

**INFLUENCE OF HEAD TEACHERS' LEADERSHIP STYLES ON PUPILS'  
ACADEMIC PERFORMANCE IN PUBLIC PRIMARY SCHOOLS IN  
BIHARAMULO DISTRICT, TANZANIA**

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**2022**

**CERTIFICATION**

The undersigned certifies that she has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation titled *“Influence of head teachers’ leadership styles on pupils’ academic performance in public primary schools in Biharamulo District, Tanzania”*. In partial fulfillment of the requirements for the award of 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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I, **LeandraKajugusi**, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

.....  


Signature

.....

Date

## **DEDICATION**

I dedicate this work to my family and co-workers.

## **ACKNOWLEDGEMENTS**

Thanks, and praise to Almighty God for the strength and health he bestowed upon me until I prepare this dissertation.

Special thanks should go to my supervisor Dr. Daphina Libent Mabagala for her tireless efforts and enough time to facilitate the accomplishment of this dissertation.

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May the Almighty God bless them all.

## ABSTRACT

This study intended to explore the influence of head teachers' leadership styles on pupils' academic performance in public primary schools in Biharamulo District, Tanzania. The specific objectives included to: identify the leadership styles used by head teachers; establish the influence of head teachers' leadership styles on teachers' job satisfaction; identify the influence of head teachers' leadership styles on pupils' academic performance in public primary schools; and find out the strategies to improve head teachers' leadership styles for pupils' academic performance at Biharamulo District, Tanzania. The mixed research approach and descriptive survey research design guided the study. A simple random sampling technique was used to select a sample of 94 head teachers and primary school teachers who responded to questionnaires and interviews. The study findings revealed that the democratic leadership style is the most commonly used in primary schools in the district. The findings also revealed that leadership styles relate to teachers' job satisfaction through motivation. Moreover, the findings concluded that to improve leadership styles use among headteachers in primary schools there should be short or in-service courses to strengthen their styles or head teachers should be taught about leadership before assuming their office. The researcher recommended that head teachers should use democratic leadership styles by collecting opinions from subordinates or teachers before making decisions; and focus their leadership onto academic performance attainment of students and not for their good.

**Keywords:** *Leadership styles, pupils' academic performance, public primary schools, Biharamulo District*

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**LIST OF ABBREVIATIONS**

DAS	District Administrative Secretary
DED	District Executive Director
HoS	Head of School
HoSs	Head of Schools
IL	Instructional Leadership
KCSE	Kenya Certificate of Secondary Examination
MoEVT	Ministry of Education and Vocational Training
NECTA	National Examination Council of Tanzania
NGOs	Non-Governmental Organizations
RAS	Regional Administrative Secretary
SPSS	Statistical Package for Social Sciences

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.1 Introduction**

This chapter presents the background of the problem which entails the situation of leadership styles in education. The chapter also presents the statement of the problem, research objectives, research questions, the significance of the study, limitations, delimitations of the study, conceptual framework, and the definition of the key terms.

#### **1.2 Background of the Study**

Student academic achievement is significant at every level of education, individual, family, organization level, or the nation as a whole. For any school to perform well, in its academic and co-curricular activities, effective leadership is highly needed (Pont, Nusche, and Moorman, 2008). Good leaders should often be able to influence their subordinates toward the achievement of organizational objectives. Luthans (2002) notes that effective leaders use a variety of leadership styles according to the demands of the situation to ensure that pupils improve in their performance; therefore, Mutua (2013) adds that the head teacher is charged with the role of giving direction and exerting influence on employees/teachers and other resources to achieve schools' goals.

Common leadership styles include autocratic, democratic, and laissez-faire. Mutua (2013) reported that the autocratic leadership style is usually used when leaders tell

their subordinates what they want to be done and the way they want it to be done. This affects the overall attainment levels of institutions goals and objectives, democratic (participatory) leadership style where the leader involves one or more junior members in the decision-making process to determine what is to be done and how it will be done while the leader remains with the final decision making authority and laissez-faire leadership style leaders allows the junior workers to make decisions especially when the workers know the situation and what needs to be done (Pont *et al*, 2008).

The autocratic leadership style tends to centralize power and authority. In a democratic style, power and authority are derived from the people. Subordinates should always support the decisions made by their leaders because they feel they were involved in making those decisions (Mbithi, 2007). Successful leadership in schools has rooted in higher levels of student achievement and general school achievements (Harris, 2004). In Kenya, examination performance is an important aspect of the education system. It affords individuals opportunities for further education as well as gives them a distinct advantage over those whose performance was not good in getting better-paying jobs (Pont, Nusche, and Moorman, 2008).

Educational leadership is typically the role of school leaders, who struggle to achieve positive change in the educational system. Also, educational leadership occupies working together with teachers and guiding them towards improving educational achievement at all levels of education (Learn, 2018 as cited in Ugochukwu, Kalagbor, and Harrion, 2019). Those in educational leadership roles tend to go



beyond management and administrative tasks. These leaders are trained to advance and improve educational systems, create and enact policies. Educational leaders are usually employed as school administrators but can assume additional roles, such as department chair or academic dean (Learn, 2018 as cited in Ugochukwu et al, 2019). The educational leadership profession has been improving significantly (Kapur, 2018). Also, he adds that educational leaders have a clear knowledge of how and in what ways; leadership has contributed to student academic performance. Studies like Kapur (2018) have depicted that the salient role of the leaders is to emphasize student academic performance by formulating challenging, caring, and supporting arenas that support students' learning. Educational leaders develop and aid teachers, create suitable conditions, allocate the resources efficiently, make appropriate policies and systems, and makes other efforts outside the classroom setting. The significant work that education leaders are involved in outside the classroom and educational institution has an emphasis on the activities that are implemented within the school. Education leaders need new techniques to guide their responsibilities and decisions to carry out their work effectively and efficiently (Kapur, 2018).

Education leadership nowadays is mostly prioritized in education policy programs across the world. It plays an important mission in cleansing school outcomes because it influences the motivations and capabilities of the employees, as well as the school environment. Educational leadership is vital to advancing the competence and pertinence in education (Pont et al, 2008). They also report that leadership roles should be defined adequately through knowing about the practices that are required to improve in the teaching-learning process. The school administrators and the

principals in many countries have heavy workloads; they are overburdened with their work. Most of these administrators are at the retirement age and it is hard to find leaders with the same competence. Educational leadership functions can influence the provision of guidance on the responsibilities of proficient leaders in education (Pont et al, 2008).

Leadership matters in teaching because of its impact on student learning, this is because the effect of leadership tends to be best in schools where the learning needs of students are most sensitive (Leithwood and Jantzi, 2006). They, also contend that the report by researchers from the Universities of Minnesota and Toronto examines the available evidence and offers educators, policymakers, and all citizens interested in promoting successful schools.

A head teacher as the leader is a person who is responsible for all activities that occur in and out around the school buildings. The headteacher as the school leader is the major link between the school and the community (Luthans, 2002). Therefore, if the school is vibrant, innovative, child-centered, has a reputation for excellence in teaching and if the students are performing to the best of their abilities, one can often point to the head teacher's leadership as the key to that success. Waters, Marzano, and McNutty, (2003) observe that good leaders in education should be able to sway their lower leaders or subordinates towards the success of the organizational goals. Leadership is a key commodity in 21<sup>st</sup>-century organizations.

Studies revealed that although Ghana has had many education reforms aimed at improving the quality of the education system, there has not been a focus on

leadership (Zane and Hope, 2008 as cited in Mutua, 2013). Also, they add that headteachers had an important role in an effective school and student achievements hence suggested for attention to head teachers' needs in basic schools. There was a strong relationship between effective leadership styles and student academic performance (Waters, Marzano, and Mcnulty, 2003). Mutua (2013) adds that the authoritarian leadership style had a strong impact on school performance when compared to the democratic leadership style in public schools in Punjab.

School leaders are appointed to solve the mentioned problems by employing appropriate types of leadership styles (Thamrin, 2012). Transformational leaders who alternately select where to use democratic style, laissez-faire, and autocratic leadership styles transform the value, needs, aspirations, and teachers' priorities and also motivate their subordinates to exceed their expectations (Thamrin, 2012). Additionally, in the last decades scholars worldwide show a great deal in educational leadership matters, for instance, a study conducted in Iran by Rizi, Azadi, Farsani, and Aroufzad (2013) concerned the relationship between leadership styles and job satisfaction among physical education organizations employees, found that there is a positive relationship between the leadership styles and job satisfaction. Therefore, in this study, the researcher is constrained to look at whether leadership styles used by primary school teachers in Biharamulo District affect the job satisfaction of other teachers for pupils' academic performance. This is because pupils' academic performance as revealed in 2016 standard seven examination results was very poor. UWEZO (2017) report indicated that the Biharamulo district ranked number 123 out of 169 districts on the Tanzanian mainland.

Most head teachers in Tanzania exercise authoritative leadership to some extent. This has been attributed to the bureaucratic nature of the broader society, which in turn affects leadership in the school (Nyamubi, 2018). This means that in the wider society, democratic practices have been embraced only recently. Therefore, the leadership of schools was also mainly authoritarian. Although democratic leadership is rarely practiced in schools it is a more widely prescribed perspective as it stresses participative decision-making. The researcher in this study, therefore, intends to look at the styles used by head teachers in Biharamulo District so as find out their influence on the academic performance of primary school pupils as stipulated in UWEZO (2017).

Despite the poor academic performance recorded in 2016, as reported by Uwezo (2017), Biharamulo District started to change its performance in 2017 for instance, Biharamulo in 2018 was ranked the 11<sup>th</sup> District with a pass percentage of 94.98 after 4,424 candidates received their NECTA standard seven examination results and 4,202 candidates passed the exams (NECTA, 2019). These results demonstrate that there are initiatives invested to reap such results. Nevertheless, the district in 2019 added two steps to the 9<sup>th</sup> district out of 180 districts (NECTA, 2019). The reasons behind their good academic performance were good allocation of resources to schools, parents' involvement, and good leadership (Uwezo, 2019). More importantly, leadership was mentioned as a catalyst for good academic performance in the district however, there is a lack of studies in the district addressing which leadership styles and how they influence good academic performance.

Despite the poor academic performance of primary school pupils in standard seven examinations recorded in 2016 in Biharamulo District (Uwezo, 2017) of being a 123<sup>rd</sup> district out of 169, results seem to shoot up from 2017 to 2019 as reported in NECTA (2019) as the 11<sup>th</sup> district in 2018 and 9<sup>th</sup> district in 2019. The reasons behind their accomplishment are also the ultimate reason to conduct this study. This is because, among the reasons for good academic performance (Uwezo, 2019), leadership was mentioned. Which leadership styles were or are being used by head teachers and how is a question of this study because there is a lack of studies addressing the way head teachers practice their leadership styles in Biharamulo District. This study is also worth to be done because factors like teachers' job satisfaction have not been mentioned by any study in Biharamulo which is usually embraced by head teachers' leadership as also reported by Machumul and Kaitila (2014) in their study in Songea and Morogoro. Nevertheless, there is a lack of studies addressing leadership styles practiced in Biharamulo District which could increase good academic performance like the study of Aunga and Masare (2017); Nyamubi (2018) which pointed out democratic, transformational, and authoritative leadership styles increases teachers' performance in schools, therefore, there is a need to initiate this study to uncover those leadership styles used by head teachers in public primary schools in Biharamulo district.

### **1.3 Statement of the Problem**

The leadership style employed in any organization influences two major things: job satisfaction and organizational performance. The process of establishing the sort of leadership style that influences teachers' job satisfaction in the educational system

has remained a problem in many countries in the world (Machumu and Kaitila, 2014). Most public primary schools in Tanzania are facing the problems with leadership due to limited professional development opportunities, and inadequate teachers' professional support and supervision (Aunga and Masare, 2017).

Although studies about leadership styles like that of Nyamubi (2018); Aunga and Masare (2017); Isundwa (2015) and Machumu and Kaitila, (2014) have been conducted in Tanzania, their findings discovered that the democratic leadership style is the most effective styles in yielding good academic performance in schools. Educational leadership is still of paramount importance to explore in other parts of the country. The problem of low academic performance in 2016 among public primary schools in Biharamulo district has been pointed out by UWEZO (2017). However, NECTA (2019) reported that academic performance in 2017 started to go up in Biharamulo District with which the district scored 94.98% passed candidates in 2018 making the district the 11<sup>th</sup> out of 180 districts. Furthermore, in 2019, the district shoots up to 9<sup>th</sup> district out of 180 districts in Tanzania.

