THE LEADERSHIP ROLES OF SCHOOL HEADS IN IMPROVING SCHOOLS' PERFORMANCE: A CASE OF COMMUNITY SECONDARY SCHOOLS IN TEMEKE MUNICIPALITY

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN GOVERNANCE AND LEADERSHIP (MAGL)

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2024

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania (OUT) a dessertation entitled, **The Leadership Roles of School Heads in Improving Schools' Performance: A case of community secondary schools in Temeke Manicipality** in partial fulfilment of the requirements of the award for the degree of Master of Arts in Governance and Leadership (MAGL) at the Open University of Tanzania.

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Dr. Emanuel Mallya

(Supervisor)

……………………………………….

Date

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DECLARATION

I, **Kamelwa Bundala,** do hereby declare that, the work presented in this dissertation is original. It has never been presented to any other University or learning institution for a similar or any other academic award. It is in this regard that I declare this work as original mine. It is here by presented in partial fulfilment of the requirements for the degree of Master of Arts in Governance and Leadership (MAGL)

…………………………………..

Signature

…………………………………….

Date

DEDICATION

I dedicate this dissertation to my family and my parents.

ACKNOWLEDGEMENTS

First of all l would like to thank the Almighty God for giving me sound health during the entire period of conducting research and writing this dissertation.

Second, I extend my heart-felt appreciation to my wife Sarah Limbu , my son Gidion Bundala and my beloved parents for theirmoral and material support all the time.

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ABSTRACT

The gerenal objective of this study was to investigate the leadership roles of school heads in improving schools' performance taking the case of five selected community secondary schools in Temeke. The study adopted the descriptive survey design and mixed approach (qualitative nd quantitative methods). The sample size of 90 participants was selected using the purposive and a stratatified sampling techiniques . Data was colected using two research instruments namely questionnaire and interview and analysed using the Statistical Package of Social Scince (SPSS). The study findings revealed that secondary school in Temeke Municipalality were facing a number of challenges which hampered their performance,-The challenges inluded poor leadership practices1; scarcity of science teachers; overcrowd number of students in the claassroom; scarcirty of teaching materials ; truancy among students; lack of discipline among students; small size of school; lack of adequate finacials subsides from the Government and; inadequate facilities such as table, chairs and office equipment. Correspondigly the study recommended that the Government needs to ensure adequate provision of of finacial subsides to the schools for increasing the sizes of the schools through building up adequate class room and laboratories ; provision of sufficient teachers especially science teachers;building laboratories and provision of sufficient taching practice ; making effective decision and ;encouaging the sprie of team work among teachers ;These head of schools aslo ensure that truancy and lackof discipline are addressed seriously. The findings of study will be useful in improving the current teaching practices and education policy.

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LIST OF ABBREVIATIONS AND ACRONYMS

AESPR   :   Annual Education Sector Performance Report

BES   :   Basic Education Statistics in Tanzania

CSE   :   Certificate of Secondary Education Examination

DPSPA   :   Department of Political Science and Public Administration

MAGL   :   Master of Arts in Governance and Leadership

MPA   :   Masters of Public Administration

MOE   :   Ministry of Education and Culture

OUT   :   Open University of Tanzania

PHD   :   Doctor of Philosophy

RAS   :   Regional Administration Secretary

SPS   :   Statistical Package for Social Science

UK   :   United Kingdom

UNESCO   :   United Nations Education, Science and Culture

URT   :   United Republic of Tanzania

CHAPTER ONE

INTRODUCTION

1.1 Background Information

Education has a great role in enhancing the development of any nation. Education system transforms human mind set and thus creating a person with good morals who is able to deal with the problem of national development (Nasibulin ,2015). School should be the most active and central place where formal education can be accessed and sustained in order to attain good achievement of education in a country. Ezekwensilis (2016) assert that the standards of education and performance of schools can be improved if supervision is properly done. UNESCO (2011) point out that the rapid expansion of student's enrolments led to in adequate resources which resulted to difficulties in creating expected outcome. Paschal & Mukulu (2020) assert that in order to encourage quality and effective school performance, school heads play a great role to ensure supervision, the decline or raise of school results is always an attribute of the school head because a school leader is a person who manage all aspect of leading a school (School shell limited,2022). Also school heads have to offer effective supervision for the sake of increase interaction between teacher and leaners in the class. This is due to the fact that the acentral basis of supervision is that school head's instructional behavior affects students' learning. The Government of Tanzania through its Education and Training Policy (ETP) of 1995 has turned on and established an effective program to make education supervision effectively. For this reason, (ETP) the Education and Training Policy stipulates that the heads of secondary schools should be diploma or degree holders and be formally trained in school management and administration (Mkumbo, 2012., URT, 1995). The Ministry

of Education and Culture (MoEC) also stipulated the roles of school leaders in monitoring school learning and teaching activities. These roles include executing defined duties such as monitoring curriculum implementation, enforcing the school academic timetable, supervising the preparation and review of teaching and learning documents and ensuring proper students' assessment (Mbezi, 2016). Currently, the task of school supervision in Tanzania is under the Ministry of Education Science, and Technology (MoEST) and Ministry of President's Office, Regional Administration and Local Government. Under these ministries, school heads implement their responsibilities of supervision by monitoring teaching and learning activities as stipulated in circulars. The remarkable roles include executing defined duties such as monitoring curriculum implementation, supervising and preparation of teaching and learning reviews as well as making approprite students' evaluation (Ngole & Mkulu, 2021).

Moreover Nzunda (2015) assesrt that school managers have the role to play and influence the organizational performance despite a number of challenges among school managers such as limited training,poor community participation, poor motivation among teachers and political interference in management of schools.

1.2 Statement of the Problem

The problem of poor performance was seen as a crucial issue in Tanzania. Mwesiga (2018) revealed that academic performance in most community secondary schools is a problem, this is because students perform poorly or score marginal passes in their National Examinations.In line to Mkalagale,(2013) The poor performance in community secondary schools still persists and as time goes on results become

worse due to high number of students to the ratio of teachers this observed from Azimio,(Kichanga),Pendamoyo,Tandika,and Miburani seconday school the community secondary schools found in Temeke Municipality. In addition The Annual Education Sector Performance Report (AESPR) in Tanzania main land (URT,2019) revealed that the performance in community secondary schools for certificate of secondary education examination (CSEE) was bad. This indicated that there was a little improvement for pass rate from 69.8% in 2014 to 78.36% in 2018 in form four National Examinations for community secondary schools. School heads should have the leadership roles to apply in order to overcome the problem. URT (2004) revealed that the Government of Tanzania should adhere to the strategic roles of school heads ensuring that are highlighted as the key factors in improving the academic performance of students. Due to poor performance in community secondary schools, this study aimed to investigate the leadership role of school heads in improving schools' performance in community secondary schools in Temeke Municipality in the year of 2023.

1.3 Research Objectives

1.3.1 General objective of the study

The main objective of this research was to investigate the leadership roles of school heads in improving schools' performance in community secondary schools in Tanzania.

