

**EXPLORING THE IMPACT OF THE FULL RANGE LEADERSHIP  
MODEL ON STUDENT ACADEMIC PERFORMANCE IN SECONDARY  
SCHOOLS: A CASE STUDY OF KIBAHA AND BAGAMOYO DISTRICTS**

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**2024**

**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled “**Exploring the Impact of the Full Range Leadership Model on Student Academic performance in Secondary Schools: A Case Study of Kibaha and Bagamoyo Districts**” in partial fulfilment of the requirements for Master of Education Administration, Planning and Policy Studies (MEDAPPS)

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**Date**

**DECLARATION**

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

A handwritten signature in purple ink, appearing to read 'CKhisa', is positioned above a horizontal line.

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**Signature**

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## DEDICATION

With profound gratitude, I dedicate this work to the pillars of my life: my beloved parents, Marita Chenane and Simiyu Manyonge. Your enduring love, unwavering support, and heartfelt prayers have been the guiding force behind my journey. Your relentless encouragement to surpass my limits and strive for excellence have sculpted the path to my success.

To the love of my life, Asief Ebrahim Tejani, you stand as my rock and pillar. As my husband, confidant, spiritual companion, and guide, you embody compassion, understanding, encouragement and unwavering support. Your belief in my abilities fuels my determination, and your prayers uplift me in moments of doubt. I am profoundly blessed to walk this journey with you by my side. A special acknowledgment to my mother, Kaniz Tejani. Your unwavering faith and ceaseless prayers have been a constant source of strength.

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May this dedication serve as a testament to the power of love, support, and faith in shaping one's journey. May it inspire all those who read it to embrace lifelong learning and pursue their dreams relentlessly.

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**ABSTRACT**

This study examined the impact of leadership styles on academic performance in government secondary schools in Tanzania's Kibaha and Bagamoyo Districts. Data from 177 participants, including teachers and heads of schools, were analyzed using quantitative research methods to explore correlations between leadership styles, particularly those under the Full Range Leadership Model (FRLM), and academic performance. Statistical techniques, including ANOVA, t-tests, and descriptive analyses, were employed to assess these relationships. The findings indicate significant associations between the leadership styles embodied in the FRLM and academic outcomes. Specifically, transformational leadership exhibited the strongest positive correlation with academic performance, followed by transactional leadership, while laissez-faire leadership showed a negative impact. Moreover, gender was found to have no significant influence on leadership style selection among heads of schools. The study underscores the importance of adopting a holistic leadership approach that integrates various styles to address situational demands effectively. It recommends targeted training programs for heads of schools to enhance leadership effectiveness, particularly in transformational and transactional competencies. Additionally, institutional measures such as mandated professional development hours for heads of schools are proposed to foster continuous improvement in leadership practices. The study concludes by highlighting the need for future research to explore additional factors, such as resource availability and student backgrounds, in conjunction with leadership styles to further enhance educational practices in Tanzanian secondary schools.

**Key words:** *Full Range Leadership Model, Transformational Leadership, Transactional Leadership, Laissez Faire Leadership, Academic performance, Kibaha, Bagamoyo, Tanzania*

## TABLE OF CONTENTS

<b>CERTIFICATION.....</b>	<b>i</b>
<b>DECLARATION .....</b>	<b>ii</b>
<b>COPYRIGHT.....</b>	<b>iii</b>
<b>DEDICATION .....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENTS .....</b>	<b>v</b>
<b>ABSTRACT.....</b>	<b>v</b>
<b>TABLE OF CONTENTS .....</b>	<b>vii</b>
<b>LIST OF TABLES.....</b>	<b>xi</b>
<b>LIST OF FIGURES .....</b>	<b>xii</b>
<b>CHAPTER ONE: INTRODUCTON AND BACKGROUND TO THE PROBLEM</b>	<b>1</b>
1.1 Overview .....	1
1.2 Background to the problem .....	1
1.3 Statement of the Problem .....	2
1.4 Research Objectives .....	4
1.4.1 General objective.....	4
1.4.2 Specific objectives.....	4
1.5 Scope of the Study.....	4
1.6 Significance of the Study .....	5
1.7 Limitations and Delimitations of the study .....	6
1.7.1 Limitations of the study.....	6
1.7.2 Delimitations of the Study.....	7
1.8 Operational definition of key terms.....	7
1.8.1 Leadership .....	7



1.8.2 Leadership styles .....	7
1.8.3 Academic performance.....	7
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE.....</b>	<b>9</b>
2.1 Overview .....	9
2.2 Theoretical Literature .....	9
2.3 Critical Review of Supporting Theory .....	10
2.3.1 Full Range Leadership Theory .....	10
2.3.2 Transformational leadership Style.....	11
2.3.3 Transactional leadership style .....	13
2.3.4 Laissez-faire leadership style .....	15
2.4 Review of empirical literature .....	18
2.4.1 General studies .....	18
2.4.2 Studies in African countries .....	20
2.4.3 Empirical in Tanzania .....	21
2.5 Research gap.....	22
2.6 Conceptual framework .....	23
2.1 Summary .....	24
<b>CHAPTER THREE: RESEARCH METHODOLOGY .....</b>	<b>25</b>
3.1 Overview .....	25
3.2 Research paradigm and philosophy.....	25
3.3 Research Approach.....	25
3.4 Research Design. ....	26
3.5 Location of the study .....	26
3.6 Target population .....	27

3.7	Sampling techniques and sample size .....	27
3.7.1	Sampling techniques.....	27
3.7.2	Sample size.....	28
3.8	Data collection methods and Instruments. ....	28
3.9	Validity and reliability of data collection instruments .....	28
3.10	Data Processing and Analysis Procedure .....	29
3.11	Variables and measurement procedures .....	29
3.12	Ethical Considerations.....	30
	<b>CHAPTER FOUR: PRESENTATION, ANALYSIS AND DISCUSSION OF RESEARCH FINDINGS.....</b>	<b>31</b>
4.1	Overview .....	31
4.2	The socio-demographic characteristics of respondents.....	31
4.2.1	Teachers as Respondents.....	31
4.2.2	Heads of Schools' Profile.....	37
4.3	Results .....	41
4.3.1	Influence of transformational leadership style on student performance.....	41
4.3.2	Influence of transactional leadership style on student performance.....	43
4.3.3	Influence of laissez-faire leadership style on student performance.....	45
4.4	Discussion .....	47
4.4.1	Influence of transformational leadership style on student performance.....	48
4.4.2	Influence of transactional leadership style on student performance.....	49
4.4.3	Influence of laissez-faire leadership style on student performance.....	50
4.5	Summary.....	52

<b>CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</b>	<b>55</b>
5.1 Overview.....	55
5.2 Summary of the Study .....	55
5.2.1 General Summary of the Study .....	55
5.2.2 Summary of findings .....	56
5.3 Conclusion .....	58
5.4 Recommendations.....	59
<b>REFERENCES.....</b>	<b>62</b>
<b>APPENDICES.....</b>	<b>68</b>

**LIST OF TABLES**

Table 4.1: Independent samples test results for respondents' gender .....	33
Table 4.2: Anova results for respondents' highest educational qualifications .....	35
Table 4.3: Heads of schools' Profile.....	37
Table 4.4 Descriptive results for gender and leadership style .....	39
Table 4.5: One-way anova test results for gender and leadership styles .....	40
Table 4.6: Paired test results for education and training.....	40
Table 4.7: Transformational factor scores for individual heads of schools.....	42
Table 4.8: T-Test Results for transformational factors.....	42
Table 4.9: Prevalence rate for transactional factors.....	44
Table 4.10: Descriptive statistics for transactional factors .....	44
Table 4.11: Prevalence of laissez-faire leadership style .....	46
Table 4.12: Descriptive statistics for laissez-faire leadership style .....	46

**LIST OF FIGURES**

Figure 2.1: Full range leadership model: bass and avolio (1991).....	18
Figure 2.2: Conceptual framework (Developed by researcher from literature review)..	24
Figure 4.1: Gender distribution of respondents .....	32
Figure 4.2: Highest qualification distribution of respondents (Teachers) .....	34
Figure 4.3: Distribution of respondents (Teachers) by teaching experience .....	36
Figure 4.4: Distribution of teachers by leadership training .....	37

**LIST OF ABBREVIATIONS**

ADEM:	Agency of Development of Education Management
ANOVA:	Analysis of Variance
CSEE:	Certificate of Secondary Education Examination
DAS:	District Administrative Secretary
FRLM:	Full Range Leadership Model
GPA:	Grade Point Average
IBM:	International Business Machines
MLQ:	Multifactor Leadership Questionnaire
MOEVT:	Ministry of Education and Vocational Training
NECTA:	National Examination Council of Tanzania
OECD:	Organization for Economic Cooperation and Development
SPSS:	Statistical Package for Social Sciences
RAS:	Regional Administrative Secretary

## **CHAPTER ONE**

### **THE INTRODUCTION AND BACKGROUND TO THE PROBLEM**

#### **1.1 Overview**

The study investigated the FRLM leadership styles and their impact on academic performance of students in government secondary schools. The assumption made in the study was that school leaders and their styles of leadership may have significant influence on how students perform academically (Shatzer & Caldarella, 2014).

#### **1.2 Background to the problem**

Low student achievement is a significant concern on a global scale, with various studies and reports highlighting disparities in educational outcomes across different countries and regions. Despite the significant investments in education and various reform efforts, persistent poor performance by students remains a challenge globally (Hanushek & Woessmann, 2015). Educational leadership plays a crucial role in addressing low student achievement. Effective school leadership has been consistently linked to improved student learning outcomes (Leithwood et al., 2004). However, challenges such as leadership turnover, lack of leadership training, and inadequate support systems hinder effective educational leadership practices globally (Fullan, 2014).

In sub-Saharan Africa, low student achievement is a pressing issue exacerbated by various socio-economic and educational challenges. Regional organisations such as the African Union and UNESCO conduct assessment and publish reports on education quality and outcomes in African countries. These reports often highlight the need for

targeted interventions to improve learning outcomes and address disparities in educational access and quality across the region (UNESCO, 2019).

In Tanzania, low student achievement is a persistent challenge that demands urgent attention from policymakers and stakeholders. National assessments such as the Tanzania National Examinations Council (NECTA) examinations provide data on student performance at various levels of education. However, these assessments often reveal unsatisfactory performance and significant disparities in achievement levels across the regions and socio-economic groups. Research indicates that leadership styles are associated with improved student learning outcomes in Tanzania (**John & Mkulu, 2020; Kuluchumila, 2014**).

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

Despite efforts to improve educational outcomes, persistent poor performance continues to be a pervasive challenge in Tanzanian secondary schools. To illustrate, according to the National Examination Council of Tanzania (NECTA), a whopping 50.7% (221 049 candidates) achieved a lowly division four and 14.2% (61 696 candidates) were zero graded in the 2020 examinations. The percentage of division four and zero scorers put together were 64.9% in 2020 and 67.67% in 2021. Additionally, the CSEE results over the past three years (2020, 2021 and 2022) show an unsatisfactory performance of students, with less than 50% being graded with a PASS (division I, II and III).

This persistent issue underscores the need for innovative approaches to leadership that can effectively address the root causes of academic underachievement. The Full Range Leadership Model (FRLM) offers a comprehensive framework for understanding leadership behaviours and their impact on organisational effectiveness. However, there



is limited research on the application of the FRLM and its potential to mitigate persistent poor performance (Bodla& Nawaz, 2010). Therefore, this study seeks to explore the role of FRLM in addressing persistent poor performance in Tanzanian secondary schools. Specifically, it aims to investigate how transformational, transactional and laissez faire leadership styles practiced by the heads of schools influence student academic outcomes. By employing quantitative methods, this research sought to examine the leadership styles of the heads of schools and their perceived impact on student performance.

It is anticipated that the findings of this study will contribute to filling the gap in the literature regarding the applicability of the FRLM in Tanzanian educational settings and provide insights into effective leadership strategies for improving student outcomes. Ultimately, the results is expected to inform policymakers, school administrators, and educators about the potential of the FRLM as a framework for addressing persistent poor performance and fostering positive change in Tanzanian secondary schools.

The available literature further suggests that the leadership style of the head of school is the vehicle needed to improve teacher retention and propel an increase in student achievement (Fibriasari, 2021; Akparep et al., 2019). Therefore, the purpose of this study was to find out whether the leadership styles embodied in the FRLM were present in government secondary schools and whether they had any impact on students' academic performance, particularly in Kibaha and Bagamoyo Districts.

## **1.4 Research Objectives**

### **1.4.1 General objective**

The general objective was to analyze how leadership styles of heads of schools influence academic performance of students in Kibaha and Bagamoyo Districts.

### **1.4.2 Specific objectives**

The specific objectives of the study were to:

1. Investigate the influence of transformational leadership style on academic performance of the students in Kibaha and Bagamoyo Districts.
2. Investigate the influence of transactional leadership style on academic performance of the students in Kibaha and Bagamoyo Districts.
3. Investigate the influence of laissez-faire leadership style on academic performance of the students in Kibaha and Bagamoyo Districts.

