

**THE INFLUENCE OF SCHOOL LEADERSHIP STYLES ON ACADEMIC  
PERFORMANCE OF PRIMARY SCHOOLS' PUPILS IN KIGOMA  
MUNICIPALITY, TANZANIA**

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**2021**

**CERTIFICATION**

The undersigned certifies that she has read and recommends for acceptance by the Open University of Tanzania a dissertation entitled: “*The Influence of School Leadership Styles on Academic Performance of Primary Schools' Pupils in Kigoma Municipality, Tanzania*” in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS), Department of Policy, Planning and Administration.

.....  
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.....  
Date

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## DECLARATION

I, **Christina Edwin**, do hereby declare that, this dissertation is my original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

.....

Signature

.....

Date

**DEDICATION**

This dissertation is dedicated to researchers' husband Silas Kassanga, my beloved Children David Kassanga, Irene Kassanga, Denis Kassanga and Emanuel Kassanga, my mother Onike Jackson and my Lovely father Edwin Bilantanye. God bless you!

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## ABSTRACT

The study investigated the influence of School Leadership Styles on Academic Performance of Primary Schools' Pupils in Kigoma Municipality, Tanzania. The three objectives guided the study including to identify the commonly used leadership style in Kigoma Primary schools and their influence on pupils' performance, to compare the leadership styles in government and private schools and their influence on pupils' performance in Kigoma Municipal, and to assess the relationship between autocratic, democratic, and laissez-faire leadership styles on primary school pupils' academic performance in Kigoma Municipal. This study employed a mixed approach and based on survey research design, data were collected through questionnaires, interviews, and documentary reviews. The quantitative data collected were analyzed using a statistical package for social sciences software. While qualitative data from interviews and documentary reviews were analyzed through content analysis. The study found that autocratic, democratic, and laissez-faire leadership styles were used by head teachers in Kigoma Municipal schools. Democratic and autocratic leadership styles had a positive influence on the performance of the pupils in public-private schools. Whereby laissez-faire had a negative influence in private schools. However, both of the styles were related to pupils' academic performance. The study recommends the use of varieties of leadership styles according to the environment of a given school. The study concluded that primary school performance requires head teachers to adopt different styles.

**Keywords:** Leadership Styles, Academic Performance, Primary Schools, Tanzania

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**LIST OF ABBREVIATIONS AND ACRONYMS**

ADEM	Agency for Development of Education Management
KEMI	Kenya Education Management Institute
KCSE	Kenya Certificate of Secondary Education
MoEVT	Ministry of Education and Vocational Training
OUT	Open University of Tanzania
PPE	Free Primary Education
SPSS	Statistical Package for Social Science
SSA	Sub-Saharan Africa
USA	Unite State of America

## **CHAPTER ONE**

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

#### **1.1 Background of the Study**

Kigoma region is among of regions of Tanzania mainland whose academic performance in primary schools is not promising compared to the other regions for the quite long time. More often performance of the students in national examination was gradually fluctuating (Regional Education office Annual Report, 2019) by increasing and decreasing for example the national examination results of primary education in a year 2017 the region scored 18 position out of 26 regions, in 2018 the region scored 25 position out of 26 regions which means the region was the last in that year and in 2019 the region scored 24 out of 26 regions (Regional Education office Annual Reports).

This situation is not well impressing as the environment of teaching and learning in most of different schools in Tanzania are almost similar and why our students are not performing well (Iramba, 2016). This can best be achieved through effective leadership (Botha, 2004). In connection to effective leadership, Cole (2004) asserts that, for a school to perform well both in academics and in co- 2 curricular activities, effective leadership is needed. Effective leadership has been described as the key organizational factor that has the most positive impact on an organization operation.

Basing on Goleman's (2000) research, effective leadership in a multicontextual environment can be achieved by employing three primary leadership styles stated as: vision, mobilizing people toward change; Serving, by building emotional bonds;

Leading others to greatness, by developing people for future responsibility. Effective leadership style is a key to solve the problem of working with various employees and convey the organizational progress and change to the next level.

Moreover, the Performance of primary schools is influenced by the kind of leadership styles employed by head of school, which in turn lead to the achievement of school goals and national goals at large. Iramba (2016) asserted that, studies on school effectiveness reveal a significant effect of leadership, not only on students' academic achievement but also on an array of school conditions. According to Ezeuwa (2005) leadership is the key to the progress and survival of any kind of organization, and hence success schools in this case largely depends on the quality of its leadership. This implies that through leadership teachers are engaged to struggle willingly and actively towards the accomplishment of the pre-determined goals. Allie (2014) reported that, one the head of schools core responsibilities is to ensure that the school achieves a high level of academic performance through the optimum utilisation of all human and material resources.

In Europe Wang, et al., (2016) found that in most advanced Nations like the U.S.A. and Britain and Singapore its primary school education leadership is increasingly viewed as the most important means of solving performance problems. Leadership style such as democratic was seen being applied in many schools and their results were better than those using autocratic because pupils created habits of not attending the class and school in general. This means they were more democratic than autocratic in nature. This explains why nations are concerned about the leadership styles used in schools by investing heavily in training school head teachers. In the present changing

social, economic, and technological environment, leadership is importantly; attribute of management today than before to enhance the good performance of pupils (Raelin, 2016). According to Raelin (2016), educational leaders play an important role with the intention to make teaching and learning more effective.

Again regard to Africa, a study carried out by Akor, (2014) in Nigeria, reported that there are teacher leadership problems in primary schools, which cause poor pupils performance. Also the study by Kinyanjui & Orodho (2014) on the influence of head teachers' leadership styles on pupils' performance in Kenya Certificate of Primary Education Examination in Dagoreti District found that the Government of Kenya continues to suffer from poor pupil's performance for a long time. According to this study, an effort to solve the school leadership problem has been established through distance learning, for example, Diploma in Education Management by Kenya Education Management Institute (KEMI) with the aim of developing the necessary leadership skills required in the contemporary education sector. The related study was done by Kimeu (2018) in Kenya found that the nature of quality leadership that head teachers provide determines the effectiveness of the school performance of pupils.

Once more, Kinyanjui & Orodho (2014) found that Academic performance in Kenya primary education has been faced with many challenges of which among them was the leadership of the school. Bellon, Ngware, & Admassu, (2017) indicates that there has been even continued dropping in the mean score of schools in Kenya because of leadership by head teachers. For example in Matinyani Sub County this trend with results of the three consecutive years indicating the lowest improvement in Kitui County (Siocha & Mwebi, 2017). In these studies, it is suggested that head teachers



should be equipped with management skills through in-service training in order to improve their leadership styles and the general performance of their pupils.

The study was done by Wanjiru, (2017) over factors that influence a pupil's performance, found that there are some factors that influence performance in National examinations as such school management styles. There are different types of leadership styles in schools according to his view. These include democratic, autocratic, and laissez faire leadership. According to his study democratic leadership is mostly applied in order to effectively attain this goal, he or she may decide to issue directives to the pupils, have a participatory way of decision making, or allow the s freedom to exercise their leanings (Hill, 2018). This means a leader use autocratic leadership to make the pupils fear to attend the class during lessons.

In the Tanzania context, a study by Aunga & Masare, (2017) who researched the effect of Leadership Styles in Primary Schools of Arusha District found that democratic leadership decentralizes power and authority whereby decisions are made through consultations. The head teacher agrees with the goals for which he/she expects achieved. He/she encourages personal initiatives and solutions to problems are found among the pupils and teachers.

Mchomvu (2017) at Mkuranga district found that primary leaving examinations in Tanzania always indicates variations of results including mass failure; again, Limbe, (2017) found that the number of candidates who pass the primary leaving the examination is low compared to the number of candidates who sit for Primary Leaving Examination, that means, every year Tanzania loses a lot of pupils who could

join form one to the fact that most candidates fail the examination. Among the factors for such failure is leadership in those schools (Mosha, 2018).

