TOWARDS MAKING SECONDARY SCHOOLS LEARNING ORGANIZATIONS: THE ROLE OF SCHOOL HEADS IN UBUNGO MUNICIPALITY

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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES (MED –APPS) OF THE OPEN UNIVERSITY OF TANZANIA

2019

CERTIFICATION

The undersigned certified that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: *"Towards Making Secondary Schools Learning Organizations: The Role of School Heads in Ubungo Municipality"*, in partial fulfillment of the requirements for the degree of master of Education in Administration, Planning and Policy Studies (Med-Apps) of the Open University of Tanzania.

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Dr. Coletha C. Ngirwa

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Date

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DECLARATION

I, **Abdallah Ahmed Said**, do hereby declare that this dissertation is my own original work and that it has not been submitted before for any degree or examination in any university, and all sources I have used or quoted have been indicated and acknowledged by complete references.

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Signature

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Date

DEDICATION

This dissertation is dedicated to my Supervisor for her tolerance, advice and guidance without forgetting my family, relatives and friends for their love, support and aspiration.

ACKNOWLEDGEMENT

ABSTRACT

This study investigated the role of school heads in making secondary schools- learning organizations in Ubungo District. This end was fulfilled through the following research objectives: to assess the qualities of heads of secondary schools towards making schools-learning organizations, to explore the contribution of heads of secondary schools towards making schools- learning organizations; to investigate challenges inhibit head of secondary schools towards making secondary school learning organizations, and to establish ways secondary school heads can make schools-learning organizations in Ubungo Municipality.The study employed mixed research approach and case study research design. The sample size was 80 participants. The data were collected through interviews and questionnaires. The findings revealed that qualities of heads of secondary schools towards making schools- learning organizations were on encouraging teamwork, effective communication and effective decision making skills. It was also learned that heads of secondary schools contribute to the large extents on supporting teachers in morally and materially aspects towards making schools- learning organizations. Moreover, the findings revealed challenges related to lack of science teachers, poor infrastructures and school boards were inactive due to absence of allowances. Also, most schools had no transport facilities, no lunch for staff and for students too, shortage of teaching and learning materials, also many buildings needed major repairs. Regarding the Proper ways in which Heads of Secondary School can make schools learning organizations, the findings revealed that encouraging teamwork is important for promoting learning organizations. It was concluded that conducive teaching and learning environment, proper allocation of resources can facilitate make schools-learning organizations.

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LIST OF ABBREVIATIONS

DSEO   District Secondary Education Office

ESRP   Education Sector Performance Report

HOS   Head of School

N   Total Number

OUT   Open University of Tanzania

SE   Structural Equation Modelling

SQA   School Quality Assurance

WEO   Ward Education Officer

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

The chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study limitation of the study, organization of the study and definition of key terms.

1.2 Background of the Problem

Organizations no matter of what types and sizes, nowadays, are encountering problems and competitions due to rapid and severe changing circumstances of today's world. They need to adjust themselves and find the most appropriate development methods for surviving in this fast changing social context. Hence, innovation plays an important role in running business and competition, and it helps, in some ways, organizations become successful. Innovation can be developed for any business sectors such as products, performance, service, management, and marketing. If an organization cannot develop and transform itself through innovation, in a long run, it is impossible for the particular organization to be successful (Decharin, 2004; Yosyingyong, 2009).

Through innovation it can reinforce overall economic growth. Becoming innovative organization can elevate national economy in a sustainable way. This is because the rate of increasing value into business operation and products has become an indicator of competitiveness in organizational level and international level.

Chaiprasit (2010) posited that the organization promotes intellectual stimulation for developing and increasing effectiveness of its apparatus, system, process, policy, and service for the progress of the organization, for economic benefit of the society, for globalization context, for customer's needs and satisfaction, for survival and competitiveness of the organization in the world market (National Innovation Agency, 2010; Wittayapanyanon, 2005 and Wuthering, 2010; Yosyingyong, 2009).

Every organization is responsible to enhance job performance of the employees within its firms. Experience and observation indicate that implementation of training and development is one of the major strategies that most organization needs to achieve effective performance of employees hence increase its productivity. Scholars such as Ngirwa (2006) and Armstrong (2009) they view training and development is crucial to any public organization to improve performance and competence to employee in working organization.

While, Ngirwa and Armstrong view training and development as crucial to improve performance and competence to employee in working organization, Education sector performance report (ESPR) (2009) identified that majority of employee teaching had not revealed appropriate in-service training and development opportunities to improve their teaching skills. This observation indicates that the situation of making school as a learning organization in Ubungo municipality is very crucial to all aspects of head of schools, teachers and students in general to support teaching and learning processes to function effectively and efficiently.

Gilley and Maycunich (2000) stated that leadership found in learning organization was dissimilar to those found in traditional organization. Leaderships found in learning

organization are likely to be transactional leadership and transformational leadership. These are important attributes of transformational leader. Kecharananta (2008) mentioned administrator's roles in building learning organization that the leaders had to be transformational leader and created organizational innovation. Srimuang (2005) stated that in order to build the learning organization must have the ability to become a leader of change. Bass (2000) proposed that transactional and transformational leaderships were essential for building and maintaining learning organization.

In addition, Reece (2004) conducted a qualitative research using 32 university staffs in Universities in Southern Australia to study the method to become learning organization of universities in Australia and found that leadership was an essential factor bringing universities in Australia to become learning organization. Tawuttanakul and Sribannasarn (2006) stated that organizational culture could create a learning organization to be successful. Thong pan (2008) proposed that learning culture affected learning organization. To be a successful learning organization, it is necessary to transform the organizational culture, which facilitates information share among personnel. Shared benefit gained from harmonious cooperation and development, and mutual understanding among all staffs and all departments needs to be emphasized since they are all jumping into the same boat. All parts gained benefit when the organization was well-organized and successful.

Learning environment cannot happen in the organization that trustworthiness among staffs and colleague is less or none. What individuals have learned and shared, transferred, or acknowledged (Saritwanich, 2006; Thianthai, 2007).

In addition, Chao Chang and Shing Lee (2007) conducted research using 134 staffs in industrial sector to study about leadership, organizational culture, learning organization and job satisfaction and found that organizational culture had a positive influence on learning organizations. Chamnannarongsak (2004) conducted research on leader behavior and organizational culture on learning organization development. The study sample consisted of 550 managers and employees in public and private hospitals. Data were analyzed with LISREL. The result showed that organizational culture had directly influenced on the learning organization.

Based on the above historical background from the different scholars the researcher conducted study on intended to examine the roles of heads of secondary schools towards making schools- learning organizations in Ubungo Municipality. Specifically, this study aims to answer four questions namely:What are the qualities of heads of secondary schools towards making schools- learning organizations in Ubungo Municipality?, what are the contributions of heads of secondary schools towards making schools- learning organizations?. Which are the challenges inhibit head of secondary schools towards making secondary school learning organizations? And what are the proper ways towards making school learning organizations in Ubungo Municipality?

1.3   Statement of the Research Problem

The concept of learning organization is important for both organizational development and human resources development. It is initiated for effectively dealing with the challenges of changing world and for consistently enabling organizations to respond to customer's needs. The knowledge of modern technology, environment, and complexity of competition in both domestic level and international level enables organization to

reform its operations and to increase its competitiveness in a sustainable way which, eventually, modernizes the organization to cope with changing environment (Thianthai, 2007; Sungkhawan, 2008; Sinsoongsud, 2006).

A number of scholars have mentioned the objectives of knowledge management in the same direction that it is a form of management process or tool for leading organization to become learning organization (Kecharananta, 2008;Lorsuwannarat, 2006; Mudpongtua, 2006; Sangraksa, 2007). The organization with high ability to enlarge and to develop knowledge based on its collected knowledge and experiences can maximize its competitiveness, and this kind of organization, finally, can become learning organization (Public Sector Development Commission, 2006; Pitsuwan, 2005).

Yosyingyong (2009) proposed that working performance of personnel in an organization could be improved if serious and constant knowledge management was promoted and this led to becoming learning organization (Punthai, 2007). For so doing, internal knowledge management had to be well-organized for actual and continuous learning. Knowledge management is a crucial tool activating organization to achieve its 3 goals: working goal, human resources development goal, and goal for becoming a learning organization (Tassanapoonchai, 2007; Tawuttanakul, 2005; Klankaew, 2008).This study intended to examine the roles of head of secondary schools towards making schools as learning organizations. This is through taking over on different responsibilities and adapt to new changes of required conditions for making school learning organizations in Ubungo Municipality.

1.4   ResearchObjectives

1.4.1   General Objective

The study intended to examine the roles of heads of secondary schools towards making schools- learning organizations in Ubungo Municipality.

1.4.2   Specific Objectives

Specifically, the study intends:

(i)   To assess the qualities of heads of secondary schools towards making schools-learning organizations in Ubungo Municipality.

(ii)   To examine the contribution of heads of secondary schools towards making schools-learning organizations.

(iii)   To investigate challenges inhibit head of secondary schools towards making secondary school learning organizations.

(iv)   To establish ways secondary school heads can make schools-learning organizations in Ubungo Municipality.

1.4.3   Research Questions

(i)   What are the qualities of heads of secondary schools towards making schools-learning organizations in Ubungo Municipality?

(ii)   What are the contributions of heads of secondary schools towards making schools-learning organizations?

(iii)   Which are the challenges inhibit head of secondary schools towards making secondary school learning organizations?

(iv)   What are the proper ways towards making school learning organizations in Ubungo Municipality?

