

**INFLUENCE OF LEADERSHIP STYLES ON STUDENTS ACADEMIC
PERFORMANCE IN SECONDARY SCHOOLS IN MVOMERO DISTRICT
COUNCIL-TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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2023

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by The Open University of Tanzania, a dissertation titled; **“Influence of leadership styles on student academic performance in secondary schools in Mvomero district council- Tanzania”** in partial fulfillment of the requirements for the award of degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS).

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Date

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DECLARATION

I, **Flora Beatrice Mahamba**, declare that the work presented in this dissertation is original .It has never been presented to any other university or institution .Where other people's works have been used ,reference have been provided .It is in this regard that I declare this work as originally mine.It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS).

.....
Signature

17/08/2023

.....
Date

DEDICATION

This work is dedicated to my beloved Father Charles Mahamba, Mother Angelina Malima for their encouragement and financial support .also I dedicate to my sisters Lucy, Dina, Josephina and Imaculata, my brother Venance for their advices and encouragement.

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ABSTRACT

The study assessed the influence of leadership styles on the students' academic performance in selected secondary schools in Mvomero. The study was guided by three specific objectives namely, to explain the existing leadership styles used by heads of schools, to analyze effects of leadership on the students' academic performance, and to discuss the challenges facing heads of schools in their headship practice in Mvomero district secondary schools. The study was guided by mixed methods design employing questionnaire, interviews and documents as data collection methods. The study found that the heads of schools in Mvomero secondary schools were using mainly the democratic leadership style to lead the schools. This typical leadership style created positive learning environment among the students and the teachers and so the allegations raised in chapter one that 82.6 percent of the students were failing in their form four national examination, was not tied to this leadership style as such. The study identified that the laissez faire leadership style was least used as it hindered teachers accountability in teaching at the schools. Further the findings indicated that the leadership styles such as democratic and instructional leadership were used as they created positive learning environment to the students. The styles were facilitating collaborative decision making among staff thus they felt enthusiastic and motivated to teach and improve students' academic performance. The last findings indicated that favoritism, struggle over power between the heads and the staff and the insubordination were identified as challenges facing the heads of schools in practice of their leadership styles. Recommendations to improve the situation are attached.

Keywords: *Leadership, Students, Academic Performance, Secondary Schools.*

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LIST OF ABBREVIATIONS

ICT	Information and Communication Technology
NECTA	The National Examinations Council of Tanzania
O-LEVEL	Ordinary Secondary Level of Education
OUT	Open University of Tanzania
URT	The United Republic of Tanzania

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Background of the Study

The school leadership it has a tendency of the leaders to overtake the role and responsibilities through guiding and dominating other teachers and students. However, good leadership unifies and embodies the opinion of all to achieve the desired goal. Appropriate leadership was a key to school effectiveness and students' performance. This implies that effective schools and outstanding performance cannot occur without effective leadership styles.

Edwards, (2009) defined leadership as the practices that lead to positive influence, growth, and development of both the individual and groups for a collective purpose. The definition implies that a leader was not self-centered since he/she has to share leadership responsibilities. In that way, a leader was able to influence his/her followers in a positive way so as to achieve collective goals which were realized through people's responsibilities. Likewise, Kouzes & Posner, (2006) define leadership as mobilizing others to get things done by developing school climates and cultures that help to motivate both students and teachers to transform challenges into opportunities.

York, Gibson& Rankin,(2015) Defining and measuring academic success. Practical Assessment, Research and Evaluation, Journal Vol 20 Number 5.Valdosta& Pennsylvania University. Define academic performance in the form of academic achievement. According to them, academic performance was a result of accomplishment of learning objectives and acquisition of expected skills and

competencies. In this study academic performance means a totality of students' achievement in school, leading to a high grade at the end of ordinary level secondary school.

Effective leadership creates better teaching and conducive learning environments which trigger higher levels of students' achievements. As McCormack (2009) suggested, the role of school leadership was significantly to enhance school performance and students' achievements. In the light of this perspective, students' performance was always a reflection of quality school leadership. The school effectiveness and students' performance were proportional to the strength of school leadership (Burns, 1978). This was in line with Okumbe's (1999) observation that school leadership was critically for achieving school and educational goals. Hence, the importance of school leadership style has become more pronounced today than any other time before. The increasing value and demand for advanced technology in today's world has led to the demand for quality and competent school leaders.

According to Miskel and Hoy (2008) effective leadership was proactive, raises the level of awareness of followers and helps the followers to achieve high performance. However, Baloch (2006) observed that many heads of schools have no confidence and trust in teachers and students whom they were supposed to lead. Hence, some heads of schools use to impose decisions on the teachers and students and they never delegate. Further, Baloch observed that some heads of schools were motivated by issuing threats; they have little skills to negotiate through communication or team work. Baloch (2006) further observed that some heads of schools have complete confidence and trust in the teachers and students; therefore they allow them to make

important decisions on themselves without showing the way. Some scholars (Leithwood, Jantzi, & Steinbach, 1999; Witziers, Bosker, & Kruger, 2003) believed the heads of schools to have no direct impacts on students' academic performance. They suggested that heads of schools have indirect influence on students achievement by creating conditions through which improved teaching and learning occur; hence they should not be held accountable for students' failure.

Komba and Ernest (2013) in their studies on examining factors affecting academic performance in ward secondary schools in Moshi municipal found that, there was no impressive performance among ward secondary schools their study indicated that school environment was not adequately supporting teaching and learning to occur. However, these scholars did not consider the heads of schools as responsible for the situation and could reverse a lot of challenges. Likewise, a study by Khumalo and Mji (2014) found poor school environment with overcrowded classes has a possibility of spreading contagious diseases and pupils moving to higher grades without having the necessary foundations.

1.2 Statement of the Problem

The school examination performance conducted by NECTA between 2019 to 2021 for three secondary schools in Mvomero district indicated, that the students were not performing well. The table 1.1 shows that the students averagely scored 82.6 percent with division four and zero. This is happening where the ministry of local government in Tanzania is posting the competent and trained and well oriented school heads in schools .One would ask a question and see problem that why the students are under performing while there schools heads who use various leadership

styles to lead the schools? There was evidence that heads of schools' leadership styles affect academic performance in secondary schools (Karori, 2013, Sakina 2021). At school where for example a leader who uses democratic leadership would see the need to involve the entire staff in decision making such as how students should attend the extra classroom, how the school funds should be spent to improve the students' academic performance and how the school teachers should compensate lost time on teaching.

Table 1.1: Secondary Education Examination for 3 years 2019 -2021

Year2019	Div1	DivII	Div3	Div 4	Div0	
MONGOLA	0	9	16	59	41	
SECONDARY	0	7	14	86	55	
KIPERA SECONDARY	1	2	13	61	28	
MELELASECONDARY	1	18	43	206	114	
TOTAL						
Year2020	Div1	DivII	Div3	Div4	Div0	
MONGOLA	3	9	21	100	33	
SECONDARY	1	10	14	103	17	
KIPERA	1	2	4	57	31	
SECONDARY	5	21	39	260	81	
MELELA						
SECONDARY						
TOTAL						
Year2021	Div1	DivII	Div3	Div4	Div0	
MONGOLA	3	13	17	96	50	
SECONDARY	8	9	19	107	26	
KIPERA	1	3	11	57	9	
SECONDARY	12	25	47	260	85	Total
MELELA	18	64	129	726	280	
SECONDARY	1.4%	5.2%	10.5%	59.6%	23%	1217
TOTAL						

Source: NECTA Examination Results (2022).

While a laissez faire leader would leave issues to control itself with minimal supervision and control, this affects the whole teaching in schools. From these situations on the leadership styles, one can see that they are likely to improve

cohesion and team teaching and thus affect positive the school performance, and the other laissez faire leadership style hinders teaching in schools. Therefore, the current study intends to investigate the influence of school leadership styles on the students' academic performance in selected secondary schools in Mvomero district.

1.3 The Study Objectives

The study had both general and specific objectives as shown below;-

1.3.1 The General Objective

The general objective of the study was to find out the influence of leadership styles on students' academic performance in secondary schools.

1.3.2 Specific Objectives

- i. To explain the existing school leadership styles used by heads of school in secondary schools in Mvomero District.
- ii. To analyse the effects of the leadership styles on teaching and learning environment in Mvomero District; and
- iii. To analyse the challenges that the heads of schools encounter in leading their schools in Mvomero District.

1.3.3 Research Questions

- i. What are the existing school leadership styles used by heads of schools in secondary schools in Mvomero District?
- ii. What are the effects of leadership style on teaching and learning in Mvomero District?; and
- iii. What are the challenges that the heads of school encounter in improving

teaching and learning in Mvomero District?

1.4 Significance of the Study

To the Teachers: the study on the effects of leadership styles on the students' academic performance is likely to reveal to the teachers and the school leaders which leadership style is appropriate when applied in schools to improve school staff cohesion and team work to realize the students' academic performance in secondary schools.

To the Employers: The employers are likely to get feedback on how the appointed heads of schools are leading schools and thus give the feedback for the need of further training on the leadership in schools.

To the Policy makers: The policy makers will be given feedback from this study on the need to prepare guidelines for appointing heads of school in school who are competent with varied leadership styles in order to realize the school academic performance.

