head teachers need to be trained in leadership and management functions such as management procedures, teaching methods, teaching contents, the use of ICT, School whole plan, monitoring and evaluation, planning for

academic success, motivation of staff, supervision of instructional process, to mention a few before they start managing the school.

Bitama, (2005), also discovered that there is increasing poor performance in schools mainly in science subjects in which poor performance is attributed to poor leadership at the school level. Pupils' indiscipline also affects the quality of education outcomes in schools. She argues that many schools still lack the necessary performance requirements, not only because of inadequate funds or even poor facilities but also as a result of poor leadership. In the same vein, Lubanga (2011) contends that most schools are performing poorly due to the gap in leadership and management skills. He continued to say that strikes are common because of poor approach towards solving problems.

For academic performance to set up in a school the leader must take up the management tasks, which he may not be aware of unless he is trained in them. Mussa (2006) says that the management tasks include decision making, direction, coordination, supervision, evaluation and budgeting. All of them have a great impact on the academic performance of the pupils if only they are practiced effectively.

### **2.3.3 Differences in Performance among Trained or Untrained Head Teachers**

As well known, primary school teachers are trained mostly to teach pupils rather than leading others. There are many differences that may be revealed when trained and untrained head teachers supervising different schools. Trained head teachers perform well compared to untrained head teachers. In this sense, Northhouse (2007) identifies five management functions such as planning, organizing, staffing,

directing, and monitoring human and non-human or material resources which are organized to help attain organizational goals and school academic performance.

Planning as a management is the dynamic process of making decisions today about future actions. It encompasses a wide range of activities to come up with a plan that would coordinate efforts of employees, identify and commit the resources to achieve particular goals and objectives; decide which activities are consistent with stated objectives, and measure progress towards these objectives so that corrective action can be taken as necessary in order to come up with good academic performance of the learners. The reason why most of the school heads do fail in most of the cases is due to the fact that head teachers do plan for a short time and not for a long time. Trained head teachers could plan well compared to untrained head teachers.

Mbiti, (2007), argues that any plan will achieve its goal after setting into motion some processes like determination of what resources will be needed, identification of the number and types of personnel the organization will need, development of the foundation of the organization environment in which work is to be accomplished, and determination of a standard against which the process toward the goals and objectives can be measured so that corrections can be made when necessary. Effective planning requires head teachers to possess increased discipline and skills in analysing information and increased insight to cope with uncertainty.

Trained head teachers who are trained well in planning are expected to perform well in pupils' academic performance compared to untrained head teachers. Thus, if you fail to plan you plan to fail. The second managerial is organizing which is concerned

with assembling of resources necessary to achieve the organizations' goals, and establishing the activity-authority relationship of the organization (Okumbe, 2007). The organizing function of management is extremely important to the school management and leadership system. This is so because it is a primary mechanism with which head teachers activate plans. Trained head teachers could organize the resources well compared to untrained head teachers. Therefore, good planning is a precondition for better results. Planning is primary and it is necessary for performing other key leadership functions like; organizing, directing, staffing and controlling. Planning helped to identify the schools' philosophy, policies, programmes, procedures, practices and problems. In this case, trained head teachers plan well compared to untrained head teachers.

#### **2.4 Synthesis and Research Gap**

According to UNESCO, 2009, agrees with the phenomena of experience as part of training but it contends that experience is necessary as a pillar of contingent nature of leadership for situations that are always individual but it should not be emphasized since it leads to personalized training. From the literature review most of the researchers revealed about the effective leadership and management as a key factor of schools' success.

In this sense, most of primary school head teachers in Meatu district are certificate level of education who have many years as head of schools. They are leading schools by experiences which lead to poor performance for consecutively four years. Thus, from the findings the issue of leadership and management skills were not considered as the potential factor to improve pupils' academic performance in Meatu district.

Primary school head teachers were appointed to headship without being inducted before resuming the responsibility of leading. Therefore, the Study was conducted to explore the effect of primary school head teachers' capacity building on pupils' academic performance that has not been done in Meatu district.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This section presented research approach, research design, area of the study, target population, research sample and sampling procedures, data collection, research instruments, validity and reliability of the research instruments and data analysis techniques as well as ethical consideration followed by the chapter summary.

#### **3.2 Research Approach**

The researcher employed mixed research approaches because of the nature of the study. This means quantitative and qualitative were used in collection and data analysis. For Cresswell (2005) it is claimed that, quantitative approach involves the generation of data in quantitative form which can be subjected to intensive quantitative analysis in a formal fashion. A researcher's choice has been influenced by the nature of the study which mainly focuses on the effect of primary school head teachers' capacity building on pupils' academic performance in Meatu district.

Quantitative research approach was used because it enabled computation of frequencies of respondents' information to numeric form of percentage. Qualitative approach on the other hand, was concerned with subjective assessment of attitudes, opinions and behavior (Kothari, 2004). Thus, this approach enabled the researcher to obtain detailed information in regard of respondents' views that are associated with primary school head teachers' capacity building on pupils' academic performance. Tuckman (1994), Dendin and Lincoln (2011) argue that, qualitative research approach is used when a researcher wants to get respondent's inner feeling and

opinions on a given problem. understanding of knowledge, experience and feelings of the participants under the study.

### **3.3 Research Design**

Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy and procedures, (Cothari, 2010). It is an overall plan or structure of research which spells out the plan by which data is collected. It also shows where and how data were collected, instruments of data collection and the quality as well as adequacy of data collected. Research design is the framework used to guide the collection and data analysis (Churchil, 2009). In this study Survey design was used and it ensured the collection of information from large samples (Saunders et al. 2009)

### **3.4 Area of the Study**

The study was conducted at Meatu District in Simiyu Region. Meatu District is among the sixth districts which form Simiyu Region. However, Meatu district consists of three divisions namely; Kimali, Nyalanja and Kisesa. Other districts forming Simiyu Region include Bariadi Urban, Bariadi Rural, Busega, Itilima, and Maswa District. Meatu District is situated in southeast of Simiyu Region, to the West is bordering with Maswa District, to the southwest it borders with Kishapu District, to the East it borders with Ngorongoro District, to the North it borders with Itilima District, Iramba and Igunga districts border to Meatu in the southward.

Meatu District like other Districts in Tanzania is vigorously carrying out efforts to deliver quality education among the citizen of this country, starting from children,



youths and adults people. In order to facilitate people through education, the District has 111 government primary schools and one private school. Meatu district has 22 government secondary schools. Meatu District is purposely selected by the researcher for this study because of its consecutively four years' poor academic performance in Primary School Leaving Examinations.

### **3.5 Target Population**

Population refers as the totality of any group of participants who have one or more traits in common. In this study, target population was teachers from 111 primary schools in Meatu district and education officers. Also, population is the total of all the individuals who have certain characteristics and are of interest to a researcher (Schwartz, 2008).

### **3.6 Research Sample and Sample Size**

#### **3.6.1 Sample**

Kothari, (2004:153), defined sample as the techniques or procedure that researcher would like to adopt in selecting items for samples. In addition to that, Sample may be defined as a representative unit of a target population, which is to be worked upon by researchers during their study.

