EDUCATION STAKEHOLDERS ON THE EFFECTIVENESS OF FEMALE HEADS OF SCHOOLS IN ACCOMPLISHING HEADSHIP ROLES IN PUBLIC SECONDARY SCHOOLS IN MISSENYI DISTRICT

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A DISERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTERS OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES (MED. APPS) DEPARTMENT OF EDUCATION, PLANNING AND ADMINISTRATION OF THE OPEN UNIVERSITY OF TANZANIA

2023

CERTIFICATION

The undersigned certify that we have read and hereby recommend for acceptance by the Open University of Tanzania a dissertation titled: "Education Stakeholders on the Effectiveness of Female Heads of Schools in Accomplishing Headship Roles in Public Secondary Schools in Missenyi District" in partial fullfilment of the Degree of Master of Education in Administration, Planning and Policy Studies.

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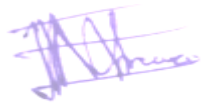**Date**

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DECLARATION

I, **Merce Eliawonyi Mrema**, 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 of Education in Administration, Planning and Policy Studies (MED.APPS).

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Signature

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Date

DEDICATION

This dissertation is dedicatedto my lovely husband, Mr. Stanley O. Kileo, for his encouragment, moral and material support throughout this Master degree programme. It is also dedicated to my children: Dorcus S. Kileo, Jaden S. Kileo and Daniella S. Kileo, for their patience while proceeding with my studies of which I believe, the same will be their source of inspiration.

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ABSTRACT

The purpose of the study was to assess education stakeholders on the effectiveness of female heads of schools in accomplishing headship roles in public secondary schools in Missenyi district. The study comprised three specific objectives which were to:assess effectiveness of female heads in enhancing effective teaching and learning, examine effectiveness of female heads in managing school resources and assess effectiveness of female heads in encouraging teachers' and students' participations in extra-curricular activities. As guided by the Instructional Leadership Theory, the study used descriptive survey research design supported with a mixed methods research approach. Convenience, stratified random and purposive sampling techniques were used for sample selection of 121 participants (1 DSEO, 1 SSSLO, 9 WEOs, 10FHoSs and 100 teachers). Data were collected using questionnaires, focus group discussions (FGD) and interviews. Quantitative data were coded and analyzed using Statistical Package for Social Sciences (SPSS) version 28.0 and interpreted in tabular forms by the use of Means and Standard deviations while qualitative data were analysed thematically.Findings have established that, FHoSs have been effective in enhancing teaching and learning by holding meetings for teaching evaluation together with teachers, discussing the school performance with teachers. As regards managing school resources, FHoSs have been effective inallocating funds to various activities in accordance with the budget. On the effectiveness in encouraging teachers' and students' participation in extra-curricular activities, FHoSs have been effective in encouraging teachers to participate in science clubs and in sports and games. Based on the findings, it is recommended that, the Regional Administration and Local Government authorities should improve female teachers' access to headship positions.

Keywords: *Education, Stakeholders, Female Heads, Public secondary, Missenyi District*

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LIST OF ABBREVIATIONS

ASC: Addressing of Students' Challenges at School

ATC: Addressing of Teachers' Challenges at Schools

CCA: Co-Curricular Activities

CRS: Conflict Resolution Styles

DAS: District Administrative Secretary

DED: District Executive Director

DPEO: District Primary Education Officer

DPGS: Directorate of Post Graduate Studies of the Open University of Tanzania

DSEO: District Secondary Education Officer

DVs: Dependent Variable (s)

EETL: Enhancement of Effective Teaching and Learning in Schools

EMSR: Effective Management of School Resources

EPSA: Effectiveness in Planning of School Activities

ESPA: Encouragement of Students' Participation in School Activities

ETPSA: Encouragement of Teachers' Participation in School Activities

FGD: Focus Group Discussion

FHoS: Female Head of School (s)

FSE: Free Secondary Education

IVs: Independent Variable (s)

MED-APPS: Master's Degree of Education in Administration, Planning and Policy Studies

MoEST: Ministry of Education, Science and Technology

NCDC: National Curriculum Development Centre

NECTA:	National Examinations Council of Tanzania
OECD:	Organization for Economic Co-operation and Development
PIMRS:	Principal Instructional Management Rating Scale
PPSSC:	Post Primary School Service Commission
PSA:	Planning of School Activities
RAS:	Regional Administrative Secretary
SGBs:	School Governing Board (s)
SMC:	School Management Committee
SPSS:	Statistical Package for Social Sciences
SSSLO:	The Secondary Schools' Supplies and Logistic Officer
TSC:	The Teachers' Service Commission
TSDO:	Teachers' Service Department Officer
UNESCO:	United Nations Educational Scientific and Cultural Organization
WEOs:	Ward Education Officer (s)
SGBs:	School Governing Board (s)
SMC:	School Management Committee

CHAPTER ONE

INTRODUCTION

1.1   Chapter Overview

This chapter has introduced the study about education stakeholders on the effectiveness of female heads of schools in accomplishing headship roles in public secondary schools in Missenyi district. The chapter presents background to the problem, statement of the problem and research objectives. It also presents research questions, significance, scope, limitations and organization of the study.

1.2   Background to the Problem

According to Ezekwensili (2016), leadership, is the direction an individual with authority gives to a group of people for timely and efficiently accomplishment of organizational objectives by using all the available resources (human and material). Uzohue, Yaya, and Akintayo (2016) posited that, leadership is all about developing ideas and a vision, listening to people, supporting and encouraging, involving them in the decision making or problem solving processes, building teams and developing their abilities to make decisions.

Sarfo and Cudjoe (2016) regard supervision in schools as a leadership function which intends to improve teachers' performance through teaching and instruction. While, (Wenner& Campbell, 2017; Yusof, Vyapuri, Jalil, Mansoor, & Noor, 2017) regarded school leadership as a process undertaken by an individual teacher or in teams to influence colleagues or school staffs to carry out improvements towards teaching and

learning process and accept responsibilities for not achieving the outcomes of the intended leadership.

Empirical studies showed that, heads of schools have various roles to execute. These include, among others, ensuring and enhancing of the teaching and learning process, behaviours and personal developments, give instructional feedback to teachers, management of both teachers' and students' emotions and disciplines; furthermore, influence teachers and students toward improved educational practice, accept responsibility for achieving the outcomes of that leadership, create and provide the required conditions and school environment which foster and ensure high levels of students' learning and outcomes, influence teachers' practices, improve teaching and learning process, coordinate between the school and the external community, planned and set targets of various school activities and resolved conflicts (Camargo, 2021; Day & Sammons, 2016; Erick & Tobias, 2021; Fuller, 2017; Kietie, Maithya, &Mulwa, 2017; Komakech, 2017; Kor&Opare, 2017;Liebowitz& Porter, 2020; Veletic& Olsen, 2021; Wu, 2020).

Despite various roles they have, teaching/learning process which is the main goal of the school, to effectively take place, heads of schoolshave to build good relationship, promote effective communication, exercise effective record keeping, producing and engaging parents and other district education managers concerning learners' performance; furthermore, they have to promote safe and conducive environment, control the discipline of both teachers and pupils the acts which indirectly influence on teaching and learning and ultimately good learning outcomes (Duorinaah&Alhassan, 2021; Kusi, 2019; Lonyian&Kuranchie, 2018).

The roles of head of school must be equally performed by any teacher regardless is a male or female but global studies show that, educational management and leadership positions are dominated by males than females (Ngcobo, 2016; UNESCO, 2017). For example, women in the USA compose nearly 47% of the leadership positions in education systems compared to men (Davis, Gooden, & Bowers, 2017; Warner & Corley, 2017). In almost all European countries, women form the majority of teachers both in primary and secondary schools but leadership proportionsfor men at the primary level vary between 52% in Linchtenstein and 86% in Latvia (European Commission, 2019).

According to the Department of Education (DfE, 2016a) in the UK, 64% of classroom teachers were women but constituted only 40% of head teachers. In Kosovo, 56.57% of all teachers in primary and lower secondary schools were females but it was only 17% which was in school headship positions (Harris &Trnavčevič, 2020). In some of the Asian countries, Mythili (2017) vindicated that, despite the teaching profession being dominated by female teachers in India, headship positions in primary schools were manned by males; and in other developed countries data show female inequalities in headship positions. For example, 8% of primary school principals in Vanuatu were women, Solomon Islands and Papua New Guinea combined, 2.9% of primary school head-teachers were women. In the Middle-East, the World Economic Forum (2018) indicated that, access of females to managerial levels was 34% and less than 7% in Yemen and Saudi Arabia combined together.

Likewise, the available evidence establish that, female teachers have also been marginalized in accessing headship positions in schools in Africa. Tesema and Braeken

(2018) indicated that, male have been school administrators compared to female counterparts in Ethiopia. Data in Ivory Coast show that, male teachers in primary schools were 13837 while female teachers were 15547 but it was only 1710 (11%) of female teachers who were in school headship positions (Oyeniran& Lili, 2020). Mwanzia (2017) established that, the ratio of women head teachers to that of men was 1: 6in Kenya.

Moreover, studies show some factors that hinder female teachers in acquiring school headship positions. Ngozi and Enyi (2021) submitted that, female teachers lacked self-confidence, lacked competitive spirit, experienced fear of failure, family issues, and inability to control and manage their tempers. Others were doubt of female principals' intellectual credibility by other members of staff and giving credence to rumours without due investigation, their reluctance to accept leadership responsibilities, unfavourable and discriminatory leadership recruitment and hiring practices, and their failure to have headship's career development plans. Nyathi (2021) was of the views that, the majority of male teachers had negative attitudes towards female education leaders that they were unable to lead. Mthethwa, Kutame, and Buthelezi (2019) argued that, female teachers were ineffective because they lacked managerial skills.

In Tanzania, limited studies indicated that, female teachers were regardedas ineffective leaders if given leadership positions in schools. For instance, Ngonyani (2017) submitted that, men were thought to be better leaders because of their masculinity, self-reliant and ambitious while female teachers lacked necessary leadership skills, were unable to discipline students and their fellow teachers, and lacked confidence, capabilities, qualifications and experience.

Although the available studies(Ngonyani, 2017), showed that, female teachers were ineffective in the school leadership positions,they were on the rise though the progress rate was slow and uneven (Lakeni, 2021; McKillop &Moroosi, 2017; Muganyizi&Masheija, 2019; Shava, Tlou, &Mpofu, 2019). In Missenyi district, there are only 22 (100%) public secondary schools. It is only 4 (18%) schools which are supervised by female heads of schools. The rest of 18 (82%) schools are led by male heads of schools (Missenyi District Secondary Education Office, 2023).It was on this basis that, this study proposed to investigate education stakeholders on the effectiveness of female heads of schools in accomplishing headship roles in public secondary schools in Missenyi district, Tanzania.

1.3   Statement of the Problem

"In any modern and civilized democratic government/institution, women must have equal access and participation in all modes of life in all challenges and benefits including occupying positions of leadership" (Gobaw, 2017, p. 28). Literature showed that, women in principalship positions were scarce due to the fact that, there existed various factors including contextual, social and political which produce unique modes of bias (Gabaldon, De Anca, Mateos de Cabo, &Gimeno, 2016).

