

**THE CONTRIBUTION OF SCHOOL LEADERSHIP TOWARDS
TEACHING AND LEARNING IN SECONDARY SCHOOL IN MPWAPWA
DISTRICT, DODOMA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation titled: *“The Contribution of School Leadership towards Teaching and Learning in Secondary Schools in Mpwapwa District, Dodoma”*. In partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) of The Open University of Tanzania.

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Date

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Signature

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Date

DEDICATION

This study is dedicated to my beloved mother Gaudensia Emmanuel Mwama for love, encouragement, prayers and moral support in making my dream a reality. I will always love you and cherish your support.

ACKNOWLEDGEMENT

I would like to convey my sincere thanks to my Almighty GOD the Creator of everything for enabling me successfully complete my dissertation in good health and joyfully. I acknowledge the contributions of my wife Ester Lazaro Madelemo and my friends Awalino and Andrew who encouraged me a lot to pursue my second degree by supporting me psychologically, financially and spiritually. On top of that, I acknowledge great assistance from my lovely mother Ms. Gaudensia Emanuel Mwama.

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ABSTRACT

The objectives of the study were to analyse techniques used by heads of schools to manage teaching and learning process, explore management factors which affects the performance of heads of school in the implementation of school curriculum and examine the influence of management techniques used by heads of schools on students' academic performance. This study employed convergent parallel mixed method where a researcher used quantitative data under cross sectional study design. The study also involved sample size of 80 respondents from 8 public secondary schools. Data were collected through questionnaires and interview and analyzed using descriptive statistics and content analysis. The findings revealed that, heads of schools use various techniques such as teamwork, motivation, providing T-L materials, day to day supervision and conducting staff meeting. Furthermore, the implementation of school curriculum affected by poor provision of funds, poor infrastructures, poor community involvement, lack of transparent and politics in education. Additionally, the finding reveled that, the influence of management techniques used by heads of school to students' academic performance are to enable students to develop self-esteem, unity among them, enjoy T-L process, raise their understanding and loving the schools. The study concluded that, although the contribution of school leadership to students' academic performance may not be undoubted in some areas, is still considered and accepted as the key factor for the improvement of student's academic performance. This study suggests to all education experts to cooperate in managing teaching and learning for better performance.

Keywords: *Teaching and learning, school curriculum, students' academic performance*

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the heads of the schools. 50

LIST OF ABBREVIATIONS

| | |
|--------|--|
| CSEE | Certificate of Secondary Education Examination |
| DEO | District Education Officer |
| MoEC | Ministry of Education and Culture |
| MoEVT | Ministry of Education and Vocational Training |
| NECTA | National Examination Council of Tanzania |
| OFSTED | Officer for Standards in Education |
| RD | Regression Discontinuity |
| REPOA | Research of Poverty Alleviation |
| SEDP | Secondary Education Development Plan |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United International Nations Children Emergence Fund |
| URT | United Republic of Tanzania |

CHAPTER ONE

INTRODUCTION AND BACKGROUND INFORMATION

1.1 Introduction

This study intended to investigate the contribution of school leadership towards teaching and learning in secondary schools in Mpwapwa, Dodoma.. This chapter contains the background to the study, statement of the problem, the general objective of the study, specific objectives, research questions, significance of the study, limitations of the study, delimitations of the study, conceptual framework and definitions of the key terms.

1.2 Background Information

According to Florence (2012), educational leadership plays important role in order to make teaching and learning more effective and to give quality education to students. Leadership style of a head of school really depends on the leaders assumptions about human being, human nature and human learning. The successes of any leaders have been caused by various methods ranging from the most democratic, autocratic and laissez-fair (Florence,2012).

Suraya and Yunus (2012) argue that Leadership processes define, establish, identify, or translate this direction for their followers and facilitate or enable the organizational processes with the aim of achieving the organizational purpose. Various scholars have showed different leadership styles and their distinctive characteristics. For example, Florence (2012) presented leadership theory according

to which three leadership styles known as democratic, autocratic and laissez-fair were identified.

Nsubuga (2008) claims the Autocratic leadership style as that style where the manager retains all authority for him/herself and makes decisions with a view to ensuring that the staff implements it. This style not considers the attitudes of the staff members during decision making. He/she rather concerned with getting the task done. In this style, the leader tells the staff what to do and how to do it. In general, Autocratic leaders are general disliked, as there is no scope for initiative, consideration, and self-development on the part of followers. Teachers and students whose school heads apply the autocratic leadership style remain insecure and afraid of the authority which will reduces their ability to explore their potential.

In Laissez-fair leadership style, who adopts this style would have the work being done effectively by the subordinates. He supplies materials and ideas and only participates whenever the needs be, for example in a school where the head teacher use this style, all the affair of the school will be in his possession and the entire staff to make them perform effectively and it also tells on students' academic performances because the leader or head teacher carried them along in running affairs of the school, empowers subordinates to work with freedom and free-will (Ogunyinka& Adedoyin,2013).

According to Laddunuri (2012), Tanzania attained her independence in 1961 from British colony. Since Independence, MoEVT recruited teachers directly from schools

(crash programme teachers) and giving them short training ready to overcome the problem of shortage of teachers in Tanzania as well as coaching teachers in order to be good leaders. That was very important as leaders in organizations mediate and reconcile the often-conflicting expectations of constituents, lack of direct hierarchical and reward power and have resource dependence and shifting expectations.

The leadership processes define, establish, identify or translate the direction for their followers and facilitate or enable the organizational processes with the aim of achieving the organizational purpose. Organizational purpose and direction can be defined in terms of mission, vision, strategy, goals, plans and tasks. Leadership is tried to continual development and attainment of organizational goal. Lack of vision in the management of schools often leads to imbalance in the allocation and use of resources.

Ayot and Briggs (1992) point out that; poor results in education are related to the resources allocated to it. They are also of the view that input-output studies should be done using learning achieved as seen from students' examination performance. The impact of school management is an essential element in such studies.

McCormack (2009) has acknowledged that the role of school leadership is the most significant in enhancing school performance and student achievements, Effective leaders develop school climates and cultures that help motivate both the students and teachers leading to the creation of better teaching and conducive learning environments which trigger higher levels of student achievements.

In this regard head teachers as school leaders occupy a pivotal position and greatly influence the quality of education offered and the eventual performance of the pupils. The head teacher acts as a mentor, educator, advisor, ambassador, advocate and chief executive in a school set up (Law and Glover, 2000).

Tanzania like many other countries, has radically improved the state of schools particularly in terms of classroom infrastructure and enrolment through the introduction of SEDP in 2004. In enumeration, UNESCO (2011) point out that the rapid expansion of student's enrolments, led to inadequate resources which resulted into difficulties in creating expected outcomes. This has made school management to be more complex and difficult enterprise now than few decades ago. The school head is therefore in a difficult position being expected to improve the students' academic performance in a period of diminishing resources.

The student's failure in national examination is low in Mpwapwa district despite the fact that heads of schools lead these secondary schools. Below is the report of District Academic Officer in Mpwapwa district to show the performance of this district in the year 2015 and 2016.

Table 1.1: District academic officer's report in Mpwapwa

| Year | Reg | Sat | % | Div I | Div II | Div III | Div IV | Div 0 | Pass | % | Fail | % |
|------|------|------|----|-------|--------|---------|--------|-------|------|----|------|----|
| 2015 | 1622 | 1565 | 96 | 18 | 58 | 110 | 309 | 309 | 755 | 48 | 810 | 52 |
| 2016 | 1472 | 1432 | 97 | 28 | 40 | 149 | 620 | 595 | 837 | 58 | 595 | 42 |

His report showed that in the year 2017, there were 1243 students sat for form four National examination in Mpwapwa district. 886 students which is equal to 71%

obtained division One up to Four and 29% obtained division zero. Only 249 students which is equal to 20% have got division one up to three and these are expected to join form five (Mpwawa District Academic Officer report in the meeting with a head of Secondary School that held on 09/02/2018). This performance makes this district to have the position of 6 out of 7 districts in Dodoma Region.

Despite the widespread consensus that school leadership matters in the attainment of schools' academic goals withstanding the protestations of a few discordant voices divergent results have been reported.

Some studies have indicated that there is no link between school leadership effects while others have reported finding significant effects (Hallinger & Heck, 1998). This divergence has been attributed to adoption of direct versus indirect leadership effects in school leadership studies. Studies reporting in significant leadership effects have mostly adopted direct effect models. Hallinger and Heck (1998:185) in their literature review report existence of convincing empirical evidence of principal leadership impacting school outcomes in a complex indirect mechanism mediated by external and internal school processes. Leitwood and Mascall (2008) cite disregard of possible mediators of leadership effects as a limitation in leadership study. A corpus of studies has investigated the influence of school leadership on students' academic achievement. Also, Mascallet al. (2008) examining the relationship between distributed leadership and teacher related variables reported as a significant positive correlation between its planned distributed form and teachers' academic optimism.

Leithwood and Mascall (2008) found moderate but significant indirect school leadership effects on students' academic achievement mediated by teachers' motivation and results also found principals to be the most influential sources of leadership. In an earlier study, Leithwood and Jantzi (2000) reported found principal's transformational leadership mediated by school conditions purposes and goals, culture, the relational structures and social networks, information collection and decision making having a weak but significant indirect influence on student engagement.

Leithwood and Jantzi (2006) further found principal's transformational leadership having significant indirect effect on teachers' classroom practices via teachers' motivation but no effects on student achievement, recent studies have proposed new school and teacher level constructs that might mediate or moderate the school leadership influence mechanism.

1.3 The Statement of the Problem

Tanzania Government through the Ministry of Education, Science and Technology has laid down several policies (e.g. Education and Training Policy of 1995, and the Free Basic Educational Policy of 2014) and structural reforms (e.g. Reforms through Government interventions and reforms through participation approach) in its education provision agenda. Despite the good policy of secondary education in Tanzania and the good success stipulated by the government from the first and second SEDP, the quality of secondary education in Tanzania is still blamed to be not satisfactory. Secondary school graduates have been seen to lack important

knowledge and skills for social economic life. The government of Tanzania has succeeded to increase the number of secondary schools with proportion to employing enough teachers to most of the schools.

The number of enrolments is increasing while students' achievement and teachers' motivation are deteriorating (Komba & Nkumbi, 2008; MoEVT, 2011). This reciprocal relationship is associated with different factors, such as teachers' motivation, and shortage of teaching and learning facilities. However, heads of schools have forgotten an important component which contributes to the development of quality of education in schools. While there is no doubt that heads of schools are fundamental component in schools to help fostering the curriculum implementation as per predetermined national goal. It should be known that, the school head always influences what happens in the core business of the school and the teaching and learning context. Heads of schools influence the way students learn, and perceive the teaching and learning environment. School leadership also influence the ways teachers organise and conduct their instructions and expectations for their students, the interaction between school and community which are the contributing factors for the provision of quality education. However, many studies conducted in Tanzania focused on the meaning and challenges of quality education in secondary schools, very little if any have been documented on the contribution of heads of schools in influencing quality of education in Tanzania. In other ways, many scholars, policy makers and other researchers have resolved to address problems that hinder students' academic progress like poor leadership style, low salaries to the teachers, poor teaching and learning infrastructures and poor education policy but

still there are serious weaknesses on the students' academic performance in secondary schools that require urgent and sustained attention. There are various factors which seem to cause poor management of the school as it is illustrated by failure of the heads of schools to effectively implement the school curriculum. This may include the failure of heads to motivate and facilitate teachers, the factors which will leads to some impact on teaching and learning. The study therefore, sought to highlight the contribution of head of head of school leadership towards teaching and learning in secondary schools.

1.4 Research objectives

1.4.1 The Aim of the Study

The aim of this study was assessing the contribution of heads of secondary schools in enhancing performance of the students.

1.4.2 Specific Objective

- i) To determine the techniques used by heads of schools to manage the teaching and learning process.
- ii) To examine management factors which affect the performance of heads in managing the implementation of the school curriculum.
- iii) To examine the influence of management techniques used by heads of schools in students' academic performance.