#### **3.6.2 Sample Size**

Kothari, (2004), explained that, sample size refers to the number of items to be selected from the universe to constitute a sample. In the same vein, sample size is a small portion of the population of the study (Awuondo, 1994). Cohen, Manion, & Morrison (2007) assert that researchers are required to collect data from a smaller

number of participants who resemble to the large population or subgroup. The sampling unit of this study was eight government primary schools in respective five wards which represented study population of 111 government primary schools in the entire district. The sample size for this study comprised 42 respondents whereby 8 respondents were primary school head teachers, 32 classroom teachers (non-head teachers), and 2 District Educational Officers.

### **3.6.3 Sampling Techniques**

Sampling is the selection of a subset (a statistical sample) of individuals from within a statistical population to estimate characteristics of the whole population. Moreover, Sampling refers as a process of selecting representative units from an entire population of a study. In other words, sampling is the selection of some part of an aggregate or a whole on the basis of which judgment or inference about the aggregate is made (Schwartz, 2008). The researcher used probability and non-probability techniques to select the subset of population.

Thus non-probability sampling strategy include purposive sampling techniques which was used by researcher to select eight (8) public primary schools and eight (8) head teachers out of 111 public primary schools in Meatu district because researcher was intended to get head teachers holding certificate, diploma and degree level of education so as to compare their school supervision. Head teachers holding diploma and degree level of education were few in number. In probability sampling strategy include simple random sampling which was used by the researcher to select teachers in each selected school because it ensures that each member of the target population has an equal and independent chance of being included in the sample. Lastly but not

least convenience strategy was used to select education officers because it collects data at the spur of the moment without rigidity of procedure. It always considers who happen to be available at the time of data collection.

### **3.7 Method for Data Collection**

This refers to the tools to be used for collecting data and how those tools were developed. In this study, more than one research data collection instrument was used for gathering information since no single research instrument is completely adequate by itself (Cohen et al, 2000). Hence to accomplish this study, a researcher used Interviews and Questionnaires instruments.

#### **3.7.1 Interviews**

Interview is defined as the form of data collection that involves direct interaction between a researcher and the respondent in the sense of person to person verbal communication. The researcher used the structured interview based on open ended guiding questions because it allows obtaining information that cannot be directly observed. The interviewer uses oral questions to gain responses from the respondents such as; head teachers, DPEO and DAEO (Gall, Gall & Borg, 2007). Researcher met with head teachers and education officers in their respected areas and conducted the verbal communication and took note of the responses given by them.

In this case interviewer got information from interviewee freely, clear, acute and reliable. Therefore, data collected through interviews, was read to get the whole picture of the study. Then it was filtered to get patterns of significant themes related to the study on hand. After the identification of themes, the data was grouped in

categories targeting the research questions and objectives. Analysis proceeded by presenting respondents 'descriptions and quotations under themes selected.

### **3.7.2 Questionnaires**

This instrument refers as the process of collecting items to which a respondent is expected to react, usually in writing. Thus well prepared and typed questionnaires were distributed to the desired respondents. The researcher used open-ended questions to elicit respondents' personal data. An open-ended question allows respondents to elaborate freely their ideas and feelings. This tool was selected by the researcher because it helped to collect a lot of information over a short period of time. Therefore, researcher employed open-ended questions to head teachers, teachers and education officers that brought the appropriate information for analysis.

## **3.8 Validity and Reliability of the Research Instruments**

### **3.8.1 Validity**

Validity is the extent to which the instruments accurately and comprehensively capture the information about the study (Omari, 2011). Validity is an important key to effective research to make it worth full by ensuring the accurate and reliable collection of data for the study. Although it is impossible for research to be one hundred percent valid; that is optimistic perfection but precautions should be made to ensure accuracy of data. To ensure this, the study used several data collection techniques such as interviews and questionnaires to have comprehensive data relevant for the study. Also a different sample of respondents was selected such as district educational officers, head teachers and primary school teachers to enable the demonstration of explanation to be sustained by the data in the literatures.

### **3.8.2 Reliability**

Reliability is the consistency of data over time, over the instruments and over group. Omari (2011) reported that reliability is the extent of reproducibility of the results from the same instrument. In this case, researcher posed the same question to more than one respondent to measure the consistency of the information from the respondents. In this study, the researcher sought frequent advice from both the colleagues who were pursuing Masters of Education degree at the Open University of Tanzania and from the Supervisor on the reliability of the Interviews and questionnaires. This helped to improve the quality of the items in the instrument as Muijs (2004) suggests. Hence, ambiguities in certain items in the instrument were eliminated. Therefore, responses from head teachers, teachers and education officers ensure the consistency of data.

### **3.9 Data Analysis Procedures**

According to Kothari, (2004), data analysis consists of examining, categorizing, coding and tabulating collected data. Data analysis for this study was guided as stipulated here. Researcher analysed data after the completion of respondent interviews and questionnaires. The data was analyzed using qualitative and quantitative method. In this case, descriptions and quotations under themes selected was employed in analyzing qualitative data which was collected through interviews tool that involved head teachers and education officers while quantitative data which were collected through questionnaires were analyzed by using Microsoft office excel which converted frequencies into percentages. Tables were illustrated so as to quantify the collected data.

### **3.10 Ethical Consideration**

In this study, the researcher sought the permission from the Open University of Tanzania, and provided with release letter to conduct a research study. The researcher also was provided with a permission letter from Meatu District Administrative Secretary (DAS). Finally, Meatu District Executive Director (DED) provided introductory letter to the school head teachers in which the study was conducted. All selected participants were informed clearly due to the importance of the study and their rights to take part in it or not. This implies the teachers, heads of schools and the school neighbors to understand the probable harms (if any) they would encounter by participating in the study, but also they were assured of full anonymity and confidentiality of their views.

Hence, teachers, head teachers and education officers who take part in this study were those who willingly to do so and was not forced by the researcher. However, the information obtained through interviews and questionnaires were kept confidential. During the collection of data respondents were sharp in receiving of questionnaires to react on it. In interviews session some of head teachers were carefully listening the question and respond in logical explanation while education officers were so busy because of many responsibilities they have. They were responded for interview at the same time dealing with customers.

### **3.11 Chapter Summary**

This chapter presented the research methodology. Both quantitative and qualitative research approach was used in this study. The study was conducted in Meatu district in Simiyu region. A sample of eight (8) government primary schools was selected. A

variety of data collection methods (triangulation) was employed namely interviews and questionnaires. In analysis, findings from interviews were summarized by descriptions and quotations under themes selected while findings from questionnaires were analyzed by micro office excel to get percentages in relation to the research objectives.

## **CHAPTER FOUR**

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

#### **4.1 Introduction**

This study explored the Effect of Capacity Building to Primary School Head Teachers in Enhancing Pupils' Academic Performance in Meatu District, Tanzania. Data were obtained through questionnaires and interviews. Questionnaires were used to collect information from head teachers, non-head teachers as well as education officers while Interviews were used to collect information from head teachers and education officers.

In this sense, eight (8) government primary schools were purposively selected and visited by the researcher. The presentations were done in three main sections based on the research objectives such as:

- i. To explore procedures used in providing capacity building to primary school head teachers in Meatu district.
- ii. To examine the contents involved in capacity building to primary school head teachers in Meatu district.
- iii. To evaluate differences in performance among Trained and Untrained head teachers in Meatu district.