To the Community: The community will be informed on how the school heads are leading school and the resulted challenges for the organ like schools board and the entire school community to support.

1.5 Scope of the Study

The coverage of the study was five secondary schools located in Mvomero district. The focus of the study on the leadership style and its effects on the students academic performance was on the government secondary schools and they did not cover the secondary schools under private schools.

1.6 Limitations

The study was conducted to the heads of secondary schools where they were to be interrogated on the rationale of the leadership styles, effects of the leadership style on the students academic performance and ways to improve the leadership. These were expected and indeed it caused tension among the heads of schools and others were escaping interview and filling questionnaire as they sought of being spayed. I had to overcome this challenge by stating to the potential respondents the need for their involvement and all the information was ment for the purpose of the research.

I had also to set alternative plan for the interview and questionnaire filling once I found the potential volunteers were engaged in teaching at schools. Some of the heads of schools escaped the interviews because they sought that the interviews were intending to investigate their performance related to the school failure, this affected the credible information that could enrich the study, the current researcher had to take time to persuade the heads and other respondents that the interviews were meant for research purpose only and not other things.

1.7 Definitions of Key Terms

1.7.1 School Leaders

These are responsible personnel in the school organization who were given mandate to control all school activities including the available manpower.

1.7.2 Academic Performance

This is an achievement student get as an end result in his or her exams that measures his or her learning outcome in a given period of time.

1.7.3 Secondary School

A secondary school is a key education level a student joins after finishing his primary school studies (ordinary level) that is considered as necessary for one to be engaged in profitable activity.

1.7.4 School Leadership

Leadership is considered as a process of directing others by using the managerial skills to achieve a school goal.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter presents the literature related to this study. The first part presents theoretical literature, while the second part presents empirical literature related to the topic. The last part also deals with conceptual framework and research gap.

2.2 Theoretical Literature

2.2.1 The Concept of Leadership

Leadership is something that almost everybody desires to have. It is the process whereby one or several individuals have great influence and power over the group member toward the attainment of organizational goals. Some scholars such as (Okumbe (1999), Fulani (2001) and Lydian and Nasongo (2009) viewed leadership as the involvement of guaranteeing equal distribution of power among leaders and members. It is an ongoing activity engaged on by certain individuals of a community or an organization (Armstrong, 2004). According to Yoke (2002) cited in Nguni (2007) leadership refers to, the process of influencing others to understand and agree on the needs to be done, how it can be done effectively, the process of facilitating individuals and ensure there are collective efforts to accomplish the shared objectives.

In addition, Campbell (1993) describes leadership as the process through which leader secures cooperation from followers towards goal achievement in a particular setting. Campbell (1993) identified leadership as an important key for the schools success or failure. It can be expected that, a role of the leader in any organization is

to assist in identifying desired goals, guiding groups in devising appropriate strategies for achieving expected objectives and providing direction as well as motivation to followers so that the desired goals are achieved.

2.2.2 Leadership Styles

Mozzarella and Smith (1998) define leadership style as a way through which leaders influence followers by commanding or motivating them to achieve the stated goals of an organization. Given this definitions various leadership styles and techniques are used by school management (Mantep, 1995; Vugtt, 2003). Accordingly, some leaders employ an autocratic or democratic leadership style, while others uses laissez-faire leadership style (Mozzarella & Smith, 1998). It is suggested that different leadership styles have different impact over students' academic performance (Koontz & Weihrich 1998). Concluding on the impact of leadership styles to students' academic performance, Maicibis (2005) contends that, leadership style is very important on students' academic performance. Therefore, in order to fulfill their instructional roles and functions towards students' academic performance, heads of schools adopt various leadership styles such as autocratic, laissez-faire or democratic leadership styles (Nsubuga, 2008).

2.2.3 Autocratic or Authoritative Leadership Style

Autocratic leadership style is also known as authoritarian style of leadership. Under this leadership style, power and decision making reside in the autocratic leader. He/she directs group members towards the way things should be done. The leader does not maintain clear channels of communication with his/her subordinates. The autocratic leaders tend to delegate authority to others without permitting

subordinates to participate in policy- making (Hoy & Miskel, 1992).In organizations such as schools, the heads with this type of leadership tend to determine the activities to be done by only commanding the methods and techniques of accomplishing the activities by closely supervising the way things are done. It is leadership style that does not involve subordinates in decision-making, but the leader makes decisions alone without seeking advice or opinions from the followers in whatever course of action.

He/she does not develop any close impersonal relationship with subordinates, and he/she is task oriented with little consideration for the workers“ needs (Mantep, 1995).Figure 1 shows the communication between an autocratic or authoritative leader and his/her subordinates. The arrows show that in this type of communication, the commands come from the head of school to other teachers in the organization. There is no contribution expected or received from the teachers in the process of decision-making because the communication between leaders and subordinates is unidirectional

2.2.4 Democratic or Participative Leadership Style

The democratic leadership style which is also known as participative leadership style emphasizes on group and leader’s participation in making organization policies. In this style, the leader attempts as much as possible to make each individual feel that he/she is an important member of the organization (Gupta, 2006). Democratic leaders communicate in multidirectional ways while ideas are exchanged between employees and the leader (Bennis & Nanus, 1985).A head of school that uses democratic leadership involves subordinates in solving problems, generating new

ideas and setting their views. This style does not mean that the head of school has to surrender or submit to the majority with regard to the decisions made in school. Instead, by communication being multidirectional the democratic leaders retains as much of their leadership status and remains accountable for all the decisions made in schools (Reeves, Christine, Briene & Smith, 2002).

A head of school uses democratic leadership style to build trust, respect, and commitment because the style allows subordinates to have a say in decisions that affect their goals and how they do their work. It is a style which requires heads of schools to be instructors who have a final say, but who gather information from staff members before making a decision (Campbell, 1993 & Oyetunji, 2006). It encourages everybody to participate in the affairs of the school as a whole. The subordinates feel that they are part of school, and hence they are free to participate in different activities in the schools (Nsubuga, 2008). Figure 2. 2 give an illustration of democratic or participative leadership style in a school setting. The double arrows suggest the existence of interdependence between a school head and subordinates. The school head consults teachers before making decisions while teachers also consult their school head in making decisions.

2.2.5 Laissez-faire Leadership Style

Laissez-faire is a French expression which means “leading it alone”. It is known as “hand-off style”. Subordinates or delegates have a free reign through which leaders allow the employees to make decisions for an organization without interference (Gupta, 2006). This type of leadership is used when employees are able to analyze the situation and determine what needs to be done and how. Thus, laissez-faire style

of leadership, according to Kemp and Nathan (1998), is where a leader surrenders the authority to the subordinates of an organization. This type of leadership concurs with Theory Y of McGregor (2006) who argued that, people are innately motivated, naturally like to do work and therefore there should be no rules since everybody has an inborn sense of responsibility. Under the laissez –faire leadership style, a head of school prescribes what is to be done and then lets the teachers do as they think fit for them. The head adopts hands of policy after clearly defining the teacher's task and takes very little effort to increase productivity, develop or even meet the teachers needs (Mantep, 1995).

2.3 The Goal Setting Theory

Goal setting theory is used as a lens to understand the phenomena that are discussed in this study. Goal Theory was propounded by Locke & Latham, (2002). The theory contended that there should be a close relationship between the goals that an organization set and the actual performance and the most effective performance is a result of well set goals. Locke & Latham, (2002) goals have four mechanisms. The first is directive effect. This means, goals direct the people to make more effort toward goal-relevant activities. The second mechanism is energizing effect. This means goals energize people to make effort according to the difficulty level of the goal. The third is persistence effect.

According to Locke & Latham, goal energizes people to work longer to achieve the goal set. The final mechanism of goal setting is to promote *strategy use and development* In this mechanism, goals are seen as, causing people to search for the

strategies to solve problems they may encounter in their pursuing of the goal set. This also entails, finding relevant skills for the task or, generate alternatives. Goal setting theory suggests that members in an organization would perform tasks better if there are clear-cut goals, with specific objectives, scheduling, and feedback. They believed that people evaluate their competence and ability to achieve tasks depending on the goals intended to be achieved.

According to Locke goals motivate people to develop strategies and find alternative solutions that enable them to perform tasks to the required goal levels. Furthermore, the accomplished goals lead to satisfaction and trigger further motivation. Failure to accomplish a goal may cause frustration and lower motivation. Goal setting theory has been used by many scholars to study employee motivation (Locke & Latham, 2002). According to Locke & Latham, (2002) central to goal setting theory is to set specific, difficult goals than setting easy or medium goals ones or simply trying to do your best.” According to Locke and Latham, there is a linear relationship between goal difficulty and performance. Locke and Latham attribute the effectiveness of goals to four mechanisms.

The Goal Setting theory was considered suitable in this study because it explains the importance of goal setting as key in leadership style. Thus, the theory was used to understand the strengths and weaknesses of the leadership according to the level of the goals set and motivation to the implementers. The theory also helps understand the challenges that the heads of schools encounter in setting goals in improving teaching and learning in Mvomero District.

2.4 Empirical Literature Review

This part covers the literature on common leadership styles, efficacy in improving teaching and learning as well as challenges faced by heads of schools.

