

**THE INFLUENCE OF HEAD TEACHERS ON PUPILS' ACADEMIC
PERFORMANCE IN PRIMARY SCHOOLS IN KISARAWA DISTRICT,
COAST REGION**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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ADMINISTRATION, PLANNING AND POLICY STUDIES OF
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: **“The Influence of Head Teachers on Pupils’ Academic Performance in Primary Schools in Kisarawe District, Coast Region”** in partial fulfilment of the requirements for the award of Master of Education in Administration Policy, Planning and Studies (MED- APPS) of the Open University of Tanzania.

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Date

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DECLARATION

I, **Ernest P. Ng'umbi** do hereby declare that this dissertation is my own original work and it has not been presented for a similar or any other award to any other University, and that all material contained herein has been duly acknowledged.

.....

Signature

.....

Date

DEDICATION

This work is dedicated to the Almighty God for his protection, guidance, strength, knowledge and wisdom to succeed this work. It is also dedicated to my father Peter Mwandilandi Ng'umbi, My wife Agnesy Maulilyo Kapuna, for their tireless support and their daily prayers which made me to accomplish this work. Quest for learning from them will never end during and after my service.

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The Open University of Tanzania. Indeed, their endurance and passion have contributed a lot to make my studies at The Open University of Tanzania to be possible.

ABSTRACT

The purpose of the study was to assess the influence of head teachers on the primary school pupils' academic performance in Kisarawe district. The objectives of the study were to identify the leadership practices and styles used by head teachers, establish the influence of head teachers' leadership practices on teachers' job satisfaction and head teachers' role in administration of teaching and learning resources in primary schools in Kisarawe district. The researcher used descriptive survey design to assess the influence of head teachers' leadership practices on pupils' academic performance in Kisarawe District. It was found that teachers were moderately in agreement with leadership style practices by head teachers and they were somewhat satisfied with their profession and somewhat agreed that different ways in which the leader practiced influence performance. Autocratic leadership style was most applied in primary schools. It was revealed that most teachers were satisfied with their present teaching position. It was concluded that teachers were already conversant with their head teachers' leadership practices and styles in their respective schools. In addition, there is influence and relationship between the leadership style of head teachers in primary schools and school performance.

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LIST OF ABBREVIATIONS

AARE	Australian Association for Research in Education
DAS	District Administration Secretary
DED	District Executive Director.
DEO	District Education Officer
KCPE	Kenya Council of Primary Education.
NECTA	National Examination council of Tanzania.
PSLE	Primary School Leaving Examination
RAS	Regional Administration secretary
SD	Standard Diversion.
SFNS	Standard four National Analysis
SQA	School Quality Assurance
URT	United Republic of Tanzania
WEO	Ward Education Officer

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter presents background of the study, statement of the problem, purpose of the study, research objectives and research questions. Others include significant of the study, limitation and delimitation, conceptual framework and definition of the terms of the study.

1.2 Background of the Study

The quality of any country's stock of human capital influences the extent to which knowledge and technology can be utilized to enhance productivity and to improve the well-being of the citizens. Formal education is the most effective means of skills acquisition and increases the ability to understand, appreciate and critique new ideas (World Bank, 2004). Also according to Australian Association for Research in Education (AARE, 2004) the effectiveness and efficiency of an educational organization is measured in terms of how well social expectations and needs are met. Therefore, teachers have to commit themselves to their schools, students, teaching activities, occupation, colleagues and the community.

The educational system is one of the most important social institutions in any given society. Paper presented at the 14th conference of Common Wealth Education ministries on Challenges to equity and opportunities for diversity identified that, decline of pupils' performance is associated with, input and outputs processes (URT, 2000). Input is associated with poor training and preparation of teacher, poor

physical environment, poor teaching and learning materials and poor supervision and assessment. These are not effective to the extent that they promote pupils' performance. Processes related to bad relation between community and school, poor school management, poor classroom instruction, curriculum and planning are not effective to the extent that promotes performance of pupils. In terms of outputs it shows that, 28.3% of pupils seating for primary school leaving examination in Tanzania score less than 100 out of 250 marks (URT, 2017a). Such situation tells us that head teachers are supposed to work together with other staff in order to implement the best achievements planned that are effective to better pupils' performance.

Teaching as a professional job needs much professionalism of teacher's ability in performing academic activities. All these work once are respected performance may rise year after a year. In Tanzania this may be determined by observing primary school leaving examination results from 2014 to 2017 whereby statistics shows that, pass rate nationwide varies from one year to another. For example, in 2014 the pass rate was 67%, in 2015 was 58.84%, 2016 was 70.36% and 72.76% in 2017 (URT, 2018). Therefore, there is a need to find out as to why there is this variation in examination pass rate while there are the same teachers with the same level of education and may be similar pupils. In this study it is hypothesized that such variations can be influenced by the head teachers who are responsible for overall management of the respective school.

Education is an indispensable instrument that helps in the production of an educated

man, civilized and forward looking democratic society. Socio-economic development of any nation depends on the provision of right and appropriate quality education (Ogundele, 2015). Tanzania as a country recognizes importance of education for national growth and development. Also Ogundele (2008) stated that any nation that toys with education is toying with her socio-economic development.

Teachers' effectiveness has been theorized as important to students' performance (Darling-Hammond, 2010). According to Darling-Hammond (2010) effective teachers who have improved subject matters knowledge, are capable of designing and deliver instruction, can better manage and evaluate classrooms and can better support students learning. Other scholars such as Clotfelter, Ladd and Vigdor (2006) suggest that effective teachers use new teaching strategies that pay more attention to student learning and use assessment to change their practice.

Other scholars such as Lederman, Gess Newsome and Latz (1994) see that teachers to be effective should have knowledge of the subject matter. They argue that effective teachers must know well the subject that they are teaching. This implies that good teachers morale can influence the best academic performance; where high morale in schools leads to an increase in students' achievement too (Mwangi & Mwai 2002; Mwangi, 2005). Low morale leads to a decrease in teacher's productivity, quality and achievement, intrinsic motivation, work satisfaction, and quality performance. These observations indicate that school leaders are very important to link teachers, parents and other education stakeholders, to understand teachers' needs and characteristics. In addition, school leadership is critical for planning and setting the examples. It is

also important to counselors, evaluators of teaching and learning process to make sure that pupils perform better and school attain intended objectives. These scholars insist in order teacher to be effective on students' performance and make use of modern teaching and learning methods. For example, the Tanzania system of education nowadays insists the use of competence based curricula which is being implemented in primary schools which emphasis the development of certain specific key competences that relate to pupils learning environment and make sure that teaching in the class widens and deepens mental horizon of the student. In addition, assessment is done to know the student's progress in academic matters.

Gonzales and Lambert (2001) posited that a good school requires effective leadership where school head teachers are able to handle both external operations as well as the school environment interaction. This means they are critical factor in determining successful implementation of a school base. In support of this understanding, the Commonwealth Secretariat (1996) comments that one of the key factors influencing school effectiveness is the nature and quality of the leadership style and management provided.

1.3 Statement of the Problem

Teachers are the most important resource in the school and quality of the school that depends on the teacher professionalism and commitment. The government of Tanzania concurs with this observation and contends that the professional growth of teachers must be ensured to enhance quality at all levels of educational programs.

Head teacher as a leader viewed as both specialized role and social influence process that involve sharing and distributing the leadership roles in the organization. In teaching working condition, when a leader share and distributes the leadership roles at school, increase teachers' working morale and teachers feel the sense of belongingness to the organization that leads to better academic performance (Nafukhoet *al.*, 2011).Currently, there is no clear proposed leadership style to be adopted by all education leaders to improve performance in primary education in Tanzania. With this respect, the researcher will assess the influence of head teachers on pupil performance in primary education in Tanzania.

According to URT (2016), it was reported that national examinations results of primary schools in Tanzania varies according to different challenges facing teachers, pupils, schools and society in general. Specifically, there are various challenges facing schools in coast region, among them are inadequate responsibility of head teacher including poor supervision of schools by District Education Officers (DEOs), Ward Educational Officers (WEOs) and Head Teachers in learning and teaching process (RAS report- of Coast region 2016). Also in Kisarawe district two years consecutive academic performance was low for average of 64% of all pupils. For example, in 2016 the pass mark was 61 % and in 2017 the pass mark was 67.61% making the difference of 6.61% (URT, 2016 & 2017b). Based on the above explanations, it was the purpose of this study to assess the influence of head teachers' pupils' academic performance in primary schools in Kisarawe district and sought to identify reasons leading to below pass mark performance for three consecutive years.

1.4 Objectives of the Study

The main objective of this study was to assess the influence of head teachers' leadership style on the primary school pupils' academic performance in Kisarawe district.

1.4.1 Specific objectives of the Study

Specifically this study intended to:

- i) Identify the leadership practices and styles used by head teachers in primary schools in Kisarawe district.
- ii) Establish the influence of head teachers' leadership practices on teachers' job satisfaction in primary schools in Kisarawe district.
- iii) Establish head teachers' leadership style to pupils' performance at primary schools in Kisarawe district.

1.5 Research Questions

This research guided by the following questions:

- i) What leadership style issued by head teachers in Kisarawe district?
- ii) How head teachers influence on teachers' job satisfaction in Kisarawe district?
- iii) How head teachers' leadership style influences practices on teaching and learning to enhance pupils' performance?

1.6 Significance of the Study

The study highlighted the management practices of head teacher's which results to improved performance of pupils in the district. The findings of the study shed light to the rest of the schools outside the district on management practices which can bring

about better pupils' academic achievement. The study is useful to the educators, government agencies, Ministry of Education, Science and Technology when formulating ways of improving performance in the study area and elsewhere. The study will also add to the existing knowledge of management practices and also propose areas for further studies by identifying more priority areas in this topic.

