**ROLE OF LEADERSHIP ON EMPLOYEES PERFORMANCE: A CASE STUDY OF ISEVYA AND MIHAYO SECONDARY SCHOOLS IN TABORA MUNICIPAL**

**LUCAS NYAHINGA**

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# CERTIFICATION

The undersigned certifies that he has read and hereby recommends for the acceptance by the Open University of Tanzania a Research Report entitled “Role of Leadership on Employees Performance: a Case Study of Isevya Secondary School and Mihayo Secondary School in Tabora Municipal” in partial fulfillment of the requirements for the award of Master of arts in governance and leadership Open University of Tanzania.

………………………….………

Dr. Emanuel Mallya

(Supervisor’s)

……………………………..

Date

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# DECLARATION

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………………………..…………..

Signature

………………………………..

Date

**DEDICATION**

I dedicate this work to my family.

**ACKNOWLEDGEMENT**

First of all, I would like to thank the supreme power of the Almighty God who guided me to work on the right path of life. Without his grace this dissertation could not become a reality.

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# ABSTRACT

The world of business is constantly faced with challenges by the external environment, demand for increased participation and competition and therefore employees are seen as intangible assets that contribute to the continued success of an organisation. This study thought-out at examining the Role of Leadership on Employees Performance: a Case Study of Isevya and Mihayo Secondary Schools in Tabora Municipal. The study was guided by three research objectives with research questions framed from specific objectives to guide the study. Three objectives were to identify strategies used by the management of Isevya and Mihayo secondary school to improve employees’ performance, to find out whether the strategies used by the leadership of Isevya and Mihayo secondary school improve employee performance and the last objective was to recommend strategies that would help the management to improve performance. Case study research design was applied in the study, simple random sampling was used when selecting the study samples from two areas selected. The study employed both qualitative and quantitative methods engaging 57 respondents across all departments of the schools under study. The Empirical information was collected through documentaries review, observation and questionnaires. Findings of the study signifies that management encouraging employee’s to participate in decision making and making regular appraisal to employees improves organisation performance. The study recommends that supervisors should evaluate their leadership strategies and approaches to its employee’s. Moreover, vertical and horizontal communication should be improved.

Keywords: *Role, Leadership, Employee & Employee Performance.*

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# CHAPTER ONE

# INTRODUCTION

## 1.1 Background to the Study

In today’s world most of the organizations are faced with competitive landscape shaped by the globalization, technology, economy and politics. The world of business is inevitably facing different challenges by the external environment, demand for increased participation and competition. Employees are seen as intangible assets that contribute to the continued success and development of an organisation. Therefore in this aspect leadership is seen to be the uniting tool used to manage, control and organize different activities of the organization (Loganathan, 2013).

Leadership is an important area in the management which occupies the central position of everyday life. It involves the on-going leading and dealing with people. And therefore the group cannot survive without leadership in order to achieve its purpose (2016). Igbaekemen, (2014) defined leadership as the art of influencing followers (people) so that they will strive willingly towards achieving the goals of the organization. Leadership plays a significant role in making keen atmosphere and culture in an organization (Alghazo and Al-Anazi, 2016).

Leadership and its accompanied styles have got direct impacts on the performance of organizational employees in terms of their performance growth which leads to the positive organizational outcomes (Chowdhury, 2014). Cole (2005), stated that leadership is the go-ahead/dynamic process of which one individual influences other to contribute voluntary to the realization and attainment of the intended objectives. The aspiration of values of the group that is representing the essence of Leadership is to help a group or an Organisation to attain sustainable development and growth. Modern managers find that the practice of threatening employees is usually counterproductive. Instead, they view their task as one of motivating employees to do their best (Manning and Curtis, 2009). The quality of leadership available to the organization determines the ultimate success of that particular organization. This entails that leadership plays a very important function towards enhancing employee job satisfaction, work motivation and work performance (2011).

Leadership styles have a great influence on employees’ job satisfaction and organizational commitment. Ineffective administration and management are one of the fundamental factors for the low levels of job satisfaction and organizational commitment (Nidadhavolu, 2018). Strong leadership behavior is essential for the proper communication of information between the individual team members in a particular project. The managers and their leadership skills determine the team communication, and with proper information sharing, the teams’ effectiveness increases. In more complex environments and interdependent tasks, proper communication systems and knowledge sharing among team members are vital to maintaining overall organization productivity (Tabassi, et al., 2013).

Chowdhury, (2014), sees commitment as the employee’s emotional attachment to, identification with, and involvement in the organisation. Continuance component is defined as commitment that is based on the costs that the employee associates with leaving the organisation, while normative component is defined as the employee’s feelings of obligation to remain with the organisation. Stredwick (2005) indicates that a number of researchers use the level of commitment as a key reflection of organizational success from a people management view. An employee’s commitment is a concern to all organizations because it has been linked to reduced turnover, increased knowledge sharing, increased organizational citizenship behaviors, higher acceptance of organizational change, ethical behaviour and reduced absenteeism. Therefore the aim of this study was to explore the roles of leadership on employees’ performance a case study of Isevya and Mihayo secondary schools in Tabora municipal.

## 1.2 Statement of the Problem

The role of leadership on employee performance is seen to be crucial factor which contribute to the development of an organization (Tandoh, 2011). Although the study like Jing and Avery (2011) found that leadership roles and employee performance may be inconclusive due to difficulties which occur in making comparisons between different organizations. Mwombeki (2017) identified that performance in different organizational levels/departments fluctuate depending on the type of leadership being practiced.

Mohammed, Yusuf and Sanni (2014), showed that although progress has been made in understanding leadership traits, there is need to realize that much is not known about how a leadership style can be applied effectively to enhance employee performance, thus gaps and unanswered questions remain (Nidadhavolu, 2018). In Tanzania different organizations practice different leadership styles to their employees and performanceis differently. Mwita (2000) reported that employees’ performance is a multi-dimensional construct aimed at achieving results. Moreover, performance has a strong link to strategic goals of the organization. In this aspect more studies which can contribute to the body of knowledge in exploring the roles of leadership on employee performance are needed, of which the study also focuses on investigating the relationship between leadership and employee performance at Isevya and Mihayo secondary school in Tabora municipal.

## 1.3 Research Objectives

## 1.3.1 General Research Objective

The general objective of this study was to explore the role of leadership on employees’ performance in Isevya and Mihayo secondary school in Tabora municipal.

## 1.3.2 Specific Research Objectives

The study was guided by the following specific research objectives.

1. To identify strategies used by the leadership of Isevya and Mihayo secondary schools to improve employees’ performance.
2. To find out whether the strategies used by the leadership of Isevya and Mihayo secondary schools improve employee performance.
3. To recommend strategies that can help the leadership of Isevya and Mihayo secondary schools to improve performance.

## 1.4 Research Questions

The research study was guided by the following research objectives.

1. What are the strategies used by the leadership of Isevya and Mihayo secondary schools to improve employees’ performance?
2. Do the strategies used by the leadership of Isevya and Mihayo secondary schools improve employee’s performance?
3. What strategies should the leadership of Isevya and Mihayo secondary schools use to improve employees performance?

## 1.5 Relevance of the Research

The study assesses the influence of leadership on employee performance, this is because leadership is the main tool of the organization whereby through leadership managers can achieve the organizational objectives and can increase the organizational productivity. Hence it was expected that the findings of the study would contribute great to school managers while helping them to know exactly the importance of leadership when implementing the organizational goals. Moreover, the study would help in recommending a leadership framework for school management and how effective would be to committed employees for the organization. The study is expected to be helpful to curriculum developers which will be used for academic purposes in schools and universities, also will be helpful to graduates in case of developing practical skills in managing their business organization.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 **Overview**

This chapter presents various concepts and parts related to organizational leadership of which involves conceptual definitions, theoretical and empirical studies, conceptual framework and research gap.

## 2.2 Conceptual Definitions

## 2.2.1 **Role**

Genilloud and Wegmann, (2000) defines role as an abstraction of the behaviour of an object that consists of a subset of the interactions of that object together with a set of constraints on when they may occur. A role always belongs to a specific larger behaviour that involves other roles, called a collaborative behaviour.

## 2.2.2 Leadership

Leadership it is the activity which involves directing the team or group of people and communicating to the people, inspiring, motivating and empowering them so as to contribute to the intended organizational goals (Chowdhury, 2014). Therefore in this study leadership meant the process of influencing other people and facilitate activities and relationships in an organization.