1.5 Scope of the Study

The areas of this research was delimited at Ubungo Municipality in Dar es Salaam region, on the roles of heads of secondary schools towards making schools- learning organizations. Out of 80 participants, 01 District education officer, 05Ward education officers, 06Head of schools, 36 teachers and 32 students.

1.6 Significance of the Research

Practically, this study helped other researchers as a source in literature review. It enabled heads of school to facilitate conducive environment for teaching and learning in secondary schools at Ubungo municipality.

Theoretically, this study is important to the System Theory that was used to ground this research. The findings of this study suggest systems as applied in making schools-learning organizations. Leadership perspectives especially in the processes of making learning organizations add managerial values in the System Theory.

On Policy-*wise*, the findings of this study would enable policy makers, administrators and education stakeholders to construct policies based on educational carriers which assisted heads of schools to implement their roles effectively and efficiently.

1.7 Limitations of the Study

The following constraints had encountered in the course of this study. There was a problem of respondents' delay and unwillingness to respond to the research tools. To overcome this limitation, the researcher tried to his level best to be patient and persuade them to give data. Time was another limitation due to researcher's multiple responsibilities. The researcher used the minimal time available effectively.

1.8   Definition of the Key Terms

This study contains two major variables namely heads of secondary schools and schools as a learning organizations. These are the key terms to define in this study.

(a) School Head refers to officially designated head of a school with overall administrative responsibility of managing school and to whom members of the school are answerable.

(b) Leadership is seen as a social and relational process dependent on the leader, the Leadership is a dynamic and working relationship, built over time, involving an exchange between leader and follower in which leadership is a resource embedded in the situation, providing directions for goal attainment, follower and the situation (Hoy and Miskel, 2007)

1.9   Organization of the Research Report

The study had three chapters. Chapter one gave brief introduction to the subject of the study. It starts by presenting the background of the study. It continues by providing the statement of the problem of the study, highlights the goals of the study and a brief definition of the key concepts presented.

Chapter two gave a literature review and discusses the theoretical framework that guided the study. The literature review focused mainly on issues related to training and development of employees and employees' performance.

Chapter three provides methodology of the research that includes the procedures that was used to obtain the data, the reason for using this method, reliability and validity of the study. It also indicated the limitations of this study.

This chapter presents the findings obtained in the area of the study. The findings based on the research questions which were divided from the four specific objectives of the study developed in chapter one. These are: To assess the qualities of heads of secondary schools towards making schools learning organizations in Ubungo Municipality, second objective was to explore the contribution of heads of secondary schools towards making schools-learning organizations.

Third objective was to investigate challenges inhibit head of secondary schools towards making secondary school learning organizations and last objective was to establish ways secondary school heads can make schools-learning organizations.

Chapter five presents the last part of the study. It includes summary, conclusion and recommendation for action and for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

In this chapter, the researcher presented a review of the literature related to the proposed study in order to understand what is already known in relation to the topic under study and thus identifies the existing gap. The review of the literature will mainly been sectioned in accordance to research objectives and thus covers the following aspects: the theoretical and theories that guided the study, to explore qualities of heads of schools (HOS) towards making school learning organizations in Ubungo Municipality, to examine the influence of heads of school towards making school learning organizations, to identify challenges inhibit head of schools towards making school learning organizations and to establish mechanism to compensate factors inhibit heads of schools towards making school learning organizations in Ubungo Municipality. The review also covered empirical studies and research gap.

2.2   Theories Related to this Study

2.2.1   The System Theory

The theory guided the study with regard to the aims of this study is fundamentally a systems theory. The systems theory underpins the notion of integration intended to examine the roles of heads of secondary schools towards making schools- learning organizations in Ubungo Municipality. The researcher is therefore of the opinion that the functioning of the secondary school is largely a system that integrates three major aspects of inputsthat is how to get good qualities of head of schools in making schools learning organizations through using the followingprocess Leadership influence,

technology utilization and knowledgeand output of learning organization takes place accordinglywhich are based on the fundamental principles of the systems theory.

In this respect, the study found out qualities of school heads in making secondary schools learning organization-inputs;factors inhibiting heads of schools towards making school learning organizations.During the process it showed that there is lack of effective communication among staff workers, lack efficiency in making decision mostly done by heads of schools and presence of weak team working among the workers in Ubungo Municipality; which in together revealed inefficiency outcomes in making school better learning organization.

2.2.2   Functionalism: Education for the Good of the Society

Functionalism is the oldest, and still the most dominant, theoretical perspective in sociology and many other social sciences such as education. This perspective is built upon two emphases: application of the scientific method to the objective social world and use of an analogy between the individual 'organism' and 'society'. According to Murphy (n.d), underlying functionalism is the fundamental metaphor of the living organism, its several parts and organs, grouped and organized into a system, the function of the various parts and organs being to sustain the organism, to keep its essential processes going and enable it to reproduce.

Similarly, Jarvie (1973) opined that members of a society could be thought of as cells that institute organs whose function is to sustain the life of the entity, despite the frequent death of cells and the production of new ones. Functionalist analyses examine the social significance of phenomena, that is, the purpose they serve a particular society

in maintaining the whole. Whawo (1993) cited Hearn and von Bartalanffy (1959) saw society as an open system that maintains equilibrium through a feedback process or that portion of a system's output that is feedback to the input and affects succeeding outputs and adjusts future conduct by reference to the past. Heylighen and Joslyn (1992) saw functionalism as the 'Trans-disciplinary' study of the abstract organization of phenomena, independent of their substance, type, or spatial or temporal scale of existence. Functionalism investigates both the principles common to all complex entities, and the (usually mathematical) models, which can be used to describe them.

Schools are component parts of a system in the society and tend to maintain themselves in a steady state. A steady state occurs when a constant ratio is maintained among the components of the system, given continuous input to the system. A burning candle is often used as an example of a steady state. Upon being lighted, the flame is small, but it rapidly grows to its normal size and maintains the size as long as its candle and its environment exist. It is also self-regulatory; using the above illustration, a sudden drift will cause the flame to flicker, but with the ceasing of the drift, the flame regains its normal characteristics (Whawo, 1993).

Within this perspective, schooling is viewed as essential to society, in that it sorts and sifts above average students from average and below average students. It does this in order to ensure that the more talented students rise to the top of the socio-economic status system. Another major role of structural functionalism is that it teaches the skills and norms of society. Structural functionalists believe that in order for society to remain a viable system all components must function together and thus require a system to instill similar beliefs and values to each member of that society. Those who excel in

society are those who have worked the hardest for their position, a social phenomenon called meritocracy. According to Hurn, "this is a society where ability and effort count for more than privilege and inherited status".

Society needs the best and the brightest to function at the highest levels, and therefore it gives its highest rewards to this same group of people. Hurn also theorized that society functions much better economically when there is more education for the individual or for society at large. An individual's acquisition of additional skills provides benefits to the society in which he lives. Hurn further stated that the more education there is the less likely there will be much inequality. Whereas, human capital theorists see education as an investment in which those who feel that the benefits of college outweigh the money are the ones that rise to the top of the socio-economic pyramid. Those who do not decide to further their education, then, are less deserving of the rewards that society has to offer. This is the basic fundamental way that functionalists see education.

Durkheim (1956) felt that schools are there to teach morals to children. These morals are the ones that society has set up so that everyone is the same and need to be taught at school rather than in the home because there is too much bending of the rules at home whereas school is a colder environment. In teaching morals, the schools are also teaching children that they must become part of society and have ties to society or the child and society will break down. Durkeim concluded that these were the most important things that school could give to its children, a sense of belonging to a larger society. In Talcott Parson's opinion, a school's main function is to socialize children by using the idea of commitments. There are two types of commitments, commitment to

the implementation of the broad values of society and commitment to the performance of a specific type of role within the social structure (Parsons, 1959).

Presenting the functions of education from the sociological aspect, Carr and Kemmis (1986) drew attention to the fact that the principal functional requirements of education are first, to socialize the young into prevailing norms and attitudes so as to preserve social stability, and secondly, to stratify individuals in accordance with the complex network of roles that sustains the existing social order.

The critical idea here is that school does not operate in isolation and its function in society is imperative to the development of the society. While D'Aeth (1975) observed that the central objective of education was to raise the level of skills, especially technical and management skills, needed to support economic growth and to provide an adequate supply of the whole range of professional expertise needed to run a modern nation.

Basic to this perspective is the conviction that the regular patterns displayed in human action are caused by social laws operating to ensure the order and cohesion necessary for the preservation of society. Society is therefore regarded as an interdependent entity maintained through impersonal law-like processes that operate without the intervention of human purpose. Particular institutions, such as education, are presumed to be 'functional' in the sense that they exist in order to serve some of the functions that must be fulfilled for society to survive (Carr & Kemmis, 1986, pp. 58–59). Carr and Kemmis further argued that the functionalist sociology of education provides knowledge of how the social mechanism already operating in educational institutions could be modified so that the equilibrium of society could be maintained.

The researcher takes as his point of departure the functionalist approach to education because it views the school as a unified purposeful organization or simply as a system that is made up of component parts. The entire staff in the school system is viewed as a whole and they are supposed to be experts in their field. Thus, a clear picture of this 'classic' view of teacher effectiveness is the first step toward understanding the contemporary meaning of professionalism for today's education and practical issues. Therefore, in conclusion functionalism as a school of thought focuses on what makes society function determines its use and purpose.