Targeted respondents participated fully in answering questionnaires provided to them as well as giving information under the interviews guide questions asked. The aim of research objectives was to guide the collection of data. Under this circumstance, quantitative approach was used to present information obtained in tables after the frequencies converted to percentage. Qualitative approach was used



to present collected information by stating them clearly. The following are data presentation, analysis and discussion;

## **4.2 Demographic Information of Participant**

The demographic of participants to this study included gender, age, education level and work experience of participants.

### **4.2.1 Gender**

The gender of participants of this study is presented in table 4.1

**Table 4.1: Gender of Participants**

<b>Respondents</b>	<b>Gender</b>	
	<b>Male</b>	<b>Female</b>
School Head Teachers	7	1
Teachers	13	19
District Education Officers	2	0
Total	22	20

**Source:** Research Data, 2019

Table 4.1 shows that males who participated in this study were more than female participants. This means that schools had more male head of schools than female.

### **4.2.2 Age**

Table 4.2 shows that the age between 30-39 years who participated in this study were more than those aged between 25-29 years and 40+ participants. This means that schools had managed with the participants aged 30-39 years who are matured enough to lead others.

**Table 4.2: Age of Participants**

Respondents	Age		
	25-29	30-39	40+
School Head Teachers	1	6	1
Teachers	7	18	7
District Education Officers	0	0	2
Total	8	24	10

**Source:** Research Data, 2019

#### 4.2.3 Education Level

The education level of participants of this study is presented in table 4.3

**Table 4.3 Education Level of Participants**

Respondents	Education Level			
	Certificate	Diploma	Degree	Masters
School Head Teachers	2	3	3	0
Teachers	26	4	2	0
District Education Officers	0	0	2	0
Total	28	7	7	0

**Source:** Research Data, 2019

Table 4.3 shows that certificate level of education participants in this study were the most of all level of education. This means that few teachers have diploma and degree level of education and implies that most of schools were supervised by head teachers with certificate level of education.

#### 4.2.4 Experience of Participants

Table 4.4 shows that most of teachers' experiences in this study were between 1-3 years. This means that few teachers have experience lies between 4-6 years and above 10 years. It implies that most of schools were headed by head teachers with few years in work.

**Table 4.4 Work Experience of Participants**

Respondents	Years of Work Experience			
	1-3	4-6	7-9	10+
School Head Teachers	5	1	0	2
Teachers	27	3	0	2
District Education Officers	0	0	0	2
Total	32	4	0	6

**Source:** Research Data, 2019

### 4.3. Procedures in Providing Head Teachers Capacity Building

The first objective of the study was to explore the procedures used in providing capacity building to primary school head teachers in Meatu district. It was necessary for this objective to be investigated because procedures used in providing Capacity Building to primary school head teachers are very important and differ from one district to another, one region to another as well as one country to another. Findings presented as follows;

#### 4.3.1 Seminars to Primary School Head Teachers

The findings revealed that most of the respondents who responded to this question through questionnaires administered to them commented that seminars to primary school head teachers was one of the procedures used in providing capacity building to head teachers. Table 4.5 shows the result which described above.

**Table 4.5: Seminars to Primary School Head Teachers**

Respondents	Responses			
	Yes	%	No	%
School Head Teachers	7		1	
Teachers	23		9	
District Education Officers	2		0	
Total	32	76	10	24

**Source:** Research Data, 2019

Table 4.5 shows that, majority of respondents about 80% commented that, seminars to school head teachers was one of the procedures used in providing school head teachers' capacity building in Meatu district while 20% of participants responded negatively.

From the interviews conducted among head teachers and district education officers' different views was portrayed. One of head teacher stated that:

*“Seminar to head teachers is very important because it updates us. My suggestion on this is about the time used in training, the seminar should be held during holiday because we are free to participate fully since the teaching session is off. Also this training should be carried out practically rather than theoretically”*

In the same vein, one of the district officer commented on the seminars to head teachers. He stated that:

*“Seminars to primary school head teachers and other teachers brought them to be competent in leading and teaching that change the school standards to better position and strong competitor within the other schools found around because they plan, implement and evaluate together. Also he suggested that, seminars should involve other teachers because it will prepare them to be appointed as school head teachers”*

#### **4.3.2 Workshops to Primary School Head Teachers**

Findings showed that majority of the respondents who responded to this question commented on workshops to school head teachers as the way used to provide Capacity Building. However, results were presented in table 4.6. Table 4.6 shows that, majority of respondents about 81% commented that, workshops to school head teachers was one of the procedures used in providing school head teachers' capacity building in Meatu district while 19% of participants responded negatively.

**Table 4.6: Seminars to Primary School Head Teachers**

Respondents	Responses			
	Yes	%	No	%
School Head Teachers	6		2	
Teachers	26		6	
District Education Officers	2		0	
Total	34	81	8	19

**Source:** Research Data, 2019

From the interviews conducted among head teachers and district officers' different views was portrayed. One of head teacher commented on workshops to school head teachers, he said that:

*“Workshops that are being provided and conducted to us as school Head teachers in Meatu were conducted by Equip-Tanzania. So I can say those workshops were good and they satisfy us to a large extent. It make us share our experience that bring confident in supervising our schools. This workshop brought a positive image to teachers and pupils academic performance”*

In the same line, one of the district officer commented on the provision of workshops. He stated that:

*“Workshops to head teachers had brought a great change because most of head teachers perform their responsibilities as they have been trained during the workshops session. This had brought some changes in academic performance in their school”.*

#### **4.3.3 Short Courses to School Headteachers**

Findings showed that majority of the respondents who responded to this question through questionnaires administered to them revealed that short courses to school head teachers was also among of the procedures used to provide capacity building to primary school head teachers. However, Table 4.7 showed the percentages of explanation above.

**Table 4.7: Short Courses to School Head Teachers**

Respondents	Responses			
	Yes	%	No	%
School Head Teachers	6		2	
Teachers	22		10	
District Education Officers	2		0	
Total	30	71	12	29

**Source:** Research Data, 2019

Table 4.7 shows that, majority of respondents about 71% commented that, short courses to school head teachers was one of the procedures used in providing school head teachers' capacity building in Meatu district while 29% of participants responded negatively. From the interviews conducted among head teachers and district officers' different views was portrayed. One of head teacher commented on short courses to school head teachers, he stated that:

*“Leading others is not a joke! It needs the ability of understanding others as human been who make mistakes, thus, short courses are one of the solution of eradicating misunderstanding within the staff. It helps us to manage our subordinate and encourage them to complete their tasks assigned to them in time”*

In addition to that, one of the district officers commented on short courses. He said

*“As a head of department, I agreed on short courses to school head teachers as a way of improving the ability of head teachers in performing their duties. I remember in past about (2006) that the district conducted the programme of sending few head teachers for short courses for about three months that were held in Tabora Teachers college under the umbrella of ADEM. They were trained on how to manage all school resources. In fact, those who attended that short courses their supervision was the best”*

#### **4.3.4 Training to School Head Teachers**

Findings portrayed that majority of respondents who responded this question through questionnaires administered to them revealed that training to school head teachers

was the way used to provide Capacity Building. To a great extent those who have diploma and degree level of education have undergone training of about two to three years either in job training or off job training as the way of upgrading. Table 4.8 shows the percentage.