1.3.2 Specific Objectives

The following were the specific objectives of the study.

i. To identify the leadership roles of school heads in improving school performance in community secondary schools.

ii. To assess whether the leadership roles played by the school heads improve performance in community secondary schools.

iii. To recommend the best leadership practices to be adopted by school heads in order to improve performance in community secondary schools.

1.4   Research Questions

This research was guided by the following research questions.

i. What obstales do   school heads face in implementing their stipulated roles?

ii. Do school heads know the roles they are supposed to perform ?

iii. Do school heads have the technical knowledge on the best leadership practices they are supposed to use ?

1.5   Significance of the Study

The study is significant because first, it will add knowledge and insights on duties and responsibilities of heads of community secondary schools in order to improve students' academic performance in their schools. Second, it will also be a useful reference for future researchers wishing to conduct research in the similar areas. Third, policy makers might find the study useful in revising the teaching and learning practice alongside with supervision of community secondary schools.

1.6 Organization of the Study

This study is organized into five chapters. Chapter one covers an introduction, background information, statement of the problem, general objectives of the study, specific objectives of the study, research questions, significance of the study as well as organization of the study. Chapter two covers literature review which consists of introduction, conceptual definitions, theoretical reviews, empirical analysis of the relevant studies, synthesis and research gap as well as conceptual frame work. Chapter three covers research methodology which includes introduction, research design, study area and population, sample size and population, sources of data, data collection methods, data analysis, validity and reliability as well as ethical considerations. Chapter four covers findings and discussion which include an introduction, response rate, demographic information, leadership roles played by school heads. It discusses and presents the findings on leadership roles played by heads of community schools in improving students' academic performance. Chapter five presents the summary of the study, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section views the existing literature on the leadership role of heads of schools in improving academic performance in community secondary schools.The chapter involves conceptual definitions, theoretical reviews , empirical analysis of relevant studies ,research gap and conceptual framework.

2.2 Conceptual Definitions

2.2.1 Head of School

Head of school is an individual who is responsible in motivating and ensuring that teachers play their roles to provide better education. S/he is responsible to the wider community. In this study a head of school is an individual who occupies the highest official position in a particular school as an organization and whose responsibility, among other things is to manage the school. S/he is member of academic staff responsible for teaching, researching and administration of the school.

2.2.2 Academic Performance

Academic performance is a scholastic accomplishment of a student. This fulfilment is measured through continuous assessment conducted in subjects offered at school. In this study academic performance is a key indicator that can be computed and utilized for evaluation at various levels using the data available in the students 'academic statistical performance or data bank of a certain school. These indicators constitute an important component of a management information system.

2.2.3 Community Secondary Schools

Community secondary schools are schools which are belong to members of a given community or a community itself. In this study community secondary schools refer to those which are owned by communities such as wards, or villagers under the supervision of the government.

2.3 Theoretical Reviews

The study was led by Administrative management theory, Situational leadership theory and Developmental Supervision model.

2.3.1 Administrative Management Theory

Administrative management theory is a rational theory adopted by managers in order to manage an organization. There are several management theories including those developed by theorists such as Henry Fayol (1841-1925), Jame D. Mooney (1884-1957) and Luther H. Gulick (1892-1993). These theories generally call for a formalized administrative structure, a clear division of labour and delegation of of power and authority among administrators and managers (Study.com,2021). The Administrative Management theory is applicable to all works. It also insists that a distinction must be made between a manager's official authority derived from office and a personal authority created through individual personality, intelligence and experience. Moreover, this authority gives order and power to create obedience(Kalian,2013). Moreover, it creates responsibility, discipline, obedience and respect between school and its employees and between these employees and students are based on clear and fair agreements. This is why the Administrative

Management Theory is relating challenges that limit the heads of schools to implement their stipulated roles (URT,2011).

2.3.2 Situational Ladership Theory

The situational leadership theory is the theory which was adopted by Paul Hersey and Kenneth Blanchard in the late 1970s /early 1980s while working on management of organizational behavior. The fundamental principle of the situational leadership model is that there is no single best style of leadership. Effective leadership is recommendable and the most successful leaders are those who adopt their leadership style for the purpose of commanding good performance and readiness ability and willingness) of the individual or group they are attempting to lead or influence (Hersey & Blachard, 1977). The theory emphasizes the significance of context and holds that a leader should adjust to the shift context to achieve objectives and make judgements. The level of competence and dedication of the team members can influence leaders to lead. So this theory is also relevant in this study because -, it relates to requisite recommendations on the best leader ship roles used by school heads so as to improve school performance.

2.3.3 Developmental Supervision Model

The model was adopted by Glickman et al. (2015). The model states that-, the successful supervision is that one, which complements individual leaders' goals in the school. In addition, the model states that in the school setting school heads should understand the culture and work environment of the school. The culture and work environment include how school heads carry out day to day supervision, manage available resources and orient new employed teachers. Leaders should then apply

appropriate strategies in facilitating professional development. According to Baffuor-Awuah (2011) interpersonal skills are compulsory as they promote respect and trust between leaders and supervisees. In this regard, the knowledge on interpersonal skills will enhance the leader to feel secure and in turn cooperate during observation process. In line with this argument, Wanzare (2013) adds that interpersonal skills will assist the head of the school to develop good public relationship with teachers which can lead to organized team work. Also, the model considers technical skills that involve observing, planning, assessing, and evaluating. Osman and Mukuna (2013) insist on technical skills for the school heads so as help them to be significant, competent and committed. -According to this model, planning and assessing facilitate the instructional leadership in identifying the current conditions-, and analyzing the results and choose the resources and activities accordingly. Regarding to the knowledge of head of schools and school interpersonal skills and technical skills the model suggests the roles in which school supervisors can perform. This model is preferred by this study because it relates to the leadership role used by school heads to raise a school results.

2.4 Empirical Analysis of the relevant studies

2.4.1 General studies

Main factors for successful school leadership can be verified by the nature of leaders in terms of communication, ability, knowledge and skills, behaviours, flexibility and personality traits among others. Day & Sammons (2016) in their study on successful school leadership in UK's education, indicated the importance of viewing leadership nature and characteristics when discussing the aspect of effective leadership for

successful student's academic performance. They revealed that school leaders should set the school direction and create positive school culture. They concluded that effective school leadership is characterized by the use of instructional and transformation leadership which concerns the- teaching process in and out of classrooms, and hence enabling better academic outcome. Duze (2012), in his study of the changing roles of school leadership and teacher capacity building in teaching and learning in Nigeria, revealed the role of a school leader in the present global world in building the capacity of teachers and making them to cope with the changing world. Moreover, literature shows that good leaders will have to be centered on technical issue requirements as a model to shift towards great focus of human development. Studies recommend that school leaders are an important factors in enhancing teachers to accomplish their responsibilities. The study by Zaka (2013) on implementing blended teaching and learning approach in New Zeland secondary schools found out that the introduced new teaching approach for enhancing students centered learning was effectively implemented because of effectiveness of the school leaders. The research recommended that school leaders must play their great roles in building the capacity of teachers and interest in the new approach.

