

**CONCEPTIONS OF QUALITIES OF HEADS OF SCHOOL IN RAISING
STUDENTS PERFORMANCE: A CASE STUDY OF COMMUNITY
SECONDARY SCHOOLS IN HANANG' DISTRICT**

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation entitled: “The effect of overcrowded classrooms on teacher’s effectiveness in Tanzania: The case of public secondary schools in Temeke district, Tanzania” in partial fulfilment of the requirements for award of the degree of Master of Education Management and Planning of Open University of Tanzania.

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DECLARATION

I, **Eveta Thomas Mtei**, declare that this dissertation is my own original work and has never been previously presented to any other university for a similar or any other degree, except where proper referencing is made in the text.

.....
Signature

.....
Date

DEDICATION

This dissertation report is dedicated to my lovely Father Thomas Mtei, my Late Mother Bernarda Mangalili, my young brother Eric Thomas Mtei and my children Anatoli, Rida and Isabela, whose love, care and guidance has made me what I am today. The dissertation report also dedicated to all other educational leaders and teachers in Manyara Region and Hanang District.

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ABSTRACT

This study was set to explore the qualities that teachers, parents and students in community secondary schools in Hanang perceive as important for heads of schools to raise students' academic performance. The study specifically, explored the perceptions on educational qualification of heads of schools; their work experience and other qualities that were considered as important in raising students' performance in community secondary schools. Questionnaire and interviews were used to collect data from 10 teachers, **10** parents, and **100** students who were purposefully and randomly selected from 10 secondary schools in Hanang District. An SPSS 16.0 version computer software application was used to analyze numerical data while the qualitative data were subjected to thematic analysis. The study revealed that, while proper qualification and experience were considered as important in raising the students' academic performance, there were other qualities including democratic behavior, ability to motivate subordinates, responsibility, punctuality, supportive, and approachable. Thus, the study recommends that for school management to be effective, the heads of school must first, portray these important leadership qualities in order to raise students' academic performance. The study recommends to the Ministry of Education, Science and Technology to conduct regular in service training especially for the newly appointed head of schools on managerial and leadership skills

Key words: *Students' academic performance, Community secondary schools, Qualities of head of schools.*

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LIST OF ABBREVIATIONS AND ACRONYMS

BRN	Big Result Now in education.
CSEE	Certificate of Secondary Education Examination
COBE	Complemented Opportunities in Basic Education
COBET	Complemented Opportunities in Basic Education in Tanzania
ESR	Education for Self Reliance
ICS	Information and Computer Studies.
INSET	In - Service Secondary Education Training.
MDGS	Millennium Development Goals
NECTA	National Examination Council of Tanzania
PEDP	Primary Education Development Program
TCS	Teacher's Commission Services
TEPT	Tanzania Educational Training Policy
UN	United Nations
UPE	Universal Primary Education
URT	United Republic of Tanzania
USE	Universal Secondary Education
VETA	Vocational Educational Training Authority
WDC	Ward Development Committee.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Students' performance is one of the most essential assets in modern society, including Tanzania. Quality and high performer school graduates are expected to be effective labor force for achieving socio-economic, scientific and technological transformation for any country (Ali et al, 2009). This is because, no social transformation has occurred without quality of its people, who are school graduates (Jidamva, 2016). However, this cannot occur in a vacuum; effective school management and leadership are necessary. This study focused on qualities of effective managers and leaders in community secondary schools in Hanang. This chapter explains why the management and leadership of schools are important for the national development. Community secondary schools in Hanang district is used as a case study.

1.2 Background of the Study

Community secondary schools are known to consistently produce poor performers in Form Four national examinations (Haki Elimu 2012). It is very likely that, this poor performance renders these students limited prospects for employment as employers look for, a part of essential skills, academic performance before they make a decision to employ (Swai 2016). Similarly, division zero is well known in community secondary schools and these graduates do not get certificates and therefore cannot be recognized anywhere for further studies (Haki Elimu 2012).

At this juncture, it is important to bring to view the establishment of community secondary schools in Tanzania. This was a result of the implementation of the

Secondary Education Development Plan (SEDP) (2004-2009), which aimed to achieve the Education for All (EFA) goals (Komunte, 2011). The pressure for such schools was based on the projection of increase of primary school graduates by 61 percent in 2007, which was as a result of Primary Education Development Program (DEDP) (URT, 2004).

According to URT (2010) community secondary schools are government schools with shared responsibilities between local communities and the central government. They are planned and run by the communities in which the schools are situated. These community schools are of low cost compared to those of long time government schools and are more affordable to many children of low economic status families (Machumi, 2011). In Tanzania these schools are commonly known in Swahili language as “Shule za Kata” with literal translation, (ward schools) due to the fact that they have been instituted in every ward in the country (Machumu 2011).

Data from Basic Education Statistics in Tanzania (BEST) showed that, the majority of students from these schools score division IV and zero in their final examinations. Example of these claims is the results of Hanang district for three years (2020, 2021 & 2022) as shown in Table 1.1

Table 1.1: Data showed the majority of students from schools scored division IV

SCHOOL	2020					2021					2022				
	I	II	III	IV	0	I	II	III	IV	0	I	II	III	IV	0
Endasak	0	4	17	41	1	5	11	13	55	2	13	20	32	48	2
Getanuas	2	7	6	23	4	0	9	8	37	20	1	4	12	53	19
Endagaw	0	3	7	33	14	0	2	7	37	7	2	6	7	34	8
Ganana	3	11	16	52	4	3	18	20	55	8	2	15	20	59	10
Gitting	1	7	11	55	20	0	11	13	33	0	0	12	28	49	2
Mwahu	2	5	6	40	14	1	7	9	27	6	3	5	10	28	11

Source: NECTA 2020,2021 and 2022

The Results above are for the sampled six secondary schools such as; Endasak, Getanuas, Endagaw, Ganana, Gitting and Mwahu in Hanang District. Therefore, while the performance in the district is shown going high year after a year, but as an individual school, the performance for the majority of the students is portrayed to be low in all the above mentioned years.

In Tanzania, Division IV is regarded as a pass mark but does not allow one to join advanced level of secondary education. Division zero is a total failure and one is only provided with a leaving certificate (Jengo, 2016). This has been substantiated by URT (2009) that the percentage of students passing form four examinations in community secondary schools (Division 1-3) was 35% in 2006 and 27% in 2007 to 2008. Also in 2009 examination failure rate showed that Community secondary schools ranked higher 54.79% (URT,2010) in 2011 statistics show that 51% got zero grade and in 2012 got 63% zero grade (Jengo,2016). This situation is still persisting. According to the Citizen (2021; 2022) Assessment on NECTA Report on CSEE 2020; 152909 (35.1%) students got division I-III grades. while 282745 (64.9%) got division IV and zero. Making a total of 434654 candidates sat for that examination.

Likewise in CSEE 2021; 538,024 students that were registered for CSEE 2021only 98366 boys and 75056 girls making total of 173422(32%) passed the examination in division I, II and III. Basing on this data, 364602 (68%) of candidates scored only division IV or zero in the 2021 CSEE.

The majority of scholars have seen this as an issue and many reasons have been attached to this sad phenomenon. Some scholars have explained the reasons for poor performance in secondary schools as related to long distances for the majority of

students (see for example, Mhiliwa 2015), but this cannot be the case for community secondary schools, which are built where the majority of students live. Others have related mass failure in community secondary schools with lack of competent teachers (e.g. King 2013). Still others have related poor student academic performance in community secondary schools with congestion in the classrooms (Saga 2014) and others with inadequate facilities such as books libraries and laboratories (Valenzuela 1993).

It is true that inadequate competent teachers and learning facilities may lead to poor learning and performance. However, even those students in boarding community secondary schools, with competent teachers, and are taught in small classrooms with access to libraries full of books are not performing well either. This shows that other factors than those provided by the scholars are at play, and are seemingly shown contributing to this sad situation.

Parallel to that, Management has been associated with an important element in every social organization. As per the Taylor definition (2016), management is the art of knowing what one wants to do and then seeing that is done in the best and cheapest way. This definition shows a manager's world view of making sure that something is well done. This was also picked up by Ferdous (2016) who defined management as a lynchpin of all activities that are needed to be performed to guarantee positive results. Many scholars have linked management with a mechanism to make things done. As Follett (2016) suggests, management is the art of getting things done through others. This part of getting things done through others entails delegation of power and distribution of work among the subordinates who must be empowered to make decision and motivated to do the right things.

In the context of school, the heads of schools are the managers, and are expected to direct the efforts of the teachers to teach and supervise students in order to accomplish the school's objectives, which is to produce quality graduates and this is in line with the Education and Training Policy of URT (1995). Likewise, Tanzania vision 2025 aims at having educated people who are capable of dealing with issues at local and worldwide levels. The National Strategy for Growth and Reduction of Poverty (NSGRP) also insists on quality education as a sure means of eradicating poverty (URT, 2004).

Alongside these national pronouncements, the Sustainable Development Goals (SDG 4) directs the nations to provide quality education for lifelong opportunities for all' (ESD 2005).

However, management of secondary school has been criticized as an ineffective. Benson (2005) for example has blamed school management for failure to produce competent graduates who can participate effectively in the transformation of Tanzanian economy. In his criticism, he accused the heads of secondary schools for failing to motivate teachers to contribute in achieving the school objectives, which include teaching for performance. On their side, heads of school's lament about teachers' low morale and poor performance without linking this situation with their failure to manage teaching and leading the teachers to do the right thing (Ndimbo, 2013).

A study by Waweru & Orodho (2014) shows that managerial strategies employed by school managers may determine students' academic performance or failure. Likewise, Zepeda (2004) suggests those managerial strategies such as commitment to success for all; flexibility and responsiveness; shared vision; climate of challenging and stimulating

teaching; strong and fair disciplinary climate may contribute to improved students' academic performance.

