

**EXAMINATION OF THE FACTORS INFLUENCING SCHOOL
LEADERSHIP ON PROVISION OF QUALITY EDUCATION IN
SHINYANGA MUNICIPALITY, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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2025

CERTIFICATION

The undersigned certifies that they have read and hereby recommend for acceptance by Open University of Tanzania a dissertation titled: “Examination of the Factors Influencing School Leadership on the Provision of Quality Education in Shinyanga Municipality, Tanzania” in partial fulfilment of the requirements for the Degree of Master of Education in Quality Management (MED-QM) of the Open University of Tanzania.

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I, **Violeth Sharutiely Joshua** declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfilment of the requirements for the Degree of Master of Education in Quality Management (MED-QM) of the Open University of Tanzania.

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Signature

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Date

DEDICATION

This task was entirely dedicated to my beloved Lucas Mambile who utilised his most time to care and support me financially to build the academic foundation of my life. May the Almighty God bless him.

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I would like to express my heartfelt gratitude to God the Almighty for His love, kindness, mercy and grace which brought me up to this level. My thanks and appreciations go to my supervisors, Dr. Karoli Mrema and Dr. Adam Namamba for their valuable tireless assistance throughout the preparation of this study. They encouraged and guided me a lot in shaping this dissertation in a way it appears now.

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ABSTRACT

This study examined the factors influencing school leadership on the provision of quality education in Shinyanga Municipality, Tanzania.. The study employed mixed methodology approach. It used sequential exploration design that involved a sample of 87 respondents. Data analysis involved descriptive statistics for quantitative data while thematic analysis was employed in qualitative data. The sampling strategies were simple random sampling technique and purposive technique. Methods of data collection were questionnaire, semi-structured interview and documentary review. The study findings were presented as per research objectives: First, school funding influenced school leadership on the provision of quality education through financing the availability of teaching and learning facilities. Second, the teachers training that influenced school leadership on provision of quality education were on the new curriculum, teaching skills and pedagogical approaches for science and mathematics subjects. Third, the study revealed that parent involvement in school planning and implementation influenced school leadership on quality education. The study concludes that school funding teachers training, and parent involvement influences quality education. The study recommends that school leaders and policy makers should focus on the factors that influence education quality.

Keywords : *Leadership ,school leadership, quality education, secondary education and management of educational quality.*

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LIST OF ABBREVIATIONS

UNESCO:	United National Education and Science Organization.
SDGs:	Sustainable Development Goals.
SFAI:	School Fee Abolition Initiative.
UNICEF:	United National Children Education Fund.
URT:	United Republic of Tanzania.
ETP:	Education and Training Policy.
NGOs:	Non Governmental Organization

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter introduces the study by presenting a general overview of what it is all about. The study presents the background of the study, problem statement, and purpose of the study, specific objectives, and research questions, significance of the study, scope of the study and definition of the key terms.

1.2 Background to the problem

School leadership practices commonly influence the provision of quality education in the school. The term of quality is not a new term in education discourse. Understanding the influence factors of school leadership on the provision of quality education is fundamental to education system (Abshir, 2020). However, the ability of school to meet its set goals lies in how influential, efficient and effective a leader is in terms of implementing the vision. The provision of quality education in developing countries has become a topic of intense interest and this is primarily because of countries' efforts to maintain quality in the context of the quantitative expansion of educational provision (UNESCO, 2020). The provision of quality education is normally influenced by school leadership (Powell & Beard, 2018). Therefore, school leadership is concerned with the provision of direction and control to attain a shared goal.

Studies indicate that improving the quality of education is central to Africa's strategic goal of achieving up industrialised nations (Idris et al., 2024). It is believed that school funding, teachers' training and parent involvement are considered as

important factors that influence the provision of quality education. Teacher training is crucial for student quality because it trains teachers to handle everyday classroom situation. Teacher training programme can produce well equipped teachers who promote quality education by producing quality students, maintaining a quality learning environment, updating content, using technology and planning quality outcomes (Dange & Siddaraju, 2020). Moreover, school leadership has mostly been seen as the soul of an organisation. School leadership in the provision of quality education requires support, guidance, and behaviour capable of changing the overall performance of school (Saleem et al, 2019).

In many countries around the world, the quality of education in schools has been influenced by leadership styles, thus, leadership styles have been regarded as significant in attaining the quality of education (Malimi, 2019). Factors associated with school leadership are what brings forth manifestable development of quality education. In Arab states, school leadership positions are dominated by women in the majority of primary schools while men are strongly presented as school leaders at secondary school level (Norman & Adamson, 2019). The situation in Arab states does not differ from what exists in Sub-Saharan countries including Tanzania.

Currently, quality education is the top most agenda in Sustainable Development Goals (SGDs) and improving quality is probably the most important task facing any school. However, education has been debated during the implementation of millennium development goals of universal secondary education, it expressed that no child should be excluded from schooling because of a family's inability to pay. This

was made over the last decade to get millions of children into secondary schools in many countries of Africa including Ghana and Tanzania.

In Tanzania, factors influencing school leadership in the provision of quality education have been contended as a major concern. Studies explain that different school leadership is influenced by different factors as leadership styles in the provision of quality education. On the case of leadership style, one of the school's leadership styles that influences the quality of education provision is the transformational style. This is believed to be a critical school quality management. This style influences the school leaders or heads of school being the autocratic or bureaucratic in operating the school (Mafwimbo, 2015). While this autonomy creates opportunities for school leaders to allocate resources to priority development areas, it also raises the accountability pressure on the school leaders. In connection to the above statement, this study examined the factors influencing school leadership on the provision of quality education in Shinyanga Municipality, Tanzania.

1.3 Statement of the Problem

Quality of education in secondary schools is still poor. This probably contributed by poor leadership in secondary schools due to head teacher's lack of professional training and experience (Ero, 2020). Although some teachers may be technically qualified, they take on the role too early in their careers accompanied with no necessary support from their employers to do the job well (Tsai, 2017). Again, efforts to improve quality of education have been made through funding, training of teachers, employing many teachers, supply of text books and other organisations,

supplying desks, teaching and learning materials, providing capitation grants, and training to English, mathematics and sciences subject teachers as well as amending the curriculum. Nevertheless, there is existence of the problem of the quality of education in secondary schools. The linkage between factors influencing school leadership on the provision of quality education is still unmapped in the context of secondary schools in Tanzania. Therefore, this study examined the factors influencing school leadership on the provision of quality education in Shinyanga Municipality, Tanzania.

1.4 General Objective

The general objective of this study was to examine the factors influencing school leadership on the provision of quality education in secondary schools in Shinyanga Municipality, Tanzania.

1.4.1 Specific Objectives of the Study

The specific objectives of this study were to:

- i. Explore how school funding influences the school leadership on the provision of quality education in secondary schools.
- ii. Examine how teachers training influences school leadership on the provision of quality education in secondary schools.
- iii. Investigate the extent to which parents' involvement influences school leadership on the provision of quality education in secondary schools.

1.5 Research Questions

This study was guided by the following research questions: -

- i. How does school funding influence the school leadership on provision of quality education?
- ii. What are the teachers' trainings that influence school leadership on the quality education in secondary schools?
- iii. To what the extent does parents' involvement influence school leadership on quality education?

1.6 Significance of the Study

This study was done to benefit many people and different categories of stakeholders. The study is significant in several ways. First, it contributes to the understanding of school leadership and how it can be optimised to enhance the quality of education in Tanzania. Second, it informs education policymakers, administrators, and stakeholders on the importance of effective school leadership in improving the quality of education. Third, it adds to the existing body of literature on school leadership and quality education in Tanzania. It benefits the education officers and ward education coordinators on how leadership impacts quality education as its recommendations are used to address the problem. It expects that the study is used by government and professional bodies to find the best way to provide education in the country. In other words, the study may be used as trustful reference in academic researches for further references by academicians and students undertaking research in the field of leadership related to secondary schools.

1.7 Scope of the Study

The study was to examine factors influencing school leadership on the provision of quality education in 10 secondary schools in Shinyanga Municipality. The researcher intended to limit the study in Shinyanga secondary schools in Shinyanga region. The area selected was easily reached given the good infrastructure such as roads and availability of the public means. In addition, the great need of the solutions for the problem in the area after the accomplishment of the study was another criterion used to select the area.

1.8 Definition of Key Terms

Leadership: Leadership is the ability to not only understand and utilise your innate talents, but to also effectively leverage the natural strengths to accomplish the mission (Lewis and Kanji, 2021). Leadership is about playing to strengths and addressing weaknesses in the most productive and efficient way possible.

Management of educational quality: is the process which is undertaken through coordinated efforts and activities of people to achieve a desirable result. Kiwia (2015) defines management as guidance, leadership and control of people towards some common objective. It is a social and economic process involving a sequence of coordinated events of planning, organising, coordinating and controlling or leading in order to use the available resources to achieve a desired outcome in the fastest and most efficient way. In this study, the term educational quality management refers to a planned, evidence-based process aiming at ensuring quality outcomes for students in the study secondary schools.

Student academic performance: refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. Improving students' academic performance implies improving the quality of school curriculum (Machumu, 2017). In this study, student academic performance means students' scores in achievement tests in public and private secondary schools involved in the study.

Quality Education: Quality Education is defined as the influence of what students learn, how they learn and what benefits they draw from their education (Michaelowa, 2016). Quality education with regard to the study has to encourage the learner's creative and emotional development, support objectives of peace, citizenship and security, promote equality and seek to pass global and local cultural values down to future generations. Quality education should allow children to reach their aspiration.

Secondary education: according to the Education and Training Policy (ETP) of 1995 (URT, 1995) secondary education refers to post–primary formal education offered to persons who will have successfully completed seven years of primary education. Secondary education in this study means the first cycle of four years of post-primary education. The cycle follows both a core or common national curriculum and specialised optional subjects at the end of which students sit for nationally set examinations.