## **1.5 Scope of the Study**

This research investigated the impact of the Full Range Leadership Model (FRLM) on student achievement in secondary schools within the Kibaha and Bagamoyo Districts of the Coast Region of Tanzania. The study focused on understanding the extent to which leadership styles, as conceptualized within the FRLM framework, contribute to enhancing student academic outcomes. The study examined the leadership styles exhibited by heads of schools, including transformational, transactional, and laissez-faire leadership styles, as outlined in the FRLM. The research involved heads of secondary schools, teachers, and students as key participants. A representative sample of schools, heads of schools, and teachers was selected using stratified and purposive sampling techniques. Results of the students' form four national examinations over

three consecutive years were analysed to capture academic performance levels of students and the aggregate performance of the respective schools.

### **1.6 Significance of the Study**

Finding a solution to the seemingly incessant problem of the mediocre academic performance of students in secondary schools is vital to the success of the education system. This study was deemed essential to the education sector because Tanzania's Vision 2025 envisages among other goals, improving education provision, particularly creating a learned nation and the best possible quality of life for Tanzanians. Bearing this in mind, education management is needed to meet the demand for well-equipped leaders to lead learning institutions towards the outcomes outlined in Vision 2025. The findings of this study hold the possibility of serving as a source of knowledge and a substantial resource to both the current and aspiring leaders in schools, colleges, and universities.

It is anticipated that the findings of this study will provide a more elaborate summation of the skill set and leadership styles needed to run successful schools. As part of the Full Range Leadership Model, the transformational leadership style potentially offers a solution to the performance problem that persists in secondary schools in Tanzania, through its three basic functions. First and foremost, transformational leaders genuinely care about others' needs, give them power, and inspire them to succeed in extraordinary ways. Moreover, they instill pride in working with them, establish a clear vision, and lead with charisma. They also provide intellectual stimulation for followers who are on par with the leader in ability (Castanheira & Costa, 2011). With this strategy, there is less bureaucracy and the school acts as its own change agent. Instead of

merely empowering selected individuals, the school becomes collectively empowered as a unit. The transactional leadership style brings a package of extrinsic motivation by making it abundantly clear, what is expected from the subordinates and what they get for achieving or not achieving the set goals (exchange system between the heads of schools on one hand and the teachers and students on the other) and putting structures in place, to regulate the interactions. Through the laissez-faire leadership style, the heads of schools consciously decide to transfer the focus of power to teachers and students to allow them autonomy but are readily available if and whenever their intervention is needed. This provides the much-needed independence and space for the members to exercise creativity and innovation to solve problems at their level (Mullins, 2019; Essuman, 2019; Asefa & Kant, 2022). However, for effectiveness, a laissez-faire leadership style must be applied with caution.

## **1.7 Limitations and Delimitations of the study**

### **1.7.1 Limitations of the study**

The results' validity may have been impacted by a lack of time and funds. With more time and resources, the researcher could have expanded the sample size and, in turn, the study location, increasing the likelihood of the findings being generalizable. Additionally, due to the lack of funding, the researcher was obliged to use the twenty-one-item free version of the MLQ (Multifactor Leadership Questionnaire). The premium edition, which comprises 45 items, is more dependable because it also offers online help.

### **1.7.2 Delimitations of the Study**

The study concentrated on secondary public schools. Primary schools and secondary schools run by private institutions were excluded since they fell outside the scope of the study. Government secondary schools were chosen for the study because they are more homogeneous in terms of students, policies, procedures, facilities, teacher qualifications, salary scales for teachers and classroom sizes. As a result, these variables that could affect students' academic performance are under control, leaving the leadership styles of heads of schools as a potential important independent variable.

## **1.8 Operational definition of key terms**

### **1.8.1 Leadership**

According to Yukl (2010), leadership is the act of encouraging people to comprehend and agree on what is to be done and how to do it, as well as the process of assisting individuals as well as teams to achieve common goals. This is the definition that the researcher adopted throughout the study.

### **1.8.2 Leadership styles**

According to Hussain and Jamal (2014), leadership style refers to how leaders approach the process of persuading, convincing, and recruiting people for aims and/or objectives and keeping them on board for the duration of all the tasks until the goals are achieved.

### **1.8.3 Academic performance**

Bello, Bukar and Ibi (2016) defined academic performance as the level of attainment of a person in an examination. The researcher has opted for this definition and used the

school Grade Points Average (GPA) obtained from individual student performance, to measure school performance in NECTA examinations.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Overview**

This chapter presents review of the literature on the fundamental theories of leadership, leadership styles, conceptual framework, and empirical reviews that lead to the heart of the knowledge gaps that are present in various studies. The relationship that might exist between the dependent and independent variables is explained and clarified by the conceptual and theoretical framework.

#### **2.2 Theoretical Literature**

Leadership theories have evolved over time, reflecting changing organisational dynamics and societal expectations. Early trait theories focused on identifying inherent qualities and characteristics of effective leaders, emphasizing attributes such as intelligence, charisma, and decisiveness (Stogdill, 1948). Subsequent behavioural theories shifted the focus to observable behaviours, distinguishing between task-oriented and relationship-oriented leadership styles (Blake & Mouton, 1964). Contingency theories, such as Fiedler's Contingency Model (Fiedler, 1967), proposed that effective leadership is contingent upon situational factors, suggesting that different leadership styles may be more effective depending on the context. Transformational leadership theory, introduced by Bass (1985), revolutionized leadership research by emphasizing the role of leaders in inspiring and motivating followers to achieve beyond their self-interests, fostering organisational innovation and growth.

Contemporary leadership theories continue to explore the multifaceted nature of leadership, incorporating insights from psychology, sociology, and organizational

behaviour. The Full Range Leadership Model (FRLM), developed by Bass and Avolio (1990), offers a comprehensive framework for understanding leadership behaviours, encompassing transactional, transformational, and laissez-faire styles. Drawing on social exchange theory and charismatic leadership literature, the FRLM delineates the spectrum of leadership behaviours, from contingent reinforcement to visionary inspiration, highlighting the dynamic interplay between leaders and followers in shaping organisational outcomes (Avolio, Bass, & Jung, 1999).

The different models of leadership help us identify individual traits and behaviours that are associated with successful leadership. Through these models, we understand the interplay between given contexts or situations, the nature of followers and how they relate with the leader, the type of influence needed and the collaboration that may be required to successfully address tough issues (Demirtas, 2020). This study rests on the foundation of the Full Range Leadership Theory or Model.

## **2.3 Critical Review of Supporting Theory**

### **2.3.1 Full Range Leadership Theory**

Avolio and Bass (1990) introduced the Full Range Leadership Model (FRLM) to unveil the behaviour of leaders in different work situations and contexts. It links transactional, transformational, and Laissez-faire leadership styles, explaining when and how each style can be effectively applied. Accordingly, the full range leadership theory comprises seven factors reflecting three broad classes of behaviour: transformational with four factors (idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration), transactional with two (contingent reward and management by exception - active) and laissez-faire with one (management by exception



- passive). Primarily, the 'full range' model of leadership rests on the principle that these leadership styles are not regarded as the continuums' opposite ends (Avolio & Bass, 1991). The same leader can and should exhibit all three sets of behaviours to be successful. According to the available literature, implementing training programs to enhance the deftness of transactional and transformational leadership would boost the job performance of the leader and improve the overall performance of the organisation (Mahdinezhad et al., 2013).

### **2.3.2 Transformational leadership Style**

Transformational leadership is related to the leader's charisma and the ability to enact a vision of a more appealing future state of the organisation. This type of leaders prioritises building meaningful relationships with the followers to inspire and motivate them to succeed, boost their confidence in their abilities and help them grow as people. A transformational leader guides their followers to go beyond their self-interests to achieve collective organisational goals. In a school set-up, a transformational leadership style helps heads of schools to shape the attitudes of teachers and students to escalate their schools to success. Transformational heads of schools have positive effects on job satisfaction among teachers and therefore better performance at school and learning outcomes for students. Transformational leaders are captains who trust their teams to help in designing and carrying out the organisational improvement. They encourage a culture of creativity and innovation, and motivate teachers to continuously improve, ever aiming to create the best educational set-up for students. They place heavy emphasis on mentoring, collaboration, high moral standards, and compassion, to form a collective momentum to grow and succeed (Avolio & Bass, 1990). The factors under

transformational leadership are idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration.

### **2.3.2.1 Idealised Influence**

The key indicators of idealised influence are the ability to provide followers with a sense of purpose, meaning, satisfaction, self-determination, emotional control, and trust by way of role modelling, articulating, and shaping values. This trait makes a leader inspiring to others who look up to them. An idealised effect is a source of inspiration and helps the leader focus on what is important in professional life. A leader's confidence in the willingness of his followers to make sacrifices and seek outstanding objectives is a powerful element for idealised influence. The followers would be able to do amazing things if the leader has faith in the team. The ability to influence those around them through clear and constant communication, to present themselves as role models, and to motivate their teams to achieve their objectives and goals is possessed by heads of schools who have a sense of idealised influence (Yukl, 2002; Crawford, 2005).

### **2.3.2.2 Inspirational Motivation**

The heads of schools who succeed are always involved with their staff, offering opportunities to others through the means of praise, criticism or if necessary, replacement. The key element in the transformational leadership style of inspirational motivation is its capacity to raise the followers' consciousness and connect them with an organisation's mission and vision while inspiring them to understand and make a commitment to it. The continuing survival of an organisation is the primary focus of inspirational motivation (Avolio & Bass, 2004). Workers are inspired by this method of leadership because it gives them more freedom to make decisions and the resources they

need, to carry out their tasks successfully without constant supervision. Overall, leaders who inspire action through their actions create a shared vision, facilitate an open line of communication, and effectively manage the challenging staff by combining positive reinforcement, collaborative problem solving and delegated authority (Samad, 2012).

### **2.3.2.3 Intellectual Stimulation**

Intellectual stimulation is the ability to make people feel excited about their jobs because of what they learn and that they truly are interested in what they do. To this end, leaders who provide intellectual stimulation inspire their followers, encourage new ideas and accept setbacks as part of their work (Akthar, 2022). Indicators for intellectual stimulation include logic, creative thinking, consensus decision making, coaching, support, challenge, and involvement.

### **2.3.2.4 Individualised consideration**

The core of transformational leadership, Fuller et al., 1996 say, "is to recognize people as unique individuals and appreciate their distinctive contribution to the workplace." The leaders applying individualised consideration look after their staff, have experience and knowhow to promote good behaviour in the workplace. They may be involved in a variety of ways, from passive to proactive, to comforting, caring, and coaching individuals, and to maintaining an accessible and cooperative environment (Haibo, 2022).

### **2.3.3 Transactional leadership style**

The transactional leadership style addresses the role of oversight, management, and group performance as well as exchanges among leaders and followers. This style bases

leadership on a system of rewards and punishments (Charry, 2012). It is, in other words, based on the idea that a leader's principal function is to create structures with which he/she clearly spells out what followers expect in terms of how they are rewarded or punished if they meet or fail to meet and/or exceed expectations. In recent research, many scholars have found that the approach of transactional academic leadership has a positive effect on employee engagement (Amanchukwu et al., 2015; Odumeru & Ifeanyi, 2013; Asefa & Kant, 2022).

However, it is said that transactional leaders rely heavily on fear and reward to drive their staff to work and deliver results. Thus, some studies on transactional leadership suggest that this type of leadership style can hinder creativity and have an adverse impact on employee happiness within the workplace (Hussein & Jamal 2014, Mahdinezhad et al., 2013). Contingent reward and management by exception (active) form the two pillars of the transactional leadership style.

Transactional behaviour is distinguished from "arbitrary and punitive behaviour" by the possibility of punishment (Mahdinezhad et al., 2013). The two components of management by exception are active and passive. Management by exception emphasizes the prompt and accurate detection of followers' departures from the standard in its active form (Avolio & Bass, 2004).

### **2.3.3.1 Contingent reward**

Contingent reward behaviour is one that is equivalent to positive (contingent compensation) feedback from the supervisor. Managers are responsible for leading their staff in the right direction when using contingent compensation. The hallmarks of contingent reward are material incentives based on achievement, establishing a course

of action, and fostering trust. Under contingent reward, transactional leaders use rewards in the form of recognition and praise, promotions, merit increases, honours, or bonuses. These contingent rewards behaviours, in the end, will help followers perform better (Bass, 1985).

#### **2.3.3.2 Management by exception (active)**

Management by exception (active) is a management approach where managers intervene only when deviations from expected performance occur, focusing their attention on handling exceptions rather than micromanaging routine operations. This method allows managers to allocate their time and resources more efficiently by prioritizing critical issues while empowering employees to handle routine tasks autonomously. It promotes a proactive management style that fosters accountability and encourages employees to take ownership of their work. In this approach, managers establish clear performance standards and guidelines, allowing them to easily identify deviations from expected outcomes. Once a deviation is detected, managers intervene promptly to address the issue and implement corrective measures. By actively monitoring performance metrics and promptly addressing deviations, managers can prevent minor issues from escalating into larger problems, ensuring smooth operations, and maintaining organisational effectiveness (Robbins et al., 2017; Daft & Marcic 2016; Stoner et al., 2013).