1.7 Limitations and Delimitations of the Study

1.7.1 Limitations of the Study

In this study, the researcher encountered constraints emanated from research methods, research design, samples and uncontrolled variables, faulty data collection instruments and other compromises to internal and external validity (Omari, 2011). The data which was used in the study was collected in a span of about one month. This implies that even though findings of the study depicted the situation as it is at that particular time, a study of a longer period of time would produce more representative results. Some respondents, particularly teachers, were concealing some information due to fear of victimization by school authority. However, the researcher assured respondents that both their identity and information provided would remain confidential as indicated at the beginning of the questionnaires. Due to the vast geographical dispersion of schools and limited time and funds, the researcher was not in a position to have a larger sample size for better representation and subsequent generalization. However, the sampled schools used to represent the sampled population for the study. There are other factors that affect pupils' academic performance; however, the researcher was limited to head teachers' management practices due to the limited study period.

1.7.2 Delimitations of the Study

This study was delimited in Kisarawe district primary schools. Besides, there are many factors that affect pupils' academic performance in primary schools; however, this study only focused on the influence of head teachers. Therefore, generalizations of findings were done with caution.

1.8 Conceptual Framework

The researcher was conceptualizing the independent, dependent and intervening variables as shown in figure 1.1. The figure below shows the concepts of independent variables as leadership style, job satisfaction and teaching administration. The dependent variable was academic performance. Basically, the study assessed the relationship between independent variables on the dependent one. The researcher determined whether the independent variables: Head teachers' influence does in any way affect the dependent variable. Intervening variables are pupils' discipline, teaching methods, school teaching environment and proper time management.

School academic performance depends much on leadership style; but a good leader can not only use one way of leadership style, can use two or more according to school environment. Also not only leadership style that can yield higher academic performance, but also the leader should motivate teachers as to have job satisfaction. Teaching environment together with the availability of teaching and learning materials such as books and good infrastructure like classes, teachers' office, toilets and teachers houses do contribute to higher academic performance. All these

undergo with students – teachers ratio which is 1:40 per teacher and teachers students attendance at school. Once all these are well organized the schools will results to a better achievement in academic performance and quality of education. This will result into pupils having enough skills and achievement in Standard four Nation Analysis (SFNS) and Primary school leaving examination (PSLE).

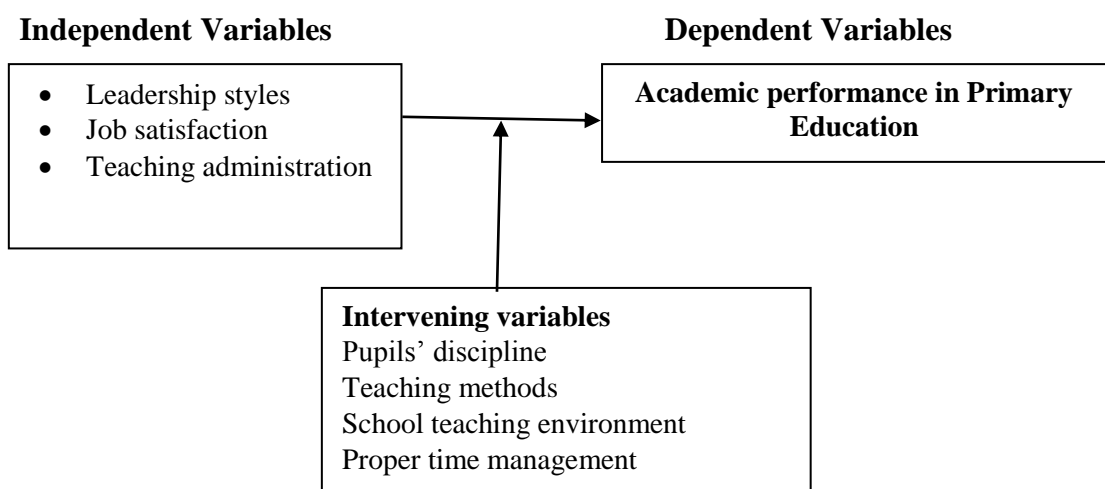


Figure 1.1: The Influence of Head Teachers on Pupils' Academic Performance

Source: Researcher, 2017

1.9 Operational definition of Key terms

Academic Performance: Refers to the grades both per subject and overall grades that a pupil achieves in national examinations.

Head Teacher: Refers to the person appointed by the District education authority as the administrative head of school being responsible for its administration.

Influence: Refers to the effect of adopting something

Job Satisfaction: Refers to a positive or pleasant emotional state resulting from a person's appreciation of his/her own job or experience. It is expected that a school

which has teachers with high level of job satisfaction gives qualified education and brings up successful students.

Leadership Styles: Refers to strategies adopted by head teachers in school administration.

Leadership Styles: Refers to the way in which the functions of leadership are carried out, the way in which the manager typically behaves towards members of the group, Leadership styles can be categorized in to three groups, which are Authoritative style, Democratic style and laissez-faire style. **Democratic leadership style:** Refers to a form of leadership that occurs when leaders “broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and the mission of the group, and when they stir their employees to look beyond their own self- interest for the good of the group.

Motivation: Refers to ways of making employees to have interest in their work.

Teaching and Learning resources: Refers to all materials that are useful in giving knowledge to the teachers as well as students alike, e.g. textbooks which allow mainstreamed hearing impaired students to be successful in their studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of related literature on leadership styles and management practices of head teachers in primary schools and their impacts on pupils' academic performance. The first part deals with the theoretical literature review. The second part is devoted to related empirical literature on influence of head teachers on pupils' academic performance in primary school education. The last part summarizes the literature gap.

2.2 Theoretical Review

In this part reviews various theories which guided this study. These are expectancy theory, Theory X and Theory Y approach and finally path-goal theory.

2.2.1 Expectancy Theory

The Expectancy Theory of Motivation is best described as a process theory. With research pioneered by Tolman in 1930s as cited by Good and Still (1986) continued by Vroom; Expectancy Theory provides an explanation of why individuals choose one behavioral option over others. The idea with this theory is that people are motivated to do something because they think their actions will lead to their desired outcome (Redmond, 2009).

Expectancy theory proposes that work motivation is dependent upon the perceived

association between performance and outcomes and individuals modify their behavior based on their calculation of anticipated outcomes (Chen & Fang, 2008).

In other words, it can help explain why a person performs at a particular level. This has a practical and positive potential of improving motivation because it can, and has, helped leaders create motivational programs in the workplace. This theory provides the idea that an individual's motivation comes from believing they will get what they desire in the form of a reward. Although the theory is not exhaustive of individual motivation factors, it provides leaders with a foundation on which to build a better understanding of ways to motivate subordinates (Eerde and Thierry, 1996).

The theory states that individuals have different sets of goals and can be motivated if they believe that, there is a positive correlation between efforts and performance, favorable performance will result in a desirable reward and the reward will satisfy an important need. The desire to satisfy the need is strong enough to make the effort worthwhile (Lawler, 2003 and Vroom, 1964). In connection to the study the researcher identified that, heads of schools can facilitate better pupils' achievements specifically in Kisarawe district.

2.2.2 Theory X and Theory Y approach

The scientific management and human relations approach to leadership behavior were given formal expression by McGregor (1960) as Theory X and Theory Y. The Theory X approach assumes that people are lazy, dislike work and therefore must be coerced, led and directed. Theory X is compatible with scientific management and bureaucracy. Bureaucracy is a formal, orderly and rational approach to organizing

business enterprises. Theory Y assumes that people find satisfaction in their work and function best under a leader who allows them to work towards their goals. This is indeed true in the education situation in the case of the traditional schools with an impeccable culture and strong religious values, where the majority of teachers love teaching; they love their school and hence do not need direction. In such situation, control and punishment are not necessary to bring about good job performance. People are industrious, creative and seek challenges and responsibility on the job. However, on the other hand in some new schools and particularly in respect of young teachers, the situation might be different. Some of them do not have the profession at heart, whilst some may have joined the teaching profession by default and, or as a last resort. Teachers with a Theory Y perspective (students naturally want to learn) provide increased motivation for students and promote more active learning than Theory X-style teachers who do not view students as active learners (Markwell, 2004).

Theory Y is compatible with Maslow's view that people seek inner satisfaction and fulfillment of our human capacities towards self-actualization. It is also compatible with the human relations movement in management and with the participative, democratic style of management. An example of the application of Theory Y is management by objectives.

2.2.3 Path-Goal Theory

This theory was introduced by (Neagley and Evans (1970) and further developed by (Robert, 1971). This theory emphasis on how leader can facilitate task performance

by showing subordinates' how performance can be instrumental in achieving desired reward. According to Rue and Byers (2003), leader's behaviors fall into one of the four basic types- role classification, supportive, participative and autocratic. In role classification leadership lets subordinates know what is expected of them, gives guidance as to what should be done and how, schedules and coordinate work among the subordinates and maintain definite standards of performance. Supporting leadership has a friendly, approvable leader who attempts to make the work environment more pleasant for subordinates. Participative leadership involves consulting with subordinates and asking for their suggestions in the decision-making process. Autocratic leadership comes from a leader who gives orders that are not to be questioned by subordinates.

Under this theory, each of these leadership behavior result in different level of performance and subordinates satisfaction, depending on the structure of the work task. Role clarification leads to high satisfaction and performance for subordinates engage in un-structured task. Supportive leadership brings the most satisfaction to those who work on highly structured. Under this theory, the researcher holds major assumption that a good leadership style should clarify roles, which employees are supposed to do, because subordinates are satisfied, and perform in high standard.

Moreover, employees are involved in decision-making processes that are work friendly and approachable. This helps to make the work environment pleasant for subordinate. It is believed that if leadership style support subordinates all employees become involved in decision-making process, roles are well defined and teachers'

working morale becomes of high. Also supportive leadership emphasizes effective communication between teachers and teachers, teachers and leaders as well as teachers and pupils in connection to head of schools.

2.3 Empirical Literature Review

2.3.1 Leadership Styles and Academic Performances

There is no single leadership style that is appropriate for every situation, but some are more effective than others in bringing about change in teachers' morale. Ozigi (2000) stated that while your staffs are in school, you can do much to encourage them to stay if you create necessary happy atmosphere and establish the type of relationships that will make your staff feel happy and committed to the school. This implies that leadership can influence better academic performance if well practiced in primary schools in relationship between pupils and performance.