However, given that different situations may influence instructional processes of students and the society at large, Eraut (1994) argued that most accounts of the ideology of professionalism follow the functionalist models developed by Goode (1969), Merton (1960) and Parsons (1968), which accord primacy of place to the professional knowledge base. The problem, to which the concept of a profession is said to provide an answer, is that of the social control of expertise. Experts are needed to provide services, which the recipients are not adequately knowledgeable to evaluate.

Also, the purpose of this choice is not to test or refute functionalist theory, but to use it to select variables of interest and to organize my research. An examination of the concepts used in this work fits into this framework because a picture of the typical outlook of professionalism is the first step towards accepting the contemporary meaning of professionalism for today's teaching and practice issues.

In essence, the goal is to test how teacher effectiveness in terms of methodological competencies motivational competencies and instructional process competencies affect their teaching and learning. The researcher's preference of the functionalist theory does not mean that functionalist theory is not without criticism from other schools of thought.

The functionalists were criticized on their view of the causes of educational failure, which apportioned blame on the individuals not the society, the poor, or the rich. Functionalists were positive regarding the common social goals of education and failed to recognize that it was hard to achieve common social goals. They also criticized the functionalist's failure to see that social stability might be a result of a 'manipulated' and 'illusive' consensus. They failed to see education as necessary for motivating individuals for their own personal development rather than the sake of national economic need.

Thus, in the context of this study Quality education may refer to inputs, that is, numbers of teachers, teacher training curricula, and learning materials and infrastructure. Secondly it may refer to processes, which is the amount of direct teaching time, extent of active learning. Thirdly, it may mean outputs, that is, test scores, examinations, graduation rates, and lastly it may refer to outcomes, that is, performance in subsequent employment.

The basic argument in this theory is that quality education is guaranteed on the basis of nature of inputs and processes. In that sense, quality educational inputs and processes yield a better educational outcome that justifies quality education. This study in facts

examines how teacher quality and number, teaching and learning resources and infrastructure influence learning processes for quality education as a result.

2.2.3   The Social Cultural Perspective

This theory together ties the individual and the social context. It can be seen as a correction of constructivism. Whereas in the constructivist paradigm learning is assumed to occur as an individual learner interacts with study material, learning in the socio-cultural perspective is understood as a social process in which individuals interact with the social environment (Vygotsky, 1978). Learning occurs as learners construct their knowledge through discussion, dialogue, communication, collaboration, information sharing, and interaction with others.

Furthermore, Vygotsky argued that the guidance given by more capable others, allows the learner to engage in levels of activity that could not be managed alone. Like constructivism, situated learning has been introduced in computer science education (Ben-Ari, 2004). Typical methods that foster socio cultural learning are as follows: Project work over several days or weeks, group work under the guidance of teacher, homework assignments and ask friends, siblings, or parents for help and Present solutions to problems in front of the class.

The advantage of such methods is that they foster dialogue, discussion, cooperation, and student participation. Knowledge is acquired through collaboration, and it is engaging if the topic is interesting. Disadvantages of group and project work may be timeliness and efficiency. It can be difficult to evaluate individual members, and it does not necessarily promote independent learning and being able to stand on its own.

2.3   Empirical Reviews

2.3.1   Qualities of Heads of Schools towards Making School Learning

Organizations

Successful innovation depends on leadership: being leader in thinking out of the box, being leader in experimenting, and being leader in transforming to the better. Leadership with the support of good management can redirect organization into what we have expected. It can also empower people in the organization and reinforce cooperation in the organization to steadily and rapidly make the vision come true. (Uthairat, 2003) Innovative organization does not occur by chance but by appropriate leadership and management (Adair, 2009).

Clegg et al. (2005) stated that transformational leaders stimulated people to be creative and innovation. Using their skills, they systemized and created innovation to empower their people for them to participate in organizational transforming process. (Shukla, 1997). Tawuttanakul and Sribannasarn (2006) stated that organizational culture could create a learning organization to be successful. Thongpan (2008) proposed that learning culture affected learning organization.

To be a successful learning organization, it is necessary to transform the organizational culture, which facilitates information share among personnel. Shared benefit gained from harmonious cooperation and development, and mutual understanding among all staffs and all departments needs to be emphasized since they are all jumping into the same boat. All parts will gain benefit if the organization is well-organized and successful.   Learning   environment   cannot   happen   in   the   organization   that

trustworthiness among staffs and colleague is less or none. What individuals have learned will not be shared, transferred, or acknowledged. (Thianthai, 2007; Saritwanich, 2006).

In addition, Chao Chang and Shing Lee (2007) conducted research using 134 staffs in industrial sector to study about leadership, organizational culture, learning organization and job satisfaction and found that organizational culture had a positive influence on learning organizations. Chamnannarongsak (2004) conducted research on leader behavior and organizational culture on learning organization development. The study sample consisted of 550 managers and employees in public and private hospitals. Data were analyzed with LISREL. The result showed that organizational culture had directly influenced on the learning organization.

Yosyingyong (2009) proposed that working performance of personnel in an organization could be improved if serious and constant knowledge management was promoted and this led to becoming learning organization. (Punthai, 2007) For so doing, internal knowledge management had to be well organized for actual and continuous learning. Knowledge management is a crucial tool activating organization to achieve its 3 goals: working goal, human resources development goal, and goal for becoming a learning organization. (Tassanapoonchai, 2007; Tawuttanakul, 2005; Klankaew, 2008). In addition, Akkadechanan et al. (2010) conducted research on potential to develop into learning organizations. The study group consisted of 478 staffs in 17 hospitals participating in a knowledge management project. The result showed that knowledge management can predict the learning organization. Phinaisup & Kampan (2007)

conducted research on organization and management. The study sample consisted of 70 business organizations. The result showed that knowledge management is forecast to become a learning organization.

2.3.2 Influence of Heads of School towards Making School Learning Organizations

Sanguanprasit (2000) stated that leadership was a factor promoting successful learning organization. Leaders have to continuously promote learning environment. Empowerment is essential. The leaders need to decentralize their directional authority to the supervised, and sensitivity to the changing environment needs to be initiated. (Thianthai, 2007; Hemtasilpa,2000).

Gilley & Maycunich (2000) stated that leadership found in learning organization was dissimilar to those found in traditional organization. Leaderships found in learning organization are likely to be transactional leadership and transformational leadership. Marquardt (1996) proposed that leaders in learning organization must be those individuals who can conceptualize and ease complicated matter and process, and can create motivation. These are important attributes of transformational leader. Kecharananta (2008) mentioned administrator's roles in building learning organization that the leaders had to be transformational leader and created organizational innovation. Srimuang (2005) stated that in order to build the learning organization must had the ability to became a leader of change. Bass (2000) proposed that transactional and transformational leaderships were essential for building and maintaining learning organization.

In addition, Reece (2004) conducted a qualitative research using 32 university staffs in universities in southern Australia to study the method to become learning organization of universities in Australia and found that leadership was an essential factor bringing universities in Australia to become learning organization. Singteantrakul (2008) had explored factors facilitating learning organization of public health center at 235 centers and using Stepwise Multiple Regression to analyze the data, the result also confirmed the significance of leadership.

In addition, Thongwan (2010) conducted a research examining the correlation of factors facilitating innovative organization in 3 working groups (managerial group, academic and research group, and practical group) at National Science and Technology Development Agency. It was found that organizational culture has a great impact on becoming innovative organization.

This is confirmed by the result of Bates and Khasawneh's research (2005) conducted in 28 organizations in Jordan that organization's learning culture had an influenced on innovation in organization. Leadership is a strong guarantee of the success of knowledge management (Pethsong, 2005; Wongprasert, 2005; Stankosky, 2005). Knowledge management cannot be successful without the support from the managerial administrators of the organization. Building leadership in the administrators of organization is necessary. The administrators need to have a clear understanding about concepts and need to recognize benefit the organization gained from knowledge management for them to be able to communicate and promote knowledge management.

The administrators with appropriate leadership are those who specify the direction connection, and shared value to establish organization ambition and to assess the expected outcome. Most importantly, those administrators must be transformational leaders and be role model for the followers (Boonyakit et al., 2005; Suanpleng, 2009; Mudpongtua, 2006).

2.3.3 Challenges Inhibit Head of Schools towards Making School Learning Organizations

Organizations no matter what types and sizes they are, nowadays, are encountering problems and competitions due to rapid and severe changing circumstances of today's world. They need to adjust themselves and find the most appropriate development methods for surviving in this fast changing social context. Hence, innovation plays an important role in running business and competition, and it helps, in some ways, organizations become successful. Innovation can be developed for any business sectors such as products, performance, service, management, and marketing. If an organization cannot develop and transform itself through innovation, in a long run, it is impossible for the particular organization to be successful. (Decharin, 2004; Yosyingyong, 2009).

Moshi (2011) conducted a research on challenges facing public organizations in providing training to employees, a case study of ministry of natural resources and tourism; He suggested that one of the strategies to use in training and developing employees is to have good training policy and implementation, appropriate training programmes, professional trainers, to have adequate need assessment and to solve financial constrain associated to training and development.

According to Kaplan (2001), leaders are in charge of indicating strategic direction and supervising staff's performance. They have also a great impact on organizational culture. They standardize organizational behavior and empower staff to follow the behavior, (Alvesson, 2002; Bass & Riggio, 2006; Yenyuak, 2007). In other words, leadership indicates organizational culture: leadership of an individual leader affects others to follow what the leader has assigned.

Leaders need to employ a variety of methods for inducing staff, and leadership can affect organizational culture in those different ways. (Mondy et al, 1993). In addition, Zhu & Sun (2010) conducted research on dynamic relationship and impact mechanism between corporate culture, leadership styles and knowledge management in organizations based on literature review. The result showed that leadership style had a direct impact on the formation and components of corporate culture.