In his study of time management behavior among secondary school personnel in Kinango District, Ngando (2011) revealed that majority of teachers write their schemes of work when schools open, went to class without lesson plans, school assemblies took longer and consumed classroom time. Likewise, a report by Kimario (2019) on the poor education performance in Rombo district revealed that due to poor management in secondary schools, teachers do not go to schools in five days in a week. Some go for three days per week and some miss one day per a week. As a result, most teachers do not finish their syllabus, making student failing to answer some of the questions in their final examination.

Other studies such as those of Mobegi, Ondigi and Oburu (2010) recommended the following managerial practices: Head teachers should take up their roles as quality assurance officers in their schools and ensure that there is adequate department supervision. They also recommended for the introduction of staff appraisal through locally designed forms to enhance standards and engagement of teachers in evaluating classroom teaching to ensure that variety of teaching methods apart from class discussion is utilized. Joseph et al; (2018) suggests that the problems of school's management and students' performance is related to lack of disciplinary control, including classroom management and the teacher's motivation in which secondary school students' academic performance are influenced. Particularly, Machibya et al (2017) suggest that poor academic performance in community secondary school is influenced by management of educational institution in general at the ministerial level

such as unequal distribution of manpower, which is due to poor planning. Therefore, given the importance of improving the academic performance of community secondary schools, this research is an attempt to understand how these schools are managed and provide recommendation for improvement

1.3 Problem of the Statement

There are a lot of efforts made by the government to establish communities' secondary schools as a means of achieving Education for all (EFA) , but the condition in these schools is still poor in terms of performance. It is also experienced that the efforts made to raise the learning standards are ineffective as there are a lot of complains about poor performance in community secondary schools (King, 2013; Ngando, 2011

Although there are some community secondary schools with no enough facilities still students' performance is high. It is assumed that if students live in or near the school that has enough teachers, classrooms and other educational resources such as books, libraries and laboratories, the students' performance would automatically rise. Various studies show that, Educational qualification, work experiences contribute to employee performance and other qualities that are needed to ensure sustainable performance. Similarly, other studies that have looked into school management and students' performance have been too general on managerial strategies employed by school managers to determine students' academic performance (Waweru & Orodho 2014); commitment to success for all (Zepeda 2004); taking up quality assurance role (Mobegi, Ondigi and Oburu 2010).

Therefore, very little is known about the appropriate qualities that the heads of schools should possess to contribute to the students' performance in community secondary schools in Tanzania, the gap that this study has intended to fill.

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study was to investigate conceptions of teachers, parents and students on the qualities of heads of school in raising students' performance in community secondary schools in Hanang' District

1.5 Specific objectives

This study is guided by three specific objectives as follows: -

1. Examine the perceptions of teachers, parents and students on the educational qualification of heads of schools on students' performance community secondary schools in Hanang District
2. Examine the perceptions of teachers, parents and students on the work experience of heads of schools on students' performance in community secondary schools in Hanang District
3. Determine the perceptions teachers, parents and students on the appropriate qualities of heads of school in raising students' performance in community secondary schools at Hanang District.

1.6 Research Questions

The following are the research questions of the study:-

1. Does the educational qualification of heads of schools contribute to student's performance community secondary schools in Hanang District?
2. Does the work experience of heads of schools contribute to student's performance in community secondary schools in Hanang District?

3. What other appropriate qualities of heads of school that contributes to raising students' performance in community secondary schools in Hanang' District?

1.7 Significance of the Study

So far, no research has been conducted on management of community secondary schools in relation to student's performance in Hanang District. Due to this fact there are gaps in information about the managerial factors which contribute to poor academic performance of community secondary school students in the district. Therefore, this research is important in order to generate empirical information on the role of management in community secondary schools in relation to students' performance. The finding of this study is useful to the academicians, policy makers, donors and development agencies, as they will be used as an input in suggesting changes in the education programs targeted at the community schools as well as the improvement of the relevant public policies.

1.8 Limitations of the Study

Best and Khan (2006) define limitation of the study as a condition beyond the researchers control that may place limits on the study and application to other situations. The researcher encountered with limitations such as some of the respondents hesitate to give out the relevant information because of the notion that official documents it is not supposed to be exposed to the public and sometimes the reluctant of the respondents during filling of the questionnaires.

1.9 Delimitation of the study

The findings of this study confined itself to a sample of 140 respondents in Hanang district council in which 100 of the respondents were form four students,10 teachers,10 head of school,10 parents and 10 members of school board. Also, in this study the major issues were to investigate conceptions of teachers, parents and students on the qualities of heads of school in raising students' performance in community secondary schools in Hanang' District.

1.10 Organization of the Study

This study was organized into five chapters. Chapter one dealt with the background of the study, statement of the problem, objectives of the study, limitation and delimitation which inform the study and its context, hence, it is providing justification of the study, chapter two is about literature related to this study. The major focus is on identification of the knowledge gap from the literature reviewed and current study on

Conceptions of teachers, parents and students on the qualities of heads of school in raising students' performance in community secondary schools in Hanang' District

Chapter three concerned with the research methodology, data collection techniques and tools for data analysis, chapter four will concern with data analysis, interpretation and discussion of research findings. Lastly, chapter five will provide the summary and recommendations of the study

1.11 Operational Definitions of Key Terms

Academic performance

This is the measure of the extent to which students have achieved their short or long-term educational goals (Annie ward et al, 1996) Cumulative GPA and completion of

educational benchmarks such as secondary school, diplomas and bachelors' degrees represent academic performance. Academic performance is commonly measured through examination or continuous assessment (Zidner Mosche, 1998). As per this study academic performance refers to pass marks that allow students to qualify for higher levels of study.

Management

This is a set of principles relating to the functions of planning, organizing, directing and controlling, and the application of these principles in harnessing physical, financial human and informational resources efficiently and effectively to achieve organizational goals (Firimina, 2015). It is about creating formal structures and establishment based on a mission, objectives, targets, functions and tasks. Thus, management in ward secondary schools in this respect involves planning, designing, initiating actions, monitoring activities and demanding results on the basis of allocated resources (Hoy and Miskel, 1996). Normally Management put in place policies, procedures, rules and regulations to guide the planning and directions of schools towards students' academic performance.

The term Management as per this study referred to the administration of the education system in which a school combines human and material resources to supervise to plan and implement pre-determined goals to raise school academic performance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature related to this study. Part 1 presents the theoretical framework of this study, while part 2 assesses the empirical evidence related to the contribution of educational qualifications, experience, and other qualities of heads of schools on students' performance. The last part presents the conceptual framework in which Stuffle beam framework is adapted.

THEORETICAL FRAMEWORK

This section presents the theoretical framework for this study using two theories scientific management that was developed by Frederic Taylor (1910), School Based Management Theory (SBM) that was developed by Cheng (1993) and empowerment theory developed by Vogt and Murrell (1990). These theories are discussed in relation to school management and students' academic performance.

2.2 Scientific Management Theory

The Scientific management theory is among the first theories developed and used in social organizations. This theory was developed by an engineer Frederick Winslow Taylor (1910). Taylor believed that the world can be managed scientifically. His major concern was efficiency and increased production and quality service. In its literal meaning, scientific management means a scientific way of managing an organization. According to Taylor in order to manage an organization scientifically, Managers must have a way to ensure that each individual perform the tasks they are employed for and

the role of the manager is to observe and analyze the performance of each individual, which he called standardization of work methods. He also emphasized on the 'right man for the right job.' Here he meant, people must be selected according to their expertise. Further, Taylor believed in equal division of work and differences between the management and the workers.

In this note, Scientific Management theory with its focus on increased efficiency has been used in educational institution for much of this century. The notion that the school manager is on top in a bureaucratic kind of hierarchy, using command-and-control, and specialization, left the teachers, parents and students with no sense of personal connection with the school. Under such an authoritarian industrial model the regimented human resource was considered as an extension of the mind of the head of school and not independent resources with motivation to ensure the schools goal students' performance is reached.

However, in the current era where there is a realization that development does not depend on one person but all individuals in an organization, the determining factor is now considered to be the ability of the manager to support, empower and motivate the followers.

2.3 School Based Management Theory (SBM)

Cheng (1993) developed the concept and theory of school-based management (SBM) and maps its functional characteristics as facilitating the ongoing discussion and effort for school management reforms in local or international context. According to Cheng, the management of schools, unlike of other institutions such as industries, which use techniques to bring industrial processes into statistical control and more predictable,

employs theories of equifinality and decentralization, as it is assumed to be a self-managing system under human factor. Human factor here means human beings, including the school managers, teachers, students, parents and the school community in general. Within this framework, Cheng suggested that school-based management should have a clear mission and strong organizational culture that provides full support to members autonomy and initiatives. Accordingly, the role of the school management should be active in developing human relationship in a mode of open cooperation and mutual commitment. Therefore with good relationship between school management and other educational stake holders will automatically raise students' academic performance

Many scholars have used the theory of SBM in their studies. Morad et al, (2013) for example, did the research on (SBM) theory to determine the opportunity or threat in education systems of Iran. They showed that SBM increases the involvement of parents, students, teachers, officials, principals and beneficiaries and this may increase the independence, responsibility and accountability of the school hence high students academic performance.

Morad et al is in line with Jacobs who found that the parents worked as volunteers, helped with homework and participated in various school activities which ultimately resulted into high students academic performance Jacobs (2008). SBM theory is useful in this study as it will help to explain the qualities of heads of school in involving the parents and other stakeholders with the goal in raising the students' academic performance.

2.4 Empowerment Theory

Empowerment theory as used by Vogt and Murrell (1990) addresses intrinsic motivational perspective. According to Vogt and Murrell managers or leaders need to establish an ethic of shared responsibility “to facilitate each employee's develop intrinsic motivation. According to these scholars, intrinsic motivation creates in employees an ability to handle responsibilities”. To do this, the managers need to create an open climate to enable information to flow smoothly and allow each individual a chance to contribute to organizational goals. The manager also needs to motivate their subordinates to accomplish their work with confidence and have pride in their accomplishments. Among the most important things that the managers must do to motivate their subordinates to contribute to the organizational goals include the following: establish positive relationships; encourage groups to work collaboratively; and inspire the subordinates to achieve their highest and guide the organization, and put in place a process of renewal for the organization for the case of this study “the school “ all these attributes result in higher school achievement.

