**IMPACTS OF LEADERSHIP STYLES IN THE SELECTED PUBLIC SECONDARY SCHOOLS IN SONGEA MUNICIPALITY, TANZANIA**

**NISITWE JOHN**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF** **EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES**

**DEPARTMENT OF PLANNING, POLICY AND**

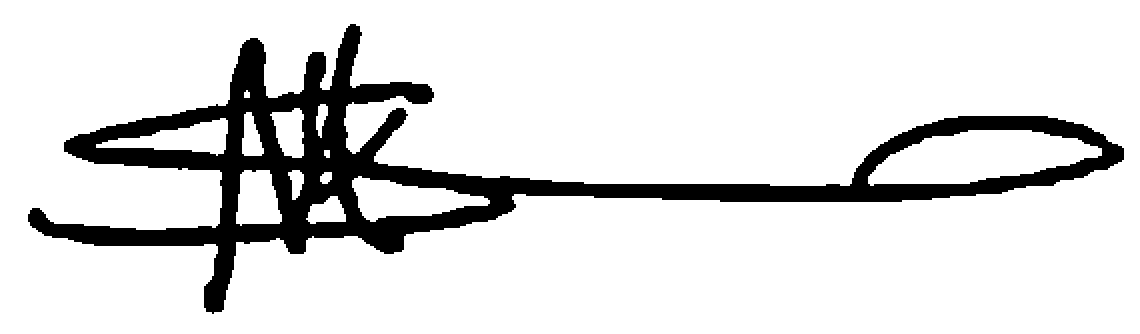
**ADMINISTRATION**

**THE OPEN UNIVERSITY OF TANZANIA**

**2021**

# **CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: ***“Impacts of Leadership Styles in the Selected Public Secondary Schools in Songea Municipality, Tanzania***” in partial fulfillment of the requirements for the Master degree of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.



…………………..………….

**Dr. Mohamed Msoroka**

**(Supervisor)**

..................................................

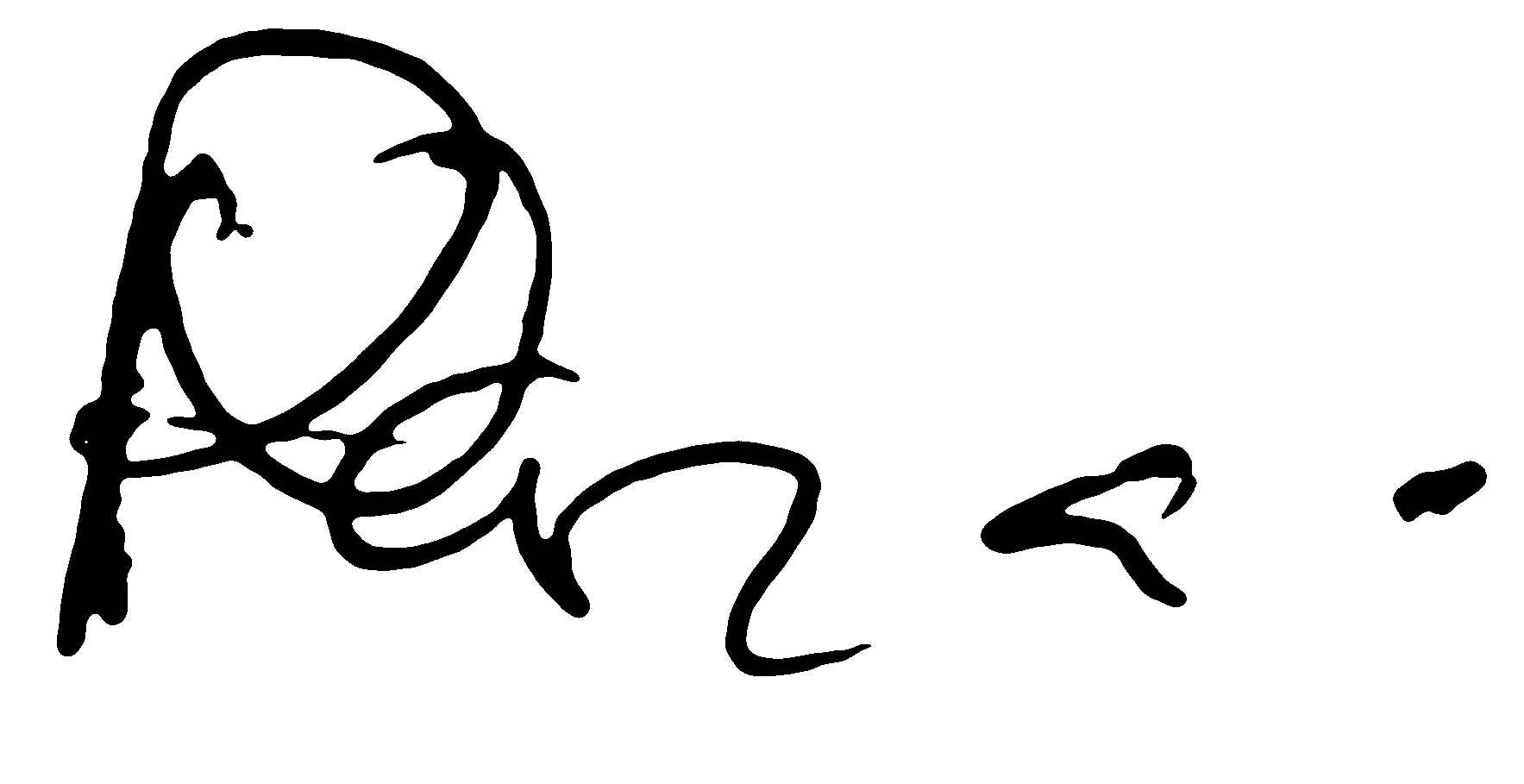
Date

# COPYRIGHT

No part of this thesis may be reproduced, stored in any retrieval system or transmitted in any form by any means, mechanical, electronic, photocopying, recording or otherwise without the prior written permission of the author or The Open University of Tanzania on behalf.

# DECLARATION

I, **Nisitwe John,**declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people’s works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the degree of Master ofEducation in Administration, Planning and Policy Studies of The Open University of Tanzania.



……………………………………

Signature

…………………………………

Date

# DEDICATION

This dissertation is dedicated to my beloved husband Christopher G. Kosa and my late father John Paza who created, encouraged and molded the foundation of my education journey. I appreciate and thank them for the love, care and support

# ACKNOWLEDGMENT

Firstly, I would like to thank God for his mercy and grace also for giving me mental and physical health and guiding me since I started my educational journey of writing this dissertation until today. Until the completion of this research, there are many people who contributed their time, advice and resources so that this study can be done. It is very difficult to mention all of them here but I really appreciate them and may God bless them abundantly. This thesis would not have been completed without the dependable support, love and care from my husband, children and my entire family whose patience, understanding and encouragement made this work a success.

In a very special way, my appreciation goes to my supervisor Dr. Mohamed Msoroka who did not give up to guide, challenge and encourage me throughout the process of writing this dissertation. His golden advice and guidance contributed a lot to my writing this work to its perfect form. Also, I am very humbled, thankful to the administration of the Open University of Tanzania for administering and allowing me to pursue this master degree. Again, in a very unique way, I would like to thank the Regional and District Educational Officers for granting permission to conduct this research in their area of administration. I also highly and sincerely thank the headmasters and head mistresses of different schools, teachers and students who were cooperative in the data collection exercise, may God bless you.

# ABSTRACT

This study investigated the impacts of leadership styles in the selected public secondary schools in Songea Municipality. The study had the following three research objectives:(1) to identify major leadership styles employed by heads of schools in the selected public secondary schools. (2) To investigate the impacts of the current leadership styles in the selected public secondary schools. (3) To examine whether the current leadership practices reflect the intention of educational system or not. Qualitative research approach with case study design was applied in this study. A total of 44 participants (4 heads of schools, 20 students, and 20 teachers) were involved in this study. Purposive sampling was employed to select schools and their heads of schools who participated in this study. Teachers and students were conveniently selected. The data were collected through individual interviews, observation, focus group discussion and documentary analysis. Content analysis was used to analyse data. The findings revealed that the major leadership styles commonly employed by the heads of schools included democratic, dictatorship and laissez faire. The findings of this study have shown that participatory (democratic) leadership style has positive effects on students’ involvement during teaching and learning, teachers’ work commitment and teachers’ job satisfaction compared to dictatorship and laissez faire types of leadership. The study recommends that heads of schools need to apply democratic leadership style in most occasions so as to maintain peace and improve school performance. It is proposed that the Ministry of Education, Science and Technology needs to establish leadership and emphasize on-the job training for the heads of schools to empower them with knowledge on acceptable leadership styles given the situation.

**Keywords:***Impacts of leadership, public secondary schools, heads of schools, Songea*

**TABLE OF CONTENTS**

[CERTIFICATION ii](#_Toc72524894)

[COPYRIGHT ii](#_Toc72524895)

[DECLARATION ii](#_Toc72524896)

[DEDICATION ii](#_Toc72524897)

[ACKNOWLEDGMENT ii](#_Toc72524898)

[ABSTRACT ii](#_Toc72524899)

[LIST OF TABLES ii](#_Toc72524900)

[LIST OF FIGURES ii](#_Toc72524901)

[CHAPTER ONE 2](#_Toc72524903)

[INTRODUCTION 2](#_Toc72524904)

[1.1 Introduction 2](#_Toc72524905)

[1.2 Introduction of the Study 2](#_Toc72524906)

[1.3 The Concept of Leadership 2](#_Toc72524907)

[1.4 Statement of the Problem 2](#_Toc72524908)

[1.5 Objective of the Study and Research Questions 2](#_Toc72524909)

[1.5.1 General Objective 2](#_Toc72524910)

[1.5.2 Specific Objectives 2](#_Toc72524911)

[1.5.3 Research Questions 2](#_Toc72524912)

[1.6 Significance of the Study 2](#_Toc72524913)

[1.7 Delimitations of the Study 2](#_Toc72524914)

[1.8 Limitations of the Study 2](#_Toc72524915)

[1.9 Definition of the Key Terms 2](#_Toc72524916)

[1.10 Organisation of the Study 2](#_Toc72524917)

[CHAPTER TWO 2](#_Toc72524918)

[LITERATURE REVIEW 2](#_Toc72524919)

[2.1 Introduction 2](#_Toc72524920)

[2.2 Theoretical Literature Review 2](#_Toc72524921)

[2.2.1 Autocratic/Dictatorship Leadership Style in Schools 2](#_Toc72524922)

[2.2.2 Laissez-Faire Leadership Style in schools 2](#_Toc72524923)

[2.2.3 Democratic Leadership Style in Schools 2](#_Toc72524924)

[2.3 Impacts of Leadership Styles on Teachers Performance 2](#_Toc72524925)

[2.4 Impacts of Leadership Behaviours on Teachers’ Satisfaction 2](#_Toc72524926)

[2.5 The Impacts of Leadership Style on the Student’s Academic Performance 2](#_Toc72524927)

[2.6 Empirical Literature Review 2](#_Toc72524928)

[2.6.1 Leadership Styles: Experience from Outside of Tanzania 2](#_Toc72524929)

[2.6.2 Leadership Styles: Insight from Tanzania 2](#_Toc72524930)

[2.7 Theoretical Structure 2](#_Toc72524931)

[2.8 Research Gap 2](#_Toc72524932)

[CHAPTER THREE 2](#_Toc72524933)

[RESEARCH METHODOLOGY 2](#_Toc72524934)

[3.1 Introduction 2](#_Toc72524935)

[3.2 Research Paradigm 2](#_Toc72524936)

[3.3 Research Approach 2](#_Toc72524937)

[3.4 Research Design of the Study 2](#_Toc72524938)

[3.5 Area of the Study 2](#_Toc72524939)

[3.6 Targeted Population 2](#_Toc72524941)

[3.7 Sample Size and Sampling Procedure 2](#_Toc72524942)

[3.7.1 Sample Size 2](#_Toc72524943)

[3.7.2 Sampling Techniques 2](#_Toc72524944)

[3.8 Data Assortment Techniques 2](#_Toc72524945)

[3.8.1 Individual Interview 2](#_Toc72524946)

[3.8.2 Focus Group Discussion 2](#_Toc72524947)

[3.8.3 Observation 2](#_Toc72524948)

[3.8.4 Documentary Analysis 2](#_Toc72524949)

[3.9 Trustworthiness of the Research 2](#_Toc72524950)

[3.10 Data Analysis Procedures 2](#_Toc72524951)

[3.11 Ethical Issues 2](#_Toc72524952)

[CHAPTER FOUR 2](#_Toc72524953)

[DATA PRESENTATION, ANALYSISAND DISCUSSION 2](#_Toc72524954)

[4.1 Introduction 2](#_Toc72524955)

[4.2 Demographic Characteristics of Respondents 2](#_Toc72524956)

[4.2.1 Age of Teachers 2](#_Toc72524957)

[4.2.2 Job Experience 2](#_Toc72524958)

[4.3 Major Leadership Style sin the Selected Schools 2](#_Toc72524959)

[4.3.1 Democratic Leadership 2](#_Toc72524960)

[4.3.2 Dictatorship 2](#_Toc72524961)

[4.3.3 Laissez-Faire 2](#_Toc72524962)

[4.4 The Impacts of the Current Leadership Styles in the Selected Schools 2](#_Toc72524963)

[4.4.1 Impacts of Leadership Styles on Students’ Involvement in Learning 2](#_Toc72524964)

[4.4.2 Impacts of Leadership Styles on Teachers’ Work Commitment 2](#_Toc72524965)

[4.4.3 Impacts of Leadership Styles on Teachers’ Job Satisfaction 2](#_Toc72524966)

[4.5 How do Current Leadership Practices Reflect the Intention of Educational System? 2](#_Toc72524967)

[CHAPTER FIVE 2](#_Toc72524968)

[SUMMARY, CONCLUSIONS ANDRECOMMENDATIONS 2](#_Toc72524969)

[5.1 Introduction 2](#_Toc72524970)

[5.2 Summary of the Study 2](#_Toc72524971)

[5.3 Conclusions 2](#_Toc72524972)

[5.3.1 The major Leadership Styles in the Selected Schools 2](#_Toc72524973)

[5.3.2 The Impacts of the Current Leadership Styles in the Selected Schools 2](#_Toc72524974)

[5.3.3 Reflections on Whether the Current Leadership Practices Reflect the Intention of Educational System or not 2](#_Toc72524975)

[5.4 Recommendations 2](#_Toc72524976)

[5.4.1 Recommendation for Action 2](#_Toc72524977)

[5.4.2 Recommendations for Policy Implication 2](#_Toc72524978)

[5.4.3 Recommendations for Further Studies 2](#_Toc72524979)

[REFERENCES 2](#_Toc72524980)

[APPENDICES 2](#_Toc72524981)

# LIST OF TABLES

[Table 3.1: Summary of the sample size 2](#_Toc72525058)

# LIST OF FIGURES

[Figure 2.1: Theoretical structure of the study 2](#_Toc72525098)

[Figure 2.2: The map of Songea Municipality 1](file:///C:\Users\Admin\Documents\Dissertation-2021\NISITWE.docx#_Toc72525099)

# CHAPTER ONE

# INTRODUCTION

## Introduction

This chapter presents the background of the study. The chapter begins with an introduction of the study followed by the concept of leadership. Then, a statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, limitations of the study and definition of the terms are explained.