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## **1.2 Statement of the Problem**

Primary school education in past five years had not been stable which had led to unsatisfactory examination results in standard seven leaving examinations (Iramba, 2016). In most schools, majority of students had failed or had not shown good performance in their results, which prevented them for further studies. The students'

performance in a year 2017 the Kigoma region scored 18 positions out of 26 regions, in 2018 the region scored 25 positions out of 26 regions which means the region was the last in that year and in 2019 the region scored 24 out of 26 regions (Regional Education office Annual Reports).

The pupils' performance in standard seven Examinations in 2017 and 2018 shows that the average score for pupils who joined secondary education studies was 54.4% while, 46.5% of pupils failed. For several years, therefore, the National target for 100% primary school leavers the pass has not been achieved as such a problem is even global including schools in Kigoma Municipality (Aunga, & Masare, 2017). This situation is not well impressing as the environment of teaching and learning in most of different schools in Tanzania are almost similar and why our students are not performing well.

Previous studies to address the problem through training by Agency for the Development of Educational Management (ADEM) didn't work out well because not all head teachers in the office were trained. The fact is that academic performance continues to remain poor with a low record of 39% pass rate since 2012 (Madan, 2012). This is a motivating reason to undertake this study.

### **1.3 Objectives**

#### **1.3.1 General Objective**

The study investigated the influence of School Leadership Styles on academic Performance of Primary Schools' Pupils in Kigoma Municipality, Tanzania.

### **1.3.2 Specific Objectives**

Specifically, the study is guided by the following objectives

- (i) To identify the commonly used leadership style in Kigoma Municipality Primary schools and their influence on pupils' academic performance,
- (ii) To compare the leadership styles in government and private schools and their influence on pupils' academic performance in Kigoma Municipality and
- (iii) To assess how head teachers leadership styles; autocratic, democratic, and laissez-faire leadership influence the primary school pupils' academic performance in schools.

### **1.4 Research Questions**

- (i) What are the common leadership styles found in Kigoma Municipality and their influence on pupils' academic performance?
- (ii) How do the leadership styles in government and private schools influence pupils' academic performance in Kigoma Municipality?
- (iii) To what extent head teachers' leadership styles; autocratic, democratic, and laissez-faire leadership influence the primary school pupils' academic performance in schools?

### **1.5 Significance of the Study**

The research might help the school leaders to look for a more effective leadership style that would yield a positive performance to their pupils. This is because schools are closely supervised by head teachers whose style directly affects the pupil's performance. Likewise, Educational administrators responsible for organizing induction courses for newly appointed school managers; the study would provide

some lessons to draw on. Policymakers; as decision-makers in the Ministry of Education and Vocational Training (MoEVT) may benefit from this study, by using the findings as a guideline in setting leadership benchmarks and prioritizing the allocation of resources in education institutions.

It is hoped findings may provide information that may be useful to MoEVT for the formulation of policies, budgeting; planning and that facilitate pre-training and in-service training of education institutions 'leaders. This would equip the leaders with leadership skills for improving the teaching and learning environment and bring about the quality performance of pupils. Also, the Ministry of Educational and Vocational Training can use the findings to formulate training programmes for Head of the public primary schools.

### **1.6 Scope of the Study**

The study was limited to investigation on the influence of autocratic, democratic, and laissez faire leadership style on the performance of primary school pupils. Geographically, the study covers only 20 primary schools in Kigoma Municipality. This is because the area was accessible and had enough population to get enough sample. The researcher focused on the different leadership styles namely: participating, autocratic, and laissez faire leadership style as identified by Anderson & Sun (2017).

### **1.7 Limitations and Delimitation of the Study**

Limitations are inevitable in any research. The study was limited to budget and time to achieve the objective researcher arranged to have a flexible budget towards fluctuation

of the price that would affect the budget during the research process. Also, time for teachers was arranged to meet each of them according to the timetable agreed with the researcher.

## **1.8 Organization of the Study**

This study is organized in five chapters. Chapter one consists of the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations, and delimitations of the study, the scope of the study, and conceptual framework of the study. Chapter two reviews the literature review by discussing theories of leadership, empirical studies done before, and the research gap identified. Chapter three is about research methodology, which is composed of; research design, study area, target population, sample size and sampling procedure, data collection methods, data analysis, and ethical issues. Chapter four presents the results and discusses the findings. Chapter five present the summary, conclusions, and recommendations in line with research objectives.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter discusses Leadership Styles and their influence on academic performance. This chapter shows the researched related literature and studies to magnify the conceptual background of the study. It present the review of the empirical studies related to the study objectives. The studies reviewed were conducted in different areas by using different approaches but were deemed to have insight to guide this particular study to come up with the new knowledge. Any meaningful research activity should be able to produce knowledge; this can be possible by identifying the knowledge gap (Rwegoshora, 2006; Nyatta, 2013). This chapter presents definition of key terms, theoretical framework, empirical literature reviewed, the research gap identified and conceptual framework.

#### 2.2 Definition of Key Terms

This study has key terminologies used namely; leadership, leadership styles, pupil's academic performance, primary schools. Hereunder, the researcher provides the operational definitions.

**Academic performance** refers to the primary schools performance in CSEE results overtime.

**Leadership Style** is the manner in which school leaders are providing direction, implementing school plans so as to achieve the desired goals

**Participatory Style** refers to the managerial style that invites input from teachers on all decisions. The staff is given pertinent information regarding school issues, and a majority vote determines the course of action the school will take.

**Leadership** is viewed as a process whereby the school head teacher influence teachers to teach and encourage pupils to achieve higher academically in their examinations.

**Pupils:** in this study it means children are registered in primary schools at their respective schools.

### **2.3 Theoretical Literature Review**

This study is guided by the trait theory which was introduced by Herbert Spencer in 1860. The theory assumes that people are either born or are made with certain qualities that make them do extremely well in leadership roles. That is, certain qualities such as intelligence, sense of responsibility, creativity, and other values puts anyone in the shoes of a good leader. This implies that Head teachers' competence and mastery of task-related knowledge and skills stand him in good stead in the performance of his leadership functions. These will help him or her to improve the learner's academic performance of his or her pupils. Chuma, (2015) refers to these skills as technical, interpersonal, and conceptual. Technical skills equip the school leader with specialized knowledge, procedures, and techniques to accomplish a task. Interpersonal skills equip the leader to understand the feelings and attitudes of learners and to establish cooperative work relationship with them. Conceptual skills enable the head of school to develop and use ideas and concepts to solve learners' complex problems.

Objectives; the core objective behind the trait theory of leadership is based on the characteristics of many leaders who are either born with or made after being born.



This theory intends to predict leadership effectiveness through the application of different styles that can make such a leader effective. However, this study is purposively designed to examine the influence of school leadership style on the performance of primary school pupils in Tanzania which similar to the purpose of this theory that sought to predict leadership effectiveness through the application of different styles (autocratic, democratic, laissez-fair). The resulting lists of traits are then compared to those of potential leaders to assess their likelihood of success or failure. Assumptions of the theory and the objective of the study; Therefore the basic assumptions of the theory are related to the objective of the study and deserve to be a useful tool in this study.

## **2.4 Empirical Literature Review**

### **2.4.1 Common Leadership Styles in Schools**

Mulford (2003) did a study on the styles of leadership in Iowa, Ohio and Michigan to determine the most effective style in influencing performance on the part of those being lead. The study used a sample of 234 participants and data were collected through questionnaire using survey design and applied quantitative method of analysis. The findings were democratic styles was effective in enhancing student performance. The study recommended the use of democratic leadership to increase score for students as have direct effect on the performance.

Also, a study by Konkle (2007) in urban elementary school at state of Ohio for the purpose of identifies leadership styles of school principals in relation to school effectiveness using mixed approaches and descriptive design found that leadership styles of the school principals have effects on students' performance. In a review of

effective schools in the United State of America (USA), Croninger & Lee (2001) found evidence that, schools with a common sense of purpose and strong communal organization involving collegial relationships among staff and positive adult student relationships are efficient in promoting a range of academic and social outcomes reflecting students' engagement and commitment. This means school heads have to work with staff members collaboratively so as to analyse their problems, set school developmental plan and priorities, and resolving issues like group dynamics.