#### **2.3.4 Laissez-faire leadership style**

The French term 'laissez-faire' is mostly used in economics and political sciences to define a policy of minimum governmental interference in the economic affairs of individuals and society (Encyclopedia Britannica, nd). Laissez-faire is a term used to

describe a strategy to influencing people at work that is "hands-off(let things ride)" (Tosunoglu & Ekmekci, 2016; Northouse, 2010). Laissez-faire leadership is defined by Bass and Avolio (1990) as the absence of leadership and the avoidance of involvement. According to Lewin, Lippit, and White (1939), who were cited by Tosunoglu and Ekmekci (2016), laissez-faire leaders often act as though they have abdicated their obligations. This leadership style is similar to "impoverished management," which Blake and Mouton (1985) described as a leader who makes little effort to complete necessary tasks and shows little regard for their employees. They do not make decisions or train their followers, and there is no exchange process (Einarsen, Aasland, & Skogstad, 2007).

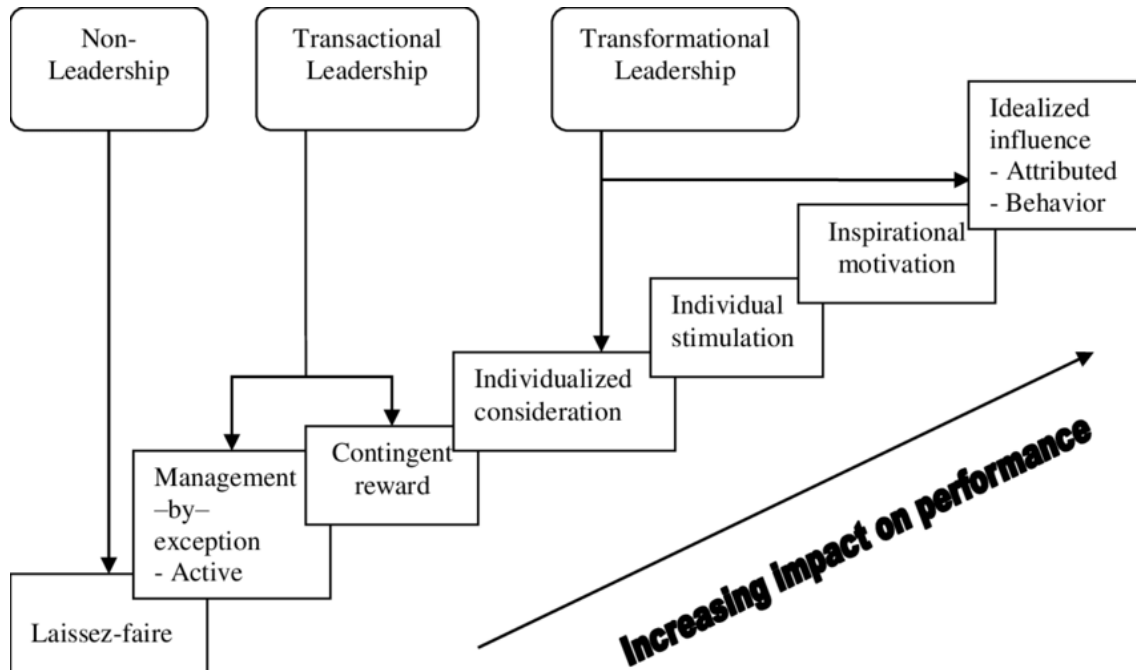
However, other research contends that teams can function at their best with little to no leadership influence, except for unusual circumstances (Essuman, 2019). In the same light, Mullins (2019) defines laissez-faire (genuine style) as a leadership approach in which the leader notices that group members can produce quality work on their own. He further notes that there is often confusion over this style of leadership behaviour. He emphasized that the word 'genuine' is because this is to be contrasted with the manager who could not care, who deliberately keeps away from the difficult spots and does not want to get involved. The manager just lets members of the group get on with the tasks at hand. Members are left to face decisions that rightly belong with the manager. This is more of a non-style of leadership, or it could perhaps be labelled as abdication.

In conclusion, a large portion of literature on the FRLM contends that there are many levels of leadership, ranging from laissez-faire leadership at the lowest level to idealised influence at the greatest level. This method posits that individual styles within the key

subgroups are also ranked and that transformational elements are superior to transactional elements. However, this approach is defective. Leaders will encounter a wide range of leadership issues in the great majority of circumstances. Some situations can be managed properly and productively by using transactional behaviours. Others could call for laissez-faire leadership while others will demand transformational behaviour. To be successful, the same leader must be able to use all these techniques concurrently (Avolio, 2011). According to Bass (1985), transactional and transformational leadership are two distinct but complementary processes. He further acknowledges that a single leader may employ both styles of leadership at various times and in various circumstances. Transactional leadership creates compliance by appealing to people's desires and expectations in contrast to transformational leadership, which acknowledges individual skills and fosters enthusiasm through emotional appeals, values, and belief systems (Avolio & Bass, 2004).

The researcher conceptualised this study considering this theoretical context since the full-range leadership model has obvious implications for educational institutions. The Multifactor Leadership Questionnaire, created by Bass and Avolio (1992), was used to assess the seven factors. To establish the significance of the relationship between the three leadership styles mentioned above and student academic performance, each of the seven factors was correlated with the school GPA in the NECTA examination results. To understand the nature of any potential links, the collective leadership styles (transformational, transactional, and laissez-faire) were individually correlated with the school GPA average. Figure 2.1 summarizes the Full Range Model factors that are often

categorized to form the three resulting leadership styles: transformational leadership style, transactional leadership style and Laissez-faire leadership style.



**Figure 2.1: Full Range Leadership Model: Bass and Avolio (1991)**

## 2.4 Review of empirical literature

### 2.4.1 General studies

The findings of a meta-analysis study conducted in Turkey by Ertem (2021) revealed a strong correlation between leadership styles and academic success. This study demonstrated a strong and positive correlation between school results, including student academic performance, and laissez-faire, transactional, instructional, and transformational leadership styles. While the positive and transformational leadership styles had a greater impact on academic performance, the laissez-faire and spiritual leadership styles had a greater impact on teacher motivation.



The results of a study by Ozgenel (2020), also conducted in Turkey, confirm the significance and the need for charismatic administrators and the school culture for discussions on educational progress and effectiveness. The author explains that teachers largely view school administrators as charismatic who articulate a vision, are sensitive to environmental situations, oppose the status quo and bureaucratic structure, take risks, and respond to the needs of the members. Teachers believe that these administrators help to manage and create the school culture.

Adarkwah and Zeyuan (2020) found that there was no significant relationship between the principal's transformational leadership style and teacher motivation in a different study carried out in China with the aim of examining this relationship. This is despite the presence of evidence in research that backs up a statistically significant association between the two variables. Transformational leadership is contextual, according to these academics, who also noted that it hasn't become widespread in Eastern nations. The level of teacher motivation and student learning outcomes are also impacted by additional factors such working circumstances, salary scales, fewer opportunities for promotion, and unfavourable educational policies.

Maheshwari (2022) found a strong positive correlation for transformational leadership and a negative correlation for transactional leadership when looking at the impact of principals' perceived transactional and transformational leadership styles on the job satisfaction and performance of teachers in Vietnam. A study by Howard and Knight (2022) looking at how principal leadership styles affect student achievement in the USA discovered a strong correlation between transformational leadership and academic

performance. As a result, the authors recommended for the need to train leaders in transformational leadership style.

#### **2.4.2 Studies in African countries**

Based on the results of a study conducted in Kenya to determine the impact of principals' transformational leadership practices on teachers' commitment in public secondary schools, the authors concluded that it was obvious that there was a significant relationship between these practices and teachers' commitment in these institutions. They concluded that teachers' commitment and, consequently, performance would grow as the principals' transformational leadership methods increased (Kenneth, George, and Elizabeth, 2020).

The association between idealised influence as a component of transformational leadership was the subject of another study carried out in Kenya. In Bomet County, a statistically significant correlation between secondary student academic performance as measured by the Kenya Certificate of Secondary Education (KCSE) examinations and the idealized influence dimension of principals' transformational leadership style was found. The authors concluded that it was strongly correlated with student academic performance and might, thus, help close the achievement gap and improve students' low academic performance. They suggested that principals who were experiencing a decline in their students' performance in national examinations adopt the idealised influence traits to reverse the trend (Kitur, Choge, & Tanui, 2020).

A study on the Head Teachers' Leadership Styles and Teachers' Role Performance in Secondary Schools in Tororo District was conducted in Uganda by Oketcho et al. in 2019. The study found a weak but statistically significant positive association between

the leadership styles of the head teachers and the job performance of the teaching staff. Although a correlation does not prove causality, the author concluded that teachers' performance rises when head teachers use an effective leadership style. The low level of relationship suggested that factors other than the leadership styles of the head teachers also influenced teachers' performance.

Both transformational and transactional leadership styles were found to be substantially connected with employee performance in a study conducted in Somalia by Addow (2022) to examine the impact of leadership styles on employee performance at the University of Somalia. The study discovered that employee performance was positively correlated with transactional, transformational, and laissez-faire leadership styles, with the transactional leadership style showing the strongest link.

In a study that examined the impact of principals' leadership styles on senior secondary school student achievement in chemistry in the Nigerian state of Kogi, it was found that while the laissez-faire and authoritarian styles were the most prevalent, they were also the least effective. The most outstanding results were achieved by students under the direction of principals who exhibited democratic traits (Achimugu & Obaka, 2019).

### **2.4.3 Empirical in Tanzania**

Nyangarika and Ngasa (2020) conducted a study to examine the impact of instructional, transactional, and transformational leadership styles on classroom instruction. According to the findings, improving teaching methodology was favourably correlated with school leader transformational practices. They concluded that a strong positive correlation between leadership styles and classroom instruction suggested that

leadership supports organisational learning, which in turn affects the school's primary objectives of teaching and learning.

According to a study by John and Mkulu (2020) to ascertain the impact of school heads' leadership styles on students' academic performance in public secondary schools in the Nyamagana District of the Mwanza Region, heads of public secondary schools tended to use a single leadership style between laissez-faire and democratic leadership styles. However, it was found that neither of these approaches to leadership was sufficient to instill in teachers and students a favourable attitude about putting in effort to get better results in the final examinations. In comparison to those who used only one style of leadership, the few heads of schools who happened to use a variety of leadership styles had greater success in the schools they headed. The study consequently advised school administrators to use a variety of leadership styles to encourage good student academic performance.

## **2.5 Research gap.**

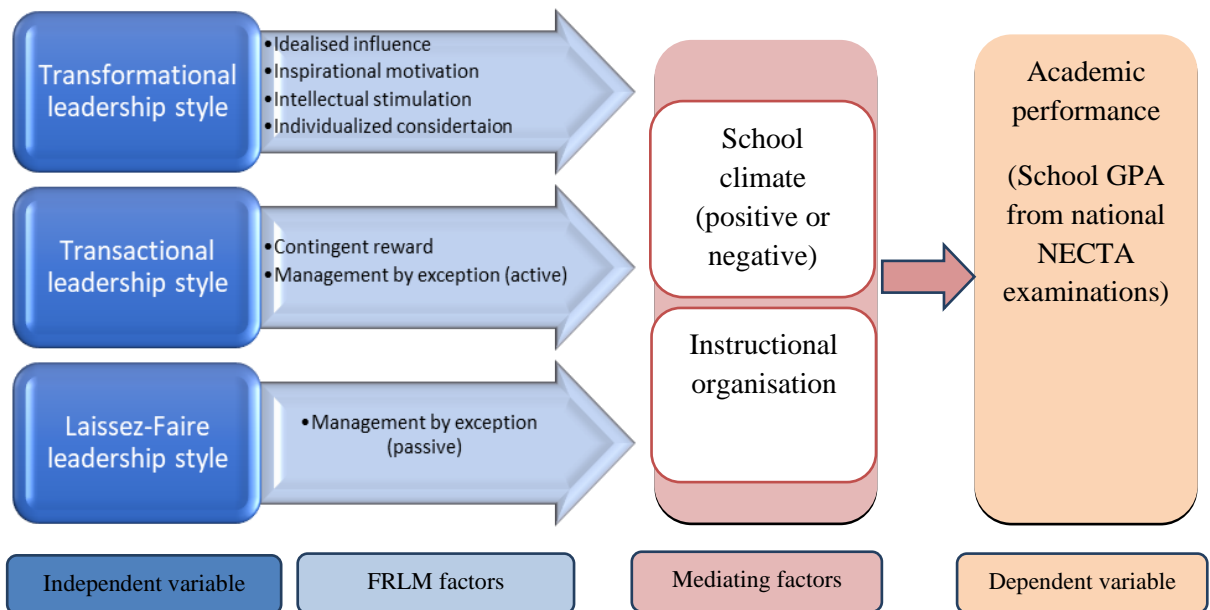
Research on leadership styles is sparse, and FRLM analysis in Tanzania and the education sector, is all but nonexistent, notwithstanding the fact that there is a wealth of research to offer hints into factors that influence students' academic success. Additionally, there is dissenting opinion that asserts these leadership styles are contextual and might not be present across all cultures, making it difficult to confirm their influence on student academic performance despite the overwhelming body of research supporting their efficacy. In particular, the Kibaha and Bagamoyo Districts did not have any literature on the FRLM, according to the reviewed literature. To determine whether and to what extent transformational, transactional, and laissez-faire leadership

styles influence student academic performance in the Kibaha and Bagamoyo Districts, the researcher used this study to establish their prevalence against the underlying Full Range Leadership Model.