Pareek (2007) did a study about understanding organizational behavior in India and identified four primary traits by which leaders could succeed or fail. These traits are emotional stability and composure, admitting error, good interpersonal skills and intellectual breadth. This implies that calm, confident predictable leader particularly when under stress increase efficiency and effectiveness since it reduces conflict with employees and encourage relation with them owning up mistake rather than covering them up. The ability to communicate and persuade others without resorting to negative or coercive tactics help to encourage relationship between leaders and employees/ subordinate that can potentially promote pupils performance.

Hersey and Blanchard in Pareek (2007) identified four leadership styles: style one indicates high concern for task and low concern for people, style two showing high concern for both, style three having high concern for people and low for the task and style four with both low. According to them, all the four styles are functional and relevant to specific situations. However, (Pareek, 2007) suggested that there is no best leadership style that the most desirable style is delegating. Nevertheless, in order to move toward this, the leader needs to prepare the group and take them to delegating. This idea supported by Rue and Byers (2003) by stating that authority and responsibility must consider leaders must delegate sufficient, authority to enable subordinates to do their duties.

At the same time, subordinates can be expected to accept responsibility only for those areas within their authorities. Head teachers who use a democratic style of leadership are more likely to have more satisfied and productive teachers than head teachers who use an autocratic style of leadership. The manner in which the leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style (Oyetunyi, 2006). Also according to Oyetunyi (2006), leadership style is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with, whilst others pay more attention to their relationship with subordinates than the job. The head teachers' main role as leaders is to ensure smooth running of learning activities in schools in order to enhance school performance. Leadership of schools started in the old ages and has significantly implied great importance in improving the performance of the pupils (Brumbach, 1987).

Head teachers who applied democratic leadership style tended mostly towards behavioral science theorists who were both for staff welfare and tasks performance. Thus they were strong on management of the school staff and tasks (Kent, 1999). According to Leithwood and Jantzi (2005) in democratic leadership style, the head teacher allows participatory communication like open communication strategies that include forums and staff meetings. In that aspect the head teachers directly discusses issues with teachers and feedback is given immediately. Nzuve (1989) describes a democratic leader as one who obtains ideas and opinions from workers. He gives them a chance to express their feelings about how things should be done. The manager considers the ideas and opinions of workers and he then makes the final decision. The head teacher allows staff to participate in decision making within the framework of the mission and objectives of the school. In students' open forums the managers make announcements regarding expected code of behavior by students.

Okumbe (1998) describes laissez-faire leadership as a kind of leadership which encourages no rules in the organization. It has no code of regulations. The leader is just a symbol because there is no hierarchy of authority. The primary role of the leader is to provide materials needed by the group. Okumbe (1998) notes some advantages of laissez-faire leadership being that decisions are easily accepted and employees provide their own motivation. Also, Okumbe pointed out that effective communication through all channels enriches human relations than enhance and facilitate for ideal learning environment. Okumbe (ibid) notes that laissez-faire managers establish rapport with staff, but do not enhance efficiency in performance of duties and learning leading to poor performance in examinations.

Goodworth (1999) describes a democratic leader as one who makes decisions by consulting his team, while still maintaining control of the group. The leader who is democratic allows his team to decide how the task should be tackled and who should perform which task. Kent (1999) states that democratic leadership rests on the idea that workers should be involved in the making of policies. It considers the needs, interests, rights and freedoms of the workers. He observes that the management influences but does not dominate the subordinates. Kent (1999) notes three advantages of democratic leadership style. They include promoting high morale among workers, freedom for workers to exercise their responsibilities and flexibility in organizations. He further notes that one disadvantage of democratic leadership is the delay in decision-making.

Furthermore, Antonio and Gamage (2007) reported that effective democratic and participatory school administration; leadership and management affect the trust levels of stakeholders. The study suggested that school leaders wishing to enhance the levels of trust among the stakeholders in their schools should consider these indicators, pertaining to the participatory or democratic leadership approach, in carrying out their leadership duties and responsibilities. School heads know that no one does his/her best when feeling weak, incompetent or alienated; they know that those who are expected to produce the results must feel a sense of ownership (Kouzes & Posner, 2002).

Ali (2015) carried out the study in Somalia on the influence of head teachers' leadership style on teachers' job satisfaction. Findings indicated that democratic

leadership style prevails over autocratic style. The study concurred with finding by Adeyemi (2011) who revealed that democratic head teachers produced higher mean score as a result of good motivation compared to autocratic head teachers. In addition, Nguni, Slegers and Denessen (2006) established that transformational leadership did impact teachers' job satisfaction. All the above past studies are consistent in their findings of the studies dealt with job satisfaction of primary school teachers as influenced by the head teachers' leadership styles.

In Tanzania, specifically Kisarawe district several studies (Galabawa and Miyazawa, (2002); Komba and Nkumbi, 2008; Therkildsen, 2000 and Galabawa, 2001) in education system were conducted in secondary and not in primary schools. However, most of them had not shown the direct linkage between head teachers and pupils' performance.

2.3.2 The Influence of Head Teachers' Leadership on Teachers' Job Satisfaction

Armstrong (2004) defines leadership as the process of influencing and supporting others to work enthusiastically towards achieving the objectives. It is the catalyst that transforms potential into reality and the ultimate act that identifies, develops channels and enriches the potential already in an organization and its people. Koontz (1990) defines leadership as the ability of a manager to induce subordinates to work with confidence and zeal. Sanford (1973), notes that leadership is the interpersonal influence towards attainment of specific goals in specific situations.

Similarly, Katz (2001) defines teacher leaders as teachers who lead within and beyond the classroom, identify with and contribute to a community of teachers, learners and leaders, and influence others towards improved educational practice. Boles and Troen (1994), contrast it to traditional notions of leadership by characterizing teacher leadership as a form of collective leadership in which teachers develop expertise by working collaboratively. A number of different roles have been suggested for teacher leaders that provide a clearer definition and understanding of the term. There is no single leadership style that is appropriate for leading people, but some are more effective than others in bringing about change in teachers' morale.

Ozigi (2000) stated that while your staff are in school, you can do much to encourage them to stay if you create necessary happy atmosphere and establish the type of relationships that will make your staff feel happy and committed to the school. This implies that leadership style required to be practiced in primary schools which promote teachers working morale is that which encourage happy atmosphere and good relationship between teachers and leadership (Pareek, 2007).

Machumu and Kaitila (2014) reported the kind of school leadership style that best suits for promoting teachers' job satisfaction in primary schools in Tanzania. Their study employed cross sectional research design with samples of 200 teachers from 20 selected primary schools in Songea and Morogoro districts in Tanzania. It was found that the democratic leadership style was the most dominant in best performing primary schools from increased job satisfaction of teachers.

Furthermore, Bogler(2001) examined the effects of principals' leadership style (transformational or transactional), principals' decision-making strategy (autocratic versus participative), and teachers' occupation perceptions on teacher satisfaction from the job. A quantitative questionnaire using Likert-type scales was administered to 930 teachers in Israeli schools, of whom 745 responded. Path analysis was used to explain teachers' job satisfaction by the exogenous variables. The most salient finding was that teachers' occupation perceptions strongly affected their satisfaction. Principals' transformational leadership affected teachers' satisfaction both directly and indirectly through their occupation perceptions. Also Nyenyembe*etal.*,(2016) explored the relationship between leadership styles applied by school heads and teachers' job satisfaction in Tanzanian secondary schools and came up with another leadership style that influence job satisfaction. Using a questionnaire, data was collected from 180 teachers in ten secondary schools in Songea District in Tanzania. The most salient finding of this study revealed that teachers were more satisfied with their job when their school heads work closely with them by mentoring them as well as paying attention to their personal well-beings. This study suggests the relevance of transformational and transactional leadership in Tanzanian schools by recommending that good leadership encompasses both 'transformational' and 'transactional' styles.

In Tanzania, Kaitila (2014) did a study on the influence of leadership style on teachers' job satisfaction a case of selected secondary schools in Morogoro. The study found that the democratic leadership style was the most dominant in best performing primary schools. Findings should be interpreted with caution because the study was based on secondary schools. Similarly, Singano (2015) did a study on

leadership styles influence teachers' working morale in primary schools in Kibaha town council, and the findings indicated that many head teachers who used autocratic way of leadership style to lead school affected negatively teachers working morale. Another study conducted in Uganda by Yusuph (2008) on the analysis of leadership style and secondary school performance found that a school leader who uses authoritarian leadership style leads to poor performance because they adopt harsh leadership style, which is highly resented by their teachers.

Adeyemi and Adu (2013) investigated head teachers' leadership style and teachers' job satisfaction in primary schools in Nigeria. As a correlation research, the study population comprised 694 primary schools. Out of these, 350 primary schools were selected through the simple random sampling technique. Out of the 7,562 teachers in the schools, 1,260 teachers were selected for the study through the stratified random sampling technique. The data collected were analyzed using frequency count, percentages and the mean while the hypotheses were tested using the Pearson Product Moment Correlation. It was found that there was a significant relationship between head teachers' democratic leadership style and teachers' job satisfaction in the schools.

Kloep and Tarifa (1994) in their study found out that Albanian teacher were satisfied with their job because they felt highly respected in the communities where they live and work; they were very well integrated in the communities where they work, and were frequently found in their students' families. This means that the teacher parents' relationship has a profound impact on the teachers' perception of them.

Andrew (2004) concludes that commitment of employees is based on rewards and recognition. Lawler (2003) argued that prosperity and survival of the organizations is determined through how they treat their human resource. Ajila and Abiola (2004) and Mumanyire (2005) examine that intrinsic rewards are rewards within the job itself like satisfaction from completing a task successfully, appreciation from the head teacher, and autonomy, while extrinsic rewards are tangible rewards like pay, bonuses, fringe benefits, and promotions.

According to Mumanyire (2005) the most important motivator to the teacher is money which can be in form of salaries, allowances, wages, bonuses, duty allowances and other monetary rewards. However, other factors such as actual teaching conditions, the environment in which the school is located, teacher participation in matters which affect them, job security and level of commitment to the school's objectives are all crucial to the level of motivation of teachers.