Therefore, the problem existing here is, among the reasons for good academic performance in primary schools from 2017 to 2019 is leadership (Uwezo, 2019). However, the type of leadership style and the way that leadership style was used remains a problem which initiated this study to be conducted. One among the factors for good or poor academic performance is leadership styles used by educational leaders (Womble, 2005) who are the head teachers in this study.

## **1.4 Research Objectives**

### **1.4.1 Main Objective**

The main objective of this study was to explore the influence of head teachers' leadership styles on pupils' academic performance in public primary schools in Biharamulo District, Tanzania.

### **1.4.2 Specific Objectives**

Specific objectives guiding this study were to:

- i) Identify the influence styles used by head teachers in public primary schools in Biharamulo District.
- ii) Establish the influence of head teachers' leadership styles on teachers' job satisfaction in public primary schools in Biharamulo District.
- iii) Identify the influence of head teachers' leadership styles on pupils' academic performance in public primary schools in Biharamulo District.
- iv) Find out the strategies to improve head teachers' leadership styles for pupils' academic performance in Biharamulo District, Tanzania.

## **1.5 Research Questions**

- i) What leadership are styles used by head teachers in public primary schools in Biharamulo District?
- ii) What is the influence of head teachers' leadership styles on teachers' job satisfaction in public primary schools in Biharamulo District?
- iii) How do head teachers' leadership styles influence pupils' academic performance in public primary schools in Biharamulo District?

iv) How to improve head teachers' leadership styles for pupils' academic performance in Biharamulo District?

## **1.6 Significance of the Study**

This study is significant to the government officials in the Ministry of Education Science and Technology when they happen to view this study. The study identified favorable leadership styles and unfavorable leadership styles used in public primary schools which yield good academic performance and those which limit academic performance respectively. The government rectifies the system of leadership and encourages the favorable identified leadership styles to maintain or achieve good academic performance in public primary schools.

This study also is significant to education stakeholders like teachers (head teachers) and NGOs dealing with education. Through the findings, head teachers can know the strengths and weaknesses of leadership styles they practice in their schools.

Furthermore, this study is significant to other researchers who are doing other studies related to this. This study is the source of literature for other researchers conducting the study concerning leadership styles in education because it provides the styles of leadership used by head teachers in Biharamulo District.

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

### **1.7.1 Limitations of the Study**

The researcher faced the limitation of the respondent's poor cooperation in data collection. The respondents were reluctant to provide the required information to the



researcher for instance when they need corruption. Also, the respondents hesitated to give information, which is confidential to the researcher. The researcher overcame this limitation by asking for the consent of the respondents and explaining to them the purpose of the study to make them understand and give the correct information. The researcher also ensured confidentiality of the information to the respondents to make secrecy the data given. These limitations affected the validity of the findings since the researcher overcame the limitations which could have affected the collection of data.

### **1.7.2 Delimitation of the Study**

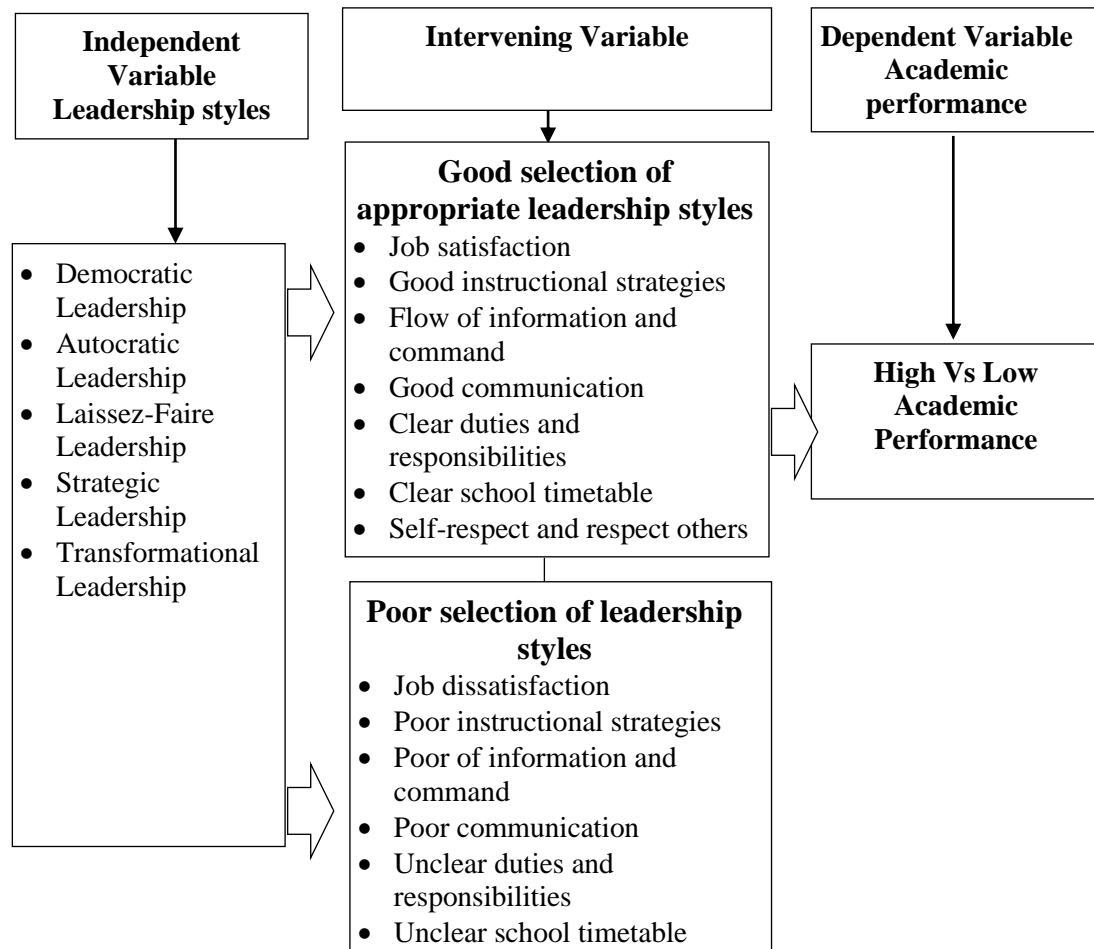
This study delimited to the influence of head teachers' leadership styles on pupils' academic performance in public primary schools in Biharamulo District in Tanzania. This study is only concerned with public primary schools and not secondary schools or private primary or secondary schools. The study specifically traced the leadership styles used by head teachers; the influence of head teachers' leadership on the management of public primary schools and the influence of head teachers' leadership on teachers' job satisfaction in public primary schools in Biharamulo District, Tanzania.

## **1.8 Conceptual Framework**

Figure 1.1 presents the relationship of variables in this study whereby leadership styles: democratic leadership, autocratic leadership, laissez-faire leadership, and strategic leadership are independent variables that initiate good or poor academic performance according to their use by head teachers.

Intervening variables like job satisfaction, good instructional strategies, the flow of information and command, good communication, clear duties and responsibilities, clear school timetable, and self-respect and respect are being achieved well or not achieved when independent variables (leadership styles) are practiced well or not practices well by head teachers.

Therefore, high or low academic performance and job satisfaction of teachers all depend on intervening variables rooted in independent variables.



**Figure 1.1: Conceptual Framework**

Source: Researcher, 2020

## **1.9 Operational Definition of Key Terms**

**Academic Performance** means the knowledge and skills that pupils have mastered in a subject or a course. It is a measure of how well or poorly pupils have performed in the various assessment items set for them based on some educational criteria determined by professional educators.

**Job satisfaction** refers to a measure of teachers' contentedness with their job, whether or not they like the job or individual aspects or facets of jobs, such as nature of work or supervision from head teachers. Job satisfaction can be measured in cognitive (evaluative), affective (or emotional), and behavioral components.

**Leadership Style:** is the approach administered by leaders in their institutions/companies to direct and supervise their subordinates to achieve their set or planned goals. These include students' academic success if it is an academic institution, teachers' job satisfaction, and having disciplined personnel and students in school.

**Public Primary Schools** refer to academic institutions which are run by the government under the Ministry of Education Science and Technology (MoEST) which provides education services to children from standard one to standard seven.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the theoretical literature or theories related to this study, the empirical literature according to the specific objectives of this study, the summary, and the research gap.

#### **2.2 Review of Related Theories**

##### **2.2.1 Transformational Leadership Theory**

Transformational leadership theory was developed by James McGregor Burns in 1978. It focuses on establishing school culture and vision to enhance the quality of school teaching and learning, develop people, and improves the organization (Shatzer et al, 2014 as cited in Cruickshank, 2017). Transformation school principals identify and share school vision, lead and inspire others by example, create a culture of learning, and encourage staff members to undertake professional development. Shatzer et al (2014) as cited in Cruickshank (2017) noted that transformational leadership theory focuses on four key areas: (1) inspirational motivation, (2) individualized consideration, (3) idealized influence (charisma), and (4) intellectual stimulation. A greater emphasis on people has been shown to positively affect the school environment, teachers' attitudes, and satisfaction (Bogler, 2005; Griffith, 2004). While transformational leadership can strongly influence teachers, numerous studies (for example, Leithwood and Jantzi, 2006 and Ross and Gray, 2006) have

concluded that these positive impacts have a much weaker effect on student achievement.

Instructional and transformational leadership styles have differences depending on their functions. Instructional leadership uses a top-down approach where leaders are the predominant decision-makers (Hallinger, 2003). While transformational leadership offers a more distributed or bottom-up approach. An example of that distinction would be instructional leaders managing and rewarding their staff as they work toward predetermined goals, while transformational leaders would involve their staff in the creation of a common vision, and inspire them to achieve it more independently. Secondly, instructional leadership gives priority to transforming the core curriculum, whereas transformational leaders use the shared vision they have created with their staff to support that transformation and guide school reforms. This study shows the analysis of the benefits of both instructional and transformational leadership styles for contributing to student outcomes (Cruickshank, 2017).

This theory is important because it highlights how leadership should be to yield high academic performance like inspirational motivation, individualized consideration, idealized influence, and intellectual stimulation.

### **2.2.2 Instructional Theory**

Instructional leadership theory was developed by Stephen Jenkins in 2009. It focuses on the academic progress of students. These foci include the value of creating clear educational goals, planning the curriculum, and evaluating the quality of teachers and

their teaching. This model concludes that a leader's efforts should be concentrated on the endorsement of better results for students, and the importance of improving the quality teaching and learning process (Day, Gu, and Sammons, 2016).

More specifically, Hallinger (2003) conceptualized instructional leadership as involving three key goals: (1) defining the school's goals, (2) supervising the delivery of the curriculum, and (3) encouraging a positive school learning environment. In research on instructional leadership example, Robinson (2007) has concluded that instructional leadership can influence student achievement, primarily through improvements to teacher's work conditions and school culture.

The theory has concluded that instructional leadership can have a more noticeable effect on student achievement than transformational leadership, primarily because it places more emphasis on the quality of teachers and their teaching. This theory, therefore, guided the researcher to explore the information about leadership styles that affected pupils' academic performance. This is because the theory believes in the goals of defining the school goals, supervising the curriculum delivery, and encouraging a positive school learning environment that yields satisfactory academic performance.

## **2.3 Review of Empirical Literature**

### **2.3.1 Leadership Styles Used by School Heads**

Ghazala, Riffat-un-Nisa, and Anam (2015) conducted a study in Pakistan about the influence between leadership styles of school heads and their teachers' job

satisfaction as moderated by locus of control and task structure. Their study was expected to investigate the relationship between four leadership styles which include directive, participative, supportive, and achievement-oriented of school heads and their teachers' job satisfaction. Their study used a sample of 500 teachers from 211 secondary schools. Four instruments were used to measure leadership styles, task structure, job satisfaction, and locus of control. Structural equation modeling was applied to test the hypothetical model of study. Their results indicated that there was a direct connection between all the leadership styles and job satisfaction. Task structure only affected the connection between achievement-oriented style and job satisfaction. Ghazala et al (2015) study has similarities with this study since it uncovered the relationship between leadership styles and job satisfaction, however, it fails to connect job satisfaction with pupils' academic performance this study went beyond their study to explore the influence of leadership styles to students' academic performance. Also, this study was conducted in Pakistan which is very far from Biharamulo, which instigated the researcher to conduct this study.