1.5 Research Questions

- i) What are the techniques used by the heads of the schools in to manage the

teaching and learning process?

- ii) What are management factors which affect the performance of heads in managing the implementation of the school curriculum?
- iii) What is the influence of the management techniques used by heads of schools in students' academic performance?

1.6 Significance of the Study

The study brought many advantages after its conducting. The following are the advantages (benefits) of the study: -

To the researcher; the researcher gained and expanded the knowledge on how school leadership can contribute to the student's academic performance in Secondary Schools.

The researcher can also apply this knowledge in solving the problem of poor school leadership for sustainable academic development in Secondary Schools.

To the government; majority of the community and other educational stakeholders have the views that the Government has the sole responsibility for quality of secondary education, while school leadership roles are undermined on contribution of quality of secondary education. The findings of this study have a significant to Government officials because they can identify the need of furnishing heads of

schools with relevant knowledge and management skills important for them to lead secondary school effectively and thus promote quality of secondary education.

To the society (local community); this study can be used to inform community and other members about the contribution of secondary schools' leadership in the provision of quality secondary education.

To the policy makers; the study helps the education policy makers to set policies on how management structure of secondary school has to be in order to increase performance of the students in Secondary School.

Lastly, the study enlightened educational stakeholders on the appropriate strategies to the improvement of quality of secondary education.

1.7 Limitation of the Study

The study assumes the following constraints: the research was carried out in some sampled schools (08) in Mpwapwa district. Although it would have been useful to include more schools to attain a broader understanding of the relationship between leadership styles and school academic performance in secondary schools in Tanzania.

In this study, it was impossible due to inadequate resources (research funds). This narrowed the degree of national representativeness of the findings and the process of deriving into statistical inferences. However, the limitation will not hinder the value of the findings of this study as it is a cash study by its nature. Another limitation was

most of the recent literature that was accessible was from Western countries, which was not always relevant to the local situation in Tanzania.

So, this study will add value to the existing literature relating on the leadership studies and relationship between leadership and performance of schools in the Tanzania context. The findings of this study may consequently not be generalized to all schools in the country, since different geographical areas may have their own peculiar characteristics in terms of location, the socio-economic status of parents and the culture of schools in relation to leadership styles.

1.8 Delimitations of the study.

The study was conducted at eight (08) public secondary schools and placing into all levels of performance which includes lower-level performance, middle level performance and upper-level performance by considering the form four national examination results. The researcher selected secondary schools in Mpwapwa District-Dodoma.

1.9 Definition of Key Concepts

Academic Achievement refers to the secondary school's performance in CSEE results overtime.

Management: the coordinated utilization of physical and human resources through cooperative efforts in order to realize the established objectives of a given organization namely school.

Leadership: an interactive process between members of the group whereby the leader, within the process has the authority of influencing the activities of an organized group towards the goal setting and goal accomplishment.

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

Head of school: In this study, head of school stands for a teacher who is in charge of the entire school. A school head is the one that is appointed by educational authority to take the administrative roles of the entire school.

Quality education: This study adopted the definition of quality education provided by UNICEF (2000) that:

- i) Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities for student to learn.
- ii) Content that is reflected in relevant curricula and materials for the acquisition of secondary education.
- iii) Processes through which trained teacher use student-centred teaching approaches in a Well managed classroom to facilitate effective teaching and learning to students.

1.10 Conceptual Framework

A conceptual framework helps simplify the proposed relationships between the variables in the study and show the same graphically or diagrammatically (Patrick,

2013). The conceptual framework of this study is based on the independent variable named; Leadership styles. The dependent variable of this study is the student's achievement/performance in schools. Figure 1.1 shows how independent variable affect the dependent variable under study. The study conceptualized that high achievement of students and CSEE mean score can influenced by a combination of the leadership styles.

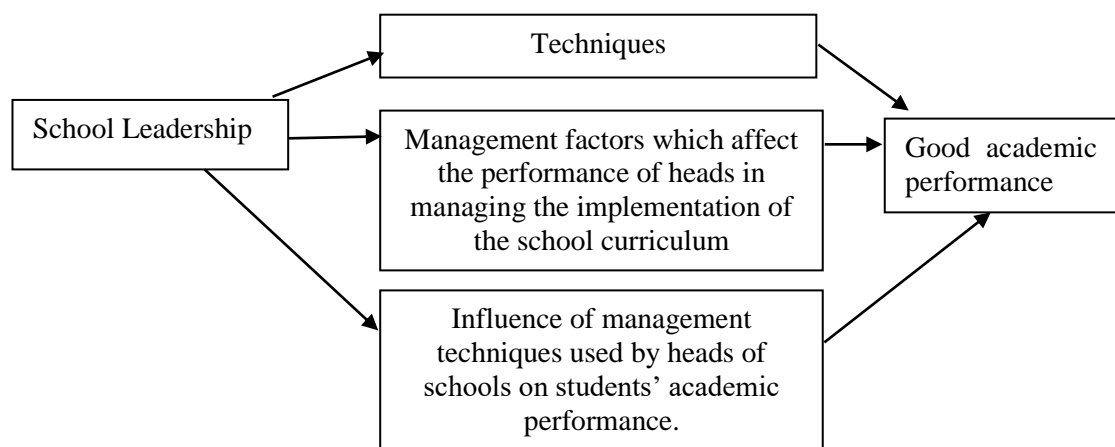


Figure 1.1: Conceptual framework

Source: Research, data 2020

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This part will be dealing with the preview of the previously written documents in relation to the topic of the study. It includes books, magazines journals and other related documents. In this study, literature review will focus on contribution of school leadership to students' academic performance in Secondary Schools.

2.2 Concept of Leadership

Omar (2005) giving out a succinct definition for leadership is very tricky as a result; different scholars have interpreted the concept of leadership differently. He describes the study of leadership as both daunting and enticing. It is daunting because it is regarded as one of the most important and pervasive concepts argued across a multitude of disciplines including educational, political, legal and psychological ones. In addition, both Nsubuga (2008) and Omar (2005) argued that leadership is a subject of much published work produced annually. In addition, its definitions, taxonomies and topologies are numerous, at one time; leadership was noted as having over 350 definitions hence it is actually difficult to achieve only one definition that is acceptable to all.

Based on Nsubuga,(2008) and Omar (2005) whom studies, the following are some of the definitions that have been rendered:

- Leadership is the process of influencing the activities of an organized group towards goal setting and goal achievement.

- Leadership as the initiation of a new structure or procedure for accomplishing an organization's goals and objectives,
- Leadership is a force that can initiate action among people, guide activities in a given direction, maintain such activities and unify efforts towards common goals and lastly,
- Leadership is a process in which an individual provides direction for other people and carries them along in that direction with competence and full commitment.

2.3 Theoretical Review

Many scholars claimed that leadership has evolved over time and has taken different forms. Views on leadership theory have been changing over the years. Oyetunyi (2006) asserts that the leadership paradigm has changed over the last decades; and that it has transited from the traditional leadership approaches to the new perspectives. He added that, leadership theory recognize that effective leadership depends on the interaction of three factors namely: the traits and behaviours of the followers, the characteristics of the followers and the nature of the situation in which leadership occurs. As such, the following leadership theory provide scholars with a vision and introduce leadership behaviours that may assist head teachers and leaders of educational institutions to better manage their institutions in different situations of which all referred in studies conducted by Oyetunyi (2006), Nsubuga (2008) and Omar (2005).

2.3.1 Behaviour Theory

This theory examines whether the leader is task oriented (initiating structure), people

oriented (consideration), or both. It centred into two major forms of leader behaviour namely: employee-centered/consideration and production-centered/initiating structure. An employee-centered leader is sensitive to subordinates' feelings and endeavours to fulfil their concerns (Ross & Gray, 2006). On the other hand, a production-centered leader has, as the major concern, accomplishment of the task. While it is desirable that a leader be high on both considerate and initiating structure, but assert that it may be difficult to match a leader's behaviour with effectiveness if appropriate behaviour cannot be linked to different situations, as situational factors affect the effectiveness of the leader's behaviour. It is the bid to give consideration to situational factors that led to the birth of situational/contingency theories.

2.3.2 Normative Decision Theory

Normative Decision Theory focuses on the correct norms or standards of behaviour for leaders to follow. Although it focuses on correct norms in decision-making, it is concerned with the extent to which leaders allow their subordinates to participate in decision-making. This theory proposes five styles of leader behaviour ranging from the autocratic style in which decisions are made solely by the leader to complete participation by subordinates and during which decisions are reached through consensus. Under this theory, the most effective style of leadership depends on the importance of the decision, the degree to which subordinates accept it, and the time required making the decision. Leaders must be flexible in selecting the decision-making approach that yields maximum benefits in terms of quality, acceptance and time constraints.

2.3.3 Cognitive Resource Theory

Cognitive resource theory is a leadership theory that focuses on the interaction between leaders' cognitive resources like intelligence, technical competence, job-related knowledge and job performance and stress. The level of the leaders' cognitive ability is related to the nature of the plans, decisions and strategies that will guide the actions of the subordinates (Bolarinwa,2013). This means that the better the leaders' abilities to lead; the more effective the plans, decisions and strategies in education. Therefore, if the subordinates support the leaders' goals and if the leader is not under inordinate stress, then the leaders' programs are likely to be implemented (Ross &Gray, 2006).

Cognitive theories have important implications for perceptions of the leaders' effectiveness. In many situations, leaders may not have measurable outcomes other than social attribution, or the tendency of their constituents to assign to them the credit or blame for unusual institutional outcomes (Nsubuga,2008). From this perspective, leaders are individuals believed by followers to be responsible for particular events. Leaders themselves, in the absence of clear indicators, are subject to cognitive bias that can lead them to make predictable errors of judgment and to over-estimate their effectiveness (Oyetunyi, 2006). This theory depicts an approach to leadership in which leadership effectiveness is determined by the interaction between the leaders' personal characteristics and aspects of the situation.

2.3.4 Path-Goal Theory

Path-Goal theory is the leadership theory that focuses on the kinds of behaviours

leaders should exercise to allow their subordinates to achieve personal and organizational goals (Oyetunyi, 2006). Leaders can increase their subordinates' motivation, satisfaction and job performance by administering rewards that depend on the achievement of particular goals. Effective leaders will help employees reach personal and organizational goals by pointing out the paths they should follow and providing them with the means to do so. However, under this theory, the leadership style that was most effective depends on characteristics of the situation and of the subordinates; although in most instances leaders must be flexible and adopt whichever style is called for (Bolarinwa, 2013).

2.4 Empirical Literature Review

2.4.1 Techniques Used by Heads of Schools to Manage the Teaching and Learning Process

According to Baffour-Awuah (2011), one of the specific supervisory techniques which are employed by head teachers in the evaluation of teachers and pupils is classroom visitation. The author explains that by doing this the head teacher becomes aware of the problems faced by teachers and pupils in the teaching/learning process and can therefore devise mechanisms to be put in place in order to achieve effective teaching/learning. Classroom visitation may also help head teachers discover individual teacher potentialities that need to be tapped and developed to enhance teaching/learning (Sergiovanni, 2009). Once classroom visitations are made a common practice, and teachers are informed in advance of its purpose, then teachers will accept it as an important supervisory technique and will not look at it as a kind of fault finding (Baffour-Awuah, 2011).

Campbell et al (1977) cited one of the Head of school task area as management of physical resources. This includes provision of all the relevant physical facilities, ensuring their proper use and maintenance, authorizing and approving the purchase of all teaching/ learning equipment in consultation with the departmental heads.

It is evident therefore that school leaders will require a broad range of skills and qualities in order to effectively discharge these roles and responsibilities in leading the schools. This is likely to be particularly important in the case of schools serving disadvantaged communities.

