THE IMPACT OF LEADERSHIP STYLES ON ACADEMIC PERFORMANCE IN SELECTED PRIMARY SCHOOLS: A CASE STUDY OF NZEGA DISTRICT

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMEMENT OF THE REQUIREMENTS FOR DEGREE OF MASTERS OF ARSTS IN GOVERNANCE AND LEADERSHIP (MAGL)

DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION

OF THE OPEN UNIVERSITY OF TANZANIA

2023

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled; "The Impact of Leadership Styles on Academic Performance in the Selected Primary Schools: A case of Nzega District" in partial fulfilment of the requirements for the degree of Master of Arts and Social Sciences in Governance and Leadership of the Open University of Tanzania.

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Dr. Emmanuel Mallya

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DECLARATION

I, **Amos Nyamutera**, declare that the work presented in this Dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master Degree of Arts in Governance and leadership (MAGL).

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ACKNOWLEDGEMENT

ABSTRACT

This study investigated the influence of leadership styles on students' academic performance in Nzega District. It was guided by four specific objectives which were: i) to identify the leadership styles exercised by head teachers, ii) to examine the head teachers' instructional material supervision on curriculum implementation iii) to examine student's involvement in decision making, and iv) to establish motivation ways of enhancing leadership styles in selected primary schools in Nzega district. The study used descriptive research design. The total population was 6,780 people, and the sample size was 100 respondents who included the head teachers, classroom teachers, and students. Quantitative data were analysed using SPSS version 16.0 to obtain frequency, percentages and mean. In contrast, qualitative data were analysed by using a thematic method. The study found that democratic leadership style was the most widely used. The head teachers' instructional supervision of curriculum implementation was rated as low (average mean=1.75). Additionally, students' involvement in decision making was rated as High (average mean=4.02). Likewise, encouragement as motivation strategies that were being used by the head teachers to improve teacher and students' performance was found to be satisfactory (average mean=3.54). The study concludes that the most predominant leadership style practised by head teachers was democratic leadership where both students and teachers were being highly involved in decision making and the head teachers were commonly using encouragement as the most applicable motivation strategy. The study recommends that head teachers should blend autocratic, democratic, and laissez-faire leadership styles and use each of them in specific situations on a specific group of individuals it also recommends that they should be effectively supervise instructional curriculum implementation at school and classroom, involve pupils in decision matters timely and head teachers should use both financial and non-financial incentives to inspire teachers and pupils.

Keywords: Leadership, Leadership Styles, Academic Performance.

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LIST OF ABBREVIATIONS

ALS	Autocratic Leadership Style
DM	Decision Making
DED	District Executive Director
DLS	Democratic Leadership Style
LS	Leadership Style
LLS	Laissez-Faire Leadership Style
M1	Maturity Level 1
M2	Maturity level 2
M3	Maturity level 3
M4	Maturity level 4
NECTA	National Examination Council of Tanzania
OUT	Open University of Tanzania
PPS	Public Primary School
PSLE	Primary School Leaving Examination
RAS	Regional Administrative Secretary

CHAPTER ONE

INTRODUCTION

Background of the Study

Worldwide, it has been found that good leaders develop school environment and culture (Okumbe,1998) this motivate both students and teachers hence leading to the creation of better teaching and learning environment that is friendly to a higher level of student achievement. In the changing social economic and technological environment, leadership is judged to be a more important aspect of management today than it was yesterday. This is because; it is likely to increase the effectiveness and proficiency of the management thus ensuring sustainable performance and effective management of resources (Reeds, 2005).

Cotton (2003) says that efficiency in handling matters related to students' learning, were the most significant aspects in enhancing school performance and student achievements. Mullins (2002) mentions three basic leadership styles. These are autocratic, democratic and a laissez-faire leadership styles. In the Autocratic leadership style, he argues, power is consolidated in the hands of the manager who, alone, makes all the decisions and has authority on all issues that have a bearing to policy and procedures which have been put in place for achieving goals, work tasks and relationships as well as controlling of rewards or punishment.

In contrast, democratic leadership style focuses its power within the groups and allows greater interaction within the groups. With democratic style of leadership in school context, leadership is shared with members and the head teacher is more part of a team than a leader. With this kind of leadership, the staff members have much

freedom in making different decisions, formulation of policies and their implementation as well as different procedures. With regard to laissez-faire leadership style, this is the kind of leadership where the head teacher allows the group of staff including teachers and others to work on their own. With this kind of leadership, the head teacher makes decision although he delegates much of it to members, gives them freedom to choose what to do what they think to be best and does not interfere but only helps them when they need help. Nzega district council being among the 8 districts of the Tabora region, its performance in standard seven national examinations has continually become poor despite each school having a head teacher. The NECTA results in 2013 and 2014 were at a pass rate of 24.93% and 28.62% respectively.

In 2015, 2016, 2017 and 2018 the PSLE results continued to be unsatisfactory making the district be among the districts which perform poorly in national exams. Mabagala (2017) pointed out that, professional misconduct in Nzega district such as financial mismanagement, absenteeism, negligence of duty and lateness were noted to be prevalent in some secondary schools and this has led to poor academic performance. In all researches done in this particular place, no one related the influence of leadership styles to improving the academic performance of pupils in primary school hence the focus of this study.

Statement of the Problem

For more than ten years now, the academic performance of primary schools in Nzega district has been not encouraging (NECTA, 2019). Generally, stakeholders have been disappointed to see learners fail in their examinations. The trend of national

examinations results pass rates from 2008-2015 were28 %, 28%, 30%, 38%, 18%, 25%, 29% and 37% respectively. Concurrently, in the last three years, the performance of pupils in primary schools is still poor. For instance, PSLE results in 2017 out of 6,090 pupils who sat for the national Examinations pupils who failed the examination were 1,713 equals to 27.91% of all students, in 2018 out of 7,242 pupils who sat for the exams 2,693 equals 37.18% failed the exams and in 2019 pupils sat for the examination were 7,370 among them 2,762 pupils' equals to 37.47% failed the examination. All of those pupils who failed did not get chance to continue with secondary education. (NECTA).

The research done by Mabeyo (2016) titled "the Influence of School committees on Improving Academic Performance in Nzega District" assessed the role of school committee members regarding the academic performance of students. On its part, the study done by Chakupewa, (2018) titled "Persistent student's poor performance in selected community secondary schools in Nzega District" focused on the main reasons behind the poor performance of pupils in schools. It was revealed that lack of school infrastructures, lack of school instructional materials and school locations was the source of poor performance. It should be argued that these studies, informative as they were, they did not assess the role of leadership styles on students' academic performance which this study focused on.

General Objective

The general objective of this study was to investigate the influence of leadership styles used by head teachers on students' Academic Performance in Nzega District.

1.3.1 Specific Objectives

i. To identify the leadership styles exercised by head teachers in selected primary schools in Nzega District.

ii. To examine the head teachers' instructional material supervision of curriculum in selected primary schools in Nzega district

iii. To examine students' involvement in decision making in selected primary schools in Nzega District.

iv. To establish motivation ways of enhancing leadership styles in selected primary schools in Nzega district

1.3.2 Research Questions

i. What are the leadership styles exercised by head teachers in selected primary schools in Nzega District?

ii. How the instructional material of curriculum implementation is supervised by the head teachers in selected primary schools in Nzega District?

iii. To what extent are students involved in decision making in selected primary schools in Nzega District?

iv. What motivation strategies are used by the head teachers to increase teachers working spirit in selected primary schools in Nzega District?

Significance of the Study

The findings of the current research may benefit all the educational stakeholders including the policymakers who may benefit from its findings in terms of effective leadership and management of schools. Likewise, it may be of significance to head

teachers who may use more than one leadership style in leading their schools. In addition, this study will serve as a motivation to the government to conduct in-service training for head teachers to make them effective in leadership. The findings of this study also create awareness and understanding among the school heads on the importance of engaging teachers in the management of school change. Likewise, the Ministry of Education Science and Technology may use the findings to formulate policies that would ensure that all teachers participate effectively in the curriculum implementation through effective teaching.

Furthermore, the study is expected to contribute significantly to educational administration by giving them insight on the strategies of how to involve pupils in decision making in primary schools. Likewise, teachers may benefit from this study by redefining their role in participative management for improving school discipline, students' grades and performance of duties. The findings of this study generate valuable knowledge regarding the factors that teachers consider to be contributing to motivation, something that is of great importance to the educational officials in the Ministry of Education and Vocational Training as it helps them devise better policies for teachers. Lastly, the findings of this study add knowledge to the literature on head teachers' leadership style and academic performance. Thus, future researchers, scholars, and academicians who may conduct studies in a related subject area may find the results of this study useful for referencing.

The Scope of the Study

The current study was done in Tabora region, in Nzega district. It focused on investigating the impact of leadership styles on the academic performance in the

selected primary schools. It did this by identifying the types of leadership styles used by head teachers; assessed the supervision level of the head teachers on curriculum implementation; evaluated motivation strategies used by head teachers to increase teachers' working spirit therefore improving the academic performance of the pupils Lastly, it examined how pupils were being involved in decision making by their head teachers. The study was conducted within six months by using a survey research design; information on the study was collected by using documentary review, closed questionnaires and interviews from the four primary schools. It involved 4 heads teachers, 36 teachers, and 60 pupils.

Limitation and Delimitation of the Study

1.6.1 Limitations

The limitations pertaining to the study at hand were as follows: some respondents were reluctant to respond to questions because of fear that this research might lead to punitive measures against them due to breaching of the rules and regulations, deviant behaviours, absenteeism, conflict, poor commitment at work and poor leadership skills. Furthermore, the vastness of the area of study was very hard to cover due to time constraints whereby only one month was used to collect data due to its academic nature. To overcome these limitations, the researcher assured of the confidentiality of the information they gave.

1.6.2 Delimitation of the Study

The sample size was deduced from a targeted population of 6,780 people to obtain 100 people respondents. The focus of the study was on the influence of leadership

styles on the academic performance in Nzega District where only the selected PPS were targeted in this research and the results cannot be generalised to the whole nation.

1.7 Assumption of the Study

With regard to the earmarked population and the nature of the questions that could be asked in the field, the assumption was that the respondents would be reluctant to give the required data willingly but by being assured of confidentiality and the researcher abiding himself with the research ethics. However, the respondents who participated in this research out of their accord gave the required correct information to the researcher.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on   the general and related literature review that the researcher reviewed. This review is related to the impact of leadership styles on the academic performance in public primary schools in Tanzania. The chapter presents the concept of Academic performance and Poor academic performance, leadership and leadership styles, theoretical framework, empirical Literature Review, the research gap, Conceptual framework and description of variables in the conceptual framework.

2.2 General Conceptual Definitions

2.2.1 Academic Performance

Academic Performance is how scholars does during their academics, refers to both behaviors and results, and adjusting organizational behaviors and actions of work to achieve results (Armstrong, 2006). In this study academic performance means a qualification ranges from grade A to E. The performance of primary schools in their final examination is the intended objectives in relation to the motivation and team work among the school staffs and students. An individual or a candidate in a learning environment who does not achieve standard performance in a given academic learning such as test, examination or series of continuous assessments is said to have failed. The standard set could be on a number of agreed upon subjects and other school activities. In this context, those who get grade D and E in the examinations are considered to have poor performance in primary school leaving examinations

2.2.2 Leadership

Different scholars, researchers, philosophers and historians at different times have defined the term leadership. Some of the perspectives are discussed as follows. According to Kane (2005) leadership is defined as an element aimed at moving the organisations or groups of people toward some future achievement that depends upon the synchronisation of the values and the establishment of mutual purposes. According to Edward (2009) leadership means practices that lead to positive influence, growth, and development of both the individual and the group for achieving the organisation's goals. To him, a leader should influence his followers positively towards achieving the collective goals of a group. Kouser and Posner (2006), define leadership to refer to the act of mobilising others to get extraordinary things done. In the context of this work, leadership is defined as a process by which a person influences teachers and other members of staff to achieve objectives and directs the school in a way that makes it more organized and coherent.

2.2.3 Leadership Styles

As Fertman and Van Liden (1999) define leadership style, they refer to it as the manner and approach of providing direction, motivation to people. It is also defined as a way of achieving the set objectives. Therefore, the ways a leader interacts or influences the behaviour of his or her subordinates creates a dimension of leadership style. There are a number of leadership styles discussed by researchers, scholars and philosophers. In this study, three important leadership styles are discussed in brief as follows;

2.2.3.1 Autocratic Leadership Style

This is the leadership style by which a leader determines all policies, activities and goals of the organisation. This kind of approach is personal centred whereby a leader takes no part in the work except when conducting a meeting or directing others what to do or when demonstrating how to do what needs to be done. In this sense, the success or failures of the organisation rely on the leader (Lester, 1975). For instance, a school in which the head of school alone decides for others to implement and leaves no room for his or her subordinates to have a part in the decision-making process. This leadership style has an impact on school performance (Richard et al, 2016).