In Tanzania, for example, Salum (2020) indicated that, only 18.5% of female teachers were in public secondary school leaderships in Singida while 81.5% was acquired for men. In Morogoro, 17.9% women were in secondary school leaderships while 83.1% were male heads. 18.3% was for women in headship posts while males acquired 81.7% in Arusha. 9.5% women were in public secondary school leadership positions in Kagera region, while 90.5% were reserved for men.As already vindicated, Missenyi district, has

22 (100%) public secondary schools; only 4 (18%) schools are headed by female head teachers. The rest of 18 (82%) schools are led by male heads of schools (Missenyi District Secondary Education Office, 2023).It is evident from above that, female teachers have not been totally denied or rather excluded in leadership positions public secondary schools. Based on the facts above, this study sought to assess education stakeholders on the effectiveness of female heads of schools in accomplishing headship roles in public secondary schools in Missenyi district, Tanzania.

1.4   Research Objectives

Research objectives will be divided into general and specific objectives.

1.4.1   General Objective

The general objective of the study was to assess education stakeholders on the effectiveness of female heads of schools in accomplishing headship roles in public secondary schools in Tanzania.

1.4.2   Specific Objectives

The following were the specific objectives that guided the study.

  i.   To assess effectiveness of female heads in enhancing effective teaching and learning in public secondary schools in Missenyi district;

 ii.   To examine effectiveness of female heads in managing school resources in public secondary schools in Missenyi district; and

iii.   To assess effectiveness of female heads in encouraging teachers' and students' participations in extra-curricular activities in public secondary schools in Missenyi district.

1.5   Research Questions

In order to address the stated research objectives, the following research questions have

been formulated:

i.   To what extent are female heads of schools effective in teaching and learning in

      public secondary schools?

ii.   To what extent are female heads of schools effective in managing school

      resources?

iii. How effective are female heads of schools encourage teachers and students to

      participate in extra-curricular activities?

1.6   Scope of the Study

Msabila and Nalaila (2013) defined the scope of the study as the boundaries around a

given study or focus. The study has been carried out within the geographical boundaries

of Missenyi district, whereby 12 (54.54%) public secondary schools have been studied,

that is, 6 from Kiziba Division and the other 6 from Missenyi Division.

1.7   Significance of the Study

This study is significant in many ways. The study would contribute to the improved

practices of appointing more female teachers in headship positions in schools. Also, the

study would contribute knowledge to the existing literatures by closing the identified

gap. It will also form the basis of other future related studies in primary schools,

colleges and universities.

1.8   Limitations of the Study

The researcher faced several limitations in gathering information. Some teachers failed

to return the questionnaires according to the scheduled time-table. This problem was

cured by making several visits to their schools to have those questionnaires collected back. This situation delayed the researcher to analyze data on time.

Some heads of schools were not ready to be recorded by the use of smartphone during interview session because of fear. The researcher educated and convinced them to participate in the study by assuring them confidentiality that, sound recording was not for other purposes but for researcher's reminder only.

The last limitation was time limit to the researcher himself and other participants. Some ward education officers, heads of schools and parents were occupied with other tasks which interfered with the researcher's data collection time-table especially during the interview sessions. This situation was mitigated by conducting interview and discussion sessions on Saturdays or Sundays.

1.9   Organisation of the Study

This study is organised into six chapters. Chapter one presents an introduction in which the background of the problem, statement of the problem, research objectives and research questions; significance, scope, and the limitations of the study were also addressed. Chapter two is all about related literature review where theoretical and empirical literatures were reviewed, research gap and lastly conceptual framework were presented. Chapter three presents research methodology. It contains research approach, research design, area of the study, population and sampling procedures; others included data collection methods, data analysis procedures and ethical issues and considerations were discussed. Chapter four presents the findings while chapter five is all about data presentation, analysis and discussion of the findings. The last chapter is about summary, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1   Chapter Overview

This chapter reviewed literatures related to the study that investigated education stakeholders on the effectiveness of female heads of schools in accomplishing headship roles in public secondary schools. The reviewed literature was organised into the following sections: review of theories, review of empirical literatures, research gap and lastly, conceptual framework.

2.2   Review of Theories

This study wasguided by the Instructional Leadership Theory as it was developed by Hallinger and Murphy in 1985 and 1986. This theory argues that, a school leader seem to be effective only when he/she focuses on teaching and learning, provides direction and works hard to improve instructional practices (Leithwood, Harris,& Hopkins, 2019; OECD, 2016, 2019).While Veletic and Olsen (2020), and Doughty (2021) regard instructional leadership as the one which should focus on specific strategies as assessing the quality of instruction, giving feedback to teachers, providing support to improve teaching, monitoring student progress and setting improvement targets.This theory's strengths postulate that, it offers information about one's strength and weakness and what to do in order to improve one's leadership effectiveness. It also makes leaders able to identify areas of their traits beneficial to the organisation (Gumus, 2018).

The theory, apart from its strengths, it has its weaknesses also. Hitt and Tucker (2016) argued that, in applying instructional leadership, school leaders should have various leadership approaches at their disposal in order to achieve the required outcomes.

Again, the authors continued to argue that, in order to have the best results, an effective leader should combine both instructional and transformational leadership styles. Despite its weaknesses, this theory seemed appropriate to this study because it forms the basis with which female heads of schools should show various approaches in supervising teaching and learning activities in their respective public secondary schools.

2.3 Review of Empirical Literature

2.3.1 Enhancement of Teaching and Learning in the Schools

In Ireland, Moynihan and O'Donovan (2021) carried a study on the "learning and teaching: The extent to which school principals enable collaborative practices." Research findings established that, school leaders actively encouraged and endorsed collaborative practice for optimizing the positive and affirming outcomes for both teachers and their students, made regular classroom observations during teaching and learning process, mobilized team teaching, created opportunities for teachers to engage in collaborative learning and professional development, made discussions on how collaborative practice needs to focus on the agency and roles of subject department meetings, students and parental involvements.

Prasetyarini, Hikmat, and Thoyibi (2020) conducted a study in Indonesia on the "strategies to cope with students' discipline problems in senior high schools." The findings revealed that, the most common indiscipline cases faced by the teachers were noisy classrooms, wrong/incomplete attributes and unpunctuality. Teachers used various strategies to deal with them including corrective, assertive, and preventive disciplines.

Ahmad, Qamar, Nadeem, and Ahmad (2021) conducted a study on the "analysis of conflict resolution strategies of head teachers in Pakistan" where the findings established that, the majority of the head teachers exercised dominating, compromising, obliging and integrating conflict resolution strategies to resolve conflict. Gender wise, comparison indicated that, there was a significance difference between male and female head teachers to use the conflict resolution strategies at secondary level. Previous studies by Dildar and Amjad (2018) conducted in Punjab, on "A systematic review in gender differences in conflict resolution styles (CRS) in different roles," revealed that, women, regardless of roles within different settings of home as well as at work, were highly compromising in resolving conflicts compared to men. Men were highly competitive and less compromising. Both men and women were equally avoiding and collaborating. Men did not use accommodating way of handling conflicts.

The analysis of gender differences in conflict resolution styles suggested that, women were intermediately cooperative and assertive considering their own and as well other's needs. Men were highly assertive and uncooperative considering their own needs only indicating the dominating CRS. Being collaborative indicates that, both were cooperative as well as assertive in some conflicting situations, considering each other's needs. However, the avoiding conflict resolution style suggested that, sometimes both men and women were uncooperative and unassertive, not considering even their own needs. Nasreen and Odiambo (2018) carried a study on "the continuous professional development of school principals." The study revealed that, the female principals effectively managed their schools and had good conflict management skills and were

innovative, built harmonious relationships with all their staff members, respected all the staff unit.

In Lithuania, Ciuladiene and Kairiene (2017) studied "the resolution of conflict between teacher and student." Findings revealed that, forcing was expressed by arguments, involving a third party and aggression. Avoiding was expressed by crying and avoiding the contact. Accommodating was expressed by pretending and giving in. Apologizing, compromising, compensation and talking about the problem were examples of an integrating strategy.

Choi, Rathakrishnan, Mohamed, and Mohamad (2017) conducted a study in Kedah, Malaysia on the "students' perception on disciplinary measures in public secondary schools." Findings revealed that, the majority of the students perceived that, some disciplinary measures imposed to them were unfair, unreasonable and unsuitable but agreed that, the imposition of the same would decrease their indiscipline behaviors in future. Among all the disciplinary measures imposed, counselling was suggested the most preferred, fair, reasonable and suitable to deal with students' indiscipline behaviours.

The study by David, Madinah, and Godfrey (2021) in Uganda on the "instructional supervision practice and effective teaching in secondary schools,"established that, instructional supervision practice significantly improved the professional competences of teachers for the benefits of students. It concluded that, effectiveness of instructional supervision created quality of teaching which later determined learners' achievements.

Omodan, Ekundayo, and Bamikole (2018) conducted a study in Ekiti State, Nigeria, on the "enhancing students' academic performance in secondary schools." The findings

revealed that, classroom management levels and academic performances of students were moderate. Further, the findings showed that, there was a significant relationship between management of classrooms and academic performance of students. Again, class control and classroom discipline were positively related to the academic performances of students. The study conducted by Edo and Omunakwe (2021) in Port Harcourt Metropolis, in Nigeria, on the "principals' conflict resolution strategies on effective management of secondary schools," established that, the conflict resolution strategies by the principals included avoidance and accommodation approaches. Ige (2019) made a study in Ondo State, on the "factors influencing disciplinary committee effectiveness in public secondary schools."

Findings revealed that, approaches in managing students' indiscipline included corporal punishment, verbal condemnation, temporary or permanent withdrawal of post, expulsion, suspension, caning, physical punishment, detention, reprimanding, kneeling, guidance and counseling, fining, rewards, wearing school uniform at all times, self-commitment in writing to maintain ethical conduct, pinching, slapping and smacking, picking rubbish within school premises, raising of two hands up or forward for long period, sweeping and general cleaning, sending student out of class, cutting grasses, in-school suspension, reprimanding in front of principal, parents and other students, as well as behavioral contracts. It was also found out that, sometimes, some principals dismissed/suspended indiscipline students without involving other members of the management team including teachers. In some cases, students were prohibited from entering classrooms for an indefinite period without considering the effects on their learning. Some students also faced police actions for disciplinary problems that could be

handled by schools. Likewise, Josiah, Zeniatu, and Oluwatoyin (2018) conducted a study in Edo North Senatorial district, on the "challenges encountered by principals in enforcing students' discipline in secondary schools," where it was established that, principals encounter various challenges while enforcing students' discipline in schools such as political interference, parents' interference, restrictions by law, lack of support by supervisors, teachers being poor role models, inappropriate knowledge of disciplinary actions, humiliation by students and school owners' interference. These challenges prevented the smooth running of the school system especially in enforcing students' discipline in schools.

Other challenges were identified by Dassan and Sima (2017) in "the discrepancy between teachers' self and pupils' evaluation on teachers' professional suitability," which included parents who were politicians or had a link with notable politicians often meddled in the affairs of the school administration. Many politicians interfered in the running of schools in their constituencies for political reasons and often did not allow principals to instill discipline in students as it ought to be.

In South Africa, Ayaya, Makoelle, and Merwe (2020) conducted a participatory action study on the "tool for enhancing inclusive teaching practices among teachers in full-service schools." The study identified, among other things, that, the full-service teachers in a school acquired necessary skills as reflective, critical, and innovative through enhancing inclusive teaching and learning in schools. The study by Mthethwa, Kutame, and Buthelezi (2019) in KwaZulu-Natal, South Africa, on the "female principals and conflict management at female dominated secondary schools in the rural areas," established that, female principals possessed conflict management skills despite their

gender roles' marginalization as managers. Nurturing and accommodating were the resolving conflict strategies at the workplace.