Also, Ahmad and Dilshad (2016) did a study in India about the leadership styles of public school's heads in Punjab. The major purpose of this study was to identify the leadership styles of schools' head teachers in Punjab and compare them by gender, locality, and nature of the job. Punjab was divided into three zones to select 360 public primary school teachers by equal proportion from each zone. Data was collected by using a self-constructed questionnaire on a five-point rating scale. Collected data were analyzed by using descriptive statistics and t-tests of independent samples. The study found that school heads most frequently practiced

democratic leadership style followed by authoritative leadership style and laissez-faire style. A significant difference was observed in male and female heads' approaches to the use of authoritative and democratic leadership styles. The results reveal no significant difference in the use of authoritative, democratic, and laissez-faire leadership styles by rural and urban school heads. Ahmad and Dilshad's (2016) study is similar to this study because it identified leadership styles used which also is the target of this study, however, the study used only one method of data collection which is a questionnaire. The current study went beyond this study to look at the influence of those leadership styles on students' academic performance. Also, this study used more than one method to collect data, unlike Ahmad and Dilshad's (2016) study.

Starting as early as the 1960s, educational leaders have used time management and flexible scheduling constructs in high schools to respond to frequent demands for educational reform. One of the most common ways that educational leaders used to demonstrate leadership and implement a broad range of reforms in their schools was through the use of block scheduling systems. By implementing a block scheduling system, educational leaders hoped to increase student achievement, decrease discipline referrals, increase student attendance rates, and improve the overall school climate (Wood, 2002).

Instructional leadership is an educational leadership that is centered on the major responsibility of a school, namely teaching-learning, by defining the school vision, mission, and goals, managing the instructional programme, and promoting the school



climate (Hoy and Miskel, 2008). King (2002) adds that the function of an instructional leader is distinctive from that of a traditional school administrator in different manners: while the conventional head of school utilizes the majority of his time doing strictly administrative issues. The instructional leaders (who are the head of schools) are charged with redefining their roles to become the primary learners in a community striving for performance in education. Therefore, it becomes the head of the school's responsibility to work together with teachers to manage the instructional processes. An instructional leader knows what is happening in the classrooms and develops the capacity of his or her staff by building on his/her strengths and reducing his/her weaknesses (Spillane and Zuberi, 2009).

According to Teresa (2013), a group of researchers led by psychologist Kurt Lewis established three major leadership styles in their study: authoritarian, democratic, and laissez-faire styles. Under the autocratic leadership style, the leader takes decisions without consultation causing the greatest level of discontent from followers concerning other styles. The democratic leader involves people in decision-making. Laissez-faire type of leadership is where a leader consciously minimizes his or her involvement in decision making. The followers make all the decisions.

Various leadership styles are used by heads of institutions Shetty (1970) identified three leadership styles, laissez-faire, democratic and autocratic. Shetty pointed out that the democratic style of leadership is more beneficial to the individual, group, and organization. Likert (1961) advocates for employees, a centred style of leadership that is based on trust and participation. He argues that leadership based on

participatory leadership could produce greater employee satisfaction and increased organizational effectiveness. Likert (1961) further pointed out that the leader works as the “Linking; pin” between organizational levels. As such the leader can act as a facilitator for the organization in planning, coordinating, identifying the needs of the organization at different levels, and translating these needs into task accomplishment by obtaining the employees' commitment to the organizational goals.

Directive leadership (autocratic leadership) entails letting the subordinates understand what is exactly expected of them and giving them directions. The subordinates are expected to go by the rules and the regulation (Mulins, 2005). Leadership by directives has been described as autocratic, oriented to a specific task, manipulative and persuasive (Bass, 1981). Although it can be effective in communicating a vision that is clear and concise regarding the strategic goals of an organization, leadership by directives is marked by intimidation. Intimidation instills fear in employees who find it difficult to demand their rights in the workplace thus negatively influencing access.

According to Teresa (2013) who is a renowned social scientist cited in authoritarian leadership style, the authoritarian figure selects which members will work collaboratively and determines solely the work tasks for the teams. This leader is very personal in his praise and criticism of each member but does not actively participate with the group unless remonstrating the group. The issue of electing which members will work collaboratively almost amounts to discrimination of the members in the workplace and this study tried to determine how autocratic

leadership style influences the rights to non-discrimination of employees in secondary schools in Nandi East.

Democratic leadership style has been noted to contribute positively to leaders' access to their rights from related research findings. This leadership style entails consulting with subordinates and evaluating their opinion and suggestion before decisions are made by the management (Mullins, 2005). By inference then this implies that a democratic leader can listen to complaints and needs of employees and therefore promotes access to their rights. Due to the consultative nature of the democratic leadership style, this process will probably enhance greatly the level of shared values between the institution and its employees which enhances employee access to their rights and therefore students will be able to get their professional programs (Teresa, 2013).

Instructional leadership (IL) is one of the most useful tools for creating an effective teaching and learning environment (Walker, 2014 as cited in Manaseh, 2019). For example, in Tanzania, the Ministry of Education and Vocational Training (2011) through the SEDP II document set that, the duties of the head of schools include supervising the teaching programme, ensuring high-quality teaching-learning process, effective use of time for the entire school day and a conducive teaching and learning environment.

### **2.3.2 Head Teachers' Leadership Styles and Teachers' Job Satisfaction**

Wanjiru (2013) conducted a study on the effect of leadership styles on teachers' job performance and satisfaction; in the case of public secondary schools in Nakuru

County in Kenya. The study used seven public primary schools and 20 respondents from each of the schools as the sample. Data were collected using the questionnaire method. Quantitative data were analyzed through the use of descriptive statistics, while the qualitative data was analyzed through the use of content analysis. Among the key findings of this study was that teachers who lack enthusiasm are unable to teach effectively, making students not learn well. Additionally, the study reported that principals' attitude of ignoring teachers' opinions in decision-making resulted in teachers' poor interest in their job. Wanjiru (2013) recommended that the Ministry of Education should seek ways to improve the job satisfaction of teachers in the middle of their teaching profession by improving working conditions and giving them more opportunities for training. Leaders or principals should make a team to implant their vision into the structures and processes of the school. They are also needed to make a strong communication about their vision to the staff of what their schools should become. Like the current study, Wanjiru (2013) study demonstrated the state of job satisfaction of teachers which is driven by leadership styles. However, the study failed to show the way leadership style leads to teachers' job satisfaction which was covered in this study. Also, the study used questionnaires only unlike this study used more than one method to collect data.

Furthermore, Adeyemi and Adu (2013) did a study in Nigeria about head teachers' leadership styles and teachers' job satisfaction in primary schools in Ekiti State. 350 primary schools and 1,260 were selected within the schools as the sample. A questionnaire and interview were used to collect data. Percentages, frequency count, and the mean were used to analyse the obtained data whereas the hypotheses were

tested through the Pearson Product Moment Correlation. The study found that there was a significant relationship between head teachers' democratic leadership style and teachers' job satisfaction in the schools. In this regard, it was recommended that the democratic leadership style should be used by all head teachers of primary schools in the State in a bit to enhance better job satisfaction among teachers. Adeyemi and Adu's (2013) findings are similar to the current study's objective because they highlighted the influence of leadership style on job satisfaction however, it is conducted outside Tanzania. Therefore, the current study determined the influence of leadership styles on teachers' job satisfaction in Tanzania specifically in the Biharamulo District.

Teachers' job satisfaction refers to an important facet in the commitment of teachers to their school performance. On the other hand, next to perceived social status, examination grades, leadership style, and personal characteristics of teachers are among the main contribution to teachers' job satisfaction. Several studies concerning leadership styles and teachers' job satisfaction support the influence of leadership behaviours and leadership styles of principals on teachers' job satisfaction. The findings in these studies indicated that primary school heads' leadership styles in Tanzania affect several aspects of teachers' well-being- the finding that is closely related to the teacher's job satisfaction (Nyenyembe, Maslowski, Nimrod&Levina, 2016).

The conceptions above highlight that leadership is perceived as a task of coordinating and organizing people and processes towards the goals of the school

organization, even though the nature of the coordination and organization may differ. Leaders, on one end of the continuum, may employ more directive and influencing roles, next to more stimulating and supportive roles of empowering teachers in the school on the other end. These different roles and perspectives are greatly reflected by the terms transactional and transformational leadership. Proposed these two terms to characterize two different styles leaders may employ in interaction with their personnel (Nyenembe et al, 2016).

The style of leadership which implies the way leaders act towards or treat the employees they lead influence the quality of service rendered Enrhart (2004). Drucker (1993) pointed out that the performance and quality of managers are the main elements that decide the success of an organization. It is therefore evident that the style of leadership of a head teacher has a close relationship to the institution's development and employee access to their rights.

In Australia Gillet (2010) did a study that involved 20 heads of secondary schools and found that their responsibility had intensified over the period and had increasingly concentrated on financial administration to the exclusion of instructional leadership. Their work was more directed toward managerial issues rather than responding to instructional activities, all of which distanced Head of Schools (HoSs) from their staff and learners. In the same vein, in Canada Hallinger (2005) found that most heads of schools often find themselves without the time, expertise, or inclination to engage in hands-on supervision of classroom instruction. Even in smaller elementary schools, where head teachers are more likely to engage in this

aspect of Instructional Leadership (IL), the separation between head teacher and classroom remains strong.

Adeyemi, (2004) described leadership as the process of influencing the activities of a group of people by a leader in efforts towards goal achievement in a given situation. This is the situation approach that engages power that initiates actions in people and the leader himself. It involves a guide that directs the activities of individuals in a given direction to achieve the goals of the organization. It also involves a situation that allows training individuals as leaders in such a way that the individuals could increase their efficiency and effectiveness in job performance. The individuals are given titles according to their responsibilities e.g. a director, deputy director, assistant director, and so on (Ibukun, 1997).

In Nigeria, the educational system of Ekiti State, Nigeria, the majority of entrants into the teaching service were those who were employed to use the job as a stepping stone to more lucrative jobs because of poor leadership in education. The reason for this attitude was that teachers seem not to be satisfied with their work situation. The conditions of service in the State's Civil Service, for instance, were quite different from those of teachers employed by the Central Schools Board within the same State. The provision of a car, loans as well as housing loans were part of the condition of service in the Civil Service. These provisions were however not embedded in the condition of service for teachers employed by the Primary School Education Board (Ademilua, 2012).

This situation seems to lower teachers' morale and subsequently leads to the observable drifting away of even dedicated ones from the teaching profession. The situation has not changed for the better in the present condition of teachers in primary schools in Ekiti State, Nigeria. Consequently, teachers had to embark on an indefinite nationwide strike to protest against injustice, marginalization, and undue abandonment by the government (Adeyemi & Adu, 2013).

### **2.3.3 Head Teachers' Leadership Styles and Pupils' Academic Performance**

Nyongesa (2019) did a study in Kenya titled the influence of head teachers' leadership traits on students' academic performance. The study used a sample of 7 head teachers and 78 teachers as a sample size. The study used a closed-ended questionnaire on a Likert scale of 1-5 to measure the influence of head teachers' leadership traits on students' academic performance. The data were analyzed using descriptive statistics. Nyongesa employed SPSS version 23 to analyse data. The study found out that head teachers' leadership traits significantly influence academic performance either negatively or positively. The researcher concluded that head teachers' leadership traits should frequently be enhanced through training that is based on policy.

Nyongesa (2019) recommended that the school management should formulate capacity-building programs to empower both the head teachers and teachers in their leadership skills and styles. The study recommends a similar study to be conducted in secondary and public primary schools to identify the influence of head teachers' leadership traits on students' academic performance. Nyongesa (2019) study



managed to explore the relationship between head teachers' leadership styles relationship either positively or negatively to students. However, the study failed to show which leadership styles relationship academic performance positively or negatively. The current study goes beyond this study to explore that.