Bartol et al. (2001) proposed that information technology affected organizational culture. Davenport (1993) stated that information technology was a factor promoting organizational culture in terms of supervision and empowerment. Kaplan (2001) proposed that technology affected innovative culture.

Technology is a factor partially building organizational culture. It is related to staff's working performance, work design, and organizational structure design including administrative structure design. The advance of technology is directly related to staff's knowledge and competency levels. The more modern the technology is used, the more skillful specialist the organization needs. Working culture is highly based on working

skill, and technology enables rapid organization development, transformation, and approachability (Koonsri, 2005; Maharatsakul, 2004).

Technology also has deep impact on culture, thought, and problem solving of people. It is administrator's task to make decision on information technology utilization for the highest benefit of business and organization including enhancing organization's competitiveness (Konechanawan, 2007).

2.3.4 Mechanisms to Enhance the Process Making Schools- Learning Organizations

The concept of learning organization is important for both organizational development and human resources development. It is initiated for effectively dealing with the challenge of changing world and for consistently enabling organization to respond customer's needs. The knowledge of modern technology, environment, and complexity of competition in both domestic level and international level enables organization to reform its operation and to increase its competitiveness in a sustainable way which, eventually, modernizes the organization to cope with changing environment (Sinsoongsud, 2006; Sungkhawan, 2008; Thianthai, 2007).

Thongwan (2010) conducted a research examining the correlation of factors facilitating innovative organization in 3 working groups (managerial group, academic and research group, and practical group) at National Science and Technology Development Agency.Data were analyzed by structural equation modeling (SEM). The result showed that learning technology had an influenced on becoming innovative organization.

Nutasarin (2007) conducted a qualitative research about the factors facilitated to innovation.

The data collected from secondary sources by reviewed of theory, research and the case study of organizations, and primary sources by interviewed of administrators and employees of Thaiyamaha Motor Company Limited. The result showed that tools (time, opportunities, e-learning, and internet) promoted the innovation.

Wutthirong (2010) studied about external environment factors for create innovation. Data were collected by depth interviewing with experts in government and academy. The result showed that technology had an influenced on creating innovation. Innovation is the outcome of knowledge management by developing new knowledge or extending gained knowledge and implementing it (Suanpleng, 2009). Knowledge management is the tool to enhance learning in organization and creates innovation to drive the organization to cope with the changing situation of business world (Waiwanichakij, 2010). Organization needs to develop knowledge management process for all personnel to be able to apply knowledge into their work and to create innovation, which lead to increasing production and service effectiveness (Wipawin, 2003).

Knowledge management also depends on strategic leadership with strong vision, and exchanging and synthesizing of knowledge are at the core of increasing the value of organization, which stimulates cooperation and readiness for transmitting knowledge to others (Debowski, 2006; Frappaolo, 2002). People in learning organization can learn new things all the time. Knowledge is constantly exchanged and transferred to other

members in the organization; also, organization members can apply their experience and expertise for creatively increasing products and service values.

This leads to maximization of products innovation, process, and management in the organization and business (Thepphawan, 2005). Concept of learning organization is widely recognized as a management concept used for maximizing potential and competency of organization, which is encountering challenge and changes all the time. Learning organization can be developed to innovative organization.

This development is done by constant learning in terms of mutual learning or learning from researching to extend knowledge of the organization. The knowledge collected from thinking out of the box and searching new knowledge of members introduce innovation, which is beneficial for the organization and nation (Sungkhawan, 2008).

2.4   Conceptual Framework
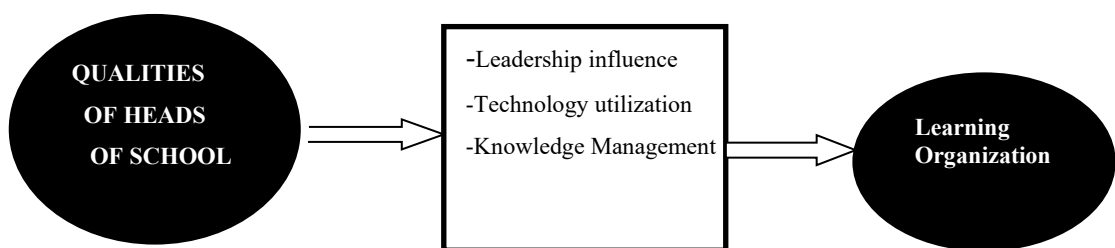
Figure 2.1: Conceptual Framework
Source: Researcher's Insight, (2017)

This is a set of coherent ideas and concepts organized in a manner that makes them easy to communicate. Omari defines it as some imagination, some hypothetical thought (2011:43). In attempting to find out factors inhibiting heads of schools towards making secondary schools- learning organizations, researcher holds major assumption that a

secondary school head who effective in implementing his roles ensures that there is high morale, job satisfaction and motivation among teachers which lead to excellent school results among the students which in turn results into achievements that would make his school-learning organization to become better.

This is due to the fact that when a school leader communicates the policies and plan to the guiding subordinate, instructing subordinate on the way they have to perform their work effectively and efficiently to make effort to the subordinate and explain them clearly their roles and encourage team work. These qualities influence knowledge and technology utilization hence leading to the best learning organization.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This chapter presented the overall plan of this study, which intends to find out factors inhibiting heads of schools towards making school learning organizations in Ubungo Municipality. It was specifically present the research design, population, sample and sampling techniques, and method of data collection and procedures for moreover, it presents validity and reliability of instruments and ethical issues that was well considered.

3.2   Research Paradigm and Design

3.2.1   Research Paradigm

Research Paradigm the mental and philosophical dispositions a researcher may have consciously or unconsciously on the nature of knowledge how it is acquired and the nature of human beings as a respondents in any social reality under microscope and can only be Qualitative or Quantitative (Omari, 2011:49). Both research paradigms were chosen to be use in this study. Qualitative is chosen because the researcher intends to give deep description on the on the role of participatory method in teaching and learning processes at secondary schools in Ubungo Municipality and quantitative is chosen because there some elements needed to be measured in terms of percentages and frequencies.

3.2.2   Research Design

Research Design refers to the chosen and planned ways of investigating the social reality or the planned arrangement of how to address the research problem and is organized in such a manner as to optimize on research outcomes (Omar, 2011:49).

Nconco (2006:63) defines research design as "Blueprint or detailed plan for how a research study is to be conducted- operationalizing result". The Research design that used in this study is descriptive research design because it enabled the selected respondents to access enough information and gave a clear insight that facilitate to obtain deep information for the study.

3.3   Study Population

Population is a well-defined group of human beings individuals, things or elements that fit a certain specification (Morrison, 2007). Therefore, population is that group from which a researcher wants to get information to make some conclusions. In this research, the study population included District education officer (DEO), Head of schools, teachers and students at secondary schools in Ubungo Municipality. The District education officers and head of schools were selected because they are the chief executives of the educational institutions and understand different methodology of teaching and learning includes participatory method. Teachers were selected for the study because they are normally used participatory in teaching as well as students applied it through learning.

3.4   Sample and Sampling Technique

3.4.1   Sample

The sample size refers to the number of items to be selected from the universal to constitute a sample (Kothari, 2004). About six Secondary schools were studied. These are Fahari, Luguruni, Kibamba, Kwembe, Manzese and Mburahati. A total of number 80 respondents was enrolled in assessing the qualities of heads of secondary school towards making schools learning at secondary schools in Ubungo Municipality. Out of

80 participants, 36 will be secondary school teachers, 34 students, 06 will be head of schools, 03 Ward education officers and 01 District Education Officers, Table 3.1.

Table 3.1: Composition of the Sample

Sample Categories	Male	%	Female	%	Total	%
District Education office	00	00	01	100	01	100
Ward Education Officer	01	20	04	04	80	05
Head of School	02	33.3	04	66.7	06	100
Teachers	18	50	18	50	36	100
Students	16	50	16	50	32	100
Total	**37**	**46.3**	**43**	**53.7**	**80**	**100**

Source: Researcher's Insight

3.4.2   Sampling Technique

Sampling technique is used when researchers want to find informants who will provide the relevant information (De Vos et al, 2005). The selection of six secondary schools was based on random sampling. And, the selection of the respondents will be on the probability and non-probability sampling. In probability sampling, the researcher will select respondent by using random sampling that means every unit has equal chance to be selected.

Therefore, this technique was used to select teachers (N=36) and students (N=34). These are selected because they have detailed information concerned with the study, While the non-probability sampling will be used to purposively select head of schools (N= 6), and District Education Officers (N= 01) and 03 Ward Education Officer. These

are selected basing on their managerial positions and with the assumption that they are well aware on issue concerns heads of schools at Ubungo Municipality.

3.5   Methods and Instruments

Research methods are defined as all those methods that are used by researcher in conducting of research (Kothari, 2004). The study applied questionnaire and interview as the instruments to collect data.

3.5.1   Questionnaires

A questionnaire consists of number of questions printed or typed in a definite order on a form or set of forms (Kothari, 2008). The researcher employed questionnaire method of data collection where by the researcher is going to prepare the reliable and valid open ended and closed ended questions that encouraged the respondents to elicit the required data or information according to research objectives. The questionnaires used to tape information from secondary school teachers (N=40) and students (N=32). These respondents will be required to tick the correct answers that make meaning to their views.