2.4.1 Studies in African Countries

The study conducted by Ampofo et al. (2019) on the influence of school heads' direct supervision on teachers' role in public senior high schools in Ghana established that school heads and factors such as lesson planning supervision, lesson delivery supervision, had a significant influence on school heads role. Study conducted by Wolhuter et al. (2016) in South Africa on a strategy to support

educational leaders in developing countries to manage contextual challenges identified three aspects for leaders to consider namely; the type of education system in which school leadership, organizational change and development occur and societal and international contexts. The study finding maintained that educational leaders in developing countries should understand the drive factor influencing their future as education leaders which would support them use an effective strategy of dealing with complex challenges of the future. -The study by Atieno (2019) on effectiveness of school leader roles on their instructional supervision in Kenya found out that most of heads of institutions performed thoroughly but lacked knowledge on how to conduct effective supervision .Lokuruka & Ronoh (2017) studied on the role of head teachers in the management of certificate of secondary education performance in public secondary schools in Turkana county, Kenya. The study findings revealed that to improve performance; teaching and learning materials, good working relationship, teacher quality and consultative decision making process are needed. Mugambi,(2015) researched on the role of principals in promoting students' performance in secondary schools in Tigama Western sub country, Meru country in Kenya and found out that most leaders make decisions about the school aspects for example choosing resources , setting schools and preparing budgets under consultation. Also the researcher found out that all the principals in Tingama west sub–country faced various restrictions - like the problem of paying school fees, lack of discipline, lack of teaching and learning materials and scarcity of trained facilitators as well as teacher failure to attend all their lessons. Indeed, all these factors are contributing to poor performance at schools.

2.4.2 Emprical Studies in Tanzania

Mbezi (2016) carried out a research on effectiveness of supervision in Tanzanian Government secondary schools. The results of the study show that heads of the schools were aware and oriented on the activities and significance of supervision. On the other side, it was revealed that through supervision school leader get new skills which motivate them. Also, it was revealed that school supervision was faced by some challenges including, the shortage of allocated budget, heavy workload by usual tasks of heads of schools, and the absence of supervision manual in the school. Based on the study results it was concluded that effectiveness in supervision by the heads of schools facilitates teaching and learning procedures which facilitates to good students' results in examinations. Challenges related to supervision reported by heads of schools were negative perceptions of teachers towards supervision. In line to Mkalangale (2013) on the poor performance in community secondary school revealed that in adequate of teaching and learning resources ,negative attitude of students to wards subject, teacher job disatisification, parental treatment, school location and physical building, English language as a medium of instructions, teaching methodology to be among of the related challenges affecting the poor performance in community secondary schools in Temeke. Mwesiga (2018) carried out on effectiveness of heads of schools in supervising teachers' teaching activities in secondary schools in Kagera region, Tanzania. The outcomes show that there is strong significant relationship between school headship and teachers' teaching commitment. This implies that heads of schools are considered very important in educational systems for influencing teachers' teaching commitment, to improve school performance and attaining quality education. - Ngole& Mkulu (2021)

researched on the role of heads of schools' supervision in improving the quality of teaching and learning in public secondary schools in Ilemela District, Tanzania. The study established that school leaders are the main Centre of supervision of their schools. School programmes they have quite remarkable roles to play in order to raise performance at their schools, which include -, monitoring curriculum implementation, supervising and preparing teaching and learning process as well as making appropriate students evaluations. - Moreover Nzunda (2015) carried out research on the role and in fluency of managers for organizational performance with reference to selected secondary schools in Njombe District in Tanzania. He revealed that the school manager has the roles to play and influence an organization's performance in spite of having challenges such as limited training, poor community participation,poor motivation among teachers as well as political interference in the management of school.

2.5 Synthesis and Research Gap

As reviewed from literature, school heads play an important leadership role in improving schools' performance. Some literature shows that school leadership roles are not effectively played in some schools and some school leaders are faced with some challenges. Also reviewed literature shows that there is a research done by Mkalagale (2013) in Temeke about the poor academic performance of community secondary schools but it seem there is no research which was done in Temeke Municipality concerning the leadership roles of school heads in improving schools' performance-, this research aims at filling this gap. Moreover, the study assumed that apart from challenges that impange school heads and their stipulated roles

observed from literature reviews, the researcher rightly assumed that there were other challenges, regarding leadership roles that needed to be addressed by heads of schools to improve schools'performance.This stimulated this researcher the to investigate the leadership roles of school heads in improving schools 'performance taking - Temeke Municipality as case study.

2.6 Conceptual Framework

Omari (2011) defined a conceptual framework as a diagrammatical form organized with variables and which aims at delimiting the studies to the most interesting and plausible explanation without harm to the validity of the study internally and externally. Apart from that Mburu,CD.(2016) defined conceptual framework as is a diagrammatical representation of concepts of variables that show the interconnection between independent, intervening and dependent variables. An independent variable is the variable which affects another variable positively or negatively.

The independent variables of this study identified various measurements which are the leader ship roles of school heads namely effective communication, decision making, delegation ,team work building, leading by examples, motivating ,encouraging innovation and creativity, coaching, implementing as well as evaluating while a dependent variable is improving schools' performance that is students' national examination results and intervening variables are Government's support and political interference. If the leadership roles of schools heads are played well, they will influence the students' performance. Also Government's support and

political interference are very important for school heads in fulfilling their duties. In order to achieve the school goals it is upon these heads to apply these leadership roles in a proper way

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Figure 2.1: Conceptual frame work

Source: Current Researcher,2023

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This part shows methodological details for the study. The study highlights the research design, study area and study population, sample size, sampling procedures, sources of data, research tools, data analysis, validity and reliability of the study as well as ethical principles adopted by the researcher.

3.2 Research Philosophy

Research philosophy refers to the set of beliefs concerning the nature of the reality being investigated. It involves choice of the types of research philosophy applied in an area of the study depending on the matter being investigated. This study employed pragmatism philosophy the types of research philosophy in which believe the two methods of collecting data (Kombo and Tromp, 2006). Both qualitative and quantitative research methods were used to enable the researcher to establish the roles of school heads in improving performance in community secondary schools in Temeke Municipality

3.3 Research Design

Kothari, (2004) defined research design as a plan of collection and analysis of data in the way that aims to put together realities to the research objectives with economic procedures. The research employed a descriptive survey design that involves two methods of data collection namely quantitative and qualitave methods. These methods were used to identify the academic roles undertaken by school heads in order to rise results in community secondary schools, asses academic performance

of students and recommend on the best best practice to improve academic performance of students .The quantitate method was used to collect quantitative data from questionnaires while the qualitative method was used to collect data from interviews. The qualitative method was used because it gives room to the one who conducts research - to establish respondents' attitudes, views, habits and social issues -(-Orodho ,2012;).-Creswe-(2014)., -Bryman and Bell (2011) - noted that the descriptive survey design allows to determine facts as they are rather than manipulating variables. In this case selection of the descriptive survey design was reasonable in making the statuesque with the leadership roles of school heads in improving academic performance of students in community secondary schools in Tanzania.