2.2.3.2   Democratic Leadership Style

This is the approach of leadership where a leader facilitates the group's or the organisation's activities within the group or teamwork. This means that the goals of the organisation are decided by the whole group. This approach is grounded by the fact that the organization is the responsibility of all people within the group even though the leader has the primary role of guiding his/her subordinates in arriving at the collective decision, thus encouraging, delegating, coaching, accepting responsibility and recognising the ability and potential of others (Richard et al, 2016). Therefore, the democratic leadership involves interaction or participation in seeking opinions or ideas from one's subordinates before making a decision.

2.2.3.3 The Laissez-Faire Style

This style of leadership gives members of the organisation almost complete freedom which makes them operate with a minimum of rules that guide the organisation

(Lester, 1975). In this approach, a leader usually provides little or no direction and gives more freedom to his/her staff. It is noted that leaders who use the laisser-faire leadership approach have little control over the followers and let the followers do their responsibilities without direct supervision (Aunga and Masare, 2017). However, this kind of leadership may lead to irresponsibility and absenteeism of subordinates at work.

2.3 Theoretical Framework

2.3.1   Situational Theory

The theory focuses on the level of the subordinates' maturity; it relies on earlier theory of Ohio and Michigan studies and extends to Blake and Moutons works by emphasising a combination of tasks and relational behaviour. However the task and relation behaviour here are called directing and supporting. Situational theory by Hersey Blanchard (1969) postulates that leadership effectiveness depends on the leaders' ability to direct one's behaviour to the demands of the situation, that is, focusing on the level of the subordinate's maturity.

Blanchard (2008) mentions four different types of leadership behaviour. These are based on the combination of directive and supportive behaviour. These are as follows:

i.   Telling (high directive, Low support). With directive and authoritative approach, the leader makes a decision and directs an employee on what to do.

ii. Selling (high directive, high support). With this behaviour, the leader still assumes the role of the decision-maker. However, he communicates and works to persuade the employees instead of simply directing them.

iii. Participating (low directive, high support). With this kind of leadership behaviour, the leader works with the team members by making the decisions together. In doing this he supports and encourages them and is more democratic.

iv. Delegating (low directive, low support). The leader gives decision–making responsibilities to team members however, he supervises their work.

In addition to these four approaches to leadership, Franklin (2009) suggests that there are also four levels of follower's maturity:

i. Level M1: at this level, the followers have low competence and low commitment.

ii. Level M2: This level shows followers who have low competence, but high commitment.

iii. In Level M3, followers have high competence, but low commitment and confidence.

iv. At Level M4, followers have high competence, high commitment and confidence.

The situational leadership theory was suitable for this study because it helps the head teachers choose which leadership style to use in which given situation with which category of people. Thus the head teacher may adopt a particular

leadership style when dealing with pupils, teachers, parents, or school board members.

2.4 Empirical Literature Review

Worldwide, but especially so in Tanzania, many studies have been done on leadership and on the performance of schools. In Ghana, the research was done by Richard Sarfo Gyasi, (2013) he adopted correlation research, used survey questionnaires, interviews and observation methods. SPSS version 22 and Epi- Infor software were used to analyse data. The study showed that unless the head masters are well equipped with knowledge and skills in leadership they would not know if they have any influence on their school and academic work and they would not gain the confidence of stake holders enough to build teams that could enhance the quality of teaching and learning. The study concluded by revealing that there is a direct congruence between the styles of leadership used and the academic achievement of learners where leadership styles used by the head of school can affect the academic performance. Therefore, heads of schools should be given continuous professional development to groom them in leadership skills. Another study was done by Firmina (2015) in Tanzania, the data were collected and analysed qualitatively using content analysis. With regard to quantitative SPSS version 16 was used. The study showed that it was very important for headmasters to actively encourage subordinates to contribute their opinions in matters concerning ways of how to increase learners' grades in examinations.

Additionally, Joseph Chakupewa (2018). He intended to find out the main causes of the persistent poor performance of student in selected community secondary schools

the case of Nzega district. Closed questions were used and unstructured questions guided the interview. Qualitatively content analysis was used and SPSS was used to process quantitative data. The study revealed that ineffective communication between parents and teachers, inadequate teaching materials and social economic challenges were the factors leading to students' persistent poor results.

2.5 Research Gap

Some studies have been done regarding academic performance and some have been conducted in Nzega district. However, none among these studies was conducted to assess the influence of leadership styles on the academic achievement of pupils in primary schools in Nzega district. Due to this gap, the study at hand aimed to investigate the influence of leadership style on the academic performance of pupils in the public primary schools in Nzega District. This was done to ascertain whether leadership styles had an impact on student academic performance or otherwise.

2.6 Conceptual Framework

The dependent variable in the current study was school academic performance whereas the independent variable consisted of styles of leadership namely: autocratic, democratic and Laissez-faire, head teachers' instructional supervision of curriculum implementation, students' involvement in decision making and head teachers' motivation strategies to teachers and students. Other factors that influence school academic performance which were controlled as extraneous or confounding variables were lack of school infrastructures, inadequate funds, government policies, lack of instructional materials and learner's characteristics.

2.7 Description of Variables in the Conceptual Framework

2.7.1   Leadership Styles and their influence on Academic Performance

According to Masud et al. (2019), academic performance is defined as the knowledge that learners have got and which is assessed by the grades   given to them by the teacher. Or, it may refer to the educational goals set by teachers and students for students to achieve over a specified time. These goals are measured by means of continuous assessment or examinations results. Generally, the academic performance shows and measures the extent to which a given educational institution, teachers and students might have achieved their educational goals. It is the measurement of student achievement across various academic subjects (Gbollie & Keamu, 2017)

With regard to the education context, any leadership style is influenced by scientific management theory with entrenched bureaucracy. With regard to this, Linn (2000), reveals that the change from autocratic to democratic leadership, hierarchical control and predictable routines would change to a transformable approach that nurtures acceptance and inspires followers in a facilitative way to role-play of supporters and not at a centre stage. Leadership suggests influence, power and legitimate authority acquired by a leader. These attributes may likely transform the organisation in terms of human resources that are the most important organisational assets, thus leading to the success of the set down goals (Armstrong, 2004).

2.7.1.1 Autocratic Leadership and Academic Performance

The exercise of autocratic leadership style in school refers to the situation where the head of school alone decides for others in implementing decisions without consulting

them. This kind of a leader is also characterised by very little communication, coercion, inclination to use dictatorial threats and punishment to one's subordinates. Psychologists believe that this style is caused by fear and feeling of insecurity such a leader is likely to have. Brutal force is then a defensive tool. Okumbe (1998) said leaders of this nature allow no participation in decision making as they unilaterally make decisions. The major advantage of this leadership is that the workers are forced to work quickly therefore resulting in high production. Head teachers who employ this style of leading get high performance in their schools since they closely supervise teachers and students, Nevertheless, in those schools headed by autocratic heads, teachers lack chance and time to involve themselves in decision making hence lacking motivation which eventually leads to less involvement in their work. The leaders who use this style are using Mc Gregory's theory X which believes that people are naturally lazy and therefore need close supervision.

2.7.1.2 Laissez-faire and Academic Performance

The term Laissez- faire is etymologically a French word which means "let them do what they wish". Laissez-Faire leadership is revealed when leaders are hands-off and this allows staff members to make decisions affecting their organisation on their own (Abdulahi & Kavale, 2016). In this kind of leadership, leaders rarely intervene. Wu et al., (2020) describe this leadership style as the most effective style, especially where followers are mature and highly motivated.

2.7.1.3 Democratic Leadership and Academic Performance

This style of leadership is perceived as an important aspect of empowerment, teamwork and cooperation According to Fikuree, et al., (2021), a school is more

effective when those who are affected by the decisions made within the organisation are fully involved in the decision-making process.

2.7.2 Head Teacher's Instructional Supervision of Curriculum Implementation and its Impact on Academic Performance

Of recent, education stakeholders have expressed dissatisfaction on poor performance of students in schools. Some have cast their blames on the school administrators and teachers whereas others have blamed the students and parents. Regardless of whoever is to blame, the reality on the ground is that the school and its management are directly tasked on the academic achievement of their students (Olaleye, 2013). In Nigeria, for example, institutional supervision is perceived as something that supports the growth of the teacher's profession wise the curriculum and improves the techniques of teaching through the relationship between teachers and the supervisor (Okendu, 2012).

2.7.3 Students Involvement in Decision making by the Head Teachers in Primary Schools and its impact on Academic Performance

Students' involvement in decision making refers students' representative bodies such as school councils, student parliaments and the prefectural body (Luan et al., 2020).

2.7.4 Motivational Strategies used by the Head Teachers to Improve Teachers and Student working Spirit and its Impact on Academic Performances

Motivation is something that makes one happy or contented and which takes place in people depending on the circumstances on the job (Hsieh et al., 2020). It is the motivation and drives within teachers that make effective delivery of teaching.

According to Yalcinkaya et al. (2021), motivating workers is something that managers do. This is revealed through inspiring, encouraging and compelling people to take action. Motivating employees means that such employees must be reached. To reach them, that means that there must be complete understanding of the complexity of their make-up. According to Slemp et al., (2020), motivation efforts must be geared towards improving the operations of the organisation. Therefore, motivation can best be realised when workers are able to integrate their ambitions with those of the organisation.

Herzberg (1966) identified two factors of motivation namely intrinsic factors and extrinsic factors which influence the levels of performance. Naz and Rashid (2021) reveal that recognising the performance of teachers is an important responsibility of the school management. This may range from spoken words of "thank you", to tangible rewards which have been used as an important motivation for teachers (Johnakin-Putnam, 2020). Johnakin-Putnam (2020) says that teachers are motivated by opportunity for further studies. Therefore, head teachers must recognise the importance of staff training in a school and support in-service education and training of teachers Therefore, head teachers should promote teacher's motivation in different ways such as spending one to one time, one to one meetings and conversations with employees helps to hear their suggestions, ideas, and problems and help to get time to talk with them about what should be done to improve performance of the organization and the school in particular. Knowing the interest of the employees and their career aspirations helps the head teachers to motivate them in the right way and this helps to create learning and development opportunities for teachers.
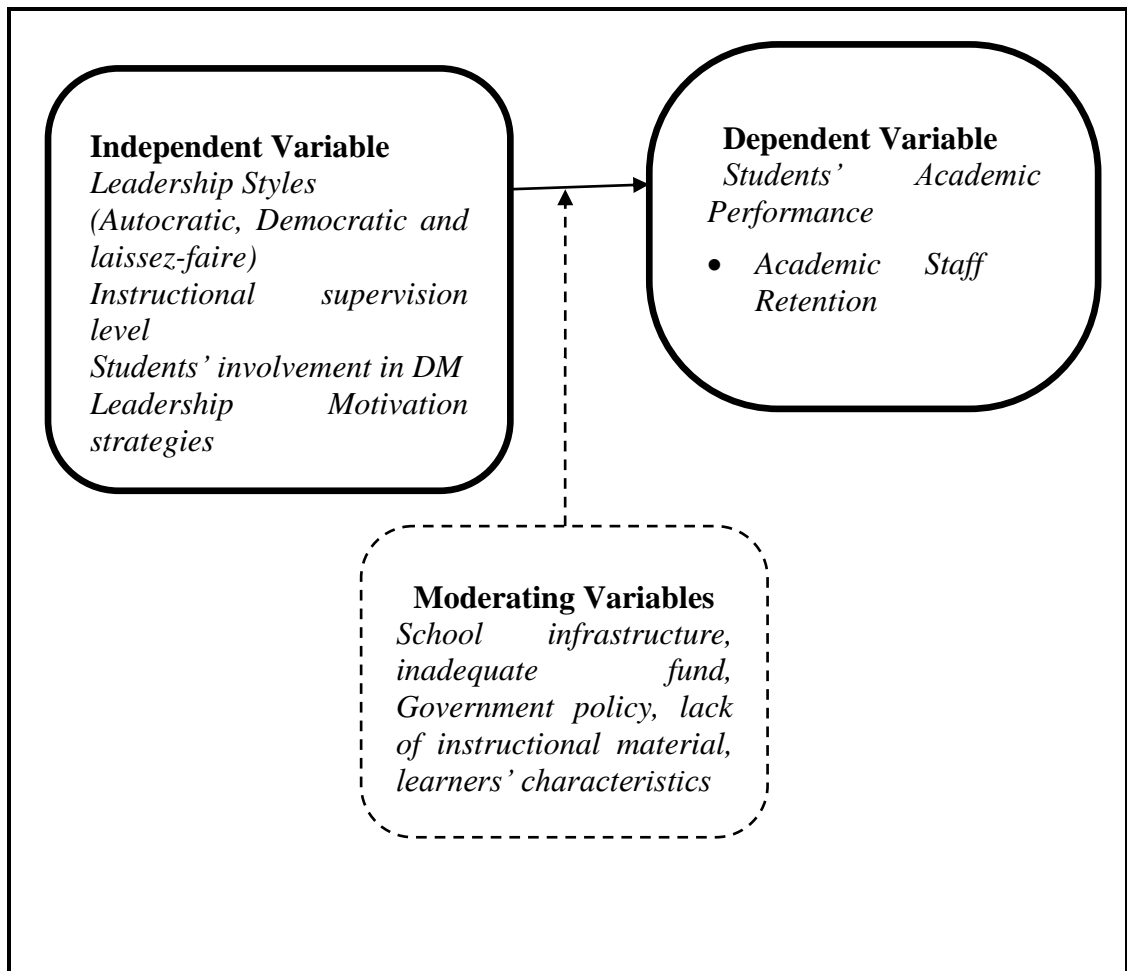
Figure 2.1: Conceptual Framework

Source: The Researcher's Conceptualization (2020)

This study's conceptual framework was based on the independent variable leadership styles, instructional supervision of curriculum, students' involvement in decision making and motivation strategies of the head teaches to enhance teachers work spirit. The dependent variable of this study was students' academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter gives detailed information about the methodology employed in this research. It also describes the study area. The chapter covers the research design, research paradigm, research approaches, research type, research philosophy, study area, study population, sample size and sampling procedures. Also, information on sources of the research data, data collection methods, validity and reliability of data, management and analysis of data and ethical consideration are presented.