Low morale lead to a decrease in teacher's productivity, quality and achievement. High intrinsic motivation, work satisfaction, and high quality performance depend on three important factors as advanced by Vroom in his Expectancy theory. These include valence, expectancy and instrumentality. This means that people expect that their effort will lead to an outcome such as a reward, that their efforts will be lead to a particular performance and that they will be successful thus obtain the desired reward. The worker is responsible for outcomes and knowledge of results, thus enhancing and maximizing motivation is critical in facilitating workers morale (Githua, 2002).

Also, another study done in Ghana and Sierra Leone concluded that teacher morale is reasonably high (Acheampong & Bennell, 2003). Only 13 percent of teacher respondents indicated that they did not enjoy teaching although nearly one-third stated that they did not intend to remain in the teaching profession. Conversely, over 80 percent of primary school teachers interviewed in Sierra Leone said they did not want to be teachers.

Many times teachers are often treated like subordinates not as professionals who offer essential service to the society (Sadker & Sadker, 1994). They continue to argue that teaching being such a difficult and demanding job and with the current increased responsibilities vested on teachers, it is very easy for teachers to be discouraged and demoralized. Sergiovanni as cited in Yong (1999) argued that teacher motivation and work commitment are the most important factors that affect school effectiveness therefore there is need to enhance them.

2.3.3 School Leadership in administration of Teaching and Learning Resources

Education is development; it creates choices and opportunities for people; reduces the twin burden of poverty and disease and gives a stronger voice in society. For nations, it creates dynamic workforce and well-informed citizens who are able to compete globally (Education for Development, 2008). All national policies and action plans, influenced by international commitments like Millennium Development Goals (MDGs) and Education for all (EFA), highlighted the importance of teachers and the pivotal role they play in education (UNESCO, 2011).

Leaders also must ensure that teachers have adequate resources and materials to do their jobs (Darling-Hammond, 2003; Ingersoll & Smith, 2003). Schools need leaders with a vision for improving the school's learning environment within a well-functioning school-based management (SBM) system. SBM involves setting school directions concerning students, teacher development, and allocation of material and financial resources. Effective SBM impacts motivation, commitment, and student and teacher success by: facilitating school leadership that is both appropriate to the unique context and needs of the school community, developing and implementing school improvement plans, establishing fair and effective teacher appraisal systems, structuring classrooms and schools according to school needs, building partnerships with the community, and ensuring that frameworks exist to support the functions of other school departments and personnel.

In school administration, education resources are not only limited but can be effectively and efficiently managed when management activities are properly harmonized, organized, coordinated and controlled by the school management team (Usman, 2016). This is in agreement with Blunt's (1990) opinion that: it is not the availability of these resources alone that guarantees effective performance of school, but their adequacy and effective utilization. However, No matter how well packaged a school administration or a school system is at any level of education, without adequate and efficient utilization of the available resources, the system may fail to achieve its desired results. Adequate resources are vital in the administration of a school. The proper management and use of these resources will not only boost the morale of human resources who coordinates other activities in the school system but

also ensure the attainment of goals. Meanwhile, shortage or inadequacy of these resources is inimical to goal achievement of school administration. Accessibility of education resources makes school management effective and efficient thereby enhancing the output of the education system. Effective school administration leads to efficient instructional process which will yield a quality output.

Agabi (2012) observed that, the resources provided by Government for execution of education projects in Nigeria are inadequate and irregular as highlighted by the frequency of industrial actions in the education sector. Due to the general level of poverty in the country, the contributions of communities and households to educational provision have been negligible. Consequently, the best alternative is prudence in the use of available resources. This is because when a given level of resources is efficiently utilized, more services are provided through balance usage and adequate maintenance of the available facilities than when inefficiency, non-utilization, under-utilization and over utilization abounds.

2.4 Literature Summary and Gap

Most of the study has been conducted in secondary school by reviewing academic performance on those schools and most of them were done in town ship council. The literature review depicts that there are gaps, in the sense that, the influence of the school's leadership style on teacher's commitment and turnover have not yet empirically been established in the Tanzanian context. Therefore this study conducted in primary schools which are the key for education development in any country. In addition, in order to better understand the effects of leadership styles on

teacher's job satisfaction, particularly in developing countries where leadership studies are scarce, the present study was undertake the important step of examining its influence within the Tanzanian educational context. Also this study was provided some insights how head teachers are playing their role to ensure good or poor academic performance in their schools. On other hand those studies were conducted in town schools rather than in rural schools, where there are many teachers with enough facilities.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology used in the study. It describes the research design, the population of the study, sampling techniques, sampling procedures, sample size, data collection methods, reliability and validity issues, data collection procedures data analysis and ethical considerations.

3.2 Research Design

The study conducted to find the influence of head teachers on pupils' academic performance in primary schools in Kisarawe. The researcher used descriptive survey design to investigate the influence of head teachers' leadership practices on students' academic performance in Kisarawe District. According to Koul and Saleh (1993) descriptive survey is the only means through which opinions, attitude and suggestions for improvements on educational leadership and practices were collected. Since the study covered a large number of respondents, then the descriptive survey design was the most suitable. The study collected data from head teachers ward educational officers and the teachers who are aware with education matters. Techniques that employed to select sample was simple random and stratified sampling. The study was done after the researcher collected data from respondents to find out what makes them perform good or bad in academic performance using inferential statistics. Inferential design considers peoples understanding and their

experience including head teachers and other teachers of the same level of education with educational leaders at school level.

3.3 Location of the Study

The study was conducted in Kisarawe district council which is located in Coast region. Coast region is located in eastern coast of Tanzania. The district lies near Mkuranga district at eastern part, at southern part is located by Rufiji District and at northern part is located by Kibaha District council. The choice of the district is based on the fact that, primary schools in the district have been performing poorly in the National Primary School Leaving Examinations (URT, 2016 and 2017a). In addition, most of Kisarawe local people are not well economically and most of the schools of Kisarawe District are very far from the district headquarters. Due to these facts the researcher thought that there is a need to conduct such study to find out how leaders facilitate and manage primary schools.

3.4 Target Population

The targeted population refers to the total number of subject or the total environments of interest of the researcher (Oso & Onen, 2008). In this study the target population was all 769 teachers, 82 head teachers from 82 schools in Kisarawe district, 9 District Education Officers (DEOs), 17 Ward Education Officers (WEOs) and 5 School Quality Assurance (SQA) officers in all primary schools in Kisarawe District. (DED Kisarawe, 2018).

3.5 Sampling Techniques and Sample size

3.5.1 Sampling Techniques

This study employed simple random sampling and stratified sampling, where random sampling helped every individual to have equal chance of being included into the sample. Also the study stratified sampling used to select the schools and the category of the respondents to be included in the sample, the strata based on wards.

This procedure ensured that, all wards are represented and that each sub group characteristics are captured. Key informants included respondents from District education officers (DEOs) Ward education officers (WEOs) and head teachers who could help to provide the information that is required since they are expected to have enough information concerning the study. Therefore the sample size from Kisarawe district was 145 which included 90 teachers, 40 Head teachers, 2 District Educational Officers (DEO), 3 School Quality Assurance (SQA) and 10 Ward Educational Officers (WEOs) where there is very low academic performance compared to other districts in the region. Each stratum (ward) was allocated the sample size proportionately. The issue of gender was highly regarded. The sample size composition is indicated in Table 3.1.

Table 3.1: Selected Sample Size

Participants	Target Population	Actual Sample Size
DEO	9	2
SQA	5	3
WEO	17	10
Head Teachers	82	40
Teachers	769	90
Total	882	145

3.6 Instruments for Data Collection

3.6.1 Questionnaire

The study employed questionnaires to collect data from teachers and head teachers. Some questionnaires used a five point Likert scale, which required teachers to respond to a series of statements in questionnaire by indicating whether he/she strongly agrees (SA), or agrees (A), or is neutral (N), or disagrees (D), or strongly disagrees (SD). Statements were categorized into three themes; “Leadership styles practiced in primary schools”, “Teachers and job satisfaction” and finally “Different ways in which the practiced leadership influences performance”.

The questionnaires used for data collection offer considerable advantages in the administration and presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data (Bloomquist, 1985). Therefore, questionnaires were ideal to quickly collect data from a large number of participants.

3.6.2 Interview Guide

The interview guides was seeking information on how the head teacher manages schools and the effects of such management on academic performance. It also sought information on whether the head teacher provides adequate teaching and learning materials, motivates teachers and involve parents in school programs. The effects of each of these head teachers role on academic performance was also be analyzed. The head teachers’ interview guide was seeking to confirm the effects of teachers’ management, provision of materials, and parents’ involvement on academic

performance. It also sought information on the teachers' motivation strategies and the subsequent effect of such motivation on academic performance. The interview guide was designed to collect data from the key informants such as District and Ward Education Officers.

According to Gay (1992) and Orodho (2009), interview is ideal in obtaining a deeper insight of a phenomenon and gives respondent's freedom to express their views or opinion and also can make suggestions. The interview guide solicited information on how Head teachers are involved fully in Academic performance at schools programs and the effect of such of Head teachers on academic performance to their pupils.

3.7 Validity and Reliability of Instruments

3.7.1 Validity of Instrument

According to Kothari (1990) validation of the research instrument refers to the quality of gathering instruments or procedures which measures what they are supposed to measure. In this study, before data collection the researcher pre-tested the instruments to some respondents obtained by chance, in order to check the effectiveness of each instrument.

3.7.2 Reliability of the Instruments

Reliability is the extent to which a test or procedure of data collection yields similar results under constant conditions on all occasions Bell (1997). According to Bell (1997) there are several procedures and tests for checking reliability of data collection instruments. The researcher gave questionnaires to the same groups of the respondents and re- testing them effectively on its applicability. To establish

reliability of the research instruments, Split-Half technique of reliability testing was employed whereby the pilot study respondents was visited once and the questionnaires divided into two equal halves. Then the reliability coefficient was computed for a five point scale questions from the questionnaire for teachers. To get a better estimate of the reliability of the full test, we applied the Spearman-Brown correlation. The result showed the Spearman-Brown correlation coefficient of 0.84431 that shows that the questionnaire was quite reliable.