## **2.6 Conceptual framework**

In this study, the leadership styles (transformational, transactional, and laissez-faire) served as the independent variables, and the academic performance of the students, as determined by the school GPA in the form four NECTA (National Examination Council of Tanzania) examinations, served as the dependent variable.

The academic performance of the students in each school was correlated with the seven factors (idealised influence, inspiring motivation, intellectual stimulation, individualised consideration, contingent reward, management by exception, and laissez-faire) based on the FRLM. The underlying presumption was that diverse leadership styles might be used to organise instructional processes and establish a school climate, both of which would ultimately have an impact on students' academic performance (Shatzer & Caldarella, 2014). Figure 2.2 illustrates the interplay of the variables in the study:



**Figure 2.2: Conceptual framework (developed by researcher from literature review)**

## 2.1 Summary

The underlying theory (full range leadership theory), general empirical reviews, empirical reviews in Africa, empirical reviews in Tanzania, conceptual framework, and the research gap were all covered in this chapter's literature review. The study was justified after an assessment of the available literature, which revealed the causes of the existing knowledge gaps. The study was described by the conceptual and theoretical frameworks, which also clarified and explained the relationship between the dependent, mediating, and independent factors.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Overview**

This chapter presents the research methodology that the study employed in the research process. It includes research philosophies or paradigms, research approach, research design, location of the study, target population, sampling techniques and sample size, research instruments, validity and reliability of data collection instruments, data collection techniques, data processing and analysis, variables and measurement procedures and finally looks at ethical considerations.

#### **3.2 Research paradigm and philosophy.**

This research was grounded in positivist theory. According to the epistemological idea of positivism, observations of social and physical reality can produce scientific knowledge provided they are made objectively and without bias. Quantitative research is implicitly based on positivist research methodology. The purpose of this study was to explore the leadership styles of heads of schools, as embodied in the FRLM and how they affect the academic performance of their students. The study was founded on the positivist research paradigm or philosophy because the data that was needed was quantitative in nature (Lakshmi, 2019).

#### **3.3 Research Approach.**

In this study, the researcher used a quantitative research methodology. In quantitative research, numerical data are gathered and analysed to characterise, explain, forecast, or control relevant occurrences. According to this quantitative viewpoint, statements about

the world are only taken seriously if they can be corroborated by actual observation (Mills & Gay, 2019; Creswell, 2012).

All secondary school students, teachers, and heads of schools in the Kibaha and Bagamoyo Districts made up the target population for this study. Using questionnaires, quantitative information on leadership styles (independent variables) was gathered from school administrators and teachers. The NECTA website also provided data on academic performance (the dependent variable).

### **3.4 Research Design.**

A research design is an arrangement of parameters for data collection and analysis that tries to combine relevance and the study purpose. It is a conceptual framework in which one can carry out research. According to Kothari (2004) and Creswell (2012), it serves as a guide for data collection, measurement, and analysis.

This study investigated the FRLM leadership styles of heads of schools and how they impacted the academic performance of their students. As a result, the researcher used the correlational research design and needed quantitative data to investigate this link. The goal of correlational research is to identify the existence and strength of a relationship between two or more quantifiable variables. Over the course of eight weeks, primary data was collected using questionnaires and the review of available records. Six weeks were spent collecting data on leadership styles, and two more weeks were used to collect data regarding student performance from the NECTA website.

### **3.5 Location of the study**

This study focused on government secondary schools and was conducted in the Tanzanian Coast Region's Kibaha and Bagamoyo Districts. Time and resources were



the two key considerations that influenced the researcher's choice of this location (Creswell, 2012; Mills & Gay, 2019). The study's location helped to save costs because the researcher had a limited budget for transportation and research assistants for collecting data. The researcher also had a deadline to meet for finishing the project.

### **3.6 Target population**

All heads of schools, teachers, and students in government secondary schools in Kibaha and Bagamoyo Districts made up the target population for this study. Kothari (2004) defined population as the totality of any collection of units that share one or more traits relevant to the study question. The researcher hand-delivered questionnaires to the sampled schools to collect the data from the heads of schools and the teachers involved, and later collected them after they had been completed by the sampled respondents.

### **3.7 Sampling techniques and sample size**

#### **3.7.1 Sampling techniques**

In an ideal situation, you can select a sample of individuals who are representative of the entire population (Creswell, 2012). The researcher employed stratified sampling technique to account for the genders of the respondents as well as the type of schools. The target units (government secondary schools) were stratified into boys-only, girls-only, and mixed-gender schools. Then using purposive sampling, the researcher selected the schools in which the study was conducted, based on the number of years the current teachers and heads had served in the schools in the same position: a minimum of three years. Purposive sampling ensured the results could be attributed to their leadership.

### **3.7.2 Sample size.**

Researchers select a sample, or group of individuals who are to be researched, from the target population or sampling frame (Creswell, 2012). An educational researcher, roughly speaking, needs at least 30 subjects for a correlational study that links variables. However, it is recommended that for the results to be more reliable, a bigger sample size is needed (Kothari, 2004). The researcher used a sample of 177 participants, including 165 teachers and 12 heads of schools. The response rate was 95.48% (N=169).

### **3.8 Data Collection Methods and Instruments.**

The two most common methods used by quantitative researchers to gather data are questionnaires and interviews (Creswell, 2012; Mills & Gay, 2019). To evaluate the sampled heads of schools' leadership styles, the researcher used a modified Multi-Factor Leadership Questionnaire (MLQ form 6-S). To assist in rating the leadership styles of heads of schools from the views of the followers, a slightly modified version of the MLQ form 6-S was also given to the teachers in the sampled schools. This ensured increased validity of the data collected about the leadership styles, hence the reliability of the results. The resulting styles of leadership were then compared to the school's overall GPA for the last three consecutive years' form four national exams.

### **3.9 Validity and reliability of data collection instruments**

The degree to which a test or instrument measures what it is intended to measure and, as a result, facilitates appropriate interpretation of the results obtained (Mills & Gay, 2019; Creswell, 2012) is referred to as validity. To fit the requirements of the study, the researcher made a few minor alterations to an existing MLQ questionnaire. The MLQ is

a dependable and valid tool since it is generally accepted for evaluating a range of transformational, transactional, and laissez-faire scales (Bass & Avolio, 1990). The researcher used a test-retest reliability test to further guarantee the instruments' reliability. The test-retest reliability technique looks at how stable a sample's scores are from one test administration to the next. To determine this form of reliability, the researcher administered the test at two different times to the same participants (other than those under study) at a sufficient time interval (one month), during the pre-test period, with the test-retest correlation ( $r \geq +.80$ ).

### **3.10 Data Processing and Analysis Procedure**

After preparing and organizing the data, the researcher used the statistical software known as PSPP to analyze the data to address each one of the research questions. PSPP is a free software for analysis of sampled data, intended as a free alternative to IBM (International Business Machines Corporation's Statistical Package for Social Sciences (SPSS)). The name has no official acronymic expansion. Using PSPP, the researcher ran ANOVA one-way, t-test and descriptive statistical analysis of the collected data.

### **3.11 Variables and Measurement Procedures**

The independent variables in this study were Transformational leadership style, Transactional leadership style and Laissez-faire leadership style, while the dependent variable was academic performance, measured by the average school GPA over the immediate previous three consecutive years in national examinations. Data on the independent variables was collected through a modified Multifactor Leadership Questionnaire (MLQ). The resultant leadership styles were then correlated to the

average school GPA in the national examinations, accessed through the NECTA website, using the respective school examination numbers.

### **3.12 Ethical Considerations**

At the onset of data collection, the researcher collected a research clearance letter from the Faculty of Education's department of postgraduate studies, which also acted as an introduction letter. This was submitted to the Coast Regional Administrative Secretary (RAS), who in turn issued a written permit allowing the researcher to collect data from the sampled schools. The permit was copied to the District Administrative Secretaries (DAS) in Kibaha and Bagamoyo Districts. Furthermore, the researcher assured respondents of confidentiality of the information provided, committing to use it for academic purposes only. She further gave them the option to choose not to take part in the study if they felt uncomfortable. Finally, she analyzed the results and reported the findings without any form of manipulation.

**CHAPTER FOUR**  
**PRESENTATION, ANALYSIS, AND DISCUSSION OF RESEARCH**  
**FINDINGS**

#### **4.1 Overview**

The data from the field regarding the impact of school leadership style on students' academic performance in the Kibaha and Bagamoyo Districts are thoroughly analysed and discussed in this chapter. The objectives and research questions were taken into consideration during the analysis, interpretation, and discussion of the results. These objectives were to:

- (i) Investigate the influence of Transformational leadership style on student performance,
- (ii) Investigate the influence of transactional leadership style on student performance and
- (iii) Investigate the influence of laissez-faire leadership style on student performance.

The chapter summary, which highlights the key aspects, is covered in the final section. The information provided and discussed in this chapter was collected via questionnaires administered to school heads and the respective teachers, as well as national exam results for the relevant schools which were downloaded from the NECTA website.

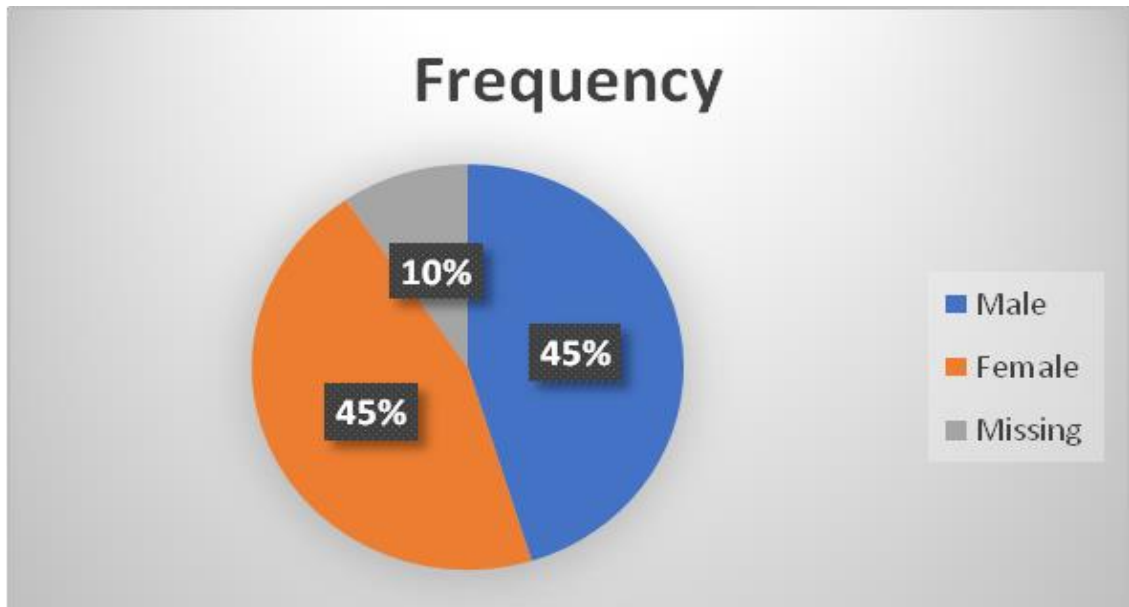
#### **4.2 The socio-demographic characteristics of respondents**

##### **4.2.1 Teachers as Respondents**

The socio-demographic characteristics of respondents (gender, highest educational qualifications, total teaching experience and the number of years they had served in the

current workstations) were studied purposefully to understand the extent to which the responses cut across the demographic features to avoid biases.

The gender distribution of the teachers who participated in the study is presented in Figure 4.1.



