THE IMPACT OF HEAD TEACHERS' LAISSEZ-FAIRE LEADERSHIP STYLE ON STUDENTS' ACADEMIC PERFORMANCE IN NINE PRIMARY SCHOOLS: THE CASE STUDY OF BABATI TOWN COUNCIL.

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2023

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by The Open University of Tanzania, a dissertation entitled *"The impact of head teachers' laissez-faire leadership style on students' academic performance in nine primary schools: the case study of Babati Town Council",* 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.

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………………………….

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DECLARATION

I, Andrea Hiiti Tippe, do hereby declare that this dissertation is my original work and it has not been presented and will not be presented to any other University for a similar or any other degree award.

………………………….

Andrea Hiiti Tippe

Date

………………………….

DEDICATION

I, Andrea Hiiti Tippe, dedicate this work to my family members for their cooperation and for their love, patience, prayers, understanding and comfort that enabled me to come out with this noble academic work.

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I am exceptionally thankful to the almighty God whose grace and power enabled me in every way to accomplish this important task. I am also very thankful to my supervisor; Dr. Rwejuna Zacharia Reginard for his enthusiasm, encouragement, patience, understanding, empathy and perspective guidance in all aspects of this study. I also cannot forget my respondents from Babati town for their mutual cooperation during the time I was collecting data. I am also very thankful to all of my friends who supported me and enabled me to come out with this noble academic work.

ABSTRACT

This study assessed the impact of head teachers' laissez-faire leadership style on students' academic performance in nine primary schools in Babati town council. The study examined the factors causing the use of laissez-faire leadership style in managing primary schools in Babati Town Council, examined the influence of the head teachers' laissez-faire leadership style on students' academic performance in Babati Town Council, and assessed measures to improve school leadership style. The quantitative research approach was used. The study used questionnaires. The study found that laissez-faire leadership style has great negative impact on students' academic performance in general. The researcher found out that laissez-faire leadership style facilitates negative performance in primary schools in Babati town council. The study concludes that the school head teachers should also use democratic leadership style that gives equal chance to all workers in primary schools. This type of leadership style will improve students' academic performance in Babati town council. School head teachers should use democratic leadership style in public primary schools in Babati primary schools since a democratic leader gives people a say in decision making that affects their aims and work, also it increases flexibility and a sense of responsibility among workers and students.

Key terms: Laissez-faire leadership style, Academic performance, School head teachers

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LIST OF ABBREVIATIONS

ADEA   Association for the Development of Education in Africa

AERA   American Educational Research Associations

BEST   Basic Education Statistics

CPEE   Certificate of primary Education Examination

CSEE   Certificate of Secondary Education Examination

LPC   Least Preferred Co-workers

MANTEP   Management of Teachers Education Programme

NECTA   National Examination Council of Tanzania

PEDP   Primary Education Development Plan

SEDP   Secondary Education Development Plan

SMT   School Management Team

SPSS   Statistical Package for Social Sciences

UNESCO   United Nations Education, Scientific and Cultural Organization

URT   United Republic of Tanzania

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE PROBLEM

1.0 Introduction

This chapter presents a general introduction to the study. It presents the reason that informed the researcher to do a study on the school head teachers of the nine selected public primary schools. The reason was the results of standard seven pupils which was poor, as well as seeing no serious measures that were being taken by those school head teachers from those schools. Among other sub-sections of the chapter is the background, statement of the problem, purpose and objectives of the study, research questions and its significance.

1.1 Background of the Problem

Laissez-fare leadership style is the type of leadership style by which leaders have an attitude of trust and reliance on their employees. They don't micromanage or get too involved; they don't give too much instruction or guidance. Instead, laissez-faire leadership style let their employees use their creativity, resources and experience to help them meet their goal (Toby, 2022). After having a knowledge of what laissez-faire leadership style is and how students perform poorly in Babati public primary schools that are led under laissez-faire leadership style, the researcher was interested to do research on this area.

Academic performance is a major focus in education. Sponsors, such as parents, teachers, policymakers, and society as a whole, are eager to see students excel in

their academic work. Even in the absence of the necessary foundation and property, everyone assumes that the standard of performance should be high at all times, and the head of the school is typically held accountable for poor academic performance (Abely, 2019). Like other types of leadership, laissez-faire leadership style has an impact on students' academic performance. It may encourage students not to study very hard because of the fact that leaders who use this type of leadership style don't put much emphasis on students' academic performance. For this case, it leads to negative students' academic performance in primary schools. Globally, the current world-wide inclination towards the achievement of distinction in schooling has shaped uneasy challenging debates on the types of leadership styles which schools, their heads, teachers and board members of school management should adopt for effective enactment of curriculum to produce high quality education output.

In developed countries such as Norway, Switzerland, Ireland, the United States of America, China, Russia, Poland and Turkey, education is a dynamic tactic for the progress of society. Various researchers indicate that the academic attainment of many education institutions in the above-mentioned countries is prejudiced by the good leadership styles of administration and management practiced by heads of schools (Aldag, 2011). Abely, (2019) agrees with Toby (2017) that school leadership is the act of influencing teachers' and students' activities in order to adhere to educational objectives within the school. On this basis, the importance of leadership in schools in developed countries has grown in recent years. On the other hand, the global expansion of knowledge has resulted in the growth of information technology,

which has resulted in the formation of complex school organizations that require trained specialists to achieve their set objectives (Aldag, 2011). This explains why many researchers are interested in the field of leadership in order to test various leadership theories and develop new ideas to improve the effectiveness and success of various organizations, including education in developed countries.

According to Armstrong (2014), primary school principals in developed countries such as the United States of America, China, Russia, Ireland, and Switzerland are charged with the responsibility of running schools by addressing six major administrative tasks, namely curriculum and instruction, school community relationships, finance and business administration, staff personnel, and students' progress.

Ball (2017) agrees with Ayote, emphasizing that, at the building level, principals are typically the key figures in fostering shared governance within schools. Not only have school leaders increased curriculum changes and decisions, but they have also increased responsibility and authority in school programs. Similarly, they are critical to increasing accountability for the success of students and programs. Since educational institutions like schools play a prominent role in the intellectual and personal growth of the students, a school heads' laissez-faire leadership style is often viewed as a major cause of poor academic performance in primary schools.

Furthermore, Barrow (2016) contends that the type of leadership employed by the school head influences the excellence or success of a school, because schools can make a difference in the level of students' performance. The performance of a good or bad school, on the other hand, is determined by the person who leads it.

According to Ball (2017), even if schools have all of the necessary instructional materials and financial resources, effective student performance cannot be realized in schools without a proper leadership style.

A systematic study of the relationship between leadership and academic performance in African countries such as South Africa, Zimbabwe, Malawi, the Democratic Republic of the Congo, and Mozambique is warranted. This is because most African countries have seen a steady decline in academic performance levels, particularly in primary schools, which is a global issue. Although a variety of factors contribute to students' poor academic performance in such countries, the poor leadership style of school principals and management as a whole cannot be separated from poor academic performance (Barrow, 2016).

The initiatives made by the governments under Primary Education Development Programs revealed that more attention had been given to quantitative expansion of physical facilities, students' enrolment, and supply of material inputs, while students' academic performance has been overlooked.

Despite the government's initiatives to promote academic performance in primary schools, notably in the town of Babati, in public primary schools, academic performance is relatively poor and unsatisfactory. In the five years 2015 to 2019 for example, the best schools in the Certificate of Primary Education Examination (CPEE) were private schools, whereas the worst classrooms were mostly public primary schools (Bass, 2015). While access to primary education has increased since the implementation of Ward-Based Secondary Schools (WBSS), much work remains to be done to strengthen the leadership capacity of head teachers in order to achieve improved school administration, supervision, and school performance. As a result, the purpose of this study was to investigate the impact of the Laissez-faire leadership style used by heads of public primary schools on students' academic performance in nine primary schools in the Babati Town Council.

1.2 Statement of the Problem

The major concern of any school organization is to attain success or effectiveness in the teaching and learning process. The leadership style of the school head is one among many factors that impact on students' academic performance in schools (Maccabi, 2015).

Leadership is an important factor that can have a positive or negative impact on the academic performance of students. For instance, Baum (2018) found that management in secondary schools leaders used different styles of leadership. This was mainly recognised when the researcher saw that students who performed poorly

were not punished by the school administration. The results showed that the prevailing leadership style was participatory leadership, which had the greatest positive impact on the academic performance of students, whereas the style of leizzes fair leadership led to poor academic performance on the school where the school head teachers were practicing. Despite the abundance of research in school management, the effect of laissez-faire leadership styles on the academic performance of students in public primary schools has been examined with little attention (Namirembe, 2005). Most studies focused on factors that resulted in a lack of educational materials, poor and limited teaching environments, inadequate scientific teaching rates and a lack of textbooks (Uwezo Report, 2010).

Other studies on Tanzanian school leadership styles were based on the influence of head teacher leadership styles on the work satisfaction of the teachers in primary schools, leadership styles, teamwork and secondary school projects.

In addition, there is no clear link between the impact of leissez-faire leadership approaches and the academic performance of students at public primary schools in existing research into school leadership styles. Failure to provide clear information on the link between leadership and academic performance of students could hinder efforts by the government for extending and improving primary schools across the country. Since most primary schools are owned by government, the study on the influence of leissez-faire leadership styles on the academic performance of students is critical. Regardless of heads of schools using leissez-faire leadership style, the

researcher expected that primary schools in Babati could have better academic performance and good school management system, because the researcher thought that may be by opting on using laissez-faire style, academic performance of the students could be positive, but still students do perform poorly in their examination. Hence the researcher found that there is a need to conduct a study on types of leadership styles particularly by assessing the impact of head teachers' laissez-faire leadership styles on students' academic performance in public primary schools in Babati Town Council.

Table 1. 1 An Overview of Performance Trends of Five Public Primary Schools in Babati Town Council (NECTA: 2017, 2018, 2019 and 2020.

	YEAR	A	B	C	D	E	TOTAL
BABATI PR. SCHOOL	2017	0.2%	12%	27%	9.3%	0%	527
MAISAKA PR. SCHOOL	2018	8.3%	51%	37.2%	2.1%	0%	325
HANGON PR. SCHOOL	2019	0.60%	22.3%	85.2%	20.1%	0.60%	492
SINAI PR. SCHOOL	2020	1.O1%	25.4%	22.3%	0.25%	0%	393
KWAANG PR. SCHOOL	2020	0.49%	29.5%	46.2%	23.8%	0%	407
							Grand total 2144

Source. School data 2020

1.3 General objective

The study is intended to examine the impact of laissez-fair leadership style on students' academic performance in nine primary schools in Tanzania, Babati Town Council is taken as the case study.

1.4 Specific objectives of the study

i. To examine the factors causing the use of laissez-fair leadership style in managing primary schools in Babati Town Council.

ii. To examine the influence of the head teacher's laissez-faire leadership style on students' academic performance in Babati Town Council.

iii. To suggest measures that should be done to improve school leadership style so as to realize and improve students' academic performance in Babati Town Council

1.5 Research Questions

i. What factors cause use of laissez-faire leadership style in managing primary schools in Babati Town Council.?

ii. What is the influence of the head teacher's laissez-faire leadership style on students' academic performance in Babati Town Council?

iii. What should be done to improve school leadership style so as to realize and improve students' academic performance in Babati Town Council?

1.6 Significance of the Study

The results obtained from this study help and identify the training needs of the principal/head teacher in the field of school management, especially with regard to academic performance of students. Thus, the Ministry of Education and Vocational Training can organize refresher courses involving professors in education management and administration.

Also, this study enables school leaders to identify the characteristics of different styles of leadership, revise their own styles of leadership and take the most effective leadership. Also, the colleges of education can find some useful details needed to instill their students' the correct leadership skills.

The findings also provide more knowledge to contribute to the development of knowledge by academics and scientists.

The study also enables school head teachers to come up with good leadership styles that can enable them to manage students effectively and facilitate students' academic performance in primary school in all district in Tanzania.

1.7 Limitations of the Study

The researcher encountered a number of limitations like limitations of time, resistance of some respondents in filling questionnaires, and lack of enough money when he was conducting the research. All these limitations were tackled by the researcher in different ways. On the issue of respondents hesitating and resisting in

participating in the study, the researcher decided to give freedom to the respondents to participate in the research and it was through when most of the respondents responded positively. This implies that the researcher was unable to control the respondents' attitudes as they responded to the research instruments, as this would result in biased tendencies. However, some respondents were unwilling to discuss issues of students' academic performance in their schools because they believed it is a very sensitive issue that should not be discussed freely and easily. The researcher managed to get results of the students from school academic teachers.

1.8 Scope of the study

The study was conducted in public primary schools in Babati town council. The scope of the study was to find how leizes fair leadership affect the academic performance of the teachers in primary schools in Government secondary schools. This is because the primary school teachers in private primary schools may have other mode of school administration in their schools.

1.9 Definition of key terms

Primary education or elementary education is typically the first stage of formal education, coming after pre-school/kindergarten and before secondary school. Primary education takes place in primary schools, elementary schools, or first schools and middle schools, depending on the location (Toby, 2022).

According to the researcher, primary school was regarded as an elementary school or primary school is an institution where children receive the first stage of academic learning known as elementary or primary education.

1.9.1 School head teachers

A teacher, also called a school teacher or formally an educator, is a person who helps students to acquire knowledge, competence, or virtue (Kurubone, 2022).

According to the researcher, a teacher is regarded as someone who may provide instruction in literacy and numeracy, craftsmanship or vocational training, the arts, religion, civics, community roles, or life skills to the students in the school compound or in the classroom. School head teachers are, therefore, the teachers in charge of schools.

1.9.2 Laissez-faire leadership style

Laissez-faire leadership, also known as delegative leadership, is a type of leadership style in which leaders are hands-off and allow group members to make the decisions (Allen, 2022). In the context of this study, laissez-faire leadership style is regarded as a philosophy or practice characterized by a usual deliberate abstention from direction or interference, especially with individual freedom of choice and action.

1.9.3 Academic performance

Students' academic performance refers to the level of performance in written works and exams. How students deal with their studies and how they cope with or

accomplish different tasks given to them by their teachers, within this work measured from the standpoint of academic grades (Toby, 2021).

1.10 Organization of the study

This dissertation was organized into five chapters. Chapter one introduces the study by giving a detailed background of the study, research objectives and research questions; significance and the scope of the study. Chapter two presents an introduction, literature review, theoretical framework, empirical research, conceptual framework and research gap. Chapter three presents the research methodology implemented in conducting the study. It comprises of the introduction, research design, research philosophy, and the study area. It also deals with the target population, data collection methods, reliability, validity, procedure and data analysis, as well as ethical consideration. Chapter four contains the presentation of the research findings. Finally, chapter five covers summary, conclusions and recommendations for further study. Chapter five is the last chapter of the study that deals with the summary, conclusion and recommendations of the study but it also provides the general summary of the findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter consists of literature review. The chapter discusses the concept of leadership, leadership styles, scopes of the leadership style and numerous styles which include dictatorial/ autocratic leadership style, participatory/democratic style, and laissez faire/withdrawal. The chapter also grants the head teacher's role in expansion of academic performance, students' academic performance and the association amongst the leadership style. The leadership style studies related to head teachers are presented, and other factors that may influence students' academic performance in the schools. The chapter finally presents a summary of literature review, theoretical framework and conceptual framework of the study.

2.2 Leadership theories

The Motivational Theory of the Hierarchy of Needs by Maslow changed the study of leadership theory by highlighting the supplementary characteristics of human characteristics to meet the requirements of employees for greater output. Douglas McGregor's Theory X and Theory Y have two exciting norms based on human nature. Theory X depicts the human need for order before achieving organizational goals. Theory Y, on the other hand, observes humans as willing and ready to work and, therefore, can work on their own if they are properly motivated (Lin, 1999). There is a link between students' academic performance and the above-mentioned theories, because when students and teachers are motivated by school principals, they

can perform better and at a higher level, whereas if both are not motivated, they can perform poorly in their assigned duties and responsibilities. On the other hand, the head teacher's leadership style is more related to the above explained theories because of the fact that students can work hard and perform better in their studies if their leaders, who are school head teachers, encourage them through good leadership styles which allow participation by all individuals in schools.

2.3 Concept of Leadership

Leadership is not a novel concept in public science studies. Furthermore, leadership has recently received more attention than almost any other aspect of human behaviour (Hagerty, 2018). It is one of the most important aspects of human behaviour, but the terms used to describe it have varied. Though leadership rehearsal has existed since the dawn of time, no one has been able to pinpoint the precise date of the concept's inception (Campbell, 2017). A search of the Library of Congress catalogues in 2001 revealed over 8,000 books on the subject of leadership (Avolio, 2019). This demonstrates that the concept of leadership is an intriguing one to think about. Leadership, like other social science concepts, has been understood in a variety of ways by various scholars, each based on their own way of thinking. Leadership has been extensively researched over the years in a variety of contexts and theoretical applications (Howell, 2019).

There have been as many different definitions of leadership as there have been people who have attempted to describe the concept (Howell, 2019)). Leadership

definitions continue to evolve as scholars attempt to condense the explanation in order for people to understand the concept more easily and to make it less complex and more applicable in their daily work. For a long time, leadership studies have been obsessed with leaders and categorizing the traits required for effective leadership (Hegarty, 2018). Despite the fact that it is clearly stated that giving leadership a single meaning is problematic, people continue to discover this field of study. It demonstrates that the case for leadership studies is inexhaustible.