**Table 4.8: Training of Head Teachers**

Respondents	Responses			
	Yes	%	No	%
School Head Teachers	5		3	
Teachers	20		12	
District Education Officers	2		0	
Total	27	64	15	36

**Source:** Research Data, 2019

Table 4.8 shows that, most of respondents about 64% revealed that, training of head teachers was one of the procedures used in providing school head teachers' capacity building in Meatu district while 36% of participants responded negatively. This study was aimed in updating head teachers on different ways of solving school problem as well as encouragement of further studies.

From the interviews conducted among head teachers and district officers' different views was portrayed. One of head teacher commented on training to school head teachers as follows:

*“Training to school head teachers was very important because it makes us interact with different people from different areas with diversity challenges. This helps us to improve the ways of solving problems which occur during our daily activities. Problem was release letter and facilitation of the study from employer. Since training improve the ability of performing the tasks assigned, I advise employer to encourage and facilitate teachers to join in or off job training which will improve pupils' academic performance.”*

In addition to that, one of the district officers commented on training. He said

*“Training had brought large changes in school performance because those who completed their diploma and degree have been appointed to supervise schools as head teachers. We have seen the big different compared to those certificate holders level of education. Understanding of different directives sent to them are received in positive and responded in time”.*

#### 4.3.5 In School Training to Head Teachers

Findings showed that majority of the respondents who responded to this question through questionnaires given to them portrayed that; In school training to head teachers was the procedures used in providing Capacity Building to primary school head teachers. This involved with experiences and fresh teaching approaches where every teacher will gain new techniques to challenge and enrich their pupils. An intensive in-school training session for school leaders deliver real results in teaching and learning process and improves successful practices across in the school. However, table 4.9 presented the percentage.

**Table 4.9: In School Training to Head Teachers**

Respondents	Responses			
	Yes	%	No	%
School Head Teachers	6		2	
Teachers	23		9	
District Education Officers	2		0	
Total	31	74	11	26

**Source:** Research Data, 2019

Table 4.9 shows that, most of respondents about 74% revealed that, in school training of head teachers was one of the procedures used in providing school head teachers' capacity building in Meatu district while 26% of participants responded



negatively. This study was aimed in updating head teachers on fresh ways of teaching and learning process.

#### **4.4 Contents Involved in Capacity Building to Primary School Head teachers**

The second theme was about Contents involved in Capacity Building to primary school Head teachers in Meatu district. The objective of this research was necessary to be examined because it is important to look at the knowledge imparted to school head teachers to the positive ways. Thus, researcher intended to view out the content involved in capacity building aimed to empower head teacher in supervising their schools. Questionnaires were prepared and administered to head teachers, district officers and teachers which had brought findings portrayed by them. However, responses were presented in different tables accordingly as follows:

##### **4.4.1 Management Procedures to Head Teachers**

Management procedures were one of the contents taught to the head teachers. This study was aimed on updating head teachers on how to manage resources for the benefit of their organization. Findings showed that majority of respondents who responded to this questions commented that head teachers were imparted the knowledge about management procedures such as how to pass through scheme of work, lesson plan and how to fill and complete OPRAS a few to mention. Table 4.10 showed the responses.

Table 4.10 shows that, majority of respondents about 74% revealed that, head teachers were trained on management procedures as the contents involved to school head teachers' capacity building in Meatu district while 26% of participants

responded negatively. This study was aimed on updating school head teachers on the way of managing resources and monitoring of the duties assign to his/her subordinates.

**Table 4.10: Management Procedures to Head Teachers**

Respondents	Responses			
	Yes	%	No	%
School Head Teachers	6		2	
Teachers	23		9	
District Education Officers	2		0	
Total	31	74	11	26

**Source:** Research Data, 2019

#### 4.4.2 Teaching Methods to Head Teachers

In this subtheme, researcher intended to find out that in capacity building to primary school head teachers are they trained on “Teaching methods?” Findings revealed that most of the respondents who responded this question to a great extent commented that teaching methods was the content imparted to the head teachers. In this sense they were insisted in using participatory method that enhances flexibility during teaching and learning process. Table 4.11 presented the responses.

**Table 4.11: Teaching Methods to Head Teachers**

Respondents	Responses			
	Yes	%	No	%
School Head Teachers	8		0	
Teachers	31		1	
District Education Officers	2		0	
Total	41	98	1	2

**Source:** Research Data, 2019

Table 4.11 shows that, the most of respondents about 98% revealed that, head teachers were trained on teaching methods as the contents involved to school head

teachers' capacity building in Meatu district while 2% of participants responded negatively.

From the interviews conducted among head teachers and district education officers' different views were revealed. One of the head teachers stated that:

*“In training session we have been trained about different approaches when proceeding with teaching activities. The use of participatory method was insisted because it makes pupils build confidence in answering questions. Also understanding the ability of the pupils in the class help to differentiate the fast learners and slow learners which give the direction of solving problem.”*

In the same line, one of the district education officer commented on this, he said:

*“The use of different approaches in teaching activities improves the school academic performance because it builds the confidence to teachers when teaching and pupils when answering questions.”*

Therefore, this study was aimed on updating school head teachers on the use of different approaches during teaching session and insisted to apply participatory approach.

#### **4.4.3 Teaching Contents to Head Teachers**

In this subtheme, researcher intended to find out that in capacity building to primary school head teachers are they trained on “Teaching contents?” Findings showed that majority of respondents who responded in this question through questionnaires administered to them commented that head teachers were imparted the knowledge about teaching contents which derived from syllabus towards scheme of work, lesson plan and proper uses of text books as well as reference books. Table 4.12 shows responses

**Table 4.12: Teaching contents to Head Teachers**

Respondents	Responses			
	Yes	%	No	%
School Head Teachers	6		2	
Teachers	24		8	
District Education Officers	2		0	
Total	32	76	10	24

**Source:** Research Data, 2019

Table 4.12 shows that, the most of respondents about 76% revealed that, head teachers were trained on teaching contents as the contents involved to school head teachers' capacity building in Meatu district while 24% of participants responded negatively

From the interviews conducted among head teachers and district education officers' different views were revealed. One of the head teachers stated that:

*“Curriculum played as a guide to all contents to be taught to the pupils. Syllabus and Text books interpret the curriculum. In this sense, we are supposed to manage our subordinate and other resources in order to ensure that contents allocated to be taught in a certain class are achieved as directed.”*

In addition to that, one of district education officer commented as follows:

*“In improving the school academic performance head teachers should Understand well the curriculum, syllabus and text books contents in order to interpret well to the teachers under their supervision. Managing others need extra ability of understanding different contents for different classes in order to help those who face challenges on implementation of curriculum.”*

#### **4.4.4 Preparation of Tests and Examinations**

In this subtheme, researcher intended to find out that in capacity building to primary school head teachers are they trained on “Preparation of Tests and Examinations?”

