THE ROLE OF HEADMASTERS/HEADMISTRESSES IN ENHANCING SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCE: A CASE OF KINONDONI DISTRICT

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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the senate of the Open University of Tanzania a dissertation titled: *"The Role of Headmasters/ Headmistresses in Enhancing Secondary School Students' Academic Performance: A Case Study in Kinondoni District"* in partial fulfillment of the requirements for the degree of Master of Education, Administration, Planning and Policy Studies of the Open University of Tanzania.

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DECLARATION

I, Ezekiel S. Kisovu, do hereby declare to the senate of the Open University of Tanzania that this dissertation is my own original work and has not been submitted for a higher degree award in any university.

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Signature

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Date

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ABSTRACT

This research examined the role of headmasters/headmistresses in enhancing secondary school studentsô examination performance in Kinondoni district. Although many studies have been done by researchers few of them studied the extent and assessment of headmasters/headmistressesô role in enhancing secondary school studentsô examination performance in CSEE. The objective of the study was to understand the role of headmasters/mistresses in enhancing studentsô examinations performance. The samples for the study were consisted of 29 respondents of which seventeen were teachers and twelve students who were selected from four secondary schools in the District. The data were collected through interview, questionnaire and documentary analysis. The interview obtained the information about the extent to which headmasters/mistressesô supervision role influences the studentsô academic performance in CSEE. Finally, the documentary analysis method generated information on the techniques used by headmasters/mistresses to involve parents in enhancing studentsô academic performance. The research found that the role of the headmaster/headmistress rarely enhanced the secondary school students in improving examination performance. The unfavourable academic environment in which the tasks were performed was triggered by lack of funds, facilities and less of parentsô commitment. This study concludes that, lack of improvement of secondary school studentsô academic performance as linked to the role of headmasters/ headmistresses is the impact of education system. The study recommends for the government to extend more support to secondary schools so as to improve school supervision, resources, teaching and learning facilities.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study dealt with the role of the headmasters/headmistresses in enhancing secondary school studentsô academic performance. Chapter one is organised in different subsections which are: background to the problem, statement of the research problem, general objective of the study, specific objectives, research questions and scope of the study. Moreover, significance of the study, limitations, delimitations and definitions of operational terms are also presented and discussed in this chapter.

1.2 Background to the Problem

The challenge for all headmasters/headmistresses taking them in their roles to help students acquire knowledge and skills necessary for their success in public secondary schools has been the issue of new reform movement. It is an issue to be considered because they wish their secondary school students to get high performance in terms of examination results. Since the 1980s the quest for school effectiveness has influenced education system throughout the world (UNESCO, 2009). To acquire high academic performance, it requires supervisors to explore and recognize the directives; and execute their roles for enhancing secondary school studentsô academic performance.

The implementation of tasks demands the supervisors to follow the procedures of teaching and learning. For instance, they impose discipline, provide immediate feedback on performance and behaviour; praise good performance and

constructively criticize poor performance (Peeling, 2008). The 30 years of research into school performance and factors that improve it, principally was conducted in the developed English speaking countries (UNESCO, 2009). The research established that the quality of headmaster/headmistress is the chief factor in school academic performance. However, ensuring successful learning of students demands more than technical skills; it also requires persistence and unwavering commitment on their roles (Danielson, 2002).

In order to attain high academic achievement, global research on high performing education systems consistently points to the ability to attract top talent and profession that takes education systems from ñgood to greatò (Barber & Mourshed, 2007) cited by (Bruns & Luque, 2015). For instance, in Finland, Hong Kong SAR, China, Singapore and Sweden, teachers training is open only to select candidates (Garland 2008 in Bruns & Luque, 2015). According to Botswana Gazette (2014), Hart and Bredeson (1996) cited in Moswela (2014) in Botswana, when studentsô performance at school falls, it triggers a naming and blaming game between those who have a stake in education. And, foremost, the blame is directed at the school that is, the headmasters/headmistresses for not playing their mandatory role of enhancing students and at the external national educational leadership (Moswela, 2014).

Likewise, in South Africa, parents blame teachers for underperforming, while teachers blame parents for not playing their mandatory role of assisting students to complete their homework (Gernetzky, 2012:5 cited in Gwija, 2016). The study about school based factors influencing studentsô performance at Kenya Certificate of

Secondary education in Narok-North district, Kenya (Wanyama, 2013) observes that, over the years, many commissions and committees were formed to review the education systems. For instance, among others, the government reviewed administration structure in order to enhance performance in Kenya Certificate of Secondary Education (KCSE).

The Education and Training Policy (ETP) 2014 in Tanzania, observed that, there had been challenges to comply with the given roles and responsibilities in education sector due to the system of leadership, implementation and administration from ministerial level to school level. This has affected the efficiency of education. On the other hand, ETP (2014) in Tanzania points out that the quality of education depends on leadership, supervision, available curriculum, implementers of the curriculum instructions and resources. In this case, there are questions on whether the supervision, style of leadership, management of resources and techniques used on parents to involve them in school academic matters were done as required.

One of the roles of headmaster/mistress require him or her to supervise classroom teaching and learning to ensure that these tasks make teachers follow the procedures in preparing their lesson plan, lesson notes and teach effectively (Wizara ya Elimu ya Taifa, 1980). The high examination performance cannot be achieved if headmasters/headmistresses do not supervise effectively their tasks such as preparation of school action plan, supervision of teachersô attendance in classroom, teachersô preparation for teaching and conduction of assessment and academic record keeping.

Despite their known roles, the performance reports of the heads of school for the past 5 years (2009 - 2013) from CSEE in Tanzania leave a lot of doubts. The doubts have been expressed whether the heads of school execute to the required extent their roles to attain high standards of secondary school studentsô examination performance. For instance, the CSEE results from 2008 to 2012 show that the percentage of students who scored Division I to III is extremely less than the percentage of students who scored Division IV and Zero (The United Republic of Tanzania, 2013).

Similarly, ETP (2014) stipulates that results in Certificate of Secondary Education Examination (CSEE) show a declining trend where it fell from 90 percent 2007 to 43 percent in 2012. This trend disappoints the finalists in CSEE who aim to pursue further studies and training to acquire more knowledge and skills. On the other hand, turning round a failing team requires a very different approach from growing a successful team (Peeling, 2008). In this context, not all school leadership styles positively affect studentsô academic performance. The leadership aspect is responsibility of headmaster/headmistress for maintaining punctuality, social gathering, discipline and decision making at school.

While some supervisors may not make every decision, they are responsible to see that the decision made does not deviate from the school policy. For instance, some supervisors in schools are not democratic and therefore they enforce commands (Mbiti, 2012). In this case, there had been school leadership styles which decrease morale, and eventually decrease effort and lower studentsô academic performance. However, the management of school resources is also another challenge the

headmasters/headmistresses face in schools. It is claimed that, inadequate funds to support education in schools, non-availability of science teachers, inadequate teaching and learning facilities are significant factors in education achievement (Chiuri & Kiumi, 2005). In this regard, low supply of these resources compared to the demand, challenges the headmasters/headmistresses as they struggle to manage the meagre resources to improve studentsô academic performance.

Also, the school supervisors were used to working without having a set of techniques to apply to parents, so that they become well involved in school academic matters. According to Gwija (2016), if parents are involved in school running they play a significant role in improving the schoolôs academic results. Gwija (2016) argues that, for numerous decades researchers and teachers have been discussing how the headmasters/headmistresses as school administrators should work with families (in this case parent) and communities to improve the education of their students.

1.3 Statement of the Research Problem

Despite the governmentôs efforts to improve the access, management of public schools and education standards in Tanzania using strategic education programmes such as SEDP I (2004 ï 2009) and SEDP II (2010 ï 2014), the form four results are still low. In resonance to this, the report on Tanzania Development Vision 2025 reveals that Tanzania has developed a propensity to prepare and pronounce plans and programmes, and ambitions which are not accompanied by effective supervision, implementation, and monitoring and evaluation mechanism of headmasters/mistressesô tasks. As a result, implementation has been weak and has

given rise to the erosion of trust and confidence among the people on their school leaders or managers. Furthermore, the headmasters/headmistresses have been executing their roles even with the lack of enough resources.

The supervision of the process of teaching and learning realizes some variations and deviations from the required order and standards which lowers the academic performance. Likewise, the leadership styles which are used in schools have not maintained favourable teaching and learning environment for enhancement of academic performance. In addition, good management of school resources has been affected by the shortage of funds, less supply of science teachers and facilities which have the negative impact on academic performance. Finally, the headmasters/ headmistresses have been using the common techniques on parents to make them get involved in school academic matters. This shows lack of creativity and innovations of new techniques which can influence parentsô involvement. In this regard, this study addressed the gap existing between the roles of headmasters/mistresses in relation to studentsô academic performance in CSEE results.

1.4 General Objective of the Study

The objective of this study was geared to understand the roles of headmasters/mistresses in enhancing secondary school studentsô academic performance in Kinondoni district.

1.4.1 Specific Research Objectives

The study dwelt on the following specific objectives:

i. To examine the extent of the headmastersô tasks on supervising studentsô

academic performance.

ii. To establish the leadership styles used by headmasters/mistresses on studentsô academic performance.

iii. To assess the extent of management of school resources in enhancing studentsô academic performance in CSEE.

iv. To identify techniques used by headmasters/headmistresses in involving parents to improve studentsô academic performance in CSEE.

1.5 Research Questions

The following were the research questions:

i. How do the headmasters/headmistresses supervise the tasks to improve academic performance of students in CSEE?

ii. What are headmasters/headmistressesô leadership styles, that improve the academic performance of students in CSEE?

iii. How does the management of school resources contribute to the academic performance of students in CSEE?

iv. What are the techniques used by the headmasters/headmistresses in involving parents to improve studentsô academic performance in CSEE?

1.6 Scope of the Study

The study was assigned to examine the roles of headmasters/mistresses in enhancing secondary school studentsô academic performance in Kinondoni district. Four public schools from Kinondoni district in Dar es Salaam region were involved in the study.

1.7 Significance of the Study

The knowledge generated from this study will be used to develop a suite of best practice to school level, district level, regional and national level on best methods of school supervision to improve the administration, leadership and management of resources for improving studentsô performance in secondary schools. The findings on effective management, leadership and administration of instructional activities will create the best use of available school resources to enhance secondary school studentsô academic performance. These resources include: human resources (e.g. teachers and non-teaching staff, students, parents, and education stakeholders), physical resources (e.g. chemicals, books, buildings, tables, chairs and environment), financial resources (government grants, fees and other revenues) and time (school time, lesson time, school calendar, office time and person time).

On the other hand, the various ways of leadership roles of headmasters/mistresses will provide the guidance to subordinates as a real model, ensuring that they are motivated, and thus creating favorable conditions for work. Consequently, these will make the students pass their examinations and leave schools with required competences and skills which are useful in the community as per education objectives. On top of that, the findings will help the elite such as educational planners, politicians, policy makers, administrators, supervisors, parents and decision makers to seek out answers that would help to overcome the challenges that face public secondary schools and education system in general.

1.8 Limitations of the Study

The researcher encountered a number of obstacles during the study process. Time

was one of the challenges in the process of collecting data. The researcher relied on getting permission from the employer to accomplish all the research tasks. In this case, the extension of time to collect data was the best solution. The sample size and scope due to area of coverage shows that only four secondary schools in one district were studied which might affect generalization. However, the extraneous information collected during the study enabled the researcher to have intensive findings that were used to establish factors which make headmasters/headmistressesô effective or ineffective in their roles. Moreover, the interdependence of variables that affect teachersô ability to teach and studentsô ability to learn verified the objectives.