There have been many books written about human difficulties and complex situations. Scholars are equally curious and work tirelessly to define the concept of leadership. When it comes to individual and organizational collaboration, leadership has the most energizing effects. In other words, an organization's ability to perform collaborative effort is dependent on leadership competence. According to Keith (2019), an exceptional leader not only initiates subsidiary potential to improve efficacy, but also meets their needs in the course of achieving administrative goals. Dean (2015) defines leadership as guiding a group toward a common goal. According to Fredy (2016), leadership is the use of a leading approach to offer stirring motives and to increase the staff's potential for development. Numerous explanations suggest that there is a link between leadership style and administrative performance. The first is that today's concentrated and self-motivated markets are characterized by innovation-based competition, performance rivalry, declining returns, and the creative obliteration of existing competencies. Effective leadership actions, according to research, can make it easier for officials to improve their

performance when confronted with these new challenges (MacMillan, 2012). Understanding the effects of leadership on students' academic performance is also important because leadership is viewed as one of the key driving forces for improving a school's students' academic performance by some researchers. Active leadership is regarded as a valuable source of management development and a sustainable competitive advantage for organizational performance enhancement (Dean, 2015). For example, transactional leadership assists organizations in achieving their current goals more professionally by linking job performance to appreciating rewards and ensuring that employees have the resources necessary to complete the task (Murphy, 2006). Visionary leaders develop a strategic vision of a future state, communicate that vision through framing and metaphors, model the vision by acting steadily, and raise pledges to support the vision Von Glinow (2018). In new organizational environments, visionary leadership results in high levels of cohesion, commitment, trust, motivation, and thus performance. It is widely acknowledged that effective organizations require active leadership and that organizational performance suffers in direct proportion to the failure to provide this (House,1991). Furthermore, it is widely accepted that the efficiency of any group of people is largely determined by the quality of its leadership; effective leader behaviour enables the fulfilment of the followers' desires, which leads to active performance (Halidy, 2018). Leadership is possibly the most researched organizational variable that has the potential to influence employee performance (Curphy, 2016). A large body of empirical evidence confirms that leadership actions have an impact on organizational performance, that strong leaders outperform weak

leaders, and that transformational leadership produces better results than transactional leadership (Bums, 2017).

In a variety of meeting analyses, historical archival studies (Hallah. 2016), laboratory experiments (Howell, 2017), field experiments, and field studies, transformational leadership or its components, have been linked to improvements in individual, unit, and/or organizational performance (Murphy, 2016). Recent leadership research has confirmed the positive relationship between transformational leadership and performance at all levels (Dumdum *et al,* 2002). Transactional contingent reward leadership behaviours have also been linked to higher levels of performance, albeit to a lesser extent than transformational leadership (Boomer,2017). Although they are sometimes viewed as diametrically opposed, it is entirely possible for a given leader to exhibit neither, one, or both transformational and transactional leadership behaviours to varying degrees in different situations. Burnley (2015) proposed a third type of leadership, laissez-faire leadership, which is thought to occur when leadership is absent. In this case, the conclusions are delayed, and the incentive for participation is missing. There is no attempt to motivate the followers or to identify and meet their needs (Burnley, 2016).

2.4 Empirical literature review

2.4.1 Factors that cause use of laissez-faire leadership style in managing primary schools

The concept and meaning of leadership and style may vary from one person, or situation, to the other. The word leadership has been cast off in various aspects of

human activity, such as politics, business, academics, social work, etc. Previously, leadership was viewed as a personal skill. Davies (2018) contends that the degree to which an individual demonstrates leadership traits is determined not only by his physical appearance and personal abilities, but also by the characteristics of the situation and environment in which he finds himself. Because humans can join organizations in order to achieve specific personal goals, the extent to which they are active members is determined by how they are influenced by the idea that their membership will allow them to achieve their predetermined goals.

As a result, an individual will support an organization if he believes that it will help him achieve his personal objectives and goals; otherwise, the individual's interest will wane. In an organization, leadership style is one of the factors that influences whether or not individuals are interested in and committed to the organization.

Thus, Glantz (2018) emphasizes the importance of a manager determining his or her leadership style. Leadership has been identified as a significant subject in the field of organizational behaviour in the literature. Different researchers and academicians alike have come up with different leadership styles. Every leader in every organization performs certain roles for the smooth operation of the organization and the enhancement of organizational performance.

The following factors contribute to the Babati district town council's use of a laissez-faire leadership style in managing primary schools:

The manner in which the leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style (Hargreaves, 2016). Some leaders are more interested in the work to be done than in the people they work with, whilst others pay more attention to their relationships with subordinates than to the job. Leaders' stress on either the task or the human relationship approach is usually measured as central to the leadership style. Ball (2019), as reported in Linda (1999) recognized the following leadership styles that emerged in the course of his research in British secondary schools: the interpersonal, managerial, adversarial and the political style or authoritarian style. He describes interpersonal head teachers as being typically mobile and visible with a preference for consulting with individuals rather than holding meetings. They like to sound out ideas and gather opinions. Such head teachers will frequently reiterate to teachers the importance of bringing complaints and grievances to them first of all.

Ball (2019) pointed out that this type of leadership style is predominantly effective for teachers' individual needs, and that grievances and staff turnover tend to remain low. On the other hand, he continues to say that head teachers with managerial styles adopt a leadership style that parallels that of a manager in an organization like a school. The use of organization techniques involves the importation of school structures, types of relationships and processes of organizational control from the factory. The managerial head is the chief executive of the school, normally surrounded by a Senior Management Team (Hargreaves, 2016). The head teacher relates to the staff through this team and through a formal structure of meetings and

committees. Both these responsibilities and structures will be supported and outlined by written documentation, which specifies terms of reference and job descriptions (Kurubone, 2018).

Bulla (2000) conducted a research study that revealed several deficiencies in the decision-making leadership style, such as a sense of exclusion from decision-making on the part of teachers who are not members of the School Management Team (SMT), the formation of a them and us hierarchically-based division, and teachers' derision of the management structure and its processes. The adversarial leadership style is characterized by argumentative discussion between the head teacher and the teachers.

Persuasion and commitment are highlighted by the leadership in this case. Kurubone (2018) quotes teachers' response to this style of leadership during a focus group discussion as follows: Some staff will be unable or unwilling to participate in this form of organizational discourse. Some find it unhelpful; others are unwilling to devote the time and energy necessary to get their points of view across. Kurubone (2018) depicts demanding leadership as being distinct from adversarial leadership by its focus on asserting rather than persuading, as quoted here below. Such a head takes no chances by recognizing the possibility of competing views and interests. The opposition is avoided, disabled or simply ignored. No opportunities are provided for the articulation of alternative views or the assertion of alternative interests, other than those defined by the head as legitimate.

Indeed, the demanding regulations rely, as a matter of course, on conscious deception as a matter of organizational control (Kurubone, 2018). Linda (2010) and Halpin (2016) identify the two extremes of six organizational climates, which he labels open and closed. "The open climate head teacher is described as typically very enthusiastic, conscientious and hardworking, well balanced in temperament, not aloof, and very much in control. This sort of climate is reported to be conducive to good performance, because teachers are described as manifesting high morale, working collaboratively with little to complain about. On the other hand, schools with closed climates are the ones led by head teachers who are highly aloof and impersonal, who emphasize the need for hard work, but who themselves fail to work hard and who say one thing and do another. Teachers working in closed climates, according to Halpin, do not work well together, derive little satisfaction from their work, and dislike their head teachers. Such head teachers are similar to what Kouzes and Posner (2018) describe as leaders.

Kurubone (2018) found that the individual school leaders in her study could be positioned differently along each of these three dimensions, and that the resulting spread revealed what she categorized as three leadership styles: the passive, positive, and Bourbon types, which she describes as thus: One leadership type, the 'passive', gave teachers more freedom than they desired.

They perceived themselves as totally free to set their own goals, under heads whose professional standards did not match their own, and who offered neither coherent to the school as a whole nor support and guidance to individuals. According to Kurubone (2018), some leaders do use laissez-fair leadership style in managing primary schools because of the following factors:

i) A Strict Hands-Off Approach. Laissez-faire leaders are there to give their workers the tools they need to solve problems on their own. They do not try to push the group in a particular direction, but they allow them to create their objectives and criteria for decision-making.

ii) **Training and Support**. Leaders leave a lot of responsibility in the hands of their workers. As a result, they are very concerned with the experience and educational level of employees. Therefore, many laissez-faire leaders will step into the role of support and provide the training, educational opportunities, and resources that workers need to make to perform and make decisions.

iii) Trust in Those They Hired. Laissez-faire leaders are relaxed in their approach, but this should not be mistaken for lack of caring: they care deeply about the direction of the team and show this by hiring the best people for the job. They search for those with specialized expertise in the duties they will assign to them. Therefore, these leaders feel they have a team they can trust because they have handpicked the talent.

iv) Decisions Are Left to Employees. Laissez-faire leaders recognize how important it is to hire the right people because those individuals will be making the decisions

about how they work. Leaders assume the role of support and help employees come together to consult one another or others about decisions.

V) Comfortable with Mistakes. Laissez-faire leaders establish an environment of creativity where it is alright for employees to make mistakes in the pursuit of innovation. Employees feel comfortable knowing that they can pursue innovation freely since they will not receive a reprimand for mistakes. Instead of everything resting on getting it right, the atmosphere shifts to learning.

2.5 The Dimensions of the Leadership Styles

Many scholars have successively presented different points of view about leadership with research changes in various ages. Stogdill (2008) considered that the leadership style means a method and capacity to achieve organizational goals and also affects all activities of the organization. According to Hersey (2019), a style of leadership refers to a kind of relationship that someone uses his rights and methods to get many people to work together for a common task. In modem leadership style theories, five leadership styles are presented, including charismatic leadership, transactional leadership, transformational leadership, visionary leadership, and culture-based leadership (Bass, 2019).

2.5.1 Dictatorial leadership style and students' discipline

This leadership style is also known as authoritative, strong, and direct. The commanding style is distinguished by enthusiasm and clarity of vision. The leader motivates people in this form by making it clear how their work fits into the larger

vision of the organization. People understand why they do it, which increases their commitment to the goals and strategies of the organization. The values of success and reward are clear, but people can achieve their objectives freely and flexibly. In almost every business environment, that approach works well. When the organization disarrays and the authoritative leader draws a new path, it is most effective. This can be a limitation if the leader works with a team of specialists or colleagues that are more qualified. You could consider the leader arrogant or untouched. The team's egalitarian spirit can suffer if the leader gets overwhelming (Hersey, 2019).

This leadership style has a deep root in the history, which it dominated, especially during the industrial revolution, according to Hargreaves (2018). In that leadership style the leader issues orders or commands and the followers must be obedient. In a school context, the principal must approve all decisions and actions. The head teacher lays down the rules for other school obligations without consulting students or teaching staff. According to Bums (2018), by issuing orders and telling group members how to do without a consultant, an autocrat retains a majority of power. The style of leadership, as evidenced by lower leadership studies in the late 1930s, is not especially attractive (Hersey, 2019). The findings show that boys have more than just democratic and laissez-faire leaders disliked authoritarian leaders.

However, in certain situations, such as threats, autocratic or authoritative leadership styles, it has been observed that it functions best than any other type of leadership.

On the other hand, even after being total autocrats, certain leaders have succeeded greatly.

Those who support this style of management argue that it does not work like no ship captain in a storm (Kurubone, 2022). In addition to the dislike of followers of being ordered, the biggest disadvantage of this kind of leadership is to overwork themselves as a leader.

2.5.2 Influence of democratic leadership style on students' academic performance

The leader builds confidence, respect and commitment by spending time buying people in. Since a democratic leader gives people a say in decision making that affects their aims and work, it increases flexibility, responsibilities and maintains high morality. It does not have such a positive impact on the climate as some other styles. His inconveniences are never ending meetings, where consensus remains uncertain, and people are confused. This style works best if the leader is not sure about direction and needs to be guided or to generate new vision ideas. Consensus may not be efficient in times of crisis. Democracy is all about allowing people to express their views before making a decision. A lead teacher who uses a democratic style of leadership gives subordinates space before taking final decisions. This minimizes the differences or negative behaviour of the followers to some rule or school policy because they took part in the discussion of such decisions. The educational establishment provides a very good example for staff meetings, prefects or disciplinary committees when the head allows subordinates to express their views. The fact that students are free to explain their sensations and needs to their school,

headmaster or head master in the school influences this leadership in most cases positively. Where this kind of management is practiced, students usually do well (Hersey, 2019).

2.5.3 Laissez- Faire leadership style and its influence on students' academic performance

In laissez - faire, the leader tends to avoid power and authority (Nathan, 2014). The head teacher who employs this style of leadership tends to withdraw giving room for the subordinates to make their own initiatives.

When he embarks on this type, the role of the head teacher is more consulting than evaluating. In this style, the head teacher treats the subjects equally, where communications between group members flow horizontally. This is how students can consult the school headmaster at any time, which makes it easy for the students to express their feelings about a specific problem as well as give the school headmaster their best ideas. In most cases this type of leadership improves and promotes the academic performance of high school students. The head teacher is completely hands-off. However, discipline and the academic performance of students in schools do not take long.

2.6 Roles to be done to improve school leadership style so as to realize and improve students' academic performance

A school head teacher has a key role in setting the tone, establishing the conditions and providing stimulation for living and learning in his or her school (Hersey, 2019). According to Kneehigh, (2015), the secondary school head teachers' task is more demanding due to the fact that they deal with young and energetic individuals. The teacher is in charge of the planning, organization, management, control, personnel engagement, innovation, coordination, motivation and updating of the objectives, objectives of institutes and countries, although he is the lead teacher with most responsibilities (Ministry of Education Manual for Heads of Primary Schools in Tanzania, 1981). Therefore, the role of the head teacher is to ensure a good style of leadership, as it promotes good student discipline and good academic performance.

In their situation theory, Hersey *et al* (2012) proposed that leadership should be broadly based on the situation. The head must realize that we live in a world that rapidly changes values and lifestyles. In order to improve and improve university performance of secondary schools, the teacher-generator is responsible for ensuring that the students are adequately guided to prevent antisocial mannerisms. In their situation theory, Hersey and Blanchard (2012) proposed that leadership should be broadly based on the situation. The head must realize that we live in a world that rapidly changes values and lifestyles. In order to improve performance of secondary schools, the teacher-generator is responsible for ensuring that the students are adequately guided to prevent antisocial mannerisms.

2.7 Knowledge Gap

In this review, the influence of the leadership of head teacher on academic achievement in public primary schools is widely discussed. The literature review under both aspects of discipline, preventive and corrective studies can much be facilitated by the discipline. The concept of leading styles is analysed by the role played by head teachers in developing academic performance and discipline amongst students, which include effective strategies for developing the right discipline. All of this shows that the leadership style of head teachers has an important influence on the academic performance and discipline of students, although the studies do not indicate the management style(s) appropriate for schools. This study, therefore, helps the head teachers identify the leadership styles that can develop appropriate discipline in the schools and which can lead to great students' academic performance. They will also avoid leadership styles that can have negative influence on the students' academic performance in their schools particularly in Babati Town Council primary schools.

2.8 Theoretical Framework

This study is based on Fielders 1970 Contingency Theory of Leadership as deliberated in Okumbe (1998). The Contingency Theory highlights that there is no single style of leadership that is appropriate in all circumstances. The style of leadership is based on the prevailing situation. According to Fielder (1967), the style of leadership of any organization is affected by two factors. These are situational

variables and the personal characteristics of the leader. Three factors, namely: Leader-member relations, work structure, position-power, consider situational variables. The second variable, which is the leader distinctive, comprises relationship - oriented leader and task - oriented leader. Relationship oriented has more lenient, people-oriented style whereas a task-oriented leader is more concerned with the accomplishment of the task. Both these alignments are limited by what the Least Preferred Co-worker (LPC) scale calls the Fielder. The Least Preferred Co-worker (LPC) approach calculates the extent to which leaders perceive the worst of their associates favourably. With the help of Least Preferred Co-worker (LPC) the leader is asked by bipolar scales to describe what is most perceived by bipolar collaborators - gloomy, tense and relaxed, trustworthy. When the description is good, a relationship-oriented leader is proposed. If not desirable, a task-oriented leader is indicated. This study uses leadership contingency theory since the style of leadership that influences the discipline of students interacts with environmental variables and the personal characteristics of the leader.

Using this model, one will identify his own leadership style, assess the situation that requires leadership, and determine whether he is the right leader. According to Fiedler's Contingency Theory, a leader's effectiveness depends on the harmony between their leadership style and the situation at hand. Fiedler argues that it's difficult to change how you lead, so understanding your leadership style is essential for serving your team.

The Fiedler's Contingency Theory does not require that leaders be effective in all situations. Instead, it indicates that leaders should not expect to lead in all situations, but should look for situations that are ideal for their leadership style. However, the theory fails to suggest what should be done when there is a mismatch between leader and situation.

2.9 Conceptual Framework

In this study, the leadership style of the head teacher is severely affected by the discipline of the students. There are three mutual styles of leadership, each with its own features that have an impact on the discipline of students and their academic performance. The democracy that includes students in decision-making employs effective communication skills and ensures the well-being of students, thus contributing and developing preventive discipline, including ordering, orders and strict compliance with the rules, which can create a sense of resentment in disciplinary problems for students. On the other hand, the laissez-faire style allows too much freedom, and can easily result in discipline deterioration in schools. This is illustrated in the figure below:

Figure 2. 1 Conceptual Framework

Independent variable   Intervening variables   Dependent variable

Laissez-Faire leadership style	. Leading a multi-generational workforce,	. Students' poor academic performance in Primary school.
. Involves little guidance from leader's decision making	.Transformational ,	. Poor discipline of the students in Primary schools
. Trust in subordinate.	. Lack of effectiveness,	. Poor school management
.Fear of confrontation from subordinates.	. Lack of Communicative,	
. Incompetence of leaders		

Source: Research findings 2020

Source: Research findings 2022

The table above shows the study's conceptual framework. The left side shows the important style of leadership and its influence on the university performance of students in primary schools in Babati and on the right are the dependent variables that depend on the independent variables. If the head teachers are using a good style of leadership, academic performance of students can in any way be improved, but if the teachers are using poor management, such as laissez-faire leadership, could lead to poor academic performance.

For example, the democratic style of governance is the sort of leadership that gives teachers and students the opportunity to give opinions and ideas and thus, in the majority of cases, this type of management style leads to good academic performance at primary schools, particularly in schools or organisations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The goal of this chapter was to give transparency to the researcher's work, which allows the reader to understand the researcher, research design, sampling procedures and sample size, the data collection method, data analysis techniques, data analysis, presentation and interpretations plans, and it also involves the aspects of validity and reliability as well as ethical consideration.