3.2 Research Design

A research design gives details on the research structure and shows all its important parts (Kothari, 2004). It controls all the variations that may be secured in the process of formulating operational questions, deciding appropriate methodologies, instruments to use for data collection, the sample for the investigation, validity and reliability and instrumentation, ethical issues, the decision on data analysis techniques, reporting and interpreting results (Cohen et. al., 2007). This study used a descriptive research. The descriptive research design is concerned with gathering data that describe events and then organising, tabulating, depicting and describing the data collection (Thomas and Brubaker, 2005).

The descriptive research design was employed due to its use of visual aids such as tables and figures. These help in understanding of   the data distribution and, therefore, they offer a better clarification of the results. This research work used the descriptive design with cross sectional study and involved two types of data, which

were; primary data and secondary data. Also, in this study, the researcher interacted with the participants through questionnaire survey, interview, and the use of documentary review. This research used both quantitative and qualitative data analysis methods (mixed-methods). The research is inductive in nature because reasoning is from very broad idea to small idea means (general to specific), it is an action research since it focused on solving problems that practitioners have been facing and therefore it sought for improvement that may lead to increasingly better results in the education system in Nzega District. Philosophically, this research is interpretive because there is a clear link between the researcher and the research topic.

3.3 Survey Population

3.3.1 Study Area and Rationale

This study was carried out in the education sector in Nzega District and covered 4 selected schools which were Inagana, Kaloleni, Magukula and Mwakabasa. This district is one of the eight districts of the Tabora Region of Tanzania other districts are Igunga, Nzega town, Sikonge, Tabora Municipal, Urambo, Uyui and Kaliua. Nzega District is bordered to the north by Shinyanga Region, to the south and southwest by the Uyui District and the east by the Igunga District. Its administrative seat is the town of Ndala. The precipitation varies by 156 mm between the driest month and the wettest month. The average temperatures vary during the year by 3.8 °C. With the average of 25.1 °C, October is the warmest month. In July, the average temperature is 21.3 °C. It is the lowest average temperature of the whole year (Tabora region Profile, 1998). Western Nzega is the centre of the most extensive land

area suitable for paddy production and is in the 900–1000 mm rainfall zone with ample precipitation for rice. Cotton production is concentrated primarily on the Northern part of Manonga Valley (Tabora region Profile, 1998).

Based on the 2002 Tanzania National Census, the population of the Nzega District was 417,097 and the 2012 Tanzania National Census indicates that Nzega District had the population of 502,252. Nzega District Council has 4 divisions, 39 wards and 167 villages. It has 146 primary schools with 101,728 pupils. The number of pupils who were registered to sit for the Primary School Leaving Examination in 2012 were 9,311. Among these, boys were 4,513 and girls were 4,798. Those who passed the entire examination were 5,952   out of which boys were 3,926 and girls were 2,026. Therefore, 3,359 Primary school leavers equal to 36.07% failed to attain or reach the targeted educational objectives which among others, focus on enabling them to continue with secondary education. Nzega District Council is one of the districts experiencing poor performance in Primary Schools Leaving Examination .It has been experiencing this poor performance for over ten years consecutively. That is, from 2008 to 2012 (Mabeyo, 2016). Also, in the following years and in 2018, students who failed to pass the PSLE exams were 37.18%.

3.3.2 Targeted/ Population of the Study

Population means the total collection of elements about which a researcher wishes to get information. In this study, the targeted population was 60 head teachers, 720 teachers and 6,000 pupils. The results as announced by NECTA were the parameters of interest. The total targeted population was 6,780 people.

3.3.2. Teachers

Teachers are important in the implementation of the schools' academic programmes. They are involved in preparing and marking examinations. With regard to this study, the sample of teachers was randomly selected from many teachers. This was done to give the respondents an equal chance of   being included in the study.

3.3.2.2 Pupils

These are the key persons in the process of learning and learning outcome but since they were the targeted group to measure the results of this study, a few of them were selected randomly to represent the whole population.

3.3.2.3 Head Teachers

The school heads are important actors and implementers who effectively carry out the schools' academic programmes. They are involved in the supervision of   the school programmes on a   day to day basis. With regard to this current study, school heads were selected purposively from the sampled primary schools to give the needed information.

3.4   Sample Size, Sampling Techniques and Sampling Procedures

3.4.1   Sample Size

Orodho and Kombo (2002) assert that a sample is a statistical population whose elements are studied to obtain information on the subject under scrutiny. In this study, of which the targeted population was 6,780, the selected sample was 4 head teachers, 36 teachers and 60 pupils.

Table 3.1: Research Sample Frame

No	Category	Total Population	Number of selected sample
1	Head teachers	60	4
2	Teachers	720	36
3	Students	6,000	60
	Total	6,780	100

Source: Field Data 2020

3.4.2 Sampling Technique and Procedures

According to Saunders et al. (2000), sampling is defined as the act of taking a small number of the elements from the entire population. This study used random sampling and purposive sampling technique in the data collection exercise.

3.4.2.1 Probability Sampling Approach

This study used random sampling. The schools were put in serial number then they were randomly selected to obtain the sample. Four (4) primary schools obtained were Magukula, Kaloleni, Inagana and Mwakabasa. Also pupils were selected using simple random sampling. This was done by retrieving their names from the class register. Students' names were randomly selected from upper primary classes (standard vi and vii) to obtain 60 pupils of which in every school 15 pupils were selected. Furthermore, the researcher used simple random sampling to select 36 teachers from the four schools.

3.4.2.2 Non probability Sampling Approach

The researcher used purposive sampling method to select the Heads of School. This refers to choosing only those elements which the researcher believes will give the

required data. By using this method, the researcher may include or exclude some of the elements in the sample. The criterion for including a person in a sample has to do with the respondent possessing expertise or experience about the problem that is being investigated (Adam and Kamuzora, 2008). Therefore, four (4) head teachers were purposively selected.

3.5 Sources of Research Data

3.5.1 Primary Data

Kombo and Tromp (2006) explain that primary data are those ones obtained directly from the respondents. These data are usually obtained is done through questionnaires, interviews question, focused group discussions, observation and experimental studies. In this research, the researcher used a questionnaire survey and interview.

3.5.2 Secondary Data

Thomas and Brubaker (2005) reveal that secondary data means the information that has already been collected and is readily available from other sources. Generally, such data are cheaper, quicker to obtain than primary data. Therefore, these data were gathered using NECTA examination results and school internal Examination results to add statistical data into the research and so documentary review was used.

3.6 Data Collection Methods

The researcher used main tools in collecting both primary and secondary data. The methods included documentary review, interview guide and closed questionnaires.

3.6.1   Documentary Review

This was used to collect secondary data. This was done by critically analysing different documents such as Nzega District Education Reports for PSLE National examination since 2008-2019, NECTA results since 2015-2019 necta://go.tz, and other published and unpublished data, for instance, dissertations/theses, government publications and reports.

3.6.2 Questionnaires

Questionnaires were used to collect information from teachers, pupils and head teachers. They consisted of closed-ended questionnaires items where structured questions were given to the subject teachers to elicit responses in writing.

3.6.3 Interviews

Interviews focus on collecting data based on   a careful discussion between the researcher and respondents (Kothari, 2004). The study used 12 interviews with the head teachers, teachers and students. The interview schedules, with both structured and unstructured questions, guided the interview.   The reasons behind using an interview guide were that the researcher used a short time in data collection because the interview was on a face-to-face basis. Moreover, the use of interview enabled the researcher to know the respondents' attitude on the issue at hand thus having more room of asking questions depending on the mood of the interviewees.

3.7 Data Analysis

The researcher analysed qualitative data were by content or thematic analysis in line with what is suggested by Mile and Hurbeman (1994). The analysis was done by

going through three stages or processes. These were: data coding, data reduction and conclusion. In contrast, quantitative data were analysed using Statistical Package for Social Sciences Research (SPSS) version 16.00. In a broad context, all information from the study was analysed using content analysis and the SPSS approach. To pave way for smooth analysis, collected raw data were processed. Data entry into SPSS was done and subsequently followed by analysis. The process thereafter was formulated using frequency, percentage and mean approaches. Finally, the analysed data were presented in Tables and verbal descriptions followed by discussions.

3.8 Validity and Reliability of Data

3.8.1 Validity of Research Instruments

Validity means the extent to which the results generated from the act of analysing data vindicate the phenomenon under study. According to Presser (2004), pre-testing the research instruments is important as it helps in identifying questions which do not answers related to the problem hence enhancing the validity of the study. Before going to the fieldwork, the researcher resorted to conducting a pilot study aimed at testing the quality of the research instruments that would be used in data collection. This was done to see if the research questions met the study objectives. One poor-performing school in Examinations was selected as a pilot study to validate the research instruments for validating and refining the research instruments.

3.8.2 Reliability of the Research Instruments

According to Mugenda & Mugenda, (1999) reliability refers to the degree to which a research generates the same results after repeating some trials. When used to collect

data from the same population, a reliable instrument constantly produces the expected results. When undergoing the pilot study, the researcher administered the same research questions to the same respondents to test reliability. Thus, the researcher administered the test-retest technique to the same group of people in the pilot test within the interval of two weeks.

3.9 Ethical Considerations

In strict observance of the importance of ethical issues, the researcher asked for official permission from the OUT Management, RAS Tabora and DED for Nzega District to interact with the respondents in the field, the questionnaires and interview questions were translated into Kiswahili for respondents who were not conversant with the English language and the respondents were assured the confidentiality of the information they give in order to be free to give reliable information.

CHAPTER FOUR

FINDINGS, ANALYSIS, DISCUSSION

4.1 Introduction

This chapter analyses the collected data. It first begins by giving the demographic characteristics of the respondents and the variables used.

4.2 Demographic Characteristics of the Respondents

The respondents' demographic characteristics are given in this section. These were collected through the questionnaires that were distributed to the respondents. Frequencies and percentage distribution Tables were employed to capture the demographic characteristics of the respondents in terms of gender, age, academic qualifications, years of work, marital status. Table 4.1A, 4.1B give the summary of the findings of the demographic characteristics of the pupils and head teachers respectively.

Table 4.1: Demographic Characteristics of the Pupils

Gender	Frequency	Percent (%)
Male	31	51.7
Female	29	48.3
Total	60	100.0
Age		
11-14	46	76.7
15-18	14	23.3
19 and above	0	0.0
Total	60	100.0
Class of Study		
VI	30	50.0
VII	30	50.0
Total	60	100.0

Source: Primary Data, 2020

The findings in Table 4.1A reveal that many (51.7%) of the respondents were males, while 48.3% of the respondents were females. This suggests that majority of the pupils in the surveyed primary schools were boys, although girls were found to be in substantial number. The proliferation of girls in schools could also motivate boys and girls and the issue of girls' enrolment in schools is amplified worldwide and Tanzania in particular to give them equal chance with boys and this has impact on academic performance. Furthermore, Table 4.1A shows that many of the respondents (76.7%) were pupils within the age group of 11-14 years old. These were followed by those within the age group of 15-18 years represented by (23.3%). These findings imply that most of the pupils in the surveyed primary schools were within the age group of 11-14 years old. Thus they needed more attention to make them perform excellently in their academic endeavours. In addition, Table 4.1A shows that (50%) of the respondents were in standard VI, and (50%) were in standard VII.