Public and private secondary schools: according to Osaki (2014), the distinction between public and private secondary schools depends on the arrangements for

schools' ownership, finance and management. Countries typically choose varying degrees of government involvement along these dimensions of decision making. In some of them, private schools are financed and managed to a substantial degree by non-governmental institutions, usually subject to certain government regulations. Mkamati and Ndosi (2018) noted that in Tanzania, the public-private distinction is straight forward. The public sector includes government and community schools, both of which receive full government funding for recurrent costs (some of which are defrayed through the collection of the school fees). The only difference between them pertains to the funding of school construction costs for government schools.

School Leadership: School leadership is the process of enlisting and guiding the talents and energies of teachers, students, and parents towards achieving common educational aims (Fullan, Michael, 2015). With regard to the topic under study, school leadership is the ability of head teachers to provide leadership support to teachers, students, and parents toward achieving common instructive objectives.

1.9 Organisation of the Dissertation

This research is organised into five chapters. Chapter one presents the background to the problem, statement, significance of the study, scope and, objectives, research questions, and the organisation of the study itself. Chapter two is about literature review. The components under literature review include definitions and conceptual definitions of key terms and concepts used, theoretical literature; empirical literature, research gap, and conceptual framework. Chapter three presents the research methodology. The components under research methodology are: research design,

study area, study population, population size and sampling procedures data collection methods, validity and reliability as well as data analysis. The fourth chapter is about the presentation of the study findings; the fifth chapter is about the discussion of the findings; and chapter six gives the conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature that is relevant to the research topic. The chapter covers the theoretical literature, empirical literature review, synthesis of the research gap and conceptual framework.

2.2 Theoretical Literature Review

2.2.1 Transformational Leadership Theory

In any scientific study, theories are formulated to explain, predict, and understand phenomena, and in many cases, the purpose of theories is to challenge and extend the existing knowledge within the limits of critical bounding assumptions. In connection to this, the theoretical literature review is the structure that can hold, guide or support a theory of the research study (Jonathan, 2022). This study was guided by the transformational leadership theory. The theory was first propounded by James MacGregor Burns in 1978. The transformational leadership theory is the management theory that suggests that effective leaders inspire and motivate their followers to exceed their own self-interest for the collective goals of the organisation (Jonathan, 2022). Therefore, this study employed transformational leadership theory to support the research objective that the provision of quality education can be influenced by or the outcomes of different factors in relation to school leadership. Based on the theory, it is suggested that factors influencing school leadership can lead to positive outcome on the provision of quality education.

The strength of the transformational leadership theory lies in its emphasis on inspiring and motivating members through coordinating, funding, training and involvement. Transformational leadership theory emphasises that the provision of quality education that could be contributed to education is the result of leadership style. This theory has been successful in various organisational contexts and has shown positive effects on employee satisfaction, commitment, and performance of the organisation. However, the weakness of the transformational leadership theory is that it may not be applicable to all cultural contexts. In this study, the researcher utilised transformational leadership theory with the idea that the theory provides complementary perspectives on leadership and can give valuable insights into how the school leadership can be influenced by different factors such as funding, teachers' training and involvement of members in the provision of quality of education in Shinyanga Municipality.

2.3 Empirical Literature Review

2.3.1 School Funding on the Provision of Quality Education in Secondary Schools

Nzigilwa (2020) conducted a qualitative study titled 'the influence of school funding and school leadership on teacher turnover and student achievement'. This study aimed to investigate the relationship between school funding, school leadership, teacher turnover and student achievement in rural and non-rural schools in the United States. The study employed interview and questionnaires in data collection. The findings found that school leadership was important predictors of teacher turnover and student achievement. Moreover, schools with higher levels of funding and better

leadership had lower rates of teacher turnover and higher levels of student achievement, the conclusion of the study shows school funding influence leadership on teacher turnover and student's achievement that could influence the provision of quality education at school level. The study recommended other researcher to study about other factors like school funding and employees' motivation as determinant factors that can influence the provision of quality education.

Kombo (2022) carried a systematic literature review and meta-analysis study on school funding and student outcomes. The purpose of the study was to examine the relationship between school funding and student outcomes, including academic achievement, graduation rates, and college attendance. The researchers found a positive relationship between increased school funding and improved student outcomes, particularly for students from low-income families. They also found that school leadership was an important factor in the relationship between school funding and student outcomes, their conclusion was that school funding had a positive relationship to student's performance as attributes of quality education. Finally, the study recommended that future studies should focus on the relationship between school funding and provision of quality education.

Kabui (2016) made a study on school funding and student outcomes: evidence from Texas. This study used a quasi-experimental design to examine the relationship between school funding and student outcomes in Texas. The researchers found that increased school funding was associated with improved student achievement, particularly in schools with high levels of poverty. They also found that school

leadership played an important role in the relationship between school funding and student outcomes. Based on these studies, the conclusion shows that school funding contributes to students' performance, and they suggest further research should be conducted about quality education and school funding. However, the said studies did not examine the contribution of school funding on facilitating leadership on quality education.

2.3.2 Teachers' Training on the Provision of Quality Education in Secondary Schools

The study was conducted by Ero (2020) on the influence of teacher professional development on classroom instruction: a meta-analysis. This meta-analysis examined the relationship between teacher professional development and classroom instruction. The researchers found that effective teachers' leadership and training were associated with improved classroom instruction, particularly when the training was ongoing and job-embedded. They also found that school leadership played an important role in the effectiveness of teacher training, thus they concluded that teachers' professional had positive impact on classroom instruction, they suggested that the government should proceed with the in-service teachers training.

Wang and Patel (2016) conducted a longitudinal study on the impact of teachers' training on school leadership and educational quality. The study aimed to examine how teachers' training programmes influenced the leadership practices of secondary school administrators and their impact on the provision of quality of education. Their findings suggested that school leaders who prioritized and supported ongoing

professional development for teachers were able to foster a culture of continuous improvement, leading to enhanced educational quality in secondary schools. This empirical study concurs with the study by Liu et al. (2019) on the role of teacher training leadership: a pathway to educational excellence. The study investigated the interplay between teacher training initiatives and school leadership practices in secondary schools. The authors observed that school leaders who actively engaged teacher training programmes were better equipped to create a cohesive instructional vision, hence improved the provision of quality education.

Kim and Wong (2018) conducted a qualitative study to explore the quality of education quality through teacher training and school leadership. The study aimed to explore how teacher training, when supported by effective school leadership, influenced the quality of education in secondary schools. Their findings indicated that school leaders who prioritised teacher professional development and tailored training to meet the specific needs of their staff were able to nurture a more skilled teaching workforce, implement evidence-based instructional practices, and ultimately elevate the educational quality of their schools.

John (2020) carried a qualitative study on the teachers' professional development in school-based management: evidence from a controlled longitudinal study. The purpose of the study was to examine the impact of school-based management on teacher professional development and teacher effectiveness on the provision of quality education at secondary schools. The author found that effective school-based management, including regular opportunities for teacher to collaborate and engage in

professional development was associated with improved teacher effectiveness. They also found that effective school leadership was a key factor in the success of the school-based management initiatives. The study ended with the conclusion that teacher's professional development influence school-based management and quality of education.

Donald (2019) conducted a study on how school leadership influences student learning. The purpose of the study was to examine the relationship between leadership and student learning. The researchers found that effective school leadership, including support for teacher professional development and opportunities for collaborative leadership, was associated with improved student achievement. They also found that effective leadership was necessary for successful school reform efforts, they concluded that good leadership influence students learning. However, the said studies did not examine the contribution of teachers' training on school leadership on improving quality education.

2.3.3 Parents' Involvement and their Influences on School Leadership on the Provision of Quality Education in Secondary Schools

Edward (2020) in his report on the school, family, and community partnerships: your handbook for action, examined the role of school, family, and community partnerships in improving student achievement. The purpose of his study was to examine how parents and other member had influences on the school leadership on the provision of quality education in secondary schools. The author found that effective partnerships was required for strong school leadership and a commitment to parent and community involvement. Also, the author, outlined strategies for building

effective partnerships. However, it was noted that lack of grass areas, gardens and natural resources available to children, teachers not interacting with children during meal times because they were focused on cleaning tasks rather than engaging with the children was lowering quality.

The study concluded that parents' involvement was influencing school leadership on quality education. It was suggested that education should be provided to the parents to involve themselves in school meetings. In recommendation for further research, the study recommended that other research should be done to investigate parents' involvement and student's performance.

A mixed study by Marryness and Rupia (2022) on the effectiveness of parental involvement in management of primary school in Kyerwa district using a questionnaire and interview established the effectiveness of parental involvement in the management of schools. The study concluded that parents were not involved in the management of schools in the district. In light of the study findings, the study recommended that school leaders should engage parents in daily running of school in order to create a better teaching and learning environment that contribute to the quality education.

The impact of parent involvement on school leadership and educational quality: a longitudinal study was also revealed by Garcia and Rodriguez (2018) in their longitudinal study that investigated the influence of parents' involvement in the leadership practices of secondary school administrators and the resulting impact on

educational quality. Their findings indicated that school leaders who actively engaged and collaborated with parents were able to create a more inclusive and supportive school environment, thus leading to improved educational quality and student outcomes in secondary schools.

Chen and Kim (2019) examined about parental involvement, school leadership, and student achievement in secondary education. The purpose of the study was to examine the relationship between parental involvement, school leadership practices, and students' achievement in secondary schools. The study revealed that school leaders who actively sought and valued parental input, involvement, and partnership were able to establish a positive school culture, build stronger community ties, and ultimately contribute to enhanced educational quality and student success in secondary schools.

Nguyen and Patel (2017) investigated about the role of parents' involvement in shaping school leadership practices and educational quality. The study aimed to investigate how parents' involvement influenced the leadership behaviours of secondary school administrators and the resulting impact on educational quality. Their findings highlighted the importance of school leaders fostering collaborative relationships with parents, leveraging their support for school initiatives, and creating a welcoming and inclusive school environment. All of which contributed to improved educational quality in secondary schools.

Wilkin (2018) reviewed the evidence on how teacher professional development affects students' achievement. This literature review examined the relationship

between teacher professional development and student achievement. The author found that there was a strong relationship between teachers' professional development and student achievement. Also, effective parent involvement, including parent-teacher conferencing, was associated with improved student achievement. It was also found that effective school leadership was necessary to support and encourage parent involvement. The study concluded that parents' involvement contributes to quality education. In the recommendation, the author suggested that further research should be done to analyse the significance of parent involvement in school meetings and other academic issues.