Kor and Opare (supra) carried a study in Accra, Ghana, on the "role of head teachers in ensuring sound teaching and learning climate in secondary schools," where it was found that, school headsfostered teachers' commitments, supervised and monitored teaching and learning activities in their schools, ensuredconducive teaching and learning environment, complied of professional codes of ethics and conducts, and school rules and regulations.

Tezera (2020) conducted a study in Hawassa, Ethiopia, on "an investigation of effective implementation of instructional supervision practice in secondary schools." Findings showed that, conflict management, monitoring and supervising roles in the implementation of instructional supervision were found to be inadequate.

In Mauritius, Belle (2018) conducted a study on the "state secondary school principal as an effective leader of learner discipline management." The study revealed that, female principals were found to be good organizers, regardless of the gender component where females dominated. They always exhibited abilities to plan, delegated and created students' safer and healthier teaching and learning environment.

Momanyi and Juma (2016) conducted a study in Kenya on the "influence of conflict management strategies on employee satisfaction." The study established that, female principals used avoidance style in resolving conflicts. Male teachers criticized the avoidance style as was used by female principals in managing conflicts that it was not a better way of resolving conflict. From their experiences of working with female

principals, males concluded that, female principals lacked confidence and governance skills.

In Tanzania, Mwesiga and Okendo (2018) conducted a study in Kagera on the "effectiveness of head of schools in supervising teachers' teaching activities in secondary schools." It was found out that, school heads supervised teachers in preparing schemes of work and lesson plans, visited classrooms to observe teachers' lesson presentations, observed teachers' attendance and punctuality in school and classrooms, checked students' exercises, inspected pupils' assessment record books, visited students' play grounds and other extra curricula activities, kept teachers' attendance/log book, ensured teachers' accomplishment of syllabus on time, gave evaluation feedback to teachers, and held meeting for teaching evaluation with teachers. A recent study by Ngole andMkulu (2021) in Ilemela district, Mwanza, on the "role of school heads' supervision in improving quality of teaching and learning in public secondary schools," revealed that, supervision was effective and the head of schools created effective learning environment which helped to improving the quality of teaching and learning.

2.3.2   Management of School Resources

Muzambya and Changala (2019) argues that, management involves performing duties and responsibilities of an education institution so that the desired education outcomes can be achieved and that, it includes planning, organizing, directing, coordinating, controlling and evaluation while Daft in Muzambya and Changala (ibid) reiterates that, management involves control. To control means to steer an organization in a direction one wants it to go. The school, as an organization, can be affected by various environmental aspects in which it is found. This requires control has to be exercised

from time to time. Staff members are required to efficiently and effectively discharge their duties. Without control measures, staff members may be lazier faire functioning and possibly deviate from the intended educational objectives.

Afey (2019) argues that, school resources have been classified into four groups. These include physical resources such as school plants, classrooms, offices, recreational facilities and the entire school ground; material resources include instructional aides, stationeries, education plans, objectives and prescribed methodologies; human resources (both teaching and non-teaching staff); and financial resources while Akomolafe and Adesua (2016) refer to school resources as physical facilities as the school plant, that is, the school buildings, classrooms, library, laboratories, toilet facilities, offices and other materials and infrastructures that would likely motivate students towards learning. Since schools are places of teaching and learning, human and material resources are deployed to fulfill this goal. Kisovu (2019) argues that, school physical facilities are the material resources provided for staff and students to foster the teaching and learning process. These resources include: human resources (for example, teachers and non-teaching staff, students, parents, and education stakeholders), physical resources (for example, chemicals, books, buildings, tables, chairs and environment), financial resources (government grants, fees and other revenues) and time (school time, lesson time, school calendar, office time and person time).

Chidi, Lucky, and Ikechukwu (2019) conducted a study in Awka Education Zone, Anambra State, Nigeria, on the "personnel management practices adopted by principals in administration of secondary schools." It was found that, staff personnel management practices adopted by principals in their administration of secondary schools include;

motivating of teachers, encouraging team building so as to promote cohesiveness in the school, supervising teachers' activities, disciplining of teachers exhibiting misconduct behaviors, delegating duties to teachers, mentoring of teachers, rendering counseling services to teachers, recommending staff for promotion, and appraising staff performances. Mbunde (2017) carried a study on "head teacher's role in facilitating school facilities that influence pupils' performance in Kepe,"found out the availability and quality of classrooms, furniture, teaching and learning materials and inclusive sanitation facilities facilitated and affected the work of junior high school heads. Ngaji and Wonah (2019) researched on "human resource management practices and quality of teaching in private secondary schools in Cross River State." The result of the study revealed that, motivation of teachers, selection procedure and staff development, significantly influenced quality of teaching in private secondary schools.

Muzambya and Changala (2019) conducted a study in Chipata district, Zambia, on the "challenges faced by school management in the procurement of teaching and learning materials and their perceived effects on pupils' academic performances in the selected secondary schools." The study revealed that, strategies employed by the school management in the procurement of teaching and learning materials included facilitating the planning and budgeting processes, approving budgets, allocating material and financial resources, sourcing for funds and monitoring the purchase of materials. The study also revealed that, challenges faced by school management in the procurement of teaching and learning materials were erratic and inadequate funding by government, stringent conditions attached to grants from government which relegated purchase of teaching and learning materials, pupils' failure to pay school fees in full and absence of

full-time and trained procurement officers. The study also indicated that, the perceived effect of procurement challenges on pupils' academic performance included poor results in some subjects and pupils' negative attitude towards certain subjects.

Dwangu (2021) conducted a study in Amathole East education district, Eastern Cape Province, South Africa on "investigating principals' practice of budget and financial control in schools." Findings revealed that, some principals and SGBs lacked the necessary expertise required for proper exercise of budget and financial control systems in schools. In instances, the principals and SGBs re-channeled the school funds for personal and selfish gains.

In Tanzania, Amos, Ephrahem, and Bhoke-Africanus (2021) conducted a study in Moshi, on the "effectiveness of school heads' financial management skills in the provision of quality education in secondary schools," where it was found out that, most of the school heads, bursars, and clerks possessed insufficient skills in financial management. Other financial management challenges were a shortage of school funds, poor monitoring, evaluation and auditing of school finances. The study suggested strategies such as capacity building among the school heads, bursar and clerks, enhancement of effective monitoring, evaluation and auditing of financial report as strategies for improving school heads' financial management skills. Finally, this study recommended that, school heads as prime financial managers of schools should demonstrate a professional code of conduct with high ethical standards by being honest and trustworthy in financial management in ensuring quality education provision in secondary schools.

A contrary study was conducted by Godda (2018)in Singida municipality on the "free secondary education and the changing roles of the heads of public schools," where it was found out that, heads of public secondary schools possessed managerial skills to run their schools effectively despite of being faced by several challenges, like inadequate funds to cater for some of the school needs, misconception by parents that, free secondary education (FSE) policy catered for all the fees and rapid increase of student enrollment. The findings further revealed that, school heads used informal and formal coping strategies like community participation and informal peer coaching to manage the challenges of FSE.

2.3.3 Encouragement of Teachers' and Students' Participation in Extra-Curricular Activities

In Ethiopia, Getahun (2018) conducted a study inAdama city administration, Addis Ababa, on the "practices and challenges of financial resource management in government secondary schools." The study showed that, low participation of stakeholders to increase school income, lack of skilled and experienced, lack of training, lack of budget allocation criteria, inadequate structured guideline and procedures, lack of budget, low controlling systems, low participation of concerned bodies or school personnel involvement in the budget planning and decision-making process, improper utilization of financial resources and lack of auditing school finance highly affected the effectiveness and efficiency of financial management in the studied schools.

Norah (2018) carried a study in Lugari Sub-County, Kakamega County, Kenya, on the "management practices of head teachers and their implications on co-curricular activities." The study established that, most head-teachers of the public schools lacked

adequate knowledge in managing co-curricular activities as well as resource acquisition and allocation. Again, the study by Muema (2019) carried a study in Matungulu Sub-County, Machakos County on the "factors influencing teachers' involvement in co-curricular activities in public secondary schools," revealed that, teachers were not motivated to participate in co-curricular activities and they were heavily burdened by their workload. The majority were not trained in co-curricular activities. The study recommended the need for principals to institute mechanisms of motivating teachers, teachers be trained in co-curricular activities and schools' administrators should support the schools through the provision of co-curricular facilities.

2.4   Research Gap

Empirical literatures which were reviewed had three aspects as: enhancement of teaching and learning in the schools in public secondary schools, management of school resources and encouragement of teachers' and students' participation in school activities.

Most of the reviewed literatures used a single approach, either qualitative or quantitative. In employing a single approach, the study might have lacked some of the important and in-depth information than using a mixed methods research approach because the same built knowledge and strengths of the data collected where both quantitative and qualitative approaches of which complemented each other. Again, most of them were conducted in high schools, for example, in Turkey. Those which were conducted in Tanzania, were not conducted in Missenyi district and did not deal directly with education stakeholders on the effectiveness of female heads of schools in

accomplishing headship roles in public secondary schools. The current study, therefore, filled in both geographical and knowledge gaps in Missenyi district, Kagera.

2.5   Conceptual Framework to Guide the Study

The conceptual framework was guided by independent variable(s) (IVs) and dependent variable (DV).