## Introduction of the Study

Sometime, in the recent nineteenth century, venture on schooling; work preparing and other comparable form of human capital venture were very little being done or practised. However, within the twentieth century, education, aptitudes and securing of information have gotten to be vital determinants of individual and national efficiency (Oztukr, 2001). In this manner, execution in formal education was and is still basic in deciding career way, work situation and authority (Ozturk, 2001); Nyamboga, 2013). In agreement with Komba et al (2012), secondary results are vital in Tanzania since they are exceptionally imperative as they help learners select careers and some of them who utilize them in getting jobs. It should be noted that most Tanzanians with formal education level have halted at secondary school level (Olurundare, 2011); in this manner, great execution at secondary school cannot be underestimated.

Most of the Tanzanian schools have leadership gaps. This is because, most of the heads of schools focus on students’ academic performance only; they do not consider other aspects such as job satisfaction, teaching morale and general teachers’ welfare. They normally use command to instruct their subordinates. This tends to intimidate teachers (Shonje 2016). It should be noted that leadership styles have impacts on school performance.

Execution in Certificate of Secondary Education in Tanzania has been unsteadying and at decay over the long time. For example, in 2007, the pass rate (Division I to IV) was 86.15% but in 2012 it dropped to a low of 39% (Madan, 2012; Anonymous, 2013). This decay in execution of secondary education is really disturbing and sometimes it may be associated with the leadership styles that have been employed by the heads of schools and the top educational management (Citizen’s report, 2013).

Mtitu (2008) also expressed that instruction changes imported into Tanzania had been an incredible danger toward the scholastic thriving within the nation. These changes are said to have been imported with programmes which do not invite a scholarly environment to the nation since they, at some time, influence negatively or positively the mode of authority in education system. In this regard, the argument is made here that school performance is important for students because they tend to use their school grades to seek spaces for higher education and employments.

Scholars argue that heads of schools with positive relationship with their subordinates have influenced the performance of their schools (Mlay, 2013). This suggests that, apart from other factors, leadership styles have impacts on individual student achievements and school performance.

## The Concept of Leadership

According to Yukl (2002), the term leadership itself ventures on pictures of effective and energetic people who command triumphant armed forces, construct affluent and powerful domains or modify the course of countries. Leadership is frequently respected as the single most vital aspect within the victory or disappointment of the institutions (Bass, 1990).

Researchers have perceived a number of school leadership patterns or styles. The foremost common style incorporates dictator or dictatorial majority rule or participative and laissez-faire or inactive (Kurt et al, 1939). Thedictatorpioneermakesall choices, free of members’ input; the law-based pioneer invites group input and encourages together decision-making; and the laissez-fairepioneerpermitstotal opportunity fordecision-making without taking an interest himself/herself. Likert(1967) recommends another set of styles that is, exploitive definitive, kind definitive, consultative and participative. In exploitive definitive style, the leader pioneer has more concern for individuals. Employment of such strategies is dangerous and makes it difficult to realize conformance. When a definitive pioneer gets to be concerned for individuals a kind definitive pioneer raise. Generous definitive pioneer employment rewards to energize execution tunes in more to concerns, in spite of the fact that what he or she listens is regularly constrained to what subordinates think that the pioneer needs to listen. In consultative fashion, the pioneer makes veritable endeavours to tune in carefully to thoughts; in any case, major choices are still generally centrally made. At the participative level, the pioneer locks in individuals in decision-making; individuals over the organization are mentally closer and work well together at all levels.

Another set of school leadership style was coined by Burns (1978) that is, value-based authority and vital administration style, school execution and central adequacy transformational administration. These two styles have overwhelmed academic talk as the major conceptual models of school authority since the early 1980s (Hallinger, 2003; Marks &Printy, 2003). In conjunction with detached or avoidant authority, value-based and transformational authority frames a modern worldview for understanding both the lower and higher endeavours of authority styles. This worldwide view builds on prior sets of dictatorial versus law based or mandate versus participative authority (Avolio & Bass, 2004).

Transactional leadership is outlined by Avolio and Bass (2004) as putting in and shaping agreements or contracts to attain specific work objectives, discovering individuals’ capabilities, and specifying the compensation and rewards that may be expected upon booming completion of the tasks. Transactional leaders specialize in the essential wants of their employees (Bass, 1985). However, they are not fascinated by providing high level motivation, job satisfaction, or commitment. Bass and Avolio (1994) describe 3 varieties of transactional leadership: passive management-by-exception, active management-by-exception, and constructive transactional. Passive management-by-exception involves setting standards however awaiting major issues to occur before exerting leadership behaviour. Leaders who demonstrate active management-by-exceptionally listening to problems that arise, set standards, and thoroughly monitor behaviour. They believe that they must not take risks or demonstrate initiative. A constructive transactional leader sets goals, clarifies desired outcomes, exchanges rewards and recognition for accomplishments, suggests and consults, provides feedback, and provides workers praise once it is due.

Fiedler (1967) is a forerunner in defining leadership in terms of the situation. His leadership model, the "Leadership Contingency Model," strives to show how leadership depends on the situation. He has gone beyond the traditional concept that leadership is a role of the leader, the follower, and the position and developed a practical approach which operationally defines the situation in question. His classification system determines how favourable a group situation is to its leader in terms of three situational variables: (a) the leader's interpersonal relations with the members of his group, (b) the power and authority of the leader by his position, and (c) the structure of the task assigned to the leader's group. Such a classification system focuses on the leader's individual behaviour. It should be noted that in doing this research, the four most common leadership styles (authoritarian, democratic, situational, and laissez-faire) guided it in determining the kind of leadership style(s) employed in managing people in the selected schools.

## Statement of the Problem

In every organization, public or private, the aim is to achieve better results. A good number of researchers have shown that work performance and leadership are very crucial in our societies (Ogbonna & Harris, 2000). There are many factors that have direct or indirect impact on workers’ performance. Such factors include: motivation, satisfaction, trust, justice, ethics and many more (Fiedler, 1996). All these factors can be manipulated by the head of the organization. Hence, it can be argued that a leader is a key person to the success or failure of the institution (Ather&Sobhani, 2007; Fiedler & E,1996; Ogbonna & Harris, 2000). At school level, evidence shows that leadership styles have also an impact on academic performance in schools (Adeyemi, 2013; Nyamboga, 2013; Karori, 2013). In Tanzania, from the year 2015, the country has been experiencing great changes in educational system, especially in leadership; many heads of schools have been demoted and others promoted with the aim of improving school performance (Anonymous, 2016).

In Tanzania, several studies have been conducted on school leadership. For instance, Kambambovu (2018) explored the relationship between leadership styles and students’ academic performance in Tabora Municipality. The findings indicate that there is direct relationship between leadership style employed in school and students’ performance. Good leadership style leads to good student performance, and the opposite is also true. Other scholars (Nyenyembe et *al.,* 2016) explored the relationship between leadership styles and job satisfaction in Tanzanian public secondary schools. The findings suggest that good leadership styles have positive impacts on job satisfaction among workers in schools. In contrast, when school leaders are harsh, it creates job dissatisfaction among the employees. Since there were few research projects known to the researcher that had been done on leadership styles in different parts of Tanzania; therefore, this study used qualitative approach to assess leadership styles in Songea Municipality.

## Objective of the Study and Research Questions

## General Objective

The objective of this study was to explore the impacts of leadership styles in the selected schools in Songea Municipality.

## Specific Objectives

1. To identify major leadership styles employed by heads of schools in the selected public secondary schools.
2. To investigate the impacts of the current leadership styles in the selected public secondary schools.
3. To examine whether the current leadership practices reflect the intention of educational system or not.

## Research Questions

1. What are the major leadership styles in the selected schools?
2. What are the impacts of the current leadership styles in the selected public secondary schools?
3. How do the current leadership practices reflect the intention of educational system?

## Significance of the Study

The findings of this study are expected to inform educational stakeholders (teachers, heads of schools, and other leaders at district, regional, and ministry levels) on the common leadership styles and their impacts on the selected schools. With the findings of this research, it is expected that stakeholders would be aware of the contribution of leadership styles in the development of schools. Apart from that, this research is expected to help educational stakeholders to suggest ways to improve leadership styles in schools so as to improve the quality of the education in schools.

## Delimitations of the Study

This qualitative study explored the impacts of leadership styles the selected public secondary schools in Songea Municipality. The study did not explore the same in the private secondary schools. Hence, the findings of this study cannot be considered as a representation of all secondary schools in Tanzania. Also, this study covered Songea Municipality because of the financial constraints; the study did not go beyond Songea Municipality. Therefore, the findings of this study cannot be generalized to other areas.

## Limitations of the Study

The researcher encountered several limitations during data collection. Such limitations include poor cooperation from some of the heads of the schools who hesitated to provide information to the researcher thinking that the data could be used against them. To deal with that, the researcher spent more time discussing with them, clarifying, and ensuring them on the confidentiality element of the study. The researcher made sure that they understood that the data were going to be used only for research purposes; the research had nothing to do with their positions and employment. At the end, they agreed to cooperate with the researcher.

Some teachers feared to provide information about how their heads of schools were leading their schools fearing that the information could be used by their heads of schools to transfer them to other schools, especially to peripheral schools. The researcher ensured them that the provided information would remain confidential to no one except the researcher also their names would not be shown in the research. Therefore, with this assurance, they agreed and the activity of gathering data proceeded. Also, some students were afraid of expressing their feelings about the ongoing leadership situations in their schools. To ensure confidentiality, the researcher promised them the information they were going to provide would not show who spoke what. Rather, everything would be confidential. Having been reassured, they agreed and data collection activity continued well.

The researcher also faced time constraint in the data collection due to the eruption and fear of Corona Virus Disease (COVID-19) which affected many countries. Therefore, the researcher followed all instructions as directed by the ministry of health in interacting with the respondents. The instructions included maintaining social distance and wearing face mask. Also, in some circumstances, phone calls were used to gather data. Despite the threat of COVID-19, respondents were able to provide the required data for the completion of this research.

## Definition of the Key Terms

Fraenkel and Wallen (2000) observe that always there is a problem in making certain that the message communicated by the sender is perceived by the receiver in the way it was meant. To reduce ambiguities, they recommend the use of operational definitions specifying the actions or operations necessary to identify the terms that are useful in clarifying the meanings. As such, the terms leadership, leadership style, and head of school area outlined operationally as follows:

**Leadership:** Leadership could be viewed as a method whereby a private (or cluster of people) influences a group of individuals to realize a standard goal. Thus, school leadership could also be viewed as a method whereby school leaders influence academics, different professionals, and students to realize the goals of the school.

**Leadership Style:** This is a leader’s way of providing direction, implementing plans and motivating folks.

**Head of School:** This refers to an individual who is supervised one secondary school. The head of school in public secondary schools is appointed by the Regional Administrative Secretary.

**Democratic Leadership:**  It is a variety of leadership style within which members of the cluster take a lot of participative role within the decision-making process.

**Dictatorship:** It is a leadership style characterised by abusive use of power, monopolizing,deciding and being dismissive of other people’s opinions.

**Laissez faire Leadership:** It is a variety of leadership style characterized by a sometimes-deliberate self-denial from direction or interference, particularly with individual freedom of alternatives and action.

## Organisation of the Study

The study is organized into five chapters. Chapter one consists of the introduction of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study, delimitation of the study, and definitions of key terms. Chapter two consists of literature review and conceptual framework. Chapter three describes the research methodology of the study. This includes research approach, research design, study area, target population, sample and sampling procedures, data collection methods, trustworthiness of the study, data analysis procedures and ethical issues. Chapter four presents, analyse and discuss the findings. Finally, chapter five provides the summary, conclusion and recommendations of the study.