2.4.1 Common School Leadership Styles

In the literature there are three common leadership styles that scholars consistently focus on. These are democratic, laissez-faire and autocratic. Democratic leadership style commonly prefers as it involves the stakeholders in the decision-making process. Laissez-faire, is less preferred because it tends to leave loose leadership grip. Autocratic leadership style is the least preferred because it is taken as one-man-show and tends to suppress the voice of the majority in decision making. Of recent, the literature has added other leadership styles –transactional and transformational leadership styles. All in all, however, each style has some strengths and weaknesses depending on the circumstances. This section presents the empirical literature that dwells on common leadership styles in schools.

Ncube (2013) did a study on the effectiveness of management and organizing of secondary schools in Zimbabwe. He used 32 respondents from secondary schools to find out how secondary schools in Zimbabwe were organized and managed and how effective they were given certain contextual realities. Ncube found that the effective school management and organizing were those that followed leadership styles based on the school context. These findings were similar to the study conducted by Tetlah and Iqbal (2012) on the leadership styles and its effectiveness at secondary schools in India both scholars concluded that whatever type of leadership style used would have impacts in a particular school's performance as well as students' academic

achievement. They suggested that, the school leaders should use the leadership styles that suit the contexts and whenever possible, allow full involvement of all education stakeholders.

Wirba (2015) examined on the leadership styles within the school perspective in Cameroon revealed that, among the common leadership styles used in schools were transformational and transactional or *laisser-faire* leadership styles. The respondents from his study (ten principles, ten teachers and ten students) who were interviewed explained that some leaders in different schools were largely practicing transformational leadership style. Wirba suggested that instead of appointing school leaders due to long staying in the profession or experience, the government and private institutions should create various programs on training school leaders on how they should effectively use the leadership styles to bring positive outcomes. Day and Sammons (2014) in their review of the literature on the successes of school leadership regarded transformational, instructional/pedagogical and distributive leadership styles to as the best in improving their working experiences.

According to them, the transformational leadership style enable the school leaders to set the organization vision and mission, set the direction of the organization goal, developing organizational culture as well as finding ways for meeting the organization objectives. Day and Sammons suggested that although school leaders were also pedagogical/instructional leaders, they should be encouraged to establish clear educational goals, planning curriculum implementation activities so as to promote better outcome for students.

Kambambovu (2018) in the study on the assessment of leadership styles in relation to students' academic performance in secondary schools used mixed approach to investigate 46 respondents through questionnaire. He found that, in secondary schools the three leadership styles of democratic, autocratic and laissez-faire were commonly used by school leaders. He suggested that all these styles were important to school leaders but they have to be used interchangeably depending on the school needs and context. He further suggested that, the school leaders should be oriented on how to choose and use a certain leadership style that suit their school context before appointing them to become leaders.

Nyenyembe, Maslowski, Beatrice and Peter (2016) conducted a study on leadership styles and teachers job satisfaction in Tanzania. They used 180 respondents from ten secondary schools in Songea district. The data collected through questionnaire method revealed that; the majority of school leaders were using both transformational and transactional leadership styles. They also found that these styles were much preferred by the teachers. Nyenyembe and colleagues suggested that good leadership encompasses both 'transformational' and 'transactional' styles.

Ndaipa (2016) conducted the study on the leadership styles adopted by head teachers and the influence on staff performance in primary schools of Chimoio in Mozambique. He used mixed method that incorporated both the quantitative and qualitative approaches. The target population consisted of head teachers, teachers and non-teaching staff from which a sample of five head teachers from five schools, thirty teachers and twenty non-teaching staff were involved in the study through purposive and random sampling. The research instruments used to collect data were

open and close format questionnaire, in-depth interview and document analysis. Ndaipa showed that the overwhelming majority of head teachers employed democratic leadership style. He suggested that schools should as much as possible use democratic leadership style to allow staff participation and involvement in school matters. This, according to him, has positive interpersonal relationship between school staff and head teachers. The current study used the same research methodology to examine the common school leadership styles in secondary schools in Mvomero District. It goes further than Ndaipa and others in this section to assess the efficacy of the leadership styles and the challenges that the heads of schools encounter in improving teaching and learning.

2.4.2 Efficacy of common School Leadership Styles in Improving Teaching And Learning

The second body of literature focuses on the efficacy of common school leadership styles in improving teaching and learning. This body of literature helps in the understanding of the elements of each leadership style in bringing about the desired change. Ngani (2013) conducted a study on the leadership styles and secondary school functioning in Kilosa district. Ngani employed qualitative approach. Random and purposive sampling procedures were adopted to sample 39 respondents including heads of schools, teachers and students.

Data were collected through interviews, documentary review and observation, and analyzed using content analysis technique. Ngani found that, the good school leadership helps in preparing strategic plans including rewards and punishment for both teachers and students so as to reach the clarified goals. Talebloo (2017)

conducted the study on the relationship between transformational leadership and overall school effectiveness in primary schools in Malaysia. The study utilized stratified random sampling method by choosing 72 primary schools and 490 teachers who gave their perceptions on the effectiveness of school performance due to transformational leadership style. The results indicated that there were positive, significant, and small to moderate relationships between five organizational citizenship behaviour, dimensions and overall school effectiveness. Talebloo suggested that, the Ministry of Education, headmasters, teachers, and school administrators need to improve the level of school effectiveness by practicing transformational leadership dimensions especially “building shared vision” and “models behaviour” dimension.

Krasnoff (2015) did a study on the leadership qualities of effective principals in Northwest Comprehensive Centre. The data collected from the study showed that a skilled and committed instructional leadership styles had a great chance of creating and sustaining high-quality learning environment in schools. Hence, school leaders were key ingredients in the performance of the school, especially if that school enrolled a large number of low-performing and/or poor and minority students. Krasnoff suggested that, educational leaders need to be more than building managers. If school leaders were effective had low leadership skills had to be trained to maximize their ability to encourage teachers and schools effectiveness and performance.

Rautiol (2009) conducted the study on the effects of leadership styles and student academic achievement in Michigan. The study revealed that it was important for

principals and other administrative personnel to identify and develop a leadership style or model that fits the school's needs and culture that would lead to enhanced school performance. Also, there was a positive correlation between school leadership and students' achievement. Rautiol suggested that, the school administrators and students under the support of a certain school leadership should be wise and pay attention on the approaches provided by the administrators in contemplating a change in school culture, leading to student achievement and collective teacher efficacy.

Emmanouil, Osia , and Paraskevi-Ioanna (2014) did the study on the Impact of Leadership on Teachers' Effectiveness in Greece. The data collected showed that in schools' leadership was the mediator which activates inspiration, motivation, support and guidance towards the right direction bringing out the maximum of teachers' potential and achieving school improvement. Hence, the school leaders had to transform the learning organization and renew its structure to meet the current demand of the society. The study added that, motivations of educators, job satisfaction in the work settings, organizational commitment, organizational citizenship and teacher leadership were only some of the leadership factors which were considered to be strongly influential concerning teachers' empowerment. Emmanouil et al suggested that heads of schools should try to use transformational leadership as the style seems to include all the appropriate practices that strongly influence teachers' effectiveness.

Zaharaddeen (2018) assessed the impact of principal's leadership styles on students' academic performance in selected secondary schools of Kano Municipal local

government, Kano state. The project is divided into five chapters. The study targeted all the public secondary schools in Kano Municipal local government, Kano state. The local government has a total number of 32 schools comprising of 32 principals and 275 teachers. 184 respondents were randomly selected out of the entire population using random sampling technique, the findings of the study revealed that transactional leadership style is the most used leadership style by the principals. The findings also revealed that there was high respect for transactional leadership style to teachers., It was therefore recommended that the principals of secondary schools in particular be encouraged to increase use this style of leadership in the management of secondary schools to improve their academic attainment.

Obama et al (2016) examined the effects of principals' leadership styles on students' academic performance in public secondary schools in Homabay County, Kenya. This study was based on combinations of modified Bossert's framework and Pitner's moderated effects model of effective schools. The main objective of the study was to examine the extent principals leadership styles influence students' academic performance in national examinations in HomaBay County Kenya. The study adopted the ex-post facto research design. Combinations of stratified random sampling and purposive sampling techniques were used to draw 216 secondary school teachers and 39 principals yielding a sample size of 255 respondents. The study employed a questionnaire for teachers and interview guide for principals.

It was established that school principals utilize diverse leadership behaviour, some pointing to the more democratic and transactional styles while others skewed towards the more autocratic and laissez-faire types. The use of diverse leadership

behaviour notwithstanding, it was evident that most principals were deficient in the types of leadership behaviour that support the creation of a conducive learning environment and support to teachers necessary for effective teaching and the expected enhanced students' academic achievement. A test of null hypothesis retained the null hypothesis that there was no statistically significant relationship between principals' leadership styles and students' academic performance. It was recommended that school principals should aspire to establish a school environment which is conducive for effective teaching and learning.