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┌──────────────────────────┐         ┌──────────────────────────┐
│  Independent Variables   │         │   Dependent Variable     │
└──────────────────────────┘         └──────────────────────────┘
             │                                    │
             ▼                                    ▼
┌──────────────────────────┐
│ o  Enhancing teaching and│               ╱‾‾‾‾‾‾‾‾‾‾‾‾‾╲
│    learning in school    │◄─────        ╱                ╲
│    activities            │             │  Effective Head of │
│                          │             │  Public Secondary  │
│ o  Managing school       │             │  Schools           │
│    resources             │              ╲                ╱
│                          │               ╲_____╱
│ o  Encouraging teachers' │◄─────
│    and students'         │
│    participation in      │
│    extra-curricular      │
│    activities            │
└──────────────────────────┘
```
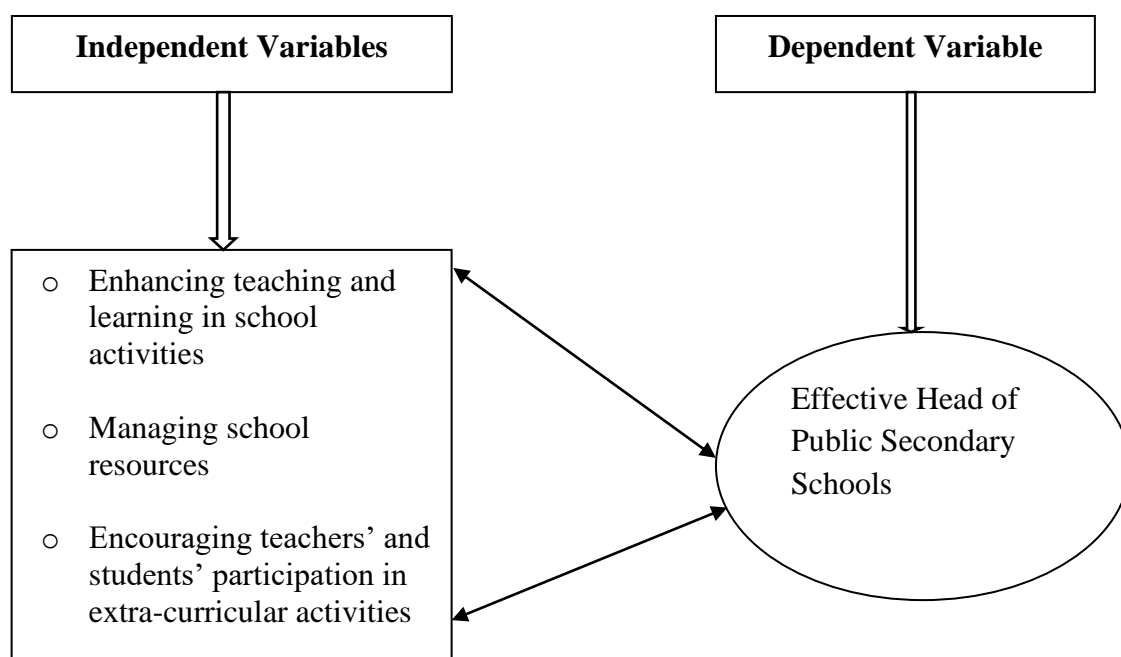
Figure 2.1: Conceptual Framework for the Study

Source: Developed by the Researcher (2023)

Figure 2.1 above elaborated the conceptual framework on education stakeholders on the effectiveness of female heads of schools in accomplishing headship roles in public secondary schools in Missenyi district, Tanzania. The framework elaborated the relationship between independent variables (IVs) which were: enhancing effective teaching and learning in school, managing school resources, and lastly, encouraging teachers' and students' participation in extra-curricular activities. Dependent variable

was effective head of school. The assumption has been that, in order for any effective head of school should among other things, be in a position to enhance effective teaching and learning in school, manage school resources and encourage teachers' and students' participation in school activities.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Chapter Overview

This chapter describes how the proposed study was conducted. It presents the research approach, research design and area of the study; and others were: targeted population, sampling techniques and sample size, data collection methods, validity and reliability, data analysis procedure,and ethical issues and considerations.

3.2   Research Approach

The study employed a mixed methods research approach. This approach helped the researcher to collect both quantitative and qualitative concurrently from the respondents. The researcher employed this approach because it was flexible in correcting errors, avoided biasness, and the weaknesses of one method were outweighed by the strengths of another.

3.3   Research Design

The study adopted a descriptive survey research design.The researcher used this design because the findings from the selected public secondary schools were intended to be generalized in all districts in Tanzania.

3.4   Area of the Study

This study was conducted Missenyi district. Missenyi is one of the eight districts of Kagera region in Tanzania. The district is bordered to the North by Uganda, to the East by Bukoba Rural district, to the South by Karagwe district and to the West by Kyerwa district. Its geographical coordinates are 2° 43' 37" South, 31° 19' 41" East and its area

is 2,709 square kilometres with the population of 202,632. Administratively, Missenyi district is divided into two divisions namely Missenyi and Kiziba with a total of twenty wards and twenty two public secondary schools (URT, 2022).

The study was conducted in twelve selected secondary schools among twenty two. In this case, the six public secondary schools were selected from Missenyi division and other six schools from Kiziba division. The researcher selected this area because the district had few female heads of schools supervising public secondary schools. This situation encouraged the researcher to conduct this study so as to find out education stakeholders' on the effectiveness of female heads of schools in accomplishing headship roles.

3.5 Targeted Population of the Study

The targeted population for this study, was all teachers in public secondary schools in Missenyi district. Currently, the district has a total of 379 teachers including 22 head of schools. Female teachers were 264 while male teachers were 115 (DSEO's Office, 2023). It also included 20 WEOs from all wards, 1 DSEO and 1 SSSLO.

3.5.1 Sample Size and Sampling Techniques

This section dealt with sample size and sampling techniques used in the study.

3.5.2 Sample Size

A total of 121 respondents (100 teachers, 10HoS, 9 WEOs, 1 DSEO and 1 SSSLO). The sample of 100 respondents was determined by the using Taro Yamane sample size formula of 1967:

$$n = \frac{N}{}$$

$$1+N (e)2$$

Where n = sample size, N=total population of the area of the study, 1=constant and e=Margin of error or error limit or level of precision (MoE)=0.05 which was (5%). In this study, N was 379 all teachers including head of public secondary schools; e in this study was 0.1 (10%) accuracy in the sense that it was expected 90% of questionnaire to be collected back. If this was what was expected, it gave a sample size of only teachers as 100. Therefore, the study used a sample size of 121 respondents as key informants as in Table 3.1

Table 3.1: Distribution of Respondents (n=121)

Categories of Respondents		Frequency (f)	Percentage (%)	Sampling Techniques
DSEO		1	0.9	Purposive Sampling
SSSLO		1	0.9	Purposive Sampling
WEOs		9	7.8	Purposive Sampling
HoS		10	3.5	Purposive Sampling
Teachers	Females	50	43.5	Stratified Random Sampling
	Males	50	43.5	Stratified Random Sampling
Total		121	100.0	

Source: Field Data (2023)

3.5.3   Sampling Techniques

This study employed convenience sampling, stratified random sampling and purposive sampling techniques for sample size selection.

3.5.3.1 Convenience Sampling Technique

This technique was used to select 10 public secondary schools from the area of the study. The criterion was based on nearby schools in the nearby wards from the station

the researcher is working in as a civil servant and/or living or those easily accessible in terms of transport and accommodation. These schools were found to be situated in 9 wards (5 in Missenyi Division and the other 4 in Kiziba Division). The selected schools with 10HoSsand 9 WEOs under their supervision, were selected and involved in the study to share with the researcher their personal experiences, feelings, thoughts, aspirations, attitudes and perceptions about the reality regarding effectiveness of female heads of schools in accomplishing headship roles in public secondary schools in Missenyi district.

3.5.3.2 Stratified Random Sampling Technique

Stratified random sampling was used to get a sample of female and male teachers in all the selected public secondary schools. During stratified sampling, teachers were divided into two groups (strata) by gender. The first stratum comprisedmale teachers and another one was that of female teachers. In a group of male teachers, 50 (45.0%) respondents were randomly selected in which each school had to provide 5 male teachers. Papers with numbers and blank ones were put in a box where each male teacher in a particular school was allowed to pick one of the papers. Those who picked papers with a number were engaged in the study. The same procedure was used in selecting female teachers. In a group of female teachers, 50 (45.0%) were randomly selected by picking a paper with a number. This technique was useful because it gave a chance for each male/female to participate without any discrimination and it allowed each member of the target to have an equal and independent chance of being included in the study.

3.5.3.3 Purposive Sampling Technique

This technique was used to select1 DSEO and 1 SSSLO. These were selected because they were the main supervisors of all heads of schools who were in a better position to share with the researcher about the reality regarding effectiveness of female heads of schools in accomplishing headship roles in the area of the study.

3.6   Data Collection Methods

In order to obtain adequate and reliable data, the study employed three research methods namely: questionnaires, focus group discussion and interview.

3.6.1   Questionnaires

This instrument was used to collect quantitative data from teachers where a list of well-structured and close-ended questions prepared by the researcher were answered by the participants. The participants were asked to select alternative responses with a 4-Likert Rating Scale which covered questions in all specific objectives of the study. This method was preferred it helped to collect information in a very short time within a group of people.

3.6.2   Focus Group Discussion

Focus Group Discussion (FGD) was used to gather qualitative data from all the selected WEOs in their respective wards, and HoSs. Pre-set discussion questions were asked to the respective respondents according to scheduled time table and sessions on each group did not exceed 45 minutes. The participants' opinion were recorded in a note-book and were also recorded with audio recorder. This method was conducted to each group separately, in that, WEOs did not form the same group withHoSs.

3.6.3   Interview

Semi-structured interviews were used to gather qualitative data from DSEO and SSSLO. Interviewees' opinions were captured by using note books and a sound recorder during the discussions and the session lasted for only 40 minutes. This method was opted for because it enabled the researcher to probe more information which would not have been collected from questionnaires.

3.7   Validity and Reliability of Research Instruments

3.7.1   Validity of Research Instruments

The validity of the instruments, in this study, was established by the use of content validity. The research instruments were reviewed for validity by various independent groups of people including the supervisor, researcher's fellow students and piloting. All the suggestions by the experts and data from piloting were incorporated in for improvement before they were administered in a real situation.

For this reason, a pilot study of 25 participants was conducted which included 1 District Primary Education Officer (DPEO) and 1 Teachers' Service Department Officer (TSDO) at the headquarters of the district, 3 WEOs in 3 wards (Kilimilile, Mabale and Kakunyu) and 20 public secondary schools teachers of Kakunyu (Kakunyu ward), Kilimilile (Kilimilile ward) and Mabale (Mabale ward) all in Missenyi district. All pilot participants were monitored to ensure that, they did not consult with anybody before completing their copies and discussions. The data collected were analyzed and the generated information was used to refine the instruments appropriately to make them more valid.

3.7.2   Trustworthiness of the Study

Trustworthiness of the quantitative collection instruments was established by the use of content validity through which expert's glance and recommendations were used to assess the construct of the content. In this case, the research instruments were reviewed for trustworthiness by various independent groups of people including the supervisor, researcher's fellow students and piloting. Their ascertained opinions and ideas for the modifications solicited the right information or covered the whole context to be asked or possessed the appropriate format used to the information to be obtained, or covered the relevant scope to the objectives of the intended study. All the suggestions by the experts and data from pilot study were incorporated for improvement before they were administered in a real situation. A pilot study enabled the researcher to test the trustworthiness of the instruments for data collection by deterring reliability value (Cronbach's Alpha value).

Credibility of the findings were determined from the pilot study were required to answer the questionnaires and be allowed to provide any pertinent comments or feedback, marking spelling errors, grammatical clarity, vague sentences, and any related suggestions to improving and enhancing the quality of an instruments.

3.7.3   Reliability of Research Instruments

Reliability is the ability of instruments to yield accurate and consistent results when administered at the different times by independent researchers (Creswell & Creswell, 2018). In order to obtain the instrument's reliability value of this study, content validity and pilot studies were carried out. After getting feedback from expertise regarding content validity of the instruments, the pilot test was conducted to determine the

reliability of the instrument. The participants in the pilot study were required to answer the questionnaires and be allowed to provide any pertinent comments or feedback, marking spelling errors, grammatical clarity, vague sentences, and any related suggestions to improving and enhancing the quality of an instruments. The pilot study enabled the researcher to test the reliability of the instruments for quantitative data collection by deterring reliability value (Cronbach's Alpha value). The Cronbach's Alpha calculation was made by the SPSS software version 28.0. According to Schrepp (2020), the scale with Cronbach's Alpha between .40 and .70 is considered moderate and acceptable if it contains four items to ten items while the scale with Cronbach's Alpha .70 and above is considered acceptable if it contains more than ten items.

This study had 4variables. All of them were tested for internal consistencies using Cronbach's Alpha before they were administered to the participants. The results were as indicated in Table 3.2 below:

Table 3.2: Individual Item Reliability Scale Results

S/N	Variable	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items	Strength of Association
1.	EETL	.86	.84	12	Very good and acceptable
2.	EMSR	.87	.87	15	Very good and acceptable
3.	ETPSA	.84	.85	9	Very good and acceptable
4.	ESPSA	.74	.73	7	Good and acceptable

Source: Data Analysis (2023).