Furthermore, Korkmaz (2007) and Denton (2009) studied the effects of leadership style on the organizational health of schools in Turkey. They cited studies that relate the dissatisfaction of teachers to low salaries, lack of resources, inappropriate administrative leadership styles and job related stress. The former used survey design whereby the later used case study design based on interview and documentary data. The findings indicated that studies had attribute strong correlations between the principal's leadership style and 33 teachers' job satisfaction. He said, in many respects, the principal is the most important and influential individual in the school. It is his or her leadership that shapes the school's learning climate, the level of relationship between staff, and the teacher morale. Other findings indicated how school performance relate to the characteristics of school principals with positive relationship between principals experience and school performance, implying that schools led by inexperienced principals would reveal poor performance. This means that schools lead by experienced principal would reveal good performance.

Moreover, by Okoroji, et al., (2014) in their study which examined the effect of principal and teacher leadership on student engagement with school, based on the

analysis of survey data from a sample of 1762 teachers and 9941 students in a large Canadian district. They found that principal sources of leadership had larger effects on student engagement than teacher sources of leadership, hence good performance. The authors reported non-significant negative effects of collective leadership on students.

In Africa, intensive effort to improve school leadership was one of the most promising points of intervention to raise retention, the quality and efficiency of secondary education across Sub-Saharan Africa (SSA). In developed countries there are huge effort played by the government for the aim of improving administration in educational organizations. 34 For instance in South Africa, leadership training for secondary school heads was to improve quality of Education hence good performance while, in Senegal's Improvement Plans created in 1996, encourage entrepreneur skills of head teachers to find funding for school projects that enhance educational quality (Nzoka, 2014). A study conducted by Okoroji, et al., (2014) titled, Impact of leadership styles on teaching and learning process in Iwo state revealed that, majority of school teachers in Owerri North uses democratic leadership style more than other types of leadership styles. A study conducted by Tilley (2011) in reviewed the leadership style of principals in high-performing schools in extreme-poverty areas to determine what factors accounted for academic achievement.

The study revealed that school leadership that had high expectations for staff members and emphasised small group instruction, collaboration, and continuous improvement in instructional practices played a significant role in academic achievement. In addition, the study made by Kitavi (2014) established that there is a positive moderate relationship between the democratic leadership style and student academic

performance in primary schools. The study revealed that most school managers used the democratic style of leadership. Schools are composed of intelligent people whose ideas are crucial in the day-to-day running of the same schools. Teachers, pupils and prefects, for example, have the capacity to advise effectively on academic matters in the school. Their ideas and contributions cannot be ignored.

Moreover, a study done by Wang & Drysdale (2016) the study was about the influence of autocratic leadership. This study found that autocratic managers retain most authority for him/her and make decisions with a view to ensuring that everything is implemented. It was in this study noted that the autocratic leader gets vested authority through the office more than from personal attributes. He directs group members on the way things should be done. He also gives orders, which are to be obeyed. All powers are concentrated in his hand such that when he is away, it would be difficult to know what to do. Power and decision-making according to this report reside in the autocratic leader. Mwamuye's (2012) study noted that to improve pupils' performance head teachers were required to ensure management of the schools was enhanced and that effective headship by head teachers was a prerequisite to the good performance of schools. The study emphasized the central role in offering school leadership by the headmaster as the one supposed to mobilize and coordinate all the school stakeholders and resources towards the school goal. In so doing, school heads' leadership influenced school governance, instructional organization, and school climate, which in turn directly affected pupil's academic performance.

Moreover, a study by Chonjo, (2018) found poor performance in primary schools is probably be caused by unethical issues in various angles including; poor school

leadership of school leaders, supervision, and other related factors that are assumed to contribute highly to the occurrence of the problem. Also in the study by Lindsay, Kofie, & Mbepera, (2017) and Limbe, (2017) have linked the same challenge of leadership facing primary schools towards their performance. Therefore undertaking this study would be important to reduce the effect of the problem in Tanzania.

Kinyanjui, & Orodho, (2014) indicates that autocratic leadership can be beneficial in some instances, such as when decisions need to be made quickly without consulting with a large group of people. According to this perspective, some projects require strong leadership in order to get things accomplished quickly and efficiently. Have you ever worked with a group of pupils or co-workers on a project that got derailed by poor organization, a lack of leadership, and an inability to set deadlines? If so, chances are that your grade or job performance suffered as a result. In such situations, a strong leader who utilizes an autocratic style can take charge of the group, assign tasks to different members, and establish solid deadlines for projects to be finished. In situations that are particularly stressful, such as during military conflicts, group members may actually prefer an autocratic style. It allows members of the group to focus on performing specific tasks without worrying about making complex decisions.

This also allows group members to become highly skilled at performing certain duties, which can be beneficial to the group. On the other hand, autocratic leadership can be beneficial at times, there are also many instances where this leadership style can be problematic (Kinyanjui, & Orodho, 2014) People who abuse an autocratic leadership style are often viewed as bossy, controlling, and dictatorial, which can lead to resentment among group members. Because autocratic leaders make decisions without

consulting the group, people in the group may dislike that they are unable to contribute ideas.

Moreover, the study by Limbe, (2017) indicated that autocratic leadership often results in a lack of creative solutions to problems, which can ultimately hurt the performance of the group. While autocratic leadership does have some potential pitfalls, leaders can learn to use elements of this style wisely. For example, an autocratic style can be used effectively in situations where the leader is the most knowledgeable member of the group or has access to information that other members of the group do not. The follower becomes dependent on the leader and his personal development is jeopardized. Chonjo, (2018) also found that Poor performance in primary schools is probably be caused by unethical issues in various angles including; poor school leadership of school leaders, supervision and other related factors which are assumed to contribute highly on the occurrence of the problem.

#### **2.4.2 Democratic Leadership and Pupils Performance**

Wanjiru (2017) did a study in Kenya concerning leadership styles and its influence to pupil's performance, descriptive research design was applied, and its data were collected using group discussion, documentary review and questionnaire based on sample of 253 respondents. The findings were management styles influenced pupils score in National Examinations in Kenya. Three leadership styles were identified in schools being democratic, autocratic, and lazier fair leadership. The democratic style of leadership was more related to emphasizes group and leader participation in the making of policies. In this style of leadership, most policies derive from group decisions.

Moreover, Ayedemi (2013) did the study using questionnaire and interview to collect data with sample of 79 participants. Mixed design was used and data were analysed both qualitatively and quantitatively its findings indicated that head teachers in public schools were two leadership styles mainly to manage their schools, these were democratic and autocratic styles. On the other hand, the findings revealed that private primary schools used a wide range of leadership styles among them, democratic, transformational, and this democratic style leaves pupils to be free in attending the classes and ask questions where they don't understand. The study further presented that the performance of both teachers and learners was very good in private schools. The study recommended for any head teacher to be appointed one need to have undergone training in educational leadership and Management. This study suggests that democratic leadership is the best way leaders can use to enhance performance in their schools.

A study conducted by Tilley (2011) in reviewed the leadership style of principals in high-performing schools in extreme-poverty areas to determine what factors accounted for academic achievement. The study revealed that school leadership that had high expectations for staff members and emphasised small group instruction, collaboration, and continuous improvement in instructional practices played a significant role in academic achievement. In addition, the study made by Kitavi (2014) established that there is a positive moderate relationship between the democratic leadership style and student academic performance in primary schools.

The study revealed that most school manages used the democratic style of leadership. Schools are composed of intelligent people whose ideas are crucial in the day-to-day

running of the same schools. Teachers, pupils and prefects, for example, have the capacity to advise effectively on academic matters in the school. Their ideas and contributions cannot be ignored. Also, a study conducted by Nsubuga (2003) in Uganda for the aim of examine the influence of leadership styles adopted by school heads on the overall performance of 35 primary schools in twenty-four primary schools in three regions in Uganda revealed the extent to which leadership style contributes to student academic performance was limited; denoting a coefficient determination of 32.8%.