Moreover, intrinsic motivation is related to psychological empowerment. Thomas and Veithouse (1990) considered cognitive empowerment as equally important in motivating employees. Their perspective of empowerment focuses on individual self-determination, whereby individuals' behaviors are initiated by personal choices in the environment. The cognitive motivational aspect for Thomas and Velthouse refers to the internal, subjective judgments that occur within individuals as they go about completing their tasks. Thomas and Penthouse's (1990) cognitive aspect of empowerment involve four factors: impact, competence, meaningfulness, and choice.

According to Thomas and Velthouse (1990) impact is the degree to which one's behavior is perceived as producing intended effects in an organization. Competence refers to the degree to which individuals believe they can perform the activities skillfully when they try. Thomas and Velthouse (1990) believed that if individuals have low self-efficacy or doubt their competence, they tend to avoid situations that require the skills they believe they lack. Meaningfulness concerns the values of the task judged according to the individual's own ideals or standards. When tasks have low degrees of meaningfulness, individuals feel apathetic, detached, and unrelated to the task. When the task is meaningful, individuals feel more committed, involved, and put more energy toward the task. Choice involves intentional selection of actions that would likely lead to desired outcomes. When one develops a sense of choice, it produces greater flexibility, creativity, initiative, resiliency, and self-regulation. In contrast, having little or no choice leads to feelings of being controlled, which may lead to the development of negative energy, and a lowering of self-esteem? Empowerment theory was used to complement scientific and school-based management theories in explaining the conceptions of appropriate qualities of heads of school in raising students' performance in community secondary schools at Hanang District.

2.5 Empirical literature review Introduction:

The empirical literature reviewed in this study revolves around the three research objectives developed in chapter 1. These include; **examining** the contribution of educational qualification of heads of schools on students' performance; examining the contribution of work experience of heads of schools on students' performance; and determining the appropriate qualities of heads of school in raising students'

performance. Thus, the subheadings for this literature are: the contribution of educational qualification of heads of schools on students' performance; the contribution of work experience of heads of schools on students' performance; and the appropriate qualities of heads of school in raising students' performance

Educational qualification of heads of schools on students' performance

Educational qualification has been identified as important for raising performance in organizations. It is assumed that the more educational qualification is equal to better performance. This section presents the literature that focuses on educational qualification and its contribution to education sector.

In their study, Ishola, Adeleye, & Tanimola (2018) determined the contributions of educational and professional certification to job performance among financial accounting staff of a university in Nigeria. These scholars used a standardized self-report questionnaire to examine the impact of professional qualification the job performance of bursary staff. They found that the bursary staff with more professional qualification reported more job performance than their non-certified staff counterparts. Ishola and colleagues suggested that there is a need for organizations to ensure higher education for better work performance. Although this study was related to bursary staff, who do not have subordinates to help the achievement of organizational goals, it is important for this study as it shows the importance of educational qualification in raising work performance. Likewise for higher students' academic performance the head of school need higher educational qualification.

Harris & Sass (2011) in their study found that there was a positive relationship between teachers who had obtained an advanced degree during their teaching career and their

students' achievement in middle school mathematics. The researcher quoted Philips (2010) findings which identified that subject specific graduate degree in elementary or early childhood education were positively related to student reading achievement gain. However, Harris & Sass study did not consider the role of head of school in relation to the teachers and how that role is important to empower and motivate teachers to achieve the school goal.

Nambuya (2013) did research on school based factors influencing students 'academic performance at Kenya certificate of secondary education in Teso South District. The researcher used observation and questionnaire for data collection in assessing the effect of human resources on students' academic performance. Nambuya found that, human resource was not well handled because of ill trained school workers. The researcher recommended that schools should be managed by professionals to avoid ill treatment of the students, which affect their learning processes. Therefore, if at all the nation aims at raising performance in education sector high educational qualification of heads of schools is inevitable.

Nzoka (2014) did research to determine the effectiveness of the strategies being employed by secondary schools management in Embu North District, Embu Country, Kenya. Data were collected through questionnaire and interview. Nzoka found that school managers monitored instructional processes and students' assessment. Nzoka also found that the school management used income generating activities and uncoordinated guidance and counseling programs to subsidize the government funding. The study recommended school managers to undergo intensive leadership training on all aspects of school management for enhancement of students' academic performance.

Jengo (2016) did the research on school management in Community Secondary Schools in Rombo District. The researcher used questionnaire and interview to assess the capability of heads of schools, the strategies they used to improve students' academic performance and the efficacy of those strategies. Jengo discovered that the popular strategies ranged from motivating teachers to sanctions. She also found that although most of the heads of schools did not have formal management training, their management strategies were efficient given the situation of the community secondary schools in Rombo District. The researcher recommended that the government should consider training school heads to ensure quality management of the school. The study also suggested to the school managers should make efforts in developing themselves academically and strengthen their management skills. Although Leah acknowledged the quality of the heads of schools as important in raising students' performance, she did not explain the quality needed to make things happen. This study goes beyond Leah's study to understand the actual quality that a head of school must possess to ensure children are taught, learn and perform.

Mgani (2013) did research on leadership styles and school functioning in Kilosa District. The researcher used interviews documentary review and observation focusing on whether heads of school clarified school goals, mission and vision to teachers and students Mgani revealed that most schools had neither strategic nor whole plans and thus could not communicate clear goals, vision or mission to their followers. Mgani recommended that head of schools need to be trained on how to plan and communicate their plans to their followers to ensure school academic achievement.

Njiu (2016) did research on contribution of head of schools on students 'Performance in the National form four Examinations in Moshi rural District. Data was collected through Interview, questionnaire, direct observation and documentary review. The researcher experienced that there was a big relationship between the students' performance and heads of school level of education; the way they played their roles, their initiatives in running the schools and how they dealt with various challenges in their responsibilities. The study recommended that head of schools with diploma should go for further studies and new appointments should consider teachers with higher level of education and experience than Diploma who are initiative and able to create environment for good performance of students and solve challenges that face them.

Alvarez's (2008) research on the relationship of teacher quality and student achievement in elementary schools in New York City revealed that teachers educational back ground characteristics such as highest degree earned, major field of study and the pre -teaching test were significantly related to the students achievements. Alvarez also found that teachers' professional development such as participation in professional development was statically related to the students' achievement in math and ELA tests. Alvarez recommended that for the school to accomplish their social aims, the school heads must be not only in a quality organization at the macro level, but also, they need to develop an internal quality management processes to deliver a high quality services to students.

Work experience of heads of schools on students' performance

Work experience has also been identified as important in management of schools. In most cases, experienced teachers have been selected to head schools with the assumption that they have observed how other school heads work and have the knowledge of how to manage schools. However, the government has set the strict policies to ensure that there is a serious screening in the appointments of head of schools, including the observation on their commitment, hardworking and the merits.

In their study "Leading collegially: Shifting paradigms for effective student teacher mentoring during work-integrated learning" Mahomed & Singh (2022) explored how can experienced school mentored new teachers into leadership, without abrogating their responsibilities. These scholars used constructivist approach to understand the relationships between experienced school mentors and novice teachers in continuous professional development (CPD) programme. They used questionnaire to gather the data from the perceptions of 241 final-year student teachers. They found there was a positive perception that the student teachers had on their experienced mentors competencies. They suggested that experienced teachers should be tasked to enhance the interpersonal collegial competencies to improve school efficiency.

Burroughs, Gardener & Schmidt (2019) reviewed the literature on Teacher Effectiveness and student outcomes and found that teachers experience was positively related to student achievement in both reading and mathematics. These researchers recommended on five measures to be associated with high students achievement such as the measurement of the teacher experience to be done by the years of teaching, also the teacher professional knowledge to be measured by education and self-reported

preparation to teach Mathematics however provision of opportunity to learn should be measured by the time on mathematics and content coverage.

In their study on School Principals performance, Clark Martorell & Rock off (2009) showed that there was the little evidence of any relationship between school performance and principal work experience. However, the researchers found that there was the positive relationship between principles experience and School performance particularly for mathematics test score and students absences. The experience profile was found to be steep over the first few years of principal experience. The researcher also identified that, there was the mixed evidence on the relationship between formal principal training and professional Development programs and School performance. The researcher suggested that policies that create a condition for experienced principals to leave their posts early are costly and disadvantageous to schools. In this note, it is suggested that among many qualities, experience at work should be considered in appointing head of schools for smooth run of the organization and for high students academic performance.

Mbezi (2016) conducted research on Effectiveness of School Heads Supervision experience on Students Academic Performance in Government Secondary School in Mkinga District, Tanzania. The researcher collected data through questionnaire and Interview. The study found that head of school was aware and oriented on the activities and significance of supervision which helps teachers get new skills, motivates teachers and stimulate them, the study also found that the effectiveness supervision of teachers by school heads enhances teaching and learning which develops students' performance in examination. However, the challenges were identified by the researcher as negative

perception of teachers towards supervision, the shortage of allocated budget to facilitate supervision activities, the head of school heavy workload by usual tasks and the absence of supervision manual in the schools.

The researcher recommended that, to minimize the challenges of supervision in government secondary schools the relevant service training should be given to upgrade their supervisory activities, necessary resources such as supervision manuals and an adequate budget for success of supervision at the school level.

The study conducted by Mugambi (2015) on the Role of Principals in Promoting Students Academic Performance in Secondary Schools established that there was a strong association between the schools' performance and its principal's experience in supervising the implementation of instructional practices. The study recommended that the ministry of education should deploy/employ more experienced teachers to be heads of schools in order to promote students' performance.

Qualities of heads of school in raising students' performance

In the literature, other qualities apart from academic level and work experience have shown to work positively in raising students' academic performance.