## 2.2.3 **Employee Performance**

Tripathy, (2014), defines employee job performance as the effectiveness with which job occupants execute their assigned tasks, that realize the fulfilment of the organizational, vision while rewarding organization and individual proportionately.

## 2.3 **Theoretical Review**

According to Rensis Likert (1967), the study was guided by the theory of management of which tries to explain the basic styles used in categorising tasks in the organization where task orientation and employee orientation were incorporated to develop Likert‟s model of leadership effectiveness. Additionally, Likert delineated the characteristics of high and low producing organization and also the model has tried to identify the problems with traditional organizational structure. Therefore, the theory tried to explain the four leadership systems which may be used in the organization such as, exploitative and authoritative, benevolent and authoritative, consultative and participative kind of leadership.

The theory described exploitative and authoritative system as being characterised by decision making at the upper level of management in the organization with no teamwork and little communications. Also managers tend to set inelastic standard and methods for the subordinates to work with. Departure from these standards and methods by subordinates attract threats and punishments from the supervisor. The managers entrust little confidence in their subordinates and in return, the subordinates fear their superiors and feel that they are inferior or different from them. Benevolent and authoritative leadership style operates with the manager in control and issues orders, while subordinates are given some level of flexibility in carrying out their work within specific limits and procedure.

The third system is the consultative style. The manager set goals and targets after due consultation with the subordinates. Though subordinates can take their own decisions on how to go about their work, however, higher-level managers handle major decisions. Threat and punishment are replaced by rewards as an instrument of motivating subordinates. In this style, subordinates are free to discuss work related issues with their managers. In turn the managers believe that their subordinates can be trusted to carry out work with minimal supervision and correction.

The fourth style is the participative style. This is the last and most supported leadership style by Likert. Goals and targets are set, while the group makes work related decisions. This is done after incorporating the ideas and suggestions of all group members. Therefore, set goals and decisions may not be favoured on personal or individual grounds. Workers are motivated with economic rewards and a sense of self-worth and importance. This style holds friendly interaction between managers and subordinates. Conclusively, Likert‟s studies show that leaders in organizational departments who use the first and second styles of leadership mentioned had low productivity. High producing departments in an organization are those managed through consultative and participative leadership style. Based on all these, Likert concluded that system IV of leadership is the best form of leadership in almost all work situations. However, other theorists, who are of the opinion that no leadership style fit all situations, have opposed this assertion.

## 2.4 **Empirical Analysis of Relevant Studies**

## 2.4.1 **General Studies**

Thompson and Webber (2016), did a study on the Leadership Best Practices and Employee Performance where the purpose of the study was to explore leadership best practices among senior managers at a major telecommunications organization in order to determine the perceived effects that such routines had on actual employee performance. The study centered on employee oriented perspective of best leadership practices, performance perspective of best leadership practices, process perspective of best leadership practices and learning and growth perspective of best leadership practices. The study findings showed that whenever employees are engaged in decision making though not directly, the leaders should create a working environment which facilitates total participation, good communicated goals to each employee at all levels.

Basit, Sebastian and Hassan (2017), did a study on impact of leadership on employee performance a case study on a private organization in Malaysia. The purpose of this study was to identify the impact of leadership on employee performance. A sample size of 100 was used from one private organization in Selangor Malaysia using convenience sampling technique. A five-point Likert scale questionnaire was used to determine the impact of leadership on employee performance.

From the analysis it was discovered that leadership has the highest mean value corresponding to 3.784 and standard deviation value of 0.8124, laissez-faire leadership scores the second highest mean value corresponding to 3.416 and standard deviation value of 0.5858, and autocratic leadership style has the lowest mean value corresponding to 3.404 and standard deviation value of 0.7330 indicating that autocratic leadership style is poorly correlated with employee performance. Regression coefficient analysis showed that there was a significant and positive impact of democratic and laissez-faire leadership on employee performance. Autocratic leadership beta coefficient value was -0.168 with a significant value of 0.025 which is higher than 0.01, hence autocratic leadership was found to have a negative significant impact on employee performance.

## 2.4.2 **Studies in African Countries**

A study conducted by Ojokuku, *et al.* (2012) on the Impact of leadership on Organizational Performance with a case of Nigerian Banks: showed that there is a correlation which exist between organizational performance and the leadership styles being used by the leaders to manage the organization. There was 23 percent variance of performance found in leadership style jointly predicting organizational performance. The study concluded that leadership have positive effect on the performance of subordinates in the organisation. Moreover, Nawoseing’ollan and Roussel, (2017), did a study on the Influence of Leadership on Employees’ Performance. The aim of the study was to explore the relationship between the leadership and performance of the Turkana County. The study adopted a mixed method approach and employed an exploratory survey design. Simple and multiple Regression Analysis was used to determine whether a relationship exists between independent and dependent variables.

The study revealed that there was no perfect leadership style but the study found two leadership styles influenced employee’s performance. Affiliative leadership counted 49.5%, whereby authoritative leadership style had 52.2% of employee’s performance and therefore it was concluded that two leadership styles influenced county government employees in Turkana County and therefore the two styles should be adopted and not each style on its own.

## 2.4.3 **Empirical Studies in Tanzania**

Mwombeki, (2017) conducted a study on the influence of leadership on employees’ performance in Tanzania. Based on the main objectives of the study, it was found that various leadership styles were practiced namely; transformational, transactional autocratic and laissez fair leadership styles. Where as in Headquarter (70%) Laissez fair leadership style was predominant influenced by delaying necessary decisions. Mbeya (67%), City centre (51%) and Arusha (58%) transformational leadership style was predominant. In Mwanza branch (53%) identified that transactional leadership style was predominant. In Dodoma branch (56%) autocratic leadership style was predominant characterized by the leader having absolute power over his/her subordinate.

Machumu, (2014), did a study on the Influence of Leadership on Teachers job satisfaction. The study employed cross sectional research design with samples of 200 teachers from 20 selected primary schools in Songea and Morogoro districts. Interviews, documentary analysis and questionnaires were used to collect data. Both qualitative and quantitative data were analysed and results were presented by using tables, frequencies and percentages. It was found that democratic leadership style was the most dominant in best performing primary schools. Moreover, the level of teachers’ job satisfaction was reportedly high in best performing schools compared to least performing schools. The findings commended that democratic leadership style is the one which promotes high teachers’ job satisfaction among teachers in primary schools.

## 2.5 **Research Gap**

Leadership is a crucial factor for the development of organization. Different studies like (Nawoseing’ollan and Roussel, 2017, Ispas and Babaita, 2013, Chowdhury, 2014 and Nidadhavoly, 2018) focused on looking the influence of leadership styles on employee performance but put less emphasis on Leissez-fair leadership style in most of the organization and hence has no direct impact to the organizational success. In Tanzania context the study done by Lutego (2015), focused on leadership used in public teachers college and working performance of tutors.

The study concluded that any leadership style used in public teachers colleges directly impacts on working performance of tutors and thus different leadership styles were needed for different situations in the colleges and each has to know when to exhibit a particular approach. In this context the fact is that most of the research topics particularly in Tanzania focused on leadership styles while forgetting the roles of leadership on employees’ performance. This created a gape of which motivated this study to focus on and find the evidence from employees in Tanzania particular in Tabora municipality in education industry.

## 2.6 **Conceptual Framework**

The independent variable is identified in various measurements which are such as guiding employees, motivating employees, building morale, coaching employees, influencing employees, team work building, change agent , decision making, listener and delegating of work to other employees in the organization while dependent variables are such as executing defined duties, teamwork, punctuality and quality of work. However the relationship between independent variable (roles of leadership) and dependent variable (employee performance) may be intervened by another external variable of which may lead to direct or indirect effects from independent variable to dependent variable. Therefore the intervening variables from conceptual framework are such as working environment, employee skills, industrial relations and government policy. Figure 2.1 represent conceptual framework of the study.

**Independent Variable Dependent Variable**

**Employee Performance**

- Executing defined duties

- Teamwork

- Punctuality

- Quality of work

**Roles of leadership**

-Guiding employees

-Motivating employees

-Building morale

-Coaching employees

-Influencing employees

-Team work building

-Change agent

-Decision making

-Listener

-Delegating

-Working environment

-Employee skills

-Industrial relations

-Government policy

**Intervening Variables**

**Figure 2.1: Conceptual Framework**

**Source:** Researcher’s Construct, 2020

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 **Overview**

This chapter presents the methodology which was used in the process of carrying the study. The chapter highlights the study area choices, research design, target population, unit of analysis, sample size, data sources, data collection methods, interpretation and presentation of data validity and reliability, and ethical considerations.