According to Nsubuga (2003) leadership style may be a strong factor in accounting for the academic performance of learners in a school, but its degree of influence may be limited if the school lacks reliable teachers, funds, an experienced principal and a strong culture of academic excellence. The remaining 67.2% is the measure of the extent to which extraneous variables such as the quality of teachers, availability of school facilities, instructional materials and the experience of head teachers, school culture and nature of learners contribute to school performance.

Moreover, Wangithi (2014) found that, democratic leadership style has a positive impact with school performance of primary schools while Laissez-faire leadership style of school heads has negative impact on school performance, it need to be avoided and the greater the use of autocratic principles, the poorer the learners' academic performance. Nsubuga (2008) added that, most school manages used the democratic style of leadership. The school head uses the democratic leadership style to build trust, respect and commitment because the style allows people to have a say in decisions that affect their goals and how they do their work (Wangithi, 2014).



Furthermore, the study by Kasinga (2010) indicated that the democratic style of leadership was the most applied one by Principals in primary schools in Nairobi province and laissez-faire leadership style was the least applied while a study by Okoth (2000) on the effects of leadership styles on performance in Kenya Certificate of Secondary Education (KCSE) in the same province revealed that democratic 36 head teachers produced higher mean score grades as compared to autocratic head teachers.

In Tanzania, studies have been done focusing on the aspect of the roles of school leadership styles and the students' academic performance in both public and private primary schools. For instance, a study conducted by Mazengo (2012) titled, the leadership styles of the school heads and school performance in private primary school. The purpose of the study was to examine and identify the leadership styles of secondary school heads and school performance in private primary schools. The study found that the democratic leadership style was highly mentioned by the respondents as the most effective from better performing private primary schools followed by autocratic or authoritarian leadership style.

He maintain that, school heads and teachers report that the democratic leadership style is essential for involving teachers and students on various matters and decision making at school. Another study was conducted by Mosha (2000) articulated that, school management and performance require effective school leadership style whereby school heads are able to handle both external operations as well as the school environment interaction. Also, a study conducted by Nzigilwa (2010) titled, the role of school leaders in influencing students 'achievement in primary schools. The study

revealed that, in those highly performing primary schools their schools heads were much concerned with the component including articulation of school vision and mission, recruitment of teachers and effective utilization of the resources, supervision of teaching and learning processes, monitoring of students' progress, motivating teachers and students and creating orderly teaching and learning environment.

### **2.4.3 Laissez Faire Leadership Style in Schools**

Mkhize, (2005) investigated the influence of leadership style in primary schools, in this study mixed approaches were used based on descriptive design along with application of questionnaire and interview. The analysis was done using statistical package for social science and found that laissez faire leadership style; organizational members have almost complete freedom, operate with a minimum of rules, and often serve as leader in making decisions that guide the organization. In laissez-faire leadership it was noted that the head teacher believes that there should be no rules and regulations since everyone has a sense of responsibility (Nusche & Moorman, 2008).

In view of the findings it is wise to conclude that laissez-faire leadership style works to the subordinate who real knows and understand their responsibilities and are committed because head of the school does not interfere their activities, rather he or she prescribes what to be done and leave them to do on their own. The leader using this style remains in the background and seldom expresses an opinion or work with organizational member. By being free to contribute ideas, opinion and acting on their own without interference of the head of the school, teachers will work hard towards the educational goals hence good academic performance.

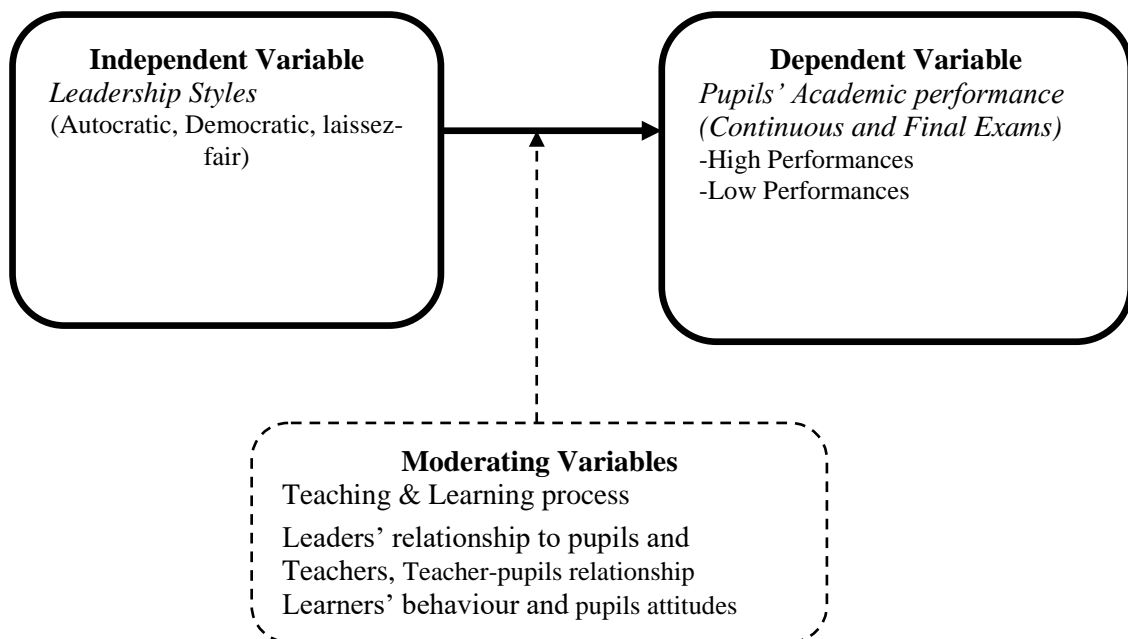
Moreover, Raelin (2016) argued that the successes of any leader is through being taught to be, due to the various methods ranging from the most 'democratic, autocratic and laissez-fair (Akhter et al., & Salamat, 2015). Day et al. & Sammons (2016) who a study on leadership influence the academic performance of pupils found that democratic school leadership influence the academic performance of pupils in primary schools. Njiu (2016) adds that primary school results are very important as they aid pupils to choose a career path and some even use it in getting employment. Again, the study done by Ayedemi (2013) indicates that laissez-fair leadership allows group members to make decisions. Contrary to these leadership styles, the laissez-faire leadership style is the kind of leadership that makes provisions for the individual to have dominant roles in decision-making and in the exercise of power. The style allows complete freedom to group decisions without the leader's participation. Thus, pupils or teachers are free to do what they see as beneficial to the success of the school and their own performance. Omari (2011) observed that lazier fair leadership styles can be used by a leader depending on the type of decision for some time because when listening to pupils and leave them to decide would lead to a positive outcome. They can decide the way they can learn and behave, which may create positive learning, although the style would be effective in primary schools than in primary schools.

## **2.5 Research Gap**

The majority of studies carried out on leadership style were based on quantitative studies. Yet there are little researches on the same topic done school leadership styles on the academic performance of the primary schools' pupils in Kigoma Municipality. This study is essential in adding the body of Knowledge in literature.

## 2.6 Conceptual Framework

According to Jabareen (2009), conceptual framework is concepts that together provide a comprehensive understanding of a phenomenon. It relates to variables of the study; leadership styles (Autocratic, Democratic, laissez-fair) that have an impact on pupils' academic performance (Omari 2011). Academic performance is the dependent variable in the study. According to Ayedemi (2013) learners' behaviour and leader relationship and pupils contribute to the success in score of students. The concepts are summarized in Figure 1.1:



**Figure 1: Conceptual Framework of the Study**

Source: Modified from Omari (2011)

This framework was modified from Omari (2011) in his book entitled “The Concepts and Methods in Educational Research”. The conceptual framework is based on the independent, dependent, and moderating variable namely Leadership styles (autocratic, democratic, laissez-fair). The dependent variable is the pupil's

performance. Lastly, there are moderating variables, which are factors that influence the academic performance of pupils. The concepts represent aspects of leadership styles that influence pupils' academic performance in general.