**Figure 4.1: Gender distribution of respondents**

**Source: Field data, (2023)**

Figure 4.1 presents the gender of respondents and shows that the number of male respondents were the same as their female counterparts, each representing 45% (N=71) of the respondents and 10% (N=15) did not specify their gender. Group statistics showed that the male teachers assessed their respective heads of schools as transformational (M=8.37, SD=3.03), transactional (M=7.70, SD=2.16) and laissez-faire (M=6.18, SD=2.76). The female teachers assessed their respective heads of schools as transformational (M=7.67, SD=2.46), transactional (M=7.46, SD=1.82) and laissez-faire (M=7.79, SD=2.56). The independent samples test results showed a 2-tailed significance  $p > 0.05$  for both transformational leadership style and transactional leadership style,

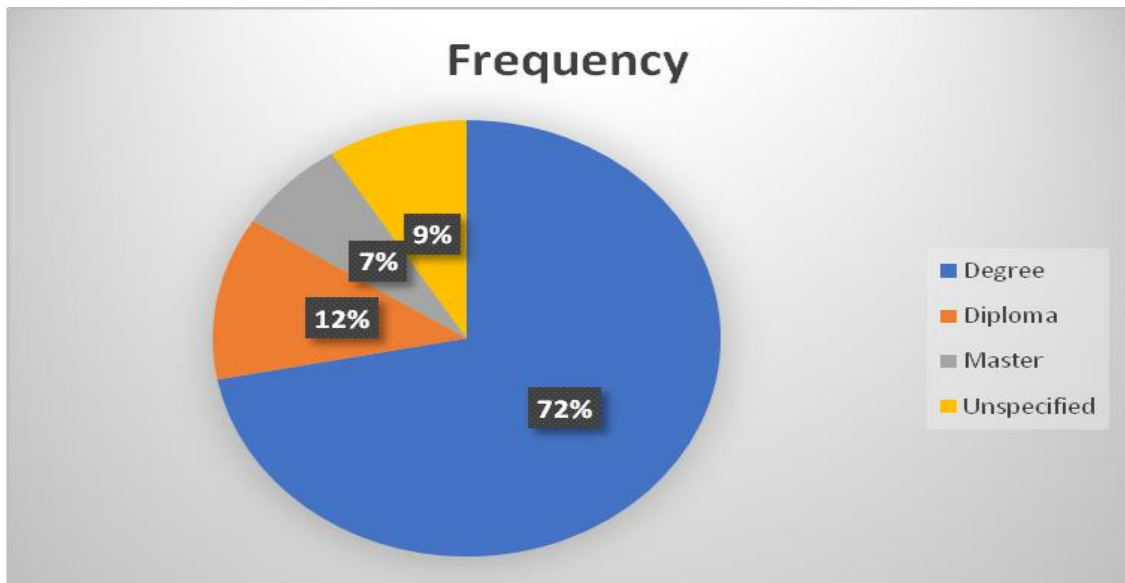
implying that there was no statistically significant difference in the assessment of these two leadership styles based on gender. However, results for laissez-faire showed a 2-tailed significance  $p < 0.05$ , implying that there was a statistically significant difference in the assessment of the laissez-faire leadership style, based on gender. These results are summarized in Table 4.1.

**Table 4.1: Independent samples test results for respondents' gender**

<b>Leadership style</b>	<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Sig. (2-tailed)</b>
Transformational leadership style	Male	71	8.37	3.03	0.135
	Female	71	7.67	2.46	0.135
Transactional leadership style	Male	71	7.70	2.16	0.476
	Female	71	7.46	1.82	0.476
Laissez-faire leadership style	Male	71	6.18	2.76	0.000
	Female	71	7.79	2.56	0.000

**Source: Field data, (2023)**

The highest educational qualification was deemed to be crucial in determining the leadership styles of the respective heads of schools. The aim was for the researcher to find out if the test scores by teachers would vary with their level of education. Similarly, the researcher was interested to find out if the final assessment of the leadership style would vary with the level of education of the respective heads of schools. The respondents' education levels are shown in Figure 4.2:



**Figure 3.2: Highest qualification distribution of respondents (teachers)**

**Source: Field data, (2023)**

It can be observed from figure 4.2 that 72% (N = 113) of all respondents were holders of bachelor's degrees in education, 12% (N = 19) had diplomas in education and 7% (N = 11) had master's degrees. However, 9% (N = 14) of the respondents did not specify their highest level of educational qualifications.

Descriptive statistics showed that the teachers who held master's degrees as their highest level of education assessed their respective heads of schools in transformational leadership style (M = 10.32, SD = 0.72), Transactional leadership style (M = 9.36, SD = 0.95) and laissez-faire leadership style (M = 6.36, SD = 2.38). Those who held bachelor's degrees assessed their respective heads of schools in transformational leadership style (M = 7.93, SD = 2.73), Transactional leadership style (M = 7.56, SD = 1.85) and laissez-faire leadership style (M = 7.23, SD = 2.80). Those who held diploma in education assessed their respective heads of schools in transformational leadership style (M = 7.37, SD = 3.21), Transactional leadership style (M = 6.82, SD = 2.66) and



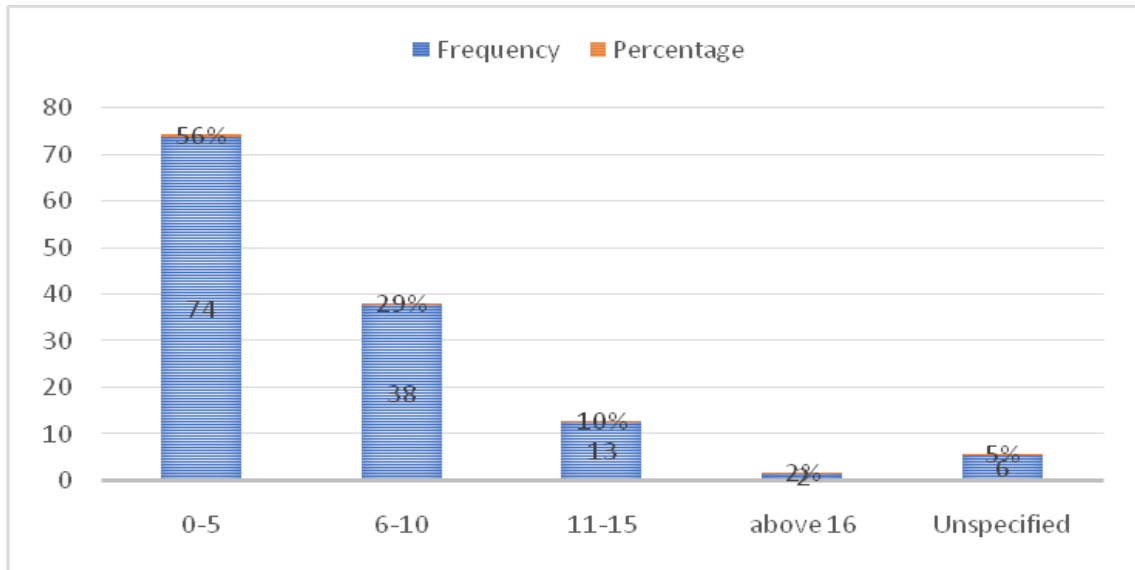
laissez-faire leadership style ( $M = 5.79$ ,  $SD = 2.53$ ). The ANOVA test results showed a 2-tailed significance  $p > 0.05$  for transformational and transactional leadership styles, implying that there was no statistically significant difference in the assessment of these two leadership styles based on the teachers' highest educational qualifications. However, results for laissez-faire leadership style showed a 2-tailed significance  $p < 0.05$ , implying that there was a statistically significant difference in the assessment of the laissez-faire leadership style, based on the teachers' highest educational qualifications. These results are summarized in Table 4.2.

**Table 4.2: ANOVA results for respondents' highest educational qualifications**

Leadership style	Highest educational qualification	N	Mean	Std. Dev.	Sig.
Transformational leadership style	Master	11	10.32	0.72	0.00
	Bachelor	113	7.93	2.73	0.00
	Diploma	19	7.37	3.21	0.00
Transactional leadership style	Master	11	9.36	0.95	0.02
	Bachelor	113	7.56	1.85	0.02
	Diploma	19	6.82	2.66	0.02
Laissez-faire leadership style	Master	11	5.79	2.38	0.67
	Bachelor	113	7.23	2.80	0.67
	Diploma	19	6.36	2.53	0.67

**Source: Field data, (2023)**

Respondents were further categorized based on their duration of service in their current workstations. Teachers who had been in the current workstation for three years or longer were deemed to have adequate information about their respective heads and were therefore thought to be better placed to participate in the study. The summary of findings is presented in Figure 4.3.

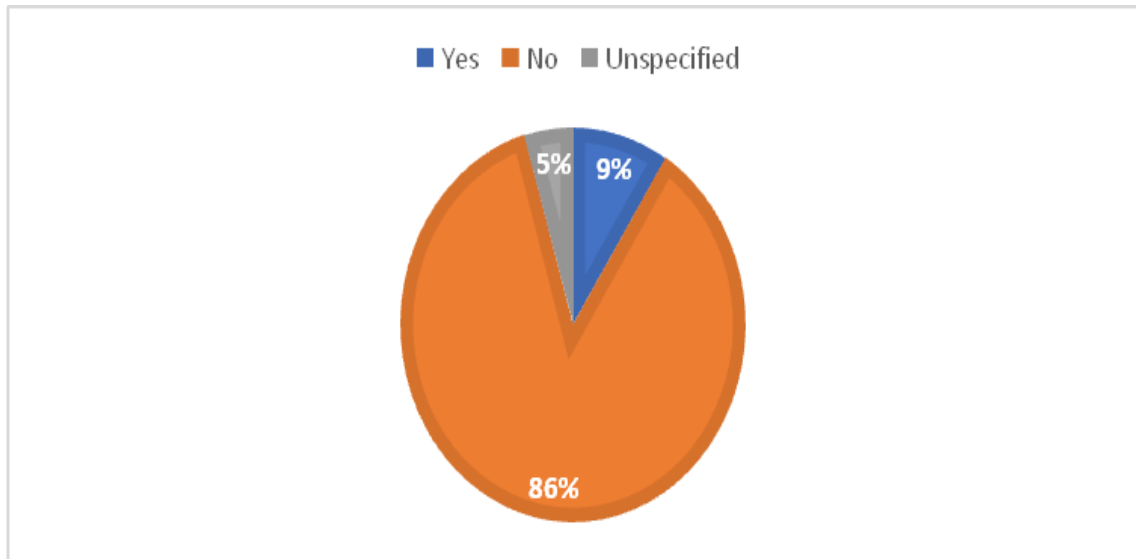


**Figure 4.3: Distribution of respondents (teachers) by teaching experience**

**Source: Field data, (2023)**

Figure 4.3 indicates that most of the respondents had worked as teachers for 5 years or below, at 56% (N = 74), followed by those who had taught for 6 – 10 years at 29% (N = 38), 10% (N = 13) for those who taught for 11 – 15 years and 2% (N = 2) for those with teaching experience beyond 16 years. However, 6% (N = 5) of the respondents did not specify their total teaching experience.

The respondents were also asked to indicate whether they had undergone any leadership training. The summary is indicated in Table 4.4.



**Figure 4.4: Distribution of teachers by leadership training**

**Source: Field data, (2023)**

Figure 4.4 shows that 86% (N = 115) of the respondents had not undergone any kind of training in leadership, 9% (N = 12) had undergone leadership and 5% (N = 6) did not specify.

#### **4.2.2 Heads of Schools' Profile**

This section presents the characteristics of the twelve (12) heads of schools who were involved in the study. These were sampled from selected public secondary schools and their social and demographic characteristics were based on gender, highest level of education and duration of stay in the current workstation at the time of the study. The duration of stay in the current workstation was to ensure that the results were correctly attributed to the head of the school. Nine heads of schools who were found to have served in their current stations for less than three years were excluded from the sample. The summary of the profile of heads of schools is presented in Table 4.3:

**Table 4.3: Heads of schools' profile**

Items	Description	Responses	
		Frequency	Percentage
Gender	Male	9	25
	Female	3	75
Highest educational qualification	Masters	2	16.67
	Bachelors	10	83.33
	Diploma	0	0
Duration of stay in current workstation	0 – 2 years	0	0
	Above 3 years	12	100
Formal training in leadership	Yes	3	25
	No	9	75
Attended workshops/seminars on leadership	Yes	4	33.33
	No	8	66.67

**Source: Field data, (2023)**

Table 4.3 shows that the majority (N=8) of the heads of schools who took part in the study were male (58.33%) while the remaining (N = 4)33.33% were female. The highest educational qualification of the sampled heads of schools was master's degree, recording (N = 2) 16.67%. Sampled heads of schools with bachelor's degree accounted for (N = 10) 83.33%. None of the sampled heads of schools held a diploma as the highest educational qualification. All the heads of schools (N = 12) in the studied sample had served at the current workstations for more than three years. Those who did not meet this criterion were excluded from the study. This was important to ensure that the national examination results could be properly credited to the respective heads of schools. From the sampled heads of schools, 25% (N = 3) had formal training in leadership and 33.33% (N = 4) had attended workshops and/or seminars on leadership. Using this information, the researcher wished to find out if leadership training had any influence on the resulting leadership styles.

Descriptive data analysis was run to establish the relationship that may exist between the gender of heads of schools and the leadership styles they practiced. Table 4.4 summarizes the observations made.

**Table 4.4 Descriptive results for gender and leadership style**

<b>Leadership style</b>	<b>Gender</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Min.</b>	<b>Max.</b>
Transformational leadership style	Male	8.10	2.27	5.23	10.55
	Female	8.54	1.24	7.60	9.95
Transactional leadership style	Male	7.64	1.42	5.75	9.15
	Female	8.18	1.08	7.26	9.36
Laissez-faire leadership style	Male	6.93	1.93	2.08	8.67
	Female	6.93	1.93	4.82	8.60

**Source: Field data, (2023)**

From the results in Table 4.4, it is realized that heads of sampled schools often practiced transformational leadership style, even though female heads of schools ( $M = 8.54$ ,  $SD = 1.24$ ) rated higher compared to their male counterparts ( $M = 8.10$ ,  $SD = 2.27$ ). The interpretation of female heads of schools' transformational leadership style is high by way of rounding off to the nearest whole number (9), which is the lower limit for a high score (9-12).