# CHAPTER TWO

# **LITERATURE REVIEW**

## **Introduction**

This chapter describes the related literature review of the leadership styles which are practiced in public secondary schools. It starts with theoretical literature review which includes the concept of leadership and different leadership styles. This part also discusses the impacts of leadership styles in secondary schools in Tanzania. Lastly, it presents empirical literature review and the research gap.

## **Theoretical Literature Review**

This section discusses common leadership styles and their impacts in organizations.

## **Autocratic/Dictatorship Leadership Style in Schools**

It is a domineering style, where the leader alone takes decision for others to implement without previous consultation, very little communication, coercion, dictatorial; using threats and punishments, with trust in good intentions of others. Psychologists believe that autocratic leadership style stems from fear and feeling of insecurity. Brutal force is then a defensive tool; obviously, the underlying theory is McGregor’s Theory Y (Afful-Broni, 2004) effectiveness, job satisfaction, school ecology and therefore, has an impact on student’s academic performance (Lin,1999). Therefore, this style relates with the study because the aim of this study is to explore the impacts of different leadership styles used by heads of schools to lead the schools.

## **Laissez-Faire Leadership Style in schools**

The terminology laissez-faire is a French word which means “Let them do what they wish.” In this leadership style, there are no hard and fast rules (Antonakis et al., 2003). This leads to complete freedom or autonomy to staff of the organization. When a wrong person is put in charge, he or she refuses to take action to avoid offending the followers, thus producing disastrous consequences (Afful-Broni, 2004). However, where the subordinates are skilled in various disciplines, this system can be appropriate. Afful-Broni argues that the Laissez-faire leadership can lead to apathy and anarchy on the part of the school staff. From this notion, this study expected to find out if the heads of schools employed this style and what the consequences of applying this style to the teachers and students in general.

## **Democratic Leadership Style in Schools**

Democratic leadership style is grounded on the thesis that the organization is the responsibility of all, even though the leader has the primary role of guiding the rest of the group in arriving at the collective decisions, thus encouraging delegating, coaching, accepting responsibility and recognition of the ability and potentials of others. School Leaders therefore are considered primus intra pares-first among equals (Afful-Broni, 2004). This style is relevant in this study since this style allows all members to participate in decision making. It would pave the way to explore and bring more insight on the impact when employed by the heads of schools.

## **Impacts of Leadership Styles on Teachers Performance**

Leadershipaffectsawidearray of work behaviours, including employees’ motivation,

self-efficacy, creativity, and coping with stress. It also predicts crucial work-related outcomes such as task performance. Azhar (2004) affirms that democratic, autocratic and laissez-faire styles of leadership all produce different job performances under different situations. Adeyemi (2010) found that teachers’ job performance was better in schools having principals using autocratic leadership style than in schools having principals using democratic or Laissez-faire leadership styles. A study by Nuhu (2010) reveals that authoritative leadership style demonstrated significant influence on workers performance in Kampala District Council in Uganda. The study further revealed that although the workers’ performance increased under authoritative instructors and policies, the human values are often undermined. Dolatabadi and Safa’s (2010) study established that directive (i.e. autocratic) leadership style has negative influence on employee’s commitment to quality of offered services to customers. A study by Obiwuruet’*al***.** (2011) found that transactional leadership style was more appropriate in inducing job performance in small scale business enterprises than transformational leadership style as the enterprise developed, grew and mature.

## **Impacts of Leadership Behaviours on Teachers’ Satisfaction**

Considerable research by Bass (1985), has pointed to the fact that leader behaviour can have a profound and consistent influence on several facets of subordinate satisfaction. This stance is supported by Griffin and Bateman (1986) and Steers and Rhodes (1978) who argue that leadership behaviour has an immense and steady influence on employees’ job satisfaction. According to Maslow (1954), the administrator’s job is to provide possibilities for the satisfaction of employees’ needs that also support achievement of the organizational goals, and to remove impediments blocking need satisfaction, and creating frustration, negative attitudes, or dysfunctional behaviour.

Drysdale*et al,* (2003) established that successful school leaders (who are achievement oriented) support all members of the school community. Also, they provide opportunities for people to achieve, and try their best to contribute to the quality of education and learning for the whole school community which in turn enhances teacher’s satisfaction to work. This is in agreement with Mine’s (2008) study of leadership behaviour in public school leaders in relation to teacher job satisfaction in Cyprus. The study established that due to the individual considerate behaviour of leaders, a significantly positive relationship between leaders and teachers with regard to their satisfaction on the job was maintained. Evidence suggests that perceived individual considerate behaviours of head of school satisfy an employee’s needs and thus leading to the satisfaction of teachers on their job.

A study by Ryan (1980), found a positive relationship between management style and job satisfaction of teachers. However, this study was completed before the concept of transformational leadership started being widely practised. In the same line, Delaney’s (1991) quantitative study found that management practices significantly affected the morale of teachers. Three factors that received most emphasis was job security, working conditions, and management practices. He therefore recommended that administrators should review their policies on a regular basis, especially in areas such as decision-making for a more effective leadership. Ryan’s study (1980) also provides evidence of a relationship between leadership practices, teacher morale, and satisfaction. The study held that if the leadership style is good also the workers will have high morale of working.

Evans (1998) suggests that leadership is a key factor in teacher job satisfaction and morale. Evans’s study points that school leaders with consultative and collaborative leadership styles were more successful in achieving high levels of job satisfaction and morale among their staff. In a different setting, Medley and Larochelle’s (1995) research explored the relationship between job satisfaction and leadership characteristics within the health care environment. They found that not only did a relationship between job satisfaction and leadership characteristics exist, but also organizations where job satisfaction was higher had an 85% retention rate amongst nurses.

## **The Impacts of Leadership Style on the Student’s Academic Performance**

Schools as associations facilitate day by day and week after week plans that channel and spotlight everybody's endeavours on the creation. Along these lines, ''instructive pioneers should ensure that structures and techniques that help and channel the preparation must duplicate a need for all students, though giving rooms to capacity and minds'' (Starrat, 2005. p.133). ''School pioneers demand that scholastics should be associated with the programme and instructive subjects to the human excursion of their students as they search to get a handle on and own themselves'' (p.132). This entails that instructors should utilize ways that focus on students such as focus on information (student focused educating strategies). Various writings on school initiative show that personnel organization and authority affect student execution (Ross and Dark, 2006). Legislator et al, (2007), found that administration is not any more drawn out arranged as having an immediate impact on instructive results. This infers that initiative style has direct connection with the labourer execution inside the given association. The implication here is that, administration plans influence representatives’ boundaries, love inspirations, cooperation, departmentalisation, cash the executives, work appropriations, staff relationship and staff relationship with the head of school. In any case, these boundaries would in general impact the instructive performance of the students.

The study by Gatabu (2012), demonstrates that school authority style has direct influence on the climate inside which students can endure or not. This recommends that there are some linkages between the initiative style utilized by the head of schools and students’ academic performance. The heads of schools, in this manner, have three unmistakable jobs: relational, instructive, and decisional. The relational job is identified with the human component of the school. In the relational job, the capacity of the school chief incorporates propelling, coordinating, instructing and evaluating exhibitions (driving), contact, and as a nonentity. In the instructive job, the head of school is a screen, disseminator and representative.

In the decisional job, the pioneer is a business person, asset allocator, aggravation controller and arbitrator. Leithwoodet al. (2004) hold that successful instructive authority has some effect in improving learning. These upgrades can be seen from local level, school level to homeroom level. At Local level, winning conditions are known to impact understudy learning. This condition incorporates region's way of life and arrangement of expert improvement, open doors for instructors which line up with school needs and strategies overseeing initiative progression. At school level, school missions and objectives, culture, instructors' cooperation in dynamic and relationship with guardians and more extensive network, are likely determinants for understudies learning. At classroom level, student learning is the capacity of class size, student bunch rehearses, the instructional acts of educators, and degree of checking of students’ progress (Leithwoodet al., 2004).

## **Empirical Literature Review**

## **Leadership Styles: Experience from Outside of Tanzania**

A large body of empirical literature demonstrates that leadership styles have impacts on job satisfaction, student performance and employee performance (Burns, 1978; Bass, 1990; Hater & Bass, 1985; Howell & Avolio, 1993). The following are the views from other researchers on the impacts of leadership styles, and relationship between leadership styles and different aspects such as students’ performance, job satisfaction and employees’ performance.

In Nigeria, Adeyemi (2010) found that teachers’ job performance was better in schools whose principals were using autocratic leadership style than in schools whose principals were using democratic or Laissez-faire leadership styles. Nuhu (2010) reveals that authoritative leadership style demonstrated significant influence on workers’ performance in Kampala District (Uganda). However, the study suggests that although workers’ performance increased under authoritative instructors and policies, human values were often undermined. In India, Dolatabadi and Safa’s (2010) established an argument that directive (i.e. autocratic) leadership style has negative influence on employees’ commitment to quality of services offered to customers. In Nigeria, a study by Obiwuru*et al.* (2011) found that transactional (autocratic) leadership style was more appropriate in inducing job performance in small scale business enterprises than democratic.

In New Zealand, Robinson (2007) analysed the effects of initiative styles on students’ results. She dissected initiative measurements which have an impact on the instructing and learning measures in a school. She referenced five jobs or authority measurements to be obtained by the head of school in order to improve students’ results. These are: building up objectives and desires; vital resourcing, making sure about and assigning material and staffing assets for academic purposes. As per Robinson, the more the heads of schools engage in the centre business of teaching and learning, the more noteworthy their impact on students’ result. As far as she might be concerned, the heads of schools that prevail with regard to making a precise and strong teaching and learning climate and who are likewise occupied with organizing and assessing educating and the educational plan, offer more to students’ execution in their schools. She reasons that instructional administration, in view of its solid spotlight on the nature of teachers and learning, strongly affects students’ results.

Nonetheless, she calls attention to the issues and difficulties confronting instructive initiative in Sub Saharan Africa. She sees that most of the school heads are generally undeveloped for the work, as the greater part of them have yet delegated their positions to their subordinates to make them get experience, without participation to any administration preparing programme before expecting office. The in-administration preparing offered to heads of schools is deficient and will in general zero in either on the executives’ issues to the detriment of academic ones, or the other way around, and infrequently on the two issues.

## **Leadership Styles: Insight from Tanzania**

In Tanzania, the job instructive administration and organization in advancing the viability and the nature of schooling is unmistakably expressed in the schooling and preparing strategy. The policy states: “The arrangement of value schooling and preparing is a definitive objective of any training framework. This objective, in anyway, cannot be accomplished without a settled and successful leadership and regulatory apparatus” (URT, 1995, p.23). Exact exploration directed on instructive administration and authority recommends that instructive initiative can play a crucial role in improving instructive quality and students' accomplishment. Sayi (1999) analysed the view of teachers and school heads about administration rehearses that gave off an impression of being successful. In particular, the study investigated the qualities of schools, workplace, dynamic and correspondence stream and associations with network and different guardians.

Sayi’s study found that satisfaction of the previously mentioned board rehearses was related with schools named as “very much oversaw ones” though the supposed “less all around oversaw schools” were found with low accomplishment in achieving the aforementioned executives rehearses. Besides, the study uncovered that boarding, single sex schools, and those situated in the city were improving in satisfying powerful administration rehearses than day, co-instructive schools which were a long way from the city. Nguni (2005) found that almost no consideration was given in the commitment of administration and the board on the improvement of the essential instruction in Tanzania. Additionally, Nguniet*et al.* (2006) recommends that ground breaking authority measurements affect teachers' occupation fulfilment and authoritative conduct in elementary schools. Maro (1994) explored the degree to which initiative characteristics added to the advancement and improvement of the educating and learning measure and to great school execution. In this investigation, he delineated proficient information and involvement with school board and thought for staff and students' government assistance as the administration characteristics which can improve schools. Other administration characteristics are the association of staff and students in the administration of school and grouping of instructive objectives and offering direction to staff and students on performing school undertakings. Damian (2003) notes that the service of schooling and culture did not have any impact in checking authority practices of the instructive pioneers. Likewise, this study found that a compelling school initiative was the principal factor that added to contrasts in legitimate school working.

## **Theoretical Structure**

A theoretical structure is an investigative apparatus with variables and settings. It is utilized to make applied qualifications and arrange thoughts. Solid applied systems catch something genuine and do this in a manner that is anything but difficult to recollect and apply (Henry, 2013). The motivation behind picking calculated system is to help the stakeholder rapidly observe the proposed relationship of ideas (Mugenda, 1999; Orodho 2004). The conceptual framework of this study is based on impacts of leadership styles in the selected schools. Figure 1.1 indicates that the choice of leadership style among heads of schools have an influence on students’ academic performance, teachers’ job satisfaction, morale and teachers’ performance. The theoretical structure for this investigation expects that a sort of leadership style utilized by the head of school (regardless of whether vote-based authority, absolutist initiative or free enterprise) can affect students' exhibition, representative's presentation and employment fulfillment. The following is the model which indicates how leadership styles can affect students' performance, worker's performance and occupation fulfillment.

HEAD OF CHOOL

DEMOCRATIC

AUTOCRATIC

LAISSEZ FAIRE

* STUDENTS’ PERFORMANCE
* JOB SATISFACTION
* TEACHING MORALE
* TEACHING PERFORMANCE

Figure 2.: Theoretical structure of the study

Adapted from Bass (1985)

## **Research Gap**

There are numbers of gaps left by different literatures studied throughout this topic. These gaps range from environmental, organization (school) culture and connections between the leadership styles and their general impact in schools, which include students’ academic performance, job satisfaction and workers’ performance. Specifically, most of the reviewed studies did not directly focus on the impacts of school leadership styles in the schools; they explored the link between leadership styles and staff performance, student’s achievement and job satisfaction separately. Studies on the impacts of leadership styles on schools in general are scarce. Therefore, this study aimed to establish the link between leadership styles and their impacts in the selected public secondary schools.