Denton (2021) examined the students' engagement and school academic achievement. The handbook aimed to examine the role of student engagement in improving the academic achievement. The authors found that effective parent involvement, including support for homework completion and communication with teachers was associated with improved student engagement and academic achievement. They also found that effective school leadership was necessary to support and encourage parental involvement in the educational process; they suggested that further research should be done to explore the role of students' engagement in the academic achievement. However, the said studies did not examine the contribution of parents on facilitating leadership on quality education. The learners' training and potential development is the central focus in the transformation process. This was ensured through goal-oriented activities, effective and efficient operations of the key transformational agents (teachers and headmasters).

Sospeter (2017) examined the role of the teacher that is pivotal to the intellectual, skill and character development of the learners. The teaching-learning process was being supervised and enhanced by the headmaster through instructional modelling, mentoring, monitoring and evaluation, record keeping and feedback. The supervisory process was found to enable the headmaster to gather the necessary information on teachers' cognate knowledge, teaching styles, appropriateness of the instructional materials, and learners' skills and participation. These was found to provide the bases for determining the level of progress being made in the implementation of the quality education and the challenges that need to be addressed in teachers' capacity for effective transformational process to achieve the educational policy goals.

In abiding to translating the educational objectives into reality, the headmaster gives accurate feedback on the school activities to the school-based management committee and seeks for inputs in form of expert opinion, and other relevant support in human resource, finance, facilities and materials to bridge the identified gaps in teaching and learning processes, and promote public accountability in the use of resources that are provided for quality development of the learners' potentials.

2.6 Synthesis and Research Gap

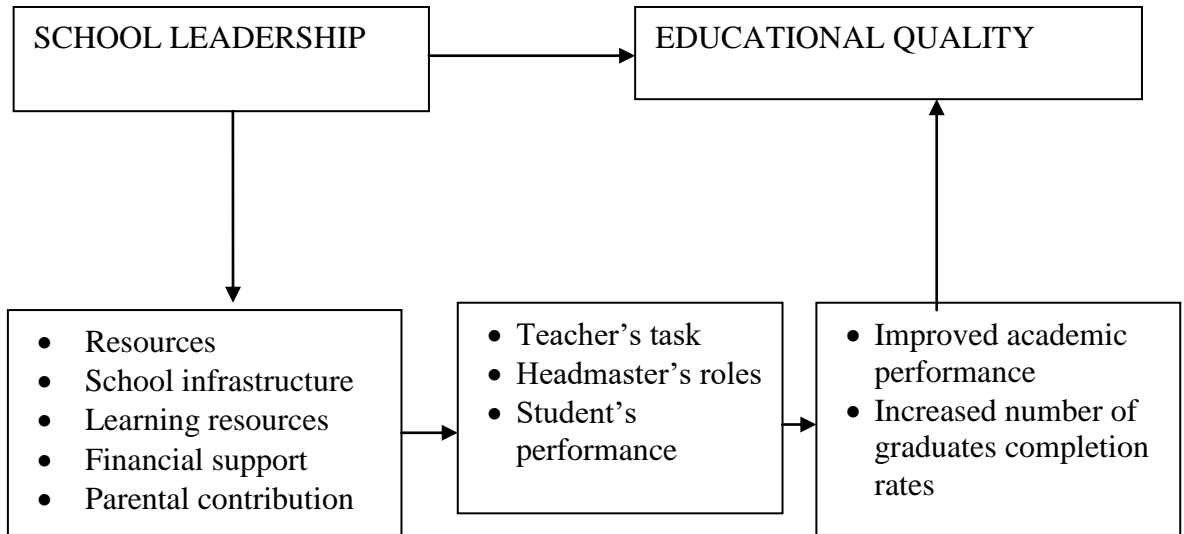
A number of studies (Nzigilwa, 2020; John, 2022; & Kombo; 2022) had reported on the provision of quality education in lower and upper secondary schools. Although some studies have investigated on the factors that influence school leadership on the provision of quality education in Tanzania. However, few studies were conducted in Shinyanga Municipality. In connection to this, there was still a significant research

gap that needed to be addressed in the context of Shinyanga Municipality. The reviewed literatures have mainly focused on individual factors such as principal characteristics, teacher quality, and curriculum, but there were limited studies in understanding the complex interactions between various factors and their impact on the provision of quality education outcomes.

The existing literatures had the number of limitations; firstly, most of the studies lack scientific rigor in methodology (Sospeter, 2017; Chen & Kim 2019); second, most of the studies have concentrated on the school resources. Thirdly, most of the existing studies have focused more on the primary schools than secondary. Thus, this study sought to fill in the research gap by examining the factors influencing school leadership on the provision of quality education in Shinyanga Municipality, Tanzania.

2.4 Conceptual Framework

The conceptual framework is the organization of concepts, expectations and principles that support and notify research (Rajuli & Baharun, 2017). It helps in making conceptual distinctions and organising ideas in developing the research objectives and hypothesis. It does so by using the independent, and dependent variables.

Figure 2.1: Conceptual Framework

Thus, the framework for this study is conceptualised as illustrated in Figure 2.1. A research variable is anything that has a quantity or quality, which varies (Evans & Rooney, 2018). The conceptual framework as indicated in Figure 2.1 shows the background, independent and the dependent variables which have been portrayed in this study.

In the conceptual framework, the background variables (students' characteristics and teachers' characteristics) have influence on the independent variables. This suggests that the quality of education depends on the background variables when they are connected to inputs such as school infrastructures, learning resources, financial support, parental contribution and community resources and independent variables which suggest that the transformational process, learners' potential development, teachers' task and leaders' task when interplayed with background can result into dependent variables which is quality education. Therefore, the conceptual framework as adopted from Mbedule (2020) suggests that the task of providing quality

education for the community is highly demanding and requires a robust capacity of the school management to organise the human and material resources to meet the various needs and challenges facing the school administration in the curriculum implementation, so that the education aims and objectives can be achieved.

An attempt has therefore been made to build a conceptual framework for the inter-relatedness of independent and dependent variables in school-based management for quality assurance in resource inputs, teachers' instructional task performance, headmasters' supervisory roles and students' academic performance. The operational structure and components of the school-based management conceptual framework is as shown in Fig. 2.1

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research methodology which was applied in this study. This chapter covers the research paradigm, research approach, research design, area of the study, population, sample and sampling techniques, and the data collection methods as well as data analysis and ethical issues.

3.2 Research Paradigm

Research paradigm is used to refer to the philosophical assumptions or to the basic set of beliefs that guide the actions and define the worldview of the researcher (Silverman & David, 2011). This study employed pragmatic research paradigm. According to Smith and Pell (2016), pragmatic researchers assume that there is no single best research philosophy. Thus, researchers should use a philosophical and or methodological approach that works best for the research problem that is being investigated. Therefore, quantitative and qualitative methods can be combined within a single study (Singh, 2016). Consequently, the pragmatic paradigm was used in this study in order to obtain both qualitative and numerical data and make sense of the data from the participants' perspective.

3.3 Research Approach

The study employed the mixed methodology approach. Mixed research approach was applicable in research for in-depth exploration and understanding of the participants' perspectives and experiences related to the topic of interest. The approach enabled

the researcher to gather required information for each research question. The decision to choose this approach was based on its suitability to answer the research questions and design utilised in this study.

3.3 Research Design

Research design is the strategy that the researcher uses to organise his or her study in order to achieve the intended objectives. The designs satisfy the requirements of the study in terms of its productivity, efficiency and quality. It is the blueprint that enables the investigator to come up with solution to problems and guides him in various stages of research (Milanzi, 2019). Sequential exploratory design was used in this study, because it provided a chance for in-depth rich information. This design is also important in a manner that its conclusions are drawn after a deep investigation of all the relevant factors in order to arrive at a specific and correct conclusion.

3.4 Study Area

This study was conducted in Shinyanga Municipality, Tanzania. The area is located in Shinyanga Region of Tanzania. Its geographical coordinates are approximately latitude 3.6649° S and longitude 33.4212° E. The area experiences a tropical savanna climate characterised by distinct wet and dry seasons. Economic activities of the area include agricultural activities, livestock keeping and small-scale businesses. The vegetation in Shinyanga Municipality consists mainly of savanna grasslands and scattered trees. The author selected the area of study because it was characterised by limited education resources, limited school leadership in the provision of quality education also it was accessible for data collection.

3.6 Targeted Population

Targeted population is a group of individuals, objects or items from which samples are taken for measurement (Kombo et al, 2018). The targeted populations for this study were 676. These included ward education officers, school leaders (head of schools and deputy head of schools), teachers and students from Shinyanga Municipality. These key stakeholders were selected based on their roles and involvement in the educational system.

3.7 Sample Size

Kothari, (2018) defines a sample as a group of respondents or elements drawn from a population with individuals who have one thing in common that provides representation from which the researcher was interested to gather data and draw conclusions. The sample size was determined through purposeful sampling and simple random sampling techniques respectively. This was done for ensuring equal representation of the study population from the selected secondary schools in Shinyanga Municipality. The sample size of 87 participants was drawn from 10 secondary schools within the study area. The study sample consisted of 10 heads of school, 10 deputy heads of school, 25 teachers, 40 students and two education officers.

Moreover, Yamane's formula (1967) and Israel's (2021) formula were used to compute the sample size as indicated in the equation 1.

Formulae of: $i = I \div [1 + I (0.01)]$. Where i = Sample size I = Population, where as a confidence level of 90%, and hence a margin error of 0.01, is used.

Therefore:

Let N = that calculation was based on employees (subordinates and managers)

Then $i = 676 \div [1 + 676 (0.01)]$

: $i = 676 \div 7.76 = 87$

Table 3.1: Sample Size Distribution

Category of the respondents	Sample Size
Ward Education Officers	02
Head of Schools	10
Deputy heads	10
Teachers	25
Students	40
Total	87

Source: Research Data (2023)

3.8 Sampling Techniques

Sampling technique is the process of choosing a representative sample from a target population and collecting data from that sample in order to understand something about the population as a whole (Orodho and Kombo, 2019). It was important to select a sample in a systematic way so as to ensure that the community/users and external actors would see it as credible and indicative sample. In this study, two sampling techniques were applied which was simple random sampling and purposive sampling.