Kitavi (2014) did a study in Kenya on the influence of head teachers' leadership styles on pupils' performance at Kenya certificate of primary education in Matinyani Sub County. The sample for the study comprised 6 public primary schools in the division with 6 head teachers, 6 deputy head teachers, and 24 teachers. The study used questionnaires for data collection. The findings revealed that the democratic leadership style was most applied in primary schools that were identified to have better academic performance. Democratic leadership styles are applied by some head teachers and it comes second in academic performance while most the schools indicated that their head teachers applied autocratic leadership style and have dismal academic performance. While the schools that indicated that their head teachers apply a laissez-faire leadership style scored very poor performance since everyone is left to do as they will. Kitavi (2014) study managed to show leadership styles that influence positively and negatively academic performance. However, the study was conducted in Kenya which instigated the researcher to conduct the same study in Tanzania to determine the influence of head teachers' leadership styles on students' academic performance.

In recent times, education stakeholders have expressed their concern over the poor performance of students in the school certificate examination (Oluremi, 2013;

Orodho, 2014). Part of the blame for the poor performance has been directed towards school administrators (principals) and the teachers while some portion of the blame has been put squarely on the shoulders of the students themselves and the (Orodho, 2014). Student academic performance is very important at all levels of education; from an individual's perspective, a family, an institution or school, and the nation as a whole. For a school to perform well both in academics and in co-curricular activities, effective leadership is needed (Cole, 2004). Leadership in educational institutions is therefore an ongoing process where an individual is not only responsible for the group's activities but seeking active collaboration and commitment of all group members in achieving group goals in a particular context (Cole, 2004; Richlin&Cox, 2004).

Waters, Marzano, and Mcnulty (2003) described that the caliber of leadership in a school could have a dramatic effect on student achievement. That is, there is a strong relationship between effective leadership style and student achievement. Similarly, Iqba (2005) found out that the authoritative leadership style had a significant effect on school effectiveness (an indicator of student achievement) as compared to the democratic style in public schools in Punjab. Haymon (1990) reported a positive relationship between leadership styles and student performance in elementary schools; leadership styles like democratic and instructional give teachers' room to exercise their initiative and teach students effectively because they feel loved and appreciated by head teachers. Valesky (1992) reported that a democratic leadership style yielded higher test scores than Laissez-faire or authoritarian leadership style did

in high schools in Memphis, Tennessee. Nsubuga (2009) revealed that the democratic or consultative form of leadership was the best in Ugandan schools.

In developing countries such as Uganda, Galabawa and Nikundiwe (2000) found that instructional leadership instilled the spirit of hard-working in students and dedication on the part of teachers. Additionally, it enabled the greatest cooperation between parents and administrators, which finally lined the way for effective management, better discipline, and counseling. The result was modesty and a good atmosphere for teaching-learning, the best students were selected at the national level, and there were sufficient teachers as well as access to facilities such as laboratories and libraries.

Furthermore, Hoadley et al (2007) in their study on ‘Managing to learn: Instructional leadership in South African secondary schools found that heads of schools reported spending most of their time on administrative functions and disciplining learners. IL in terms of overseeing ‘teaching and learning’ and ‘supervising teachers’ was not a function that took up the majority of many schools heads’ time.

#### **2.3.4 Strategies to Improve Educational Leadership Styles in Schools**

Kitavi (2014) did a study in Kenya on the influence of head teachers’ leadership styles on pupils’ performance at Kenya certificate of primary education in Matinyani Sub County. The sample for the study comprised 6 public primary schools in the division with 6 head teachers, 6 deputy head teachers, and 24 teachers. The study used questionnaires for data collection. The study found that democratic and

autocratic leadership styles are best in yielding good academic performance while laissez-faire leadership style yields poor performance. Based on the findings Kitavi (2014) recommended that head teachers should use the most appropriate leadership style that facilitates collective responsibility and which creates a conducive teaching and learning environment in schools. It was also recommended that there was a need for facilitating head teachers' leadership skills as they had a direct relationship with students' academic performance. The study also recommended that head teachers should be provided with in-service courses on leadership which is a prerequisite for academic performance. This study was conducted in Kenya; therefore, this study was conducted in Tanzania specifically in Biharamulo District.

According to Teresa (2013), leadership styles are significant in employees' access to their rights. An effective leadership style should enable employees to work in a discrimination-free environment, be paid the minimum wage, be compensated in case of an injury at the workplace, work in a safe and healthy workplace, join a union and have a right to review personal files and be entitled to various types of leave. An effective leader ensures that employees are not discriminated against or unfairly treated because of their race, sex, color, nationality, age, religion, disability, marital status, medical conditions, or sexual orientation. Most studies have been focusing on performance in exams for example Okoth (2002) studied on effects of leadership styles on performance in the KCSE (Kenya Certificate of Secondary Examination) examination in Nairobi province, and Matula (2001) studied head teachers' behavior and students' performance in KCSE in Vihiga district.

According to Christensen (2010), a public school's core process is to educate children (raw material) in a broad range of subjects on time to produce young men and women who are prepared to successfully contribute to society as educated individuals (finished product). Schools must create a working structure whereby the core process of education can take place, but the right structure depends upon an organization's strategies, technology, goals, and environment. The school must concentrate on modifying its core organizational structure to implement change effectively.

One of the most integral core organizational structures of all secondary schools is its scheduling system. The school's educational goals, availability and use of technology, instructional strategies, and the educational climate or environment in which it is implemented depending on the type of scheduling system that the school employs. However, according to Bolman and Deal (1997), the key to implanting such integral and systemic change, as is required in changing a school's scheduling system, is to first look at improving management and leadership. Change can be accomplished in an organization through successful leadership and proper organizational structure. The mechanism that many school leaders have looked at to improve academic achievement by changing the organizational structure of their school is the implementation of alternative scheduling systems.

If improvements are to be made in providing our nation's youth with a quality educational foundation on which their lives and ultimately our society will be built, educational leaders should be agents of that transformation and reform (Arth,

Ashford, Jenkins, Burns, Kane, Mitchell, Shepard, Toepfer & Wheeler, 2004). While several studies have explored the nature of leadership and its need for transformation in people's education, some studies have tried to discover the typical leadership profile of educational leaders who consciously chose change versus those who choose to maintain the position. The current study helped to determine whether educational leaders exhibit transformational, transactional, or laissez-faire leadership when faced with changing their schools' organizational structure (scheduling system) to implement educational initiatives which promote student learning and achievement (Christensen, 2010).

During the 1980s, the educational research and policy communities specifically encouraged principals to emphasise activities that would enhance or benefit classroom instruction and learning (Example, National Commission on Excellence in Education, 1983 as cited in OECD, 2009). Increasingly, this means that as managers of organizations whose formal or official functions are instruction and learning, principals are responsible and accountable for school outputs such as student achievement. In particular, proponents of instructional leadership propose that principals are more effective than all latent instructional leaders because they are always found within the school environment, unlike ministry administrators. A package of reforms being developed by some OECD countries includes recommendations for greater professionalization and specialty training for school managers with greater on-the-job managerial accountability for learning outcomes (Pont et al, 2008 as cited in OECD, 2009).

Effective school leadership today must combine the traditional school leadership duties such as teacher evaluation, budgeting, scheduling, and facilities maintenance with a deep involvement with specific aspects of teaching and learning. Effective instructional leaders are intensely involved in curricular and instructional issues that directly affect student achievement (Cotton, 2003 as cited in Joyner, 2005). Research conducted by King (2002), Elmore (2000), and Spillane, Halverson, and Diamond (2000) all as cited in Joyner (2005), confirms that this important role extends beyond the scope of the school principal to involve other leaders as well. The key players in instructional leadership include the following: Central office personnel superintendent, curriculum coordinators; Principals and assistant principals, and instructional coaches.

#### **2.4 Literature Summary and Research Gap**

The literature identified different leadership styles practiced by educational leaders specifically head teachers namely, democratic, autocratic, instructional, and laissez-faire leadership styles. Different studies uncovered the relationship between leadership styles and job satisfaction, however, the studies failed to connect job satisfaction with pupils' academic performance. Also, other studies seem to use a single method of data collection like a questionnaire only which could be difficult to make the reliability of instruments. Many studies also are done outside the Tanzanian context which could be hard to conclude their findings. Therefore, this study went beyond their findings to determine those leadership style practices by head teachers in Biharamulo District and connect them with job satisfaction and students' academic performance.

With regards to the relationship between leadership styles on teachers' job satisfaction, however, many studies failed to indicate the individual leadership styles which influence job satisfaction. This study, therefore, filled this gap by exploring those leadership styles which influence job satisfaction. Also, this study was conducted in Biharamulo District, unlike other studies which are conducted outside Tanzania.

Additionally, the literature presented the influence of head teachers' leadership styles on academic performance for instance the study by Nyongesa (2019) and other studies like Kitavi (2014) indicated specifically leadership styles that influence academic performance positively and negatively if practiced by head teachers. Democratic leadership styles are applied by some head teachers and it comes second in academic performance while most the schools indicated that their head teachers applied autocratic leadership style and have dismal academic performance. While the schools that indicated that their head teachers apply a laissez-faire leadership style scored very poor performance since everyone is left to do as they will. However, many studies about this objective were done outside the Tanzanian context which made the researcher conduct this study because of the shortage of studies exploring this in the country. Also, few studies except Kitavi (2014) point to leadership styles that influence good or poor academic performance which instigated this study to be conducted.

The fourth specific objective, inquiries about the strategies to improve head teachers' leadership styles for pupils' academic performance in Biharamulo District, Tanzania.



Findings for instance Kitavi (2014) recommends that head teachers should use the most appropriate leadership style that facilitates collective responsibility and which creates a conducive teaching and learning environment in schools. The findings also found that there is a need for facilitating head teachers' leadership skills as they had a direct relationship with students' academic performance. This study was conducted in Tanzania specifically in Biharamulo District to uncover the strategies to improve head teachers' leadership styles for pupils' academic performance.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presented the research approach, research design, description of the study area, study population, sample size, sampling techniques, data collection techniques, data analysis and presentation plan, reliability and validity, and ethical consideration.

#### **3.2 Research Approach**

The researcher used a mixed research approach which is a combination of qualitative and quantitative research approaches. The qualitative approach implies an emphasis on the qualities of entities, processes, and meaning that cannot experimentally be measured or examined in terms of quantity or number (Kumar, 2011). The quantitative study emphasizes the measurement and analysis of causal relationships between variables rather than process based on a value-free framework (Denzin&Lincoln, 2005).

The study employed this approach because elements of quantitative and qualitative research were included in presenting frequency and percentage of numerical data for objectives, because in the final analysis the responses were given as the influence of head teachers' leadership styles on pupils' academic performance in public primary schools in Biharamulo District, Tanzania which requires to be viewed concerning their quality rather than quantity. In this study, some elements of the quantitative research approach were used to provide the researcher with the flexibility to interpret

the verbal explanations. Through seeking clarification on the number, quantity, or frequency of occurrence of certain responses, the researcher was able to judge their validity and reliability.

### **3.3 Research Design**

The researcher employed a descriptive cross-sectional survey design. Descriptive cross-sectional survey design uses surveys to gather data about varying subjects or phenomena (Kumar, 2011). These data aim to know the extent to which different conditions can be obtained among these subjects/phenomena. The researcher used this design to describe the influence of head teachers on pupils' academic performance because the survey design is subjected to asking the question to respondents about certain phenomena. The researcher also used this design because it had statistical significance, it has little or no observer subjectivity and it is convenient for data gathering (Creswell, 2012).

### **3.4 The Study Area**

This study was conducted at Biharamulo District in the Kagera Region which is the district found in the southern part of the Kagera Region. It is bordered by Karagwe and Muleba Districts in the North, Chato District in the East, Kigoma Region in the South, and Ngara District in the West. The district is found in the coordinates 2° 37' 54" South of the Equator and 31°18' 32" East of the Greenwich Meridian. The Biharamulo district was selected for the study because according to Uwezo's (2019) report head teachers' leadership styles in the district have brought positive outcomes to the good academic performance of students as reported (NECTA, 2019). This area

of the study was suitable for achieving the purpose of the study which inquired about the influence of head teachers' leadership styles on pupils' academic performance in public primary schools in Tanzania.