2.4.2 Management Factors Which Affect the Performance of Heads in Managing the Implementations of the School Curriculum

In Africa, head of schools are scarcely prepared for their leadership tasks (Bush and Oduro, 2006). A study in both Ghana and Tanzania revealed that primary school head teachers, especially those in rural schools, are left unsupported once they are offered a headship appointment (Bush and Oduro,2006). Lack of support from the education key stakeholders affects the effectiveness of leadership offered by the head teachers thus impacting negatively on pupil's performance. Without training, for example, head teachers can only acquire leadership skills through observing serving head teachers, or from their personal experience which delays the ability of head teachers to deliver good results.

Cardno (2003) established that workload, work complexity and sheer enormity of the work involved were among the factors that made it most difficult for head teachers to

perform their leadership roles. The study established that the head teacher's work by nature involves frequent interruptions due to heavy demands on their time by parents, staff, students, board members and community organizations. Consequently, it is a challenge for head teachers to maintain a clear focus on their roles of improving academic performance (Cardno, 2003).

According to URT (1995), the education system in Tanzania still faces many problems which include availability of policy frameworks and statements which have negatively affected the development of quality secondary schools, existing of law and regulations in education do not adequately address access and equity issues in education, the curricula to be over loaded, inappropriate and gender insensitive, the government's financial support to schools, staff development and education sector as a whole is inadequate, policies and education structure to a large extent are still elitist and promote learning for examination oriented teaching and learning methods and highly centralized management and administration of education system has been a matter of concern.

Osaki (2009) posits that the quality of education depends on the available inputs including capitation (funding) and infrastructure, as well as capacity to implement existing philosophies and policies through effective teaching, learning, and management of institutions and resources. Thus, on this regards Osaki showed the importance of school heads in the provision of quality of education because these are the personnel that are responsible for making sure that all these inputs are effectively utilized to bring the desired output, quality of secondary education.

2.4.3 Influence of Management Techniques Used by Heads of Schools

Okumbe (1999) observes that school leadership is critical in influencing the activities of teachers and students in their pursuit of institutional goals, academic performance and extra-curricular activities. It is in view of the above that the importance of school leadership has become more pronounced today than any other time before. The increasing value and demand for quality education in today's world has led to advanced technology and therefore requiring trained and experienced people in management positions. The fact explains why researchers are getting interested in the field of school leadership to build ideas and approaches meant to strengthen the effectiveness and success of various institutions.

The key to the development and success in provision of quality education and subsequent good performance cannot be achieved without effective and innovative leadership at the school level (Zammit, 2004). In this regard head teachers as school leaders occupy a pivotal position and greatly influence the quality of education offered and the eventual performance of the pupils. The head teacher acts as a mentor, educator, advisor, ambassador, advocate and chief executive in a school set up (Law and Glover, 2000). Consequently, the nature of leadership of a given head teacher affects every facet of the learning process in a school and thus pupils' performance.

The findings revealed that head teachers are significant in the delivery of quality education. Further, a study by Williams (2010) in America on teacher's perception of principal's leadership explained that the head teacher is significant to the academic

growth and performance of the pupils because he/she is usually the major source and the driving force that uphold the welfare of the organization. Campbell, Bridges, Corbally, Nystrand, and Ramseyer (1977) in their book on the educational administration explains that the head teacher's role is captured in six administrative task areas. These include management of curriculum and instruction, managing pupils, managing staff, managing physical facilities, financial management and school-community relations. Head teachers are expected to be competent in executing their duties along these task areas.

Hallinger and Heck (1998), effective execution of these task areas requires an astute leader and this greatly affects pupils' achievement. To play the leadership role effectively, the head teacher is expected to develop a school climate and culture that help motivate pupils, teaching and non-teaching staff, leading to a better teaching and learning environment which is conducive to higher levels of pupils' achievements.

West and Jackson (2002) argue that school leadership globally has become more complex since the curricular demands have grown, parental; government expectations and demand for greater school effectiveness have been raised. As a result, head teachers have not been able to provide effective leadership, which has affected pupils' performance.

2.5 Research Gap

The research relies on the investigation of the contribution of school leadership towards teaching and learning in secondary schools. All of the past leadership

theories have a focus on certain behaviour patterns and the implications of these patterns for leader performance. Although few studies conducted in Tanzania that have connected contribution of leadership in secondary education with the academic performance of students, but no any studies tried to look on the techniques used by heads of schools and their influences. Various studies in Tanzania investigated that poor students' academic performance caused by leadership styles, education policies, low salaries to the teachers and students' problems like distance to school and financially. It is on these grounds this study sought to assess on techniques used by heads of schools in managing teaching and learning process as far their influences to students' academic performance. Additionally, as the number of both schools and participants in this study is limited, as well as time schedule together with limited funding, the findings might not be fully representative for all the secondary schools as well as teachers countrywide. Therefore, detailed study in the future may be necessary to fill pertaining gaps and or uncovered details.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter discusses the research design, study area, population and sampling procedures. It presents the collection methods, data analysis, trustworthiness and research ethics considerations.

3.2 Research Approach

This study adopted a mixed approach in which quantitative and qualitative methods were used. Both methods were used in order to obtain data of high quality, relevant and sufficient to fulfil the stated objectives.

Kombo and Tromp (2006) clarify that qualitative research is a form of research that involves description to the data obtained. It seeks to describe and analyze the behavior of groups from the point of view of those being studied. Also, this approach enables a researcher to relate particular aspects of behavior to the wider context. In this study, qualitative approach used to enable the researcher to get direct explanations and views of respondents. Therefore, Interview and focused group discussion were used by the researcher. In this way, this study is social in nature and a descriptive study because it is concerned with describing the characteristics of particular group. Quantitative research approach relies on the principle of verifiability that means confirmation, proof, corroboration or substantiations. It focused on measurement, which is assignment of numerical events according to

rules. Quantitative approach involves the generation of data in quantitative form, which can be subjected to rigorous quantitative analysis in formal and rigid fashion (Kothari, 2006). In this study, the quantitative data were obtained through questionnaires as well as from different documents. The quantitative research techniques were used to enable the quantification of some information in ratios and percentages. The aim of the research focused on contribution of school leadership towards teaching and learning process in Mpwapwa district. The researcher assumed that, by using mixed approaches, he will capture the activities of heads of secondary schools and gain a better understanding of the situation and consequently achieve the outcomes of the research. The cross-sectional survey design will be used in randomly selection of the sample. In this approach of research, the investigator collects and analyses data integrates the findings and draws inferences using both qualitative and quantitative methods in a single study (Cresswell, 2012).

3.3 The Research Area

The study conducted in Mpwapwa District which is one of the seven districts of the Dodoma Region in Tanzania. It borders to the north by Kongwa District, to the East by Morogoro Region, to the South by Iringa Region and to the west by Chawino District. It is located at Latitude of $6^{\circ}00''$ and $7^{\circ}30''$ South of the equator and Longitude of $35^{\circ}45''$ and $37^{\circ}00''$ East of Greenwich. According to 2012 National Census population was 305,056 and its total area of 7,379 km square. Administratively the district is divided into three (3) divisions namely Mpwapwa, Kibakwe and Rudi. Selection of this area based on the fact that, the student's

academic performance mainly in secondary schools seems to be low compared to other districts in Dodoma region.

3.4 Research Design

Research design is the conceptual structure within which research is conducted. This is the structure of the research which holds together all of the elements in the research project. It shows how all of the major parts of the research work together to address the central research questions. Therefore, it is a conceptual structure within which the research conducted. It constitutes the blueprint for collection, measurement and analysis of data (Kothari, 2006). Case study was suitable as it allowed the researcher to get holistic and in-depth information of the contribution of school leadership towards teaching and learning in secondary schools. In this particular study, interpretative approach provided rich descriptive accounts that enabled the researcher to understand a phenomenon, a process, and points raised by the respondents. According to Ary, Jacobs and Razavieh (2010) the interpretive paradigm describes and attempts to interpret experience aiming at understanding how events, processes, and activities are perceived by participants. Moreover, case study design was much preferred due to its flexibility since it was under qualitative approach. Yin (2009) posits that case study design is flexible and responsive to the emerging conditions of the study.

3.5 Population of the Study

A population refers to group of individuals with the same species. In this study; the population included all 24 public secondary schools in Mpwapwa district which are

Mpwapwa, Vinghawe, Mount Igovu, Mwanakianga, Mazae, Chunya, Berege, Mima, Chinyika, Chipogoro, Mtera, Pwaga, Mbuga, Ikuyu, Luhundwa, Ihala, Wotta, Matomondo, Mazae, Rudi, Kibakwe, Godegode, Massa and Ipera. The population from which the researcher draw general conclusions on the contributions of school leadership towards teaching and learning in secondary schools included teachers, students and parents in the selected secondary schools in Mpwapwa District. The variety of groups involved provides adequate information for the study, because such people are the expert of education.

3.6 Sample Size and Sampling Techniques

3.6.1 Sample Size

The sample size under this study was taken from selected eight (8) public secondary schools in Mpwapwa district in Dodoma Region. These selections basing on accessibility as well as from the schools, 8 heads of schools (i.e. one from each school) were automatically involving in the study due to their managerial positions that they had and are also main informants on the practiced leadership styles in secondary schools. Moreover, 8 teachers were randomly selected which includes the academic teacher from each school. These provided information on feedback information of their administrators. Also, four (4) students from each of the chosen schools as far as four parents from each selected school. Hence, the study has a total of 80 respondents.

3.6.2 Sampling Techniques

In this study, teachers selected through simple randomly sampling so as to participate

in the study during data collection in order to achieve data saturation to triangulate information by filling in close and open-ended questionnaires. Academic masters/mistress, Heads of schools and District Education Officer were conveniently selected to volunteer participation in the study.

3.7 Data Sources

According to the nature of this study, both primary and secondary data were used. Primary data are the information that collected from the source. These data were collected from four groups of respondents such as head teachers, academic teachers, students and parents. The uses of both primary and secondary data provided detailed information in the study.

3.8 Data Collection Methods

Data collection is the process of obtaining information from respondents. In this study, multiple methods of data collection were used, commonly known as triangulation. This involved questionnaires, interviews and focus group discussions.

3.8.1 Interview

Kombo and Tromp (2006) defined Interview as the question asked orally. Interview as a method of collecting data involves presentation of oral or verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interviews and if possible, through telephone interview (Prakashan, 2003). Through this interaction the required data were taken for the aim of fulfilling the study objectives. Semi structured interview used in advance to help the researcher lead the

interview through preparing few questions. The interview method employed by the researcher for the sake of achieving immediate data from respondent. It is used to save time, to obtain accurate information and capture people's mind. This tool used to collect data concerning management factors from heads of schools and District Education Officer (DEO).

3.8.2 Questionnaires

The researcher resorted to this method of collecting data since it is a mean that saves time, basing on the fact that individuals can complete them without any direct assistance from the researcher. The researcher used questionnaire to collect data from the selected schools. Questions prepared and asked in a systematic way. This ensured a good comparison of answers from respondents on the same subject. This used in collecting data from the literacy respondents such as teachers and students because of their capability in attempting the written questions. These groups of respondents gave information on the influence of management factors affect heads of school to the students' academic performance.

3.8.3 Focus Group Discussion

Focus discussion group can be defined as a special type of group which is concerned with discussion that is carefully planned and designed to obtain information on the participants' beliefs and perception on a defined area of interest. This group consist the homogeneous members who will produce a lot of information quickly through the posed questions by the researcher (Kombo & Tromp, 2006). Unlike interview, in which the researcher interviews a single interviewee individually, in focused group

discussion the researcher interacts with a group of individuals (respondents) at the same time to discuss a specific subject of interest regarding the research objectives (Denscombe,1998). The researcher employed focused group discussion to collect data from eight (8) parents who randomly selected from the respective schools of this study because most of them are illiteracy. The discussion planned to gather information from the parents on the contribution of heads of school on student's academic performance in Secondary Schools. During the discussion the researcher already prepared the open-ended questions for discussion. Each participant had equal chance and right of participation to the questions posed. Although the researcher sometime was intervening where necessary to make sure that the intended and useful information gathered. The group discussion conducted in Kiswahili language since it is a familiar language to many participants but English remained a reporting language. The focused group discussion method selected to enable the researcher to get a lot of information quickly and high-quality data in a social context. Focused group discussion enabled the researcher to control data that is needed to collect in order to clarify or ask more in-depth question to elicit more information.