3.4 Study Area and Study Population

3.4.1 Study Area

This research was done in Temeke Municipality. Temeke Municipality is one among the five municipalities found in Dar es Salaam region, Tanzania . Temeke borders Kinondoni district in the northern part of the City of Dar es Salaam , in the eastern part there is the Indian ocean and in the southern and western part is the Coastal region . According to Temeke Municipal statistics, (2022) Temeke Municipality has 240 Square km, 23 wards and 61 secondary schools. Out of these there are 31 community secondary schools, 28 private secondary schools and 2 Government secondary schools. The study area was selected simply because the area was easily reachable by the researcher; it helped the researcher to save time and minimize cost.

3.4.2 Study Population

Study population refers to a group of persons or things in which samples are obtained for measurements. Kombo and Tromp (2006) defined - population as an entire group of persons or elements having at least one thing in common . The study involved 5 heads of schools from the population of five selected community secondary schools in Temeke Municipality, - 48 teachers from the population of 196 teachers and 37 students leaders from the population of 186 making up a total of population of 387 individuals. These population groups were preferred because of having one in common that related to this study (Kombo and Tromp,2006).

3.5 Sample Size and Sampling Procedures

3.5.1 Sample Size

Sample size is the process of obtaining information about population by examining only apart of it (Kothari,2004). The sample size is normally not feasible to study the whole population for the purpose of this study the sample size was 90 participants including, 5 school heads, 48 teachers, and 37 student leaders from five community secondary schools namely Uhamiaji, Keko, Pendamoyo, Kurasini and Wailes secondary schools. This sample because it is an adequate representation of the entire research population (Kothari,2004).

3.5.2 Sampling Procedures

The research used two procedures of sampling. The first procedure was purposive sampling; this was used to select school's leaders. The purposive sampling techniques enabled the researcher to obtain inner information directly from the participants based on the roles of school leaders in supervising the overall activities

of their schools. Also the technique helped the researcher to save time and money while collecting data since the researcher was able to make decisions during the sample selecting exercise. The second procedure was the stratified random sampling technique (disproportional stratified sampling), it was used for the selection of teachers and students, this technique was useful to the researcher because it saved his time and money since the population is too large (Adam Hayes ,2021). Teachers were selected because they are ones who were supervised by the heads of schools. Correspondingly, respondent students were student leaders, assuming they had useful extra information for the research.

Table 3.1: Sample of the Study

No	Number in population size for Head of Schools		Number in Population size for teachers	Number in sampling ratio	Number in Population size for students leaders	Number in Sampling ratio
1	Uhamiaji	1	41	41×1/5=8	37	37×1/5=7
2	Keko	1	42	42×1/5=8	45	45×1/5=9
3	Kurasini	1	40	40×1/5=8	35	35×1/5=7
4	Wailesi	1	37	37×1/5=7	39	39×1/5=8
5	Pendamoyo	1	36	36×1/5=7	30	30×1/5=6
	Total	5	196	48	186	37
	Sample size = 5+48+37=90					

Source: Current researcher

The sample size of this research was obtained by using purposive and disproportional stratified sampling techniques. Disproportional stratified sampling is the kind of stratified sampling assigns different sampling (weight) fraction to each stratum or because adequate representatives- from each stratum are obtained to make analysis possible. To get the sampling size 1/5 ratio was calculated to each stratum of numbers of teachers and students. The size of the sample was a total of 90 responded as indicated above.

3.6 Sources of Data

To make the findings of the research relevant, the data of the study should be generated from two sources namely primary and secondary sources. These were two major sources of data used to obtain information's of this work.

3.6.1 Primary Data

Kombo and Tromps (2006) defined primary data as an information obtained from the participants. In this work, data were collected using interviews and questionnaire. The data of this research based on the information of the leadership roles of school leaders to improve students' performance.

3.6.2 Secondary Data

Kombo and Tromp (2006) defined secondary data -as the type of information collected from the previous studies. In this research secondary data were taken from various works of the past researcher such as journals, dissertations, articles as well as related documents from on line sources

3.7 Data Collection Methods

The researcher used two methods of collection data namely questionnaire and interviews where by quantitative data was collected using the questionnaire while qualitative data was collected using interview. In addition, semi-structured items were prepared and used because the method allowed every individual to express their views and feelings without the fear of other participants (Bryman and Bell,2011).

3.8 Data Analysis

Data analysis is the process of analyzing what has been collected from a survey or experiment and making deduction and inference (-Kombo and Tromp, 2006). It involves scrutinizing the acquired information obtained in a survey. This study used tabulation and transcription methods. Tabulation is the process of placing classified data into tabular form. In this method tables are devices used for presenting the masses of statistical data in a simple and comprehendible form. Tabulation can be in form of simple tables or frequency distribution table, which means that data is split into convenient group methods including barcharts, histograms, frequency polygons, line graphs and pie charts. Transcription in a linguistic sense is the systematic representation of spoken language in written form. Transcription is analyzing qualitative data from the field. The method is most commonly used to convert audio recording to texts. In qualitative research this should match the analytical and methodological aims of the research. The data obtained from the study was edited, tabulated, transcribed as well as analyzed using (SPSS) statistical package for social science.

3.9 Validity and Reliability

Validity and reliability are two words or concepts used to make evaluation on the quality of work. These concepts show how well a method; technique or test measures something. Validity is about the accuracy of measurement and reliability is about consistency of the measurement (Middleton,2019). So, to prove that the instruments measured what they were supposed to measure, this researcher used written and oral questions with clear language so that the respondents could give relevant data. In addition, the research tools were prepared under the instructions of the supervisor who was a specialist in organizational leadership and governance.

3.10 Ethical Considerations

Before data collection, the researcher asked for a research clearance letter from the Open University of Tanzania. Thereafter on the behalf of the researcher, the Vice Chancellor from the Open University of Tanzania asked for a research permission from the Regional Administrative Secretary (RAS) who introduced the researcher to the Director of Temeke Municipality who liaised the researcher with the Municipal Education Officer and heads of community secondary schools. Furthermore, on meeting with participants, the researcher introduced himself, his study and its objective. He also clarified on the role of respondents and how the study would be conducted. The researcher ensured the confidentiality of participants. They were assured that the information they could give would be used only for academic purposes. Moreover, the questionnaire was not interested in participants' names. also it was ensured that all participants could willingly sign the consent letter or deny to

do so. Participants 'anonymity and confidentiality of shared information were observed (Cohen et al,2007)

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

This section shows the analysis of data and discussion of the findings obtained from the field. The data analysis was led by the research questions mentioned earlier. The study aimed at investigating the leadership roles of school heads in improving schools' performance: A case of community secondary schools in Temeke Municipality. Analysis and presentation of the findings were based on the research's specific objectives.

4.2 Response Rate

This study supplied a total of 85 copies of the questionnaire to its participants. All copies of the questionnaires (100%) were filled and returned to the researcher. In addition to the questionnaire, five (5) Semi structured interviews were carried out to five heads of community secondary schools making a number of 90 participants. The rate of response was very high because the number of targeted participants participated in the research. This it led the study sound quite valid and reliable.