Findings revealed that most of the respondents who responded this question to a great extent commented that preparation of tests and examinations was the content imparted to the head teachers especially the uses of Bloom taxonomy theory. Table 4.13 shows the responses

**Table 4.13: Preparation of Tests and Examinations**

Respondents	Responses			
	Yes	%	No	%
School Head Teachers	8		0	
Teachers	30		2	
District Education Officers	2		0	
Total	40	95	2	5

**Source:** Research Data, 2019

Table 4.13 shows that, the most of respondents about 95% revealed that, head teachers were trained on preparation of tests and examinations as the contents involved to school head teachers' capacity building in Meatu district while 5% of participants responded negatively

From the interviews conducted among head teachers and district education officers' different views were revealed. One of the head teachers stated that:

*“In capacity building we have trained on how to prepare tests and examinations by following the Blooms Taxonomy theory. This had helps us to prove the quality of tests and examinations prepared by teachers under our supervision.”*

In addition to that, one district education officer commented on this. He says:

*“Tests and examinations prepared by following Blooms Taxonomy have the quality that considers six levels which are knowledge, comprehension, application, analysis, synthesis and evaluation. Head teachers have been trained about this and most of them have trained their fellow and make the quality of tests and examinations in their schools which improve the academic performance.”*

#### 4.4.5 The use of ICT

In this subtheme, researcher intended to find out that in capacity building to primary school head teachers are they trained on “The use of ICT?” Findings revealed that most of the respondents who responded this question commented that the use of ICT in academic searching and data keeping like the use of iPad especially in preparing school data base, receiving and sending email was the content imparted to the head teachers. Table 4.14 shows the responses.

**Table 4.14: The use of ICT**

Respondents	Responses			
	Yes	%	No	%
School Head Teachers	5		3	
Teachers	9		23	
District Education Officers	2		0	
Total	16	38	26	62

**Source:** Research Data, 2019

Table 4.14 shows that, the few of respondents about 38% revealed that, head teachers were trained on the use of ICT as the contents involved to school head teachers’ capacity building in Meatu district while 62% of participants responded negatively. This means that few teachers were familiar to information Communication Technology and majority were not familiar to ICT.

From the interviews conducted among head teachers and district education officers’ different views were revealed. One of the head teachers stated that:

*“We have taught how to use iPad in keeping school information and statistics. The use of ICT simplifies many things in the school. Since training on the use of ICT had brought some changes in finding academic materials and updating us in modern world, this training should be conducted time to time due to the changes of science and technology”.*

#### 4.4.6 School Whole Plan

In this subtheme, researcher intended to find out that in capacity building to primary school head teachers are they trained on “School Whole Plan?” Findings revealed that most of the respondents who responded this question commented that the school whole plan was the content imparted to the head teachers which helps to every teacher and pupils to fulfil their daily responsibility accordingly. Gimba (2012) concur with this in his report

*“He reported that there is no doubt that no educational system can rise above the quality of its teachers. This means that to achieve a functional education system, the teachers must be able to respond to educational changes to achieve such objectives”.*

**Table 4.15: School Whole Plan**

Respondents	Responses			
	Yes	%	No	%
School Head Teachers	5		3	
Teachers	24		8	
District Education Officers	2		0	
Total	31	74	11	26

**Source:** Research Data, 2019

Table 4.15 shows that, the most of respondents about 74% revealed that, head teachers were trained on school whole plan as the contents involved to school head teachers’ capacity building in Meatu district while 26% of participants responded negatively

#### 4.5 Differences in Performance among Trained and Untrained Head Teachers

The third objective in this study was to evaluate factors show differences in Performance among Trained and Untrained head teachers. It was aimed to find out areas that differentiate trained and untrained school head teachers in relation to the

improvement of pupils' academic performance. The researcher brought about eleven factors namely: teaching activities, school whole plan, pupils' academic performance, discipline of teachers and pupils, attendance of teachers and pupils, status of school, leadership and management, monitoring and evaluation, preparation of tests and examinations, teaching content follows syllabus and the use of ICT in academic searching and information keeping to respondents in order to get their stand point. Table 4.16 showed the responses respectively.

**Table 4.16: Differences in Performance among Trained and Untrained Head Teachers**

Subthemes	Heads	Bad	%	Average	%	Well	%	Excellent	%
Teaching activities	Trained	0	0	0	0	28	67	14	33
	Untrained	1	2.4	27	64.2	13	31	1	2.4
School whole plan	Trained	0	0	2	4.8	25	59.5	15	35.7
	Untrained	3	7.2	30	71.4	9	21.4	0	0
Pupils' academic performance	Trained	0	0	0	0	28	67	14	33
	Untrained	3	7.2	29	69	10	23.8	0	0
Discipline of teachers and pupils	Trained	0	0	1	2.4	23	54.8	18	42.8
	Untrained	3	7.2	25	59.5	12	28.5	2	4.8
Attendance of teachers and pupils	Trained	0	0	0	0	28	67	14	33
	Untrained	0	0	27	64.2	13	31	2	4.8
Status of school	Trained	0	0	0	0	14	33	28	67
	Untrained	3	7.2	20	47.6	19	45.2	0	0
Leadership and management	Trained	0	0	0	0	20	47.6	22	52.4
	Untrained	3	7.2	24	57.1	15	35.7	0	0
Monitoring and evaluation	Trained	0	0	0	0	25	59.5	17	40.5
	Untrained	4	10	30	71	8	19	0	
Preparation of tests and examinations	Trained	0	0	0	0	29	69	13	31
	Untrained	0	0	22	52.4	15	35.7	5	11.9
Teaching content follows syllabus	Trained	0	0	0	0	25	59.5	17	40.5
	Untrained	2	4.8	23	54.8	16	38	1	2.4
The use of ICT in academic searching and information keeping	Trained	0	0	11	26.2	22	52.4	9	21.4
	Untrained	11	26.2	22	52.4	9	21.4	0	0

**Source:** Research Data, 2019



Table 4.16 shows different factors that was evaluated so as to get the stand point of school management among trained and untrained head teachers. This was aimed on finding the way of updating head teachers so that they can perform well in their schools. The following are the findings that revealed by the respondents. Teaching activities was one of the factor used by researcher aimed to get the difference in performance. The aspect of teaching activities was identified by respondents as the factor which showed the differences.

Findings revealed that school under trained head teachers about 67% conducted well and 33% excellent while under untrained head teachers 2.4% conducted bad, 64.2% average, 31% well and 2.4% excellent. Therefore, respondents commented on the differences that trained head teachers did well in teaching activities compared to untrained head teachers. School whole plan was the second factor that identified by respondents shows differences. Finding, portrayed that trained head teachers under the stated factors showed that 2.4% did average, 59.5% well and 35.7% excellent while under untrained head teachers 7.2% did bad, 71.4% average and 21.4% well. In this sense respondents commented that trained head teachers under school whole plan performed well compared to untrained head teachers.

Pupils' academic performance was the third factor used to evaluate performance in terms of record keeping pupil's result reports. Finding revealed that trained head teachers did well for 67% and excellent for 33% while untrained head teachers did 7.2% Bad, 69% Average and 23.8% well. In this Case majority of respondents commented that pupils' academic performance under trained head teachers recorded and performed well rather than untrained head teachers. Discipline of teachers and

pupils was the fourth factor identified by respondents as one gave difference to head teachers' performance. Finding shows that trained head teachers for 2.4% showed average, 54.8% well and 42.8% excellent while untrained head teacher shows 7.2% Bad, 59.5% Average, 28.5% well and 4.8% Excellent. Therefore, respondents commented on difference that trained head teachers did well in follow up on discipline of their teachers and pupils compared to untrained head teachers.