3.9 Validity and Reliability of Instruments

3.9.1 Validity of Instruments.

Validity is the extent to which the instruments used during the studies measures the issues they are intended to measure (Amin, 2005). A valid instrument should accurately measure what it is supposed to measure. After administering the instruments to the respondents that were selected, the data obtaining should be a true reflection of the variables under study. Also, the instruments developed under

guidance of main supervisor. This was helped to identify ambiguous questions in the instruments and be able to re-align them to the objectives and all variables.

In other way, in this study, validity assured through member checking of transcripts, triangulation of data collection method (Interviews and questionnaire) and the use of mixed methods research approach. This can also be done by testing the language of respondent. A careful selection of the sample from the target population and consideration of ethical issues by the researcher expected to ensure validity. Pretesting made terms or language clear and testing the accuracy and sustainability of the instruments. This therefore generated adequate data. Respondents in the pre-test survey were randomly selected from target population. To avoid problems brought about by test and retest, these respondents were not be used in the final survey. To ensure content validity, the questionnaires and interviews guided questions gave to both research and an education expert to check whether all the major factors in the school leadership captured. Their corrections together with those from the pre-test incorporated in the final questionnaire.

3.9.2 Reliability of Instruments

To ensure reliability the researcher conducted a test-retest method whereby the instruments administered twice to the piloted schools from each category which were not involved in the study but were present in the target population. Coefficient of correlation calculated using Spearman rank formula. The instrument considered to be reliable if coefficient of correlation of two sets of test results lies between .70 and 1.00.

To ensure inter code reliability, written interviews coded twice initially by researcher in order to get conscience. A pilot study that conducted in on school prior to the actual data collection assisted to ensure the internal reliability of the study.

3.10 Data Analysis

Veal (1997) explains that, data analysis is done to sort and evaluate gathered information in relation to posed questions and identified concepts. This described by using Questionnaire, interviews, focal group discussion and documentary review through statistics from public opinion hearing on the studies issues of concern; enabled the study to determine how evident the problem is in the current context.

In this study, the analysis of data involved the use of both quantitative and qualitative methods, which depends on the research tools used in collecting information. Data processing for this study involved the use of Excel. This data processing computer packages provided easier word processing and data analysis with accurate illustrative presentations. The data recorded by considering the response from the respondents in the field by using the research tools. After the recording of data, its reduction considered the most common opinions from different respondents. The procedures for analyzing collected data based on the response of each question and tallied. This finally analyzed in terms of charts percentage.

3.11 Ethical Issues

The consideration of research ethics is of very importance in the study. Research ethics takes into account the moral values and principles that guide the respondents,

sponsors, researchers and all individuals involved in the research to abide to (Strydom, 2007).

Ethical was a major consideration in the process of data collection. Gaining the trust of the respondents provided information about their personal information as well as ensuring confidentiality maintained and par amounted. In this research, the researcher complied with human research ethics: informed consent, respect for confidentiality and anonymity, storage of data and privacy for the results as well as distortion of the transcripts. First of all, the researcher was asking for permission to conduct the research from different authority organs including the Open University of Tanzania prior to commencement of the study. Second, respondents were informed about the purpose of the study, and that their identities would not be disclosed to the third person, and that the information they provided would remain confidential and solely used for this study. Thirdly, the question of language barriers was solved by producing English and Kiswahili versions that allowed all respondents to volunteer their participation in the study to respond to the research questions comfortably.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the data, analysis and discussion of the research findings on the contribution of school leadership towards teaching and learning in secondary schools in Mpwapwa District, Dodoma. During analysis process, the findings were guided by the following research objectives namely: -To analyse the techniques used by heads of schools to manage the teaching and learning process, To explore management factors which affect the performance of heads in managing the implementation of the school curriculum and To examine the influence of management techniques used by heads of schools on students' academic performance.

4.2 Techniques Used by Heads of Schools to Manage Teaching and Learning Process

The first objective of this study was intended to assess techniques used by heads of schools to manage teaching and learning process. The respondents in this study were heads of schools, academic teachers, teachers, students and parents. The findings are presented in the following subsections:-

4.2.1 “Staff Meeting” in Managing Teaching and Learning Process

The first question for the first objective of the study aimed at finding out whether the “conducting staff meeting” is a technique in managing teaching and learning process. The results showed that, 65% of the respondents who asked whether conducting staff

meeting is one among the technique used by heads of schools to manage teaching and learning process said very true,20% say true,10% said average and 5% said not true as presented in figure 4.1

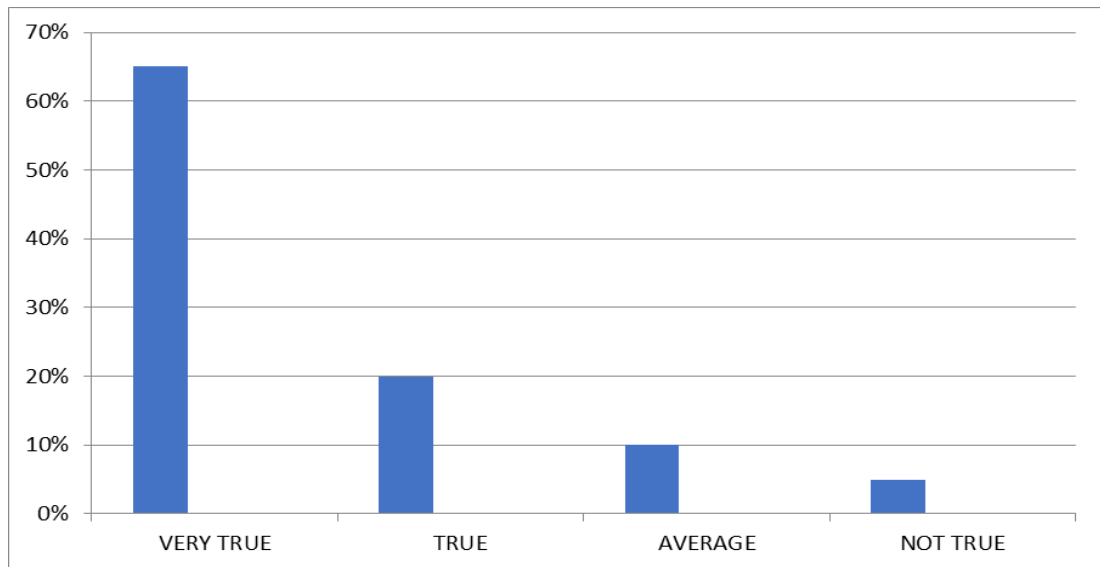


Figure 4.1: Response rate on staff meeting in managing teaching and learning process

The heads of the schools and teachers were asked and responded that, the staff meeting is important in managing teaching and learning process because make the staff and non-staff members to determine the strategies and challenges within the school organization. Sometimes there is a change occurred in the school curriculum that need teacher to be informed through staff meeting. Lack of staff meeting will make the misinterpretation of the curriculum which brings to the conflict in an organization. One of the teachers at Mbuga Secondary had this to say;

“Having the staff meeting helps us to solve some challenges within the school institution. Some of the misunderstanding among the teachers and heads of schools occurred as a result of communication barriers which are always obtained through lack of staff meeting. Sometimes the changes occurred in the school without the teachers who are the main

implementers to be informed which leads to inefficient during implementation”

4.2.2 The Use of “Heads of Schools Supervisions” in Managing Teaching and Learning Process

The second question for the first objective of the study aimed at finding out whether the “heads of school supervision” is the technique in managing teaching and learning process. The findings indicates that 88% of participants said very true,10% responded true,2% said average and no one said not true as shown in table 4.1.

Table 4.1: Heads of Schools’ supervision in managing teaching and learning process

| No. | Response | Frequency | Percentages (%) |
|------------|-----------------|------------------|------------------------|
| 01. | Very True | 70 | 88% |
| 02. | True | 8 | 10% |
| 03. | Average | 2 | 2% |
| 04. | Not True | 0 | 0% |

Teachers where interviewed in this question and one of the teachers at Matomondo secondary had this to say: -

“The proper heads of school supervision can be used in managing teaching and learning process. He added that, Heads of schools have to make sure that all teachers attending to their classes and to teach the students and to conduct all their duties and responsibilities”

4.2.3 The Use of “Good Provision of Teaching and Learning Materials” in Managing Teaching and Learning Process

Another question for this first objective of the study aimed at finding out whether the “good provision of Teaching and Learning Materials” is the technique in managing

teaching and learning process. Finding shows that 70% said very true, 20% said true, 10% said average and no one said that not true as shown in figure 4.2.

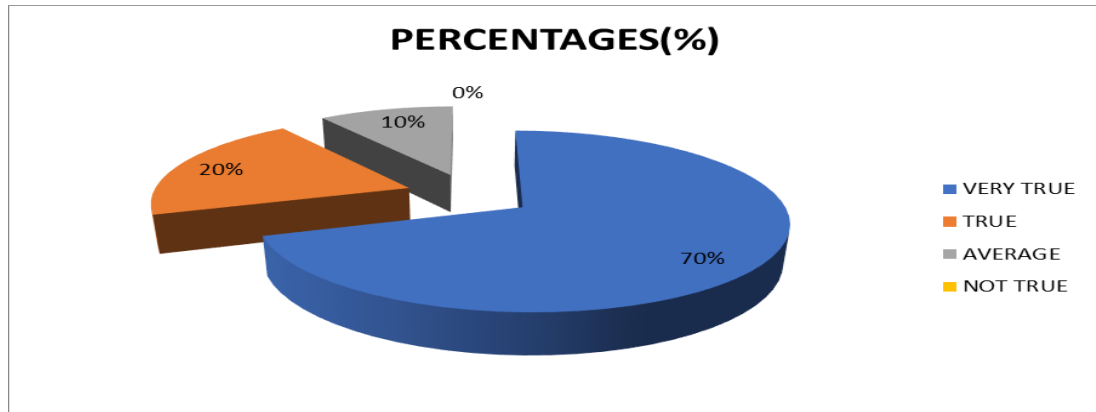


Figure 4.2: Provision of relevant teaching and learning materials as a management technique of teaching - learning process

The heads of schools interviewed under this question. One of the head of school at Pwaga Secondary said that: -

“I am always need to provide good teaching and learning materials in managing teaching and learning process but I failed due to financial problems”

This study observed that while school heads had the responsibility of supervising the provision of books; it was a challenging matter for them to supervise the provision of an adequate books. The respondents revealed the number of book users was larger than that of books available in the class. This corroborates with the findings of a study carried out by the NGO Research on Poverty Alleviation (REPOA) as cited by Mlewa (2013) that capitation grant governance is undermined by erratic disbursement a practice that makes schools face acute shortages of basic supplies, including stationeries. This forces teachers to scrounge for textbooks, chinks and other educational materials the best way they can simply get along.