Table 4.1: Demographic Characteristics of the Head Teachers

Gender	Frequency	Percent (%)
Male	3	75.0
Female	1	25.0
Total	4	100.0
Gender		
20-34	2	50.0
35-44	2	50.0
45-65	0	00.0
Total	4	100.0
Marital status		
Married	4	100.0
Single	0	00.0

Total	4	100.0
Years of work in the school		
Less than 1 year	2	50.0
1-2 years	1	25.0
3-4 years	0	00.0
Above 5 years	1	25.0
Total	4	100.0
Academic Qualification		
Doctoral Degree	0	00.0
Master's Degree	0	00.0
Bachelor's Degree	1	25.0
Diploma	2	50.0
Certificate	1	25.0
Total	4	100.0

Source: Primary Data, 2020

The findings in Table 4.1B show that 75.0% of the head teachers were men, while 25.0% of the respondents in the surveyed population were female. Furthermore, (50%) of the head teachers fell within the age group of 20-34 years old and 50.0% were within the age group range of 35-44 years. This suggests that all head teachers in the surveyed area were capable of working to bring positive results for the academic performance. In addition, it was found that all the head teachers were married men and women. None of them was single. This implies that being married; the head teachers can exhibit good leadership skills since their leadership begins right from their homes with their families. Thus an excellent leader at home would as well demonstrate it in their administration at school. Similarly, it was noted that 50.0% of the head teachers had worked in their schools for less than one (1) year

and, 25% of them had worked for more than one year. These finding suggest that the promotion of majority of the new head teachers aimed at bringing new qualified and focused leaders who could help bring changes in the academic performance of these schools. Lastly, 50.0% of the head teachers had Diploma Qualifications while only 25% had Bachelor Degree Qualification and 25.0% had Primary school certificate. This means that the academic qualifications of the head teachers could propel them to use of good leadership styles thus generating   good academic performances in their schools.

4.3 The Leadership Styles Exercised by Head teachers in Primary Schools

The first objective of this study was to identify the leadership styles exercised by the head teachers in the selected primary schools in Nzega District. Table 4.2A, 4.2B, and 4.2C summarise the findings of the leadership styles that were being used.

Table 4.2: Autocratic Leadership Style N=36 (teachers only)

Head teacher takes decision regarding school management himself	Frequency	Percent (%)	Mean
Strongly disagree	14	40.6	
Disagree	5	12.5	
Neither agree nor disagree	0	00.0	2.63
Agree	13	37.5	
Strongly agree	4	9.4	
Total	**36**	**100.0**	
Head teacher doesn't explain the action plan of the school			
Strongly disagree	10	28.1	
Disagree	13	37.5	

Head teacher takes decision regarding school management himself	Frequency	Percent (%)	Mean
Neither agree nor disagree	5	12.5	**2.34**
Agree	6	15.6	
Strongly agree	2	6.3	
Total	**36**	**100.0**	
The head of school is reluctant to accept constructive ideas from other staff members			
Strongly disagree	10	28.1	
Disagree	14	40.6	
Neither agree nor disagree	3	6.3	**2.37**
Agree	6	15.6	
Strongly agree	3	9.4	
Total	**36**	**100.0**	
The school head does not listen to students' concerns			
Strongly disagree	9	25.0	
Disagree	13	37.5	
Neither agree nor disagree	7	18.8	**2.31**
Agree	7	18.8	
Strongly agree	0	00.0	
Total	**36**	**100.0**	
Student views are not considered in staff meeting			
Strongly disagree	11	31.3	
Disagree	17	50.0	
Neither agree nor disagree	3	6.3	**2.03**
Agree	4	9.4	
Strongly agree	1	3.1	
Total	**36**	**100.0**	
Average mean			**2.34**

Source: Primary Data, 2020

The findings in Table 4.2A reveal that 40.6% of the respondents strongly disagreed that the head teachers were making decisions regarding the school management by themselves. In contrast, 37.5% of the respondents disagreed that the head teachers were not explaining the action plan of the school. Similarly, 40.6% of the respondents disagreed that the head teacher was reluctant to accept constructive ideas from other staff members. Furthermore, 37.5% of the respondents disagreed that the head teacher was not listening to students' concerns. Lastly, 50% disagreed that students' views were not being considered in the staff meeting. The above responses reveal that the autocratic leadership style was not in use in the surveyed primary schools.

The reason was that autocratic leaders are characterised by not consulting organisation members in the decision-making process which for this case, was not found in the schools under the study. With autocratic leadership, the head of schools set all policies, predetermine the work methods, determine the duties of followers, and specify technical and performance evaluation standards. This implies that if the head teacher single-handedly takes a crucial decision regarding school management such as recruitment of new teachers, transfer of existing teachers, financial management, and capacity building. These can affect the morale of the teachers hence affecting their commitment to the classroom teacher, resulting in the decline in students' academic performance. Therefore, if the head teacher does not explain the action plan of the school to his teachers and pupils, for instance, a plan to have continuous assessment tests, plan to change teachers from one class to another or

from one subject to another, it can easily affect pupils' performance because sudden changes may attract resistance from the teachers.

Additionally, if the head teacher sees different opinions as insubordination, then it becomes difficult for any intelligent and constructive ideas that would guarantee improvement in academic performance to be accepted by him. These findings align with those of Mwalala (2007) who notes that authoritarianism is harsh because it leads to poor performance of students. Abdulahi and Kavale (2016) also reveal that due to autocratic leaders' absolute power over their employees, and since the latter have little opportunity to make suggestions, even if the intention were to exercise this leadership for the organisation's best interest, this leadership style often leads to high levels of absenteeism and employee turnover.

However, in an interview, when asked of whether autocratic leadership style was an effective style, one of the head teacher respondents had these to say:

> *Autocratic leadership can be very productive when dealing with new staff and those who are naturally lazy. This kind of leadership style does not only ensure the establishment of the school system but also ensures discipline, efficient time management, high respect to the authority and conformity to standards which are important components of success in any learning institution (Head teacher, School C).*

In contrast, the class teacher expressed their fears when extreme autocratic practices were put in place:

> *There is no doubt that the academic performance of the pupils will go down if the head teachers, by use of autocratic practices, would want to treat teachers as if they were small children. If you are working in a tense environment; For example, head teachers may even humiliate their teachers in the assembly, before pupils and their colleagues for not accomplishing tasks or improper dressing. If this is done, who will respect them? (Class Teacher, School A)*

On the same matter, another teacher noted:

> *In my school, stream B of class VI has the best class teacher; however, the class has* always *been the last in any exam. But they have been the best in Mathematics because their mathematics teacher is a no-nonsense man. Stream A is kind of some prison but surprisingly, they always   lead in any exam* (Class Teacher, School B).

However, generally, as the findings reveal, teachers advocated for moderate use of autocratic practices. They said that if autocratic were blended with democratic leadership, no doubt things would improve in the management of schools.

Table 4.2: Laissez-faire Leadership Style N=36 (Teachers only)

The head teacher gives staff members freedom to work in own away	Frequency	Percent (%)	Mean
Strongly disagree	10	28.1	**2.50**
Disagree	13	37.5	
Neither agree nor disagree	00	00.0	
Agree	9	25.0	
Strongly agree	4	9.4	
Total	**36**	**100.0**	
The head teacher does not punish teachers who misbehave to pupils			
Strongly disagree	17	47.2	**2.00**
Disagree	10	27.8	
Neither agree nor disagree	0	00.0	
Agree	9	25.0	
Strongly agree	0	00.0	
Total	**36**	**100.0**	
The head teacher works without clear plan			
Strongly disagree	19	52.8	
Disagree	17	47.2	
Neither agree nor disagree	0	00.0	**1.47**

Agree	0	00.0	
Strongly agree	0	00.0	
Total	**36**	**100.0**	
The head teacher does not care about pupils' welfare			
Strongly disagree	16	44.4	
Disagree	12	33.3	
Neither agree nor disagree	8	22.3	**1.78**
Agree	0	00.0	
Strongly agree	0	00.0	
Total	**36**	**100.0**	
The head teacher works without a clear plan			
Strongly disagree	23	63.9	
Disagree	9	25.0	
Neither agree nor disagree	4	11.1	**1.44**
Agree	0	00.0	
Strongly agree	0	00.0	
Total	**36**	**100.0**	
The head teacher leaves teachers to do what they like			
Strongly disagree	16	44.4	
Disagree	20	55.6	
Neither agree nor disagree	0	00.0	**1.56**
Agree	0	00.0	
Strongly agree	0	00.0	
Total	**36**	**100.0**	
Teachers are less concerned with pupils' welfare			
Strongly disagree	9	25.0	
Disagree	21	58.3	
Neither agree nor disagree	6	16.7	**1.94**

Agree	0	00.0	
Strongly agree	0	00.0	
Total	**36**	**100.0**	
The head teacher does not participate in all school programmes			
Strongly disagree	25	69.4	
Disagree	11	30.6	
Neither agree nor disagree	0	00.0	**1.28**
Agree	0	00.0	
Strongly agree	0	00.0	
Total	**36**	**100.0**	
Average mean			**1.75**

Source: Primary Data, 2020

The results as presented in Table 4.2B show that 37.5% of the respondents disagreed that the head teachers were allowing staff members the freedom to work in their own way. In addition, majority (47.2%) of the respondents strongly disagreed that the head teachers were not punishing teachers who were misbehaving to students. Again, 52.8% of the respondents strongly disagreed that the head teachers were working without a clear plan, whereas 44.4% of them strongly disagreed that the head teachers were not caring about students' welfare.

Furthermore, 63.9% of the respondents strongly disagreed that the head teachers were leaving teachers to make all necessary decisions by themselves. Again, 55.6% of the respondents strongly disagreed that the head teachers were leaving teachers to do what they liked. On their part, 58.3% of the respondents disagreed that teachers

were less concerned with the pupils' welfare. Additionally, majority (69.4%) of the respondents strongly disagreed that the head teachers were not participating in all school programmes.

The above responses suggest that the head teachers of the surveyed primary schools were not using laissez-faire as a leadership style. This is because such a leadership style does not promote improvement in academic performance. For example, if the head teachers were leaving the teachers to do whatever they liked, some of them would choose to absent themselves from duty for one full week but nothing would happen to them. However, that would be detrimental to the performance of pupils. In addition, if errant teachers were not put into disciplinary action, their contribution to academic performance would be too low. Likewise, if the head teachers had no clear plan for the term or year, then there would not be any target or objective to achieve hence affecting students' performance aspects including academic, games and sports, music, dance, drama, and debates.

Furthermore, if the head teachers and their teachers were not caring about students' welfare in terms of feeding, hygiene, health, guidance and counselling, then students of such a school would not perform well academically. Indeed, Mwalala (2008) points out that laissez-faire leadership style may result into indiscipline cases due to non-enforcement of rules and regulations in a school thus leading to poor performance pupils. According to Pont et al. (2008), some head teachers allow complete freedom to group decisions without their participation. They do not participate in the course of events determined by the group hence leading to very

detrimental performance. When asked how effective was laissez-faire leadership style in promoting the academic performance of their schools, a teacher from a poor performing school had these to say:

> *The poor results are our own making. We can only do the little we can and keep our peace. The head teacher's constant absenteeism is sickening. Why would he expect anybody to care about the results when he is never there?* (A classroom teacher, school D).

These findings as hinted by the teacher in the above quotation align with what Narad and Abdullah's (2016) observation that ensuring effective academic performance requires the involvement of both the superiors and subordinates. This is usually done through collective participation and monitoring of the performance in terms of delegation of duties which as such, does not imply failure to monitor and follow up progress.