According to Alexander, (1994) independent variables are the inputs to that measurement. In this study, independent variables are autocratic, democratic, and laissez-faire leadership styles. These different leadership styles adopted by the school head teacher affect the school academic performance of primary schools in a number of ways. As such a variety of leadership styles (autocratic, democratic, and laissez-faire leadership) have been categorized into three broad styles.

Whereas, the dependent variable in this study is pupils' academic performance as measured according to the school output delivered i.e. school academic means score in continuous assessment and PSLE through continuous school improvement. The dependent variable according to Alexander, (1994) is what is being measured in an experiment evaluated. Independent variables are the outputs that are being measured. For example in this study, the outcome of pupils' academic performance is in form of passing examinations, tests, exercises, what the pupils can practically do, and how the society perceives the pupils in terms of the satisfaction they derive from the education obtained by the learners.

Moreover, the moderating variable is a mediator and goes between the two variables. They mediate dependent and independent. In attempting to investigate the influence of leadership styles on pupils' performance in primary schools in Kigoma Municipal, there however other factors that contribute to that performance. These factors are

Leaders' to pupils and teachers, teacher-pupils relationship, learners' characteristics, and pupils' attitudes. The purpose of identifying these likely extraneous variables is to control them so that they do not affect the study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter outlines how data were collected and analyzed. The chapter presents of study area, research design, research approaches, population, sample, and sampling procedures, data collection methods, data analysis, validity and reliability of the research instruments and ethical issues observed.

#### **3.2 Study Area**

This study was done in Kigoma The municipality, the reason for selecting this area is based on the fact that the sampled areas was easily accessible and had enough population to get enough the sample size for the study. Kigoma Municipality is located at the North-Eastern shore of the second deepest Lake in the World; it lies between the latitude of 4.52<sup>0</sup> South and a longitude of 29.35<sup>0</sup>.

#### **3.3 Research Approaches**

The study used a mixed research approach, which includes quantitative and qualitative methods. This is because using a mixed approach enables the researcher to get more in-depth information and knowledge of the problem as well as providing rich datasets. Creswell (2009) supports that when the two approaches are used in a cycle; the overall strength of a study becomes greater than either quantitative or qualitative research. Hence, using mixed approaches increases the validity and the overall strength of a study.

### **3.4 Research Design**

Thomas (2003) defines survey design as a process that involves gathering information about the current status of some target variables within a particular reporting on the findings using the survey questionnaire. Survey research design combines approaches, this means it uses quantitative and the qualitative presentation of research (Mertens, 1998). A survey research design was used because the mixed data are appropriate for worth findings.

### **3.5 Target Population**

Borg & Gall (1989) define the target population as all the hypothetical sets of people to which the researcher wishes to generalize the results of the research. The target populations of this study are 982 people comprising of all head teachers, teachers, education ward coordinators, and pupils in both private and government schools and education coordinators. The population helped to get enough sample size for the study.

### **3.6 Sample Size and Sampling Techniques**

#### **3.6.1 Sample Size**

Sample size is the act of choosing the number of observations to include in a statistical sample from a population (Sandelowski, 1995). The study used a sample of 98 respondents obtained from a population of 982 people. The sample consisted of 26 head teachers, 56 teachers, five (5) education ward coordinators and 11 pupils in both private and government schools. It was obtained by using Guadagnoli & Velicer's (1988) formula. It states that a good maximum sample size is usually 10 percent as long as it does not exceed 1000. Good maximum sample size is usually around 10



percent of the population, as long as this does not exceed 1000. Using the idea of 10 percent, the population 982 was subjected to formula as shown.

Accordingly,  $\frac{10}{100} \times 982 = 98.2$

100

The samples of 98 participants are enough because it is selected from a larger population, which gives a true representation of the sample by 10%.

### **3.6.2 Sampling Techniques and Procedures**

#### **3.6.2.1 Simple Random Sampling**

This study used simple random sampling to select 56 teachers by picking randomly within 26 selected schools for study until the sample was saturated. The procedures of choosing the schools were done by writing names of all schools on the small pieces of paper and folding them. The same technique was also used to get eleven pupils to participate in the study. These were picked randomly during the study from their respective school whereby each student had an equal chance of being selected. The researcher did so until eleven students were obtained.

#### **3.6.2.2 Purposive Sampling**

In this study, the purposive sampling technique was used to select head teachers from twenty-six (26) primary schools and five education ward coordinators. According to Kothari (2004) the purposive technique, enables the researcher to choose respondents based on the fact that they have desirable characteristics related to the issues that are under investigation. The researcher used this technique to get specific information

regarding how leadership in a given school has an influence to students' scores needed for the study. Gall & Meredith (2003) adds that specific information is obtained by employing purposive sampling in any study.

### **3.7 Data Collection Methods**

Data collection according to Mihas (2019) is a process of gathering information on variables of interest in an established systematic way that enables one to answer the research questions. The researcher used several methods to collect data; questionnaires, interview, group discussion and documentary review.

#### **3.7.1 Questionnaires**

A questionnaire is a document designed to collect information appropriate to be analyzed (Kothari, 2004). The researcher used a questionnaire to get information concerning leadership styles in selected schools. The questionnaires were in form of a Likert-type scale that consists of a series of declarative statements the respondent indicated whether he/she "strongly agree," "agree," "disagree," and "strongly disagree" (Patton, 2002). The main reason for using a questionnaire is to get quantitative data that will be compiled against qualitative findings to increase the worthiness of the findings.

#### **3.7.2 Semi-Structured**

The interview is the face-to-face conversations between the respondents and the researcher (Kothari, 2004). In the study semi-structured the interview was used to collect data from pupils and head teachers from selected primary schools. Each of the groups had their own interview schedule. Head teachers had an interview in English

and pupils used Kiswahili interview with a researcher. This interview focused on study objectives. Despite the interview being flexible, a researcher needed to have additional information regarding the effects of heartaches leadership styles because pupils are the ones affected than head teachers who apply those styles. Bryman (2008) supports that flexibility enables the researcher to ask questions in different order and clarification on answers those are not clear.

### **3.7.3 Focus Group Discussion**

Is frequently used as a qualitative approach to gain an in depth understanding of social issues (Creswell, 2009). The method aims to obtain data from a purposely selected group of individuals rather than from a statistically representative sample of a broader population. In the study five ward education coordinators were involve and they discussed providing opinions concerning several leadership styles and their effects on pupils' academic performance for both private and public schools. In the discussion, the researcher was a facilitator who looks at the notes and introduces the areas of discussion. The ward coordinators discusses in deeply and their responses were taken for analysis of qualitative data. The method was appropriate because through discussion participants were able to exhaust more information that would not be obtained in the interview and questionnaires.

### **3.7.4 Documentary Review Method**

Secondary data are data from secondary sources (Staton, 2018) Such as information gathered from the library at Kigoma, books dissertational. The study used national examination results, school examination results, and the report on the number of pupils that we're able to join forms one in those schools. A researcher related the

results with leadership styles found in those schools. The documentary review was used in order to assist in drawing conclusions on the findings.

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

Validity according to Babbie, (2004) refers to the extent to which the concept one wishes to measure is actually being measured by using a particular scale. According to Leung, (2015) reliability is the degree to which the research method produces stable and consistent results. Regarding this study both validity and reliability of the instrument were ensured in the following ways;

**Using triangulation,** The study used more than one method to collect data. The methods were questionnaires, interviews, group discussions, and documentary reviews. One of the reasons for the combination of different data collection methods was to ensure that in case one method is weak, that weakness is compensated by another. Patton (1999) asserts that triangulation is mostly useful in order that the weakness of one method can be compensated by another by increase the validity of the collected information. Golafshani (2003) is in support of this opinion that studies that use one method of data collection are vulnerable to errors of the particular method.

**Clarity of instructions,** The searcher reviewed the clarity of the instruments questionnaire, interview schedule, group discussion and documentary in order that the instructions increase the validity of the results.