4.2.4 The Use of “Team Working” in Managing Teaching and Learning Process

The fourth question for this first objective of the study aimed at finding out whether the “team working” is the technique in managing teaching and learning process. Finding shows that 90% of the participants said very true, 10% said true while no one said either average or not true as shown in figure 4.3

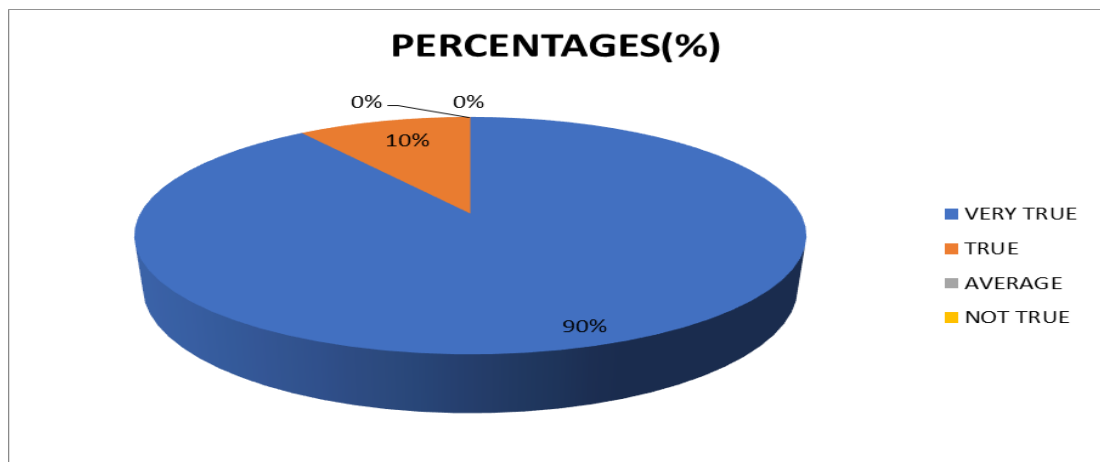


Figure 4.3: Team working as a management technique of the teaching and learning process

In this question, teachers asked through questionnaires and parent interviewed. The findings showed that, having the team working will make the school institution to be strong because all education experts will participate fully in their duty. One of the parents at Tambi village said this: -

“.....Sometimes there are issues that take place in the school without us to be informed that is why makes difficult during implementation. For example, when the fees free primary education policy started, we expecting that nothing we will contribute. One day our children told us that we need to contribute for lunch at the school, but we did not agree because we knew that fee free education will pay each and every thing. This leads to poor performance of the school activities as the consequences of lack of team working between heads of schools and other education stakeholders.....”

4.2.5 Use of “Teacher’s Motivation” In Managing Teaching and Learning Process

The last question in this first objective of the study aimed at finding out whether the “teacher’s motivation” act as a technique in managing teaching and learning process. The findings shows that 89% said very true,9% said true,3% responded average while no participant said not true as shown in figure 4.4

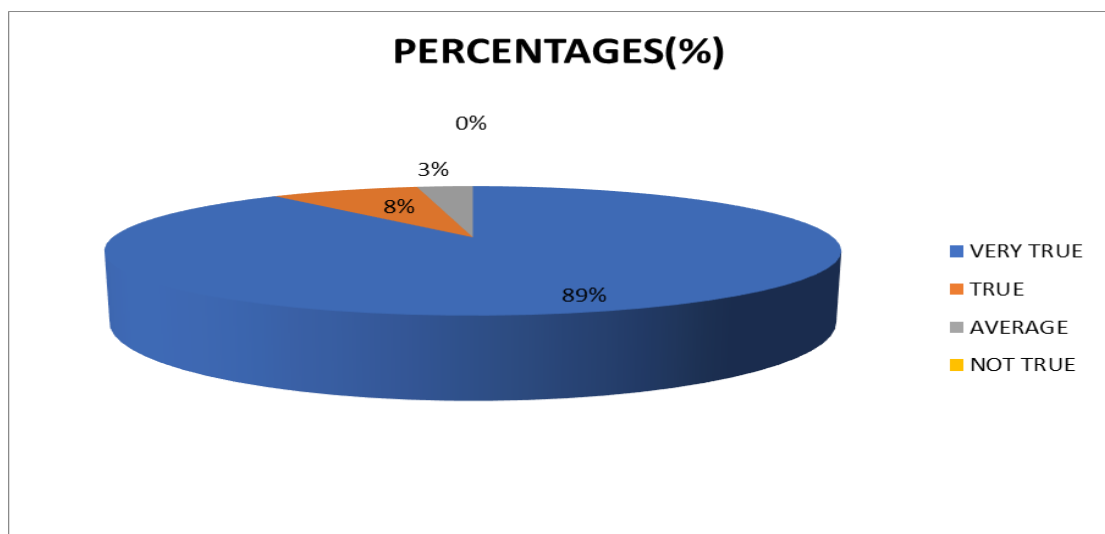


Figure 4.4: Teacher’s motivation in managing teaching and learning process

The heads of the school and teachers were interviewed. The findings showed that the provision of motivation to the teacher stimulate their teaching morale. This will increase teacher’s efficiency in their daily performance. One of the teachers at Mwanakianga Secondary said this: -

“We need motivation in our day-to-day activities. If heads of schools will provide motivation for those who perform well, will encourage them to work efficiently. For example, the heads of schools can establish techniques to provide incentives to the teachers who attending earlier in the morning. This will make the teachers to observe the recognition of their activities as far as to increase their working morale”

4.3 Management Factors Which Affect the Performance of Heads in Managing the Implementation of the School Curriculum

The findings are presented in the following subsections: -

4.3.1 The Way Poor Provision of Funds Affects the Performance of Heads of Schools in Managing the Implementation of the School Curriculum

The first question in this second objective of the study aimed at finding out whether the “Poor provision of funds” Finding shows that 80% of the participants who asked whether poor provision of funds affect the heads of schools in managing and implementing the school curriculum on students’ academic performance said very true, 15% said true and 5% said average as shown in figure 4.5.

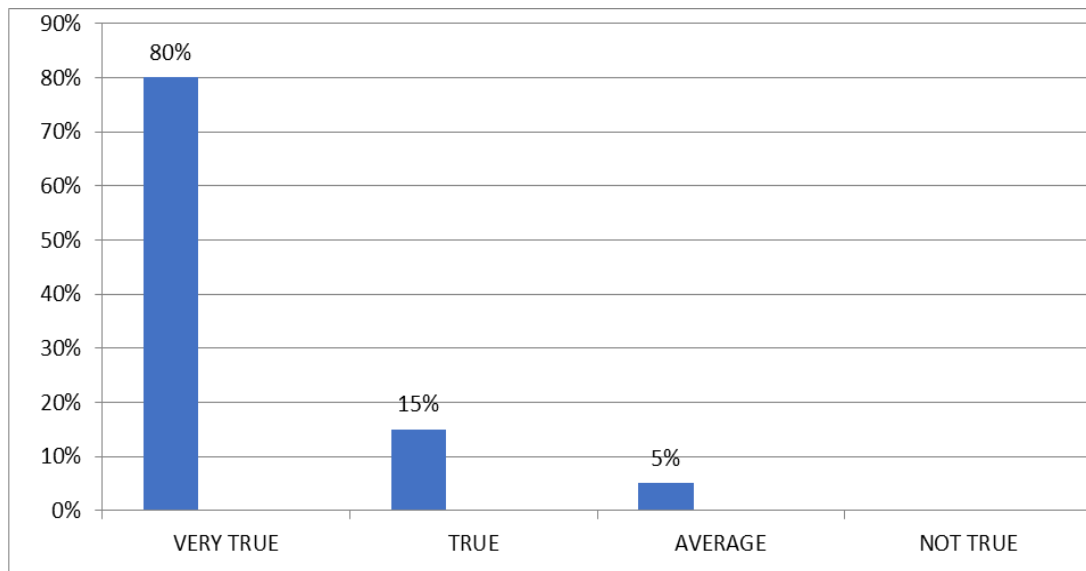


Figure 4. 5: Poor Provision of funds and its impact on performance of heads of schools

The heads of schools were interviewed and most of them complained towards the amount provided by the government for fee free education. They said that, amount of

money provided by the government is not enough to fulfil all school requirements.

One of the heads of schools had this to say:-

“.... Of course, I have a vision to improve the school, but the problem is lack of funds. So, I find it useless to tell people something that you really understand you can't afford. I just keep quiet, which does not mean I don't have any vision for my school...”

These findings correspond with Uwazi (2010), which has recently been posting reports on the study the capitation grant from the Tanzanian Government. The report shows that since 2002 the value of the capitation grant declined by over 35%, the capitation grant is insufficient to buy a minimum set of books, the amount allocated in the budget is less than that approved by SEDP policy.

4.3.2 Respondents Response Towards the Way Poor School Infrastructures Affect the Performance of Heads of Schools in Managing the Implementation of the School Curriculum

The second question in this second objective of the study aimed at finding out whether “Poor school infrastructures “affect the performance of heads of schools in managing the implementation of the school curriculum. Finding shows that 90% of the participant in the field responded very true in the question asked whether poor infrastructure in the school affects the performance of heads of schools in managing the implementation of the school curriculum on students’ academic performance. On the other hands,9% of the participants said true and only 1% of the participants said average. No participant said, not true, as shown in the figure 4.6.

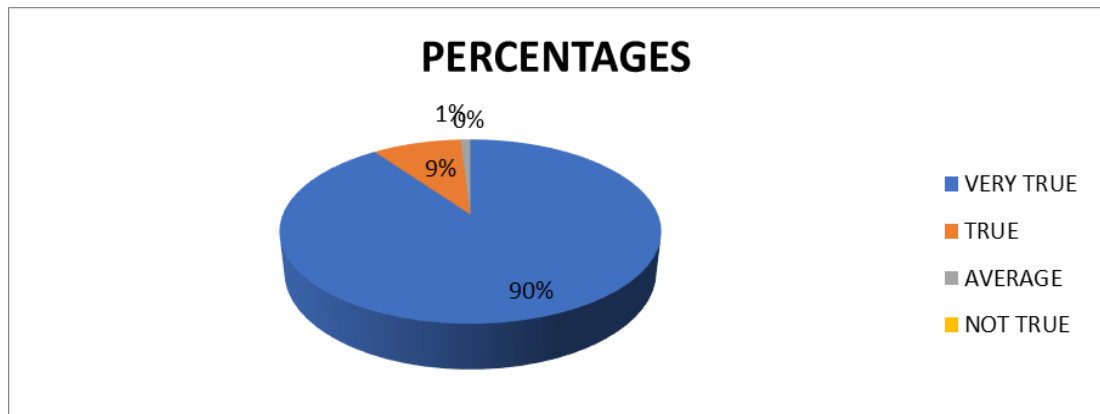


Figure 4.6: Poor school infrastructures and its effects on the performance of heads of schools

In this question, heads of schools and teachers responded. They said that poor infrastructure play a big role on affecting the performance of heads of schools in managing the implementation of the school curriculum. One of the head teachers at Mount Igovu Secondary had this to say: -

“.....I have planned to do many things such emphasize students to study science subjects and students to engage in various economic activities such as agriculture but the poor school infrastructure hinder me....”

The findings related with that of Osaki (2009) who posited that the quality of education depends on the available inputs including infrastructure, as well as capacity to implement existing philosophies and policies through effective teaching, learning, and management of institutions and resources.

4.3.3 Poor Community Involvement Affects the Performance of Heads of Schools in Managing the Implementation of the School Curriculum

The third question in this second objective of the study aimed at finding out whether “Poor community involvement “affects the performance of heads of schools in

managing the implementation of the school curriculum. Finding shows that 75% of the participants said Very true, 15% said True, 5% said Average and 5% said Not true as shown in figure 4.7.

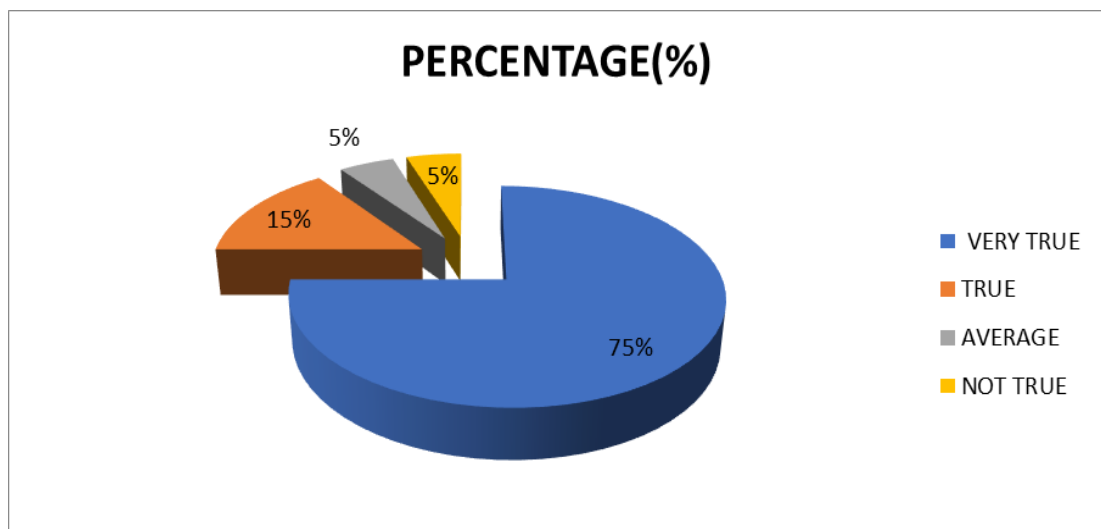


Figure 4.7: Poor community involvement and its effects on the performance of heads of the school

Parents interviewed in this question. They said that most of the heads of schools' planning affected by poor involvement of the community in such planning. One of the parents at Mbori village said this:-

'.... Teachers may have proper plans for a purpose of increasing the students' academic performance, but the problem in implementation can exist as a result of poor community involvement in the decisions. For example, the head of school can plan to establish student's academic camp in the school, but there is a cost to be contributed by the parents, therefore if the surrounding community were not involved during decision making, the plan will not success.....''