4.3 Demographics Information

This section was interested in demographic information of participants in term of gender, age, sex, education and work experience.

4.3.1 Gender of the Participants

To investigate the leadership roles of school heads in improving schools' academic performance, it was wise for the researcher to recognize his respondents in terms of their gender because leadership roles are played by both men and women in schools Table 4.1 indicates respondents' gender.

Table 4.1: Gender Distribution of Participants

Gender	Frequency	Percentage
Male	42	46.6%
Female	48	53.3%
Total	90	100.0%

Source: Current Researcher 2023

Table 4.1 indicates that the number of female participants was higher than that of male. The table shows that 46.6% out of 100.0% respondents were males while 53.3% out of 100.0% of the respondents were females. The study included both genders for fair representation in order to get the ideas and opinions of both sides about leadership roles of school heads in relation to academic performance at community secondary schools. Figure 4.1 presents the gender findings .
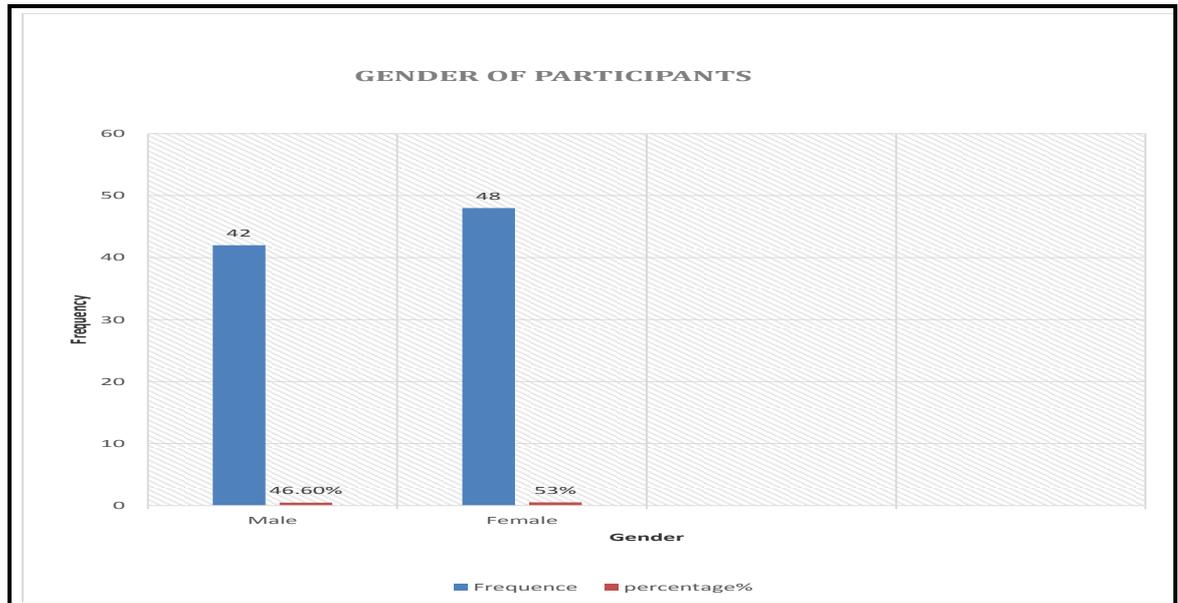
Figure 4.1: Gender Distribution of the Participants

Source: Current Researcher, 2023

4.3.2 Age Distribution of Participants

The researcher grouped participants into four groups of ages from 15-20, 20-30, 30-40, and 40 or above. The outcomes are presented below;

Table 4.2: Age Distribution of the Respondents

Age of participants	Frequency	Percent%
15 – 20	37	41.1
20 – 30	08	8.8
30 – 40	21	23.3
40 above	24	26.6
Total	90	100.0

Source: Current Researcher,2023

In the above **T**able 4.2, the finding shows that 37 participants were of the age of 15-20 years (41.1%), eight (08) participants were of the age category of 20-30 years

(8.8%) , twenty one (21) participants were of the age category of 30-40 years (23.3%%), and twenty four (24) participants were of the age category of 40 years or above (26.6%).The findings show that many participa**ts** were at the age groups of 15-20 years followed by 40 years and above. The next group were those of participants at the age of 30 - 40 years and 20 - 30 years respectively. Generally, the participants were mature enough to fill accordingly in the question respond sufficiently during the interviews session.

Figure 4.2 presents the findings.
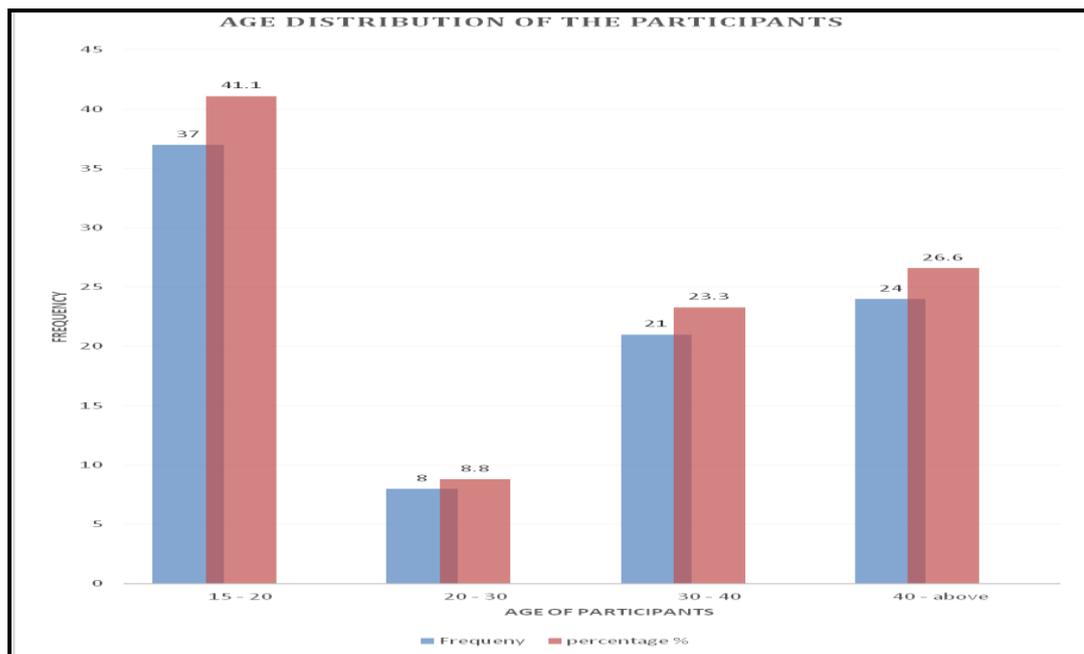
Figure 4.2: Age distribution of the participants

 Source: Current Researcher, 2023

4.3.3 Education Qualifications of the Participants

The researcher was also interested in academic qualifications of the participants in this study. The academic qualifications of the participants are shown below.