In their study, Pricellas, Niez, Nierra and Tubis (2016) investigated the effectiveness of school Administration Leadership Skills and Behaviors and their School Performance in Area III Leyte Division Philippines. These scholars used the descriptive correlational research methods to explain the effective educational leader as the ability to motivate teachers and develop their capacities to enhance students learning. According to these scholars, these skills do not require level of education or work experience, but individuals' accountability in improving the quality of teaching and learning in schools.

These scholars suggested that it is high time that human responsibility and accountability be accepted as key in recruiting leaders in social organizations. Therefore, it is suggested that newly appointed head of schools should be screened by the responsible authority to identify their commitment among other appropriate qualities of head of school for effective run of school and higher students' academic performance

Sutcliffe (2013) discussed eight qualities of a successful school leader as great vision, that is the ability to formulate and shape the future rather than be shaped by events; great determination with the willpower and patience to see things through; willing to take risks, steadfast in challenging under performance or poor behavior; team builder; with great empathy; optimistic, resilient and confidence in communicating and storytelling about their school to any audience; and out ward looking and curious on picking up good ideas from elsewhere.

Krasnoff (2015) did research on leadership qualities of effective principals. Krasnoff found that those who were committed to instruct leaders to shape teaching and learning were the most effective principal. Krasnoff suggested that the key ingredient in the performance of the schools, especially those enrolled a large number of low-performance or poor and minority students were led by committed instructional leaders. The researcher experienced that schools are more likely to be led by less experience and less effective principals while effective principals tend to remain longer than more educated and experiences principals.

In their study, Raza, Naqvi & Gill (2020) investigated the effectiveness of corporate sector firms of Lahore, Pakistan with implications for corporate total quality management practices. The variables studied include leadership, quality management,

and corresponding results achieved quality management practices. The data were collected through an adapted instrument and descriptive and inferential statistics were employed. The findings reflected a high to very high level of total quality management practices by corporate managers as customer satisfaction, continuous improvement, leadership, resources management, supplier quality management, education and training, work environment and culture, performance measurement and feedback, in their order of preference. The results indicated the importance of quality management practices in enhancing maximum corporate success,

According to Article written by Lathan (2003) on traits of successful school leaders showed that school leaders must fully support teachers and staff by encouraging them to continually learn, develop and perhaps most important become leaders themselves, good school leaders use data to drive continuous improvement through site-based decision making for the express purpose of promoting equitable and culturally responsive opportunities for all students. Also, the best school leaders are visionaries as the most important quality a leader can have to generate inspiration, motivation and excitement that permeate throughout the school. The school leader can unite a team around and plan to get there. They also found that the best educational leaders know how to prioritize inclusive learning; they also believe every person can contribute to the greater learning community and encourage collaboration between teachers and students. Lathan also found that those school leaders who were passionate about their work had high influence on their subordinates and students. These scholars are in the point that, the best school leaders should be visionaries as the most important quality a leader for high school academic achievement.

2.6 Conceptual Framework

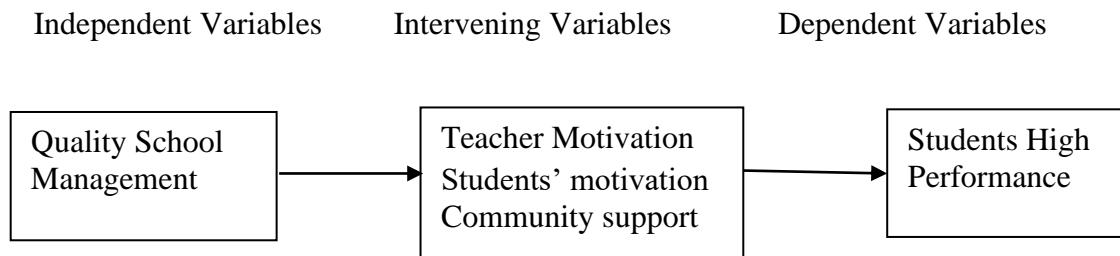


Figure 2. 1: Quality School Management Conceptual Framework

The conceptual model demonstrates a quality school management as a multidimensional construct with three practices including customer care, teamwork and strategic planning (see Figure 1). This study hypothesized the relationship between school quality management and teacher motivation and responsibility, leading to students' performance. This model enhanced the understanding of the qualities needed in the management of community secondary school for students' academic performance in Hanang' district.

According to this conceptual frame work, Management of community secondary school is an independent variable that influences teachers' motivation and students' academic performance in Tanzania. It is assumed that when management is of quality focused on customers including the parents, the community and all educational stakeholders will contribute to the education success However, without these management qualities, the level of education and experience do not in themselves bring efficiency.

2.7 The knowledge Gap

So far, no research has been conducted on understanding the conceptions of teachers, parents and students on the qualities of heads of school in raising students' performance in community secondary schools in Hanang District. Due to this reason, this research

intends to fill this knowledge gap as it goes beyond researchers works in the reviewed literature to understand the actual qualities that a head of school must possess to ensure students are taught, learn and perform highly.

CHAPTER THREE

RESEARCH METHODOLOGY AND PROCEDURE

3.1 Introduction

This chapter discusses the design, location, targeted population, sampling procedure, research tools, and data collection procedures.

3.2 Research Approach

This research employed mixed method using qualitative and quantitative research approach to analyze data collected on the quality management of community secondary schools in relation to students' academic performance in Hanang District. Best et al (1998) explained that research approach is an explanation of how to organize, collect, analyses and interpret data.

Qualitative Research Approach

Qualitative research is primarily an inductive process of organizing data into categories and identifying relationships among them (Machmillan and Schumacher,1993). According to these researchers, data and meaning emerge organically from the research context. Common assumption in qualitative research is that, a research strategy is predicted on underlying perspective, that reality is not out there to be found, but is constructed. Wierman (1995) explained that through qualitative approach, realities exist as the subject.

The researcher had to record the data fully, accurately and unbiased. That was, reporting the reality as seen through the eyes of the subjects. Therefore, the researcher through the use of qualitative approach was able to get the reality of quality school management

from the opinions, attitudes and perceptions of the research respondents. Qualitative research approach was also used because it allowed for in-depth understanding of the root cause of the phenomenon. Also, qualitative approach could be used as it provided insights to the setting of the problem and at the same times it generates ideas and hypothesis for later quantitative research. To evaluate the quality of school management to academic performance in community secondary schools this study therefore used multiple data collection tools for data triangulation.

Quantitative Research Approach

Quantitative research approach on the other hand, deals with numerical representation, emanating from manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect (Cohen, 1980). According to Cohen, quantitative data are numerical statements. Typically, numerical statements are expressed in number terms and that are analyzed using mathematically based method particularly statistics (Creswell, 1994).

The researcher applied mixed method approach because Qualitative and Quantitative data because of her belief that all social phenomena can be quantified, measured and expressed numerically and that the information about social phenomenon can be expressed in numeric terms that can be analyzed by statistical methods.

3.3 Research Design:

The study used descriptive survey research design, a design that allows to employ both qualitative and quantitative research approaches. Orodho (2010) explained descriptive survey as a process of collecting data in order to test hypothesis or to answer the questions concerning the status of the subject in study and the method can produce

statistical information. Ungula (1998) defined descriptive survey as the efficiency method of collecting data regarding characteristics of population, current practices, condition or needs. The descriptive survey was used as an appropriate design for this study that enabled the researcher to obtain information that described the present situation in Management of Community Secondary School and Students Academic Performance in Hanang district through asking respondent's questions and observing the real situation.

3.3.1 Location of the Study

The study was conducted at Hanang District in Manyara region. Hanang' is among the seven districts that make Manyara region. Other districts are Babati rural and urban, Kiteto, and Simanjiro, Mbulu urban and rural district. Hanang district involved five divisions namely Katesh, Simbay, Endasak, Bassotu and Balangdalalu. Hanang district was chosen by the researcher as a case study because its Community secondary schools are performing poor in form four national examinations. As per NECTA, in the year 2020 only 108 out of 409 (26%) scored division I to III and 301 out of 409 (74%) scored division IV and 0, in 2021 137 out of 424(32%) scored division I to III and 287 out of 424 (68) lied on division IV and 0. In the year 2022 the 192 out of 515 (37% fall in division I to III and 323 out 515 (63%) fall in division IV and 0. It is well known that in Tanzania, Division IV is regarded as a pass mark but does not allow one to join advanced level of secondary education. Division zero is a total failure and one is only provided with a leaving certificate. Therefore, this study intended to investigate on the conception of qualities of head of schools in raising students' performance in community secondary schools.

3.4 Study Population

The targeted population for this study comprised of the following; 33 head of schools, 33 academic masters/mistress, 500 teachers, 202 parents, and 330 members of school boards and 2070 form four students' questionnaires. The study targeted such population since the researcher believed that they had the best and useful information about education management in their specific public school. Head of schools are the schools' managers who are aware on the challenges which the schools face as a result of poor academic performance, while schools 'Academic Masters, are the head of schools assistants who closely help the head of schools to deal with academic affairs since they are well informed with students' performance.

Members of school boards, parents and the stake holders of the schools, decision makers, had information about how the schools were managed as well as the cause of poor academic performance. The last groups were comprised of the students from form four class. These were the most direct clients and the most affected group of what was happening in the school throughout their studies in relation to their academic performance. Therefore, they were expected to provide information on the quality of school management and reasons for poor academic performance.

3.5 Sampling Techniques and Sample Size.

The simple random and purposeful sampling techniques were used to select the respondents for this study. The heads of schools were purposefully sampled because of their position in schools, where the rest of the groups were randomly selected using Yes and No folded papers to be selected by the needed number of the respondents. In this way, everybody had a chance to participate and it was easy to minimize biasness in the

selection of respondents. Therefore, we had **10** head of schools; **10** academic masters, **10** members of school boards, **10** Parents and **100** form four students, from the targeted schools. The researcher used these respondents purposely based on the fact that they are direct concerned with effective implementation of secondary curriculum in the selected community secondary schools. Thus, in-depth, relevant and reliable information would be obtained.