## 3.2 **Research Design**

According to Kothari, (1990) research design is a scientific way of designing research strategy. The researcher opted case study design as it was helpful to come up with specific findings on the impacts of leadership on employee’s performance. This allowed the researcher to carry out investigation on aspects of the study within the context using multiple sources of evidences. Research design significantly is helpful to gain a rich understanding of the context in the study (Rwegoshora, 2006).

## 3.3 **Description of the Study Area**

The study was conducted in Tabora, specifically in two secondary schools found in Tabora Municipal. The selection of the schools was based on the fact that all schools involved in the study were established more than ten years ago. So they have experienced enough leadership challenges in their operations. The main economic activities carried out in the study area are business and agricultural activities. Another reason for selecting the area of study is because the area is convenient for researcher to collect the relevant data on time.

## 3.4 **Sampling Procedures**

## 3.4.1 **Sampling Design**

For this study two sampling procedures were employed to obtain an appropriate sample namely purposive sampling and simple random sampling. Purposive sampling involved the selection of those right respondents who gave right information. According to Fraenkel and Wallen (2000:112) purposive sampling is an occasion based on previous knowledge of population and specific purpose of the research investigators use personal judgment to select sample. Simple random sampling was used in the study as the fact that every element involved in the study had an equal chance of being selected, this provided easy to obtain research participants to involve in the study.

## 3.4.2 **Sample Size**

Sample refers to the representative segment of the study population in which researcher is interested in gaining information and drawing conclusions (Gay et al, 2006). The research involved a total of 57 respondents which includes; 26 Administrators and 31 academic staffs, who were purposively and randomly selected from schools found in Isevya and Mihayo secondary schools.

**Table 3.1: Sample Size Distribution**

|  |  |  |  |
| --- | --- | --- | --- |
| S/n | School name | Population size | Sample size |
| 1 | Isevya secondary school | 34 | 32 |
| 2 | Mihayo secondary school | 26 | 25 |
| **Total** | | **60** | **57** |

**Source:** Researcher, 2020

Raosoft sample size calculator was used to calculate sample size of the study. Whereby marginal error was 5%, confidence level is 95% and response distribution is 50%. Table 3.1 shows sample size distribution.

## 3.5 **Data Sources**

In order to obtain required information, both primary and secondary sources of data collection were used. The primary data are those which are collected afresh and for the first time, and thus happen to be original in character (Kothari, 2004). Rwegoshora, (2006) argued that, the researcher who collects primary data does not allow any intervening factor between himself and the subject that he is studying. Hence, data and information were gathered from the study area. Due to those facts primary data was collected by using questionnaire and interview methods.

The secondary data,on the other hand, are those which have already been collected by someone else and which have already been passed through the statistical process. The researcher have to decide a sort of data to be used for his study and accordingly to select one or the other method of data collection (Kothari, 2004). Secondary data were obtained from different sources such as District profile, Office documents and reports relevant to the research problem. Also was obtained from pamphlets, journals, magazines and books. The major purpose of secondary data was to complement the primary data.

## 3.6 **Data Collection Methods**

## 3.6.1 **Survey**

Survey was the main method of data collection, the method was appropriate for the study as it allowed rapid data collection and due to its ability to understand a population of the field of the study. Questionnaire was the main tool when collecting data in the field of the study. The questionnaire made it possible for the information to be gathered in a short period of time as the population is relatively not large and data to be easily gathered. The researcher met the respondents at their working areas and this helped the researcher to collect the information easily. A total of 57 questionnaires which were close ended were administered to the respondents in the field of study. The researcher chose this method because of limited time and also the nature of the population under study, since the population of the study were found/confined in one working area.

## 3.6.2 **Documentary Review**

Documentary review is another method of data collection where secondary data were obtained for the study. Documentary reviewprovides the researcher with a systematic procedure for identifying, analyzing, and deriving useful information from the existing documents. Hence information contained in extant document is independently verifiable (World Bank, 2007). The documents that reviewed were those considered more relevant to the research problem. This means that different reviews were made so as to obtain data from different sources like several report relating to leadership styles and employee performance in various organizations, international journals concerning with leadership roles and employee performance.

## 3.7 **Data Processing and Analysis**

The termanalysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data groups (Kothari, 2004). After the data collection, they were coded and entered into statistical package for social science (SPSS) 20 version. Correctness of data entry were checked. The scale based variables were also checked for internal consistence after which the scores were aggregated to obtain mean scores for each respondent per scale variable measure. Both qualitative and quantitative data were analyzed and respondents characteristics like marital status, age of the respondents’, years spent in employment, leadership styles being practiced in the area of the study, relationship which exist in between leadership and employee performance and the effects of leadership and employment. Data characteristics were interpreted using descriptive statistics where frequencies and percentage were used in interpretation of the data analyzed. Tables and graphs were used to show results from the analysis of findings/data.

**Table 3.2: Analysis of Research Objectives**

|  |  |  |
| --- | --- | --- |
| **No** | **Objective** | **Analysis Technique** |
| 1 | To identify strategies used by the management of Isevya and Mihayo secondary school to improve employees’ performance. | Descriptive statistics was used in analysis. |
| 2 | To find out whether the strategies used by the leadership of Isevya and Mihayo secondary school improve employee performance. | Descriptive statistics was used in analysis. |
| 3 | To make recommendations strategies which may lead to improvement of employee performance at Isevya and Mihayo secondary school? | Descriptive statistics was used in analysis. |

**Source:** researcher, (2020)

## 3.8 **Expected Results of the Study**

The results from the analysis were expected to have a clear focus on the roles of leadership on employee performance. But also results of the study were expected to have a focus in explaining what are leadership roles that are practiced by many organizations towards improving employee performance.

# 3.9 Reliability

Reliability is a measure of the consistency of a metric or a method. Every metric or method we use, including things like methods for uncovering [usability problems](http://www.measuringu.com/blog/usability-problems.php) in an interface and [expert judgment](http://www.measuringu.com/blog/he-multiple.php), must be assessed for reliability (Sauro 2015). Prior to data collection, a pilot study was conducted to test reliability of the study and hence, to detect errors in the data collection process. This helped to discover errors on the issues were raised such as ambiguous instruction or wording, inadequate time and measurability of variables. In order to test the reliability of the study Cronbach Alpha was used to ensure the responses from data gathered are reliable Cronbach Alpha scores for the variable accepted 0.6 marks.

# 3.10 Validity

Validity is concerned with whether the findings are really about what they appear to be about.It is possible to study the role of leadership on employee performance. Validity attained through validation technique whereby the study involved analysis of the pilot findings from the respondents so as to test if the research instrument is accurate as per the specific objectives.

# CHAPTER FOUR

# FINDINGS AND DISCUSSION

## 4.1 Introduction

This chapter offers thorough presentation, analysis and discussion of the field obtained findings. Data analysis contemplates research questions presented in chapter one. The study aimed at exploring the role of leadership on employees’ performance in Isevya and Mihayo secondary schools in Tabora municipal. Analysis and presentation of the results depended on research specific objectives which were used to lead the study. Findings Presentation started with respondents’ demographic characteristics.

## 4.2 Response Rate

The study distributed a total number of 57 questionnaires to the respondents to be filled; therefore only 56 questionnaires were filled and returned to the researcher which was equal to 98.2% out of the total questionnaires distributed. The response rate is said to be high as compared to various studies being done from the past, and such studies are like the study done by Lutego, (2015) and Machumu and Kaitila, (2014) where a total of 132 survey questionnaire out of 180 distributed, (73.3 %) which is low compared to this study. Also, the research was done by Loganathan*,* (2013) where the response rate was 84% which is moderate.

## 

## 4.3 Socio-Demographic Characteristics of Respondents

In this section, the interest was to discovery respondents’ characteristics in terms of Age, sex and education in order to ascertain influence of demographic variables in exploring the role of leadership on employees’ performance in secondary schools. It included; presentation and discussion of senior officer in their designation, their academic qualification, number of years they worked in their current position. These variables are vigorous to offer convenient information, therefore enabling to the researcher to discern the pool of respondents in terms of their comparative authority within management, henceforth, the organization decision-makers were also required to fill the questionnaire.