# CHAPTER THREE

# **RESEARCH METHODOLOGY**

## **Introduction**

This chapter presents the strategies and procedures of exploration that were used to do this research. This incorporates research worldview, research approach, research configuration, study setting, target population, and study sample. Additionally, the chapter comprises areas on information assortment methods, legitimacy and dependability, information investigation techniques and ethical issues.

## **Research Paradigm**

The research worldview is a methodology or an exploration model to leading research that has been checked by the examination network for long time. The vast majority of the exploration ideal models rise up out of one of the two of the ways to deal with research that are positivist methodology and interpretivism approach. Each research utilizes one of the exploration standards which it uses as a rule for creating research philosophy and for taking on the exploration adventure in a way that is generally legitimate and fitting (Nirod, 2005).

The greater part of the subjective exploration uses interpretivism way to deal with research. Interpretivists accept that human conduct is multi-layered and for that it can't be controlled by pre-characterized probabilistic models. It relies upon the circumstances and is controlled by ecological factors other than the qualities. A human conduct is not very normal for a logical variable which is anything but difficult to control. Human practices are influenced by a few factors and are generally emotional in nature. Interpretivists believe in contemplating human conduct in the day-by-day life instead of in the controlled climate (Stephen & Kasim, 2015). This study employed interpretivist research worldview as a result of its capacity to contemplate human practices in the normal setting. This investigation had to know the practices of pioneers in their current circumstance and their belonging to other people.

## **Research Approach**

Instructive exploration is regularly ordered into two expansive methodologies in particular; quantitative and qualitative research (Ary et al., 2000). The contrasts among subjective and quantitative research have been clarified by the quantity of various scholars, for example, Ary et al. (2000) and Thomas (2003). To them, quantitative examination alludes to the exploration that is concerned with quantities and estimations while subjective examination is connected to inside and out exploratory investigations where the open door for quality reactions exists. Subjective research is open and intelligent and perception goes before hypothesis while quantitative exploration is organized and hypothesis goes before the perception (Corbetta, 2003). One of the main points of interest that makes contrast among subjective and quantitative exploration approaches is the idea of information (Ary et al., 2000). The quantitative examination is objective, shallow, and generalizable and it is communicated in numbers while subjective exploration is abstract, not generalizable, uses words, it is unstructured and profound (Cohlbacher, 2019).

Qualitative inquiry is intended to reveal the significance individuals have built about a wonder of which the researcher is keen on (Merriam, (2002). Denzin and Lincoln (1994) hold that subjective exploration includes examining things in their normal setting, endeavouring to figure out or decipher wonders as far as implications individuals bring to them. This investigation required rich and profound information to oblige the exploration's point. This wealth of data is important to evaluate leadership styles and their effects on different exercises in the chosen schools in Songea Municipality. Therefore, the use of qualitative methodology was suitable for this investigation as it permitted the analyst to encounter the wonder (leadership styles and their effects in schools) from the insiders' point of view.

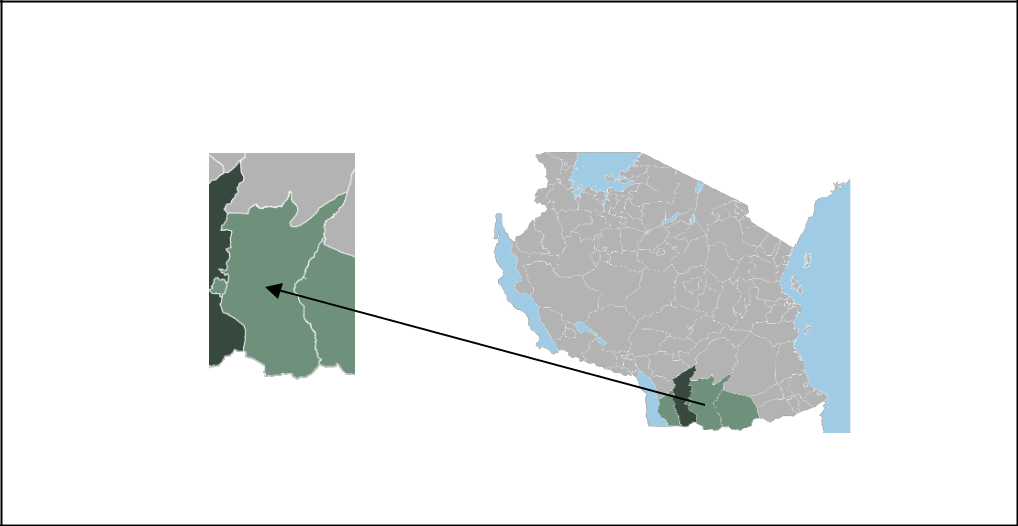
## **Research Design of the Study**

Researchers have proposed a few exploration plans. Such plans incorporate studies (endeavour to assemble enormous scope information for speculation), exploratory (looks at factors under controlled conditions) and ethnography (endeavours to depict a few functions in the emotional terms by portraying, understanding and clarifying explicit circumstances). Others are action research design which plans, implements, review and evaluates an intervention for improving practice or solving a local problem; and case study designs which gives an in-depth understanding of a specific situation and its meaning of those involved (Cohen et al., 2000).

In order to gain deep understanding about the leadership styles and their impacts in the selected schools, the case study was an ideal design to this study. According to Ary et al. (2000), a case study involves fieldwork in which the researcher interacts with study participants in their natural setting. In this view, case study design allowed the researcher to interact with the participants in their natural setting and gained deep understanding of the leadership styles in use and their impacts. Yin (2003) grouped case studies into two: single-case studies and multiple-case studies. A single case study is usually conducted when there is a critical case in testing of a particular theory, and when the case itself is a unique or an extreme case. Single case study is conducted when a study includes more than one single case. This study employed Single case study because it included more than one case.

## **Area of the Study**

This investigation was directed in Songea Municipality, Ruvuma area. Songea Municipality is one of the six districts in Ruvuma Region. Songea Municipality is likewise the District and Regional central command. As indicated by the Local Government Act of (1962), Songea Municipality was formally initiated in 2005 as a Town board under Section 4 of the Local Government Ordinance. Songea Municipality is made of 21 wards that his, Songea Municipal, Bombambili, Lilambo, Lizaboni, Majengo, Matarawe, Mateka, Matogoro, Mfaranyaki, Misufini, Mjimwema, Mletele, Msamala, Mshangano, Mwengemshindo, Ndilimalitembo, Ruhuwiko, Ruvuma, Seed Farm, SongeaMjini, Subira, Tanga. As indicated by the 2012 Census Songea Municipality had a population of 252,150 where men were119, 182 and women were 132,968 (The United Republic of Tanzania, 2012). This area was picked in light of the fact that there had sparse studies on leadership styles and their effects on schools in the region.



**Location of study district (Songea Municipal) in Ruvuma region**

Figure 2.: The map of Songea Municipality

Source : https://www.google.com/ramaniyasongeamjini 20

## **Targeted Population**

According to Kombo and Tromp (2006) targeted population refers to a group of individuals, objects or items from which samples are taken for measurement. This study assessed leadership styles and their impacts in the selected schools, in Songea Municipality. The targeted population were teachers, head teachers and students from public secondary schools. The population of this study included340 secondary school teachers (Data generated from a discussion with one of the Municipal Education Officers in 2019) and all students in the area.

## **Sample Size and Sampling Procedure**

## **Sample Size**

Qualitative studies do not follow any guiding rule on the decision of how many participants to be involved in the study. Usually, the sample size is determined by the purpose of the study, what data is needed to study the phenomenon, and available time and other resources; the number of participants is usually small (Msoroka, 2018). This research included44 participants in total from four public secondary schools. The sample included four (4) heads of schools, who shared their stories on the type of leadership styles they preferred the most. Other participants were twenty (20) teachers – five (5) from each school – and twenty (20) students – five (5) from each school. Considering that qualitative researches usually involve a small number of participants (Ary et al., 2000; Msoroka, 2018), this sample size was manageable by the researcher.

Table 3.: Summary of the sample size

|  |  |
| --- | --- |
| **Participants** | **Number of respondents** |
| Heads of public secondary Schools | 4 |
| Public Secondary School Students | 20 |
| Public Secondary School Teachers | 20 |
| **Total** | **44** |

## 

## **Sampling Techniques**

As stated previously, this study utilized accommodation inspecting methods and purposive sampling strategies to get the sample. Purposive sampling technique was utilized in choosing four (4) schools; two schools were the highly performing and the other two schools were the poorly performing schools. Additionally, purposive sampling was used to choose heads of schools. The chosen schools were named in letters (school A, B, C and D) in order to maintain anonymity. Accommodation inspecting technique was used to choose 20 teachers and 20 students. The comfort inspecting procedure furnished the scientist with the adaptability of choosing teachers and students who were helpfully accessible. This helped the researcher to get the sample size she needed in a moderately quick and reasonable manner.

## **Data Assortment Techniques**

As indicated by Merriam (2002), the common ways of collecting information in subjective research include interviews, observations and documentary review. In a similar line, Yin (1994) holds that subjective research as a methodology draws its confirmations from reports, authentic records, interviews, direct observation, member perceptions and actual curiosity. He contends that these sources are corresponding and a decent contextual investigation is to use many of them as would be prudent. In this investigation individual interview, observation and documentary analysis were utilized as information assortment strategies.

## **Individual Interview**

Interview technique includes introduction of oral-verbal boosts and answers regarding oral verbal reactions (Kothari, 2004). This study utilized semi-organized interviews since they gave a space to adaptability during the conversation while the study stayed centred (Patton, 2002). Bryman (2008) contends that adaptability empowers the researcher to pose inquiries in various requests just as quest for clearness on answers which are not satisfactory. This adaptability was useful to the accomplishment of the current study. In this investigation, semi-structured interviews were used to gather information from teachers and heads of the schools.

To encourage great affinity, the researcher approached every interviewee with deference posing testing inquiries and rewording the interviewee's reactions to ensure their reactions were plainly perceived during the interview. Additionally, to obtain more data, the researcher used Kiswahili, a language that was common to individuals involved in the study. Notwithstanding, members were allowed to use either Kiswahili or English or both relying upon their institutional culture. This empowered them to be agreeable to share their experiences (Poggenpoel& My burgh, 2003).

## **Focus Group Discussion**

Focus group discussion is interview conducted with a group of members with a purpose of collecting relevant data. These interviews can include members between four (4) and (10) ten (Anonymous, 2019). In this study, focus group discussion was used to gather information from students. This procedure was valuable since it assisted the researcher in getting rich and itemized data concerning the leadership styles at school level in the chosen schools. Interviews were recorded by utilizing voice recorder. Field notes were likewise used to enhance the voice record. All interviews were conducted in Kiswahili language since it is the national language of Tanzania.

## **Observation**

Observation is an essential method of getting some answers concerning our general surroundings. Through our eyes, we can become familiar with a great deal of things in our current circumstances and find some solutions for. A technique for information assortment, is something other than looking or tuning in, it goes past so that the researcher can be focused on data (Stenhouse, 1975). To get enough data, observation should somehow be specific. In the current study, the researcher used observation method to make an appraisal on the effects of administration styles in the chosen public secondary schools in Songea District. The researcher saw that, there were fundamentally three leadership styles that were being generally used in public schools in particular; majority rule (democratic), autocracy (dictatorship) and laissez faire. The schools in which the heads of schools were using popularity-based administration style, teachers and students were glad and were getting a charge out of the teaching and learning exercises while in schools where the heads of schools were using tyranny (dictatorship) teachers and students were brimming with stresses, frailty, absence of certainty and they were overwhelmed with dread. Teachers were submitted in the school which majority leadership style which was being used contrasted with the schools where fascism (dictatorship) and laissez faire were being used. Additionally, schools which were using laissez faire, teachers and students were free to choose what was correct to them regardless of any situation.

## **Documentary Analysis**

The researcher used documents to enhance data collection. It is contended that examination of records upgrades development and further explanation of the information base (Hutchinson, 1990). This study looked into the following documents: (1) staff meeting reports, (2) School leadership structure (3) School committee meeting reports. From these documents, the researcher searched for the support of the teachers, students and non-teaching staff in school matters and the method of leadership structure applied in the school.

## **Trustworthiness of the Research**

Trustworthiness of the study discusses whether the methodologies used in a particular research are precise, right, valid, and significant (Enon, 1998). As indicated by Merriam (2002), the nature of subjective research relies upon the degree to which its discoveries are accepted and trusted. Therefore, trustworthiness suggests that we acquire what we set out to get and we measure what we expected to measure. To guarantee trustworthiness, this study used triangulation strategy (the utilization of more than one method of collecting information). In this study, the information was gathered through individual interviews, focus group discussion, observation and documentary analysis. Yin (1994), stresses that, the necessity of using various sources of information is to locate the meeting lines of proof. With multiple methods for data collection, this study was able to collect more dependable and important information which collectively form this dissertation.

