

**THE CONTRIBUTION OF LEADERSHIP SKILLS ON STUDENTS'
ACADEMIC PERFORMANCE OF PUBLIC SECONDARY SCHOOLS IN
TANZANIA: A CASE OF MBINGA TOWN COUNCIL**

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CERTIFICATION

The undersigned certifies that has and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: “**The Contribution of Leadership Skills on Students’ Academic Performance of Public Secondary Schools in Tanzania**” In partial fulfillment of the requirements for the degree of Master of Education in Administration Planning and Policy studies (MEDAPPs) of the Open University of Tanzania.

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.....
Date

DECLARATION

I, Fredrick Charles Komba, Declare that this dissertation is my own original work and that it has not been submitted to any other University for similar or other degree award.

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LIST OF ABBREVIATIONS AND ACRONYMS

ADEM - Agency for the Development of Education Management

CGPA - Cumulative Grade Point Average

CSEE - Certificate of Secondary School Education

DAS - District Administrative Secretary

DED - District Executive Director

DEO - District Educational Officer

DSA - District School Assurer

EK - Elimu ya Kujitegemea

IQ - Intelligent quotient

FTNA - Form Two National Assessment

NGO - Non Governmental Organization

REO - Regional Educational Officer

SPSS - Statistical Packages for Social Science

UK - United Kingdom

URT - United Republic of Tanzania

U.S.A - United States of America

WEO - Ward Educational Officer

ABSTRACT

These studies explore the contribution of leadership skills on students' academic performance of public secondary schools in Mbinga town council. The specific objectives of the study were to identify the important leadership skills for effective students' academic performance, to examine the implementation of leadership skills on students' academic performance and to find out the challenges faced by school leaders in bringing positive changes in students' academic performance. The study employed Pragmatism paradigm approach which incorporated both positivism and interpretivism approaches to gather and analyze information by applying data collection methods like; interviews, observations and questionnaires from ninety participants including, students, teachers, head of schools from four selected Public secondary schools, DSA, WEOs and the DEO. The information was analyzed quantitatively through descriptive research design and qualitatively through thematic analysis process. The study found that most of teaching staff do not know the concept of leadership skills and confuse it with leadership styles. Also, the implementation of leadership skills like Team work, Delegation of power, Open communication, Motivation, and Conflict Resolution in school is very low compared to what school heads know. Moreover, the study found that school heads are faced with some challenges which hinder them to work efficiently. Furthermore the study analyzed that; the biggest challenge lies within the school heads themselves by lacking the courage and assertiveness to apply the leadership skills they have. Finally, the researcher recommends school heads to be confident and apply basic leadership skills and need for regular leadership training for school heads and administrators to enhance their management skills. The government should also organize exchange forums of sharing experience and as well solve other challenges that cannot be solved by school heads.

Key Words: *Leadership, Leadership Skills, Students' Academic Performance*

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

The study was about the contribution of leadership skills on student's academic performance of public secondary schools in Tanzania whereby Mbinga town council had been selected as the case study. The chapter covers the introduction, background information to the study, statement of the problem, research objectives, research questions, significance of the study, scope of the study, limitations and delimitations of the study, definition of key terms and concepts as well as the organization of the dissertation.

1.2 Background of the Problem

Education is an important aspect for any society to develop to its fullest also is seen as bridge towards uplifting the political, social and individual intellectual well being and encouraging the advancement of man power. According to Basic statistics of URT (2018, 2019, and 2020) in the form four National Examination results of Tanzania from the year 2018 only 31.8% of the total candidates passed, in the year 2019 the students who passed were only 32% also in 2020 only 35.1% performed well. The given percentage of students who performed well includes the students who scored division four. From such poor results the education system and its implementation need to be reviewed and efficiently and effectively monitored, and stern measures are taken in order to have responsible professional leaders who are able to take necessary actions by effecting leadership skills to produce good results expected.

According to Page *et al* (2018), Wiezorek *et al* (2018) explains about the major factor that brings higher results to school is the charisma of strong leadership whose work is to supervise teachers, enforce the bylaws, motivate students and teachers, and to inspect the teachers responsibilities if they have been attended effectively or not, for example checking the schemes of work, log books and lesson plans regularly. Lymo (2017) explains that, Educational leaders have a very wide range of reliabilities to ensure the learners efficiently get what is best for them by using the available resources to create good environment for studying and improve teachers' morale towards imparting and facilitating students to get a hold to the subjects accordingly. Furthermore, Okumbe (2016) argues that the school leader is responsible for making sure that the curriculum is reached and he/she is the highest accounting officer at school who masters all financial matters as well the leader coordinates the school and the stake holders surrounding the school.

The above arguments show that educational leaders have to be very skillful to ensure school good performance. This is due to the fact that, everything that takes place in the school is in the hands of the leader hence implying various skills consequently will bring about higher results. Therefore the school leaders are supposed to be embarked with adequate knowledge on how to transform ideas and utilize resources available for effective actions towards attaining higher academic goals. The nature of school leadership is that leaders have creativity and flexibility skills which enable them to cope with the changes and bring better results.

Globally, the school performance is affected much by the leadership skills. Things like school infrastructure, teaching and learning resources, geographical

environment, external school curriculum, the government's priorities and the supportive nature, stakeholders surround the school can be supervised and controlled by the leaders who can apply the required skills like critical thinking, creativity and reflective skill. Example, most of developed countries like England, France and U.S.A their governments direct much effort in education sector to deal with various difficult issues that leads to poor performance (UN, 2021).

According to Stoke and Anne (2016) argues that, in Canada self-motivation towards being a leader that will make a difference in school has been a major factor pushing higher academic performance to students. The head teachers themselves have been so innovative in encountering the challenges that rise to yield out higher performance. In UK, the core basis of the leader is to use the leadership skills in Managing the school. By doing so, the school culture develops and the teaching staffs who fail to comply with head teacher basics become answerable to the government, therefore the teachers work accordingly to bring higher school performance (Adams *et al*, 2019)

In Africa, according to Bush and Oduro (2016) Most of the schools leaders are not well prepared to lead the schools. Most of them are appointed either by factors like; working experience or through the educational level they have which later affects school performance since they are not equipped enough skillfully to encounter the challenges occur during their daily responsibilities. In Kenya, according to Kosgey *et al* (2020) the school leaders especially the public schools are so much unmotivated to lead schools effectively due to low salaries and less involved in intensive decision

making on matters of education also the working condition is very poor. The enrolment ratio of students in most public schools is so high compared to teacher's number. This condition has led most parents to move their children to private schools for the sake of better results academically. The private schools in Kenya have better salaries, good teaching and learning condition and the morale of the head teachers is very high which has in turn caused the heads to use all necessary skills they have to bring about best performance (Kosgey et al, 2020).

A study of both Nigeria and Ghana uncovered that, most school heads that are appointed especially in public schools mostly in rural areas are left unsupported without any regular training. Hence they find it so difficult to lead without any skills to employ as their weapon towards attaining higher results (Bush & Oduro, 2016). The stakeholders of education focus more on few schools which are in urban places leaving behind a large number of schools which result to negative performance at the National examination results.

In Tanzania, according to Public service commission no.3 (2014), the government has varieties of ways in which individual professionals get into power and become leaders. Some are being appointed through their experience, others through their education levels also others by close social or work relationship that they have with top government leaders. Other educational leaders get into power through bribery as well as through the interests of the top leaders who appoint them (Chapman, 2015). Although, these appointed leaders do not have specific leadership skills which affect positively school and its actors to attain the goals, related to the academic achievement and personal development of students (www.igi-global.com).

There have been an ongoing debate country wise among educational stakeholders including the political leaders, nongovernmental organizations, educational officers and the local community about the poor schools performance whether is brought about by school leaders or not (Charles, *et al*, 2020). Bush and Oduro (2016) argues, the school leaders are offered headship and left unsupported by the government officials or the stakeholders which later brings negative effect to the performance of the students. The support explained here is the assistance to get further leadership skills that will trigger higher results to students. There are various colleges and universities which provide leadership education example, The Agency for the Development of Education Management (ADEM) inaugurated under Executive Agency Act Cap.245. The colleges improve leadership skills in proper managing the school to convey higher results. But there have been fewer efforts in making the school heads going to such colleges.

Different factors that attributes to decline in student's academic performance like; lack of motivation to teachers, high enrolment rate of students which does not correspond to the teachers available, shortage of teaching and learning facilities and poor school infrastructure (Marie, 2015). Most of these negative factors can be controlled and managed if the head of the school is committed to his work and well equipped with all necessary skills which will make him resolve most of the challenges politely. That is why similar public secondary schools might have alike challenges but perform differently in the academic arena. The problem of having leaders with poor leadership skills has led to inability to bring better performance. In return the school results have been so poor example in 2018 the total failure of

national examination was 68.2%, in 2019 was 68% and in 2020 was 64.9% (URT 2018, 2019, 2020).

These inconveniences have led the researcher to make the analysis of leadership skills which will positively affect the academic performance of the school. This process can be successful by finding out the essential skills that a leader must have, how these skills should be implicated in schools by the leaders as well as knowing the challenges that educational leaders are faced with so as to find best ways of solving them to ensure effective student's academic performance in the perspective of public secondary schools.

1.3 Statement of the Problem

In Tanzania, Public secondary schools are struggling to raise the students' academic performance since the National examination results are not promising. There have been a number of reasons for poor performance in Public secondary schools including; insufficient number of teachers, books, libraries, laboratories also ineffective communication between parents and teachers, academic and socio-economic challenges also less conducive environment to teachers and students in learning (Kapinga, 2017). Apart from those challenges encountered, school leaders tend to do their best to address the challenges prevailing so as to bring higher performance in their institutions. This is done by the application of leadership skills they have to bring about the desired results in their respective schools.

According to Hunter and Cushenbery (2011) explain that, if the leader is skillful enough to innovate a vision and sharpen it by sharing to other stake holders by using the available resources will lead to improvement of the school as an institute which results to positive performance to students. Pepper (2010) argues that the leaders who make proper learning environment create a shared decision making from among teachers and other stake holders who give their thoughts and opinions in various issues that make them feel attached and considered in making decisions influence the teachers and students to work cooperatively which result to higher performance.

Most school leaders are facing different challenges which make them fail to give good performance to students. According to Barnett, Shoho and Oleszewski (2012), Donald *et al* (2010), Singer (2013), James and Barry (2017) Argue that, challenges like huge load of work and chore supervision, misunderstanding among staff teachers and students as well as curriculum and training issues, diversity, alteration initiatives, inadequate resources, poor support from the stakeholders of education, resistance to innovation and scarcity of in-service training are the major factors that make a leader fail to comply with positive student's performance.

In a case of Mbinga town council, for the current years from 2019, 2020 and 2021 in the form four national examination results only 37 % in 2019, 35 % in 2020 and 38% in 2021 got between division one and three. From such poor results this study, therefore, focused onto the leadership skills due to the fact that in a school the head is the one who is responsible and accountable for each and everything taking place in the particular school, therefore by implying various skills he/she can synthesize various challenges and pave a way to better academic performance.

1.4 Objectives of the Study

1.4.1 The General Objective

The general objective of the study was to examine the contribution of leadership skills for student's academic performance of public secondary schools in Tanzania secondary schools particularly Mbinga district.

1.4.2 Specific Objectives

- i) To identify the important leadership skills for effective students' academic performance in Mbinga district secondary schools.
- ii) To examine the implementation of leadership skills for effective students' academic performance in Mbinga district secondary schools.
- iii) To determine the challenges that school leaders face in bringing about positive changes in students' academic performance of Mbinga district secondary schools.

1.5 Research Questions

- i) What are the important leadership skills for effective students' academic performance in Mbinga district Public secondary schools?
- ii) Which leadership skills are being implemented for effective students' academic performance in Mbinga district Public secondary schools?
- iii) What are the challenges that school leaders face in bringing about positive changes in students' academic performance in Mbinga Public secondary schools?

1.6 Significance of the Study

The findings of this study have been beneficial to various stakeholders including government officials. The findings of this study have directly benefited government officials on appointing educational leaders that have adequate knowledge pertaining to leadership skills so as to yield good results. Also the study has paved a way for the government to see the need of training already appointed educational leaders so as to correct their mistakes and improve their leadership skills thus enhancing higher school results.