### **3.5 Study Population**

The target population of this study was (88) primary schools' head teachers and (1382) primary school teachers which makes a total of (1470) population (Biharamulo District Education Office, 2020). The researcher used primary school head teachers to achieve all specific objectives because head teachers easily know which leadership style they practice and their reasons for its practice. They also provided the way their leadership style relationship students learning for academic performance. The researcher also used primary school teachers because they knew how they are led by their head teachers which made them satisfied or dissatisfied with their jobs.

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

#### **3.6.1 Sampling Techniques**

The study employed a simple random sampling technique to select teachers and a purposive sampling technique to select primary school head teachers. The researcher first selected the sample primary schools by writing the names of all schools on individual pieces of paper. The researcher folded those papers and put them in the container and picks 6 pieces of paper by chance that represented the sample schools. The researcher used those sample schools to select their head teachers and 88 teachers.

Secondly, the researcher applied the lottery method by writing numbers systematically on pieces of paper according to the required sample of respondents (teachers), the numbered papers were folded with blank papers and put into the container in which every individual respondent (teacher) picked from the container and when the teacher has the written piece of paper the researcher included him/her and when the teacher have the blank paper he/she was ignored.

### 3.6.2 Sample Size

This study obtained a sample size of 88 primary school head teachers and 1382 teachers. The following was the formula that was used to calculate the sample size from the entire population: The sample size was derived from Yamane's (1967)

formula: 
$$n = \frac{N}{1+N(e)^2}$$

Whereby

n =sample size

N=total population

(e)<sup>2</sup> =marginal error

1= constant

n = ?

e = 0.1

N = 1470, Therefore:

$$n = \frac{1470}{1+1470(0.1)^2},$$

$$n = \frac{1470}{1+14701470},$$

$$n = \frac{1470}{1+14.7}$$

$$n = \frac{1470}{15.7}$$

$$n = 93.6$$

$$n \approx 94$$

**Table 3.1: Sample frame**

Category	Frequency	Percentage (%)
Teachers	$\frac{1382}{1470} \times 94 = 88$	93.6
Head Teachers	$\frac{88}{1470} \times 94 = 6$	6.4
Total	94	100

Source: Researcher (2020)

Therefore, the sample size was 94 respondents (88 primary school teachers and 6 head teachers from 6 schools).

### 3.7 Data Collection Instruments

In this study, the researcher used questionnaires and interviews as data collection methods.

#### 3.7.1 Questionnaires

In this study, open and closed-ended questionnaires were prepared and administered to the respondents who were primary school teachers. The questionnaire contained five sections namely sections A, B, C, D, and E which involved demographic

characteristics of the respondents followed by four sections as per specific objectives. The researcher distributed the questionnaires to the respondents and after they filled in, the researcher collected them back for analysis. The questionnaire involved questions generated from the specific objectives about the leadership styles used by head teachers in public primary schools at Biharamulo District; the influence of head teachers' leadership styles on teachers' job satisfaction in public primary schools at Biharamulo District; the influence of head teachers' leadership styles on pupils' academic performance in public primary schools at Biharamulo District; and the strategies to improve head teachers' leadership styles for pupils' academic performance at Biharamulo District. The researcher used the questionnaire on primary school teachers because they were many and this method allowed them to think well and provide more valid information. The researcher asked the question to primary school teachers regarding all specific objectives to determine the leadership styles used by head teachers in their schools, the relationship of those leadership styles to their job satisfaction and pupils' academic performance, and what should be done to improve leadership styles in primary schools.

### **3.7.2 Interview Schedules**

The researcher used the structured interview to collect primary data from head teachers and ward education coordinators. The interview was used because it is significant in collecting data from a small number of respondents and the researcher was able to collect a lot of information from them since tape recorders were applicable, the researcher used face to face interviews by meeting the respondents and asking them questions regarding the questions prepared. The researcher used the

interview to ask questions about head teachers, the question regarding leadership styles used by head teachers in public primary schools at Biharamulo District; the influence of head teachers' leadership styles on teachers' job satisfaction in public primary schools at Biharamulo District; the influence of head teachers' leadership styles on pupils' academic performance in public primary schools at Biharamulo District; and the strategies to improve head teachers' leadership styles for pupils' academic performance at Biharamulo District.

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

#### **3.8.1 Validity of Instruments**

This study used content validity in which the judgment that an instrument is measuring what it is supposed to measure is primarily based upon the logical link between the questions and the objectives of the study. Hence, this type of validity is easily applicable because each question or items on the research instrument has a logical link with an objective. The researcher also carefully selected the required sample from the valid target population to ensure validity was achieved well. The researcher also achieved validity of tools because the supervisor reviewed the tools of data collection. Additionally, the instruments of data collection reflected the objectives of the study, and the sample to be studied come from the valid or relevant target population.

#### **3.8.2 Reliability of Instruments**

Reliability refers to whether or not you get the same answer by using an instrument to measure something more than once. In simple terms, research reliability is the



degree to which the research method produces stable and consistent results (Creswell, 2012). A specific measure is considered to be reliable if its application on the same object of measurement several times produces the same results. In this study, the researcher achieved transferability by administering different research collection instruments to the different populations within a study area. In this case, the researcher administered interviews to head teachers and questionnaires to primary school teachers. The researcher compared the findings to ensure the reliability of the tools.

### **3.9 Data Analysis and Presentation Plan**

Both qualitative and quantitative analysis was used by a researcher depending on the data collected from the respondents.

#### **3.9.1 Qualitative Analysis Method**

The researcher analysed, explained, and interpreted for understanding the information or data obtained from the field. In data analysis, the researcher used narrative analysis which involves a reformulation of stories presented by respondents while considering the context of each objective and the different experiences of each respondent. Additionally, narrative analysis is the review of primary qualitative data by the researcher. Narrative analysis is a genre of analytic frames where the researcher understands the content which is within the context of research and is then shared in everyday life. The researcher used the sorting data method by arranging the data into some meaningful order to make it easier to understand analyze or visualize.

The researcher in all specific objectives sorted the data and arranged them into similar points to make it easier to identify the themes and make the presentation easier. This study also used thematic analysis. Thematic analysis is a method of analyzing qualitative data. It is usually applied to a set of texts, such as interview transcripts (Creswell, 2012). The researcher closely examined the data to identify common themes topics, ideas, and patterns of meaning that come up repeatedly.

### **3.9.2 Quantitative Data Analysis Method**

The statistical Package for Social Sciences (SPSS) package was used to analyze the quantitative data. Quantitative data analysis was achieved by collecting the responses together against the question asked by the researcher and putting them in frequency and percentages. The researcher presented quantitative data through tables and figures in frequencies and percentages of the responses.

### **3.10 Logistical and Ethical Considerations**

The researcher sought the research permit letter from the Directorate of Postgraduate Studies (DPGS) at the Open University of Tanzania, Kagera Regional Administrative Secretary (RAS), Biharamulo District Administrative Secretary (DAS), and District Executive Director (DED) offices. After being permitted officially, the researcher visited the respective Head of schools. The researcher committed to keep all the information confidential for this particular study only.

## **CHAPTER FOUR**

### **ANALYSIS, PRESENTATION AND DISCUSSION OF THE FINDINGS**

#### **4.1 Introduction**

This chapter deals with data analysis, presentation, and discussion of the findings. It can be recalled from chapter one that this study was designed to explore the fundamental research objective; the influence of head teachers' leadership styles on pupils' academic performance in public primary schools in Biharamulo District, Tanzania. Consequently, this chapter presents the findings obtained from Biharamulo District regarding the research participants' understanding of the influence of head teachers' leadership styles on pupils' academic performance in primary schools. The study sought to achieve four objectives, which were to:

- i) Identify the leadership styles used by headteachers in public primary schools in Biharamulo District, Tanzania.
- ii) Establish the influence of head teachers' leadership styles on teachers' job satisfaction in public primary schools in Biharamulo District, Tanzania.
- iii) Identify the influence of head teachers' leadership styles on pupils' academic performance in public primary schools in Biharamulo District, Tanzania.
- iv) Find out the strategies to improve head teachers' leadership styles for pupils' academic performance at Biharamulo District, Tanzania.

#### **4.2 Response Rate and Demographic Characteristics of Respondents**

This section presents the general and demographic characteristics of respondents as follows:

#### **4.2.1 Response rate**

All sampled schools were visited and data were collected. The return rate for the questionnaire was 88 primary school teachers equivalent to 100%. The researcher also interviewed 6 headteachers which is equivalent to 100%.

#### **4.2.2 Demographic Characteristics of Respondents**

The respondents involved in this study were categorized in gender, age, and designation characteristics. Starting with age characteristics, the researcher grouped their ages into age groups 20-29 were 13 respondents equivalent to 13.8%, 30-39 were 51 respondents equivalent to 54.3% and 40-49 were 30 respondents equivalent to 31.9%. The gender of respondents included 52 males which is equivalent to 55.3% while females were 42 which is equivalent to 44.7%. The researcher consulted 88 primary school teachers who are equivalent to 93.6% and 6 headteachers who are equivalent to 6.4%.

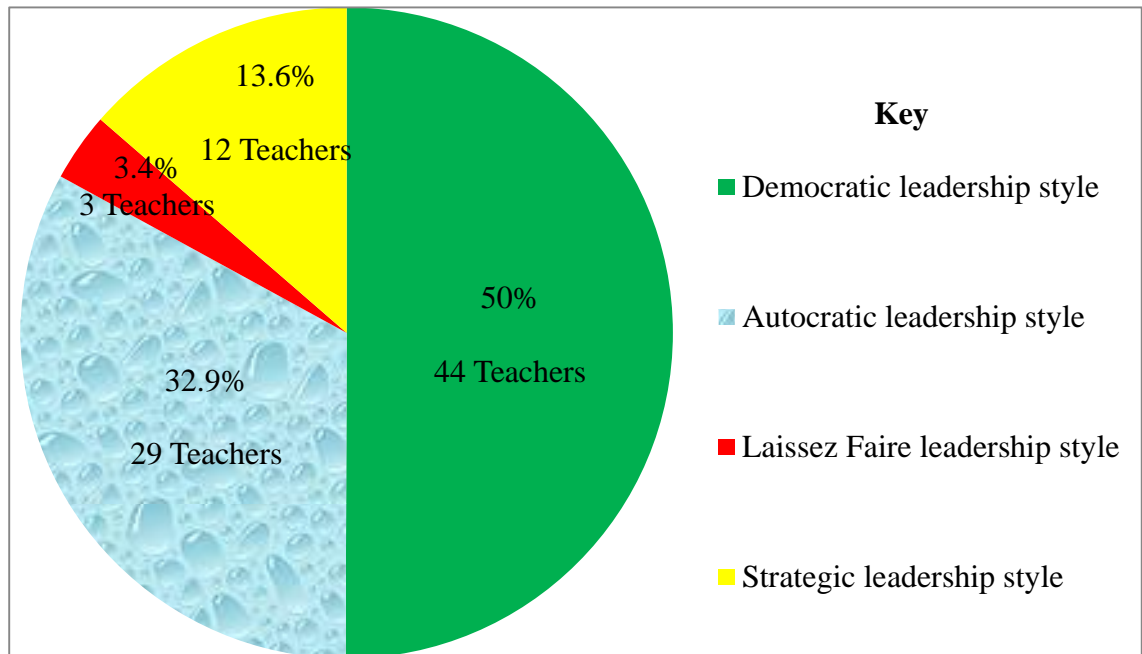
### **4.3 Presentation of Findings and Discussion**

This subsection presents and discusses findings based on the research objectives.

#### **4.3.1 Leadership Styles Used by Head Teachers in Public Primary Schools**

The first objective sought to identify the leadership styles used by headteachers in selected public primary schools in Biharamulo District, Tanzania. Its research question inquired about the leadership styles were used by headteachers in public primary schools in Biharamulo District. In order to address this research question, the researcher collected data using a questionnaire tool, and interviews, whose results

are first presented in Figure 4.1, analysed, discussed, and later interpreted. The researcher analysed emerged statistical information as follows:



**Figure 4.1: Teachers' responses to leadership styles used by their headteachers**

**Source:** Field Data (2020)

Looking at Figure 4.1 one sees the practice of different leadership styles by the headteachers in selected public primary schools in the Biharamulo District. Therefore, one would argue by comparing the level of usage of leadership styles by headteachers in primary schools. The figure indicated that the democratic leadership style had 44 (50%) out of 88 teachers, autocratic leadership style had 29 (32.9%) out of 88 teachers, laissez-faire leadership style had 3 (3.4%) out of 88 teachers, and strategic leadership style had 12 (13.6%) out of 88 teachers (Figure 4.1).