## **Data Analysis Procedures**

Information breakdown in qualitative study is the process of classifying data that are in forms of words, synthesizing and finding the meaning (Ary et al., 2000). Maxwell (2005) argues that, usually, data analysis starts as soon as possible after completing the interview or observation. In this study, voice recorded information was listened to and transcribed. Then the transcriptions (which were in Kiswahili) were translated into English by the researcher herself. Generally, information was broken down through content analysis. According to Ary et al. (2000) it is suggested that the breaking down of data follows three stages. These stages are: organizing and familiarizing, coding and reducing as well as interpreting and presenting the data. In this study, the researcher familiarized herself with the data by reading and rereading the transcripts. Then, the researcher coded the raw data. In this regard, the researcher classified the raw data into topics then grouped the topics with similar meaning in the same category (theme). Lastly, the researcher made interpretation of the data, tell the story, developed plausible explanations and provided an explanation.

## **Ethical Issues**

The researcher guaranteed that the investigation clung to common liberties and public policies. Accordingly, consideration was paid to rules and guidelines while planning and directing this exploration. The methods for leading the study were as follows: prior to going to the field, the researcher got a letter from the Open University of Tanzania which she submitted to the office of Songea Municipal Executive Director for permission to conduct the research in the selected public secondary schools. The authorization letter, which was conceded to by the Songea Municipal Executive Director, was taken to the heads of the chosen schools for introducing the researcher. During the investigation, the heads of schools and different members were educated about the reason and significance of the study. The participants' assent was sought for and maintained. By using relational abilities, research members were convinced to give data on their own unrestrained choice; nobody was forced to partake in the study. Members were guaranteed that the data they were going to give won’t be open to others and they would be used only for research purpose. Again, research ethics were adhered to as neither schools’ nor members' real names were used. Rather, the researcher used pseudonyms throughout the dissertation.

# CHAPTER FOUR

# DATA PRESENTATION, ANALYSISAND DISCUSSION

## Introduction

This chapter analyses and discusses the findings of this study which intended to explore leadership styles and their impacts in the selected schools. The study was guided by three research questions which were: what are the major leadership styles in the selected schools? What are the impacts of the current leadership styles in the selected schools? And, how do the current leadership practices reflect the intention of educational system? This chapter begins with a discussion on the major leadership styles in the selected schools followed by the impacts of the current leadership styles in the selected schools. The final part of this chapter is the discussion on the link between the current leadership practices and the intention of the Tanzanian educational system.

## Demographic Characteristics of Respondents

It was vital to examine the environment and characteristics of the various respondents of the study, means the Head of schools, teachers and students who participated in this study. Their characteristics have a strong bearing on the study’s findings relating to the objective of the study.

## Age of Teachers

The age responsible teachers were analyzed. The responses shows that more than half of the teachers (71%) who participated in the study were aged between 30 and 44 years, followed by (23%) between the ages of 45 and above and a small percentage (6%) between the ages of 18 and 29 years. Therefore, the majority of teachers in secondary schools in Tanzania are in their thirties (30s) this shows that schools have 28 young and energetic teachers who should be guided well by using proper leadership style. Also, almost all students who participated in this study were aged below 20 years (100).

## Job Experience

The findings revealed that teachers the between the age of 30- and 45-years age, (55%) have job experience of more than 6 years, while the remained percent (45%) were those with less than 5 years of job experience.

## Major Leadership Style sin the Selected Schools

As stated earlier, the first research question of this study sought to find out the leadership styles used in the selected schools. The primary purpose of this question was to develop an understanding of the kind of leadership styles by the heads of schools in different schools. This study found some indicators which suggested that three main types of leadership styles (democratic, dictatorship and laissez-faire) were common in the selected schools. Thus, the sub-sections below discuss issues related to leadership styles as found in the field.

## Democratic Leadership

This sub-section presents findings from the participants’ stories that indicate the use of democratic leadership styles in the selected schools. One of the indicators which this study found was the use of discussion in handling school issues. In this study, some heads of schools were reported to discuss school matters with their teachers during weekly staff meetings which occurred once or twice a week. This finding suggests that some of the heads of schools were using democratic leadership style in handling school matters. On this, the head teacher from school A said:

I conduct meetings at least twice a week and teachers are allowed to discuss and contribute their ideas about the school (Interview with the Head teacher V, March 2020).

Likewise, through interviews, all teachers from the four schools agreed that their heads of schools were holding meetings every week once or twice in a week. On this, one of the teachers from school C said:

We have several meetings in a week where we discuss all the matters about the school (Interview with Teacher N, from school C, March 2020).

Through focus group discussion, students indicated that their schools’ managements were running schools in a democratic way. Regarding this, one of the students from school C said:

The mode of leadership of the head of school is good as he makes a follow up of teaching and learning process and asks the teachers and students about their views in teaching and learning activities (Student X, in FGD, March 2020)*.*

These responses from the head of schools, teachers and students show clearly that the selected schools B and C, at some points in their operations, were employing democratic leadership style.

The findings align with the findings by Oyetunyi (2006) who pointed out that some leaders shared decision-making with the subordinates. School leaders tended to invite contributions from their subordinates before making a decision, although they kept the final authority to make decisions (consultative). It was noted that the school leader might also seek discussion and agreement with teachers over an issue before a decision is taken (consensus). He/she may allow the followers to take a vote on an issue before a decision is taken. He/she would direct subordinates and negotiate with them on their demands (Dubrin, 1991).

This leadership style is viewed as a vital aspect for empowerment, teamwork and collaboration. It has been observed that a school is more effective when those who are affected by the organization’s decisions are fully involved in the decision-making process. Dubrin (1998) said that the democratic leadership style wastes time due to endless meeting and may lead to confusion and lack of direction. By implication, it is not much appropriate to use in times of crisis when the situation is critical and demands on the spot decision (Oyetunyi, 2006). As the matter of fact that democratic leadership style needs total involvement of all members of a particular institution to sit and come out with a conclusion sometimes makes a delay in urgent matters which need a quick response without involving everyone in the decision making. For example, solving a problem of mass failure in a particular subject does not need to wait for the academic committee to sit and discuss about it at the end of the term instead a respective teacher can sit and discover the way forward to solve the existing problem on the spot.

In this study, most of the teachers agreed that their participation in discussing school issues enhanced their morale and devotion to their work. They commented that their school’s yearly calendars displayed meetings, which were always held as scheduled. They further affirmed that during the meetings, teachers and leaders would come together to discuss issues and reflect on the extent to which they had achieved their action plans. Regarding this, one of the teachers from school D said:

We feel appreciated when the head of school calls us and asks for our thoughts about the school development. Actually, we are working together in high morale because nothing is hidden here (Interview with Teacher R, from school D March 2020).

Involvement of teachers in different issues concerning an institution is vital. Teachers’ involvement in different issues related to school and academic issues in general creates a good management atmosphere to the head of school and students in general (Rowan,1993). It is argued here that teachers’ involvement brings about commitment in the working place. Also, it brings about togetherness among the staff in a particular school and reduces passive resistance to the administration. Also, when the head of school involves teachers in decision making, it helps the message to reach the students effectively (Leithwood& Aitken, 1995).

The findings above concur with the study conducted by MANTEP in1995that one of the ways of tapping the staff potentials is to let them feel that they are part of school leadership. The head of school should let them participate in decision making concerning their work. Failure to do that may result into teachers deciding to be passive and even sabotage the successful implementation of teaching and learning activities (MANTEP, 1995). From this perspective, one would argue that heads of schools who were not involving their teachers in decision making were creating a huge burden which resulted into ineffectiveness in fulfilling their duties (MANTEP, 1995). It is possible that lack of teachers’ involvement in school was hampering the teaching and learning processes at school level.

It is argued here that, in controlling and managing daily school issues, decision making is a vital administrative process that creates efficiency in managing a school. In this case, heads of schools are expected to make decisions within frameworks that are in line with the prescribed systems of the school owners. Such a process, at school level, builds collaborative structures among stakeholders, teachers included, to realize school goals (Sergiovanni, 1994). Thus, within the context of this study, some heads of schools were giving opportunities for teachers to participate in decision making on issues affecting their duties for which their knowledge was important.

## Dictatorship

Apart from democratic leadership, this study found some indicators which suggested that sometimes heads of schools were using dictatorship style to make sure that all the activities were going as they were planned. Also, dictatorship was used as means of self-defense for some heads of schools as they feared that other teachers might challenge their position. Arguing on this, one of the teachers from school **B** said:

Sometimes our head of school uses harsh language and command that we must do what he has said no matter what because he thinks we are challenging his power or we want to unseat him from the position. Due to this notion, he uses dictatorship to us to prove that he has got power to do anything against us (Interview with Teacher M, March 2020).

On the same issue, another teacher from school A said:

Our head of school sometimes calls and tell us what we are supposed to do and when you try to ask him how and where can we get some materials to accomplish this task, he says he doesn’t know but we must do as he said and if someone can’t do that he or she can ask for transfer from his school to another school (Interview with Teacher F, March 2020).

Teacher B from school C said:

Our head of school usually tells us that he can’t discuss with us because we know nothing about leadership and if the school will perform poorly, he will be the one to be questioned by the government not us. So, he will tell us what to do and we must obey because he is the head of school. If we want to argue, we better find a political platform (Interview with Teacher B, from school C, March 2020).

From the finding above, one would argue that dictatorship style does not provide a chance to teachers to show their ability, talent and sacrifice to the teaching profession. Sometimes, they (teachers) feel like they are in a wrong place and do not deserve to be in a particular school. In reality, teachers’ talents are vital for school growth, especially when the head of school applies leadership strategies that facilitate optimal use of teachers’ expected inputs. However, as it was noted in this study, in some circumstances, some heads of schools were making things harder by not involving teachers in all matters concerning school.

With a particular focus on dictatorial leadership, one of the heads of school commented that:

Democratic leadership is not easy to apply especially to the kind of teachers I am leading because it is wastage of time to discuss things which you know must done the way you want and not the way they want (Interview with ‘K’ Head of school C, March 2020).

The comments from the head of school above, link up the finding from Dubrin (1998), who argued that the democratic leadership style is a waste of time due to its nature of encouraging endless meetings. He is of the opinion that that democratic leadership style may lead to confusion, lack of direction and sometimes missing teaching sessions.

However, from the responses, most of the teachers from the selected public secondary schools complained about dictatorship style, which as it was revealed, was sometimes being employed by their heads of schools. It was clear that teachers were not happy with such an approach. This suggests that when the heads of schools employed dictatorship style were creating difficult management environment for teachers and students (Massawe, 2014). Therefore, the use of dictatorship style created unpleasant working environment. This is because; it made it difficult for teachers, heads of schools and students to have a common understanding on the school mission and vision, which could help them achieve educational goals. Arguably, dictatorship put teachers under high pressure as it made them afraidof their heads of school thus stifling any possibility of creative ideas that they otherwise give for the good ofthe school. Consequently, they lost their passion and creativity at work place (Herzberg, (1962). This situation does not only affect teachers but also students because teachers lose their confidence in front of the students. It is possible that such a situation negatively affects the students’ performance.

## Laissez-Faire

Regarding how laissez-faire leadership was being the findings showed that few heads of schools were using this kind of leadership style in running their schools. Such leaders left their subordinates (teachers) to work on their pace; they did not supervise what their teachers were doing. Through Focus group discussion; it was revealed that most of the students were not satisfied with how these kinds of heads were supervising their schools. Sometimes, as it was noted, the school heads did not take strong actions against teachers who were not following the work ethics. On this, one of the students from school D commented:

In our school, some teachers miss their teaching sessions but the head of school does nothing about them such as making follow-up, even if we convey information to him about this behaviour so many times through our class meetings, school *baraza* and our class leaders (Student D, in FGD, March 2020).

On the other hand, teachers in some schools complained about the lack of seriousness of their heads of school because they were too busy attending meetings at the Municipal offices; sometimes they stayed in the office and forget to supervise teachers. Also, sometimes they (heads of schools) did not attend the classes to teach their subjects. Reacting on this, one student from school **A** said:

Our head of school is always very busy attending meetings at the Municipal offices and forgets about supervising teachers and teaching his subject. Also, sometimes he stays in his office doing other things and lets everything go unsupervised (Student T fromSchool B, in FGD March 2020)

Also, some teachers complained that, their head of school was not doing anything to the teachers who did not attend to school or missed the teaching session without apology. Regarding this, one teacher from school **D** said:

Our head of school does not bother if you are at school or not, whether you taught or not. So it is up to you to handle your timetable the way you see proper (Interview with Teacher V from school D, March 2020).

On the same line of argument, another teacher commented that:

The head of school doesn’t know even how to be serious when someone commits a mistake. Instead, he always says ‘don’t do that; it is not good. Please, next time don’t repeat this mistake’. However, when the same teacher does the same mistake a few days after, he never takes further actions (Interview with teacher M from school A, March 2020).

From the findings above, it is clear that some heads of schools, at some point, were employing laissez faire leadership style in managing their schools. It is argued here that laissez-faire style of leadership can be good in some environment, but sometimes it can be bad. This depends on the nature of the people one is leading at a particular moment (Bass et al, (2006). When a leader applies laissez-faire style of leadership, some subordinates may perceive their leader to be weak and ineffective. Sometimes it is assumed that the approach does not bring about motivation to the teachers (Kashagate, 2013).

However, Oyetunyi (2006) argues that the use of laissez faire leadership style is not a sign of weakness. Rather, it is a sign of strengths that a leader has since he or she respects the subordinates’ ways of doing things. Oyetunyi assumes that using this style is of benefit to all members in the organizations as it allows staff to become part of the team and allows one to make better decisions. However, sometimes some people (subordinates) tend to take advantage of laissez faire style of leadership. This is because, they lose concentration on what they are doing (Oyetunyi, 2006). Arguably, at school level, if laissez faire style of leadership is not well controlled, it can lead to laziness among teachers and eventually poor performance among students. It is argued here that such heads of schools (from the selected schools) have to re-evaluate themselves and change their model of leadership.