EETL = Enhancement of Effective Teaching and Learning in School, EMSR = Effective Management of School Resources, ETPSA = Encouragement of Teachers to Participate in School Activities, ESPSA = Encouragement of Students to Participate in Extra-Curricular Activities.

Table 3.2 shows the results of the scale test aimed at assessing reliability of the multi–
item scales for internal consistencies using Cronbach's Alpha. The Cronbach's Alpha
for the enhancement of effective teaching and learning in school with 12 activities was
.86 which indicated very good and acceptable. For effective management of school
resources with 15 activities, the instruments hadthe Cronbach's Alpha of .87 which
indicated very good and acceptable. For encouragement of teachers with 9 activities and
students with 7 activities in participating in extra-curricular activities had internal
consistence of .84 and .74 respectively which indicated very good and acceptable.
Trustworthiness of qualitative data was ensured through replicability of audio
recordings and full transcriptions recorded in the note book.

3.8   Data Analysis Procedure

Quantitative data from all three specific objectives and as were provided from teachers
were coded and analyzed by the use of the Statistical Package for Social Sciences
(SPSS) computer program version 28.0 and interpreted in tabular forms by the use of
Means and standard deviations. The Means were preferred because they took into
account an individual's observations or responses while standard deviations indicated
how far each individual's responses varied or deviated from the Means. Qualitative data
from FGD and interviews were transcribed manually, sorted and put together under
specific themes, analyzed and presented in excerpts, direct quotes, and narrations.

3.9   Ethical Issues and Considerations

Before collecting data, the researcher first sought for the clearance and permission
letters from the authorities. These included the Directorate of Post-Graduate Studies
(DPGS) of the Open University of Tanzania, the Kagera Regional Administrative

Secretary (RAS), the Missenyi District Administrative Secretary (DAS) and the Missenyi District Executive Director offices. Thereafter, the researcher made visits to the selected schools and explained the purpose of the study.

Confidentiality and anonymity, openness and honesty were also ensured. The participants were advised not to disclose their identities. They were also asked to indicate their willingness in participating in the study.

CHAPTER FOUR

PRESENTATION OF THE FINDINGS

4.1   Chapter Overview

This chapter presents the findings from the study that investigated about education stakeholders on the effectiveness of female heads of schools in accomplishing headship roles in public secondary schools in Missenyi district,Tanzania. The findings are organized into the following sub-sections: effectiveness in enhancing teaching and learning in schools,   effectiveness in managing school resources, and lastly, effectiveness in encouraging teachers' and students' participation in extra-curricular activities.

4.2   Female Heads of Schools' Effectiveness in Enhancing Teaching and Learning in Schools

The first specific objective of the study was to assess the female heads of public secondary schools' effectiveness in enhancing teaching and learning in schools. Findings are presented in Table 4.1.

Table 4.1:Table 4.1: Effectiveness in Enhancing Teaching and Learning in the Schools (n=100)

Activities	Responses	
	M	SD
Holds meetings for teaching evaluation together with teachers	3.60	.899
Discusses the school performance with teachers	3.58	.901
Observes teachers' punctuality in school and class attendances	3.43	1.027
Evaluates class journals	3.41	.933
Ensures teachers' accomplishment of syllabus on time	3.26	1.060
Evaluates subject log books	2.73	1.109
Assigns subjects to the teachers according to their qualifications and competences	2.71	1.192
Inspects teachers' attendance/reporting book	2.62	1.080
Keeps teachers' attendance/reporting book	2.61	1.063
Issues sound feedback in respect of teachers' lesson presentations	2.43	1.208
Evaluates lesson notes	1.72	1.092
Checks teachers' lesson notes	1.60	.943

Source: Field Data Analysis (2023)

Table 4.1 above, shows quantitative data as they were perceived from teachers. Findings indicate that, FHoSs are effective in holding meetings for teaching evaluation together with teachers (M=3.60, SD=.899), discuss the school performance with teachers (M=3.58, SD=.901) and observe teachers' punctuality in school and class attendances (M=3.43, SD=1.027). Furthermore, FHoSs are effective in evaluating class journals (M=3.41, SD=.933) and ensuring teachers' accomplishment of syllabus on time (M=3.26, SD=1.060).During focus group discussion session, the researcher wanted to hear from FHoSshow they enhanced teaching and learning in schools. One of the HoSs had this to say:

> *"There are various roles to execute depending on time and place.*
> *In my case, I inspect lesson plans and class journals twice in a*

week. I also counter-check schemes of work and subject log-books after two weeks. This helps me to evaluate the syllabus coverage in each subject. I also make close observations to teachers' and students' punctuality to the school and the classrooms. Then, I hold a meeting with teachers once in a week for the teaching evaluation." (FHoS-A, September 2022, 09:16 AM).

Another FHoS added:

"This helps me to evaluate the syllabus coverage in each subject. Then, I hold a meeting with teachers once in a week for the teaching evaluation. I also make close observations to teachers' and students' punctuality to the school and the classrooms. Such a tendency, helps me, to hold several meetings for discussion and improvement of the students' academic performances." (FHoS-B, September, 2022, 09:18 AM).

The researcher wanted to hear from the DSEO and SSSLO during interview session on the effectiveness of FHoS in public secondary schools. The DSEO had the following considered views:

"All heads of schools have already been given directives from our office that there must be thorough inspections of the schemes of work, subject log-books, lesson plans, class journals teachers' attendance/reporting books and any other documents relevant to teaching and learning process in schools and give feed back to our office after two weeks. As a matter of fact, female heads of schools have been keen and effective in the issuance of the report than their male counterparts who seem to be reluctant." (DSEO, September 2022, 12:05 PM).

4.3   Female Heads of Schools' Effectiveness in Managing School Resources

The second specific objective of the study was to assess the female heads of public secondary schools' effectiveness in managing school resources. Findings are presented in Table 4.2.

Table 3.2: Effectiveness in Managing School Resources (n=100)

Activities	Responses	
	M	**SD**
Ensures all necessary teaching means throughout the school year (for example, instructional resources)	3.51	.969
Allocates funds to various activities in accordance with the budget	3.35	.936
Motivates teachers and students	3.34	.977
Jointly solves infrastructures' shortages with other stakeholders	3.21	1.094
Determines the school budget in consultation with head of departments	3.16	1.126
Monitors expenditure of school funds as per government directives and financial regulations	3.14	1.005
Communicates effectively and timely with staff	3.07	1.027
Evaluates the implementation of curriculum programmes in time	2.98	1.110
Delegates duties to capable staff	2.92	1.041
The head of school is accessible to students without difficulties	2.80	.995
Administers school funds morally	2.76	1.065
Welcomes newly employed teachers effectively	2.70	1.030
Encourages team work	2.70	1.049
Evaluates the planning of curriculum programmes in time	2.68	.952
Keeps inventories of school assets properly	2.65	1.058

Source: Field Data Analysis (2023)

Table 4.2 above, shows quantitative data from teachers on the effectiveness of FHoSs in managing school resources in public secondary schools. Findings have established that, FHoSs are effective in managing school resources by ensuring all necessary teaching means throughout the school year (M=3.51, SD=.969), allocating funds to various activities in accordance with the budget (M=3.35, SD=.936) and in motivating teachers and students (M=3.34, SD=.977). Findings continue to unveil that, FHoSs are effective in solving infrastructures' shortages with other stakeholders (M=3.21, SD=1.094). The researcher wanted to hear from the DSEO and the SSSLO on how FHoSs maintain inventories, shortage of the classrooms, the laboratories, desks, tables, chairs and so on. The SSSLO commented:

> *"All heads of schools have a duty to keep inventories and maintain the available classrooms and other infrastructures or teaching and*

learning resources; but in so doing, they should involve other stake holders. But, in this district, female heads of schools are doing fine compared to male heads of schools." (SSSLO, September 2022, 12:14 PM).

Findings continue to show that, FHoS are effective in managing school resources by determining the school budget in consultation with head of departments (M=3.16, SD=1.126), monitoring expenditure of school funds as per government directives and financial regulations (M=3.14, SD=1.005) and in communicating effectively and timely with staff members (M=3.07, SD=1.027).During the focus group discussion, the researcher wanted to know the extent FHoSs effectively determined, monitored and implemented the school budget. One of the key informants had said:

"First of all, before I prepare the budget, I consult all heads of the departments and when I receive the money, I monitor its expenditure as per the plans and the government financial regulations. In fact, I don't allow any misallocation of funds. But in order to achieve this goal, we work as a team and make frequent evaluation of the school assets. I also delegate powers to some capable staff so as to help me in some aspects." (FHoS-C, September 2022, 09:30 AM).

4.4 Female Heads of Schools' Effectiveness in Encouraging Teachers' and Students' Participation in Extra-Curricular Activities

The last specific objective of the study was to assess the female heads of public secondary schools' effectiveness in encouraging teachers' and students' participation in extra-curricular activities. Findings are presented in Tables 4.3 and 4.4.

4.4.1 Effectiveness in Encouraging Teachers' Participation in Extra-Curricular Activities

Table 4.3: Effectiveness inEncouraging Teachers' Participation in Extra-Curricular Activities (n=100)

Activities	Responses	
	M	**SD**
Encourages teachers to participate in science clubs	3.41	.911
Organizes teachers' field trips in participation of other activities	3.35	1.019
Encourages teachers to participate in debate activities	3.27	1.024
Encourages teachers to participate in physical activities in the fields such as games and sports	3.26	1.031
Monitors examinations' procedure in school	3.02	1.054
Encourages teachers to participate in dramatic activities	2.95	1.298
Involves teachers in the budget implementation	2.82	.999
Involves teachers in the budget planning	2.12	1.192
Promotes innovative initiatives (for example, holding seminars for teachers concerning health education, drug abuse, etc.)	2.09	1.026

Source: Field Data Analysis (2023)

Table 4.3 above shows quantitative data on teachers' responses on 9 activities on the effectiveness inencouraging teachers' participation in extra-curricular activities. Findings show that, FHoSs are effective in encouraging teachers to participate in science clubs (M=3.41, SD=.911) and in organizing teachers' field trips (M=3.35 , SD=1.019). Through focus group discussion with the WEOs, the researcher wanted to know how FHoSs encouraged teachers to participate in extra-curricular activities. One of the participants who was a female WEO said:

> *"In my ward, the head of school arranges for field trips like tours in and out of the country. I remember last year, the head of school arranged for tour in the Serengeti National park"* (WEO-A, September 2022, 01:12 PM).

Furthermore, FHoSs are effective in encouraging teachers to participate in debate activities (M=3.27, SD=1.024) and in encouraging teachers to participate in games and sports (M=3.26, SD=1.031).Also, the researcher discussed with the WEOs on how

FHoSsencouraged teachers to participate in dramatic activities. One of the WEOs replied:

> *"I think it would have been easy to make such an encouragement not only to teachers but also to students to participate in games and sports…..female heads of schools are good in encouraging teachers in participating in games and sports…."* (WEO-B, September 2022, 01:14 PM).

4.4.2 Effectiveness in Encouraging Students' Participation in Extra-Curricular Activities

Table 4.4 below shows quantitative data on teachers' responses on 7 activities on the effectiveness inencouraging students' participation in extra-curricular activities. Findings show that, FHoSs are effective in encouraging students to participate in farm work (M=3.50, SD=.859), in visiting students' play grounds (M=3.38, SD=.982) and in encouraging students to participate in debate activities (M=3.38, SD=.993).

Table 4.4: Effectiveness in Encouraging Students' Participation in Extra-Curricular Activities (n=100)

Activities	Responses	
	M	SD
Encourages students to participate in farm work	3.50	.859
Visits students' play grounds	3.38	.982
Encourages students to participate in debate activities	3.38	.993
Encourages students to participate in dramatic activities	3.26	1.211
Encourages students to participate in science clubs	3.10	.990
Promotes innovative initiatives (for example, holding seminars for students concerning health education, drug abuse, etc.)	2.78	.980
Holds meetings with students to discuss equipment design for effective learning	1.74	1.001

Source: Field Data Analysis (2023)