4.3.4 Politics in Education Affects the Performance of Heads of Schools in Managing the Implementation of the School Curriculum

The fourth question in this second objective of the study aimed at finding out whether "Politics" affects the performance of heads of schools in managing the

implementation of the school curriculum. Finding shows that 85% of the participants who asked about the way politics in education act as a management factors affects the performance of heads of schools in managing the implement of the school curriculum said Very true,8% said True,5% said Average and 2% said Not true as shown in figure 4.8.

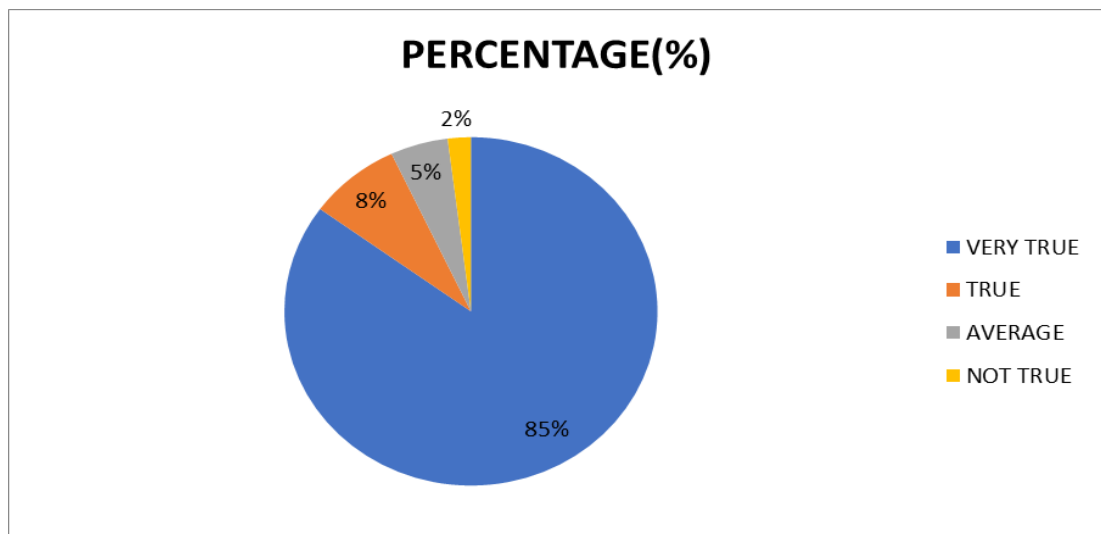


Figure 4.8: Politics in education and performance of heads of schools in managing the implementation of the school curriculum

The heads of schools, and parents were interviewed and responded that, Politics in education setback the development of education sectors. For example the politicians need the big results without setting the required facilities. One of the heads of the schools had this to say;

“....The political leaders give us an order which is so difficult to implement. Some of the orders do not bring positive impacts to the students’ achievement. For example, in Form Two National Assessments (FTNA), students need to score grade C in only one subject to perform the examinations. This makes them to lack deeply concentrate in learning process because only few marks are needed student to performance....”

4.3.5 Lack of Transparent as A Management Factors Affects the Performance of Heads of Schools in Managing the Implementation of the School Curriculum

The last question in this second objective of the study aimed at finding out whether “Lack of transparent “affects the performance of heads of schools in managing the implementation of the school curriculum. Finding shows that 75% of the respondents said very true,15% said true,5% said average and 5% said not true as shown in figure 4.9

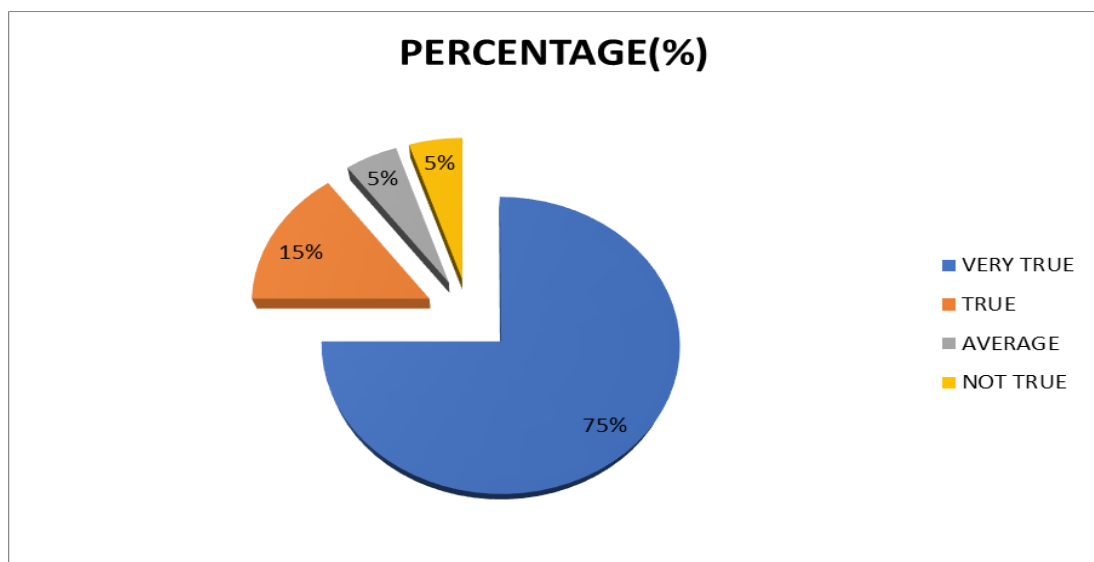


Figure 4.9: Lack of transparent as a factor affecting the performance of heads of the school

Teachers were responded this question through questionnaires. They said that, lack of transparent cause misunderstanding in organizations. One of the teachers at Mbuga Secondary had this to say: -

“....Some of the school leaders lack transparent. This affects the performance of heads of the school because sometimes they can have a doubt in the management style but they failed to provide their feeling which sometimes can improve the performance of the school. In other hands, if teachers will lack transparent the conflict will arise because the problems exist will never be solved...”

4.4 The Influence of Management Techniques used by Heads of Schools on Students' Academic Performance

The findings are presented in the following subsections: -

4.4.1 Enables the Students to Develop Self-Esteem

The first question in this third objective of the study aimed at finding out whether “Students to have self-esteem” acts as a managerial technique used by heads of schools on students' academic performance. Finding shows that 88% of the participants who asked that to enable the students to have self-esteem are the influence of management technique used by heads of school said very true, 10% said true and 2% said average as shown in figure 4.10.

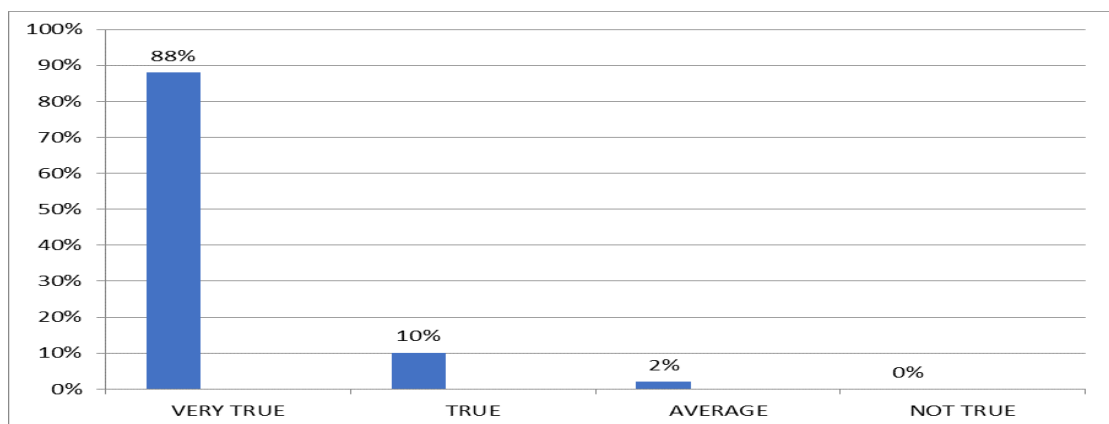


Figure 4.10: Enables the students to develop self-esteem as a managerial technique used by heads of school

The students responded towards this question through the questionnaire and interview. They said that through managerial techniques used by heads of schools enable us to have an excessively high opinion. One of the students had this to say:-

“Various management techniques used by heads of schools like provision of motivation to the students who performing well in their

examination as well as to provide good teaching and learning infrastructures, enable us to have self-esteem because the learning process attract us”.

4.4.2 To Enable the Students to Have Strong Unity Among Themselves

The second question in this third objective of the study aimed at finding out whether “To enable students to have strong unity among themselves “act as a managerial technique used by heads of schools on students’ academic performance. Finding shows that 81% of the participants said very true,10% said true,8% said average and 1% said not true as shown in table 4.2

Table 4.2: Enables the students to have unity among themselves as a managerial technique used by heads of schools

| No. | Respondents’ Response | Percentages (%) |
|------------|------------------------------|------------------------|
| 01. | VERY TRUE | 81% |
| 02. | TRUE | 10% |
| 03. | AVERAGE | 8% |
| 04. | NOT TRUE | 1% |

Teachers and students responded to this question. The findings showed that, various techniques used by heads of schools influence the students to be together in the teaching and learning process. One of the teachers at Mazae Secondary had this to say: -

“.....The use of technique like team working and staff meeting, enable teachers to have various strategies that will enable the students to have a unity among them. Also, through establishment of sports programs which are under supervision of teachers can leads to the unity among the students.....”

4.4.3 It Helps Students Enjoying Teaching and Learning Process

The second question in this third objective of the study aimed at finding out whether “To help students enjoying teaching and learning process act as a managerial

technique used by heads of schools on students' academic performance. Finding shows that 92% of the participants responded very true, 4% said true, 4% average and no one said not true as shown in the figure 4.11.

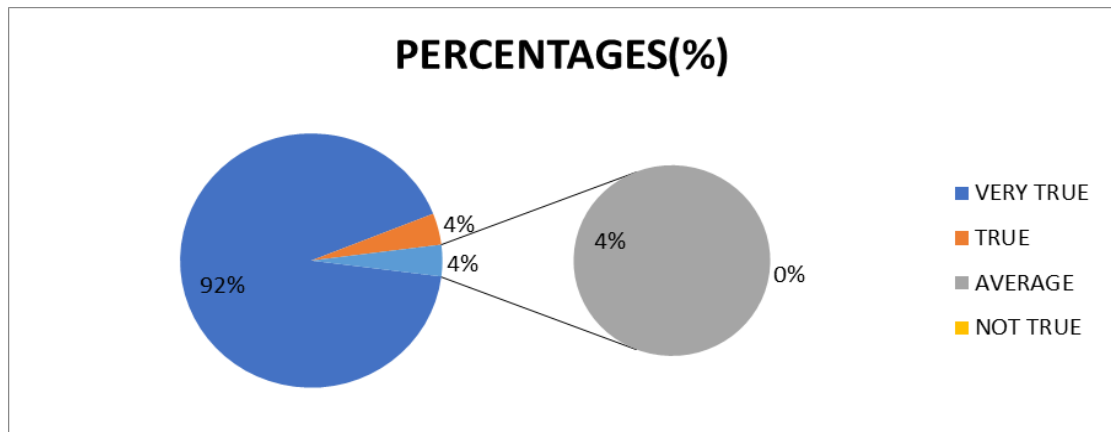


Figure 4.11: Helping students enjoying teaching and learning process

Students responded this question by saying that: -availability of enough teaching and learning materials help us to enjoy learning process as a result our academic performance increase. The study showed that availability of various materials in teaching and learning process attracts students as results will expand their understanding. One of the students had this to say: -

“.... The availability of teaching and learning materials especially in science subjects enables us to enjoy learning and expand our level of understanding. The use of only theory in learning especially science subjects make us to be bored us a result our performance in examinations become lower....”