3.6 Tools for Data Collection:

Data in this research were collected from all the respondents through both closed and open ended questionnaires and interviews schedule with both structured and semi structured as well as open ended questions while documentary review was used to collect secondary data. However, the researcher used questionnaires as the best tool because it would be easy to reach as many as respondents as possible in a very short time available. The interview was used as the appropriate tool to explore the views and experience from respondents who could not respond the questionnaire for the purpose of obtaining information from the respondents. Documentary reviews such as the school academic reports, form four examination results, school management reports, NECTA reports, books, and the internet Documentary review reduced the researchers' time because they were locally available.

3.7 Data Collection Procedures

The researcher followed the procedures of obtaining the permit from the open University of Tanzania that allowed her to collect the data from the field. She therefore, consulted the District secondary education officer (DSEO) for the visiting of the targeted schools where the main purpose is self-introduction and the administration of

data collection. In this case, the researcher used questionnaires and interviews to collect the data and ensure the respondents with security and secrecy of the data which they would provide. This process of administering questionnaires took ten days then the data collected were analyzed.

3.7.1 Data Analysis Procedures:

Descriptive analysis was used to analyze quantitative data in presenting graphs, table and charts while Qualitative data collected were subjected to content analysis. In quantitative data analysis the researcher turned raw numbers into meaningful data through the application of rational and critical thinking. Quantitative data analysis included the calculation frequencies of variables and differences between variables to provide evidence to support or reject hypothesis formulated at the earlier stages of the research process Cohen (1980).

In qualitative analysis the researcher analyzed the data through the use of subjective judgment based on non-quantifiable information MacMillan and Schumarcher (1993)

3.8 Validity of the study

The instruments had been evaluated for content validity. The questionnaires content was examined by the supervisor to ensure the using appropriateness of vocabulary and sentence structure. Further, the validity of the questions was ascertained by four education officials in Hanang district who I discussed the questions with them. I also validated the instruments with two academic teachers at the non-participating schools in the district. As a result of these consultations, a number of the items were rephrased but the consensus was that they reflect heads of school practices that directly influence teacher and students' motivation and performance. To cap it all, the data that were

found in the field are relevant with the data that were found in books and in other many documentaries and publications.

3.8.1 Reliability of the study

Reliability of the instruments was ensured by pre-testing the questionnaire items with 5 teachers and 10 students whose schools were not a part of this study. Based on the responses obtained, I reworded some items to ensure clarity.

3.9 Ethical Consideration:

There were various Ethical Consideration which the researcher observed as seen below; Obtaining the permit from OUT administration and the District secondary administration of Hanang to the school level, explaining the purpose of the study to participants, Confidentiality. Also the researcher considered the use of simple and appropriate language in making questionnaires and interview as well as avoiding plagiarism.

The researcher respected for intellectual property where by honor patents, copyrights and other forms of intellectual property. Also, researcher did not use unpublished data methods results without permission. The researcher also gave the proper acknowledgements or credit for all contributions to research. The researcher had to consider confidentiality so as to protect confidential communications, such as paper or grants submitted for publication personnel records trade or military secrets.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the data collected through questionnaires and interviews. The data were analyzed to provide information that is arranged according to the specific objectives of the study. The first section presents the demographic data, which is followed by the research findings.

4.2 Demographic Data of study participants

There were 10 head of schools; 10 teachers; 100 students; 10 parents; 10 school board members who participated in the study illustrated on Table 4.1 Gender Composition of Respondents: Identifying the gender composition of the respondents was important, and the results are provided. Table 4.1 Gender Composition of Respondents.

Table 4.1: Gender Composition of Respondents

NO	RESPONDENTS	MALES	FEMALES	TOTAL
1	Heads of school	7	3	10
2	Teachers	6	4	10
3	Parents	8	2	10
4	School Board Members	7	3	10
5	Students	50	50	100
6	Total	78	62	140

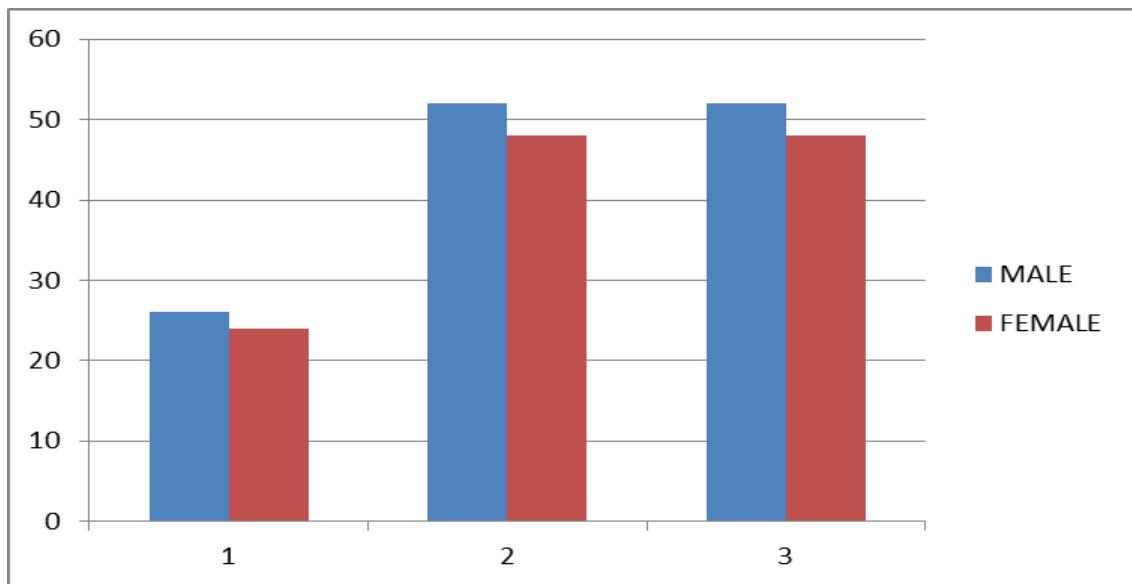


Figure 4.1: Clustered column Gender Composition of Respondents

Source: *Field data, 2023*

As shown in Table 4.1 and Figure 4.1, there were a total of 140 respondents: 56% males and 44% females.

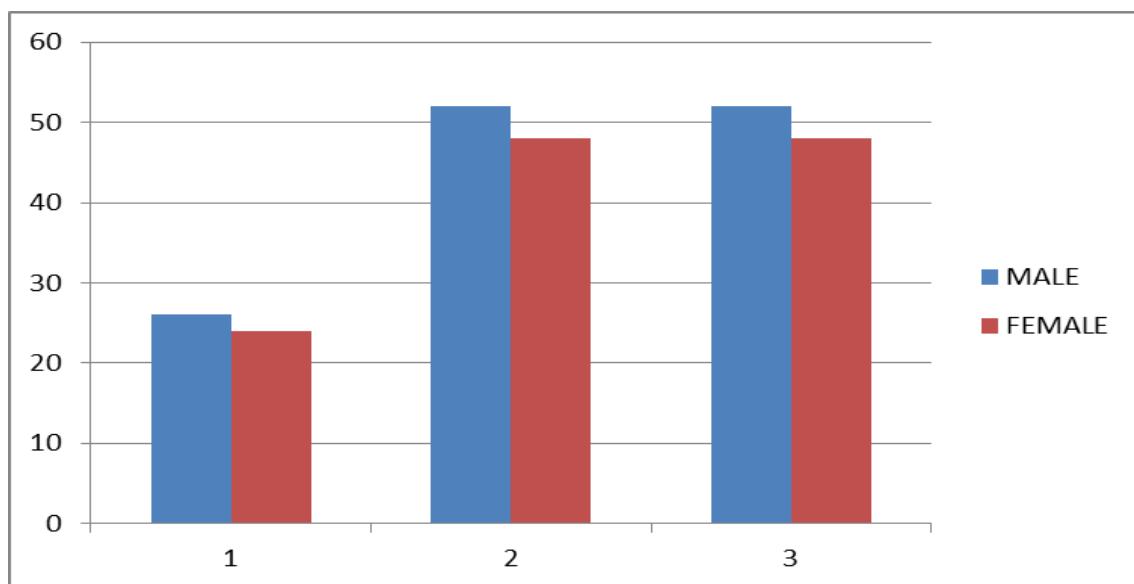
The reasons for fewer numbers of females among the teachers are that, at the level of secondary education, males are the dominant group. Likewise, the reason for fewer numbers of females among the parents and school board members is that among the Iraqi people, public space is dominated by males and therefore, it was hard to get many females as men to participate in the research, therefore, it was easier to have more access to males than to females.

4.2.1 Distribution of Heads of Schools by the level of education and work Experience

The heads of schools were of different level of education and work experience as indicated in Table 4.2 and Pie chart 4.2 below:

Table 4.2: Heads of Schools Level of Education and Work Experience

Teachers			Work experience				Total						
	Diploma		Degree		Masters		5 years		10 years		15 and above		Total
	M	F	M	F	M	F	M	F	M	F	M	F	
	1	-	5	3	1	-	3	-	1	2	3	1	10



4.3 Educational Qualification of Heads of Schools

The first objective was to explore the conceptions of the respondents on the contribution of level of education of the heads of schools on students' academic performance. The research question was: *Does the educational qualification of heads of schools contribute to students' performance in your school?* The assumption was that, head of schools with higher level of education will have a higher impact on students' performance.

A total of 140 questionnaires were distributed to 10 heads of schools; 10 teachers, 10 parents, 10 school board members and 100 form four students from the ten participating schools in Hanang' District. The research participants were requested to fill the questionnaires accurately. From 140 distributed questionnaires, only 115 (81.8%) were accurately filled and retuned and their responses are included in this study.