Furthermore, one could rightly argue that the democratic leadership style is leading by 50% of being used by many headteachers in selected public primary schools in

Biharamulo District followed by the autocratic leadership style which accounted for 32.9%, strategic leadership style by 13.6% and laissez-faire leadership style which seems to be used by few numbers of headteachers as accounted 3.4%. Also, one could rightly argue that other leadership styles like transformational, transactional, coach-style, and bureaucratic leadership styles is not been chosen to be practiced by headteachers.

The researcher also interviewed six respondents who involved public primary schools head teachers HoS1, HoS2, HoS3, HoS4, HoS5, and HoS6 commenting on the leadership styles they usually use in administering their schools, HoS1 at school A had the following words to say:

*“I have been here for more than five years...I prefer to use democratic leadership style to lead my subordinates to perform their daily responsibilities...”* (HoS1: 12<sup>th</sup> October 2020).

Also, HoS5 at school E commented on the same thoughts of highly using democratic leadership style for about 8 years of his service in head teacher’s position in two schools. Again, HoS3 at school C and HoS4 at school D had similar thoughts of using democratic leadership style between 1 to 5 years of their service as headteachers; however, HoS2 at school B had different thoughts of using autocratic leadership style in administering commands in his school, and he had the following words to say:

*“I have been in this position for more than a year now... I prefer using autocratic leadership style to lead my subordinates...”* (HoS2: 12<sup>th</sup> October 2020).

Unlike HoS1, HoS2, HoS3, HoS4, and HoS5; HoS6 at school F did not prefer using democratic or autocratic leadership styles rather she like to use bureaucratic leadership style as she had the following words to say:

*“I assumed this leadership position not more than a year in this school...I like to use bureaucratic leadership style much in my school to lead by teachers and students...”* (HoS6: 15<sup>th</sup> October 2020).

Therefore, according to the above interview findings, one could rightly argue that the democratic leadership style is mostly used by headteachers in administering their schools in Biharamulo District which accounted for 4 headteachers using the democratic leadership style out of 6 interviewed headteachers. This can be interpreted that, in Biharamulo District, the democratic leadership style is highly practiced by headteachers in public primary schools as also indicated in the questionnaire findings compared to other leadership styles. Again, the bureaucratic leadership style seems to be not chosen in the questionnaire but the interview indicated one headteacher's preference for using it.

These findings in this study for objective one reflects the findings in chapter two Ahmad and Dilshad (2016), King (2002), and Teresa (2013) in their countries report similar findings on leadership styles used by headteachers and educational leaders in administering their institutions which include democratic leadership style and autocratic leadership style.

Also, these findings echo the findings of Ahmad and Dilshad (2016) who found that school heads most frequently practiced a democratic leadership style followed by an authoritative leadership style and a laissez-faire style. A significant difference was observed in male and female heads' approaches to the use of authoritative and democratic leadership styles. The results reveal no significant difference in the use of

authoritative, democratic, and laissez-faire leadership styles by rural and urban school heads.

#### **4.3.2 Influence of Head Teachers' Leadership Styles on Teachers' Job Satisfaction in Public Primary Schools**

The second objective established the influence of head teachers' leadership styles on teachers' job satisfaction in public primary schools in Biharamulo District, Tanzania. Its research question inquired about the influence of head teachers' leadership styles on teachers' job satisfaction in public primary schools in Biharamulo District. In order to address this research question, the researcher collected data using a questionnaire tool, and interviews as well as documentary schedules whose results are first presented in Table 4.1 and 4.2 analysed discussed, and later interpreted. The researcher analysed emerged statistical information as follows:

**Table 4.1: Teachers' perception on their head teacher's leadership style(s)**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Good	37	42
Average	31	35.2
Poor	20	22.7
Total	88	100

**Source:** Field Data (2020)

Table 4.1 and 4.2; show the influence of head teachers' leadership styles on teachers' job satisfaction in selected public primary schools in Biharamulo District. In table 4.1, one may see the comparison of the perception of their head teachers' leadership style(s) towards in their school(s). It can be seen that good perception had 37 (42%)



out of 88 teachers, the average perception had 31 (35.2%) out of 88 teachers, and poor or bad perception had 20 (22.7%) out of 88 teachers (Table 4.1).

**Table 4.2:** Teachers' responses to leadership styles on their job satisfaction

No	Statement	Strongly Disagree n (%)	Disagree n (%)	Neutral n (%)	Agree n (%)	Strongly Agree n (%)
1	Head teachers encourage the effective performance of their teachers by identifying their needs and trying to satisfy or in meeting them.	2 (2.3)	5 (5.7)	21 (23.8)	32 (36.4)	28 (31.8)
2	Head teachers' leadership style influences the school climate and thus influences the job satisfaction among teachers.	– –	5 (5.7)	24 (27.3)	41 (46.6)	18 (20.5)
3	Good leadership style motivates teachers. Thus they become satisfied with their jobs.	1 (1.1)	7 (7.9)	9 (10.2)	31 (35.2)	40 (45.5)
<b>Other strategies for Job satisfaction</b>		<b>Frequency</b>			<b>Percentage (%)</b>	
Motivating teachers by complementing their contributions		43			48.8	
Creating conducting teaching environment		38			43.1	
Good means of communication between leaders and teachers		28			31.8	

**Source:** Field Data (2020)

Also, looking at table 4.2, one may see the level of agreement on the statements proposed to show the strength of head teachers' leadership styles towards teachers' job satisfaction in Biharamulo District. Basing on the findings, one may see that, 28 (31.8%) strongly agreed, 32 (36.4%) agreed, 21 (23.8%) were neutral, 5 (5.7%) disagreed, and 2 (2.3%) strongly disagreed that head teachers' encourage the

effective performance of their teachers by identifying their needs and trying to satisfying or in meeting them (Table 4.2).

Furthermore, Table 4.2 shows levels of the agreement among respondents whereby 18 (31.8%) strongly agreed, 41 (46.6%) agreed, 24 (27.3%) were neutral, and 5 (5.7%) disagreed that head teachers' leadership style influences the school climate and thus influences the job satisfaction among teachers. Lastly, one may see that 40 (45.5%) strongly agreed, 31 (35.2%) agreed, 9 (10.2%) were neutral, 7 (7.9%) disagreed, and 1 (1.1%) strongly disagreed that a good leadership style motivates teachers. Thus they become satisfied with their jobs. One also may see that other strategies include motivating teachers through complementing their contribution influences job satisfaction 43 (48.8%), creating a good or conducive environment for their job had 38 (43.1%), and good means of communication between leaders and teachers had 28 (31.8%).

Therefore, one could rightly argue that teachers' good perception towards their head teachers' leadership style(s) in selected public primary schools in Biharamulo District was led by 42% followed by 35.2% average perception, while poor perception was the last by 22.7%. This means that many teachers in the Biharamulo district feel satisfied with their head teachers' leadership styles.

The findings also revealed that 79 (89.8%) of the respondents agreed that leadership styles influence job satisfaction among teachers because good leadership makes teachers feel they are valued or devalued, considered or not considered and they

become satisfied or dissatisfied with their responsibilities. However, 9 (10.2%) of the respondents disagreed that leadership influences teachers' job satisfaction because when the teacher is professional he/she will do his/her responsibility while being affected to little extent by leadership styles.

The researcher also interviewed six respondents who involved public primary schools headteachers-HoS1, HoS2, HoS3, HoS4, HoS5 and HoS6 commenting on the influence of head teachers' leadership styles on teachers' job satisfaction in their schools, H6 at school F had the following words to say:

*“I prefer using bureaucratic leadership style because every office or subordinate receives my orders as required by the system and act upon that order according to the time provided and I receive feedback through those subordinates as well, so I utilize all the leadership structure set in my school for example, through my deputy, I issue orders which follows that structure to the intended figures like academic, discipline, and sports masters as well as head of departments to students... This helps me to make all my teachers and my subordinates feel well and considered in given commands and responsibilities”* (HoS6: 15<sup>th</sup> October 2020).

HoS2 at school B had the following words to say:

*“I use autocratic leadership style in leading my school because it brings quick feedback and action to the certain work, also it is easy to issue commands and get quick implementations so as to increase work efficiency... There is a problem when I issue commands because some teachers avoid doing what is taught to do...”* (HoS2: 12<sup>th</sup> October 2020).

HoS1, HoS3, HoS4, and HoS5 had the same thoughts on using a democratic leadership style for instance HoS4 at school D had the following words to say:

*“I prefer democratic leadership because many of my teachers make their own decisions and I usually consider many teachers' decisions under some circumstances. This helps me to make them satisfied with their job because they usually do what many chose and practices their own opinions to yield good academic performance... My leadership style*

*influences their job satisfaction because they do what they want. I think there is no problem with receiving my information...” (HoS4: 13<sup>th</sup> October 2020).*

One could rightly argue that, in Biharamulo District, headteachers practice much democratic leadership style because it has collective decision making and many teachers like to practice their own decisions provided that they affect positively their responsibilities hence they get satisfied with their job.

These findings in this study for objective two reflect the findings in chapter two of Ghazala et al (2015), Wanjiru (2013), Adeyemi and Adu (2013) in their countries report similar findings on the influence of head teachers' leadership styles towards teachers' job satisfaction which include.

#### **4.3.3 Influence of Head Teachers' Leadership Styles on Pupils' Academic Performance in Public Primary Schools**

The third objective intended to identify the influence of head teachers' leadership styles on pupils' academic performance in selected public primary schools in Biharamulo District, Tanzania. Its research question inquired the way head teachers' leadership styles affect pupils' academic performance in public primary schools in Biharamulo District. In order to address this research question, the researcher collected data using a questionnaire tool, and interviews as well as documentary schedules whose results are presented in Table 4.3 analysed, discussed, and later interpreted.

**Table 4.3: The influence of head teachers' leadership style(s) on pupils' academic performance**

S/N	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Head teachers encourage pupils' academic performance by leading the school through effective leadership styles.	1 (1.1%)	1 (1.1%)	12 (13.6%)	39 (44.3%)	35 (39.8%)
2	Head teachers' leadership style influences teachers and students, hence ensuring an effective teaching-learning process.	– –	– –	8 (9.1%)	42 (47.7%)	38 (43.2%)

**Source:** Field Data (2020)

Table 4.3, depicts whether head teachers' leadership style(s) affects pupils' academic performance in selected public primary schools in Biharamulo District. One may also see the way head teachers' leadership style(s) influence pupils' academic performance.

It can be seen that 88 (100%) out of 88 teachers (respondents) agreed that head teachers' leadership style(s) affect pupils' academic performance in their respective schools while none of the teachers disagreed (Figure 4.3). Furthermore, it can be seen that 35 (39.8%) teachers strongly agreed, 39 (44.3%) teachers agreed, 12 (13.6%) teachers were neutral, 1 (1.1%) disagreed, and 1 (1.1%) strongly disagreed that headteachers encourage pupils' academic performance by leading the school through effective leadership styles. Again, 38 (43.2%) teachers strongly agreed, 42 (47.7%) teachers agreed, and 8 (9.1%) teachers were neutral about head teachers' leadership style influences teachers and students, hence ensuring an effective teaching-learning process.

One could rightly argue that the respondents (teachers) who said yes about whether head teachers' leadership styles(s) influence pupils' academic performance was leading which leads to the interpretation that head teachers' leadership style(s) influence pupils' academic performance in Biharamulo District. Again, one could rightly argue that headteachers' leadership style(s) encourage pupils' academic performance by leading the school through effective leadership styles. Additionally, one could argue that head teachers' leadership style influences teachers and students, hence ensuring an effective teaching-learning process.

The researcher interviewed six respondents who were public primary schools headteachers-HoS1, HoS2, HoS3, HoS4, HoS5 and HoS6 commenting on the influence of head teachers' leadership styles on pupils' academic performance in their schools, HoS1 at school A had the following words to say:

*“My school academic performance is not bad because many students complete their studies with a pass, which allows them to continue with their further studies... I allow my teachers to make use of their own opinions according to their teaching professions while following school routine which makes them satisfied with their job and become more creative to lead students and the school into success...”* (HoS1: 12<sup>th</sup> October 2020).