## 4.3.1 **Gender of the Respondents**

In order to explore the role of leadership on employees’ performance in secondary schools, it was necessary for the researcher to analyse respondents participated in the study based on gender. Table number 4.1 shows gender distribution of the respondents as obtained from the field data. As is presented in Table 4.1, More than half of respondents were male which account about 64.3% where female account for 35.7 % of the studied population, obtaining almost equal gender sample proxies who were involved in the study.

**Table 4.1: Gender Distribution of the Respondents**

|  |  |  |
| --- | --- | --- |
| **Gender** | **Frequency** | **Percent (%)** |
| Male | 36 | 64.3 |
| Female | 20 | 35.7 |
| Total | 56 | 100.0 |

**Source**: Field Data, 2020

The findings of the study show that males participated more in the study than females, whereby males were 64.3% out of the total population while females were 35.7% out of the total population. The study findings show that all gender participated in the study, although the difference of 28.6% for male exceeded is not of much significance which can alter the impact of the findings. This shows that the study involved all types of gender when collecting data from the field of the study.

## 4.3.2 **Respondents Age**

Age of the respondents is one among the socio-demographic characteristics of the respondents when it comes in assessing the roles of leadership on employees’ performance in secondary schools. From the study it was important to know the age groups of the respondents in order to understand the type of age groups which participated more than the other one. Table 4.2 shows age group distribution of the respondents from the field data of the study.

**Table 4.2: Age Group Distribution of the Respondents**

|  |  |  |
| --- | --- | --- |
| **Age group** | **Frequency** | **Percent (%)** |
| 20-25 Years | 2 | 3.6 |
| 25-30 Years | 19 | 33.9 |
| 30-35 Years | 20 | 35.7 |
| 35-40 Years | 11 | 19.6 |
| 40 Years and above | 4 | 7.1 |
| Total | 56 | 100.0 |

**Source:** researcher, 2020

From Table 4.2, the results show that the age groups of the respondents were grouped into five years interval of the respondents. The results shows that most of the respondents were at the age of 30-35 years of which they were about 35.7% out of the total population, then followed by the group of 25-30 years at 33.9%. Moreover, age group 35-40 years were about 19.6% out of the total population, 40 years and above had small respondents followed by age range 20-25 years which were about 3.6% out of the total population.

Researcher observed the population age distribution of the area under study for the purpose of determining age groups involved in the study and their level of understanding about the subject matter under study. Majority of the respondents had the age ranging 20-35 years which are active age group employed workers in the office. Report by REPOA (2008), indicated that the age between 18years up to 40 years old is an active group which can participate effectively in economic development of the nation.

## 4.3.3 **Working Experience of the Respondents**

From the study, it was observed that working experience is important to examine the respondents behavior participated in the study since it was an important attribute when examining the role of leadership towards enhancing employee performance. The reason for examining the working experience from the respondents was because it helped to know exactly how long the managements have exercised the leadership practice. Table 4.3 shows results as obtained from the field data.

**Table 4.3: Working Experience of the Respondents**

|  |  |  |
| --- | --- | --- |
| **Working experience in years** | **Frequency** | **Percent (%)** |
| Less than 1 year | 3 | 5.4 |
| 1-5 Years | 29 | 51.8 |
| 6-10 Years | 16 | 28.6 |
| 11 Years and above | 8 | 14.3 |
| Total | 56 | 100.0 |

Source: researcher, 2020

Results in Table number 4.3: showed that most of the respondents had an experience ranging from 1-5 years which was at 51.8% of the total population. Results obtained imply that most of the employees have been employed recently from the years ranging from 1-5, then 6-10 years, since most of the respondents show that they have enough experience in working, then they know exactly the kind of leadership being practiced in their working organization because they have stayed long at the school. Figure number 4.1 shows results. The results obtained were in line with the study done by Wanjala (2014) where 58.9% of the respondents has worked for less than five years, 33.7% for 6-10 years and 7.4% percent had worked for 11 years and above. From the findings showed that majority of the respondents had 1-5 years of working experience at the organization.



**Figure 4.1: Working Experience of the Respondents**

**Source:** Field Data, 2020

## 4.4 **Strategies Used by the Managements of Isevya and Mihayo Secondary School to Improve Employees’ Performance**

The researcher analyzed the findings of the study and discussions made according to research objectives, which were to find the strategies used by the managements of Isevya and Mihayo secondary school in order to improve employees’ performance, to find out whether the strategies used by the leadership of Isevya and Mihayo secondary school improve employee performance and to recommend strategies that will help the managements of Isevya and Mihayo secondary schools improve performance.

**Table 4.4: Strategies Employed by the School Managements towards Enhancing Employees’ Performance**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Measures** | **Strong agree (%)** | **Agree (%)** | **Neutral (%)** | **Disagree (%)** | **Strong disagree (%)** |
| Encourage us (staffs) to participate in decision making | 21.4 | 53.6 | 10.7 | 3.6 | 10.7 |
| Focuses more in punishment for mistakes | 3.6 | 37.5 | 37.5 | 12.5 | 8.9 |
| Focuses on clarifying employees on roles and tasks requirement | 37.5 | 44.6 | 14.3 | 1.8 | 1.8 |
| Monitor progress towards goal achievement only | 37.5 | 37.5 | 16.1 | 8.9 | 00 |
| Needs to control every activity | 25.0 | 37.5 | 17.9 | 16.1 | 3.6 |
| Make suggestions on how to solve the problem | 32.1 | 53.6 | 7.1 | 5.4 | 1.8 |
| Encourage team working together rather than working alone | 60.7 | 25.0 | 7.1 | 5.4 | 1.8 |
| Show regards for subordinates as individuals | 17.9 | 44.6 | 26.8 | 7.1 | 3.6 |
| Seek to develop leadership in the team members | 28.6 | 46.4 | 17.9 | 5.4 | 1.8 |
| Put other people’s needs, aspirations and interest above their own | 7.1 | 46.4 | 17.9 | 19.6 | 8.9 |
| Recognize and rewards based only on the work performance | 26.8 | 46.4 | 21.4 | 3.6 | 1.8 |
| Encourage subordinates growth and development | 26.8 | 46.4 | 21.4 | 5.4 | 00 |
| Delegates authority | 26.8 | 42.9 | 16.1 | 8.9 | 5.4 |

**Source**: Field Data, 2020

In order to find the strategies used by the managements of Isevya and Mihayo secondary schools to improve the employees’ performance, it was necessary to find whether the school managements encourage their staffs to participate in decision making as one of the strategies being practiced. From table 4.4, findings of the study show that 53.6% out of the total population participated in the study agreed, 21.4% strong agree, 10.7% out of the total population were neutral 3.6% disagree and 10.7% strong disagree respectively. Therefore from the results portrayed above, this implies that the school leadership encourage employees to participate in decision making since a great percent of the total population agreed making 75% of the total population.

In the study, it was found that another strategy used by the school managements for the enhancing employees’ performance was managements focusing on clarifying to employees on roles and tasks requirement. Results from the study shows that 37.5% of the respondents strongly agree, 44.6% agreed, 14.8% disagree, 1.8% strongly disagree, and 1.8 were for neutral. This shows that the school managements enhance the employees to perform well their duties since they become aware of their responsibilities by knowing each duties, role and task required to perform. Then by applying this as one of the strategies being used to the employees, more efficient is increased and hence lead to employees’ performance.

Another strategy employed by the school managements was monitoring the progress towards goal achievement. Results from the study show that a big percent of the total population agree with the strategy as applied by the school managements as 37.5% had strong agree, 37.5% agreed, 16.1% were neutral and 8.9% for disagree and there was no participant who responded to strong disagree. The obtained results imply that employee performance was immensely high since school managements monitor the employees’ progress towards achievement.

Furthermore, Table 4.4 show that the school managements encourage their staffs to work as the team rather than working alone, the findings from the analysis indicated that 60.7% out of the respondents strongly agree, 25.0% agreed, and the rest remained were 7.1%, 5.4% and 1.8% for neutral, disagree and strong disagree respectively. The results from the analysis show that more respondents agree at 85.7% of the total respondents from the study. This shows that most of the employee prefers to work as the team and hence encourage employees’ performance. Moreover, it was seen that another strategy being employed by the school leadership is to show respect to subordinates. Results from the analysis show that 17.9% strong agree, 44.6% agree, 26.8% for neutral, 7.1 and 3.6% of the total respondents were for disagree and strong disagree respectively. The findings imply that school leadership strive to achieve for organizational objectives (achievements), hence the leadership tries to show regards (respect) to employees who perform better to their work duties being performed.