Moreover, the findings have provided important information to policy makers on what to consider and what to improve on appointing educational leaders if the intended educational goals of the country are to be reached. The findings of the study will reveal other factors, if there is any that affect student's performance apart from leadership skills. The findings of the study have as well assisted the academicians on finding a gap in literature related topic and consequently carry out same research to bridge them. Alternatively, academicians have been encouraged to research on similar topics of interest.

1.7 Limitations of the Study

The research work encountered some challenges that affected the research process.

The first limitation encountered: it was difficult in getting appointment with some respondents due to most of them being tightened by their schedule. The problem was coupled with reluctances of some respondents to give their time for responding to research questions. However, in most cases, the challenge was solved by continuous persistence in asking for their free time until it succeeded.

The second limitation encountered the research process was the crisis of verbal communication ability. This was due to the fact that, English language used in the research process was rather difficult to be comprehended by some of the research participants especially students from among the schools to which the questionnaires were administered for collecting data, though in most cases the problem was solved by translating the questions into Kiswahili language for the participants to respond.

1.8 Delimitations of the Study

The study was restrained to the contribution of leadership skills on student's academic performance. The study included the literatures from 2016 to 2021 based data and real data observed and composed from the field. The research involved 90 respondents from Mbinga Town Council, involving four public secondary schools recruiting 35 students, 45 teachers, 04 heads of school from the four (4) selected Public secondary schools, 01 District School Assurer, 04 Ward Educational Officer and 01 District Educational Officer within Mbinga town council.

These factors, therefore, were likely to delimit the representativeness and generalizability of the study to the entire situation in all public secondary schools in Tanzania since the research intended to validate various leadership skills and the contribution of those skills towards high academic performance in public secondary schools in the entire country.

1.9 Definitions of Key Terms and Concepts

1.9.1 Leadership

Leadership has been viewed as the process of school leaders persuading other teaching staffs, parents/guardians and students to achieve the schools' common goal.

1.9.2 Leadership Skills

In this work the concept Leadership skills has been used as the all necessary tactics that are implied by the leaders as a weapon towards achieving the intended goals. These skills are used interchangeably in accordance to the actual situation.

1.9.3 School

School is a learning institution whereby children under country's law tend to get education in which qualified teachers follow the national syllabus accordingly.

1.9.4 Public School

These are the schools that are constructed, owned and controlled by the government. The government employ the teachers and register students also they do pay the teachers and others workers monthly and the schools are supervised by the local government. In this study the term public school has had the same meaning as the word government school which has been used as public school interchangeably.

1.9.5 Students' Academic Performance

Students' academic performance refers to the total results obtained by a student after either long or short term assessment of tests, quiz, examinations, assignments and group discussions to get an overall average result.

1.10 Justification of the Study

The study is inspired to file out the attributable risk of having uneducated community due to poor leadership skills towards improving academic performance. Findings from this study therefore will provide a valuable means of bringing higher academic performance in public secondary schools in Tanzania by knowing the important leadership skills which will trigger higher performance. The answers of this study will offer a critical approval of the current means of bringing better results academically in schools through effective leaders and will generate recommendations to improve leadership skills all over the country since its importance will be revealed.

1.11 Organization of the Dissertation

The study has embraced six chapters namely; chapter one which contains introduction, background of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, definitions of key terms and concepts and organization of the dissertation. Chapter two includes literature review, chapter three contain the research methodology, chapter four has the findings of the study, Chapter five has the discussion of the findings and chapter six contains the conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter took a look into the existing theories that guided the study through examination of various findings of reach works, articles, presentations, journals and books which rated from a mentality with the study. It included both theoretical and empirical literature review.

2.2 Theories Of leadership skills

2.2.1 The Contingency Theory of Leadership

The contingency theory which was developed by Fiedler (1993) refers to the ideology that in order to have a corporate association among people, there must be an interactive union in which decisions and ways to lead a company depend and are affected by external and internal situations therefore there is no best way to lead a company.

That means in this theory, the leaders are free to choose and decide which strategies are to be implied in an organization after becoming accustomed to, to suit change in leading at a particular period of time in an organization (Fielder, 1964). The theory stipulates that a leader can as well apply any leadership skills where necessary and he/she can mingle with other leadership skills in order to fit with the changes that arise either from internal or external of the school.

2.2.2.1 Strength of the Theory

A lot of experimental researches have proven the reality of the theory (Peters, Hartke, & Pohlman, 1985; Strube & Garcia, 1981), after numerous research trials. Also, the theory has expanded the mentality on how to view various impacts of situations on leaders in different leadership circumstances. In addition, the theory has been important in suggesting that leaders are not perfect in all situations. They might fit well in one situation and fail in the other. Moreover, the theory provides tangible data on leadership skills that is relevant for organization developing their own leadership profiles.

2.2.2.2 Criticism of the Theory

The theory fails to explain in details about the question of, why some leaders work best in various circumstances but perform poor in other situations. Correspondingly, the theory fell short in explaining about the options to be taken to a leader or the situational divergence in the work place (Northouse, 2007, p.118-120).

In this study the contingency theory provides the insight view of a leader on being flexible to accept and cope positively with the changes that might occur in a school brought by either internal or external school factors by applying the necessary leadership skills that he/she has so as to yield higher academic performance apart from various transforms.

2.3 Important Leadership Skills On Students' Academic Performance

Mentoring skill; According to Bouilloud et al (2019) refer to the skill of crafting

affiliation between people who have mutual goal of development on both personal and professional level. This skill is very crucial for school leaders to be the role model and advisers of other staff members on building team skills, abilities to grow and improve their efficiency in teaching so as to affect positively the performance of the school

Team working skill; A leader needs to know this skill when he/she wants to succeed. Chin, (2015) argue that, In order for the mission and vision of the school to be achieved a school leader has to create a team work to ensure staff teachers are there and at the same time, struggling to work together to reach at the target of the school. Each worker should feel important and connected to the mission and vision of the school

Interpersonal skills; is the very important skill to have as a leader since is the way of building relationships with others. Regardless to your current level of experience a leader should be very attention to his strength and weakness because all take part in leading more effectively (Northouse, 2018). It is very important to have good ability to communicating with others since is the tool of convincing, mentoring and mentoring other workers. Listening to others opinions also good for interpersonal skills

Flexibility skills; is the skill that enable a leader to be dynamic to the environmental changes in the organization and facilitate leaders to adapt to the changes accordingly (www.online.norwich.ed). In education arena changes are usually taking part due to

factors like political, social cultural and environmental factors hence a school leader must have flexibility skills so as to adapt and cope to the changes

Empathetic leadership skills: is the ability to understand the needs of others and being aware of their feelings and thoughts. As a leader this skill is very crucial since it gives the leader a way to take better actions and understand the way staffs feel and what they need at a particular time so as to work collaboratively towards attaining the goal (Browning, 2018).

Reflective skill; according to Vroom (2002), is the ability of the leader to know himself, his/her strength and his/her limitations in the work place. This skill considers self awareness careful observation and flexible response. In schools this skill is very important to a leader in order to know where his/her limitation

Motivating skill; is the ability to cause some one doing something enthusiastically by affecting internal or external reward. A school leader has to be able to impel in action by providing incentives to the worker who shows the most efforts comparing to others in ensuring students performance are effective (Northouse, 2018).

Critical thinking skills; through the elaborations of Bouilloud *et al* (2019), is the skill that allows a person to make logical and informed decision to the best of his/her ability. It is usually done objectively without the influence of personal feelings, opinions or biases. This leadership skill is important to school leaders and other staff members who allow logic to take part in taking action or making decisions on the affection of school performance without being affected by personal feelings.

Patience skill; is the competence to acknowledge or stand delay, mess or torment without getting annoyed or upset. To a leader patient skill is inevitable because teaching and learning process is a longer term situation that results come later hence as an educational leader has to be patient for results to come and not jump to a variety of tactics without giving chance for the present one to give feedback (Browning, 2018).

Creativity skill; is the ability to consider something in a new way. As a school leader some challenges might need new ways to solve them hence a leader needs to be creative in the time of need. This includes artistic judgment, deviating thoughts, imaginative view, and convergent belief and encouraging opinion (Chin, 2015)

The skill to appreciate individual differences; the skill is also important for a leader to have since in schools there are a lot of people including the staff teacher, other workers and students who come from different cultures with different personalities, values, beliefs, interests, ability, race, learning styles, age, religion, gender and physical and emotional that are poles apart therefore a leader must be able to intermingle with them well in order to prevent unnecessary conflicts and misunderstandings (Roger, 2015).

2.4 Implementation of Leadership Skills on Students' Academic Performance

England, Hallinger and Heck (2010) argue that, school heads who are determined by their work they usually show the direction to which they want to go and the goals they seeking to attain. They concentrate on what is best of the staff teachers towards students' academic performance no matter what set back comes along the way. Also

according to Bitar et al (2020) the school heads have clear view on how to build strength and reduce weakness. They gain this view through methodical program of monitoring and evaluation. Their transparency of thoughts, wisdom of purpose, and knowledge of what is going to mean that effective head teachers can get the best out of their staff, which is the key to control work in the classroom and to raise the values achieved by students.

According to council of the European Union (2011), most European countries like Norway, Finland, and Germany the education leaders especially School heads are applying instructional leadership style because they choose communication skills, reflection and evaluating, personal relations as essential aspect of modern school leadership. Such skills have brought much effectiveness in the performance of the students. In countries like Italy and France recruitment of school leaders depends on examination contest. The leaders depend on examination contest. The leaders must undergo one-year leadership training to gain the necessary skills of leading the school; however, the job experience matter for about three to five years.

In Finland, teacher's trade unions are closely involved by the government in developing the school system. According to Finish policy on recruitment of school leaders, professional qualifications in leadership of teaching are essential. Here teaching experience is not much required to work as school leader.

The finish teacher's trade union finds essential for personal characteristics and professional competence for school leader are; Administrative skills, leadership

skills, communication skills, ambitious and risk taking, time management skills, innovation, self-analysis and reflection, self-improvement, visionary, collaborative, honest, sympathetic and sensitive to the whole school and individual matters of workers and students (Ministry of Education of Finland, 2007). All the mentioned skills are very important for students to learn, feel cared, and develop a sense of considered which in turn make schools to give out productive results.

Studies by Ross and Gray (2016) in USA, explain that, the successful schools are often associated with strong leadership performed in schools, which means the leaders who apply skills which fit in particular school under favorable conditions. Jensen and Ben (2010) study finding in California schools explain that for school to deliver students of high quality all necessary resources have to be supervised by a smart and strong leader. This implies that having teaching and learning resources alone is not enough but having a competent leader who can apply all necessary skills is very important for school to bring out higher results.

A study in India by Robinson, Llody and Rowe (2013) showed that, a general union of committed and effective leaders of school has the power to make positive results for students' academic performance in the country National examination. This show that leaders have to work together by sharing their personal skills and leadership styles in order to achieve general nation's target over a certain period of time. Collaboration being the key skill to better students' academic performance is of paramount importance.

A study conducted in Morocco by Ismail, Munna and Muda (2016) Explains that, leadership is a significant management skill which involves the capability of heartening a group of people towards a common goal. Head teachers have motivation skills that raise the working morale of teaching staff by appreciating individual differences and provision of opportunities to acquire new knowledge which as a result enable teacher to induce new and modern skills to enhance effective performance of the school.

In Nigeria, Adeyemo (2016) argues that, among the factors for school academic performance is the skills acquired by the head teacher. The school head manages teachers' activities in school as well as students learning process also school heads can create team work, collaboration and motivate teachers to work effectively to yield higher school performance.

Studies in Angola by Soder and Andrew (2015) and Ghana conducted by Ocham (2015) argue that, any successful school leadership skill plays significant role in management of academic performance. Those scholars put much emphasis on the school heads applying skills like leading by example, critical thinking skills on solving challenging school matters, Empowering staff teachers and risk taking skills. Scholars argue that school heads should work on maintaining the external environment from affecting the general teaching-learning process which can affect the performance of the students academically.