Oyugi et al (2019) study was conducted in USA, Dubai, South Africa, Nigeria, Uganda, central region of Kenya and some part of Nyanza region have revealed that principals' leadership styles influence performance in schools. Leadership style was found to contribute 32.8% to the students' performance in Kinangop. However, there was no information about the influence principals' leadership style has had on the students' academic performance. Awendo sub-county performed below average with a mean of 4.9 for the period 2012 to 2016 yet in the same region Uriri sub-county had a mean of 6.5 and Rongo sub-county 5.8. The purpose of this study was, therefore, to establish the influence of the principals' leadership styles on secondary students' academic performance in Awendo sub-county.

The objectives of the study were to: determine the influence of principals' democratic leadership style on students' performance; establish the influence of principals' autocratic leadership style on the students' performance; and to establish the influence of principals' laissez faire leadership styles on students' academic performance. A conceptual framework was used to show the interplay regarding the

independent variable, which is leadership styles and that of the dependent variable, which is students' academic performance.

The research employed descriptive survey and correlation designs to obtain information. The study population consisted of 35 principals, 340 teachers and 1400 form four students of 2015. Saturated sampling method was used to obtain 30 principals as the remaining 5 were used for piloting. Simple random sampling was used to sample 186 teachers and 301 students from the 30 sampled schools. Data was collected using questionnaire, interview schedules, document analysis and focus group discussions. Face and content validity of the instruments were determined by experts in educational administration. The reliability was tested using test-retest method and a Pearson's r of 0.86 for Principals' questionnaire obtained.

Quantitative data was analyzed using frequency count, mean, percentage, correlation and simple linear regression. Qualitative data was transcribed, analyzed and used for triangulation. Leadership styles were measured using a rating scale adopted from Donclark Questionnaire Model for attributes of democratic, autocratic and laissez faire styles whilst students' performance was measured by the school mean score. The study established that democratic leadership accounted for 37.4% of variation in students' academic performance as signified by adjusted R square 0.374. Autocratic leadership accounted for 43.8% of variation in students' academic performance and Laissez faire leadership style accounted for 15.7% of variation in students' academic performance. Principals are encouraged to balance the use both democratic and autocratic styles but avoid Laissez faire style.

The study is significant to stakeholders in education in assisting principals to practice leadership styles that would enhance students' academic performance in secondary schools. Ocoth (2000) This study was set to determine the effects of leadership styles on performance in KCSE examination in Nairobi province. Specifically, the study determined the leadership styles of secondary school head teachers, the performance of the schools in Nairobi province in KCSE examinations, the effect of leadership styles on the performance, the involvement of teachers and parents in discussions related to performance and whether exposing head teachers to in-service training and the duration of these courses had any significant influence on the leadership style.

Other factors such as age, gender, professional group of teachers, experience of the teacher, and school category and their influence on the leadership style were analysed. The study gathered the pertinent data using questionnaires. The research design was ex post facto. The research instrument was validated using the results of the pilot study. Reliability was computed using Pearson's correlation co-efficient between the scores of the even-odd numbers after which the reliability was determined using Spearman Brown Prophecy formula. Random sampling was used to select respondents from a population of about 1536 teachers and 47 head teachers.

The sample consisted of 310 teachers and 40 head teachers. Krejcie and Morgan's (1970, in Njuguna, 1998) table for determining sample size was used to determine the number of teachers and head teachers from a population of about 1536 teachers and forty-five head teachers. Random sampling was used in selecting respondents from each school.

The instruments were administered through personal visits paid to the school by the researcher. The completed questionnaires were collected after a week although some respondents took a longer period. The questionnaire return rate was high (96.25%) for teachers and moderate (67%) for head teachers. Descriptive statistics was used in data analysis using Statistical Package for Social Sciences (SPSS). The research questions were answered after careful data analysis and interpretation of results.

Tables showing frequencies, percentage, means and standard deviations were used to show if there were differences between dependent variables such as leadership behaviour and style, and independent variable such as years o teaching experience, chronological age and in-service training participation or non participation of head teachers. Data analysis results were then interpreted accordingly and conclusions drawn. Conclusions of the study: The head teachers perceived themselves as being very democratic while most of their teachers saw them as being just democratic. Most of the head teachers were perceived by their teachers as exhibiting democratic style of leadership and a smaller proportion exhibiting autocratic style of leadership. Majority of the head teachers did not exhibit laissez faire style of leadership. This is an evident that liezes fair was the least applied leadership style among many school heads.

Msoffe (2017) examined the impact of leadership styles on students' academic performance in public secondary schools in Mwanga District. The study specifically examined the leadership styles used by heads of schools in public secondary schools. This purpose was to determine the specific leadership style perceived by heads of schools to have positive impact on students' academic performance. In addition,

challenges facing heads of schools in applying different leadership styles were also identified. Both qualitative and quantitative research approaches were used. Furthermore, descriptive survey design was conducted in five public secondary schools. A total of 45 participants were involved in this study.

Data collection was done using questionnaire, interviews and documentary reviews. The findings revealed that school heads from the selected public secondary schools use different leadership styles to manage school resources. It was found that democratic leadership was the most preferred style while autocratic and laissez-faire were less preferred by school heads. Moreover, democratic leadership style was found to have positive impact on students' academic performance while the autocratic and laissez-faire had negative impact on students' academic performance. Based on the research findings, the study recommended that, the government and all other education stakeholders should recognize a strong need to create an effective school leadership which is able to enhance students' academic performance.

Kaitesi (2016) assessed the influence of leadership styles on academic performance of students in public secondary schools located in Gasabo district Kigali Rwanda. It was guided by the following specific objectives: to find out the leadership styles adopted by head teachers of public secondary schools, to analyze the students' academic performance in public secondary schools of Kigali, Rwanda, and to investigate the relationship between Head teachers' leadership styles and students' academic performance in public secondary schools. The study was conducted following qualitative descriptive approach where nine schools were chosen.

According to the purpose of this study, teachers who participated in this study were determined using the formula of Taro Yamane where through it 81 participated in this study and the number from each school was drawn using the sampling technique of proportional sampling. The questionnaire was the main tool for data collection because it was addressed to teachers who compose the large number of participants in this study and the interview guide was conducted to head teachers.

However, after data collection, SPSS Version 20 was used as adequate statistical software for performing analysis and it helped in conducting statistical analysis like frequencies, percentages, means, and correlation. Then by use of tables, objective by objective the results were presented and interpreted. The following were revealed in the specific objectives; democratic leadership style was highly applied than the remaining leadership styles because its average mean is 3.49 which is interpreted as high mean while others are used moderately, to the second specific objective it was revealed that in selected schools they perform moderately in general but it was revealed that students hold the character of competitiveness among themselves.

Finally correlation results revealed that there is a positive relationship of 0.332 between transformational leadership style and performance of students but statistically significant as it is 0.002, positive relationship also was found between democratic style and performance of students of 0.067 but are not statistically significant as it was 0.550, and a negative relationship which is not statistically significant was found between two remaining leadership styles meaning autocratic and laissez-faire and academic performance in selected schools. And at the end, the head teachers are recommended to improve their way in transformational leadership

style since it was found as the best factor of student performance. Transformational leader uses vision and mission to translate the organization to improve the student's performance. Indeed the transformational leader evaluates how to bring the changes at the school. If the students are not performing well, will look at and assess how to bring changes within the organisation and realize better situation.

2.4.3 Challenges the Heads of Schools Encounter

In the literature, there are many challenges that have been brought to view that heads of schools encounter. This section presents those challenges. The ideas is that, an understanding the challenges that the heads of schools face using the leadership style lens, is the beginning of finding the solution. Kidyamtima's (2017) study was on challenges Facing Schools Management on the Implementation of Free Education Reform in Dodoma, Tanzania. The study focused on determining the perceptions of heads of schools and teachers on a free education reform in secondary schools, identifying the challenges facing heads of schools in managing public secondary schools and identifying the strategies used by the heads of schools in subsidizing grants given by the government in managing the schools. The study adopted mixed research approach which employed descriptive survey design. A total of 80 respondents selected from among the secondary school teachers of Dodoma municipal and Kondoa District.

The Kidyamtima (2017) study reveal that, among the challenges faced by head of schools was poor community participation in the implementation process, deterioration of working spirit for teachers, economic hardship in schools which led to scarcity of physical facilities and the insufficiency of human resources especially

non-teaching staff. Although Kidyamtima recommended that clear directions, strategies and cooperation among stakeholders should be followed so that each should know the whole implementation process, he failed to propose an appropriate leadership style to follow, which in this situation, democratic leadership was missing.

Kariuki (2012) did a study on the Challenges Faced by Deputy Head Teachers' in Secondary School Administration and the Strategies they used to tackle them in Imenti South District in Kenya. The study target population was 260 subjects from 65 public secondary schools whereby only a sample of 224 respondents was met by the researcher during data collection including head teachers, deputy head teachers, senior teachers and head boys/girls. Descriptive statistics were used to analyze data collected using questionnaires for the head teachers, deputy head teachers, senior teachers and head boy(s)/ girl(s). The study revealed that the school administrators faced several challenges when performing their duties. The challenges faced included lack of adequate training, unclear guidelines on their specific roles in administration of the school, poor relationship with head teacher and teachers, and poor community relations resulting mainly from local politics. These challenges made the school administrators to apply both professional and non-professional strategies to tackle the challenges they faced.