1.9 Delimitations of the Study

The study was delimited to cover public secondary schools in Kinondoni district. The researcher collected data to some secondary schools in the district. Ideally, the researcher could have examined every school, headmaster/headmistress, teacher, student and municipal secondary education officer in the district. However, the choices of objectives, research questions, variables of interests were the factors that delimited the study. Also, a sample of 4 participant schools which was drawn purposively from a population of 45 schools delimited the study. The rationale of choosing those schools was the location of being near the main load which enabled the researcher to save time to visit them.

1.10 Definitions of Operational Terms

The following terms which were operationally used in this research intended to convey the meaning designed for this specific study:

Headmasters/Mistresses: Headmasters/Mistresses are heads of school appointed to lead, administer and manage all secondary school programmes so as to promote academic performance. In this study, they are overall in charge in supervision, leadership and management of school resources. They are responsible for coordinating teaching and learning activities and managing the resources to improve academic performance. A school can make a transformation for students to have high academic achievement when the headmasters/mistresses are accountable in execution of their roles.

Roles: Roles refer to tasks which a person is required to perform in the institution or organization. They are the expected patterns which when are effectively involved in functional process the head of the institution produces good results of the customers. In this study, this definition is adopted. The school headmaster/mistress as a manager will perform the management functions such as planning, organizing, coordinating, motivating, and controlling the educational activities. Also, as a leader, he/she has to involve all the beliefs, decisions, strategies and tactics to motivate teachers, students and parents to generate instructional effectiveness.

Academic Performance: Academic performance means the outputs attained by learners in the learning programme. The academic outputs include knowledge, skills and attitudes. In this study studentsô academic performance will be assessed basing on Certificate of Secondary Education Examination results. High performance in terms of examination results is related to the effective functions of headmaster/mistress in academic supervision, leadership, resource management and utilization of various techniques with parents and other people outside the school.

Certificate of Secondary Education Examination (CSEE): The National Examination Council of Tanzania offers two types of certifications in secondary education. These are: Certificate of Secondary Education Examination (CSEE), which is given to candidates who pass a form four national examination and Advanced Certificate of Secondary Education Examination (ACSEE), given to candidates who pass the form six National Examination. The CSEE refers to the only award in a level of certificate to form four candidates after they have successfully completed the ordinary level education. This study adopted the definition and is focused to get deep information on the relationship between the role of headmasters and studentsô academic performance in Certificate of Secondary Education Examination (CSEE). Basically, the studentsô academic performance in terms of examination results is a strong indicator of what the education system was able or unable to offer to the students in their four years of Ordinary Secondary Education.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is organized in the following sub sections: the extent of headmastersô tasks on supervising studentsô academic performance; the leadership styles used by headmasters/mistresses on studentsô academic performance; the management of school resources in enhancing studentsô academic performance and techniques used by headmasters/headmistresses on involving parents to improve studentsô academic performance in CSEE. Other sections included are research gap and conceptual framework.

2.2 The Role of Headmasters' Tasks in Supervising Students' Academic Performance

Role of headmaster/mistress is the combination of various tasks, responsibilities and commitments which are functional in education to accomplish school objectives. Mbiti (2012) claims that headmaster/headmistress must realize that the major task is to make the schoolôs purpose clear to everyone. Moreover, Mbiti (2012) insists that they make sure that necessary equipment and monetary resources are available for school use and they motivate the staff, pupils, and the parents to produce lively school spirit as well as excellence in work performance.

The headmaster/mistress must use the supervision and administration methods to plan, organize, coordinate and monitor the curriculum activities to control academic performance in his/her school. In this case, like a captain of any team, they must be fully skilled in such things as official procedure, delegating duties, communications,

human relations and be able to lead the team successfully in both curriculum and other school matters (Mbiti, 2012). Unfortunately, it is claimed that there has been less responsiveness, fairness, flexibility, honesty, accountability and competence which are some of the values of administrative responsibility in school supervision (Starling, 2011).

The purpose of schools is to teach students; whatever else they do they must (in this case teachers) promote high-level student learning (Danielson, 2002). Danielson (2002) argues that the public, along with the school boards and legislators it elects, will not tolerate schools that do not prepare students to achieve at high level. However, some teachers fail to teach effectively because they are unable or unwilling to cope with the difficult environment of learning from experience (Petty, 2009). Given this context, the headmasters/mistresses are required to put in place mechanisms and strategies to inspire teachers and students to take teaching and learning seriously, to make them accountable for their performance and establish clear communication and feedbacks. For instance, one of the mechanisms headmasters/headmistresses are supposed to resort to is to assess students with annual/terminal examinations, monthly test, weekly test, exercise, quizzes and homework results.

The performance in these assessments is managed as a process that links teachers, supporting staff and their roles to the success of pupils (Hartle et al., 2001). The headmasters/headmistresses are therefore expected to perform the tasks of supervision and organization of instructional activities, to make sure that the recommended curriculum and the syllabus are available and effectively covered.

Furthermore, they coordinate the construction of schemes of work, lesson notes, lesson plans, time schedule, and school calendar and work distribution among staff. They are also charged with responsibility of improving instruction such as being recommending and supervising the latest methods of teaching, learning strategies, and rate teachers on their conversant with the subject content by doing classroom observation.

According to Babyegeya (2002) the headmasters/mistresses are accountable to the decision making committee/board and education system authority. Therefore, they prepare reports of their schools which are used to inform the authority about how the implementation of the school curriculum was undertaken. They are expected to communicate the academic records to teachers, students, parents and other stakeholders. Omari (2011) claimed that, giving feedback to stakeholders shows how students were academically achieving; teaching and learning effectiveness were functional in school. Therefore, this link helps the schools achieve their major goals of effective teaching and learning (Babyegeya, 2002). However, to supervise teaching and learning activities has challenges due to lack of outstanding professional team, resources as well as adequate teaching and learning facilities.

That is why Omari et al., (2006) and Sahenk (2010) comment that effective teaching and learning, need good teachers who display remarkable ability and behaviour to keep students actively involved in a task, which is one of the most significant predictors of studentsô academic success. Despite the fact that headmasters/ headmistresses know that supervision of school teaching and learning activities is one of the major roles in their duties, many studies have not examined how the

methods used in supervision of teaching and learning activities improves academic performance of students.

2.3 The Leadership Styles used by Headmasters on Students' Academic Performance

Many scholars define leadership in various approaches however Rosenbloom et al (2009) define it as the ability to influence a group toward the achievement of goals. In this case, school leadership refers to the ability of the headmaster/mistress to inspire, motivate, innovate, show the way for others to follow, pool different groups to achieve consensus and resolve differences in groups (Omari, 2011). In organizations such as schools, formal leadership seems to be more recognized than informal leadership. For instance, Halpin (1966) cited in Babyegeya (2002) views a leader as one designated as an administrator such as a headmaster/headmistress. The leadership role of the headmaster/mistress is the ability to apply the leadership styles to provide guidance to subordinates, ensuring that they are motivated, and creating favourable conditions for improving quality of work. Vergel, et al (2013) emphasized that Peruvian government improved the motivation and qualification of teachers as a strategy to address the quality issues in education.

According to UNESCO (2009) in high-performing schools, the headmaster/ headmistress exercises strong leadership, visit classrooms, and encourage creativity and innovative teaching. They consult with parents with a view to improving the academic performance of the school. This attitude is stronger where the headmaster/mistress has been in their posts for a long time (UNESCO, 2009). Many studies confirm what educators know well from their own experience that visionary

leadership makes extraordinary outcomes in any complex undertaking (Danielson, 2002). Schools can make a difference to studentôs achievement and the headmasterôs leadership is a factor determining that success (Lydiah & Nasongo, 2009). However, many studies which have been done have not investigated the expected styles of leadership in school, of which headmasters/headmistresses can apply to enhance secondary school studentsô academic performance in CSEE.

2.4 The Management of School Resources on Enhancing Students' Academic Performance

A school resource refers to money, personnel, materials, equipment and facilities which are allocated according to school plans and budgets. A secondary school requires funds in order to run and accomplish its goals. Also, a good managerial environment creates conducive conditions for effective implementation of school programmes by teachers and students (Chiuri & Kiumi, 2005). In this case, Starling (2011) argues management should set appropriate standards which require thinking through the final output of the programme. Lack of vision in the management of school, often leads to imbalance in the allocation and use of resources (Lydiah & Nasongo, 2009). According to Dash (2008) school management is the primary force in an organization which coordinates the activities of its various systems in relation to its objective. Dash emphasized that effective management depends upon optimum utilization of resources such as human, physical and finance.

In schools the headmasters/mistresses may not be involved in the process of raising the money needed for education except at the level of collecting fees and additional funds which are insignificant (Babyegeya, 2002). However, Babyegeya (2002)

insists that educational administrators at all levels of the educational system need to know the process of budgeting. Lack of enough money hinders the availability of the required materials, equipment and facilities in school and eventually affects the school performance in academic matters.

According to Mullins (2005), the organization (in this case a school) can only achieve its aims and objectives through the coordinated efforts of its members. Members of school include personnel (teachers, non- teaching staff and students) who are expected to be coordinated well for improved teaching and learning. It is not good having all the right people all in the right places if they are not delivering (Torrington et al., 2011). International evidence suggests that once children enter school, the single most important determinant of learning is teacher performance (Sinha et al, 2016). Although the reviewed literature pointed out that lack of vision in the management of school and lack of school coordinated effort causes less realization of school aims or objectives, yet the management of school resources has rarely been investigated. Members of the school must therefore be effective and perform their duties to meet the required standards so that the impact of good or bad allocation of resources is evidenced by adequate or inadequate resources and school planning.

2.5 Techniques Used by Headmasters/Headmistresses to Involve Parents to Improve Students' Academic Performance in CSEE

The linkage that a school staff forges with individuals and institutions beyond its walls should reflect the schoolôs goals and beliefs about students and their learning (Danielson, 2002). That is why one of the roles of the headmasters/mistresses is to

establish and maintain strategies which involve parents in academic matters. The two ways communication between the school and the parents is one of the techniques that keeps the parents well informed of the learning of students (Smith, 2011). Effective communication signifies the effective link between the school personnel, parents and students (Gwija, 2016) and it develops effective performance. There is considerable evidence regarding the significance of the parentï familyï school partnership as a strategy to complement good quality of teaching and learning (Gwija, 2016).

In order to have high-level learning and success for all students, the techniques used by the headmasters/headmistresses on behalf of the school on external partners such as parents, focus primarily on advancing student learning (Danielson, 2002). For instance, a school can organize a Parentsô day as a technique to discuss challenges that hinder studentsô academic achievement. It is in this process of reconciliation of mental conflicts that parents and teachers can play a role of helping the child (in this case student) make rational decision (Omari, 2011). Two separate interviews with high socioeconomic status parents highlighted a strong need for training the teachers on the value of the parentsô involvement in academic matters of school (Smith, 2011).

Some benefits attached to parental involvement include improvement in the school academic performance, reduced dropouts rate, a decrease in delinquency, a more attitude towards the school and less behavioural problems (Deventer &Kruger, 2009:09 cited in Gwija, 2016).Many studies which have been conducted to investigate parental involvement on studentsô performance, few of them have

addressed the identification of techniques to involve parents in studentsô academic matters.

2.6 Research Gap

Much of literature in well-developed and non-developed countries articulated that the headmasters/headmistresses role of supervision, leadership, management of school resources and parental involvement in school improves studentsô academic performance. Lack of improved performance in CSEE as linked to the above roles necessitated the researcher to find out what were the problems. However, this study has revealed that supervision, leadership, management of resources and parental involvement techniques alone need adequate supply of school resources, facilities and education sector support.