3.2 Area of study

This study was conducted in nine public primary schools in Babati town council. The selected public primary schools are Babati primary school, Maisaka primary school, Darajani Primary school, Sinai Primary school, Kwaang' primary school, Sumaye Primary School, Osterbay Primary school and Hangoni Primary School. Babati town council lies between the latitude 30-50 south of the Equator and the longitude 350-370 east of Greenwich. Babati town council topographically is mainly characterized by undulating land, spotted with hill and mountains. It forms part of the great valley. The reason of choosing Babati town council and the selection of the nine public primary schools is the poor academic performance of the selected primary schools.

3.3 Research approach

This study utilized a quantitative research approach. This is because there is a great need to understand and interpret individuals' views, opinions and perceptions with regard to researchers' experience and cultural contexts (Kothari, 2004).

Quantitative aspects of the analysis and presentation of data employ numerical information in the form of percentages. Graphical trends in various phenomena were also part of the study. As a result, in some parts of the study, both approaches were required; a mixed approach was unavoidable (Gronhaug, 2005). The reason and the justification for using Quantitative research is more preferred over qualitative research because it is more scientific, objective, fast, focused and acceptable.

Also, quantitative research is more scientific: A large amount of data is gathered and then analyzed statistically. Also, this approach almost erases bias, and if more researchers ran the analysis on the data, they would always end up with the same numbers at the end of it. The researcher has more control over how the data is gathered and is more distant from the experiment. An outside perspective is gained using this method.

3.4 Research design

The study adopted a descriptive survey design which is not only restricted to factual findings, but also results in the formation of important principles of knowledge and

solutions to significant problems (Kurubone, 2022). This study, therefore, involved measurements, classifications, analysis, comparisons, and interpretation of data.

Wange (2008) says that a descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. Descriptive survey design is a valid method for researching specific subjects and as a precursor to more quantitative studies (Adily, 2021). The reason for using the descriptive survey research design is that it is a type of research design that aims at obtain information to systematically describe a phenomenon, situation, or population.

More specifically, it helps answer the what, when, where, and how questions regarding the research problem, rather than the why. Also, the descriptive method of research can involve the use of many different kinds of research methods to investigate the variables in question. It predominantly employs quantitative data, although qualitative data is also used sometimes for descriptive purposes (Toby, 2021).

3.5 Target population, sample and sampling procedures

3.5.1 Target population

The target population of this study was 450 respondents who were selected randomly from community primary schools in Babati town council. The respondents who participated in the study included head teachers from public primary schools as mentioned above and school teachers from public primary schools from Babati Town Council. According to Kurubone (2019), sample population cannot be obtained

without using a formula, therefore the formula for obtaining the sample size will be as follows:

n=$\underline{N}$

  $\underline{(N \times E)^2+1}$

n=Sample size

N=Population of size

E=Marginal of error

N=n(N$\times$E^2)+1

N=130(130$\times$0.05$\times$0.05)+1

N=0.05$\times$0.05+1$\times$130

n=130.0025

3.5.2 Sample size

The sample refers to the wide variety of objects to be selected from the population to constitute a sample. Within the occasion, the sample is cautiously selected to reflect the population characteristics. The facts obtained from the sample may be generalized to the general population. Cohen *et al* (2017) claims that for a population that is less than five hundred units, researchers should use the 29% of the whole population data. The reason behind this is that when the 29% is used, it will give the whole picture of the entire population and hence it will ensure the researcher of the exact numerical data and the results that is required. However, on the other side, Cohen suggest that if the number is less than five hundred, then the entire population should be used completely.

Table 1. 2 Frame of population sample

S/N	SCHOOLNAME	POPULATION OF HEADTEACHERS		POPULATION OF TEACHERS		
		TARGET	SAMPLE	NUMBER OF TEACHERS	%	SAMPLE
1	Babati primary school	1	1	60	29%	17
2	Maisaka primary school	1	1	56	29%	16
3	Darajan Primary school	1	1	45	29%	13
4	Sinai Primary school	1	1	54	29%	16
5	Kwaangwi primary school	1	1	49	29%	14
6	Sumaye Primary School	1	1	50	29%	14
7	Osterbay Primary school	1	1	45	29%	13
8	Hangoni Primary School	1	1	48	29%	14
9	Komoto Primary school	1	1	43	29%	13
TOTAL	9 Primary school	9	9	450		130

Source: Research field 2020

The researcher decided on a segment and specifically the staff who blanketed departmental heads, assistant departmental heads and lower cadre staff just like normal school teachers. This generated a pattern of 130 respondents which could make it less complicated to get adequate and accurate records necessary for this study. Random sampling techniques was used to select teachers as respondents and on the other side purposive sampling was used to select heads of schools who participated in the study.

3.5.3 Sampling procedures

Sampling is a process of selecting a given number of representatives of the target population or the universe in such a way that they represent all attributes of the population (Cohen et al, 2000). Two sampling techniques were employed in this study, namely random sampling and purposive sampling techniques.

3.5.4 Random sampling techniques

Random sampling is a part of the sampling technique in which each sample has an equal probability of being chosen. A sample chosen randomly is meant to be an unbiased representation of the total population. If for some reasons the sample does not represent the population, the variation is called a sampling error. Under random sampling techniques the respondents have equal chance of being selected by the researcher (Kurubone, 2019). Simple random sampling technique was used to select

school teachers' respondents while the purposive sampling technique was used to select school head teachers. The reason for using simple random technique is that it removes all hints of bias. Because individuals who make up the subset of larger group are chosen at random, each individual in the large population set has the same chance of being selected.

3.6 Data collection methods and procedures

Data for this study was gathered by using questionnaires for school head teachers and other school teachers. According to Orodho (2005), questionnaires are more efficient, require less time, are less expensive and permit collection of data from a wide population. The questionnaires comprised of open and closed-ended items which require the respondents to select one response from given alternatives and open-ended items which require the respondents to express their personal views about the questions asked. Questionnaire was the main tool that was used to collect data from school head teachers and other school teachers as they participated in the study.

3.6.1 Questionnaire research tool

Survey method is a strategy for gathering data from a large population (people or objects). It involves collection of data from several units or institutions, such as all primary schools. Questionnaires are the research tools that involve the use of written questions or items to which respondents respond individually in writing. Both open and closed ended questionnaire types are cost effective and efficient, and can elicit a lot of different types of information (Kurubone, 2018).

3.7 Validity and reliability of the instruments

In order to ensure the validity and reliability of instruments, the researcher employed triangulation and pilot study. Triangulation is the principle pertaining to the goal of seeking at least three ways of verifying or corroborating a particular event description of fact being reported by the study (Yin, 2018).

3.7.1 Validity

Validity is the degree to which results obtained from the analysis of the data represent the phenomenon under investigation (Orodho, 2004). For this research, content validity used to be determined through expert judgments and discussion with the researcher's supervisors. Content validity was checked by dividing the sample subjects into two groups. One group concentrated on the concept, while the other group determined whether the set of items or checklist accurately represented the concept under study.

3.7.2 Reliability

Reliability refers to the extent to which measurements are repeatable by persons using the same measure of attitude. A pilot study was carried out to ensure that all questionnaires mean the same to all respondents. The questionnaires were administered to the pilot sample respondents twice with a one-week interval. In order to ensure reliability of the data, the researcher ensured transparency to all respondents, and systematic approach to data collection from the respondents'

sources was maintained. Also, the researcher maintained an audit trail, documenting clearly the flow and processing of the data in transparent ways.

3.8 Data analysis techniques and procedures

Data analysis involves cleaning, coding and editing. The data collected was arranged and grouped according to particular research objectives. For every research objective, the responses were calculated using a frequency distribution table. Quantitative data were developed into a database and then analyzed using the Statistical Package for Social Sciences (SPSS) program to establish the correlation between the dependent and independent variables. The analyzed data from the questionnaires schedules was then presented using tables, charts, graphs and interpreted into a narrative form. In analyzing data, the researcher followed all the five procedures of analyzing data as follows, firstly, the researcher determined the objective. This initial step was of course to determine the objective which can also be termed as a problem statement. Secondary data was then gathered by the researcher. Thirdly, the researcher cleaned data. Fourthly, there was data interpretation and the final procedure was to share the results obtained after data interpretation and analysis.

3.9 Ethical considerations

Turner *et al* (2019) assert that ethical responsibility is crucial for any research. According to Drew (2007), paying attention to ethics calls for additional consideration and work during an inquiry. The rights, privacy, dignity, and

sensitivities of all study participants must be respected, according to the American Educational Research Association's (AERA) Ethical Standards from 2002. Drew (2007) asserts that a researcher's major duties are to gain consent, safeguard participants from harm, and preserve privacy. A good researcher should enjoy carrying out ethical and legal studies (Mugenda *et al*, 2017). This instructs a researcher to adhere to specific guidelines and rules before, during, and after the study's conclusion and report-writing. By obtaining approval from the Vice Chancellor of The Open University of Tanzania and the District Administrative Secretary of Babati to set up advance plans and a schedule for data collection, this study took into account all ethical considerations. By using the respondents' pseudonyms instead of their real names, the researcher was able to maintain secrecy. While composing the report, the researcher used only data from sources that were mentioned to prevent plagiarism. The researcher assigned numbers to the instruments that were returned, maintaining participant privacy while maintaining individual anonymity.

Consent refers to the process by which an individual decides whether or not to participate in the study (Drew, 2007). The researchers' responsibility is to ensure that the participants fully understand the purpose of the research, the methods used in the study, as well as the risks and demands placed on the participants (Kahn, 2006). Confidentiality and anonymity were promised to each participant, as well as to the school taking part in the study. No one's real identify was made public. Additionally,

the real name of the institution was omitted. Pseudonyms were also utilized by the researcher to identify the individuals.

Participants were made aware that they could discontinue the study at any moment. Participants were given the assurance that they could examine the transcripts after the data had been transcribed to make sure that no information had been distorted. Participants were also given the assurance that the research would not in any way hurt them and would instead be to their advantage by helping to make improvements to the instructional environment.

CHAPTER FOUR

# PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter is concerned with data presentation, analysis and interpretation of the findings obtained throughout the study. The findings are presented according to research objectives and research questions. The purpose of this study was to assess the effects of laissez-faire leadership style on primary school students' academic performance in Babati Town Council.

4.2 General information and demographic characteristics of respondents

4.2.1 General information

Questionnaires were distributed to all primary school head teachers and other teachers where the data was to be collected by the researcher. About 130 questionnaires were distributed to the respondents. The researcher conducted self-administering to all respondents, and almost 126 (96%) questionnaires were collected from the respondents. From the point of view only four questionnaires were lost since some teachers who were the researchers' respondents disappeared with the questionnaires. The returning rate of the respondents' questionnaires was good since 96% of the respondents filled the questionnaires and returned them in time.

Figure 4. 1 Gender of respondents
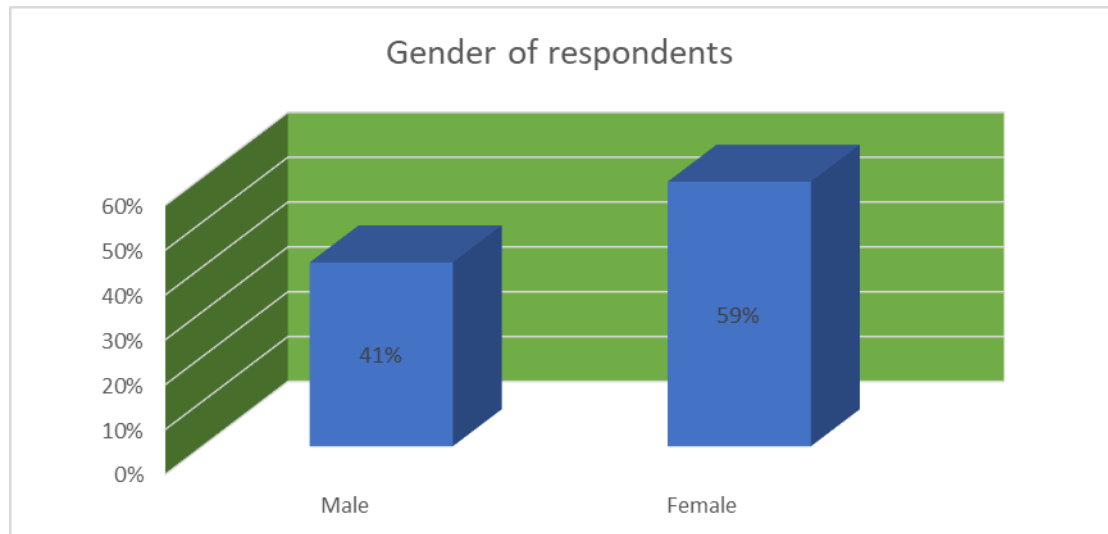
Source: Research findings 2021

Basing on the findings in figure 4.1, female respondents were more than male respondents. This is mainly due to the fact that most of the primary schools that the researcher visited have high number of female teachers rather than male teachers.

On the other hand, it seems that most schools in Babati town council are being dominated by female teachers. This has been indicated by the response of the respondents. Nevertheless, it seems that male respondents in most cases do not like to engage in answering questions from the researcher; they consider it as wastages of time, that is why even the number of the male respondents is less than that of female respondents.

The findings above are in agreement with Kurubone (2022) who argues that when research is being conducted anywhere, it is likely easy to see a good number of ladies and women participating in answering questions as compared to male respondents,

and if male respondents join the discussion, in most cases the topic might somehow be related to their demands and requirements.

On the other side, Toby (2022) states that no matter what is being done in the community, in most cases and in most institutions, the information is obtained from the female respondents. This is because of the fact that most of the time male respondents will act as if they are busy with their issues therefore it becomes impossible for them to participate in the study and they will participate only if they are promised that they will be given something.

It is very important to make sure that when the research is being conducted it should include all types of respondents like female and male respondents. This will help to make sure that the results obtained are not biased.

Figure 4. 2 Age of respondents (N=137)
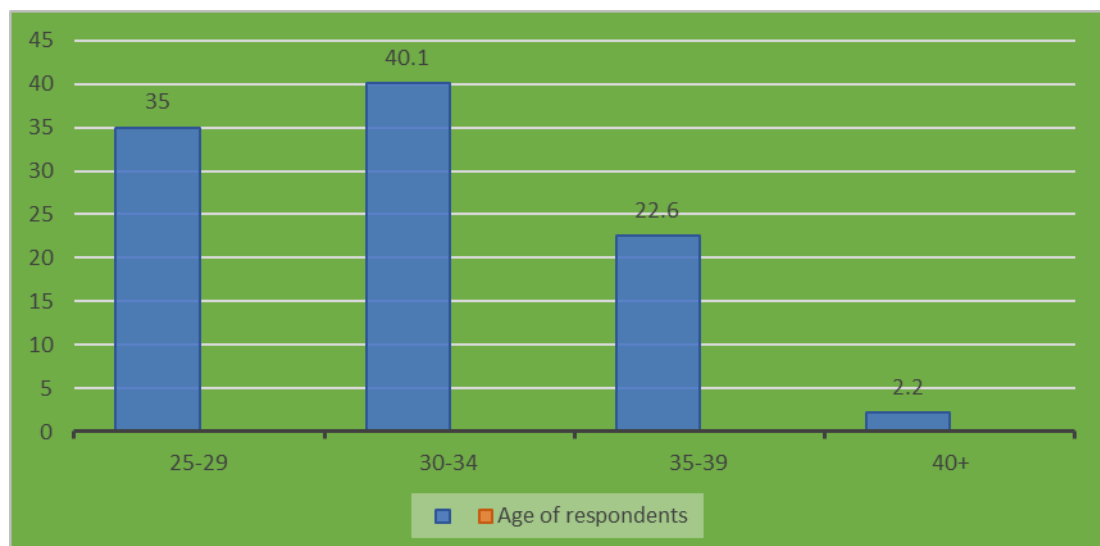
Source: Research findings 2021

In figure 4.2, the general results show that the 30-34 age group of respondents are more than the other age groups, indicating that in the Babati town council, most respondents and teachers, are youth and have enough time to stay in the field of teaching. On the other hand older respondents seem to be very few as compared to the other groups of respondents. This implies that the group of respondents who are about to retire is small since most of the respondent still have enough time to work for the government.

Figure 4. 3 Level of education of respondents
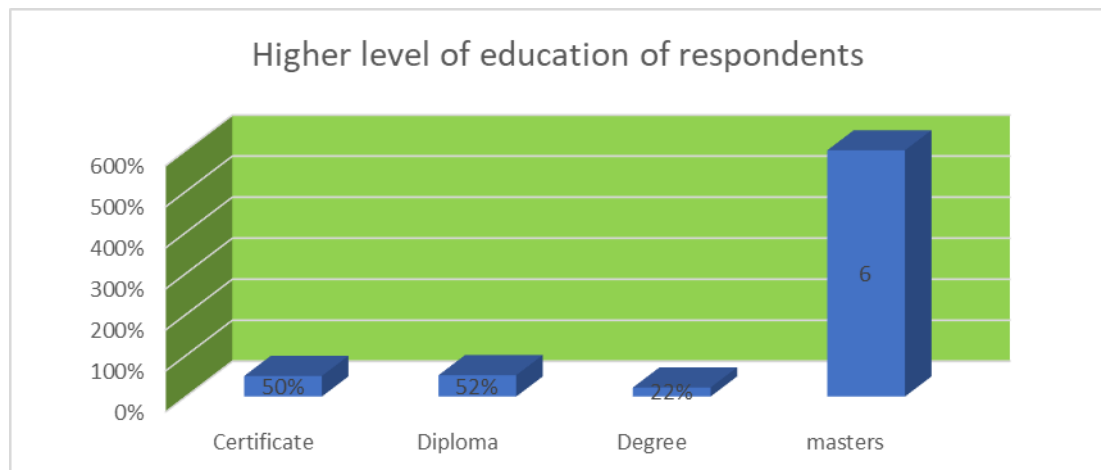
According to the findings obtained from figure 4.3 on the respondents, the results indicate that some respondents still have time to go for their professional development because most of the respondents were highly interested in going for further studies. Findings indicate that most of the teachers have upgraded their level of education. In Tanzania, according to the Ministry of Education and Vocational Training (MoEVT) and Education Service Commission (2008), primary school teachers must have the education level starting from at least a diploma level and above and must have spent at least not less than two or three years in the college or

university. According to the study, most of teachers had spent more than two years in
colleges.