3.8 Data Analysis

Data analysis refers to the process that implies editing, coding, classification and tabulation of collected data (Kothari, 2004). Data will be presented in Charts using MS-Excel. Descriptive statistics was analyzed using SPSS. Qualitative data was analyzed qualitatively using content analysis. The responses were grouped into themes according to the objectives of the study. Further, analysis was conducted to derive meanings and implications emanating from respondents' information and comparing responses to documented data on the impact of head teachers' role on pupils' academic performance. The quantitative data was presented mathematically in line with the objectives of the study. Most of quantitative data were presented by tables. Critical analysis of information obtained from documentary sources was summarized through coding and presented in tables.

3.9 Logistical and Ethical issues

The researcher obtained research clearance from the Directorate of Postgraduate Studies of the Open University of Tanzania, Coast Regional Administrative

Secretary (RAS) and Kisarawe District Administrative Secretary (DAS) before data collection. Research ethics was also considered during the study. These include: the researcher to be sincere to the authority and informants, to keep secret when there are confidential data collected. Other ethical issues included: Not forcing the informants to respond during any process of data collection. Apart from that, the respondents were required to participate on voluntary basis.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the findings, analysis of data and discussion of the study. The study sought to assess the influence of head teachers on the primary school pupils' academic performance in Kisarawe district. The findings with their respective discussion are presented based on the objectives of the study which were to:

- i) Identify the leadership practices and styles used by head teachers.
- ii) Establish the influence of head teachers' leadership practices on teachers' job satisfaction.
- iii) Establish head teachers' role in administration of teaching and learning resources aimed to enhance pupils' performance at primary schools in Kisarawe district.

4.2 General and Demographic Information

This section presents the general information and demographic characteristics of respondents as follows:

4.2.1 General Information

The Study participants involved were the education stakeholders from Kisarawe district were 42 teachers, 26 Head teachers, 2 District Educational Officers (DEOs), 6 School Quality Assurance (SQA) and 10 Ward Educational Officers (WEOs). In the final analysis, the study involved a total of 145 individuals from all categories.

4.2.2 Demographic Information of Respondents

4.2.2.1 Demographic Characteristics of the Head Teachers of the Primary Schools

Table 4.1 below depicts the demographic characteristics of head teachers that are sex, age, experience in teaching profession and education level of the participants. Age was measured by means of four categories; 21 up 51 or above years old and head teachers' years of experience in teaching was measured in four categories; 5 or less years, 6 or above years of working in teaching profession. Age and experience were categorized for easy presentation and interpretation. Also participants were asked whether they hold a "Certificate in education, "Diploma", "Bachelor degree" or "Master degree".

Table 4.1: Demographic and Socioeconomic Characteristics of the Head Teachers (n=40)

Head teachers Age (in years)	Frequency	Percent
30 or below years	6	15
31-40 years	19	47.5
41-50 years	12	30
51 or above years	3	7.5
Head teachers Gender		
Male	30	75
Female	10	25
Head teachers Experiences(in years)		
5 or less years	10	25
6-10 years	9	22.5
11-15 years	7	17.5
16 and above	14	35
Head teachers Education levels		
Certificate	6	15
Diploma	17	42.5
Bachelor Degree	14	35
Master Degree	3	7.5

Source: Researcher, 2018

4.2.2.2 Age Distribution of the Head Teachers

The researcher was analysed the age composition of the respondents and in this analysis, ages were reflected in the leadership style of head teachers that influence pupils' academic performance. Table 4.1 shows data of age categories of the study population. Fifteen percent of the head teachers had 30 or below years of age. The data also shows that, majority of head teachers about (47.5%) were found in age of 31-40 years. About one third (30%) were between 41-50 years old. Further, a few old head teachers, their age was 51 or above, at 7.5 percent. The data showed that most of the head teachers were relatively middle aged and rich experience that has taught them that the situation around their school affects the leadership style of the head teacher hence may have experience that is likely to influence the pupils' academic performance. The high level of experience and maturity of many head teachers was vital in adding value to the trend of the findings for this study. This implies that the majority of head teachers who took part in the study were mature enough as indicated by their age bracket. Furthermore, in terms of the representation, the researcher included head teachers respondents of all working ages.

4.2.2.3 Sex of the Head Teachers

The findings in table 4.1 also revealed that majority of head teachers were males constituting 75% while the females were only 25%. This indicated that males dominated the school leadership. Therefore, one could assert that males and females were not given equal attention in the leadership roles in the study area. However, the study succeeded to seek opinion from both male and female over issues related to head teachers' leadership styles and pupils' academic performance.

4.2.2.4 Teaching Experience of the Head Teachers

Participants were asked to provide information about how many years they have been working in the teaching profession as head teachers. Head teachers' years working in the teaching profession is another important characteristic that can influence pupils' academic performance. The analysis in this research showed that more than a half of teachers consulted reported to have experience of eleven years or above. Slightly about a quarter (22.5%) were found in a mid-career with experience of between six and ten years. A quarter (25%) reported experience of five years and below. The data shows that they had been in the teaching experience for a considerable number of years and hence aware of how different leadership styles would affect teachers' job satisfaction and thus pupils' academic performance. This was an indication that the majority of respondents had served for a considerable period of time and their vast knowledge could be relied upon in this study. It may also imply that work related experiences are important in developing motivation for becoming competent in leadership practices

In addition, it follows therefore the majority of participants had adequate knowledge of the role of the head teacher. Experienced head teachers are expected to have had a chance to work in various schools and have experienced different ways of doing things. The different challenges they have faced at the end of the day have enabled them mature in judgment also. This augurs well with the research conducted by Ward (1997) among elementary head teachers in Virginia, USA. The study indicated that head teachers who had six years or more of service had a stronger feeling regarding inter-personal relationship with teachers than head teachers who had five

or fewer years of experience. On the other hand, quality and demand for supervision differ by level of experience of teachers. For instance, the findings by Bentley (2005) revealed that the less experienced teachers desired more supervision while the experienced teachers preferred the independence they enjoyed by not being supervised. Thus, head teachers entrusted with direct supervisory responsibilities are expected to have larger view of supervision than their teachers do (Okumbe, 2007).

4.2.2.5 Education Level of the Head Teachers

The study further found it necessary to determine the respondents' level of academic qualification in order to ascertain their level of knowledge and skills necessary for the school responsibilities. Table 4.1 shows that, the majority head teachers about (42.5%) had attained "Diploma" teaching qualifications, followed by Bachelor degree holders, at 35 percent. Head teachers with "Certificate" were fairly low, at 15 percent. The data also shows few head teachers about (7.5%) have advanced professionally up to Master degree level which gives them more and better understanding of issues in school management and hence are able to explain how different leadership styles are influencing pupils' academic performance. This corroborates with the study by Katz, Lazer, Arrow & Contractor, (2004) who associated the education level of employees with performance. They found that head teachers with higher levels of education perform their duties better because higher education provides them knowledge and modern managerial skills, making them more conscious of the reality of the education system and thus in a position to use their learning capability to manage the schools and perform the leadership practices in a professional manner.

Head teachers' demographic characteristics analyzed in this research study are gender, age, experience in teaching profession and education level of respondents. In terms of age majority of schools heads of schools were between 31 and 40 years. This implies that they are still at the beginning of their career and they are therefore less experienced. With regards to gender, majority of head teachers were males constituting 75% while the females were only 25%. This indicated that males dominated the school leadership. Therefore, one could assert that males and females were not given equal attention in the leadership roles in the study area. However, the study succeeded to seek opinion from both male and female over issues related to head teachers' leadership styles and pupils' academic performance.

On teaching experience in years, head teachers, more than one half had experience of average of 10 years. For an average committed teacher this period can be long enough to one to acquire management skills. With regards to Education levels, majority head teachers about (42.5%) had attained "Diploma" teaching qualifications. This implies that they are adequately qualified for their position.

4.2.3 Demographic Characteristics of the Teachers of the Primary Schools

Table 4.2 below depicts the demographic characteristics of teachers in primary schools. Teachers' demographic characteristics analyzed in this research study are sex of respondents, age, experience in teaching profession and education level of the participants. Age was measured by means of four categories; 30 or below years, 31-40, 41-50 and 51 or above years old and teachers' years of experience in teaching was measured in four categories; 5 or less years, 6-10, 11-15 and 16 or above years

of working in teaching profession. Sex was categorized for easy presentation and interpretation of males and female of teachers in the area study. Participants also were asked whether they hold a “Certificate in education, “Diploma”, “Bachelor degree” or “Master degree.

Table 4.2: Demographic and Socioeconomic Characteristics of the Teachers (n=90)

Age of the respondents in years	Frequency	Percent
30 or below years	18	20
31-40 years	42	46.6
41-50 years	24	26.7
51 or above years	6	6.7
Sex of the Respondents		
Male	66	73.3
Female	24	26.7
Experience of the respondents in years		
5 or less years	18	20
6-10 years	24	26.7
11-15 years	18	20
16 and above	30	33.3
Education level of the respondents		
Certificate	9	10
Diploma	45	50
Bachelor Degree	24	26.7
Master Degree	12	13.3

Source: Researcher, 2018

4.2.3.1 Age Distribution of the Teachers

The researcher was further interested in ascertaining the age composition of the teachers and they were asked to indicate the same. In this analysis, age could also be reflected in the experience of teachers that influence pupils’ academic performance. Table 4.2 shows data of age categories of the sampled teachers in this study. One-fifth of the teachers had 30 or below years of age. The data also show that the majority of teachers (46.6%) were found in 31-40 years age category. More than a quarter of teachers (26.7%) were between 41-50 years old. Further, a few old

teachers, their age was 51 or above, at 6.7 percent. It is also revealed that the majority of teachers who took part in the study were mature enough to account on the leadership styles of their head teachers.

4.2.3.2 Sex of the Teachers

In this research study the teachers were asked to indicate their sex. The findings were presented in Table 4.2. The findings revealed that, majority of teachers were males constituting 73.3% while the females were only 26.7%. This indicates that males dominate teaching profession. Therefore, one could assert that males and females were not given equal attention in terms of training teaching professionals.