Osero (2015) conducted a study on the challenges teachers encounter in implementing inclusive education in public primary schools in Nyamira County in Kenya. The study collected its data from the targeted population which included all 4000 teachers and 5 education officers in Nyamira County. The study involved

teachers because they were the main implementers of education activities in schools. Hence, the study was limited to challenges teachers encounter in inclusive education. The data collected showed that both heads of schools and teachers encountered same challenges when establishing education activities in their schools.

Among the challenges they encountered were lack of some knowledge of the types of learners, indiscipline cases, and heavy workload demanding more time, teachers' negative attitude towards disabled, no facilities for teachers and learners (especially for disabled) and having low self-esteem among others. The study concluded that the challenges were contributing to the negativity of teachers towards inclusive education and hence hindered the implementation of inclusive education. They recommended that teachers should plan to have more time to remedy the children such as slow learners and they should maintain class control by involving all learners within each learning experience.

Ongek (2016), mentoring as a process of developing effective school leaders in the 21st century school of education in Kericho. The finding from the study showed that, some school leaders were unable to effectively deal with contemporary challenges that sprang from Kenya's diverse socio-cultural, economic and political environments. Measures to address this leadership dysfunction through in-service courses, conferences and seminars have not yielded much because they were often ad-hoc, ill-funded and devoid of participants' input and support. Lack of specific and focused preparation and leadership development programs for heads of schools pointed to the urgent need to institute a mechanism for guiding both novice and practicing head-teachers for effective school leadership in the 21th century.

Mingaine (2013) did the study on the challenges encountered by principals during implementation of ICT in public secondary schools in Kenya. The study targeted population was 105 respondents which represented 30% from the whole targeted population of about 350 was sampled using stratified and simple random sampling. The study also used questionnaire as main instrument for data collection. Data analysis employed both inferential and descriptive statistical techniques after which the results were presented in tables supported by some discussions.

The study revealed that, among the challenges encountered by the heads of schools in the implementation of education activities in their working places were poor knowledge and skills in integrating ICT with curriculum. The findings added that heads of schools faced numerous challenges although they had positive attitudes towards the implementation of ICT in curriculum. Therefore a tailor-made in-service training should be regularly arranged for them in order to shift their theoretical interest in ICT into practice. Kane et al (2021). Assessed the effectiveness of principals' leadership styles in school improvement and students' academic achievement in government secondary schools of Oromia region, Ethiopia. In this study, descriptive survey was employed and as such the data were collected by using questionnaires developed and pilot tested by the researchers.

The study analyzed zones' school inspection reports on the schools' levels measured per as standards set by the Federal Ministry of Education and students' academic results obtained from National Education Assessment and Examination Agency of three years (2017-2019). The study employed clustering, stratified and purposive sampling techniques to select 6 zones of Oromia region out of 20; 80 sample

secondary schools out of 307 and 160 principals out of 240 and all of 320 teachers, respectively. The collected data were analyzed using descriptive statistics such as means and standard deviations and independent samples t-test.

The findings of this study revealed that practical implementations of transformational, instructional and transactional school leadership styles were above average. However, no changes were observed in standards of the secondary school because about 86.3% of the schools were found below the expected standards and students' academic achievements became decreasing with fluctuating within the three years. Results indicate that effectiveness of the principals' school leadership styles was not at its expected level in transforming the schools to the required standards and bringing about sustainable academic achievement. This calls for extra efforts and commitment primarily from the principals in order to reverse these conditions.

The above findings may explain that though the heads of schools may have a plan to allocate resources intending to improve the school performance (instructional leadership) and no matter the heads of school may wish to supervise the school activities and improve the school performance (transactional leadership), the team that may be at the school may be the huddle towards the success of the school heads' plan, thus it fails the school heads to influence the schools performance.

2.5 Research Gap

The abundant literature has been done across Africa and Tanzania in particular. The general trend indicates that there is general agreement that the leaders who use

transformational leadership, democratic and instructional leadership style influence their students to perform well in their academic endeavors. This general observation cannot be taken for granted and applied in Mvomero secondary schools to be the major influence of the academic results observed over three years from 2019 to 2021. Thus, a new study that is focusing on how leadership styles affect the student's academic performance is needed in Mvomero secondary schools. Hence, this establishes the gap for this study.

2.6 Conceptual Framework

A conceptual framework refers to a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation. Miles and Huberman (1994) state that a conceptual framework can be explained either graphically or through a narrative that explores main things to be studied in a given study.;

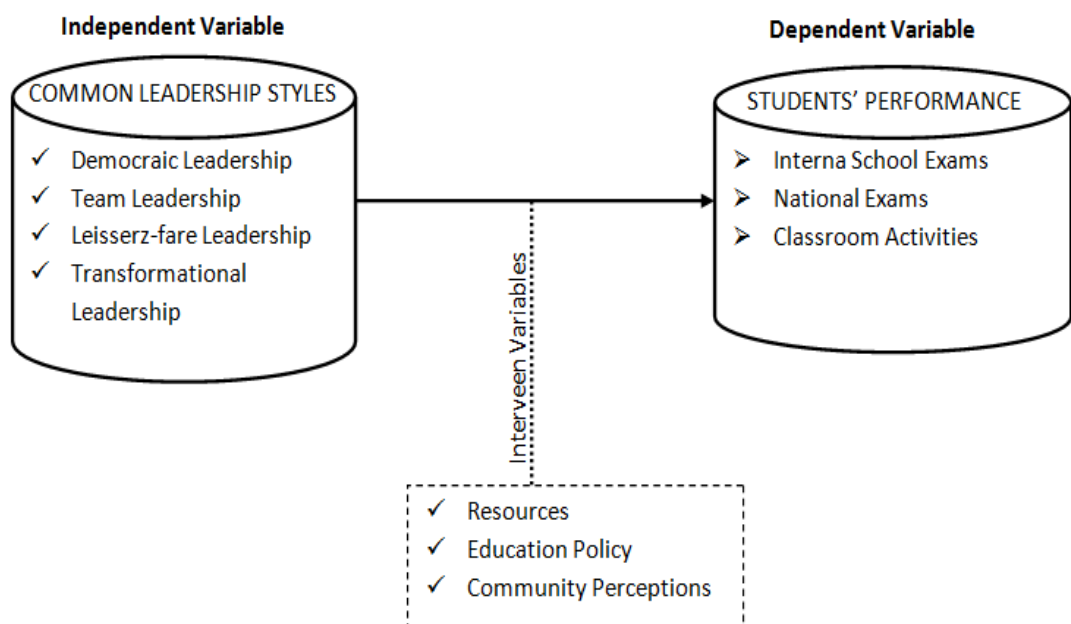


Figure 2.1: Conceptual Framework

Source: Researcher, (2019)

Relationships between key elements of a conceptual framework were indicated and presented in a manner that enables their relationships and connectedness to be presumed. Figure 2.5 shows the conceptual framework of this study. The conceptual framework shows there were several categories of leadership styles but the common leadership styles in schools reviewed were democratic style, team leadership style, laissez-faire style and transformational leadership style. All these categories could have an influence on student academic performance in their internal or external examinations or classroom activities. For instance, in democratic leadership style the school leaders allow equal participation among teachers and students themselves in the whole process of teaching and learning process (Ndaipa, 2016);

In team leadership the school leaders encourage teachers and students to collaborate and perform different tasks together through demonstration during teaching and learning process (Makeshimana, 2016); in laissez-faire leadership style school leaders need students to be treated equally so as to shape the required learning behavior under school rules and regulations (Kambambovu, 2018) and; in transformational leadership style school leaders encourage and accept dynamism in teaching strategies depending on the nature of the school environment, students and resources available (Nyenyeembe et al., 2016).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The section describes the approach of the study; the study area, procedures and techniques to be employed in sampling, data collection and data analysis.

3.2 Research Philosophy

Research Philosophy or paradigm explain the principles, laws and theories that govern how the whole process of research is conducted Bogdan and Bicklen (1998).The first philosophy is positivism paradigm this believes that the knowledge is existing in the field and it needs to be tested with scientific measure like hypothesis testing.The general stand is that the numerical and statistical numerical indices explain the issue better.The second philosophy is interpretivism or non positivism paradigm, this holds that the knowledge is created from people experience and the individual social cultural experience are the source of knowledge Patton (1998).Since the study intended to have and capture experience from both survey which banks on numerical indices and the experience of people for the influence of leaderships on the students academic performance, the paradigm that captures and accommodate both paradigms is called plagmatic research Philosophy.Hence, the current study was informed and giuded by plagmatic paradigms as recommended by Bogdan and Bicklen (1998).

3.3 Research Approach

Research approach is the way on how the research process will be done involving how the data, methods and analysis will be carried out to bring the research results.

This study will involve and consider an approach of combining qualitative and quantitative research approaches in order to inform the audience on the effect of leadership on the academic performance among secondary schools in Mvomero district. The reason for combining approaches is based on the idea of Tashakkori and Teddlie (2009) who support that the combined approaches have power to bring large and strong inferences than, if the researcher decides only to use a single approach. In simple manner the study will employ a pragmatic approach.