Despite the many studies that were done on the relationship between the roles of head of school and the secondary school studentsô academic performance, none of them examined and assessed the effectiveness or ineffectiveness of the headmasters ó headmistressesô role on supervision of teaching and learning activities particularly in Kinondoni District. Similarly, those studies did not investigate the links of the roles of headmasters/mistresses on issues, such as leadership styles, management of school resources and the techniques used to involve parents to improve studentsô examinations performance. Therefore, this study was an attempt to address the knowledge gap found in the literature review.

2.7 Conceptual Framework

Conceptual framework is a diagrammatical form organized with variables and which

aims at delimiting the study to the most interesting and plausible explanations without causing harm to the validity of the study, internally and externally (Omari, 2011). Spector et al. (2008) argue that learning and performance have an important similarity, in that they can be used to refer both to an outcome or product and to a process.

The outcome of the process of learning is the actual change in attitude, skills and behaviour while the product is the results. The conceptual framework which this study developed addresses the interactions between the roles of headmasters/ mistresses (inputs) and teaching and learning process of which yield studentsô academic performance in terms of examination results (outputs). The inputs in this case are the tasks to supervise teaching and learning activities, the leadership styles, management of school resources and the techniques used to get parents involved in academic matters. The tasks imply good conducts and commitments required by other participants in the process of teaching and learning to perform their roles in the required procedure and standards.

All the tasks are supervised by the headmasters/headmistresses or the assigned group of teachers when given directives on behalf of heads of school. Some of these tasks include the ability to ensure that school action plan is done, teachers attend classroom, teachers prepare and implement the basic documents for teaching, observing classroom teaching, perform classroom assessment and ensure that academic records are kept properly and shared to other external customers. The leadership styles on the other hand, are inputs in the framework to guide the headmasters/headmistresses to show how subject teachers and students perform their

responsibilities. Under leadership styles, the teaching and learning environment are made friendly to allow conduction of regular meeting and impose discipline to maintain performance.

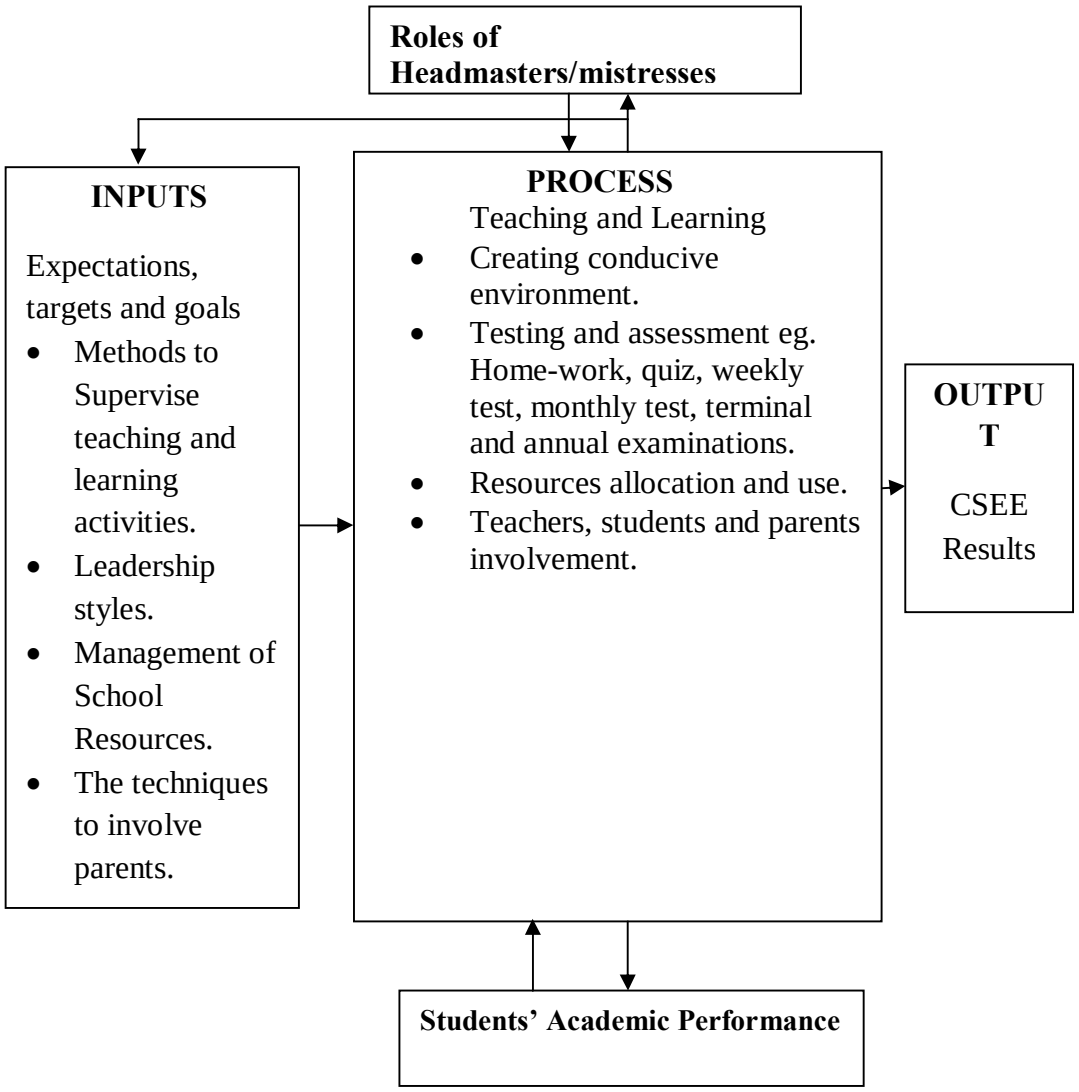

Figure 2.1: The Roles of Headmasters/Headmistresses in the Interactions of teaching and Learning Process
Source: Adapted and modified from Omari (2011)

In addition, the input of the management of school resources are shown in the framework as one of the responsibility to manage the team of teachers and students by setting high performance rate and acceptable behaviour in school. Similarly, the concept of management in this framework has also to do with how the school fund is

spent, use of physical facilities of the school such as library, laboratories and classrooms. Finally, the framework indicates the input of techniques to involve parents in school academic matters to improve studentsô performance. Therefore, the CSEE performance depends on how headmasters/headmistresses supervise the tasks of teaching and learning. Further, it depends on school leadership styles, management of school resources and techniques used to involve parents. Figure 2.1 shows the summary of inputs, the process and the output.

Basing on the interactions of variables in the diagram, examinations results depend on the functional operations of the headmasters/headmistressesô supervision of teaching and learning tasks, leadership style, proper allocation and management of school resources. Furthermore, they depend on the use of techniques to involve parents in academic matters. However, the headmasters/headmistresses in cooperation with teachers have the responsibility to minimize the challenges of the process that hinders the success of studentsôCSEE results.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter consists of research approach, research design, and area of study, population and sampling techniques. It also explains the types of study, types of data sources, and discusses the methods used in data collection and analysis.

3.2 Research Approach

This study is explorative in nature as it attempts to examine the role of headmasters/ headmistresses on enhancing secondary school studentsô academic performance. An explorative research study attempts to accurately reveal the understanding of the situation in great depth (Magigi, 2016). Qualitative approach involves examining data to identify major concepts and giving content analysis of the study.

3.3 Research Design

The research design is a type of method which shows where and how the study is going to be done (Mlyuka, 2011). This study was conducted by using the case study design under the qualitative research method. The case study dealt with headmasters/headmistressesô tasks such as supervision, leadership styles, management of school resources and techniques to involve parents, all aiming to improve academic performance of students in CSEE.

3.4 Area of Study

Area of study means the description of geographical location, population and activities where the study was conducted (Mlyuka, 2011). The study was conducted

in four schools found in Kinondoni district. These secondary schools included Kambangwa, Twiga, Kondo and Bunju. The area was selected because of accessibility due to reliable transportation network. Also, the schools chosen are located in Kinondoni district in Dar es Salaam region the most populated city where the researcher works.

3.5 Population

The population of this study included four public secondary schools selected from forty five secondary schools in the district, headmasters/headmistresses of schools, subject teachers, academic masters and students. The Municipal Secondary ducation Officer (MSEO) of Kinondoni municipal was also included. The involvement of these respondents was due to their experience and opinions in conducting teaching and learning tasks in school.

3.6 Sampling Techniques

Sampling is a procedure to choose a fixed number of members from a population of interest to accomplish enquiry tasks. The researcher employed simple random and purposive sampling techniques. These techniques were appropriate because they provide fair and reliable participants. In simple random technique, the subject teachers and students each in a category had equal chance to be chosen using a lottery approach. In this case, teachers were assumed to have the same characteristics in their category as well as students in their group. On the other hand, the researcher used the purposive technique in order to get the reliable participants who had enough information required for specific objectives of the study. Based on this fact, headmasters/headmistresses, academic masters and municipal secondary

education officer were judged to be reliable participants; therefore, they were chosen to participate in the study.

3.7 Sample Size

The sample size of the study was 29 participants, out of whom, four were Headmasters/Headmistresses, eight subject teachers, four Academic Masters, twelve students and one Municipal Secondary Education Officer. These were involved in the study because they were expected to have significant experience for the study.

Table 3.1: Sample Composition

S/N	Types of Respondents	Size of the sample in each type	Number of Respondents
1.	Municipal Secondary Education Officer	1 x 1 = 1	1
2.	Headmasters/mistresses	1 x 4 = 4	4
3.	Academic Masters	1 x 4 = 4	4
4.	Subject Teachers	2 x 4 = 8	8
5.	Students	3 x 4 =12	12
TOTAL			**29**

Source: Researcherôs Data Collection Plan (2017)

3.8 Types and Sources of Data

The study had two types of data sources, namely primary data and secondary data. Primary data refer to information obtained first-hand by the researcher on the variables of interest for the specific purpose of the study while the secondary data refer to information gathered from sources already existing (Jha, 2016). In this study, primary data were obtained through semi-structured interview conducted and questionnaires administered to the respondents. On the other hand, secondary data were obtained from school documents, books, reports, dissertations and published materials.

3.9 Data Collection Methods

According to Leedy & Ormrod (2001) cited in Williams (2007) data collection methods are the approaches or techniques used by the researcher in carrying out the research project. The study used semi-structured interview, questionnaires and documentary analysis in order to get the extent of tasks supervised by headmasters/ headmistresses and the leadership styles used to improve secondary school studentsô academic performance in CSEE. The methods also aimed to obtain the results of assessments of school resources that is, how they were being managed and the techniques used to involve parents in academic matters for improving studentsô performance.

3.9.1 Semi-Structured Interview

The semi-structured interview is a flexible method employed in this study to collect and record data in descriptive or narrative form. The researcher chose it because it helped to learn more on effectiveness of the headmasters/headmistressesô role in supervising the tasks connected to studentsôacademic performance. The method was one of the most effective technique used to collect data and was applied to both Headmasters/headmistresses and Municipal Secondary Education Officer. The municipal education officer and heads of school were able to show their school action plans. They explained how they were monitoring lesson preparations and coordinating the procedures of teaching and learning activities using their school and municipal strategies.