3.8.1 Purposive Sampling

This is a technique which a researcher purposively targets a group of people believed to be reliable for the study. Purposive sampling was used to select the district education officer, ward education officer, head of schools and deputy heads of school by considering that they were knowledgeable on matters related to factors influencing school leadership on the provision of quality education in the secondary schools.

3.8.2 Simple Random Sampling

This is a technique whereby all the individuals in the defined population have an equal and independent chance of being selected as members of the sample (Babbie, 2018). The study used simple random sampling to pick respondents from among the members of the targeted community to state their views on the way school leaders were leading the schools. The study used random sampling to select teachers and students in the selected schools in Shinyanga Municipality.

3.10 Data Collection Methods

Data collection is a process whereby the researcher collects data from various sources of information in accordance with the research plan (Seidman, 2019). In this study, multiple data collection methods were used, including interviews, questionnaires, and document analysis. Semi-structured interviews were conducted with school leaders, and education officers to gather in-depth qualitative data. Questionnaires were administered to students and teachers to obtain quantitative data. Additionally, relevant documents such as school policies, records, and reports were reviewed to provide supplementary information.

3.10.1 Semi-Structured Interview

Interviews resemble everyday conversations, although they are focused on the researcher's needs (Patton & Cohran, 2018). Interview is a process of communication or interaction in which the subject or interviewee gives the needed information verbally. They are supposed to be conducted in accurate way in order to ensure validity and reliability. In this study, semi structured interview was used to collect information from the district education officer, ward education officer, head of schools and deputy heads of school. Semi structured interviews allowed respondents to project their own way of defining the world, permit flexibility of sequence of discussions, enable participants to raise and pursue issue and matters that were not to be included in the preset schedule. The time spent for interview ranged from thirty minutes to one hour for all of the respondents.

3.10.2 Questionnaires

Questionnaires are set or numbers of questions printed or typed in a definite order on a form or set of forms that require the respondents to fill the questions and return the questionnaire to the researcher (Kombo and Tromp, 2016). In conducting this study, the questionnaire was used to collect data to reach the research objectives. The study used questionnaires because of their ability to cover a large area and many respondents in a short period of time. The instruments were administered to teachers and students who had limited time to give good thoughts out answers and the information collected was mostly reliable and dependable. The questionnaires enabled the researcher to obtain quantitative data, while the open-ended questions were used to generate qualitative data.

3.11 Validity and Reliability

To ensure validity, the interview and questionnaire instruments were reviewed by experts in the field of education research and adapted to the local context. Additionally, a pilot study was conducted to assess the clarity, relevance, and appropriateness of the instruments. Concerning reliability, the study strived to maintain consistent data collection procedures and ensure that clear instructions were provided to participants. Anderson (2019) contends that, validity means the most critical criterion that indicates the degree to which an instrument measures what is intended to be measured. In order to ensure validity and reliability of the instruments and to achieve the purpose of this study, questionnaire and semi-structured interview were tested to a small number of the respondents to ensure the data expected were valid by counterchecking contradictory information.

Moreover, reliability was determined through retesting the instruments for checking if they would give out the same expected response. In contrast, validity was determined by testing the instruments for only the expected respondents and to ask what was expected to be asked by the study. The questionnaire was tested to students and teachers and through semi-structured interview with deputy heads of school, head of schools and ward education officer. The inputs were incorporated by the author to ensure the reliability of the instruments.

3.12 Data Procedure

Data analysis is the process of editing, classification and tabulation of collected data so that they are manageable to analysis (Kothari, 2016). The qualitative data

collected through interviews and document analysis were analysed using thematic analysis. Transcripts and documents were coded and organised into themes and subthemes, thus allowing for the identification of patterns and trends. The quantitative data from questionnaires were analysed by using descriptive statistical analysis with the aid of SPSS version 23. This study used frequencies and percentages were used to present quantitative data through descriptive statistics, where qualitative data from the interview were presented in words.

3.13 Ethical Considerations

The researcher abided to human rights in the whole process of data collection and analysis process. Attention paid to rules and regulations governing research work as asserted by Leedy and Ormrod, (2017). Ethical considerations were given utmost importance in this study. All the participants were provided with informed consent forms, which outlined the purpose and procedures of the research, as well as their rights to voluntary participation and withdrawal. Confidentiality and anonymity were ensured by assigning codes to the participants instead of using their personal information. Additionally, the study adhered to ethical guidelines, ensuring confidentiality of data, thus minimising potential harm, and protecting the participants' rights throughout the research process.

In this study, the author maintained ethical implications in order to avoid respondents' identifications or any problem. The study asked permission from the Open University and other educational offices for running an investigation. Again, permissions from the heads of school were considered. Participants engaged in the

study voluntarily through giving out the information for the purpose of putting forward their rights.

CHAPTER FOUR

PRESENTATION AND DATA ANALYSIS

4.1 Introduction

This chapter presents the data analysis and presentation. The chapter gives the analysis and presentation of the demographic characteristics of the respondents and the study findings based on the research questions. Further, the main objective of the study was to examine the factors influencing school leadership on the provision of quality of education in Shinyanga Municipality, Tanzania. The data were analysed to reflect the objectives of the study.

4.2 Demographic Information of the Respondents

The researcher categorised the respondents' characteristics which were age, sex, marital status and education level. They were classified and coded into the three categories and presented in tables. The study respondents were ward education officers, head teachers, deputy heads, teachers, and students. The analysis and presentation of demographic information of the respondents are presented below:

4.2.1 Age of the Respondents

The findings in Table 4.1 revealed that, majority of the respondents 43 (49.3%), were aged between 14 and 24 years; 25 (28.8%) were aged between 25 and 34; 9 (10.3%) of respondents were aged between 35-44 years and only 5 (5.7%) were aged above 45 years. The study finding imply that majority of the respondents participated in the study had of normal school going ages in secondary schools in Tanzania.

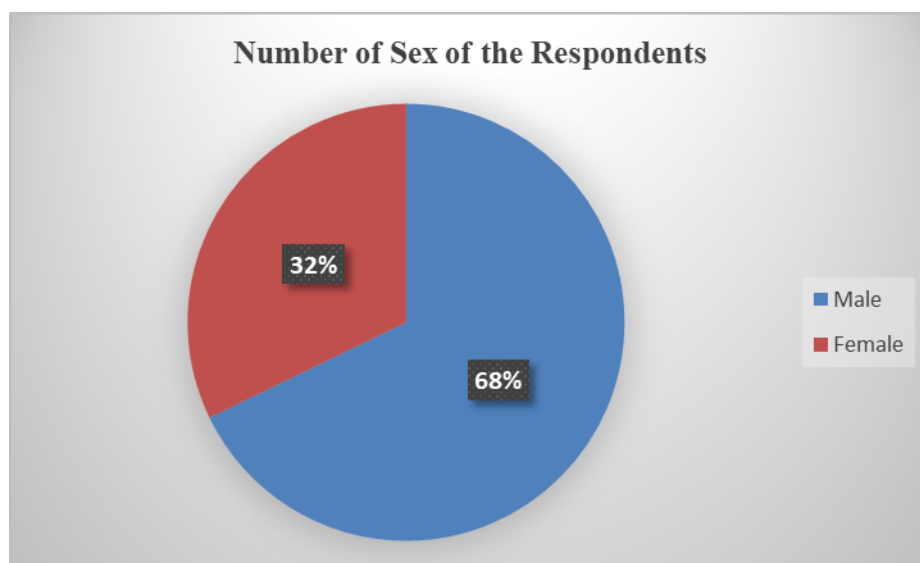
Table 4.1: Age of the Respondents

S/N	Age of the Respondents	Frequency (f)	Percentage (%)
1	14-24	43	49.3
2	25-34	25	28.7
3	35-44	9	10.3
4	45 and above	5	5.7
Total		87	100

Source: Research Data (2023)

4.2.2 Sex of the Respondents

With regard to sex of the respondents, the analysis of the findings gives the gender characteristics of the respondents who included ward education officers, head teachers, deputy heads, teachers, and students. The findings as indicated in Figure 4.1 show that 68% of the respondents were female compared to 32% of male respondents. This implies that the study population was dominated by female respondents.

Figure 4.1: Sex of the Respondents

Source: Research Data (2023)

4.2.3 Marital Status of the Respondents

The marital status of the respondents was another variable that was included in the study. The study examined the marital status of the ward education officers, head teachers, deputy heads, and teachers. The analysis of the findings as indicated in Table 4.2 reveals that, majority of the respondents were married 49 (56.2%); 36 (41.4%) of the respondents were single, while 3(3.4%) were divorced or widowed.

Table 4.2: Marital Status of the Respondents

S/N	Marital Status of the Respondents	Frequency (f)	Percentage (%)
1	Married	49	56.2
2	Single	36	41.4
3	Divorced/widowed	3	3.4
Total		87	100

Source: Research Data (2023)

4.2.4 Educational Level of the Respondents

With regard to the education level of the respondents, the study aimed to study the education level of the respondents who included the ward education officers, head teachers, deputy head teachers , teachers, and students. The analysis in Table 4.3 shows that most of the respondents 43 (49.4%) had a secondary education. This was followed by those with diploma 20 (28%), 16 (18.4%) had certificate education, 6 (6.9%) had bachelor degree and only 2 (2.3%) of the respondents had either master's or PhD education. These results imply that majority of the respondents had secondary education and probably most of them were students.

Table 4.3: Educational Level of the Respondents

S/N	Educational Level	Frequency (f)	Percentage (%)
1	Secondary education	43	49.4
2	Certificate education	16	18.4
3	Diploma	20	23
4	Bachelor degree	6	6.9
5	Master and PhD	2	2.3
Total		87	100

Source: Research Data (2023)

4.3 School Funding Influence on School Leadership in Secondary Schools

The first objective of this study was to explore how school funding was influencing school leadership on the provision of quality education in secondary schools. The data were analysed to reflect the research objective of the study.