3.4 Research Design

The design is the way how the data will be collected, analysed and presented Kothari (2004). The study since it is guided by more than one approach of qualitative and quantitative (pragmatic approach), the study will use mixed methods design as also recommended by Tashakkori and Teddlie (2009). The design has power to collect strong inference from a large number of respondents and it has power to combine both experience drawn from qualitative and quantitative data, so making the result more reliable and credible than the study which employs only a single design.

3.5 Study Area

The study was conducted at Mvomero district found in Morogoro region of Tanzania in east and southeast by Morogoro rural district and Morogoro urban district Mvomero district. Mvomero district was chosen as an area of the study because of the rapport the current researcher has developed over ten years of working in the district. The rapport that has developed has made the current researcher to have experience on how various school heads lead their staff and other operational staff in the schools. This has made the current researcher to target well the respondents and

be able to sample the respondents for the address of the research objectives. Gray (2009) puts much emphasis on the need for the researcher to use rapport to know the respondents and penetrate the population for access of the research data.

3.6 Population and Sampling Procedure

Population was a group of individuals, objects or items from which a certain study was conducted. It refers to an entire group of persons or elements that have at least one thing in common Kombo and Tromp (2006). The population of the study consisted of all government secondary school students, heads of schools and teachers in Mvomero district.

3.7 Sample Size

Samples were always subset or small parts of the total number that could be studied. It was a smaller collection of units from a population used to determine truths about that population (Field, 2005). The sample was used because the researcher could not be able to handle the whole population of Mvomero district. For a sample to be satisfactory, Saunder et al (2000) suggests a minimum of 30 items to be included in a sample when statistical analysis was to be adopted. Denscombe, (2007) in addition suggests a range between 30 – 250 cases that can not be withstood for any theoretical reason when conducting small-scale researches. Hence, the study employed a total of 123 respondents as shown under the Table 3.1

Table 3.1: Number of Respondents and their Distribution

SN	Type of respondents	Frequencies	Percentage
1	School administrator	10	12.5
2	Teachers	50	62.5
3	Heads of schools	10	12.5
4	Educational officers	10	12.5
	Total	80	100

Source: Researcher, (2023).

3.8 Sampling Procedures

3.8.1 Random Sampling Method

The school teachers working in the Mvomero secondary schools were targeted for the study. Their number is large and their inclusion in the study was sought by means of random sampling methods. So 50 (62.5 percent) of them were randomly selected to get the representation of the large teacher in schools to answer the question on the leadership effect on the student's academic performance in selected secondary schools in Mvomero district.

3.8.2 Purposive Sampling technique

The study used purposeful sampling method. The purposeful sampling method according to (Patton 2009) is a sample that chooses specific respondents who are believed to have information to address the study objectives. The study chose the heads of schools, the education administrators and education officers because they are involved in the school leadership such as school supervision, planning, controlling and decision making. In this way, they are likely to know how the heads of school are faring in their leadership roles in relation to the improvement in school academic performance. So thirty respondents was selected purposeful in this sample.

3.9 Data Collection Instruments

3.9.1 Interview

The interview (face to face) method of collecting data involves presentation of oral – verbal stimuli and reply in terms of oral- verbal responses (Kothari, 2004). With high illiteracy level in Tanzania, Also some workers would feel convinient to talk to the researcher and give the researcher adequate time to probe issues in detail.

Hence, the researcher interviewed school administrators who could have enough time to volunteer in conversation with the researcher so as to probe for more information which reflects the style of leadership possessed by the school leaders. Patton (2009) is of the view that interviews are strong in eliciting response from the interviewees if the researcher poses the technical ability to ask why questions. Again in the support of probe question the interviewer has ability to ask deep question and explore the topic under investigation. However, the interview is not without problems, it takes much time and tedious process, unlike the questionnaire which is always scored quickly. Interview questions were prepared using research objectives.

3.9.2 Questionnaire

The questionnaire is type of data collection instrument that are prepared in statement for the respondents to opine. The instrument is popular in survey methods where the policy makers are using it to search for the opinion and the result used to improve the programme (Silverman 1997). The same way the questionnaire in this study was prepared to seek opinion on how the leadership style affect the student's academic performance in the selected secondary schools in Mvomero district. The type of questionnaire was likert scale with five points.

3.9.3 Documents

Documents are good source of information as they portray already made data for the research purpose, Patton (2009). The study considered to seek and review documents on the students academic performance, this was because it was necessary to know how schools performance with varied heads of schools. The study sought also to assess various documents such as seminars on leadership, reprimand letters for staff

not performing their duties. All documents were expected to give insight on how leaders practice their leadership and how they manage academic affairs at schools.

3.9 Data Analysis procedures

The analysis of the data followed two ways. The qualitative data which allowed the researcher to read, get picture and syntheses and developed patterns and then categories for descriptions. This plan is called thematic data analysis where finally themes are communicated to audience (Patton 2009). Quantitative data analysis involved the getting of table and percentage and frequencies to describe the issues using objectives guide. The mixed method so allowed concurrent data analysis as recommended by Tashakkori and Teddlie (2009).

3.10 Ethical Issues

In this study the researcher used ethical issues during formulation of the problem, data collection and analysis of personal documents. The researcher used some protocol in order to obtain validity and reliability of the data collected to meet research objectives. The researcher expected to have introduction letter from OUT which was authorized by Morogoro Municipal Council Director to ensure that researcher had allowed doing the research and collecting data. Informed consent of the participants and gaining the agreement of individual authority was also be considered by the researcher. It expected to involve purpose, outcome of the research and the extent to which the research was conducted. The researcher respected the participants and the site for the research by observing confidentiality, anonymity; adhere physical setting and organizational culture.

3.11 Reliability and Validity of the Study

Reliability and validity are important aspects for improving the quality of research process and results. Bhattacharjee (2012) view validity as the degree of a measure that represents adequately the construct it was expected to measure. In this study the validity was assured through parrot data collections and instruments. Also, researcher intended to collect data from different group like education officer, school administers, teachers, and students. To succeed reliability of the study, researcher tested the research instruments to different respondents. Therefore through research ethics, researcher ensured the data and findings that the research problem.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

The chapter presents the data gathered through questionnaire and interviews. The data are presented in section of quantitative and the qualitative, but using guide of the research themes of the objectives. The last section will cover the discussion of findings.

4.2 Data Presentation: Questionnaire

(i) Leadership practices among Heads of Schools in selected Secondary Schools in Mvomero

Table 4.1 Objective I: Leadership practices among Heads of Schools in selected Secondary Schools in Mvomero

Sn	Statement: leadership style used in schools in Mvomero secondary schools	SA	A	UD	D	SD
1	Democratic leadership	27(33.5%)	40(50%)	5(6.5%)	4(5%)	4(5%)
2	Autocratic leadership	27(33%)	10(12.5%)	5 (6.5%)	17(21.2%)	21(26%)
3	Leizes fair leadership	19(23.7%)	9(11.25%)	4(5%)	24(30%)	24(30%)
4	Collaborative leadership	37(46.25%)	40(50%)	1(1.25)	1(1.25%)	1(1.25%)
5	Transactional leadership	34(42.5%)	27(33.7%)	3(3.7%)	7(8.7%)	10(12.5%)
6	Transformational leadership style	10(12.5%)	23(28.7%)	6(7.5%)	37(46.2%)	4(5%)
7	Instructional leadership	37(46%)	27(33%)	5(6.25%)	7(8.7)	4(5%)

Source: Researcher, (2023).

The questionnaire data results indicated that respondents agreed that head of schools used most Democratic leadership, where it was agreed by (83%). Collaborative leadership was also agreed to be used in leading schools by (96%), transactional leadership was agreed to be used by heads of school by (75%) and instructional leadership was also agreed to be used by head of schools to lead school by (79%), laissez fair and autocratic leadership was less used and it was only accepted to be used by 34% and 45% respectively.

ii) Efficiency of Leadership Style on teaching and learning in selected Secondary Schools in Mvomero District

1. Democratic Leadership effects on Academic Performance

The results of the questionnaire indicated that respondents agreed by (66.2%) that head of school they encourage shared decision from teachers. The questionnaire also indicated that head of school take views of majority members to improve teaching by (68%). The questionnaire also showed that teachers in Mvomero secondary schools are motivated to work extra hour to improve teaching and academic performance by (93%). The last questionnaire also indicated by (80%) of the responded agreed that head of school communicate affectively to bring shared since of work in school. Lastly the questionnaire results showed that respondents agreed by (80%) that head of school communicate effectively in school.

2. Laissez fair Leadership Style effects on the Students' Academic Performance in selected Secondary Schools in Mvomero District

The questionnaire indicated that leaders (schools heads) are less applying for the laissez fair in leading schools in Secondary schools in Mvomero. The questionnaire

results showed that (93%) of the respondents agreed that teachers used leizes fair are not complying to the schools rules. The questionnaire results showed further that 93 percent agreed that under leizes fair leadership there is no shared sense of team work, everyone takes the decision that favours him or her. The questionnaire indicated moreover that under leizes fair the students are not disciplined, this was supported by (86 percent). The questionnaire results showed that 95 percent of the respondents agreed that under the leizes fair students and teachers miss classes and no compensation or follow-up. Lastly, under the leizes fair, the teachers are not controlled and this was supported by (95 percent) of the respondents.