### **3.9 Data Analysis**

Data analysis is the process of bringing order, structure, and meaning to the mass of information collected (Mugenda & Mugenda, 2003). After data collection, the 56

teachers questionnaires were checked for completeness, accuracy, and uniformity of the information obtained. Each of the items was quantitatively analyzed by statistical package for social science (SPSS) 20 version software. The data were entered in variable view and were verified through data view. Another analysis for group discussion interview and documentary review was done through thematic analysis. In this aspect, data were interrelated into meaningful information and presented in text format. Their findings are presented in chapter four in form of tables and texts.

### **3.10 Ethical Consideration**

Following ethical consideration in research, ethics were adhered to; the researcher obtained a research permit from the open university of Tanzania (OUT) so as to conduct the study. The permit was presented to the Education Officer, Kigoma municipal, before visiting the sample schools to make self-introduction confirm the principle of deliberate consent and confidentiality with participants. Mugenda & Mugenda (2003) describes that the researcher must confirm the principle of voluntary consent, confidentiality, and anonymity where the respondents willingly participate in research. Ensuring participants' confidentiality was important to ensure the study meets its objectives.

## **CHAPTER FOUR**

### **ANALYSIS, RESULTS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents the overall information about the data collected. The first section presents demographic analysis, findings against its objectives and discussion. The discussion was done to compare results and findings.

#### **4.2 Demographic Data Analysis**

A total number of 98 respondents were used to provide information and involved in the study. As shown in Table 1, 36 (64.3 %) of teachers were male, 20 (35.7%) of teachers were female. These teachers were classified according to their experiences as 1-7 were (83.9%), 8-9 were (12.3 %), 10-12 were (3.6%) and 13+ were 0(0%). This means the study equalized gender balance to balance opinions and avoids bias. More experienced teachers were used in the study to provide quality information.

Also, the study included 26 head teachers, such that 24 (92.3 %) of head teachers were male, 02 (7.7) % of head teachers were female. Again these head teachers were classified according to their experiences, the results shown were that 1-5 were (57.7%), 6-9 were (38.3%), 10-12 were (3.8) and 13 above years above were (0%).

On the other hand, the study involved pupils were 11 and ward education coordinators were 5. The male pupils were 7 and 4 females, whereby 4(80%) ward coordinators were males and 1(20%) was a female. This implies opinions gathered for this study tried to cover various categories of people, which increased the validity of the

findings. Therefore a total of 98 participants equal to 100% of all respondents participated in giving their opinions as reflected in Table 4.1.

### 4.3 Demographics of Respondents

**Table 4.1: Demographics of Respondents N=98**

<b>Teachers</b>	<b>Gender</b>			<b>Experiences (years)</b>				
	Male	Female	Total	1-7	8-9	10-12	13+	Total
	36	20	56	47	7	2	0	56
Percents %	64.3	35.7	100	83.9	12.5	3.6	0	100
<b>Head Teachers</b>	Male	Female	Total	1-5	6-9	10-12	13+	Total
	24	2	26	15	10	1	0	26
Percents %	92.3	7.7	100	57.7	38.5	3.8	0	100
<b>Pupils</b>	Male	Female	Total	1-2	3-4	5-13	14+	Total
	7	4	11	2	9	0	0	11
<b>Education Ward Coordinators</b>	Male	Female	Total	6-11	7-14	15-17	18+	Total
	4	1	5	3	2	0	0	5
Percents %	80	20	100	75	25	0	0	100

Source: Researcher, 2020

### 4.4 Finding and Discussion

#### 4.4.1 Common Leadership Styles used in Schools

Under this objective, the study required to identify common leadership styles found in Kigoma Municipal Council using different questions that appear in Table 2. Findings show that the participatory and autocratic leadership styles were dominant than laissez

fair . The statistics were as follows; 57.1% strongly agreed, 21.4% agreed, 14.3% disagreed, and 7.1% strongly disagreed. Therefore the leading majority who answered that question (57.1%) said that teachers are allowed to make their own decisions and heads consider suggestions made by others in government schools implying the use democratic leadership style.

Moreover, the findings noted that teachers are not included in making major decisions and they are just told what to implement, how to implement it, implying the use of autocratic leadership in private schools, its findings were; 71.4 % strongly agreed. Those who were asked of whether most of the head teachers have the final say over decisions in private 60.7 % strongly agreed, 23.2% agreed, 8.9 % disagreed and 7.1% strongly disagreed. Further findings indicated that head teachers do not seek ideas from the fellow teachers on upcoming plans of which 50 % majority on this question strongly agreed. This implies both schools used autocratic leadership style in private and democratic government schools. The results are presented in Table 4.2.

**Table 4.2: Leadership Styles used in Primary Schools**

Common leadership styles	Strongly agree		Agree		Disagree		Strongly disagree		$\Sigma fx$
	$Fx$	%	$fx$	%	$Fx$	%	$fx$	%	
Teachers are allowed to make their own decisions and heads consider suggestions made by others in public schools	32	57.1	12	21.4	8	14.3	4	7.1	56
Sometimes Teachers are not included in making major decisions and they are told what to do, how to do it, and when to do as in private schools	40	71.4	11	19.6	03	5.4	02	3.6	56
Mostly Head teachers in private never request ideas from teachers on upcoming plans	34	60.7	13	23.2	05	8.9	04	7.1	56
The Head teacher has the final say over decisions in private made within my group	28	50	20	35.7	06	10.7	02	3.6	56

Source: Research Findings (2020)



On the side of an interview with government school pupils, the majority of them said that to some extent they enjoy freedom from school heads; they are not harassed when at school.

*“In my opinion, I can say that for somehow the leadership of our head teacher favours our academic performance”* said the pupils during interviewed by the researcher.

Our documentary reviews some documents obtained from schools the academic performance records showed excellent in private schools where autocratic was used. In the comparisons of findings we made, Ayedemi (2013) indicates that head teachers in government schools were found to be using autocratic and democratic leadership styles to manage their schools. That study also presented that private schools use a wide range of leadership styles; democratic, transformational, and autocratic in certain instances.

In line with the study findings by Tsai, (2017) also confirmed this fact that democratic; autocratic is some of the common leadership styles used in schools. The academic performance of learners was not good in those schools. Related study done by Mbiti (2014) in Zambia found that leadership styles commonly applied by head teachers in Government schools were mainly democratic and autocratic leadership styles to lead their schools. We recommended that head teachers' leadership styles needed to be improved upon through capacity buildings.

Likewise, Bass & Bass (2006) found that the type of leadership styles that were commonly used in many schools were democratic and autocratic leadership styles, though it came out that the democratic style was more common in old primary schools than autocratic. In this viewpoint, we discovered that democratic leadership was more

preferred and thus concurred with our findings. By implication, it is appropriate for using autocratic in times of crisis when the situation demands on-the-spot decisions.

#### 4.4.2 Leadership Styles in Government and Private Schools

The responses for each question asked over objective 2 was as follows;(1) on the question of whether authoritarian leadership style helps private schools improve learners effectiveness 41.1 % strongly agreed, 19.6 % agreed, 5.4% disagreed, and 33.9% strongly disagreed. (2) On the question that few public schools use autocratic leadership style to influence learner's performance than private, the results were 53.6 % strongly agreed, 12.5 % strongly agreed, 21.4 % disagreed, and finally, 12.5 % strongly disagreed. (3) While the question on whether public schools use a laissez-faire leadership style at minimum rates than private, the results show that 57.1 % strongly agreed, 14.3 % agreed, 16.1% disagreed, and 12.5 % strongly disagreed.

(4) In the question that private schools heads apply mixed leadership styles than the public do, the results were as follows; 62.5% strongly agreed, 23.2 % agreed, 1.8 % disagreed, and 12.5 % strongly disagreed. The results are presented.