3.5.2   Interview

The interview method of data collection is a common and important method in qualitative research. It involves presentation of oral-verbal stimuli and reply in-terms of oral-verbal responses. It can be used through personal interviews and sometimes through telephone (Kothari, 2008). In this method, the researcher used interview because of the following: it will give an opportunity to respondents who are unable to read and write to participate in this research; the researcher was able to collect

supplementary information, which could not be easily collected by other methods such as questionnaire. Purpose of interviewing people is to find out what is in their mind and what they think or how they feel about the study. Therefore researcher used interview to the head of schools (N=6) and District education officers (N= 2) and Ward Education Officer (N= 2).

3.5.3   Validity and Reliability of Instruments

Validity refers to the extent to which a method of data collection presents what it is supposed to do, or extent to which a method of data collection measures what it is supposed to measures (Amin, 2005). To establish validity of instruments, the researcher sat with students of masters of education to discuss the instruments and then do pre-test to five teachers so as to correct any errors that might be identified before the study. Finally, researcher sat with her supervisor and discusses the validity of the instruments in order to get final draft of the instruments.

Reliability is the extent to which the scale brings the same research findings if the research were to be repeated later or with a different sample of subject (Veal, 2006). There are several devices for checking reliability in scale and tests (Bell, 1997). These are such as test, retest, and alternative forms methods or split half method. As he recommends, reliability of this study instruments are ascertain by pre-testing the instruments before going to the field. The researcher gave questionnaire guides to the same groups of the respondents and re-testing them.

3.6   Data Analysis Procedure

Data analysis refers to examining what has been collected in survey or experience and making deduction (Komba *et al.*, 2006). In analyzing qualitative data, content analysis

will be employed in order to extract relevant information. Content analysis is a technique in which the researcher organizes information collected into categories and revises until a final perspective emerge. It is the examining what has been collected in survey or experiment and making deduction and inference (Komba et al., 2006). Quantitative data was categorized and presented in tabular form and frequencies such that a percentage was calculated.

3.7   Ethical Issues to be Considered

Wells (1994) defined ethics in term of code of behavior appropriate to academic of research. The ethical consideration was observed in getting informed consent from teachers, parents, pupils and all respondents involved in this study. The researcher abides with confidentialities from the people who needed information. There was no exposing or leaking of information without consent of the person who provide information. The researcher was humbled to cultural and belief of respondents.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1   Introduction

This chapter presents the findings obtained in the area of the study. The findings based on the research questions which were divided from the four specific objectives of the study developed in chapter one. These are: To assess the qualities of heads of secondary schools towards making schools learning organizations in Ubungo Municipality, second objective was to explore the contribution of heads of secondary schools towards making schools- learning organizations, third objective was to investigate challenges inhibit head of secondary schools towards making secondary school learning organizations and last objective was to establish ways secondary school heads can make schools-learning organizations in Ubungo Municipality. The first part presents demographic characteristics of the research participants, the second part presents the Data findings while the last part present chapter summary.The first part presents demographic characteristics of the research participants, the second part presents the Data findings while the last part present chapter summary.

4.2   Demographic Characteristics of Respondents

This part provides general information of respondents. The researcher asked respondents to provide their background information such as gender, age, education level and working experiences.

4.2.1   Gender of Respondents

The first variable the researcher was interested to know was the gender of respondents. Table 4.1 shows distribution of respondents with respect to gender.

Table 4.1: Gender of Respondents

Sex	Frequencies	Percent	Valid percent
Male	42	52.5	52.5
Female	38	47.5	47.5
Total	**80**	**100**	**100**

Source: Field Data (2018)

Table 4.1 shows that 42 (52.5%) of all respondents in the field were males and about 38 (47.5%) were females. This observation indicates that the study was not biased since both male and female were involved in the study, however the number of males were higher than that of females.

4.2.2 Age of Respondents

The second variable the researcher was interested to know was the Age of the respondents. Table 4.2 shows distribution of respondents with respect to their age.

Table 4.2: Age of Respondents

Age	Frequencies	Percent	Valid percent
10-20	32	40	40
21-30	17	21.3	21.3
31-40	18	22.5	22.5
41-50	06	7.5	7.5
51-60	07	8.7	8.7
Total	**80**	**100**	**100**

Source: Field Data (2018)

The Table 4.2 shows that 32 (40%) of all respondents in the field had age between 10 to 20 years, 17 (21.3%) of the respondents had age between 21 to 30 years old, 18

(22.5%) of the respondents had age between 31 to 40 years, 6 (7.5%) of all the respondents had age between 41 to 50 and 7 (8.7%) of all the respondents had age between 51 to 60. This observation indicates that the group of 11 to 20 years had higher frequencies than other groups.

4.2.3 Educational Background of the Respondents

Third variable the researcher was interested to know was the educational background of the respondents. Table 4.3 shows distribution of respondents with respect to their educational background.

Table 4.3: Educational Background of the Respondents

Categories	Frequency	Percent	Valid percent
Form I	06	7.5	7.5
Form II	06	7.5	7.5
Form III	12	15	15
Form IV	14	17.5	17.5
Certificate	01	1.25	1.25
Diploma	09	11.25	11.25
Degree	32	40	40
Masters	01	1.25	1.25
PhD	00	00	00
Total	**80**	**100**	**100**

Source: Field Data (2018**)**

Table 4.3 shows that 6 (7.5%) of the respondents their educational background were in form I and II, also 12 (15%) were form III and Form four were 14 (17.5%). One respondent equals to 1.25% was a certificate holder, Diploma were 09 (11.25%), degree were 32 (40%) of all respondents, Masters holder was1 (1.25%) while there were no

respondents with PhD. The observations indicate that respondents with degree level were higher than any education level.

4.2.4 Working Experiences

Fourth variable the researcher was interested to know about working experiences of the teachers in Ubungo district. Table 4.4 shows distribution of respondents with respect to their working experiences.

Table 4.4: Working Experience

Years	Frequencies	Percent	Valid percent
0 – 5	07	19	19
6 – 10	12	33	33
11 – 15	15	42	42
16 – 20	02	06	06
21+	00	00	00
Total	**36**	**100**	**100**

Source: Field Data (2018)

Table 4.4 shows that 07 (19%) of the respondents their working experiences ranges from 0 – 5 years, 12 (33%) working experience range from 6 – 10 years, 15 (42%) working experience range from 11 – 15, 02 (06%) working experience were 16 –20 years and 00 (00%) working experience was 21 years and above. The observations indicate that the group of 11 – 15 years had higher working experiences than all groups.

4.3 Qualities of Heads of Schools towards Making School Learning Organizations

In this study, the first research objective aimed to assess the qualities of heads of secondary schools towards making schools- learning organizations in Ubungo Municipality. The assumption was that a good quality of heads of school contributes

better learning organization. To achieve this objective teachers (N= 36) were provided with a questionnaire of five items looking at the qualities of heads of secondary schools towards making schools learning organizations. The questionnaire involves five points scaled with options (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree and (5) Strongly agree. Findings are presented in Table 4.2.

Table 4.5: Good Qualities of Heads of School

S/N	ITEM	RESPONSES					TOTAL
		Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	
1.	Encouraging team working	00 00%	00 00%	00 00%	17 47%	19 52%	36 100%
2.	Enhance effective communication with subordinates	00 00%	00 00%	4 11%	17 47%	15 42%	36 100%
3.	Human relation	00 00%	02 06%	02 06%	22 61%	10 27%	36 100%
4.	Effective decision making skills	00 00%	00 00%	04 11%	18 50%	14 39%	36 100%
5.	Promote academic performance	00 00%	00 00%	04 11%	15 42%	17 47%	36 100%

Source: Data analysis from teachers' responses on the good qualities of heads of school.

In analyzing the data (Table 4.5), the responses for items on 'Strongly disagree' and 'Disagree' are combined to appear 'Disagree' while scales with options 'Agree' and 'Strongly agree' are also combined to appear 'Agree. Basing on qualities of heads of school, good qualities of heads in Ubungo were identified basing on the responses on the statements within the Table 4.5.

Looking at Table 4.5 item 1, it is revealed that all teachers involved in this research (N= 36, 100%) indicated that good qualities of heads of school towards making learning

organization most of them encouraging team working, as they agreed with the statement.

This entails important indicator of good leadership towards making learning organization whereby employees who work in teams would enhance learning of themselves but also the organization (see Senge, 1990). The results under item 2 in the table revealed that majority of teachers' (N=32, 89%) indicated that there must be effective communication with subordinates among teachers in school, as they agreed with the statement. Results under item 3, indicate that majority of teachers (N=32, 89%) agreed that human relations among teachers and heads are important on promoting good qualities in their school.

Results on item 4 also indicated that majority of respondents (N=32, 89%) agreed with the statement that effective decision making skills are important for good qualities among heads of schools towards making better learning organization. Moreover, results on item 5 indicated that majority of respondents (N=32, 89%) agreed with the statement that good qualities of heads of school often promote academic performance for occurrences of better learning organization. The results altogether indicated that for any school to become better learning organization there must be well applicability of good qualities of Head of schools in management.

> *Towards making school better learning organization I do promote well organized team work, listening and good respects to teachers and students rights, discharging duties with integrity and participating actively in introducing changes and innovation to school.*

Its reality without strong team working and effective communication among staff learning organization cannot well be conducive.Another Head of school from school **A** from Ubungo had this to say:

> *Teachers in my school aresupportive in better learning organization due to environmental conducive and motivational that they get from each other supports in morally aspects.*

To that extent without strong support from all workers there will be no clear information's hence it leads to support learning organization,

Also another Head of School said:

> *My school is a better learning organization by working together as a team, cooperating with students during learning processes and listening opinions and views in giving directions in working diligently manner.*

This was supported by: Tawuttanakul and Sribannasarn (2006) stated that organizational culture could create a learning organization to be successful.