The participants were asked to indicate their conceptions in four Likert scale ranging from Strongly Disagree, Disagree, Agree and Strongly Agree. These data were measured by three items including: democracy, teamwork, and empowerment. Level of conceptions of these three factors was measured by 7 sub-questions and the responses are presented in the Table 4.2 below.

Table 2.3: Contribution of Level of Education of Head of School on Students Performance

ITEMS	Respondents	SD		D		A		SA	
		NO	%	NO	%	NO	%	NO	%
HoS Qualification instill confidence	Teachers	--	---	2	20	4	40	4	40
	Parents	1	10	2	20	4	40	3	10
	Students	3	3	10	10	70	72	17	17
Hos qualification raise respect	Teachers	2	20	2	20	4	40	2	20
	Parents	--	--	3	30	3	30	4	40
	Students	11	11	13	13	30	29	46	45
HoS Qualification bring new changes	Teachers	--	--	--	--	2	20	8	80
	Parents	--	--	--	--	6	60	4	40
	Students	--	--	--	--	35	35	65	65
HoS qualification improves collaboration	Teachers	--	---	2	20	4	40	4	40
	Parents	1	10	2	20	4	40	3	10
	Students	3	3	10	10	70	72	17	17
HoS Qualification raise self determination	Teachers	2	20	2	20	4	40	2	20
	Parents	--	--	3	30	3	30	4	40
	Students	10	10	14	12	30	30	46	45
HoS Qualification allow more choices	Teachers	--	--	--	--	3	30	7	70
	Parents	--	--	--	--	6	60	4	40
	Students	--	--	--	--	35	35	65	65
HoS Qualifications create linkages	Teachers	--	--	--	--	2	20	8	80
	Parents	--	--	--	--	6	60	4	40
	Students	--	--	--	--	35	35	65	65

Key: SD =strongly disagree

D = disagree

A = agree

SA = strongly agree

Level of perception of contribution of level of education of head of school on students' performance was measured by 7 sub-questions and results are shown in Table 4.2 above. From the table 4.2, while the majority of teachers (80%) conceived the level of heads of schools important for bringing new changes and for creating linkages. Likewise, 65% of students and 60% of parents conceived the level of education of the heads of schools was important for bringing changes and for creating linkages. The least conceived as the importance of the level of education of the heads of schools, were to raise respect and instill confidence. Only 20% of the teachers strongly agreed that the level of education of the heads of schools was important in raising their confidence. Also, only 40% of the teachers conceived level of education of the heads of schools was important in instilling confidence. On their part, only 10% of the parents strongly agreed that the level of education of the heads of schools was important in raising respects and only 40% strongly agreed that the level of education of the heads of school was important in raising respect. Likewise, the majority of students did not consider the level of education of their heads of school was important in raising respect or instilling confidence. Only 17% strongly agreed to raising respect and 45% strongly agreed to instilling confidence.

It was interesting however to note that, while the level of education of the heads of schools was considered as an important in allowing more choices and creating linkages by all the groups, the item on collaboration was strongly agreeable by the minority in all the groups – Only 40% of the teachers and 10% of the parents and 17% of the students

strongly agreed that the level of education of the heads of schools was important in forging collaboration.

Generally, all the groups, teachers, parents and students in differing degrees agreed to all the items that were used to measure democracy, teamwork, and empowerment as necessary for creating an environment for students learning and performance.

A follow up interview was done with 5 academic teachers. The question was: *Do you consider the level of education of the head of school as important in raising students' performance?* Some of these interviews produced the following information.

Academic Teacher 1: *For me, I can say that education qualification of head of schools can contribute to student's performance. More learned heads of schools have better language to communicate with the parents than the less educated heads of schools. For example, in order make students attend schools on weekends, parents must be convinced. Without being convinced to consent, students will not be allowed to have extra lessons and educational qualification may play a role.*

The finding from this respondent reveals the concept that there is a need of high education qualification of the head of school for effective run of the school including ability to communicate with parents and other stakeholders in raising academic performance.

Academic Teacher 5: *I believe that, educational qualification enhances excellent performance in making good judgment on how to run the school including how to manage the teachers and the students. I believe good management of the school creates conducive teaching and learning environment, hence students' performance.*

Similarly, the finding another academic teacher shows that education qualification of the head of school has a great contribution on making good judgement on how to run the school and ensure students' high academic performance.

These findings were in line with those of Harris & Sass (2011) who found that there was a positive relationship between teachers who had obtained an advanced degrees and their student's achievement. Further, these findings corroborate with those of Nambuya (2013) in Kenya who found that the low level of education among the school workers mistreated the human resource was not well handled because of ill trained school workers. Likewise, these findings are in line with those of Jengo (2016) who did research on school management in Community Secondary Schools in Rombo District. Jengo discovered that the heads of schools with higher levels of education had superior strategies to motivate teachers than their counterparts.

4.4 Work Experience of Heads of Schools on Students' Performance

Research question two, aimed at finding information on the contribution of work experience of heads of schools on students' performance. The research question was:

Does the work experience of heads of schools contribute to student's performance in your school? The assumption was that, work experience of the head of schools will have a higher impact on students' performance.

Likewise, the participants were asked to indicate their conceptions in four Likert scale ranging from Strongly Disagree, Disagree, Agree and Strongly Agree. These data were also measured by the three items democracy, teamwork, empowerment.

Like in objective 1, the level of conceptions was also measured by the 7 sub-questions and the responses are presented in the Table 4.3 below.

Table 4.4: Contribution of Work Experience of Head of School on Students Performance

ITEMS	Respondents	SD		D		A		SA	
		NO	%	NO	%	NO	%	NO	%
HoS Work Experience instill confidence	Teachers	3	30	1	10	5	50	1	10
	Parents	--	--	--	--	6	60	4	40
	Students	--	--	30	30	40	40	30	30
HoS Work Experience raise respect	Teachers	2	20	2	20	4	40	2	20
	Parents	--		3	30	3	30	4	40
	Students	8	8	10	10	30	30	52	52
HoS Work Experience bring new changes	Teachers	5	50	5	50	--	--	--	--
	Parents	4	40	6	60	--	--	--	--
	Students	--	--	40	40	30	30	30	30
HoS Work Experience improves collaboration	Teachers	-	-	1	10	3	30	6	60
	Parents	-	-	--	-	2	20	8	80
	Students	3	3	10	10	70	70	19	19
HoS Work Experience raise self determination	Teachers	2	20	2	20	4	40	2	20
	Parents	--	--	3	30	3	30	4	40
	Students	5	5	5	5	30	30	60	60
HoS Work Experience allow more choices	Teachers	2	20	4	40	4	40	-	-
	Parents	1	10	5	50	4	40	-	-
	Students	30	30	40	40	30	30	--	--
HoS Work Experience create linkages	Teachers	--	--	--	--	5	50	5	50
	Parents	--	--	--	--	6	60	4	40
	Students	--	--	--	--	40	40	60	60

Key: SD =strongly disagree

D = disagree

A = agree

SA = strongly agree

Level of perception of contribution of experience of head of school on students' performance was measured by 7 sub-questions and results are shown in Table 4.3 above. From the table 4.3, all the teachers (100%), parents (100%) and students (100%) conceived the work experience of heads of schools as important in creating linkages. This item was followed by the item on improving collaboration, which was conceived

as important by all the parents (100%) and majority of teachers (90%) and students (89%). The least items conceived as not contributed by the work experience of heads of schools were bringing new changes and allowing more choices. On the item bringing new changes, none of the teachers or parents conceived the head of school experience can do. Only 60% of students indicated that the work experience of the heads of schools was important. Likewise, on allowing more choices, also the experience of the heads of schools was not considered as important. Only 40% of teachers and 40% of parents conceived the experience of the heads of school as important. Also, only 30% of students conceived the experience of heads of school was important allowing more choices.

Generally, all the groups, teachers, parents and students in differing degrees agreed to all the items that were used to measure democracy, teamwork, and empowerment that the experience schools was important in creating an environment for students learning and performance.

The following are some of the results from the interview on the importance of work experience of heads of schools gathered from the academic teachers. The question was:

Do you consider the work experience of the head of school as important in raising students' performance?

Academic Teacher 1: *What I see is the work experience of the head of school reduce the pressure of co-workers as the experience enable the head of school to handle conflict situations and are more able to create team-work, hence better performance to students.*

The finding from this respondent reveals the importance of experience of the head of school in solving conflict among co-workers and creating good environment at the working place which results into high academic performance.

Academic Teacher 3: Apart from superior ability to counsel teachers and students, through experience the head of school becomes more knowledgeable on where to access teaching materials and other resources. Without experience it is impossible to do this.

Likewise, the findings from this respondent shows that experience opens a room for an individual to become more knowledgeable on how to smooth run of the school, the attribute that contribute in high school achievement.

These findings were in line with those of Mahomed & Singh (2022), who found that the experiences of mentors were important in enhancing interpersonal collegial competencies and improve school efficiency.

Likewise, these findings corroborate with those of Burroughs, Gardener & Schmidt (2019) whose study found teachers experience as positively related to students' achievement in both reading and mathematics.

Academic Teacher 3 Some skilled and experienced head of schools are useless. Many fail to lead their schools and create differences and classes among the teachers. This leads to poor work performance on the part of teachers leading to poor performance among the students.

In contrary to previous respondents, the finding from this participant shows that experience and skilled personnels are not the only qualities to be considered in appointing the newly head of school because there are some heads of school who are skilled and experienced but proved failure in running the school. Further, the findings of the work experience of heads of schools are as not important in creating linkages and

contributing very little in improving collaboration which can be aligned with those of Clark Martorell & Rock off (2009), whose study showed that there was little evidence on relationship between school performance and principal work experience.

4.5 Other qualities of heads of schools that contribute to raising students' performance

Research question three, was an open ended question that required respondents to write their suggestion about other qualities apart from level of education and work experience of the heads of schools that can contribute to students' performance. These responses were; The data from the interviewed **academic teachers** which were collected using the below questions

“Does the educational qualification of the head of school contribute to students' performance in community secondary schools in Hanang District?” The following were the responses:

Parent 5: “I can say no because there are skilled and experienced head of schools who fail to lead the school and bring differences and classes which lead to poor performance.”