Attendance of teachers and pupils to the school was the fifth factor that evaluated to get the differences in performance. Finding revealed that trained head teachers about 67% their attendance was well and 33% excellent while untrained head teachers about 64.2% of their attendance was average, 31% well and 4.8% excellent. Thus respondents commented that trained head teachers did well in recording attendance of their teachers and pupils compared to untrained head teachers. Status of school was the sixth factor identified by respondents as the one shows differences in performance. Finding shows that 33% of respondents revealed well on School status and 67% excellent to the school supervised by trained head teachers while 7.2% responded Bad, 47.6% Average and 45.2% well to the school supervised by untrained head teachers. In this sense respondents commented that trained head teachers performed well in improving status of school compared to untrained head teachers.

Leadership and management was seventh factor evaluated by respondents to find out the differences. Finding revealed that, respondents about 47.6% commented well and 52.4% excellent on leadership and management under trained head teachers while 7.2% responded bad, 57.1% average and 35.7% well under untrained head teachers.

The different showed here is that trained head teachers performed well in leadership and management compared to untrained head teachers. Monitoring and evaluation was eighth factor used by researcher to test the differences in performance. Finding revealed that about 59.5% of respondents showed well and 40.5% excellent to the school supervised by trained head teachers in monitoring and evaluation while 10% showed bad, 71% average and 19% well through untrained head teachers. Therefore, respondents commented that trained head teachers performed well in monitoring and evaluation compared to untrained head teachers.

Preparation of tests and examinations was the ninth factor that identified so as to check out the differences in performance. Finding shows that 69% of respondents portrayed on well and 31% excellent under trained head teachers while 52.4% did average, 35.7% well and 11.9% excellent under untrained head teachers. The respondents commented that preparation of tests and examinations applied well under school managed by trained head teachers compared to school managed by untrained head teachers.

Teaching contents following syllabus was the tenth factor evaluated in this study to seek for differences in performance between trained and untrained head teachers. Finding shows that about 59.5% did well and 40.5% excellent under the leadership of trained head teachers while 4.8% did Bad, 54.8% average, 38% well and 2.4% excellent under the leadership of untrained head teachers. Thus, respondents commented that trained head teachers did well in teaching contents compared to untrained head teachers.

The use of ICT in academic searching and information keeping was the eleventh factor administered to the participants so as to get their views on the differences in performance. Finding revealed that about 26.2% practised on average, 52.4% well and 21.4% excellent under the supervision of trained head teachers while 26.2% practised bad, 52.4% average and 21.4% well under the management of untrained head teachers. Therefore, respondents commented that trained head teachers practised well the use of ICT compared to untrained head teachers.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Summary**

The study intended to explore the Effect of Capacity Building to Primary School Head teachers in Enhancing Pupils' Academic Performance as the central part of the study in Meatu district. In this sense, eight (8) public primary schools were selected by the researcher. The study employed quantitative and qualitative research design as intended to seek for respondents' views or opinion. Purposively, simple random sampling and convenience techniques were used to select the total of 42 respondents involved in the study such as head teachers, non-head teachers, and education officers. Interviews and questionnaires were employed as data collection methods.

##### **5.1.2 Summary of the Study**

The study comprised of three objectives namely; to explore procedures used in providing capacity building to primary school head teachers, to examine the contents involved in capacity building to primary school head teachers and to assess the differences in performance among Trained and Untrained head teachers in Meatu district.

##### **5.2.1 Procedures in Providing Head Teachers Capacity Building**

The first objective of the study was to explore procedures used in providing School Head Teachers' Capacity Building in Meatu district. Finding indicated that:

- i. Majority of respondents for about 76% commented that seminars were one of the procedures that followed in providing School Head Teachers' capacity building. The study was aimed at updating head teachers on how to plan,

implement and evaluate all activities for the sake of improving school performance.

- ii. Majority for about 81% commented that workshops was another procedure that was used to build capacity of head teachers in Meatu district. This study was conducted by Equip-T in order to update head teachers on how to share experience in solving different problems. Also it helped head teachers to manage resources through case study prepared by facilitators.
- iii. Majority of respondents for about 71% revealed that short courses were also among procedures used to update head teachers. Short courses aimed at updating head teachers in various aspects of leadership and management. This helped to experience various challenges and the best way of solving it.
- iv. Moreover, training was other procedures that followed in providing school head teacher' capacity building. Training was aimed to encourage teachers to join in job or off job training in the sense that they will be helpful in managerial activities after their training completion. Also it encourages the joining of diploma and degree courses. Majority of respondents for about 64% comment on training as procedure used in providing capacity building.
- v. In the same vein, majority for about 74% commented that in School Training was also the procedures that used in providing school head teachers' capacity building. It aimed on updating head teachers on the simple way of delivering materials to the pupils though experience and fresh teaching approaches.

### **5.2.2 Contents involved in Capacity Building to Primary School Head Teachers**

The second objective was to examine the contents involved in school head teachers'

Capacity building in Meatu district. The findings indicated that:

- i. Management procedures were one of the contents that involved in capacity building to head teachers. Majority for about 74% commented on management procedure as the contents taught to head teachers. This was aimed at updating head teachers on knowledge and skills of reviewing scheme of work, lesson plan and the filling and completion of OPRAS form.
- ii. In addition to that, teaching methods was another contents involved in capacity building. It was revealed by the respondents for about 98%. This contents aimed at improving head teachers teaching approaches. It helped in updating head teachers on the application of participatory approach in teaching and learning process.
- iii. Moreover, teaching contents were the other contents involved in capacity building. In this sense 76% of respondents commented on teaching contents as the knowledge imparted to head teachers. This training aimed on updating head teachers on well understanding of curriculum, syllabus, text books and reference books. It helped the head teachers to solve challenges that occur during teaching and learning process by guiding teachers to teach accordingly.
- iv. Furthermore, preparation of tests and examinations were also the contents trained to head teachers through capacity building session. Majority of respondents for about 95% revealed on preparation of tests and examination as the knowledge taught to head teachers. This contents aimed at updating head teachers on how to prepare tests and examination through Blooms Taxonomy Theory. It helped to head teachers on reviewing on the six

components suggested by Blooms Taxonomy namely: knowledge, comprehension, application, analysis, synthesis and evaluation to be considered when preparing tests/examinations.

- v. Few of respondents for about 38% commented on the use of ICT as the content taught to primary school head teachers. This study aimed on updating head teachers on the knowledge and skills about searching academic materials, receiving and sending e-mail and preparing school data base. Majority for about 62% were not familiar with ICT in the sense that it is new contents to them. Thus, more effort should put on this in order to familiarize other head teachers.
- vi. The School Whole Plan was another content involved in capacity building. This was commented by majority for about 74%. In this study head teachers were imparted the knowledge of good plan, implementation and evaluation that helped the school directives and effective division of labour.