3.9.2 Questionnaires

The questionnaires are sequence of questions designed to collect data on a specified

subject, usually from the respondents (Saliu & Oyebanji, 2004). In this study, a mixture of both open and closed ended questionnaires focusing on the roles of headmasters/ headmistresses in enhancing the secondary school student academic performance were distributed to respondents. The questionnaires which were administered to both teachers and students, were preferred by the researcher to other methods of data collection because of their suitability in obtaining responses from the participants. Likewise, the method saves time in collecting information from informants. The subject teachers and students gave the information on the teaching and learning challenges which hinder the effectiveness of heads of schools from good supervision, leadership and management of resources.

3.9.3 Documentary Review

The documentary analysis method was used to examine documents that were relevant to the study such as books, reports on CSEE results, syllabus, prepared scheme of work, lesson plan and lesson notes. The information from these documents helped the researcher to supplement the primary data.

3.10 Data Analysis

In this study, data were analysed by using categorization of themes (topics) to identify major concepts. Magigi & Kazungu (2012) argue that the analysis of qualitative data relies on words, concepts, literary devices, nonverbal cues, images and interconnections among themes to draw out rich meaning. Also simple statistics such as total, frequency, average and percentage were used to establish opinions and presentations which were done in form of Tables.

3.11 Ethical Implications

Ethics is the branch of philosophy that is concerned with what is morally good and bad, right and wrong (Starling, 2011 p.185). According to Bhat and Kumar (2010) all individuals irrespective of their vocation are concerned with ethics. For this matter, they acknowledge that ethics refer to the principles of right and wrong and moral duty and obligation that are accepted by an individual or a social group. This study followed the rules and got permission to conduct the research in its entirety. In keeping with the research ethics, the researcher did not expose any participant to unpleasant experience during the study. Therefore, the codes and policies for research ethics were observed and maintained throughout the process of conducting the study. These included the researcher being honesty, objective and exercising non-discrimination being legally disposed with unquestionable integrity.

3.12 Validity of the Instruments

The researcher reviewed the instruments and the pilot test was conducted in two schools. The results of the pilot testing helped the researcher to make appropriate editions, deletion of some items and modification of the instruments to attain and maintain the validity.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis and discussion of the findings. It particularly discusses the research findings about the roles (tasks) of headmasters/headmistresses in improving secondary school studentsô academic performance in CSEE results. The discussion includes; how heads of school use the school action plan, attendance of teachers in classroom, basic documents of the curriculum, implementation of the basic documents of the curriculum and observation of classroom teaching and typical styles to improve academics.

Other findings include styles of leadership, conduction of regular staff meetings, favourable environment for teaching and learning and discipline issues. In addition, management of school funds, management of teaching staff, use of school library and laboratory, availability and use of teaching and learning materials and use of classroom. Finally, the chapter discusses the findings on techniques employed by headmasters/mistresses to involve parents in academic matters, certificate of secondary education examination results from 2012 to 2016; and the challenges affecting studentsôacademic results.

4.2 The Extent of Headmasters/Mistresses' Tasks in Supervising Students' Academic Performance

The researcher intended to examine the supervision of teaching and learning activities as one of the major roles of headmasters/headmistresses in enhancing secondary school studentsô academic performance. Seven sub tasks that were

examined in the first objective were the presence of the school action plan, teachersô attendance for the lesson in the classroom, use of the basic documents of the curriculum, degree of implementation of the basic documents of the curriculum, classroom teaching observation done by the Headmasters/Headmistresses, typical styles on academic assessment and academic record keeping in school. These subtasks were all examined so as to identify how the headmasters/headmistresses were injecting the supervision skills and hence becoming effective or not effective in supervising teaching and learning activities.

4.2.1 The Presence of the School Action Plan

The researcher used this subtask to examine whether each school had the action plan. The headmasters/mistressesô response show that each of the sampled school had the action plan which differed from others in terms of school background, vision, mission, school opportunities, priorities and challenges. However, some of the common priority items that were said as contents of the action plan which guide the supervision of academic activities are shown in Table 4.1.

Table 4.1: Priority Items in School Action Plan to Improve Academics

Respondents	Particular area	Response
Headmasters /Mistresses	Strategy to reduce division zero	3 = 5%
	Purchase of Teaching and learning materials	2 = 50%
	Creating conducive teaching and learning environment	1 = 25%
	Management of school discipline	2 = 50%

Source: Field Data (2017)

The findings in Table 4.2 show that 75% of the school responses were for the strategy to reduce division zero in secondary school. However, the supervision of the academic activities in secondary school as shown in Table 2, had a challenge

because the creation of the conducive teaching and learning environment was achieved at 25% only. Also, division zero cannot be reduced if both the management of school discipline and purchasing of teaching and learning materials are done at the average of 50%.

Availability of teaching and learning materials in secondary schools will not only reduce division zero but also improve academic performance in other grades. This finding concur with what Atieno (2014) argues that teaching and learning resources play a paramount role in the teaching and learning process and inevitably, the studentsô academic performance. Although the contents in school action plan varied, the supervision of teaching and learning activities was based on the school action plan as an opportunity. This harmonizes with Mbiti (2012) who states that planning is an attempt to get ready for the future and, therefore, a wise way of avoiding frustrations of having to do things at the last minute.

However, the findings show that the following challenges hindering the supervision and implementation of the action plan in the sampled schools: studentsô truancy, lack of enough teachers especially science subjects, lack of enough financial resources, poor parents cooperation, lack of enough teaching and learning facilities. This finding concurs with the findings for the scenario of school improvement, by Khaki and Qutoshi (2014) that heads of school were facing scarcity of resources, challenge of more administrative and less academic time; and lack of support. As long as these were obstacles in teaching and learning tasks, they were reported in the municipal council so that the government could tackle them. For example, the conversation with one of the headmasters/headmistresses revealed that in one

classroom, there were 85 students instead of 45 as the required standard. This finding concur with what Babyegeya (2002) comments that for the school to achieve effective learning, no class should have more than 40 students, and no teacher should have more than 35, and less than 25 lessons to teach per week.

In this case, failure to follow the required standards in teaching and learning process, the process cannot be done efficiently, and eventually, the studentsô academic performance will also be compromized. This calls for the government intervention to maintain the standards, so as to comply with what Preedy (2004) points out about that the main purpose and the primary concern of schools and colleges is to enable pupils/students learn and achieve their goals.

4.2.2 Teachers' Attendance for the Lesson in the Classroom

The researcher in this subtask intended to examine the teachersô attendance for the lesson in the classroom. The responses of teachers and students on YES/NO question are shown in Table 4.2.

Table 4.2: Teachers' Attendance for the Lesson in the Classroom

Respondents	**Responses**		
	YES	**NO**	**Total**
Headmasters/Headmistresses	4 = 100%	0 = 0 %	4 = 100%
Students	11 =91.7 %	1 =8.5%	12 = 100%

Source: Field Data (2017)

Although the greatest percent (91.7 %) of the students agreed that teachers wer attending their lessons in classroom, however, 8.5% disagreed. This indicates that there were few teachers who did not attend for their lesson in the classroom. This implies the presence of ineffectiveness on supervision of teaching and learning

activities. It complies with Dash (2011) who argues that, on teachers, rests the failure or the success of education system. Therefore, if teachers cannot take keen interest in their job, the education system is destined to fail.

4.2.3 Use of the Basic Documents of the Curriculum

The researcher anticipated to verify whether subject teachers were preparing and using the syllabi, schemes of work, lesson plans, lesson notes and teaching aids in the process of teaching the students. The responses of headmasters/headmistresses that reflect effective supervision of teaching and learning activities are indicated in Table 4.3.

Table 4.3: Teachers' use of the Basic Documents of the Curriculum

Item	Response		Total
	YES	NO	
Syllabus	4 = 100 %	0 = 0%	100%
Scheme of work	4 = 100 %	0 = 0%	100%
Lesson Plan	3 = 75%	1 = 25%	100%
Lesson Notes	4 = 100%	0 = 0%	100%
Teaching Aids	2 = 50 %	2 = 50%	100%

Source: Field Data (2017)

The findings in Table 4.3 show that, in their role of supervision, the headmasters/headmistresses were inspecting and verifying by signing and stamping the documents to ensure that they were being submitted to the academic masters. In fact, the use of those documents made teaching and learning comply with the required standard level in all schools. However, the findings show that columns for remarks in most of the schemes of work had no comments to indicate the covered topics or amendments during implementations. In addition, some of the lesson notes had spelling mistakes and some were out dated. These indicate faults in supervision

of schemes of works and lesson notes. This corresponds with what Mbiti (2012) asserts that the success of curriculum implementation in every school depends, to a great extent, on sound education administration.

4.2.4 Degree of Implementation of the Basic Documents of the Curriculum

The researcher needed to examine the degree of implementation of the basic document of the curriculum so as to understand in depth the impression of headmasters/headmistressesô supervision skills. The researcher examined not only the use of the syllabi, schemes of work, lesson plans, lesson notes and teaching aids as a formality but also the extent of implementation as a professional teacher. Table 5 shows the headmasters/headmistressesô responses about the degree of implementation.

Table 4.4: Degree of Implementation of the Basic Documents of the Curriculum

Item	Level		
	Good	Average	Poor
Syllabus coverage	4 = 100%	0 = 0%	-
Action Plan	1 = 25%	3 = 75%	-
Scheme of Work	3 = 75%	1 = 25%	-
Lesson Plan	2 = 50%	2 = 50%	-
Lesson Notes	3 = 75%	1 = 25%	-
Teaching Aids	1 = 25%	3 = 75%	-

Source: Field Data (2017)

The findings in Table 4.4 show that none of the basic documents for the curriculum were poorly implemented. The headmasters/headmistresses explained that all subject teachers were required to submit their documents for inspection at the beginning of the term and at the end of the term to verify the coverage. This indicates how the headmasters/headmistresses were effective in supervision. These findings corresponds to what Mbiti (2002) contends that the success of curriculum

implementation in every school depends, to a great extent, on sound education administration.

On the other hand, the coverage of the syllabus, scheme of work and lesson notes alone are not enough to enhance studentsô examinations performance in CSEE while the implementation of action plan, lesson plans and teaching aids were done at average. Basing on this fact, the important thing is the quality of coverage as related to the attainment of objectives of the lesson plan, teaching aids and action plan. During interview, one of the headmasters/headmistresses claimed that lack of enough fund from the government affected the implementation of various programmes which were already set in the action plan.

The findings indicate that, planning of teaching and learning activities was usually affected at the implementation stage. That is, as revealed in Table 4, despite the fact that teachers had good lesson plans, lesson notes, and schemes of work, which were all authorized, they ended with poor implementation. Therefore, it is contended in this study that good implementation does not only mean having the best documents, but the actual motive and commitment of the responsible person or authority to deliver according to the set objectives. In documentary analysis, it was noted and dominated on every taught lesson a sentence with words

ñ*the lesson was understood from the beginning up to the end"*.

This was a copy and paste style of lesson evaluation, indicating lack of teachersô commitment. Also, in one of the schools a single lesson was prepared for teaching stream 1A, 1B, 1C, 1D and 1E, indicating that the studentsô ability was assumed to

be the same, regardless of the studentsô behaviour, psychology and diversity. On the other hand, the presence of 75% of the teachers who were not using the teaching aids in teaching, suggests that they were hindering interactive learning for students to understand the lesson.

Some teachers in the sampled schools argued that teaching aids needed time and sometimes money to prepare. In fact, they did not reason out that when using teaching aids students become more engaged and are more likely to understand the topic taught. Therefore, basing on this observation, teaching and learning process without teaching aids was negatively affecting studentsô lesson engagement on task and eventually leading them to low academic performance. These data have therefore verified how the headmasters/headmistresses should insist and financially support teachers to buy required materials and facilities for preparing teaching aids and using them in teaching.