Studies in Eritrea by (Wahab, Rahmat, Yosuf & Mohamed, 2015: Odubuker, 2017: Boonla & Trepnttharat, 2014 and Maicibi, 2003) explain that, Education is the

biggest investment for modernization of the country, hence then nation has put much investment in Education starting from schools to colleges. Apart from it all the education sector cannot grow without effective education leaders to put effort in enhancing the good performance. But the effort of creating best leaders to push up education performance is still unsatisfactory. Therefore much emphasis should be put in the country's policy so as to obtain the school leaders who have adequate skills of bringing the productive results in academic arena.

Studies of Ethiopia by Adhiambo and Enose (2011) elucidate that, most school leaders lack interpersonal skills and participatory decision making skills that lead to conflicts between school leaders and teaching staff. (Olubunmi, 2014: Uchendu, Anijaobi-Idem, & Odigwe, 2013) argue that, teachers and school leaders have to be impacted with wit sufficient knowledge on how conflicts occur, how and when to respond or manage conflicts so as to bring positive changes towards bringing effective school performance. Since, in all human interactions especially in organizations conflicts are bound to occur (Oboegbulem and Alfa 2013). Therefore from the above literature it shows that leadership skills have not been impacted to educational leaders in high extent in Ethiopian Nation. If there could be a way of leaders to acquire those skills most of conflicts could be wiped out in a disciplined manner leaving behind the ones that are inevitable and beneficial to the effective school performance.

In Uganda, studies by Ngware and Wamukuru (2016) and Buregeya (2009) noted that, general communication skills by school heads and training teachers to the

principle of team work would be of great importance to students' academic performance. Also the flexibility skill is of crucial importance for school heads in order to be able to shift from one leadership skill to another in accordance to the changing nature of the staff, students and the political pressures of the country at large.

Studies in Kenya, by Kimeu (2015) argue that, head teachers should be trained regularly so as to uphold their management skills towards monitoring and facilitating staff teachers' effectiveness. Studies further explain that, the students' performance give a clear indication of the nature and quality of leadership of that institution. According to Zakaria and Taiwo (2013), Humanistic skills and team self evaluation influences the performance of the teachers towards learning process of the students which result to effective school performance.

In Tanzania, Onguko (2008) argue that, the leadership skills like team teaching, accepting individual differences, communication skills, conceptual skills and creativity are much emphasized by higher educational leaders but in the reality only a few participate such skills effectively. Most of school leaders work under the pressure of political and higher educational leaders hence tend to deviate from doing their responsibilities as it is needed.

2.5 The Challenges Facing Leaders In Bringing About Positive Changes

Towards Students' Academic Performance

School heads of the 21st century work in very difficult environment, but most lack

necessary leadership skills to fit in. According to Bannet and McCormic (2012) Explains that “the secondary school education level are faced by the complexity, diversity and uncertainty posing significant challenges that are overwhelming for the school leaders”. (Slater et al, 2008: Willy and Clarke, 2008 and Walker and Qian, 2006) argue that, Worldwide various researches conducted show school heads are facing different alike and unlike challenges. To mention some are; bureaucratic leadership context; personal conflicts; lack of support and proper instructions from higher educational leaders; cultural shock; lack of self-belief; failure to manage the internal and external pressure which result to schools perform poor academically. If the heads of school could minimize most of the challenges higher results could be delivered in a matter of time.

Before going into the nutshell of challenges faced by educational leaders in bringing about positive changes in school performance in Tanzania secondary schools, let us view on how the school heads are being selected for the headship position. In Tanzania just like any other country, there are procedures for selecting candidates for headship position. It begins by appointing of individual teachers who have met the qualifications which is done by Ward Educational Officer (WEO), and then the appointed names are presented to District Educational Officer (DEO). The DEO recommends on the nominated candidates and send them to the REO who lastly provide the name to the RAS for the appointment of the head of school after observing the individuals’ qualifications (URT).

Mathimbe (2007) argues that, since the appointment and selection is done privately by the RAS, Nepotism and corruption sometimes are visible in Tanzania. Some

leaders are being appointed without looking into their capabilities of being effective school leaders.

According to Public service commission Act no.3 of 2014 in education field particularly secondary schools in Tanzania, the teachers service commission Act no. 25 of 2015 mentioned qualifications for secondary school head which includes; Having university degree in education, at least five years of working experience, has shown fitness and ability in both classroom and in leadership and has a clean sheet record.

After the appointment of school heads there has been an ongoing challenge of leaders lacking training in leadership and management. This has brought a lot of chaos in leading the schools. This is because the leaders appointed lack essential leadership skills which results to poor school performance (Webber et al., 2008:721). According to Barnett and McCormic (2012:653) argues that, secondary school leaders are faced with complexity, diversity and uncertainty posing important challenges. Some of them are; lack of support from higher educational leaders, personal conflicts, cultural shock, lack of self belief, lack of self awareness and failure to manage pressure brought by job complexity, working on gossips, failure to comply with schools' target and lack of cultural awareness. All of those challenges occur or fail to be minimized or totally solved due to lack of adequate leadership skills by the school head.

Studies conducted in Tanzania and Kenya by Onguko et al (2008:72) squabble that, in these countries there is a shortage of training institutes for Educational leaders

which means most of the promoted school heads are not well equipped skillfully. According to (Van der westhuizen et al., 2004: 205; Nguni et al, 2006:172; Pheko, 2008:71 and Bush et al., 2011) it has been revealed that “there is a need of preparation and development of both novice and experienced school leaders into leadership for effective performance”. Also it has been argued that there is a need to equip school heads with all necessary leadership skills and knowledge even though there are a few leadership institutes.

Bitar and Amer (2020) argue that, alternative methods of training school heads can be applied like induction of new appointed heads, mentoring, coaching and follow-ups. As well the use of retired educational officers could be helpful to impart leadership skills to either new appointed or already experienced ones. This will help to minimize the widening gap of shortage of educational leadership training institutes in Tanzania. By enhancing leadership skills to the educational leaders, schools country wise will get very effective results in the examinations that come across. By doing so, the education standards will raise to the nation level.

2.6 Knowledge Gap

From the presented and discussed literature review in Tanzanian context, several studies on leadership in relation to school performance were done in various perspectives none has explained about the leadership skills in relation to good academic performance. The study found a gap on leaders whereby the criteria of appointing school heads and how to sustain the existing ones does not inculcate the importance of leadership skills as the basis of students’ academic performance.

2.7 Conceptual Frame Work

According to Mugenda A.G and Mugenda O.M (2013), Conceptual framework is a model that is created from a mental picture describing briefly the frame work under the study and relationship between the independent variable and dependent variables. In the study the dependent variable is the students' academic performance while the independent variable is the leadership skills.

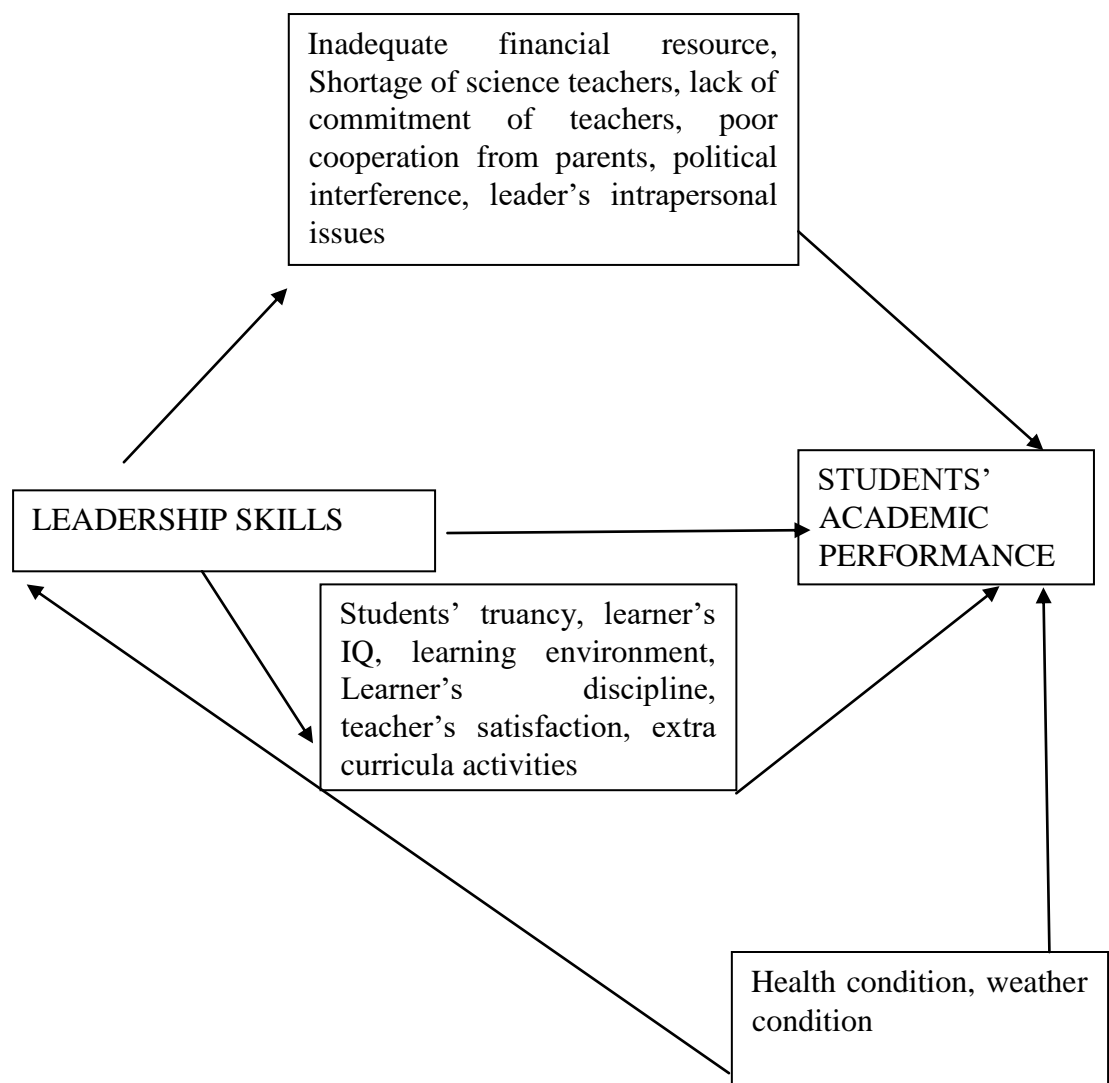


Figure 2.1 Conceptual Frame Work

Source: Researcher's Construct (2023)

The interpretation of this model is that; leadership skills as independent variable affects the students' academic performance as well there are some other moderating variables that affect the student's academic performance like inadequate financial resources, shortage of science teachers, lack of commitment to some teachers, poor cooperation from parents/guardians, political interference and leader's intrapersonal issues. Also, leadership skills can affect the mediating variables like learning environment, teacher's satisfaction, learners discipline and extra curricula activities, students' truancy and learner's IQ to which affect the students' academic performance. Meanwhile, the control variables which include health of students, leaders and teachers and the weather condition remain constant.

2.8 Summary of the Chapter

It is obvious that there is no single leadership skill that is perfect and can cover all weather leading to effective school performance. School heads need to acquire various leadership skills like; collaboration skills, interpersonal skills, provision of opportunities to teachers, reflective skills, risk taking skills and patience skill which will help them to be flexible in accordance to social, cultural, political and administrative changes and advancements.

From the above literature review it can be narrated that leadership role play an important part in students' academic performance especially once the leadership styles used is compacted by the roots of leadership skills which cut across administrative and management system.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is concerned with methods and techniques that were used for conducting research work. It contains justification for using the methods whereby both qualitative and quantitative techniques were used to collect relevant data.

This chapter outlines the research methods that were employed in the current study. The section is subdivided into a number of parts which are; the description of the study area, research approach, Research designs, sampling technique data collection methods and data analysis techniques.

3.2 Description of the Study Area

The study took place at Mbinga town council that is among six districts in Ruvuma region. Other districts are Nyasa, songea municipal, songea rural district, namtumbo, madaba and Tunduru. The district covers an area of 11,396 square kilometers. It is located approximately 32km southern of Ruvuma region's capital. To the north of Mbinga district there is Njombe region to the south is bordered by Mozambique country, to the East is boarded by Songea rural district and west by Lake Nyasa (Nhira et al, 2008). The major tribe that is found in Mbinga district is the Matengo.