It is also observed that the sampled heads of schools often practiced transactional leadership with the female heads of schools ( $M = 8.18$ ,  $SD = 1.08$ ) scoring higher than their male counterparts ( $M = 7.64$ ,  $SD = 1.42$ ). Male and female heads of schools equally practiced laissez-faire leadership style ( $M = 6.93$ ,  $SD = 1.93$ ). A one-way ANOVA test was further conducted to determine the statistical significance between the two groups. The results are shown in Table 4.5.

**Table 4.5: One-way ANOVA test results for gender and leadership styles**

		Sum of squares	df	Mean square	F	Sig.
Transformational leadership style	Between groups	.44	1	.44	.10	.759
	Within groups	44.38	10	4.44		
	Total	44.82	11			
Transactional leadership style	Between groups	.64	1	.64	.35	.567
	Within groups	18.36	10	1.84		
	Total	19.00	11			
Laissez-faire leadership style	Between groups	.00	1	.00	.00	.997
	Within groups	41.90	10	4.19		
	Total	41.90	11			

**p = 0.05**

*Source: Field data, (2023)*

The results revealed that there were no statistically significant differences in the use of transformational leadership style [ $F(2,11) = 0.10$ ,  $p = 0.759$ ], transactional leadership [ $F(1,11) = 0.35$ ,  $p = 0.567$ ] and laissez-faire leadership style [ $F(1,11) = 0.00$ ,  $p = 0.997$ ] based on gender. Through this finding, the researcher established that the choice of leadership style by heads of schools in Kibaha and Bagamoyo Districts was not based on their gender.

About the highest educational qualifications, formal training in leadership and attending seminars and workshops related to school leadership, paired tests were run and in all three cases, the results showed ( $p < 0.05$ ). This can be interpreted to mean that there were statistically significant differences in the practice of leadership styles, based on the highest educational qualifications, formal training in leadership as well as attending seminars and workshops related to school leadership. These results are summarized in Table 4.6.

**Table 4.6: Paired test results for education and training**

<b>Variables</b>		<b>Std. Dev.</b>	<b>Sig. 2-tailed</b>
Transformational leadership style	Highest educational qualification	0.45	0.00
	Formal training in leadership	2.28	0.00
	Attending seminars/workshops	2.30	0.00
Transactional leadership style	Highest educational qualification	0.45	0.00
	Formal training in leadership	1.60	0.00
	Attending seminars/workshops	1.59	0.00
Laissez-faire leadership style	Highest educational qualification	0.45	0.00
	Formal training in leadership	1.73	0.00
	Attending seminars/workshops	1.63	0.00

**Source: Field data, (2023)**

### **4.3 Results**

Analysis, interpretation, and discussion of the findings were done concerning the objectives and research questions. These objectives were to: 1) investigate the influence of Transformational leadership style on student performance; 2) investigate the influence of transactional leadership style on student performance and 3) investigate the influence of laissez-faire leadership style on student performance.

#### **4.3.1 Influence of transformational leadership style on student performance**

From the sample of heads of schools that took part in the study, 50% (N=6) scored 'high' in idealised influence, inspirational motivation, and intellectual stimulation while the remaining 50% (N=6) scored 'moderate' in these factors. In terms of individual consideration, 58% (58.33%) of school heads received "high" ratings, while the remaining 41.66% received "moderate" ratings. None of the school leaders received a

"low" score for any of the relevant transformational leadership style elements. Table 4.7 summarizes these observations.

**Table 4.7: Transformational factor scores for individual heads of schools**

S/N	Factors within the Transformational Leadership	High (%)	Moderate (%)	Low (%)	Total (%)
1	Idealised influence	50.00	50.00	0.00	100.00
2	Inspirational motivation	50.00	50.00	0.00	100.00
3	Intellectual stimulation	50.00	50.00	0.00	100.00
4	Individual consideration	58.33	41.66	0.00	100.00

**Source: Field data, (2023)**

The first objective was aimed at investigating the influence of transformational leadership style on student academic performance. The results of the t-test for transformational factors and how they relate to the school GPA are presented in Table 4.8.

**Table 4.8: T-test results for transformational factors**

	N	Mean	Std. Dev.	Pearson's (r)	Coef. of determinants (%)	Sig. (2-tailed)
Idealised Influence	12	8.44	1.80	-0.57	32.49	0.00
Inspirational Motivation	12	8.15	2.09	-0.63	35.47	0.00
Intellectual Stimulation	12	8.02	2.21	-0.49	24.01	0.00
Individual Consideration	12	8.23	2.04	-0.53	28.09	0.00
Transformational Leadership	12	8.21	2.02	-0.56	31.36	0.00
Valid N (listwise)	12					
Missing N (listwise)	0					

**Source: Field data, (2023)**

Idealised influence recorded the highest average ( $M = 8.44$ ,  $SD = 1.80$ ) followed by individual consideration ( $M = 8.23$ ,  $SD = 2.04$ ), inspirational motivation ( $M = 8.15$ ,  $SD = 2.09$ ) and finally intellectual stimulation ( $M = 8.02$ ,  $SD = 2.21$ ). Overall, the



transformational leadership style recorded a mean score ( $M = 8.21$ ,  $SD = 2.02$ ) which can be interpreted as moderate (5 – 8). The results show that the sampled heads of schools moderately practiced the transformational leadership style.

T-test results were as follows: idealised influence ( $r=-0.57$ ,  $p<0.05$ ), inspirational motivation ( $r=-0.63$ ,  $p<0.05$ ), intellectual stimulation ( $r=-0.49$ ,  $p<0.05$ ) and individual consideration ( $r=-0.53$ ,  $p<0.05$ ) and overall results for transformational leadership style ( $r=-0.56$ ,  $p<0.05$ ). Based on these results, it could be said that transformational leadership influenced the national results of the sampled schools. The negative Pearson correlation coefficient implies that as one variable increases, the other one decreases. In this study, all the factors of transformational leadership style recorded a negative correlation coefficient. By implication, the higher the scores of the transformational factors, the lower the school GPA (low GPA indicates good performance). The heads of schools who practiced transformational leadership recorded better performance.

To further interpret the influence of transformational leadership style on student academic performance in the sampled schools, coefficients of determination were generated from Pearson's correlation coefficients. It was therefore found that a variation of 31.36% of the national results could be accounted for by transformational leadership style. Results also showed that there was a statistically significant relationship between the transformational leadership style ( $p<0.05$ ) and student performance in the national examinations.

#### **4.3.2 Influence of transactional leadership style on student performance**

From the sampled heads of schools, 50% ( $N=6$ ) scored 'high' in contingent reward and another 50% ( $N=6$ ) scored moderate in the same factor. All the heads of schools (100%)

scored 'high' in management by exception, under the transactional leadership style, implying that all the sampled heads of school frequently practiced management by exception. This is reflected in Table 4.9:

**Table 4.9: Prevalence rate for transactional factors**

S/N	Factors within Transactional leadership	High (%)	Moderate (%)	Low (%)	Total (%)
1	Contingent reward	50.00	50.00	0.00	100.00
2	Management by exception	100.00	0.00	0.00	100.00

**Source: Field data, 2023**

The second objective was aimed at investigating the influence of transactional leadership style on student academic performance. The results of the test of 2-tailed significance are presented in Table 4.10.

**Table 4.10: Descriptive statistics for transactional factors**

	N	Mean	Std. Dev.	Pearson's (r)	Coefficient of determinants (%)	Sig. (2-tailed)
Contingent reward	12	8.23	2.09	-0.47	22.09	0.00
Management by exception	12	7.32	0.68	-0.74	54.76	0.00
Transactional Leadership	12	7.77	1.31	-0.57	32.49	0.00
Valid N (listwise)	12					
Missing N (listwise)	0					

**Source: Field data, (2023)**

Contingent reward recorded a higher average ( $M = 8.23$ ,  $SD = 2.09$ ) compared to management by exception which recorded the mean ( $M = 7.32$ ,  $SD = 0.68$ ). Overall, the transactional leadership style recorded a mean score ( $M = 7.77$ ,  $SD = 1.31$ ) which can be interpreted as moderate. The results show that the sampled heads of schools often practiced transactional leadership style, though to a lower extent compared to transformational leadership. Neither of the factor scores could be interpreted as high.

Pearson's correlation coefficient ( $r$ ) for contingent reward was ( $r = -0.47$ ) and management by exception was ( $r = -0.74$ ). Transactional leadership recorded a Pearson's correlation coefficient ( $r = -0.57$ ). Based on these results, it could be said that transactional leadership influenced the national results of the sampled schools. In this study, both the factors of transactional leadership recorded a negative correlation coefficient. By implication, the higher the scores of the factors, the lower the school GPA (low GPA indicates good performance). This suggests that the heads of schools who were more transactional in their leadership practice recorded better performance. To further interpret the influence of transactional leadership style on student academic performance in the sampled schools, coefficients of determination were generated from Pearson's correlation coefficients. It was therefore found that a variation of 32.49% of the national results could be accounted for by transactional leadership style. Results also showed that there was a statistically significant relationship between the transactional leadership style ( $p < 0.05$ ) and the student performance in the national examinations.

#### **4.3.3 Influence of laissez-faire leadership style on student performance**

Laissez-faire leadership style was measured by the only factor (laissez-faire) in the MLQ form 6-S and it recorded an average of 6.93 which can be described as moderate. The prevalence of laissez-faire leadership style was as follows: 41.67% ( $N=5$ ) of the heads of the sampled schools scored 'high', 50.00% ( $N=6$ ) scored 'moderate' while 8.33% ( $N=1$ ) scored low in laissez-faire leadership style. Table 4.11 presents the summary of the prevalence of laissez-faire leadership style among the sampled heads of schools.

**Table 4.11: Prevalence of laissez-faire leadership style**

S/N	Factors within Transactional leadership	High (%)	Moderate (%)	Low (%)	Total (%)
1	Laissez-faire	41.67	50	8.33	100.00

Source: Field data, (2023)

The third objective was to investigate the influence of laissez-faire leadership on student performance. Table 4.12 summarizes the findings.

**Table 4.12: Descriptive statistics for laissez-faire leadership style**

	N	Mean	Std. Dev.	Pearson's (r)	Coefficient of determinants (%)	Sig. (2-tailed)
Laissez-faire leadership	12	6.93	1.95	+0.72	51.58	0.00
Valid N (list-wise)	12					
Missing N (list-wise)	0					

Source: Field data, (2023)

Laissez-faire recorded an average ( $M = 6.93$ ,  $SD = 1.95$ ). The results show that the sampled heads of schools moderately practiced laissez-faire leadership style, though to a lower extent compared to transformational leadership style and transactional leadership style. Pearson's correlation coefficient ( $r$ ) for laissez-faire was ( $r = +0.72$ ). Based on these results, it could be said that laissez-faire leadership influenced the national results of the sampled schools, albeit negatively. The positive Pearson correlation coefficient implies that as one variable increases, the other one increases too. By implication, the scores of the laissez-faire leadership style of heads of schools increased with the respective school GPA, implying poorer performance. The heads of schools who practiced more laissez-faire leadership style and less transformational leadership style and transactional leadership style recorded comparatively poorer performance. To further interpret the influence of laissez leadership style on student academic performance in the sampled schools, a coefficient of determination was generated from

Pearson's correlation coefficient. It was therefore found that a variation of 51.58% of the national results could be accounted for by laissez-faire leadership style. Results also showed that there was a statistically significant negative relationship between the laissez-faire leadership style ( $p < 0.05$ ) and student performance in the national examinations.

#### **4.4 Discussion**

Poor academic performance has long-term consequences for both the individual and society. In addition to being a goal in and of itself, lowering the percentage of underachievers is a good approach to raise the effectiveness of an educational system. On the other hand, this calls for effective leadership at the school level. The idea of school leadership has caught the interest of many people involved in the education industry. The decisions taken by the school governing body have a significant impact on students' academic performance. The decision-making process, communication process, and implementation of decisions are all impacted by the leadership styles adopted by leaders, and all these processes have an impact on the academic successes of the individual students. Additionally, according to the results of the literature review, there are a variety of leadership styles that heads of schools can use to raise achievement and thus lower the proportion of students who perform below the required standard. The study's conclusions demonstrated that the Full Range Leadership Model has the potential to assist heads of schools in guiding their institutions toward success (Howard & Knight, 2022).

#### **4.4.1 Influence of transformational leadership style on student performance**

The first objective investigated how student performance in the Kibaha and Bagamoyo Districts was impacted by transformational leadership. Despite the limited sample size used to collect the data, the researcher believes that the findings nonetheless offer valuable information and insights that an average secondary school head in Tanzania may utilise in everyday practice. There is a significant positive association between transformational leadership and student academic success, according to an analysis of survey data. These results are consistent with some of the existing literature (Ertem, 2021; Ozgenel, 2020; Maheshwari, 2022; Howard & Knight, 2022; Kenneth, George, & Elizabeth, 2020; Kitur, Choge, & Tanui, 2020; Nyangarika & Ngasa, 2020; Addow, 2022), which suggests that transformational leadership has been found to predict consistently the willingness of teachers and educational staff to put forth extra effort and change past practice or attitudes, and therefore enhance learning in the classroom and create a productive work environment. Transformational leadership style has been associated with teachers' commitment to change in vision creation, high performance expectations, developing consensus about group goals and intellectual stimulation, communication, supportive leadership, and personal recognition (Leithwood & Jantzi, 2006; Leithwood et al., 2004). The climate of innovation in schools is strongly correlated with transformational leadership, which also inspires followers to go above and beyond what is required in terms of extra effort and higher output (Bass, 1985; Bass & Avolio, 1994; (Ross & Gray, 2006).