HoS3 at school C commented the same thoughts but added:

*“I usually motivate my subordinates even if I have no financial motivation, I give them compliment when they do well in their responsibilities and up loud their best doings like when their classes or subjects do well in examinations...”* (HoS3: 12<sup>th</sup> October 2020).

Similarly, HoS2 at school B had the same thought as HoS1 and HoS3 on the academic performance of his school however; he preferred using an autocratic

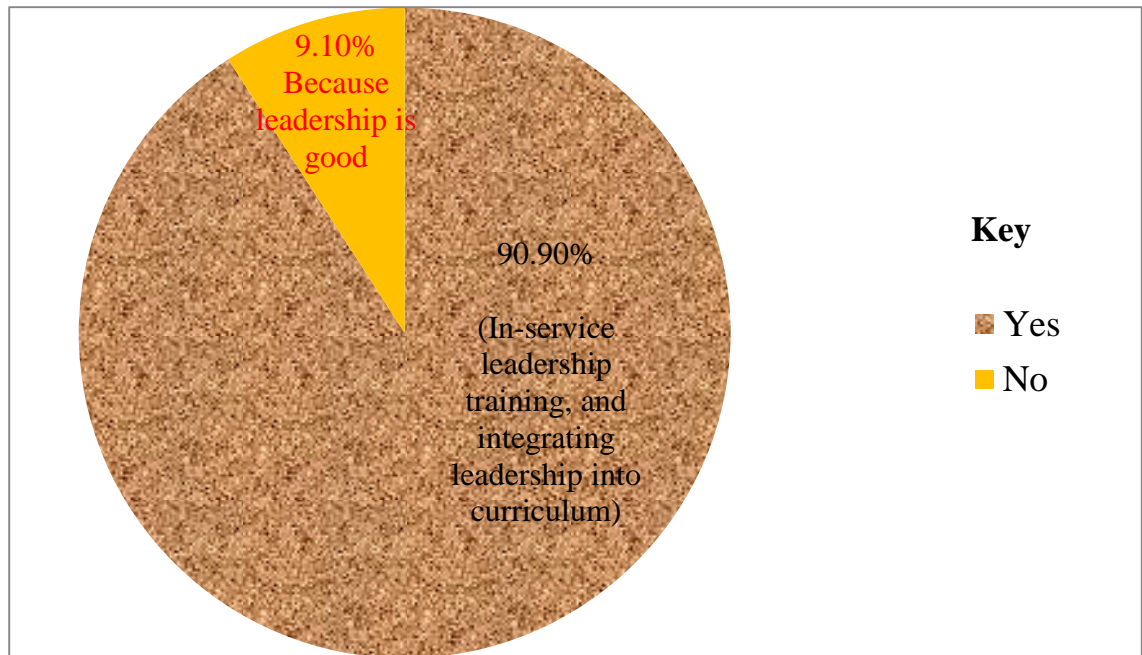
leadership style therefore he had the following words to say about the way his leadership style influenced his school's academic performance:

*“... I usually issue good and goal-based commands when my subordinates fulfill those commands, then the goals are achieved fully and I get quick feedback which allows the school to run well and yielding good academic performance to students...”* (HoS2: 12<sup>th</sup> October 2020).

These findings in this study for objective three reflect the findings in chapter two of Nyongesa (2019); Kitavi (2014); Orodho (2014); Oluremi (2013); Cole (2004); Galabawa and Nikundiwe (2000) in their countries report similar findings on the influence of head teachers' leadership style(s) on pupil's academic performance.

#### **4.3.4 Strategies to Improve Head Teachers' Leadership Styles for Pupils' Academic Performance in Primary Schools**

The last objective sought to find out the strategies to improve head teachers' leadership styles for pupils' academic performance in Biharamulo District, Tanzania. Its research question inquired about how to improve headteachers' leadership styles for pupils' academic performance in Biharamulo District. In order to address this research question, the researcher collected data using a questionnaire tool, and interviews as well as documentary schedules whose results are presented in Figure 4.2 and Table 4.4 analysed, discussed, and later interpreted. The researcher analysed emerged statistical information as follows:



**Figure 4.2: Whether there are improvements needed to improve head teachers' leadership style(s) for pupils' academic performance**

Source: Field Data (2020)

**Table 4.4: Measures to improve head teachers' leadership style(s) for pupils' academic performance**

S/N	Statement	Strongly Disagree n (%)	Disagree n (%)	Neutraln (%)	Agreen (%)	Strongly Agreen (%)
1	Headteachers should be taught about leadership before assuming their offices.	–	–	11 (12.5)	38 (43.2)	39 (44.1)
2	Headteachers should be monitored and assess the effectiveness of the leadership styles they use.	3 (3.4)	8 (9.1)	11 (12.5)	31 (35.2)	35 (39.8)
3	Providing leadership short or in-service courses to strengthen their styles.	5 (5.7)	7 (7.9)	7 (7.9)	42 (47.7)	27 (30.7)

Source: Field Data (2020)

Figure 4.2 and Table 4.4, show whether there are any strategies needed to improve head teachers' leadership style(s) on pupils' academic performance in selected public



primary schools in Biharamulo District. One also may see the strategies to improve head teachers' leadership style(s) on pupils' academic performance in selected public primary schools in Biharamulo District (Figure 4.2 and Table 4.4).

Figure 4.3, reveals that 80 (90.9%) out of 88 teachers agreed that there are improvements needed to improve head teachers' leadership style(s) on pupils' academic performance in their schools. They said headteachers should be given in-service training about leadership and integrating the curriculum and leadership of school leaders; however, 8(9.1%) out of 88 teachers said there is no improvement needed in their schools because their head teachers' leadership styles are good (Figure 4.2).

Furthermore, Table 4.4 indicates that 39 (44.1%) teachers strongly agreed, 38 (43.2%) agreed, and 11 (12.5%) were neutral on the strategy of inquiring headteachers to be taught about leadership before assuming their office(s). Again, 35 (39.8%) teachers strongly agreed, 31 (35.2%) teachers agreed, 11 (12.5%) teachers were neutral, 8 (9.1%) teachers disagreed, and 3 (3.4%) teachers strongly disagreed that headteachers should be monitored and assess the effectiveness of leadership styles they use. Additionally, 27 (30.7%) teachers strongly agreed, 42 (47.7%) teachers agreed, 7 (7.9%) teachers were neutral, 7 (7.9%) teachers disagreed, and 5 (5.7%) teachers strongly disagreed that providing leadership short or in-service courses would strengthen head teachers' leadership style(s) (Table 4.4).

The researcher also interviewed six respondents who were public primary schools headteachers-HoS1, HoS2, HoS3, HoS4, HoS5, and HoS6 commenting on the

strategies to improve head teachers' leadership styles for pupils' academic performance in their schools in Biharamulo District, Tanzania. HoS5 at school E had the following words to say:

*“I think there is no need for improvement what is basically needed is to maintain the leadership system in this school so as to continue getting better academic performance...”* (HoS5: 15<sup>th</sup> October 2020).

HoS3 at school C commented that:

*“... I think headteachers need to be provided training of leadership when they are given this position in order to strengthen their leadership skills so as to affect the good academic performance of pupils...”* (HoS3: 12<sup>th</sup> October 2020).

These findings in this study for objective four reflect the findings in chapter two of Kitavi (2014); Okoth (2002); Arth et al (2004); Christensen (2010); Diamond (2000) in their countries report similar findings on the strategies to improve head teachers' leadership styles for pupils' academic performance.

**CHAPTER FIVE**  
**SUMMARY OF THE FINDINGS, CONCLUSIONS, AND**  
**RECOMMENDATIONS**

**5.1 Introduction**

This chapter concludes the study about the influence of head teachers' leadership styles on pupils' academic performance in public primary schools in Biharamulo District, Tanzania. The chapter constitutes three major subsections namely: the study's main findings, conclusion, and recommendations. The later subsection has also been divided into two subtitles which are: recommendations for action and recommendations for further studies.

**5.2 Summary of the Findings**

The study intended to explore the influence of head teachers' leadership styles on pupils' academic performance in public primary schools in Biharamulo District, Tanzania. The study intended to achieve the following specific objectives: to identify the leadership styles used by headteachers; to establish the influence of head teachers' leadership styles on teachers' job satisfaction; to identify the influence of head teachers' leadership styles on pupils' academic performance in public primary schools; to find out the strategies to improve head teachers' leadership styles for pupils' academic performance at Biharamulo District, Tanzania.

The first specific objective inquiries about the leadership styles used by headteachers in public primary schools in Biharamulo District. The study findings revealed that all

headteachers exercise leadership style(s) in Biharamulo primary schools. More specifically, the findings unveiled the democratic leadership style as the most commonly used leadership style in primary schools followed by autocratic, strategic, and laissez-faire leadership styles.

Also, the second specific objective inquired the influence of head teachers' leadership styles on teachers' job satisfaction in public primary schools in Biharamulo District. The research findings revealed that in most cases leadership styles influence teachers' job satisfaction because when leadership is good many teachers feel that they are valued, considered, and become satisfied. Again, the findings revealed that good leadership style(s) motivate teachers, thus they become satisfied with their jobs; identify teachers' needs and solve their problems, and influence the school climate or good environment.

Furthermore, the third specific objective inquired about the head teachers' leadership styles influence on pupils' academic performance in public primary schools in Biharamulo District. The study findings revealed that head teachers' leadership style(s) affect pupils' academic performance in Biharamulo District. The findings also unveiled that most head teachers' leadership influences teachers and students to ensure an effective teaching-learning process and lead the school through effective leadership style(s).

Lastly, the fourth specific objective inquiries about how to improve head teachers' leadership styles for pupils' academic performance in Biharamulo District. The study

findings revealed that to improve leadership styles use among headteachers in primary schools there should be short or in-service courses to strengthen their styles; headteachers should be taught about leadership before assuming their office; headteachers should be monitored and assessed for their effectiveness of leadership styles they use.

### **5.3 Conclusions**

In the first specific objective, the study findings suggested the conclusion that all headteachers exercise leadership style(s) in Biharamulo primary schools. More specifically, the findings concluded that the democratic leadership style is the most commonly used leadership style in primary schools in Biharamulo District.

In the second specific objective, the research findings concluded that leadership styles influence teachers' job satisfaction because when leadership is good many teachers feel that they are valued, considered, and become satisfied. Again, the findings concluded that good leadership style(s) motivate teachers, thus they become satisfied with their jobs.

In the third specific objective, the study findings concluded that head teachers' leadership style(s) affect pupils' academic performance in Biharamulo District. The findings also concluded that most head teachers' leadership influences teachers and students to ensure an effective teaching-learning process and lead the school through effective leadership style(s).

Lastly, in the third specific objective, the study findings concluded that to improve leadership styles use among headteachers in primary schools there should be short or in-service courses to strengthen their styles or headteachers should be taught about leadership before assuming their office.

## **5.4 Recommendations**

The following are recommendations derived from the findings and conclusions of the study. The recommendation included are both for action for further studies.

### **5.4.1 Recommendations for Action**

- i) Based on the findings in objective one which found the democratic leadership style to be reliable, headteachers should use democratic leadership styles by collecting opinions from subordinates or teachers and making decisions based on the majority to ensure job satisfaction and good academic performance. The researcher also recommends based on the findings that headteachers should strive to avoid the use of autocratic leadership style because it does not influence job satisfaction.
- ii) Based on the findings in the second specific objective, headteachers should make sure to use leadership style(s) which attract teachers or subordinates to be satisfied with their daily responsibilities to ensure the effectiveness of their work (teaching-learning process).
- iii) Based on the findings in objective three, headteachers should focus their leadership on the academic performance attainment of students and not on their good to achieve the goals. Headteachers should ensure that their leadership does

not bother most of their subordinates; this is through attending to their problems and challenges and complementing their doings as well as providing motivation where necessary to best doers.

- iv) Based on the findings in objective four, the government through the ministry of education should inspect even leadership style effectiveness among the headteachers to ensure the efficiency of management of public schools.