According to Hoffmann and James (2018), Mbinga is among a few fast developing districts in Tanzania where most of its individuals depend on agriculture activities by cultivating coffee as main cash crops and maize and beans as food crops. The research was interested to make this study at Mbinga town council because is among

the areas that have a very fast growing population that has led to the emergent of various new secondary schools of both government and private. Therefore there has been a loop of teachers being appointed to lead these new schools which are below 10 years in experience since they commenced and are still their performance is low in national examinations ranking which include both FTNA and CSEE. These factors have led the Mbinga town council to become suitable area for this research work since most relevant data will be obtained.

3.3 Research Paradigm

Research paradigm refer to the method, model or pattern for conducting research. It is a set of ideas, beliefs or understandings with which theories and practices can function (Biesta, 2010). There are many different paradigms used but commonly used ones are positivism, constructivism, critical, indigenous and pragmatism paradigms. In this research pragmatic paradigm was applied.

3.3.1 Pragmatic Paradigm

Pragmatic Paradigm is the type of research paradigm that focus on finding solutions and understanding through practical application and observation and allow the researcher to be flexible in his/her research by incorporating both positivism and interpretivism which include qualitative and quantitative research approaches (Morgan, 2007)

3.4 Research Approach

The study intended to apply both qualitative and quantitative research methods. The reason for using both approaches is that there is no single method that is sufficient by

itself (Kombo *et al*, 2006) also by working with both qualitative and quantitative data it help to clear most challenges arising since shortcomings of one data type is balanced by the strength of another hence advancement in evaluation (Green, 2007), as well they provided a researcher with some fixed steps to follow hence avoid contradictions of the research work.

3.5 Research Design

Research design is the intangible formation within which the research is conducted (Kothari, 2004). It constitutes the blue print for the collection, measurement and analysis of data. The nature of research design is to have the research problem drive the methodologies. Research therefore undertakes their studies to understand the assumptions behind their research so as to justify their particular methodologies and methods of their work. (Cohen et al, 2003).

Data collection involved both primary and secondary cases to be obtained through observation, interview and questionnaires. The application of various instruments in collecting data was for the purpose of checking and balancing data to avoid shortfalls in the process or after. The study employed case study design which is the approach that is used to breed in intensity, comprehensive accepting of a multipart topic in its real life situation (www.changeworks.uk).

The case study has been categorized into three main types including intrinsic, instrumental and collective. Intrinsic case study is usually undertaken to learn about unique phenomenon which distinguish it from all others. The instrumental case study

design uses a study of a particular case which may be better than others to gain wider admiration of an issue. In contrast, the collective case study design includes learning about numerous cases consecutively so as to create a broader admiration of a certain issue. A case study was chosen on the starting point that it provides a chance to appraise the contribution of leadership skills on the student's academic performance to be studied in intensity within a given period of time. Case study enables a researcher to gain significant and more appropriate, un-biased consideration of a compound situation, through the use of variety research tools. Moreover, the case study presents proposition for smart analysis of other parallel cases. (Kothari, 2004). Therefore this study was conducted in four Public secondary schools within Mbinga town council.

3.6 Target Population, Sample and Sampling Procedures

3.6.1 Target Population

According to Creswell (2002) defines population as a group of individuals that have alike features who can provide data for the study questions. The targeted population of this study was 2600 people from which 100 respondents were selected as sample size, which included; the head teachers from Public secondary schools, Ward Educational Officers, District Educational Officer, students, staff teachers and the District School Assurer. The population of the study had been chosen due to their potentiality in the study since they have important details concerning the contribution of leadership skills on students' academic performance.

The sample size was obtained by using two steps. Firstly, by calculating the sample size for the infinite population; secondly, by adjusting the sample size to the required population as follows; Formula 1: $S = Z^2 x P x \frac{(1-P)}{M^2}$ where by “S” is the sample size of infinite population, “Z” is the Z score of the confidence level and “P” is the Population proportion (assumed as 50%)

Formula 2: Adjusted sample size = AS= $1 + \frac{\frac{(S)}{(S-1)}}{population}$

(Scott, 2013)

In the study, the Population proportion is assumed to be 26031, confidential level 95% which resulted to 1.95, Sample size for infinite population 12.25 and Margin of error 0.05 which resulted to 100 sample population.

3.6.2 Sampling

According to lance, P. *et al* (2016), sampling is the assortment of a few individuals from within a large group of population to assume the characteristics of the total statistical population. In addition sampling has minor costs and quicker data collection than measuring the entire population and can supply impending in cases where it is infeasible to sample and entire population.

Therefore, sampling is the method of choosing persons either purposefully or indiscriminately from a total population to present the entire population. In this study two sampling techniques was used; the Purposive and the simple random sampling techniques.

3.6.2.1 Simple Random Sampling Technique

Simple Random sampling technique is unsystematic assortment of the detachment of a Population to present the whole population (Creswell, 2002)). This technique was used because it eliminates all clues of bias since persons who make up the subset of the larger group are chosen at random also because it is less complicated compare to other methods. In this method each member including the community members, head teachers, students, school board members and staff teachers had equal chance of being selected.

3.6.2.2 Purposive Sampling Technique

Purposive sampling technique is also known as judgmental or selective since the researchers rely on their own judgments when choosing members of the population to participate on their survey (Creswell, 2002). The technique was used because it enabled the researcher to compress a lot of information out of data that has been collected which allows researcher to describe major findings on the population as well it did not consume much time compare to other sampling techniques. This technique was applied to the district educational officer and ward educational officer and the District School Assurer since they deal with educational issues directly. The rationale of choosing this technique was to get appropriate information from specific individuals who were available in the targeted sample of population to which those in formations could not be given by other people than them.

Therefore, the sampling targeted to consist of forty students, forty-nine teachers, four school heads, and four ward educational officers, two district school Assurers and

one district secondary educational officer. The sample was projected to be of that number because badly chosen sample of respondents could complicate the problem that was being investigated. The projected respondent was obtained by dividing the number of respondents needed which is 100 by the expected number of respondents which is multiplied by 100. The table 2 above indicates sample composition.

Table 3.1 Sample Composition

Type of respondent	Projected respondent	Actual respondent
Students	40	35
Staff Teachers	49	45
School heads	04	04
Ward Educational Officer	04	04
District Educational Officer	01	01
District School Assurers	02	01
TOTAL	100	90

Source: Researcher (2023)

3.7 Data Collection Methods

These are variety of ways in which the data maybe gathered both qualitative and quantitative data may be gathered. These methods include observation, interview, questionnaire and documentation for collecting data. In this research work the following tools for data collection will be employed;

3.7.1 Questionnaire

Questionnaire is the instrument used to collect data which comprise of manageable number of questions in a standardized set intended to obtain answers to different issues raised (Kothari, 2009). Questionnaire consists of both open ended and closed ended questions. The researcher applied questionnaire because it is comparatively

quick, low cost, large amount of data was collected within a short period of time, which was suitable to a large population. The questionnaires were sent to the respondents through their addresses and waited for two weeks for response on provided questions.

3.7.2 Observation

Observation is another technique that was used to gather information. This technique has based on researcher's hearing, testing, touching, smelling and recording the observations rather than depending on people's self-report responses to questions or statements. According to Frank *et al* (2000) it requires researcher's personal ability and understanding of the phenomena. This method was used because it assisted the researcher to systematically select and gate the direct information from the natural environment as well as determine the non-verbal behaviors like gestures, eye contact emotional speeches and feelings that can be determined by observation.

3.7.3 Interviews

The study involved semi-structured interview which engross asking similar questions in each interview while the research remained flexible so that other important information also arose (Dawson, 2002). This semi-structured type of interview allowed the researcher to get in-depth information of the study area. Each session of the semi-structured interview lasted last up to 30 minutes consecutively.

3.8 Reliability

According to Ogula (2015), reliability is the point whereby certain research tools wherever is used or applied to comparable personals gives consistent information

again and again. The reliability of instruments was checked through Cronbach's Alpha by using Pilot test collected from 10 teachers and 10 students that were not included in the main samples.

3.9 Validity

Validity is defined as the degree to which a research tool measures what is planned to measure (Franckel & Wallen 2013). Validity was checked through rating each question (poor, fair-good and very good) according to their comments and suggestions, the questions were corrected and rearranged also was presented to the supervisor who will approve the instruments of data collection.

3.10 Frame Work for Processing and Data Analysis

The data was collected through questionnaire, interview and observation accordingly as well as cleaning the errors. Also the data was saved in computer for providing a good backup storage. Lastly the data was filed and saved for future uses.

3.10.1 Data Analysis

According to (Kothari, 2004; Milles & Huberman, 1994) data analysis is the process that involves editing, classifying and tabulating the collected data. In the study data analysis began immediately after collection. The researcher edited data before analysis to clear any errors. The researcher used both qualitative and quantitative data analysis techniques due to the fact that they improve evaluation by ensuring that the limitations of one type of data are balanced by the strengths of another type of data. Under quantitative approach; the researcher applied descriptive research design

by gathering information and provide detailed and accurate picture of the characteristics and behaviors through frequency tallies and their corresponding percentage scores. The method also measured variables and the relationship between variables.

The Qualitative analysis technique involved thematic analysis method whereby the researcher closely checked the data to categorize regular theme-topics, thoughts and pattern of meaning that come up frequently. All data obtained from the interview and observation were first classified according to the research questions for which answers were sorted. Then, the data were gathered, organized and coded. The researcher's findings were presented by using tables, graphs, charts and brief descriptions. This followed by discussion of the results, conclusion and recommendations.

3.11 Ethical Consideration

Adherence to ethical guidelines in scientific research is of great significance. For all the schools, that were involved, the researcher asked for permission from the District Executive Director of Mbinga town council and the Open University of Tanzania. A detailed description of the questionnaire was also provided to the school leaders and staff teachers. No one was forced to participate in this study either by involving questionnaires or contributing to the interview. On data collection sites, the researcher firstly gave a brief introduction about the research and the importance as well as approximated time for getting the information to the sample selected.

The researcher ensured anonymity, confidentiality and prevention of any harm that might occur from physical to psychological ones. The results obtained at the end shall be informed to the participants of this research work as a way to appreciate their involvement in helping to bring change to leaders towards improving students' academic performance in general.

3.12 Summary of the Chapter

This chapter showed how the researcher analyzed the leadership skills on students' academic performance particularly Mbinga district, Tanzania and revealed the tools and ways which were used in collecting data which reflect the justification of data analysis. Also the chapter showed how the respondents were unharmed by considering the ethics of the research.

CHAPTER FOUR

THE FINDINGS AND DISCUSSIONS

4.1 Introduction

Discussion of the findings based on themes and subthemes developed, main themes include; Important leadership skills on students' academic performance, Implementation of leadership skills on students' academic performance and the challenges facing leaders in bringing about positive changes in students' academic performance.

Relevant information was gathered from four public secondary schools given roman numbers I, II, III, and IV respectively. In that matter we have school I, II, III, IV. From each school the head of school (HS) was given the questionnaires. The head teachers had experience ranging from 3 to 10 years. Also the staff teachers (T) and students (S) were given the questionnaires. The Ward educational officers (WEO), District school Assurer (DSA) and the District educational officers were interviewed via semi-structured interview method.

Furthermore, the researcher observed various occasions and issues which were done by the school heads, staff teachers, students and the total activities surrounding the school concerning academic issues therefore observation method was also involved in the study. Therefore, the results of the findings are presented as follows;

Table 4.1 Response Rate of the Data Collected in Percentage Form

Respondents Percentages %	Frequency
Received responses	90%
Un-received responses	10%
Expected responses	100%

A survey was conducted on ninety respondents including thirty five students, forty five staff teachers, four school heads, four Ward Educational Officers, one District School Assurers and one District Educational Officer. This represented 90% of the response rate; 10% of the respondents did not respond. Mugenda and Mugenda (2006), recommends that 50% response rate is adequate, 60% good and any other response rate above 70% is very good. Therefore data presented was capable of enabling the researcher to arrive at an agreeable conclusion about the study.