Table 4.2: Democratic Leadership Style N=36 (teachers only)

The Head teacher makes his/her attitudes clear to the staff	Frequency	Percent (%)	Mean
Strongly disagree	0	00.0	
Disagree	0	00.0	
Neither agree nor disagree	0	00.0	**4.22**
Agree	27	75.0	
Strongly agree	9	25.0	
Total	**36**	**100.0**	
The head teacher makes staff members know what is expected of them			
Strongly disagree	2	3.1	
Disagree	3	6.3	
Neither agree nor disagree	5	12.5	**3.84**

Agree	20	59.4	
Strongly agree	6	18.8	
Total	**36**	**100.0**	
Staff meetings in this school are periodically conducted and teachers give opinion on how to improve the Academic Performance of pupils			
Strongly disagree	0	00.0	
Agree	0	00.0	
Neither agree nor disagree	0	00.0	**4.75**
Agree	10	25.0	
Strongly agree	26	75.0	
Total	**36**	**100.0**	
The head teacher coordinates the work of staff members			
Strongly disagree	0	00.0	
Disagree	2	3.1	
Neither agree nor disagree	0	00.0	**4.31**
Agree	20	59.4	
Strongly agree	14	37.5	
Total	**36**	**100.0**	
There is maximum involvement of pupils in the school administration			
Strongly disagree	8	21.9	
Disagree	15	43.8	
Neither agree nor disagree	7	18.8	**2.31**
Agree	5	12.5	
Strongly agree	1	3.1	
Total	**36**	**100.0**	
The teachers and pupils have freedom to communicate their concerns			
Strongly disagree	4	9.4	
Disagree	4	9.4	
Neither agree nor disagree	3	6.3	**3.72**

Agree	17	50.0	
Strongly agree	8	25.0	
Total	**36**	**100.0**	
The head teacher organizes meetings with teachers on how to improve the quality of Education			
Strongly disagree	0	00.0	
Disagree	0	00.0	
Neither agree nor disagree	0	00.0	**4.31**
Agree	24	68.8	
Strongly agree	12	31.3	
Total	**36**	**100.0**	
Average mean			**3.92**

Source: Primary Data, (2020).

The results as presented in Table 4.2C reveal that 75.0% of the respondents agreed that the head teachers were making their attitudes clear to the staff. In addition, 59.4% agreed that the head teachers were making staff members know what was expected of them. Likewise, 75% strongly agreed that they were conducting staff meetings periodically in their schools, and teachers were giving their opinions on how to improve the academic performance of their pupils. Also, 59.4% of the respondents agreed that the head teachers were coordinating the work of staff members. Similarly, 50% of the respondents agreed that the students had the freedom to communicate their concerns, and 68.8% of the respondents agreed that the head teachers were organizing meetings with teachers to deliberate on improving the quality of education.

However, 43.8% of the respondents disagreed that there was maximum involvement

of students in the school administration. Such responses imply that the head teachers of the surveyed primary schools were using a democratic leadership style to govern their schools. This is because they were involving the teachers in decision making and they were welcoming new ideas that could promote the improvement in quality of education and academic performance. In other words, leaders such as head teachers were taking constructive acts to achieve long-term goals and were providing clear positive reasons for their actions, goals, and accomplishments.

According to Mwalala (2008), a democratic style is characterised by coordination, co-operation and by collaboration. Likewise, Kabuchi and Gitau (2010) found out that, there was a notable relationship between head teachers' leadership styles and pupils' academic achievement in the Kenyan's primary schools. Furthermore, these researchers found that the democratic leadership style was the most widely practised followed by autocratic and finally Laissez-faire. When asked how effective a democratic leadership style was in promoting the academic performance of pupils, the teachers gave their responses which are summarised as follows: One teacher had this to say:

> *Giving rights to teachers and students and coordinating their activities is a key for performance. Everyone feels involved and strive for the better of the school* (Head teacher, school A).

Another teacher pointed out that:

> *When meetings, related to quality performance, are held regularly, and those who worked well in the past are rewarded, it influences the competition among teachers. Everyone works to improve the quality of the lessons to meet the national standards* (Head teacher, School B).

Another teacher also confirmed that:

> *Democratic leadership can be used effectively to extract the best from people. Also, it can create the most effective and efficient educational climate in a school when it is employed (Classroom teacher, School D).*

Based on the findings above, it can be said that democratic leadership is all that is needed in schools and other organisation. Generally speaking, various studies have associated democratic leadership with successful organisations (Obama et al., 2015; Abdulahi & Kavale 2016). This is because democratic leaders encourage strong subordination of teachers, facilitate higher morale as they involve teachers in the formulation of school policies, emphasise consultation, teamwork and participation.

The results in Table 4.2C show that the highest-rated leadership style used by the head teachers in the surveyed primary schools was democratic (average mean=3.92), followed by autocratic (average mean=2.34), and lastly, laissez-faire (average mean=1.75). Thus these findings answer the research question "what leadership styles are exercised by the head teachers in the selected primary schools in Nzega District?

Table 4.2: Summary of leadership Styles

Leadership Styles	Average mean	Interpretation
Autocratic	2.34	Lowly rated
Laissez faire	1.75	Very Lowly rated
Democratic	3.92	Highly rated
General average mean	**2.67**	**Fairly rated**

Source: Primary Data, 2020

4.4 Head teacher's Instructional Supervision of Curriculum Implementation in Primary Schools in Nzega District

The second objective of this study assessed head teachers' level of instructional

supervision level of curriculum implementation in the selected primary schools in

Nzega District. Table 4.3 summarises the findings.

Table 4.3: Teacher's Instructional Supervision Level of Curriculum Implementation N=36 (teachers only)

The subject allocation and time tabling are student centred and not teachers centred	Frequency	Percent (%)	Mean
Strongly disagree	13	47.2	
Disagree	10	52.8	
Neither agree nor disagree	00	00.0	**1.47**
Agree	9	00.0	
Strongly agree	4	00.0	
Total	**36**	**100.0**	
Teachers' preparations of lesson plans and lesson notes are at least 75% of all their annual allocated subjects.			
Strongly disagree	10	47.2	
Disagree	17	7.8	
Neither agree nor disagree	0	00.0	**2.00**
Agree	9	25.0	
Strongly agree	0	00.0	
Total	**36**	**100.0**	
Classroom teaching, filling of subject log book and class journals are effective at least 75% of all expected teacher' subject annually lessons			
Strongly disagree	19	37.5	
Disagree	17	28.1	
Neither agree nor disagree	0	00.0	**2.50**
Agree	0	25.0	
Strongly agree	0	9.4	
Total	**36**	**100.0**	
There are cases of pupils repeating classes in this			

school.			
Strongly disagree	12	33.3	
Disagree	16	44.4	
Neither agree nor disagree	8	22.3	**1.78**
Agree	0	00.0	
Strongly agree	0	00.0	
Total	**36**	**100.0**	
There are no cases of pupils' truancy in this school			
Strongly disagree	23	63.9	
Disagree	9	25.0	
Neither agree nor disagree	4	11.1	**1.44**
Agree	0	00.0	
Strongly agree	0	00.0	
Total	**36**	**100.0**	
Pupils are trained in the care and use of library.			
Strongly disagree	20	69.4	
Disagree	16	30.6	
Neither agree nor disagree	0	00.0	**1.28**
Agree	0	00.0	
Strongly agree	0	00.0	
Total	**36**	**100.0**	
The school participation in co-curriculum activities is satisfactory			
Strongly disagree	9	25.0	
Disagree	21	58.3	
Neither agree nor disagree	6	16.7	**1.94**
Agree	0	00.0	
Strongly agree	0	00.0	
Total	**36**	**100.0**	

Continuous assessment and examinations are effectively administered at this school			
Strongly disagree	11	44.4	
Disagree	25	55.6	
Neither agree nor disagree	0	00.0	**1.56**
Agree	0	00.0	
Strongly agree	0	00.0	
Total	**36**	**100.0**	
Average mean			**1.75**

Source: Primary Data, 2020

The results in Table 4.3A show that the majority (52.8%) of the respondents disagreed that the subject allocation and timetabling were pupil-centred and not teachers-centred. In addition, 47.2% of the respondents strongly disagreed that teachers were preparing lesson plans and notes (at least 75% of the required annual lessons). Likewise, 37.5% of the respondents strongly disagreed that classroom teaching, filling of subject logbook and class journals were effective (at least 75% of all expected teachers' lessons).

Similarly, 44.4% of the respondents disagreed that there were cases of students repeating classes. Again, 63.9% of the respondents strongly disagreed that there were no cases of students' truancy at their schools. In the same way, 69.4% of the respondents strongly disagreed that students were being trained in care and use of the library. Consistently, 58.3% of the respondents disagreed that school participation in co-curriculum activities was satisfactory, and 69.4% of the respondents disagreed with the contention that continuous assessment and national examinations were

effectively being administered in their school.

The above responses imply that the head teachers were not effectively supervising the curriculum implementation and this was leading to continued poor performance in the primary schools in the area of the study. It was also found that the subject allocation and timetabling was purely teacher centred. It was found that pupils' views on the timetable were neglected. They had no contribution in the setting of a timetable and so their needs were not echoed in curriculum implementation. Teachers' preparation of lesson plans and lesson notes was below 75%, classroom teaching, filling in of subject logbooks and class journals were not effective and those documents accounted below 75% of all the required individual teachers' tasks.

It was found that there was either no case of students being allowed to repeat classes even if they had low ability in learning. If slow learning students had chances of repeating classes, they could have enough time to prepare and ultimately could pass their examinations. The findings indicated that students had no training in the use of the library. Had they been trained, they would have the ability to learn themselves by utilising (ZDP) Zone of Proximal development. The findings further indicated that the students' participation in co-curriculum activities was very low, the continuous assessment and national examinations were very poor, and internal school examinations were not satisfactorily prepared and provided. When teachers asked how supervision of curriculum implementation is being supervised in their school. A teacher from a poor performing school had this to say:

The poor results are our own making; our head teacher, of course, cares for us but he

doesn't care much about our daily tasks. There are cases of teachers' regular absenteeism and some teachers are not motivated to teach consistently as their subjects located on the timetable require them to do (Class teacher, School D).

On the same matter, another teacher said:

The school has no library and this has made it difficult for pupils to get extra knowledge from other sources thus making students depend much on the single source of learning. This has also made it difficult for teachers to implement the curriculum very well hence poor performance. (Teacher from school B)

Another teacher said:

Despite the fact that teachers try their level best to teach, there are cases of pupils' truancy. Some pupils remain at home caring for their young ones and grazing cattle and goats. Also, the parents' meetings are limited in this school, the parents are not much aware of the impact of students not consistently attending classes (teacher from school A).

The data obtained from documentary review from the District Education officer show that these schools were consistently performing poorly in Standard VII National Examinations. Tables below show the trend of performance in these four schools from 2015-2019. The classifications of the results are into three bands Green, Yellow and Red. Green represents high performance with the average marks (**250-156**), yellow represents medium with the average marks (**155-106**), and red represents low performing schools, respectively, with average marks (**105-0**).

Table 4.3: Average Marks Scored by the Schools in the Sample

S/N	Shool Name	Year 2015	Year 2016	Year 2017	Year 2018	Year 2019
1	INAGANA	109.00	103.40	83.56	73.65	71.98
2	KALOLENI	95.72	96.45	102.94	92.52	88.01
3	MAGUKULA	84.61	101.45	100.51	92.37	87.88
4	MWAKABASA	75.35	47.27	95.83	77.75	49.21

Source: Secondary Data, (2020).

Every year NECTA has been grading the school by adding up all the marks scored by every pupil in the class and dividing them by the number of pupils who sat for the examination to obtain high performing, medium performing and low performing schools. The average marks of schools in the sampled schools fell between **105 -0,** indicating that these schools had consistent poor performance for many years. Despite the fact that close supervision of curriculum implementation is essential for improving school academic performance, table 4.3A and 4.3B show that curriculum implementation was not well being supervised in the schools thus leading to consistent poor performance in examinations.

4.5 Pupils' Involvement in Decision Making by the Head Teachers in Primary Schools

The third objective of this study examined pupils' involvement in decision making by the head teachers in selected primary schools in Nzega District. Table 4.4 gives the summary of the findings.