4.2.3.3 Teaching Experience of the Teachers

Participants were asked to provide information about how many years they have been working in the teaching profession as teachers. Teachers' years of working in the teaching profession is another important characteristic that can influence pupils' academic performance as well as the quality of interaction with their leaders. The analysis in this research showed that more than a half of teachers consulted reported to have experience of eleven years or above. Slightly above a quarter (26.7%) were found in a mid-career with experience of between six and ten years. One fifth (20%) reported experience of five years and below. The data shows that they had been in the teaching experience for a considerable number of years and hence aware of how different leadership styles of their head teachers. This was an indication that the majority of respondents had served for a considerable period of time and their vast knowledge and assessment could be relied upon in this study.

4.2.3.4 Education Level of the Teachers

The study further found it necessary to determine the respondents' level of academic qualification in order to ascertain their level of knowledge and skills necessary required in teaching profession. Table 4.2 shows that a half of teachers (50%) had attained "Diploma" teaching qualifications, followed by Bachelor degree holders, at 26.7 percent. Teachers with "Certificate" were fairly low, at 10 percent.

The data also shows that some of teachers (13.3%) have advanced professionally up to Master degree level which gives them more and better knowledge and skills required in teaching profession.

4.3 Research Findings and Discussion

The presentation and discussion of the findings is based on research objectives and questions. The study had four specific objectives as guidelines to address research problem.

4.3.1 Leadership Practices and Styles Used By Primary School Head Teachers

4.3.1.1 Leadership Practices Used By Head Teachers

The first objective intended to identify the leadership practices and styles used by head teacher, the study intended to find out if the teachers are participating in decision making, if there is effective communication with head teacher, Cooperation and centralization power in the selected primary schools in Kisarawe District. Teachers were asked to mention and rate the leadership style practices by their head teachers using five statement scale and the results were presented in Table 4.3.

Table 4.3: Leadership Practices By Primary School Head Teachers (n =48)

Statement	Scale	Frequency	Percent	Mean
Teachers clearly participate in decision making in this school.	D	3	6.2	3.62
	N	15	31.2	
	A	27	56.2	
	SA	3	6.2	
There is cooperation among teachers.	D	3	6.2	3.88
	N	15	31.2	
	A	15	31.2	
	SA	15	31.2	
Teachers are effectively communicative in teaching and learning	D	3	6.2	3.69
	N	15	31.2	
	A	24	50	
	SA	6	12.5	
All power is centralized to the head teacher	SD	3	6.2	2.69
	D	18	37.5	
	N	18	37.5	
	A	9	18.8	
System of leadership style is top-down in structure	SD	3	6.2	3.44
	N	24	50	
	A	15	31.2	
	SA	6	12.5	

Source: Researcher, 2018

Specifically, the researcher sought to determine the extent to which teachers agreed or disagreed with the statements relating to leadership practices employed by head teachers. From the study findings in Table 4.3, it was established that; majority of the head teachers made teachers participate in decision making in schools, at 56.2 percent as shown by mean 3.62. Teachers also agree that there was cooperation among themselves at 62.4 percent with a mean of 3.88. In addition, more than one half of teachers felt that they get adequate information about teaching and learning from their head teachers. However, the line of communication and structure is top-down. To the contrary, all power is not centralized to the head teacher.

4.3.1.2 Leadership Styles Used By Head Teachers in Primary Schools in Kisarawe District

The researcher identified leadership styles employed by head teachers based from the responses by teachers. These types of leadership style were grouped into five categories which are; Democratic, Autocratic, Laissez faire, Transactional and Transformational. Table 4.4 indicates the results.

Table 4.4: Leadership Styles Used By Head Teachers (n=90)

Leadership styles (Grouped)	Responses		Percent of Cases
	Frequency	Percent	
Democratic	32	12.2	36.0
Autocratic	65	24.8	73.0
Laissez-fair	43	16.4	48.3
Transactional	60	22.9	67.4
Transformational	62	23.7	69.7
Total	262	100	294.4

Source: Researcher, 2018 (Note: Frequency and corresponding percent is greater than the sample because this is multiple response analysis)

The study revealed that, most school head teachers used the autocratic style of leadership as this style was mentioned many times and by the majority of teachers, at 73 percent. Iqbal (2010) in Pakistan revealed that, teachers working under an autocratic leadership style were less satisfied resulting into poor pupils' academic performance. This is why with autocratic leadership style teachers are likely to be less satisfied.

This study produced results which corroborate the findings of Kitavi (2014); who indicated that there is strong negative relationship between head teachers who use

autocratic leadership style and the resulting pupils' performance. This simply means that the more autocratic one becomes, the poorer the performance of the pupils and the contrary is also true. School leaders who use the authoritarian leadership style lead to poor academic performance, because they adopt harsh leadership styles to their teachers and pupils. This style is highly resented by subordinates.

The greater use of autocratic principles, the poorer learners' academic performance. The coercive style leader often creates a reign of terror, bullying and demeaning his subordinates, roaring with displeasure at the slightest problem. Subordinates get intimidated and stop bringing bad news or any news in fear of getting bashed or blamed for it, and the morale of the workers plummets.

From the study, it was established that the majority of head teachers were not democratic. This could be one reason why teachers registered average pupils' academic performance in primary schools sampled for the study. Teachers, pupils and other stakeholders, for example, have the capacity to advise effectively on academic matters in the school. However, their ideas and contributions are somewhat ignored. The findings were in agreement with Omeke and Onah (2011) who established that democratic leadership style exerts positive influence on teachers' job satisfaction. Employees are satisfied with democratic leadership because their opinions, comments and suggestions are taken on board for decision-making.

This approach to management has led many school managers to rely on participatory governance mechanisms or the democratic leadership style (Wangithi, 2014). The

leader in the school uses the democratic leadership style to build trust, respect and commitment because the style allows people to have a say in decisions that affect their goals and how they do their work. Other stakeholders such as school committee members need to be involved in the school's administration and in the implementation of decisions. The head teachers, for example, have to motivate the teachers to participate in decision-making because academic progress depends on the quality of teaching exhibited.

In addition, the study established that about one-half of head teachers use the laissez faire leadership style. With this type of leadership style head teachers tend to fail to follow up on those they have delegated tasks to and consequently performance declines. The follow-up is required as some teachers might lack necessary skills and competence to execute the work and other may simply not like to do the work unless they are supervised. Laissez –faire leadership is not the best leadership style to use in the schools organization because complete delegation without follow up mechanisms, may create performance problems, which are likely to affect pupils' academic performance. The findings were in line with MacDonald's (2007) study of laissez-faire leadership which indicated that it is associated with the highest rates of truancy and delinquency and with the slowest modifications in performance which lead to unproductive attitudes and disempowerment of subordinates.

The analysis of this study shows that transformational leadership style was cited many times by teachers, at 69.7 percent. According to Nguni et al., (2006), there has been a shift from command and managerial compliance styles that emphasize

hierarchy and control, to more contingent and creative leadership styles. They argue that Tanzanian schools are in need of transformational leadership. Such a leadership style would lead to teachers who are satisfied and motivated to work effectively towards the goals of the school. Although they found support for a relationship between aspects of transformational leadership and teachers' job satisfaction, some transactional styles were also found to stimulate job satisfaction among teachers.

Likewise, transactional type of leadership was cited by the majority of teachers, at 67.4 percent. Nguni, et al. (2006) studied the effects of transformational and transactional leadership on teachers' job satisfaction in schools in Tanzania and revealed the same that transactional and transformational leadership styles motivate followers. There are other more studies that support the claim. For instance, a study to identify effective leadership style in Education sector of Pakistan by Medley and Larochelle, (1995), manifested that transactional leadership was more successful in variety of countries outside North America including India, Nigeria, Japan and Pakistan in enhancing job satisfaction.

A study by Morris and Feldman (2003) in Palestinian industrial sector showed that transactional leadership style was more frequently used than transformational leadership while laissez-faire was considered as the least commonly occurring leadership style and more frequent among leaders with low educational background. In Somalia, a study carried out in Mogadishu showed the significant relationship between transactional and transformational leadership styles on teacher job

satisfaction. The transactional and transformational leadership styles positively influenced job satisfaction of instructors working in Universities in Mogadishu.

4.3.2 The Influence of Head Teachers' Leadership Practices on Teachers' Job Satisfaction

The second objective in this study was to establish the influence of head teachers' leadership practices on teachers' job satisfaction. In this, the researcher sought to determine the extent to which teachers agreed or disagreed with the above statements relating to job satisfaction of teachers. The results are indicated in Table 4.5.below.

Table 4.5: Teachers and Job Satisfaction (n=48)

Statement	Scale	Frequency	Percent	Mean	SD
I am well satisfied with my present teaching position.	SD	6	12.5	3.44	0.88
	D	3	6.2		
	N	9	18.8		
	A	24	50		
	SA	6	12.5		
I am well satisfied with head teachers' administration	D	6	12.5	3.50	0.49
	N	18	37.5		
	A	18	37.5		
	SA	6	12.5		
The way my Head teacher behaves creates a happy atmosphere in this school.	D	9	18.8	3.12	0.76
	N	27	56.2		
	A	9	18.8		
	SA	3	6.2		

Source: Researcher, 2018

The study revealed that, most teachers were satisfied with their present teaching position (M= 3.44; SD=0.88), head teacher administration (M=3.50; SD =0.49) and head teachers' behaviour (M=3.12; SD = 0.76).

This is why it was argued in URT (2008) that, the weakness of management and governance of primary education are lack of instructional leadership, low teachers

supervision, ineffective whole school development plan and lack of clear and effective management appraisal system at school. This leads to low performance of school at the whole sphere.

Most of head teachers in Kisarawe District, created a necessary “happy atmosphere” that helped their staffs feel happy and committed to the school; which were good communication between head teachers and teachers, provision of rewards when they doing well, listening them on what they face in teaching and learning process, appreciation, and promotion. Mumanyire (2005) stated that, the most important motivator to the teacher is money which can be in form of salaries, allowances, wages, bonuses, duty allowances and other monetary rewards. However, other factors such as actual teaching conditions, the environment in which the school is located, teacher participation in matters which affect them, job security and level of commitment to the school’s objectives are all crucial to the level of motivation of teachers.