It was further seen that the school managements seek to develop leadership in the team members as another strategy towards enhancing employees’ performance. Results obtained from the analysis show that 28.6% strongly agree, 46.4% agreed, 17.9% for neutral and while the remaining 5.4% and 1.8% were for disagree and strong disagree. The results from the analysis imply that developing team leaders in the team work will encourage more employees to work as the team and hence increasing the efficiency of workers.

Another strategy employed by the school managements was to handle other people’s needs, aspirations and interest above their own. Results from the field of the study showed that 7.1% strongly agreed of which implied that there were some who did not put more emphasis on employees’ needs, aspirations and interests above their own, also 46.4% for agreed, 17.9% for neutral and while the remained 19.6% and 8.9% for disagree and strong disagree respectively. But a great number of the employees agreed to that the school managements sympathize their need which in turn improves employee performance.

Furthermore, it was seen that the school managements used to recognize and rewards employee based on the work performance as another strategy being employed so as to enhance employee performance, such rewards were certificate for recognition and money. Results indicated that 26.8% of the respondents had strong agree, 46.4% agreed, 21.4% were neutral, 3.6% disagreed and the rest remained 1.8% were strong disagree. The results obtained show that 75% agreed to that statement and thus increased more employee performance towards achieving school achievements.

The school managements believes that encouraging subordinates growth and development is another strategy towards enhancing employee performance. Results from Table 4.4 show that 26.8% of the respondents strong agree, 46.4% agreed, 21.4% were neutral and 5.4% disagreed, in this aspect there was no employee among the respondents who strongly disagree since most of the respondent disagreed. The implies that 73.2% agreed to this strategy that growth and development of subordinates in terms of career development, providing opportunities for employees to advance in education, seminars and short courses encourage more employee development.

Delegation of authority was another strategy employed by the school managements when enhancing employee performance since results shows that 26.8% strongly agree, 42.9% agreed, 16.1% were neutral and while the remaining 8.9% and 5.45 were for disagree and strongly disagree respectively. It was observed by the researcher that the delegation of authority enhance the employee performance since when one person with authority leave the organization the responsibilities are being delegated to the other person to take the responsibilities, hence increase the efficiency of the employees performance.

**Table 4.5: Initiatives Employed by the School Managements towards Enhancing Employees’ Performance**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Measures** | **Strong agree (%)** | | | **Agree (%)** | | | **Neutral (%)** | | | **Disagree (%)** | | | **Strong disagree (%)** | |
| Relies and creates trust with the subordinates | | | 32.1 | | | 41.1 | | | 19.6 | | 3.6 | | | 3.6 | |
| Inspiring employees to strive for organization vision | | | 28.6 | | | 46.4 | | | 16.1 | | 7.1 | | | 1.8 | |
| Encourage thinking and creativity | | | 39.3 | | | 44.6 | | | 5.4 | | 5.4 | | | 5.4 | |
| The school managements tries to make clear goals and expectations to its employees so as to increase its efficiency | | | 42.9 | | | 46.4 | | | 12.5 | | 00 | | | 5.4 | |
| The school managements tries to make employees development as a priority | | | 16.1 | | | 39.3 | | | 30.4 | | 7.1 | | | 7.1 | |
| The managements empowers employees to do their jobs well | | | 23.2 | | | 48.2 | | | 23.2 | | 3.6 | | | 1.8 | |
| The school managements tries to utilize to the right technology | | | 23.2 | | | 42.9 | | | 26.8 | | 5.4 | | | 1.8 | |
| The managements has tried to make communication effectively | | | 28.6 | | | 44.6 | | | 21.4 | | 5.4 | | | 00 | |
| The school managements reduce training or cutting it all together so as to save time and money | | | 8.9 | | | 16.1 | | | 35.7 | | 26.8 | | | 12.5 | |
| The organization provide ways of giving feedback to its employees while increasing efficiency in the working place of result to employee performance | | 33.9 | | | 48.2 | | | 12.5 | | | | 3.6 | | 1.8 | | |

**Source:** researcher, 2020

The study done by (Richardson, 2014, Jones and Lewis, 2011 and Gibson, 2012) whereby the findings of the study support the study, where they indicated that the relationship of the employees to their organizations become more significant when employees withdraw certain behavior and become committed to their organizational workings not only that but also indicated that engaged workers appeared less stressed and more satisfied in the personal settings. Makungu (2014) in his findings explained that organizations improves the employee performance by giving good salaries and monetary rewards, adopting flexible working hours, having job rotations, delegating authorities, giving prompt performance feedback after performance appraisals and emphasizing on the on-job coaching and mentoring.

From Table 4.5, the study revealed that the school managements creates trust with the subordinates as the strategy of enhancing employees’ performance. Results from the table show that 32.1% of the respondents strongly agree, 41.1% agreed, 19.6% were neutral 3.6% disagreed while the remaining 3.6% strongly disagree. The results of the study imply that by creating trust to school employees, they feel belongings and hence they increase the efficiency in performing the work towards achieving school objectives. 73.2% of the respondents accepted as this strategy is being employed by school managements towards enhancing employee performance and hence achieving organizational objectives.

The study also noted that, the school managements believe on making clear goals and expectations to its employees so as to increase its efficiency as leadership strategy. Results obtained show that 42.9% strongly agree, 46.4% agreed, 12.5% were neutral and while the rest 5.4% strongly disagree. The reason for great agreement was because most of the employees accepted this strategy because it makes employees to be aware with their duties and responsibilities and hence increase employee performance.

The study found that inspiration to employees was another strategy used by the school managements was to strive for organization visions. The findings from the study show that 28.6% of the respondents strongly agree, 46.4% agreed, 16.1% were neutral, 7.1% disagreed and 1.8% strongly disagree. The findings imply that most of the employees were aware of the organizational vision since 75% of the respondents agreed. This enable to increase more efficiency in performing the work since most of the employee were aware with the school vision.

The use of right technology such available school computer and internet to produce learning materials was another strategy which was used by the school managements by trying to utilize the available technology by their staffs. Results show that 23.2% of the respondents strongly agree, 42.9% agreed, 26.8% were neutral and 5.4% of the respondents disagreed. This implies that the available technology like presence of internet, computers and teaching materials enhance employees to work more while increasing employees’ performance. On the other hand since it was observed that the technology available do not match with the number of employees available, then the management tries hard to seek out more computer to increase the working performance.

Encouraging thinking and creativity was another leadership strategy used by the school managements. Results show that 39.3% of the respondents strongly agree, 44.6% agreed, 5.4% were neutral, 5.4% disagreed and 5.4% strongly disagree. The results implies that innovation, creative thinking is practiced by the two school’s managements and hence improves employee performance. Furthermore, the study observed that the managements had tried to make effectively communication as one of the leadership strategy towards enhancing employee performance. Table 4.5 shows that 28.6% of the respondents strongly agree, 44.6% agreed, 21.4% were neutral and 5.4% strongly disagree. The findings show that communication was the basic element applied since it is important when giving feedback to the managements and employees about the work being performed. This shows that most of the respondents were happy with the flow of information within their organization from top to down since it tend to enhance employee performance.

The researcher was interested to know whether the school leadership reduce training or cu it all together so as to save time and money. Results from Table 4.5 showed that only small number of the respondents agreed with the statement while 8.9% strongly agreed, 16.1 agreed, and 35.7% were neutral, 26.8% disagreed and 12.5% strongly disagree with the statement. This implies that almost the great number of respondents disagreed with the statement and hence still the school managements have enough budget for employee training and development. Moreover, the researcher wanted to know if the organization provides ways of giving feedback to its employees while increasing efficiency in the working place. Results obtained show that the school managements practices that since it was observed that 33.9% of the respondents strongly agree, 48.2% agreed, 12.5% were neutral, and 3.6% and 1.8% were for disagree and strongly disagree. The results indicate that the school managements provide different ways in giving feedback to their employees.