Table 4.4: Pupils' Involvement in Decision making by the Head Teachers in Selected Primary Schools in Nzega District N=60 (students only)

The head teacher allows pupils to give their opinions on school administration	Frequency	Percent (%)	Mean
Strongly disagree	9	15.0	
Disagree	10	16.7	
Neither agree nor disagree	9	15.0	3.30
Agree	18	30.0	
Strongly agree	14	23.3	
Total	**60**	**100.0**	
The head teacher encourages pupils to take part in the school programmes			
Strongly disagree	0	00.0	
Disagree	0	00.0	
Neither agree nor disagree	0	00.0	4.48
Agree	31	51.7	
strongly agree	29	48.3	
Total	**60**	**100.0**	
Pupils are actively involved in the school leadership programme			
Strongly disagree	0	00.0	
Disagree	0	00.0	
Neither agree nor disagree	0	00.0	4.32
Agree	41	68.3	
Strongly agree	19	31.7	
Total	**60**	**100.0**	
Pupils always look forward to meetings between themselves and head teacher so as to contribute their ideas			

Strongly disagree	2	3.3	
Disagree	10	16.7	
Neither agree nor disagree	8	13.3	3.70
Agree	24	40.0	
Strongly agree	16	26.7	
Total	**60**	**100.0**	
The head teacher accepts pupils' opinions at any point in time			
Strongly disagree	6	10.0	
Disagree	20	33.3	
Neither agree nor disagree	11	18.3	2.95
Agree	17	28.3	
Strongly agree	6	10.0	
Total	**60**	**100.0**	
Strongly disagree	1	1.7	
Disagree	3	5.0	
Neither agree nor disagree	2	3.3	4.22
Agree	30	50.0	
Strongly agree	24	40.0	
Total	**60**	**100.0**	
The head teacher allows pupils to exchange ideas freely without fear			
Strongly disagree	0	00.0	
Disagree	0	00.0	
Neither agree nor disagree	0	00.0	4.60
Agree	24	40.0	

Strongly agree	36	60.0	
Total	**60**	**100.0**	
The head teacher is happy whenever any pupils contribute their opinions on school problems.			
Strongly disagree	0	00.0	
Disagree	0	00.0	
Neither agree nor disagree	0	00.0	4.63
Agree	22	36.7	
Strongly agree	38	63.3	
Total	**60**	**100.0**	
The head teacher motivates pupils to give their opinions during the decision-making meeting.			
Strongly disagree	0	00.0	
Disagree	0	00.0	
Neither agree nor disagree	0	00.0	4.35
Agree	39	65.0	
Strongly agree	21	35.0	
Total	**60**	**100.0**	
The head teacher really values pupils and also involves them fully in the school decision-making process			
Strongly disagree	7	11.7	
Disagree	5	8.3	3.65
Neither agree nor disagree	8	13.3	
Agree	22	36.7	
Strongly agree	18	30.0	
Total	**60**	**100.0**	
Average mean			**4.02**

Source: Primary Data, 2020

The results presented in Table 4.4 revealed that pupils' involvement in decision making by the head teacher was rated as high (average mean=4.02). This was attributed to the fact that 30% of the respondents agreed that the head teachers were allowing pupils to give their opinions on school administration. In addition, 51.7% of the respondents agreed that the head teachers were encouraging students to take part in the school programmes. 68.3% of the respondents agreed that students were actively involved in the school leadership programme. It was also revealed that 40.0% of the respondents agreed that students were always looking forward to meetings between themselves and the head teacher to contribute their ideas.33.3% of the respondents disagreed that the head teachers were accepting pupils' opinions at any point in time.

Additionally, 50.0% of the primary school students were taking part in decision-making. Furthermore, 60.0% of the students to exchanged ideas freely without fear. In addition, 63.3% of the respondents strongly agreed that the head teachers were happy whenever any pupil was giving their opinions on the school problems. Likewise, 65.0% of the respondents agreed that the head teachers were motivating students to give their opinions during the decision-making meeting. Lastly, 36.7% of the respondents agreed that the head teacher were really valuing students and involving them fully in the school decision-making process.

The above responses imply that most of the head teachers in the surveyed primary schools were involving their pupils in decision making on matters that might directly

affect them. For instance, the decision regarding the introduction of morning preps, having classes beyond the regular class time, changing of subject teachers, and studying during holidays would expertly require the participation of the students for effective implementation. Thus if the head teachers encourage the student leadership to be involved in such vital decision making, it can be said to be a step in the right direction in promoting academic performance. Although involving students in decision making is crucial for good leadership practice, Oke et al. (2010) argue that most school administrators do not allow their students to participate in decision-making in their schools. Mati et al. (2016) point out that the leadership style and school climate determine student involvement in decision-making and leadership effectiveness or ineffectiveness in overall students' academic performance.

The interview with the student leadership on the extent of their participating in decision making by the head teachers revealed that they were partly being involved in the welfare but not governance decision making. Their responses are summarized below:

> *Sometimes the head teacher calls the pupil leadership to ask us if there are any problems the pupils may be facing regarding their studies, feeding, or errant teachers. It is from here that we give him all the challenges the pupils are facing. We also use such an opportunity to give any suggestion that pupils believe would reduce their grievances* (A pupil from school A).

> *Our school has a leadership programme where students are represented by the head prefects in different departments including games and sports, academic prefect, welfare prefect, and girl representatives. At the beginning of term, these representatives are told to present challenges facing their offices and come up with amicable solutions that do not affect so many students* (A pupil from school B).

In my school, I am often involved with my cabinet for handling decisions regarding indiscipline among students. Sometimes when we come up with a resolution such as punishing the offenders, the head teacher gives us a supportive hand. But this only happens on some offences such as theft, bullying, late coming, fighting, or dodging lessons (A pupil from school C).

We are involved in decision making but it is limited to pupil leadership only and not the entire school. In terms of school meetings, we are asked what we would love to be done differently so that it can be done. Most of the times, when we tell the head teacher what we want, at least he tries to fulfil something like 80% of our requests (A pupil from school D).

The above responses imply that pupils were being allowed to give their views without fear of being attacked later. On the contrary, Fletcher (2004) described such decisions as 'tokenism and manipulation' since pupils appear to be allowed to air their views but have little or no choice about what they do or how they participate. It was noted that they were not meaningfully being in deciding some of the issues that were affecting them directly. Despite the usefulness and relevance of their participation in decision-making in school management, it was found that not all school administrators were encouraging and practising pupil involvement in decision-making in their schools.

Although this is true, Mati et al. (2016) reveal that the main goal of school-based decision-making is to make sure that there is pupil involvement in different school matters especially those that affect so as to accomplish the school's mission through its different plans. Likewise, Wambura et al. (2017) decision-making is more or less the administrative behaviour that is usually directed toward articulation and actualisation of the school's goals and objectives.

4.6 The Motivation Strategies Used by the Head Teachers to Improve Teachers

and Pupils' Performances

This study's fourth objective evaluated motivation strategies used by the head teachers for improving teachers' and pupils' performances in the selected primary schools in Nzega District. Table 4.5 summarises the findings.

Table 4.5: The Motivation Strategies Used by the Head Teachers to Improve Teachers and Pupils' Performances N=40 (teachers=36, head teachers=4)

The head teacher holds one to one conversation with teachers who have personal challenges	Frequency	Percent (%)	Mean
Strongly disagree	0	00.0	
Disagree	3	5.6	
Neither agree nor disagree	7	16.7	3.72
Agree	30	77.8	
Strongly agree	0	00.0	
Total	**40**	**100.0**	
The head teacher has adopted reward system for teachers who contribute to the improvement of pupils' academic performance			
Strongly disagree	2	2.8	
Disagree	2	2.8	
Neither agree nor disagree	3	5.6	3.81
Agree	33	88.9	
Strongly agree	0	00.0	
Total	**40**	**100.0**	
The head teacher regularly listens to teachers' views which can help improve			

pupils' performance			
Strongly disagree	3	5.6	
Disagree	4	8.3	
Neither agree nor disagree	8	19.4	3.47
Agree	25	66.7	
Strongly agree	0	00.0	
Total	**40**	**100.0**	
The head teacher sets performance target expected of teachers every year			
Strongly disagree	3	5.6	
Disagree	3	5.6	
Neither agree nor disagree	9	22.0	3.50
Agree	25	66.9	
Strongly agree	0	00.0	
Total	**40**	**100.0**	
The head teacher provides teachers with all the necessary resources to make them perform their duty well			
Strongly disagree	4	8.3	
Disagree	2	2.8	
Neither agree nor disagree	2	2.8	3.67
Agree	32	86.1	
Strongly agree	0	00.0	
Total	**40**	**100.0**	
The head teacher has made the work environment for teachers very friendly			
Strongly disagree	5	11.1	
Disagree	5	11.1	

Neither agree nor disagree	6	13.9	3.50
Agree	17	44.4	
Strongly agree	7	19.4	
Total	**40**	**100.0**	**100.0**
The head teacher supports teachers who want to go for in-service education to improve their teaching skills and career development			
Strongly disagree	4	8.3	
Disagree	5	11.1	
Neither agree nor disagree	10	20.0	3.39
Agree	17	49.4	
Strongly agree	4	11.1	
Total	**40**	**100.0**	
The head teacher encourages team work among subject teachers to share ideas for improving pupils' academic performance			
Strongly disagree	3	5.6	
Disagree	4	8.3	
Neither agree nor disagree	8	19.4	3.64
Agree	19	50.0	
Strongly agree	6	16.7	
Total	**40**	**100.0**	
The head teacher listens to pupils' grievances and takes immediate action to remedy them so that there is a friendly learning environment			
Strongly disagree	3	5.6	
Disagree	3	5.6	
Neither agree nor disagree	9	22.2	3.75

Agree	16	41.7	
Strongly agree	9	25.0	
Total	**40**	**100.0**	
The head teacher has instituted provision of school lunches for pupils in the school			
Strongly disagree	4	8.3	
Disagree	2	2.8	
Neither agree nor disagree	2	2.8	3.94
Agree	22	58.3	
Strongly agree	10	27.8	
Total	**40**	**100.0**	
The head teacher has made sure that pupils have access to relevant learning resources including text books and computers			
Strongly disagree	10	25.0	
Disagree	5	11.1	
Neither agree nor disagree	9	22.2	2.94
Agree	10	25.0	
Strongly agree	6	16.7	
Total	**40**	**100.0**	
The head teacher ensures that pupils with outstanding performance in national examinations are rewarded accordingly			
Strongly disagree	3	5.6	
Disagree	5	11.1	
Neither agree nor disagree	4	8.3	3.78
Agree	19	50.0	
Strongly agree	9	25.0	

Total	**40**	**100.0**	
In this school, pupils' leadership is properly represented in our internal school meetings and their views are taken seriously			
Strongly disagree	10	25.0	
Disagree	5	11.1	
Neither agree nor disagree	9	17.2	2.97
Agree	10	30.0	
Strongly agree	6	16.7	
Total	**40**	**100.0**	
Average mean			**3.54**

Source: Primary Data, (2020)

The results presented in Table 4.5 show that the motivation strategies that were being used by the head teachers in the surveyed primary schools were rated as satisfactory (average mean=3.54). That is because77.8% of the respondents agreed that the head teachers were holding one to one conversations with teachers who had personal challenges. They were doing so to understand their challenges better

It was also revealed that 88.9% of the respondents agreed that the head teachers had adopted a reward system for teachers who were contributing to the improvement of the pupils' academic performance, and 66.7% of the respondents agreed that the head teachers were regularly listening to teachers' views which could help improve pupils' performance. Likewise, 66.9% of the respondents agreed that the head teachers were setting a performance target expected of teachers every year. Moreover, 86.1% of

the respondents agreed that the head teachers were providing teachers with all the necessary resources to make them perform their duties well.

Moreover, 44.4% of the respondents agreed that the head teachers had made the work environment for teachers very friendly. Again, 49.4% of the respondents agreed that the head teachers were supporting teachers who wanted to go for in-service education to improve their teaching skills and career development. Lastly, 50.0% of the respondents agreed that the head teachers were encouraging subject teachers to have teamwork and share ideas for improving pupils' academic performance.

The above responses imply that teachers were primarily being motivated within the school system by intrinsic rewards. These were such as self-respect, responsibility, and sense of accomplishment, praise and commendations. Therefore, head teachers can boost the morale of their teachers and motivate them to excel through participatory governance, in-service education and systematic supportive evaluation. The findings of this study on this particular aspect agree with those of Mawala and Mabuku (2019) that teachers are motivated more by intrinsic than extrinsic rewards. It was further revealed that teachers perceived their needs and measured their job satisfaction by factors such as participation in decision-making, use of valued skills, freedom and independence. Others were the challenge of expression of creativity and opportunity for learning, which directly motivated them for greater performance. In a related study, Musungu, et al., (2008) found that the use of interpersonal relationships by head teachers had a significant relationship with the performance.

Therefore, these findings suggest that head teachers' bad behaviours can create problems for them and their teachers. That is to say, the head teachers' behaviour that lacks human consideration for motivation will certainly clash with teachers' interest and this can slow down their performance. In addition, most of the mistakes head teachers make fall into the category of poor human relations and autocratic leadership-styles. Indeed, Maroa (2013) confirmed the significant influence of motivational variables on employees' work performance. For instance, when teachers do well in their teaching tasks and other extracurricular activities (such as games and sports, science quizzes) they should be commended by energising and motivating them for maximum performance in school tasks in the future. Such praise and commendation would also be a source of encouragement to other teachers to take more challenging tasks for them to get more praise and commendation for themselves.

In the interview, the head teachers were asked about the motivational strategies they were using to improve performance among the teachers and their responses are summarized below.