Figure 4. 4 Teaching experience
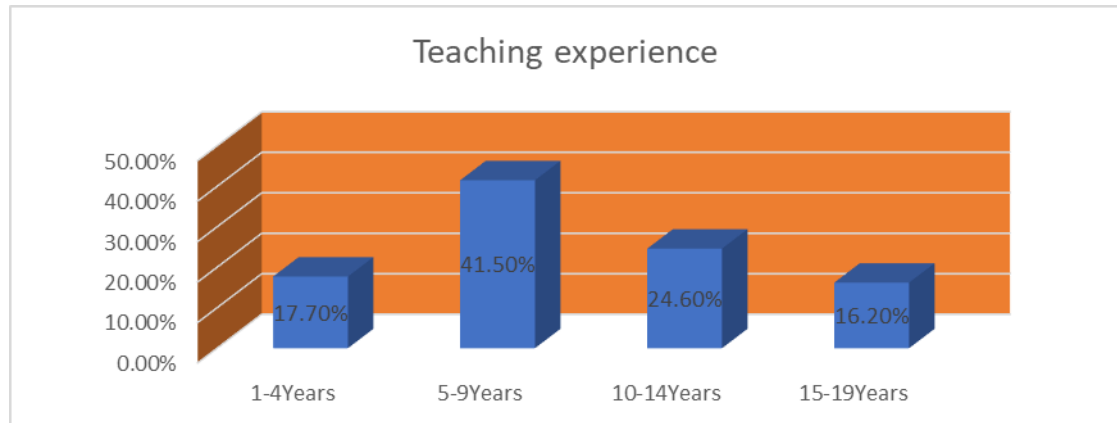
Source: Research findings 2021

Data in figure 4.4 indicate that the teaching experience of respondents ranges from 1
to 19 years of service.

**4.2.2 Factors causing use of laissez-faire leadership style in managing primary
schools**
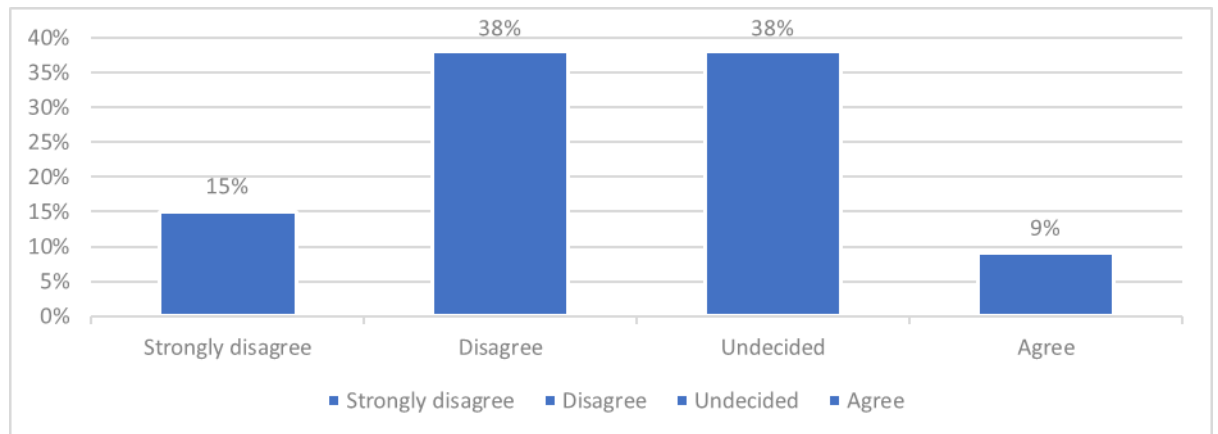
Under this objective the researcher wanted to know the factors that cause the use of
laissez faire leadership style in primary schools in Babati Town Council.

Figure 4. 5 Strict hands-off approach leadership style

Source: 2021

Basing on the findings above, it is obvious that most of the respondents (38%) who responded to this research question strongly agreed that leaders in this type of leadership do use strict hands-off leadership approach. This style of leadership tends to put more responsibility in the hands of team leaders and are much less present in the team's day to day activities. This type of management often relies more on goal and numbers to measure effectiveness. With regards to the findings above, most of the respondents were ascertaining that in most cases, school head teachers do not get engaged with school activities like teaching, but in most cases, they will rather give instructions to the teachers and wait in the office for the outcome. The findings in figure 5 are in agreement with Nathan (2014) who argues that the head teacher who employs laissez-faire leadership style tends to withdraw giving room for the

subordinates to make their own initiatives. The role of the head teacher when he embarks on this style is more advisory than evaluative. In this style, the head teacher treats the subordinates as equal members, where communication flows horizontally among group members.

Also, Toby (2008) argues that it is under laissez-faire leadership style whereby students can consult the school headmistress at any time, because of this, students are free to express their feelings about a particular issue. Also students are able to give their best ideas to the school head teacher. This type of leadership in most cases does improve and facilitate students' academic performance in secondary schools. The head teacher entirely relies on the hands-off style. However, it does not take long before discipline and students' academic performance start deteriorating in schools.

Messy (2012) argues that the degree to which the individual shows leadership traits depends not only on his appearances and personal abilities, but also on the features of the situation and environment in which he finds himself. Since human beings could become members of an organization in order to accomplish certain personal objectives, the extent to which they are active members depends on how they are influenced that their membership will permit them to attain their pre-arranged objectives. Therefore, an individual will support an organization if he believes that through it his personal objectives and goals could be met; if not, the person's interest declines. Leadership style in an organization is one of the factors that play a significant role in enhancing or retarding the interest and commitment of the individuals in the organization. Thus, Glantz (2018) highlights the need for a manager to find his leadership style.

Figure 4. 6Training and support
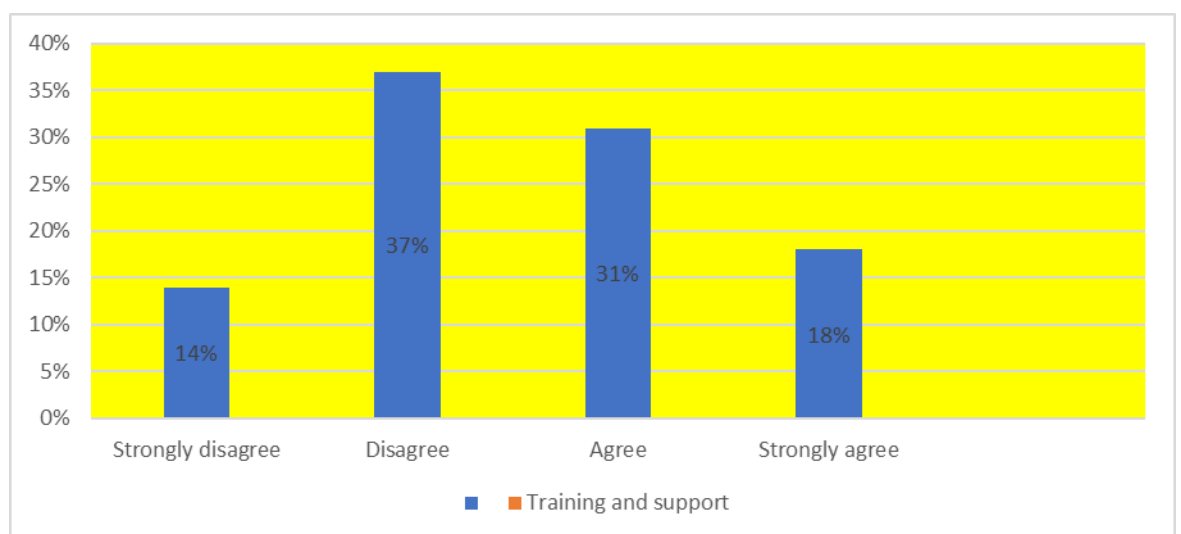
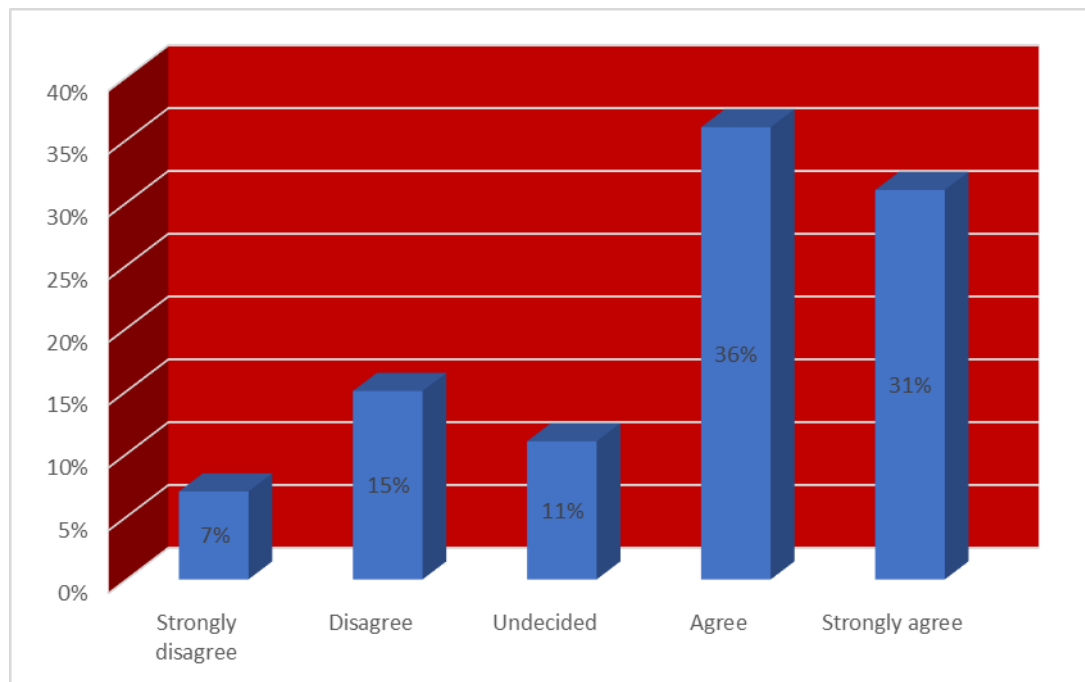

Source: Research Findings 2021

In figure 4.6, the findings show that most of the respondents who responded to the statement on need of training and support disagreed with the statement because respondents who disagreed with the statement were more than the respondents who agreed with the statement. This implies that training and support to the school teachers and education officers in primary school is also among the factors that cause school heads to use laissez-faire leadership style. It seems that the school head teachers do get support from the higher offices that is why they prefer to use laissez-faire leadership style as compared to other types of leadership style. This is being verified by the response indicated by the respondents who responded to the question above.

The findings above are in agreement with Kneehigh (2015) who argues that the secondary school head teachers' task is more demanding due to the fact that they deal with young and energetic individuals. Although the head teacher envoys most of the responsibilities, he or she is responsible for the planning, organizing, directing, controlling, staffing, innovating, co-coordinating, motivating and actualizing the goals and the objectives of the institutions and the country.

The findings also are in agreement with Mtoko (2012) who argues that, the role of the head teacher is to ensure that good leadership style is applied because it facilitates good discipline as well as good academic performance of the students in primary schools.

Furthermore, Hersey and Blanchard (2012) proposed in their situational theory that leadership behaviour should be wide-ranging according to the situation. The head teacher has to realize that we are living in a world where values and lifestyles are changing fast. It is the duty of the head teacher to ensure students are properly guided to avoid antisocial mannerisms in order to upgrade and improve students' academic performance in primary schools.

Figure 4. 7 Trust in their employees

Source: Research findings 2021

In figure 4.7, the findings shows that respondents agreed that school head teachers use laissez-faire leadership style because they have trust in their employees. Therefore, trusting employees has been one of the reasons that make and force employees to apply this kind of leadership which is known as laissez-faire leadership style. However, according to the findings above, school head teachers who use laissez-faire style of leadership have poor management skills. The findings above are in agreement with Hersey and Blanchard (2012) who proposed in their situational theory that leadership behaviour should be wide-ranging according to the situation. The head teacher has to realize that we are living in a world where values and lifestyles are changing fast. It is the duty of the head teacher to ensure students are properly guided to avoid antisocial mannerisms in order to upgrade and improve students' academic performance in primary schools.

 In building and concurring with the above findings, Kneehigh (2015) argues that the primary school head teachers' task is more demanding due to the fact that they deal with young and energetic individuals. Although the head teacher envoys most of the responsibilities, he or she is responsible for the planning, organizing, directing, controlling, staffing, innovating, co-coordinating, motivating and actualizing the goals and the objectives of the institutions and the country (Ministry of Education Manual for Heads of Primary Schools in Tanzania, 1981). It is therefore the role of the head teacher to ensure good leadership style is applied because it facilitates good discipline as well as good academic performance of the students in primary schools.

 The leadership style that the head teacher adopts should be geared towards accomplishing the tasks of the organization that are mainly related with students' academic performance. In agreement with the above views, Bearer (2018) argues that the biggest problem according to them is to identify an appropriate leadership style and the situation in which to use the situational contingencies which in turn lead to poor academic performance of the students in the long run.

Ball (2019) as reported in Linda (1999) recognized the following leadership styles that emerged in the course of his research in British secondary schools: the interpersonal, managerial style, adversarial and the political style or authoritarian style. He describes interpersonal head teachers as being typically mobile and visible with a preference for consulting with individuals rather than holding meetings. They like to sound out ideas and gather opinions. Such head teachers will frequently reiterate to teachers the importance of bringing complaints and grievances to them first of all.

Figure 4. 8 Believing in subordinates'
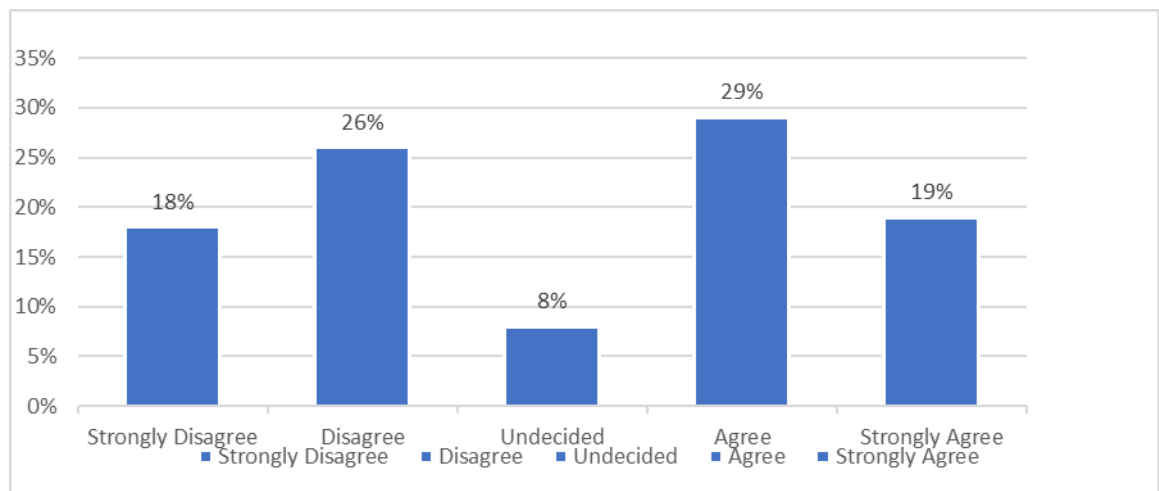
capability

Source: Research findings 2021

In figure 4.8, the general findings shows that school head teachers who use laissez-faire leadership style believe in the subordinate's capability that is why they use this kind of leadership. This is mainly indicated by the response of the respondents who responded to this question. Some of the school head teachers believe that their subordinates have high capability in making decision and there are some of the school head teachers who fear their subordinates especially during the time of decision making. However, on the other hand, few respondents disagreed with the statement. This indicates that some school leaders do not trust their subordinates. This implies that some subordinates have low capability of doing work. The findings are in agreement with Nias (2000) who categorized leadership into three leadership styles: the passive, positive, and bourbon types, which she describes as thus: One leadership type, the 'passive', gives teachers more freedom than they desire. They perceive themselves as totally free to set their own goals, under heads whose professional standards do not match their own, and who offer neither coherence to the school as a whole nor support and guidance to individuals.

Figure 4. 9 Corruption from other people and subordinates
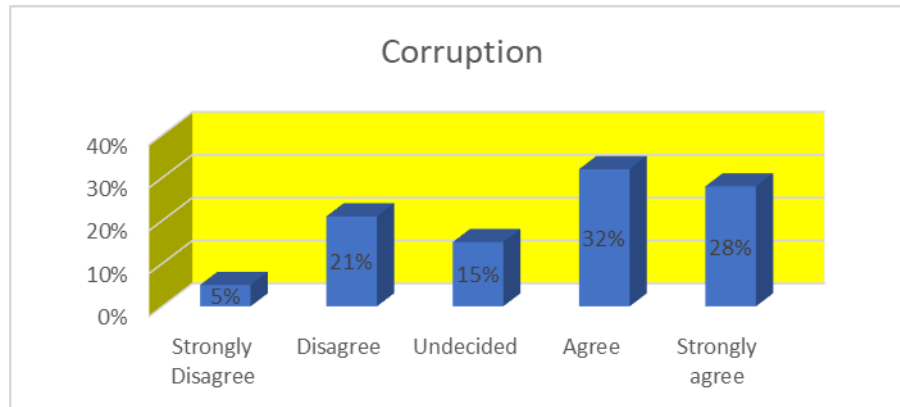
Source: Research findings 2021

In figure 4.9, the findings indicate that school head teachers who use laissez-faire leadership style are corrupt in nature. That is to say that in institutions like primary schools, there are some school head teachers who are ready to take some amount of money from their subordinates so that they can't make close follow up of what is taking place in the school compound. This has led to school leadership to use laissez-faire kind of leadership style. This is mainly indicated in the response of the respondents in figure 9. However, taking money for the purpose of not making close follow up is not good at all.