The findings from this respondent does not consider skills and experience as important qualities of the head of school in raising academic performance because there are some head of schools with such qualifications but fail in raising academic performance.

Parent 6: “I experience that students' performance does not rely on the head of schools experience but it comprises many factors such as school facilities, availability of qualified teachers, students' commitment as well as other stake holders like parents and community contributions”

The findings from this respondent reveals that not only experience of the head of school can facilitate the school academic achievement rather, there are other factors such as availability of resources, students' commitment and support from parents.

This is on line with Rock Off (2009) who conducted the research on school principal and school performance and identified that there is little evidence of any relationship between school performance and principal experience.

4.5.1 Qualities of Head of School in Raising Students Performance

The third objective was to identify other qualities apart from level of education and work experience of the heads of school as they relate to students performance. The question was: Please write down any other qualities apart from level of experience and work experience that you think are important for the head of schools to contribute to students, academic performance.

In the group of teachers, the following were the responses: ability to ensure free flow of information without fear; ability to allow everybody to contribute to school goals; ability to motivate teachers and students to accomplish their work with confidence; ability to encourage others and have pride in their accomplishments. Other responses were flexibility, honesty and fairness. As can be seen from the teacher's conceptions of qualities of heads of school, democratic and motivation elements were more conspicuous in their responses.

On the part of the parents, the following were identified: Ability to motivate their subordinates, ability to establish positive relationships between the school and community; between the teachers; between the teachers and students; and between the students, teachers and parents; encourage groups to work collaboratively; and inspire

the students to do their best. Other responses include ability to build team work; transparent and tolerant. From these responses, it seems that parents were more focused on teamwork and empowerment.

On the part of students, these were the responses: Motivating, encouraging, kind, responsible, punctual, supportive, approachable, encouraging. Accordingly, students' responses were more focused on motivation and empowerment.

From the above responses, the conceptions of the qualities of the head of schools showed substantial differences between how of the teachers, parents and students conceive them. However, all the groups' responses reflected the three qualities of democracy, teamwork, empowerment that were used to measure the effective qualities to raise students' performance.

These findings support studies from previous research concerning the qualities of heads of school in raising students' performance (Pricellas, Niez, Nierra and Tubis, 2016; Sutcliffe, 2013; Krasnoff, 2015; and Lathan, 2003). Qualities of heads of school in raising students' performance were very much tied to accountability in improving the quality of teaching and learning (Pricellas, Niez, Nierra and Tubis, 2016); ability to formulate and shape the future, great determination, willing to take risks, team builder and confidence in communicating (Sutcliffe 2013).

The findings also show a significant relationship between the qualities of heads of schools and students performance. The more qualities that the heads of schools possessed, the higher the performance of both teachers and the students.

More specifically, the level of education was considered important in bringing new changes and for allowing more choices. Interpreting this further, the research

participants considered higher level of education of the head of schools as allowing them to bring more changes in school and allow more choices to teachers and students. Interestingly, the school changes and choice are not directly related teaching, although more choices may be associated with teachers and students motivation and empowerment where they can choose, or make a selection among a number of options, and create a feeling that they are in control and not bound to adhering to strict rules and regulations. Having choice has been associated with empowerment theory to express individuality, and to maintain motivation for a broad variety of behaviors. Likewise, the role of choice has an important place in psychological theory. According to self-determination theory (Deci & Ryan, 1985; Ryan & Deci, 2000), choice is one of several determinants of autonomy, motivation, and healthful functioning. Research has supported these notions, showing that having choice is related to adaptive motivation and performance outcomes (Iyenga & Lepper, 1999; Patall, Cooper, & Robinson, 2008).

Bringing changes in school and allowing choices may partially contradict Taylor's (1910) belief that management must focus on science and not on the employees. According to Taylor, school can be managed scientifically to ensure that each individual perform the tasks they are employed for, implying, they are not expected to make any change, meaning that the employees have no choices but to follow the rules and regulations. In accordance to School-Based Management Theory (SBM), Cheng (1993) refuses to use techniques used to manage industries that are based on statistical control and prediction of behavior and suggested to have a clear mission and strong organizational culture that provides full support to members' autonomy and initiatives.

Thus, the head of schools' level of education was conceived by the respondents from school based the scientific management theory point of view, where individual autonomy and initiatives are key.

On the work experience, the conceptions of the majority of the respondents considered creating linkages and improving collaboration as among the important qualities of work experience of the head of schools. Interpreting this further, the participants had a view that, the more experienced the head of school, the more he or she can create linkages and collaborative activities, including teamwork in the schools.

Linkages with other schools or organisations and to the outside world may attract support and increase quality in terms of resources and infrastructure. For example, an increase in the involvement of parents, students, teachers, officials, principals and beneficiaries may increase transparency, responsibility and accountability of the school. The aspect of collaboration is very much tied to linkages where school linkage with the community can open door for collaboration in solving many issues for the sake of smooth running of the school.

These go along the empowerment theory where Vogt and Murrell, (2016) pointed to a shared responsibility as a way to facilitate the development of intrinsic motivation. When the teachers, parents and students become intrinsic motivated, they will be more likely to accomplish their work with confidence and have pride in their accomplishments.

Other qualities apart from level of education and work experience of the heads of schools that relate to students' performance were also identified. However, the conceptions of qualities differed among the groups. While the group of teachers

considered democratic behavior, “ability to ensure free flow of information without fear; ability to allow everybody to contribute to school goals” as key to ensure that teachers are teaching and students perform, the group of parents considered motivation, “ability to motivate their subordinates, and encourage collaboration.” On their part, students considered “motivating, encouraging, kind, responsible, punctual, supportive, and being approachable as the best qualities they would like to see in their head of schools.

CHAPTER FIVE

SUMMARY OF THE STUDY, DISCUSSION OF THE FINDINGS, CONCLUSION AND RECOMMENDATION OF THE STUDY

5.1 Introduction

Chapter five provides the summary of the study, discussion of the findings, conclusion and implication of the findings to community secondary schools in Hanang. The last section presents the recommendations for policy and further studies.

5.2 Summary

This study explored the perceptions of teachers, parents, and students on the qualities of heads of schools in raising students' performance in community secondary schools in Hanang district. Chapter 1 set the background of the study where the issues of students underperformance was discussed. Qualities of school management were also discussed. Chapter 2 focused on theoretical, empirical and conceptual literature where the objectives that were developed in chapter 1 were critically analyzed from the literature. Chapter 3 presents the research methodologies for this study. In this chapter, research approach, design, the research tools and data analysis plans were presented. Chapter 4 presents the data according to the research objectives of this study. The following section discusses the findings.

5.3 Conclusion

Based on the findings of the study this section represents the conclusion. The idea taken from this study are in response to the research questions set out. This study achieved its primary objectives which were: -

- (i) To examine the perceptions of teachers, parents and students on the educational qualification of heads of schools on students' performance in community secondary schools in Hanang District
- (ii) To examine the perceptions of teachers, parents and students on the work experience of heads of schools on students' performance in community secondary schools in Hanang District
- (iii) To determine the perceptions of teachers, parents and students on the appropriate qualities of heads of school in raising students' performance in community secondary schools at Hanang District.

The results show that there are relationships existing among the constructs of the study, and it approves suggested ideas in the first three chapters. Therefore, it is concluded with some contributions to the literature. The first conclusion of this study is that the conception of qualities of head of school in raising students' academic performance were reached from different approach; Hence a broader and deeper picture of the conception of Qualities of head of schools in relation to students' academic performance was investigated.

The findings of the study lead to a number of implications, and also indicate that it would be helpful for other researchers to enhance their studies for relevant subjects of research. The results offer evidence that if the goals of the establishment of community secondary schools are to be accomplished, the heads of schools need to possess the qualities needed to ensure students' performance in national Examination. Qualities are of the acceptable level that will enable them to contribute in building the nation through various professionals. Therefore, the schools must have the committed head of schools

with proper qualifications, well experienced as well as those with proper qualities of leadership.

5.4 Recommendations

5.4.1 Recommendations for policy and practice

In view of the findings of the study, the following recommendations for policy and practice are made:

The qualities of heads of school in raising students' performance in community secondary schools is a key contributor to the overall academic achievement of students in National Examinations at Secondary School level in community secondary schools in Tanzania. The Qualities of head of schools go a long way in determining the level and quality of education that is offered in their respective schools, and most importantly, the competence of students that the school produces after four years in secondary school. It is therefore of utmost importance that the principal applies the best leadership skills in the market to ensure that the goals of success are met.

In community secondary school set-up therefore, it is recommended that before appointing a newly head of school the authority concern must consider the following qualities (i) Education qualification (ii) Work experience (iii) other appropriate managerial skills.

5.4.2 Recommended areas of further study

Although this study is one of the few that empirically identifies the qualities of head of schools in raising students' academic performance it can be expanded to the following area:- Future studies can replicate this study using larger samples, different geographical area and different contexts such as the private sector.

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APPENDICES

APPENDIX 1: Questionnaire for Heads of Schools

The purpose of these: questionnaire is to obtain information on the Management of Community Secondary School and Students Academic Performance

The Information will be treated as confidential.

- 1) For how long have you been a head of school?
- 2) What is your academic qualification?
- 3) Write your goal, mission and vision of your school?
- 4) Which of the leadership style do you prefer to use most?
- 5) Do you tell your subordinates what needs to be done and how it needs to be done?
- 6) Do you often involve your teaching staff, non-teaching staff and students in decision making? How?
- 7) Do you encourage friendly working relationship with subordinates?
- 8) What can you say about students' performance in the school?
- 9) What do you think are the causes for better or poor performance of your school?
- 10) In which way do you involve your teachers in school management?
- 11) How do you involve your teachers in school management?
- 12) What do you say about students' performance in your school?
- 13) Do you collaborate with other head of schools in management issues?