Table 4.3: Education Qualifications of the Respondents

Education qualifications	Frequency	Percent(%)
Secondary school	37	41.1
Diploma	06	6.6
Bachelor	42	46.6
Masters	04	4.4
PhD	1	1.1
Total	90	100.0

Source: Current Ressearcher,2023

From the Table 4.3 above, it was revealed that out of 90(100%) respondents; secondary education leaders were (37(41.1%), diploma holders were 06(6.6%), Bachelor degree graduates were 42(46.6%), Masters degree graduates were 04(4.4%), and 01 PhD holder who is secondary teacher (1.1%). These findings show respondents were well educated because the majority of them were degree holders, thus being able to respond to the researcher's questions accordingly.
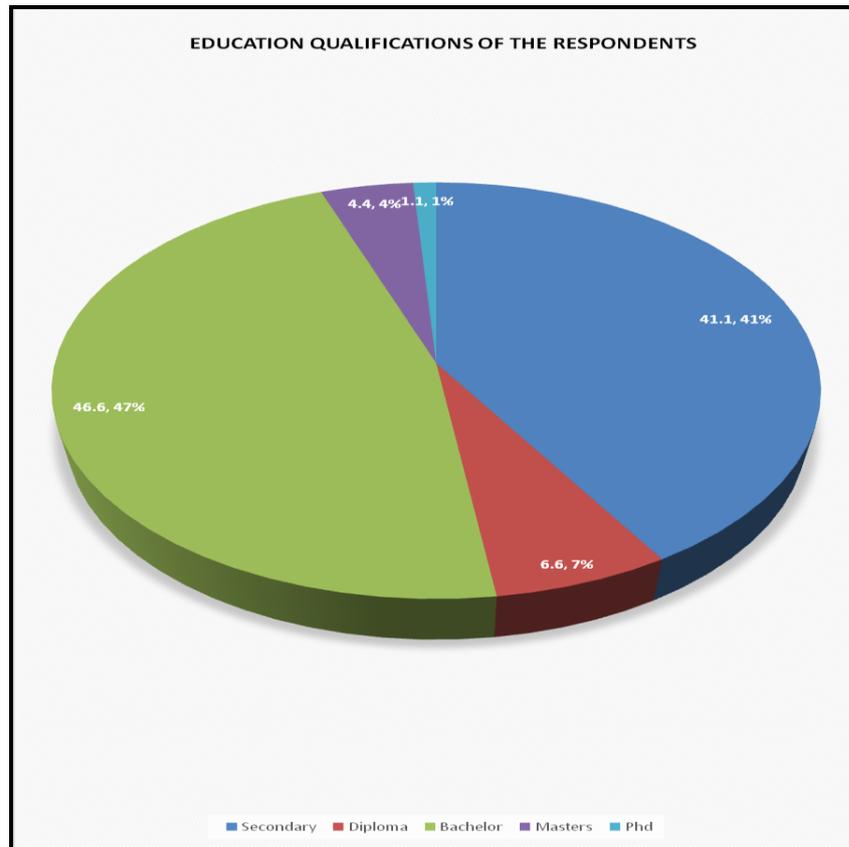
Figure 4.3: Educational Qualification of the Participants

Source: Current Researcher, 2023

4.3.4 Working Experience(s) of School Heads in Administration Posts

It was important to know the working experience of the school heads in Administration posts because they are the ones who encourage quality and effective school performance by playing the great role of ensuring supervision (Mukulu,2020). The working experience(s) of the school heads are displayed below**.**

Table 4.4: Working Experience(s) of School Heads in Administration Posts

School heads' working stations posts	Years of school heads in administration
Uhamiaji secondary school	4 years
Keko secondary school	8 years
Kurasini secondary school	3 years
Wailesi secondary school	4 years
Pendamoyo secondary school	3 years

 Source : Current Researcher,2023

From **T**able 4.4 above shows the findings of school heads experience in administration posts. According to the table, these heads of schools had the working experience of not less than three years in their administration positions. This proves that the majority of them had enough working experience to lead the schools. **F**igure 4.4 bellow presents the findings.
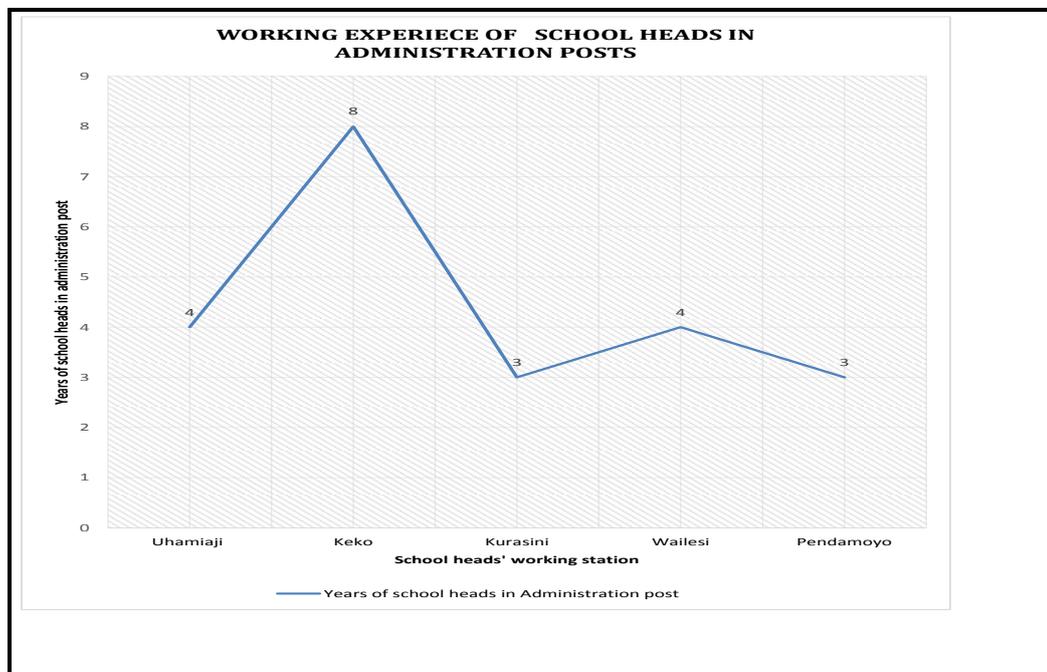
Figure 4.4: Working Experience of School Heads in Administration Posts

Source: Field Data, 2023

4.4 The Leadership Roles Played by School Heads

It was necessary to determine the leadership roles played by school heads in oder to raise students' performance in community schools in Temeke, Dar es Salaam .The results on these roles are presented in the table below.