4.2.5 Observation of Classroom Teaching

The necessity to examine the observation of classroom teaching in this study aimed to probe whether headmasters/headmistresses were concerned with assessing the ability of their teachers in classroom. On this particular regard, the findings show that 75% of the headmasters/headmistresses in 4 schools were entering the classroom to observe how a lesson was being taught whereas 25% of respondents reported that they were not entering the classrooms to observe teaching of the lesson. They said that they normally walking around, hearing what teachers were teaching. It is argued here that, the schools whose headmasters/headmistresses

cannot observe the subject teachersô ability to teach; such subject teachers do not learn new skills and approaches, in their teaching.

> *On this aspect, Omari (2006) observes that, visiting classrooms gives a very sad experience indeed. What is currently called participatory learning has been reduced to group learning where students engage in guesswork and mental idling as they are not given concepts to articulate, and teachers have reduced good teaching to empty group discussion.*

This study found that for the schools where the headmasters/headmistress were entering the classrooms to observe a lesson, as a result they were able to see for themselves the actual teaching and its challenges. The challenges which were observed include teachers who were not starting the lesson from simple to complex, a large number of students in a class and less class participation. Basing on this observation, it was difficult for teachers to organize group discussion and hence the common teaching method that was observed by headmasters in the classroom was lecture method. Therefore, this implies that the headmasters/headmistresses had a big challenge to create conducive environment where teachers could use participatory method in teaching.

4.2.6 Typical Styles on Academic Assessment

The researcher also examined the styles on academic assessment which were commonly used in the secondary schools. Under the study, this subtask was examined in order to reveal how headmasters/headmistresses were supervising the teaching and learning activities by doing academic assessment. Table 6 summarizes studentsô responses on questionnaire about the styles of assessments used in their schools.

Table 4.5: Styles of Academic Assessment in Secondary Schools

Respondents	Phrase/Term	Status in School	
Students		**Done**	**Not done**
	Mock/zonal examinations	12 = 100%	0 = 0%
	Annual examinations	11 = 91.7%	1 = 8.3%
	Terminal Examinations	12 = 100%	0 = 0%
	Monthly tests	10 = 83.3%	2 =16.7%
	Weekly tests	11 = 91.7%	1 = 8.3%
	Quizzes	10 = 83.3%	2 =16.7%
	Classroom exercises	11= 91.7%	1 = 8.3%
	Homeworks	8 = 66%	4 = 33.3%

Source: Field Data (2017)

Basing on Table 4.5; it is revealed that home works were being less conducted in secondary schools compared to other assessment styles. If students were not being given homework, then the practice of what they were being taught in classroom was imperfect. Lack of practices narrows the chance of students to perform well in CSEE. However, this judgment contradicts with Omari (2011) who argues that poor performance in examinations is also attributed to by poor supply of key resources, poor remuneration and poor motivation of students which cannot wholly be placed on lack of home works, quizzes and monthly tests. Given this fact, then it can be said that, headmasters/headmistresses have a challenge in supervising teaching and learning activities since they have to ensure that resources are made available and students are given home works after teaching.

4.2.7 Keeping the Academic-Records in School

When subject teachers were asked to respond on if the academic records were available and were being used, 33.3% of the respondents reported that such records were adequately available and 58.3% claimed that such records were being

effectively used. However, 33.3% of the respondents claimed that the academic records were not adequately available whereas 8.3 claimed that the academic records were not being effectively used.

In addition to that, the findings from the subject teachers show the variations about the availability and the use of academic records, 100 % of academic masters/mistresses claimed that they were keeping academic records and sharing the information with the headmasters/headmistresses. Moreover, the academic masters claimed that they were using the academic records in evaluating examinations or tests prepared by subject teachers to maintain academic quality and standards. For example, in evaluating the standards of the school assessment tools, they observed that some examinations were not following the NECTA format, as they had insufficient coverage of content domain; and the language used appeared to be irrelevant to students.

In addition, when headmasters/headmistresses were interviewed with regard to keeping and using school academic records, they said that there was an effective way of keeping those records. The evidence from academic files/records submitted to the researcher proved that records were properly kept. Therefore, this subtask verifies that headmasters/headmistresses were fulfilling their role of supervision of teaching and learning activities, as they were keeping the necessary records and making them available for students and other users for scrutinizing. These findings are in line with those of Mbiti (2002) who points out that unless records are kept by the heads of school, it will be impossible for them to determine the actual school progress of any one pupil whenever it may be required. Basing on this finding, this

study argues that headmasters/headmistresses were playing their role to enhance the studentsô academic performance.

4.3 The Leadership role of the Headmasters/headmistresses

The leadership role of the headmasters/headmistresses was the second objective which this study examined to see which style was used by headmasters/headmistresses and how it was being used to enhance studentsô academic performance. The researcher used four subtasks to examine whether style of leadership in school was affecting the studentsô academic performance or otherwise. The subtasks were typical styles of leadership in secondary school, conduction of regular staff meetings, favourable environment for teaching and learning; and discipline issues in school.

4.3.1 Styles of Leadership in Secondary Schools

The styles of leadership in secondary schools were examined in this study to see how they were affecting the studentsô academic performance. The findings from this study revealed that headmasters/headmistresses were using various styles in leading their schools as shown in Table 4.6. The school rules and regulations, departmental and parents meetings, which were all made available to the researcher, indicated that there were formal and transparent leadership in secondary schools. In this case, the findings in table 4.6 verify that the headmasters/mistresses were leading their schools using bureaucratic style compared to other styles. This means, for instance those teachers were supposed to teach their respective subjects and lessons, attend the regular staff meetings and academic meetings.

Table 4.6: Style of Leadership in Secondary Schools

Respondents	Style of Leadership	Response
Teachers	Formal and bureaucratic	7 = 87.5%
	Informal and flexible	1 = 12.5%
	Consultative and encouraging participation	2 = 25%
	Supportive and motivating teaching and learning	2 = 25%
	Apply motivation to both teachers and students	2 = 25%

Source: Adapted and modified from Rowntree (2006)

In these meetings, members were allowed to discuss challenges for improving teaching and learning which indicates the use of democracy style. As it is shown in table 4.4, the consultative style that encourages participation to solve the prevailing problem verifies the democratic approach. The researcher observed that teachers, non-teaching staff and students were carefully following the school rules and regulations even if the headmasters/headmistresses were out of the office.

This corresponds with Rosenbloom et.al (2009) who asserts that leadership is a process not a position, and can take place through an organization. At its core it is the ability to influence a group towards the achievement of goals. For example, the researcher observed formal delegation of power when the headmaster/headmistress was away from the office. The data collected in this subtask verified that headmasters/headmistresses were effective in leading the school for the other staff to follow the school laws and regulations and demonstrate their understanding of assessment and eventually enhance studentsô academic performance.

4.3.2 Conducting of Regular Staff Meetings

Conducting regular staff meetings to discuss academic performance was one of the subtasks which were examined in this study. The researcher intended to see how the

headmasters/headmistresses were conducting the staff meetings to enhance secondary school studentsô academic performance. When headmasters/n headmistresses were interviewed, 100% of them pointed out that regular staff meeting were conducted. On the other hand, when teachers were asked, whether regular staff meetings were being convened in particular area such as school, department and classroom such that the response was as indicated in Table 4.7.

Table 4.7: Conducting Regular Staff Meeting

Respondents	Particular area	Response
Teachers	School	7 = 87.5%
	Department	5 = 62.5%
	Classroom	2 = 25%

Source: Field Data (2017)

From Table 4.7, it is clear that few meetings were being conducted in classroom compared to the department and school management level. This indicates that, though meetings were conducted democratically, the style of leadership was top down style. This means, decision making was highly made from top school management followed by department and finally at classroom level. On the other hand, it shows how students were not being given enough time to report their challenges on academic matters in secondary schools.

Lack of enough time for students to report and discuss academic matters has a direct impact on slowing down the motivation to learn. A thorough developed analysis of ñHow to Choose a Leadership Patternsò was presented by Tannenbaum and Schmidt (Rosenbloom et. al, 2009). Therefore, according to Rosenbloom et al (2009) as leadership style changes from highly boss-centred to more subordinate-centred,

subordinate are given greater freedom and opportunities for participation in organisation (in this case school) decision making.

4.3.3 Favourable Environment for Teaching and Learning

Creation of favourable environment for teaching and learning was examined in this study to investigate how heads of school were responsible to lead teachers, students and non-teaching staff to use and keep the available teaching and learning facilities in a good order. Therefore, out of teaching, teachers were also assigned to keep the environment clean including school buildings which they had to make maintenance for, work as librarians and laboratory technicians. Likewise, class teachers were assigned to supervise students in their class meetings. One of the teachers said that in doing the out of teaching activities, one may even miss a class lesson. Basing on the availability of school facilities, materials, equipment and the guideline to utilize them, the findings showed that 37.5% of the teachers agreed that secondary schools had favourable environment for teaching and learning.

On the other hand, 75% of the students agreed that secondary schools had the favourable environment required for teaching and learning. The difference in the findings as revealed above may be due to differences in ability to analyze issues as one may tend to ask questions; favourable environment for what, whom and why. For example, in Table 8 it is shown that students were having few meetings for discussing academic issues whereas teachers were meeting regularly. In this case, teachers had more chance to interact and brainstorm on matters related to resources, motivation of teachers and students; parentsô participation and school discipline. Therefore, in this case, favourable environment is a complex issue that needs

someone to study various factors related to teachers, students, administration, management, leadership and resources of which students are not capable of analysing. For instance, in his view, one of the heads of school remarked that:

> *"In my school which has 1,297 students, there are only two Physics teachers. In the past, we used to ask parents to contribute money which was used to employ temporary teachers. Unfortunately, nowadays it is impossible because of fee free education policy. This is a great challenge to us as we cannot get all the money from the government for running the school".*

In this study, the findings show that although the headmasters/headmistresses were managing to effectively use the available resources they failed to attain the maximum capacity due to lack of teaching and learning facilities.

4.3.4 Discipline Issues in Secondary School

This study examined the discipline cases in secondary schools, with the aim to investigate how the headmasters/headmistresses were responsible for controlling the situation, to enhance studentsô academic performance. The interview with the headmasters/headmistresses revealed that 100% of the respondents claimed that the students in schools were involved in various indiscipline cases. The examples which were cited in this study included playing truancy, stealing other studentsô properties, engaging in love affairs among students and smoking. One of the heads of school commented that truancy of students is a serious problem in our school such that it affects learning programmes. When students play truancy they miss lessons which were taught by their teachers due to their absence.

Therefore, indiscipline cases were revealed to affect studentsô academic progress and performance. It was revealed that the heads of school were working with

teachers, parents and school board to enforce discipline in their respective schools. This findings concur with what Mbiti (2002) emphasizes that given the numerous external influences, which surround the modern child, the school and the family must play their positive role in guiding and equipping every school child, with an informed conscience, to make reasonable decisions regarding situational behaviour, in various life circumstances.

For instance, the headmasters/headmistresses reported that once indiscipline cases were obvious, the school discipline committee met to discuss all the cases and then they inform the headmaster/headmistress about the meeting resolutions and in the process parents would be involved. The data collected in this study indicated that headmasters/headmistresses were fulfilling their responsibility but they still needed support from other stakeholders to efficiently manage the discipline issues. For example, one of the headmasters remarked that:

> *There was a time when both male and female students were caught organizing a beach trip without the school or parents' permission, and that case was taken to the police station. Teachers spent a lot of time to solve the case. Something to note is, the innocent students missed lessons because of the teachers' absenteeism in their classrooms. So, parents should collaborate with headmasters to control indiscipline cases of students to enhance students' academic performance.*

This is a good lesson to parents as Mwamuye et al; (2012) say that parents have a role in schools administration and are expected to cooperate with heads of school to run institutions.