> *I have made sure that the working condition of my teachers is very good. I make sure that they have breakfast, I provide them with good conflict resolution mechanisms, I address their grievances on a timely basis, I provide them with the necessary academic resource promptly, and I have remained their listening-friend* (Head teacher of school A).

As it was noted by Herzberg, (2003) good working conditions create job satisfaction and motivation to employees. However, where such conditions are inadequate, they cause dissatisfaction to employees; others leave the organisation and develop

negative attitudes towards the organization, thus affecting their performance at the workplace. It should be noted that the working conditions in institutions are important in showing the way employees feel about where they work. It should be understood that employees feel proud of their institution when the conditions are user friendly to them. It should be understood that in institutions, employees are more concerned with their work environment for personal comfort which in turn makes them do a good job. Once employees are provided with good working conditions, they can perform to their best; remain committed and interested in the job.

On the same matter, another head teacher also said:

> *I have a good interpersonal relationship and good communication strategy with my teachers. I give all of them positive praises and at the end of the year, I award the high performing teachers. I make sure that they have a work-leave and balanced family-work life* (Head teacher of school B).

On the same regard, another head teacher said:

> *I give my teachers awards such as travelling to fascinating places as a result of good performance of their pupils. I also give them extra bonuses for extra lessons or good performance* (Head teacher from school C).

The above findings agree with those of Mawala and Mabuku (2019) who said that only when the basic needs have been met, it is possible for "higher-order" needs, which are the basis of true job satisfaction, to be realised. This implies that the availability of bonuses to teachers motivates pupils' performances. Regarding rewards and motivation, the head of school D said:

> *I involve my teachers in decision making, I recommend their promotion, I encourage them to go for in-service education to improve their skills. I reward the best performing teachers. I provide guidance and counselling*

to my teachers, I encourage discipline among them and I ensure that the classroom, blackboards, tables, chairs desks, doors, windows are in good condition (Head teacher of school D).

Regarding the motivation strategies, the head teachers were using on pupils to improve their performance, the results in Table 4.5 reveal that 41.7% of the respondents agreed that the head teachers were listening to pupils' grievances and taking immediate actions to remedy them so as to create a friendly learning environment. Likewise, 58.3% of the respondents agreed that the head teachers had instituted the provision of school lunches for all pupils in the school. Additionally, 25.0% of the respondents agreed that the head teachers had made sure that pupils were having access to relevant learning resources including textbooks and computers.

Again, 50.0% of the respondents agreed that the head teachers were ensuring that pupils with outstanding performance in the national examinations were being rewarded accordingly. Lastly, 30.0% of the respondents agreed that the pupils' leadership was being properly represented in their internal school meetings, and their views were being taken seriously. The above responses indicate that the motivation strategies used by the head teachers to promote academic performance are very instrumental in motivating pupils in their learning. That implies that pupils with optimum motivation have an edge because they have adaptive attitudes and strategies. These are such as maintaining basic interest, goal setting, and self-monitoring.

Moreover, motivational variables interact with cognitive, behavioural, and contextual factors to upset self-regulation. In other words, motivation encourages students to work hard and achieve the 'impossible'. However, this depends on how hard they are likely to pursue it; and how long they will be willing to sustain the activity. In other words, "motivation is what gets you going, keeps you going, and determines where you are trying to go". Regarding this, the head teachers in the interview were asked of the strategies they were using on students to improve their academic performance. Their responses are summarized below.

One of the head teachers said:

> *I have encouraged teacher-pupil relationship, pupil-pupil relationships, and teacher-teacher relationships. In this way, interaction is found throughout the school and in case of any academic challenge; it can be easily addressed* (Head teacher of school A).

Another head teacher pointed out that:

> *I have encouraged teachers to always accept academic mistakes made by their pupils as a normal part of learning. They should not be very harsh on those with weak performance but rather they should encourage them. I advise teachers to always inspire pupils to work hard and not be discouraged by poor results or failure which they may experience in their studies. That motivates pupils to try and retry to attempt solving various problems* (Head teacher of school B).

These findings are in alignment with Ismail (2006) who found that controlling the environment through the use of enthusiasm, giving positive feedback framing, and using humour is likely to result into a strong positive influence on motivation to individuals. This is also consistent with David (2007) who argues that students are motivated by success, novelty, choice, relevance, variety, collaboration, teacher enthusiasm, and encouragement.

In addition, one of the head teachers said:

> *I have ensured that teachers attend their lessons and provide support to weak pupils who might be having challenges in their academics. In my school, teachers have come up with specific times for consultations and 'question asking'. Coaching is also encouraged. This includes holiday learning materials and teaching for students whose parents are willing to contribute to their children's performance, and there have been better results* (Head teacher from school C).

These findings relate with Da'as (2019) that teacher participation is key to children's experiences in the classroom and that teachers' provision of both autonomy support and optimal structure predict children's motivation across the school year.

Furthermore, another head teacher indicated that the following:

> *I encourage my teachers to use different teaching methods namely; group discussions, continuous pupil assessments, participatory teaching, field trip, debates, and other formed social groups for maintaining pupils' motivation. This is intended to* eliminate *low self-esteem among students and make them develop skills by learning from their friends, teachers and consulting relevant study materials. However, the problem is that some teachers are reluctant to cooperate with their fellow teachers, and other teachers find these programs consuming their time while they want to do their other businesses* (Head teacher from school D).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

5.1.1 The Leadership Styles Exercised by Head Teachers in Selected Primary Schools in Nzega District

The study revealed that among the available leadership styles (i.e. autocratic, laissez-faire, and democratic), it was the democratic style that was being widely used by the head teachers of the surveyed primary schools. The reasons for using the democratic style were the associated benefits of this leadership style. Through the democratic leadership style, the head teachers were making their attitudes clear to the staff. They were making, the staff members know what was expected of them.

The school heads using this type of leadership were periodically conducting meetings, and teachers giving their opinions on how to improve the academic performance of the pupils. Furthermore, it was noted that this kind of leadership was helping the head to: coordinate the work of staff members, give students the freedom to communicate their concerns, and organise meetings with teachers to see how to improve the quality of education.

5.1.2 Head teachers' Instructional Supervision of Curriculum Implementation in the Selected Primary Schools in Nzega District

The study revealed that the head teachers' leadership styles on instructional supervision of curriculum implementation were not being effectively supervised. It was rated as low (average mean=1.75). The reason for the low rating was that the

head teachers did not manage to include pupils' opinions in timetabling of subjects, failure to have effective management of the administration of lesson plans, lesson notes cases of students' truancy the use of the library, creating a better environment for co-curriculum implementation, and setting of good continuous assessments. Generally, there was a poor administration on task relations in this particular place.

5.1.3 Pupils' Involvement in Decision making by the Head Teachers in Selected Primary Schools in Nzega District

The study revealed that pupils' involvement in decision making by the head teachers was rated as High (average mean=4.02). The reasons behind the high ratting were that the head teachers were encouraging pupils to take part in the school programmes, allow pupils to exchange ideas freely without fear, and were happy whenever any pupil was giving their opinion on school problems. Furthermore, it was noted that school heads were motivating students to give their opinions during the decision-making meetings. It was also found that they were providing an environment that was actively involving students in the school leadership programme.

5.1.4 The Motivation Strategies Used by the Head Teachers to Improve Teachers and Pupils' Performances in the Selected Primary Schools in Nzega District

The study revealed that the motivation strategies used by the head teachers to improve teachers and students' performance were assessed as satisfactory (average mean=3.54). This was attributed to the fact that the head teachers were holding one

to one conversations with teachers who were having personal challenges in understanding them better, had adopted a reward system for teachers who were contributing to the improvement of students' academic performance, were providing teachers with all the necessary resources to make them perform their duty well, had set performance target expected of teachers every year, and were regularly listening to teachers' views which could help improve pupils' performance.

In interviews, the head teachers indicated that the motivation strategies they were using on their teachers included providing good working conditions, providing breakfast and lunches at school, addressing teachers' grievances in time, providing necessary teaching materials, recognising talents and excellent performance, providing good and clear communication to teachers, strengthening interpersonal relationships, providing paid leave, providing teachers with free accommodation facilities within the school premises, involving teachers in decision making, and encouraging career development through promotions and in-service education. In interviews with the head teachers on how they were motivating pupils to improve their performance, they revealed the following strategies: encouraging teacher-pupil relationships, pupil-pupil relationships, and teacher-teacher relationships, encouraging pupils to work hard, ensuring teachers were attending their lessons, encouraging coaching of weak pupils, and the use of different teaching methods.

5.2 Conclusion

It was found that the most predominant leadership style being practised by most head teachers of the surveyed primary schools was democratic leadership. In contrast, autocratic and laissez-faire styles were being less practised. It was found

that pupils were highly involved in decision making on welfare matters that were highly affecting them, despite the fact that their suggestions were not   very much being taken into consideration when it was coming to core matters of governance. Similarly, the actual extent of teacher participation in instructional curriculum implementation was not well established. The findings indicated therefore, that there was poor task orientation which was leading to poor academic performance in the public primary schools in Nzega District. Therefore, head teachers would need to strengthen their leadership styles to counterbalance the relation orientation versus Task orientation to increase pupils 'academic performance. In addition, the head teachers should commonly use encouragement as the most relevant motivation strategy to improve both teachers' and pupils' academic performance.

5.3 Recommendations

5.3.1 Leadership Styles used by the Head Teachers

The head teachers should blend autocratic, democratic, and laissez faire leadership styles and use each of them in specific situations on a specific group of individuals for improvement of the academic performance of learners. For example, autocratic leadership style can be used to guide newly recruited and young teachers, laissez-faire can be used on experienced teachers to delegate duty, while democratic style should be used on both new and experienced and mature teachers.

5.3.2 The Head Teachers' Supervision of Curriculum Implementations

The head teachers should strongly and bravery supervises curriculum implementations at school and the classroom level. The teachers should prepare their

lessons, attend in the classrooms according to the set timetables, prepare their lesson notes, and give enough work to students. The head teachers should make sure that teachers and pupils attend school regularly and avoid truancy. The heads should be role models in teaching. Examinations and tests should be set monthly and weekly by using Table of specification to make them valid. Strengthening supervision boosts the area of task orientation hence improving the academic performance of learners**.**

5.3.3 Pupils' involvement in Decision making by the Head Teachers

The head teachers should comprehensively involve pupils in decision making on matters that directly affect them. In this way, concerns and opinions of the pupils can be known and timely addressed hence resulting into mutual understanding and subsequent improvement in the academic performance of pupils.

5.3.4 Motivation Strategies to improve Teacher and Pupil Performance

The head teachers should use both financial and non-financial incentives to inspire teachers and pupils to concentrate on their work. Financial incentives such as bonuses for teaching outside regular class time should be used. While none financial incentives such as open praise for outstanding performance, recognition for excellent contributions, duty delegation, promotion and career development opportunities, providing a conducive work environment, work-family-life balance, and provision of housing for teachers within the school premises are very fundamental in motivating teachers to be committed to their work.

5.4 Recommendations for Further Research

i. Since leadership differs across cultures, similar studies can be done in other places to see what is taking place in schools on leadership styles in relation to pupils' academic performance.

ii. Future research may explore the lack of enough teachers and its impact on pupils' academic performance.

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APPENDICES

Appendix 1: Questionnaires for Teachers

My name is Amos Nyamutera a student at the Open University of Tanzania pursuing a Master of Arts in Governance and Leadership. I am doing research on "THE INFLUENCE OF LEADERSHIP STYLES ON ACADEMIC PERFORMANCE IN PRIMARY SCHOOLS: A Case study of Nzega District". I kindly request you to answer the questions provided in this form below for academic purpose. Be assured that the information you give will be confidential and will not be disclosed to any third party.

SECTION A: **Measuring leadership styles exercised in primary schools in Nzega District**.

Mark appropriate statement in tables bellow on the leadership styles. The ranking ranges from 1-5. 5 being the highest denotes strongly agree and 1 being the lowest denotes strongly disagree

Put a tick (√) in the required space that you think is operating in your school.

1. strongly Disagree,

2. Disagree,

3. Neither Disagree nor Agree

4. Agree,

5. Strongly agree

(i)   Measuring the extent to which ALS is used in schools

s/no	Statements	1	2	3	4	5
1	The head teacher makes decision regarding school management himself					
2	The head teacher doesn't explain the action plan of the school					
3	The head teacher is reluctant to accept constructive ideas from other staff members					
4	The head teacher does not listen to pupils' concern					
5	Pulps' views are not considered in staff meetings					

(ii)   Measuring the extent to which LLS is used in school

	Statements	1	2	3	4	5
6	The head teacher allows staff members the freedom to work in their own way.					
7	The head teacher does not punish teachers who misbehave to pupils.					