Table 4.4: School Funding Influence on the Provision of Quality Education

S/N	Influence of School Leadership	Yes		No	
		(f)	(%)	(f)	(%)
1	Do you believe that adequate school funding is directly linked to better school leadership?	19	21.8	7	8.2
2	Do you think school funding affects the quality of education provided by your school?	26	29.9	9	10.3
3	In your opinion, does the scarcity of funds negatively impact school leadership and the overall quality of education?	21	24.1	5	5.7
Total		66	75.8	21	24.2

Source: Research Data (2023)

The findings as indicated in Table 4.4 reveal that school funding plays a critical role in ensuring the provision of quality education in secondary schools. Based on the study analysis, majority of the respondents (75.8%) agreed that effective school

funding was important for quality education. The study finding further revealed that 26 (29.9%) of the respondents believed that adequate school funding was directly linked to better school leadership and could promote the provision of quality education. In the same vein, 21 (24.1%) of the respondents were of the opinion that scarcity of funds had negative impact on school leadership and the overall quality education. This implies that lack of funding in school had negative effect on the school leadership in the provision of quality education. With regard to the school funding one of the respondents said:

“School funding plays a crucial role in shaping the leader’s ability to provide quality education. Adequate funding allows for necessary resources and materials to be procured, thus enabling effective teaching and learning. With sufficient funds, school leaders can hire qualified staff and provide continuous professional development opportunities to enhance teaching skills. Additionally, proper funding allows for the maintenance and improvement of school infrastructure, creating a conducive environment for teaching and learning (Ward Education Officer, 2024)”.

Again, with regard to the research question about how school funding was influencing school leadership on the provision of quality education in secondary schools. One of the head of schools from the studied second secondary school in Shinyanga Municipality reported:

“The availability of funds directly impacts the capabilities of school leadership. Sufficient funding enables the implementation of innovative educational programmes and strategies. It allows for investment in technology, textbooks, and other learning materials that enhance the quality of education. Adequate funds also provide opportunities for extracurricular activities, which contribute to a holistic educational experience. Proper financial resources assist school leaders in maintaining motivated and competent staff. (Source: Head of Schools, 2024).”

For more understanding about the how school funding was influencing school leadership on quality education in secondary schools, the study conducted an interview to discipline masters. They were asked a question about what do they understood about how school funding was influencing school leadership on quality education in secondary schools.

On this regard, the Deputy Head of School from one of the schools revealed:

“Schools heavily rely on funding to execute their educational plans and strategies. Sustained financial support helps school leadership meet the diverse needs of students. With adequate funding, school leaders can hire teachers with specialised skills, thus ensuring a well-rounded education. It enables the provision of special education programmes and resources to cater for the needs of students with learning difficulties. School funding also determines the availability of vital support services, such as counselling and extracurricular programmes, benefiting the overall educational experience (Source: Deputy Head of School, 2023)”.

These findings indicate that schools funding has a significant impact on school leadership and consequently on the quality of education provided in secondary schools. Financial resources enable school leaders to invest in various aspects such as hiring highly qualified teachers, providing professional development opportunities, and implementing innovative teaching techniques. This, in turn, leads to better student achievement and overall improvement in the quality of education. Furthermore, the research findings highlight the inequalities in schools funding across different regions. Schools in affluent areas receive more funding compared to those in economically disadvantaged areas. This disparity adversely affects the quality of education in schools located in low-income communities, as they struggle to provide adequate resources and opportunities for their students. Consequently,

school leaders in these institutions face significant challenges in maintaining high standards of education due to limited financial resources.

4.5 Influence of Teacher Training on the Provision of Quality Education

The second research objective was to examine how teacher training influences school leadership on the provision of quality education in secondary schools. The researcher administered questionnaires and interview to the respondents. The researcher categorised the supervision scores into one category of ward education officers, head teachers, deputy heads, teachers, and students and then analysed them as seen in Table 4.5.

Table 4.5: Influence of Teacher Training on School Leadership

S/N	Influence of Teacher Training on School Leadership	Yes (f)	(%)	No (f)	(%)
1	Have you noticed any differences in the leadership style of teachers who have undergone extensive training versus those who haven't?	29	33.3	6	6.9
2	Does teacher training contribute to creating effective school leaders?	26	29.9	4	4.6
3	Do you believe that ongoing professional development for teachers is necessary to improve school leadership and overall quality of education?	17	19.5	5	5.7
Total		72	82.8	15	17.2

Source: Research Data (2023)

The study findings found that teacher training has a significant influence on school leadership and, consequently, on the quality of education provided in secondary schools. The majority of the respondents (82.8%) agreed that teacher training was important in promoting quality education. Likewise, the result analysis as indicated

in Table 4.5 shows that 29 (33.3%) of the respondents noticed difference in the leadership style to teachers who had undergone extensive training versus who had not. This implies that teacher training is important on school leadership on the provision of quality education. In the same note, about 26 (29.6%) of the respondents revealed that teacher training was contributing to creating effective school leaders, and only 17 (19.5%) of the respondents believed that the ongoing professional development for teachers was necessary to improve school leadership and overall quality education.

Also, the study found that excellent teacher training programmes enhance teacher skills, teacher competencies, and pedagogical approaches, thus culminating in high-quality instruction. This result concurs with John (2020) who conducted the study on teachers' professional development in school-based management; evidence from a controlled longitudinal study. This controlled longitudinal study examined the impact of school-based management on teacher professional development and teacher effectiveness. The study analysis found that effective school-based management, including regular opportunities for teachers to collaborate and engage in professional development, was associated with improved teacher effectiveness.

The qualitative result from the respondents revealed that there was a significant relationship between teacher training and provision of quality education. With connection to the teachers' training on the provision of quality education, one of the respondents reported:

“Training provides school leadership with knowledgeable and skilled teachers who can deliver quality education. Properly trained teachers are equipped with effective teaching strategies, thus ensuring effective knowledge transfer to students. Continuous professional development programmes enable teachers to adapt to new educational trends and pedagogies. Well-trained teachers contribute to a positive school culture and maintain high educational standards. School leaders should prioritise ongoing training programmes to enhance the teaching abilities of their staff (Source: Interview with the Ward Education Officer, 2023)”.

It was also found that effective school leadership was a key factor in the success of school-based management initiatives. These findings concur with Ontieno (2022) who found that there is a significant relationship between in-service teacher training and the provision of quality education in public secondary schools.

Again, the study obtained data from interviewees who were asked a question about the influence of teacher training on school leadership on quality education in secondary schools. The interviewees were questioned about the influence of teacher training on school leadership on quality education in secondary schools. On this, one of the head of Schools reported:

“Teachers’ training greatly impacts school leadership's ability to provide quality education. Well-trained teachers possess the necessary subject knowledge and teaching methodologies that help them to engage students effectively. Continuous professional development programmes improve teaching practices, thus promoting student-centred learning. School leadership should consistently invest in training programmes to update teachers' skills and knowledge. Trained teachers contribute to improved student outcomes and create a positive learning environment that fosters students' growth (Source: Interview with Head of Schools, 2023)”.

For more understanding about the influence of teacher training on school leadership on quality education in secondary schools, the study conducted an interview with the

deputy heads of school who were asked a question about what did they understand about the influence of teacher training on school leadership on quality education in secondary schools. Responding to this, the Deputy Head of School from one of the schools revealed that:

“Teacher training is crucial for school leadership, as it directly influences the quality of education delivered. Well-trained teachers possess updated knowledge in their respective subjects thus, enabling them to provide accurate information. Effective teaching strategies help to promote active student participation and critical thinking skills. Continuous professional development programmes ensure teachers remain informed about new methodologies and innovations in education. School leaders need to facilitate regular training opportunities to enhance teacher effectiveness and improve overall educational outcomes (Source: Interview with the Deputy Head of School, 2023).”

Further, the study conducted interview with teachers to gauge their understanding on how teacher training was influencing the school leadership in the provision of quality education in secondary schools. The results revealed that there was a strong relationship between in-service teacher training and the provision of quality education in secondary schools. To support this finding, one of the respondents from the studied schools revealed:

“Teaches have a positive attitude about teacher training on school leadership and quality education, the leader with training is better than those without training. Thus, teacher training on school leadership must be a continuous process (Source: interview with the Deputy heads of school, 2023).”

The research findings reveal that teachers' training plays a crucial role in enhancing school leadership and in improving the quality of education in secondary schools. It should be noted that well-trained teachers possess the necessary pedagogical skills, subject knowledge, and classroom management techniques to effectively deliver

quality instruction. School leaders who invest in continuous professional development programmes for their teachers observe positive changes in teaching practices, thus leading to increased student engagement and academic success.

4.6 Parental Involvement Influence on School Leadership on Quality Education in Secondary Schools

The third objective of this study intended to investigate the extent to which parents' involvement was influencing school leadership on the provision of quality education in secondary schools. The findings in Table 4.6 reveal that there is a strong relationship between parental involvement in school leadership and quality education in secondary schools. The study analysis as indicated in Table 4.6 shows that 35(40.2%) of the respondents agreed that parental level of involvement was significantly influencing the school leadership's ability to provide quality education in schools, 25 (28.7%) reported that schools should implement measures to increase parental involvement in supporting school leadership's effort to quality education, and 19 (21.8%) respondents agreed that parental involvement was affecting the school leadership in ensuring quality education.

Table 4.6: Influence of Parental Involvement in School Leadership on the Provision of Quality Education in Secondary Schools

S/N	Influence of Parental Involvement in the School Leadership	Yes (f)	(%)	No (f)	(%)
1	Do you perceive parental involvement affecting the school leadership's efforts in ensuring quality education?	19	21.8	3	3.5
2	Do you believe that parents' level of involvement significantly influences the leadership's ability to provide quality education?	35	40.2	2	2.3
3	Should the school implement measures to increase parental involvement in supporting school leadership's efforts for quality education?	25	28.7	3	3.5
Total		79	90.8	8	9.2

Source: Research Data (2023)

In the same vein, the findings from qualitative analysis found that parents had influences on the school leadership since they were coming to school to discuss different issues, and even the researcher had a time to interview one parent who had the following to say about the situation:

“I always come to school; to get the academic progress of my child. This situation helps me to know what is going on in the school. I also get the opportunity to know the behaviour of my kid and take action as a parent whenever it is necessary (Source: Interview with one of the parents, 2023).”