Table 4.5: The Leadership Roles Played by School Heads

The leadership ship roles of school heads	Responses.				
	Agree % Strongly dis agree%	Strongly agree%	neutral%	Dis agree%	
a)Communicate things effectively by demonstrating ability, confidence and persuasions.	39(45.8%)	38 (44.7%)	5(5.5%)	4 (4.7%)	1 (1.1%)
b) Have visions and plans, focuses on supervision and preparation of lesson plans and teaching and learning.	29(34.1%)	36 (42.3%)	6(7.0%)	00(0.0)%	2(2.3%)
c) Lead by examples.	30(35.2%)	25 (29.4%)	13(15.2%)	3(3.5%)	00 (0.0%)
d) Delegate authority to teachers and students.	32(37%)	39 (45.6%)	8(9.4%)	4(4.7%)	00(0.0%)
e) Support teachers to attend seminars and work sharp trainings.	30(35.2%)	25 (29.4%)	10(11.7%)	3 (3.5%)	00(0.0%)
f) Focus on more reward for teachers and students	34(40.0%)	27(31.7%)	18(21.1%)	3 (35%)	4 (4.7%)

g) Evaluate teachers and students work performance.	37(43.5%)	25 (29.4%)	6(7.0%)	3(3.5%)	1(1.1%)
h) Encourage team working together than working alone.	32(37.6%)	41 (48.2%)	8(9.4%)	7 (8.2%)	1 (1.1%)
I) Make effective decisions by giving suggestions on how to solve students' problems.	36(42.3%)	34 (40.0%)	9(10.5%)	7(8.2%)	1(1.1%)
j)Execute defined duties by focusing on more provision of teaching and learning materials.	31(36.4%)	34 (40.0%)	5 (5.8%)	2(2.3%)	00(00%)
k) Encourage innovation and creativity	35(41.1%)	30(35.2%)	15(17%)	3(.5%)	2(2.3%)

Source: Current Researcher,2023

For the purpose of research on the leadership roles played by school heads for the sake of improving students' results, it was necessary to find whether or not school heads communicate things effectively. From the **T**able 4.5 above, the finding of the research revealed that 39 (45.8%) out of the participants who participated in the field agreed, 38(44.7%) strongly agreed, 5 (5.5%) were neutral, 4 (4.7%) disagreed and 1(1.1%) strongly disagreed that the role of communicating things effectively in the organization was thoroughly being played by heads of schools.

In the study, other leadership roles played by school heads included making plans, having visions and focus on the supervision of the teaching and learning. Findings

from the study showed that 29(34.1%) out of all respondents who participated in the study agreed, 36(42.3%) strongly agreed, 6(7.0%) were neutral, 00(00%) disagreed and 2(2.3%) strongly disagreed that these roles were being payed in order to attain reasonable results The research conducted by Ngole & Mkuu (2021) revealed that effective supervision was discovered to be the main factor to rising student's' performance in schools.

Another role was that of leading by examples, the researcher wanted to know whether school heads were leading by examples or not. The results indicated that 30(35.2%) out of respondents who participated in the study agreed 25(29.4%) strongly agreed,13 (15.2) were neutral while 3(3.5) disagreed and 0.0(00%) strongly disagreed that school heads were the role model to their subordinators. The majority of respondents opined that school heads were not leading by examples.

Delegating authority to teachers and students was raised as one of the leadership roles of school heads to ensure improvement of academic performance in schools. The findings of this research showed that, 32(37%) agreed, 39(45.6%) strongly agreed, 8(9.4%) were neutral, 4(4.7%) disagreed and 00(00%) strongly disagreed that heads of schools were playing the role of delegating authority to teachers and students

Regarding the role of supporting teachers to attend seminars and workshop trainings, results show that 30(35.2%) out of the participants agreed, 25(29.4%), strongly agreed, 10(11.7%) were neutral, 3(3.5%) disagreed and 00(00%) strongly disagreed this role was being played.

Furthermore, this study was interested in the role of rewarding teachers and students. The findings showed that 34(40.00%) out of all respondents agreed, 27(31.7%) strongly agreed, 18(21.1%) were neutral, 3(3.5%) disagreed and 4(4.7%) strongly disagreed that heads of schools were motivating teachers and students who were doing well.

Evaluating teachers and students' performance is another important leadership role which needs to be played by school heads to rise students' results. This study's finding reveal that 37(43.5%) out of all respondents agreed, 25(29.4) strongly disagreed, 6(7.0%) were neutral, 3(3.5%) disagreed and 1(1.1%) strongly disagreed that heads of community secondary schools were evaluating teachers and students' work..

The other role investigated in this study was that of cultivating team work in community schools. The finding of this research indicate that 32(37.6%) out of all respondents agreed, 41(48.2%) strongly agreed, 8(9.4%) were neutral, 7(8.2%) disagreed and 1(1.1%) strongly disagreed that heads of community secondary schools in Temeke were playing this role.

This study was also interested in finding out about respondents' opinions on whether there were strategies used on addressing students' problems at community secondary schools in Temeke..36(42.3%) out of all respondents agreed, 34(40.0%) strongly agreed, 9(10.5%) were neutral, 7(8.2%) disagreed and 1(1.1%) strongly disagreed that there were such strategies

Moreover, provision of teaching and learning curriculum materials was another leadership ship role to be investigated. This study's findings showed that, 31(36.4%) of respondents participated in the study agreed, 34(40.0%), strongly agreed ,5(5.8%) were neutral, 2(2.3%), disagreed and 00(0.0%)strongly disagreed that there was such provision. Generally, heads of schools were playing the role of supplying the teaching/learning materials in their schools.

Lastly, as regards encouraging innovation and creativity, 35(41.1%) out of the respondents agreed, 30(35.2) strongly agreed, 15(17%) were neutral, 3(3.5%) disagreed and 2(2.3%) strongly disagreed that teachers were being encouraged to be creative and innovative.

4.4 Assessing Whether the Leadership Roles Played by School Heads in Improve Students' Academic Performance in Community Secondary Schools

In order to assess the leadership roles of school heads, the participants were supposed to responds to the interrogative statements which intended to show whether the leadership roles played by school heads were improving students' performance or not .The research question aimed to establish whether the leadership practices were influencing the raising of students' performance or not. The study findings are indicated in the Table 4.6 below.

Table 4.6: Do the Leadership Roles Played by School Heads Improve Performance in Community Secondary Schools?