4.4 Management of School Resources

Management of school resources to enhance studentsô academic performance was the third objective of this study. The headmasters/headmistresses had the

responsibility of collaborating with the school boards to exercise the authority for allocating resources such as money, personnel, materials, equipment and facilities according to the school plans and budgets. This study examined the management of school funds/grants, management of teaching staff, use of school library, use of school laboratory, availability and use of teaching and learning materials and availability and use of classrooms. The findings in each sub task were as follows:

4.4.1 Management of School Funds

In this study, the researcher examined how the headmasters/headmistresses were fulfilling their role of managing the government funds/grants received in their schools to improve the academic performance of students. The interview with the heads of schools revealed that schools were getting funds from the government whereas the community contribution to support schools had decreased.The headmaster at Kambangwa Secondary school remarked that his school was using the allocated fund for purchasing stationeries, laboratory equipment and materials, teaching and learning facilities.

The headmasters from the sampled schools argued that they were not collecting any money from the students because of the fee free education policy. The researcher noted that school bursars were normally keeping the school financial documents about the money received and the money spent while the headmasters/ headmistresses were responsible for being managing the funds. These findings, concur with what Mbiti (2002) particularizes that managing of school accounts is the responsibility assigned to the head of the learning institution while that of keeping school accounts is the responsibility of a qualified accountant.

Moreover, heads of school remarked that the accountants were using cashbooks in making money transactions, and retaining the relevant receipts of the money spent. The findings also revealed that schools were given accounting manuals that had detailed accounting procedures as control measures of spending government money. For instance, as it was observed, the instructions showed how much money a school could use for academic issues, administration and payment of wages. Although the findings show that schools had known procedures of managing the school funds, the heads of school claimed that the money allocated for school use, did not meet the entire requirements from the school budget and the action plan.

In this case, if the money cannot satisfy to buy the required materials such as chemicals, students have few practical lessons in the laboratory which affects their performance. One of the headmasters who was interviewed to give the opinion on shortage of funds said that the performance in our schools will remain average because the students were getting average academic services in laboratory, library and in school assessments.

4.4.2 Management of Teaching Staff

The researcher examined the management of teaching staff in order to investigate how it was contributing to studentsô academic performance. It was noted that, the headmasters/headmistresses were assigning teachers to support each other and cooperate among themselves to improve the quality of teaching within the school. The interview with the headmasters/headmistresses outlined that there were strategies in place to eliminate division zero in CSEE results, a strategy to continue with teaching of form four and form two during holiday and a strategy to assess

progressively the challenges experienced in teaching and learning process.

Moreover, schools in Kinondoni district were then implementing the strategy namely ñDistrict Strategy for Improving Performance of Form Two National Assessment (FTNA) and CSEE 2017 which was indorsed in the meeting held by headmasters/headmistresses and academic masters/mistressesò. In addition, the secondary schools set the target for completion of form four and form two Syllabi that it should be in or before July in each year. As it is noted, all those strategies are good but they need commitment and alignment with resources; which are human resources, time, money, machines, and buildings; also stationaries, teaching and learning facilities.

In other words, as Starling (2011) asserts, an organizationôs activities (in this case a school), core processes and resources must be aligned to support its mission and help achieve its goals on each specific activity. For instance, in the ñDistrict Strategy for Improving performance of (FTNA) and CSEE 2017, the following activities were listed:

i. Every subject teacher to prepare Bank of Questions in NECTA style, not less than 20 questions with responses per topic. Likewise, homework should be given to students in every day.
ii. The homework questions in a topic which was not well done, the individual topic be taught again.
iii. Weekly tests for two subjects be conducted in every two weeks.
iv. All questions should resemble NECTA styles.
v. Every student to have two exercise books, one for class notes and another one

for home works.

vi. The home work, weekly test and monthly tests should be put on the notes board.

vii. Every teacher to have an even number of students for making academic and discipline progress follow up and counselling. The report of the matter be given to the headmasters or academic masters.

viii. Thorough control of school discipline to maintain peace and harmony at school.

ix. Teaching report be provided in every day and academic meeting be conducted on every Friday. All heads of department should attend the Friday meeting.

x. On every Friday, the heads of school should evaluate class journals, lesson plans, lesson notes, record keeping books, subject log books and all studentsô exercise books.

xi. Headmasters/headmistresses to conduct a follow up meeting on or before fifth day of every month. The minutes of the meeting be sent to the Municipal Secondary Education Officer.

Although the district strategies aimed to improve studentsôresults in CSEE, none of them directed activities to parentsô involvement. That is why, Moswela (2014) recommends that higher authorities in education should continue their effort to encourage parents to participate in education matters at school. However, the findings had observed that the parents had no well-defined official role to control teaching and learning activities in school. It was revealed that many schools were using supervision control to ensure that teaching and learning progress was

conducted smoothly. For example, the findings from documentary analysis have shown that the attendance registers for students and teachers were inspected by headmasters and recommendations were given.

Other controls mechanisms were syllabuses, schemes of work and lesson plans of which were also inspected. Although, the sampled schools had a clear target to complete the syllabus in or before July in each year, the study observed acute shortage of science teachers, texts/reference books and budget constraints. For example, in one school which had 900 students there were only 3 biology teachers, a situation which was mostly likely to hinder secondary school students performance. This is in line with what the Mainland Tanzania and UNESCO report (SN/2012/ED/PI/1) points out that lack of mathematics and science teachers is a serious issue requiring much attention.

The findings have also revealed that, all schools where this study was conducted had no laboratory technicians. Instead, the works of laboratory technicians were then being done by science teachers who were also very few in school. In this case, it is difficult for students to get high performance in terms of examination results. In this case, Maganga (2016) claimed that many of our learners have therefore been diverting from science subjects simply because of problems found in using science laboratories.

4.4.3 Use of School Library

The use of school library was a subtask that this study examined under the third objective. The researcher intended to investigate whether headmasters/

headmistresses were managing the use of school library to enhance studentsô academic performance. The studentsô responses on YES/NO questionnaire reveal that, 75% agreed that they were not conducting studies in the library. For example, the respondents pointed out the reasons such as a little time set for the library study, the library was not opened every day, the library had small space for students to sit and read; and the library had few books.

Table 4.8: Availability and Effective Use of School Library

Respondents	**Responses**			
	Adequately available	**Not adequately available**	**Effectively used**	**Not effectively used**
Teachers	3 = 37.5%	5 = 62.5%	2 = 25%	6 = 75%

Source: Field Data (2017)

The researcher also observed that the libraries in a sampled school were normal classrooms which were then set for library business. Table 4.8 shows teachers response on availability and effective use of the library. These findings mean that there is less supervision of students to conduct studies in the school library. The supervision is difficult because those who want to use the library are many while the size to accommodate them is small. The municipal council should therefore, find the means to build new library if students are to have high performance in examinations.

4.4.4 Use of School Laboratory

The researcher examined the use of school laboratory to obtain the impression of headmasters/headmistresses on how teachers and students were using the physical resources such as laboratory. Table 4.9 summarizes the availability and effective use of the laboratory.

Table 4.9: Availability and Effective Use of School Laboratory

Respondents	Responses		
	Adequately available	**Effectively used**	**Not effectively used**
Teachers	6 = 50%	5 = 41.7%	7 = 58.3%
Students	-	8 = 66.7%	4 = 33.7%

Source: Field Data (2017)

In responding to the questionnaire one of the headmasters said that ñone of my roles is to ensure that school resources are effectively used by teachers and students in learningò. Similarly, in the interview with the Municipal Secondary Education Officer (MSEO), the researcher noted that one of the responsibilities of MSEO was to ensure that school facilities were available to enhance quality education. However, the effectiveness in laboratory use was only 45 % which indicates that science subjects were taught in most cases in theory. This means that teaching sciences theoretically is to lower the secondary school studentsô performance in science subjects. This concurs with what Mbiti (2007) claims that all scientific truths must be discovered through observation and experiment not through telling. He maintains that students should not simply draw or memorize facts for the sake of passing an examination.

4.4.5 Availability and use of Teaching and Learning Materials

The researcher examined the availability of teaching and learning materials in order to determine how headmasters/headmistresses were managing the use of teaching and learning materials. It is the role of the headmasters to ensure that teaching and learning materials are managed, made available and effectively used. Table 4.10 shows the summary of teachersôresponses.

Table 4.10: Availability and use of Teaching and Learning Materials

Respondents	Responses		
	Adequately available	**Effectively used**	**Not effectively used**
Teachers	3 = 37.5%	6 = 75%	2 = 25%

Source: Field Data (2017)

From Table 4.10, the findings show that teaching and learning materials were inadequate. However, the small amount of resources available was being effectively used. In other words, teachers and students were using the few available resources to the maximum, which indicates high commitment in teaching and learning. Despite the high commitment of teachers and students in this context, the academic performance was not improved (Table 4.10) due to less availability of the teaching and learning materials. This had a negative consequence in attaining the secondary school goals. That is why Mbiti (2007) argues that like efficiency, effectiveness is dependent on the availability of resources such as skilled personnel, proper equipment, time and money.

4.4.6 Availability and use of Classrooms

The availability and use of classroom was a subtask by which the researcher examined how headmasters/headmistresses were allocating the use of physical resource. The findings show that the available classrooms were used by students for learning. It was observed that 25% of the sampled schools each had an administration block. Moreover, most of these administration blocks (75%) were designed from normal classrooms. The findings revealed that 25% of headmasters/headmistresses pointed out that, the classrooms were enough whereas 75% of the respondents claimed that the classrooms were not enough. For instance,

one of the heads of school pinpointed that the minimum number of students in a class was 65 students whereas the maximum was 90 students.

This justified that although classrooms were available and used, in most cases they were overpopulated. This is supported by MSEO who argues that the most challenging matter in raising studentsô academic performance in Kinondoni municipal was the large number of students in one class. The overpopulated classrooms as it was observed were hindering teachers from applying participatory methods in teaching, and instead they were using lecture method as an alternative. The situation is in line with what Khan et al. (2014) who posit that secondary schools in public sector in most of the developing countries operates in challenging circumstances in terms of physical resources.

Regarding this, one of the school heads claimed that one school had 16 available classrooms while the required number was 24. Therefore, lack of enough classrooms has been affecting the teaching and learning environment, and eventually affecting studentsô academic performance. Basing on shortage of classrooms, one of the respondents argued that due to that they decided to establish morning and afternoon session system to solve the problem, but they failed as they found that some of the teachers were then teaching double sessions. It would be argued that despite the fact that headmasters/headmistresses had integrity and loyalty to carry out their duties, they still could do nothing, because building new classrooms that need financial support. On this aspect, Khan (2014) remarks that schools are facing multi-dimensional problems such as shortage of classrooms, lack of adequate funds and above all lack of competent supervision.

4.5 Techniques Employed by Headmasters/Headmistresses to Involve Parents

To identify the techniques employed by the headmasters/headmistresses to involve the parents in academic matters of the school is the fourth objective. Two main subtasks one about the academic documents and another one from the questionnaire responses were used by the researcher to analyze the techniques used by the headmasters/headmistresses to influence studentsô performance. The analysis on this part also integrates the impression from the interview conducted to the headmaster and MSEO. The findings of the study reveal that parents were being involved in academic matters of the students though the meetings that were being convened discussed academic matters and indiscipline cases of the students.