These results suggest that parents were participating in the process of their children's learning. These results have positive impacts on students' learning where by the study done by Kigobe et al., (2019) found that academic performance can improve with parents' efficacy and school invitation and their improvement in the academic performance is a product of school leaders and parents coming together.

Also, the study findings suggest that parental commitment in contributing to schools' learning materials motivates teachers and students learning. Explaining on this situation, one of the respondents who was the academic teacher gave this response:

“In our school we always have meetings with parents to discuss the academic issues of students, after every six months. This gives us opportunity of telling the parents of what is going on regarding their children' learning, and they give us their views and strategies on how we can improve our school performance”.

The general analysis based on the extent to which parents' involvement in school leadership was influencing the provision of quality education in secondary school establishes that parent involvement has a positive influence on schools' leadership and, consequently, on the quality of education provided in secondary schools. Furthermore, the majority of the respondents (90.8%) agreed that parent involvement was essential in promoting quality education. This implies that when parents are more involved in their children's education, they positively impact their children's academic achievements and learning outcomes. This finding is in line with Kigobe et al., (2021) who found that when parents are involved in the education of their children, they get higher marks and graduation rates are improved. The authors found that effective parent involvement, including parent-teacher conferencing, was associated with improved student achievement. They also found that effective school leadership was necessary to support and encourage parent involvement.

Likewise, the study obtained data from interviewees who were asked a question about the influence of parental involvement in the school leadership on quality education in secondary schools. With connection to the above findings, one of the respondents reported:

“School leaders should actively engage parents in decision-making processes regarding educational policies and strategies. Effective parent-school partnerships contribute to improved student motivation and academic success. (Source: Interview with the Ward Education Officer, 2023).”

In connection to the above responses, the study findings from other interviewees such as the head of School from one of the studied secondary schools revealed the following:

“Parent involvement is a crucial aspect that influences school leadership in delivering quality education. School leaders should establish open lines of communication with parents, seeking their opinions and ideas. Parent involvement in school activities and events creates a sense of community and shared responsibility for students' education. Collaborative efforts between school leadership and parents ultimately enhance the overall quality of education. Encouraging parental engagement and participation contributes to better student attendance, performance, and behaviour (Source: Interview with Head of Schools, 2023).”

For more understanding about the influence of parental involvement on school leadership on the quality education in secondary schools. The study conducted an interview with the deputy heads of school who were asked about the same study question. The following were their responses:

“Parent involvement significantly impacts school leadership's ability to provide quality education. School leaders should actively seek parental perspectives and input to enhance decision-making processes. Involving parents in school's education clusters and programmes strengthens the partnership between home and school. Parents can contribute valuable insights into students' strengths, weaknesses, and individual needs thus enabling tailored educational approaches. Student achievement and overall educational outcomes are positively influenced when parents and school leadership work together to support student success. (Source: Interview with Deputy Heads of School, 2023).”

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

This chapter describes the findings of the study. These findings are discussed based on the objectives that were presented in Chapter One as well as Four. In order to successfully present the discussion on the hypotheses, observation from the contribution of the school leadership on quality education are discussed based on the theoretical framework and learning theories in connection to learning.

5.2 School Funding's Influence on School Leadership

In this part, the objective was to explore how school funding was influencing school leadership on quality education in secondary schools. The effective use of school resources is a policy priority across countries. The Reviews of School Resources explore how resources can be governed, distributed, utilised and managed to improve the quality education and efficiency of school education. The series considers four types of resources: financial resources, such as public funding of individual schools; human resources, such as teachers, school leaders and education administrators; physical resources such as location, buildings and equipment; and other resources, such as learning time. This series offers timely policy advice to both governments and the education community.

The results obtained under this objective shows that school leadership plays a critical role in ensuring the provision of quality education in secondary schools. The majority of the respondents (75.8%) agreed that effective school leadership is important for quality education. Specifically, the study found that effective school

leaders promote a positive school culture that enables a conducive learning environment for students. In the analysis and discussion of the results, school funding influences leadership on quality education. Therefore, school funding and leadership are important for improving quality education for secondary schools.

5.3 Teacher Training on School Leadership on the Provision of Quality Education

The objective was to examine how teacher training influence school leadership on quality education in secondary schools. The finding shows that there is a strong relationship between teacher training and the provision of quality education in secondary schools. This finding relates to Otieno (2022); Buddin and Zamarro (2019). Their study findings articulate that effective school leaders promote a positive school culture that enables a good learning environment for students. Also, the finding concurs with Ero (2020) who studied on the influence of teacher professional development on classroom instruction. Moreover, similar finding was reported by Wang and Patel (2016) through a longitudinal study that teachers training programmes influenced the leaders' practice in an institution on the quality education. Their finding suggests that school leaders who prioritised the ongoing professional development for teachers were able to foster culture of continuous improvement.

Moreover, the research highlights the importance of providing tailored training programmes that address the specific needs of teachers in different subjects and grade levels. Schools that offer comprehensive training opportunities and support

their staff in acquiring new teaching strategies and methodologies observed a positive impact on student outcomes. However, inadequate access to high-quality professional development opportunities remains a pressing challenge for many schools, hindering the overall improvement of education quality. Drawing from the literature, the finding concurs with Kim and Wong (2018); Liu et al (2019); John (2020); Pendo (2017); Njagi (2018) and Otieno (2022) that both pre-service and in-service teacher training influences the school leadership on the provision of quality education. The researchers also recommended that teachers' qualification could be improved by having adequate years of experience, in-service training, improvement teachers' proficiency in the language of instruction and good knowledge of the subject matter. The students' performance could be improved by the availability of qualified teachers and teaching materials, teachers' motivation, (Njagi 2018); good management or school heads' support, students' interest in studying the subject and school inspection.

5.4 The Influence of Parental Involvement on School Leadership on the Provision of Quality Education in Secondary School

The study finding revealed that parental involvement had positive influence on school leadership on the provision of quality education in secondary schools. The finding based on this study objective was based on the parents' level of involvement in the school leadership that influences the ability to provide quality education. This finding corresponds with the study by Haki Elimu (2018) which found that parent involvement in school leadership leads to reduce absenteeism, promotes better behaviour and increases students' achievement. Likewise, the study by Kigobe et al.,

(2021) found that parents were actively participating in their child's education, school leader can create a collaborative and supportive environment that fosters academic success. Parent involvement encompasses various activities such as attending parent teacher conferences, volunteering at school events, and engaging in discussions with school leaders. Therefore, schools that actively encourage parent involvement observe numerous benefits, including improved student attendance reduced disciplinary issues, and increased student motivation.

Furthermore, the study analysis revealed that 25 (28.7%) of the respondents agreed that schools should increase measures to increase parental involvement in supporting school leadership's efforts to quality education. This finding concurs with Kelty and Wakabyashi (2020) that parent involvement in education extends network and enriching the educational experience through diverse perspectives, resources and opportunities. In the same vein, Farooq and Asim (2020) asserted that the significance of parent involvement in school leadership cannot be overstated, it has been consistently linked to positive outcomes, improves parent and teacher satisfaction and enhances quality education.

Parents' involvement in school leadership has strong influence on their children. The finding from a study in the middle school students (Sapp 2024; Fabian et al., 2023; Panuel et al., 2020) found that there was a strong negative relationship between parental involvement and absenteeism. As the involvement of parents in school leadership increased, absenteeism reduced. Also, the study by Eden (2024) supports the findings of this study that when parents are actively involved in their children's

education, students tend to exhibit higher academic performance, improved attendance, and enhanced socio-emotional development.

The positive outcomes in school are attributed to the positive relationships established between school leaders, teachers, and parents, thus leading to a cohesive educational community. This reflects the study results by Bowen and Kisida (2024) that parental involvement has been associated with reduced absenteeism and disciplinary issues among students. This is because, parents play a role in reinforcing the importance of attendance and positive behaviour. Children whose parents are involved in their education tend to have higher levels of self-esteem, better social skills, and greater resilience in the face of challenges. Therefore, the extent of parent involvement was found to significantly influence school leadership and the quality of education in secondary schools. The research findings demonstrate that when parents actively participate in their children's education, school leaders can create a collaborative and supportive environment that fosters academic success.

Parental involvement encompasses various activities such as attending parent-teacher conferences, volunteering at school events, and engaging in discussions with school leaders. Consequently, schools that actively encourage parent involvement observe numerous benefits, including improved student attendance, reduced disciplinary issues, and increased student motivation. These outcomes are attributed to the positive relationships established between school leaders, teachers, and parents, hence leading to a cohesive educational community. The research finding can conclude that barriers, such as language barriers, socio-economic status, and lack of awareness, can limit parent involvement especially in rural settings. Thus, school

leaders must address these barriers and implement proper strategies to ensure all parents have the opportunity to participate actively in their children's education.

5.5 Chapter Summary

This chapter has discussed the findings of the study. The results generated in chapter four have been discussed thoroughly in this chapter. By doing so, the researcher noted the following: school funding influences school leadership on quality education, teacher training influence school leadership on quality education and parents involvement influence school leadership on quality education in secondary schools.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter is organised into the following subsections: the summary of the study, research finding based on the research question, conclusions, and recommendations based on the study findings. The chapter also gives the lessons based on the study findings regarding the factors influencing the school leadership on the provision of quality of education in secondary schools. These lessons are important because of their policy implication on the quality of education in schools and beyond.

6.2 Summary of the Findings

The study examined the influence of school funding, teacher training, and parent involvement in the quality of education provided in secondary schools. The research showed that these factors play a crucial role in promoting quality education in these schools and the study suggests that the school leadership find out the good way of involving parents in schools for quality improvement of education as well as continuous improvement of their children in internal and external examinations.

School funding has a positive impact on the quality of education provided in secondary schools. Effective school leaders promote a positive school culture that enables a conducive learning environment for students and teachers to conduct the work of education in a friendly environment which can help improve quality education in secondary schools.