3. Instructional Leadership Practices on the Student's' Academic Performance

Under instructional leadership practice, head of schools showed that, they allocated resources, they improved teaching skills of teachers, head disseminated feedback to teachers on attaining school goals and the head of schools supervise curriculum to attain better grades for students. These variables were accepted by more than (72%) by respondents who filled questionnaire.

4. Collaborative Leadership effects on Academic Performance in selected Secondary Schools in Mvomero District

The questionnaire result indicated that respondents agreed that collaborative leadership improve communication between head and teacher this improve over all teaching. This was supplied by (92%). The questionnaire results also indicated this collective leadership practice by heads of school community in improving school performance, this was supported by (87%) of respondents. The questionnaire show that (79%) of the respondents agreed that under collaborative leadership the head

involves school boards members to oversee the school academic results of the school. Lastly the respondents agreed by (86%) that under collaborative leadership, teachers feel motivated and respected to work as a team to increase the better school academic performance of students.

Table 4.2 Objective II: Efficiency of Leadership Style on Teaching and Learning in Selected Secondary Schools in Mvomero District

	Statement: Impact/efficiency/ influence of the leadership style on students academic performance in Mvomero	SA	A	UD	D	SD
	Democratic leadership impact on academic					
1	Encourages shared decisions for improving teaching	35(43.7%)	18(22.5%)	6(7.5%)	12(15%)	9(11.25%)
2	Take views of majority members to improve teaching	36(45%)	19(23%)	5(6.25%)	10(12.1%)	10(12.5%)
3	Teachers are motivated to work extra hours to improve teaching and rise academic performance	45(56.2%)	30(37.5%)	1(1.25%)	1(1.25%)	3(3.75%)
4	Communicate effectively to bring shared sense of work in school	30(37.25%)	35(43.75%)	1(1.25%)	4(5%)	10(12.5%)
5	Distribute teaching resources to all teachers for effective teaching	36(45%)	27(33.7%)	2(2.5%)	8(10%)	7(8.7%)
	Leizes fair leadership style impact on academic	SA	A	UD	D	SD
1	Teachers are not following set school rules	45(56%)	30(37.5%)	3(3.7%)	2(2.5%)	0(0%)
2	No shared team work every one is taking decision to favour his or her own position	50(62.5%)	30(37.5%)	0(0%)	0(0%)	1(1.2%)
3	Students are not disciplined and teaching is not given emphasis	55(68.75%)	15(18.7%)	0(0)	10(12.5%)	0(0)
4	Missing classes for both students and teachers is common leading to poor academic performance	43(53%)	20(25%)	1(1.25%)	3(3.7%)	13(16.25%)
5	Teaching activities are done but no control of the students and teachers using class journal	36(45%)	40(50%)	0	2(2.5%)	2(2.5%)

	Collaborative leadership style impact on academic performance	SA	A	UD	D	SD
1	Communication between heads and teachers are effective to improve overall teaching	40(50%)	34(42.5%)	2(2.5%)	4(5%)	0(0)
2	School involves community in improving schools performance	60(75%)	10(12.5%)	1(1.25%)	5(6.25)	4(5%)
3	The school involves school board to improve academic performance	37(46.25)	27(33.7%)	2(2.5%)	7(8.75%)	7(8.75)
4	Teachers feel respected and are motivated to work as team to improve students' academic performance	35(43.7%)	34(42.5%)	3(3.77%)	6(7.5%)	2(2.5%)
	Instructional leadership style on academic performance	SA	A	UD	D	SD
1	Uses resources to improve classroom teaching	43(53%)	30(37.5)	1(1.25%)	2(2.5%)	4(5%)
2	Improve teachers teaching skills(staff development) to improve classroom teaching and learning	35(43.7%)	25(31.25%)	7(8.75)	7(8.75%)	6(7.5%)
3	Disseminates feedback to teachers on attaining school goals	45(56.2%)	17(21.2%)	7(8.7%)	6(7.5%)	5(6.25%)
4	Supervises curriculum to attain better grades for students	37(46%)	27(33.75%)	1(1.25%)	7(8.75%)	8(10%)

(iii) Challenges Heads of School Experience as they Practice various Leadership Style in selected Secondary Schools in Mvomero district

The questionnaire indicated head of schools experienced leadership challenges as they were leading with typical leadership style. The respondents agreed that response from teachers and other respondent staff was accepted by (83%), conflict between heads and subordinates (81%), favoritism was accepted by (85.5%) was accepted by different views on an issue, was accepted as problem by (75%), fighting over power was rated as problem by 77% and lack of commitment some staff was agreed to be a problem by (87%).

Table 4.3 Objective III: Challenges heads of School Experience as they Practice various Leadership Style in Selected Secondary Schools in Mvomero District

	Statement: Challenges facing the school heads in using leadership style	SA	A	UD	D	SD
1	Resistance from junior members	37(46.2%)	30(37.5%)	3(3.75)	5(6.5%)	5(6.25%)
2	Conflict between heads and Subordinates	36(45%)	29(36.2%)	0(0)	6(7.5%)	7(8.7%)
3	Favoritism of some staff	35(42.5%)	28(43.75%)	6(7.5)	5(6.2%)	6(7.5%)
4	Different views on the administrative issues	34(42%)	27(33.7)	4(5)	8(10%)	7(8.7%)
5	Fighting over power	33(41.25)	29(36.25%)	4(5%)	7(8.75%)	7(8.75%)
6	Lack of commitment of some staff	32(40%)	30(37.5%)	4(5%)	6(7.5%)	8(10%)

Source: Field Data,(2022).

4.3 Data Presentation: Interviews

(i) Leadership practices among Heads of Schools in selected Secondary Schools in Mvomero

The interview results held between the current researcher and the interviewee (teacher at Mongola secondary school) indicated that the head of school is a good leader. He uses the approach of staff meetings frequently to discuss about the school progress and teaching in a such a way many decisions about teaching like purchase of the school teaching and learning resources or planning for extra hours for teaching is reached and agreed by all staff members in an interview one staff member said:

The heads is not autocratic, he is a democratic leader, he asks all teachers to be part of the teaching team for improving teaching, and we are feeling motivated to teach .because we see that decisions are not from top to dawn, but a shared decision.

(ii) Efficiency of Leadership Style on teaching and learning in selected Secondary Schools in Mvomero District

In an interview with the heads of the school at Melela, she said that she leads staff by communicating clearly, she tries to make every member to understand their line of work, and this creates sense of staff to be responsible in their duties. This has been used to improve classroom teaching. In another interview the teacher said: that they feel motivated as they are given good working environment including exposed to additional teaching skills and training for improving teaching. In a school where the head of school uses transactional leadership, the teachers observe the head of school attending early to school, supervises the school activities including teaching, thus the students and teachers are rarely missing classes.

(iii) Challenges heads of School experience as they practice various leadership style in selected secondary schools in Mvomero district

The interview indicates that head of school experience some difficulties as they lead schools. One of the head of schools revealed that some staff that are young in the teaching career may have the tendering of doing things without following established school rules, this situation has been a source of conflict between the head of school and the subordinates who are not obedient. A school teacher at school x showed that, some of the head of school are allowing opportunities by favoritism or friendship. This demotivates the other staff member and the teaching function is affected.

In an interview with the head of school at Mongola secondary school, the head said that:

There are some problems we encounter at the school and so teaching is affected. This comes from the lazy people; they do not want to work

hard to accomplish their given assignments. They miss classes. So the students are affected with these behaviors.

4.4 Discussion of Findings

(i) Leadership Styles practices among heads of School in Secondary Schools in Mvomero District

The results of the questionnaire, documents and interviews both indicated that heads of schools in Mvomero used mostly the democratic, collaborative and transactional leadership style to lead their schools. For example results indicated that heads were involving heads of department on decision making equally head of Departments involved their fellow teachers to plan well the teaching activities. Additionally, the head of schools were supervising teaching activities (instructional leadership) to ensure students and teachers are not missing classes. This helped the students to use most of their time for learning.

The results has also shown that leizes fair and autocratic leadership style were less used leadership style among heads of schools in Mvomero secondary schools .This was because leizes fair is not supporting staff to be committed to teaching and it allows teaching to be uncooperative and not responsible with class activities. Under this leadership style, teachers and students do not follow school rules which adversely affect the teaching functions at school. Ocoth (2000) was in favor of the above findings about head of school discouraging leizes fair leadership style as it set poor learning among teachers in schools. Agan Ncube (2003) was in live with above findings when established that in Zimbabwe secondary schools head of school who employed democratic leadership style performed better than school heads who

employed autocratic and laissez faire leadership. Ndaipa (2016) assessed the uses of the school leadership in Mozambique secondary schools. He found that the majority of the heads of the schools were banking on the democratic leadership style, in such context the Ndaipa's findings were in alignment with the above study findings.

(ii) Effects of Leadership Style on Student Academic Performance

The type of leadership style practiced in Mvomero secondary schools mostly Democratic and instructional had positive effects on the students learning. For example democratic allowed majority on how teaching should be improved, the teachers under this leadership were motivated and worked extra hours to accomplish teaching, and communication was effective inform every staff member on how the school function work. This stimulated the team spirit and enthusiasm among teachers. Given the problem stated in the chapter one these students' were failing (82.2%), the reason is not seem to be connected to the leadership style, there could be other factors causing students to fail.