## The Impacts of the Current Leadership Styles in the Selected Schools

Usually, the leadership style employed by the head of school, whether democratic or dictatorial, affects the atmosphere of the school either positively or negatively. Regarding this David and Gamage (2007) argue that effective democratic and participatory school administration, leadership and management affect the trust levels of stakeholders and the vice versa is also true. Basing on this perspective, the current study explored the impacts of the employed leadership styles in the selected schools. The collection of data related to this aspect was guided by the following research question: What are the impacts of the current leadership styles in the selected schools? Hence, this section discusses the impacts of leadership styles generated from participants’ stories. The following subsections discuss those impacts in detail.

## Impacts of Leadership Styles on Students’ Involvement in Learning

During focus group discussions, some students testified that sometimes they were being involved in the teaching and learning activities. It was clear that students were being involved in group discussions; they were free to ask questions in classes, and ask about the school’s plans on academic issues. Regarding this, one student from school “A” said:

Always, our teachers encourage us to ask any questions about the subject matter and also, they motivate us to study hard so that we can pass our examination (FGD with students, from school A, March 2020)

Another student from school B commented:

We listen carefully to the teachers and write summaries of what is taught by the teachers. Teachers encourage us to study both in groups and privately (FGD with students from school B, March 2020)

Another student said:

We don’t fear our teachers because they created a room for us to face them for any difficulty we might face in our studies. This situation helps us to participate in teaching and learning session and understand properly the subject matter (Student J from school B, in FGD, March 2020)

Also, another student commented that:

Sometimes, teachers ask us to suggest the best way which will help us understand a particular topic either by choosing indoor or outdoor learning, discussion or question with answers. This helps us feel comfortable in the teaching and learning session (Student H from school A, in FGD, March 2020)

The quoted findings above are the indication that teachers who employ democratic leadership style promote involvement of students in the learning process. This is in connection with the conceptual framework of this study. In the conceptual framework (See Chapter Two), it is assumed that the leadership style employed by the head of school can influence teachers’ work morale. At this point, it is clear that the application of democratic leadership has positively influenced teachers’ work morale.

However, during focus group discussion, some students complained that some teachers were very harsh during the teaching and learning process. They did not involve them in the learning process; they discouraged students from asking questions about the subject matter. It was revealed that some teachers were not welcoming the views of the students regarding the lesson. With a focus on this, one student from school D commented:

In our school some teachers don’t allow us to interact with them in the class. In general, there is no chance of being involved in the session. You have to listen and write what is on the board. If you try to ask any question, the teacher says ‘you have to be careful in the class while I’m teaching’. But after, the teacher does not give any explanation of what is going on (Student E in FGD, March 2020).

Arguably, such kind of teachers’ approach is an indication that they were employing dictatorship style. It is clear in this study that those teachers who were dictators in schools were feared by students. Consequently, this situation negatively affected students and reduced their involvement in the class. In contrast, as it was revealed, the use of democratic leadership style created good environment for students’ performance and brought together the teachers, heads of schools and students. It is expected that such kind of approach would help them achieve the intended educational goals because everyone would be free to express his or her ideas to other part. This is in connection with Nsubuga (2008) who calls for the use of democratic leadership style in schools as it is believed to have ability to improve students’ academic performance. On the other hand, dictatorship style may lead to misunderstanding and lack of confidence among teachers and students in the school. This may make teachers and students dislike the school thus resulting into poor performance. Therefore, in order for the school to achieve its expected goals, this study calls for the application of democratic leadership style as opposed to dictatorship and laissez-faire styles (Dury& Levin, 1994).

## Impacts of Leadership Styles on Teachers’ Work Commitment

The findings of this study suggest that leadership styles and practices that were being employed by the heads of schools at school level had impacts on teachers’ work commitment. For instance, it was revealed that heads of schools that were employing democratic leadership promoted co-operation, cohesion and teamwork among staff members which inspired teachers to work hard so as to improve the school’s academic performance. On this, one teacher notes:

We always enjoy our work because our head of school backs us up for everything we are doing. He listens to our views and provides any necessary materials to make our students do better (Interview with Teacher D from school A, March 2020)

As a result of such kind of leadership style, it seems that teachers developed a sense of work commitment. In relation to this, one teacher reveals:

Because of having common interest and involving them in everything our head of school is doing, we as teachers have developed notion that whatever duties we perform at school it is for our own good and the school in general. That is why we report for our duties early and attend all classes’ sessions without missing. We feel that we are the facilitators of learning not money chasers (Interview with Teacher K from school C, March 2020)

To prove their work commitment, as the study found, teachers were making sure that they were documenting everything they were doing did. On this, one teacher commented:

Registration forms are filled in every week to show the number of periods which have been taught, which were not taught and the reason behind that (Interview Teacher P from school B, March 2020).

During interviews, some heads of schools indicated that they were also committed to their responsibilities. One of them commented:

When a teacher fails to attend a class, he or she will be called to the office by the head of school so that he or she explains the reason behind that (Interview with Head teacher Z of school C, May 2020)

A similar argument was presented by a teacher from school “C” that:

When a teacher misbehaves, s/he is warned by the head of school. If s/he continues, the case is taken to the school disciplinary committee (Interview with Teacher W fromSchool C)

A discussion with students also revealed some indication of work commitment among the school management. On this, one student from school C commented:

Sometimes heads of school do not sign the report and assign the academic teacher to comment on the report about our academic progress and put a stamp on his behalf because he is too busy with other works (Student A from school C,in FGD, March 2020)

Also, the findings suggest that teachers were monitoring students’ academic progress very carefully. They were making sure that all students were attending to school without missing. Whenever a student missed school/class, teachers tended to follow-up that particular student. As it would be argued, this is an indication of high work-commitment among teachers. Reacting on this, one student said:

We teachers here are very concerned with our development. When a student is not at school, follow-up is made. Teachers talk to students friendly so that they can know what the matter is. Also, sometimes when a student comes late or does not attend to school/class s/he will is be punished (Student R fromSchool B, in FGD, March 2020).

However, some teachers complained about the leadership styles of their heads which did not support them in fulfilling their teaching duties. Others complained about low motivation they were receiving from their heads of schools and being minimally involved with regard to school plans. On this, one teacher said:

We are here to receive any order from our head of school after then we do as he said but we are not improving our creativity in teaching and learning activities because we are not committed because of our leaders’ actions against us (Interview with Teacher F from school A, March 2020).

On the same issue, another teacher commented:

Our head of school does not support us especially when you ask him to provide some money for buying teaching aids. He usually tells us to use our common sense and creativity while some materials need money (Interview with Teacher G from school B, March 2020).

One teacher said that:

No matter how you try to advise and ask support for different issues concerning school, our head of school usually says: “if you need this position, you better tell me instead of coming to advise me on several issues. I know what I am doing” (Interview with teacher S from school A, March 2020).

Another teacher from school C

Sometimes teachers are facing some difficulties in teaching and learning but when you face the head of school to ask for some instructions about something he usually says, I am not here to teach somebody; you have learnt almost everything in the teacher college. My work here is to supervise you (Interview with teacher J from school D, March 2020).

Such kind of complaints can be linked with dictatorship leadership style. This study also found that laissez-faire leadership style resulted into poor supervision and hence low work commitment among teachers. The following comments from students are the indications of poor supervision and low work commitment among teachers:

In our school some teachers miss their teaching sessions but the head of school does nothing about them. There is no follow-up at all even when we send the information to him about this behavior (Student H fromSchool A in FGD March 2020)

Another student commented that:

There is a tendency of doing tests regularly but some teachers do not administer any tests. Others do not mark the tests on time; when they mark them, they don’t make corrections to help us understand where we were wrong. However, the head of school does not take any action against these lazy teachers. This behaviour reduces our morale in studying hard (Student T fromSchool B in FGD, March 2020)

It is clear in this study that the kind of leadership style employed by a head of school has implication on teachers’ work commitment. From the quotes above, one can argue that teachers who were involved in this study had mixed feelings with regard to their work commitment as a result of leadership style employed by their heads. For instance, with democratic leadership style, teachers and students were receiving relevant support from the heads of schools. In fact, such support improved work commitment among teachers. This is in connection with Maslow’s (1954) idea that an administrator’s job is to provide possibilities for the satisfaction of employees’ needs so as to support the achievement of organizational goals, and remove impediments blocking need satisfaction, those which create frustration, negative attitudes, or dysfunctional behaviour. Examining Maslow’s argument in a school management context, Drysdale, Ford, and Swann (2003) argued that successful school leaders usually support all members of the school community by providing them with opportunities to achieve and try their best to contribute to the quality of education. This in turn is expected to enhance teachers’ work commitment. However, in this study, it is clear that the use of other leadership styles did not support teachers and students. This situation may make teachers fail to deliver in the classroom. All these are connected to the assumptions of the conceptual framework of this study presented in Chapter Two.

## Impacts of Leadership Styles on Teachers’ Job Satisfaction

This study found that satisfaction level among teachers varied based on the type of leadership style the head of school was employing. It seemed that teachers whose heads of schools were employing human (democratic) approach were satisfied with the work they were doing. In connection to this, some teachers commented:

We always enjoy our work because our head of school backs us up for everything we do. He listens to our views and provides us with the necessary materials for our students to do better (Interview with Teacher D from school A, March 2020)

Other teachers commented that:

Because of having common interest and involvement in everything our head of school is doing, as teachers, we have developed a sense that whatever duties we perform at school is for our own good and the school in general. That is why we report for our duties early and attend all classes’ sessions without missing. We feel that we are facilitators of learning not money chasers (Interview with Teacher K from school C, March 2020).

We feel appreciated when the head of school calls us and asks for our ideas for the school development. Actually, we are working together with high morale because nothing is hidden here (Interview with Teacher R, from school D March 2020)

However, some teachers, especially in schools whose heads of schools were employing dictatorship, seemed to be unhappy with the treatment they were receiving from their heads of schools. Some of them commented:

Our head of school usually draws a red line in the attendance book before or after 7:30, which is not fair to teachers because some of them live far away from the school. The school does not have teachers’ houses to accommodate all the teachers except the head of school (Interview with Teacher L from school C, March 2020)

On the same matter, another teacher said:

No matter how you try to advise and ask support for different issues concerning school, our head of school usually says: “if you need this position, you better tell me instead of coming to advise me on several issues. I know what I am doing” (Interview with Teacher S from school A, March 2020).

From the findings, this study noted that job satisfaction at work places depends largely on how the top leaders lead their subordinates. As seen from the quotations above, if the leader leads the subordinates collaboratively, workers may not have so many complaints. Instead, they become satisfied with their work. However, it looks like other leadership approaches such as dictatorship sometimes were leading to job dissatisfaction among the teachers in the selected schools. This is in connection with the argument presented in the conceptual framework guided this study (see it in Chapter Two) that leadership style employed by the head of school can influence the level of job satisfaction among the teachers. Hence, heads of schools should be careful on the way they treat their subordinates (teachers) if they want positive impacts in their schools. The Heads of schools that employ democratic style seem to create conducive environment that foster teachers’ job satisfaction. This notion concurs with Bogler (2001) who found that teachers, who felt that their work gave them a sense of self-esteem and provided them with opportunities for self-development, were also more satisfied with their job. It is argued here that the way teachers perceive their work is influenced by the leadership style of the principal at school.

## How do Current Leadership Practices Reflect the Intention of Educational System?

The third research question which guided this study examined if the current

leadership practices reflect the intention of educational system. According to the 2014Tanzanian Education and Training Policy, the main objective of education in Tanzania is to have educated, knowledgeable and skilled Tanzanians who can quickly contribute to the development of the nation and to withstand competition (United Republic of Tanzania, 2014). This study considers this as the intention of the Tanzanian educational system. Hence, this section discusses how the current leadership practices have been contributing to the achievement of the stated educational objective. It should be noted that, while in the field, the researcher did not ask direct questions related to this aspect. However, in this section, she used some responses and discussions presented in other sections and some other arguments to argue whether the current leadership practices do reflect the intention of educational system or not.

Based on the discussion presented in Sections 4.2 and 4.3, it is argued here there is contradicting information on whether the current leadership practices reflect the intention of educational system or not. It is clear in this study that in those schools whose heads were employing leadership style which supported teachers and students (democratic leadership), both teachers and students were enjoying the teaching and learning processes. By being involved and supported in everything related to school, teachers became more committed to their work. Regarding this, one teacher notes:

We always enjoy our work because our head of school back us up for everything we do; he listens to our views and provides any necessary materials to make our students do better (Interview with Teacher D from school A, March 2020)

In the same line of observation, some students commented:

We listen carefully to the teachers and write summaries of what is taught by the teachers. Teachers encourage us to study in the groups and privately (FGD with students from school B, March 2020).

We don’t fear our teachers because they usually create a room for us to face them for any difficulty we face in our studies. This situation helps us to participate in teaching and learning session and understand properly the subject matter (Student J from school B in FGD, March 2020)

From this point of view, one would argue that leadership practices in such kind of schools reflect the intention of educational system. This finding concurs with Nsubuga, (2008) who argues that leadership styles in schools have continuously advocated for the democratic style of leadership as it has been seen to improve students’ academic performance of the schools. It is through this style of leadership that students can be involved in the maintenance of good academic achievement through their involvement in the organizations’ administration. Therefore, the heads of schools should build a bridge between teachers and students so as to create interactive environment during teaching and learning process.