Ward Education Officer said:

> *My major support towards making school better learning organization is proper effective communication inside and outside the schools.*

Without effective communication there will be no better learning organization could take place efficiently. In addition District Secondary Education Officer said;

> *For any school to become better learning organization there must be effective management, effective communication and proper team working within a school, which motivate both students and teachers in general.*

This is also supported by Clegg et al. (2005) who noted that transformational leaders stimulated people to be creative and innovation.

4.3.1   Contribution of Heads of School towards Making School Learning Organizations

Under this objective the researcher intended to answer the question on what the contribution of heads of school towards making school learning organizations?. The assumption was whether heads of school contributes towards making school learning organization. To achieve this objective, teachers (N= 36) were provided with a questionnaire of three items looking at the respondents perceptions.

The questionnaire involves five points Like scales with options (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree and (5) strongly agree. The items measured how contributions of heads of school towards making school learning organizations. Findings are presented in Table 4.6.

Table 4.6: Contribution of Heads of School towards Making School Learning Organizations

S/N	ITEM	RESPONSES					TOTAL
		Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	
1.	Better students' academic performance in better learning organization	01 03%	00 00%	04 11%	24 67%	07 19%	36 100%
2.	Effective in motivating teachers morale	01 03%	01 03%	08 22%	17 47%	09 25%	36 100%
3.	Encourage team working and good relations among workers	00 00%	00 00%	03 08%	15 42%	18 50%	36 100%

Source: Data analysis from teachers' responses on the contribution of heads of school towards making school learning organizations

In analyzing the data (Table 4.6), the responses for items on 'Strongly disagree' and 'Disagree' are combined to appear 'Disagree'. And scales with options 'Agree' and 'Strongly Agree' are also combined to appear 'Agree'.The respondents were asked how

they perceived on the contribution of heads of schools towards making a school learning organization. Under this question the finding revealed that most teachers (N=31, 86%) perceived positivelythat better students' academic performance occur to the better learning organizations.

The results under item 2 in the table revealed that majority of teachers (N=26, 72%) indicated that they agreed with the statement which said that effective motivation on teachers morale together can contribute towards making a school learning organization. Results under item 3, indicate that majority of respondents (N= 33, 92%) indicated that they disagreed with the statement which said that encourage team working contribute heads of school towards making a school learning organization.

The general findings reveal that effective contributions of heads of schools motivates on occurrence of better learning organizations. These findings under this objective confirmed and supported by Sanguanprasit (2000) who stated that leadership was a factor promoting successful learning organization. However, few respondents (N=02, 06%) marked on 'disagreed' in positive way in which the contribution of heads of school towards making better learning organization.

Analyses from interviews with the school Head Teachers (N=06) and WEO (N=03) revealed that some head teachers said their teachers perceived positively on their contributions towards making school better learning organization.

One of the Head Teachers from School **D** pointed out that:

> *I normally provide professional guidance and advice to my teachers*
> *inorder to improve administrative and pedagogical objectives towards*
> *making school better leaning organization.*

To that juncture presence of good cooperation between leaders and subordinates enhance better learning organization to take place. Another Head of school from school **E** said that:

> *I always improve school academic performance through organizing*
> *well staff workers as well to implement what we have been planned*

When better organization takes place through in touching with all workers learning organization could well improve.

Ward Education Officer from ward 'A' said:

> *My contributions towards making heads of schools a better learning*
> *organization is done through provision of teaching and learning*
> *materials, establishment of performance appraisal and supervision on*
> *teaching processes.*

Learning organization needs well equipment's materials for better performance to take place in teaching and learning processes.

Another Ward Education Officer from ward 'C' said:

> *I normally ensure better learning environment, enough teaching and*
> *learning facilities so as to improve better academic performance in*
> *my ward schools.*

It's true that for any better performance to occur within a school there is a highly need of enough materials and conducive environment in supporting teaching and learning processes. Analysis of the views participant revealed that there is a core relationship between the effort made by heads of schools and learning environment. This is consistent with the previous study by Stankosky (2005) who contends that knowledge management cannot be successful without the support from the managerial administrators of the organization and environmental support.

4.3.2 Challenges Inhibit Head of Schools towards Making School Learning Organizations

In this objective the researcher intended to answer the question on whether there are challenges inhibit head of secondary schools towards making secondary school learning organizations in Ubungo district. The data were collected by questionnaire and interview from 80 respondents. Questionnaires were distributed to 34 students, the questionnaire involves five points scaled with options (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree and (5) Strongly agree. The responses of respondents are summarized in the Table 4.7.

Table 4.7: Challenges Inhibit Head of Schools towards Making School Learning Organizations

S/N	ITEM	RESPONSES					TOTAL
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1.	School infrastructures	00 00%	00 00%	09 27%	10 29%	15 44%	34 100%
2.	Availability of teachers	03 09%	03 09%	04 12%	10 29%	14 41%	34 100%
3.	Effective communication	01 02%	02 06%	08 24%	19 56%	04 12%	34 100%
4.	School environments	01 03%	01 03%	07 21%	19 56%	06 17	34 100%

Source: Data analysis from challenges inhibits head of schools towards making school learning organizations

In analyzing the data (Table 4.7), the responses for items on 'Strongly disagree' and 'Disagree' are combined to appear 'Disagree'. And scales with options 'Agree' and 'Strongly Agree' are also combined to appear 'Agree'. The respondents were asked on challenges inhibit heads of schools towards making a school learning organization.

Under this question the finding revealed that most students (N=25, 74%) agreedthat school infrastructures are the major challenges inhibit head of schools towards making school learning organizations.

The results under item 2 in the table revealed that majority of students (N=24, 71%) indicated by agreed that availability of enough number of teachers as the challenge that inhibit head of schools towards making school learning organizations. Results under item 3, indicate that majority of respondents (N= 23, 68%) indicated that Effective communicationis among of the challenges that inhibit head of schools towards making school learning organizations.

Also, the results under item 4 in the table revealed that majority of students (N=25, 74%) agreed that School environments is the challenge that can inhibit head of schools towards making school learning organizations. The above findings were connected by the qualitative responses from Head Teachers and Ward education officers who were interviewed. An interview conducted with head teachers on the challenge that can inhibit head of schools towards making school learning organizations which provoked the following comments:

> *The major challenges that inhibit my working is a lack of science subjects' teachers, environmental problems which hinder transport mostly during rainy season and school board members are inactive due to absence of allowances.*

It was supported by Wipawin, (2003) added that any organization needs to develop knowledge management process for all personnel to be able to apply knowledge into their work and to create innovation which lead to increasing production and service effectiveness.

Also, another head teacher added by saying that:

My school has no transport facilities, no lunch for staff and for students too. Other major challenges are lack of science teachers especially physics and chemistry, shortage of teaching and learning materials, also many buildings need major repairs.

The findings seemed consistent and supported by Yosyingyong, 2009 and Decharin, 2004 together agreed that if an organization cannot develop and transform itself through innovation, in a long run, it is impossible for the particular organization to be successful. In addition to that, Ward Education Officers who have chance to be interviewed had these views to give:

Most secondary schools faced by following major challenges like lack of science teachers, poor school infrastructures, lack of transport and inadequate of teaching and learning materials.

This entails that still there is hard work to support our learning organization in terms of moral and material assistance for better performance successions.

4.3.3   Proper Ways Secondary School Heads can Make Schools-learning Organizations

In this objective the researcher intended to answer the question on which are proper ways can improve organization for promotion of academic performance, the data were collected by questionnaire and interview from 80 respondents whereby questionnaires were distributed to 36 teachers and 34 students. The questionnaire through teachers were involved in five points scaled with options (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree and (5) Strongly agree. The responses of respondents are summarized in the Table 4.8.

Table 4.8: Proper Ways to improve Organization for Promotion of Academic Performance

S/N	ITEM	RESPONSES					TOTAL
		Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**	
1.	Encourage team working	00	02	02	08	24	36
		00%	06%	06%	22%	66%	100%
2.	Give Enough financial resources to the schools	00	02	03	08	23	36
		00%	06%	08%	22%	64%	100%
3.	Good relationship between school administration and school community in general	00	00	00	11	25	36
		00%	00%	00%	31%	69%	100%

Source: Data analysis proper ways to improve organization for promotion of academic performance

In analyzing the data (Table 4.8), the responses for items on 'Strongly disagree' and 'Disagree' are combined to appear 'Disagree'. And scales with options 'Agree' and 'Strongly Agree' are also combined to appear 'Agree'. The respondents were asked on which proper ways to improve organization for promotion of academic performance are.

Under this question the finding revealed that most teachers (N=32, 88%) agreed that encouraging teamwork isamong of the proper ways in promoting school becoming a learning organizations. The results under item 2 in the table revealed that majority of teachers (N=31, 86%) indicated by agreed that availability of enough financial resources can promote school learning organizations and the results under item 3 in the table revealed that all teachers (N=36, 100%) indicated that good relationship among school workers can promote school for better learning organizations.

In addition questionnaires were distributed to 34 students and responses of respondents are summarized in the Table 4.9.

Table 4.9: Proper ways to Improve School Performance

S/N	ITEM	RESPONSES					TOTAL
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
1.	Encourage team working	00	00	00	06	28	34
		00%	00%	00%	18%	82%	100%
2.	Laboratory	00	00	04	08	22	34
		00%	00%	12%	24%	66%	100%
3.	Library	02	00	03	12	17	34
		06%	00%	09%	35%	50%	100%
4.	Tours	02	02	02	14	14	34
		06%	06%	06%	41%	41%	100%

Source: Data analysis proper ways to improve academic performance

In analyzing the data (Table 4.9), the responses for items on 'Strongly disagree' and 'Disagree' are combined to appear 'Disagree'. And scales with options 'Agree' and 'Strongly Agree' are also combined to appear 'Agree'. The respondents were asked on which proper ways to improve organization for promotion of academic performance are.