Teacher training enhances teacher skills, competencies, and pedagogical approaches, thus culminating in high-quality instruction. It was revealed that most of the teachers were content based but only a few of them well equipped with competence-based teaching. Thus, training for teachers is highly needed for better performance of secondary schools. When teachers receive support, training, and recognition, they are better equipped to support the leadership of the school and contribute to the overall quality of education. The study has also illuminated the critical role of teachers in influencing educational leadership and quality, teachers who are competence and well trained, Therefore, professional development opportunities, a student-centred teaching approach, and a supportive school climate are essential elements that contribute to effective teaching and learning experiences.

Parent involvement has positive impact on their children's academic achievements and learning outcomes. This is because, through this, parents can be aware what their children are doing in their schools. Also, parents can be aware of discipline of their children when they are involved in school agenda. By empowering students to take ownership of their educational experiences, introducing mentorship programmes, and promoting a positive and inclusive school culture, schools can create an environment that nurtures student leadership and contributes to the overall quality of education. In light of these findings, it is clear that addressing the factors influencing school leadership and quality education in the Shinyanga Municipality requires a comprehensive and collaborative approach involving multiple stakeholders. Effective leadership in schools is a shared responsibility that involves school leaders, teachers, parents, community members, local government authorities, and education

authorities, students, NGOs, research institutions, educational stakeholders and the academia.

6.3 Conclusion

The study concludes that school funding, teacher training, and parent involvement play a significant role in promoting quality education in secondary schools. Schools should, therefore, adopt effective school leadership practices, provide teacher training programmes, and encourage parent involvement. This will help secondary schools to improve which will help learners to perform well in their examinations. Thus, the study suggests to improve in school leadership, teachers training and parent involvement.

6.3.1 The Influence of School Funding and Leadership on Quality Education

The findings emphasise the significance of schools funding in shaping school leadership and improving the quality of education in secondary schools. Addressing the disparities in schools funding is a crucial step towards achieving high-quality education in all secondary schools, in conclusion, the study provides a comprehensive overview of the factors influencing school leadership and their impact on the quality of education in the Shinyanga Municipal Council. By addressing these factors through collaborative and targeted actions, stakeholders can contribute to creating a sustainable and positive impact on educational leadership and thus ultimately improve the quality of education for students in the municipality.

6.3.2 The Influence of Teacher Training on Quality Education in Secondary

The Ministry of Education Science and Technology should make sure that the set Educational Training Policy management standards tasks are being followed by all secondary schools regardless of their category. Moreover, local education authorities need to encourage all surrounding education stakeholders to feel that they belong to school and hence indebted to contribute for the betterment of increasing performance for the learners. The findings of this study provide a roadmap for stakeholders to work together toward the common goal of enhancing educational leadership and quality education in the Shinyanga Municipal Council, thus ultimately benefiting the entire community and shaping a brighter future for the next generation.

6.3.4 Parental Involvement in School Leadership on Quality Education

The findings emphasise the significance of parental involvement in improving leadership and quality education for secondary schools. Addressing students' disputes such as discipline and availability of food at schools is the crucial step towards achieving high quality education which leads to the good performance of the learners in the internal as well as external examinations. The findings of this study provide a framework for stakeholders to work together toward the common goal of enhancing educational leadership and quality education in the Shinyanga Municipality to attain quality education for secondary schools.

6.4 Implications of the Study

The study assessed the factors influencing the quality of education in secondary schools. It found how school funding influences leadership on quality education, how

teachers training influences school leadership on quality education and the to which parents' involvement influences school leadership on quality education. It was noticed that, school leadership, teachers' training and parent involvement play a significant role in promoting quality education. Therefore, adopting effective school leadership practices, providing teachers with training programmes and encouraging parents' involvement will help to maintain quality education.

6.5 Recommendations

6.5.1 Recommendations for Actions

Schools should focus on promoting effective school leadership practices, providing teacher training programmes, and encouraging parent involvement to promote quality education. The government should allocate resources towards training programmes for school leaders and teachers as well as engaging parents to participate in their children's education actively.

School administration should develop and implement a clear leadership framework that emphasises ethical leadership, instructional leadership, and shared decision-making to improve the quality of education in schools. The study also recommends for establishing of regular professional development programmes for school leaders to enhance their leadership skills, including mentoring and coaching programmes. Foster a positive school culture and climate that encourages collaboration, innovation, and continuous improvement.

Teachers should provide continuous support and training for teachers to improve instructional practices and classroom management, focusing on student-centred and inclusive teaching approaches. Teachers should also be encouraged to actively

participate in decision-making processes within the school and collaborate with school leaders to enhance the quality of education. The study also recommends for implementing teacher recognition programmes to motivate and retain high-performing educators, thus creating a positive impact on school leadership and education quality.

The government needs to increase its education budget in the area of secondary schools so as to meet all necessary needs and requirements for schools or to allow the cost sharing system so that heads of school can have enough funds to run the schools. The government should decentralise more power to local leaders who are in position to understand the needs of a particular area, in terms of human resources and material resources. For example, the issue of employment of teachers should be left to local leaders, instead of the allocation from the Ministry which causes much inconveniences. This is because, immediately after employment, requests of transfers usually start thus affecting the schools.

Also the government needs to develop a system which will help, parents and the community to feel that they are part and parcel of those schools they need to feel as the school belongs to them rather than seeing it as a government property. Since teachers' responsibility is to train their kids, they need to develop a sense of belongingness. Therefore, parents and community members should foster partnerships between schools and the community to support educational initiatives, including volunteering, mentorship, and resource mobilisation to promote a conducive learning environment. Therefore, there should be establishing of dialogue

platforms for parents and community stakeholders to make them engage with school leadership, thus providing valuable feedback and input for improving the quality of education. Parents should also be encouraged to actively participate in school governance and decision-making processes to ensure that their voices are heard in shaping the educational experiences of their children.

For the System Theory of Educational Management to be successful, all four components must be available: Input, Process, Output and Outcome. When one component is missing, the achievement of educational quality becomes impossible. Therefore, local government authorities and other educational stakeholders should be encouraged to support educational institutions for continuous provision of quality education, thus ensuring that they receive the necessary training and tools to lead effectively. Therefore, there should be collaborating with schools and education stakeholders to establish monitoring and evaluation mechanisms that track the quality of education and give support for continuous improvement. Again, there should be advocating for policies and regulations that promote effective school leadership and governance, thus fostering an environment conducive to quality education in the Shinyanga Municipal Council.

Education authorities should conduct regular assessments of school leadership effectiveness and provide targeted support and capacity-building opportunities for school leaders in the Shinyanga Municipal Council. Incorporating best practices in school leadership and management into professional development programmes and leadership training initiatives for educational leaders should be highly encouraged

and implemented. Fostering collaboration and information-sharing networks among schools to promote the exchange of effective leadership practices and innovations in education should be given priority.

Parents should encourage student involvement in school governance through student councils or leadership programmes, provide opportunities for them to contribute to school decision-making processes. Implementing mentorship and guidance programmes to empower students to take ownership of their educational experiences and engage in leadership roles within the school community should be a focus of education stakeholders such as parents, heads of school and teachers. Likewise, fostering a positive and inclusive school culture that values student voice and promotes a conducive learning environment that enhances the overall quality of education, should be a key priority.

Non-Governmental Organisations (NGOs) and development partners should collaborate with schools and educational authorities to support leadership development programmes for school leaders, focusing on building their capacity to drive positive change in education quality. Resources, expertise, and technical support should be provided to promote the adoption of innovative teaching and leadership practices that enhance the quality of education in the Shinyanga Municipal Council. Policies and initiatives that prioritise effective school leadership as a key factor in improving the quality of education, working in partnership with local stakeholders to drive positive change, should be advocated for.

Research institutions and academia should conduct research and analysis on effective school leadership practices and their impact on student learning outcomes, thus giving valuable insights to inform leadership development initiatives. Sharing knowledge and best practices in school leadership with educational stakeholders through workshops, seminars, and publications to promote evidence-based leadership approaches, should be encouraged. Again, collaborating with schools and education authorities to pilot and evaluate innovative leadership interventions, should be done to leverage research to drive improvements in the educational leadership and quality.

6.5.1 Recommendations for Further Studies

This study has not exhausted all aspects concerning quality educational in secondary schools. Thus, it is clear that a lot more needs to be done. Two suggestions are therefore made concerning specific areas that should further be studied.

- i. Future studies should focus on exploring in-depth the specific leadership practices.
- ii. A study is encouraged to be conducted on teacher training programmes and methodologies that promote quality education in secondary schools.
- iii. A study should be done on influential role of parents' involvement in promoting students' achievement outcomes.

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APPENDICES

APPENDIX I: QUESTIONNAIRES FOR STUDENTS

I. Background Information

1. What is your age? 14-19 [] 20-30 [] Above 31 []
2. What is your gender? Male [] Female []
3. What form are you currently in?.....
4. How many years have you been attending this school?.....
5. How would you describe your overall academic performance? Good []
Average [] Bad []
6. Do you participate in any extracurricular activities? Yes [] No []

II. School Funding and Influence on School Leadership on Quality Education

7. Do you believe that adequate school funding is directly linked to better school leadership? Yes [] No []
8. In which ways do you think school funding affects the quality of education provided by your school? Yes []
9. In your opinion, does the scarcity of funds negatively impact school leadership and the overall quality of education? Yes [] No []

Why or why not?

.....

.....

.....

10. Have you personally experienced any instances where the lack of school funding has impacted the leadership or quality of education in your school?

Yes ☐ No ☐

11. What are some of challenges do you face in learning to attain quality education?

.....

III. Teacher Training and Influence on School Leadership on Quality Education

12. How important do you think teacher training is in determining the quality of school leadership?

.....

13. Have you noticed any differences in the leadership style of teachers who have undergone extensive training versus those who haven't? Yes ☐ No ☐

14. In your opinion, how does teacher training contribute to creating effective school leaders?

.....

15. Do you believe that ongoing professional development for teachers is necessary to improve school leadership and overall quality of education? Yes

☐ No ☐

Why or why not?

