

**THE INFLUENCE OF SCHOOL LEADERSHIP ON TEACHERS' JOB
PERFORMANCE IN PUBLIC SECONDARY SCHOOL: A CASE OF THE
BUNDA TOWN COUNCIL**

SAUDA SEBASTIAN

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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CERTIFICATION

The undersigned certifies that he has read and here by recommends for acceptance by the Open University of Tanzania, a dissertation entitled: *“The Influence of School Leadership on Teachers’ Job Performance in Public Secondary School”*, A Case of the Bunda Town Council in partial fulfilment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS)

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DECLARATION

I, **Sauda Sebastian**, declare that the work presented in this dissertation is original. It has never been given to any other University or Institution. Where 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 at this moment presented in partial fulfilment of the requirements for the degree of Master in Education Administration, Planning and Policy Studies M.Ed. (APPS)

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Signature

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Date

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ABSTRACT

School leadership plays a pivotal role in cultivating a supportive environment where teachers can thrive, and students can learn. This mixed study explored how leadership styles influence teacher job performance through in-depth interviews with 28 teachers and heads of schools across six public secondary institutions in Bunda Town, Tanzania. Grounded in theories of transformational and path-goal leadership. The research examined common approaches employed and their impacts on teacher motivation, commitment and effectiveness. Key findings show the prevalent democratic style engaged staff in decision-making and fostered innovation. While most teachers felt inspired and appreciated, some voiced exclusion from planning. Additionally, continuous professional development and resolution of the conflicts enhanced workplace satisfaction. However, some schools required improved vision-sharing and appreciation of efforts. The research makes a significant contribution to understanding the intricate dynamics between leadership practices and teacher productivity within this specific context. It identifies alignment between perspectives yet also divergence, signalling a need for customised support. Empowering staff autonomy through inclusion, recognition and skills-building emerged as impactful strategies. By elevating educator voices and offering locally-tailored empirical insight. The study aims to inform leadership development and efforts to enhance education quality through motivation of our dedicated teaching workforce. In prioritising the staff who guide future generations. This research highlights opportunities to strengthen school systems from the ground up.

Keywords: *Leadership styles, Teacher job performance, Democratic style, Conflict resolution.*

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LIST OF ABBREVIATIONS AND ACRONYMS

URT	United Republic of Tanzania
UNESCO	United Nations Educational Scientific and Cultural Organisation
GEM	Global Education Management
PD	Professional Development
USA	United State of America
ISAR	Improving Students attendance rates
CUA	Curriculum adjustment
ECMAS	Enhancing Classroom Management Skills
SL	School Leadership
JP	Job Performance
TET	Teachers' Efficacy and Teaching
APSL	Authentic Principal School Leadership
TMSL	Transformational Model of school Leadership
CESL	Collective Efficacy of School Leadership
TIST	Teacher Instructional Support and Training

CHAPTER ONE

INTRODUCTION

1.1. Introduction

This chapter presents the background to the study, statement of the problem, research objectives, research questions, significance of the study, limitation of the study and operational definition of terms.

1.2. Background to the Study

Strengthening school leadership to improve teaching and learning is one of the strategies put forward to achieve target 4.c of the Education 2030 Agenda, which addresses the need to increase the supply of qualified teachers (UNESCO, 2016; United Nations, 2015). Studies have shown that school leadership has the second-largest in-school impact on student learning outcomes, behind only classroom teaching (UNESCO, 2018; VVOB, 2018).

In the past three decades, previous research has proven that knowledge and skills in technology have been pivotal in school leadership. According to Senge (2020), school principals need to be imaginative and courageous to become technology leaders. Similarly, Rutil & Gunasegaran (2021), stated that the leader of the school, the headmaster needs to play a role as a motivator, mentor, and teacher supervisor to improve and maintain the quality of teaching in the school.

The role of school leaders has changed dramatically. The school leadership is essential for ensuring that education policies reach the classroom. School leadership is a key element in ensuring local capacity for improvement. The impact of school

leadership on student learning is mostly indirect through teacher effectiveness and school processes.

Additionally, Bill Mulford (2003), outlined the challenges of school leaders that include the culture and norms found within schools which can also present unique challenges for the leader. For instance, the schools being asked to do too much, and to do other things, take up new challenges; the pressures of unrelenting change which are not necessarily to education's advantage. These are like never ending story of change and upheaval which isn't benefiting anyone.

In the United States, Travis et.al (2017), stated that the problems of school leadership and teachers' job performance is very crucial simply because American schools are divided into three systems which are public schools, private schools and home schools. In assessing different challenges facing school leaders, Laura (2013), pointed out inadequate budget, but which was reported to decrease from time to time. Similarly, GEM (2017) reported that many principals in USA said that their job changed over the last five years and their job became too complex due to several problems, such as lack of communication, limited resources, or an unsupportive culture. All these led to teacher dissatisfaction and lower performance levels (Darling et. al, 2016).

In China, Jehu (2020) found that school leadership was a critical component of effective teaching and school success. It was found that accomplished teachers had the most intimate knowledge of both the content. Thus. they must teach students and

the context of the community they serve. Zhang (2019) explained that in Chinese education that the heads of schools are encouraged to take responsibility in order to raise the performance of their schools because it is believed that the heads of schools are the key to education development, Wu et al (2000) conducted a survey that indicated that most of the school leadership in Chinese were affected with the ancient Chinese system of leadership. Waley et al (2019) said that such kind of leadership practiced in Chinese schools makes it difficult for school leaders to change the performance of teachers.

In Indonesia, Makgato et al (2019), explained that school principals as educational leaders had various responsibilities to guide and programme all activities for the teachers. According to Lumbangaol (2021), the principals were faced with a lot of challenges in the skills model to be trained which hindered them not to compete training programmes.

UNESCO (2019) explained that school leadership is very important element in the system of education and in influencing teachers to better perform the job. However, Scur (2019), mentioned that there were several problems which made school leaders not to perform well their duties. Such challenges included inadequate financial compensation, which was found to be a major contribution of teacher to leave or stay in the teaching profession.

In Nigeria, Okam (2015), pointed out that teachers' job performance was not contributed only by school leadership but also the government was playing a big role to increase teachers' salaries and allowance. This was because school leadership has a significant influence on teacher's job performance. Similarly, Adeyemi (2006),

explained that effective school leaders create positive instructional guidance and organise professional development opportunities. In Kenya, Egalite et.al (2014), noted that the creation of supportive leadership fosters a positive school culture to new teachers who feel valued and are more likely to stay motivated and engaged in their work.

In Tanzania, Bush and Glover (2019), found that the problem of reporting for newly recruited teachers in working centres was still happening. It was found that lack of motivation and commitment for the new teachers was leading to a negative impact on the students' learning and most importantly it was found to put the future of children on the stake. Generally speaking, school leaders are tasked with implementing support programmes to address teacher retention issues, such as mentorship programmes, professional development opportunities, and work-life balance initiatives, to create a conducive environment for teachers to stay. Policy implementation changes in educational policies often require school leaders to adapt their leadership styles and administrative methods. Akman (2018) stated that collaboration between teachers and school leaders helps increase the job performance because school leaders are the ones who can help teachers to understand and engage in curriculum and regulation. Positive leadership practices, such as clear communication, support for professional development (PD), and a collaborative work environment, tend to enhance teacher motivation and effectiveness. Competence and commitment of school leadership contribute to the determinant of learning outcomes. Effective school leadership provide support, guidance and resources to help new teachers overcome challenges, school leaders with

transformational and transactional zeal as policymakers in schools immediately take steps to coordinate with teachers, to reform the learning system by adjusting the curriculum as a reference guide. The school leader must also give time to teachers to improve their skills/human resources in matters (Vecaldo 2019).

In general, according to Vecaldo (2019), problems happen when there is ineffective leadership. This is usually characterised by poor communication, lack of support, or negative school culture, which can negatively impact teacher job satisfaction and performance, adequate resource allocation, including instructional materials and professional development opportunities, also play a crucial role. In that context, researching the influence of school leadership on teachers' job performance in Bunda District, Tanzania, can give several advantages as the research can give insights specifically tailored to the unique context of Bunda District, thus offering locally relevant findings that may inform educational policies and practices. Schools and educational authorities in Bunda District can make more informed decisions regarding leadership strategies, professional development, and resource allocation, thereby enhancing the overall quality of education. Therefore, understanding the factors influencing teacher job performance can contribute to strategies for teacher retention and recruitment, thus ensuring a stable and motivated teaching workforce.

1.3. Statement of Problem

Teachers are the backbone of educational activity. Thus, the success and failure of educational activities highly depend on their performance. Teachers' job performance could be described as duties performed by teachers including the ability to combine relevant input (Adeyemi, 2018). Halizah (2017) explained that teachers'

job performance is not measured only in the classroom but in all settings of school activities. Despite the fact that performance of the teachers is extremely important, nowadays it shows that school leadership affects teachers' job performance simply because it less motivated teachers to do their work effectively. Therefore, leaders should help the teachers by planning and delivering effective instruction that meets the demands of students for the teachers to achieve and foster their jobs, thus creating a supportive school culture and promoting a good environment. Robbins (2019) states that school leaders need to actively collaborate because they are the ones who can give feedback on schools to the parents, and community and also to the stakeholders. Hence, they engage in professional development by enhancing knowledge, skills and instructional practice.

In Bunda Town Council teachers in some public secondary schools do not perform well their jobs. The observation done recently by assessing students' performance from four national examinations as per examination results explained as follows: In 2018, the total number of students who passed the examination, at the pass marks of division one up to division four was 56%; and in the year 2020, the pass marks of division one up to division four was 78% for both boys and girls. This provides evidence that the failure of students in national examinations was caused by the problem of teachers not performing well their work in schools. Thus, the low performance of teachers in Bunda Town Council might have been contributed by the school leadership.

1.4. Objective of the Study

1.4.1. General Objective

The general objective of the study was to assess the influence of school leadership styles on teachers' job performance in public secondary schools.

1.4.2. Specific Objectives

- i. To identify the highly adopted heads of schools' leadership styles in public secondary schools
- ii. To examine the impacts of heads of school leadership styles on teachers' job performance in public secondary schools.
- iii. To identify the appropriate heads of schools' leadership styles most suitable to promote teachers' job performance in public secondary schools.

1.5. Research Questions

- i. What are the common leadership styles practised by the heads of school to promote teacher's job performance?
- ii. What is the impact of head-of-school leadership styles on teachers' job performance in public secondary schools?
- iii. What are the heads of school's leadership styles most suitable to promote teachers' job performance in public secondary schools?

1.6. Significance of the Study

This study is significant in different area such as

- i. It focused on understanding how leadership practice within public secondary schools affects the performance and effectiveness of teachers
- ii. Assessing the impact of school leadership styles (autocratic, democratic, and transformational) and their influence on teachers' job performance. This involves examining how leadership behaviour and practices impact teachers' motivation, job satisfaction, commitment and overall performance.
- iii. The research aimed at examining how school leadership can support teachers' professional growth and development. This includes identifying how school leadership provide ongoing support, feedback and opportunities for the teachers' job performance in public secondary schools.
- iv. This research aimed at understanding how school leaders can shape the school's organisational culture and climate which can impact teachers' job performance. This will include learning the head of schools' leadership styles that are most suitable to promote teachers' job performance in public secondary schools. This will be achieved by looking at how school leaders can foster a supportive and collaborative environment, thus promoting and sharing vision and establishing clear expectations for teaching.

Research on the influence of school leadership on teacher's job performance led to gaining insight of the key factors that contribute to effective school leadership and its impacts on teacher's outcomes. This knowledge can inform leadership development programmes, policies and practices that aim at raising teacher's job performance and improving students' academic performance.

1.7. Scope of the Study

The scope of the study for this research focused on the level of school leadership on how the leadership styles and practice impact teacher's job performance, Methodologies employed were such as Qualitative analysis with school leaders and teachers, qualitative analysis of performance data, and observation of leadership practices in action. According to Leith wood, Kenneth (2012), researchers' works often focus on school leadership and its impact on school effectiveness. The study also examined the different leadership practices employed by school administrators such as Transformational, democratic and dictatorship. Marzano et al., (2018) prominent figures in the field, have written extensively on various aspects of school leadership in education. They often discuss the strategies for school leaders to enhance teacher performance through targeted intervention and support. Not only that but also the study examined the schools' culture that can motivate the teacher's morale and how school leadership influences teachers' job performance. These types of leadership include autocratic, democratic, and laissez faire leadership approaches. Based on the findings and the study's recommendations, the researcher is of the view that this can enhance their leadership practices to positively impact teachers' job performance.

1.8 Limitation of the Study

One limitation of this study was the potential for bias in self-reported data. Teachers may be hesitant to provide honest feedback about their experience with school leadership particularly if they fear relation or negative consequences for school leadership also the potentials for confounding variables to impact the results. Factors

such as teachers' experience, workload, and support systems outside of school can also influence job performance thus making it difficult to isolate the specific impact of school leadership. The generalisability of the findings conducted in different schools may have voted leadership styles and structures, thus making it hard to apply.

1.9 Definition of Terms

In this study, the following terms were considered to mean as defined below:

Leadership - refers to the process used by the head teachers in inspiring teachers to give off their best in the pursuit of the desired results.

Leadership Styles - is about a school head teacher's way of providing direction and influencing his or her teachers to improve their performance in school for better pupils' performance in their examinations.

Head of school means a school leader who is in charge of the school and coordinates teachers and pupils for teaching and learning activities.

These leadership characteristics of principals are sometimes referred to as leadership styles. The three major types of leadership styles are authoritarian, laissez-faire, and democratic styles of leadership.

1.10 Organisation of the Study

The organizational structure of the study consists of chapter one which contains the introduction which provides an overview of the study including the background, purpose, and significance of the study. Chapter two is about literature review which comprises the relationship between school leadership and teachers' job performance,

a theoretical framework that guides the study, such as transformational leadership theory or social learning and other organisational research question/ Hypotheses Chapter three is about the methodology which describes research design, participants, data, collection methods. The study also contains chapter four which is about presentation and, discussion of the findings. Chapter five gives the summary conclusions, limitations and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter presents a review of relevant literature on the influence of school leadership styles on teachers' job performance in order to get a broader understanding of the problems of teachers not performing as per expectations. The researcher conducted the study by reading through different literatures such as articles, journals and books to expand knowledge and get familiar with the nature, source and dimensions of the school leadership styles on teachers' job performance. This part includes a theoretical review, empirical review, conceptual framework and research model.

2.2. Theoretical Literature Review

The theory of transactional leadership was first described by Max Weber in the 1970s and further explored by Bass, and Stogdill, (1990). In the early 1990s, Bass and Stogdill (1990) took a closer look at how the transactional style works. This was one of the first theories of motivation in the workplace, which aimed at boosting productivity in a team through rewards and punishment. The transactional style focuses on everything in terms of explicit and implicit contractual relationships. All job assignments are explicitly spelt out along with conditions of employment, disciplinary codes, and benefit structures. Self-interests are stressed. Employees work as independently as possible from their colleagues. Cooperation depends on negotiations not problem solving or a common mission. There is little identification

of the employees with the organisation, its mission or vision. Superiors primarily are negotiators and resource allocators (Avolio et al. 1988).

Max Weber's theory is based on managers rewarding and punishing. It is closely related to democratic leadership and autocratic leadership styles. Nkumbi, et al (2006) found that teacher motivation is critical and depends on effective leadership and management skills, particularly at the school level. If the systems and structures set up to manage and support teachers are dysfunctional according to Nkumbi, then teachers are likely to lose focus and become ineffective in assessing pupils.

Path-Goal Theory, originally developed by Evans (1970) and later modified by House (1971), was designed to identify a leader's most practised style as a motivation to get subordinates to accomplish goals. It is a contingency theory rooted in the expectancy theory of motivation developed by Victor Vroom, Daniel, Villa, Howell, and Dorfman, (2003). The main assumption of the Path-Goal Theory is based on that effective leader's influence employee satisfaction and job performance. It also assumes that effective leaders strengthen the effort of performance expectancy by providing information, support, and resources to help workers complete their tasks. Path-Goal Theory considers four leadership styles and several contingency factors thus leading to various indicators of leader effectiveness (Evans, 2002). The Path-Goal Theory suggests that leaders motivate and satisfy employees in a particular situation by adopting the following leadership styles. Directive Style is where the leader clarifies performance goals, and means of reaching the goals, specifies standards against which the goals are measured and uses rewards to motivate the employees. Supportive style where the leader provides psychological

support to the staff, the leader is friendly and approachable, treats staff with respect, shows concern for the well-being of staff members and goes out of his way to make work pleasant. Participative Style of leadership is where the leader encourages and facilitates staff involvement in decision-making beyond their normal work activities. The leader consults with staff and seeks their suggestion before making any decision (Daniel et al., 2003).

2.3. Empirical Literature Review

This study investigates different literature reviews and synthesises empirical studies that explore the influence of school leadership on teachers' job performance. Various leadership styles have been identified, including transformational, transactional, and laissez-fair leadership. Smith et al (2021) revealed a significant positive correlation between transformational leadership and teachers' job performance in their research thus suggesting that school leadership plays a crucial role in shaping teacher's job performance by creating a supportive environment, fostering collaboration, providing professional development opportunities, offering feedback, and promoting a positive school culture.

Brown and Jones 2017) explained how conversely, laissez-faire school leadership was associated with decreased teacher's job performance due to a lack of guidance and support. Their findings used theoretical and managerial contributions to support their findings that laisses-faire school leadership was either problematic or unhelpful. It was discovered that many school leaders preferred autocratic styles, believing it was helping them manage staff members who displayed disinterest or avoid important objectives crucial to the schools.

Johnson and Lee (2018) in their work found that teachers who get support from their principals exhibited greater job performance and commitment thus leading to improved performance outcomes. A shared vision between school leaders and teachers is essential for fostering a collaboration and conducive working environment. This systematic literature review set out to investigate research evidence in the international literature pertaining to the impact of transformational school leadership on school staff and culture. They selected a total of 15 studies from across the globe were selected for specific focus, and in synthesising the findings from these records, it was found that transformational school leadership is portrayed in a very positive light with significant impacts on school staff and school culture. Their findings also showed a very close interconnection between the positive impact of transformational school leadership on school staff and enhanced school culture. Teachers are the primary foundation upon which a principal effects transformational leadership, and there is a very strong correlation between transformational school leadership and school culture. The following synthesis of the literature from a 10-year period, 2012–2022, looking at the impact of transformational school leadership on school staff and school culture, gives insight into many of the current influences of transformational school leadership on the primary education internationally.

Garcia and Martinez (2020) suggested that schools with a shared vision and participative decision-making processes exhibited higher levels of teacher job performance. Collaborative leadership and shared decision-making, empowered teachers and enhanced their engagement in school initiatives in their study. It was found that there was a lack of teachers' motivation, recognition, appreciation and

promotions among teachers in public secondary schools. Although teachers confirmed that the democratic leadership style is dominant in their schools, the study recommended that public school management should use a suitable leadership style regarding the existing situation by considering both autocratic or democratic leadership style in implementing school objectives and mitigating factors that hinder teachers' commitments. The researcher concluded that heads of school should improve by making the commendation for the teachers for every annual review to make a frequent evaluation and monitoring teachers' commitments.

Sudarwan (2011: 121) states that teacher motivation contains at least six essential elements. First, the objectives to be achieved in the learning process. Second, personal spirit or obsession to achieve goals. Third, endless willingness to realise ideals and hopes for high-level achievements. Fourth, is the absence of despair or stopping before the goal is achieved. Fifth, the spirit to develop yourself. Sixth, various creative processes, innovation, and alternatives. Based on the above theory, the teacher's work motivation is also born from within the individual which includes interests, attitudes towards self, work and work situation, individual needs, abilities or competencies, knowledge of work, emotions, moods, feelings of beliefs and values. Factors of work (external) include salary received, school policies, supervision, relationships between people, work conditions, organisational culture, giving recognition of achievements, level or the amount of responsibility given and satisfaction from work.

Veletic and Olsen 2021 in their study revealed that strong achievement between teachers' job performance and comprehending the connection between school leadership and roles provided additional insight on the overall organisational quality in school. The results indicate that teachers and principals were consistently rating their school climate differently. It was found that in a majority of countries, principals rated school climate as better than teachers. This is consistent to the argument in their article that principals' self-reports may not be the most reliable source when researching leadership. However, they found that teachers' and principals' ratings of school climate were moderately positively correlated in most countries. In other words, even if principals rate the school climate consistently as better than teachers, the reports from groups of teachers across schools are relatively in agreement with their principals. It was further found that stronger instructional and distributed leadership were positively correlated with principals' and teachers' perceptions of school climate in the entire sample. However, within-country analyses revealed that distributed leadership was more strongly and consistently related to perceptions of school climate in schools. Additionally, around 10% of the variance in the principals' perceived school climate was accounted. Overall, the results indicate that teachers and principals perceived school climate differently and that leadership style primarily predicts principals' perceptions. How teachers perceive school climate relates to distributed leaders in the same direction. Gojali 2011 showed that the managerial ability of the school principal had a positive effect and significant relationship on the teacher's job performance and the head of school the principal carries out his duties as some supervisors for the teachers and help teachers to grow as a team. In conclusion, empirical evidence consistently demonstrates the significant

influence of school leadership on teacher's job performance. Recommendations of this study is that findings revealed that the head teacher s leaderships styles and recognition of individual teacher's efforts and head teachers 'managerial practices that influenced teachers 'work performance at the public secondary school level. Regarding communication, leadership styles noted that principals make effective and commitments to the teachers when they show performance beyond expectation and which contribute to teacher 's improvement in doing their work.

. For the school education process to be good, it requires qualified teaching staff who have high loyalty and discipline. High discipline will be very helpful in achieving goals, while to create a condition of discipline it is necessary to have a leader who is truly competent in carrying out his duties and responsibilities in carrying out school management, namely the work process with and through other people to achieve organisational goals efficiently (Andayani &Tirtayasa, 2019). Thus, there is a need to develop and adopt effective solutions for increasing demand and allocation of resources to develop and implement innovations that will improve school leadership (Moolenaar et al., 2010). It should be noted that low teacher work discipline can result in the low quality of education in schools. Therefore, the better the teacher's discipline, the higher the work performance he can achieve (Sudirman et al., 2020).

2.4 Synthesis of the Reviewed Literature

Synthesis of the reviewed literature on the influence of school leadership on teachers' job performance reveals a complex and multifaceted relationship between

school leadership and teachers' job performance (Sungton, 2007; Abbas et al., 2020). Effective leadership is necessary for the advancement of teachers as well as society. In the technological advancement of the 21st century, there are many challenges to compete including worldwide teachers' networks which demand great educational leaders for educational institutions. There are three main aspects of a principal's leadership in dealing with educational and cultural reforms such as increasing participation, transferring vision, and producing change. The effectiveness of leaders in the educational sector is valued by their competencies to contribute to improving the quality of education in the era of technological advancement. This study used the theory of transactional leadership which was first described by Max Weber in 1970s and further explored by Bass, & Stogdill, (2012), Path-Goal Theory, originally developed by Evans (1970) and later modified by House (1971), was designed to identify a leader's most practised style as a motivation to get subordinates to accomplish goals. Leith wood K, et al (2020) explained that school heads have been found to regularly show impressive leadership strategies in the fields of planning, organising, regulating, directing, and unifying. On this, teachers exhibited a very satisfactory teaching quality. Bush, (2019) in his explanations, argued that school heads and teachers with regard to the excellent leadership strategies of school heads, they are unparalleled. The study also employed different methodologies which is interview, questionnaires, and both qualitative and quantitative methods. Conclusion was made that the distinction in school leadership practices experienced by school heads and their teachers is vital, thus confirming that the reactions of both sector-respondents are fundamentally better. Thus, the current

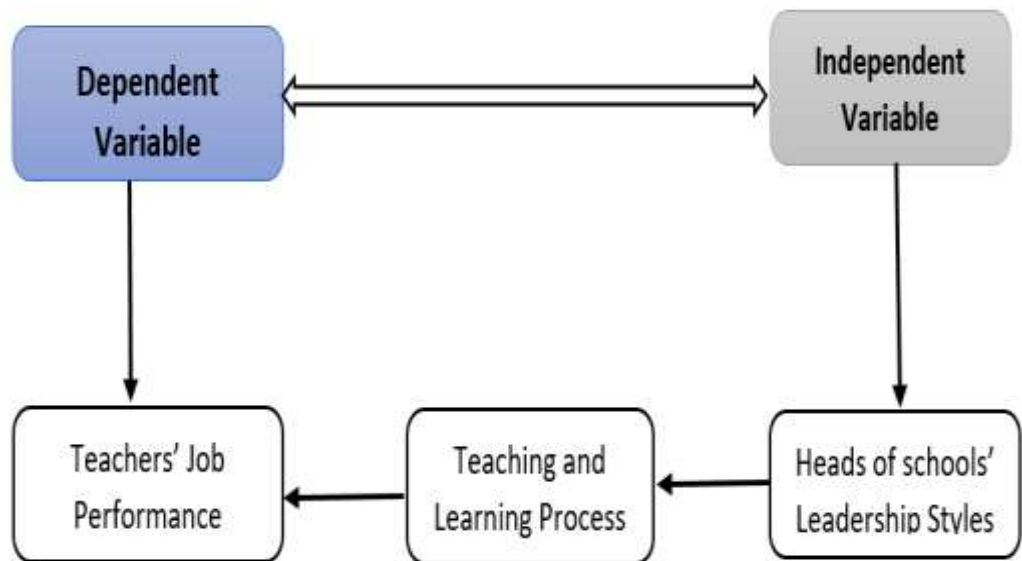
study focused on the role of leadership in influencing the performance of students with a focus on Bunda Town Council.

2.5 Conceptual Framework

A research framework defines a set of ideas that provide support to something. Essentially, any concept or theory requires a strong framework to establish its general feasibility. This study employed a conceptual framework which makes a correlation between the independent variable and the dependent variable. In this study, the independent variable is school leadership and the independent variable is teachers' job performance

This study uses different theories of School leadership styles, namely, instructional, transformational, which all aim to explain how school leadership intended to improve school effectiveness and teacher job performance (Phuc et al., 2020). Moreover, leadership, demands the integration and proficient use of numerous approaches, such as behavioural, trait, and skills, and appropriate leadership styles across different situations or occasions (Schleicher, 2015) Instructional leadership can be defined as every act of planning of school principals in influencing and guiding teachers to improve their teaching quality and motivating students to accomplish learning outcomes (Lim & Singh, 2020). Furthermore, instructional leadership is a process that transforms principals from executing traditional school management practices (in which the principals are regarded as the general managers of the schools) to applying the skills that instructional leaders should perform

According to Nyenyembe et al. (2016), organising and coordinating the work of teachers and other school personnel towards the objectives or goals of a school. Moreover, a clear goal orientation of leaders is also stressed by Owens (2011) who describes leadership as interpersonal patterns in which a leader tries to find followers' potential needs by gratifying their needs to influence the followers so that the goals of the organization can be reached. Owens acknowledges that reaching the school goals however is a cooperative endeavour, and that, leaders must take account of the needs of teachers and stimulate teachers according to their needs to achieve school objectives. This contrasts with Smith (2000) who conceives leadership mainly as influencing teachers. Owens argues that successful leadership is dependent on the degree to which leaders can address the concerns and possibilities of their teachers. Hackman and Johnson. (2000), emphasise the commonality of goals and shared efforts of school leaders and teachers. They further advocate the notion of servant leadership by arguing that leaders should primarily be driven by the concerns and needs of teachers, and work for their benefit even when it is against leaders' own personal interests (Laub.1999).

Figure 4:1 Conceptual Framework of the Study

2.6 Research Gap

The current body of research which examines the impact of school leadership on teachers' job performance in public secondary schools has been conducted in various global contexts. For instance, Smith (2000) viewed leadership primarily as a means of influencing teachers, while Mathias (2020) characterised transactional leadership as reliant on "exchanges" between leaders and followers. However, there was a notable lack of locally contextualised, holistic, teacher-centred qualitative studies, alongside a deficiency in longitudinal analyses. Addressing these gaps was essential for gaining a deeper understanding of the intricate relationship between school leadership and teacher job performance, particularly within the specific context of Bunda Town Council, Tanzania.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the process that was used in the research methodology. It covers the research strategies, survey population, description of the study area, sampling design and procedures, variables and measurement procedures and methods of data collection. It also presents data processing and analysis.

3.1. Research Paradigm

This study employed a pragmatism philosophical way of thinking (Louis Leith wood, (2013) have contributed to the research on school leadership and its impact on teacher's job performance their work often explores the relationship between leadership styles, school culture and teacher's effectiveness. They explain that, that paradigm first used the word paradigm to mean a philosophical way of thinking. Lather (2016) explains that a research paradigm inherently reflects the researcher's beliefs about the world that s/he lives in and wants to live in. In educational research, the term paradigm is used to describe a researcher's 'worldview' (Mackenzie &Knipe, 2006).

In this study, the researcher used pragmatism approach. On this, Kivunja (2017) explains that the pragmatism approach involves design that incorporates operational decisions based on what will work best in the findings answers for the questions under investigation paradigm as used in the majority of qualitative research of social sciences. It is predicated on the existence of numerous realities rather than a single

reality. Human behaviour is complex and cannot be predicted by predefined probability. The researcher used the research paradigm to outline the objective, motivation, and expected outcomes of the research. It provided the researcher with a clear path to examine the topic of interest. It gave a logical and deliberate structure for carrying out a study, and it is understood that the research did uphold, and was guided by the assumptions, beliefs, norms and values of the pragmatism paradigm.

3.2. Research Approach

The study employed mixed methodology which is qualitative and quantitative approaches to collect, analyse, and interpret data. The qualitative research approach is used to explore and understand the meaning individuals or groups ascribe to a social or human problem. The quantitative approach was used in response to relational variables within the research using closed-ended questions.

3.3. Research Design

This study employed a convergent parallel design where combined mixed methods research approach that involved collecting both qualitative and quantitative independently and analysing them separately. This approach enabled the researcher to save time and converge the results at the stage of interpretation.

3.4. Area of the Study

The area of study of this research was Bunda Town in the Mara Region. It showcased the depth of scientific evidence supporting the research area of how the school leadership influenced teachers' job performance. The areas are ease to collect

the data effectively. This was done to identify and control for relevant variables such as school culture, resources, and student's demographic. Also, the researcher chose the area of the study simply because of the methodology I used for my study which was quantitative methods like survey and statistical analysis to establish correlation between leadership practices and teachers' job performance, and qualitative methods like interview.

3.5. Target Population

The targeted population in this study were the schoolteachers, heads of schools Officers from headquarters According to Ranjit Kumar (2020), people provide the 'study population'. These were the people from whom the information was collected. Therefore, in this study, the target population consisted of 17 Government secondary schools which contain of 309 number of population, but respondents of the study involved 28 which include 20 teachers, 5 Officers from headquarters and 3 heads of schools. These were key stakeholders involved in the provision of education services in the study area.

3.6. Sample and Sampling Procedure

3.6.1. Sample size Determination

A population is defined as a group of elements or cases, whether individual objects or events that confirm specific criteria and which intend to generalise the result of research. Similarly, Coldwell and Herbs (Business Research. 74) define population as a group of individual persons, objects or items from which samples are taken for measurement. "A researcher doing a study of people, things, or organisations may

decide to approach the work in two ways. According to Frankline (2021), the formula used to determine the sample size for this study was as follows:

$$n = \frac{N}{I + N + e}$$

Where:

n= the sample

N= the estimated number of stakeholders

e= Number of the head officers

Therefore

$$n = \frac{309}{17+5+5}$$

$$n = 28$$

3.6.2. Sampling Techniques

During the study, the researcher used both non-probability and probability sampling techniques to collect data from the respondents. Sampling technique is the way by which the sample of units is selected from the population (Thompson, 2012). “Sampling techniques are classified into non-probability and probability sampling techniques. Non-probability sampling techniques are sampling techniques where the selection of individuals for the sample does not give all the individuals in the population equal chances of being selected. In contrast, probability sampling techniques are sampling techniques where the selection of individuals for the sample gives all the individuals in the population equal chances of being selected” (Msabila and Nalaila, 2013 p. 38).

3.6.3. Purposive Sampling Technique

Since this study was conducted in a predetermined area of Bunda Town Council in the Mara Region, the researcher carried out data collection from the selected area. A purposive sampling technique was used. This is because; the study area and the sample population were already predetermined. Additionally, no comparison was required for the study. The references from the respondents or documents to consult for further information. This sampling strategy was used because the samples in this kind of study needed to relate to the information sought (Denscombe 2007; Creswell 2009; Boeijs 2010).

It refers to a deliberate selection of units of the universe for constituting a sample which represents a universe (Kumar, 2008). Purposive sampling is one of the types of non-probability sampling techniques which is sometimes known as judgmental sampling. In this technique, the researcher selects the respondents deliberately. The key informants of the study were the heads of school and teachers teaching in classrooms in Bunda Town Council. The respondents were purposively for the teachers selected because of their experiences and knowledge about the heads of schools' leadership styles on the teachers' job performance in public secondary schools.

3.6.4. Simple Random Sampling

Simple random sampling technique is one of the types of probability sampling technique. The researcher applied the technique to select the heads of school and the teachers teaching in public secondary schools in Bunda Town Council. The Researcher selected this sampling technique to provide the respondents equal chance

to be chosen to give their responses regardless of gender and level of position in order to obtain the required number of the targeted population sample size.

3.7. Validity and Reliability

Validity refers to a process whereby the researcher earns the confidence of the reader that he or she has got it right. The aspect of validity which is addressed is content validity, that is to say, the validity of the questionnaires is ascertained by establishing among other things that it covers the relevant content. In ensuring validity in this study, the questionnaire for key informants was designed to suit and capture data from the appropriate respondents to achieve the study's objectives.

In contrast, reliability refers to how the research will consistently collect data and information from the study to achieve the anticipated results using the selected methods. The researcher collected data that were reliable considering the sample was collected under identical conditions.

3.8. Data Collection Methods

The researcher collected both qualitative and quantitative data. Quantitative data were gathered through documentary review. The researcher used the following methods:

1) Key informants' interviews

The researcher conducted key informants' interviews to collect opinions of the study population on the influence of school leadership styles on teachers' job performance in public secondary schools. Key informants were purposively selected from the

study population. The sample size selection was determined by what was enough to gather descriptions, perceptions and views of the respondents on key study questions.

ii) Semi structured interview

This study employed semi-structured interview as a method to gather qualitative data from teachers regarding their perceptions of school leadership and its influence on their job performance. Lee (2020) through her rigorous analysis of this kind of interview sheds light on the complex dynamics between leadership practices within schools and the professional performance of teachers. Her work contributed insight to the field of education and provided recommendations for improving school leadership strategies to enhance teachers' job performance and effectiveness.

Iii) Questionnaires

This study also employed questionnaires as the methods of data collection to gather quantitative data on teachers' perception of school leadership practices and their impact on job performance by designing a comprehensive questionnaire that assessed various aspects of leadership styles, communication and decision-making process within schools. Johnson (2019) identifies patterns and correlations that illuminate the relationship and teachers' job performance. His findings contributed to the development of evidence-based practices for school leaders aiming to create supportive environments to enhance teachers' productivity and well-being.

3.8.1. Data Processing and Analysis

The researcher used a framework approach by Ritchie and Spencer (1993) for qualitative data. This approach was chosen because it is suitable for studies that are: short-term, start deductively with pre-set aims and objectives, and have more structured data collection, which was the case in this study. The approach provides five stages in the analysis (Pope et al 2000): familiarization, identifying a thematic framework, indexing, charting, mapping and interpretation. This framework was used to analyse interviews.

The language of the interviews was Kiswahili. The analysis started in the field in order to get a feel for how the study questions were answered so that modifications were made for subsequent interviews. The researcher used Microsoft Excel for quantitative analysis.

3.9. Research Ethics

The ethical consideration involved issues of confidentiality and risk of participation; benefits of participation; and informed consent. With regard to confidentiality and risk of participation, the researcher assured the respondents that all information collected from them was confidential. In addition, there were no expected risks to the participants. Concerning benefits of participation, it was made clear to the participants that, there were no specific direct individual benefits to participate in the study. However, the respondents were informed that the data and findings of the study would be used for future reference and recommendations for improvement of the study problem.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF THE FINDINGS

4.1. Introduction

This chapter deals with the data analysis and presentation. The study's description of the objectives was to investigate the impact of school leadership on the teachers' job performance.

4.2. Response Rate

The study targeted to reach 30 respondents with questionnaires in the study area. The researcher collected 28 questionnaires that were properly filled. This represents a response rate of 93.3% of the filled in and collected questionnaires and 2 (6.7%) were not returned. The response rate was considered admissible given the recommendations by Mugenda and Mugenda (2012) that a response rate of 50% is adequate for analysis and reporting. A rate of 60% is generally good while a response rate of above 70% is excellent. Based on these data, this implies that the rate for this study was excellent which increases confidence for the researcher to present data.

4.3. Demographic Information

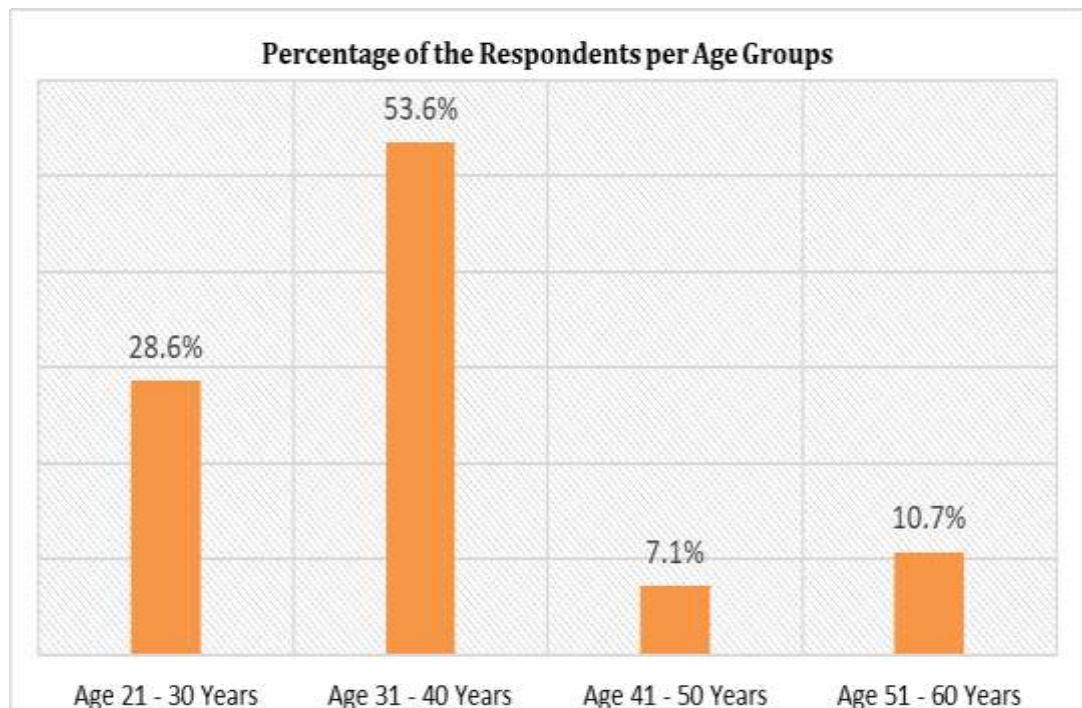
4.3.1. Age of the Respondents

Under this section, the information presented is related to personal and demographic information of the respondents. There were 15 respondents of age between 31 and 40 years, 8 respondents of age between 21 and 30 years, 3 respondents of age between 51 and 60 and 2 respondents of age between 41 and 50 years as presented in table 4.1 below.

Table 4.1: Respondent's Age Groups

Respondents Age	Age 21 - 30 Years	Age 31 - 40 Years	Age 41 - 50 Years	Age 51 - 60 Years
Number	8	15	2	3

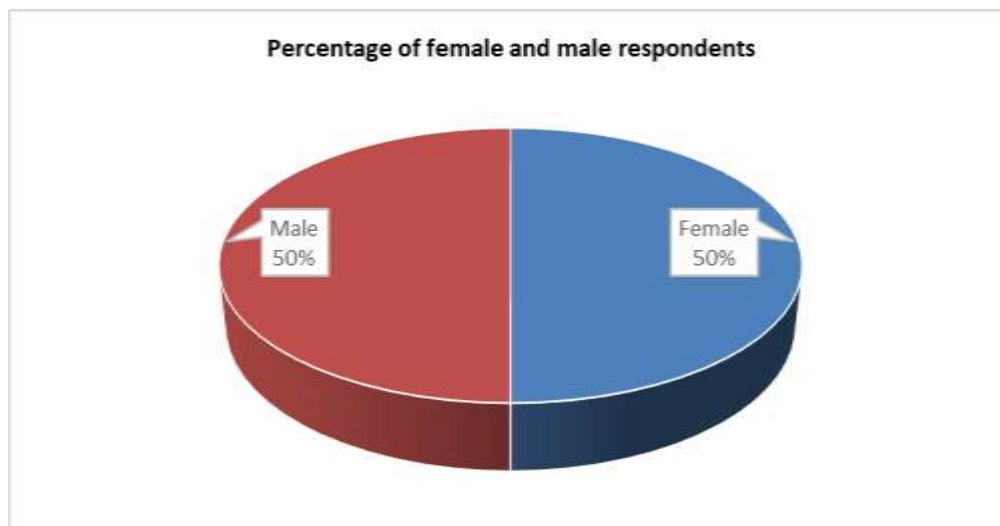
The demographic information indicates that there were different age groups of the respondents involved during the study. It shows that 53.6% of the respondents were teachers of age between 31 and 40 years, 28.6% of the respondents were aged between 21 and 30 years, 10.7% of the respondents were aged between 51 and 60 years, and 7.1% of the respondents were aged between 41 and 50 years as indicated figure 4.2 below.

Figure 4.2: Percentage of the Respondents Per Age Groups

4.3.2. Sex of the Respondents

The study employed a gender-balanced sample to gather a diverse range of perspectives. Specifically, the respondent group was equally distributed between female and male respondents, with 50% representation from each gender category. Involving both female and male teachers as respondents was a deliberate choice to capture any potential variations in experiences based on gender identity, thereby promoting research inclusivity as indicated in Figure 4.3 below.

Figure 4.3 Sex Representation of the Respondents



4.3.3 Respondents' Levels of Education

The educational qualifications of the respondents represented a spectrum of academic backgrounds. Specifically, the majority of the respondents (64.3%) held a degree level of education, demonstrating a cohort with substantial formal training and qualifying them as subject matter experts. A significant proportion (25%) also had diploma level qualifications, signifying experienced professionals with

specialised skills. A small number (10.7%) held certificate level education, but still offering frontline staff insights. Collectively, this distribution of qualification levels among the respondents provided a nuanced view encompassing the voices of both highly educated and practically experienced teaching staff. Notably, no respondents reported holding a master degree level of education. While this omitted the highest academic viewpoint, the sample nonetheless captured a diversity of educational viewpoints relevant to the research topic. Also, involving respondents across different qualification tiers enhanced the credibility of the findings by accessing a broad range of positions informed by varied educational experiences and competencies within the teaching profession as indicated in Table 4.4 below.

Table 4.2 Respondents' Level of Education

Respondents' Education	Certificate	Diploma	Degree	Masters
Number	3	7	18	0

4.3.4 The Leadership Style Adopted by Heads of Schools

The leadership style adopted by heads of schools focused on involving teachers in decision-making processes; fostering a climate of innovation and continuous improvement; creating a positive and inclusive working environment for both teachers and students; emphasising a shared vision and mission for the institution; supporting professional development for teachers; and handling conflicts and challenges within the school community. The study found that the respondents had different perceptions towards the leadership style adopted by the heads of schools, as indicated in Table 4.5 below.

Table 4.3. Leadership Style Adopted by Heads of Schools

S/N	Variable	1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
1	The school leadership involves teachers in decision-making processes, seeking input occasionally	5	0	2	8	13
2	Do you feel the school leadership fosters a climate of innovation and continuous improvement?	2	2	3	13	8
3	The school leadership creates a positive and inclusive working environment for both teachers and students	0	5	0	7	16
4	The school leadership emphasises a shared vision and mission for the institution	0	0	0	15	13
5	The school leadership supports professional development opportunities for teachers	0	0	5	17	6
6	The school leadership handle conflicts and challenges within the school community	0	2	0	10	16

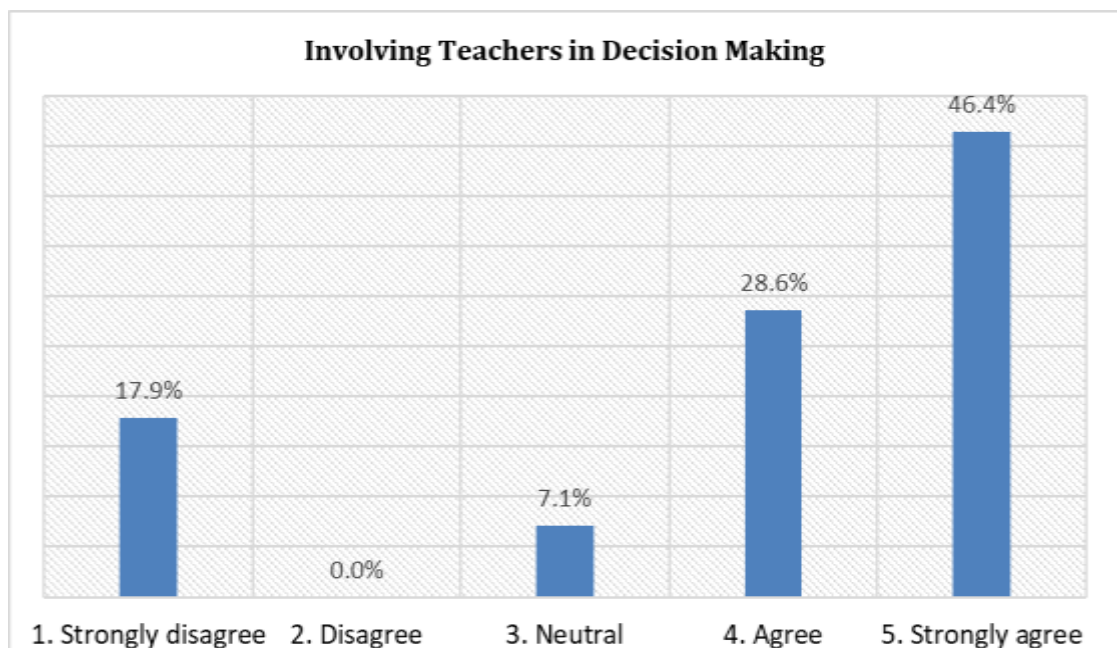
The study findings discussion is presented in relation to the specific variables of leadership style as outlined further in this section.

4.3.5 Involving Teachers in Decision-Making Processes

The findings on teachers' perception of involvement in decision-making are presented below. A plurality of respondents (46.4%) strongly agreed that the school leadership was engaging teachers in contributory decision-making processes. A

further 28.6% agreed they had input into institutional choices. Collectively, this three-quarters majority perceived genuine participation. In contrast, a minority that is, 17.9% of the respondents strongly disagreed they had decisional influence. However, only a small percentage (7.1%) took a neutral stance, suggesting that most of the respondents had a clear view either supporting or opposing their inclusion. As illustrated in Figure 4.4, these results demonstrate that while the majority experienced collaborative leadership, a sizeable portion felt excluded from strategic, and tactical planning and decision-making of the school leadership.

Figure 4.4 Involving Teachers in Decision Making

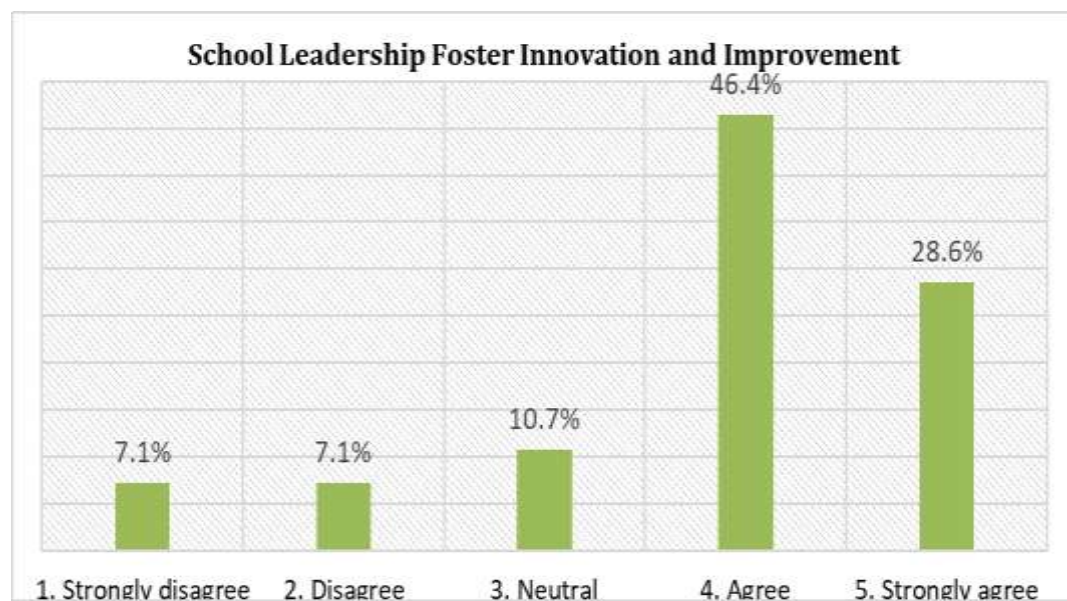


4.3.6 Fostering Innovation and Continuous Improvement

The findings on teachers' perception of fostering innovation and continuous improvement are presented below. Nearly half (46.4%) of the respondents agreed that their school leadership was cultivating an encouraging climate conducive to

professional growth and ongoing enhancement. Moreover, over a quarter (28.6%) of the respondents strongly agreed that their institution promoted inventiveness and refinement. Collectively, these findings suggest that three-quarters of the teachers were experiencing administrative support for advancing practices. However, a small yet significant minority that is, 7.1% disagreed and the same proportion strongly disagreed that the school leadership was championing innovative transformation. Additionally, 10.7% took a neutral stance as to whether their workplace environment was motivating new ideas and progress. As visualised in Figure 4.5, these data indicate that while the respondents were feeling that their leadership was advocating for improvement, a segment of them was not perceiving this supportive environment. Overall, while mostly positive, the responses imply some diversity in how leadership was fostering development and change among its teaching ranks.

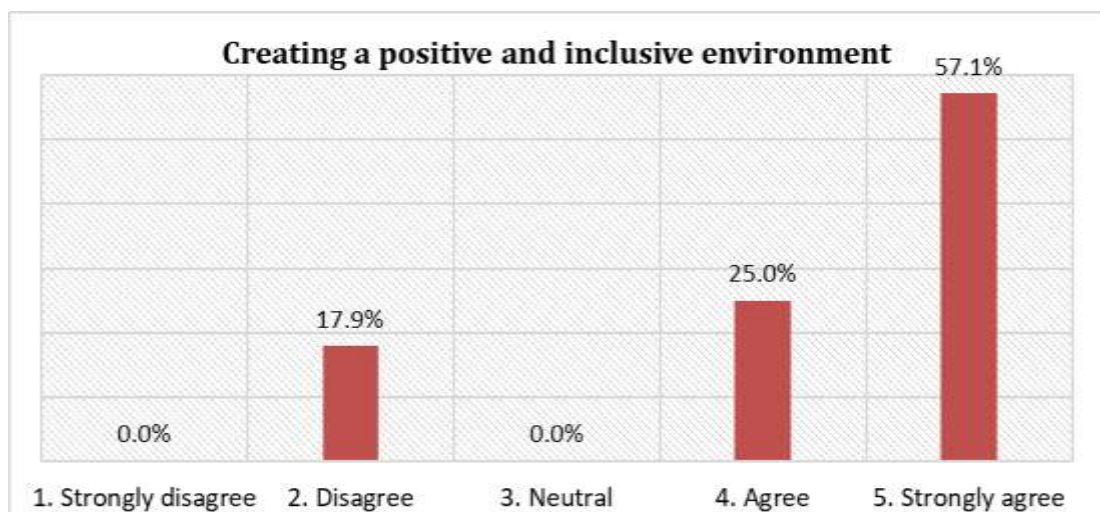
Figure 4.5: Teachers' Perception of Innovation and Continuous Improvement



4.3.7 Creating a Positive and Inclusive Working Environment

The findings regarding the respondents' perception of their school's working environment are presented here. As the findings reveal, an overwhelming majority of 57.1% strongly agreed that the school leadership was cultivating an inclusive setting thus promoting efficiency. Additionally, one quarter (25.0%) of the respondents agreed that the school administration was nurturing an atmosphere conducive to carrying out duties productively. Together, over four-fifths of the respondents expressed affirmative viewpoints that their workplace was satisfactorily supportive. On the other hand, a modest yet substantial dissenting fraction 17.9% disagreed with the notion that the leadership developed a positive climate facilitating job effectiveness. As Figure 4.6 demonstrates, the majority of the respondents endorsed their environment as adequately enabling successful job performance, while a modest proportion took an opposing stance.

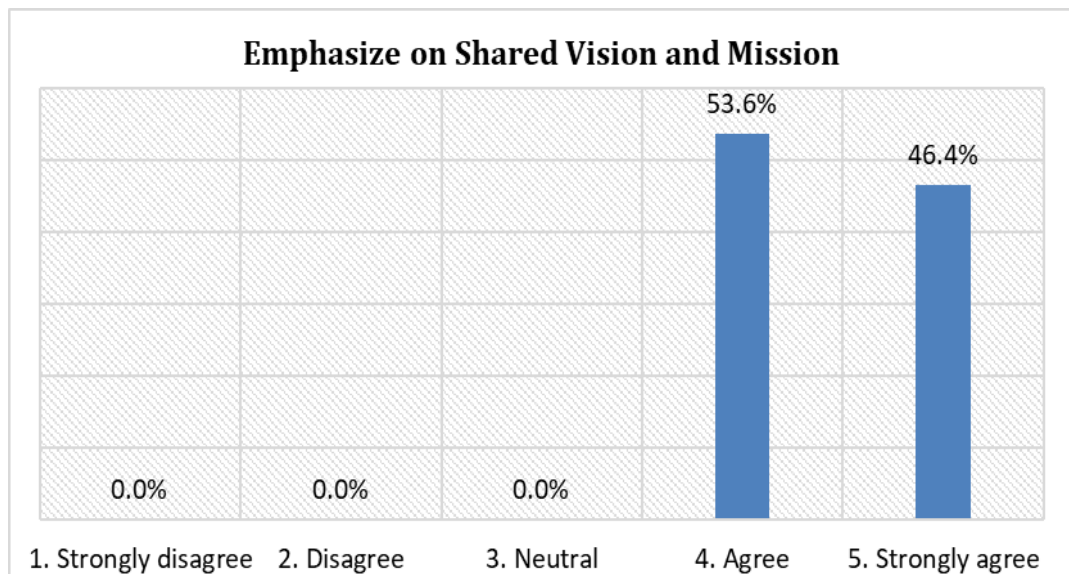
Figure 4.6: Teachers' Feelings on the Positive and Inclusive Working Environment



4.3.8 Emphasise Shared Vision and Mission

The findings regarding the emphasis put on a collaborative vision and goals by school leadership are presented here. As illustrated in Figure 4, over a half (53.6%) of the respondents agreed that their administrators had underscored a unifying purpose and direction for the institution. However, close to half (46.4%) of the respondents strongly disagreed that their school leadership were emphasising a joint vision and objectives. These results point to potential disparities in how the school leaders were operationalising the importance of rallying the staff commitment to mutually held steering principles and destinations revealed by these insights.

Figure 4.7: Perceived Emphasis on Shared Vision and Mission

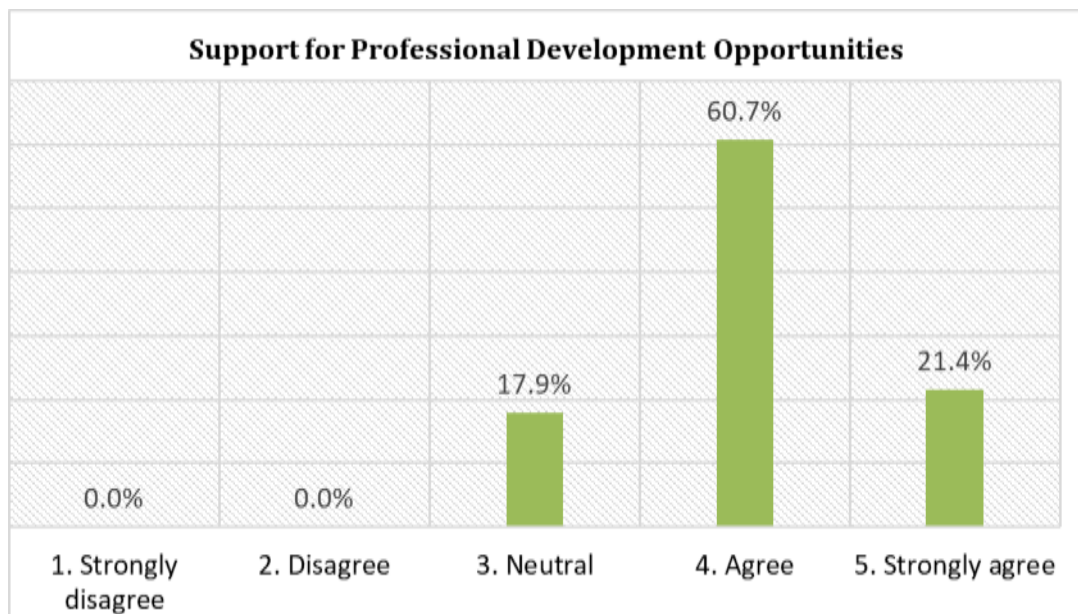


4.3.9 Supporting Professional Development

The findings on support for teacher professional development are shown below. An unambiguous majority of 60.7% of the respondents agreed that the school administrators endorsed extra-qualification growth prospects for instructors.

considerably, over one-fifth (21.4%) of the respondents strongly agreed that the school leadership was facilitating career enhancement chances. Together, over four-fifths perceived that there was managerial backing for credential and skills advancement. On the other hand, 17.9% of the respondents adopted a neutral stance regarding authoritative encouragement of competency enhancement. In totality, the findings suggest that most of the teachers were experiencing leadership advocacy for staying abreast of the professional developments in the field.

Figure 4.8: Perception of Support for Professional Development

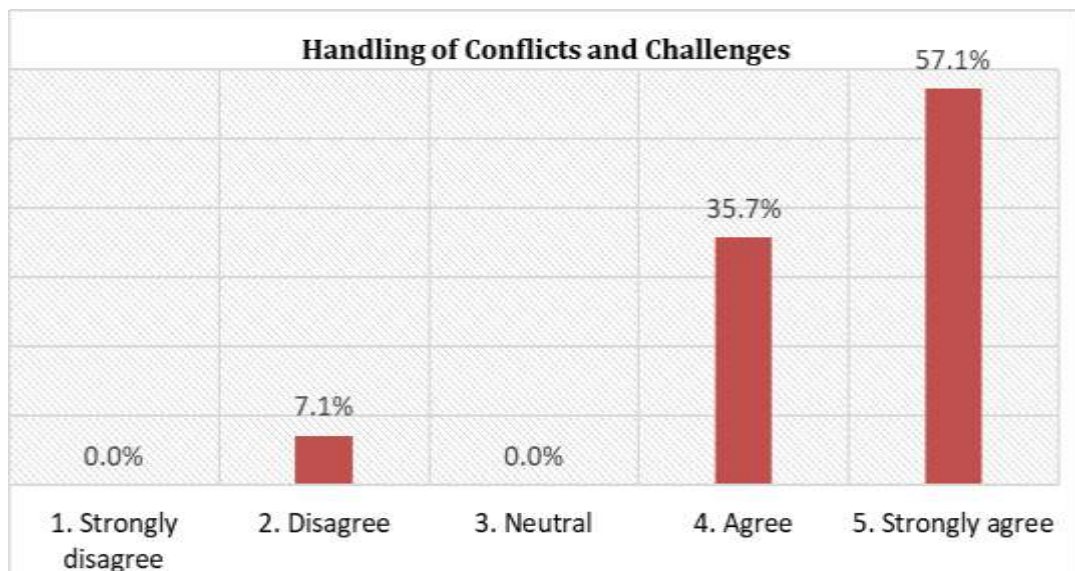


4.3.10 Handling of Conflicts and Challenges

Regarding the handling of conflicts and challenges by the school leadership, an overwhelming majority of the respondents comprising over half (57.1%) of the respondents strongly agreed that the school management was aptly addressing controversies and problems within the institutional setting. Additionally, over one-

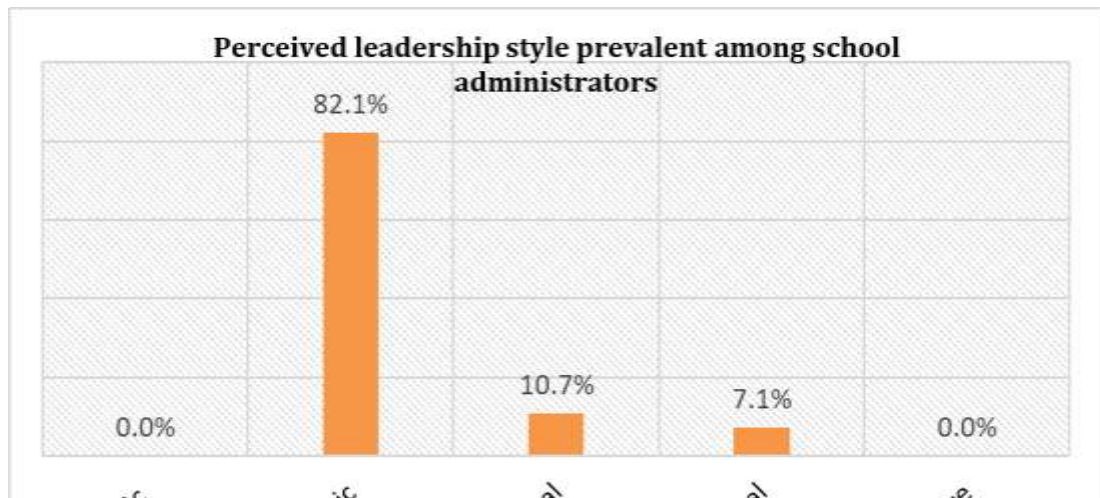
third (35.7%) of the respondents agreed that the school leadership was adequately managing the conflicts and hurdles. In total, over nine-tenths perceived authoritative navigation of disagreements and impediments as suitable. In contrast, a small but notable 7.1% of the respondents disagreed that the school management was suitably tackling challenges and friction. Generally, the data suggest that most of the staff were confident of the school management's mediation and resolution skills.

Figure 4.9: Perception of Handling Conflicts and Challenges



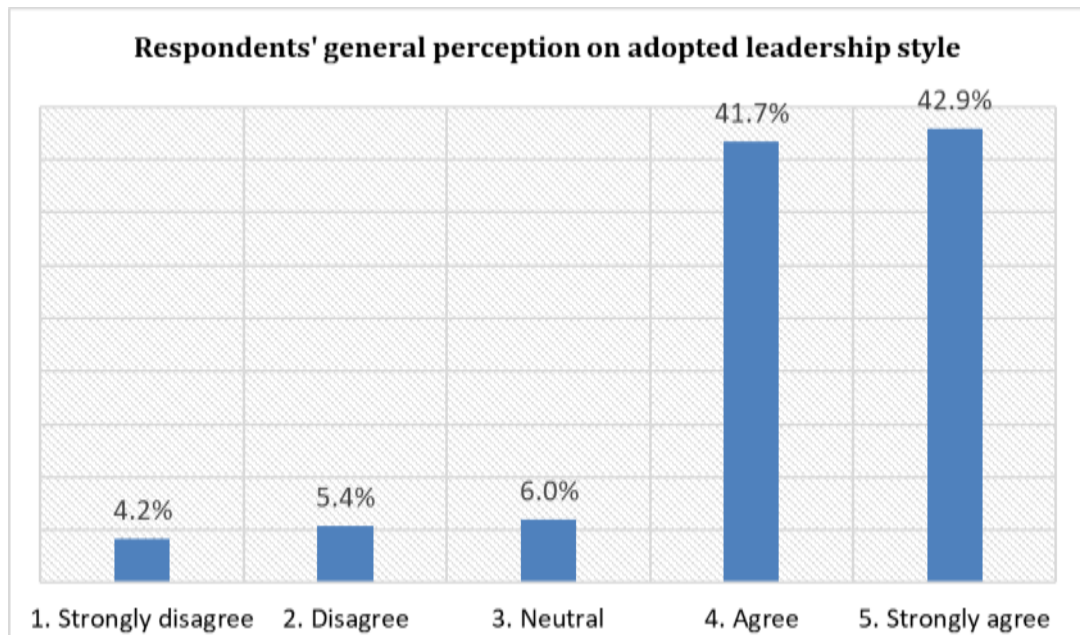
4.3.11 Dominant Leadership Style

The study found that 82.1% of the respondents pointed out that the democratic leadership style was perceived as the most prevalent among school administrators in their schools; 10.7% of the respondents mentioned transformative style; 7.1% of the respondents thought transactional style of leadership; while none of the respondents mentioned laissez-faire leadership style being used among school administrators in their schools as shown in figure 4.10 below.

Figure 4.10: Prevalent Leadership Style

4.3.12 The Overall Leadership Style Adopted by Heads of School

On average, the study about the variables of the adopted leadership style found that 42.9% of the respondents strongly agreed that the leadership style adopted by heads of schools was influencing teachers' job performance in public secondary schools; 41.7% of the respondents agreed on the influence of leadership style adopted on teachers' job performance; 6.0% of the respondents did neither agree nor disagree on the influence of leadership style adopted on teachers' job performance; 5.4% of the respondents disagreed that there was influence of leadership style adopted on teachers' job performance; and 4.2% of the respondents strongly disagreed that there was influence of leadership style adopted on teachers' job performance in public secondary schools.

Figure 4.11: Perception of Influence on Teachers' job Performance

4.4 The Impacts of School Leadership Styles on Teachers' Job Performance

To understand the impacts of school leadership styles on teachers' job performance, the study examined the leadership style variables about school leadership inspiring and motivating teachers for improved performance; ability to handle conflicts and challenges within the teaching staff; impact on creating a culture of continuous improvement and growth among teachers in the school; recognition and appreciation of teachers' efforts in contributing to their job satisfaction; support in professional development opportunities for teachers; and decision-making approach that was impacting the level of job autonomy experienced by teachers. The study found that the respondents had different perceptions of the impacts of school leadership styles on teachers' job performance as indicated in a Table 4. 5 below.

Table 4.4: Impacts of School Leadership Styles on Teachers' Job Performance

S/N	Variable	1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
1	School leadership inspires and motivates teachers for improving their performance	0	2	2	10	14
2	The head of the school's ability to handle conflicts and challenges within the teaching staff is notable	0	0	8	7	13
3	The head of school's impact on creating a culture of continuous improvement and growth among teachers in the school is recommendable	0	0	5	7	16
4	The head of school's recognition and appreciation of teachers' efforts contributes to their job satisfaction	0	2	2	12	12
5	The head of school supports professional development opportunities for teachers	0	0	0	18	10
6	The head of the school's decision-making approach impacts the level of job autonomy experienced by teachers	0	0	9	9	10

4.5 Inspiring and Motivating Teachers for Improved Performance

The study found that 50.0% of the respondents strongly agreed that the school leadership was inspiring and motivating teachers for improved performance; 35.7% of the respondents agreed that the school leadership was inspiring and motivating

teachers; and 7.1% of the respondents disagreed and were neutral respectively that the school leadership was inspiring and motivating teachers for improved performance as shown in figure 4.12 below.

Figure 4.12: Respondents on Inspiring and Motivating Teachers

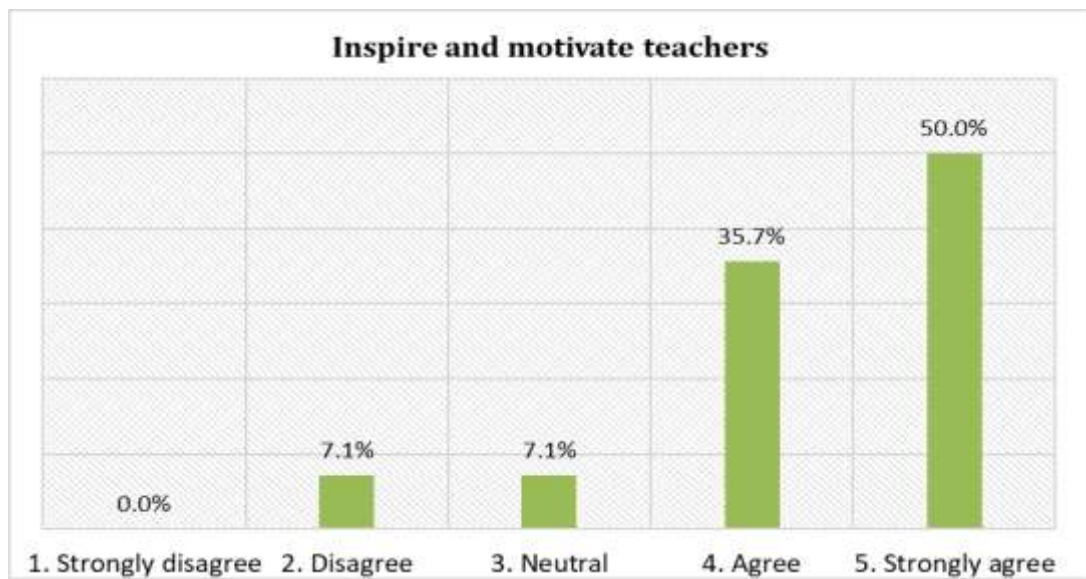
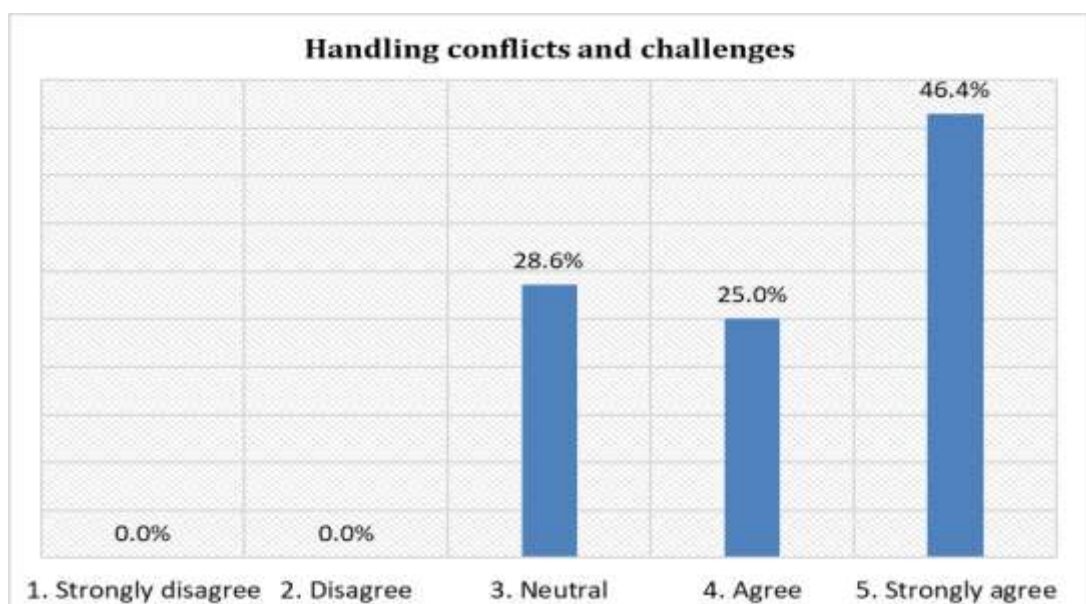


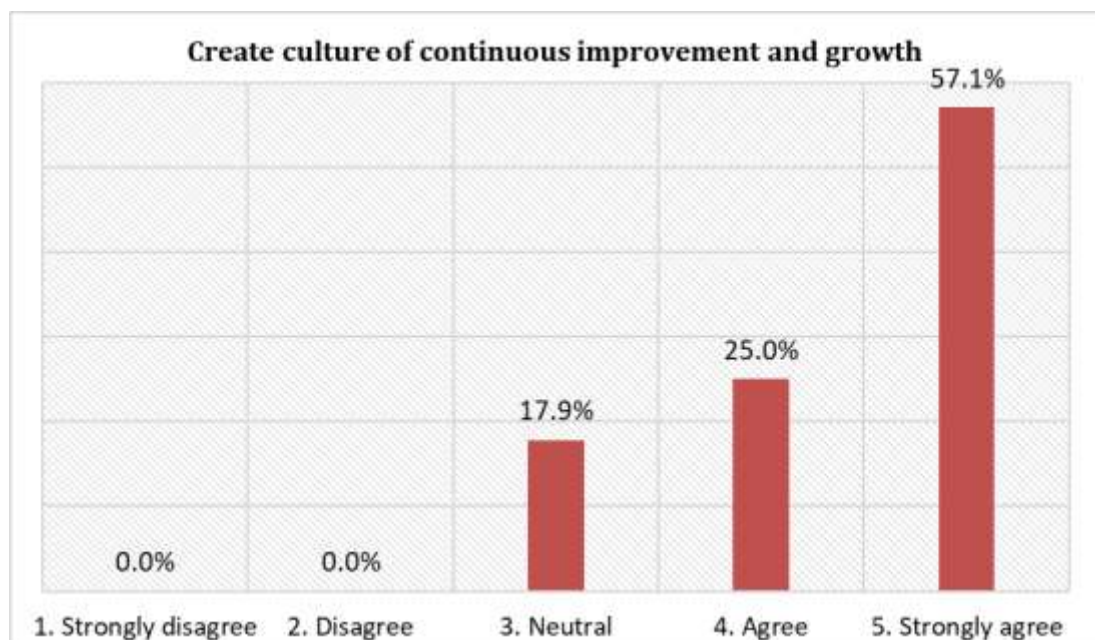
Figure 4.13 Handling Conflicts and Challenges



4.6 Impact on Continuous Improvement and Growth Among Teachers

The study found that 57.1% of the respondents strongly agreed that head of schools had impact on creating a culture of continuous improvement and growth among teachers in their schools; similarly, 25.0% of the respondents agreed that head of school had impact on creating a culture of continuous improvement and growth among teacher; and 17.9% of the respondents neither agreed nor disagreed that head of school's impact on creating a culture of continuous improvement and growth among teachers in the school as indicated in figure 4.14 below.

Figure 4.14: Creating Culture of Continuous Improvement and Growth of Teachers

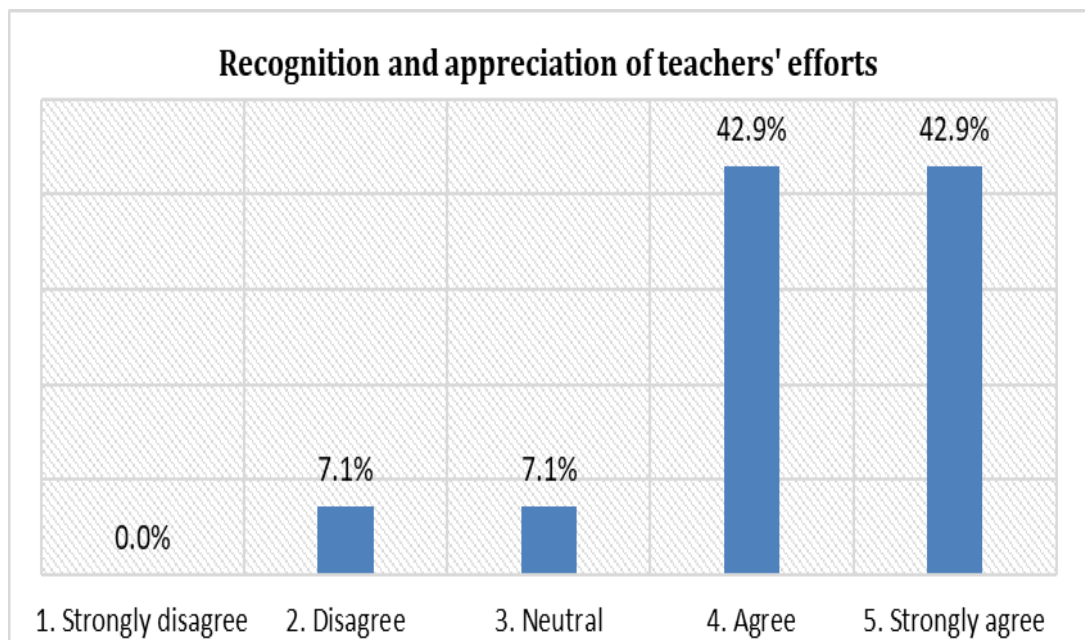


4.7 Recognition and Appreciation of Teachers' Efforts

The study found that 42.9% of the respondents agreed and strongly agreed respectively that the head of school's recognition and appreciation of teachers' efforts

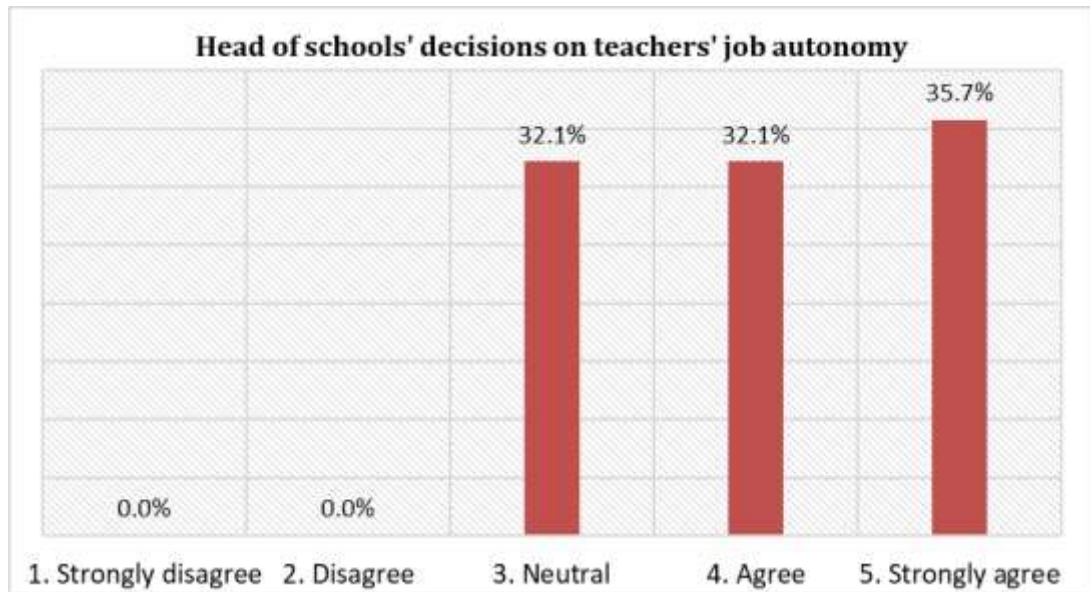
had contributed to their job satisfaction, and 7.1% of the respondents disagreed and were neutral respectively that the head of school's recognition and appreciation of teachers' efforts had a contribution to their job satisfaction as indicated in figure 4.15 below.

Figure 4.15: Recognition and Appreciation of Teachers' Efforts on job Satisfaction



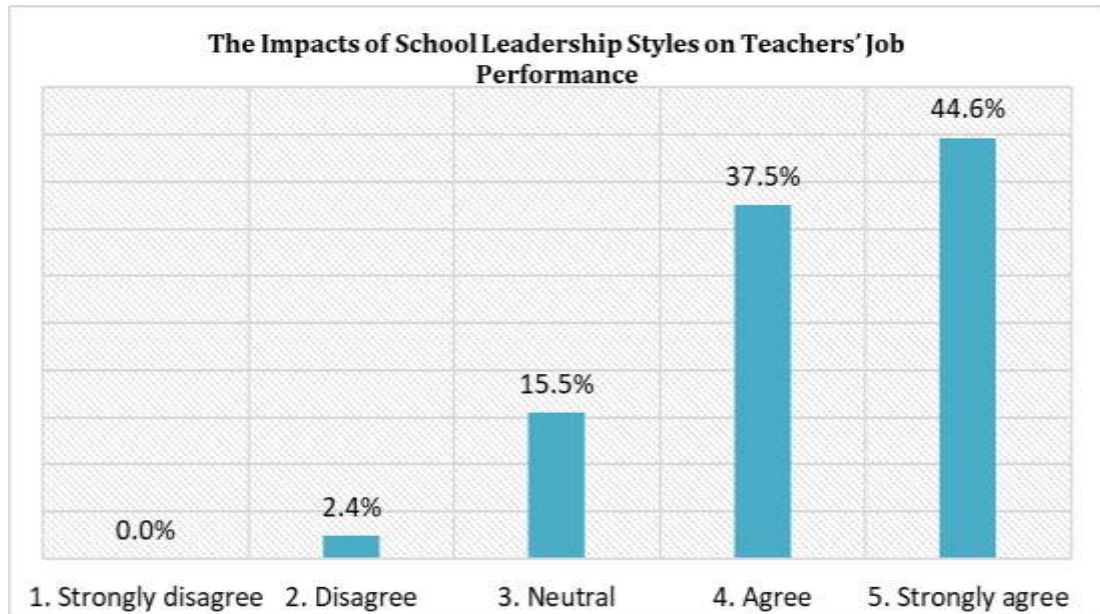
4.8 Impact of Decision-Making Approach on Job Autonomy

The researcher found that 35.7% of the respondents strongly agreed that the head of the school's decision-making approach had an impact on the level of job autonomy experienced by teachers; 32.1% of the respondents agreed and remained neutral respectively that the head of the school's decision-making approach had an impact on the level of job autonomy experienced by teachers as shown in figure 4.17 below.

Figure 4.16: Head of School's Decisions on Job Autonomy Teachers'

4.9 The Overall Impacts of School Leadership Styles on Teachers 'Job Performance

On average, the study on variables of the impacts of school leadership styles on teachers' job performance, found that 44.6% of the respondents strongly agreed that there were impacts to teachers' job performance as a result of school leadership styles; 37.5% of the respondents agreed that there were impacts to teachers' job performance as a result of school leadership styles; 15.5% of the respondents neither agreed nor disagreed that there were impacts to teachers' job performance as a result of school leadership styles; and 2.4% of the respondents disagreed that there were impacts to teachers' job performance as a result of school leadership styles. These findings are as indicated in figure 4.18 below.

Figure 4.17: Impacts of School Leadership Styles on Teachers' Job Performance

4.10 Schools' Leadership Styles and Teachers' Job Performance

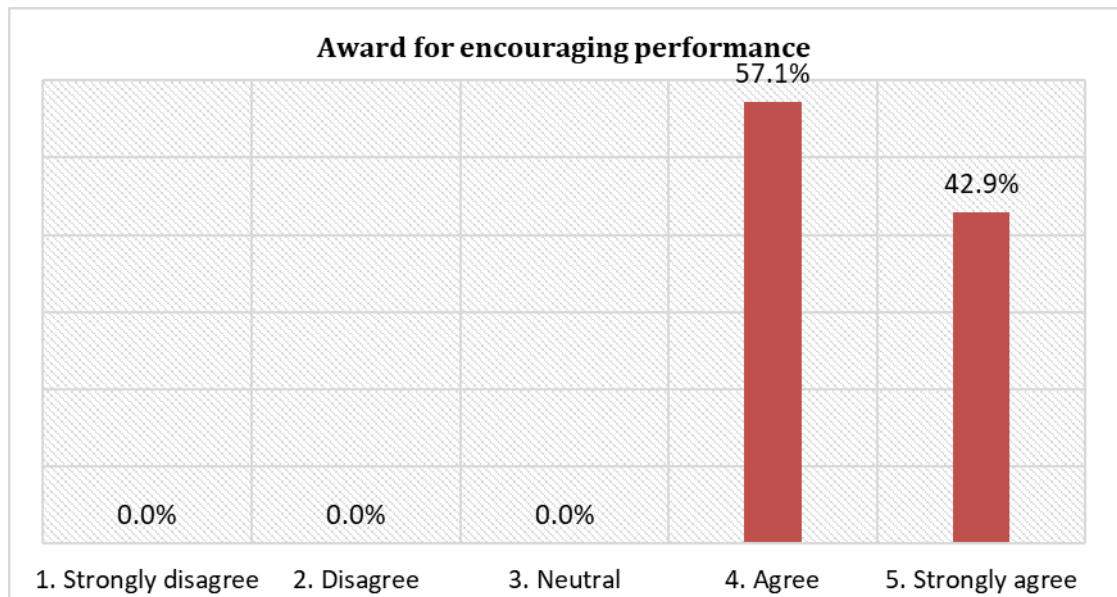
To learn the schools' leadership styles and teachers' job performance through the provision of awards for encouraging performance; promoting teacher job performance; fostering teamwork and enhancing teacher performance; impacting teacher engagement and performance; developing teachers' skills development plan; and orientation at workplace and exchange for feedback and ideas; has effects to employee performance. The study found that the respondents had different views towards the schools' leadership styles and teachers' job performance as indicated in Table 4.18 below.

Table 4.5: Leadership Style and Teachers' job Performance

S/N	Variable	1. Strongly disagree	2. Disagree	3. Neutral	4. Agree	5. Strongly agree
1	Award given for work done encouraging performance	0	0	0	16	12
2	Leadership style is crucial for a head of school to effectively promote teacher job performance in this school	0	0	5	12	11
3	Collaborative leadership style is for fostering of teamwork and enhancing teacher performance	0	0	2	9	17
4	School's communication style is positively impacting teacher engagement and performance	0	0	0	14	14
5	The skills development by the school leadership plan available leads to performance.	0	0	0	18	10
6	Orientation at the workplace and exchange for feedback and ideas have effects on employee performance.	0	3	7	7	11

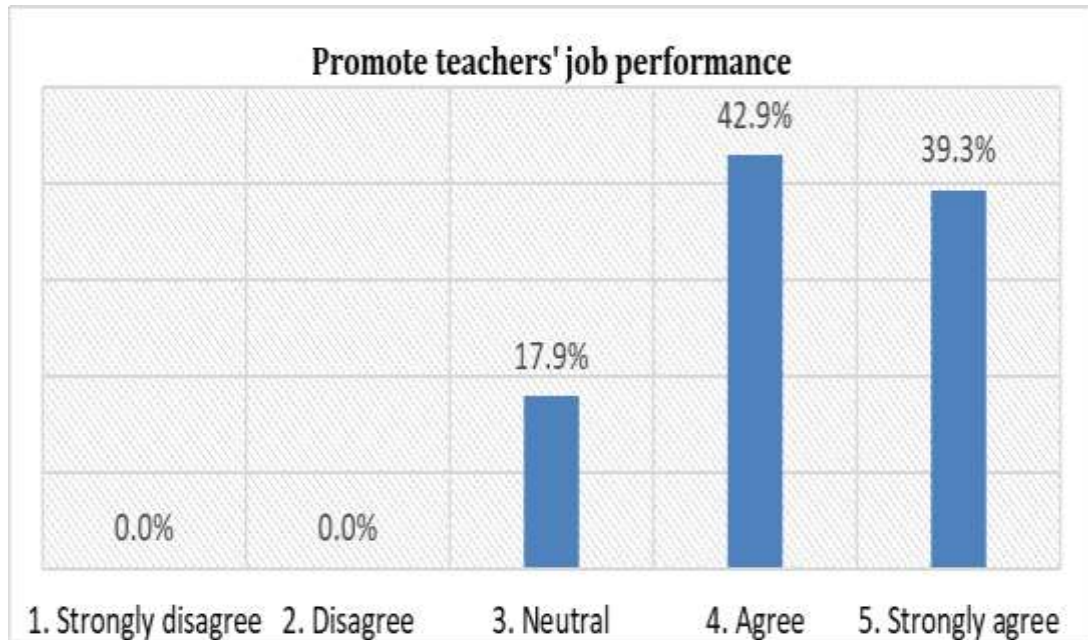
4.11 Award Given for Work Done Encouraging Performance

The study found that 57.1% of the respondents agreed that the award given for work done was encouraging the performance of the teachers in their school, and 42.9% of the respondents strongly agreed that the award given for work done encourages the performance of the teachers in their schools as indicated on figure 20 below.

Figure 4.18: Award for Encouraging Performance

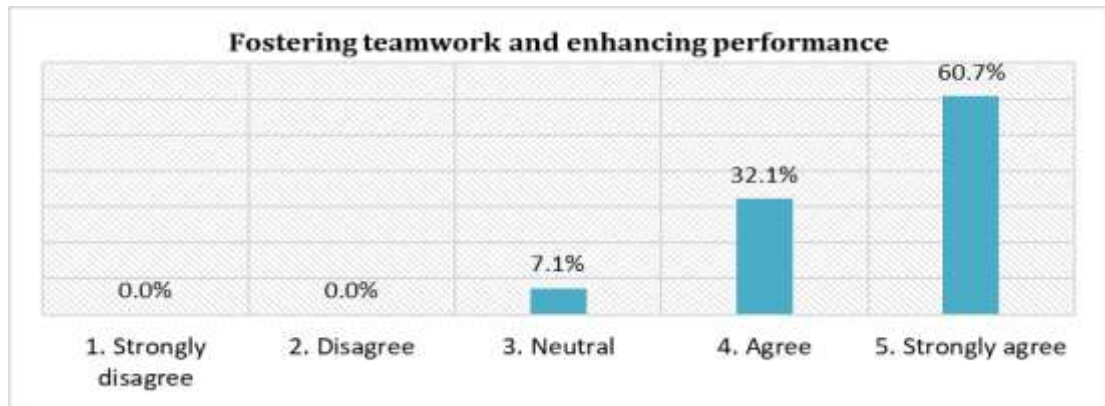
4.12 Promoting Teachers' Job Performance

The researcher found that 42.9% of the respondents agreed that leadership style was crucial for a head of school to effectively promote teachers' job performance in their schools; 39.3% of the respondents strongly agreed that leadership style was crucial for a head of school to effectively promote teachers' job performance; and 17.8% of the respondents neither agreed nor disagreed that leadership style was crucial for a head of school to effectively promote teachers' job performance in their schools as indicated on figure 21 below.

Figure 4.19: Promoting Teachers' Job Performance

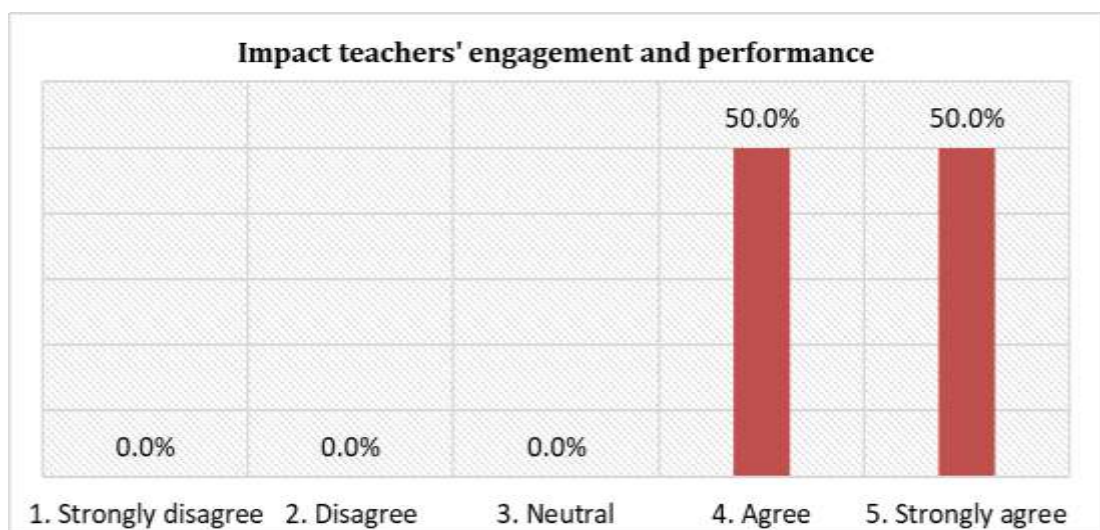
4.13 Fostering Teamwork and Enhancing Teachers' Performance

The study found that 60.7% of the respondents strongly agreed that collaborative leadership style was fostering teamwork and was enhancing teachers' performance in schools; 32.1% of the respondents agreed that collaborative leadership style was fostering teamwork and enhances teachers' performance; while 7.1% of the respondents neither agreed nor disagreed that collaborative leadership style was fostering teamwork and enhancing teachers' performance in their schools as shown in figure 22 below.

Figure 4.20: Fostering Teamwork and Enhancing Performance

4.14 Impacting of communication on Teachers' Engagement and Performance

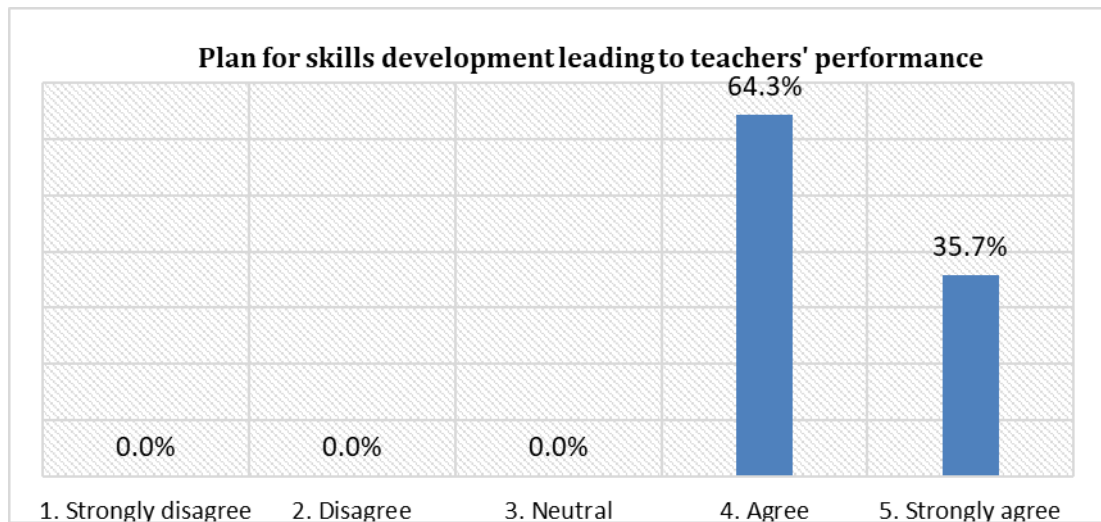
The researcher found that 50.0% of the respondents agreed and strongly agreed respectively that heads of school's communication style was positively impacting teachers' engagement and performance in their schools as indicated in Figure 4.22 below.

Figure 4.21: Impacts of Communication on Teachers' Engagement and Performance

4.15 Plan of Skills Development Leads to Teachers' Performance

The study found that 64.3% of the respondents agreed that school leadership with an available plan of skills development was leading to teachers' performance in their schools, and 35.7% of the respondents strongly agreed that school leadership with an available plan of skills development was leading to teachers' performance in their schools as shown on figure 4.23 below.

Figure 4.22: Skill Development Plan and Teachers' Performance

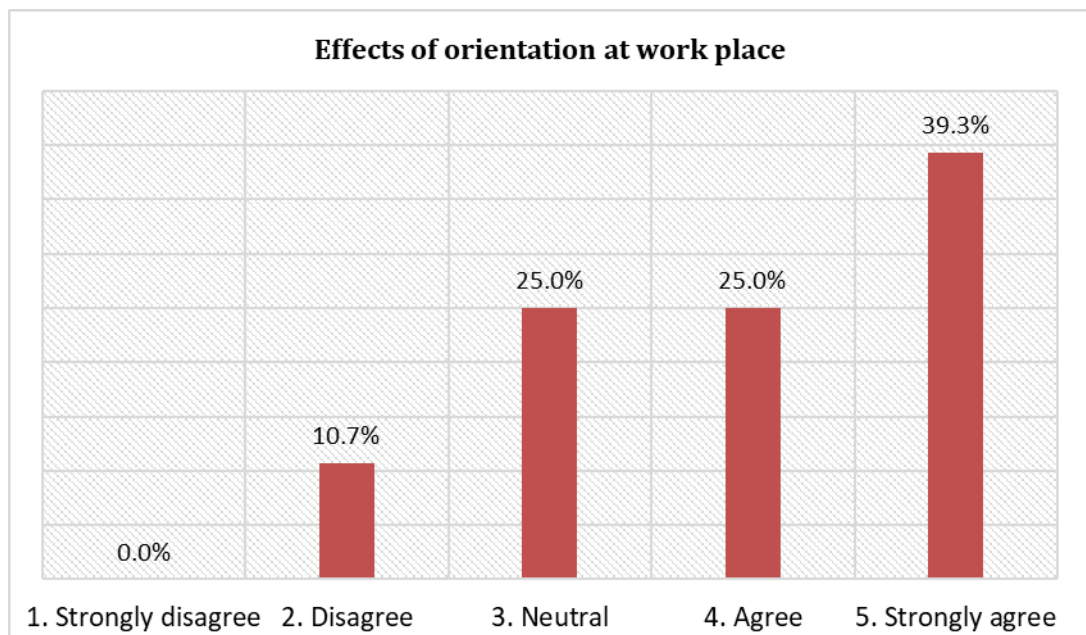


4.16 Orientation at the Workplace has Effects on Employee Performance

The study found that 39.3% of the respondents strongly agreed that orientation at the workplace and exchange for feedback and ideas had effects on employee performance; 25.0% of the respondents agreed and remained neutral respectively that orientation at the workplace and exchange for feedback and ideas has effects to employee performance; and 10.7% of the respondents disagreed that orientation at

workplace and exchange for feedback and ideas had effects to employee performance as indicated on figure 4.24 below.

Figure 4.23: Effects of Orientation at Workplace

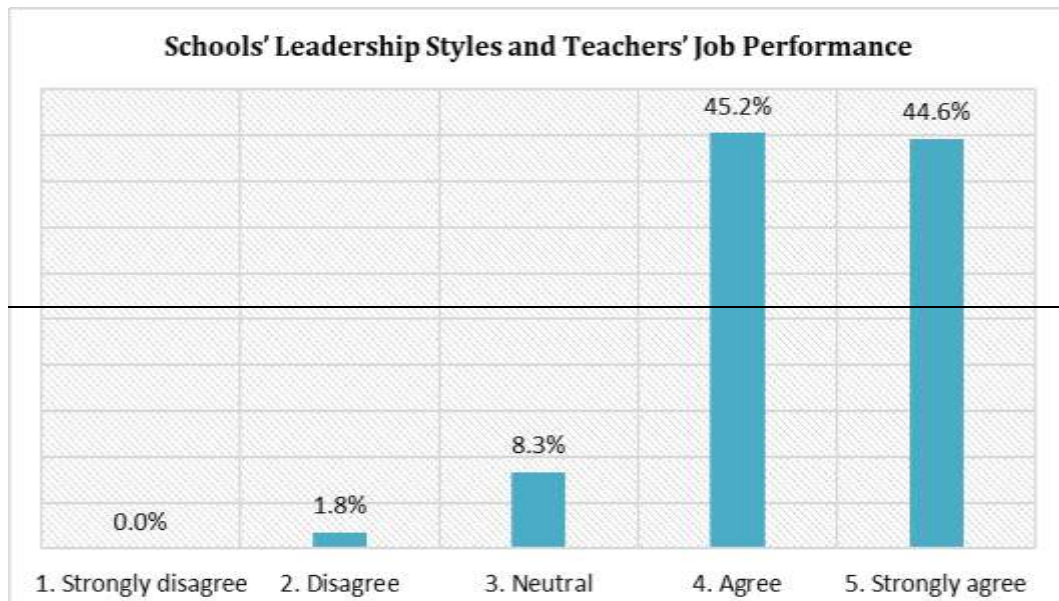


4.17 The Overall of the Schools' Leadership Styles and Teachers' job Performance

On average, the study on variables of the schools' leadership styles and teachers' job performance, found that 45.2% of the respondents agreed that there were schools' leadership styles and teachers' job performance in their schools; 44.6% of the respondents strongly agreed that there were schools' leadership styles and teachers' job performance; 8.3% of the respondents neither agreed nor disagreed that there were schools' leadership styles and teachers' job performance; and 1.8% of the

respondents disagreed that there were schools' leadership styles and teachers' job performance in their schools as indicated in figure 4.25 below.

Figure 4.24: Schools' Leadership Styles and Teachers' Job Performance



CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

5.1. Introduction

This chapter presents a discussion of the findings from the study and were analysed data on the influence of school leadership on teachers' job performance in public secondary schools. It tells the meaning of the data presented as well as its relationship between the reality and findings of other studies, implications of the findings and justification of other studies. It highlights the discussion on how the research reinforces what is already known about the field of study, outlines what is new from the field of study, and considers how the research results extend knowledge about the field of study. The discussion of the findings presented is based on the specific objectives of the study outlined below.

5.2. The Highly Adopted Heads of Schools' Leadership Styles

The study found that the teachers were of the perception that the leadership style adopted by the heads of school influenced teachers' job performance in public secondary schools. The findings show that the heads of school were influencing teachers' performance by creating a positive and inclusive working environment for both teachers and students, thus fostering a climate of innovation and continuous improvement for teachers to perform their work, involving teachers in decision-making processes, and emphasising on shared vision and mission for the school. Furthermore, the heads of school were supporting the professional development opportunities for teachers in their schools and were properly handling conflicts and

challenges within the school communities. Teachers acknowledged that the democratic leadership style was perceived as the most prevalent among the school administrators in their schools.

According to Evans (2002), the Path-Goal Theory considers four leadership styles and several contingency factors thus leading to various indicators of leader effectiveness. The Path-Goal Theory suggests that leaders motivate and satisfy employees in a particular situation by adopting the following leadership styles. Directive style where the leader clarifies performance goals, and means of reaching the goals, specifies standards against which the goals are measured and uses rewards to motivate the employees. Supportive style where the leader provides psychological support to the staff, the leader is friendly and approachable, treats staff with respect, shows concern for the well-being of staff members and goes out of his way to make work pleasant. Participative style of leadership is where the leader encourages and facilitates staff involvement in decision-making beyond their normal work activities. The leader consults with staff and seeks their suggestion before making any decision (Daniel et al., 2003). Hence, the relationship between the findings of the study and other studies correlates as the findings reveal that the leadership style adopted by the heads of schools in public schools was democratic leadership style, which influenced teachers' job performance in public secondary schools.

5.3. Impacts of School Leadership Styles on Teachers' Job Performance

The study found that teachers had the feeling that the leadership style of the heads of school had an impact on teachers' job performance in public secondary schools. The findings show that the heads of school were impacting teachers' performance by

inspiring and motivating teachers for improved performance, handling conflicts and challenges within the teaching staff, creating a culture of continuous improvement and growth among teachers in their schools, and recognition and appreciation of teachers' efforts contribute to their job satisfaction, supporting professional development opportunities for teachers in their schools, and decision-making approach had an impact to the level of job autonomy experienced by teachers in public secondary schools.

Nkumbi, et al (2006), found that teacher motivation is critical and depends on the effective leadership and management skills, in particular at the school level. If the systems and structures set up to manage and support teachers are dysfunctional, then teachers are likely to lose focus and become ineffective in assessing pupils. These features are in line with the study findings on the impacts of heads of school leadership styles on teachers' job performance in public secondary schools. Consequently, it requires the heads of school to keep on inspiring and motivating teachers for improved performance, handling conflicts and challenges within the teaching staff, creating a culture of continuous improvement and growth among teachers in their schools, recognising and appreciating teachers' efforts that contribute to their job satisfaction as well as supporting professional development opportunities for teachers in their schools and involving teachers in decision-making. The study found that a few teachers thought that the transactional style of leadership was not the most prevalent among school administrators in their schools. Accordance to Bass (1990), who in the early 1990s, took a closer look at how the transactional style works. This was one of the first theories of motivation in the workplace, which

aimed at boosting productivity in a team through rewards and punishment. The transactional style focuses on everything in terms of explicit and implicit contractual relationships. Therefore, the relationship between the findings of the study and other studies correlates as the findings tell that transactional style was the least used leadership style by the heads of school in public schools, which implies that it had little impact on teachers' job performance in public secondary schools.

The study findings indicate that teachers had strong feelings that school leadership was inspiring and motivating teachers for improved performance; recognising and appreciating teachers' efforts that were contributing to their job satisfaction; and commended that leadership style was crucial for a head of school to effectively promote teachers' job performance in their schools. This finding is contrary to the finding by Ndauka (2021), who in her study found that there was a lack of teachers' motivation, recognition, appreciation and promotions among teachers in public secondary schools. Hence, the relationship between the findings of the study and other studies did not correlate as the findings state that teachers had strong feelings that school leadership was inspiring, motivating, and recognising and appreciating teachers that promoted teachers' job performance in their schools. Concerning the incongruity between the study findings and findings from other studies, this calls for a need for further studies to learn more about the effects of head of schools' leadership style on teachers' job performance in secondary schools.

5.4 Schools' Leadership Styles and Teachers' Job Performance

The findings reveal that the appropriate head of school's leadership style can foster teamwork and enhance teachers' performance because it will maintain positivity in

the workplace. Leadership style is the norm of behaviour used by someone when the person tries to influence other people in the institution. The leadership style is suitable when the company's goals are communicated, and the subordinate has accepted it. A leader must adopt a leadership style to manage his subordinates, as a leader will greatly influence the organisational achievement in succeeding in his goals (Ulum, & Mun'im, 2023).

The school leadership style is very influential in achieving school goals that were previously planned including how to improve teacher professionalism (Purwanto, 2021). It is through this leadership style that a leader will be able to transfer several values, such as an emphasis on groups, teacher and employee support, tolerance for risk, change criteria, and so on (Nuswantoro, et al, 2023). However, employees will form a subjective perception of the basic values that exist in the organisation by the values that the leader wants to convey through his leadership style.

Nevertheless, it can be identified that the leadership style is very influential on employee performance, the higher the leadership factor felt by employees, the higher the employee's performance (Nuswantoro et al, 2023). An appropriate leadership style that is most suitable for promoting job performance must be an ongoing process, a never-ending mission which aims to increase the involvement of heads of school and teachers to act as a catalyst for job performance.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1. Introduction

This chapter gives the conclusion and recommendations of the study. The first section gives the conclusions drawn by the author according to the studies conducted while the second section gives the recommendations rooted in the findings, which focus on assessing the influence of school leadership styles on teachers' job performance in public secondary schools. A case study of Bunda Town Council.

6.2. Summary of the Study

This study aims to the influence of school leadership on teachers' job performance in public secondary school: a case of the bunda town council. Transformation leadership theory developed by Avalio and Bass guided this study. Furthermore, a mixed method approach under convergent design were used. This study were guided by three research objectives namely

6.3. Conclusion

Based on the objective of the study, the conclusion from the findings of the study includes:

- i) The study found that the democratic leadership style was perceived as the most prevalent among school administrators in public secondary schools. The findings indicate that teachers recognised that the leadership style adopted by heads of school was influencing teachers' job performance in public

secondary schools. The findings show that teachers acknowledged that heads of school were involving teachers in decision-making processes; fostering a climate of innovation and continuous improvement of teachers; creating a positive and inclusive working environment for both teachers and students; emphasising a shared vision and mission for their schools; supporting professional development opportunities for teachers; and handling conflicts and challenges within the school community that in turn were found to lead to improvement of teachers' job performance in public secondary schools.

- ii) The findings of the study show that teachers agreed that there were impacts to teachers' job performance as a result of school leadership style. The findings show that school leadership had impacts to teachers' job performance through inspiring and motivating teachers for improved performance; handling conflicts and challenges within the teaching staff; creating a culture of continuous improvement and growth among teachers in the school; recognising and appreciating teachers' efforts that contribute to their job satisfaction; supporting professional development opportunities for teachers; and involving teachers in decision-making processes for matters that have effects to teachers' job performance.
- iii) The findings of the study indicate that there was a strong relationship between the schools' leadership styles and teachers' job performance in public secondary schools. The findings show that teachers recommended that to continue enhancing teachers' job performance, there is a need to award teachers for the work done to encourage performance, foster teamwork and engage teachers in planning for their skills development. Furthermore,

orientating teachers at the workplace and organising the exchange learning activity have effects on teachers' job performance.

6.4. Recommendations

Based on the findings of the study, the following are researcher's recommendations:

- 1) The heads of school should practise democratic style of leadership, which normally involves teachers in decision-making processes; fosters a climate of innovation and continuous improvement of teachers; creates a positive and inclusive working environment for both teachers and students; emphasises a shared vision and mission for their schools; supports professional development opportunities for teachers; and handles conflicts and challenges within the school community that in turn lead to improvement of teachers' job performance in public secondary schools as well impact teachers' job autonomy that in turn has positive outcomes to teachers' job performance.
- 2) To continue enhancing teachers' job performance, the heads of school should be awarding teachers for the work done to encourage performance, foster teamwork and engage teachers in planning for their skills development. Furthermore, they should be orientating teachers at the workplace and organising the exchange learning activity that has great effects on teachers' job performance.
- 3) There should be a deliberate effort to build the capacity of heads of teacher to be able to foster a climate and culture of continuous improvement and growth among teachers in the school; support professional development opportunities for teachers in their schools; inspire and motivate teachers for improved

performance; and handle conflicts and challenges to improve teachers' job performance in public secondary schools.

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APPENDICES

Appendix 1: Questionnaires

Dear Respondent, my name is Sauda Sebastian an MEDAPPs student at The Open University of Tanzania. The aim of this study is to gather information regarding the influence of school leadership on teachers' job performance in public secondary schools in Bunda Town Council. The participation in this study is voluntary hence feel free to withdraw your participation anytime if you feel uncomfortable. Let me assure you that your response will not be used for any other reason other than academic. Thank you for agreeing to be part of this study.

SECTION A: DEMOGRAPHIC INFORMATION

1. Personal details

a) Age

- | | |
|------------------------|--|
| I. Between 21 and 30 | <input style="width: 80%;" type="text"/> |
| II. Between 31 and 40 | <input style="width: 80%;" type="text"/> |
| III. Between 41 and 50 | <input style="width: 80%;" type="text"/> |
| IV. Between 51 and 60 | <input style="width: 80%;" type="text"/> |

b) Sex

- | | |
|-----------|--|
| I. Female | <input style="width: 80%;" type="text"/> |
| II. Male | <input style="width: 80%;" type="text"/> |

c) What is your highest level of Education?

1. Certificate level
2. Diploma level
3. Degree level
4. Master level

SECTION B: THE LEADERSHIP STYLE ADOPTED BY HEADS OF SCHOOL

The following sentences cover issues related Toth leadership style adopted by the heads of school

You are kindly required to put a tick (√) in the most appropriate box indicating your level of agreement or disagreement in a 5 point Likert scale ranging from 1(Strongly disagree), 2(Disagree), 3(Neutral); 4(Agree); to 5(Strongly agree).

Which leadership style do you perceive is most prevalent among school administrators in your institution? (Select one: Autocratic, Democratic, Transformational, Transactional, Laissez-faire)

.....

S/N	Variable	1	2	3	4	5
1.	he school leadership involves teachers in decision-making processes					
2.	Do you feel the school leadership fosters a climate of innovation and continuous improvement?					
3	The school leadership creates a positive and inclusive working environment for both teachers and students					
4.	The school leadership emphasises a shared vision and mission for the institution					
5.	The school leadership supports professional development opportunities for teachers					
6.	The school leadership handle conflicts and challenges within the school community					

SECTION C: THE IMPACTS OF SCHOOL LEADERSHIP STYLES ON TEACHERS' JOB PERFORMANCE

The following sentences cover issues related the impacts of school leadership styles on teachers' job performance. You are kindly required to put a tick (✓) in the most appropriate box indicating your level of agreement or disagreement in a 5-point Likert scale ranging from 1(Strongly disagree), 2(Disagree), 3(Neutral); 4(Agree); to 5(Strongly agree).

S/N	Variable	1	2	3	4	5
1.	The school leadership inspires and motivate teachers for improved performance					
2.	The head of school's ability to handle conflicts and challenges within the teaching staff is good					
3,	Head of school's impact on creating a culture of continuous improvement and growth among teachers in the school is notable					
4.	The head of school's recognition and appreciation of teachers' efforts contribute to their job satisfaction					
5.	The head of school supports professional development opportunities for teachers					
6.	The head of school's decision-making approach impacts the level of job autonomy experienced by teachers					

SECTION D: SCHOOLS' LEADERSHIP STYLES AND TEACHERS' JOB PERFORMANCE

The following sentences cover issues related to schools' leadership styles and teachers' job performance. You are kindly required to put a tick (✓) in the most appropriate box indicating your level of agreement or disagreement in a 5-point Likert scale ranging from 1(Strongly disagree), 2(Disagree), 3(Neutral); 4(Agree); to 5(Strongly agree).

S/N	Variable	1	2	3	4	5
1.	Award given for work done encourages performance					
2.	Leadership style is crucial for a head of school to effectively promote teacher job performance in this school					
3.	collaborative leadership style is for fostering teamwork and enhancing teacher performance					
4.	School's communication style positively impacts teacher engagement and performance					
5.	The skills development by school leadership plan available leads to performance.					
6.	Orientation at the work place and exchange for feedback and ideas has effects to employee performance.					

Thank you for taking part in this study!

Research Clearance Letter**THE UNITED REPUBLIC OF TANZANIA**

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

THE OPEN UNIVERSITY OF TANZANIA



Ref. No OUT/PG201802490

18th April, 2024

RAS - MARA

P.O.Box 299,
MARA.

Dear Director,

RE: RESEARCH CLEARANCE FOR MS. SAUDA SEBASTIAN, REG NO:
PG201802490

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

3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you Mr. Sauda Sebastian, Reg. No: PG201802490, pursuing Master of Education in Administration Planning and Policy Studies (MEDAPPS). We hereby grant this clearance to conduct a research

titled "The Influence of School Leadership on Teachers' Job Performance in Public Secondary School: A Case Study of Bunda Town Council". She will collect her data at your area from 19th April to 30th April 2024.

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



Dr. Isabela Thomas

For: VICE CHANCELLOR

0768159865



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



Unapojibutafadhali taja:
Kumb.Na.HMB/T:30/2/VOL I/403

12 Julai, 2024


Wakuu wa Shule za Sekondari,
Bunda Day, Sazira, Bunda Mjini, Nyiendo, Paul Jones
Guta, Kabasa, Wariku, Sizaki na Dr. Nchimbi,
Halmashauri ya Mji,
S. L. P 219,
BUNDA.

**YAH: UTAMBULISHO WA BI. SAUDA SEBASTIAN KWA AJILI YA KUFANYA
UTAFITI KUHUSU "THE INFLUENCE OF SCHOOL LEADERSHIP ON TEACHERS"
JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOL:**

Husikeni na mada tajwa hapo juu

- Ofisi ya Mkurugenzi Halmashauri ya Mji wa Bunda ilipokea barua kutoka kwa Katibu Tawala Mkoa wa Mara yenye Kumb. Na FA.190/227/01G/91 ya tarehe 24 Aprili, 2024 ya kibali cha kukusanya taarifa hapo juu yahusika.
- Kwa barua hii, Mnaombwa kutoa ushirikiano utakao hitajika kwa ajili ya kumsaidia mtafiti huyu kukusanya data kama ilivyokusudiwa. Aidha utafiti huu utaanza kufanyika tarehe 19 Aprili, 2024 hadi tarehe 30 Aprili, 2024.

Nawatakia Utekelezaji mwema.


Peter Z. Kafuku
KNY: MKURUGENZI,
HALMASHAURI YA MJI,
BUNDA.



Nakala: Mkurugenzi
Halmashauri ya Mji wa Bunda,
288 Barabara ya Halmashauri,
S.L.P 219,
31582, BUNDA, MARA

- Aione kwenye jalada

“ Sauda Sebastian
Mtafiti