Under this question the finding revealed that all students (N=34, 100%) agreed that encouraging teamwork is important for proper promoting school becoming better learning organizations. The results under item 2 in the table revealed that majority of students (N=30, 90%) describe that laboratory is important to promote school learning organizations. The results under item 3 in the table revealed that all students (N=29, 85%) indicated that laboratory is important for promoting school learning organization and under item 4 in the table revealed that most students (N=28, 82%) indicated by agreed that tours promote school learning organizations.

These findings under this objective confirmed and supported by (Debowski, 2006; Frappaolo, 2002) together said that people in learning organization can learn new things all the time. Knowledge is constantly exchanged and transferred to other members in the organization; also, organization members can apply their experience and expertise for creatively increasing products and service values. In addition Wipawin (2003) said that organization needs to develop knowledge management process for all personnel to be able to apply knowledge into their work and to create innovation, which lead to increasing production and service effectiveness.

In the Interview with the head of school, they had this to say:

Head Master 1:

> *"In a real sense, conducive teaching and learning environment and infrastructures can facilitate better learning in schools. Also proper there must be well use of learning time table……."*

This was argued by Thianthai, (2007) agreed that Leaders have to continuously promote learning environment, there is a need to decentralize their directional authority to the supervised, and sensitivity to the changing environment needs to be initiative to all members of the organization.

Head Master 2:

> *"Enough teachers in all levels, availability of enough teaching and learning materials in all levels, motivation to both teachers and students and better working environment to all workers and learners"*

Availability of enough teaching and learning materials always motivates teaching and learning processes which could facilitate better learning organization to take place effectively and efficiently.

Head Master 3:

> *"To make school better leaning organization there must be unity*
> *and closer cooperation with teachers, parents and students, also*
> *there must be seriously follow up to school time table………."*

This analysis was supported by the previous study which was conducted by Wipawin (2003) said that any organization needs to develop knowledge management process for all personnel to be able to apply knowledge into their work and to create innovation which lead to increasing production and service effectiveness. To that aspect there must be a conducive environment, team working and availability of enough teaching and learning materials.

CHAPTER FIVE

SUMMARY,CONCLUSIONS AND RECOMMENDATIONS

5.1   Introduction

This chapter presents the last part of the study. It includes summary, conclusion and recommendation for action and for further study.

5.2   Summary of the Study

The study aimed to examine the roles of heads of secondary schools towards making schools- learning organizations in Ubungo Municipality. The study was guided by four specific objectives namely to: assess the qualities of heads of secondary schools towards making schools- learning organizations, explore the contribution of heads of secondary schools towards making schools- learning organizations, investigate challenges inhibit head of secondary schools towards making secondary school learning organizations and establish ways secondary school heads can make schools-learning organizations in Ubungo Municipality.

The employed descriptive research design and qualitative and quantitative research approaches was used. The study involved six public secondary schools and about 80 respondents were involved in data collection. Also about 36 secondary school teachers were randomly selected to respond to questionnaires, while 6 head teachers, 5 ward education coordinators and one DEO were purposively selected to participate in interview sessions. The data were collected through questionnaires, and interviews. Ethical issues have been considered by clearly and highly integrity to the respondents concerning the nature of the study.

5.2.1 Summary of the Research Findings

The following are the major findings of the study, and are summarized in terms of objectives of the study. Regarding qualities of heads of secondary schools towards making schools- learning organizations; the resultsaltogether revealed good qualities of heads of school towards making learning organization as most of them seem to have been encouraging team working, as they agreed with the statement. Also, it was learned that there must be effective communication to the subordinates and that human relations among teachers and heads are important on promoting good qualities in their school.

Also, majority of respondents (N=32, 89%) agreed with the statement that effective decision making skills are important for good qualities among heads of schools towards making better learning organization. The results altogether indicated that for any school to become better learning organization there must be well applicability of good qualities of Head of schools in management.

On contributions of heads of school towards making school learning organizations, the findings under this objective revealed that most teachers (N=31, 86%) perceived positively that better students' academic performance occur to the better learning organizationsand majority of teachers (N=26, 72%) agreed with the statement which said that effective motivation on teachers morale together can contribute towards making a school learning organization. In contrary to normal perception majority of respondents (N= 33, 92%) indicated that they disagreed with the statement which said that encourage team working contribute heads of school towards making a school learning organization. The general finding reveals that effective contributions of heads of schools motivates on occurrence of better learning organizations. Also through

interviews the school Head Teachers (N=06) and WEO (N=03) revealed that some head teachers said their teachers perceived positively on their contributions towards making school better learning organization.

On Challenges inhibit head of schools towards making school learning organizations, the results revealed that majority of students (N=24, 71%) agreed that availability of enough teachersas the challenge that inhibit head of schools towards making school learning organizations. Also majority of respondents (N= 23, 68%) indicated that Effective communication are among of the challenges that inhibit head of schools towards making school learning organizations. In addition to that of students (N=25, 74%) agreed that School environments is the challenge that can inhibit head of schools towards making school learning organizations.

Head Teachers and Ward education officers mentioned the following major challenges; lack of scientist teachers, poor infrastructureswhich hinder transport mostly during the rainy season and school boards are inactive due to absence of allowances. Also, most school has no transport facilities, no lunch for staff and for students too, shortage of teaching and learning materials, also many buildings need major repairs.

Regarding the Proper ways in which Heads of Secondary School can make schools learning organizations, the findings revealed that all students (N=34, 100%) agreed that encouraging team work is important for proper promoting better learning organizations. Also, majority of students (N=30, 90%) describe that laboratory is important to promote school as learning organizations. In addition majority of students (N=28, 82%) advised that tours promote school learning organizations.

In addition conducive teaching and learning environment and infrastructures proper well use of learning time table can facilitate better learning in schools. Also, enough teachers in all levels, availability of enough teaching and learning materials in all levels, there must be seriously follow up to school time table and motivation to both teachers and students for better working environment to all workers and learners. All in all to make school better leaning organization there must be unity and closer cooperation with teachers, parents and students.

5.3   Major Conclusions

Basing on the study findings and discussions in chapter 4, the following conclusions can be made:

(i)   Quality of head of secondary schools can facilitate better learning organization to take place in schools.

(ii)   Effective decision making skills, communication skills and effective motivation on teacher's morale are important for good qualities among heads of schools towards making better learning organization.

(iii)   Encouraging teamwork is important for proper promoting better learning organizations.

(iv)   The findings indicated that conducive infrastructures of learning environment, availability of enough materials for teaching and well used of learning time table facilitates better learning in schools. Also, enough teachers in all levels, availability of enough teaching and learning materials in all levels, there must be seriously follow up to school time table and motivation to both teachers and

students for better working environment to all workers and learners. All in all to make school better leaning organization there must be unity and closer cooperation with teachers, parents and students.

5.4   Recommendations for Action

Based on the findings of this study, it is recommended that:

(i)   In service teachers training are important for better learning organization

(ii)   The government musthave Institute for educational management

(iii)   There must be good link between leaders of Ministry in connection with head of school, teachers,WEOs, SQAs and DSEOs.

(iv)   To encourage parents and teachers association and subject clubs. Also there must be guidance and counseling.

(v)   Improve infrastructures of school buildings.

(vi)   Wrong perception on free education policy which cause misinterpretation to parents which leads to demoralization of teachers.

5.4.1   Recommendation for Further Research

This study was specifically carried out in Ubungo Public secondary schools. Therefore, the same research may involve secondary schools in Dar es Salaam regional or any other Districts in Tanzania in order to do a comparative analysis of the role of heads of secondary schools towards making schools learning organization.

This is due to the fact that leadership differs across culture (Wendt, Euwema, & Van Emmerik, 2009). Thus, the teachers' perceptions and their morale in general may differ

from one region to another. Moreover, the research can be extended for further perspectives.

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APPENDICES

Appendix I: Questionnaire Guide for Teachers

My name is Abdallah Ahmed Said I am a student from the Open University of Tanzania. I am conducting a study aboutTowards Making Secondary Schools Learning Organizations: The Role of School Heads in Ubungo Municipality. The aim of my study is to enhance the roles of heads of secondary schools towards making schools- learning organizations.

I request you to respond to questions that you will be given. However, your responses will be taken highly confidential and that your name will not be mentioned or appear in any part of this study.

INSTRUCTIONS

1. Please provide the information requested below only.

2. Put a tick in the appropriate box provided and fill in the blanks given.

A. Personal Information

1. Age

25 - 35 Years	
35 - 45 Years	
45 - 65 Years	

2. Gender Male (   ), Female (   )

3. *Education level*

What is your education level (Tick appropriately)

Certificate	
Diploma	
Degree	

4. Work Experiences

For how long you have been working in teaching professional?

0-5 years (   )   6-10 years ( ) 11-15 years ( ) 16-20 years   ( ) 21 Above ( )

B. **THE CONTRIBUTION OF HEAD OF SCHOOL IN MAKING LEARNING ORGANIZATION**

Please indicate whether you agree or disagree with the following statements

Strongly Disagree = 1, Disagree = 2, Neutral =3, Agree =4, Strongly Agree =5.