Furthermore, the findings indicate that parents were being involved when required to attend school and collect academic reports for their children. For example, one of the parentsô meetings which was conducted in one of the sampled schools had the following main agendas: discipline, truancy and academic challenges facing the school in improving studentsô performance in examinations. One of the challenges which were observed in this study is that many students claimed to have no exercise books and that they were coming to school late because of transport problems. Moreover, in one school, the findings show that 50 out of 247 students were able to do the morning quiz. This was merely 20.2% of all the students in a day who attempted the morning quiz.

Although this seems to be alarming, the strategy mentioned in 4.4.2 required each student to have two exercise books in each subject; one for exercise and one for

lesson notes. So, it was noted that the headmasters were technically giving advice to parents so that they help their children to attend school and give them the required school facilities. This is in line with what Lydiah and Nasongo (2009) argue that where parents are doing their best in providing school facilities such as science equipment, textbooks and physical structures, the blame for poor performance is shifted to teachers.

However, in the parents meeting, some complained about poverty and had negative attitude towards school academic matters. In addition, the interview with headmasters/headmistresses and MSEO, revealed that the cooperation of school heads with parents was poor as most parents had no time to make a follow up on academic matters of their children, did not attend parents meeting and some were not even collecting the academic records of their children. For instance, during parentsô meeting, one of the parents was asked whether he knew the behaviour of his child; the reply was

'...I always wake up very early in the morning and come home late...'

This has evidence from the fact that one of the schools which had 1078 students; less than 200 parents attended the school parents meeting. This was less than 20 percent parents meeting attendance. As UNESCO (2009) emphasizes, teachers are asked to advise parents and to cooperate with them in finding specific solutions to the problems which their children encounter during their schooling. However, Khaki and Qutoshi (2014) shows that parents attached a lot of expectations from heads of school that their children needed to be offered best education. In this context, it is difficult to get solutions if parentsô meeting turn up is poor.

On the other hand, one of the academic masters who responded to questionnaire, pointed out that the parents needed their children be provided with tuition. They needed tuition because they observed a deceleration of academic performance in their school. In another parentï teacher meeting, some parents needed their students to be provided with lunch during the school hours. This shows how parents had good and constructive ideas when technically allowed by school administration to give their opinions for the betterment of their childrenôs academic affairs. However, when the parents were then asked how to implement the projects namely, tuition and school lunch programme, they claimed that it was then free-education system.

Hence, lack of parentsô follow up about studentsô academic affairs increases the chance for students to play truancy. For example, the interview with one of the headmasters/headmistresses revealed that some parents were facilitating their studentsô truancy as they were assigning them some home tasks without school permission. Also, it was observed that parents were involving their children to deal with business transactions after school hours so as to increase income at home. When parents limit their involvement in schools, they also limit educational opportunities for their children as well as limiting the schoolôs academic performance Woolfork (1997) cited in Moswela (2014). Basing on these findings, the secondary school studentsôacademic performance is affected (Table 12).

4.5.1 Certificate of Secondary Education Examination Results 2012 to 2016

The researcher made a closer analysis, learning from studentsô examination results 2012 to 2016 in a sample of four schools. The researcher made this analysis to obtain evidence which supports the initial propositions of the objectives of this

study. The data collected from four schools included the total number of students examined, the number of division I to III and number of division IV and 0 in 2012 to 2016. Table 4.11 shows a summary of the intended data:

Table 4.11: Form Four Results in 2012 to 2016 Sampled in Four Schools

	Division		
Year	I to III (%)	IV and 0 (Failed; %)	Total number of candidates examined
2012	48 = 6.9	651 = 93.1	699
2013	203 = 26.5	564 = 73.5	767
2014	134 = 21.8	482 = 78.2	616
2015	237 = 24.8	717 = 75.2	954
2016	169 = 19.1	714 = 80.9	883

Source: Field Data (2017)

As it has been revealed in Table 12, there has been a fluctuation of the number of students who were getting division I to III in sampled schools which has an average of 19.82 %; which is less than 20 percent similar to the trend of the parentsô attendance in the meetings. Also, the similar trend has been observed on the number of students who were getting division IV to O. This trend implies that the number of students who were getting division I to III was extremely less compared to the number of candidates who were getting division IV to 0. This trend concurs with the findings observed from documentary analysis in 2008 to 2012 of CSEE results of both government and non ï government secondary schools. A table is shown in the appendix to illustrate this. In this context, the role of headmasters on studentsô academic performance in (CSEE), has less impact on the performance of students. The study has found that, the headmasters/headmistresses have failed to demonstrate their role to enhance high performance in terms of Studentsôexamination results.

4.5.2 Challenges Affecting Students' Academic Results

Some of the challenges which were mentioned by students as affecting the candidates academic performance included the transport problem in town that did not favour students especially day scholars, lack of time at home because of excessive home activities given by the parents, truancy, indiscipline cases such as taking drugs, fighting, stealing; others had influence of peer pressure due to company bad groups of students, excessive school punishments, poor family income, non-conducive learning environment caused by shortage of learning facilities, language barrier and lack of academic awareness which led to misuse of time. The challenges which were cited by teachers included school financial problem, lack of commitment of parents on their childrenôs academic affairs, insufficient teaching and learning facilities and insufficient science teachers. Subject teachers were of the opinion that students must follow the school rules and work hard to improve their academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings. It specifically presents the research findings about the role of headmasters in enhancing the secondary school studentsô academic performance in CSEE results. The findings focus on the extent of the headmasters/mistressesô tasks to supervise studentsô academic performance, leadership styles executed on studentsô academic performance, management of school resources and techniques employed to involve parents in academic issues of their children.

5.2 Summary of Key Findings

This study found that the headmasters/headmistresses had school action plans but which varied from one another in terms of content. The ability to plan was a good strategy as it helped the school supervisors (in this case headmasters/headmistresses) to control teachers attendance in classrooms. Although teachers were showing up in classroom to teach as required, there were some who did not attend. Moreover, the study observed the challenges on implementation of schemes of work, lesson plans, lesson notes and teaching aids.

It was observed that, some notes had spelling errors, and some columns for remarks in schemes of work had no comments to show whether a topic was covered or not. However, the study observed that many teachers were using the basic documents of the curriculum. It was noted that syllabus, scheme of work and lesson notes were prepared by teachers and authorized by the supervisor for use. Generally, the

implementation of the curriculum showed that the syllabus was clearly covered. Despite that coverage, the degree of implementation for the action plan was unfortunately low due to lack of fund. Also, the findings show that some headmasters/headmistresses were not conducting classroom teaching observation.

As a result, home works were being less done compared to other assessment styles and few students were able to attempt morning quizzes because most of them were coming to school late. On the other hand, the study found that mock/zonal examinations, annual examinations, terminal examinations, monthly tests, weekly tests, quizzes and classroom exercises were reasonably being conducted. In addition, there was an effective way of keeping academic records and were made available to users. Grounding on the second objective, the study found that bureaucratic style of leadership was more used compared to other styles such as democratic style. The heads of schools as bureaucratic administrators were responsible to see the overall compliance of teachers, non-teaching staff and students with government or municipal rules, regulations and guidelines. For instance, regular staff meetings found in the school plan were being conducted to share academic matters.

Nevertheless at classroom levels they were being less conducted. Lack of studentsô participation in the school meetings, was then denying of giving opinion on academic matters, discipline and school development in general. The study also observed an unfavourable environment for teaching and learning such that subject teachers were doing also extra curriculum activities which consumed much of their time for classroom teaching. Moreover, lack of enough school funds, adequate science teachers; and teaching and learning facilities was affecting the supervision of

teaching and learning activities. In addition, poor parentsô cooperation, studentsô truancy and indiscipline cases were also factors which were affecting the leadership of school.

Turning now to the third objective, the study found that headmasters/headmistresses had good management of the school funds, good allocation of teachers according to their professions. It was noted that the school bursars were carefully observing the accounting guides and keeping the financial documents for efficiency use of public fund. However, the study noted that the school fund was not sufficient to sustain the academic activities. Also, the available classrooms, Libraries and laboratories were not enough for the number of available students. In this case, teaching of science subjects was being done theoretically because of few and ineffective use of the available laboratories. Although the study found that there was a shortage of teaching and learning materials in schools, the available materials were used effectively.

Regarding the fourth objective, this study found that the headmasters/headmistresses were using telephoning, meeting, terminal or annual reports to involve parents in academic matters. Despite that fact headmasters/headmistresses were technically involving parents in the process of studentsô academic improvement. However, the parents showed negative responses towards the matter. As it was said, some parents claimed that the methods used to involve them were common to them. For instance, it was worse to note that some of the parents did not even know the bad behaviour of their children such as truancy. In this context, the study found that the economic problem of the families was hindering smooth communication between them and the

school. However, the few parents who were cooperating well with the teachers; the impact on academic performance of their children was improved.

The analysis of Certificate of Secondary Education Examination results for five years, from 2012 to 2016 showed that the number of students who were getting division I to III was tremendously small compared to those who were getting division IV to 0. This study indicates that there were more candidates who were failing than those who were passing. On the other hand, it portrays the ineffectiveness of supervisors and education system in general. However, there were evidences of the government disbursing inadequate school fund, delay to employ science teachers, insufficient teaching and learning facilities which made headmasters/ headmistresses play their roles in a difficult educational environment.

5.3 Conclusion

The research reveals that improving studentsô performance does not only depend on the roles of headmasters/headmistresses, but also supplementary factors. The findings show that the presences of challenges in secondary schools hinder some headmasters/headmistresses from supervising teaching and learning activities as required. For instance, poor implementation of the strategies mentioned in this study is an indication that CSEE results cannot be improved in the prevailing unsatisfactory academic environment. The research has noted that, lack of enough fund, science teachers, library, laboratory and classrooms; coupled with studentsô indiscipline cases, insufficient teaching and learning facilities affect to a great extent the CSEE results. Therefore, basing on the findings, it can be concluded that the secondary school studentsô academic performance in CSEE depends on the

headmasters or headmistresses playing their role effectively when supported by the education system.

5.4 Recommendations

Basing on the findings, analysis and discussion drawn, the researcher noted some challenges which were hindering headmasters/headmistresses from executing their roles for improving studentsô performance and this forms the basis of the following recommendations as a solution to the problem.

5.4.1 Recommendations for Immediate Action

This study set the following recommendations for immediate action:

i. The government through MoEST should supply adequately the resources for improving studentsô academic performance in secondary schools. This should include supplying necessary laboratory equipment, library materials, teaching and learning facilities.

ii. The headmasters/headmistresses should create new techniques of making parents to participate fully in school academic matters for improving studentsô academic performance. Their involvement will also support the school in building infrastructures such as libraries, laboratories and administration block in secondary schools on a self-help basis.

iii. The headmasters/headmistresses should make observation of the classroom lessons for identifying the challenges facing teachers and students during teaching and learning process.

iv. The headmasters/headmistresses should emphasize the conduction of regular meetings at classroom level to allow smooth sharing of academic information.

5.4.2 Recommendations for Further Studies

In view of the findings of this study, the following areas for further studies are recommended:

i. The area which needs further studies is how the perception of heads of school as administrators influences subject teachers to teach properly.

ii. There is need of conducting a study to examine how the roles of headmasters/headmistresses affect studentsô attitudes towards learning.

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APPENDICES

Appendix I: Interview Guide for Headmasters/Mistresses

The objective of this research is to examine the roles of headmasters/mistresses in enhancing secondary school studentsô academic performance. In this case, I request you to provide me with important information concerning the roles of the headmasters/mistresses in your school. I guarantee you that the information you give will be used for the purpose of this research only and treated with top most confidentiality. Thank you for agreeing to participate in this study and I appreciate your cooperation and assistance.