However, as it was found, in some schools, it was different; the leadership practices did not support the teaching and learning processes. Teachers complained that the heads of school were not doing enough to share school goals and expectations. Also, they complained that heads of schools did not encourage teachers to work hard to achieve the goals. Regarding this, some teachers said:

Yes, we have staff meetings but we usually receive orders on how to run the teaching and learning process; only the head of school decides what to be done. We are not free to give out our views on how to shape the students so that they can fit in the world (Interview with teachers of school A, March 2020).

Another teacher added:

The way our head of school treats us is not fair at all. Sometimes he criticizes us in front of students. This situation reduces our teaching morale, hence hindering the attainment of better knowledge and skills to the students. (Interview with Teacher F from school C, March 2020)

Basing on the findings as quoted above, it can be suggested that the leadership practices in those schools did not support the teaching and learning processes. From such findings, one would assume that the leadership practices in those schools did not reflect the intention of educational system. On this regard, MANTEP (1995) recommends that heads of schools should support teachers and students in teaching and learning and let them participate in decision making concerning their work. Failure to do that may result into teachers deciding to be passive and even sabotage the successful implementation of teaching and learning activities.

.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS ANDRECOMMENDATIONS

## Introduction

This is the final chapter of this dissertation. The chapter has four main sections. This introduction is its first section. The second section summarizes key issues raised in this study. Based on the findings and discussion, the third section gives conclusions on the three research questions of this study and the final section gives recommendations of this study.

## Summary of the Study

This study explored leadership styles and their impacts in the selected secondary schools in Songea Municipality, Tanzania. Three research questions guided this study. These were: (i) What are the major leadership styles in the selected schools? (ii) What are the impacts of the current leadership styles in the selected schools? (iii) How do the current leadership practices reflect the intention of educational system?

This is mainly a qualitative study which employed single case study design. The study was conducted in four community secondary schools in Songea Municipality, Ruvuma region. The study involved 44 participants, including 4 heads of schools, 20 community secondary school teachers and 20 community secondary school students. In this study, convenient and purposive sampling techniques were employed. Data collection methods employed in the study included semi-structured interview, observation, focused group discussion and documentary review. The collected data were subjected to content analysis for qualitative information. The study found that the major leadership styles commonly employed by the heads of the selected schools were democratic, dictatorship and laissez faire. However, democratic leadership style was found to be very common while dictatorship and laissez-faire were not common.

The finding from this study revealed that democratic leadership style improved students’ involvement during teaching and learning, teachers’ work commitment and job satisfaction compared to dictatorship and laissez faire leadership styles. Also, this study found contradicting information on whether the employed leadership practices in the selected schools reflected the intention of education system. The heads of schools that were employing democratic style in their day-to-day activities were found to be supportive to teachers and students, hence improving the possibility of attaining the intention of educational system. However, it was different with other leadership styles.

## Conclusions

The main objective of this study was to explore leadership styles and their impacts in the selected schools in Songea Municipality. To achieve this objective, data collection in this study was guided by three key research questions which were mentioned in Chapter One and in Section 5.2 of this Chapter. Hence, this section gives conclusions on the said three research questions which address the objective of this study.

## The major Leadership Styles in the Selected Schools

Reflecting on the data and discussion presented in Section 4.2, this study concludes that there were three main leadership styles commonly employed by heads of schools in the selected schools. These leadership styles are democratic, dictatorship, and laissez-faire leadership styles. However, in most of the schools the heads of schools employed more democratic approaches; in some cases, they used dictatorship. A few heads of schools employed laissez- faire. It is argued in this study that democratic leadership style was commonly used in the selected schools and brought good results than other styles.

## The Impacts of the Current Leadership Stylesin the Selected Schools

This study concluded that most of the heads of schools used participatory approach which had impacts on the following aspects:

1. On students’ involvement in learning: this study concludes that democratic leadership style had positive impacts on students’ involvement in classroom activities. However, it was clear that the dictatorship leadership style did not allow for students’ involvement.
2. On teachers’ work commitment: this study concludes that democratic leadership style had positive impacts on teachers’ work commitment; other leadership styles employed (dictatorship and laissez-faire) did not help to boost teachers’ work commitment.
3. On teachers’ job satisfaction: this study concludes that democratic leadership style had positive impacts on teachers’ job satisfaction; teachers enjoyed working in the democratic school environment. However, it was clear that other leadership styles (dictatorship and laissez-faire) did not provide an environment supportive for job satisfaction.

## Reflections on Whether the Current Leadership Practices Reflect theIntention of Educational System or not

Reflecting on the discussion presented in Section 4.4, it is clear in this study that, on the one hand, the practices of heads of schools that frequently employed democratic leadership style reflected on the intention of the educational system. On the other hand, it was clear that the practices of the heads of schools that did not use democratic leadership style were not in a good position to attain the intention of the educational system.

## Recommendations

## Recommendation for Action

Based on the conclusion made on this study, the following were the recommendations from the finding;

1. The findings of this study suggest that teachers and students from schools whichwere employing democratic leadership style were happy and effectively involved in the teaching and learning processes. Therefore, this study recommends that heads of schools need to use democratic leadership style in most occasions so as to maintain peace and improve school performance.

## Recommendations for Policy Implication

1. Since the findings suggest that leadership styles have an impact on teachers’ and students’ performance; this study recommends that the Ministry of Education Science and technology need to emphasize on-the job training for the heads of schools to empower them on leadership style knowledge.

## Recommendations for Further Studies

1. This qualitative study was conducted in one area (Songea Municipality – Ruvuma region); hence this study recommends a broader (quantitative) study which will cover a broad area of Tanzania (more than one region) to see if it will come up with similar results.
2. This study confined itself to community secondary schools; therefore, the researcher recommends that other studies be conducted in different schools to see if they will come up with similar results.

# REFERENCES

Adeyemi, T. (2011). Principals’ leadership styles and teachers’ job performance in senior secondary schools in Ondo State, Nigeria. *Current Research Journal of Economic Theory, 3*(3): 84-92.

Adeyemi, T.O., Bolarinwa, R. (2013). Principals’ leadership styles and students’ academic performance in secondary schools in Ekiti State, Nigeria. *International Journal of Academic Research in Progressive Education and Development, 2*(1): 187-198.

Afful-Broni, A. (2004). *Theory and practice of educational leadership in Ghana*. Accra, Ghana: Yamens Press Ltd.

Agunloye, O. O. (2009). Turning around chronically low-performing schools: A diagnostic framework and conceptual model. *American International Journal of Contemporary Research*, *1*(3): 32-45.

Armstrong, M. (2000). *Strategic of human resources management practices* (2nded). London, United Kingdom: Thomson-Shore, Inc.

Ary, D., Jacobs, L. C. & Sorensen, C. (2010). *Introduction to research in education* (8thed).[New Brunswick,Canada:](https://en.wikipedia.org/wiki/List_of_cities_in_Canada#New_Brunswick) Wadsworth, Cengage Learning.

Ather, S.M. &Sobhani, F.A. (2007). Managerial leadership: An Islamic perspective. *IIUC Studies*, *4*: 7–24.

Avolio, B. J., Waldman, D. A., & Einstein, W. O. (1988). Transformational leadership in a management game simulation. *Group & Organization Studies*, *13*(1): 59-80.

Aydin, A., Sarier, Y., &Uysal, S. (2013). The effect of school principals’ leadership styles on teachers’ organizational commitment and job satisfaction. *Educational Sciences: Theory and Practice*, *13*(2): 806-811.

Azhar, K. (2004). *Business policy and strategic management* (2nded). New Delhi, India: Tata McGraw-Hill Book Company.

Bass, B. M. (1985). *Leadership and performance beyond expectation*. New York, USA: Free Press.

Bass, B.M. (1990). *Bass and Stogdill’s handbook of leadership* (3rd Ed.). New York, NY: Free Press.

Bass, B. M. (1999). “Two decades of research and development in transformational leadership.” *European Journal of Work and Organizational Psychology*, *8*: 9-32.

Bass, B. M., & Avolio, B. J. (1994). *Improving organizational effectiveness throughTransformational leadership*. Thousand Oaks, CA, USA: Sage.

Benis, W.G. (1989). *On becoming a leader*. Reading, MA: Addison-Wisley.

Bryman, A. (2008). *Social research methods* (3ed). NewYork, USA: Oxford University Press.

Burns, J. M., (1978). *Leadership*. New York, USA: Harper & Row

Chan, S. H. (2010). *The influence of leadership expertise and experience on organizational performance*. New York, USA: University of Columbia Press.

Chemers, M.M. (1997). *An integrative theory of leadership*. Mahwah, NJ, USA: Erlbaum.

Cheng, C., & Chan, M. T. (2002). *Implementation of school-based management: A Multi-perspective analysis of the case of Hong Kong*. London, United Kingdom: Routledge.

Damian, V. K. (2003). *Leadership behaviour and functioning of educational institutions in Tanzania: A study of selected public primary school in Iringa rural district* (Master’s dissertation). University of Dar es Salaam, Dar es Salaam, Tanzania.

Dasu, M. M. (1990). *The effects of organisational climate of tutors’ performance in teachers’ college* (Master’s dissertation). University of Dar es Salaam, Dar es Salaam, Tanzania.

Davies, B., Ellison, L. & Bowring-Carr, C. (2005). *School leadership in the 21stCentury: Developing a strategic approach*. London, United Kingdom: Routledge.

Dolatabadi, H.R. & Safa, M. (2010).The effect of directive and participatory leadership style on employees’ commitment to service quality. *International Bulletin of Business Administration,* 9: 31-42.

Drysdale, L., Ford, P., Gurr, D. & Swann, R. (2003). *Successful school leadership: An Australian perspective*. Retrieved from www.acel.org.au on 15th May, 2020.

Ed.). Thousand Oaks, CA, USA: Sage.

Enon, C. J. (1998). *Educational research, statistics and measurement.* Kampala, Uganda: Makerere University Press.

Evans, L. (1998). *Teacher morale, job satisfaction and motivation*. London, United Kingdom:Paul Chapman Publishing Ltd.

Fiedler, F.E. (1967). *A theory of leadership effectiveness.* New York, USA: McGraw-Hill.

Harris, A. &Chrispeels, J.H. (eds.). (2006). *Improving schools and educational systems: International perspectives*. London, United Kingdom: Routledge.

Hersey, P. & Blanchard, K.H. (1988). *The management of organizational behaviour* (5ed.).Englewood Cliffs, NJ, USA: Prentice Hall.

Hutchison, S. A. (1990). Education and grounded theory. In R. R. Sherman & R. B. Webb (eds), *Qualitative research in education,* (pp.123-140). Great Britain: Taylor & Francis.

Kambambovu, E.M. (2018).Assessment of leadership styles in relation to students’ academic performance in secondary schools: A case of Tabora Municipality, Unpublished MED-APPS dissertation. The Open University of Tanzania. Dar es Salaam, Tanzania.

Kashagate, R. (2013). Influence of leadership style on teachers’ job satisfaction in Tanzania: The case of public secondary schools in Musoma Municipal Council, Unpublished Master’s dissertation.Mzumbe University. Morogoro, Tanzania.

Katz, D., & Kahn, R.L. (1978).*The social psychology of organizations* (2nd ed.). New York, USA: Willey.

Kohlbacher, F. (2019). “The use of qualitative content analysis in case study research.” *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, *7*(1). Retrieved from www.qualitative-research.net/index.php/fqs/article/view/75/153 on 19th June, 2020.

Komba, C. K., Hizza. E. L & Jonathan. W. T. Y. (2013). Factors influencing academic performance of ward secondary schools: A case of selected schools in MoshiMunicipality and Moshi District. Master’s Dissertation. Moshi University College of Cooperative and Business Studies. Kilimanjaro, Tanzania.

Kothari, C.R. (1990). *Research methodology: Method and techniques* (2ed). New Delhi, India:WishwaPrakashan.

Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Delhi, India: New Age International.

Kothari, C. R. (2009). *Research methodology: Methods and techniques.* New Delhi, India: New Age International Pvt Ltd Publishers.

Krishnaswami, O. R. (1993). *Methodology of research in social sciences.* New Delhi, India: Himalaya Publishing House.

Leithwood, K. &Jantzi, D. (2000). “The effects of different sources of leadership on student engagement in school.” In K. Riley & K. Louis (Eds.), *Leadership for change and school reform.* London: Routledge (pp. 50-66)*.*

Leithwood, K. &Jantzi, D. (2006). Transformational school leadership for large-scale reform: Effects on students, teachers and either classroom practices. *School effectiveness and school improvement* (pp. 202-227).

Likert, R. (1967). *The human organization: Its management and value*. New York, USA: McGraw-Hill.

Lin, N. (1999). Building a network theory of social capital. *Connections, 22*(1): 28-51.

Maro S. (1994). Leadership qualities and school effectiveness: The case of Tanzania secondary schools. MA Dissertation, University of Dar es Salaam. Dar es Salaam, Tanzania.

Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: From research to results*. Alexandria, VA, USA: Association for supervision and curriculum development.

Maslow, A.H. (1954). *Motivation and personality*. New York, USA: Harper and Row.

Massawe, D. (2014). Assessment of Leadership Practices at School Level in Community Secondary Schools: A Case of Selected Schools in Kinondoni Municipality, Tanzania. Unpublished MED-APPS dissertation, The Open University of Tanzania. Dar es Salaam, Tanzania.