APPENDIX 2: Questionnaire for Teachers

The purpose of this questionnaire is to get information on Management of Community Secondary School and Students Academic Performance Information will be treated as confidential.

Instructions:

- Do not write your name anywhere on this paper
- Choose the answer by putting [v] in the space provided
- Give explanations or mention answers as requested

1) Level of Education is

- (a) Form six []
- (b) Diploma []
- (c) Bachelor Degree []
- (d) Master's Degree []

2) Gender

- (a) Male []
- (b) Female []

3) Is There Any Positive Impact Brought by Head of School Qualities Towards Student Performance

- (a) yes []
- (b) no []
- (c) Somehow []

3) is there any relationship between work experience of the head of the school and students performance

(a) yes []

(b) no []

(c) very rare []

5) Experience in teaching post

(a) Below five years []

(b) Between five to nine years []

(c) Nine years and above []

6) Do teachers discuss issues pertaining school leadership style and teachers' performance

7) Which type of leadership style do you think your heads of school is applying?

8) In your opinion and understanding, how do you comment on leadership style? used by your heads of school in relation to students performance?

9) Are teachers rewarded by the head of school when performing high?

10) Do teachers have freedom to talk and discuss to heads of school about school problem?

11) Is there any relationship between work experience of the head of your school and students performance? If yes, how?

12) Is there any contribution of the qualification of the head of your school and the students performance? If yes, how

13) Rating scale on investigating if there is any relationship between educational qualities of head of schools with students 'academic performance. [Put a tick (✓) where appropriate

	Strong agree	Agree	Disagree	Strong disagree
To involve staff and non-staff members in decision making.				
Always makes follow up in teaching and extra-curricular activities				
There is educational qualification of head of schools contribution to students performance in community secondary school				
It is possible to raise academic performance due to work experience of the head of school				
Qualities of head of school contributes to high performance in community secondary school				
There is collaboration in our teaching activities				

14. Do students perform well in their examination?

- i. Yes []
- ii. No []

13. Do they do all tests / assignments/ homework or exercises given?

- i. Yes []
- ii. No []

15). How is your students school attendance, do they attend all periods? Yes () If not, why?

- i.
- ii.

16). Do all students manage to arrive at school on time in morning and depart according to the time table? Yes ()

If not, why? (give reasons)

i.

ii.

iii.

!6). What strategies does the school management take to ensure that students' performance goes

high?

(i) . Mention strategies that your management employs to help students to learn and pass their Examination?

(ii). What strategies does the school management take to motivate you as the teachers?

(iii). How do teachers ensure that students complete the assignments on time?

(iv). What strategies do teachers use to students who have problem with? their assignments?

(v) What strategies does school management use to ensure students attend? school and classrooms?

(vi). Are you assisted by your fellow teachers in your teaching activities?

(vii). How do you describe your school management?

APPENDIX 3

Questionnaires for Students Name of school.....

Dear students, I will appropriate for your help in participating this Questionnaire, as an Important part in completing my studies. The study is about Conceptions of Qualities of Heads of School in Raising Students' Performance in Community Secondary School. Information will be treated as confidential purpose and will be kept strictly confidential.

- 1) What are your school's goals, mission and vision? How did students know them?
- 2) Do students know what is expected from them by a school? Are students allowed to discuss?

Issues pertaining school leadership style and student's performance?

- .3) Does the school management in your school contribute to high students' performance? If

yes, why

- 4) How often does the head of school qualifications contribute to high performance in your school?

- 5) In your opinion and understanding how do you comment on work experience of head of school towards the students' performance?

- 6) Do students have freedom to present their problems to the head of school freely?

- 7) Have students ever been rewarded by head of school?

Thank you very much for your cooperation

INTERVIEW INSTRUMENT

- 1) Does the educational qualification of head of school contribute to student's performance in community secondary school in Hanang District? If yes how, and if not why.
- 2) What are the contributions of educational qualification of head of school on student's performance in your school?) Does the work experience of head of school contribute to student's performance in community secondary schools in Hanang District? If yes what are those contributions?
- 4) How do the work experience of head of school is important to the performance of student in your school?
- 5) Explain how the work experience of the head of school contribute to the students performance.
- 6) Can you explain the appropriate qualities of head of school that contribute in raising student's performance in community secondary school?
- 7) Does the school performance involve the qualities of head of school ?

6.2 The Study's Time Frame

This study will be conducted within ten months from the beginning to the completion of the whole study. The description and justification of the time for completing the research will be from preparation of research proposal and submission to the supervisor for approval and cross-checking, Pre-study or pilot study and data collection from the proposed area, data analysis and report writing and presentation and submission of research/dissertation.

APPENDICES 4: The Study's Time Frame

Figure 6.2 .1 Table Represent Timeframe for the Research Study

TIME	Events and descriptions	DECEMBER 2018 to JANUARY 2019	Preparation of research proposal and submission to the supervisor for approval and cross- checking
JAN TO MARCH 2019	Corrections of the comments from the supervisors	MAY 2019	Submission of the corrections to supervisor
FEBRUARY 2020	Feedback from supervisor	MARCH 2020	Re submission of corrections to supervisor
APRIL 2023	Collection of data from proposed study area	JUNE , 2023	Presentation and submission of Research /Dissertation.

6. Budget and Timeframe

APPENDICES 5. Budget and Timeframe

Figure 6.1 Table Represents the Budget (Costs) for the Research Study

Items	Description	Amount		Transport	Katesh to Balangdalalu Balangdalalu to Katesh Katesh to Endasaki Endasaki to Katesh Katesh to Nangwa Nangwa to Katesh	Tshs. 300,000/=
Accommodation	Guest House	Tshs 350,000 /=		Meals	Breakfast Lunch Dinner	Tshs 500,000 /=
Stationeries	Typing Printing Binding	Tshs, 700,000 /=		Communications	Mobile phones expansés, interneent etc.	Tshs 100,000 /=
Total Amount		Tshs,1,950,000/=				

APPENDICES 5: The Study's Time Frame

Figure 6.2 .1 Table Represent Timeframe for the Research Study

TIME	Events and descriptions	DECEMBER 2018 to JANUARY 2019	Preparation of research proposal and submission to the supervisor for approval and cross- checking
JAN TO MARCH 2019	Corrections of the comments from the supervisors	MAY 2019	Submission of the corrections to supervisor
FEBRUARY 2020	Feedback from supervisor	MARCH 2020	Re submission of corrections to supervisor
APRIL 2023	Collection of data from proposed study area	JUNE , 2023	Presentation and submission of Research /Dissertation.

6. Budget and Timeframe

APPENDICES 6. Budget and Timeframe

Figure 6.1 Table Represents the Budget (Costs) for the Research Study

Items	Description	Amount		Transport	Katesh to Balangdalalu Balangdalalu to Katesh Katesh to Endasaki Endasaki to Katesh Katesh to Nangwa Nangwa to Katesh	Tshs. 300,000/=
Acco mmodation	Guest House	Tshs 350,000 /=		Meals	Breakfast Lunch Dinner	Tshs 500,000 /=
Statio neries	Typing Printing Binding	Tshs, 700,000 /=		Communi cations	Mobile phones expansés, interuent etc.	Tshs 100,000 /=
Total Amount		Tshs,1,950,000/=				

Appendix 7: Research Clearance letter

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759 Dar es Salaam, Tanzania,
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
 Fax: 255-22-2668759,
 E-mail: drpc@out.ac.tz

31/08/2020

TO WHOM IT MAY CONCERN

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time. To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **EVETA THOMAS MTEI REG NO-20161031** who is a Masters student at the Open University of Tanzania. By this letter, **MS. Mtei** has been granted clearance to conduct research in Hanang' District. The title of his research is "**MANAGEMENT OF COMMUNITY SECONDARY SCHOOL AND STUDENTS ACADEMIC PERFORMANCE: A CASE STUDY IN HANANG' DISTRICT**". The period which this permission has been granted is from 03/09/ 2020 to 03/10/2020.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

Yours sincerely,

Prof Hossea Rwegoshora
 For: VICE CHANCELLOR
 THE OPEN UNIVERSITY OF TANZANIA

Appendix 8: Research Permit letter

OFISI YA RAIS
TAWALA ZA MIKOZA NA SERIKALI ZA MITAA
HALMASHAURI YA WILAYA YA HANANG

SIMU NA : 027-2530042

FAX NO : 027/2530022

: 027/2530042

Unapojobu tafadhalu taja:

Barua pepe:ded@hanangdc.go.tz

Tovuti:www.hanang.go.tz

Kumb.Na.HANDC/PF.351/47

MKUU WA SHULE,
KATESH, GANANA, BALANG'DALALU,
CHIEF GEJARU, ENDASAK,
MEASKRON, MASQARODA, MASAKTA
HANANG NA DANIEL NOUD.

KATESH-HANANG

Husika na mada tajwa hapo juu.

Ofisi ya Mkurugenzi Mtendaji imepokea barua ya Mwl. Eveta T. Mtei Afisa Elimu Vifaa na Takwimu ambaye ni mwanachuo wa Chuo Kikuu Huria cha Tanzania. Ofisi inamwelekeza kwako ili kufanya utafiti huo.

Naomba umpatie ushirikiano ili aweze kufanikisha utafiti huo.

Nakutakia kazi njema.

Lussingu
ELIZABETH J. LUSSINGU
KNY: MKURUGENZI MTENDAJI (W)
HANANG'

Nakala: 1. Mkurugenzi Mtendaji (W)

HANANG

- Aione kwenye jalada

EJL/maa



Ofisi ya Mkurugenzi Mtendaji (W)
S.L.P. 2
KATESH/HANANG
MANYARA.

MKUU WA SHULE
SHULE YA SEKONDARI HANANG
S.L.P. 218, KATESH

DANIEL NOUD
THE HEADMASTER
ENDASAK SECONDARY SCHOOL

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08/09/2020

YAH: KUFANYA UTAFITI

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08/09/2020

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