### **5.2.3 Differences in Performance among Trained and Untrained Head Teachers**

The third objective was to evaluate differences in performance among trained and untrained head teachers in Meatu district. The findings indicated that Capacity building aimed to empower the primary school head teachers so as to improve their performance. Findings indicated that:

- i. Teaching activities were the factor used to differentiate the management between trained and untrained head teachers. This aimed at finding out the organized supervision. In this case trained head teacher seemed to perform well for about 67% compared to 33% of untrained head teachers.



- ii. School whole plan was another factor used to evaluate the performance of trained and untrained head teachers. It was aimed to get the well-organized plan arranged among trained and untrained head teachers in their schools. Respondents commented that, the school supervised by trained head teachers plan well compared to untrained head teachers.
- iii. Pupils' academic performance was also the factor identified to differentiate trained and untrained management. It aimed on the pupil's scores of on tests or examinations given by their teachers. The finding revealed that schools supervised by trained head teachers do well in academic compared to untrained head teachers.
- iv. In addition to that discipline of teachers and pupils was the factor used to make comparison among trained and untrained head teachers. This aimed to find out the school that follow the regulations. It is commented that school managed by trained head teachers were full discipline compared to untrained head teachers.
- v. Another difference viewed on Attendance of teachers and pupils. This aimed to check out the presence and absence of teachers and pupils in the school. The findings revealed that the school supervised by trained head teachers there were well presence compared to the school supervised by untrained head teachers.
- vi. In the same line, school status was also the factor used to differentiate managerial of trained and untrained head teachers. This aimed to check out how trained and untrained head teacher organize their organisation. It has commented that trained head teachers performed well compared to

untrained head teachers.

- vii. Furthermore, other factor included in was leadership and management. This aimed to get the distribution of resources equally for the sake of doing well. Trained head teachers were doing well in this compared to untrained head teachers.
- viii. Moreover, Monitoring and evaluation was another factor promoted to compare the managerial of head teachers. This aimed on the intensive follow up the division of duties. It has portrayed by the respondents that, trained head teachers were well in monitoring and evaluation compared to untrained head teachers.
- ix. In the same vein, preparation of tests and examinations also was the factor used to compare head teachers. This aimed at evaluating the quality of tests and examination prepared in the level of school and how they supervised. In this case, trained head teachers do this well compared to untrained head teachers.
- x. Teaching contents follows syllabus was also the factor used to distinguish the performance among trained and untrained head teachers. It was aimed to seek out the proper use of syllabus when preparing scheme of work. The school supervised by trained head teachers performed well compared to the school supervised by untrained head teachers.
- xi. On top of that, the use of ICT in academic searching and information keeping was another factor used to compare performance of head teachers. This aimed to make head teachers change according to the introduction of science and technology. The school supervised by trained head use ICT well

compared to the school supervised by untrained head teachers.

### **5.3 Conclusion of the Study**

School head teachers' capacity building on pupils' academic performance was established because it was potential factors to obtain, improve and retain knowledge and skills aimed in goals complement. In this study different procedures used in providing capacity building have been indicated and explained. Seminars, workshops, short courses, training and in school training were the procedures followed in updating head teachers in various aspects. It aimed on the improvement of their school performance.

Also in capacity building some contents have taught to school head teachers aimed to update their daily performance. School head teachers have been imparted the knowledge on management procedures, teaching methods whereby participatory approach was insisted, teaching contents, preparation of tests and examinations through the use of Blooms Taxonomy Theory, The use of ICT and School whole plan. All these aimed to update head teachers and improve the success of their organisation.

In the same line, there were evaluation factors differentiate trained and untrained head teachers in the sense of performance. About eleven factors have been mentioned to guide this phenomenon. According to the findings it has commented that in all school aspect trained head teachers doing well compared to untrained head teachers. Therefore, school head teachers' Capacity Building on Pupils' Academic Performance play a pivotal in improving academic performance.

#### **5.4 Recommendations**

In view of the findings of this study, the following are the major recommendations;

- i. Government should consider the budget of school head teachers' Capacity building to be conducted frequently.
- ii. Curriculum developer should consider leadership and management courses to be added in the syllabus as a core lesson in grade 'A' teachers' colleges because teachers play both side teaching and managerial responsibilities.
- iii. Employers should induct newly appointed primary school head teachers before they resume headship in order for them to get the managerial skills and knowledge of leading others.
- iv. Government should plan and organize seminars, workshops and short courses particularly during holiday time so as to give the chance to other teachers to participate in capacity building.
- v. Primary school head teachers should be released from teaching responsibilities and deal with managerial activities.

This is to say the study was so essential because selection of training primary school head teachers is termed as INPUT, the contents imparted to them refers to the PROCESS and the satisfied result to pupils' academic performance is the OUTPUT.

#### **5.5 Suggestion for Further Study**

People who are interested in further study on the same topic should carry the study in public secondary school so that we can check the effect of Capacity Building to head of school in enhancing students' academic performance. Also could be replicated elsewhere outside the Simiyu Region where Meatu District is, to establish whether

the same results would apply. Further study may be carried on The effect of Secondary Teachers' Capacity Building on Students' Academic Performance.

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## APPENDICES

### **APPENDIX 2: Questionnaire for Head Teachers, Non Head Teachers and District Education Officers**

**I, Njile Ipando**, Reg. No.PG201701611, is the bearer of this letter as a student of the Open University of Tanzania, presently enrolled for the research module that forms part of the structured Master in Educational Administration, Planning and Policy Studies (Med APPS). The study seeks to explore **‘The Effect of Capacity Building to Primary School Head Teachers in Enhancing Pupils Academic Performance in Meatu District, Tanzania**. I have chosen you as my respondents because I know you will provide the required information to my study. All the information obtained from you will be used for the academic purpose and will be treated confidentially.

Kindly respond to all questions as honestly as possible.

#### **SECTION A: Demographic information:**

***Instruction:** Please tick where applicable*

1. Gender: Male ☐ Female ☐
2. Age: 20-24 ☐ 25-29 ☐ 30-39 ☐ 40 & above ☐
3. How long have you been a teacher?  
0-4 years ☐ 5-9 years ☐ 10-14years ☐ 15& above ☐
4. How long have you been as a head teacher?  
0-4 years ☐ 5-9 years ☐ 10-14years ☐ 15& above ☐

#### **SECTION B: Training course**

1. Highest Level of Education  
Certificate ☐ Diploma ☐ Degree ☐ Masters ☐ Others ☐

## 2. Course taken at the university or college of study

Please tick [ ☐ ] to the course (s) you have taken in the university or college

- i) Leadership and Management [ ☐ ]
- ii) School Supervision [ ☐ ]
- iii) Finance Management [ ☐ ]
- iv) Teamwork Leadership [ ☐ ]
- v) Personal leadership [ ☐ ]

## In- service Training

- 3. Head teachers attended an induction course before assuming the Head teacher office. Yes [ ☐ ] No [ ☐ ]
- 4. Are the head teachers attended at least one leadership and management short course. Yes [ ☐ ] No [ ☐ ]
- 5. Are the head teachers attended seminars and workshops in leadership and management since they assumed the office, ranging to: 0-1 [ ☐ ] 2-4 [ ☐ ] 5-7 [ ☐ ] 8-9 [ ☐ ] 10& above [ ☐ ] (months)