Kneehigh (2015) stresses that it is the role of the head teacher to ensure good leadership style is applied because doing so facilitates good discipline as well as good academic performance of the students in primary schools.

Figure 4. 10 Friendship in work matters
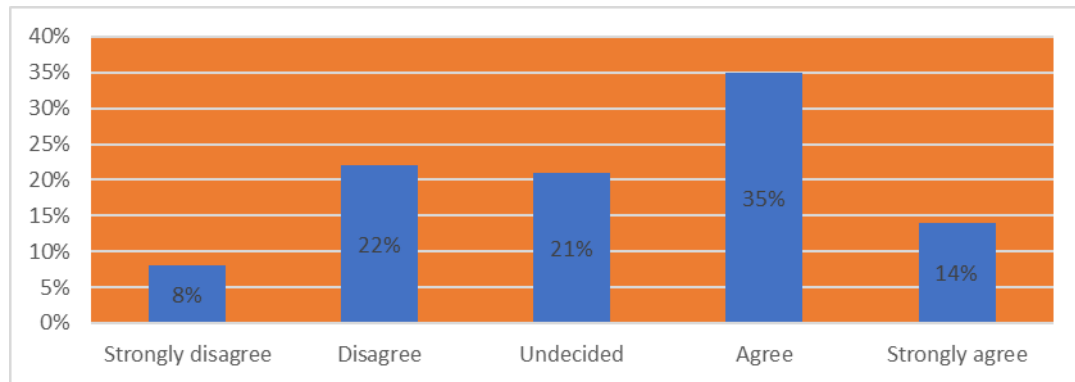
Source: Research findings 2021

In figure 4.10, the findings above show that respondents agreed that school head teachers who use laissez-faire leadership style make friendship in work matters with the employees. Making friendship with employees always leads to poor management of the organization and poor leadership. The findings above are in agreement with Beare (2018) who argues that the biggest problem with head teachers is to identify an appropriate leadership style and the situation in which to use the situational contingencies which in turn leads to poor academic performance of the students in the long run.

Figure 4. 11 Fear of confrontation with employees
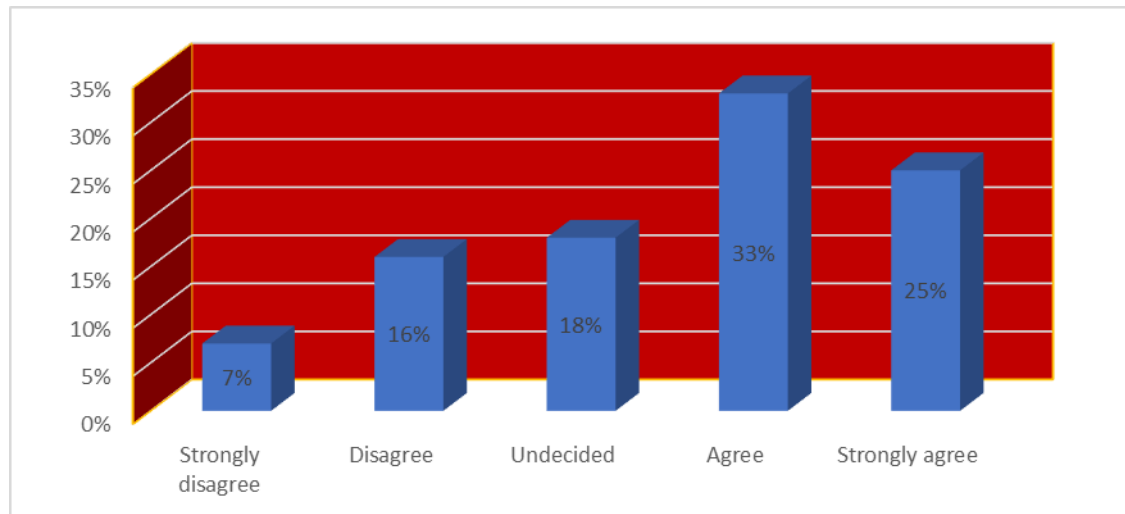
Source: Research findings 2021

In figure 4.11 the general findings indicate that some of the school head teachers do use laissez-faire leadership style because they fear confrontation from the subordinates. There are some subordinates who are not tolerant and they cannot withstand some circumstances. They can confront any person regardless being a leader or not. Since no school head teacher is ready to be confronted and imbalanced, they keep on using laissez-faire leadership style. The findings above are in agreements with Kneehigh (2015) who argues that fear of being confronted by surbodinates makes some leaders to opt for laissez-faire leadership style.

4.2.3 The influence of the head teacher's laissez-faire leadership style on students' academic performance

Figure 4. 12 The head of the school put much emphasis on students' academic performance than their welfare
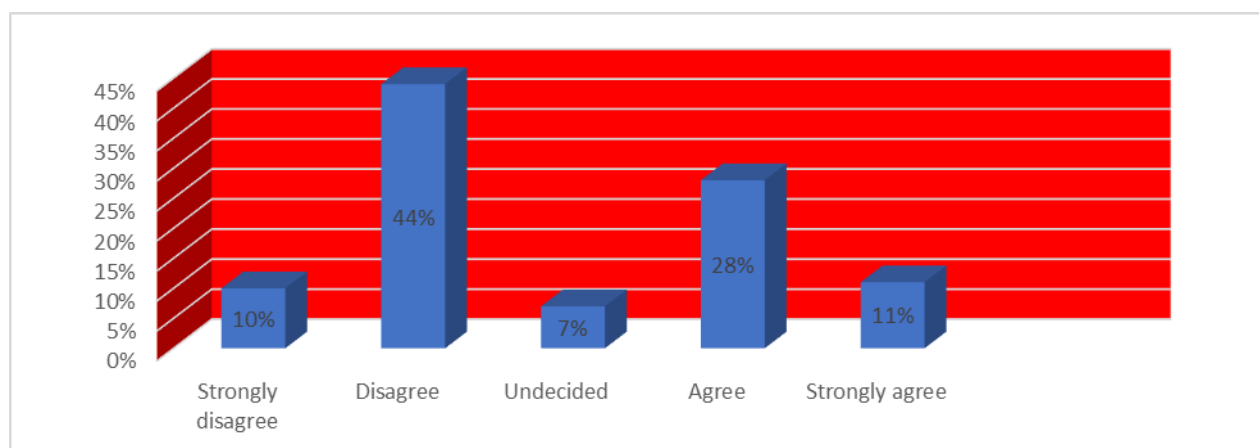
In figure 4.12, the general findings shows that laissez-faire leadership style practiced by the school head teachers has negative impact on students' academic performance in primary schools in Babati Town Council in Tanzania. Whenever laissez-faire leadership style is applied in primary schools, its impact on students' academic performance is mostly tremendous. School head teachers are expected to be the facilitators and must put much emphasis on the school and students' academic performance. But according to the above findings, school head teachers do not put efforts in academic matters, leading to poor academic performance of the students in primary schools in Babati Town Council.

The findings are in agreement with Nathan (2014) who argues that the head teacher who employs this style of leadership tends to withdraw giving room for the subordinates to make their own initiatives. The role of the head teacher when he

embarks on this style is more advisory than evaluative. In this style, the head teacher treats the subordinates as equal members, where communication flows horizontally among group members. The head teacher entirely relies on the hands-off style.

Figure 4. 13 The school head teachers provide chance for decision making through involving teachers and students

The school head teachers provide chance for decision making through involving teachers and students
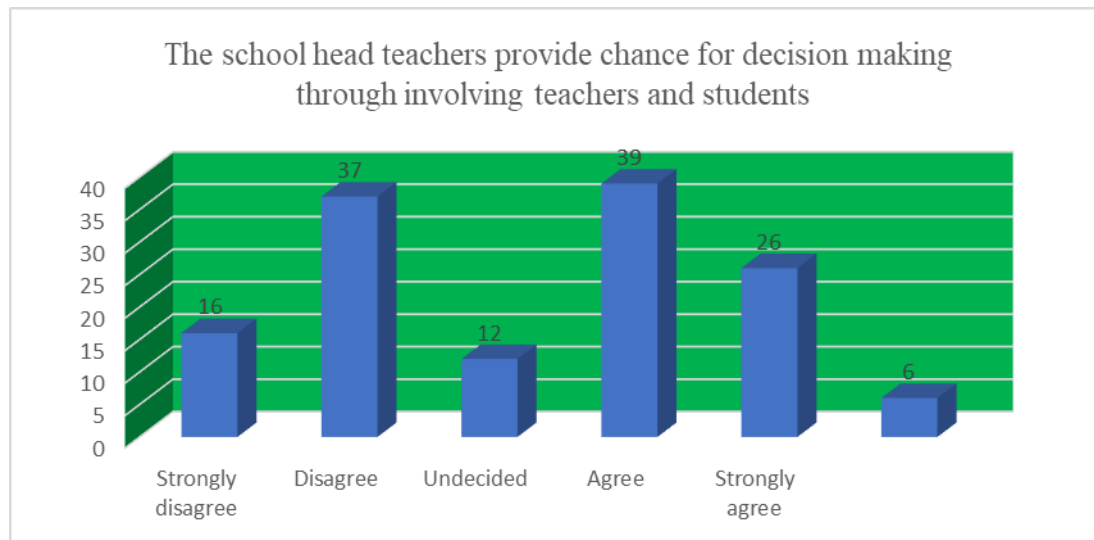
Source: Research findings 2021

In figure 4.13, the general findings show that school head teachers who uses laissez-faire leadership do provide chances for school teachers and students to provide their arguments through decision making. Providing chances to the school teachers and students to provide their ideas in decision making is a good idea. However, the ideas provided by the school teachers and students should not be taken as the final of what should be done at the school, for this case the school head teachers should be the final people in making decision of what should be done at the school. But on the other hand, there are also some respondents who disagreed with the statement. This indicates that not all school head teachers do provide chances for school teachers and

students to provide their ideas during decision making particularly during the school meetings. The findings above are in agreement with Kurubone (2021) who argues that the leadership style that the head teacher adopts should be geared towards accomplishing the tasks of the organization that are mainly related with students' academic performance.

Toby (2021) argues that decision making in an institution where people are working as a team is very important to the development of such institution. When decision is to be made, the school head teacher should make sure all the staff members are present because of the fact that if all members participate in decision making, no member will blame that she or he was not involved when decision was being made by the institution. Through participatory decision making, the school head teachers will be able to take serious measures and sanctions to students and teachers who will go against what has been decided by school or school management team.

Figure 4. 14 School head teacher has little time to check class journals
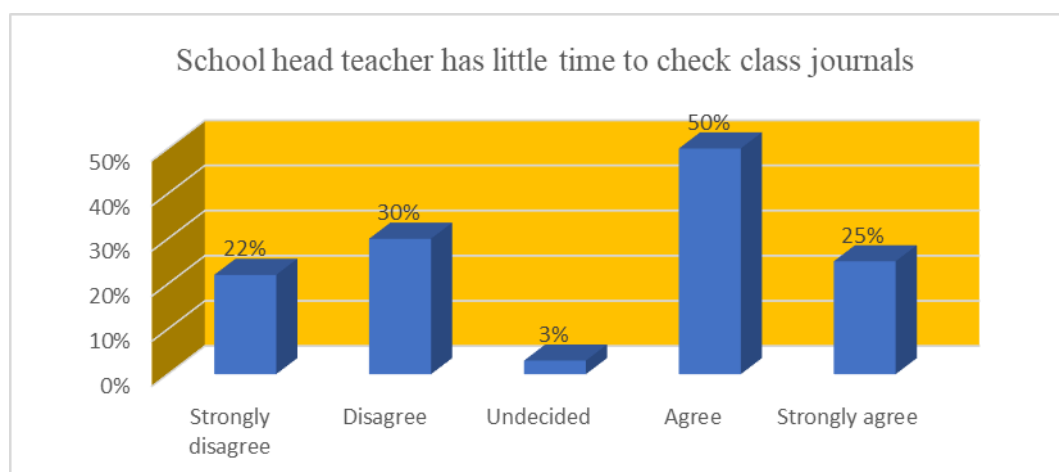
Source: Research findings 2021

In figure 4.14, the findings indicate that school head teachers have little time to check school class journals. This affects students' academic performance. One of the assurance to the school head teacher to know that teachers are effectively teaching is through checking and inspecting class journals. This will give a picture to the school head teachers of how teachers are teaching. Without regular class journal check up, it is impossible for the school head teachers to note the faults of school teachers as well as the academic progress of students. Although the head teacher performs most of the responsibilities, he or she is also responsible for the planning, organizing, directing, controlling, staffing, innovating, co-coordinating, motivating and actualizing the goals and the objectives of the institutions particularly in his working place. Checking classroom class journals is the work of the school head teacher and not the work of another teacher apart from the school head teacher.

The findings in figure 4.14 are in agreement with Toby (2022) who argues that when head teachers make regular check up of teaching log books, the rest of the teachers become alert, sensitive and careful of their classroom teaching.

Figure 4. 15 School head teachers do not make frequent school supervision
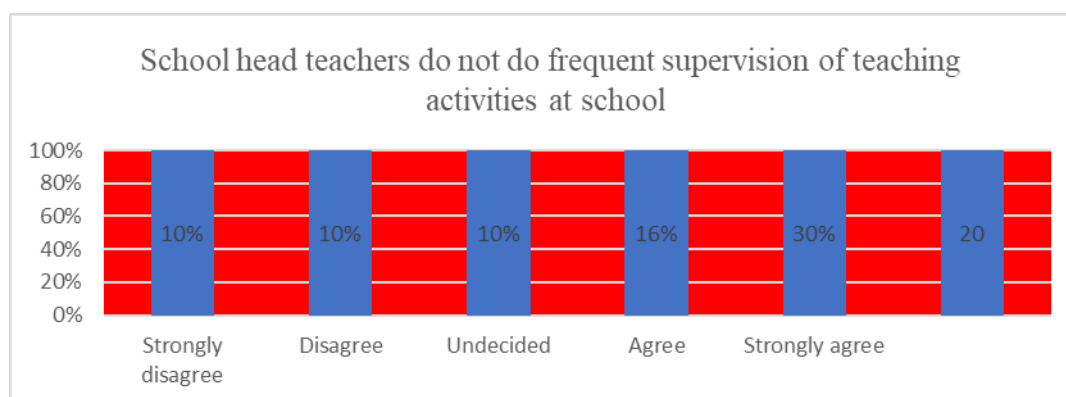
Source: Research findings 2021

In figure 4.15, the findings indicate that school head teachers do not make frequent school supervision and these are the school head teachers who use laissez-faire leadership style. The findings in figure 4.15 are in agreement with Toby (2022) who argues that schools without a close supervision will not make progress in term of students' academic performance since good performance of the students depends mostly on the school monitoring from the school head teachers. Where students and schools are closely monitored by the school head teachers, students together with the school do excel in terms of school academic performance. On the other hand, when there is poor school monitoring and poor school supervision, the school does not excel any more in terms of academic performance.

Toby (2022) argues that in schools where school head teachers use democratic leadership style, students do perform better and teachers do work hard as compared to the schools where there is poor school monitoring and supervision from the school head teachers. According to Kurubone (2021), the head teacher has to realize that we are living in a world where values and lifestyles are changing fast. It is, therefore, the duty of the head teacher to ensure that students are properly guided and supervised to avoid misconduct that may lead to school's academic failure.

Figure 4. 16 The school head teachers do not give sanctions to teachers who miss class periods

The school head teacher does not give sanctions to teachers who miss class periods
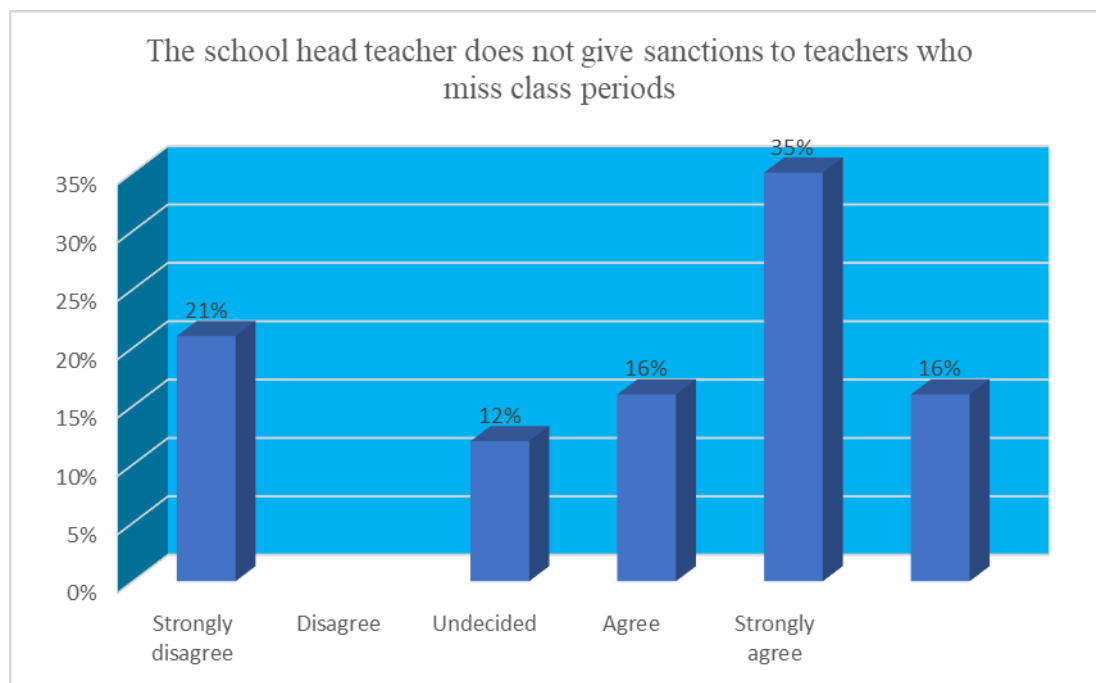
Source: Research findings 2021

In figure 4.16, the general findings show that school head teachers do not take serious measures against teachers and students who misbehave at school. Taking serious measures enable the school head teachers to monitor and supervise the school in humble and easy way but if sanctions are not taken by school head teachers, it means that the school is not under a good leader.