Furthermore, findings continue to vindicate that, FHoSs are effective in encouraging students to participate in dramatic activities (M=3.26, SD=1.211) and in encouraging students to participate in science clubs (M=3.10, SD=.990). The researcher discussed

with HoSs on how they encourage students to participate in school activities. One of the key informants commented:

> *"I always encourage them to participate in several activities like debates, clubs, sports and games, and others; but I also plan and arrange for some trips and outings for them."* (FHoSs-D, September 2022, 09:34 AM).

Also, during focus group discussion session, WEOs were asked to discuss on howFHoSsencouraged students to participate in school activities. One the participants who was a male argued:

> *"The head of school in my ward, very often, arranges several trips with other schools for English debates where students participate and compete for varying ideas. Through this, they learn how to construct good sentences and socialize with their fellows."* (WEO-D, September 2022, 01:16 PM).

Another female WEO had this to add:

> *"In my ward, the head of school engages students to participate in the farm work and she does so twice in a week where students prepare various types of vegetables for themselves and their teachers."* (WEO-E, September 2022, 01:17 PM).

Also, the researcher discussed with the WEOs, if FHoSs held meetings with students to discuss equipment design for effective learning. One of the participants said:

> *"Not only students who don't take part in the equipment design but also other educational stakeholders. This is because our schools receive teaching and learning aids from the Ministry of Education; so even if we discuss, we will have nothing to change."* (WEO-F, September 2022, 01:20 PM).

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1   Chapter Overview

This chapter presents and discusses the findings of the study that assessed education stakeholders on the effectiveness of female heads of schools in accomplishing headship roles in public secondary schools in Missenyi district, Tanzania. The chapter is organized into the following sub-sections: effectiveness in enhancing teaching and learning, effectiveness in managing school resources and effectiveness in encouraging teachers' and students' participation in extra-curricular activities.

5.2   Discussions

The general objective of the study was to assess education stakeholders on the effectiveness of female heads of schools in accomplishing headship roles in public secondary schools in Tanzania. Descriptive statistics (means and standard deviations) have been computed. Focusing on the study objectives, the discussion elaborates the findings' information as generated from data analysis and compares or contrasts the current findings with what has been found out in previous related studies. Contributions of each finding are shown. By doing so, it helps to clear an in-depth understanding of education stakeholders on the effectiveness of female heads of schools in accomplishing headship roles in public secondary schools in Missenyi district.

5.3   Female Heads of Schools' Effectiveness in Enhancing Teaching and Learning

Both quantitative and qualitative data have shown that, FHoSs are effective in holding meetings for teaching evaluation together with teachers, discuss the school performance

with teachers and observe teachers' punctuality in school and class attendance. Furthermore, FHoSs are effective in evaluating class journals and ensuring teachers' accomplishment of syllabus on time.

The finding concurs with that of Mwesiga and Okendo (2018) who reported that, any effective school head must supervise teachers in preparing schemes of work and lesson plans, visit classrooms to observe teachers' lesson presentations, observe teachers' attendance and punctuality in school and classrooms, and check students' exercises. Also, heads of schools keep teachers' attendance/log book, ensure teachers' accomplishment of syllabus on time, give evaluation feedback to teachers, and hold meeting for teaching evaluation with teachers.

The finding resembles that of Kor and Opare (2016) who reported that, effective school heads must foster teachers' commitments, supervise and monitor teaching and learning activities in their schools as well as ensure conducive teaching and learning environment. This argument is similar to the finding of Moynihan and O'Donovan (2021) who reported that, an effective school leader should enhance teaching and learning activities by making discussions with subject department leaders and students.

5.4   Female Heads of Schools' Effectiveness in Managing School Resources

Findings have established that, FHoSs are effective in managing school resources by ensuring all necessary teaching means throughout the school year, allocating funds to various activities in accordance with the budget and in motivating teachers and students. Findings continue to unveil that, FHoSs are effective in solving infrastructures' shortages with other stakeholders. The finding above is supported by Muzambya and Changala (2019) who reported that, heads of schools should employ several strategies in

the procurement of teaching and learning materials including facilitating the planning and budgeting processes and approving budgets; also, they should allocate materials and financial resources, and monitor the purchase of materials as planned.

The above views are also supported by those of Chidi, Lucky, and Ikechukwu (2019) who reported that, staff personnel management practices in secondary schools should include motivating of teachers, encouraging team building, supervising teachers' activities and disciplining of teachers exhibiting misconduct behaviours; furthermore, they should delegate duties to teachers, mentor teachers, render counseling services to teachers, recommend staff for promotion, and appraise staff performances.

5.5 Female Heads of Schools' Effectiveness in Encouraging Teachers' and Students' Participation in Extra-Curricular Activities

On the effectiveness in encouraging teachers' participation in extra-curricular activities, findings have indicated that, FHoSs are effective in encouraging teachers to participate in science clubs and in organizing teachers' field trips.Furthermore, FHoSs are effective in encouraging teachers to participate in debate activities and in encouraging teachers to participate in games and sports.

In regard to the effectiveness in encouraging students' participation in extra-curricular activities, findings have demonstrated that,FHoSs are effective in encouraging students to participate in farm work, in visiting students' play grounds and in encouraging students to participate in debate activities.Furthermore, findings continue to vindicate that, FHoSs are effective in encouraging students to participate in dramatic activities and in encouraging students to participate in science clubs. These findings are contrary to those of Muema (2019) and Norah (2018) who reported that, heads of schools did not

motivate or encourage teachers to participate in co-curricular activities in their respective schools.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1   Chapter Overview

This chapter presents the summary, conclusions and recommendations of the study based on the findings of the study that assessed education stakeholders on the effectiveness of female heads of schools in accomplishing headship roles in public secondary schools in Missenyi district, Tanzania.

6.2   Summary of the Study

The main objective of this study was to assess education stakeholders on the effectiveness of female heads of schools in accomplishing headship roles in public secondary schools in Tanzania. The study consisted of three specific objectives which were to be achieved. These were to:assess effectiveness of female heads in enhancing effective teaching and learning, examine effectiveness of female heads in managing school resources and assess effectiveness of female heads in encouraging teachers' and students' participations in extra-curricular activities.

In order to achieve these specific objectives, the study used a mixed-methods research approach supported with a descriptive survey research design. Its sample size was of 121 respondents (100 teachers, 10 HoS, 9 WEOs, 1 DSEO and 1 SSSLO). Convenience, purposive and stratified random sampling techniques were used for sample selection. Descriptive statistics and content analysis were used to analyse data. Quantitative data were computed with the aid of the SPSS software whereas content analysis was used for qualitative data.

6.2.1 Major Key Findings of the Study

6.2.1.1 Female Heads of Schools' Effectiveness in Enhancing Teaching and Learning

Both quantitative and qualitative data have shown that, FHoSs have been effective in holding meetings for teaching evaluation together with teachers, discuss the school performance with teachers and observe teachers' punctuality in school and class attendance. Furthermore, FHoSs have been effective in evaluating class journals and ensuring teachers' accomplishment of syllabus on time.

6.2.1.2 Female Heads of Schools' Effectiveness in Managing School Resources

Both quantitative and qualitative findings established that, FHoSs have been effective in managing school resources by ensuring all necessary teaching means throughout the school year, allocating funds to various activities in accordance with the budget and in motivating teachers and students. Findings continue to unveil that, FHoSs have been effective in solving infrastructures' shortages with other stakeholders.

6.2.1.3 Female Heads of Schools' Effectiveness in Encouraging Teachers' and Students' Participation in Extra-Curricular Activities

On the effectiveness in encouraging teachers' participation in extra-curricular activities, findings have indicated that, FHoSs have been effective in encouraging teachers toparticipate in science clubs and in organizing teachers' field trips. Furthermore, FHoSs are effective in encouraging teachers to participate in debate activities and in encouraging teachers to participate in games and sports.

In regard to the effectiveness in encouraging students' participation in extra-curricular activities, findings have demonstrated that, FHoSs have been effective in encouraging

students to participate in farm work, in visiting students' play grounds and in encouraging students to participate in debate activities.Furthermore, findings continue to vindicate that, FHoSs have been effective in encouraging students to participate in dramatic activities and in encouraging students to participate in science clubs.

6.3   Conclusions

This section provides conclusions of the study. Based on the findings and discussion, this study concludes that:

FHoSs have been effective in enhancing teaching and learning by holding meetings for teaching evaluation together with teachers, discussing the school performance with teachers and observe teachers' punctuality in school and class attendance. Furthermore, FHoSs have been effective in evaluating class journals and ensuring teachers' accomplishment of syllabus on time.

In managing school resources, FHoSs have been effective in ensuring all necessary teaching means throughout the school year, allocating funds to various activities in accordance with the budget and in motivating teachers and students. They also have been effective in solving infrastructures' shortages with other stakeholders.

On the effectiveness in encouraging teachers' participation in extra-curricular activities, FHoSs have been effective in encouraging teachers to participate in science clubs and in organizing teachers' field trips. Furthermore, FHoSs are effective in encouraging teachers to participate in debate activities and in participating in games and sports. In regard to the effectiveness in encouraging students' participation in extra-curricular activities, FHoSs have been effective in encouraging students to participate in farm work, in visiting students' play grounds and in encouraging students to participate in

debate activities. Furthermore, FHoSs have been effective in encouraging students to participate in dramatic activities and in encouraging students to participate in science clubs.

6.4 Recommendations

This section provides recommendations of this study. The recommendations in this section are grouped into policy, practice and recommendations for further studies.

6.4.1 Recommendations for Policy

The government is advised to emphasize effective implementation of her policy of Women and Gender Development of 2000 through her National Strategy for Gender Development (NSGD), which embraces gender equality and equity in economic, education, training and employment at all levels. This is because female heads of schools are equally effective as male teachers.

6.4.2 Recommendations for Practice

It is recommended here that:

The Regional Administration and Local Government authorities should improve female teachers' access to headship positions. They should go away from nepotism/favoritism as criterion for selecting head teachers.

The Regional Administration and Local Government authorities should put in place mentoring system to improve females' leadership ability.

At the school level, heads of schools should make sure that, there is equitable number of female teachers heading various departments. It is assumed that, such efforts will help female teachers gain confidence as future leaders.

Female teachers should form relevant clubs at school level with the intention of educating and fighting against all kind of discriminations among men and women.

6.4.3 Recommendations for Further Researches

The study about education stakeholders on the effectiveness of female heads of schools in accomplishing headship roles has been conducted in public secondary schools in Missenyi district, one of the eight districts in Kagera region. It is suggested that, such a kind of a study should also be conducted in other remaining districts so as to get a deep understanding of the phenomenon.