Maxwell, J. A. (2005). *Qualitative research design: An iterative approach* (2nd

Medley, F., & Larochelle, D. (1995). Transformational leadership and job satisfaction. *Nursing Management, 26*(9), 64JJ - 64NN.

Merriam, S. (2002). *Qualitative research in practice: Examples for discussion and analysis*. San Francisco, USA: Jossey-Bass.

Mohan, M. (2012). Status of school education in present Tanzania and emerging issues*. International Journal of Educational Research and Technology, 3*(1): 15- 20

Msoroka, M. S. (2018). Prison education in Tanzania: An Exploration of policy and practice, PhD Thesis, The University of Waikato. Hamilton, New Zealand.

Mtitu, E, A. (2014). Learner-centred teaching in Tanzania: Geography teachers’ perceptions and experiences.PhD thesis, Victoria university of Wellington. Wellington, New Zealand.

Mugenda, O. M. (1999). *Research methods: Quantitative approaches*.Nairobi: Acts Press.

Murphy, J. (1990). Principal instructional leadership in advance in educational administration. *Changing perspective on the school*, 163–200.

Mutai, B.K. (2000). How to ‘write quality research proposal, a complete and simplified research.New York: Thelley.

Mwananchi.(2016).Walimuwakuu 25 Mpwapwawashushwavyeo [blog post]. Retrieved from https://www.mwananchi.co.tz/habari/Walimu-wakuu-25-Mpwapwa-washushwavyeo/1597578-3226800-eaif0yz/index.html on 11thMay, 2019.

Mwongela, S., Mutinda, A., Komen, R., &Chebet, P. (2015). Leadership theories. Retrieved from https://www.coursehero.com/file/14640793/Leadership-Theories/ on 11thMay, 2019.

Nguni, S. (2005). Transformational leadership in Tanzania education: A Study of the effects of transformational leadership on teachers’ job satisfaction, commitment and organisational citizenship behaviour in Tanzania primary and secondary schools.Doctoral Thesis, Radboud University. Nijmegen, The Netherlands.

Nirod K. Dash. (2005). *Module: selection of the research paradigm and methodology:* Manchester, UK: Metropolitan University.

Nuhu, K. (2010).Effect of leadership styles on employee performance in Kampala district council. Master’s Dissertation, Makerere University. Kampala, Uganda.

Nyamboga, O.T. (2014). A critical review of leadership styles on the performance of public secondary schools in national examinations in Tana River County, Kenya. *Journal for education and practice, 5*(22): 197-220*.*

Obiwuru, T. C., Okwu, A. T., Akpa, V. O. &Nwankwere, I. O. (2011). Effects of leadership on organizational performance: A survey of selected small-scale enterprises in Kkosiketu council area of Lagos state, Nigeria. *Australian Journal of Business and Management Research*, *1*(7): 100-111.

Ogawa, R.T., & Bossert, S.T. (1995).Leadership as an organizational property. *Educational Administration Quarterly, 31*, 224-243.

Ogawa, R.T., & Scribner, S.P. (2002). Leadership: Spanning the technical and institutional dimensions of organizations. *Journal of educational administration, 40*(6): 576-588.

Ogbonna, E. & Harris, L.C. (2000). Leadership style, organizational culture and performance: Empirical evidence from UK companies. *International journal of human resource management*, *11*(4): 766–788.

Olorundare, A.S. (2011). “Correlates of poor academic performance of secondary school students in the sciences in Nigeria”. Paper presented at the Virginia state university, USA.

Omari. I. M. (2011). *Concept and method in educational research.* Dar-es-Salaam, Tanzania:Oxford University press.

Orodho, A. J. (2004). *Statistics made user friendly for education and social science research*. Nairobi, Kenya: Masola Publishers

Ozturk, I. (2001). “The role of education in economic development: A theoretical perspective.” MPRA Paper 9023, University Library of Munich, Germany. Retrieved from https://ideas.repec.org/p/pra/mprapa/9023.html on 20th March, 2019.

Poggenpoel, M. &Myburgh, S. (2003). The researcher as research instrument in educational research: A Possible threat to trustworthiness? *Education*, *124*(2): 418- 421.

Robinson, M. J. (2007). *School leadership and student outcomes: Identifying what works and why.* Victoria: Australian council for educational leaders Inc. retrieved fromwww.decd.sa.gov.au/…/. Site visited on 18th July, .2019.

Ross, J. & Gray. P (2006). School leadership and student achievement: The Mediating effects of teacher beliefs**.** *Canadian Journal of Education, 29*(3): 798-822.

Ryan, R. L. (1980). An analysis of some of the relationships between management style of junior and senior high principals and teacher job satisfaction and productivity. Master’s thesis, St. John’s, Newfoundland and Labrador. Memorial University of Newfoundland, Canada.

Sayi, L. E. (1999).Towards effective school management: A study of secondary schools in Tanzania. Doctoral Dissertation, University of Bristol. Bristol, United Kingdom.

Shonje G. (2016). The influence of working conditions on teacher’s job satisfaction: The Case of Kisarawe District Public Secondary School Teachers, Tanzania*.* Retrieved fromhttp://repository.out.ac.tz/.

Starrat, R., J. (2005). Responsible leadership. *The Educational forum*, 69: 125-133

Stephen K. A. & Kasim, H. (2015). Qualitative and quantitative research paradigms in business research: A philosophical reflection. *European Journal of Business and Management*, 7(3): 217-225.

Stogdill, R. M. (1950). Leadership membership and organization. *Psychological Bulleting.* 47: 1-14.

Tanzania Broadcasting Corporation (2016, January 21). Demotion will be imposed to the heads of schools who will not reach the passing average of 90% in NECTA results. [video news]. Watched in January 21, 2016.

Twaweza. (2013). Form four examination results: Citizens report on the learning crisis in Tanzania. Retrieved fromhttps://twaweza.or.tz/index.php?i=1035&m=0&m=1.

URT, (1995). Education and training policy, Ministry of Education and Culture. Dar es Salaam, Tanzania:

URT, (2010). Secondary Education Development Programme II, 2010–2015. Ministry of Education and Culture. Dar es Salaam, Tanzania.

Yin, R. (1994). *Case study research*: *Design and methods*. London, United Kingdom: Thousand Oaks.

Yukl, G.A. (2002). *Leadership in organizations (5ed.)*. Upper Saddle River, NJ, USA: Prentice Hall.

Yulk, G. (2005). *Leadership in organization*. New York, USA: Prentice Hall.

# APPENDICES

**APPENDIX A: Interview Guides for Heads of Schools**

1. What is the vision of your school?
2. What is the mission of your school?
3. What is your school motto?
4. Do you have staff meeting? If yes, how often?
5. How do you lead staff meetings?
6. How do you ensure staff involvement in meetings?
7. How do you ensure staff involvement in decision making?
8. How do you come up with school plans?
9. How do you ensure students’ involvement in decision making?
10. How do you get school prefects? What is their role?
11. How do you ensure teachers’ attendance and punctuality?
12. How do you monitor teaching and learning activities in your school?
13. What ways do you use to achieve school goals and mission?
14. How do you handle issues related to staff and students’ discipline?
15. Do you have anything else that you would want to share as far as school leadership is concerned?

**APPENDIX B: Interview Guide for Teachers**

1. What is the vision of your school?
2. What is the mission of your school?
3. What is your school motto?
4. Do you attend staff meeting? If yes, how often? If not, why?
5. Are you involved in decision making? If yes, how? If not, why?
6. Are you happy with the way your school is managed? Why?
7. Who decides on school budgeting? Are you happy with the situation? Why?
8. Who comes up with school plans? Have you ever been involved in formulating school plans? If yes, how? If not, why?
9. Have you ever been late in class/at school? If yes, what was the reaction of the head of school?
10. What mechanisms are in place to ensure teachers’ attendance (at school) and punctuality?
11. How do you involve your students in class activities?
12. How do you handle issues related to students’ discipline?
13. What happens when teachers come late to school?
14. What happens if a teacher decides not to attend class?
15. How are issues related to staff discipline handled by school management?
16. How do you perceive the leadership style of your head of school?
17. Do you have anything else that you would want to share as far as school leadership is concerned?

**APPENDIX C: Interview Guides for Students**

1. What is the school vision?
2. What is the school mission?
3. What is the school motto?
4. What happens when a student is late at school/class?
5. What happens when a student does not attend class?
6. How do you participate in the formulation and implementation of school missions and goals?
7. What do you always do in class during the teaching and learning processes?
8. How do you get involved in classroom activities?
9. How do you perceive the leadership style of the head of your school?
10. How do you perceive the leadership style of your classroom teachers?
11. Do you have anything else that you would want to share as far as school leadership is concerned?

**VIAMBATISHO VILIVYOTAFSIRIWA**

**KIAMBATISHO A: Mwongozowamaswaliyamahojianokwamkuuwashule.**

1. Nielezeedirayashuleyako
2. Je, upiniujumbewashuleyako?
3. Je, ipinikaulimbiuyashuleyako?
4. Je, huwaunafanyavikaonawafanyakazi/walimu? Kama ndiyo, huwamnafanyavikaohivyo mara ngapi?
5. Nielezeenamnaunavyoongozavikao
6. Je, unahakikishavipiushiriki bora wawafanyakazikatikavikao?
7. Je, unahakikishavipiushirikiwawafanyakazikatikakufanyamaamuzi?
8. Je, huwaunatumianjiaganikupangamipangoyashule?
9. Je, huwaunahakikishavipiushirikiwawanafunzikatikakufanyamaamuzi?
10. Je, huwamnatumianjiaganikupataviranjawashule? Je, kazizao (viranja) ninini?
11. Je, unahakikishavipikuwawalimuwanahudhuriashulenikwawakati ?
12. Je, unahakikishavipikuwashughuli za kufundishanaujifunzajikatikashuleyakozinakwendavizuri?
13. Je, unatumianjiazipikuhakikishakuwamalengoyashuleyanafanikiwa?
14. Je, huwaunashughulikiavipi mambo yanayohusunidhamukwawalimunawanafunzi?
15. Je, una jambololote la ziadalinalohusiananaswala la uongoziwashuleambaloungependakuongezea?

**KIAMBATISHO B: Mwongozowamaswaliyamahojianokwawalimu**

* Nielezedirayashuleyako?
* Je upiniujumbewashuleyako?
* Je ipinikaulimbiuyashuleyako?
* Je, huwaunahudhuriavikaovyawafanyakazi? Kama ndiyo, je, huwamnakaavikao mara ngapi? Kama hapana, kwaninihuwahuhudhurii?
* Je, huwaunahusishwakatikakufanyamaamuziyanayoihusushule? Kama ndiyo, je, huwaunahusishwakwanamnagani? Kama hapana, unafikirinikwaninihuwahuhusishwi?
* Je, unaridhishwanajinsishuleyakoinavyoongozwa? Kwanini?
* Je, ninanianahusikakatikakupangabajetiyashule? Je, unaridhishwanahalihiyo? Kwanini?
* Je, ninanihuandaamipangoyashuleyenu? Je, umeshawahikuhusishwakatikakuandaamipangoyashule? Kama ndiyo, nikwanamnagani? Kama hapana, kwanini?
* Je, umeshawahikuchelewadarasani/shuleni? Kama ndiyo, je, mkuuwakowashulealichukuahatuagani?
* Je, hapashulenikunautaratibuganiuliopokuhakikishawalimuwanahudhuriashulenikwawakati?
* Je, unawashirikishavipiwanafunziwakokatikashughuli za darasani?
* Je, unashughulikiavipi mambo yanayohusunidhamuyawanafunziwako?
* Je, huwakinatokeanini pale mwalimuanapochelewakufikashuleni?
* Huwakinatokeaniniiwapomwalimuataamuakutohudhuriadarasani?
* Je, nijinsigani mambo yanayohusunidhamuyawafanyakaziyanashughulikiwanauongoziwashule?
* Je, unauonajemtindowauongoziwamkuuwakowashule?
* Je, una jambololote la ziadalinalohusiananaswala la uongoziwashuleambaloungependakuongezea?

**KIAMBATISHO C: Mwongozowamaswaliyamahojianokwawanafunzi**

1. NielezeIpinidirayashuleyako?
2. Je upiniujumbewashuleyako?
3. Je Ipinikaulimbiuyashuleyako
4. Je, ninihutokeapindimwanafunziamechelewashuleni/darasani?
5. Je, ninihutokea pale mwanafunzihakuhudhuriadarasani?
6. Je, huwaunashirikivipikatikauandaajinautekelezajiwadiranamalengoyashule?
7. Kwa kawaida, huwaunajishughulishananiniwakatiwamchakatowakufundishwanakujifunzadarasani?
8. Kwa kawaidahuwaunajihusishavipinashughuli za darasani?
9. Je, unauonajemtindowauongoziwamkuuwakowashule?
10. Je, unauonajemtindowauongoziwawalimuwakodarasani?
11. Je, una jambololote la ziadalinalohusiananaswala la uongoziwashuleambaloungependakuongezea?

**CHECKLIST FOR OBSERVATION**

|  |  |
| --- | --- |
| **Items** | **Comments** |
| 1. Vision of Your School |  |
| 1. Mission of Your School |  |
| 1. Staff Meeting |  |
| 1. Staff Involvement in Meetings |  |
| 1. Availability of School Plans |  |
| 1. Involvement In Decision Making |  |
| 1. Availability of Students Government |  |
| 1. Handling of Attendance and Punctuality |  |
| 1. Follow-up in Teaching and Learning Activities at School |  |
| 1. Achieving School Goals and Mission |  |
| 1. Handling Issues Related to Staff and Students’ Discipline |  |