Missing class period at school is a serious case not only for the school teacher but to the students of such school because of the fact that missing classroom periods in one way or another may lead to poor academic performance of the school. Therefore, the school head teacher must make sure that all the class periods are well attended by the

responsible teacher and students must write notes during the class periods. Kurubone (2021) claims that sanctions should be taken against all students who do not follow the school regulations as well as the school laws, and these school laws should act as the school pillars of controlling the schools.

Also measures and sanctions to misbehaving students in Babati district town council should be taken to improve school leadership style so as to realize and improve students' academic performance in Babati Town Council. The leadership style that the head teacher adopts should be geared towards accomplishing the tasks of the organization that are mainly related with students' academic performance. The biggest problem to identify an appropriate leadership style and the situation in which to use the situational contingencies which in turn lead to poor academic performance of the students in the long run.

Toby (2021) argues that sanctions should be taken not only to the students who misbehave at school but also to teachers who miss periods in the classrooms. The case of untaught periods in primary schools in Babati Town Council is very common. For that case, school head teachers should act immediately to all those teachers who do not attend class periods regularly. On respondent wrote that: "Sometimes you may find a student has been assigned by a certain teacher to write notes on the blackboard. This is not acceptable. Every subject teacher should write notes on the blackboard by himself/herself."

Figure 4. 17 The head of the school does not follow plan of teaching by holding heads of department meetings regularly
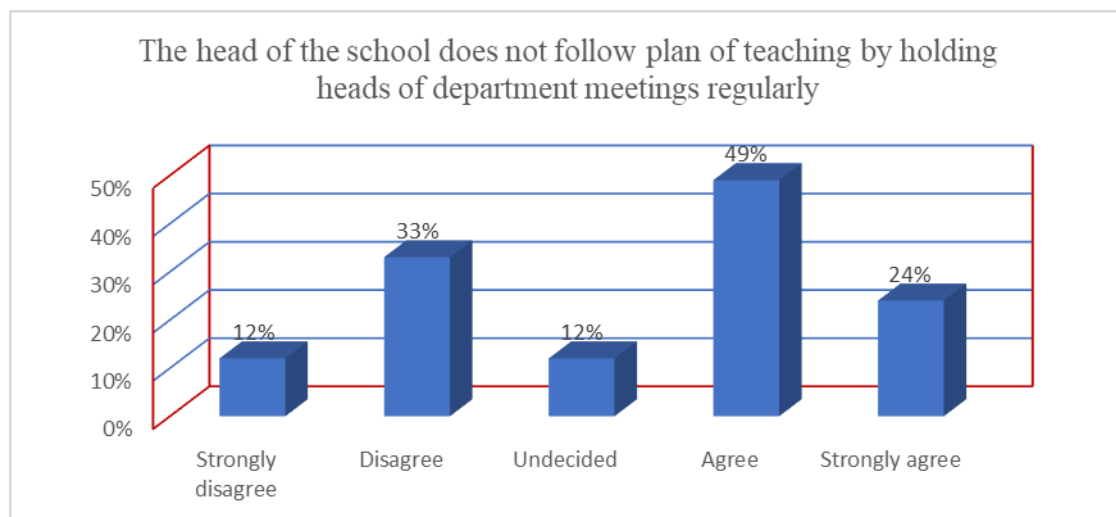
Source: Research findings 2021

In figure 4.17, the findings show that departmental meetings at the school are very important in achieving student's academic performance in all schools being primary or secondary school. This is because subject departmental meetings enable the school teachers especially subject teachers to say and come out with the serious problems that are facing their departments, but lack of these departmental meetings in most cases lead to poor academic performance of the school and of the students.

The findings in figure 4.17 are in agreement with Kneehigh (2015) who argues that convening departmental meetings aimed at identifying the problems that face the different school departments is very important since in the meetings, solutions to the identified problems are suggested.

Figure 4. 18 The school head teacher gives little attention to school evaluation activities
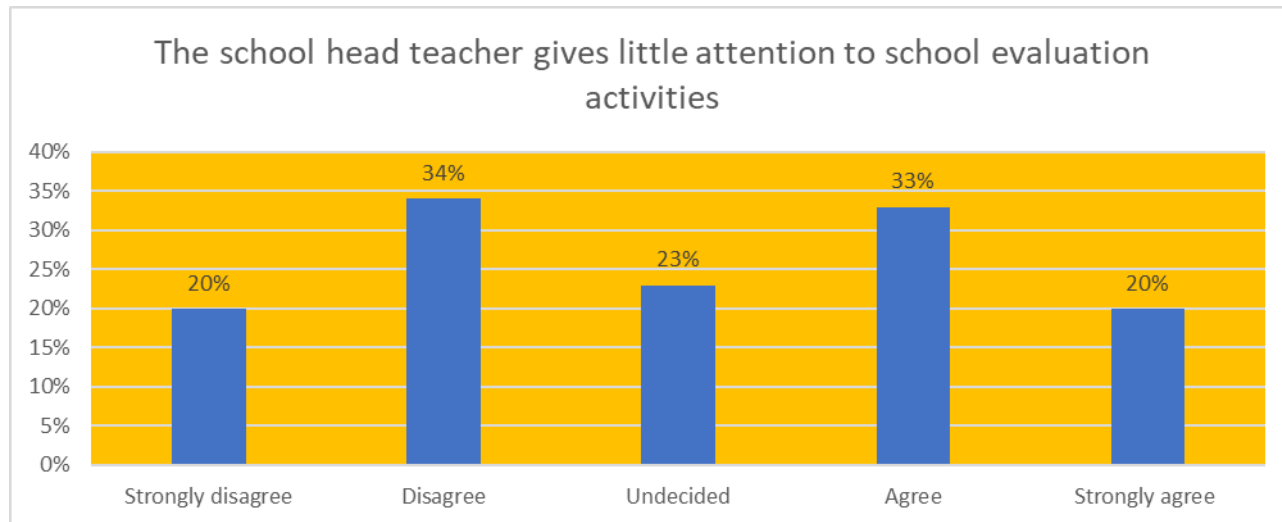
Source: Research findings 2021

In figure 4.18, the general findings show that the school head teachers do not give enough time to the school activities because most of the respondents who answered this question, agreed with the statement above. However, Kneehigh (2015) argues that there is a great need for the school head teachers to give time to the school evaluation activities particularly the evaluation of the activities that are related to the school academic matters because academic matters directly affect the outcomes of the students academically.

It is therefore the role of the head teacher to ensure good leadership style is applied because it facilitates good discipline as well as good academic performance of the

students in primary schools. Giving enough time to the evaluation of academic matters is very important because of the fact that students' academic performance in most cases depends on school head teachers' leadership style. Giving enough time to the evaluation of academic matters allows the school head teachers to go through the student's exercise books and inspect what students are being taught in the classrooms.

Kneehigh (2015) argues that evaluation of academic matters should be done by collecting students' academic exercise books and seeing what is going on; whether students are writing notes from the subject teacher or not. This should be done monthly since the academic performance of the students starts from writing what they are being taught by their teachers in the classrooms.

Figure 4. 19 The head of school rarely makes timely follow up on examination reports to parents
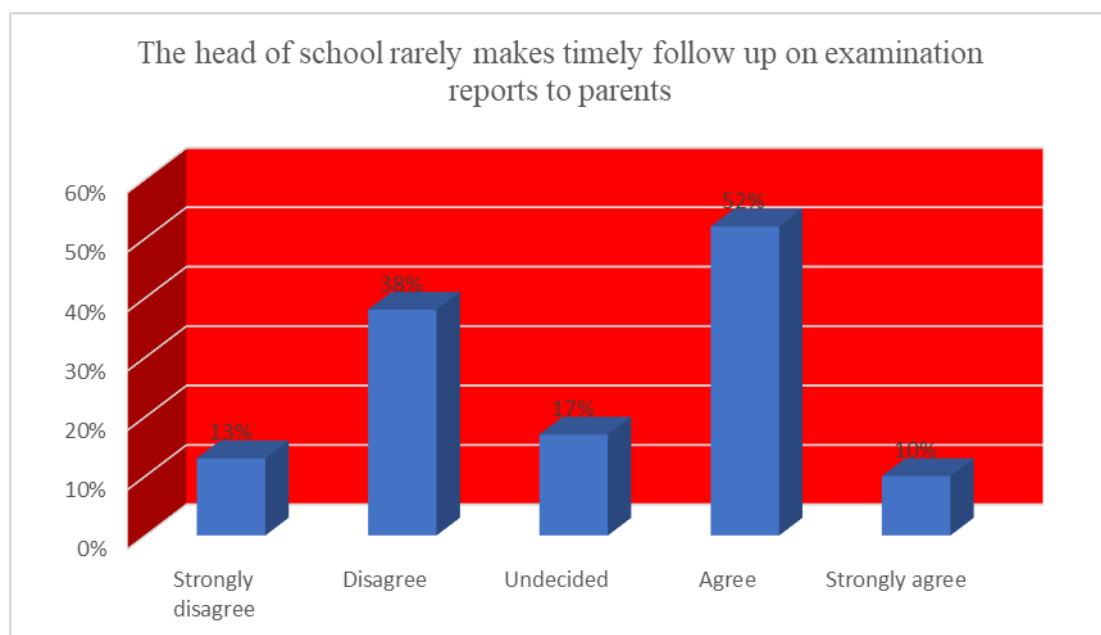
Source: Research findings 2021

In figure 4.19, the findings show that school head teachers have little time in making follow up to the parents' report forms. In contrast to the common practice revealed in the findings in figure 4.19, Kurubone (2021) argues that parents report forms are very important to every parent and every student as they show the academic progress of the students at the school. It is the parent report form that informs the school head teacher how students are performing in different subjects. Basing on the results obtained from the figure 4.19, it shows that school head teachers have little time in making follow up to the parent report forms. As commented by Kneehigh (2015), the school head teachers should make sure that the parents' report forms are well prepared and should be signed by the school head teachers.

Toby (2021) argues that the continuous assessment of the student is indicated in the parent's report form.   If the parent's report form is not paid attention to by the school head teachers, the other school teachers automatically do not take time to prepare and fill it, instead, they might use students to fill it.

Toby (2021) further argues that making follow up on the parents' report forms is very important since it allows the school head teacher to know if the reports are well prepared and filled by the school subject teachers themselves or not. By doing this the school head teacher gets to know the situation and how students perform in different subjects and enables him/her to take serious measures particularly to those students who performed poorly in different subjects.

Figure 4. 20 The school head teacher does not respond to school inspection queries

The school head teacher does not respond to school inspection queries

- Strongly disagree: 13%
- Disagree: 42%
- Undecided: 12%
- Agree: 36%
- Strongly agree: 27%
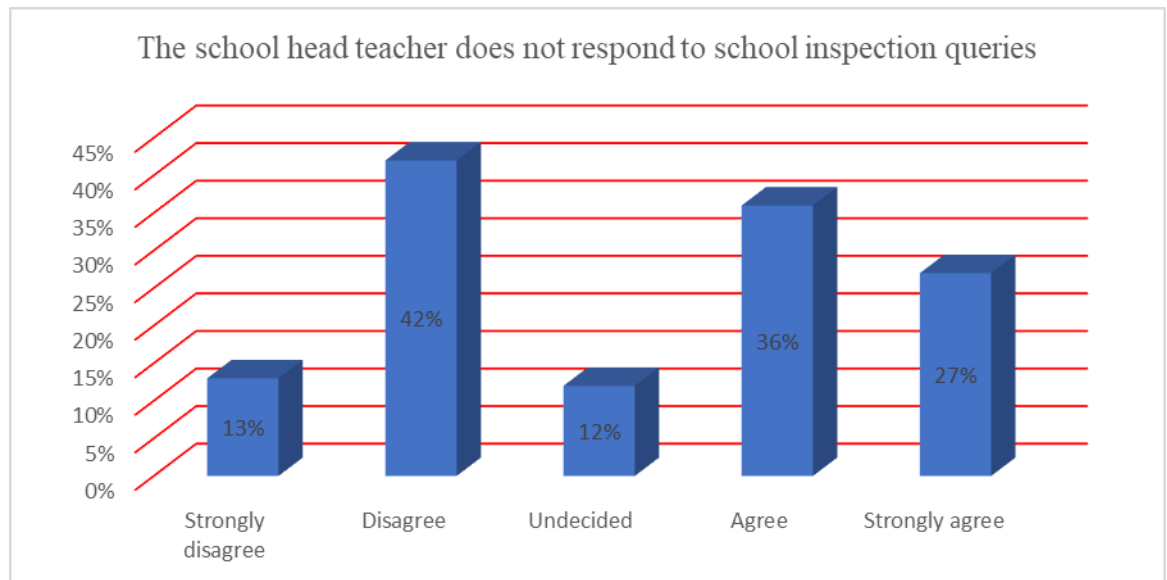
Source: Research findings 2021

The results presented in figure 4.20 show that school head teachers do not deal with nor respond to school inspection queries since most of the respondents agreed with the statement. However, Noela (2020) argues that school inspection queries are essential to deal with since through these queries, the head teacher knows if the school has problems or not. Soon after the school inspection, the school head teacher should respond positively in solving and finding solution to the merged queries in primary schools. She further argues that there are some queries that need immediate solution from the school head teachers, and if the school head teacher does not take

time with the raised queries, it is impossible for such a school head teacher to know the queries that even need immediate action.

Figure 4. 21 The head of the school should follow discussion among teachers and students
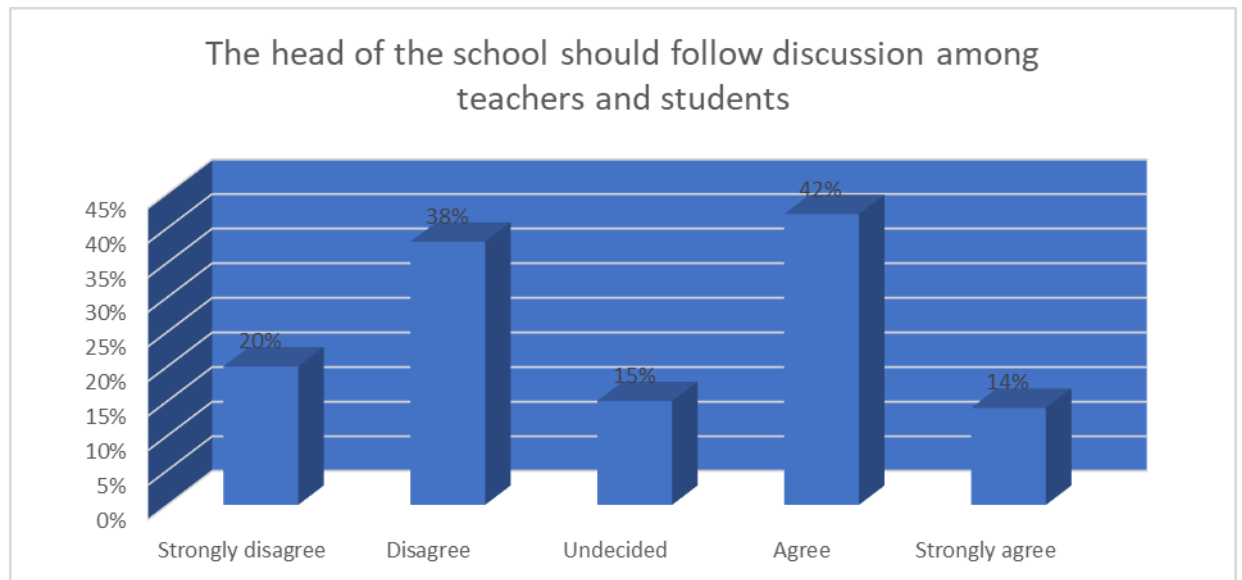
Source: Research findings 2021

In figure 4.22, basing on the findings, most of the respondents agreed that the heads of the schools do not follow discussions among teachers and students. However, Noela (2020) argues that the discussion between school teachers and students is very important since when students discuss issues with teachers, the school head teacher gets to know the problems that the students are facing in the schools. On the contrary, when they do not discuss, the school head teachers cannot know the problems that face the students in the schools.

Noela (ibid.) argues that in order to organize this, it is the role of the school head teachers to make sure that at every end of the month there is a meeting between the school teachers and the students. This practice enables the school head teachers as well as the school teachers to know the problems that the students face. It is only through such meetings that the school can be in a position to answer questions that may be raised up by the students towards the school administration. Therefore, it is the matter of the school head teacher to make sure that he/she sets a good time table so that he/she makes a serious follow up by visiting every classroom and seeing what students are discussing with teachers in the classrooms. By so doing, the school head teacher will be in a position to uplift school academic performance.