4.2 Important Leadership Skills on Students' Academic Performance

This section explored the possibility of having important leadership skills on students' academic performance in selected secondary schools. The research question guided that; what are the important leadership skills for effective students' academic performance in Mbinga district secondary schools? Among forty-five staff teaches from schools I, II, III&IV only fifteen teachers were able to mention the leadership skills applied in their schools which include; Motivational skills, strategic skills, counseling skills, critical thinking skills, adaptability skills and creativity skills. Twenty of them mentioned the leadership styles to which were not part of the

research questions. Also eighteen students out of thirty in their response to the question highlighted motivational skills and counseling skills as the skill applied in their schools.

Though, in the questionnaires given to school heads all the head teachers of schools I to IV showed that they understand most of the leadership skills and there was no confusion stuck between leadership skills and leadership styles. Interview method was applied to the District School Assurer (DSA), Ward Educational Officers and the district educational officer (DEO). The DEO, WEO and the DSA responded well to the interview questions that wanted to know their understanding of leadership skills and how should be applied to the school. At different moments they outlined various skills that school leaders are supposed to know and work upon including; creativity skill, time management skill, Interpersonal skills, conflict resolutions skill as well motivational skill. The DEO affirmed that;

The leadership skills are the tactics that a leader has towards performing his/her daily office activities with regard to find ways of overcoming various difficulties that they encounter in their work place. Some of the skills are learned while other ones involve the use of individual common sense in their daily work place example the intrapersonal skills and creativity skills. (Interview, District Educational Officer, June 9, 2023).

From the voice above it revealed that; the district educational officer is aware of the leadership skills and he practices in his daily routine towards attaining the

educational goal of higher performance in the academic arena. Also the DEO knows that a leader has to apply the leadership skills in dealing with various circumstances in his/her daily activities.

The DSA explained that, most of the school heads are not confident enough to bring into action the skills that they have hence they deviate from some useful skills in which could be very helpful in education to improve schools' academic performance. In his interview he explained that;

In most of schools that I have been inspecting here in Mbinga town council, I have observed that the school heads are doing their best to yield higher performance by applying the leadership skills but they are not confident enough on what they have and what they can do. They keep on waiting for directions from their higher educational leaders instead of taking immediate actions to some contradictory issues. (Interview, District Education Assurer, June 5, 2023).

From the opinions above it gives a picture that the school heads are weak, which means they are afraid to use their mandate well by applying their skills in doing their duties and responsibilities. But they tend to take actions towards all directions that they are given by the senior educational leaders. Also the WEO₃ explained in the interview that; most school heads in her ward have the skills of motivating their staff teachers by encouraging them to work harder for the benefit of the nation.

WEO₃ elaborated that;

When I conduct meetings with the head of the schools in my ward they usually tell me that they encourage their staff to work harder to bring better results since students are the treasure of the coming generation. As well, during the graduation ceremonies I observed the teachers who had done well being given trophies which I think motivate the staff to work effectively. Though in our government schools the rewards do not satisfy all the teachers since it is just a sign of appreciation for the hard work done. (Interview, Ward Educational Officer₃, June 2, 2023).

From the quotation above, it shows that the Ward educational officer has observed the motivation skills that school heads have and the application of that skills. It further explains that the motivation is not only the gift or trophy but also good hopeful words to the staff teachers can bring a sense of encouragement towards doing the teaching responsibility hence higher results.

(www.hays.net.nz).

4.3 Implementation of Leadership Skills on Students' Academic Performance

The main research question in this section was; which leadership skills are being implemented for effective students' academic performance in Mbinga District Public secondary schools? Information was gathered through semi-structured interviews, questionnaires and observations whereby the staff teachers (T), school heads (SH), students(S), Ward Educational Officers (WEO), District School Assurers (DSA) and District Educational Officer (DEO) were involved. Most of their responses seemed to be similar from different academic groups outlined although there were some variations in a number of views. The question needed to examine

how leadership skills are being implemented in schools towards affecting the academic performance of the students.

From the data collected in their response to the implementations of leadership skills on students' academic performance included; i) Teamwork ii) Delegation of power iii) Open communication iv) Conflict resolution and v) Motivation

4.3.1 Team Work

Participants in the study revealed that, the school heads have brought a sense of team work in their schools. The heads of departments per subject have been given mandate to plan for better actions to take in order to bring higher performance. Teachers are encouraged to work as a team in teaching and learning process so as to achieve a common academic goal. The WEO₁ in her interview explained that; We encourage school heads to create a sense of teamwork among teaching staff so as to work as whole, teach as a team, marking exams and tests as team and encounter problems together and find solutions to the problems together but team work cannot be effective if teachers do not respect and accept each other in their individual differences. (Interview, Ward Education Officer I, May 29, 2023).

The quotation above gives a picture on how head teachers are directed to take effective action on team work in their work place so as to collaborate with their staff teachers as well as students in teaching and learning skills by assisting each other in various issues (Middleton T, 2022) Also, the school heads in their questionnaires have explained among the skills that they employ is team working. In order to create and

encourage a sense of team work the leader must have life skills, adaptability skills and interpersonal skills which will help him to interact with each staff teacher nevertheless his/her social or cultural difference and coordinate him to work as a team.

The researcher's Observation pointed out about team work in secondary schools that; the school heads are struggling to implement team work now and then but there still are a lot of challenges. Some of the staff teachers do not find teamwork as serious and important thing hence they do their academic activities privately without support or any assistance whenever they encounter challenges in academic arena, example in the school_{III} where the researcher is working when a certain topic/sub-topic is seen hard for some subject teachers to deliver to the students he/she skips the topic or subtopic instead of asking for help from his/her fellow teachers from the department.

4.3.2 Delegation of Power Skill

According to Schemerhorn *et al*, (2017) delegation of power is the assignment of duties and responsibility by a leader to another subordinate without needing to seek approval from the council. In school context delegation of power can be expressed as the process of assigning authorities to a teacher without specific approval from the school council. This skill of delegating power is done by the head teacher for the purpose of minimizing the huge load to him. Some of the regular activities are done by staff teachers whom have been given responsibilities after being delegated to them.

In the implementation of leadership skills, school heads in their questionnaires explained that they tend to delegate power to other teacher so that the teachers can feel a sense of being trusted and belonging in a particular staff and the field of education in general. Such reasons cause the ones to who has been delegated power to bring the most of what they have to the institution towards achieving academic goal. During the interview with WEO₄, explained that; In our meetings with school heads under the supervision of DEO we emphasize the school heads to delegate some responsibilities to the teaching staffs so that they can get used to those positions and being ready to be given any responsibilities that they might later be given later to them. In the schools that are under my control I have worked it out and the school heads are practicing it accordingly. (Interview, Ward Educational Officer, June 6, 2023).

From that explanation, it can be judged that school heads are working hard on the directives given to them by various leaders and have found that skill of delegating power is useful to them for the benefit of good academic performance.

4.3.3 Open Communication Skill

In the questionnaires head of schools, HS_{II} explained that, an interpersonal skill which involves open communication between him and the staff teachers as well as the students is of high spouse. The HS_{II} elaborated further that interpersonal skill is very important since in has brought close relationship between him as the school head and his subordinates to which has enabled him to work smoothly and effectively with his staff to ensure the students get what is best and achieve higher results.

In the questionnaire asked to the T₁, T₄, T₅, T₈ about interpersonal skills none of them explained about how good his/her head is interacting to the staff teachers also students S₄, S₇, S₁₂, S₁₃, S₂₀, S₂₁, S₂₈ and S₃₃ wrote about being given directions in general about what should be done and what to be avoided by heads saying they get and follow orders from their seniors above them. In the interview with DSA concerning the issue of open communication the response was as follows;

In our regular assessment of schools, teachers and school heads, we edify the leaders not to be too bossy they sometimes have to act as counselors or mentors by being able to talk to their staffs about their individual matters maybe some poor performance are being brought about by their personal life but you have not given him a chance to speak to you friendly. As a head teacher you are supposed to minimize the gap between you and your staff as well as students so that they can face you whenever in need (Interview; District School Assurer, July 05, 2023).

From the statement above it shows that most of the school heads are not good enough in the issue of interpersonal skills. They do not open themselves to teachers and students during communication hence they do not get much from their juniors.

4.3.4 Motivational Skill

From the study, participants had contradicting ideologies pertaining to the motivation. In schools student explained in the questionnaires that school heads are motivating them to study by provision of gifts and presents whoever scores well in their studies. Also students say their teachers are motivated by being given gifts in the graduations every year once their subjects have done well.

The staffs teachers have elaborated that the motivation given to them have been more negative than positive since once the teacher fails to yield higher results in the examinations he/she encounter a lot of harsh treatment from the seniors starting from the REO, DEO, educational officers to school heads. Teachers are being confronted harshly and they are sometimes required to write letters to DEO explaining why they have failed the students. But once the students perform well very little credit or none is given to them.

Also the motivation given to them are appreciation letters and encouraging words only even though higher leaders and school heads promised them financial motivation or field trips to those who did well in their subjects but once they perform well those motivations remain a tale. Such situations have made teachers do “business as usual” teaching and learning activities without any extra efforts and energy to bring higher academic performance.

Head of schools on motivation have explained that they tend motivate students who do best and who do worst. The students who do best are given gifts but those who do worst are being punished and counseled but to the teachers it has been difficult to motivate them financially due to lack of another source of income to school they only run the school by government revenue which come in quotations. Therefore it cannot be used for motivational purpose hence they motivate teachers by congratulating them during graduation ceremonies and by giving them appreciation letters. In the interview done to the DEO, on the motivation skills to his school heads, he elaborated that;

In motivating teachers who do well in their subject performances, I have directed school heads to motivate them financially by using projects fund that I directed them earlier to use the available resources to start the projects so that the income they obtain to be used in extra activities like tours and motivating teachers. Last year I organized a journey to Ngorongoro especially to the teachers whose subjects did well in the final form four examinations but school heads let me down since they had not yet presented any profit from the projects they have in their areas of leadership therefore the tour failed (Interview, District Educational Officer, July 06, 2023).

From that quotation from DEO, it shows that school heads were given some methods on how to motivate teachers and students but most of them have not worked on that part but they defend themselves to staff teachers informing them that there is no adequate fund. From such low motivations teachers have been working under very low morale since they do not see or expect any awards after putting most of their efforts and time towards teaching and learning process.

4.3.5 Conflict Resolution Skills

Conflicts at work place are inevitable since people of different backgrounds, culture and races meet and work together to which some inconveniences do occur (Afzalur, 2011). In the field of education especially in schools, teachers do collide here and there among themselves and with the surrounding school community or with their school heads. In schools, the head of schools mentioned conflict resolution skill as among the skills they do implement to their institutions. Head of school from school IV explained that, when teachers are in quarrel with each other he calls them in his

office together reach a consensus. In school ₁ the head of the school explained that it has been difficult to solve conflict between the staff teachers once are in quarrel with him, they usually go to report to the higher educational levels even if it is just a minor case. In the interview with WEO₃, explained that;

A lot of teachers' quarrels come to me and others are directly going to the DEO if they feel uncomfortable with me, to which I am called upon and asked to intrude about their case since I am educational leader within the ward. When teachers are in conflict with each other their cases do not come to me but when staff teachers have conflict with the school heads they come to me asking for support to move to another school to which most of them shift and do not want to settle the quarrels down. They believe changing environment is the best way to solve their quarrels with school heads (Ward Educational Officer₃, July 02, 2023).

It seems among the most challenging skill is conflict resolution skill. From the quotation of the WEO₃ it shows that it has been difficult to solve conflicts that arise between school heads and staff teachers.

4.4 Challenges Faced By School Heads in Bringing About Positive Change

Towards Student's Academic Performance

The main research question in this section was; what are the challenges that school leaders face in bringing about positive changes in students' academic performance in Mbinga Public secondary schools? Information was gathered through semi-structured interviews, questionnaires and observation, where school heads and staff

teachers were questioned while WEOs were interviewed. Most of the challenges reported seemed to be similar across all schools and wards in Mbinga town council, with slight variations from one school to another. Some of the challenges seemed to be unique especially to more experienced ones who had been in their headship positions from 5 years and more.