**Table 4.3: Leadership Styles in Government and Public Schools**

Leadership styles in government and private schools and its influence on pupils' performance	Strongly agree		Agree		Disagree		Strongly Disagree		$\Sigma fx$
	<i>fx</i>	%	<i>Fx</i>	%	<i>fx</i>	%	<i>fx</i>	%	
Authoritarian leadership style helps our private schools improve leaders effectiveness	23	41.1	11	19.6	03	5.4	19	33.9	56
Few public schools use autocratic leadership style to influence learners performance than private	30	53.6	7	12.5	12	21.4	07	12.5	56
In very minimal rates, public schools use laissez	32	57.1	08	14.3	9	16.1	07	12.5	56
In private schools, heads apply mixed leadership styles than the public do	35	62.5	13	23.2	01	1.8	7	12.5	56

Source: Research Findings (2020)

These findings are also supported by the interview response from head teachers, which presented that both leadership styles in either government or private schools have unique influence on pupil's academic performance.

*“There is correlation between pupils academic performance and head teacher leadership style, for example when autocratic leadership style was applied by some of our fellow head teachers it was discouraging academic performance of their Pupils because pupils started to become truancy.”;*

Once more our group discussion with five education ward coordinators from Kigoma the municipal council revealed that the democratic leadership style is applied by some head teachers and it comes second that their head teachers applied laissez-faire and autocratic leadership styles which have depressing academic performance in public schools learners scored very poor academic performance since everyone is left to do as they will.

According to this education ward coordinators autocratic leadership had a positive outcome in the private school where the academic performance of learners was good compared to government schools. We compared these results to other studies; Dubrin, (2008) indicated that Private sector head teachers were more task-oriented and people-oriented in public sector heads. Public sector school heads according to that study are less task-oriented and less people-oriented than private-sector school head teachers; they are therefore a running system in an ongoing process and Laissez Fair leadership style. Following these results, we discovered that the other researcher's findings are not only related to researchers findings rather were also inline to the study conducted

by Oyetunyi (2006) indicates that for those teachers who are powerful, authoritative of the head endangers their effectiveness in preparing quality teaching materials and preparation of the lesson and so far in response to this, they forge pupils' assessments hide lesson books, registers, records of syllabus covered. Burns (1978) states that democratic autocratic leadership style in public the school helps the leader and the follower to advance to a higher level of performance due to induced motivation by the leader.

#### **4.4.3 Head Teacher's Leadership Style and Pupils' Academic Performance**

Table 4 shows differences in responses to the relationship between the head teacher's leadership style (autocratic, democratic, and laissez-faire leadership style) and pupils' academic performance. The responses were provided on each question asked as follows; on the issue that the current good pupils' academic performance in public schools is attributed by democratic leadership, majority 39.4 %strongly agreed, 28.6% strongly agreed, 17.6% disagreed and 14.4% strongly disagreed. For the question of whether the autocratic leadership style has an influence on pupils academic performance in private schools in controlling pupils, the results show that 53.6 % strongly agreed, 16.2 % agreed, 19.6% disagreed, and 10.6 % strongly disagreed implying that autocratic leadership style has an influence on pupils academic performance in private schools than in Government schools, it helps in controlling learners' behavior in which positive behavior encourage good academic performance.

Moreover, the question concerning the relationship that exists between school type (private-public) and academic performance its results were; 41.1 % majority strongly agreed, 19.6% agreed, 5.4% disagreed, and 33.9% strongly disagreed. Other results

were concerning the influence of Laissez-faire leadership style in public over private. Its results were mixed that; 53.6% agreed, 14.2 % strongly agreed, 21.4% disagreed and 11.0 % strongly disagreed. By means of assessment of the results presented on each question answered, we can conclude that each leadership style influence academic performance depending on the nature of the institution example Laissez-faire leadership style and autocratic have a slight influence on academic performance in public than private. The results are presented in Table 4.4.

**Table 4.4: Head Teacher's Leadership Style and Pupils' Academic Performance**

Relationship between the Head teacher's leadership style	Strongly Agree		Agree		Disagree		Strongly Disagree		$\Sigma fx$
	$fx$	%	$fx$	%	$fx$	%	$fx$	%	
Current good pupils' performance in public schools is attributed by democratic leadership	22	39.4	16	28.6	10	17.6	08	14.4	56
Autocratic leadership style has an influence on pupils performance as in our private schools to control pupils	30	53.6	09	16.2	11	19.6	06	10.6	56
I agree that there is relationship between school type (private-public) and pupils performance	23	41.1	11	19.6	03	5.4	19	33.9	56
Laissez-faire leadership the style has a slight influence on performance in public than private	30	53.6	8	14.2	12	21.4	06	11.0	56

Source: Field Research (2020)

Other findings were obtained through group discussion and documentary review. The responses supported the quantitative findings. They indicated similar results that good pupils' academic performance in government schools is endorsed by democratic leadership that exists. On the side of a private school, two out of five ward coordinators presented that academic performance is related to the type of school adding that autocratic leadership style has an influence on the pupil's performance in private schools than it is public. We compared these findings to Waters, Marzano, and Monutty's (2003) findings and discovered that leadership styles have a dramatic effect

on pupils' achievement. We related finally related both findings to Igba (2005) and found that authoritarian leadership style had a significant effect on school effectiveness as compared to the democratic style in public schools.

In further studies were done by Kendra (2011) we noted that school pupils respond differently to different styles of leadership thus democratic authoritarian and Laissez-faire. But our findings showed that democratic had the highest production followed by authoritarian and the least was Laissez-faire indicating that the current good pupils' academic performance in public schools are attributed by democratic leadership with the majority of 39.4 % strongly agreed. In the study by Okoth (2000) has a different view that high academic and professional qualification makes head teacher be more democratic but Kimacia (2007) disagree with Njuguna (1998) when he found that there is no relationship between the academic and professional qualification of the head teachers and their leadership styles. Huka (2003) and Muli (2005) both agreed that head teacher who is more professionally qualified are more effective in choosing the styles to attract the academic performance of pupils in their schools. We compared all the findings and scholars' works and discovered that choosing a style to lead for better performance more professionally qualified head teachers find easier than none qualified head teachers. We noted that heads leadership styles affect learners' academic performance in their examinations.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summary, conclusions and the recommendations based on the findings of the study.

#### **5.2 Summary of the Study**

The target populations of this study are 982 people, where the sample of 98 participants was used comprising of 26 head teachers, 56 teachers, 5 education ward coordinators, and 11 pupils as reflected in Table 4.1. The first research objective was to identify the commonly used leadership style in Kigoma Municipality Primary schools and their influence on pupils' academic performance; It was found that heads of the schools heads uses different leadership styles in their day to day administration about 57.1% strongly agreed, 21.4% agreed, 14.3% disagreed, and 7.1% strongly disagreed, regarding the leadership styles used in government and private schools, the findings presented that 71.4 % strongly agreed majority in both government and private schools have unique influence on pupil's academic performance. Concerning the assessment on how head teachers leadership styles influence the primary school pupils' academic performance in schools 41.1 % majority strongly agreed that both styles were related to pupils' academic performance.

The study recommended for adaptation of varieties of leadership styles. It was concluded that primary school performance requires head teachers to adopt different styles.

### **5.3 Conclusion**

From the research discussion raised main points researcher would like to make the following conclusion.

Lack of appropriate leadership in schools lowers learners' achievement: it often results in dysfunctional school organisation and programmes, leads to unstable and discontented staff, learners' negative attitudes to academic work and discipline, an unhealthy school system or climate and lack of cooperation from parents or the community. It can be concluded that there is a significant relationship between leadership styles and primary school pupil's academic performance; if schools expect to improve its pupil's academic performance the leadership styles are important. And that pupils' academic excellence in Kigoma municipality is positively related to the democratic leadership style which is the most style used in public schools, autocratic is more dominant in private schools. This implies that both democratic and autocratic leadership styles have the most influence on the pupils' academic performance compared with laissez-faire leadership styles, which suits higher education.

### **5.4 Recommendations**

Recommendation Based on the findings of the study, analysis, discussion and conclusion drawn, the following recommendations both for action and for further research were made:

#### **(a) For Immediate Action**

The following five recommendations should be considered in order to improve students' academic performance in primary schools for the aims of achieving national educational objectives.