These findings, however, go against those of a prior Chinese study that found no connection between transformational leadership style and student academic performance (Adarkwah & Zeyuan, 2020). Dissenting findings, according to the

authors, could have resulted from the fact that transformational leadership is context-dependent and has not yet gained traction in Eastern nations. The level of teacher motivation and hence learning outcomes are also impacted by additional factors such as workplace conditions, salary scales, fewer opportunities for promotion, and unfavourable educational policies.

#### **4.4.2 Influence of transactional leadership style on student performance**

The second objective investigated how the transactional leadership style affected the academic performance of students in the Kibaha and Bagamoyo Districts. A positive association between transactional leadership style and student academic performance was found in the data analysed for this study. This implies that there is a strong positive relationship between transactional leadership style and the academic performance of students in secondary schools.

In practical terms, the results suggest that the more the head of school is transactional, the better the student performance becomes. In the transactional leadership style, heads of schools employ rewards in the form of praise and recognition, promotions, merit increases, honours, or bonuses through the contingent reward element. Such contingent incentive behaviour ultimately enhances teachers' job performance and, in turn, academic performance of students. These results support those of Ertem (2021), who found a strong correlation between transactional leadership style and academic success. In a similar vein, studies by other researchers have discovered a positive relationship between academic transactional leadership and employee engagement (Amanchukwu et al., 2015; Odumeru & Ifeanyi, 2013; Asefa & Kant, 2022).

These results, however, go counter to those found by Maheshwari (2022), who reported a substantial inverse relationship between transactional leadership style and student achievement. The argument that accuses transactional leaders of heavily depending on fear and rewards to motivate their staff to work and deliver outcomes can be used to explain the disparity. Consequently, the transactional leadership style is said to hold the potential to restrict creativity and negatively impact the performance, happiness, and job satisfaction of employees (Hussain & Jamal, 2014; Mahdinezhadet al., 2013). Based on this argument, the researcher has concluded that, when used improperly, the transactional leadership style, like any other leadership style, can be detrimental, as was discovered in the relevant literature. In essence, heads of schools should have the ability to recognise the situation in which the various leadership styles should be applied, in addition to having the necessary understanding of the various leadership styles. After all, no leadership style is "one size fits all" (Bass & Avolio, 2002).

#### **4.4.3 Influence of laissez-faire leadership style on student performance**

The third objective investigated the influence of laissez-faire leadership style on student performance. A negative correlation between laissez-faire leadership style and school performance with a Pearson correlation coefficient of  $+0.72$  at  $p < 0.05$  level of statistical significance was observed. As seen in the rising GPA value with an increase in laissez-faire leadership style, the result suggests that the more the head of school implements the laissez-faire leadership style concept, the poorer the student performance gets. Laissez-faire leadership is criticized for lacking strict oversight because it just delegates duties, jobs, or activities without monitoring them. As a result,



some teachers and students might lack accountability and the abilities or knowledge needed to complete assignments, which could result in poor student performance.

The findings of this study are consistent with those of Achimugu and Obaka (2019), who discovered that students were least successful when led by heads of schools who used a laissez-faire leadership style since there was a perceived leadership vacuum. The findings concur with those made by Tedla, Redda, and Gaikar (2021), who concluded that a laissez-faire leadership style is least successful at fostering improved student performance. Laissez-faire leadership may exist in some leaders, but most studies done in schools and organisations shows that it is ineffective, decreases performance, and intensifies conflicts within the organisation.

These leaders tend to be unproductive because they appear uninterested and don't provide others the tools they need to succeed. They operate through absence or avoidance. For instance, Howard and Knight (2022) concluded that the laissez-faire leadership style had a strong, albeit unfavourable, link with motivation and performance. They further argued that when given direction and rewarded for completed work, employees are more motivated, whereas when the leader is passive or avoidant, employees are less motivated. These findings can be further explained by the general hands-off approach by laissez-faire leaders who seem not to show any concern for what happens at the workplace as argued in literature (Tosunoglu&Ekmekci, 2016; Northouse, 2010).

These findings, however, are at odds with those found in a study by Addow (2022) that investigated the impact of leadership styles on academic success. The author discovered a strong positive association between students' academic performance and a laissez-faire leadership style. Similar conclusions were reached by Ertem (2021), who noted a

substantial positive association between a laissez-faire leadership style and student achievement because it had a considerable favourable impact on teacher motivation. The disparities in results suggest that there are additional variables besides leadership styles that influence student achievement. For instance, student behaviour, teacher motivation, the availability of teaching and learning resources, and teacher competencies all have an impact on academic performance. The researcher believes that there may be a possibility that the other factors are likely to have a far greater positive impact in cases where heads of schools that employ laissez-faire leadership are found to be effective, thereby making up for the deficiencies of the laissez-faire leadership style. The context in which the leadership styles are used may also play a role in the favourable link between laissez-faire leadership style and improved student achievement. According to the literature review, situations where the subordinates are qualified experts, self-driven, and motivated to efficiently carry out their jobs without continual supervision make laissez-faire leadership style function best. Assigning the responsibilities and providing the necessary resources would be the main responsibility of the leader in this scenario (Essuman, 2019; Mullins, 2019).

#### **4.5 Summary**

The presentation and interpretation of the research findings from this study were the subject matter of this chapter. The chapter examined the effects of 12 heads of schools' transformational, transactional, and laissez-faire leadership styles on the academic performance of 6 787 students over the course of three years (2020, 2021, and 2022). It was made clear that there was evidence linking student academic performance and the leadership styles of heads of schools. Laissez-faire leadership style was found to have a

negative association with student academic performance, but transformational and transactional leadership styles were found to have positive relationships.

Only 25% of the studied schools were able to deliver 100% success rates for the Certificate of Secondary Education Examinations in 2020, 2021, and 2022, according to the data. In each of these cases, the heads of schools received high ratings for their transformational and transactional leadership styles but only average ratings for their laissez-faire leadership styles. The heads of schools who performed the best academically were found to have a blend of all three leadership styles, but a larger concentration of transformational and transactional styles than laissez-faire style. This supports the claim that the most effective school leaders are those that adapt their leadership styles to suit the situation (Mkulu, 2020).

However, there were also instances of school leaders who received excellent ratings for their transactional and transformational leadership styles but witnessed poor performance from their students. This suggests that factors other than the leadership styles of heads of schools might have had an impact on student achievement.

The descriptive data suggests that, in contrast to transactional leadership style and laissez-faire leadership style, heads of schools in Kibaha and Bagamoyo Districts primarily used transformational leadership style. Additionally, heads of schools demonstrated transactional leadership more often than laissez-faire leadership. It can be inferred that the laissez-faire leadership style was least utilised. According to descriptive data from factor analysis, school heads in Kibaha and Bagamoyo Districts tended to use idealised influence more often than the rest of the other FRLM factors. In terms of gender, female heads of schools obtained numerically

higher means for both transactional and transformational leadership. The preferred leadership styles of male and female heads of schools did not, however, differ in a statistically significant way.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Overview**

The complete body of the research study is summarized in this chapter. First, it offers a succinct overall explanation of the study that reflects the research topic, aims, and data collection methods. Second, it summarizes the findings in accordance with the study's goals, and third, it offers a conclusion and suggestions for additional research and action.

#### **5.2 Summary of the Study**

##### **5.2.1 General Summary of the Study**

This study looked at how secondary government heads of schools' leadership styles affected students' academic performance. The focus was on identifying any potential connections between students' academic performance and the leadership styles of heads of schools. The purpose of the study in Chapter One guided the researcher to construct research objectives. Chapter Two's review of the relevant literature revealed that there may be a strong correlation between student academic performance and the leadership styles used by heads of schools, as enshrined in the FRLM. In Chapter Three, the methodology for conducting this research was laid out. A total of 177 respondents were sampled using stratified and purposive sampling approaches, from which data was collected. The return rate of the questionnaires was 95.48% (N=169). Actual data on leadership styles was collected via questionnaires (MLQ form 6-S) administered to both teachers and school heads. Data on academic performance was collected by way of a review of available online documents that were accessed through

the NECTA website. The collected data was presented, analysed, synthesised, and reported quantitatively using the PSPP software.

### **5.2.2 Summary of findings**

The findings of this study were based on specific objectives of the study, namely: to (i) investigate the influence of transformational leadership style on student performance, (ii) investigate the influence of transactional leadership style on student performance and (iii) investigate the influence of laissez-faire leadership style on student performance. Regarding the first objective, this study established a significant correlation between student academic performance and the transformational leadership style of heads of schools. Despite the strong correlation, the studied heads of schools only marginally employed all the transformational factors, namely idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration. The modest scores for the transformational components could mean that despite the heads of schools' efforts, the practice was insufficient to produce the desired results. This may be the cause of the students' typically poor academic performance in the sampled schools. According to the data, better outcomes in the national examinations would have probably resulted from higher scores in the application of transformational leadership.

Regarding the second objective, it was determined that the student academic performance and transactional leadership style had a favourable, statistically significant relationship. In essence, processes are developed, performance criteria are established, and expectations are conveyed in environments where transactional leadership style is properly used, rewarding good performance and reproaching bad performance. Through its factors contingent reward and management by exception, the study found that

transactional leadership was moderately practiced by the sampled heads of schools despite the strong positive relationship with the student academic performance, hence the generally dismal student academic performance.

Regarding the third objective, the study revealed a statistically significant inverse association between a laissez-faire leadership style and the academic performance of the students. The academic performance of the students was shown to be subpar in cases where school leaders' laissez-faire leadership style ratings were greater and their transformational and transactional leadership style ratings were moderately lower. Basically, leaders that employ laissez-faire leadership avoid giving their followers direction, which could result in low commitment to the objectives specified. Lewin et al. (1939), as cited by Tosunoglu & Ekmekci (2016), claimed that although laissez-faire leaders have been nominated for leadership roles and really occupy these positions, they disregard the responsibilities and duties entrusted to them. Considering this, laissez-faire leadership should be seen as "zero leadership," in addition to a "lack of presence," according to Einarsen and colleagues (2007), who share this viewpoint and contend that laissez-faire leadership violates the legitimate interests of the organisation and its employees by undermining organisational objectives and/or subordinates' well-being. Bass and Avolio (1997) also viewed laissez-faire leadership as an ineffective leadership style along with ineffective delegation of authority.

Demographically, there was no statistically significant relationship between the leadership styles practiced and gender, despite the female heads of schools scoring higher numeric means in both transformational leadership and transactional leadership styles. However, a statistically significant relationship was established between the

heads of schools' highest educational qualifications, formal training in leadership as well as in-service training through seminars and workshops related to leadership on the one hand and student academic performance on the other hand.

### **5.3 Conclusion**

Performance of any organisation, including government secondary schools in Tanzania, is greatly impacted by leadership styles because they are the typical ways in which leaders seek to influence subordinates to achieve set goals. Leadership is no longer proposed as having a direct influence on learning outcomes, but as having an indirect influence through the way it has an impact on instructional organisation and culture (Liu et al., 2021). Therefore, it can be concluded that how heads of schools view, carry out, and practice their leadership is a significant factor in the performance of government secondary schools in Tanzania. According to the study's findings, secondary school heads in Kibaha and Bagamoyo Districts moderately utilised the leadership styles of transformational leadership, transactional leadership, and laissez-faire leadership.

The researcher concludes that these leadership styles complement one another depending on the situation at hand, therefore using just one of them alone would not result in the intended results. Instead, using a combination of all three as needed would. According to Avolio (2011), leaders will face a wide range of leadership issues in the great majority of circumstances. To succeed, the same leader will need to be able to use all these approaches simultaneously.

The study further concludes that the leadership styles used by the heads of schools in Kibaha and Bagamoyo Districts are not dependent on their gender. This supports previous research on the same topic. Obisike et al. (2021) have summarized the idea of



‘little or no difference’ and ‘no evidence of any dissimilarity’ in the leadership styles, leadership effectiveness and competencies of men and women. However, these findings contradict another set of research findings which found significant differences between the practice of leadership styles and the leaders’ gender (Karim et al., 2022).

## **5.4 Recommendations**

In the light of the study findings, analysis, discussion, and conclusions drawn, this study made the following recommendations:

### **5.4.1 Recommendations for Action**

The following recommendations for action are made:

1. Since findings for the first research objective have shown that skills in transformational leadership have a significant positive impact on performance, this study therefore recommends that the heads of schools be trained in this regard. Equipped with skills in transformational leadership, these heads of schools could gain and/or improve their ability to enact a vision of a more appealing future, build meaningful relationships with their followers and lead their schools to better performance.
2. The literature review revealed that people generally prefer monetary compensation for their efforts, a factor that forms part of transactional leadership. Furthermore, the findings for the second objective have shown a significant positive impact of transactional leadership on performance. It is therefore recommended that the heads of schools be trained in the effective application of the factors of transactional leadership to gain and/or improve skills that could contribute to improved performance.