## 4.5 To find out whether the Strategies used by the Leadership of Isevya and Mihayo Secondary School improve Employee Performance

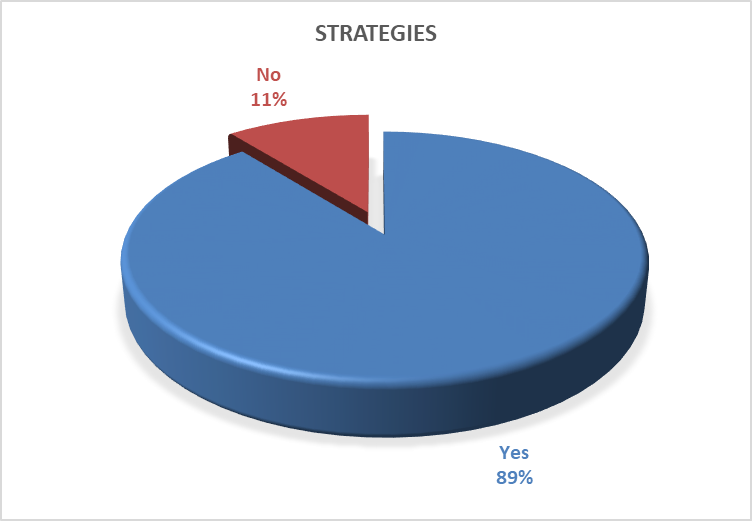
In order to find out the role of leadership for the sake of enhancing employee performance of the school management, it was important to find out whether the strategies used by the leadership of Isevya and Mihayo secondary school to improve employee performance. The respondents were asked to respond towards questions which required them to show whether the strategies improve the employee performance. This goes in hand with the research question with the intention of knowing whether the intended strategies improve employee performance at their working stations. The essence of answers being responded by the respondents from the field of the study were to answer research question “does the strategies used by the leadership of Isevya and Mihayo secondary school improve employee performance?”

**Table 4.6: Does the Strategies improve Employee Performance**

|  |  |  |
| --- | --- | --- |
| **Does the strategies improve employee performance** | **Frequency** | **Percent (%)** |
| Yes | 50 | 89.3 |
| No | 6 | 10.7 |
| Total | 56 | 100.0 |

**Source**: Research Data, 2020

As the results indicated in Table 4.6, the question’s intent was to seek out information regarding respondents’ understanding to whether Strategies employed could improve Employee Performance at selected schools. Table 4.6 shows the results of the respective question. Results from the data analysed showed that all answers were responded by the respondents from the field of the study, though results showed that most of the respondents showed “yes” response at about 89% of the respondents from the field under study. Furthermore, only yes responses were reacted but also other respondents reacted to “no” response which was about 11% of the respondents. However the findings also portray that most of the respondents showed positive response in the improvement of employee performance since the management strategies being implemented are adhered to. Though some study respondents reacted to no since some of the strategies had no close supervision while monitoring them, something which lead to no improvement.



**Figure 4.2: Does the Strategies Improve Employee Performance**

**Source**: Research Data, 2020

The findings of this objective which intended to know as if the strategies improve the employee performance was supported by majority of respondents. Therefore the respondents from the field of the study were asked to answer the questions which required participants to answer as at high level, medium level and low level. This helped the researcher to know as to how much/long the proposed management strategies could improve employee performance in their working stations. The essence of answers being responded by the respondents from the field under study was to answer research question “does the strategies used by the leadership of Isevya and Mihayo secondary school improve employee performance?” The findings showed that respondents were provided with different sentences which implied as different strategies being implemented by the school management and hence they were required to show whether there is high, medium and low improvements. Therefore results indicate that it was important to know whether linking the work am doing as school management improve the employee performance. Results showed that 35.7% of the respondents reacted to high level of improvement, 62.5% answered that it improve at the medium level and the last 1.8% replied that there is low level of improvement as Table 4.7 portrays.

**Table 4.7: Improvement Level of Employee Performance**

|  |  |  |  |
| --- | --- | --- | --- |
| **Particulars** | **Scale** | | |
| **High level (%)** | **Medium level (%)** | **Low level (%)** |
| Linking the work am doing | 35.7 | 62.5 | 1.8 |
| Developing employee skills | 57.1 | 37.5 | 5.4 |
| Correcting any poor performance | 44.6 | 48.2 | 7.1 |
| Being innovative and creative in my duties | 50.0 | 46.4 | 3.6 |
| Am very clear on my responsibilities | 62.5 | 37.5 | 00 |
| Nothing is ever accomplished | 50 | 50 | 00 |
| Energized and want to be involved at work | 19.6 | 55.4 | 25.0 |
| Very satisfied with our conversations | 64.3 | 33.9 | 1.8 |
| Willingness to work hard | 25.0 | 32.1 | 42.9 |
| Self-driven to perform my work | 66.1 | 32.1 | 1.8 |
| Low morale for my work | 25.0 | 32.1 | 42.9 |
| Have meaning and purpose | 53.6 | 37.5 | 8.9 |

**Source**: Field Data, 2020

Developing employee skills was another question being asked to the respondents, results shows that 57.1% responded to high level of improvement, 37.5% was for medium level and the rest remained was about 5.4% of the respondents. This imply that since the school management intended for better achievement from the performance of the employees, then the school management provide training to employees, seminars and also accessing scholarship positions for their staffs to develop more skills. Correcting any poor performance was another strategy being employed by the school management for the sake of improving employee performance. Table 4.7 shows that 44.6% of the participants are at high level, 48.2% were at medium level and 7.1% were at low level. This implies that still school managements play major role in correcting any results which is from poor performance of the employees for the sake of achieving the organizational objectives.

The findings from the table 4.7 shows that 50% of the respondents under the study responded at high level, (46.4%) said agreed at medium level and 7.1% said that is being implemented at low level. None of the respondents said is not being implemented at their working stations. This implies that the school managements do have to encourage their workers to be innovative and creative in their duties for the sake of enhancing employee performance. Furthermore, Results from the field of the study showed that most of the employee are very clear with their responsibilities and their duties which they were required to do.

The findings shows that 62.5% of the total population responded that they understand their responsibilities at high level and while the rest were about 37.5% said that they understand at medium level, the reason behind is that some of the employees were currently employed and another reason were switching of the responsibilities, moving from one department to another department which cause some of the employees to have low understanding about their responsibilities to be performed.

The researcher also wanted to know if the employees are satisfied with communication flow between the members of the organization. The results from Table 4.7 showed that 64.3% of the respondents said that it is implemented at high level, 33.9% of the respondents said it is implemented at the medium level and 1.8% of the respondents said it was implemented at low level. This means that communication flow among the management staffs and employees improved employee performance.

Moreover, in order to know if the strategies being implemented by school management to work hard, it was important for the researcher to know if the employees had willingness to work hard while improving employees performance. The findings shows that 25% of the respondents they were on the view that the implementation is done at high level, 32.1% of the respondents agreed at medium level and while 42.9% of the of the respondents believed implemented at low level. Results from the analysis imply that most of the employees are willing and able to work as a team hence to improve the performance of the employees.

In order to assess the level of strategies in improving employee performance, then it was important for the researcher to know if the employees are self-driven to perform their work. Thee results of the study shows that 66.1% of the respondents indicated that they are self drive, 32.1% of the respondents showed that there is a medium level of self drive and 1.8% of the respondents showed that there is low level of improvement.

The implication of the findings is that still high level of performance from the employee since most of them have the self-driven capabilities in performing their duties. The findings from the field of the study showed that most of the responsibilities and duties performed by the employees have the sense of meaning and purpose. The findings of the study are supported by the job characteristics model proposed by Hackman and Oldham (1974) of which the theory tried to put more emphasize on the importance of the core job dimensions which were skill variety, task identity, task significance, autonomy and feedback as motivators, this improve the work performance of the employees to their organizations,

## 4.6 **Strategies that will help the Management of Isevya and Mihayo Secondary Schools Improvement Performance**

In order to find out the roles of leadership towards enhancing the performance of the employees, it was important for the researcher to know if different strategies implemented by the school management are recommended by the employees for the sake of improving employee performance. The findings of the study found some strategies were recommended by the respondents in order to improve the level of employees’ performance at their working stations. The findings of the study are presented in Table 4.8 indicating that most of the employees encourage participative decision making.