The revealed challenges include i) inadequate financial resources ii) shortage of science subject teachers iii) student's truancy iv) lack of commitment to some teachers v) poor cooperation from parents/guardians ix) political interferences

4.4.1 Inadequate Financial Resources

Participants in the study revealed that inadequate financial resource in the government schools was critical challenge which hinders school heads to bring positive changes to schools and deliver higher results. The school heads confirmed that they mostly depend on government's capitation grants for buying science apparatus, chemicals and other items and school fees that is provided to them at every month. That school is categorized to each school department accordingly (Refer to table 3. which shows the distribution of school fees in Public secondary schools in Tanzania) Thus a lot of school activities which require fund become a huge challenge for school heads to handle. In the interview with WEO₂, explained that;

The capitation grant that each school get is from the central government which directs each percentage of the grant to be used per department therefore it is not allowed to transform that

Money into other uses though the government has allowed schools to practice “ElimuyaKujitegemea (EK)” which may produce more income for other school uses. (Interview, Ward Educational Officer₂, May 31, 2023).

The quote represents the view of most school heads of government secondary schools that the problem of inadequate financial resource is among the biggest challenge. The response shows that the “*Elimu ya kujitegemea (EK)*” fund program set by government has not been given good background hence working on the *EK* has not yet brought better output.

Table 4.2: The Distribution Frame Work of Capitation Income of Public Secondary Schools of Tanzania

No.	The distribution frame work of capitation income	Percentage distribution
1.	Office use	35%
2.	Academic	30%
3.	Cold medicine	10%
4.	Maintenance	10%
5.	Examinations	15%

(MoEVT, 2010)

The school heads themselves in their questionnaires have mentioned the inadequacy of fund has been a major pushing factor from achieving better academic results in their school institutions. SH₂ and SH₄ elaborated that, there is inadequate number of science teachers in their schools. If there could be any available income they could employ part time science teachers therefore the fund challenge has resulted to continuing working under the burden of teachers.

In the researchers' observation, it was realized that in the *EK* program set in schools the teachers appointed to control the program do not fit as well others have not been faithful in the business which has led to the schools fail to get what was expected. Also the income could be used for motivational purposes of the teachers who do best in their subjects so as to raise the working morale of the teachers. Therefore, there is a need of expanding the field of getting income to the schools for better academic performance.

4.4.2 Shortage of Science Teachers

Participants in the study reviled that shortage of science teachers in their government secondary schools is another fascinating challenge that affects the performance of students since the few teachers present do not correspond to the ratio of the students available. (Refer to the table 4). Interview with the DEO explained that;

The government is trying its best to minimize the shortage of science subject teachers that's why in the current years we have been receiving at least a few science teachers, to which they are full time employed workers. But I do recognize the shortage of science teachers in the district and has been a very challenging thing towards attaining higher results especially in science subjects including biology, chemistry, physics and mathematics (Interview, District Educational Officer; July 09, 2023).

The quotation from the District Educational Officer gives more pictures on the deficit of science teachers who could cover the problem of the shortage and deliver what is best for the students to achieve higher grades. The few science teachers

available are overwhelmed by the teaching process which hinders higher academic results apart from their high working morale.

Table 4.3: The Number of Science Teachers of Selected Public Secondary Schools in Mbinga Town Council

NO.	Schools	No. of science teachers needed	No. of science teachers available	No.of shortage of sc teachers
1.	School I	42	09	33
2.	School II	62	15	47
3.	School III	42	08	34
4.	School IV	35	20	15

(MoEVT, 2023)

In the questionnaires with staff teachers from all four schools, have similarly explained about the challenge of science teachers and added about the inadequacy of science laboratories and equipment's as another challenge which results to failure of bringing expected results in the government schools.

4.4.3 Students Truancy

Participants claimed that there is a tendency of students to deviate from schools to which others have reasons to do so while others do not have any justifiable reason. The truancy can be partial or total. The partial truancy involves students behavior of abstaining classes but tend to appear around school environment sometime while the total truancy involve students who do not come to school at all for certain period of time which may range from a week to months (Blad, 2017). The WEO2 in her interview explained that;

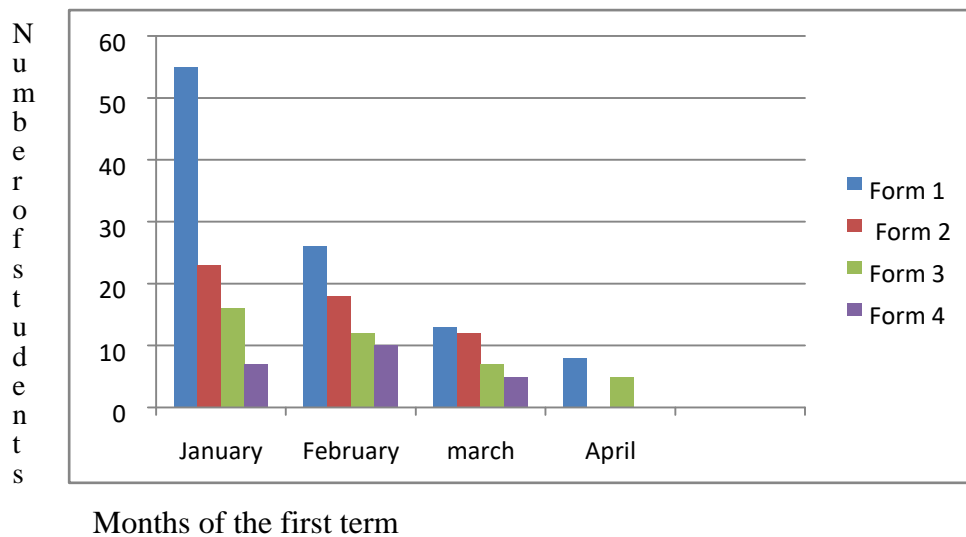
We have had a lot of truancy and dropouts in the current years. The schools within my ward are encountered with the truancy problem at high rate and it has been found out that a student just stops coming to school, when you take trouble to call upon their parents to find the reason for their child disappearance to school they just recall “he/she does not want to study, he/she wants to go to garage or being a tailor” the parents do not take any strong measures or actions towards their children behaviors. That has been so repeated challenge to the students of our government schools around my ward. (Ward Educational Officer; May 31, 2023).

The WEOs take full responsibility in dealing with students dropouts. Once the information of students’ truancy gets to them from school leaders they collaborate with Ward executive Officer to find the students and return them to school. From the quotation, it shows that students’ truancy is sometimes caused by family nature in academic issues. Parents take no or little concern on their children education hence their children make decisions for themselves. That situation gives a picture of the relationship between parents and teachers that are not working cooperatively towards students’ education at all. Also it shows the students have not been motivated enough to understand the benefits of education in general.

From some of the questionnaires with heads of schools II & III, The school heads have elaborated that, students’ truancy is among the reasons that hinder better performance since the students miss periods in classes and appear in the examinations only in which they fail. They further explained that some of their reasons for escaping periods or school is that they do not have interest in school

while others say they are afraid of punishment due to their laziness of doing some exercises and others said that their parents have not contributed to school meal hence they become hungry during the afternoon hence they decided to skip classes in search for food.

Figure 4.1: The Chart Showing Truancy of Students from Jan to Apr In School II



(Students attendance book of school II, 2023)

The chart shows the truancy of students for the midterm of January to April of 2023. Each class had some truant students who appear in the school. Some are repetitive while others newly appear with time. The rate of truants was so high in the first two months of the year comparing to the last two months March and April. The research exemplifies that, in the last months most of the students appear to school for the purpose of doing exams before closing the school. Such behaviors result to low performance in the overall academic results.

4.4.4 Lack of Commitment of Some Teachers

Participants claimed that some of the teachers in government schools are not committed to their work hence they do not work effectively. Some of the teachers do not teach and facilitate subjects according to the syllabus, others go to work late and leave early, others do not respect the authority and others do not finish the topics accordingly (Mkumbo, 2010). In the interview with the school board WEO₁, she claimed that;

Some of the teachers do not teach accordingly, others keep on roaming around the streets during office hours, others teach by brushing through the topics and I don't know exactly what their problem is because they are government workers they are being paid and they work under the long term contract they signed
(Interview, Ward Education Officer, May 29, 2023).

From the quotation above, it shows that some of the teachers tend to perform other personal activities during office hours which imply they are not fully committed to their work. Such situation has been a sour challenge in the process of improving school academically. Also from the quotation it can be judged that, some school heads are not committed as well due to the fact that it is their responsibility to ensure all teachers are at work during office hours and all reasonable permissions come from him and cooperate with the WEOs well so as to be aware of what is going on in the particular institution.

In the questionnaires responded; the staff teachers from schools I, II, III, and IV have also explained that, lack of commitment to some teachers triggers failure of school

academically. Some of the teachers do not take their responsibilities seriously, apart from the guidance and monitoring from school heads and WEOs some teachers are very stubborn, others go to school and do nothing until working hours are over, they sign out and leave. Such teachers are seen as being present in school but they do not teach. They become absent in lessons even though are presents at school.

The WEO₄ explained that;

Some of the teachers in my schools are so mulish; they come early to school but do not want to work. Others come late and regularly without any specific purpose while a few teachers male teachers go to school while are drunk once you punish them by giving them warning letters or reporting them to higher authorities they unite and bring hatred to the staff teachers and cause conflicts with their school heads in the working place simply because I have confronted them to be responsible for their actions (Ward Educational Officer; July 06, 2023).

The quotation above explained a lot about the actual working condition of teachers in government schools. It showed how some of the teachers are not doing their responsibilities accordingly.

4.4.5 Poor Cooperation from Parents/Guardians

Participants in the study revealed that poor cooperation from the students' parents or guardians has been a critical challenge towards better school performance. Staff teachers from all four schools confirmed that in their Public schools only a few parents/guardians go to school checking for the progress of their children in academic arena. Teachers from school _{III} and _{IV} elaborated in their questionnaires that

parents do not take into account the teachers efforts, sometimes students are given home works but they do not work on them at home. Also once the parents are called to school pertaining to academic issues like school meetings, disciplinary cases and truancy issues and contribution to student meals very few come and others do not appear at all hence the entire burden is left to the teachers. Such behaviors of parents have made some of the students absent from schools, dropouts and failure in their exams due to lack of guidance from their parents.

The researcher's observations had remarked that Parents and guardians of the students do not play their part well. They leave full responsibility to the teachers who have to work harder on their own. In various situations the parents/guardians have been showing little or no knowledge at all about their children class level or stream as well they do not know if their children are taking science, arts or business detours showed how apart the parents were in academic arena of their children. Parents wait for the calls from school to surprise them about the academic issues of their children. Thereby poor cooperation from the parents on academic progress of their children results to poor performance of the school especially in the government schools.

4.4.6 Political Interferences

Participants in the study revealed that; political inferences have been a stimulating challenge towards attaining high results in students' academic performance. Political interferences include the political leaders like chancellors, the ward ruling party secretary, Chairperson of ruling party in the ward and district at large. They have been interfering a lot to the teaching and learning process of schools in Mbinga town

council. The head teacher from school ₁ elaborated that; the political leaders do actions/ make decisions for the interest of the majority citizens in the school community so as to being appreciated and loved by their followers but affect the teaching process which in turn yield poor performance. In the interview with DEO, he pointed out that;

With all due respect the political system is the one that runs the nation and we are working under their leadership but in my district political issues have been interfering with academics a lot. For the sake of my own interest I cannot explain in details but I just want to say that the government has to look into details about the boundaries of her party leaders, if the government has trusted us, created good environment for us and pay us it should leave us to do our professional work in schools. (Interview, District Educational Officer; July 06, 2023).

From the quotation above, it shows the ruling party leaders of Mbinga district council have been intervening the teaching and learning process to the extent that teachers are not working effectively. It shows that most of the ruling party leaders have been taking advantage of the educational system to get credit for their own benefit but in turn they do torment and distract the efforts of the teachers towards achieving better academic goals.

From the researcher's observation, some teachers were negatively rewarding the lazy students who did not do the exercises out of the classrooms soon the school head got a call from the police station saying that his teacher should stop punishing students

since he has got the information from a certain ward political leader who was passing by the school and saw students being punished to which as the political leader cannot tolerate such punishments.

4.5 Discussion of the Findings

4.5.1 Introduction

This section discusses the key findings according to the set objectives; important leadership skills on student's academic performance, implementation of leadership skills on students' academic performance and the challenges facing leaders in bringing about positive changes in student's academic performance.