It is also recommended that, such kind of a study can also be conducted in private secondary schools within this area for comparison purposes.

The current study employed a mixed-methods approach, hence insufficient opinions from participants. A future study can employ a qualitative approach to capture detailed participants' opinions about the phenomenon.

Also, a quantitative study can be conducted to capture larger sample and broad area of investigation.

A similar study can also be conducted in public primary schools.

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APPENDICES

Appendix 1: Questionnaire Schedule for the Public Secondary School Teachers

1. Introduction

Dear teacher,

This interview intends to collect data that will help to empirically assess female teachers' effectiveness on headship positions in public   secondary schools in Missenyi district in Tanzania. In this questionnaire, you are required to choose an item/statement from the items/statements in the table below and assign a tick **[√]** as indicated and each item/statement deserves a single choice wherever applicable and according to your experience.

2. Questions

2.1 Research Question No. 1. How do Female Head of Public Secondary Schools Effectively Enhance Effective Teaching and Learning in School?

KEY: Very Often (VO)= 4, Often (O)= 3, Sometimes (ST)= 2, and Never (N)= 1

S/N	Item/Statement	4	3	2	1
1.	Checks teachers' lesson notes				
2.	Issues sound feedback in respect of teachers' lesson presentations				
3.	Observes teachers' punctuality in school and class attendances				
4.	Inspects teachers' attendance/reporting book				
5.	Keeps teachers' attendance/reporting book				
6.	Ensures teachers' accomplishment of syllabus on time				

7.	Evaluates class journals				
8.	Evaluates lesson notes				
9.	Evaluates subject log books				
10.	Holds meeting for teaching evaluation together with teachers				
11.	Assigns subjects to teachers according to their qualifications and competences				
12.	Assigns classes to teachers according to their qualifications and competences				
13.	Discusses school performance with teachers				

2.2 Research Question No. 2. In which Ways do Female Head of Public Secondary Schools Effective in Managing School Resources?

KEY: Strongly Agree (SA)= 4, Agree (A)= 3, Disagree (D)= 2 and Strongly Disagree (SD)= 1

S/N	Item/Statement	Response (s)			
		4	**3**	**2**	**1**
1.	Determines a school budget in consultation with head of departments				
2.	Determines a school budget in consultation with teachers				
3.	Determines a school budget in consultation with the School Board of Directors				
4.	Supervises expenditure of school funds as per government directives and financial regulations				
5.	Monitors expenditure of school funds as per government directives and financial regulations				
6.	Allocates funds to various activities in accordance with the budget				
7.	Administers school funds morally				
8.	Welcomes newly employed teachers effectively				

9.	Welcomes newcomers effectively				
10.	Ensures all necessary teaching means throughout the school year (for example, instructional resources)				
11.	Encourages team work				
12.	Jointly solves infrastructures' shortages with other stakeholders				
13.	Motivates teachers and students				
14.	Evaluates the planning of curriculum programmes in time				
15.	Evaluates the implementation of curriculum programmes in time				
16.	Communicates effectively and timely with staff				
17.	Delegates duties to capable staff				
18.	Keeps inventories of school assets properly				
19.	The head of school is accessible to students without difficulties				

2.3 Research Question No. 3. How do Female Head of Public Secondary Schools Effectively Encourage Teachers and Students to Participate in Extra-Curricular Activities?

2.3.1 How do Female Head of Public Secondary Schools Effectively Encourage Teachers to Participate in Extra-Curricular Activities?

KEY: Very Often (VO)= 4, Often (O)= 3, Sometimes (ST)= 2, and Never (N)= 1

S/N	Item/Statement	Response (s)			
		4	3	2	1
1.	Organizes teachers' field trips in participation of other activities				
2.	Promotes innovative initiatives (for example, holding seminars for teachers concerning health education, drug abuse, etc.)				
3.	Monitors examinations procedure in school				
4.	Involves teachers in the budget planning				
5.	Involves teachers in the budget implementation				
6.	Encourages teachers to participate in physical activities in the fields such as games and sports				
7.	Encourages teachers to participate in dramatic activities				
8.	Encourages teachers to participate in debate activities				
9.	Encourages teachers to participate in science clubs				

2.3.2 How do Female Head of Public Secondary Schools Effectively Encourage Students to Participate in Extra-Curricular Activities?

KEY: Very Often (VO)= 4, Often (O)= 3, Sometimes (ST)= 2, and Never (N)= 1

S/N	Item/Statement	Response (s)			
		4	3	2	1
1.	Visits students' play grounds				
2.	Organizes students' field trips in areas of cultural interest				
3.	Organizes students' field trips in participation of other activities				
4.	Promotes innovative initiatives (for example, holding seminars for students concerning health education, drug abuse, etc.)				

5.	Encourages students to participate in physical activities in the fields such as games and sports				
6.	Encourages students to participate in dramatic activities				
7.	Encourages students to participate in debate activities				
8.	Encourages students to participate in farm work				
9.	Encourages students to participate in science clubs				
10.	Holds meetings with students to discuss equipment design for effective learning				

Thanks for your time and cooperation

Appendix 2: Focus Group Discussion Guides

Focus Group Discussion Guide for DSEO and SSSLO

My name is **Merce Mrema**, a student longing for the master's degree of education in administration, planning and policy studies (MED. APPS) of the Open University of Tanzania. I am here to collect data for the intended degree through Focus Group Discussion by assessing female teachers' effectiveness on headship positions in public secondary schools in Missenyi district. The discussion with only five main questions with several sub-questions will not exceed more than 45 minutes and you will be free to express yourself as much as you can, for, your ideas will be only for this purpose. You are not required to disclose your names or your working stations. You will also be free to pose any question for the clarity of any question in the discussion which will not be well understood to you. You are welcome

Research Question No. 1. In which Ways Do Female Head of Public Secondary Schools Effective in Managing School Resources?

Question 1. How do female head of schools effectively determine a school budget?

Question 2. How do male head of schools effectively determine a school budget?

Question 3. How do female head of schools monitor expenditure of school funds in accordance with the school budget?

Question 4. How do male head of schools monitor expenditure of school funds in accordance with the school budget?

Question 5. How do female head of schools effectively encourage and facilitate teachers' professional and career developments compared to male counterparts?

Question 6. How female head of schools do effectively welcome newly employed teachers and newcomers compared to male counterparts?

Question 7. Do female head of school establish rules/regulations for the personnel compared to male counterparts? If YES, how? If NO, why?

Question 8. How do female head of schools ensure all necessary teaching means throughout the school year (for example, instructional resources) in comparison with male head of schools?

Question 9. How do female head of schools encourage team work compared to male counterparts?

Question 10. How do female head of schools effectively solve infrastructures' shortages with teachers and other stakeholders compared to male counterparts?

Question 11. How do female head of schools mobilize teachers and students?

Question 12. How do female head of schools motivate teachers and students compared to male counterparts?

Question 13. How do female head of schools evaluate the planning and implementation of curriculum programmes in time compared to male counterparts?

Question 14. How do female head of schools communicate effectively and timely with staff compared to male counterparts?

Question 15. How do female head of schools allow teachers to give their own suggestions on matters concerning the school compared to male head of school?

Question 16. How do female head of schools keep the staff records and inventories of school assets compared to male counterparts?

Question 17. Do female head of schools delegate duties to capable staff compared to male counterparts? If YES, how? If NO, why?

Question 18. Are female head of schools friendly, approachable and accessible to students without difficulties compared to male counterparts? If YES, how? If NO, why?

Research Question No. 2. How Do Female Head of Public Secondary Schools Effectively Encourage Teachers and Students to Participate in Extra-Curricular Activities?

2.2.1 How Do Female Head of Public Secondary Schools Effectively Encourage Teachers to Participate in Extra-Curricular Activities?

Question 1. How do female head of schools organize teachers' field trips in areas of cultural interest and in participation of other activities?

Question 2. In which ways do female head of schools promote innovative initiatives (for example, holding seminars for teachers concerning health education, drug abuse, etc.) compared to male counter parts?

Question 3. How do female head of schools manage and monitor examinations procedure in schools compared to male counterparts?

Question 4. How do female head of schools involve teachers in the budget planning and its implementation?

Question 5. In which ways do female head of schools encourage teachers to participate in physical activities in the fields such as games and sports compared to male head of schools?

Question 6. In which ways do female head of schools encourage teachers to participate in dramatic activities, debate activities, farm work, and science clubs compared to male counterparts?

Question 7. Do female head of school hold meetings with staff to discuss equipment design for effective instruction? If YES, how? If NO, why?

2.2.2 How do Female Head of Public Secondary Schools Effectively Encourage Students to Participate in Extra-Curricular Activities?

Question 1. How do female head of schools encourage students to participate in co-curricular activities compared to male head of schools?

Question 2. How do female head of schools promote innovative initiatives compared to male counterparts?

Question 3. Do female head of schools involve students in the budget planning and its implementation compared to male head of schools?

Question 4. How do female head of school encourage students to participate in physical activities in the fields such as games and sports compared to male counterparts?

Question 5. In which ways do female head of schools encourage students to participate in dramatic activities, debate activities,   farm work, and science clubs compared to male counterparts?

Question 6. Do female head of schools hold meetings with students to discuss equipment design for effective learning compared to male head of schools? If YES, how? If NO, why?

2.2 Focus Group Discussion Guide for WEOs

Dear WEOs,

My name is **Merce Mrema**, a student longing for the master's degree of education in administration, planning and policy studies (MED. APPS) of the Open University of Tanzania. I am here to collect data for the intended degree through Focus Group Discussion by assessing female teachers' effectiveness on headship positions in public secondary schools in Missenyi district. The discussion with only three main questions with several sub-questions will not exceed more than 45 minutes and you will be free to express yourself as much as you can, for, your ideas will be only for this purpose. You are not required to disclose your names or your working stations. You will also be free to pose any question for the clarity of any question in the discussion which will not be well understood to you. You are welcome.

Research Question No. 1. How Do Female Head of Public Secondary Schools Effectively Enhance Effective Teaching and Learning in the School?

Question 1. How do female head of schools check teachers' preparation of scheme of works, lesson plans and lesson notes compared to male counterparts?

Question 2. How do female head of schools observe teachers' lesson presentations in classrooms compared to male head of schools?

Question 3. How many times in a week do female head of schools issue sound feedback in respect of teachers' lesson presentations compared to male counterparts?

Question 4. In which ways do female head of schools observe teachers' attendances and punctuality in school and class compared to male counterparts?

Question 5. How often do female head of schools inspect pupils' continuous assessment record books compared to male counterparts?

Question 6. How many days in a week do female head of schools inspect teachers' attendance/reporting book compared to male head of schools?

Question 7. How do female head of schools keep teachers' attendance/reporting book compared to male counterparts?

Question 8. In which ways do female head of schools ensure teachers' accomplishment of syllabus on time compared to male head of schools?

Question 9. How many times in a week do female head of schools evaluate class journals, lesson notes and log books compared to male counterparts?

Question 10. How do female head of schools give evaluation feedback to teachers on time compared to male counterparts?