**Table 4.8: Recommended Strategies which will help the Management of Isevya and Mihayo Secondary Schools Improvement Performance**

|  |  |  |  |
| --- | --- | --- | --- |
| **Recommended Strategies** | **Responses** | | **Percent of cases** |
| **N** | **Percent** |
| Encouraging teamwork | 37 | 10.9% | 66.1% |
| Enhancing transparency | 30 | 8.8% | 53.6% |
| Value the contribution of each individual | 30 | 8.8% | 53.6% |
| Focusing on individual growth and development | 30 | 8.8% | 53.6% |
| Provision of working incentives | 33 | 9.7% | 58.9% |
| Encouraging innovativeness and creativity to employees | 29 | 8.5% | 51.8% |
| Participating in decision making | 40 | 11.8% | 71.4% |
| Ensuring effective communication | 25 | 7.4% | 44.6% |
| Delegating authority | 28 | 8.2% | 50.0% |
| Recognize and rewards base to employee performance | 38 | 11.2% | 67.9% |
| Inspiring employees to strive for organization vision | 20 | 5.9% | 35.7% |
| Total | 340 | 100.0% | 607.1% |

**Source**: Field Data, 2020

The study also found that school employees prefers to work as the team, something of which encouraged employees to complete the task assigned in time. Results from the study show that there were 37 (10.9%) response rates and the percentage of cases was 66.1% something which means that school management needs to encourage more their employees to work as the team for the sake of improving employee performance. Focusing on individual growth and development was another strategy which was recommended by the respondents. Results show that 30(8.8%) responses with 53.6%. percentage of cases valued the contribution of each individual. These results implies that the school managements need to promote their workers in terms of educational development, career development, providing seminar sessions to their employees and also provisions of trainings to their employees will enhance the improvement level of employee performance.

Enhancing transparency of the managements to their employees was another strategy being recommended by the employees towards improving performance in their organizations. Results shows that it had 30 number of cases with 8.8% and the percentage of cases were 53.6%. This imply that when the school management enhance transparency in the organization, then employees performance increase since school employees become aware with everything which is going-on in their working environment.

Moreover, working incentives was seen to be the most essential element when enhancing employee performance. Results shows that the number of cases were 30(9.7%) and the percentage of cases were 58.9%. This implying that in order for the school management to increase the level of employee performance, there should be enough working incentives like learning materials, books, e-books, library for studying, good working computers and access to internet. Results from the analysis imply that availability of working incentives lead to the improvement of employee performance. Another aspect of consideration was delegation of authority, where the results of the study show that delegation of authority was recommended participants of which has number of cases 28 (8.2%) and 50% as cases of percentage.

The findings from the field of the study showed that delegating authority enhance employee improvement since it prevent stoppage of work. The findings of the study are in line with the study done by Dobre (2013), where the researcher explained that when the empowerment and recognition of employees is increased, their motivation to work will also improve, as well as their accomplishments and the organizational performance. Also the study done by Kamalian et al., (2010) explored that a motivated employee has goals aligned with organization goals which has direct efforts employee performance, these organization become more successful when their employees look for ways to improve their work.

**CHAPTER FIVE**

# SUMMARY, CONCLUSION AND RECOMMENDATIONS

## 5.1 Overview

This chapter presents the conclusion and recommendation drawn from the study and limitation of the study and suggestions of area of further research. The general research objective of this study was to explore the role of leadership on employees’ performance in Isevya and Mihayo secondary schools in Tabora municipal.

## 5.2 Summary

The aim of this study was to assess the role of leadership towards enhancing employee performance. The study was carried out in Tabora municipality where case study were two secondary schools namely Isevya and Mihayo secondary schools. The study was guided by specific research objectives which were to identify strategies used by the management of Isevya and Mihayo secondary school to improve employees’ performance, to find out whether the strategies used by the leadership of Isevya and Mihayo secondary school improve employee performance and also to recommend strategies that will help the management of Isevya and Mihayo secondary schools improve performance.

The case study research design was employed in the study comprising 57 respondents of the study of which 32 respondents were from Isevya secondary school and 25 were from Mihayo secondary school. Primary data were collected by using questionnaire of which out of 57 respondents, 56 respondents managed to return the questionnaire. The analysis of data collected from the study was done through the use statistical package for social science (SPSS) where descriptive statistics was performed in terms of frequencies and percentages and the findings from analysis were presented through the use of tables.

The study found that there are different leadership strategies which have been adopted in order to improve the employee’s performance. Results showed that different strategies like encouraging staffs to participate in decision making, trying to utilize the available technology so as to improve the performance of employees and making regular appraisal to employees so as to know if they stand all the time in their daily responsibilities. Also from the study it was noted that if the recommended strategies could be adopted, it could significantly improve the employee performance as results has shown.

## 

## 5.3 Conclusion

## 5.3.1 Strategies used by the Management of Isevya and Mihayo Secondary School to improve Employees’ Performance

The findings showed that different strategies had been introduced and implemented by the school management of Isevya and Mihayo secondary schools and in turn contributed to improve the performance of their employees. This has been evident by the findings from the study at which it was seen that making clear goals of the organization increase its efficiency as indicated by results. The study conclude by encouraging school management to emphasize more on adoption of best strategies so as to improve more worker’s performance in order to achieve the organizational goals.

## 5.3.2 To find out whether the Strategies used by the Leadership of Isevya and Mihayo Secondary School Improve Employee Performance

The findings from the field of the study showed that different strategies had been introduced and implemented by the school managements of Isevya and Mihayo secondary school. Most of the strategies improving employee performance was preferred by school management as this has been evidenced by the findings which were obtained from the study. This means that some of strategies like employee’s willingness to work hard significantly improved employee’s performance. Results from the analysis implied that most of the employees were willing and able to work as team which lead to improvement of the performance of employees. Also it was seen that other strategy like employees are self-driven to perform their work. The implication of the findings is that self-drive of employee is the most success story for an organization as was observed at the area under study.

## 5.3.3 To Recommend Strategies that will help the Management of Isevya and Mihayo Secondary Schools Improvement Performance

A third objective was required to recommend on the best strategies which will help the management of the schools to improve the performance of employees. The study recommended that employees should be encouraged to participate in decision making of the organization. Moreover, Employee’s recognition and rewards also contributed to employee performance, hence it is recommended by study findings. The result recommends that availability of working incentives also lead to the improvement of employee performance.

## 5.4 Recommendations

With respect to this study, recommendations have been made in respect to the roles of leadership towards enhancing employee performance. The followings are the recommendations which the researcher made based on the findings from the study.

1. The school managers/ leaders should adopt friendly strategies such as participation in decision making, recognition and rewards and encouraging teamwork which will encourage employee to improve their working performance. However, the supervisors should adopt servant leadership strategies and minimize any leadership strategy which focus more on punishment which is bound to have in the long run negative influence on employee job performance.
2. Supervisors should evaluate their leadership strategies and approaches such training on communication skills so as to equip and enable the managers to execute their leadership appropriately thus a positive influence on the employee job performance.

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# APPENDICES

**APPENDIX I: Research Questionnaire**

Dear Respondent,

Attached is a questionnaire that seeks your opinion on the roles of leadership on employees’ performance. The information will assist in completion of my research project. The information gathered will be treated with strict confidentiality. Thank you in advance for filling out this questionnaire with honesty and as best as you can.

**Section A: Demographic Questions**

Please provide the following information:

1 Gender of the respondents

1. Male ( )
2. Female ( )

2 Age of the respondents

1. 15-20 years ( )
2. 20-25 years ( )
3. 25-30 years ( )
4. 30-35 years ( )
5. 35-40 years ( )
6. 40+ years ( )

3 Number of working years

1. Less than 1 year ( )
2. 1-5 years ( )
3. 6-10 years ( )
4. 11 years and above ( )

**Section B: Leadership Strategies used by the management of Isevya and Mihayo Secondary school for the sake of improving employees performances**