4.5.2 Important Leadership Skills on Students' Academic Performance

Leadership skills are the forces and aptitude individuals reveal that help to administer processes, guide inventiveness and push their employees toward accomplishment of intended goals. (www.techtargget.com). From the above findings it can be analyzed that most of head of schools have some knowledge pertaining to leadership skills but only a few of them are applied. The Head teachers have been relying on a few skills on enhancing teaching and learning activities which have been depended upon. The School heads have not been concerned to apply a variety of skills since they have not seen its importance towards achieving better academic performance. That is why staff teachers and some students have failed to explain them correctly through questionnaires provided.

The findings also shows that more education should be provided to school heads via seminars, short courses and workshops seasonally so as to acquire the basics of

leadership skills and learn to implement them. By doing so, the students' academic performance will improve. Furthermore, individuals' common sense must be used by School leader which means not everything that a leader does must be taught that other challenges should be solved through personal experience, exposure from different environments and by using personal IQ towards certain circumstances happening at school in bringing better students' academic performance. The findings showed that most of school heads are not confident enough to trust and implement the skills they have hence they need to be encouraged to have self-assurance, growth potential, resilience, and support networks through seminars, short courses or given chances to go for administration studies to which they will become confident enough to stand on what they believe is right under working regulations towards achieving higher grades academically. A person becomes confident when he/she knows what he/she is doing and understands the challenges and how to overcome them at all cost (www.indeed.com). Thereby, some of school leaders do not know on what exact to stand on. They have not been updating themselves about the amendments taking place concerning the education principles and regulations to which they fail to defend their decisions in certain matters where necessary.

In schools I, III and IV the staff teachers were only motivated through the word of mouth since their schools did not have extra source of income apart from the capitation and school fees that come from the central government. Only school II tend to motivate the staff teachers due to the presence of advanced level boarding students who spend extra time to work in school vegetable garden. The products obtained are being sold and gain extra income that is used for motivating the teachers who have

shown a difference in students' performance. The academic results of school II have been better compared to schools I, III and school IV. From that analysis it can be wrapped up that motivation to teachers is among the skills that improve students' academic performance. Therefore, the government should formulate a systematic way of motivating teachers so as to raise their working morale and hence higher results.

4.5.3 Implementation of Leadership Skills on Students' Academic Performance

4.5.3.1 Team Work Skills

The teamwork skill is a mutual endeavor of a group to reach a common goal or to complete a task in the most effective and efficient way. Teams must be more than two people and being able to leverage resources to be productive but all these can be done if the school leader is a good planner, guides, supports and coaches the teaching staff towards attaining one academic goal (Thompson *et al*, 2011). In the matter of team work all the four schools have shown their involvement but some teachers are left behind from within the subject departments due to their intrapersonal factors like individual habits and life styles. If team work skill is taken seriously by everyone in schools better academic performance can be yield out hence the seriousness can be brought by regular supervision and encouragements by the school leaders.

4.5.3.2 Delegation of Power Skills

The School leaders are being overwhelmed with a lot of responsibilities like meetings, distant seminars; official guests, teaching activities and other managerial

activities hence delegating power enable them to work effectively on a few selected things consequently. The teachers whom are delegated power become more experienced with the activities given also they become motivated by feeling respected and sense of belonging in the particular school.

It can be concluded that delegation of power is amongst the best skills to apply as a head teacher since it gives a chance of a regular teacher to show his/her capabilities of doing work and how he/she can satisfy the employer. Although the power delegation should not base on friendship but should look onto someone's seriousness and capability at work plan (Rani S et al, 2018).

4.5.3.3 Open Communication Skills

The findings have given the clear pictures that most school leaders are working in a commanding manner; they create an image of being frightened by other staff teachers. They only concentrate on what the rules and regulations of work desire and abstain the wisdom of listening to the intrapersonal and interpersonal issues.

School heads have to coordinate and cooperate well with the staff teacher since are the first resource towards attaining academic goals therefore they need to strengthen their interpersonal skills with them if they want to get the best from them (Gregory, *et al* 2013).

4.5.3.4 Motivational Skills

In the implementation of motivational skills, it can be discussed that this skill has not been functioning accordingly since only one side of negative motivation is practiced

to students and teachers who do not reach the District academic standards. But the positive motivation is evaded at both school and district levels due to the fact that it directly touches financial issues to which each leader has not found the best way to raise the income from his/her institute. Such situation has been lowering the morale of teachers to work efficiently because they know even if they work their level best and attain the expected results still no difference is made to them.

4.5.3.5 Conflict Resolution Skills

From this approach it shows there are still some efforts need to be done so as to find the best ways of controlling the conflicts not from happening but from causing bigger problems like having antagonistic groups at work and unnecessary shifting of staff teachers from school to school to which the teachers are potential in accordance to their subjects. It also shows that school heads have succeeded in some context to solve conflicts that arise from among teachers which is a good tool in attaining better academic performance to the students because it creates favorable condition for teaching and learning process to take place.

4.5.4 Challenges Faced By School Heads in Bringing About Positive Change Towards Students' Academic Performance

4.5.4.1 Inadequate Financial Resource

Most school heads in public secondary schools depend on only Capitation grant from the central government to solve each and everything that occur in their schools. The capitation income has not been enough to sustain all the needs of the school. The governments "EK project" is a very constructive idea which can solve the mystery of inadequate financial resource in secondary schools.

The government should provide financial capital for starting the projects, also closer supervision of the project should be done so as to ensure the project give the expected outcomes. As well, teachers might make use of students to work in the project during extra time. Products obtained can be beneficial to the whole school in general.

4.5.4.2 Shortage of Science Teachers

Among the sixteen government schools present in Mbinga town only four of them have at least science laboratories which are in good condition. Such problems have made the few present science teachers available to teach under great intricacy due to the fact that, science require transformation of theory into practice (Fischer, 2014) to which practice can't be perfect due to few laboratories, equipment and science teachers.

The findings show how bad the shortage of science teachers in Mbinga town council is. The science subjects interest students a lot since they involve application of what is studied in the class to actual day to day working environment. Therefore the government has to put much effort in employing more science teachers so as to fix the wide gap that exists in its secondary schools.

The action must be immediately worked upon in view of the fact that the teachers available are overwhelmed by the load of students to the extent that they do teach under low efficiency which in turn results to poor academic performance of the students in such subjects.

4.5.4.3 Students Truancy

The case of truancy has been a wide challenge since the government has created a policy of “free education” which accounts all school age children to go to school and acquire the primary and secondary free education (Marie, 2015). Therefore most students who do not comply with the policy tend to run away from the education system. Once the school board sits for the case of students’ truancy they cannot ban him from school, apart from that punishment being in the school rules and regulations that “if a student is absent for 90 consecutive days at school he/she is supposed to be banned from education” (cribd.com). The current policy guides the students hence they return to school and do all examinations regardless internal exams or national. These truant students mostly fail to give good results due to lack of preparations for the exams and lower the school academic performance in general.

4.5.4.4 Lack of Commitment of Some Teachers

Some teachers go to school just to appear before the school head and fill all necessary official documents like class journals, signing books and prepare the lesson plan but in real sense when they are in the class they do not do any productive activity for the students. These kinds of teachers with no commitment have brought challenges towards attaining higher marks in students’ academic performance.

The government should take gradual measures and actions towards the irresponsible teacher due to the fact that they go against their contract of employment which validate the employee remuneration, location of work, leave, medical covers, working hours, and the misconduct of the employee as well as the disciplinary

actions that will be taken if a teacher goes against the abided contract (www.procedures.tic.go.tz). Therefore, dealing with such teachers can succeed only if the school heads make closer look to the teachers in day to day teaching and learning progress regularly.

4.5.4.5 Poor Cooperation from Parents/Guardians

Parents/ guardians need to be encouraged through school meetings and ward meetings to contribute in their children education. They have to play part to ensure the students learn well by giving them all the basic needs and guiding them through asking for the academic progress feedback from school. Also the parents should ensure that students get spiritual sessions by their religion leaders in their churches and mosques to show the importance of education to their children and the coming generation in general. The Government also has to enact bylaws that will enforce parents and guardians to be responsible for the students' truancy and the dropouts of the students.

4.5.4.6 Political Interferences

From political leaders interfere with the normal teaching and learning process of schools without knowing what the teachers were doing if was constructing or restricting may cause teachers to leave the lazy students fail to cope with others due to being afraid contradicting with the political leaders and have fear of losing their jobs. Therefore academic performances of the students keep on worsening day by day.

As well, teachers need to have confidence on their profession and not allow any person from different field to torment their profession because they have a constructive purpose of dealing with the students various situations.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The chapter displays general summary of the study, summarizing the findings, implications of the findings and its contribution to the new knowledge. Furthermore, the conclusions and recommendations for more exploration and for measures put on view.

5.1 Summary of the Study Findings

The study explored the contribution of leadership skills on student's academic performance of public secondary schools in Tanzania. Three main objectives guided the study including; identifying important leadership skills on students' academic performance; to examine the implementation of leadership skills on students' academic performance and to find out the challenges faced by school heads in bringing about positive changes towards students' academic performance.

Methodologically, quantitative and qualitative methods involving a descriptive case study design was used. Mbinga tow council was chosen to be a case whereby four (4) secondary schools were purposefully chosen to be studied. From those four secondary schools eighty-four (84) participants were chosen comprising four (04) school heads, thirty five (35) students and forty five (45) staff teachers. Also there were other participants who were six (06) education stake holders including; four (4) ward educational officers, one (01) District educational officer and one (01) District School Assurer. The choice of schools based on having sufficient number of individuals who would give adequate and reliable data that could be important for the

research work. Also, school heads, District school assurer and the District educational officer from among schools were chosen based on their virtue of position they had in the district and schools.

Simple random and purposive sampling techniques were used to select participants of the study. The methods used to gather information from the participants in the study were questionnaires, interview and observation. Qualitative information was gathered through grounded theory analysis while quantitative data were gathered through descriptive statistical analysis method.

5.2 Summary of the Findings

The main findings drawn from research objectives were;

5.2.1 Identifying Important Leadership Skills on Students' Academic

Performance

The findings revealed that, most of the educational practitioners including staff teachers have very little idea on leadership skills only a few of them understand the concepts of leadership skills. Moreover most of the teachers confuse leadership skills from leadership styles. But school heads and higher educational officers understood well about the leadership skills and can mention them.

5.2.2 To Examine The Implementation Of Leadership Skills On Students'

Academic Performance

The study found that the implementation of leadership skills on students' academic

performance is very low. Only a few of these skills are applied in schools like; team work skill, power delegation skill, open communication skill, and conflict resolution skill. Moreover, the study found out that some of the important skills are not applied in Public secondary school like, mentoring skill, interpersonal skills, empathetic skills, flexibility skills, reflective skills, patience skills and the skills to appreciate individual differences. Also motivational skill is applied mostly to students but not to staff teachers.

5.2.3 Challenges Facing School Heads in Bringing About Positive Changes

Towards Student's Academic Performance In Public Secondary Schools

The study found out that school heads are faced with lack of confidence to assertiveness towards implementing their skills to which they do not know if the biggest problem lies from within themselves. Other challenges are; Inadequate financial resources, shortage of science teachers, students truancy, lack of commitment to some teachers, poor cooperation from parents/guardians and political interferences.

5.3 Implications of the Study

The findings of the study suggest that, the Public secondary school leaders will develop a sense of accountability in implementing various leadership skills that they acquire. Also, the study suggests that, lower students' academic performance is affected by several factors therefore it should be viewed in a wider perspective.

5.4 Contribution to New Knowledge

The findings of the study has brought a new idea to school heads concerning the biggest challenge towards higher performance in their Public schools is internal fear of applying the important leadership skills from theory to practice. The findings provide new insight of literature on the opinions of teachers from public secondary schools of Mbinga town council concerning the better understanding of leadership skills and will be able to differentiate between leadership skills and leadership styles which will enable them to work more efficiently since these skills are important to be applied by each teacher and not only leaders.