#### **5.4.2 Recommendations for Further Studies**

This study was carried out in Biharamulo District, Tanzania about the influence of head teachers' leadership styles on pupils' academic performance in public primary schools, the researcher, recommends that another study should be done in other districts to determine the contribution of head teachers' leadership styles to pupils' academic performance. This is very important because we may be able to compare the findings of the influence of head teachers' leadership styles from different districts to identify the strengths and weaknesses of every style.

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## APPENDICES

### Appendix I: Questionnaire for Primary School Teachers

#### Dear respondent,

My name is LEANDRA KAJUGUSI, a student of Open University of Tanzania pursuing a degree in Master of Education in Administration, Planning and Policy Studies. The purpose of the questionnaire is to request you to give out your answers upon the questions regarding the research titled “Influence of head teachers’ leadership styles on pupils’ academic performance in public primary schools in Biharamulo District, Tanzania”. Your information is of fundamental help to the completion of this academic work. I request for your outmost cooperation considering that your opinion is highly valued and will be kept confidentially.

#### Instructions

- 1) Put the tick (✓) in the brackets provided for the most appropriate answer in each question.
- 2) Fill the spaces left out with the correct information in each question.

#### Section A: Respondent's personal information

1. Age (years) .....
2. Gender
  - i) Male [    ]
  - ii) Female [    ]

#### Questions

#### Section B: Leadership styles used by head teachers in public primary schools at Biharamulo District, Tanzania

1. Does your head teacher exercise leadership style(s) in your school?
  - i) Yes [    ]
  - ii) No [    ]
2. If yes, which leadership style(s) is used by your head teacher in your school?
  - i) Democratic Leadership [    ]

- ii) Autocratic Leadership [ ]
- iii) Laissez-Faire Leadership [ ]
- iv) Strategic Leadership [ ]
- v) Transformational Leadership [ ]
- vi) Transactional Leadership [ ]
- vii) Coach-Style Leadership [ ]
- viii) Bureaucratic Leadership [ ]

3. If no, how does your head teacher give instruction or information to his/her subordinates?

- i) .....
- ii) .....
- iii) .....
- iv) .....

**Section C: Influence of head teachers' leadership styles on teachers' job satisfaction in public primary schools at Biharamulo District, Tanzania**

4. How do you perceive your head teacher's leadership style(s) in your school?

- i) Good [ ]
- ii) Average [ ]
- iii) Poor [ ]

5. Do you think leadership style influences job satisfaction among teachers in any way?

- iv) Yes [ ]
- v) No [ ]

Briefly explain your answer?.....

6. The following are some statements on the influence of leadership style on the job satisfaction in primary school teachers. Please indicate the level of your agreement with each statement in relation to your school? 5-Strongly Agree; 4-Agree; 3- Neutral; 2- Disagree; 1- Strongly Disagree.

S/N	Statement	1	2	3	4	5
1	Head teachers encourage effective performance of their teachers by identifying their needs and trying to satisfying or in meeting them.					
2	Head teachers' leadership style influences the school climate and thus influences the job satisfaction among teachers.					
3	Good leadership style motivates teachers. thus they become satisfied with their jobs.					

7. What are other ways by which the leadership style influences job satisfaction among teachers in schools?

- i) .....
- ii) .....
- iii) .....

**Section D: Influence of head teachers' leadership styles on pupils' academic performance in public primary schools at Biharamulo District, Tanzania**

8. Do you think the head teacher's leadership style(s) affect pupils' academic performance in your school?

- i) Yes [ ]
- ii) No [ ]

9. The following are some statements on the influence of head teacher's leadership styles on pupils' academic performance in primary school. Please indicate the level of your agreement with each statement in relation to your school? 5- Strongly Agree; 4- Agree; 3- Neutral; 2- Disagree; 1- Strongly Disagree.

S/N	Statement	1	2	3	4	5
1	Head teachers' encourage students' academic performance by leading the school through effective leadership styles.					
2	Head teachers' leadership style influences teachers and students, hence ensures effective teaching-learning process.					

**Section E: Strategies to improve head teachers' leadership styles for pupils' academic performance at Biharamulo District, Tanzania**

10. Do you think there is any improvement needed to improve head teacher's leadership style(s) for pupils' academic performance in your school?

- i) Yes [    ]  
 ii) No [    ]

Briefly explain your answer?

.....  
 .....

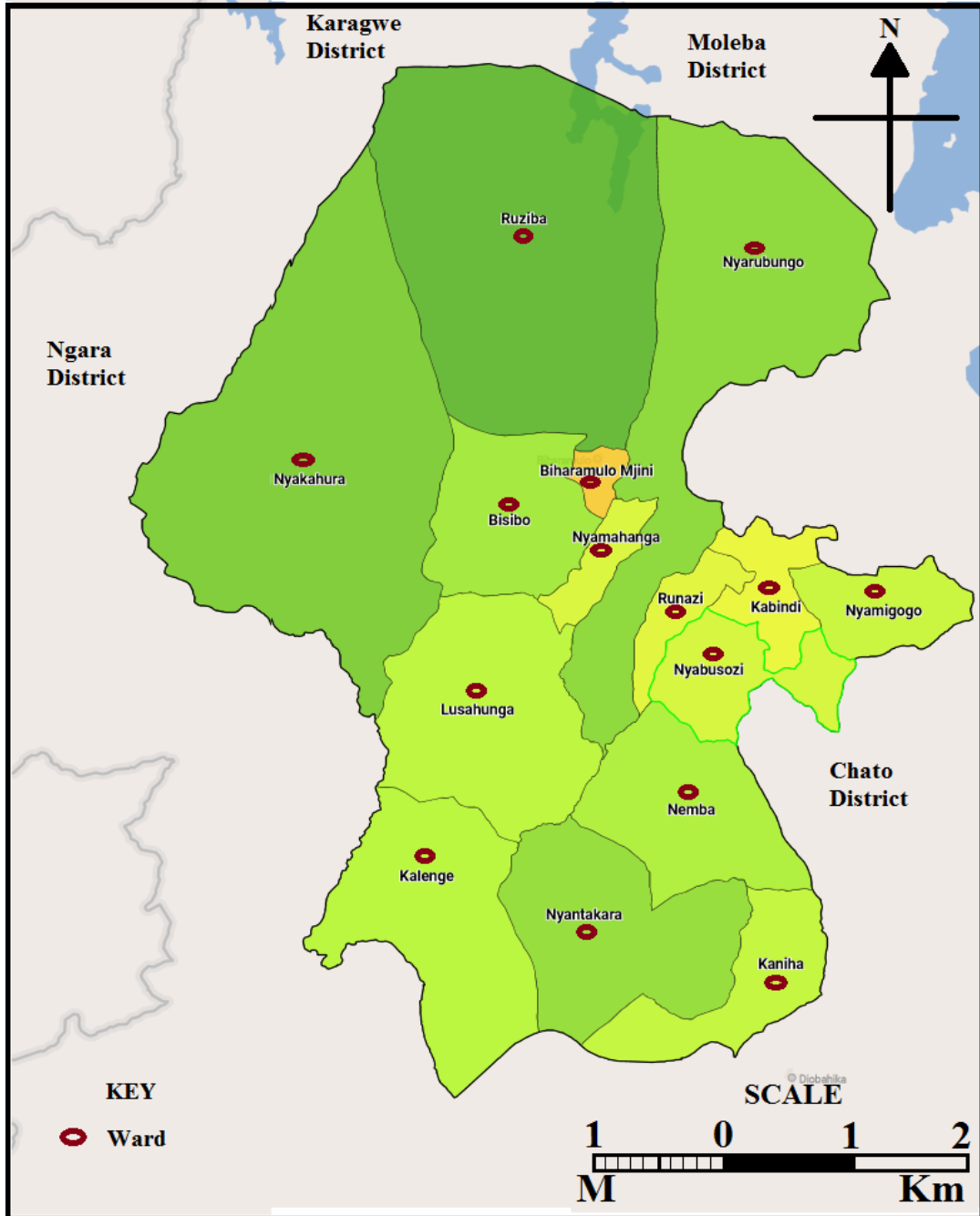
11. The following are some statements on strategies to improve head teachers' leadership styles for pupils' academic performance in primary school. Please indicate the level of your agreement with each statement in relation to your school? 5-Strongly Agree; 4- Agree; 3- Neutral; 2- Disagree; 1- Strongly Disagree.

S/N	Statement	1	2	3	4	5
1	Head teachers should be taught about leadership before assuming their offices.					
2	Head teachers should be monitored and assess the effectiveness of leadership styles they use.					
3	Providing leadership short or in-service courses to strengthening their styles.					

**Appendix II: An Interview Guide Questions for Head Teachers**

1. For how long have you been in this school?
2. Which leadership style(s) do you usually use in your school?
3. Why do you prefer to use those leadership style(s) in your school?
4. Do you think your leadership style(s) influence your teachers' job satisfaction?
5. Is there any problem with your subordinates in receiving information from you?
6. How is your school academic performance?
7. How does your leadership style(s) influence your school academic performance?
8. Do you think there is any improvement needed to improve your leadership style(s) for pupils' academic performance in your school? If yes, which improvement is needed?
9. What would you recommend to be done to improve the performance of public primary schools through the leadership styles available?

**Appendix III: The Map of Biharamulo District**




Source: National Bureau of Statistics (2012)

## Appendix IV: Ethical Documents

**THE OPEN UNIVERSITY OF TANZANIA**  
**DIRECTORATE OF POSTGRADUATE STUDIES**

P.O. Box 23409  
Dar es Salaam, Tanzania,  
Fax: 255-22-2668759  
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101  
Fax: 255-22-2668759,  
E-mail: [dpgs@out.ac.tz](mailto:dpgs@out.ac.tz)

**03/08/2020**

Regional Administrative Secretary,  
Kagera Region,  
P.O. Box 299,  
**Bukoba.**

**RE: RESEARCH CLEARANCE**


The Open University of Tanzania was established by an act of the Parliament no. 17 of 1992. The act became operational on the 1<sup>st</sup> March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1<sup>st</sup> January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time. To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Kajugusi, Leandra; Reg # PG 2017992130** who is a Master student at the Open University of Tanzania. By this letter **Kajugusi, Leandra**, has been granted clearance to conduct research in the country. The title of her research is "**Influence of Head Teachers' Leadership Styles on Pupils' Academic Performance in Public Primary Schools In Biharamulo District, Tanzania**". The research will be conducted in Biharamulo District Council.

The period which this permission has been granted is from 10/08/2020 to 11/09/2020.


In case you need any further information, please contact:  
The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.  
Yours sincerely,




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

THE UNITED REPUBLIC OF TANZANIA



THE PRESIDENT'S OFFICE  
REGIONAL ADMINISTRATION AND  
LOCAL GOVERNMENT

BIHARAMULO DISTRICT COUNCIL



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*Unaogojibu tafadhali Taja:*

Ref. No: BDC/14/12/6 10/09/2020

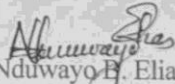
The Director,  
The Open University of Tanzania,  
P.O.BOX 1954,  
BUKOBA.


**REF: AVAILABILITY OF RESEARCH PRACTICE**

Refer the heading above as well as your request letter issued on 26 August 2020.

I would like to inform you that Biharamulo District Council has accepted Miss. Kajugusi Leandra (a student) to conduct Research Project on **"Influence of Head Teachers Leadership Styles on pupils academic performance in public primary Schools in Biharamulo District Tanzania** starting from 14 September, 2020 to 28 September, 2020.

However the student is required to arrange all necessary cost for her self for the whole period of research practice in our Council.

  
 Ndulwayo B. Elias  
**For: DISTRICT EXECUTIVE DIRECTOR**  
**BIHARAMULO**

  
**Kny MKURUGENZI MTENDAJI W**  
**BIHARAMULO**

Copy to Miss Kajugusi Leandra  
P.O.BOX 1954,  
BUKOBA.

“DEO (P),  
P.O.BOX 35,  
BIHARAMULO.

- for Mentorship

---

Ofisi ya Mkurugenzi Mtendaji (W), S.L.P. 70, Biharamulo, Simu: 0282225003, Nukushi: 0282225216,  
Barua pepe: ded@biharamulodc.go.tz, Tovuti: www.biharamulodc.go.tz.