According to Ozigi (2000) stated that while your staff are in school, you can do much to encourage them to stay if you create necessary happy atmosphere and establish the type of relationships that will make your staff feel happy and committed to the school. This implies that leadership style required to be practiced in primary schools which promote teachers working morale is that which encourage happy atmosphere and good relationship between teachers and leadership.

4.3.2.1 Relationship between Leadership Style and Teachers Job Satisfactions

The study revealed that, there is high relationship between leadership style and job satisfaction, where the study shows that, head teachers used democratic leadership styles experienced there is high percentage to teachers' job satisfaction for the mean of 3.5. Where other head teachers used other leadership styles were less successful on teachers' job satisfactions.

Machumu and Kaitila (2014) reported the kind of school leadership style that best suits for promoting teachers' job satisfaction in primary schools in Tanzania. They explained that the democratic leadership style is the most dominant in best performing primary schools from increased job satisfaction of teachers. Nyenyembe et (2016) explored the relationship between leadership styles applied by school heads and teachers' job satisfaction in Tanzanian schools and came up with view of good leadership style that is democratic leadership that influences job satisfaction.

The most salient finding of this study revealed that teachers perceive to be more satisfied with their job when their school heads work closely with them by monitoring them as well as paying attention to their personal well-beings. This study suggests the relevance of transformational and transactional leadership in Tanzanian schools by recommending that good leadership comprises both 'transformational' and 'transactional' styles. Therefore according to the study revealed that, motivation to the teachers and work commitment are the most important ways for school effectiveness and performance in schools. These encourage teachers to work hard as a result pupils' academic performance increase.

4.3.3 Head Teachers' Role in Administration of Teaching and Learning Resources

The third objective of this study was to establish head teachers' role in administration of teaching and learning resources and the ways they influence pupils' academic performance. Data is indicated in Table 4.6.

Statement	Scale	Frequency	Percent	Mean	SD
Leadership style facilitates teaching and learning to my school	D	12	25	3.44	0.87
	N	9	18.8		
	A	21	43.8		
	SA	6	12.5		
There is respect among teachers.	D	3	6.2	4	0.48
	N	12	25		
	A	15	31.2		
	SA	18	37.5		
You solve administrative problems with your fellow teachers.	D	3	6.2	3.81	0.90
	N	18	37.5		
	A	12	25		
	SA	15	31.2		
School administration enhance better performance to pupils	D	9	18.8	3.5	0.76
	N	9	18.8		
	A	27	56.2		
	SA	3	6.2		
There is clear encouragement to teachers and pupils	D	6	13.3	3.53	0.92
	N	15	33.3		
	A	18	40		
	SA	6	13.3		
Teachers are involved in decision making in schools.	D	6	13.3	3.47	0.83
	N	12	26.7		
	A	27	60		
School heads should care about teachers' needs and concerns	D	3	6.2	3.5	0.67
	N	24	50		
	A	15	31.2		
	SA	6	12.5		

Source: Researcher, 2018

To some extent, it is revealed that teachers agreed with perceived leadership styles practiced by head teachers with means ranging from 3.44 to 3.53. Specifically, they agreed that leadership style practices facilitates teaching and learning, enhances respect among teachers, eases problem solving with fellow teachers, directly

enhances better performance to pupils and inspires both teachers and pupils in academic activities. In addition, practiced leadership styles increases teachers' involvement in decision making and teachers perceive that school heads should care about teachers' needs and concerns. In this study it is not whether teachers could air their concerns unrestricted. Another important aspect is about head teachers to realize and fulfil teachers' needs. These issues could have very negative effect on pupils' academic performance from the feelings of unsupported teachers (Frances et al., 1974).

4.3.3.1 Head Teachers' Role in Administration That Enhancing Pupil's Performance

Finally, teachers were asked to give their opinions on the head teachers' roles in administration of teaching and learning resources that enhance pupils 'performance at primary schools in Kisarawe District. Table 4.7 presents the responses. Overall, all expected roles to be played by head teachers were equally mentioned by the majority. Planning, organizing and planning roles were mentioned.

Table 4.6: Head Teachers' Roles in Administration (n=90)

Head teachers' roles (Grouped)	Responses		Percent of Cases
	Frequency	Percent	
Planning, organizing and planning	78	11.6	86
Motivating subordinates	96	14.3	106.7
Communicating mission and vision of school	75	11.1	83.3
Uniting all teachers	69	10.3	76.7
Mediating roles	77	11.4	85.6
Supervisory roles	111	16.5	123.3
Supply teaching and learning resources	96	14.3	106.7
Transforming the school	71	10.5	78.9
Total	673	100	747.8

Source: Researcher, 2018 (Note: Frequency and corresponding percent is greater

than the sample because this is multiple response analysis)

The findings of the current study are consistent with those of Wamai (1991) who found that the head teacher is charged with the responsibility of executing the plans of the school. Furthermore, it was found that motivating subordinates was mentioned by 106.7 percent. Leadership style as a phenomenon which refers to a particular behavior applied by a leader to motivate his/her subordinates of the organization to achieve the objectives of the organization (Kitavi, 2014).

Also according to earlier observation by Brandt (1987) who reported that successful head teachers communicate the school vision effectively. For increased pupils' academic performance, head teachers need to improve their methods of communication for proper flow of information in the schools. Also, uniting all teachers was mentioned by teachers as one of the roles of the head teachers. This head teachers' role focuses upon participative leadership where all teachers feel part of the change or development and have a sense of ownership. Head teachers are required to assist other teachers to cohere around a particular development and have a sense of ownership (Dalin, 1994). Head teachers must take some lead in guiding teachers toward a collective goal. Another role cited by teachers, at 85.6 percent is the mediating role. It is expected that head teachers are important sources of expertise and information. They are able to draw critically upon additional resources and expertise if required and to seek external assistance. It is apparent from the results that supervisory roles by head teachers are very important in attaining excellence in pupils' academic performance. For all leadership styles mentioned except laissez faire mentioned supervising subordinates is a requisite.

Head teachers have to ensure teaching and learning resources are available. Supply of teaching and learning resources was mentioned many times, at 106.7 percent. These resources are the vital inputs needed to effectively conduct instructional activities at all levels of the educational systems. It is the responsibility of the head teacher to ensure that there are adequate resources to implement the school curriculums. Physical facilities are very important in every school if education is to succeed.

These facilities include school buildings and grounds, equipment needed in and incidental to instruction (Olembo, Wangan & Karagu, 1992). Eshiwani (1988) noted that one of the factors that caused poor KCPE performance was lack of learning and teaching materials which de-motivated learners. He also noted that most schools which performed poorly spend less money on the purchase of teaching/learning resources. A good number of teachers mentioned that the head teachers must be transformers. This is supported by Armstrong (2004) who defined leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose. He also pointed out that this can be achieved through the articulation of the vision and mission of the organization and also ensuring that teachers were also able to define their power so as to share the vision.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter comprises of the summary and discussion of the major findings, conclusions and recommendations; and recommendations on what have seen for further studies.

5.2 Summary of the Findings

The purpose of the study was to assess the influence of head teachers on the primary school pupils' academic performance in Kisarawe district. The study research questions were formulated to establish leadership practices and styles issued by head teachers in Kisarawe district. How head teachers influence on teachers' job satisfaction in Kisarawe district? Finally, how head teachers' administrations do practices on teaching and learning to enhance pupils' performance? The study was based on three theories: The Expectancy Theory of Motivation, Theory X and Theory Y of the scientific management and human relations approach to leadership behavior. The study employed descriptive survey research design. The sample for the study comprised of 40 public primary school in the District with 40 head teachers and 90 teachers. The study used head teachers' and teachers' questionnaires for data collection.

Findings indicate that, researcher sought to determine the extent to which teachers agreed or disagreed with the statements relating to leadership styles practiced by head teachers. It appears that teachers were moderately in agreement with leadership

style practices by teachers, somewhat satisfied with their profession and somewhat agree that different ways in which the leader practiced influence performance.

With regards to leadership styles, results were mixed. Autocratic leadership style was most applied in primary schools. However, a good number of head teachers were perceived by teachers to be transformational and transactional in their leadership style. Further, teachers were asked to give their opinions on the head teachers' roles in administration of teaching and learning resources that enhance pupils' performance at primary schools in Kisarawe District. Overall, all expected roles to be played by head teachers were equally mentioned by the majority. With regard to the influence of head teachers' leadership practices on teachers' job satisfaction, the study revealed that, most teachers were satisfied with their present teaching position. In addition, components of the management process such as planning, organizing and planning were mentioned. Head teachers were perceived as playing transformational roles and care for teachers' teaching and learning resources

5.3 Conclusions

Firstly, based on the finding that the majority of the respondents had been revealed that, weakness of Administration and governance of primary schools are lack of instructional leadership, low teachers supervision, ineffective whole school development plan and lack of clear and effective management appraisal system at school. This leads to low performance of school at the whole sphere. But if the teachers will be satisfied with administration, teaching position and conducive atmosphere of learning and teaching will raise pupils' performance.

Secondly, the study established that, there is influence and relationship between the leadership style of head teachers in primary schools and school performance, but that the contribution of the leadership style towards the overall school performance is modest as cited by teachers. However, from the study and also through the literature reviewed, it is clear that leadership is a very important component and a critical ingredient in the process of improving the school's performance.

This study therefore concludes that for leadership to remain important and useful towards the promotion of quality education, it must be participative and democratically distributed powers to all stakeholders. By distributing powers, head teachers do not become weak; they instead become stronger as the institutions they head excel in performance. The democratic leadership style encourages everybody to participate in the affairs of the school as a whole. The staff feels they are part of the school, and hence they are part of the leadership of the school.

Thirdly, this study also established that there is a strong relationship between democratic leadership style of head teachers and teacher leadership. Most schools would improve their performance by becoming more collaborative and more democratic. This study therefore concludes that the head teachers of primary schools in particular be encouraged to use this style of leadership in the management.