4.4.4 Enable Students to Rise Their Understanding

The third question in this third objective of the study aimed at finding out whether “To enable students to rise their understanding “act as a managerial technique used by heads of schools on students' academic performance. Finding shows that 90% of

the participants said very true,10% responded true and no one responded either average or not true shown in the figure 4.12.

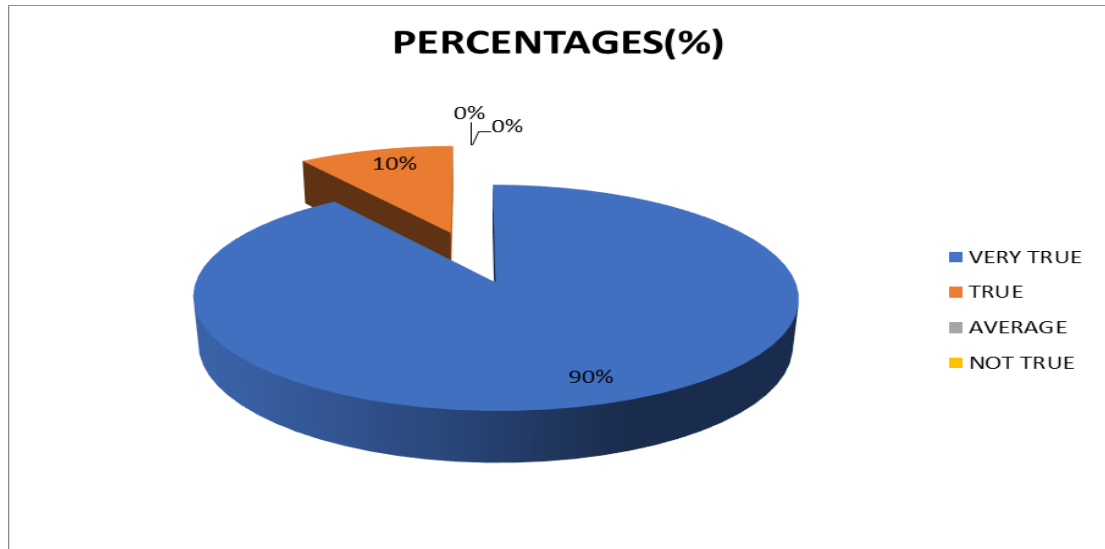


Figure 4.12: Enable students to raise their understanding

It was found that the students' understanding mostly depending on the managerial technique used by heads of the school. The practical in learning mostly enables the student to understand the lesson. One of the students said this: -

“...we are lucky in our school we have enough teaching and learning facilities that makes us to perform well in our examinations. In our laboratory we have many chemicals, specimens and apparatus this is a source of good performance in science subjects. Also, there are many books in our library that simplify process of finding various learning materials ...”

4.4.5 Assist the Students to Love the School

The fourth question in this third objective of the study aimed at finding out whether “To assist students to love to love the school “act as a managerial technique used by heads of schools on students' academic performance. The findings indicated that, 85% of the participants who asked by the researcher if to enable students to love the

school is the influence of management technique used by the heads of the schools in managing teaching and learning process said very true,10% said true 5% said average and no participants responded not true as shown in figure 4.13.

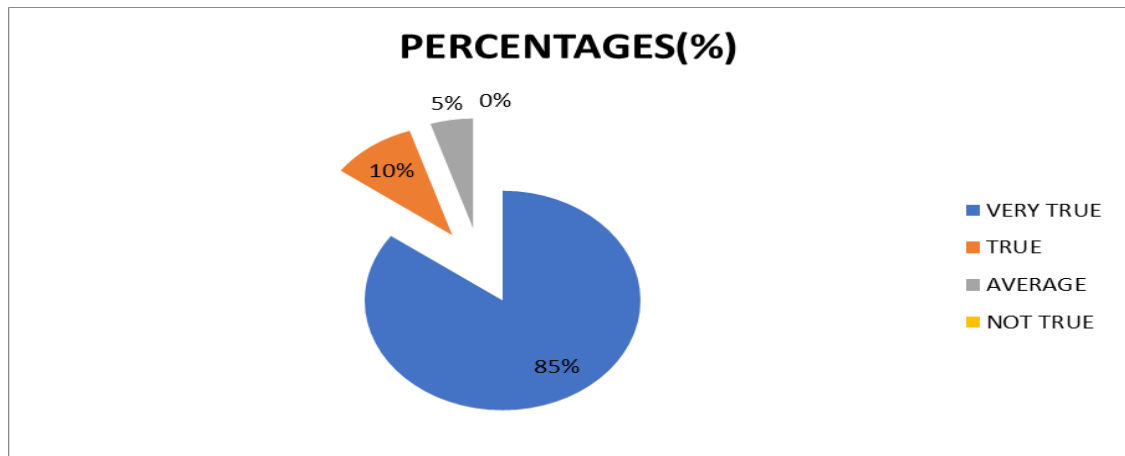


Figure 4.13: Assisting students to love school as a managerial technique used by the heads of the schools.

It was found that, assisting students to love the school is the influence of management techniques used by heads of schools. For the students to study hard have first to love the school this is the determinant of the management techniques used by heads of schools. One of the students had this to say: -

“...various techniques like having sports and games in our school attract many students to love the school because others have such talents. As you know if the students will come to school this will be a source of good performance. Most of the students came to the school just for sports and games but as they proceed meet with their friends who love to study will lead them to gain spirit of loving the study as the result, they will understand lessons in the class. This is the reason of some schools to have this....”

This student gives the researcher a real example of the students did not love the school but due to coming to school for sports and games their behaviour changed and now they love school as far to perform well in their examinations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the research findings, conclusion and recommendations. It starts with providing a summary of the study in general and the summary of the study findings. The chapter also provides the recommendations to the school heads, and to the Government in order to provide quality education in our country. Lastly, before concluding, the chapter offers the recommendation for further studies.

5.2 Summary

The following subsections are considered in this part; -

5.2.1 Summary of the Study

The study was intended to understand the contribution of school leadership to students' academic performance in secondary schools in Tanzania. To fulfil this general objective, the study was guided by the three specific objectives which wished to analyse techniques used by heads of schools to manage the teaching and learning process, to explore management factors which affect the performance of heads of school in managing the implementation of the school curriculum and to examine the influence of management techniques used by heads of schools on students' academic performance. The study was carried out from eight (08) secondary schools in

Mpwapwa district whereby eighty (80) participants were involved which include eight (8) school heads, eight (8) teachers, four (4) students from each school as well as four (4) parents from each school. To ensure confidentiality, the name of schools and participants were not disclosed. The study employed qualitative case study in order to get deep information about the contribution of the school heads to the quality of secondary education in Tanzania. Therefore, semi-structured interview, and questionnaires were used as the methods of data collection. These multiple methods of data collection were used for the purpose of triangulation of study findings. Interview and questionnaire guide together with document analysis schedule were used in order to help the researcher to be focussed during all time of data collection process. Lastly the data of the study were analysed through content analysis where it was transcribed, coded and themes were derived to make meaning.

5.2.2 Summary of the Research Findings

The study findings concerning the contribution of school leadership to students' academic performance in Secondary schools fall into three sections based on research specific objectives. Thus, after presenting the demographic factor of the participants, the study findings explained about to analyse techniques used by heads of schools to manage the teaching and learning process, to explore management factors which affect the performance of heads of school in managing the implementation of the school curriculum and to examine the influence of management techniques used by heads of schools on students' academic performance.

Furthermore, according to this study findings show that all school heads involved in this study had little skills on the better techniques to be used in managing teaching and learning process on students' academic performance. The study findings in the relationship between school management and students' academic performance show that, all school heads involved in this study took a major role to the contribution of good performance. This is because school heads participated in this study were managed to involved community and teachers in schools' academic affairs. Community and teachers' involvement in some school matters such as participation in planning remedial class made this programme to be sustainable and productive for students' academic achievement. The community participation made them to involve fully for searching funds to make sure that their children get extra time of learning.

5.3 Conclusions

The findings of the study concluded that, the contribution of school leadership especially heads of schools leads to the improvement of students' academic performance in some extents. This is due to the fact that, heads of schools can accelerate the cooperation among the education stakeholders within the school levels such as teachers, parents and students. This study observed that, all heads of schools that failed to establish team work in the school, leads to poor performance of the students. On the other hands, all school heads exercised poor supervision practice of classroom instruction as they did not foster teachers to produce effective teaching and learning processes in classroom setting. School heads also had poor skills and understanding on the good management techniques in teaching and learning process that can leads to good performance of the students. They spend more time to use

dictatorship in management by expecting is the way of making teachers to work hard so as to increase performance of the students.

5.4 Recommendations

There are the following parts to be considered under this subsection: -

5.4.1 Recommendations for Action

The aim of this study was to assess the contribution of school leadership to student's academic performance in secondary schools. From the study findings, it is recommended that, the Ministry of education, science and Vocation Training should provide regular training to the school heads to help them understand the better management techniques to increase students' performance and the importance of team working between teachers, parents, students and community for the school improvement in students' performance. It is also recommended that school heads should be able to perform regular classroom observation to see how teachers are teaching in their normal classroom settings rather than relying only on secondary sources which fail to explain clearly at what quality the lesson was delivered.

5.4.2 Recommendations for Further Studies

This research reveals that management techniques practices exercised by all school heads towards students' performance were not effective in improving such performance. Also, the study revealed that, some heads of schools do not know their duties because some of them provide the duties of government in this study. Due to the fact that the study was only conducted in one area and within a short period of

time, it just gave an insight of the leadership practiced exercised by some of the school heads. Therefore, there is a need of more research on the same topic to be done to cover a larger area and over a long span of time so as to expand knowledge on the contribution of the school heads on the provision of quality education in Tanzania. On the other hands, there is a need of study on management techniques to be used by heads of schools for better performance of the students because they failed to determine the better techniques.

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APPENDICES

PART-1 QUESTIONNAIRES FOR STUDENTS

SECTION A

Demographic Information

1. What is your name (Optional).....
2. What is the name of your school?
3. What is your sex?
 (a) Male (b) Female ()
4. What is your age?
 a) Between 10 years to 14 years ()
 b) Between 15 years to 18 years ()
 c) Above 18 years ()

SECTION B

To Analyse the Techniques Used by Heads of Schools to Manage the Teaching and Learning Process

1. Does team work influence your academic performance?
 a) Very true.
 b) True.
 c) Average.
 d) Not true.
2. Does provision of good Teaching and Learning materials influence your academic performance?
 a) Very true.
 b) True.
 c) Average.
 d) Not true.
3. Do you think heads of schools' supervisions can influence your academic performance?
 a) Very true.
 b) True.
 c) Average.

- d) Not true.
- 4. Do you think conducting Staff Meeting influence your academic performance?
 - a) Very true.
 - b) True.
 - c) Average.
 - d) Not true.