Moreover, there was a policy gap which limits educational officer and experienced school heads to plan and organize workshops for imparting knowledge concerning how to implement various leadership skills to the school heads and build up their confidence as well. As a result school heads become the receivers and implementers of all the directives they get from higher leaders without critically thinking and act upon the directives without considering their working environment and nature of resources they have.

5.5 Conclusions

From the prevailing study findings the researcher drew the following conclusion; School heads of public secondary schools do not / inadequately apply the important leadership skills because they lack assistance from higher educational authorizes and from the educational system at large due to the fact that, it does not direct the RAS (Regional Administrative Secretary) who appoint school head to regard the teachers

who have studied certain leadership courses. Also school heads are not confident enough to apply the basic skills of leadership in their day to day activities although they are aware of some of them, school heads are more of theory than practice which some have decided to be ignorant to undergo some personal changes so as to bring higher performance academically.

- i) School heads are suffering from a number of leadership challenges in their institutions which include; Inadequate financial resources, shortage of science teachers, students truancy, lack of commitment of some teachers, poor parental cooperation, political interferences and failure to know the better ways of implementing the leadership skills to which most of the challenges are out of their control but still they are pushed to deliver the best in the examinations regardless what they are facing in their working environment.
- ii) Based on findings, the study concludes that there was a significant relationship between leadership skills and student's academic performance, that students can be encouraged and pushed to the best of their academic limits only if the educational leader supervises and controls all the day to day teaching and learning process in accordance to his/her skills of leading a school. The study found out that it is essential for school heads to be taken to special leadership courses or repetitive seminars and workshops so as to be equipped with basic knowledge pertaining to leadership due to the fact that some challenges explained by school heads can be solved by the head teachers themselves also other challenges can still be there but affect less the

teaching and learning process towards attaining higher academic performance.

5.6 Limitations of the Study Findings

- i) There was difficulty in getting appointment with some respondents due to their tightening schedule like the DSI and DEO
- ii) There was a problem with language proficiency whereby some questions asked were difficult to interpret
- iii) The sample size was small due to inadequate finance and time.

5.7 Recommendations

Based on the findings and conclusions drawn the study provides the following recommendations

5.7.1 Recommendations for Measures

- i) The policy makers to review the criteria of appointing school heads in order to get better school leaders with enough leadership skills.
- ii) The government to review the challenges that are facing its schools and find solutions by investing more to the education system since some of the problems cannot be solved by school heads.
- iii) The ministry of education should organize head teachers from Public and private schools exchange forums which will promote sharing experience towards solving problems and implementing leadership skills towards attaining higher educational goals.

5.7.2 Recommendations for Further Studies

- i) This study was delimited only in Public secondary schools. The study recommends that another study could be conducted in private secondary schools or in primary level education.
- ii) The study was conducted in Mbinga town council; the study recommends that related studies can be conducted in other parts of Tanzania to find opinions on the contribution of leadership skills on students' academic performance.
- iii) The study proposes the other study to focus on examining the factors contributing to student's academic performance apart from the leadership skills factor.

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APPENDICES

Appendix 1.

RESEARCH QUESTIONNAIRE

P.O. BOX 545,

MBINGA.

1/08/2022.

Dear Respondent,

RE: QUESTIONNAIRE

I, Fredrick Charles Komba, a candidate pursuing Master of Education in Administration, Planning and Policy studies offered by Open University of Tanzania.

With great honor, I do take this opportunity to request you to answer the questions listed below which will help me to achieve my objective.

Your response will help me to complete my research on the analysis of leadership skills on effective school performance in Mbinga Town Council. This study aims at providing data for learning purpose only. Thanks for your cooperation.

Fredrick Charles Komba

MEDAPPS CANDIDATE

QUESTIONNAIRES FOR STAFF TEACHERS

Instructions: Please put a tick (v) in the box corresponding to correct answer according to your opinion, or fill in the blanks with the correct response where necessary.

A. Personal information

1. Gender

(a) Male

☐

(b) Female

2. Teaching experience (a) 1-3 years

(b) 4-7 years

☐

(c) 8-11 years

(d) 12 and above

3. Level of Education

(a) Diploma

☐

(b) Bachelor degree

(c) Masters and beyond

B. General questions

1. Do you know what a leadership skill is?

YES

☐

NO

☐

2. If YES which skill is/are commonly applied at your school

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.....

What do you think could be the factor/factors for application of those skills

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C. Implementation of leadership skills on teaching and learning

1. How does leadership skills promote job satisfaction in your school

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2. Do leadership skills affect teaching and learning process?

(Tick) YES ☐ NO ☐

3. What do you think about the skills that the school head is implementing. Are they affecting performance?

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- D. What are your suggestions about leadership skills in your school?**

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Challenges faced by school head in bringing about good school performance

1. Are there any challenges facing your school towards attaining effective school performance?

(Tick) YES ☐ NO ☐

2. If YES what are those challenges that you see!

.....

.....

3. What are your suggestions of what could be done to overcome those challenges?

.....

.....

.....

QUESTIONNAIRES FOR THE HEAD TEACHERS

(Put a tick or any other correct response in each question where necessary)

A. Personal information

1. What is your gender

MALE

FEMALE

☐
☐

2. Headship experience

(a) 1-3 years (b) 4-7 years (c) 8 and above

3. Level of education

(a) Bachelor degree (b) Master degree (c) Doctors degree

☐

B. General questions

1. Do you know what leadership skill/skills is/are?

(Tick) YES

☐

NO

☐

2. If YES, which skills are you applying at your school?

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3. What are the factors for applying the skills you have mentioned in your school?

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4. Have the skills that you are applying given you any success towards effective school performance?

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5. What are the challenges that you are facing at your school?

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6. How do you tackle those challenges so far?

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7. If the challenges are seen too much for you, what actions do you take as a school head

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QUESTIONNAIRES TO STUDENTS

(To be asked in Swahili so that students can be free to answer without language obstruction)

Weka alama ya vema kwenye kijisanduku au chagua jibu sahihi kisha andika herufi yake kwenye kijisanduku kilichopo wazi.

1. A. Taarifa binafsi

Jinsi yako (ME)

(KE)

2. Una soma kidato chan ngapi?

a) Cha kwanza

b) Cha pili

c) Cha tatu

d) Cha nne

B). Maswali ya jumla

1. Unatamani kufaulu katika masomo yako?

(Tiki)

NDIO

HAPANA

2. Kama jibu ni NDIO, katika swali la kwanza elezea mazingira gani yanaweza kukufanya ufaulu vizuri?

.....

.....

.....

.....

3. Walimu wako wanakusaidiaje katika masomo yako?

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4. Kuna mbinu yoyote anayo tumia mkuu wa shule yako inayo pelekea usome vizuri ili ufaulu?

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5. Ungeshauri, nini kifanyike ili wanafunzi wa shule yenu mfaulu kwa vema?

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Appendix 2: **INTERVIEW GUIDE QUESTIONS FOR WARD**

EDUCATIONAL OFFICER

I, Fredrick Charles Komba, a candidate of Open University of Tanzania Undertaking Master of Education in Administration Planning and Policy studies (MEDAPPs) ask you to kindly volunteer to adhere to the interview. This is because the data that I will collect from you will assist me to acquire the masters degree mentioned. All informations provided will remain useful for education purposes only.

1. a) Do you know what a leadership skill is?
 b) If the answer is YES, explain those skills
2. How do you monitor school performance in your Ward?
3. Is there any relationship between leadership skills and effective school performance?
4. What factors tend to affect the teaching and learning process in the schools present at your Ward?
5. Which skills do your school heads apply in your secondary schools at this ward?
6. Are those skills effective towards bringing effective performance at your school?
7. What are the common challenges facing the school heads in your ward?
8. As an Educational officer in this Ward how do you help at solving those challenges?

INTERVIEW GUIDE QUESTIONS FOR DISTRICT SCHOOL ASSURER

I, Fredrick Charles Komba, a candidate of Open University of Tanzania Undertaking Master of Education in Administration Planning and Policy studies (MEDAPPs) ask you to kindly volunteer to adhere to the interview. This is because the data that I will collect from you will assist me to acquire the masters degree mentioned. All in formations provided will remain useful for education purposes only.

1. How long have you been in this position
2. What do you understand about leadership skills?
3. For the schools you have been inspecting what have you seen as challenges to school heads?
4. What do you think the government should do to leaders of schools who regularly repeat the same mistakes that you have been directing them to stop doing?
5. Have your inspection brought any success towards school heads being of help towards school heads, being of help towards school performance? Elaborate your answer

INTERVIEW GUIDE FOR THE DISTRICT EDUCATIONAL OFFICER

I, Fredrick Charles Komba, a candidate of Open University of Tanzania Undertaking Master of Education in Administration Planning and Policy studies (MEDAPPs) ask you to kindly volunteer to adhere to the interview. This is because the data that I will collect from you will assist me to acquire the masters degree mentioned. All information provided will remain useful for education purposes only.

1. Can you find out what the concepts of leadership refer to?

2. Do you know any leadership skills applied by education leaders?
3. How do you practice the skills?
4. Is there any relationship between leadership skills and school performance?
5. Explain your answer from question four (4) above
6. What are the challenges that are facing secondary school heads at your district?
7. At your position what have you done so far to encounter those challenges?
8. In your position who do you regard first students performance or academic leaders positions?
9. Validate your answer from question eight (8) above
10. Are you successful DEO? Explain your answer

Appendix 3. BUDGET OF THE STUDY

The researcher required sufficient fund for conducting the study. Here is the total spent budget used for conducting the study.

ITEM	DESCRIPTION OF COST	AMOUNT (Tshs)
Stationary	Photocopy paper, pen	100,000.00
Secretarial services	Photocopying ,binding and typing	250,000.00
Transport	Transportation	100,000.00
Meals	Meals and accommodation	400,000.00
Internet services	Posting research work to the Supervisor	50,000.00
Miscellaneous expenses	Balance	500,000.00
	TOTAL	1,400,000.00

THE UNITED REPUBLIC OF TANZANIA



MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

THE OPEN UNIVERSITY OF TANZANIA



Ref. No OUT/ PG201901804

11th May, 2023

Town Director,
Mbinga Town Council,
P.O Box 135,
RUVUMA.

Dear Director,

RE: RESEARCH CLEARANCE FOR MR. FREDRICK CHARLES KOMBA, REG NO: PG201901804

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

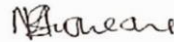
3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Fredrick Charles Komba, Reg. No: PG201901804** pursuing **Master of Education in Administration**

Planning and Policy Studies (MEDAPPS). We hereby grant this clearance to conduct a research titled **"The Contribution of Leadership Skills on Students' Academic Performance of Public Secondary School in Tanzania: A Case of Mbinga Town Council"**. He will collect his data at your area from 12th May to 12th June 2023.

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

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA

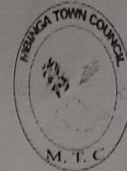


Prof. Magreth S. Bushesha

For: **VICE CHANCELLOR**



JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA MJI WA MBINGA



Unapojibu tafadhali taja:

Kumb.Na MTC/R.20/02/245

08 Juni, 2023

Mkuu wa Idara,
Idara ya Elimu Sekondari,
S.L.P. 135,
MBINGA.

Yah: **KUMTAMBULISHA NDUGU FREDRICK CHARLES KOMBA**

Tafadhali husika na mada tajwa hapo juu.

Namtambulisha kwako mtafiti Ndugu **FREDRICK CHARLES KOMBA** kutoka Chuo Kikuu Huria Tanzania ambapo atafanya utafiti kuhusu **"The Contribution of Leadership Skills on Students, Academic Performance of Public Secondary school"**

Atafanya utafiti katika Halmashauri ya Mji wa Mbinga Idara ya Elimu Sekondari Kuanzia tarehe 12 Mei, 2023 hadi 12 Juni, 2023.

Hivyo, apewe ushirikiano mzuri wakati wote wa utafiti.

Nashukuru kwa ushirikiano.

Bahati Matili

Kny: **MKURUGENZI WA MJI**
HALMASHAURI YA MJI
MBINGA

Kny: Mkuu
HALMASHAURI YA MJI
MBINGA

Nakala: Mkuu wa Chuo,
Chuo Kikuu Huria
S.L.P.

TANZANIA

Fredrick C. Komba - Ripoti kwa Mkuu wa Idara ya Sekondari wa Mji