Fourthly, from the study findings, the autocratic and laissez-faire leadership styles of the school's head teachers appeared to have a negative effect on school performance in primary schools. It is therefore concluded that school head teachers should avoid the use of the autocratic leadership styles in the management of schools.

5.4 Recommendations

5.4.1 Recommendations for Actions

Based on the findings that following recommendations can be made:

- i) Head teachers should use the most appropriate leadership practices and styles that facilitate collective responsibility and which creates a conducive teaching and learning environment in schools.
- ii) Head teachers should involve teachers in their administration which would enhance participatory leadership and hence better academic performance.
- iii) It is also recommended that, there is a need for facilitating head teachers leadership styles as they had a direct relationship with pupils' academic performance.
- iv) Further, the study also recommends that head teachers should be provided with in-service courses on leadership which is a prerequisite for academic performance.
- v) Lastly, the study recommends that the Ministry of Education should identify the reasons behind the perennial poor performance of schools in Kisarawe District since this study ruled out the leadership as the plausible cause of the poor performance.

5.4.2 Recommendations for Further Studies

The study recommends that further research studies similar to this be carried in the following related areas:

- i) Comparable studies in other public primary schools should be carried out in other parts of the country to find out whether the findings can be generalized

to the entire country,

- ii) Similar study should be conducted on more government primary schools to determine whether working condition influence teachers' job satisfaction on pupils' performance in different setting in Tanzania, which will result into high Academic performance.
- iii) A study on the best leadership style which will higher pupils 'Academic performance.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR TEACHERS

My name is **Ernest Ng'umbi**, a master's student at the Open University of Tanzania. I am conducting research on assessing the influence of head teachers on pupils' academic performance in Kisarawe district. I would like to ask for your participation in the questionnaire and that the information collected in this study will remain confidential and shall be used for academic purposes only.

Thank you in advance for your time.

Provide instructions...what should they do? Put a tick? If yes where in a correct box (space) or?

Demographic information

1. Age

21-30 Years		
31-40 Years		
41-50 Years		
51-60 Years		

2. Gender: Male (), Female ()

1. Experience

For how long have you been working in the teaching profession?

0-5 years () 6-10 years () 11-15 years () 16 years and above ().

4. Education level:

What is your education level?

Certificate	
Diploma	
Degree	
Masters	

Please indicate whether you agree or disagree with the following statement scale:

(Strongly Agree (SA) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (D) = 2,

Strongly Disagree (SD) = 1.

S/N	ITEM	SD	D	N	A	SA
Leadership styles practiced in primary schools						
1	Teachers are clearly participating in decision making in this school.					
2	There is cooperation among teachers.					
3	Teachers are effectively communicative in teaching and learning					
4	All power is centralized to the head teacher					
5	System of leadership style is top-down in structure					
Teachers on job satisfactions		SD	D	N	A	SA
6	I am well satisfied with my present teaching position.					
7	I am well satisfied with head teachers administration					
8	The way my Head behaves creates a happy atmosphere in this school.					
Different ways in which the practiced leadership on performance						
9	Leadership style facilitate teaching and learning to my school					
10	There are respects among teachers.					
11	Solve administrative problems with your fellow teachers.					
12	School administration enhance better performance to pupils					
13	There are clear encouragement to teachers and pupils					
14	Teachers' involvement in decision making in schools.					
15	School heads should care about teachers' needs and concerns					

16. Do you have any additional information on the influence of head teachers on pupils' academic performance in this school and their effect on your teaching practices? Kindly explain.

.....
.....

Thank you for your cooperation

APPENDIX II: INTERVIEW GUIDE FOR HEAD TEACHERS

My name is **Ernest Ng'umbi**, a master's student at the Open University of Tanzania.

I am conducting research on the Influence of head teachers on pupils' academic performance in Kisarawe district. I would like to ask for your participation in this interview and that the information collected in this study will remain confidential and shall be used for academic purposes only.

Thank you in advance for your time

Demographic information

1. Age

21-30 Years		
31-40 Years		
41-50 Years		
51-60 Years		

2. Gender: Male (), Female ()

3. Experience

For how long have you been working in the teaching profession?

0-5 years () 6-10 years () 11-15 years () 16 years and above ().

4. Education level:

What is your education level?

Certificate	
Diploma	
Degree	
Masters	

B. Leadership styles practiced in primary schools

1. In what ways do you involve teachers in teaching and learning processes purposely for better performance?

a).....

b).....

c).....

d).....

2. In what ways do you provide freedom to your teachers to think best in their interest of promoting Academic Progress in this school?

a).....

b).....

c).....

d).....

3. In what ways do you fulfill teachers' needs in this school?

a).....

b).....

c).....

d).....

4. What can you say about the perception of teachers in relation to your leadership styles in your school?

a).....

b).....

c).....

d).....

5. How do you perceive your teachers' working performance?

a).....

b).....

c).....

d).....

6. In what ways do you involve teachers in school decision making?

a).....

b).....

c).....

d).....

7. In what ways do the practiced leadership styles affect teachers' working performance?

a).....

b).....

c).....

d).....

8. What do you think is the best ways of leading in your school?

a).....

b).....

c).....

d).....

10. What do you suggest to boost the best academic performance in your school?

a).....

b).....

c).....

d).....

Thank you for your cooperation

APPENDIX III: INTERVIEW GUIDE FOR DEO, SQA AND WEO

My name is **Ernest Ng'umbi**, a master's student at the Open University of Tanzania.

I am conducting research on the Influence of head teachers on pupils' academic performance in Kisarawe district. I would like to ask for your participation in this interview and that the information collected in this study will remain confidential and shall be used for academic purposes only.

Thank you in advance for your time for my study.

Demographic information

1. Age

21-30 Years		
31-40 Years		
41-50 Years		
51-60 Years		

2. Gender: Male (), Female ()

3. Experience

For how long have you been working in the teaching profession?

0-5 years (), 6-10 years (), 11-15 years (), 16 years and above ().

4. Education level:

What is your education level?

Certificate	
Diploma	
Degree	
Masters	

B. Leadership styles practiced in primary schools

1. Are you visiting your schools in your area frequently? How?

.....

2. What type of leadership style(s) do you think is more practiced in those schools?

.....

3. How would you describe the head teachers' leadership style?

a).....

b).....

c).....

d).....

4. What are your perceptions of the leadership style in your ward?

a).....

b).....

c).....

d).....

5. Do you involve your teachers in planning and their implementation of curriculum?

Explain.

.....

.....

6. Are there any conflict between teachers and head teacher reported to you?

.....

.....

8. Does your head teacher provide adequate school resources for teaching and learning in your schools?

9. Does leadership style contribute to the rise of academic performance?

.....

10. What should be done to raise academic performance in your schools?

- a).....
- b).....
- c).....
- d).....

Thank you for your cooperation

APPENDIX IV: RESEARCH CLEARANCE LETTERS

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759 Dar es Salaam, Tanzania,
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz

22/10/2018

Regional Administrative Secretary,
Coast Region,
P.O. Box 30080,
Kibaha, Coast.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of the Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time. To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Ernest Peter Ng'umbi; Reg # PG 201608882** who is a Master student at the Open University of Tanzania. By this letter **Ernest Peter Ng'umbi**, has been granted clearance to conduct research in the country. The title of his research is "**The Influence of Head Teachers on Pupils' Academic Performance in Primary Schools in Kisarawe District, Coast Region**". The research will be conducted in Kisarawe District.

The period which this permission has been granted is from 22/10/ 2018 to 14/12/2018.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research 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

Coast Region
Telephone No: 023-2401047/48
Fax: 023-2402247
Email: das.kisarawe@pwani.go.tz



District Commissioner,
P.O.Box. 28003,
KISARAWA.

16 November, 2018

Kumb.Na.AB.153 /255/01/209

District Executive Director,
P.O.Box 28001,
KISARAWA.

Dear Sir/Madam,

REF: RESEARCH CLEARANCE.

Please, kindly refer to the captioned heading above.

I would like to introduce to you Mr. Ernest Peter Ng'umbi who is a bonafide Master student at the Open University of Tanzania.

At the moment, he has been given a research permission to conduct a research titled " The Influence of Head Teacher on Pupils" Academic Performance in Primary Schools in Kisarawe District.

The granted period of the research is from 9th November , 2018 to 14th December, 2018.

You are Kindly required to provide necessary assistance which will enable him to complete the research study successfully.

Mtela A. Mwampamba
DISTRICT ADMINISTRATIVE SECRETARY
KISARAWA

**DISTRICT ADMINISTRATIVE SECRETARY
KISARAWA**

Copy to: Vice Chancellor,
The Open University of Tanzania,
P.O.Box 23409,
DAR ES SALAAM.

Mr Ernest Peter Ng'umbi.
Researcher

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

Telagrams: **"REGCOM COAST"**
Tel. No. 023-2402287/2402066
Fax No. 023-2402358/2402151
E- Mail: ras@pwani.go.tz
ras.pwani@tamisemi.go.tz



Regional Commissioner's Office,
Coast Region,
P.O. Box 30080,
KIBAHA.

**In reply please quote:
Ref. No. FA/221/265/01"C"/130**

05th Oktober, 2018

District Administrative Secretary,
Kisarawe,
COAST REGION.

Re: RESEARCH CLEARANCE

Please, kindly refer to the captioned heading above.

I would like to introduce to you **Mr. Ernest Peter Ng'umbi** who is a bonafide Master student at the Open University of Tanzania.

At the moment, he has been given a research permission to conduct a research titled **"The Influence of Head Teachers on Pupils' Academic Performance in Primary Schools in Kisarawe District.**

The granted period of the research is from **9th November to 14th December, 2018.**

You are kindly requested to provide necessary assistance which will enable him to complete the research study successfully.

Look forward to your cooperation.


Josephine Marango
REGIONAL ADMINISTRATIVE SECRETARY

For: REGIONAL ADMINISTRATIVE SECRETARY

Copy to Vice Chancellor,
The Open University of Tanzania,
P. O. Box 23409,
DAR ES SALAAM

**" Mr. Ernest Peter Ng'umbi
Researcher**