3. The current study found a positive correlation between in-service training (through workshops and seminars) and performance. Furthermore, the data collected also revealed that in-service training was not a common practice among the heads of schools. This study therefore suggests that school owners set a required minimum number of hours spent in professional development by heads of schools in an academic calendar by the heads of schools, as part of their annual performance appraisal.

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

1. The current study can be interpreted as a first step in the research on Full Range Leadership Model in education in Tanzania. However, the results of this study should be treated with caution due to the small sample size and the use of quantitative methods. In addressing the limitations of the current research, future research could increase the scope to include private schools and cover a wider location, increase the sample size, and use mixed research methods. This could contribute to a deeper understanding of the application of the FRLM in addressing the problem of poor academic performance by students in secondary schools across Tanzania.
2. The literature reviewed in Chapter Two revealed that different studies have come up with divergent research findings concerning the influence of leadership styles embodied in the FRLM. It was rather unexpected to come across literature that suggested a negative correlation between transactional leadership style and student performance, no significant correlation between transformational leadership and student performance and a positive correlation between laissez-faire leadership and

student performance. In re-assessing and expanding the theory, the researcher recommends future research to address the application of the FRLM in the context of Tanzanian secondary schools and the resulting impact on student performance thereof.

3. This study investigated the effects of leadership styles of heads of secondary schools on student academic performance. In so doing, it did not consider the other factors that may affect student performance. Building on the findings of the current research, it is recommended that future research puts into perspective factors like availability of resources, and student backgrounds, that could impact the learning outcomes of students, in addition to the leadership styles of heads of schools.

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**Appendix II: Research Budget**

No	Budget item	Details	Cost
1	Proposal preparation	Printing, photocopying	100,000
		Stationery (papers, pens, storage)	100,000
		<b>Sub-total</b>	<b>200,000</b>
2	Questionnaire pretesting	Transport (Bagamoyo and Kibaha) – 3 days @ 40,000	120,000
		Subsistence allowance – 3 days @30,000	90,000
		<b>Sub-total</b>	<b>210,000</b>
3	Data collection	Transport (Bagamoyo and Kibaha) – 21 days @ 40,000	840,000
		Subsistence allowance – 21 days @20,000	420,000
		<b>Sub-total</b>	<b>1,260,000</b>
4	Data processing	Printing and photocopying	200,000
		Binding 6 copies	100,000
		<b>Sub-total</b>	<b>300,000</b>
		<b>Grand-total</b>	<b>1,970,000</b>

**Appendix III: Questionnaire for heads of schools**

**MULTIFACTOR LEADERSHIP QUESTIONNAIRE (MLQ) FORMS**

**(To be filled by Heads of schools)**

Name (optional): \_\_\_\_\_ Gender (male/female): \_\_\_\_\_

Qualifications: \_\_\_\_\_

Year of graduation (1<sup>st</sup> degree): \_\_\_\_\_ Year of graduation (2<sup>nd</sup> degree): \_\_\_\_\_

Training in Management/Leadership: \_\_\_\_\_

Total teaching experience (years): \_\_\_\_\_ Total headship experience (years): \_\_\_\_\_

Name of current school (optional): \_\_\_\_\_

Years served as Head in current station: \_\_\_\_\_

NECTA school registration number (important)\* : \_\_\_\_\_

*To the respondents:*

*Please consider each item carefully. This questionnaire is to describe your leadership style as you **perceive it**. Rest assured that your answers would be kept highly confidential. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Please answer this questionnaire** anonymously. Thank you very much and God bless!*

**RESEARCHER**

**INSTRUCTIONS:**

Twenty-one descriptive statements are listed below. Judge how frequently each statement fits you by circling the relevant ordinal value as indicated in the key below. The word others may mean your followers, clients, or group members.

**KEY**

**0** - Not at all **1** -Once in a while **2** = Sometimes **3** =Fairly often **4** = frequently, if not always

1. I make others feel good to be around me.....0 1 2 3 4
2. I express with a few simple words what we could and should do. ....0 1 2 3 4
3. I enable others to think about old problems in new ways.....0 1 2 3 4
4. I help others develop themselves..... 0 1 2 3 4
5. I tell others what to do if they want to be rewarded for their work.....0 1 2 3 4
6. I am satisfied when others meet agreed-upon standards.....0 1 2 3 4
7. I am content to let others continue working in the same ways always...0 1 2 3 4
8. Others have complete faith in me.....0 1 2 3 4
9. I provide appealing images about what we can do.....0 1 2 3 4
10. I provide others with new ways of looking at puzzling things.....0 1 2 3 4
11. I let others know how I think they are doing. ....0 1 2 3 4
12. I provide recognition/rewards when others reach their goals.....0 1 2 3 4
13. As long as things are working, I do not try to change anything .....0 1 2 3 4
14. Whatever others want to do is OK with me .....0 1 2 3 4
15. Others are proud to be associated with me.....0 1 2 3 4
16. I help others find meaning in their work.....0 1 2 3 4

- 17. I get others to rethink ideas that they had never questioned before.....0 1 2 3 4
- 18. I give personal attention to others who seem rejected.....0 1 2 3 4
- 19. I call attention to what others can get for what they accomplish.....0 1 2 3 4
- 20. I tell others the standards they have to know to carry out their work.....0 1 2 3 4
- 21. I ask no more of others than what is absolutely essential.....0 1 2 3 4

**Appendix IV: Questionnaire for teachers**

**MODIFIED MULTIFACTOR LEADERSHIP QUESTIONNAIRE (MLQ) FORM**

**6-S**

**(To be filled by teachers)**

Name (optional): \_\_\_\_\_ Gender (male/female): \_\_\_\_\_

Qualifications: \_\_\_\_\_

No of years served in current school: \_\_\_\_\_

Name of current school (optional): \_\_\_\_\_

NECTA school registration number (important)\* : \_\_\_\_\_

*To the respondents:*

*Please consider each item carefully. This questionnaire is to describe the leadership style of your Head of school as you **perceive it**. Rest assured that your answers would be kept highly confidential. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Please answer this questionnaire anonymously. Thank you very much and God bless!***

**RESEARCHER**

**INSTRUCTIONS:**

Twenty-one descriptive

statements are listed below. Judge how frequently each statement fits your Head of school by **circling** the relevant ordinal value as indicated in the key below. The word others may mean the subordinates working under the Head of the school (teachers and supporting staff).

**KEY**

**0** - Not at all    **1** - Once in a while    **2** = Sometimes

**3** = Fairly often    **4** = Frequently, if not always

***THE PERSON I AM RATING...***

1. Makes me feel good around him/her .....0 1 2 3 4
2. Expresses with a few simple words what we could and should do .....0 1 2 3 4
3. Enables me to think about old problems in new ways.....0 1 2 3 4
4. Helps others develop themselves .....0 1 2 3 4
5. Tells others what to do if I want to be rewarded for my work .....0 1 2 3 4
6. Is satisfied when others meet agreed-upon standards.....0 1 2 3 4
7. Is content to let others continue working in the same ways always .....0 1 2 3 4
8. Others have complete faith in him/her ..... 0 1 2 3 4
9. Provides appealing images about what we can do.....0 1 2 3 4
10. Provides others with new ways of looking at puzzling things.....0 1 2 3 4
11. Lets others know how he/she thinks they are doing.....0 1 2 3 4
12. Provides recognition/rewards when others reach their goals.....0 1 2 3 4
13. As long as things are working, he/shedoes not try to change anything....0 1 2 3 4



14. Whatever others want to do is OK with him/her .....0 1 2 3 4
15. Others are proud to be associated with him/her .....0 1 2 3 4
16. Helps others find meaning in their work .....0 1 2 3 4
17. Gets me to rethink ideas that I had never questioned before.....0 1 2 3 4
18. Gives personal attention to others who seem rejected.....0 1 2 3 4
19. Calls attention to what others can get for what they accomplish.....0 1 2 3 4
20. Tells others the standards they have to know to carry out their work..... 0 1 2 3 4
21. Ask no more of others than what is absolutely essential.....0 1 2 3 4

## Appendix V: Data collection clearance form

Appendix 11.16

THE OPEN UNIVERSITY OF TANZANIA  
DIRECTORATE OF POSTGRADUATE STUDIES  
REQUISITION FORM FOR RESEARCH CLEARANCE LETTER

Date: 10/01/2023

1. Name of Student CHRISTINE ANNE KHISA SIMIYU
2. Gender: FEMALE
3. Registration No. PRD1608199 Year of Entry 2016
4. Faculty EDUCATION
5. Programme MED-APPS
6. Research Title: THE LEADERSHIP STYLES OF HEADS OF SECONDARY SCHOOLS AND THEIR INFLUENCE ON THE ACADEMIC PERFORMANCE OF STUDENTS
7. Tentative dates for data collection: From 15<sup>TH</sup> JAN '23 to 22<sup>TH</sup> FEB 2023
8. Student Email batouks@gmail.com
9. Student Phone Number 0718803291
10. Research Locations / Site GOVERNMENT SECONDARY SCHOOLS IN KIBAHIA AND BAGAMOTO DISTRICTS.

S/N	Region	District Council Municipality	Name of Organization	Contact Person and Postal Address	Place
1	COAST	KIBAHIA TC	PUBLIC SEC SCHOOLS	DE-O KIBAHIA TC 0788993762	KIBAHIA DISTRICT
2	COAST	BAGAMOTO	PUBLIC SEC SCHOOLS	DE-O BAGAMOTO 0789639301	BAGAMOTO DISTRICT
3	-	-	-	-	-
4	-	-	-	-	-
5	-	-	-	-	-
6	-	-	-	-	-

11. Date of submission 10/01/2023 Signature [Signature]

12. Comments by Supervisor

Recommended. She ready for data collection.Name of Supervisor Dr. Michael W. Nyumbi Signature [Signature] Date 10/01/2023

## Appendix VI: Research clearance letter



Ref. No OUT/ PG201608940

11<sup>th</sup> January 2023

Regional Administrative Secretary,  
Coast Region,  
P.O Box 30080,  
**COAST.**

Dear Regional Administrative Secretary,

**RE: RESEARCH CLEARANCE FOR MS.CHRISTINE ANNE KHISA SIMIYU, REG NO: PG201608940**

2. The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1<sup>st</sup> March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1<sup>st</sup> January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.-

3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms. Christine Anne Khisa Simiyu, Reg. No: PG201608940** pursuing **Master of Education in Administration Planning and Policy Studies (MEDAPPS)**. We here by grant this clearance to conduct



a research titled "The Leadership Styles of Heads of Secondary Schools and their Influence on the Academic Performance of Students: A Case of Kibaha Town Council and Bagamoyo Districts". She will collect her data at Public Secondary Schools in Kibaha Town Council and Bagamoyo District –Coast Region from 16<sup>th</sup> January to 28<sup>th</sup> February 2023.

4. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

**THE OPEN UNIVERSITY OF TANZANIA**

*Magreth S. Bushesha*


Prof. Magreth S. Bushesha

For: **VICE CHANCELLOR**

## Appendix VII: Research permit letter

**THE UNITED REPUBLIC OF TANZANIA  
PRESIDENT'S OFFICE  
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT**

Telegrams: "REGCOM COAST"  
Tel. No: 023-2402287/2402066  
Fax No: 023-2402358/2402151  
E-Mail: [ras@pwani.go.tz](mailto:ras@pwani.go.tz)  
[barua@pwani.go.tz](mailto:barua@pwani.go.tz)



Coast Regional Commissioner's Office,  
2 Ishengoma Street,  
P.O. BOX 30080,  
61180 KIBAHA CBD, COAST REGION.

In reply please quote:  
Ref. No. FA.221/265/01G/15


23<sup>th</sup> January, 2023

District Administrative Secretary,  
**KIBAHA & BAGAMOYO.**

Ref: **RESEARCH PERMIT**

Please kindly refer to the subject above.

2. I would like to introduce Ms. Christine Anne Khisa Simiyu who is a bonafide student of Open University of Tanzania and at the moment requires to conducts Research.
3. Permission has been granted for her to conduct a research title "The Leadership Styles of Heads of Secondary and their influence on the Academic Performance of Students: A case of Kibaha Town Council and Bagamoyo Districts".
4. The period to which this permission has been granted is from 16<sup>th</sup> January, 2023 to 28<sup>th</sup> February, 2023.
5. You are requested to provide necessary assistance which will enable her to complete the research study successfully.
6. With kind regards.

  
Savera K. Salvatory,  
For: **REGIONAL ADMINISTRATIVE SECRETARY**

Copy to: ✓ Vice Chancellor,  
Open University of Tanzania,  
P.o. Box 23409,  
**DAR ES SALAAM.**

Ms Christine Anne Khisa Simiyu,  
**RESEARCHER.**