5. Do you have any suggestions/opinions?
.....
.....
.....
.....

SECTION C

To Analyze the Management Factors Affect the Performance of Heads of Schools in Managing the Implementation of the School Curriculum

- 1. Does poor provision of funds affect the performance of heads of schools in managing the implementation of the school curriculum?
 - a) Very true.
 - b) True.
 - c) Average.
 - d) Not true.
- 2. Do poor school infrastructures affect the performance of heads of schools in managing the implementation of the school curriculum?
 - a) Very true.
 - b) True.
 - c) Average.
 - d) Not true.
- 3. Does poor community involvement affect the performance of heads of schools in managing the implementation of the school curriculum?
 - a) Very true.
 - b) True.
 - c) Average.
 - d) Not true.

4. Do you think Politics in education affects the performance of heads of schools in managing the implementation of the school curriculum?

- a) Very true.
- b) True.
- c) Average.
- d) Not true

5. Do you think lack of transparent affect the performance of heads of schools in managing the implementation of the school curriculum?

- a) Very true.
- b) True.
- c) Average.
- d) Not true.

6. Do you have any suggestions/opinions?

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.....

PART-II: - Questionnaires Schedule for Teachers

Introduction

The purpose of the questionnaires is **to analyse the contribution of school leadership towards teaching and learning in secondary schools.**

SECTION A

Demographic Information

Kindly mark (✓) in the box adjacent to your correct option

1. What is your gender?

| | |
|--------|--------------------------|
| Male | <input type="checkbox"/> |
| Female | <input type="checkbox"/> |

2. Which age group do you fall?

| | |
|---------------------|--------------------------|
| Less than 25 years. | <input type="checkbox"/> |
|---------------------|--------------------------|

| | |
|---------------------|--|
| 26 – 35 years. | |
| 36 – 46 years. | |
| 46 – 55 years. | |
| More than 55 years. | |

3. How long have you served as a teacher?

| | |
|---------------------|--|
| 1 – 5 years. | |
| 6 – 10 years. | |
| 11 – 15 years | |
| 16 – 20 years. | |
| 21 years and above. | |

4. What is your academic qualification?

| | |
|--------------------|--|
| Diploma. | |
| Bachelor's Degree. | |
| Master's Degree. | |
| PhD | |

SECTION B

To Analyse the Techniques Used by Heads of Schools to Manage the Teaching and Learning Process

1. Does team work influence students' performance?

- a) Very true.
- b) True.
- c) Average.
- d) Not true.

2. Does teacher's motivation influence students' performance?

- a) Very true.

- b) True.
- c) Average.
- d) Not true.

3. Does provision of good Teaching and Learning materials influence students' academic performance?

- a) Very true.
- b) True.
- c) Average.
- d) Not true.

4. Do you think heads of school's supervisions can influence students' academic performance?

- a) Very true.
- b) True.
- c) Average.
- d) Not true.

5. Do you think conducting Staff Meeting influence student's academic performance?

- a) Very true.
- b) True.
- c) Average.
- d) Not true.

6. Do you have any suggestions/opinions?

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SECTION C

To Analyze the Management Factors Affect the Performance of Heads of Schools in Managing the Implementation of The School Curriculum

1. Does poor provision of funds affect the performance of heads of schools in managing the implementation of the school curriculum?

- a) Very true.
- b) True.
- c) Average.
- d) Not true.

2. Do poor school infrastructures affect the performance of heads of schools in managing the implementation of the school curriculum?

- a) Very true.
- b) True.
- c) Average.
- d) Not true.

3. Does poor community involvement affect the performance of heads of schools in managing the implementation of the school curriculum?

- a) Very true.
- b) True.
- c) Average.
- d) Not true.

4. Do you think Politics in education affects the performance of heads of schools in managing the implementation of the school curriculum?

- a) Very true.
- b) True.
- c) Average.
- d) Not true.

5. Do you think lack of transparent affects the performance of heads of schools in managing the implementation of the school curriculum?

- a) Very true.
- b) True.
- c) Average.
- d) Not true.

6. Do you have any suggestions/opinions?

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.....

SECTION D**To Analyze the Influence of Management Techniques Used by Heads of Schools on Students' Academic Performance**

1. Does to enable students to have self- esteem is the influence of management techniques used by heads of schools on students' academic performance?
 - a) Very true.
 - b) True.
 - c) Average.
 - d) Not true.

2. Does to enable students to have strong unity among themselves influence of management techniques used by heads of schools on students' academic performance?
 - a) Very true.
 - b) True.
 - c) Average.
 - d) Not true.

3. Does to help students enjoying teaching and learning process is the influence of management techniques used by heads of schools on students' academic performance?
 - a) Very true.
 - b) True.
 - c) Average.
 - d) Not true.

4. Do you think to enable students to rise their understanding is the influence of management techniques used by heads of schools on students' academic performance?
 - a) Very true.
 - b) True.
 - c) Average.
 - d) Not true.

5. Do you think students' to love the school is the influence of management techniques used by heads of schools on students' academic performance?

- a) Very true.
- b) True.
- c) Average.
- d) Not true.

6. Do you have any suggestions/opinions?

.....

.....

.....

PART-III: - Questionnaires Schedule for Academic Teachers

Introduction

The purpose of the questionnaires is to **analyse the contribution of school leadership to wards teaching and learning in secondary schools.**

SECTION A:

Demographic Information

Kindly mark (✓) in the box adjacent to your correct option

1. What is your gender?

| | |
|--------|--------------------------|
| Male | <input type="checkbox"/> |
| Female | <input type="checkbox"/> |

2. Which age group do you fall?

| | |
|---------------------|--------------------------|
| Less than 25 years. | <input type="checkbox"/> |
| 26 – 35 years. | <input type="checkbox"/> |
| 36 – 46 years. | <input type="checkbox"/> |
| 46 – 55 years. | <input type="checkbox"/> |
| More than 55 years. | <input type="checkbox"/> |

3. How long have you served as academic teacher?

| | |
|--------------|--------------------------|
| 1 – 5 years. | <input type="checkbox"/> |
|--------------|--------------------------|

| | |
|---------------------|--|
| 6 – 10 years. | |
| 11 – 15 years | |
| 16 – 20 years. | |
| 21 years and above. | |

4. What is your academic qualification?

| | |
|--------------------|--|
| Diploma. | |
| Bachelor's Degree. | |
| Master's Degree. | |
| PhD | |

SECTION B

To Analyse the Techniques Used by Heads of Schools to Manage the Teaching and Learning Process

1. Does team working influence students' performance?

- a) Very true.
- b) True.
- c) Average.
- d) Not true.

2. Does teacher's motivation influence students' performance?

- a) Very true.
- b) True.
- c) Average.
- d) Not true.

3. Does provision of good Teaching and Learning materials influence students' academic performance?

- a) Very true.
- b) True.
- c) Average.

- d) Not true.
- 4. Do you think heads of schools’ supervisions can influence students’ academic performance?
 - a) Very true.
 - b) True.
 - c) Average.
 - d) Not true.
- 5. Do you think conducting Staff Meeting influence student’s academic performance?
 - a) Very true.
 - b) True.
 - c) Average.
 - d) Not true.
- 6. Do you have any suggestions/opinions?

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SECTION C

To Analyze the Management Factors Affect the Performance of Heads of Schools in Managing the Implementation of The School Curriculum

- 1. Does poor provision of funds affect the performance of heads of schools in managing the implementation of the school curriculum?
 - a) Very true.
 - b) True.
 - c) Average.
 - d) Not true.
- 2. Does poor school infrastructures affect the performance of heads of schools in managing the implementation of the school curriculum?
 - a) Very true.
 - b) True.

c) Average.

d) Not true.

3. Does poor community involvement affect the performance of heads of schools in managing the implementation of the school curriculum?

a) Very true.

b) True.

c) Average.

d) Not true.

4. Do you think Politics in education affects the performance of heads of schools in managing the implementation of the school curriculum?

a) Very true.

b) True.

c) Average.

d) Not true.

5. Do you think lack of transparent affects the performance of heads of schools in managing the implementation of the school curriculum?

a) Very true.

b) True.

c) Average.

d) Not true.

6. Do you have any suggestions/opinions?

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

SECTION D:

To Analyze the Influence of Management Techniques Used by Heads of Schools on Students' Academic Performance

1. Does to enable students to have self- esteem is the influence of management techniques used by heads of schools on students' academic performance?

a) Very true.

b) True.

c) Average.

d) Not true.

2. Does to enable students to have strong unity among themselves influence of management techniques used by heads of schools on students' academic performance?

a) Very true.

b) True.

c) Average.

d) Not true.

3. Does to help students enjoying teaching and learning process is the influence of management techniques used by heads of schools on students' academic performance?

a) Very true.

b) True.

c) Average.

d) Not true.

4. Do you think to enable students to raise their understanding is the influence of management techniques used by heads of schools on students' academic performance?

a) Very true.

b) True.

c) Average.

d) Not true.

5. Do you think students to love the school is the influence of management techniques used by heads of schools on students' academic performance?

a) Very true.

b) True.

c) Average.

d) Not true.

6. Do you have any suggestions/opinions?

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

PART IV: - Interview Guided for Heads of Schools

Dear respondent,

I am the student of Open University of Tanzania. I'm doing the Masters of Education in Administration, Planning, and Policy Studies (MED APPS) .As part of my responsibilities and core business of our college, I am undertaking a study entitled **“The Contribution Of School Leadership Towards Teaching And Learning In Secondary Schools”**

Kindly assist me to answer these questions so that I can get the required information in my study. All responses supplied will be used only for academic study purposes.

Thank you.

Name of School.....

1. Age

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

2. Gender: Male (), Female ()

3. Experience as a school head

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

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

4. Education level:

What is your education level?

| | |
|-------------|--|
| Certificate | |
| Diploma | |
| Degree | |
| Master | |

5. What techniques do you use in managing teaching and learning process in your school?

6. As head of school, what are the management factors affect your performance in managing the implementation of the school curriculum?

7. What are the influences of management techniques you use on students academic performance in this school?

PART V: - Interview Guided For The Parents

(Maswali Kwa Ajili Ya Wazazi)

SEHEMU A: Taarifa Binafsi

1. (a) (i) Umri.....

- Miaka 15-18 ()
- Miaka 19-30 ()
- Miaka 31-45 ()
- Miaka 46-60 ()
- Miaka 61 nakuendelea.()

- (ii) Jinsia;-

Me () Ke ()

- (iii) Mahali unapoishi,kijiji/mtaa.....

- (b) (i) Kiwango cha elimu;

- Msingi ()
- Sekondari ()
- Chuo ()
- Chuo kiku ()
- Elimu nyingine yoyote,(itaje).....

- (ii) Unajishughulisha na nini?

Kilimo.() Ujasiriamali.() Ufugaji () Shughuli nyingine yoyote(Itaje).....

SEHEMU B: - Maswali

2. Jibu kweli au si kweli katika sentensi zifuatazo:-

- i) Uongozi mzuri katika shule za sekondari unachangia sana kwenye ufaulu wa kitaaluma kwenye shule yetu ya sekondari?.....
- ii) Wewe kama mwanajamii,unahusishwa katika uendeshwaji wa shule hii ili kuhakikisha kuwa ufaulu unakuwa mzuri?.....
- iii) Miundombinu mibovu ya shule inapelekea wakuu wa shule kushindwa kutekeleza mtaala wa uendeshaji shule unaotakiwa?.....

- iv) Je, kuna siasa ambazo zipo katika uendeshwaji wa shule zetu?.....
- v) Je, uongozi mzuri katika shule unaweza kupelekea ufaulu mzuri wa kitaaluma kwa wanafunzi?.....
3. Unafikiri ni mbinu gani ambazo mkuu wa shule anazitumia ili kuhakikisha wanafunzi wanajifunza na kufundishwa vizuri?
4. Kuna mambo gani ya kiutawala yanayomzuia mkuu wa shule katika kutekeleza mtaala wa elimu?
5. Ni kwa jinsi gani mbinu mbalimbali zinazotumiwa na wakuu wa shule zinaweza kuleta matokeo mazuri katika mitihani?

Ahsante kwa ushirikiano wako