Figure 4. 22 The head of the school encourages an open participative learning environment.
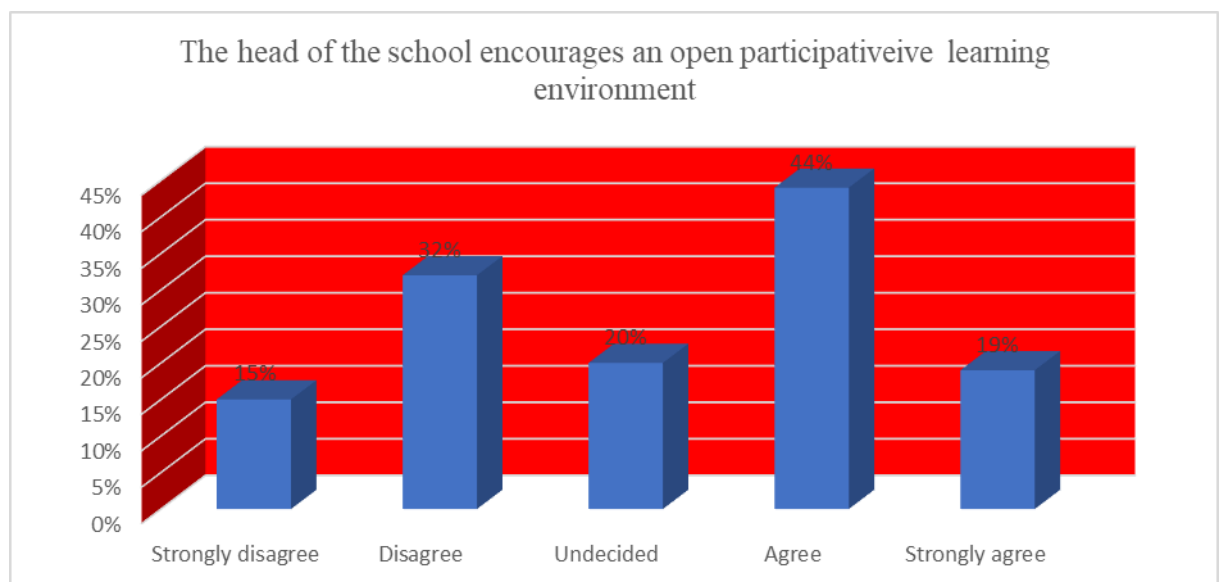
Source: Research findings 2021

In figure 4.22, the findings indicate that school head teachers in primary schools in Babati Town Council do not encourage an open participative learning environment because most of the respondents who responded to the question agreed. Haulke (2021) argues that school learning environment is very important to the school pupils because it helps them to acquire the required learning skills.

Ndalichako (2021) further states that school head teachers should encourage students to learn in open participative environments and the school head teachers should make sure that all students are encouraged to learn in an open environment, and where necessary school head teachers should participate in such learning environment, because by doing so they get to know the problems of the students and pupils in their schools.

According to Magufuli (2019), a school learning environment should be supportive to the students and should be located in a good place and especially the open place because it enables students to understand better as compared to the environment which is situated in darkness.

The findings above are also in agreement with Toby (2022) who argues that in a place where there are good learning environments, students are expected to perform very well since good learning environment facilitates good performance among the students.

Kurubone (2022) also argues that the school learning environment should be attractive to every student, and the school learning environment is mainly prepared through good leadership of the school head teachers. For example, the school head teacher can make sure that every teacher at the school is assigned a duty to perform at the school and the school compound is clean all the time, starting from the classrooms. No student likes to study in an environment which is very dirty.

4.3 Ways to improve school leadership style so as to realize and improve students' academic performance in Babati Town Council.

Figure 4. 23 The school head teachers should use power and authority to maintain order in school
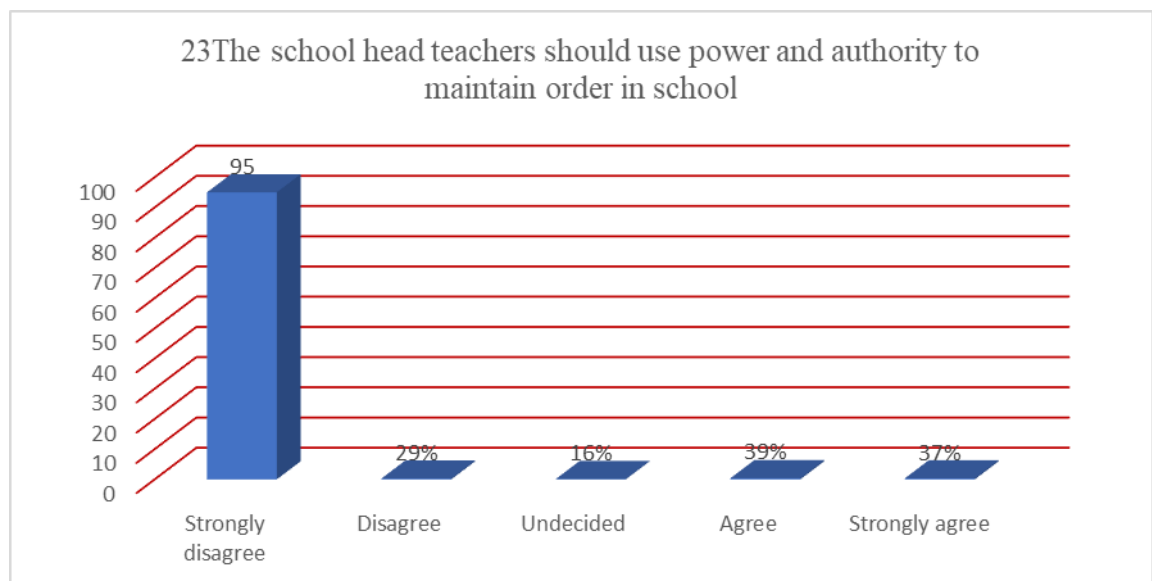
Source: Research findings 2021

In figure 4.23, the general findings indicate that respondents agreed that the school head teachers should use power and authority to maintain order in schools because a

good number of the respondents agreed with the statement. The school head teachers should use power and authority to maintain order in schools. Power from the school head teacher is very important towards the school academic progress. This is because, when the school head teachers have power, both teachers and students respect them.

In line with the above findings, Kurubone (2021) argues that the school head teachers who do not have power do not deserve such a position since any school head teacher should make sure that power and authority are to be used whenever necessary. Also, Fredy (2016) explains leadership as use of leading approach to offer stirring motive and to increase the staffs possible for development.

Figure 4. 24 The school head teachers should be cooperative to students
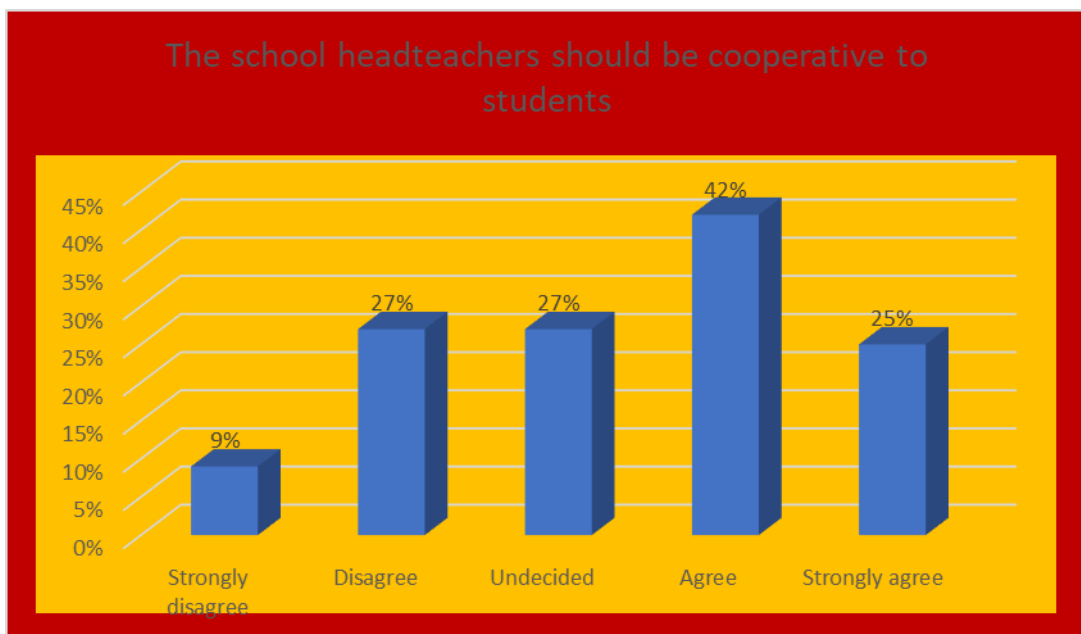
Source: Research findings 2021

In figure 4.24, the general findings show that 36% of the respondents said that school head teachers of the nine (9) selected schools are not cooperative to students. However, Kurubone (2021) asserts that good relationship at school between students and teaching staff has strong and direct impact on students' academic performance because of the fact that it allows students to express their problems to the teachers, also it brings close relationship especially when teachers make close follow up to their students on the issues that are related with academic performance of the students.

Figure 4. 25 The school headteachers should use democratic leadership style
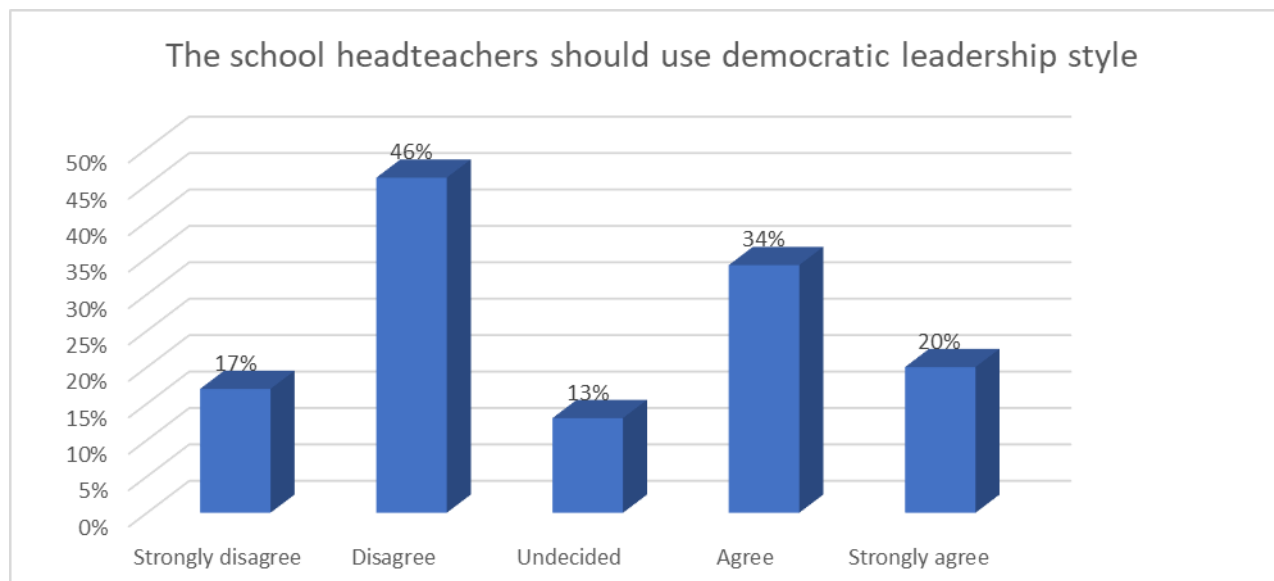
Source: Research findings 2021

In figure 4.25 The general findings under this item indicates that the school head teachers should use democratic leadership style in their schools because of the fact that most of the respondents agreed with the statement above. Democracy is all about

authorizing people so that they are given chance to provide their views before a decision is made. A head teacher who uses democratic leadership style allows space for subordinates to share their views before making final decisions. This minimizes the differences or negative attitudes towards a certain rule or school policy as the followers have participated in the deliberation of such decisions. In an educational set up, staff meetings, prefects or disciplinary committee meetings where the head teacher allows time for subordinates to air their views provide an excellent example. This type of leadership in most cases does influence positively students' academic performance because of the fact that students are free to explain their feelings and needs to their school, headmistress or school head master. Where this type of leadership is practised, normally students do perform well.

Figure 4. 26 Training to head teachers on leadership
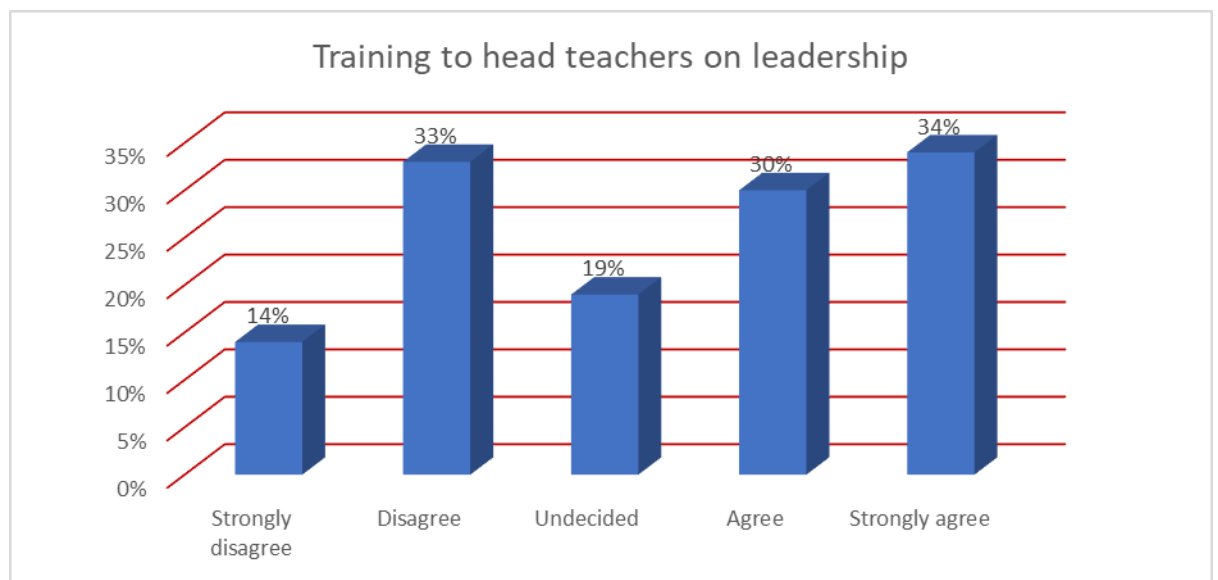
Source: Research findings 2021

According to figure 4.26, The findings above show that school head teachers should be trained on the issues related to school leadership and the importance of using a democratic leadership style. The leadership style that the head teacher adopts should be geared towards accomplishing the tasks of the organization that are mainly related to the students' academic performance (Beare, 2018).

School head teachers should be trained in the course of school leadership and management. The training on leadership enables them to lead effectively.

The findings above are in agreement with Noela (2020) who argues that capacity training to school head teachers is very important and very essential to the school leaders, since when a school head teacher is well trained, it is very easy for him to lead the school properly, and the training which is required to the school head teacher should be based in school management and school administration. In other parts of the world, someone cannot be appointed as the school head teacher if he doesn't possess the required qualifications in the field of school management and leadership. However, in our country, only few school head teachers do possess this kind of qualification.

Figure 4. 27 Encourage and motivate working among teachers with minimal supervision

Encourage and motivate working among teachers with minimal supervision
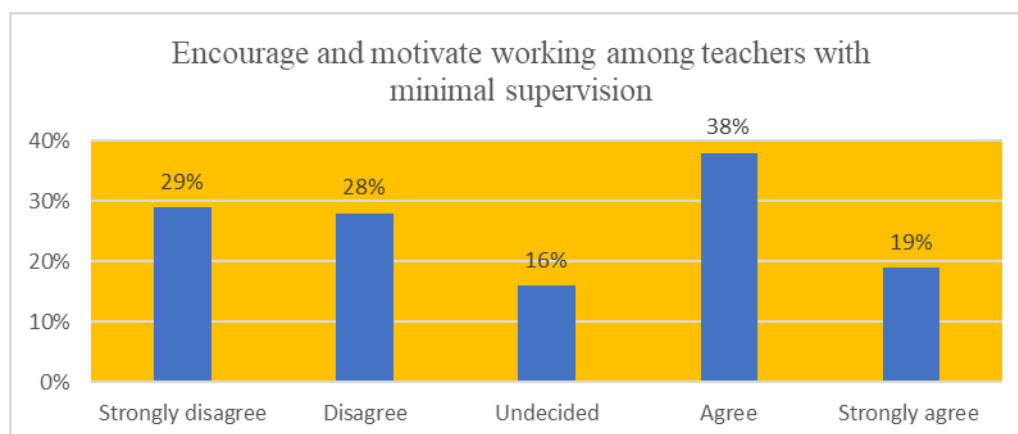
Source: Research findings 2021

According to figure 4.27, the general findings indicate that school heads should encourage and motivate work among teachers with minimal supervision, which will allow school teachers to work very hard towards achieving students' academic achievement in academic matters. However, working with teachers under close supervision of the school head teachers will not make school teachers perform effectively in their duties; rather, it will cause school teachers to perform poorly in their duties.

The findings above are consistent with Kneehigh (2015), who contends that it is the task of any head of school to encourage and motivate working among teachers with minimal supervision.

Figure 4. 28 Involve teachers and heads of department in decision making

Figure: Involve teachers and heads of department in decision making
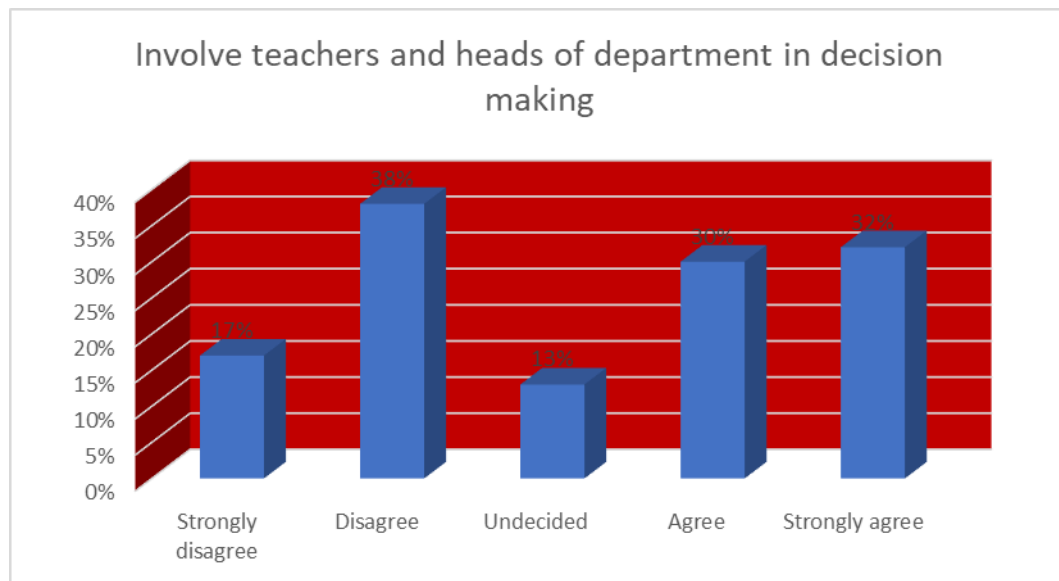
Source: Research findings 2021

According to figure 4.28, The general findings here show that the school head teacher should involve the heads of department in decision making since decision making is very important to the school's development as a whole. When the school head teacher decides on an issue without consulting the other members of the school cabinet, the results of the decision will be set aside for the head of the department. Decision making is very crucial to the development of the school and, therefore, it should involve all the members of the school, including the school head teachers, as well as the school's subject heads of departments.