The results has shown that the head of school using transactional leadership have been using most of time to ensure supervise well the school routing activities including teaching. The head have been moving around the school classroom doing suspension to see how well the teachers are attending classes. This creates sense of accountability to both students and teachers. Oyugi et al (2019) and Ncube (2013) both views in support of the above findings and they said, the head of schools who uses democratic leadership their students' academic performance is of better than those leaders using laissez faire or autocratic leadership style.

(iii) Challenges Heads of School Experience in their Leadership Practice in Mvomero Secondary Schools

The results has shown that despite the head of school choosing best ways to lead the staff in improving students learning, they experience problems of conflict from subordinates, favoritism in distribution of resources, fight over power with young or educated teachers ,had lack of team and commitment from same staff. All these advisedly affect the leadership and the student learning and consequently students grades in their examination. Matenga (2014) is in line with the above results when established that in Mvomero district, heads of schools despite of their choice of the best leadership style like democratic they found their school teaching and learning environment not supportive to their work, there were serious problems of food in schools and bad students behaviour all hinderd the effective leadership style in schools thus affected the students learning.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusion and recommendations of the study.

5.2 Summary of the Study

The study assessed the leadership styles and the student's' academic performance in Mvomero district council. The study was guided by three objectives namely to assess the existing leadership styles used by the heads of schools in Mvomero district secondary schools, to assess the effects of the leadership styles on the teaching and learning and to assess the challenges the heads of the schools encounter as they practice their leadership styles in selected secondary schools in Mvomero district council. The study was guided by the mixed method design with employment of the questionnaire and interview as data collection methods. Sample of the study were 80 respondents comprising of school administrators, teachers, head teachers and education officers. Random and purposeful sampling techniques were used to select the sample fo the study.

5.3 Summary of Findings

The first research question inquired on the exiting leadership style used by the heads of schools in selected secondary schools in Mvomero district. The study findings revealed that the heads of secondary schools in Mvomero were mostly using the democratic leadership and transactional and instructional leadership to lead their school. For example it was found that the heads were involving the heads of departments in discussing how the teaching will be improved, this made the heads of

the departments to do the same meeting and in such away the decision about the school teaching improvement like using or teaching extra hours were a shared decision that made every member being feeling involved and they worked hard to attain the set goals. The finding also showed that leizes fair leadership and autocratic were less employed. Given the introductory problem that the students were failing in their examination by 82 percent due to the nature of the leadership style, this finding disqualifies the reason of attaching leadership styles to the problem.

The second research question inquired on the effects of the leadership styles on the students' academic performance. The type of leadership style practiced in Mvomero secondary schools mostly Democratic and instructional had positive effects on the students learning. For example democratic allowed majority on how teaching should be improved, the teachers under this leadership were motivated and worked extra hours to accomplish teaching, and communication was effective to inform every staff member on how the school function work. This stimulated the team spirit and enthusiasm among teachers.

The third research question inquired on the challenges the heads of schools encounter in their leadership style practices. The results has shown that despite the head of schools choosing best ways to lead the staff in improving students learning, they experience problems of conflict from subordinates, favoritism in distribution of resources, fight over power with young or educated teachers, had lack of team and commitment from subordinate staff. All these advisedly affect the leadership and the students' learning and consequently student's grades in their examination.

5.4 Conclusion

The study on the assessment of the leadership styles on the students' academic performance in selected secondary schools in Mvomero district has made a strong case that heads of schools in Mvomero were using wisely the democratic and instructional and transactional leadership styles to create good teaching environment. Leizes fair and autocratic leadership styles were less used as it created less accountability from the teachers and students to attend classroom and there were less supervision of the class attendance.

The study has showed that the democratic and instructional and transactional leadership were positively affecting teaching and learning and they created better team work cohesion enthusiasm because the teachers were seeing that they belong to the decision reached by the members and the kind of the decision they experienced were not top down. Thus increase morale to work and accomplish the school goal which is teaching. The study has revealed that the heads of schools no matter how better they were employing the better leadership style they experienced some challenges like favoritism, fight over power, insubordination, and different opinion over issues, all together hardened the way the school heads would lead the staff and affected the teaching process and consequently the students grades.

5.5 Recommendations for Actions

The study findings have revealed that not all school leaders use the appropriate leadership style that involve the entire staff in the decision making, there is need for the ministry of education to seminar the new appointees in the header ship to use the collaborative leadership style. The study findings have revealed that there some

leaders using the laissez faire leadership style in their headship, the ministry of education should orient the school leaders to shy away with this type of leadership as it creates laziness and being less accountability both to teachers and students resulting to the poor academic in schools. The study has revealed that there are problems that the heads of schools experience such as struggle over power and insubordination, there is a need to establish the counseling units at work places in order to increase efficiency in the work place.

5.5.1 Recommendations for Further Studies

The new study is recommended to the wider sample on the same aspect and with different research methodology. A new study on how laissez faire affect students learning is needed to identify exactly how this typically affects the academic performance of students.

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10.

APPENDICES

APPENDIX I: QUESTIONNAIRE TO TEACHERS, HEADS OF SCHOOLS

Dear respondents,

My name is **FLORA MAHAMBWA** I am doing an MBA at the Open University of Tanzania. For the purpose of fulfilling my dissertation requirement for Master of Education in Administration, Planning and Policy Studies (MED-APPs); I'm conducting a research entitled *influence of leadership styles and students academic performance in secondary schools in Mvomero District Council.*” I kindly request your response in filling this questionnaire to the best of your knowledge and I appreciate the value of your views and time. The information you provide will only be used for academic purpose and will remain confidential.

Part A: Personal details

Please respond to this part of the questionnaire by ticking or inserting a letter V” on your personal detail

1. Gender.....M/F

2. Work experience

Above 5 years...

10 and above.....

15 years

20 year

30 and above

Part B: OBJECTIVE ONE**Instruction: Please respond to this part of the questionnaire by using scale.****Scale**

SA STRONGLY AGREE

A AGREE

U UNDECIDED

D DISAGREE

SD STRONGLY DISAGREE

S/n	Statement: leadership style used in schools in Mvomero secondary schools	SA	A	UD	D	SD
1	Democratic leadership	27 (33.5%)	40 (50%)	5 (6.5%)	4 (5%)	4 (5%)
2	Autocratic leadership	27 (33%)	10 (12.5%)	5 (6.5%)	17(21.2%)	21(26%)
3	Leizes fair leadership	19(23.7%)	9(11.25%)	4(5%)	24(30%)	24(30%)
4	Collaborative leadership	37(46.25%)	40(50%)	1(1.25)	1(1.25%)	1(1.25%)
5	Transactional leadership	34(42.5%)	27(33.7%)	3(3.7%)	7(8.7%)	10(12.5%)
6	Transformational leadership style	10(12.5%)	23(28.7%)	6(7.5%)	37(46.2%)	4(5%)
7	Instructional leadership	37(46%)	27(33%)	5(6.25%)	7(8.7)	4(5%)
	Statement: Challenges facing the school heads in using leadership style					
1	Resistance from junior members	37(46.2%)	30(37.5%)	3(3.75)	5(6.5%)	5(6.25%)
2	Conflict between heads and Subordinates	36(45%)	29(36.2%)	0(0)	6(7.5%)	7(8.7%)
3	Favoritism of some staff	35(42.5%)	28(43.75%)	6(7.5)	5(6.2%)	6(7.5%)

4	Different views on the administrative issues	34(42%)	27(33.7)	4(5)	8(10%)	7(8.7%)
5	Fighting over power	33(41.25)	29(36.25%)	4(5%)	7(8.75%)	7(8.75%)
6	Lack of commitment of some staff	32(40%)	30(37.5%)	4(5%)	6(7.5%)	8(10%)

APPENDIX II: INTERVIEW QUESTIONS TEACHERS AND HEAD OF SCHOOLS

Section A: Personal Information

1. School name.....
2. Sex: Male Female
3. What is your highest professional qualification?
a) PHD in teaching b) Masters in teaching c) Degree in teaching d) Diploma in teaching e) Certificate in teaching
4. What is your experience in leadership?
5. How many years have you been head of this school? ...

Section B: Interview Questions

1. What are leadership styles used by schools heads in Mvomero secondary schools
2. What are their impacts on students' academic performance in secondary school in Mvomero secondary schools?
3. What are challenges facing school head as they lead the school with their leadership style in Mvomero secondary schools
4. What ways to improve leadership skills among heads of school in selected secondary schools in Mvomero secondary schools

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27/02/2020

TO WHOM IT MAY CONCERN

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **MAHAMBWA FLORA, REG. NO. PG 201704074** who is a Masters student at the Open University of Tanzania. By this

letter, **MS. Mahamba** has been granted clearance to conduct research in the country. The title of his research is “**LEADERSHIP STYLES AND STUDENTS’ ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN MVOMERO DISTRICT**”. The research will be conducted in Mvomero The period which this permission has been granted is from **08/03/ 2020to 07/04/2020**.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

Yours sincerely,



Prof Hossea Rwegoshora

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA