

**INFLUENCE OF LEADERSHIP STYLES ON PUPILS' ACADEMIC
PERFORMANCE IN TANZANIA: A CASE OF PRIMARY SCHOOLS IN
KILINDI DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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2025

CERTIFICATION

The undersigned certifies that she has read and recommends for acceptance by the Open University of Tanzania a dissertation entitled: “*The Influence of Leadership Styles on Pupils’ Academic Performance in Tanzania: A Case of Primary School in Kilindi District*” in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS), Department of Policy, Planning and Administration.

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.....
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I **Rasul Shandala**, declare that the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work to be my original creation. It is hereby presented in partial fulfillment of the requirements for the Degree of Master of Education in Administration, Planning, and Policy Studies (MED-APPS) of the Open University of Tanzania

.....

Signature

.....

Date

DEDICATION

This dissertation is dedicated to my wife Saumu Shabani Chambo, my beloved children Abdul Rasul Eliud and Zainab Rasul Eliud but also to my mother Saidatu Hassan Shandala but above all to my late Father Eliud Shandala who supported me at every stage of my academic pursuit, may God continue to give him eternal rest.

ACKNOWLEDGEMENT

The production of this dissertation is a result of support as well cooperation of many institutions including individuals who have helped to make this work successful. I would like to sincerely thank them all. While it is not easier to mention each by name who made a contribution to this study, I feel obliged to single out some of them. First, my sincere thanks and appreciation should go to the almighty God for his endless love and blessings to accord me with time and effort to do this study. Second, I would like to express my sincere gratitude to my supervisor Dr. Jesse Lukindo for his tireless support, guidance, assistance, encouragement, advice and constructive criticism which have led to the fruition of this study. Fourth, I would like to extend my special thanks as well appreciation to the respondents who took part in this study. These are District Education Officers of Kilindi District, school heads, teachers and pupils of the selected primary schools within Kilindi District. Finally, my greatest debt is to my wife Saumu Shaban Chambo who endured a long time of my absence at home. May God bless her abundantly.

ABSTRACT

The purpose of this study was to examine the influence of leadership styles on pupils' academic performance in primary schools in Kilindi District. The study specifically identified the type of leadership styles employed by the head teachers in selected Primary Schools in Kilindi District. The study then assessed teachers' perceptions on the types of leadership styles applied in primary schools in Kilindi district. Moreover, the study examined the extent to which these leadership styles affect pupil's performance in primary schools in Kilindi district. Then, adequate leadership style in achieving better school performance in primary school has been determined. This study employed a mixed methods approach and based on survey research design, data were collected through questionnaires, interviews, and documentary reviews. The quantitative data collected were analyzed using a statistical package for social sciences software using descriptive analysis. While qualitative data from interviews and documentary reviews were analyzed through content analysis. The study confirmed that participatory leadership styles were used by school heads in Kilindi District schools. Democratic leadership style demonstrated to have a positive influence on academic performance of the pupils in Kilindi District. The study recommends the use of participatory leadership styles for academic sustainability. The study concluded that primary school performance requires school heads to adopt democratic leadership style.

Keywords: *Leadership Styles, Academic Performance, Primary Schools, Democratic, Tanzania.*

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LIST OF ABBREVIATIONS

ADEM	The Agency for the Development of Educational Management
DEO	District Education Officer
Dr.	Doctor of Philosophy
GPA	General Performance Average
MED-APPS	Masters of Education in Administration, Planning and Policy Studies
S/N	Serial Number

CHAPTER ONE

INTRODUCTION AND THE BACKGROUND OF THE STUDY

1.1 Introduction

In school context, leadership style is a leader's method of providing direction, implementing plans, and motivating people. This chapter briefly describes the background to the study, statement of the problem, objectives and research questions, the significance and scope of the study.

1.2 Background to the Problem

The issue of school leadership has been a debate among scholars worldwide. Leadership is argued to be a way forward to improve performance in a variety of contexts including schools. In an educational organization, just like in any other organizations, the role of leadership is very crucial. In the other hand, academic performance is a major concern area in educational delivery in Tanzania. Stakeholders like parents, teachers, students, policy makers as well society as a whole are anxious to see learners excel in their academic work (Sweeney,2012).

Different researchers around the world have been continuously investigating on if it is the fact that leadership styles employed by school heads have the impact on students, academic performance whether positively or negatively. The problem of leadership is seen as a major challenge in schools. School leadership is considered very significant and many people are capable to be leaders if nurtured appropriately (John & Mkulu, 2020). On the other hand, the global discussion on leadership styles has focused on the issue of school leadership and performance. Aunga and Masare's (2017) on their

study on the impact of leadership philosophies on teachers' performance in Tanzania's Arusha District, democratic leadership grows in schools, which boosts instructors' output and boosts students' academic performance. According to the experts, teacher performance rises together with democratic leadership, indicating that democratic leadership benefits teacher performance (Chonjo,2018). Students' academic performance consequently gets better. The decision-making, delegation, and communication processes that heads of secondary school use to improve the work performance of teachers are significantly impacted by their leadership styles, according to Abwalla (2014). Previous authors asserted that, depending on how well school administrators implement the democratic leadership style while taking a variety of factors into account, student academic progress may or may not be enhanced.

Leadership is an important component in the institution building equally it is basic trait for any institution success. Leadership plays an important role in the school effectiveness and school improvement and this importance has always been emphasized by the researchers from the field of school effectiveness and school improvement. School leadership is an important part of our education system.

To create a leadership that lasts over time, leaders must show intended competence in multicultural awareness and practice. It is important they understand the significance of leadership and leadership expectations, and to develop and sustain effective leadership strategies for long-term change (Ulrich & Smallwood, 2012). This means that, essential leadership components and major leadership skills need to be identified to enhance school leaders' competitiveness and performance efficiency. The lack of these components affects school performance in various ways including poor

motivation for teachers and students, mismanagement of school funds and inappropriate use of instructional resources all of which lead to poor school performance (Mazengo, 2013). Also, it is a vital aspect for development and success of any institution education. In schools, for instance talented leadership is essential to student achievement. School leadership impacts all facets of education (Obama, Eunice & Orodho, 2016). Education institutions around the world are expected to prepare students academically so they can compete on a global level, as well as be held accountable by Tanzania legislation. As part of holding schools accountable for student achievement, teachers are required to become highly-qualified in the subject area they teach (Pantic, 2011). Very few qualifications are placed on administrators to be highly-qualified in maintaining the success of the educational system (Nanyonyo, 2017).

Mchomvu (2017) at Mkuranga district found that primary leaving examinations in Tanzania always indicates variations of results including mass failure; again, Limbe, (2017) found that the number of candidates who pass the primary leaving the examination is low compared to the number of candidates who sit for Primary Leaving Examination, that means, every year Tanzania loses a lot of pupils who could join form one to the fact that most candidates fail the examination. Among the factors for such failure is leadership in those schools (Mosha, 2018). Despite the commitment of the Government on the provision of quality leadership programs to head of primary and secondary schools in Tanzania, studies such as (Singano, 2015; & Pendo, 2017) show that there is a weakness in school leadership which leads to deterioration of education quality. For example, pupil's complete standard seven without knowing how to read,

write or perform simple calculations. It was further noted that the failure of pupils in primary schools in Tanzania was the direct reflection of incompetent school leaders, teachers' low morale and performance is an index of a combined failure of the heads of schools in (Ndimbo, 2013; as cited in Jengo, 2016).

1.3 Statement of the Problem

Recently, primary school education had not been stabled which had led to unsatisfactory examination results in standard seven leaving examinations (Iramba, 2016). In most schools, majority of students had failed or had not shown good performance in their results, which prevented them for further studies. The students' performance in a year 2021 the Kilindi District scored 7 positions out of 8 Districts, in 2022 the District scored 8 positions out of 8 Districts which means the District was the last in that year and in 2023 the region scored 6 out of 8 Districts (Regional Education office Annual Reports), such situation of terrible pupils' academic achievement, indicates that there might be problem of leadership style in Kilindi District, if this problem is not solved there will be continues unsatisfactory examination results.

Previous efforts to address the problem through training by Agency for the Development of Educational Management (ADEM) didn't end the problem because not all head teachers in the office were trained. The fact is that academic performance continues to remain poor with a low record of 39% pass rate since 2012 (Kapera et al, 2019). Despite the various interventions have been in place to improve academic performance, yet what is persistently been happening call for research to investigate how school leadership styles can influence pupils' academic performance in Tanzania primary schools. Akaro (2017) found that the education system in many parts of the

world is managed poorly and administered inefficiently, resulting in unsatisfactory students' academic performance. Tanzania has been witnessing a decline in academic achievement levels, which requires serious attention to resolve the problem. Much efforts have been made to increase the student's enrolment. However, what is persistently happening in education sector poses a need for research to explore the ways leadership styles influence students' academic performance in Tanzania primary schools hence the necessity for this study. This study was guided by the assumption that there is a direct relationship between educational leadership and students' academic performance.

1.4 General Objective

To examine the influence of leadership styles on pupils' academic performance in primary schools in Kilindi District.

1.4.1 Specific Objectives

- i. To identify the type of leadership styles employed by the head teachers in selected Primary Schools in Kilindi District.
- ii. To examine teachers' perception on the types of leadership styles applied in primary schools in Kilindi district.
- iii. To examine the extent to which these leadership styles affect pupil's performance in primary schools in Kilindi district.

1.5 Research Questions

- i. What are the major leadership style used by head teachers in selected primary schools in Kilindi District?

- ii. What are the teachers' perceptions on the type of leadership style used in primary schools in Kilindi district?
- iii. In what ways do these leadership styles affect pupil's performance in primary schools in Kilindi district?

1.6 Significance of the Study

The finding of this study offers more insights into specific leadership styles that have significant impact on enhancing pupils' learning for improving academic performance in primary schools. Likewise, the findings from the study are used as source of secondary data for the researchers who may wish to study in the field of school administration.

Also, the study informs policy makers, strategic planners and educators in designing management seminars for head teachers that will enhance their leadership skills in the provision of quality education to learners. On the other hand, for policy makers in education, this study offers important insights on policy formulation and planning in relation to school leadership, leadership styles and school performance in primary schools.

The findings of the study may also contribute data to the body of research on the influence of head teacher's leadership style on learner's achievement. It is assumed that a leadership at school level enhances academic performance by the students, which should invariably lead to the fulfilment of Tanzania's Vision 2025. Lastly, to the educational industry, the study is expected to add a substantial knowledge on school leadership and leadership styles in primary schools in relation to school performance.

1.7 Scope of the Study

The Study conducted in Kilindi district. It will focus on identifying types of leadership styles used by the head teachers in selected Primary Schools in Kilindi District, to examine pupils' perception on the types of leadership styles used in primary schools in Kilindi district, to examine the extent to which these leadership styles affect pupils' performance in primary schools in Kilindi district.

1.8 Limitation of the Study

It is true that there is no study that is free of any limitations. This study faces the following challenges:

some of the heads teachers was not be ready to disclose some information on their leadership practices by fearing that the information would be released out but the researcher uses to address the problem by elaborating more and more about the purpose of the study and confidentiality of the information given.

second limitation was the side of respondents especially in teachers who was not be reluctant to give the researcher the necessary cooperation particularly in filling the questionnaires with the hope of getting some money from researcher so as to fill the given questionnaires, solving this problem researcher uses to talk with them friendly and make clear clarification to them that the aim of conducting research was also intend to making improvement to them and educational sector at all.

Lastly was car break down, Kilindi district has roads that are not very good especially in rural area, during data collection process the vehicle I was using was getting breakdown on the way to Elerai primary school which forced me to rent a motorcycle to reach the participants, and I got soaked by heavy rain that was falling.

1.9 Definitions of Key Terms

The following key terms have been defined and given operational definitions.

1.9.1 Leadership

This is an interactive process between members of the group whereby the leader, within the process has the authority of influencing the activities of an organized group towards goal setting and goal accomplishment. Thus, school leadership may be viewed as a process whereby school leaders influence teachers, other professionals, and students to achieve the goals of the schools (Saad and Khan, 2014). In this study leadership is viewed as a process whereby an individual is able to influence a group of people to achieve a common goal in an educational perspective.

1.9.2 Leadership style

A leadership style is a leader's method of providing direction, implementing plans, and motivating people (Aunga and Masare, 2017) various authors have proposed identifying many different leadership styles as exhibited by leaders in the political, business or other fields. This study will focus on the parameters such as the quality, skills, knowledge and commitment of the head teacher apply to administer the school.

1.9.3 Student Academic Performance

According to William (2001) when people hear the term “academic performance” they often think of a person’s GPA. However, several factors indicate a student’s academic success. While some may not graduate top of their class, they may hold leadership positions in several student groups or score high on standardized tests. In this study the term ‘academic performance refers to the results students get after doing primary school leaving examination.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literatures of this study; it will define terms used in this study and characteristics of each leadership style and their applications within school organization. Also, theoretical literatures, leadership styles, conceptual framework and empirical review related to the leadership styles.

2.2 Leadership Conceptualized

Various authors have proposed and identifying many different leadership styles as exhibited by leaders in the political and other fields. It is essential to note that leadership takes different forms depending on the nature of the business of the organization (Day, 2001). Day (2001) defines leadership as an expanding the collective capacity of organizational members to engage effectively in leadership roles and processes. He contends that leadership programs require to contain development approaches which are oriented toward building capacity in anticipation of unforeseen challenges. In this context leadership can be referred as a technique of providing direction, implementing plans, and motivating people.

2.3 Types of leadership styles

2.3.1 Democratic leadership

Democratic leadership is the process of sharing leadership power and resources. Defined as “rule by the people,” democracy entails inclusion of majority of members of the society in decision making. Democracy is preferred in many societies, although

some leaders oppose democracy as it can reduce or eliminate leader power in the society (St. Thomas, 2014). Inclusion of the perspectives of others on a systematic basis has also been referred to as authentic democratic leadership. Leadership requires participation from everyone so that all members are engaged in creating a meaning and acting on that meaning (Harris, 2002).

2.3.2 Autocratic leadership

According to Mullins, (2005), the authoritarian style is where the focus of power is with leader and all interaction within the group move towards the leader. The leader alone makes decisions and has the authority for the determining policy, procedures for achieving goals, work tasks and relationships and control of rewards or punishment. Autocratic leadership is all about the domination of others. Wegner, (2007) describe Authoritarian leadership style as works best in organizations that are going through significant changes, where there is little time for team decision making and where the leader possesses the most expertise on a subject or issue.

2.3.3 Laissez-faire leadership

According to Bright and Soka (2012) laissez-faire leadership assumes that any adult who has reasonable perceptiveness and some social experience can take their turn as the boss, leading a group to follow rules to keep interference from people who want to control others. Laissez-faire leadership is generally the near-avoidance or absence of leadership. In practice, this is the most inactive, as well as the most ineffective. Leaders expect members of the society to make their own decisions and execute them with as little oversight, governmental control, or expert intervention as possible. The acceptance of their opinions and ideas, together with the monitoring of their

performance by head teachers is a healthy way of enhancing academic performance in primary schools (Wu and Shiu, 2009).

2.4 Theories Underpinning the Study

This study was guided by two theories of leadership which ranged from The Path Goal Leadership Theory and the “Great Man” Theory.

2.4.1 The Path Goal Leadership Theory

The current study applied, The Path Goal Theory of Leadership which was proposed by House and Mitchell, (1975). The theory emphasizes on how leaders can facilitate task performance by showing subordinates how performance can be instrumental in achieving desired results. The theory argues that people are satisfied with their work and will work hard if they believe that their work will lead to things that are highly valued. This theory is linked to this study because it describes leader’s competence are arguably key factor for establishing a successful education institution in a competitive society. Thus, while enhancing leaders’ ability to understand the internal and external dynamism of working environments, this is critical to the need of improving the competitiveness of the leaders, including an effective and successful educational institution.

2.4.2 The “Great Man” Theory

The “great man” theory is a 19th century idea according to which history can be largely explained by the impact of "great men", or heroes who are highly influential individuals who, due to their personal charisma, intelligence, wisdom or political skill utilized their power in a way that had a decisive historical impact (Carlyle, 1841). The

assumption of the great man theory is that, the capacity of leadership is inherent- that is, great leaders are born not made. Leaders are assumed as born with innate qualities and traits that make them better suited to leadership. The traits most researched are: drive (determination), emotional stability, admitting errors, good interpersonal skills and intellectual breadth. Major assumption is that People are born with inherited traits and some traits are particularly suited to leadership this preposition portrays great leaders as heroic, mythic and destined to rise to leadership when needed. Important question here is do all school leaders have charisma? Are those charismas inborn or adaptive? How do these charisma influence students' academic performance? Based on Carlyle preposition, characteristics portrayed by a leader within schools tend to affect staff performances. This means that, school leaders with charisma motivate subordinates. Subordinates are then willingly involved in activities of the schools.

This theory is relevant to this study because, it clearly states that the basis of a good leadership is based on strong character and selfless devotion to an organization. From the perspective of employees, leadership is comprised of everything a leader does that affects the achievement of objectives and the well-being of employees and the organization (Abbasialiya, 2010). Leadership involves a type of responsibility aimed at achieving particular ends by applying the available resources (human and material) and ensuring a cohesive and coherent organization in the process (Ololube, 2013). These two theories are connected with the objectives of this study in which will assist to formulate, explain, predict and understand how leadership style determine the level of academic performance in Primary school In Tanzania, Kilindi district as a case study, since these two theories are complementing each other in this this study.

2.5 Empirical Literature

2.5.1 Leadership styles Employed by The Head teachers

Mulford (2003) conducted a survey study on the styles of leadership in Iowa, Ohio and Michigan to determine the most effective style in influencing performance on the part of those being lead. The study used a sample of 234 participants and data were collected through questionnaire using survey design and applied quantitative method of analysis. The findings where democratic styles were effective in enhancing student performance. The study suggested the use of democratic leadership to increase score for students as have direct effect on the performance.

Also, Aunga and Masare's (2017) through their study on the impact of leadership philosophies on teachers' performance in Tanzania's Arusha District. Interviewed about 50 respondent and confirmed that democratic leadership grows in schools, which boosts instructors' output and boosts students' academic performance. According to the experts, teacher performance rises together with democratic leadership, indicating that democratic leadership benefits teacher performance. Students' academic performance consequently gets better. Additionally, a study conducted in Kenya on the primary effects of leadership styles on employee performance (Koech & Namusonge, 2012) discovered that these effects exist. Nampa (2007) on his study on the Supervision and Teachers' Performance in Catholic Founded schools in Kenya-Luwero District, suggested that efficiencies in teaching requires direction and guidance. By providing guidance and direction, you can make sure that everything moves forward correctly and that any mistakes are fixed. Ampaire, Juliet and Namusonge (2015) performed research on the Influence of Head Teacher's Leadership Styles on Pupil's Academic

Performance in Tanzania- Meru District, noted that strong administrative leadership of the head teacher is the key variable that binds together all elements of an effective school.

2.5.2 The Teachers' Perceptions on the Type of Leadership Style

Okoroji, et al., (2014) in their study which analyzed the effect of principal and teacher leadership on student engagement with school, based on the analysis of survey data from a sample of 1762 teachers and 9941 students in a large Canadian district. They found that principal sources of leadership had larger effects on student engagement than teacher sources of leadership, hence good performance. The authors reported non-significant negative effects of collective leadership on students.

Ferdinandi and Kiwonde (2023) on their study on the influence of educational leadership on students' academic performance in Tanzania- Itilima District which included 109 respondents, they confirmed that effective leaders have been found to create school climates and cultures that encourage both students and instructors, resulting in improved teaching and learning settings that are more conducive to higher levels of academic accomplishment for students. Chuma (2015) in his work on 'An Assessment of Impact of School Leadership Styles on Students' Academic Performance in Tanzania-Ilala Municipal District, found that academic performance has been influenced by supporting and encouraging teamwork, good cooperation, and other elements such as good remuneration for all employees, staff motivation, and student motivation. In order for a democratically oriented head teacher to function well, the school must have a competent administration that is willing to implement ideas that will lead to good academic accomplishment as well as a collaborative

decision-making system at all levels of the school. Akaro (2017) in his study on Influences of the School Leadership Styles on the Students' Academic Performance in Tanzania- Dodoma Municipality found that Tanzania has been witnessing a decline in academic achievement levels, which requires serious attention to resolve the problem. Much efforts have been made to increase the pupil's enrolment. However, what is persistently happening in education sector poses a need for research to explore the ways leadership styles influence students' academic performance in Tanzania primary schools. Moreover, Kambambovu (2018) through his work on Assessment of Leadership Styles in Relation to Students' Performance in Tanzania-Tabora, argue that School performance is influenced by various kinds of leadership styles employed by heads of schools, which in turn leads to the achievement of school goals and national goals at large.

2.5.3 The Relationship Between Leadership Styles and Pupil's Performance in Primary Schools

Kapela, Kopoka and Namusonge (2019) in their work on The Contribution of Leadership Styles to Academic Performance in Public Primary Schools in Tanzania-Nyamagana District. The study discovered that Democratic leadership style was among the most known and practiced in public primary schools. There was a slightly difference in how respondents perceived leadership styles but democratic was referred more too often than the other leadership styles. The ranking of the leadership styles practiced in public primary schools was done through information reviews gathered from respondents and observation during visits in some of the public primary schools. They suggested the necessity to improve leadership if at all academic performance in

public primary schools is important. Waweru and Orodho (2014) in their work in Management practices and students' academic performance in national examinations in public schools in Kenya-Kiambu County, have contended that the leadership style of the head teachers is of utmost importance in the school performance.

A study conducted in Uganda by Nsubuga (2009) revealed that the democratic or consultative form of leadership was widely used and found to be effective in public schools the country. It was also found that most head teachers in Uganda used this kind of leadership in order to create ownership. The findings of the study also showed that no one kind of leadership style was used in schools. Although the democratic style was the most preferred, it was found that depending on situations in schools, leaders tended to use the different leadership styles and at times used other styles of leadership. It was established that where the democratic style of leadership was practiced, the school was likely to achieve good overall school performance.

Bulinda (1999) in his work on Secondary School Teachers' Participatory Leadership styles in Kenya-Kakamega District, found a positive relationship between leadership styles and student performance in the elementary schools. In addition, Wang and Drysdale (2016) the study conducted by Kitavi (2014) established that there is a positive moderate relationship between the democratic leadership style and student academic performance in primary schools. The study revealed that most school managers used the democratic style of leadership. Schools are composed of intelligent people whose ideas are crucial in the day-to-day running of the same schools. Teachers, pupils and prefects, for example, have the capacity to advise effectively on academic matters in the school. Their ideas and contributions cannot be ignored.

2.6 Conceptual Framework

The conceptual framework in this study is based on effect of leadership styles on students' academic performance. The main variables that influence academic performance include head teachers' leadership styles, school plant and resources and students' behavior. The conceptual framework is provided in Figure 2.1. Mutai (2000) argues that conceptual framework is the relationship between variables in a study showing them graphically and diagrammatically. This study is designed to understand the influence of leadership styles on pupils' academic performance. In this respect the conceptual framework includes three variables namely independent variables, dependent variables and intervening variables. Under these three variables, there is a strong connection between variables, this indicates that better leadership styles which include transformational, democratic, autocratic and laissez-faire are independent variable which the head teacher may apply to influence the pupils' academic performance hence determine attitudes, competence and availability of instruction and consequently stability of institution. Also, such situation results to better academic performance to the learners so that to addresses all challenges around them.

Therefore, this study investigated the relationship between leadership styles as independent variable where only four kind of leadership style was considered as well as academic performance as dependent variable which is explained by school examinations results and national examination. Normally an effective leadership style is a key for an excellent school result among the pupils.

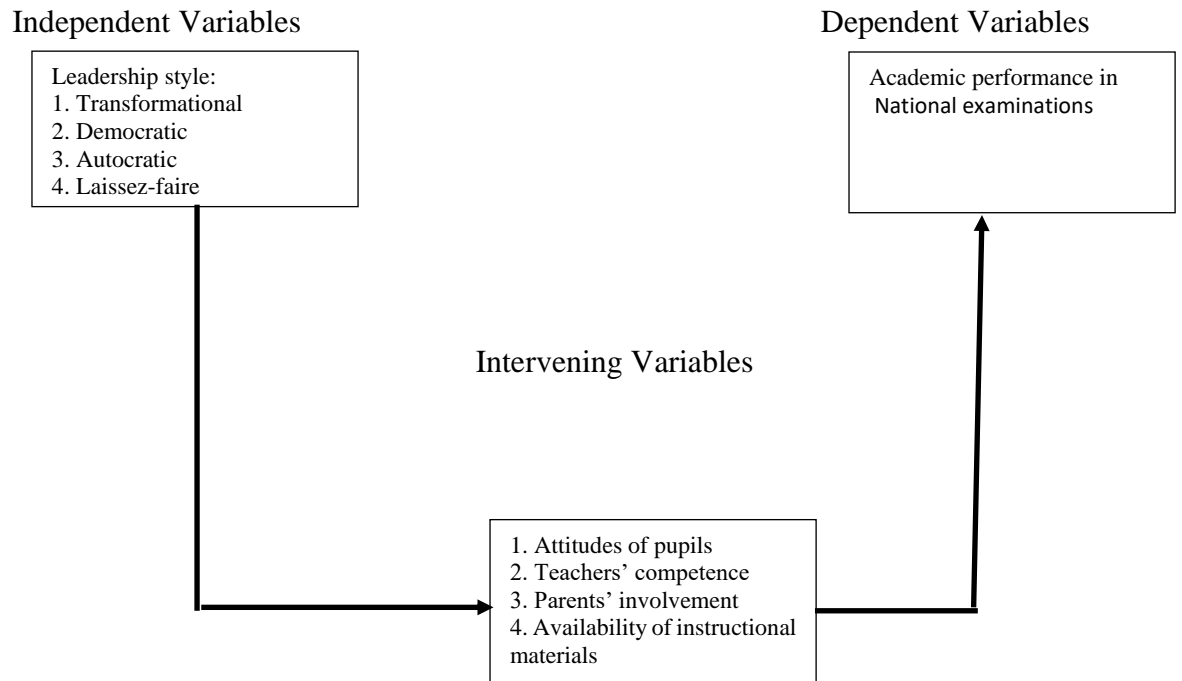


Figure 2.1: Conceptual Framework

Source: Adopted from Harerimana Paul & Adegoke Toyin (2017) and modified by researcher. The concept implies aspects of leadership styles on pupils' academic performance.

2.7 Research Gaps

There are numbers of gap left by different literature studies throughout this study. These gaps ranges from school leadership, school environment as well connection between the leadership styles and pupils' academic performance. The majority of studies carried out on leadership style were based on secondary schools. Yet there are little researches on the same topic done school leadership styles on the academic performance of the primary schools' pupils in Kilindi District. Other studies expressed theoretical gaps by adopting different theories than the ones used in the current study, which revealed a theoretical gap that was covered through the adoption of The Path Goal Leadership Theory and "Great Man" Theory. This study therefore, attempted to

fill the existing knowledge gap and generate new knowledge by thorough investigation on the influence of leadership style in pupils' academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses how the study was conducted. It presents the study area, it is all about research design, sampling and sampling techniques, research tools and how the data was collected and analyzed. It also discusses how research variables was handled during research process.

3.2 Paradigm or Philosophy

In this study, pragmatism was applied as paradigm or philosophy that guided the study into mixed methods research. Specifically, the researcher adopted a concurrent mixed method approach. Concurrent mixed method design is a one phase design in which researchers implemented the quantitative and qualitative methods during the same timeframe and with equal weight (Creswell and Clark, 2007). It generally involved the concurrent but separate, collection and analysis of qualitative and quantitative data that the researcher best understand the research problem. This approach was considered suitable for the current study because it enabled the researcher to gather quantitative and in-depth qualitative data about influence of leadership styles on pupils' academic performance in Tanzania: A case of primary schools in Kilindi District.

3.3 Research approach

Mixed methods approach was employed to collect both qualitative and quantitative data. This research approach provided a more complete understanding of research problem than using one approach (Creswell, 2014). In this approach flexibility was

needed to allow the discovery of unexpected and an in-depth investigation of the effects of leadership styles on pupils' academic performance in primary schools in Kilindi district. The qualitative approach was used in this study because it assisted to provide the room for flexibility due to verbal explanation and captures the image of the phenomena under this study. Quantitative approach was also, applied in order to capture information related to numerical operation and statistical interpretations.

3.4 Research design

The study applied exploratory sequential design which was an effective design for investigating complex issues. The exploratory sequential mixed method design was characterized by an initial qualitative phase of data collection and analysis, followed by a phase of quantitative collection and analysis, with a final phase of integration or linking of data from the two separate strands of data. This design was assisted to advance the scholarly conversation. Qualitative data was used to convey the situation of leadership in the primary school because it was manageable for providing better understand within reasonable time. Quantitative data was applied due to the fact that it is good to underscore relationship between variables in a more controlled way.

3.5 Study Area

Kilindi District is one of the 8 District and 10 councils of Tanga Region in Tanzania. Kilindi district was selected for study due to base of average of standard seven examination in Tanga region to fall year to year as falls, 2018 was 69.46%, 2019 was 68.48% ,2020 was 63.4%, 2021 was 66.99%, and 2022 was 61.99%, some of the primary schools had experienced good academic performance while others had poor academic performance. This had been much experienced in the recent years. For

example, in the National Examination for Standard Seven in 2022, some of the primary schools in Kilindi District performed good such as Ahadi with rank of 3 out of 114, Antonio Rosmin with rank of 1 out of 114, Baraka with rank of 2 out of 114, Kimamba with rank of 7 out of 114 and Elerai with rank of 8 out of 114 but other school like Vilindwa with rank of 114 out of 114, Sangeni with rank of 110 out of 114 and Makingo with rank of 112 out of 114 perform poorly in District and Region wise (BEST, 2022). Therefore, statistical information had much influence on selection of Kilindi district for the investigation. Also, this study was conducted, because experience confirmed that no similar study had been conducted, especially in Kilindi district concerning leadership styles and students' academic performance.

3.6 Target Population

The total target population was drawn from 13596. The population in this study involved stakeholder in education in Kilindi district. These included pupils (12586), teachers (962), heads teachers (25), ward educational officers (21), chief quality assurance (1) and district education officer (1). While education officers, chief quality assurance and district education officer was served as key informative because they were well informed about this study. Therefore, 300 out of 13596 was used as sample.

3.7 Sample Size

Dealing with all the members of the population would be much cost full in terms of time and resources. Researcher selected a given number of members from an accessible population. The sample was carefully selected so as to represent the whole population with relevant characteristics. Therefore, in this study the sample size consisted of 300 participants which was obtained through systematic sampling from

Kilindi district. The sample size involved 169 pupils, 120 teachers, 5 head teachers, 4 ward education officers, 1 Chief school quality assurance and 1 district education officer. The distribution of respondents is given in Table 3.1 here under.

It was obtained by using Guadagnoli & Velicer's (1988) formula. It states that a good maximum sample size is usually 10 percent as long as it does not exceed 1000. Good maximum sample size is usually around 10 percent of the population, as long as this does not exceed 1000. Using the idea of 10 percent, the population 982 was subjected to formula as shown.

$$\text{Accordingly, } \frac{10}{100} * 982 = 98.2$$

Therefore, the samples of 300 respondents were enough because it was selected from a targeted population (stakeholder in education in Kilindi district), which gives a true representation of the sample by 10%. In this study, by using this formula the respondents' distribution are as follows:

Table 3.1: Respondents' distribution

Category	Population	Sample size
DEO	1	1
Ward education officers	21	4
Heads teachers	25	5
Chief of school quality assurance	1	1
Total	48	11

Source: Created by Author, 2025

Table 3.2: Respondents' distribution for quantitative sampling

Category	Population	Sample size
Teachers	962	120
Pupils	12586	169
Total	13548	289

Source: Created by Author, 2025

3.8 Sampling Procedures

3.8.1 Simple Random Sampling for quantitative

The study utilized simple random sampling technique to obtain teachers and pupils. To obtain respondents (teachers and pupils) simple random sampling procedure was used as follows. A complete list of school teachers from five primary schools was obtained. Every respondent was given a unique number and the lottery technique of simple random sampling was used. Every name as well as its serial number was written on a piece of paper. All the pieces of paper were mixed and the numbers of pieces of paper corresponding to the numbers of predetermined samples was picked randomly. Lastly, half of the respondents whose names were appeared on the picked pieces of paper was requested to appear for the purpose of entering into interview or answering the questionnaire.

3.8.2 Purposive Sampling for qualitative

purposive sampling was used for the rest half of the respondent in order the researcher to obtain reliable participants capable of providing specific information for the study. participants were obtained through this sampling technique include head teachers, ward educational officers, chief quality assurance and district education officer. The reason for the use of this procedure, because it is one of the most important factors which determines the accuracy of research result. Head teacher, ward educational officers, chief quality assurance and district education officer was selected by using this method believing that they possessed key information regarding the matter.

3.9 Data Collection Methods

In order to obtain adequate data about this study, the researcher applied different prominent information collection instruments. These are; Interview Schedules, Questionnaires, documentary and Observation Guides.

3.9.1 Interview

To obtain data from the respondents, this study used semi-structured interview which allowed the researcher to apply the use of structured interview questions together with the open-ended ones. The interview was administered to the ward education, head teacher and district education officers in order to collect data and to learn about the ideas, beliefs, views, opinions and behaviors of the participants. At least 30 minutes was used for each interview. Indeed, in this research study, semi structured interviews were used to collect data on a one-to-one basis, which involved a meeting between the researcher and the interviewees at their own stations of work during the working hours or meetings was conducted immediately after working hours when they are freer for calm atmosphere for conversation.

3.9.2 Questionnaire

The researcher administered both open ended and closed ended questionnaires to pupils and teachers to collecting information. Questionnaires was appropriate instruments widely utilized by researchers to obtain facts about current conditions. Also, questionnaire was ideal for survey study and widely used in education to obtain the current condition and practice and to make inquiries about attitudes and opinion quality and in precise form. The questionnaires were designed by a researcher in form of a Likert-type scale that consists of a series of declarative statements that the

respondent indicated whether she/he “strongly agree”, “agree”, “disagree” and “strongly disagree”. The main reason for applying a questionnaire was to get quantitative data information that was compiled against qualitative findings to improve the worthiness of the finding. Also, the researcher applied closed questionnaire; these was constructed by the researcher. The questionnaires were distributed to respondents. After being filled they was brought back for data analysis. Questionnaires were useful to the busy respondents and when the reply require well prepared data.

3.10 Validity and Reliability of Instruments

3.10.1 Validity

Participants were interviewed and encouraged to express their views in their own words. This means that the interviews were conducted in a language that the interviewees are comfortable for them, and was translated into English. Therefore, internal validity was viewed as a strength of qualitative research, because people communicate freely about their experiences and present a holistic interpretation to the researcher in an atmosphere of trust and comprehension of what is happening (Merriam, 1998). In order to attain validity, the approach followed key principles. Firstly, the data collected offered a rich source of evidence that the qualitative approach was able to use. Secondly, the qualitative approach identified range and diversity to understand various behaviors, perspectives and needs in the sample. Besides, the researcher allowed suggestions to be done to the structure of the interview guide questions. Moreover, for qualitative data, content analysis was used to test the validity of the information provided by respondents (Morrison *et al.*, 2005).

3.10.2 Reliability

The researcher collected, analyze and interpreted data and the same researcher ensured that what is recorded is exactly the same as what is expressed when the researcher conducts the study. Furthermore, the researcher focused on fact as well remaining neutral and objective throughout the investigation. Mugenda (2003) suggest that pre-testing or pilot study allows errors to be discovered. Pre-testing of questionnaires by applying One-way ANOVA was done on 5 respondents head teachers in order to test the responses that rendered a successful study reply. This allowed the researcher to study the properties of measurement scales and the items that make them. In this study, the researcher conducted a pilot study in order to check the reliability in terms of time required, and clarity of the items in the instruments. The aim of a pilot study was to try out the research approach and identifying potential problems that might affect the quality and reliability of the study. After the pilot study the researcher noted some errors, then the researcher modified some questions in order to fit with the objectives of the current study.

3.11 Data Management and Analysis

All data collected were recorded and analyzed both quantitatively and qualitatively. Quantitative data from questionnaires was summarized, coded and analysed descriptively. Qualitative data from interviews was analysed using content analysis. Content analysis involved recording the verbal discussions with respondents followed by breaking the recorded information into meaningful smallest units of information, subjects and tendencies and presented them. However, coding which is an interpretive technique that seeks to both organize the data and provide a means to introduce the

interpretations of it into certain quantitative methods was employed. Qualitative data obtained from the fields or informants were classified into meaningful categories. Data was then categorized into themes and sub-themes based on the research questions. Codes were then assigned to each theme category to ease analysis. The researcher then read the transcripts and assign each response to the theme or sub-theme where belonged. Unanticipated sub-themes arising from the data were recorded with the assumption that they would offer information in the data interpretation. All the data were then summarized under each theme. The use of narratives and direct quotes gave adequate representation of the construction of the social world under study. The responses were edited, classified, grouped and analyzed in relation to the study objectives and questions; therefore, they were presented in the form of quotations obtained from the respondents in relation to the context of the study (Kothari, 1985). Direct quotation of informants' words, documents were used to enrich descriptions of data from interviews.

Generally, organization of data reflected the objective of study to ensure that adequate and relevant data are collected and find whether there is a necessity of going back in the field and re-collect information to fill the gaps.

3.12 Ethical Issues

During data collection, the researcher takes into account the following important issues; the researcher carried introductory cover letter from the Open University of Tanzania to the area of study and provided reasons for conducting the study. this enabled the researcher to obtain consent letter to visit the selected primary schools in the District from the DEO office. The researcher guaranteed confidentiality to the

research participants and assure them that the research is specifically for academic purposes and is therefore not bringing about conflict to their work or position in their schools. However, privacy maintained while participants being informed of the nature of the study for the academic purpose only and not otherwise.

CHAPTER FOUR

ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study to establish the influence of leadership styles of pupil's academic performance in Tanzania. The first section presents demographic analysis, findings against its objectives and discussion. The discussion was done according to the research questions under investigation.

4.2 Demographic Data Analysis

This part describes the bio data of the respondents that participated in this study. These offered invaluable data on issues related to this study, through examining the environment and characteristics of the respondents. Their characteristics had a strong bearing on the study's findings relating to the objective of the study.

A total number of 300 respondents were used to provide information and involved in the study. As shown in Table 1, 60 (56.6%) of teachers were male, 48 (44.4%) of teachers were female. These teachers were classified according to their experiences as 0-5 were 48 (46.2%), 6-10 were 30 (27.7 %), 11-15 were 11 (9.2%) and 16+ were 14(16.6%). This means the study equalized gender balance to balance opinions and avoids bias. More experienced teachers were used in the study to provide quality information. Also, the study included 5 head teachers, such that 3 (60 %) of head teachers were male, 2 (40%) of head teachers were female. Again, these head teachers were classified according to their experiences, the results shown were that 1-5 were 1(20 %), 6-10 were 1(20%), 11-15 were 1(20%) and 16 above years above were 2

(40%). Also, it included 1 male District Education officer (DEO), with experience between 16 years and above. There was one female Chief Quality Assurance with experience of between 11-15 years.

There were 4 Ward Education Officer, such that 2 (50 %) of them were male, 2 (50%) of the Ward Education Officer were female. Moreover, these Ward Education Officer were classified according to their experiences, the results shown were that 1-5 were 1(25 %), 6-10 were 2(50%), 11-15 were 0 (0%) and 16 above years above were 1 (25%). On the other hand, the study involved pupils were 179. The male pupils were 85(47.4 %) and 94(52.6 %) females. This implies opinions gathered for this study tried to cover various categories of people, which increased the validity of the findings. Therefore, a total of 300 respondents equal to 100% of all participants participated in giving their opinions as shown in Table 4.1.

4.3 Demographics of participants

Table 4.1: Demographics of Respondents N=300

DEO	Gender			Experiences (Years)				
Ward Education Officer	Male	Female	Total	0-5	6-10	11-15	16+	Total
	2	2	4	1	2	0	1	4
Precents %	50%	50%	100%	25%	50%	0%	25%	100%
Head Teachers	Male	Female	Total	0-5	6-10	11-15	16+	Total
	3	2	5	1	1	1	2	5
Precents %	60%	40%	100%	20%	20%	20%	40%	100%
Teachers	Male	Female	Total	0-5	6-10	11-15	16+	Total
	60	48	108	48	30	11	14	108
Precents %	56.6%	44.4%	100%	46.2%	27.7%	9.2%	16.6%	100%
Chief of School Quality Assurance	Male	Female	Total	0-5	6-10	11-15	16+	Total
	0	1	1	0	0	1	0	1
Precents %	0%	100%	100%	0%	0%	100%	0%	100%
Pupils	Male	Female	Total	0-5	6-10	11-15	16+	Total
	85	94	179	0	0	169	10	179
Precents %	47.4%	52.6%	100%	0%	0%	94.4%	5.6%	100%

Source: Researcher, 2025

4.3.1 Leadership Styles Employed by the Head Teachers in Primary Schools

Under this objective, the study required respondents to identify the type of leadership styles employed by the head teachers in selected Primary Schools in Kilindi District. Findings indicates that most head teachers apply participatory and team work as most common the leadership styles. The statistics were as follows; 198 (70.7%) strongly agreed that head teacher involves staffs in school governance, 30 (10.7%) agreed that were involved in school governance, 29 (10.4) neutral, 14 (5%) disagreed, while few

9 (3.2%) strongly disagreed not involved. Therefore, the leading majority who answered that question (70.7%) plus (10.7%) equal to (81.4%) said that head teachers involved the staffs to make their own genuine decisions as well heads consider suggestions made by others in matter concerning schools' sustainability. This implies the school administration applied democratic technique as a means of governance.

Also, the findings demonstrated that teachers are involved in decision making processes in their schools, its findings were; 205 (73.2%) strongly agreed, 50 (18.0%) agreed, neutral 15 (5.3), 6 (3.1%) disagreed, and 4 (1.4%) strongly disagreed. This implies that participatory technique is a task-oriented style in which the leader includes other members in decision making. The results from Table 4.3 show that participant to large extent strongly agreed 170 (60.7%) with the statements that the head teacher involved the staff in solving administrative as well academic matters, while 90 (32.1%) agreed, neutral 12 (4.4%), 5 (1.8%) disagreed, and 3 (1.0%) strongly disagreed. This implies that fully involvement of teachers has much to do with students' academic performance at school. Concerning with application of democratic leadership style by head teachers, one participant had this to say while responding to the interview question:

...At this school every member is part of the school governance. As a head headteacher I mostly prefer participatory leadership style in which all decisions concerning the school programs includes all members of the school. Also, every stakeholder preferred to see everybody is well included as part and parcel of this school... (Respondent, 2025).

Moreover, members of staff emphasized that their school heads include them in all matters concerning planning as well decision-making activities at their schools involving planning for teaching and learning processes. This situation motivates

teachers' morale towards academic success in our schools as we are part and parcel of the school administration.

In line with this finding, an empirical study by Nsubuga (2008) about analysis of Leadership Styles and School Performance of learners in Kampala found that most school heads use democratic leadership style to build trust, respect as well commitment among members of staffs including students.

In addition, 165 (58.9%) of respondent strongly agreed head teacher delegates powers and authority to staff, while 105 (37.5%) of the respondent agreed, neutral 6 (2.2%), 2 (0.7%) disagreed, and 2 (0.7%) strongly disagreed. This indicates that all members are included in school sustainability.

In the other hand, 212 (75.7%) of the respondent strongly disagreed that head teacher does not make follow up on those staffs has delegated powers and authority, while 50 (18.0%) of the respondents disagreed, neutral 2 (0.7%), 10 (3.5%) agreed, only 6 (2.1%) of the respondents strongly agreed. This indicates that the head teacher makes follow up for those staffs who are delegated powers and other responsibilities.

Majority of respondents 220 (78.5%) also strongly disagreed with the statement that head teacher issues order and commands teachers and students on various matters at school, while 40 (14.3%) disagreed, neutral 5 (1.8%), 11 (3.9%) agreed and minority 4 (1.5%) of the participants strongly agreed. This implies that member of staffs is not commanded by their head teachers instead there is responsible freedom. This was supported by one of the respondents during the interview who had this to say:

As a good leader, am supposed required to let my staff know their presumptions. I am supposed to frequently set clear goals with potential strict expectations, and I should trust in the ability of my staffs. I am also supposed to as well support the continued

achievement improvement of my staffs. All this in return will assist my pupils to achieve well academically as well in all other aspects (Head teacher 15, September 2024).

The findings are also in line with the findings of Muhia (2021) who confirmed that supportive leadership is a where a leader does not simply delegate tasks or receive results but instead supports a colleague until the task's performed.

Further findings indicated that head teacher considers opinions and suggestions from teachers on matters concerning school of which 190 (67.8%) majority on this question strongly agreed, while 70 (25.0%) of the respondent agreed, neutral 8 (2.9%), 10 (3.6%) disagreed, and only 2 (0.7%) strongly disagreed. This show that the head teacher respects the opinions her/his staff which is merit for school sustainability. The results are presented in Table 4.4. This is in line with the views of Kavale & Omar (2015) who stipulated that the practice of democratic leadership style is through allowing contributions from all members as possible before making decisions. The leader invents colleagues to vote over the presented issues, then, the decisions are made. Head teacher allows all stakeholders to discuss their issues for school sustainability. Also, the head teacher should all the democratic leadership style to ensure collective responsibility as well consultative decision making with all members.

In line with conceptual framework, there is a strong connection between variables and findings of this study, this indicates that better leadership styles which include transformational, democratic, autocratic and laissez-faire are independent variable which the head teacher may apply to influence the pupils' academic performance hence determine attitudes, competence and availability of instruction and consequently stability of institution. Also, such situation lead to better academic performance to the learners so that to addresses all challenges around them.

Table 3.2: Leadership Style Employed by Head teacher

Leadership Style Employed by Head teacher	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Σfx
	Fx	%	fx	%	Fx	%	fx	%	Fx	%	
Your school head always employs participatory and team work leadership.	9	3.2	14	5.0	29	10.4	30	10.7	198	70.7	280
The head teacher always involves teachers in decision making processes at your school.	4	1.4	6	2.1	15	5.31	50	18.0	205	73.2	280
Your school head always involves teachers in solving administrative and academic problems.	3	1.0	5	1.8	12	4.4	90	32.1	170	60.7	280
Your head teacher always delegates powers and authority to other teachers on various activities.	2	0.7	2	0.7	6	2.2	105	37.5	165	58.9	280
Your head teacher does not make follow up on those he/she has delegated powers and authority.	212	75.7	50	18.0	2	0.7	11	3.9	4	1.5	280
Your school head always issues orders and commands teachers and pupils on various matters at school.	220	78.5	40	14.3	5	1.8	11	3.9	4	1.5	280
Your school head considers opinions and suggestions from teachers on various matters at school.	2	0.7	10	3.6	8	2.9	70	25.0	190	67.8	280

Source: Research Findings (2025)

4.3.2 Teachers' Perception on the Types of Leadership Styles Applied in Primary Schools

Table 4.2 shows differences in responses to the leadership styles applied in primary

schools practiced in primary schools. The responses were provided on each question asked as follows; on the issue that the pupils are involved in decision making on matter concerning their performance, majority 91 (50.8%) strongly agreed, 30 (16.8%) agreed, neutral 5 (2.8), 23 (18.4%) disagreed, and 20 (11.2%) strongly disagreed. For the question of pupils have enough freedom to do as they think best in the interest of promoting their performance, the results show that 27 (15.1%) strongly agreed, 18 (10.1%) agreed, neutral 11 (6.1), 27 (15.1%) disagreed, and 96 (53.6%) strongly disagreed. Implying that the pupils have a say on the matter concerning their sustainability at school.

Moreover, the question concerning the power being centralized to the head teacher its results were; 10 (5.6%) few strongly agreed, 19 (10.6%) agreed, neutral 13 (7.3), 36 (20.1%) disagreed, while the 101 (56.4%) majority strongly disagreed. Other results were concerning the system of leadership style is design in top-down in structure Its results were mixed that; 99 (55.3%) strongly agreed, 32 (17.9%) agreed, neutral 16 (8.9), 18 (10.1%) disagreed, and 14 (7.8%) strongly disagreed. Also, the question concerning weather they are satisfied with their current learning situation its results were as follows, 112 (62.6%) majority strongly agreed, 17 (9.5%) agreed, neutral 9 (5.0), 27 (15.1%) disagreed, and 14 (7.8%) strongly disagreed. On the matter concerning weather pupils are participating in solving academic problems, the results indicated as follows 86 (48.0%) almost half strongly agreed, 37 (20.7%) agreed, neutral 8 (4.5), 28 (15.6%) disagreed, and 20 (11.2%) strongly disagreed. The findings on the matter teachers' behavior on better pupil's performance indicated that, 123 (68.7%) majority strongly agreed, 45 (16.25.1%) agreed, neutral 2(1.1), 6 (3.4%)

disagreed, while only 3 (1.7%) strongly disagreed. By means of assessment of the findings presented on each question answered, we can safely conclude that there is a strong connection between leadership style and academic performance in the respective primary school.

Table 4.3: Leadership Style Practiced in Primary School

Perception of Leadership Style Practiced in Primary Schools	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Σfx
	Fx	%	fx	%	Fx	%	fx	%	Fx	%	
Pupils are involved in decision making on matter concerning their performance.	20	11.2	33	18.4	5	2.8	30	16.8	91	50.8	179
Pupils have enough freedom to do as they think best in the interest of promoting their performance.	96	53.6	27	15.1	11	6.1	18	10.1	27	15.1	179
All power is centralized to the head teacher in this school.	101	56.4	36	20.1	13	7.3	19	10.6	10	5.6	179
System of leadership style is design in top-down in structure.	14	7.8	18	10.1	16	8.9	32	17.9	99	55.3	179
We are well satisfied with are our current learning position.	14	7.8	27	15.1	9	5.0	17	9.5	112	62.6	179
We are participating in solving academic problems.	20	11.2	28	15.6	8	4.5	37	20.7	86	48.0	179
The way our teachers behave creates a better pupil's performance.	3	1.7	6	3.4	2	1.1	45	25.1	123	68.7	

Source: Research Findings (2025)

4.3.3 Leadership Styles Affect Pupil's Performance in Primary Schools in Kilindi District.

Table 4.5 shows varieties in responses to the leadership styles in pupils' performance. The results were provided on each question asked as follows; on the matter that head teacher always involves teachers in making academic decisions at school, majority 90 (83.4%) strongly agreed, 10 (9.3%) agreed, neutral 1 (0.9), 5 (4.6%) disagreed, and 2 (1.8%) strongly disagreed. The information in the table 4.5 describes how school heads involves teachers in making academic policies at school. The data indicates that almost quarto of the respondents 25 (23.1%) strongly agreed, while the majority 59 (54.7%) agreed, neutral 13 (12.0), 6 (5.6%) disagreed, and only 5 (4.6%) strongly disagreed. For the question concerning weather school head always work together with other staff to improve academic performance at school, the results show that 90 (83.3%) strongly agreed, 10 (9.3%) agreed, neutral 1 (0.9), 5 (4.7%) disagreed, and 2 (1.8%) strongly disagreed implying that there were a fully participation among staffs.

Table 4.5 shows the results of the question whether the leadership style of school head negatively affect student's academic performance, only 1 (0.9%) of the respondent strongly agreed, 3 (2.8%) agreed, neutral 0 (0.0), 11 (10.2%) disagreed, and the majority 93 (86.1%) strongly disagreed. Moreover, the issue concerning the school whether uses appropriate teaching and learning resources, results show that almost half 52 (48.1%) of the participants strongly agreed, 35 (32.4%) agreed, neutral 10 (9.3), 8 (7.4%) disagreed, and 3 (2.8%) strongly disagreed. This indicates that school leadership style influence academic performance. The results of this study contract with those by Iqbal (2005) who confirmed that the authoritative leadership style has a

positive outcome on school academic success compared to democratic leadership style. In the other hand, these findings relate to those of the study by Dahar et al (2010) who revealed that the participatory or democratic leadership style has a significant outcome in enhancing pupils' academic achievement. In this line, when head teacher make apply democratic leadership style their school's performance are in a better chance of having better school performance.

The study therefore, revealed that 55 (50.9%) strongly agreed their school always has good academic performance in standard seven, 20 (18.6%) agreed, neutral 12 (11.2), 15 (13.8%) disagreed, and 6 (5.5%) strongly disagreed. This was because, teachers who perform most are reward by school authority. This is in line with the views of Musa (2014) who conducted an empirical study on the role of school leadership in motivating teachers in Tanzania where school heads reported that they use a reward system to encourage teachers who have performed higher in their subject compared to other teacher's performance.

Majority 60 (55.5%) of the respondent strongly agree that head teacher always addresses the accomplishment of school tasks rather than staff needs, while 25 (23.1%) agreed, neutral 5 (4.7), 15 (13.9%) disagreed, and 3 (2.8%) strongly disagreed. The study further found out that few 7 (6.5%) of the respondent strongly agreed that head teacher always addresses the accomplishment of school tasks rather than staff needs, while 13 (12.0%) agreed, neutral 3 (2.8), 15 (13.9%) disagreed, and majority 70 (64.8%) strongly disagreed. It usually involves the head teacher stating goals (including academic achievements of learners) for the teachers and ensuring that the teachers have the skills and resources to achieve those goals in a timely manner.

It is clear from the findings that achievement-oriented leadership style often encourages teachers to work together to achieve excellent academic achievement. It allows for greater collaboration between team members (teachers and all other employees) and promotes a higher level of trust among group members because employees know they have a leader who is actively supporting their teamwork.

The findings of the current study coincide with the finding of Northouse, (2018), pointed that the school heads hoping to increase the levels of confidence of every stakeholder including members of staffs as well students should use democratic leadership style to improve students' academic achievement. Additionally, Gunter, (2016), noted that democratic style of leadership if properly managed can improve performance among pupils since it increases motivation among staff and learners.

Table 4.4: Leadership Style in Pupil's Performance

Leadership Style in Pupil's Performance	Strongly disagree		Disagree		Neutral		Agree		Strongly agree		Σfx
	Fx	%	fx	%	Fx	%	fx	%	Fx	%	
Your head teacher always involves teachers in making academic decisions at school.	2	1.8	5	4.6	1	0.9	10	9.3	90	83.4	108
Your school head always involves teachers in making academic policies at school.	5	4.6	6	5.6	13	12.0	59	54.7	25	23.1	108
Your school head always works together with other staff to improve academic performance at school.	2	1.8	5	4.7	1	0.9	10	9.3	90	83.3	108
The leadership style of your school head negatively affects students' academic performance.	93	86.1	11	10.2	0	0	3	2.8	1	0.9	108
Your school uses appropriate teaching and learning resources.	52	48.1	35	32.4	10	9.3	8	7.4	3	2.8	108
Your school always has good academic performance in Standard seven.	6	5.5	15	13.8	12	11.2	20	18.6	55	50.9	108
Your school head always addresses the accomplishment of school tasks rather than staff needs	3	2.8	15	13.9	5	4.7	25	23.1	60	55.5	108
Decisions regarding academic issues are totally made without involving teachers at this school.	70	64.8	15	13.9	3	2.8	13	12.0	7	6.5	108

Source: Research Findings (2025)

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the objectives of the study, conclusions and the recommendations on the various issues raised in this study. The chapter starts by presenting the summary of the objectives followed by the conclusion and then recommendations on different matters that are important for improving leadership as well performance in primary schools.

5.2 Summary of the Study

The main purpose of this study was to examine the influence of leadership styles on pupils' academic performance in primary schools in Kilindi District. The target populations of this study are 13596 people, where the sample of 300 participants was used including 179 pupils, 108 teachers, 5 head teachers, 4 ward education officers, 1 Chief school quality assurance and 1 district education n officer. The first research objective was to identify the type of leadership styles employed by the head teachers in selected Primary Schools in Kilindi District; it was confirmed that teachers are involved in decision making processes in their schools, its findings were; 205 (73.2%) strongly agreed, 50 (18.0%) agreed, neutral 15 (5.3), 6 (3.1%) disagreed, and 4 (1.4%) strongly disagreed. This implies that participatory technique is a task-oriented style in which the leader includes other members in decision making. Regarding teachers' perception on the types of leadership styles applied in primary schools in Kilindi district, the findings presented that, majority 91 (50.8%) strongly agreed, 30 (16.8%) agreed, neutral 5

(2.8), 23 (18.4%) disagreed, and 20 (11.2%) strongly disagreed. This indicates there are fully involvement in decision making.

Concerning the extent to which these leadership styles affect pupil's performance in primary schools in Kilindi district majority 90 (83.4%) strongly agreed that head teacher always involves teachers in making academic decisions at school. Therefore, the study recommended for adaptation of democratic leadership style for academic sustainability. It was concluded that primary school performance needs head teachers to involves staffs in matters concerning academic progress.

5.3 Conclusion

The findings of this study confirmed that participator leadership style in schools allow for complete freedom to all members of staff. This indicates that this style of leadership has a positive influence on pupils' academic performance. Therefore, there is a significant relationship between leadership styles and primary school pupil's academic performance; if schools expect to improve its pupil's academic performance the leadership styles are important. And that pupils' academic excellence in Kilindi District is relatively positively related to the democratic leadership style which is the most style used in this district. private schools.

The findings also demonstrate that the participatory leadership technique creates vision for the institutions, motivate all members of community, inspire learners through empowering, as well ensuring teaching staffs moral. This implies that this style of leadership had positive outcome on the academic performance of pupils in schools in Kilindi District. Therefore, the findings confirm that head teacher's leadership styles have a big role on pupil's academic success.

5.4 Recommendations

Based on findings, this study makes the following recommendations:

The study makes the following suggestions in light of the findings and for further research:

- i) Head teachers as they improve the academic performance of pupils in a constructive approach should apply democratic as well transformational leadership styles because this approach fosters a sense of ownership and accountability among learners, which can lead to deeper understanding and skill development, helpful decentralized, self-controlled including self-directed behavior but not be too liberal, too flexible, strict or harsh which conversely influences the academic success of the pupils.
- ii) Teachers including pupils should be involved in decision-making by the school authority because this making the greater retention for teachers and improved academic achievement for students, There is also evidence that involvement of families and community members along with faculty also strengthens school climate and outcomes, so by shared decision-making and leadership at the school level models the collaborative work that effective teachers expect from their students and enables schools to make significant improvements in their practices with the full endorsement and engagement of all members of the school community.

Moreover, the school administration should assign duties to staff in order to promote the performance of pupils.

- iii) It is recommended that school administrators should make sure that head teachers are given relevant in-service pieces of training on leadership before and after being appointed as head teacher, so that they may apply proper style according to the nature of their schools rather than depending on one leadership style.
- iv) It was recommended that parents have to play their role on their pupils' academic achievement by comply with school administration as well attending parents meeting for better achievement of their pupils. It was confirmed that schools lack fully parents' cooperation whereby teachers work themselves, while few parents comply with them. Moreover, school administration should make sure they hold academic meeting at the beginning of each term with school stakeholders.

5.4.1 Policy Recommendations

As the aims of the study were to examine the influence of leadership styles on pupils' academic performance in primary schools in Kilindi District. It is recommended that similar study to be conducted in other parts of Tanzania in order to develop broad inferences of the influences of the school leadership styles on the students' academic achievement. In the other hand, since this study dealt with only one aspect school leadership styles in connection to academic performance, it is recommended that similar studies be conducted to examine other stakeholders' roles particularly parents on the pupils' academic success. Moreover, this study recommends more studies to be done on the effectiveness of the fee-free education on the pupils' academic achievement.

5.4.2 Recommendation for Further Study

As the aims of the study were to examine the influence of leadership styles on pupils'

academic performance in primary schools in Kilindi District. It is suggested that similar study to be conducted in other district within Tanga region and other regions all over the country in order to develop broad inferences of the influences of the school leadership styles on the pupils' academic achievement. Also, this study dealt with only one aspect school leadership styles, it is suggested that similar studies be conducted to examine parents' roles on the pupils' academic performance.

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APPENDICES

Appendix I: Questionnaire for Teachers

My name is Rasul Eliud Shandala, a master's student at the Open University of Tanzania. As part of my study, I am conducting research on “**Influence of Leadership Styles Pupils' Academic Performance in Tanzania: A Case of Primary Schools in Kilindi District**”. I would like to ask for your cooperation in the questionnaire, while the information collected in this study will remain confidential and shall be used for academic purposes only not otherwise.

Thank you in advance for your participation.

A. Demographic Information

1. Age

21-30 Years () 31-40 Years () 41-50 Years () 51-60 Years ()

2. **Gender:** Male (), Female ()

3. Experience at Work

For how long have you been working in the teaching profession?

0-5 years () 6-10 years () 11-15 years () 16 years and above ().

4. **Education level:** What is your education level?

Certificate	
Diploma	
Degree	
Masters	

5. Leadership Styles of School Head teacher

Please indicate how much you agree or disagree with each statement by putting a tick (✓) on the appropriate response in the right column.

S/N	ITEM	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Leadership Styles Employed by Head teacher					
1	Your school head always employs participatory and team work leadership					
2	The head teacher always involves teachers in decision making processes at your school.					
3	Your school head always involves teachers in solving administrative and academic problems.					
4	Your head teacher always delegates powers and authority to other teachers on various activities.					
5	Your head teacher does not make follow up on those he/she has					

	delegated powers and authority.					
6	Your school head always issues orders and commands teachers and students on various matters at school.					
7	Your school head considers opinions and suggestions from teachers on various matters at school.					

6. Leadership Styles and Academic Performance

Please indicate whether you agree or disagree with the following statement scale:

(Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1.

S/N	ITEM	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Leadership styles practiced in primary schools					
1	Your head teacher always involves teachers in making academic decisions at school.					
2	Your school head always involves teachers in making					

	academic policies at school.					
3	Your school head always works together with other staff to improve academic performance at school.					
4	The leadership style of your school head negatively affects student's academic performance.					
5	Your school uses appropriate teaching and learning resources.					
6	Your school always has good academic performance in Standard seven.					
7	Your school head always addresses the accomplishment of school tasks rather than staff needs.					
8	Decisions regarding academic issues are totally made without involving teachers at this school.					

Do you have any additional comment on the leadership system practiced in this school and their impact on pupils' performance? If, yes, please explain.

Thank you for your cooperation

Appendix II: Interview Guide for Head Teachers

My name is Rasul Eliud Shandala, a master's student at the Open University of Tanzania. As part of my study, I am conducting research on “**Influence of Leadership Styles Pupils’ Academic Performance in Tanzania: A Case of Primary Schools in Kilindi District**”. I would like to ask for your cooperation in the questionnaire, while the information collected in this study will remain confidential and shall be used for academic purposes only not otherwise. Thank you in advance for your participation.

B. Demographic information

1. Age

21-30 Years	
31-40 Years	
41-50 Years	
51-60 Years	

2. **Gender:** Male (), Female () 3. **Experience:** For how long have you been working in the teaching profession? 0-5 years () 6-10 years () 11-15 years () 16 years and above ().

4. **Education level:** What is your education level?

Certificate	
Diploma	
Degree	
Master	

B. Interview for Head teacher

1. a) Do you know what leadership style mean? b) Can you mention them?

2. Which leadership style(s) do you normally apply in your school?
3. What are the student academic performance trends in your school for the past four years?
4. How do you monitor student academic performance in your school?
5. Are there any relationships between leadership style and student academic achievement? If yes, what are they?
6. What are the influences of leadership style on school teaching and learning process in your school?
7. How do you ensure effective teaching and learning process in your school?
8. Which factor(s) tend to affect these teaching and learning processes in your school?
9. Have any of these factors yielded positive or negative outcomes in term of academic performance in your school? What were these factor(s)?

If yes (in question 8 above), can you elaborate how?
10. Which leadership challenges that you are facing?
11. What strategies you have employed to address these challenges?

Appendix III: Interview Guide for Ward Education Officers

My name is Rasul Eliud Shandala, a master's student at the Open University of Tanzania. As part of my study I am conducting research on “**Influence of Leadership Styles Pupils’ Academic Performance in Tanzania: A Case of Primary Schools in Kilindi District**”. I would like to ask for your cooperation in the questionnaire, while the information collected in this study will remain confidential and shall be used for academic purposes only not otherwise. Thank you in advance for your participation.

A. Demographic information

1. Age

21-30 Years	
31-40 Years	
41-50 Years	
51-60 Years	

2. Gender: Male (), Female ()

3. Experience: For how long have you been working in the teaching profession?

0-5 years () 6-10 years () 11-15 years () 16 years and above ().

4. Education level:

What is your education level?

Certificate	
Diploma	
Degree	
Master	

B. Leadership styles applied by head teachers

1. Are you visiting your schools in your area frequently? How?
2. What type of leadership style(s) do you see applied by head teachers?
3. How would you describe the head teachers' leadership style?

C. Teachers perception on the exercised leadership style

4. How do staff members perceive their head teachers?
5. Is there any conflict between staffs and head teacher reported to you?

D. Ways in which the applied leadership style influence pupil's performance

6. Do you involve your teachers in discussing pupil's performance?
7. Do you have time to listen to pupil's performance in your area?

E. Leadership styles that influence teachers' working morale

8. What type of the method of administration do you suggest in your schools?
9. Does leadership style contribute to the rise of pupil's performance?

Appendix IV: Interview Guide for pupils

My name is Rasul Eliud Shandala, a master's student at the Open University of Tanzania. As part of my study I am conducting research on “**Influence of Leadership Styles Pupils’ Academic Performance in Tanzania: A Case of Primary Schools in Kilindi District**”. I would like to ask for your cooperation in the questionnaire, while the information collected in this study will remain confidential and shall be used for academic purposes only not otherwise.

Please indicate whether you agree or disagree with the following statement scale:

(Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1.

S/N	ITEM	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Leadership styles practiced in primary schools					
1	Pupils are involved in decision making on matter concerning their performance.					
3	Pupils have enough freedom to do as they think best in the interest of promoting their performance					
4	All power is centralized to the head teacher in this school.					
5	System of leadership style is design in top-down in structure					

	Pupils perception on the type of leadership style					
6	We are well satisfied with are our current learning position.					
7	We are participating in solving academic problems					
8	The way our teachers behave creates a better pupil's performance.					

Do you have any additional comment on the leadership system practiced in this school and their impact on pupils' performance? If, yes, please explain.

Thank you for your cooperation

Appendix V: Chief of School quality assurance

My name is Rasul Eliud Shandala, a master's student at the Open University of Tanzania. As part of my study I am conducting research on “**Influence of Leadership Styles Pupils’ Academic Performance in Tanzania: A Case of Primary Schools in Kilindi District**”. I would like to ask for your cooperation in the questionnaire, while the information collected in this study will remain confidential and shall be used for academic purposes only not otherwise.

A. Demographic Information

1. **Age:** 21-30 Years () 31-40 Years () 41-50 Years () 51-60 Years ()
2. **Gender:** Male (), Female ()
3. **Experience at Work:** For how long have you been working in the teaching profession?
0-5 years () 6-10 years () 11-15 years () 16 years and above ().
4. **Education level:** What is your education level?

Certificate	
Diploma	
Degree	
Masters	

Please indicate whether you agree or disagree with the following statement scale:

(Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1.

S/N	ITEM	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Leadership styles practiced in primary schools					
1	Teachers participate fully in decision making on matter concerning this school.					
2	Increase cooperation among teachers.					
3	Teachers have enough freedom to do as they think best in the interest of promoting pupils' performance					
4	All power is centralized to the head teacher in this school.					
5	System of leadership style is design in top-down in structure					
	Teachers perception on the type of leadership style					
6	Teachers are satisfied with their current teaching position.					
7	Teachers are participating fully in solving administrative problems					

8	The way my Head Teacher behaves creates a better pupil's performance.					
	Different ways in which the Practiced Leadership style affect Pupils' Performance					
9	Respect among teachers.					
10	Addressing administrative problems with your fellow teachers.					
11	Teachers participate in determining resource allocation as well as utilization in this school.					
12	Delegation of power to subordinates in this school is essential.					
13	School head teacher should care about teachers' needs and concerns for better pupils' performance					

Do you have any additional comment on the leadership system practiced in this school and their impact on pupils' performance? If, yes, please explain.

Thank you for your cooperation

Appendix VI: Interview Guide for DEO

My name is Rasul Eliud Shandala, a master's student at the Open University of Tanzania. As part of my study, I am conducting research on “**Influence of Leadership Styles Pupils’ Academic Performance in Tanzania: A Case of Primary Schools in Kilindi District**”. I would like to ask for your cooperation in the questionnaire, while the information collected in this study will remain confidential and shall be used for academic purposes only not otherwise. Thank you in advance for your participation.

A. Demographic information

1. Age

21-30 Years	
31-40 Years	
41-50 Years	
51-60 Years	

2. Gender:

Male (), Female ()

3. Experience:

For how long have you been working in the teaching profession?

0-5 years () 6-10 years () 11-15 years () 16 years and above ().

4. Education level:

What is your education level?

Certificate	
Diploma	
Degree	
Master	

B. Leadership styles applied by head teachers

1. Are you visiting your schools in your area frequently? How?
2. What type of leadership style(s) do you see applied by head teachers?
3. How would you describe the head teachers' leadership style?

C. Teachers perception on the exercised leadership style

4. How do staff members perceive their head teachers?
5. Is there any conflict between staffs and head teacher reported to you?
6. What are your perceptions of the leadership style in your ward in particular?

D. Ways in which the applied leadership style influence pupil's performance

7. Do you involve your teachers in discussing pupil's performance?
8. Do you have time to listen to pupil's performance in your area?

E. Leadership styles that influence teachers' working morale

10. What type of the method of administration do you suggest in your schools?
12. Does leadership style contribute to the rise of pupil's performance?

Pupils interview

1. What do you understand the term school leadership?
2. What type of school leadership is applied in your school to raise the students' academic performance?
3. According to your understanding what is the role of the school leadership style on the students' academic performance?
4. What are the factors affecting the school leadership on the students' academic performance in your school?

Appendix VII: Research Clearance Letter



Ref. No OUT/PG201801738

25th September, 2024

District Executive Director (DED),
Kilindi District Council,
P.O.BOX 18,
TANGA.

Dear Director,

**RE: RESEARCH CLEARANCE FOR MR. RASUL ELIUD SHANDALA, REG NO:
PG201801738**

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. Rasul Eliud Shandala**,

Reg.No: PG201801738), pursuing **Master of education in administration planning and policy studies (MEDAPPS)**. We hereby grant this clearance to conduct a research titled **"Influence of Leadership Styles on Pupils' Academic Performance in Tanzania: A Case of Primary Schools in Kilindi District"**. He will collect his data at your area from 26th September 2024 to 30th October 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



Prof. Gwahula Raphael Kimamala

For: **VICE CHANCELLOR**

Appendix VIII: Research Permit Letter



JAMHURI YA MUUNGANO WA TANZANIA

OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

HALMASHAURI YA WILAYA YA KILINDI



Simu: +255 27 2977306
 nukushi: + 255 272977307
 barua pepe: ded@kilindic.go.tz
 tovuti: www.kilindic.go.tz

Ofisi ya Mkurugenzi Mtendaji
 Halmashauri ya (W) Kilindi,
 02 Barabara ya Kasumo,
 S.L.P 18,
 21982 Songe – Kilindi,
 TANGA.

Unapojibu tafadhali taja:

Kumb. Na. KDC/C.50/50/336

09/10/2024

Kwa yoyote anayehusika,
 Halmashauri ya Wilaya,
 KILINDI.

**YAH: KIBALI CHA KUFANYA UTAFITI KUHUSU "INFLUENCE OF LEADERSHIP
 STYLES ON PUPILS" ACADEMIC PERFORMANCE IN TANZANIA, A CASE OF
 PRIMARY SCHOOLS IN KILINDI DISTRICT.**

Tafadhali husika na mada tajwa hapo juu.

2. Ofisi ya Mkurugenzi Mtendaji Wilaya imepokea barua yenye **Kumb. Na. OUT/PG201801738** ya tarehe **25/09/2024** kutoka Chuo kikuu Huria ikimtambulisha Mtafiti **Ndugu Rasul Eliud Shandala**. Utafiti huu ulipangwa kufanyika kati ya tarehe **26 Septemba 2024** hadi tarehe **30 Oktoba 2024** utahusu **"INFLUENCE OF LEADERSHIP STYLES ON PUPILS" ACADEMIC PERFORMANCE IN TANZANIA, A CASE OF PRIMARY SCHOOLS IN KILINDI DISTRICT**. Katika Halmashauri ya Wilaya ya Kilindi.

3. Kwa barua hii, naomba mtoe ushirikiano ili utafiti uweze kukamilika kwa wakati na ubora unaotegemewa.

4. Nakutakia ushirikiano mwema.

John K. Mgalula
 MKURUGENZI MTENDAJI (W)



Kilindi District Council, Songe ya Kasumo
 Shauri Mtaa Kilindi District Council

**MKURUGENZI MTENDAJI
 HALMASHAURI YA WILAYA
 KILINDI**

Nakala: Mkuu wa Chuo
 Chuo Kikuu Huria
 DAR ES SALAAM.