Firstly, it is recommended that educational administrators should ensure that head teachers are given appropriate in-service pieces of training on leadership before and after being appointed as school heads so that they may apply appropriate style according to the nature of their schools rather than relying on one leadership style.

Secondly, study also, recommended that recent head teachers should have to move away from autocratic leadership styles to a more democratic model of decision making in schools. This is in a bid to ensure that decision-making takes place at the lowest possible level.

Thirdly, it was recommended that parents have to play their role on their students' academic performance through cooperating with teachers and attending parents meeting for better achievement of their students. Because it was found that schools lack parents' cooperation whereby teachers work themselves, very few parents cooperate with them. Also, schools should ensure they hold academic meeting at the beginning of each term (when schools are opened) with parents of students who perform poorly to explore possible measures.

Fourthly, it is recommended that government has the role of motivating teachers in because the results found that teachers have been forgotten by the government. They lack motivation as the results they only depend on the monthly payment salaries. The results show that the government have to motivate teachers by paid them highly in relation with their work of imparting knowledge, promotions for those doing best, allowances for their work like other sector and encouragement for better achievement,

promotions for those doing best, allowances for their work like other sector and encouragement for better achievement.

Fifthly, it is recommended that the government has to make a review of the subject syllabus used in schools for the aim of updating them so as to be related with the current situation. According to interviewed teachers there are various text books and supplementary books used by both teachers and students most of them are not verified by the government to be used. Other books such as questions and answers books have been prepared for the business purpose and not to make students to master what has been taught.

Finally, in order to increase the pupil's academic performance, school head teachers should promote, practice, and improve their leadership styles, namely autocratic, leadership, and participative and lazier fair leadership styles.

#### **(b) For Further Study**

As the aims of the study were to investigate the influence of the school leadership styles on the students' academic performance in Tanzania primary schools. It is recommended that similar study to be conducted in other district within Kigoma region and other regions and districts all over the country so as to develop broad inferences of the influences of the school leadership styles on the students' academic performance. Also, since this study dealt with only one aspect school leadership styles, it is recommended that similar studies be conducted to examine parents' roles on the students' academic achievement. Lastly, this study recommends studies to be conducted on the effectiveness of the fee-free education on the students' academic performance.

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## APPENDICES

### Appendix I: Questionnaire for Teachers

My name is **Christina Edwin**. I am a student at the Open University of Tanzania perusing a Masters Degree in Education administration, planning, and policy studies. Therefore I am conducting research on “*The Influence of School Leadership Styles on Academic Performance of Primary Schools' Pupils in Kigoma Municipality, Tanzania*”. For each of the statements below, circle what perceive being true.

#### SECTION A:

1. Gender.....

(a) Male    (b) Female

2. Experience.....

(A) 1-7 years

(B) 9-9 years

(C) 10-12

(d)13+

Common leadership styles found in Kigoma Municipal Primary Schools

Sn	Statements	Strongly agree	Agree	disagree	Strongly disagree
1	Teachers in public we are allowed to participate in decisions and heads considers suggestions made	1	2	3	4
2	Sometimes in private, we are not involved in making major decisions and told what to do and how to do it,				
3	Mostly our Head teachers has the final say over decisions in private and never requests ideas from teachers	1	2	3	4
4	Our Head teacher has the final say over decisions in private schools than in public	1	2	3	4

II: Leadership styles in government and private schools and its influence on pupils' performance

Sn	Statements	Strongly agree	Agree	Disagree	Strongly disagree
1	Authoritarian <b>leadership style</b> helps private schools improve leaders effectiveness	1	2	4	4
2	Few public schools use autocratic leadership style to influence learners performance than private	1	2	3	4
3	In very minimal rates, public schools use a laissez-faire leadership style than it private of which autocratic is dominant	1	2	3	4
4	In private schools sometimes heads apply mixed leadership styles than the public does.	1	2	3	4

III: Relationship between the Head teacher's leadership style (autocratic, democratic, and laissez-faire leadership style) and pupils' academic performance.

n/c	Statements	Strongly agree	agree	Disagree	Strongly disagree
1	Current good pupils' performance in public schools is attributed by democratic leadership	1	2	3	4
2	Autocratic leadership style has an influence on pupils performance as in our private schools to control pupils	1	2	3	4
3	I agree that there is a relationship between school type (private-public) and pupils performance	1	2	3	4
4	Laissez-faire leadership the style has a slight influence on performance in public than private	1	2	3	4

Thanks for your cooperation

## **Kiambata II: Usahili Kwa Wanafunzi**

1. Tafadhali Pendekeza na kueleza kwa kina aina ya uongozi ulikuwa unatumiwa na mwalimu mkuu wako katika shule yenu mara kwa mara tangu ulipokuwa shule,(huwa kuna ule wa kushirikisha,usio wa kushirikisha na ule wa kuwaacha wanafunzi kuamua wenyewe cha kufanya kuhusu usomaji wao shuleni). Kwa kila aina ya uongozi eleza unavyosaidia kuinua ufaulu kwa muda uliokaa nae hapa shuleni.
2. Shule yako uliyosoma ilikuwa na wanafunzi wanaoshirikishwa katika maamuzi ya maendeleo ya taaluma? Elezea kidogo kwa ufasaha.
3. Tafadhali eleza namna aina ya uongozi unaotumiwa na mwalimu mkuu wako(ule wa kushirikisha,usio wa kushirikisha na ule wa kuwaacha wanafunzi kuamua wenyewe cha kufanya kuhusu usomaji wao shuleni)ulivyopelekea kufaulu. Kwa kutumia uzoefu wako wa matokeo, linganisha ufaulu huo wa shule za umma na ule wa shule binafsi.
4. Tafadhali eleza kama kuna uhusiano wowote kati ya ufaulu wako na uongozi wa mwalimu wako mkuu wakati unasoma? shirikishi ,usio shirikishi na ule wa kuwaacha wanafunzi kuamua wenyewe cha kufanya.

Asanteni kwa kushiriki.

**Appendix III: Group Discussion for Education Ward Coordinators**

1. Using your own experiences identify the common leadership styles found in Kigoma Municipal primary schools and its influence to pupils' performance
2. In your groups' number 1 of 5 people compare the leadership styles you see in government and private schools and their influence on pupils' performance within Kigoma Municipal
3. Discuss the relationship between autocratic, democratic, and laissez-faire leadership styles in primary school pupils' academic performance in Kigoma Municipal

## **Appendix IV: Interview Schedule to head teachers**

### **Introduction**

- Presentation of myself
  - The purpose of the interview
1. by using your experiences with primary schools leadership , what do you think are the common leadership style normally preferred by school leaders in Kigoma Municipality and why
  2. When you compare the leadership styles in government and private schools, what can you present on their influence on pupils' academic performance?
  3. For years you have been a school leader what can you speak for those head teachers who use; autocratic, democratic, and laissez-faire leadership when they wish to influence their school pupils' academic performance in schools?

**Appendix V: Documentary Review**

S/No	Review Target	Indicator
1.	National Examination Results	Pupils academic performance
2.	Internal School Examination Results	Pupils academic performance
3.	Number of pupils able to join Form one	Pupils academic performance



**Appendix V: Research Clearance Letter****THE OPEN UNIVERSITY OF TANZANIA*****DIRECTORATE OF POSTGRADUATE STUDIES***

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**Our Ref: PG201507358**

Date: 06<sup>th</sup> December 2019

Kigoma

**RE: RESEARCH CLEARANCE**

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

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Christina Edwin, Reg No: PG201507358** pursuing **Master Degree of Education in Administration, Planning and Policy Studies (MED-APPS)**. We hereby grant this clearance to conduct a research titled: **“The Influence of School Leadership Styles on Academic Performance of the Primary Schools' Pupils in Kigoma Municipality, Tanzania,** she will collect her data in Kigoma, Tanzania from 10<sup>th</sup> December 2019 to 7<sup>th</sup> February 2020.

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

Yours sincerely,

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