.....

.....

.....

IV. Parent Involvement and Influence on School Leadership on Quality Education

16. To what extent do you think parent involvement affects the quality of school leadership in your institution? High [☐] Moderate [☐] Low [☐]

17. In what ways do you believe parents can contribute to improving the leadership of your school?

.....

.....

.....

18. Have you personally witnessed any instances where parent involvement has positively impacted school leadership and the quality of education? Yes [☐]
No [☐]

19. In which ways do you think the school can encourage more parents to get involved in school activities and leadership roles?

.....

.....

V. Suggestions to Improve School Leadership and Quality Education

20. What specific changes would you suggest to improve the leadership of your school?

.....

.....

21. In your opinion, what qualities should an ideal school leader possess?

.....

.....

22. In which ways do you think the school can involve students more in leadership-related decision-making processes?.....

23. Are there any other suggestions or ideas you would like to share to enhance the overall quality of education provided by your school?

.....

.....

Thanks for your cooperation

APPENDIX II: QUESTIONNAIRES FOR TEACHERS

I. Demographic Information of the Respondents:

1. What is your age? 20-34 [☐] 35-45 [☐] 46-54 [☐] Above 55 [☐]
2. What is your gender? Male [☐] Female [☐]
3. What is your educational qualification? Diploma [☐] Degree [☐]
Others].....
4. How many years of teaching experience do you have?.....
5. What is your current job title/position?.....
6. Which subject(s) do you teach?.....

II. How School Funding Influences School Leadership on Quality Education:

7. In what ways do you think school funding affects the quality of education provided?
.....
.....
.....
8. Can you provide any specific examples of how school funding has influenced leadership decisions related to education quality?.....
9. What improvements or changes do you believe could be made in school funding to enhance the leadership's ability to promote quality education?
.....
.....
.....

10. Do you believe that the current level of school funding adequately supports the leadership's efforts to provide quality education? (Yes/No)give reasons

.....

11. How would you rate the impact of school funding on the overall quality of education provided? (On a scale of 1-5, with 5 being the highest impact)

.....

12. Do you think additional funding should be allocated to improve school leadership's ability to ensure quality education? (Yes/No)

III. How Teachers Training Influences School Leadership on Quality Education

13. In what ways do you believe teacher training influences school leadership's effectiveness in promoting quality education?

.....

14. Can you provide any specific examples where teacher training has positively impacted the leadership's ability to ensure quality education?

.....

15. In which ways do you think teacher training programmes could be enhanced to further support school leadership in providing quality education?

.....

.....

.....

.....

16. Do you believe that teachers' training adequately prepares them to work effectively under the school's leadership? (Yes/No)

17. How would you rate the impact of teachers' training on improving the overall quality of education? (On a scale of 1-5, with 5 being the highest impact)

.....

.....

.....

18. Should there be additional investment in teacher training to enhance the leadership's ability to deliver quality education? (Yes/No)

IV. The Extent of Parental Involvement in Influencing School Leadership on Quality Education

19. In which ways do you perceive parental involvement affects the school leadership's efforts in ensuring quality education?.....

20. Can you provide any examples of how parental involvement has impacted the leadership's decision-making concerning education quality?

.....

.....

.....

21. What strategies or initiatives do you believe would enhance parental involvement in supporting school leadership for quality education?

.....

22. Do you believe that parents' level of involvement significantly influences the leadership's ability to provide quality education? (Yes/No)

23. How would you rate the impact of parental involvement on improving the overall quality of education? (On a scale of 1-5, with 5 being the highest impact)

24. Should the school implement measures to increase parental involvement in supporting school leadership's efforts for quality education? (Yes/No)

V. Measures to Improve School Leadership on Quality Education

25. In your opinion, what are some of the effective measures that can be taken to enhance school leadership's ability to provide quality education?

.....

26. Can you provide specific examples of successful initiatives or practices that have improved school leadership's performance in promoting quality education?

.....

27. What support or resources do you believe would be beneficial in helping school leadership improve the quality of education delivered?

.....

28. Do you believe that there is a need for additional measures to be implemented to enhance school leadership efforts in providing quality education? (Yes/No)
29. How would you rate the effectiveness of current measures taken by the school leadership to ensure quality education? (On a scale of 1-5, with 5 being highly effective)
30. Should there be regular evaluation and feedback processes in place to assess and improve the school leadership's performance in promoting quality education? (Yes/No)

APPENDIX III: Guides for School Heads Interview:

1. Please provide us with your current position and title at the school.
2. How long have you been in this position?
3. Can you briefly describe your experience and background in education?
4. How does adequate funding for the school impact your ability to provide a quality education?
5. In what specific ways does the availability or lack of resources affect your role as a school leader?
6. How do you prioritise the allocation of funds to ensure they have the maximum positive impact on the quality of education in your school?
7. How does the professional development and training of teachers contribute to the overall quality of education in your school?
8. How do you ensure that the training opportunities provided for teachers align with the needs of your school?
9. What strategies do you employ to support and encourage your teaching staff to continuously enhance their skills and knowledge?
10. How do you engage parents in the educational process and encourage active involvement in their children's education?
11. In what ways has parent involvement positively impacted the quality of education in your school?
12. What measures do you have in place to effectively communicate and collaborate with parents to enhance the learning environment in your school?

13. What specific steps do you take as a school leader to promote a positive and inclusive school culture that supports quality education?
14. Can you describe any recurring obstacles or barriers that impede successful implementation of innovative of improving quality education in a a school?
15. How do you ensure that there is a clear vision and strategic direction for your school to achieve quality education outcomes?
16. What measures do you implement to foster effective communication and collaboration among various stakeholders including teachers, students, parents, and the community, to enhance the quality of education in your school?

APPENDIX IV: Guides for Ward Education Officer Interview

1. Please provide us with your current position and role as the Ward Education Officer.
2. How long have you been in this position?
3. Can you briefly describe your experience and background in education and your involvement with various schools and educational institutions?
4. How does the adequacy or lack of funding at the ward level impact the overall quality of education in your jurisdiction?
5. What challenges or opportunities do you face in ensuring that schools within your ward receive sufficient funding for maintaining a high standard of education?
6. How do you assess the overall quality education for educational institution basing on their leadership?
7. How do you advocate for increased funding for schools and work with stakeholders to ensure proper utilisation of funds for quality education?
8. What initiatives or programmes are implemented by the Ward Education Office to support teachers' professional development and training in order to enhance the quality of education?
9. How do you ensure that the training opportunities provided to teachers align with the specific needs and priorities of schools in your ward?
10. What strategies or measures are in place to ensure that the skills and knowledge acquired by teachers during training are effectively integrated into classroom practices?

11. From your perspective, how do the leadership employed by educational leader contribute to quality education?
12. What efforts or strategies does the Ward Education Office undertake to promote and encourage active parent involvement in school activities and decision-making processes?
13. How does parent involvement contribute to the overall improvement of educational outcomes in your ward?
14. How do external factors, such as resource constraints, societal perceptions of leadership, impact the quality education?
15. What measures or initiatives do you implement to enhance collaboration and communication between parents and schools to foster a supportive learning environment?
16. What steps or strategies does the Ward Education Office take to support and mentor school leaders in your jurisdiction to enhance the quality of education?
17. How do you ensure that schools within your ward have effective leadership that promotes a positive school culture and supports quality education?
18. What collaborative efforts are made by the Ward Education Office to engage with relevant stakeholders, including schools, parents, and the community, to identify areas for improvement and implement measures to enhance the quality of education in your ward?

THE UNITED REPUBLIC OF TANZANIA



MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

THE OPEN UNIVERSITY OF TANZANIA



Ref. No OUT/PG2020016888

12th October, 2023

Municipal Director,
Shinyanga Municipal Council,
P.O.Box 28,
SHINYANGA.

Dear Manager,

RE: RESEARCH CLEARANCE FOR MS. VIOLETH SHARUTIELY JOSHUA, REG NO: PG202001688

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 **Ms. Violet Sharutiely**

Joshua, Reg. No: PG202001688), pursuing **Master of Education in Quality Management (MEDQM)**. We here by grant this clearance to conduct a research titled **“The Influence of School Leadership on Quality Secondary Education in Tanzania: A Case of Shinyanga Municipal”**. She will collect her data at your area from 13th October to 30th November 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 MANISPAA YA SHINYANGA



Unapojibu tafadhali taja;

Kumb. Na. SHY/MC/E.10/31/VOL.IV/135

Tarehe: 16.10.2023

Mkuu wa Divisheni,
Divisheni ya Elimu Sekondari,
S.L.P. 28,
SHINYANGA.

*Wakuu wa shule zote za serikali za
Serikolima Bimbo mpeni ushirikiano
kwa utafiti wa kazi yake*
JAFISA ELIMU YA MANISPAA
SHINYANGA
16/10/2023 AS MSEA

**YAH: KUMTAMBULISHA NDUGU VIOLETH SHARUTIELY JOSHUA MWENYE NAMBA
YA USAJILI PG202001688 TOKA CHUO CHA HURIA CHA TANZANIA**

Husika na mada tajwa hapo juu.

2. Mtajwa hapo juu ni Mwanachuo kutoka chuo kikuu cha Huria cha Tanzania ambaye anahitaji kufanya utafiti kuhusu "The Influence of School Leadership on Quality Secondary Education in Tanzania" (A case of Shinyanga Municipality) Mwanachuo huyu amepangiwa kufanya utafiti katika Halmashauri ya Manispaa ya Shinyanga kuanzia tarehe 13 Oktoba, 2023 hadi tarehe 30 Novemba, 2023.
3. Kwa utambulisho huu, naomba umpokee na umpatie ushirikiano wa kutosha ili aweze kukamilisha utafiti wake.
4. Asante kwa ushirikiano wako.

G. M. Gisema
MKURUGENZI YA MANISPAA
HALMASHAURI YA MANISPAA
SHINYANGA

KAIMU MKURUGENZI WA MANISPAA

Nakala: Violeth Sharutiely Joshua

CHUO CHA HURIA CHA TANZANIA

- Ripoti kwa Mkuu wa Divisheni ya
Elimu Sekondari