4. This section describe different strategies adopted and being used by the management of Isevya and Mihayo secondary school for the sake of improving employees’ performance. Therefore for each item, tick the box which represents different strategy being used.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Particulars** | **Scales** | | | | |
| **Strong agree** | **Agree** | **Neutral** | **Disagree** | **Strong disagree** |
| Encourages us (staff) to participate in decision making |  |  |  |  |  |
| Focuses more on punishment for mistakes |  |  |  |  |  |
| Focuses on clarifying employees’ roles and task requirements. |  |  |  |  |  |
| Monitors progress towards goal achievement only |  |  |  |  |  |
| Needs to control every activity |  |  |  |  |  |
| Makes suggestions on how to solve problems. |  |  |  |  |  |
| Encourage team working together rather than working alone |  |  |  |  |  |
| Shows regard for subordinates as individuals |  |  |  |  |  |
| Seeks to develop leadership in the team members. |  |  |  |  |  |
| Put other people’s needs, aspirations and interests above their own. |  |  |  |  |  |
| Recognizes and awards based only on work performance. |  |  |  |  |  |
| Encourages subordinates’ growth and development. |  |  |  |  |  |
| Delegates authority |  |  |  |  |  |
| Relies and creates trust with the subordinates. |  |  |  |  |  |
| Inspiring employees to strive for org. vision |  |  |  |  |  |
| Encourages thinking and creativity |  |  |  |  |  |
| The school management tries to make clear goals and expectation to its employees so as to increase its efficiency. |  |  |  |  |  |
| School management make regular and timely appraisal to its employees so as to know if they stand all the time to their daily tasks. |  |  |  |  |  |
| The school management tries to make employees development as a priority. |  |  |  |  |  |
| The management empowers employees to do their jobs well. |  |  |  |  |  |
| The school management tries to utilize the right technology. |  |  |  |  |  |
| The management has tried to make communication effectively. |  |  |  |  |  |
| The school management reduce training, or cutting it all together so as to save time and money. |  |  |  |  |  |
| The organization provide two ways of giving feedback to its employees while increasing efficiency in the working place of which result to employees performance. |  |  |  |  |  |

5. What other strategies being adopted by Isevya and Mihayo secondary school for the purpose of improving employee performance?

1. …………………………………………………………………….
2. …………………………………………………………………….
3. …………………………………………………………………….
4. …………………………………………………………………….
5. …………………………………………………………………….
6. …………………………………………………………………….

**6. Section C:** To find out whether the strategies used by the leadership of Isevya and Mihayo secondary school improve employee performance.Please indicate your response by ticking the box that best describes how you feel about the statement.

|  |  |  |  |
| --- | --- | --- | --- |
| **Particulars** | **Scale** | | |
| **High level** | **Medium level** | **Low level** |
| Liking the work am doing |  |  |  |
| Developing my skills |  |  |  |
| Correcting any poor performance |  |  |  |
| Being innovative and creative in my duties |  |  |  |
| Am very clear on my responsibilities |  |  |  |
| Nothing is ever accomplished. |  |  |  |
| Energized and want to be involved at work |  |  |  |
| Very dissatisfied with our conversations. |  |  |  |
| Willingness to work hard |  |  |  |
| Self-driven to perform my work |  |  |  |
| Low morale for my work |  |  |  |
| Have meaning and purpose for work |  |  |  |

7. Does the strategies being used by the management of Isevya and Mihayo secondary school improve the employees’ performance?

1. Yes ( )
2. No ( )

8. If yes, how does the strategies improve the employees’ performance of Isevya and Mihayo secondary school?

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

9. If no what are the challenges encountered when implementing those strategies when improving employees’ performance of Isevya and Mihayo secondary schools?

1. ……………………………………………………………………..
2. ……………………………………………………………………..
3. ……………………………………………………………………..
4. ……………………………………………………………………..
5. ……………………………………………………………………..

10. What strategies do you recommend to be adopted by Isevya and Mihayo secondary school in improving the employees’ performance?

1. …………………………………………………………………….
2. …………………………………………………………………….
3. …………………………………………………………………….
4. …………………………………………………………………….
5. …………………………………………………………………….

11. Why do you recommend for the above strategies to be adopted by the school management as the sake of improving employee performances?

……………………………………………………………………………………………………………………………………………………………………………………………………………............................................................................................................................................................................................................................................................................................................................

***Thank you for cooperation!***

**APPENDIX II: Roasoft sample size calculator for Isevya secondary school**

For the statistical determination of sample size researcher has also used the online sample determination software called Raosoft Sample Size Calculator. In that software the required things are Sample Population which is unknown with Confidence Interval which is considered as 90%, Margin error of 7% and the Response distribution of 50%. By feeding all this information, software has calculated the optimum sample sized scientifically and statistically and derived a sample size of 138.

This calculation is found valid because it is based on the following statistical formula, is being used when sample size is more than 30 with Normal Distribution. The formula for determination of sample size is as follows

*n*= *N x*/ ((*N*-1)*E*2+ *x*)

Where,

n = Sample Size to be determined,

N = Sample Population

E = Margin of Error,

x = Calculation by the critical value

In this the ‘x’ can be derived as:

*x*= *Z*(*c*/100)2*r* (100-*r*)

Where, r = Fraction of Responses

Z = is critical value for confidence level c,

c = Confidence Level

|  |  |  |
| --- | --- | --- |
| What margin of error can you accept?  5% is a common choice | 5% | The margin of error is the amount of error that you can tolerate. If 90% of respondents /; answer *yes*, while 10% answer *no*, you may be able to tolerate a larger amount of error than if the respondents are split 50-50 or 45-55.  Lower margin of error requires a larger sample size. |
| What confidence level do you need?  Typical choices are 90%, 95%, or 99% | 95% | The confidence level is the amount of uncertainty you can tolerate. Suppose that you have 20 yes-no questions in your survey. With a confidence level of 95%, you would expect that for one of the questions (1 in 20), the percentage of people who answer *yes* would be more than the margin of error away from the true answer. The true answer is the percentage you would get if you exhaustively interviewed everyone.  Higher confidence level requires a larger sample size. |
| What is the population size?  If you don't know, use 20000 | 34 | How many people are there to choose your random sample from? The sample size doesn't change much for populations larger than 20,000. |
| What is the response distribution?  Leave this as 50% | 50% | For each question, what do you expect the results will be? If the sample is skewed highly one way or the other, the population probably is, too. If you don't know, use 50%, which gives the largest sample size. See below under **More information** if this is confusing. |
| Your recommended sample size is | **32** | This is the minimum recommended size of your survey. If you create a sample of this many people and get responses from everyone, you're more likely to get a correct answer than you would from a large sample where only a small percentage of the sample responds to your survey. |

**APPENDIX III:** **Roasoft sample size calculator for Mihayo secondary school**

For the statistical determination of sample size researcher has also used the online sample determination software called Raosoft Sample Size Calculator. In that software the required things are Sample Population which is unknown with Confidence Interval which is considered as 90%, Margin error of 7% and the Response distribution of 50%. By feeding all this information, software has calculated the optimum sample sized scientifically and statistically and derived a sample size of 138.

This calculation is found valid because it is based on the following statistical formula, is being used when sample size is more than 30 with Normal Distribution. The formula for determination of sample size is as follows

*n*= *N x*/ ((*N*-1)*E*2+ *x*)

Where,

n = Sample Size to be determined,

N = Sample Population

E = Margin of Error,

x = Calculation by the critical value

In this the ‘x’ can be derived as:

*x*= *Z*(*c*/100)2*r* (100-*r*)

Where, r = Fraction of Responses

Z = is critical value for confidence level c,

c = Confidence Level

|  |  |  |
| --- | --- | --- |
| What margin of error can you accept?  5% is a common choice | 5% | The margin of error is the amount of error that you can tolerate. If 90% of respondents /; kanswer *yes*, while 10% answer *no*, you may be able to tolerate a larger amount of error than if the respondents are split 50-50 or 45-55.  Lower margin of error requires a larger sample size. |
| What confidence level do you need?  Typical choices are 90%, 95%, or 99% | 95% | The confidence level is the amount of uncertainty you can tolerate. Suppose that you have 20 yes-no questions in your survey. With a confidence level of 95%, you would expect that for one of the questions (1 in 20), the percentage of people who answer *yes* would be more than the margin of error away from the true answer. The true answer is the percentage you would get if you exhaustively interviewed everyone.  Higher confidence level requires a larger sample size. |
| What is the population size?  If you don't know, use 20000 | 26 | How many people are there to choose your random sample from? The sample size doesn't change much for populations larger than 20,000. |
| What is the response distribution?  Leave this as 50% | 50% | For each question, what do you expect the results will be? If the sample is skewed highly one way or the other, the population probably is, too. If you don't know, use 50%, which gives the largest sample size. See below under **More information** if this is confusing. |
| Your recommended sample size is | **25** | This is the minimum recommended size of your survey. If you create a sample of this many people and get responses from everyone, you're more likely to get a correct answer than you would from a large sample where only a small percentage of the sample responds to your survey. |