1. Sir/Madam, please kindly tell me something about your role as the headmaster/mistress of é secondary school in Kinondoni District.

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   Did you attend any school leadership, administration or management training before or after being posted to your school? (The interviewer will tick in the space provided to show whether the interviewee attended leadership, administration or management training)

Type of Training Attended	**YES**	**NO**
Leadership		
Administration		
Management		

2. Do you organize planning activity at your school? The interviewer will ask to confirm whether the schools organize the planning activity and then tick according to response.

   A. YES [ ]

   B. NO [ ]

If the answer above is YES, (The Interviewer will continue to ask the following questions and tick in the space provided activity)

(i) Do you have a school action plan?

A. YES [ ]

B. NO [ ]

(ii) What things are in your school action plan?

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(vi) From the action plan, what are the general school strategic goals?

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6. Do you communicate academic performance to other people outside the school (Parents, DSEO, and REO etc.)? (The Interviewer will tick in the space provided to show if there is academic communication between headmaster/mistress and parents/DSEO/REO)

   A. YES [ ]

   B. NO [ ]

7. How many teachers do you have in your school?

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8. Do all teachers in your school have the required teaching qualifications? (The interviewer will tick in the space provided to show whether teachers have the required qualifications)

   A. YES [ ]

   B. NO [ ]

9. Do all teachers attend their lessons regularly? (The interviewer will tick in the space provided to show whether all teachers attend their lessons regularly).

   A. YES [ ]

   B. NO [ ]

   If the answer is NO, explain why not.

   é

   Do you experience shortage of teachers in your school? (The interviewer will tick in the space provided to show the shortage of teachers)

   A. YES [ ]

   B. NO [ ]

If the answer is YES, how do you solve the problem? Explain.

é é é

13. Do teachers help the slow learners at extra hours? (The interviewer will tick in the space provided to show if the remedial classes are done)

    A. YES [ ]

    B. NO [ ]

    If the answer is YES, how is the remedial classes organized?

    é é é

15. Do you experience student indiscipline cases that hinder other studentsô academic performance? (The interviewer will tick in the space provided to show any presence of studentsô indiscipline cases)

    A. YES [ ]

    B. NO [ ]

    If the answer is **YES** briefly explain.

    é é é

18. What are the challenges observed in your school on the implementation of;

(a) Action plan?

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Do you have a professional accountant at your school?

A. YES [ ]

B. NO [ ]

If the answer is NO, explain how do you manage the financial matters in your school.

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20. Do you collaborate with the school board to allocate the resources such as money, personnel, materials, equipment and facilities according to school plans and budgets?

A. YES [ ]

B. NO [ ]

21. How do you ensure proper record keeping and management of funds collected and grants received from the government and development partners? Briefly explain.

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22. What can you comment on the syllabus coverage in form four classes before students sit for CSEE? Briefly explain.

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What can you comment on the general studentsô academic performance in CSEE in last six consecutive years?

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Thank you so much for your cooperation!

APPENDIX II: Interview Guide for the Municipal Secondary Education Officer (MSEO)

The objective of this research is to examine the roles of headmasters/mistresses in enhancing secondary school studentsô academic performance. In this case, I request you to provide me with important information concerning the roles of the headmaster/mistress in their schools. I guarantee you that the information you give will be used for the purpose of this research only and treated with top most confidentiality. Thank you for agreeing to participate in this study and I appreciate your cooperation and assistance.

1. Sir/Madam, please kindly tell me something about your role as the **(Municipal Secondary Education Officer (MSEO)** of Kinondoni Municipal.

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Are all Headmasters/mistresses provided with knowledge of school administration, leadership or management training before they are posted to their schools? Briefly explain.

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10. To what extent has the support given by the municipal council being reflected in improving CSEE results in Kinondoni Municipal?

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APPENDIX III: QUESTIONNAIRES FOR ACADEMIC MASTERS/MISTRESS

The objective of this research is to examine the roles of headmasters/mistresses in enhancing secondary school studentsô academic performance. In this case, I request you to provide me with important information concerning the roles of the headmasters/mistresses in your school. I guarantee you that the information you give will be used for the purpose of this research only and treated with top most confidentiality. Thank you for agreeing to participate in this study and I appreciate your cooperation and assistance.

1. Do you keep academic records and share the information with the headmasters/mistresses? (Tick in the space provided to show if the academic information is kept and shared with heads of school).

   (A) YES [ ]

   (B) NO [ ]

   If the answer is NO, why are the academic documents not kept and shared? Briefly explain.

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If the answer is NO, how do you set the new targets?

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If the answer is NO explain why not.

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If the answer is NO, explain why not.

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If the answer is YES, what are the parentsô opinions on academic matters in your school?

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8. What can you comment on the general studentsô academic performance in CSEE for the last six consecutive years. Explain briefly.

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Thank you so much for your cooperation!

APPENDIX IV: QUESTIONNAIRES FOR SUBJECT TEACHERS

The objective of this research is to examine the roles of headmasters/mistresses in enhancing secondary school studentsô academic performance. In this case, I request you to provide me with important information concerning the roles of the headmasters/mistresses in your school. I guarantee you that the information you give will be used for the purpose of this research only and treated with top most confidentiality. Thank you for agreeing to participate in this study and I appreciate your cooperation and assistance.

1. Which of the following terms and phrases best describe the most typical style of leadership in your school, department or in the classroom? Study the following table carefully and put a tick (ã) in the space provided to indicate the style of leadership.

Term/Phrases	**School**	**Department**	**Classroom**
Formal and bureaucratic			
Informal and flexible			
Consultative and encouraging participation.			
Supportive and motivating teaching and learning.			
Prepare weekly planning guide/scheduling.			
Conduct regular meeting to discuss studentsô performance.			
Apply Motivation system to both students and staff			
Provide Feedback on academic Reports			
Praise good performance			
Challenges poor performance			

2. Which of the following terms and phrases best describe the most typical style of managing the physical school resources? Study the following table carefully and put a tick (ã) to indicate the status of your physical school resources.

Term/Phrases	Adequately available	Not adequately available	Effectively used	Not effectively used
Teaching and learning materials (eg. Books and stationeries).				
Classrooms				
Furniture (eg. Tables and desks)				
Library				
Laboratories				
Conducive environment for teaching and learning				
Academic records keeping				
School Time				

3. How does the headmaster/mistress motivate teachers to teach effectively? Briefly explain.

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6. Do you conduct remedial classes programme in your school to help the slow learners? (Tick in the space provided to show if the remedial classes is conducted.)

   A. YES [ ]

   B. NO [ ]

   If the answer is NO, explain why not.

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7. Do you hold regular staff meetings to discuss relevant matters before starting any new programme in your school? (Tick in the space provided to show if the regular staff meeting are held).

   (A) YES [ ]

   (B) NO [ ]

   If the answer is No, explain how you communicate staff issues.

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8. Do you conduct meetings with parents to discuss school academic matters? (Tick in the space provided to show if the parents meetings are conducted).

   (A) YES [ ]

   (B) NO [ ]

   If the answer is NO explain why not.

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9. Does your school have the school action plan? (Tick in the space provided to show if the action plan is available in your school).

(A) YES [ ]

(B) NO [ ]

10. If the answer in 9 above is YES, does the school develop an Annual School Budget that reflects the strategic goals outlined in the school action plan. (Tick in the space provided to show if annual school budget is developed to reflect the strategic goals outlined in the school action plan).

(A) YES [ ]

(B) NO [ ]

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12. If the answer is YES in 9 above, what significant difficulties do arise during implementation of the action plan? Briefly explain.

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APPENDIX V: QUESTIONNAIRES FOR STUDENTS

The objective of this research is to examine the roles of headmasters/mistresses in enhancing secondary school studentsô academic performance. In this case, I request you to provide me with important information concerning the roles of the headmasters/mistresses in your school. I guarantee you that the information you give will be used for the purpose of this research only and treated with top most confidentiality. Thank you for agreeing to participate in this study and I appreciate your cooperation and assistance.

1. Is this school a good school where candidates get good academic results in form four examinations? (Tick in the space provided to show if the good school where candidates get good results).

   A. YES [ ]

   B. NO [ ]

2. Do your parents encourage you in any way to do well at school? (Tick in the space provided to show if the parents encourage you to do well at school).

   A. YES [ ]

   B. NO [ ]

3. Does your headmaster/mistress encourage you to do well at school? (Tick in the space provided to show if the headmaster/mistress encourages you to do well at school).

   A. YES [ ]

   B. NO [ ]

4. Do you know any school strategy which aims to improve academic performance? é

5. Do you have a library in your school? (Tick in the space provided to show the presence of the library in you school).

   A. YES [ ]

   B. NO [ ]

6. Does the library have enough books? (Tick in the space provided to show if the library has enough books).

   A. YES [ ]

   B. NO [ ]

7. Do you conduct studies in the library? (Tick in the space provided to show if you conduct studies in the library).

   A. YES [ ]

   B. NO [ ]

   If the answer is **NO,** briefly explain why not. é é é é é é é é é é é

   Do you have the laboratory in your school? (Tick in the space provided to show the presence of the laboratory at you school).

   A. YES [ ]

   B. NO [ ]

8. Does the laboratory have the required materials and instruments? (Tick in the spaces provided to show the presence of the laboratory materials and instruments in your school).

   A. YES [ ]

   B. NO [ ]

9. Do you effectively use the school laboratory? (Tick in the space provided to show whether the laboratory is effectively used).

A. YES [ ]

B. NO [ ]

If the answer is **NO,** briefly explain why not.

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B. NO [ ]

13. Do teachers mark exercises? (Tick in the space provided to show whether teachers mark the exercises after teaching).

A. YES [ ]

B. NO [ ]

14. Do teachers provide homework? **(**Tick in the space provided to show whether teachers provide homework).

A. YES [ ]

B. NO [ ]

15. Do teachers mark homework? **(**Tick in the space provided to show whether teachers mark homework).

A. YES [ ]

B. NO [ ]

16. Do teachers make corrections on the given exercise or homework? (Tick in the space provided to show whether teachers make corrections on given exercise).

A. YES [ ]

B. NO [ ]

17. Do teachers conduct the remedial classes for slow learner students? (Tick in the space provided to show whether teachers conduct remedial classes).

A. YES [ ]

B. NO [ ]

18. Do you experience any problems in academic matters in your school? (Tick in the space provided to show that students experience academic problems).

A. YES [ ]

B. NO [ ]

If the answer is **YES**, what are those problems? And, how do you solve them?

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22. What does the headmaster/mistress do to promote good academic results in your school?

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Appendix VI: Documentary Analysis

1. The Action Plan, Syllabus, scheme of work, lesson plan, and lesson notes.
2. The Academic Records showing form four results for five years (2010 ï 2014).
3. The Resourcesô reports ï Number of teachers, students, Cashier, Classrooms, Library and Laboratory.
4. Parents meeting resolutions.
5. Attendance Registers.
6. Academic meetings resolutions meeting.

Form Four Results in 2008 to 2016 for Government and Non – Government Secondary Schools

Year	Division		
	I to III (%)	IV and 0 (Failed; %)	Total number of candidates examined
2008	26.7	56.9	163,855
2009	17.9	54.7	248,336
2010	11.4	38.9	352,840
2011	10.0	43.6	339,330
2012	9.5	33.5	397,222

Source: Basic Education Statistics in Tanzania (The United Republic of Tanzania, 2013).