S/N	ITEM	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I.	**What are good qualities of heads of school?**	*	*	*	*	*
1	Encouraging team working	1	2	3	4	5
2	Effective communication with subordinates	1	2	3	4	5
3	Human relation	1	2	3	4	5
4	Effective decision making skills	1	2	3	4	5
5	Promote academic performance	1	2	3	4	5
II.	**Contribution of heads of school towards making school learning organization**	*	*	*	*	*

1	Better students' academic performance in better learning organization	**1**	**2**	**3**	**4**	**5**
2	Effective in motivating teachers morale	**1**	**2**	**3**	**4**	**5**
3	Encourage team working and good relations among workers	**1**	**2**	**3**	**4**	**5**
III.	**Challenges inhibiting heads of school in learning organization**	*****	*****	*****	*****	*****
1	Scarcity of financial resources	**1**	**2**	**3**	**4**	**5**
2	Rigid culture within community members	**1**	**2**	**3**	**4**	**5**
3	Poor training opportunities for school heads	**1**	**2**	**3**	**4**	**5**
4	Poor training opportunities for teaching staff	**1**	**2**	**3**	**4**	**5**
IV.	**Ways that would improve organization for promotion of academic performance**	**1**	**2**	**3**	**4**	**5**
1.	Encourage team working	**1**	**2**	**3**	**4**	**5**
2.	Give Enough financial resources to the schools	**1**	**2**	**3**	**4**	**5**
3.	Good relationship between school administration and school community in general	**1**	**2**	**3**	**4**	**5**

Thank you

Appendix II: Interview Guide for District of Secondary Officer

My name is Abdallah Ahmed Said I am a student from the Open University of Tanzania. I am conducting a study aboutTowards Making Secondary Schools Learning Organizations: The Role of School Heads in Ubungo Municipality. The aim of my study is to enhance the roles of heads of secondary schools towards making schools- learning organizations.

I request you to respond to questions that you will be given. However, your responses will be taken highly confidential and that your name will not be mentioned or appear in any part of this study.

Instructions

1. Please provide the information requested below only.

2. Put a tick in the appropriate box provided and fill in the blanks given.

A. Personal Information

1. Age

25 - 35 Years	
35 - 45 Years	
45 - 65 Years	

2. Gender Male (   ), Female (   )

3. *Education level*

What is your education level (Tick appropriately)

Certificate	
Diploma	
Degree	
Masters	

B. THE CONTRIBUTION OF HEAD OF SCHOOL IN MAKING BETTER LEARNING ORGANIZATION

I (a). What are contributions of heads of school in improving schools' academic performance?

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(b). To which extent do you think head of school supports better learning organization?

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(c). What are major factors that can facilitate school as the better learning organization?

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II (a). What are supports provided by heads of Secondary School to ensure their roles are implemented effectively and efficiently towards making school better learning organization?

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(b). What are supports provided by District Executive Officer towards making school better learning organization?

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(c). Which support provided by your office in making the school better learning organization?

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III (a). What do you think are major challenges mostly facing Ubungo Municipal secondary schools towards making school better learning organization?

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(b). Mention the major challenges inhibits secondary schools in Ubungo Municipality?

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(c). Describe minor challenges which also inhibit heads of school towards making school learning organization?

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IV (a). Which ways/ methodologies that you normally use to improve and promote academic performance towards making your school better learning organization?

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(b). Which strategies that you will use to improve and promote academic performance towards making your school better learning organization?

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(c). Mention important factors that you think can facilitate or promote the school to become better learning organization?

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

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

Thank you for your cooperation

Appendix III: Interview Guide For Heads Of School

My name is Abdallah Ahmed Said I am a student from the Open University of Tanzania.

I am conducting a study aboutTowards Making Secondary Schools Learning Organizations: The Role of School Heads in Ubungo Municipality. The aim of my study is to enhance the roles of heads of secondary schools towards making schools- learning organizations.

I request you to respond to questions that you will be given. However, your responses will be taken highly confidential and that your name will not be mentioned or appear in any part of this study.

Instructions

1. Please provide the information requested below only.

2. Put a tick in the appropriate box provided and fill in the blanks given.

A. Personal Information

1. Age

25 - 35 Years	
35 - 45 Years	
45 - 65 Years	

2. Gender Male (   ), Female (   )

3. *Education level*

What is your education level (Tick appropriately)

Certificate	
Diploma	
Degree	
Masters	

B. THE CONTRIBUTION OF HEAD OF SCHOOL IN MAKING BETTER LEARNING ORGANIZATION

I (a). What are contributions of heads of school in improving schools' academic performance?

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(b). To which extent the head of school support better learning organization?

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(c). What are major factors that can facilitate school as the better learning organization?

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II (a). What are supports provided by District administration to ensure implementation of your roles effectively and efficiently?

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(b). What is your support towards making school better learning organization?

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(c). To which extent do you think your school is a better learning organization?

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III (a). What are major challenges mostly facing Ubungo Municipal schools towards making school better learning organization?

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(b). Mention the major challenges facing your school towards making school better learning organization?

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(c). Describe minor challenges which also inhibit heads of school towards making school learning organization?

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IV (a). Which ways/ methodologies that you normally used to improve and promote academic performance towards making your school better learning organization?

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(b). Which strategies that you will use to improve and promote academic performance towards making your school better learning organization?

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(c). Mention important factors that you think can facilitate or promote the school to

become better learning organization?

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Thank you for your cooperation

Appendix IV: Interview Guide for Ward Education Officer (WEOs)

My name is Abdallah Ahmed Said I am a student from the Open University of Tanzania.

I am conducting a study aboutTowards Making Secondary Schools Learning Organizations: The Role of School Heads in Ubungo Municipality. The aim of my study is to enhance the roles of heads of secondary schools towards making schools- learning organizations.

I request you to respond to questions that you will be given. However, your responses will be taken highly confidential and that your name will not be mentioned or appear in any part of this study.

Instructions
1. Please provide the information requested below only.

2. Put a tick in the appropriate box provided and fill in the blanks given.

A. Personal Information

1. Age

25 - 35 Years	
35 - 45 Years	
45 - 65 Years	

2. Gender Male (   ), Female (   )

3. *Education level*

What is your education level (Tick appropriately)

Certificate	
Diploma	
Degree	
Masters	

B. THE CONTRIBUTION OF HEAD OF SCHOOL IN MAKING BETTER LEARNING ORGANIZATION

I (a). What are contributions of heads of school in improving schools' academic performance?

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(b). To which extent the head of school support better learning organization?

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(c). What are major factors that can facilitate school as the better learning organization?

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(b). What is your support towards making school better learning organization?

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(c). To which extent do you think your school is a better learning organization?

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III (a). What are major challenges mostly facing Ubungo Municipal schools towards making school better learning organization?

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(b). Mention the major challenges facing your school towards making school better learning organization?

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(c). Describe minor challenges which also inhibit heads of school towards making school learning organization?

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IV (a). Which ways/ methodologies that you normally used to improve and promote academic performance towards making your school better learning organization?

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(b). Which strategies that you will use to improve and promote academic performance towards making your school better learning organization?

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(c). Mention important factors that you think can facilitate or promote the school to become better learning organization?

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Thank you for your cooperation

Appendix V: Questionnaire Guide for Students

My name is Abdallah Ahmed Said I am a student from the Open University of Tanzania. I am conducting a study aboutTowards Making Secondary Schools Learning Organizations: The Role of School Heads in Ubungo Municipality. The aim of my study is to enhance the roles of heads of secondary schools towards making schools- learning organizations.

I request you to respond to questions that you will be given. However, your responses will be taken highly confidential and that your name will not be mentioned or appear in any part of this study.

A. Biodata of Respondents

Your name …………………………………………………

Name of school..

District …………………………………………………...

Region..

Gender: Male ( ) Female ( )

Class...

Age

10 - 15 Years	
16 - 20 Years	
21 - 25 Years	

B. THE CONTRIBUTION OF HEAD OF SCHOOL IN MAKING SCHOOL LEARNING ORGANIZATION

Please indicate whether you agree or disagree with the following statements

Strongly Disagree = 1, Disagree = 2, Neutral =3, Agree =4, Strongly Agree =5.

S/N	ITEM	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

I.	**What are good qualities of heads of school?**	*	*	*	*	*
1	Encouraging team working	1	2	3	4	5
2	Effective communication with students and teachers	1	2	3	4	5
3	Motivate teaching and learning processes	1	2	3	4	5
4	Rewarding and encouraging teaching and learning processes	1	2	3	4	5
5	Promote academic performance	1	2	3	4	5
6	Relationship between students, teachers and parents	1	2	3	4	5
II.	**Contribution of heads of school towards making school learning organization**	*	*	*	*	*
1	Better students academic performance in better learning organization	1	2	3	4	5
2	Effective communication	1	2	3	4	5
3	Encourage team working and good relations among workers	1	2	3	4	5
4	Motivate academic competition	1	2	3	4	5
5	Availability of enough books	1	2	3	4	5
III.	**Challenges inhibiting heads of school in learning organization**	*	*	*	*	*
1	School infrastructures	1	2	3	4	5
2	Availability of enough teachers	1	2	3	4	5
3	Effective communication	1	2	3	4	5
4	School environments	1	2	3	4	5
IV.	**Ways that would improve organization for promotion of academic performance**					
1.	Encourage team working	1	2	3	4	5
2.	Laboratory	1	2	3	4	5
3.	Library	1	2	3	4	5
4	Tours	1	2	3	4	5
5	Internal examinations	1	2	3	4	5
6	Debates	1	2	3	4	5

Thank you