8	The head teacher works without a clear plan					
9	The head teacher does not care about pupils' welfare					
10	The head teacher leaves teachers to make all the necessary decisions					
11	The head teacher leaves teachers to do what they like					
12	Teachers are less concerned with pupils' welfare					
13	The head teacher does not participate in all programmes of the school.					

(iii)   Measuring the extent to which DLS is used in school

	Statements	1	2	3	4	5
14	The head teacher makes his/her attitudes clear to the staff					
15	The head teacher lets staff members know what is expected of them					
16	Staff meetings in this school are periodically conducted and teachers give their opinions on how to improve the academic					

		1	2	3	4	5
	performance.					
17	The head teacher coordinates the work of staff members					
18	There is maximum involvement of pupils in the school administration.					
19	pupils have freedom to communicate their concerns					
20	The head teacher organizes meetings with teachers to see how to improve the quality of education					

SECTION B: Head teachers' Supervision level of curriculum Implementation

Mark the appropriate statements in Tables below on the head teachers' supervision level of curriculum implementation. The ranking ranges from 1-5. 5 being the highest denotes strongly agree and 1 being the lowest denotes strongly disagrees

Put a tick (√) in the required space that you think is operating in your school

1. Strongly disagree

2. Disagree

3. Neither disagree nor agree

4. Agree

5. Strongly agree

Statements	1	2	3	4	5

21	The subject allocation and time tabling are pupil entered and not teachers centred					
22	Teachers' preparations of lesson plans and lesson notes are at least 75% of all their annual allocated subjects.					
23	Classroom teaching, filling in of subject log book and class journals are effective at least 75% of all the expected teachers' subject annual lessons					
24	There are cases of pupils repeating classes in this school.					
25	There are no cases of pupils' truancy in this school					
26	Pupils are trained in the care and use of library.					
27	The school participation in co-curriculum activities is satisfactory					
28	Continuous assessment and examinations are effectively administered in this school					

Appendix 2: Questionnaire for Pupils

My name is Amos Nyamutera a student at the Open University of Tanzania pursuing a Masterof Arts in Governance and Leadership. I am doing research on "THE INFLUENCE OF LEADERSHIP STYLES ON ACADEMIC PERFORMANCE IN PRIMARY SCHOOLS: A Case study of Nzega District". I kindly request you to answer the questions provided in this form below for academic purpose. Be assured that the information you give will be confidential and will not be disclosed to any third party.

Section A: Demographic Information

Put a tick (√) where applicable.

1. Gender:

a) Male   ( )

b) Female   (   )

2. Age in years

a) 11-14 (   )

b) 15-18 (   )

c) 19 and above (   )

3. Class of study

a) VI (   )

b) VII ( )

SECTION B: **Pupils' Involvement in Decision Making by the Head Teacher**

Mark the appropriate statements in Tables below on pupils' involvement in decision making by the head teachers. The ranking ranges from 1-5. 5 being the highest, denotes strongly agree and 1 being the lowest, denotes strongly disagrees

Put a tick (√) in the required space that you think is operating in your school

1. Strongly disagree

2. Disagree

3. Neither disagree nor agree,

4. Agree

5. Strongly agree

	Statement	1	2	3	4	5
1	The head teacher allows pupils to give their opinions on school administration.					
2	The head teacher encourages pupils to take part in the school programmes.					
3	Pupils are actively involved in the school leadership programme.					
4	Pupils always look forward to meetings between themselves and head teacher so as to contribute their ideas.					
5	The head teacher accepts pupils' opinions at any point in time.					
6	Pupils take part in decision-making whenever the school has a problem.					
7	The head teacher allows pupils to exchange ideas freely without					

	fear.					
8	The head teacher is happy whenever any pupil contributes their opinion on school problems.					
9	The head teacher motivates pupils to give their opinions during the decision-making meeting.					
10	The head teacher really values pupils and also involves them fully in the school decision-making process.					

Appendix 3: Questionnaire for Head teachers and teachers

My name is Amos Nyamutera a student at the Open University of Tanzania pursuing a Master of Arts in Governance and Leadership. I am doing research on "THE INFLUENCE OF LEADERSHIP STYLES ON ACADEMIC PERFORMANCE IN PRIMARY SCHOOLS: A Case study of Nzega District". I kindly request you to answer the questions provided in this form below for academic purpose. Be assured that the information you give will be confidential and will not be disclosed to any third party.

SECTION A: DEMOGRAPHIC INFORMATION (only Head teacher)

Put a tick (√) where applicable.

1. Gender:

a) Male   ( )

b) Female   ( )

2. Age in years

a) 20-34   (   )

b) 35-44   (   )

c) 45-64   (   )

3. Marital Status

a) Single (   )

b) Married (   )

4. Years of working in this school

a) Bellow 1 year (   )

b) Between 1-2 years   (   )

c) Between 3-5 years   (   )

d) Above 5 years   (   )

5. Academic qualifications:

a) Doctorate Degree ( )

b) Master's Degree   (   )

c) Bachelor's Degree ( )

d) Diploma   (   )

SECTION B: Head teachers Motivation Strategies for enhancing LS in primary schools (for Head teachers and teachers)

Mark the appropriate statement in Tables below on motivation strategies for enhancing leadership styles to improve the academic performance. The ranking ranges from 1-5. 5 being the highest denoting strongly agree and 1 being the lowest denoting strongly disagrees

Put a tick (√) in the required space that you think is operating in your school

1. Strongly Disagree

2. Disagree

3. Neither Disagree nor agree

4. Agree

5. Strongly Agree

	Statements	1	2	3	4	5
1	The head teacher holds one to one conversation with teachers who have personal challenges to understand them better.					
2	The head teacher has adopted reward system for teachers who contribute to the improvement of pupils' academic performance.					
3	The head teacher regularly listens to teachers' views which can help them improve pupils' performance.					
4	The head teacher sets the performance target expected of					

	teachers every year.					
5	The head teacher provides teachers with all the necessary resources to make them perform their duties well.					
6	The head teacher has made the work environment for teachers very friendly.					
7	The head teacher supports teachers who want to go for in-service education to improve their teaching skills and career development.					
8	The head teacher encourages team work among subject teachers to share ideas and improve pupils' academic performance.					
9	The head teacher listens to pupils' grievances and takes immediate action to remedy them so that there is a friendly learning environment.					
10	The head teacher has instituted provision of school lunches for pupils in the school.					
11	The head teacher has made sure that pupils have access to relevant learning resources including text books and computers.					
12	The head teacher has ensured that pupils with outstanding					

	performance in national examinations are rewarded accordingly.				
13	In this school, pupil leadership is properly represented in our internal school meetings and its views are taken seriously.				

THANK YOU FOR YOUR COOPARATION

Appendix 4: Interview Guide for teachers only

My name is Amos Nyamutera a student at the Open University of Tanzania pursuing a Master of Arts in Governance and Leadership. I am doing research on "THE INFLUENCE OF LEADERSHIP STYLES ON ACADEMIC PERFORMANCE IN PRIMARY SCHOOLS: A Case study of Nzega District". I kindly request you to answer the questions provided in this form below for academic purpose. Be assured that the information you give will be confidential and will not be disclosed to any third party.

1. What leadership style do you commonly use in the governance of your school?
2. How effective is the use of autocratic leadership style in promoting the academic performance of your school?
3. How effective is the laissez faire leadership style in promoting the academic performance of your school?
4. How effective is the democratic leadership style in promoting the academic performance of your school?
5. How do you effectively implement the curriculum in your school?
6. What challenges do you face in the process of curriculum Implementation in your school?
7. Do you have a tendency of setting effective Examinations for pupils in your school?
8. Do you consider a table of specification when setting examinations?
9. To what extent do you involve pupils in decision making in your school governance?
10. What are the motivation strategies you are using to improve teachers' and pupils' performances in your school?

THANK YOU FOR YOUR COOPERATION

Appendix 5: Interview Guide for pupils only

My name is Amos Nyamutera a student at the Open University of Tanzania pursuing a Masterof Arts in Governance and Leadership. I am doing research on "THE INFLUENCE OF LEADERSHIP STYLES ON ACADEMIC PERFORMANCE IN PRIMARY SCHOOLS: A Case study of Nzega District". I kindly request you to answer the questions provided in this form below for academic purpose. Be assured that the information you give will be confidential and will not be disclosed to any third party.

1. How do your teachers involve you in decision making?

2. Do you have pupils' meeting in your school?

3. How many times do you meet annually?

4. Do you discuss anything concerning the ways of improving the academic performance?

THANK YOU FOR YOUR COOPERATION

Appendix 6: Interview Guide for Head teachers only

1. How do you motivate your teachers?

2. How do you motivate your pupils?

3. Do you provide lunches to pupils?

THANK YOU FOR YOUR COOPERATION

Appendix 7: Research clearance letter from the Open University of Tanzania

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
http://www.openuniversity.ac.tz

Tel: 255-22-2668992/2668445
ext.2101
Fax: 255-22-2668759
E-mail: dpgs@out.ac.tz

Our Ref: PG201608238

21st August 2020

Regional Administrative Secretary (RAS),

Tabora Region,

P. O. Box 25,

TABORA.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st 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 1st January 2007.In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

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 **Mr.NYAMUTERA, Amos Reg No: PG201608238** pursuing **Master of Arts in Governance and Leadership (MAGL).**We here by grant this clearance to conduct a research titled **"The Impact of Leadership Styles on Academic Performance in Selected Primary Schools: A Case of Nzega District"**. He will collect his data at your area from 24th August 2020 to 30th September 2020.

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,

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

Appendix 8: Introduction Letter from Tabora

The United Republic of Tanzania
PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

Telegrams: **MKUUMKOA**
Telephone: 026 2604058/2604116
Fax: 026 – 2604274
Email: ras.tabora@tamisemi.go.tz
In reply please quotes

Regional Commission's Office,
P.O.Box. 25,
TABORA.

Ref No DA. 116/247/01/242
Town Director
NZEGA TC
District Excutive Director
NZEGA DC

15th September, 2020.

REF: REQUEST FOR RESEARCH CLEARANCE.

Please refer to the heading above.

2. We received letter from OpenUniversity of Tanzania with Ref.PG201608238 of date 21st August 2020 introducing Mr.Nyamutera Amos and ask to grant permission to collect data on research proposal **"The Impact of Leadership style on Academic Perfomance in Selected Primary School : A Case of Nzega District "**

3. I would like to Inform that the permission is offered to collect data for the period from August through September, 2020. For this letter I kindly request your office to grant him any assistant to accomplish his research requirement for partial fulfilment of the requirement for the completion of his study.

Yours sincerely,

RUKIA S. MANDUTA
FOR: REGIONAL ADMINISTRATIVE SECRETARY
TABORA
For REGIONAL ADMINISTRATIVE SECRETARY
TABORA

Copy: Regional Administrative Secretary (To see in the file)
TABORA.

Districtic Admistrative Secretary
Nzega (For Information)

Vice Chancellor,
The Open University Of Tanzania,   (Instructed to submit research
P.O. Box 23409,   finding, collected information for this permit is not
Dar Es Salaam.   for publication)

✓ Mr. Nyamutera Amos (For identification)
Student.

Appendix 9: Introduction letter from Nzega District Council

NZEGA DISTRICT COUNCIL
(All correspondences should be forwarded to the District Executive Director)

Executive Director's Office,
P. O. Box 4,
NZEGA – TABORA,

Telegram: HALMASHAURI
TANZANIA.
Phone: 026 269 2301
Phone: 026 269 2349
Fax: 026 269 2349
E-Mail Address
md@nzegadc.go.tz

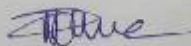Ref. No. NDC/E1/21/113   23.09.2020

Mr.Nyamutera,Amos

OUT-Student

PG.201608238

PERMISSION TO COLLECT RESEARCH DATA IN FOUR PRIMARY SCHOOLS

Refer to your letter dated 22nd September,2020 and letter with reference No.DA.116/247/01/242 dated on 15th September,2020 from RAS Tabora about the mentioned headline above.

I grant to you permission to collect research data in primary schools namely **Mwakabasa, Kaloleni, Magukula and Inagana** also to interrogate some Education Officers to accomplish your study regarding the research proposal *"The Impact of Leadership style on Academic Performance in selected Primary Schools. A case of Nzega District.*

Best regards,

Mohamed O.Sume
Ag. DISTRICT EXECUTIVE DIRECTOR
NZEGA

Copy: Regional Administrative Secretary- Tabora

Vice Chancellor -The Open University of Tanzania, Dar es salaam