## Experience

- 6. Years of leadership and management experience:  
1-3 years [ ☐ ] 4-6years [ ☐ ] 7-9 years [ ☐ ] 10 & above [ ☐ ]
- 7. The years' head teachers spent in this school are:  
1 - 3 years [ ☐ ] 4-6 years [ ☐ ] 7-9 years [ ☐ ] 10 & above [ ☐ ]
- 8. Are the following procedures used in providing Capacity Building to primary school head teachers? Tick where appropriate
  - i. Provision of seminars Yes [ ☐ ] No [ ☐ ]

- ii. Provision of Workshops Yes [ ] No [ ]
- iii. Provision of Short courses Yes [ ] No [ ]
- iv. Training courses Yes [ ] No [ ]
- v. In school training Yes [ ] No [ ]

9. Do the following contents training to the primary head teachers. Tick where appropriate

- i. Management procedures Yes [ ] No [ ]
- ii. Teaching methods Yes [ ] No [ ]
- iii. Teaching contents Yes [ ] No [ ]
- iv. Preparation of tests Yes [ ] No [ ]
- v. Preparation of examinations Yes [ ] No [ ]
- vi. The use of ICT Yes [ ] No [ ]
- vii. School whole plan Yes [ ] No [ ]

10. According to your experience show the difference in performance among trained and untrained primary school head teachers. Circle where appropriate by following this instruction

**1. Bad**

**3. Well**

**2. Average**

**4. Excellent**

Na.	Sub-themes	Trained head teachers				Untrained head teachers			
		1	2	3	4	1	2	3	4
i	Teaching activities	1	2	3	4	1	2	3	4
ii	School whole plan	1	2	3	4	1	2	3	4
iii	Pupils' academic performance	1	2	3	4	1	2	3	4
iv	Discipline of teachers and pupils	1	2	3	4	1	2	3	4
v	Attendance of teachers and pupils	1	2	3	4	1	2	3	4
vi	Status of school	1	2	3	4	1	2	3	4
vii	Leadership and management	1	2	3	4	1	2	3	4
viii	Monitoring and evaluation	1	2	3	4	1	2	3	4
ix	Preparation of tests and examinations	1	2	3	4	1	2	3	4
x	Teaching content follows syllabus	1	2	3	4	1	2	3	4
xi	The use of ICT in academic searching and information keeping	1	2	3	4	1	2	3	4

11. How do trained primary school head teachers improve pupils' academic performance?

.....

.....

.....

Thank you very much for your cooperation

### **APPENDIX 3: Interview guide to Head teachers and District Education Officers**

1. Does head teachers attended leadership and management courses?
2. Does Capacity Building to primary school head teachers improve leadership and management in your district?.....
3. What is your comment on each of the following procedures used in providing Capacity Building to primary school head teachers in your district?
4. Provision of seminars.....
5. Provision of Workshops.....
6. Provision of Short courses.....
7. Training courses.....
8. In school training.....
9. Do the following contents trained to primary school head teachers? What is your views
  - i. Management procedures?
  - ii. Teaching methods?
  - iii. Teaching contents?
  - iv. Preparation of tests and examinations?
  - v. The use of ICT?
  - vi. School whole planning?
10. The knowledge, skills and competences imparted to head teachers through capacity building enhance pupils' academic performance in your school?
11. How do trained and untrained school head teachers differ in performance under the following

- a. Teaching activities
- b. School whole plan
- c. Pupils academic performance
- d. Discipline of teachers and pupils
- e. Attendance of teachers and pupils
- f. Status of school
- g. Leadership and management
- h. Monitoring and evaluation
- i. Preparation of tests and examinations
- j. Teaching content follows syllabus
- k. The use of ICT in academic searching and information keeping

12. What is your comment about the differences in performance among trained and untrained head teachers?

Thank you very much for your cooperation

### APPENDIX 3: Clearance Letter

#### THE OPEN UNIVERSITY OF TANZANIA

##### DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409  
Dar es Salaam, Tanzania  
<http://www.openuniversity.ac.tz>



Tel: 255-22-2668992/2668445  
ext.2101  
Fax: 255-22-2668759  
E-mail: [dpgs@out.ac.tz](mailto:dpgs@out.ac.tz)

**Our Ref: PG201701611**

**Date: 01<sup>st</sup> June, 2018**

MEATU District,  
P. O. Box 44,  
Meatu-Simiyu.

#### RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1st January 2007. In line with the later, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Njile Omary Ipandu Reg No: PG201701611** pursuing Master of Education in Administration Planning and Policy Studies (MEDAPPS). We here by grant this clearance to conduct a research titled ***"The effect of Capacity Building for Primary school Head Teachers in Enhancing Pupils Academic Performance in Tanzania, A case of MEATU District."*** He will collect his data at Meatu District in Simiyu region from 01<sup>st</sup> June 2018 to 10<sup>th</sup> July 2018.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thanks you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

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

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



SIMIYU REGION  
Tel: 028 – 2795044  
Fax: 028 – 2795044  
Email: [dasmeatu@gmail.com](mailto:dasmeatu@gmail.com)

District Commissioner Office,  
P.O. Box 55,  
**MEATU.**

Ref. No. DC/MT/S.20/5.VOL IV/11

04/06/2018

DISTRICT EXECUTIVE DIRECTOR,  
PO BOX 44,  
**MWANHUZI – MEATU.**

**RE: PERMISSION LETTER FOR DATA COLLECTION**

The above captioned matter refers.

We have received a letter RE.No. PG201701611 dated 01/06/2018 from Njile O. Ipango a student at the Open University of Tanzania concerning the subject matter above.

Our office is kindly granting him a permission to conduct his research titled "***The effects of Capacity Building to Primary School Head Teachers in enhancing pupils' academic performance in Meatu District Tanzania***".

We therefore recommend him to your esteemed office so that you facilitate him to fulfill his requirements.

**N:B** Attached is his letter of application.

We appreciate your co-operation.

Elisha J. Kahabi

**For. District Administrative Secretary  
MEATU**

CC: Njile O. Ipando  
P.O BOX 15  
**MEATU.**



## MEATU DISTRICT COUNCIL

Simiyu Region  
Tel. No.028-2795008/2795006  
Fax No.028-2795261  
E-mail: [dedmeatu@gmail.com](mailto:dedmeatu@gmail.com)



District Executive Director's Office,  
Meatu District Council,  
P.O. Box. 44,  
**MEATU.**

Ref.No.MDC/R.1/VOL.IX/125

08 June, 2018

To Head Teachers  
All Primary Schools  
**Meatu District Council**

### REF: REASERCH PERMIT

Mr. **Njile Ipando** who is pursuing Master of Education in Administration, Planning and Policy Studies (MEDAPPS) at The Open University of Tanzania, has been permitted to undertake a field work research on ***"The effects of Capacity Building to Primary Schoo Head Teachers in Enhancing Pupils' Academic Performance in Meatu District, Tanzania"***.

Please give the researcher required assistance and cooperation.

Fabian Manzo Said  
District Executive Director  
**MEATU DISTRICT COUNCIL**

DISTRICT EXECUTIVE DIRECTOR  
MEATU DISTRICT COUNCIL

Copy: Mr. Njile O. Ipando  
P.O. Box 15  
**MEATU.**