The head teacher's leadership style should be geared towards completing the organization's tasks that are primarily related to the students' academic performance. Furthermore, Hersey and Blanchard (2012) proposed in their situational theory that leadership behaviour should be wide-ranging according to the situation. The head

teacher has to realize that we are living in a world where values and lifestyles are changing fast. It is, therefore, the duty of the head teacher to ensure that students are properly guided though involving teachers and heads of departments in decision making.

Figure 4. 29 Encouraging departmental meetings
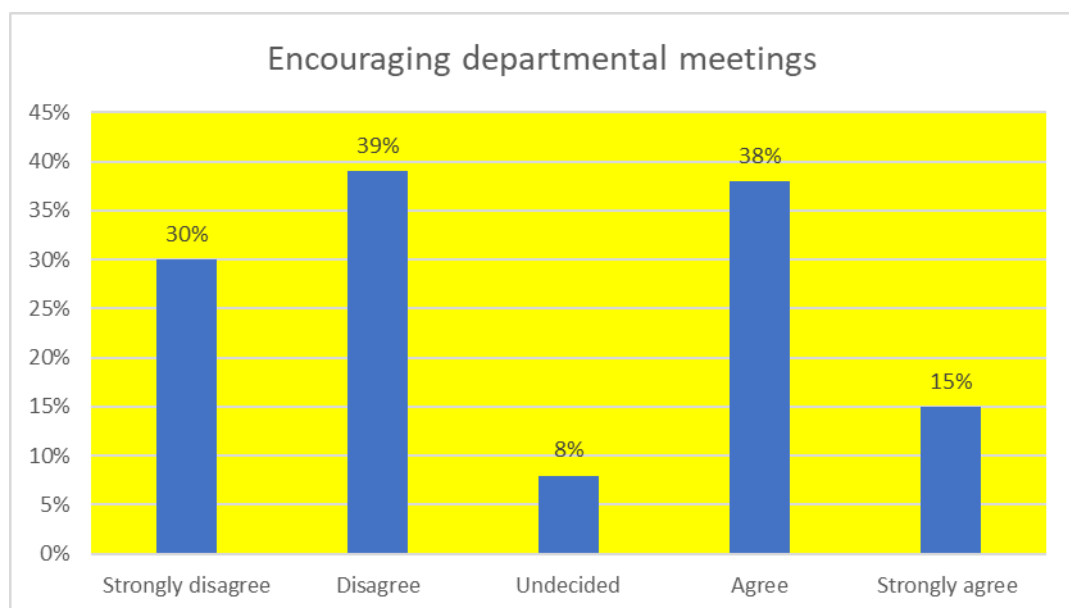
Source: Research findings 2021

According to figure 4.29, the above findings indicate that most of the respondents said that the head teachers of the nine selected schools do not encouraging departmental meetings. However, departmental meetings in schools are very important for the mutual development of the schools, because schools without departmental meetings cannot succeed in terms of the academic performance of the students. Ndalichako (2021) argues that school departmental meetings are very important to the school's development academically, since departmental meetings come up with the challenges that are facing the school's subject department in general. Departmental meetings are where each subject teacher in such a department expresses his or her views on his or her subject in the classrooms and on the materials required for his or her subject.

Hargreaves (2021) argues that by spending time getting people's buy-in, the leader builds trust, respect and commitment. Because the democratic leader affords people a say in decisions that affect their goals and how they do their work, it drives up flexibility, responsibility and keeps morale high.

Democracy is all about authorizing people so that they are given a chance to provide their views before a decision is made. A head teacher who uses a democratic leadership style allows space for subordinates to share their views before making final decisions.

Also, Toby (2021) argues that departmental meetings at school are very important as they allow teachers to express their ideas concerning what should be done in the subject departments. For example, the issue of buying books is mainly concerned with the school teachers and not any other person. Sometimes, it is very normal for some of the school head teachers to decide something concerning a certain department in the absence of the members of that particular department, leading to unnecessary conflicts among staff members. Noela (2020) advises that the school head teachers should make sure that departmental meetings are conducted at every end of three months so as to know what is needed in subject departments.

Figure 4. 30 Use participatory approach in leading teachers
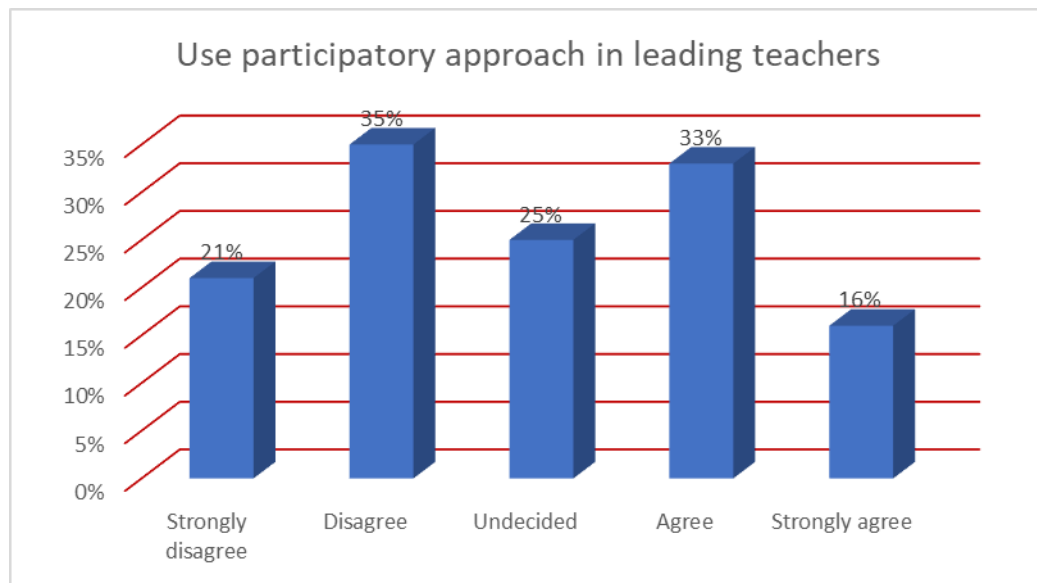
Source: Research findings 2021

According to figure 4.30, the general findings show that the head teachers of the nine (9) selected schools do not use participatory approach in leading teachers. However, a participatory approach eliminates the state of suspicion among school correspondents, who are the corner stone of facilitating the school academic performance of the students (Kurubone, 2021). A participatory approach can only be used by school leaders when they use a democratic leadership style to lead teachers. When the school head teacher uses laissez-faire leadership or a dictatorial leadership style, he/she cannot use a participatory approach. According to Kurubone (2021), using a participatory approach in leading teachers is all about giving people the right to express themselves before a decision is made. A head teacher who uses a democratic leadership style allows space for subordinates to share their views before making final decisions. This minimizes the differences or negative attitudes towards a certain rule or school policy as the followers will have participated in the

deliberation of such decisions. In an educational set-up, staff meetings, prefects or disciplinary committee meetings where the head teacher allows time for subordinates to air their views provide an excellent example. This type of leadership, in most cases, does positively influence students' academic performance because of the fact that students are free to explain their feelings and needs to their school head teacher.

Generally, laissez-faire leadership style has negative impact on students' academic performance whenever it is being practiced and used as the system of administration to lead students because it involves putting hands-off from the issues that need close and serious supervision. In Babati town council, most of the schools particularly primary schools do perform poorly because of using laissez-faire leadership style.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion, recommendations and suggestions for further research.

5.2 Summary of the study

The study's goal was to determine the impact of laissez-faire leadership style on students' academic performance in Babati Town Council. To guide the study, three research objectives and questions were developed. To provide the summary, the researcher has to present the summary by basing on the study objectives as follows:

5.3 Summary of the key findings

The summary of the findings is mainly presented as per the research objectives in this chapter

5.3.1 Factors that cause school head teachers to use laissez-faire leadership style

Respondents agreed that factors like strict hands-off approach to school staff has been one of the factors that cause school head teachers to use laissez-faire leadership style in primary schools in Babati Town Council. Also lack of training on school leadership and administration has been mentioned as one of the factors that cause leaders of schools to use laissez-faire leadership style. Trust of their employees has been one of the factors also that cause the school head teachers to use laissez-faire

leadership style in public schools in Babati Town Council. Furthermore, believing in subordinates' capability, corruption, as well as friendship in work matters have also been identified as the factors that cause the school teachers as well as school head teachers to use laissez-fair leadership style in public primary schools in Babati Town Council.

5.3.2 Influence of the head teacher's laissez-faire leadership style on students' academic performance

The findings revealed that school head teachers in public primary schools in Babati Town Council do not place a high value on students' academic achievement, and as a result, pupils' academic performance is poor compared to privately owned primary schools in Babati Town Council. Nevertheless, school head teachers do not give opportunities for decision-making by involving teachers and students. When school teachers do not participate in decision-making, they become passive in the entire process of teaching children. Teachers are said to be active in teaching students especially when they are involved in the whole process of teaching and learning. For example, the issues of buying teaching and learning materials, subject teachers should be involved in buying the materials because they are the ones who know what kind of books that should be bought. It was also revealed that school head teachers devote little time to class journals. When school head teachers do not pay close attention to the school class journals, it is difficult for them to know the academic progress of their students, and it may also be difficult for them to know the number of active teachers who participate in the class.

5.4 Ways to improve school leadership style so as to realize and improve students' academic performance

When the respondents were asked about the measures and ways that should be taken so as to improve the academic performance of the students, respondents agreed that the following ways should be taken as the measures of improving students' academic performance.

5.4.1 The head of school should allow discussion among teachers and students

Allowing school debates and other school discussions like classroom talks will give ample time to school teachers to exchange views with the students, and this will allow the schools to improve in terms of the academic performance.

5.4.2 The heads of schools should encourage an open participative learning environment

The researcher found out that an open learning environment is very important to the students in terms of school academic achievement because it is through good learning environment that brings about good academic achievement to the students in primary schools. For example, according to the respondents, most of them agreed that most of the primary schools in Babati Town Council have poor learning environments that is why most of the pupils are performing poorly in their internal and external examination.

5.4.3 The head should use power and authority to maintain order in schools

Power and authority are very important in leading the schools. Instead of the school head teachers to control each and everything at the schools, they should make sure that they delegate power to the subordinates who may help them in making decision for some of the issues at the school. For instance, the school head teacher may decide to give authority to the assistance head teacher to deal with various things at the school rather than controlling each and everything as if there is only one teacher at the school who is able to do the job. However, it was noted the school head teachers are ready to delegate power to people but they do not give chance to subordinates to attend seminars and other workshops that are very crucial to the teachers.

5.4.4 The head teachers should be cooperative to students

The researcher found out that cooperation between head teachers, teachers and students can facilitate good learning environment and helps to raise achievement of students. Building a positive relationship among students is important for creating a learning community that values diversity. Providing experiences that develop both good learning skills and social skills, cooperation and interaction are needed in the classroom activity. It helps the teaching and learning process run smoothly and it can increase learners' communication as well as learner's improvement in academic performance at the schools. When the school head teachers have good cooperation, it tells how the students have interaction among themselves and with teachers.

5.5 Conclusion of the study

The researcher believes that, despite the school head teachers from the selected public primary school in Babati Town Council basing on laissez-faire leadership style, they should also use other types of leadership like democratic leadership style. Since a democratic leader gives people a say in decision making that affects their aims and work, it also increases flexibility, responsibility and maintains high morale. Democratic leadership style is believed to improve academic performance of the students whenever it is used rather than laissez-faire leadership style.

5.5 Recommendations

The following are recommendations based on the study:

5.1 To the Ministry of Education

The Ministry of Education should make sure that all appointed teachers to be the school head teachers do use good leadership style that can facilitate good academic performance like democratic leadership style in leading the schools rather than using the laissez-faire leadership style that led to poor students' academic performance in public primary schools in Babati Town Council.

5.2 To schools' administration

During the conversation, some pupils argued that at their schools there is no time for conducting debates and most of them said that school debate is very important since it facilitates and leads to students' academic performance in primary schools

especially if it is used effectively. However, on the other side, some respondents proposed that the schools should use democratic leadership style rather than using laissez-faire leadership style which is very bad on the progress of the students in terms of academic performance.

5.3 To school teachers and school head teachers

This study revealed that most of the school head teachers have embraced laissez-faire leadership style with the notion that it is the kind of leadership that has positive impact on the students' academic performance, but in real sense, most of the respondents said this kind of leadership has negative impact on students' academic performance in primary schools. Therefore, the school administration should opt to use other types of leadership style like democratic leadership style.

5.6 Recommendation for further studies

This study assessed the impact of head teachers' laissez-faire leadership style on students' academic performance in nine (9) selected primary schools in Babati Town Council. The researcher recommends that a similar study should be conducted in other parts of Tanzania in order to assess the weakness and strength of laissez-faire leadership style in primary and secondary schools, and in other education institutions.

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APPENDIX: RESEARCH QUESTIONNAIRE

INTRODUCTION

Dear Respondent, I, Andrea Hiiti Tippe, a student at The Open University of Tanzania pursuing a **Master of Education in Administration, Planning and Policy Studies**, am currently carrying out a study on the impact of head teachers' laissez-faire leadership style on students' academic performance in nine (9) primary schools in Babati Town Council as the case study. Remember that the information provided will be used for academic purpose only. Your time in filling this questionnaire is highly appreciated.

SECTION A: Demographic information:

Instruction: Please tick where applicable.

1. Gender: Male ( ) Female (   )

2. Age: 20-24 (   ) 25-29 (   ) 30-34 (   ) 35-39 (   ) 40+ (   )

SECTION B: Training

1. Highest Level of Education:

1. Certificate (   ) 2. Diploma   (   ) 3. Degree (   ) 4.Masters (   ) 5. PhD (

)

6. Others (   )

3.Gender of respondents

 1.Male (   )   2.Female(   )

4.Teaching Experience

1.1-4(   ) 2. 5-9(   ) 3.10-14(   ) 4. (14-19)

SECTION B

A. Study questionnaires

This section assesses to find out the impact of head teachers' laissez-faire leadership style on students' academic performance in nine primary schools: the case study of Babati Town Council**.** Please indicate the level of your response by circling the number of your selection. The rating is: 5= Strongly agree, 4= agree, 3= undecided,2=Disagree = 1=Strongly disagree.

Factors that cause use of laissez-faire leadership style in managing primary schools in Babati Town Council	Strongly agree	Agree	un decided	Disagree	Strongly disagree
1.Strict Hands-Off Approach	5	4	3	2	1

2.Training and support	5	4	3	2	1
3.Trust in their employees	5	4	3	2	1
4.Decisions are left to employees	5	4	3	2	1
5.Believe in subordinates' capability	5	4	3	2	1
6.Corruption	5	4	3	2	1
7.Friendship in work matters	5	4	3	2	1
8.Fear confrontation with employees	5	4	3	2	1
9.Lack of knowledge on labour laws	5	4	3	2	1
10.Comfortability with mistakes			3	2	1
Influence of the head teacher's laissez-faire leadership style on students' academic performance in Babati Town Council.	Strongly agree	Agree	Un dec3ide d	Strongly disagree	Disagree
1.The head of school	5	4	3	2	1

puts much emphasis on students' academic performance than on their welfare					
2.The head of school closely supervises and establishes tight control to ensure that student's study hard	5	4	3	2	1
3.The head of school provides a chance for decision making through involving teachers and students	5	4	3	2	1
4.Head of school has little time to check class journals	5	4	3	2	1
5.The heads does not do frequently supervision of teaching activities at school	5	4	3	2	1
6.The heads of school does not give sanctions	5	4	3	2	1

to teachers missing class3					
7.The heads of school does not follow plan of teaching by holding heads of department meetings regularly	5	4	3	2	1
8.The heads of school gives little attention to school evaluation activities	5	4	3	2	1
9.The heads of school really follow up timely examination report to parents	5	4	3	2	1
10.Head does not respond to school inspection queries	5	4	3	2	1
11.Head allows extra curriculum activities to carry weight over academic activities	5	4	3	2	1
12.The school heads has	5	4	3	2	1

not strategies to control and sanction teacher's absenteeism					
13.The heads of school does not report to higher authorities' teachers coming to school while drunk	5	4	3	2	1
14.Heads of school cannot identify the underperforming teachers	5	4	3	2	1
15.The head of school should delegate authority to other people.	5	4	3	2	1
Ways to improve school leadership style so as to realize and improve students' academic performance in Babati Town Council	Strongly agree	Agree	Un decided	Disagree	strongly Disagree

1.The head of school should allow discussion among teachers and students.	5	4	3	2	1
2.The head of school encourages an open participative learning environment	5	4	3	2	1
3.The head should use power and authority to maintain order in schools	5	4	3	2	1
4.The headteachers should be cooperative to students.	5	4	3	2	1
5.School head teachers should use democratic leadership style.	5	4	3	2	1
6.Training to heads of school on leadership	5	4	3	2	1
7.Encourage team work	5	4	3	2	1
8.Encourage and motivate working	5	4	3	2	1

among teachers with minimal supervision					
9.Involve teachers and heads of departments in decision making	5	4	3	2	1
10.Encourage departmental meetings	5	4	3	2	1
11.Use participatory approach in leading teachers	5	4	3	2	1
12.Expose rules and regulations to be known to teachers	5	4	3	2	1

Thank you so much for your cooperation.