Question 11. How many times in a week do female head of schools hold meetings for teaching evaluation together with teachers?

Question 12. How do female head of schools assign classes and subjects to teachers according to their qualifications and competences   compared to male head of schools?

Question 13. In which ways do female head of schools create conducive teaching/learning environment compared to male counterparts?

Question 14. In which ways do female head of schools ensure practical tasks in science subjects are done as per the time-table compared to male counterparts?

Question 15. In which ways do female head of schools help to select appropriate teaching/learning resources compared to male counterparts?

Question 16. In which ways do female head of schools discuss school performance with teachers?

Question 17. How do female head of schools ensure internal examinations are set as per NECTA guidelines?

Research Question No. 3. How Do Female Head of Public Secondary Schools Effectively Encourage Teachers and Students to Participate in Extra-Curricular Activities?

2.3.1 How Do Female Head of Public Secondary Schools Effectively Encourage Teachers to Participate in Extra-Curricular Activities?

Question 1. How do female head of schools organize teachers' field trips in areas of cultural interest and in participation of other activities?

Question 2. In which ways do female head of schools promote innovative initiatives (for example, holding seminars for teachers concerning health education, drug abuse, etc.) compared to male counter parts?

Question 3. How do female head of schools manage and monitor examinations procedure in schools compared to male counterparts?

Question 4. How do female head of schools involve teachers in the budget planning and its implementation?

Question 5. In which ways do female head of schools encourage teachers to participate in physical activities in the fields such as games and sports compared to male head of schools?

Question 6. In which ways do female head of schools encourage teachers to participate in dramatic activities, debate activities, farm work, and science clubs compared to male counterparts?

Question 7. Do female head of school hold meetings with staff to discuss equipment design for effective instruction? If YES, how? If NO, why?

2.3.2 How do Female Head of Public Secondary Schools Effectively Encourage Students to Participate in Extra-Curricular Activities?

Question 1. How do female head of schools encourage students to participate in co-curricular activities compared to male head of schools?

Question 2. How do female head of schools promote innovative initiatives compared to male counterparts?

Question 3. Do female head of schools involve students in the budget planning and its implementation compared to male head of schools?

Question 4. How do female head of school encourage students to participate in physical activities in the fields such as games and sports compared to male counterparts?

Question 5. In which ways do female head of schools encourage students to participate in dramatic activities, debate activities, farm work, and science clubs compared to male counterparts?

Question 6. Do female head of schools hold meetings with students to discuss equipment design for effective learning compared to male head of schools? If YES, how? If NO, why?

Appendix 3: Interview Guide for FHoS (s)

My name is **Merce Mrema**, a student longing for the master's degree of education in administration, planning and policy studies (MED. APPS) of the Open University of Tanzania. I am here to collect data for the intended degree through Unstructured Interviews by assessing female teachers' effectiveness on headship positions in public secondary schools in Missenyi district. The discussion with only five main questions with several sub-questions will not exceed more than 45 minutes and you will be free to express yourself as much as you can, for, your ideas will be only for this purpose. You are not required to disclose your names or your working stations. You will also be free to pose any question for the clarity of any question in the discussion which will not be well understood to you. You are welcome

Research Question No. 1. How do Female Head of Public Secondary Schools Effectively Enhance Effective Teaching and Learning in the School?

Question 1. How do female head of schools check teachers' preparation of scheme of works, lesson plans and lesson notes compared to male counterparts?

Question 2. How do female head of schools observe teachers' lesson presentations in classrooms compared to male head of schools?

Question 3. How many times in a week do female head of schools issue sound feedback in respect of teachers' lesson presentations compared to male counterparts?

Question 4. In which ways do female head of schools observe teachers' attendances and punctuality in school and class compared to male counterparts?

Question 5. How often do female head of schools inspect pupils' continuous assessment record books compared to male counterparts?

Question 6. How many days in a week do female head of schools inspect teachers' attendance/reporting book compared to male head of schools?

Question 7. How do female head of schools keep teachers' attendance/reporting book compared to male counterparts?

Question 8. In which ways do female head of schools ensure teachers' accomplishment of syllabus on time compared to male head of schools?

Question 9. How many times in a week do female head of schools evaluate class journals, lesson notes and log books compared to male counterparts?

Question 10. How do female head of schools give evaluation feedback to teachers on time compared to male counterparts?

Question 11. How many times in a week do female head of schools hold meetings for teaching evaluation together with teachers?

Question 12. How do female head of schools assign classes and subjects to teachers according to their qualifications and competences   compared to male head of schools?

Question 13. In which ways do female head of schools create conducive teaching/learning environment compared to male counterparts?

Question 14. In which ways do female head of schools ensure practical tasks in science subjects are done as per the time-table compared to male counterparts?

Question 15. In which ways do female head of schools help to select appropriate teaching/learning resources compared to male counterparts?

Question 16. In which ways do female head of schools discuss school performance with teachers?

Question 17. How do female head of schools ensure internal examinations are set as per NECTA guidelines?

Research Question No. 2. In Which Ways do Female Head of Public Secondary Schools Effective in Managing School Resources?

Question 1. How do female head of schools effectively determine a school budget?

Question 2. How do male head of schools effectively determine a school budget?

Question 3. How do female head of schools monitor expenditure of school funds in accordance with the school budget?

Question 4. How do male head of schools monitor expenditure of school funds in accordance with the school budget?

Question 5. How do female head of schools effectively encourage and facilitate teachers' professional and career developments compared to male counterparts?

Question 6. How female head of schools do effectively welcome newly employed teachers and newcomers compared to male counterparts?

Question 7. Do female head of school establish rules/regulations for the personnel compared to male counterparts? If YES, how? If NO, why?

Question 8. How do female head of schools ensure all necessary teaching means throughout the school year (for example, instructional resources) in comparison with male head of schools?

Question 9. How do female head of schools encourage team work compared to male counterparts?

Question 10. How do female head of schools effectively solve infrastructures' shortages with teachers and other stakeholders compared to male counterparts?

Question 11. How do female head of schools mobilize teachers and students?

Question 12. How do female head of schools motivate teachers and students compared to male counterparts?

Question 13. How do female head of schools evaluate the planning and implementation of curriculum programmes in time compared to male counterparts?

Question 14. How do female head of schools communicate effectively and timely with staff compared to male counterparts?

Question 15. How do female head of schools allow teachers to give their own suggestions on matters concerning the school compared to male head of school?

Question 16. How do female head of schools keep the staff records and inventories of school assets compared to male counterparts?

Question 17. Do female head of schools delegate duties to capable staff compared to male counterparts? If YES, how? If NO, why?

Question 18. Are female head of schools friendly, approachable and accessible to students without difficulties compared to male counterparts? If YES, how? If NO, why?

Research Question No. 3. How do Female Head of Public Secondary Schools Effectively Encourage Teachers and Students to Participate in Extra-Curricular Activities?

2.3.1 How do Female Head of Public Secondary Schools Effectively Encourage Teachers to Participate in Extra-Curricular Activities?

Question 1. How do female head of schools organize teachers' field trips in areas of cultural interest and in participation of other activities?

Question 2. In which ways do female head of schools promote innovative initiatives (for example, holding seminars for teachers concerning health education, drug abuse, etc.) compared to male counter parts?

Question 3. How do female head of schools manage and monitor examinations procedure in schools compared to male counterparts?

Question 4. How do female head of schools involve teachers in the budget planning and its implementation?

Question 5. In which ways do female head of schools encourage teachers to participate in physical activities in the fields such as games and sports compared to male head of schools?

Question 6. In which ways do female head of schools encourage teachers to participate in dramatic activities, debate activities, farm work, and science clubs compared to male counterparts?

Question 7. Do female head of school hold meetings with staff to discuss equipment design for effective instruction? If YES, how? If NO, why?

2.3.2 How do Female Head of Public Secondary Schools Effectively Encourage Students to Participate in Extra-Curricular Activities?

Question 1. How do female head of schools encourage students to participate in co-curricular activities compared to male head of schools?

Question 2. How do female head of schools promote innovative initiatives compared to male counterparts?

Question 3. Do female head of schools involve students in the budget planning and its implementation compared to male head of schools?

Question 4. How do female head of school encourage students to participate in physical activities in the fields such as games and sports compared to male counterparts?

Question 5. In which ways do female head of schools encourage students to participate in dramatic activities, debate activities, farm work, and science clubs compared to male counterparts?

Question 6. Do female head of schools hold meetings with students to discuss equipment design for effective learning compared to male head of schools? If YES, how? If NO, why?

Appendix : Research Clearance letter

The Open University of Tanzania		Chuo Kikuu Huria chaTanzania,
Kagera Regional Centre,		Kituo cha Mkoa Kagera,
P.O. Box 1954,		S.L.P. 1954,
Bukoba, Tanzania		Bukoba, Tanzania
Mob. No. 255-765-108172		Simu: 255-765-108172
E-mail: drckagera@out.ac.tz		E-mail: drckagera@out.ac.tz
http//www.out.ac.tz		http//www.out.ac.tz

District Executive Director,

P.O. Box 38,

Missenyi.

PERMISSION TO COLLECT DATA IN MISSENYI DISTRICT – KAGERA

MREMA MERCE (PG201900742)

Refer to the heading above.

This is to inform you that Ms. **MREMA MERCE** is a student of the Open University of Tanzania at Kagera Regional Centre.

She is currently pursuing Master of Education in Administration, Planning and Policy Studies (MED APPS), of the Open University of Tanzania; and permitted to collect data in selected schools in Missenyi district for her dissertation after completing the course work.

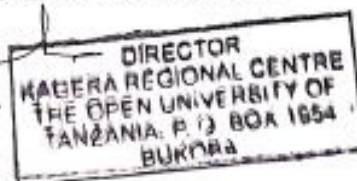Kindly accord him your cooperation as he is applying for visa to go to Germany.

With kind regard,

THE OPEN UNIVERSITY OF TANZANIA

Rembesha, M.A.

DIRECTOR

KAGERA REGIONAL CENTRE.

DIRECTOR
KAGERA REGIONAL CENTRE
THE OPEN UNIVERSITY OF
TANZANIA. P. O BOX 1954
BUKOBA

Appendix 4: Research Permission Letters

THE UNITED REPUBLIC OF TANZANIA

PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

MISSENYI DISTRICT COUCIL
P.O. BOX 38 KYAKA – KAGERA

Ref.No.KGR / MSY/ E 1/14 / VOL. V .109   07 September, 2022

HEAD OF SECONDARY SCHOOLS

MISSENYI DISTRICT

REF: RESEARCH PERMIT

The Disrict Executive Directors' office does acknowledge the receipt of a letter from The Open University of Tanzania with the caption herewith.

2.   With this note therefore, I introduce to you Ms. **Mrema Merce (PG201900742)** an apprentice from The Open University Of Tanzania, who is intending to conduct a research **in Missenyi Secondary Schools.**

3.   Kindly be Informed that, her permission is hereby granted as from 05th September to 12th September 2022. Therefore let her report at your office for allocation and commencement of her field work.

4.   I cordially extend my heartfelt thanks for your esteemed support.

5.   With thanks.

DISTRICT EXECUTIVE DIRECTOR
MISSENYI

Mayya.M.M

For: DISTRICT EXECUTIVE DIRECTOR

MISSENYI DISRTICT COUNCIL

CC: Ms. **Mrema Merce** (Apprentice)

Ofisi ya Mkurugenzi Mtendaji, S.L.P 38 Kyaka, Simu: +255 28 298 2836, Nukushi: +255 28 298 2834, Barua pepe: ded@missenyidc.go.tz, Tovuti: www.missenyidc.go.tz[Type text]