Response	Frequency	Percent %
Yes	85	94.4%
No	5	5.5%
Total	90	100%

Source: Current Researcher, 2023

Eighty-five (85%) of respondents said the leadership roles were a major contributing factors to achieving good academic performance among community secondary school students in Temeke and 5 (5.5%) of respondents said leadership roles were not related with students' performance.
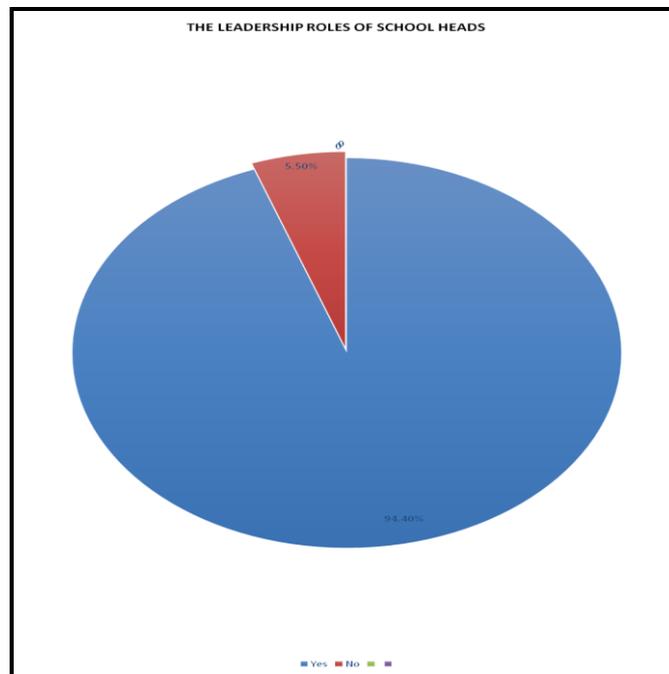
Figure 4.5: Do the Leadership Roles Played by School Heads Improve Schools' Performance in Community Secondary Schools?

Source: Current Researcher, 2023

According to **F**igure 4.5 the majority of students viewed that leadership roles played by school heads helped to raises students' performance.

One of the respondents said;

> *For implementing effectively all the roles of school leaders the results in our school have improved to compare with the four previous years*

Another repondent claimed;

> *By rewarding students who performed well, encouraging teachers to work as a team work, to have clear visions and plans, to encourage innovation and creativity among secondary school teachers could help in improving students' academic performance.*

Apart from that the researcher wanted to know whether or not there were challenges limiting the heads of schools.The findings from teachers and students revealed that school heads were facing some challenges including the following:

> *Lack of support from parents, lack of support from the Government, lack of enough science teachers, too numbers of students in the class, poor teaching and learning environment, lack of awareness among teachers, few working facilities such as tables and chairs as well as truancy among the students.*

Additionally, during interviews conducted to school heads, they mentioned challenges that contain them from implementing these leadership ship roles as shown below:-

One of the respondents said,

> *Funds we receive from the Government are insufficient, so we can't run an organization in a soft way, some time we admire to hire part time teachers for science subjects but we can't do so because of lack of funds*

Another respondent said;

> *We are faced with various challenges such as scarcity of classes, some parents are not full committed to their children and they also lack good cooperation with teachers. Above all, the Government subsidy is not enough*

In addition, another respondent claimed as follows,

> *We teachers are facing a number of challenges including teachers coming to school late due to the fact that they live far away from their working stations. Also there is no ratio between the number of teachers and students, the number of students is too big to compered with that of teachers. This leads to teachers' failure to execute their duties effectively*

Also another head of school claimed:

> *We receive many students from primary schools who are selected to join our school every year but the Government fails to employ an adequate number of teachers, thus leading to unproportioned ratio between teachers and students in our school. This makes teachers to have a lot of work to do, which ends up minimizing effective and efficient teaching. On top of all these challenges, our schools do not receive adequate financial subsidy from the Government, which could be used in motivating teachers and students doing well.*

More over ,one of the respondents claimed,

> *There is lack of discipline on the part of our students. We give guidance and counselling to our students but some of them do not change, we implement remedial classes some students don't attend classes; some come late due to transport problems.*

These study findings correspond with various studies related to this one.

Ndali (2013)'s found that the funds received by heads of schools were not enough to enable them fulfil the school visions. In addition, she concluded that the money received from the Government can't enable the leaders of schools to build laboratories and libraries which were the main short coming that needed attention. Not only that but also the reach done by Mbezi (2016) found that heads of schools were limited with the shortage of allocated budgets hence limiting the effective supervision their schools.

Apart from that Nzunda (2015) discovered that there were various challenges hindering school managers to accomplish their leadership roles such as poor community participation, poor motivation as well as political interferences.

4.5 Best Leadership Roles in Improving Schools' Academic Performance

The aims of to find out the leadership roles of school leaders in improving students 'academic performance in community secondary schools. It was important for the researcher to know the best leadership practices recommended by the respondents that should be adopted by school heads to improve performance. The outcomes of this specific objective are displayed in the Table 4.7 below.

Table 4.7: Recommendations on the Best Leadership Roles to be Played by School Heads for Improving Schools' Academic Performance

Best leadership roles	Numbers of respondents	Percentage (%)
a) Communicate things effectively by demonstrating ability, confidence and persuasions	02	2.2
b)Making plans, having visions and plans on supervision of preparation of lesson plan and the teaching and learning practices	13	14.4
c)Leading by examples	03	3.3
d) Delegate authority to teachers and students	08	8.8
e)Support teachers to attend seminars work shop training.	07	7.7
f)Focusing on rewarding teachers and students	17	18
g)Evaluating teachers and students' work performance	03	3.3
h)Encourage team working more than working alone	19	21.1
i)Make effective decisions by giving suggestions on how to solve students' problems	10	11.1
J)Executing defined duties by focusing on proven of teaching and learning curriculums materials.	05	5.5
k)Encouraging innovation and creativity.	03	3.3
Total	90	100%

Source: Current Researcher, 2023

From the **T**able 4.7 above recommends on the best leadership ship roles for the aims of improving students' academic performance.

The table shows that 90(100%) of respondents recommended as follows.

 02(2.2%) of respondents said there should be effective communication that promotes sense of confidence and provision of opinions among staff based on lesson planning, teaching and learning process. 13(14.4%) of respondents insisted on the sprite of working as role models staff in order to boost the schools' performance while 03(3.3%)of the respondents commented on the need ; of leading by examples as well as 08(88%) of respondents commended on delegating responsibilities to teachers and students.

Moreover, 07(7.7%) recommended on the significant of provision of incentives to teachers like supporting teachers to attend seminars and work- shop trainings. 17(18%) respondents recommended on the need of regular evaluating teachers' and students' work performance and 3(3.3%) insisted on students' and teachers' motivation. Additionally,19(21.1%) insisted on the importance of team working sprites. Also 10(11.1%)insisted on to make effective decisions on students' matters. 05(5.5%) emphasized much more on the need of following the curricular and using the required materials while 03(3.3%) respondents insisted on the encouraging innovation and creativity in the teaching and learning process.

From the findings it is recommended leadership roles to seriously implemented by school heads should be those focusing more on improving the academic performance of students. These include: encouraging team working together than working alone, focusing on more rewarding for teachers and students, making visions and plans by focusing on supervising the preparation of lesson plans and teaching and learning

programs as well as making effective decisions on matters related to academic staff welfare and students' problems .

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the summary, conclusion, and recommendations of the study. The general objective of this study was to investigate the leadership ship roles of school heads in improving the academic performance of students in community secondary schools in Temeke, Dar es Salam.

5.2 Summary

The aim of this work was to investigate the leadership roles of school heads in improving schools' academic performance in community secondary schools in Temeke. The research was carried out in Temeke Municipality where five secondary schools were randomly selected namely Kurasini,Uhamiaji,Keko,Wailesi and Pendamoyo secondary schools.

The Research was led by three specific objectives which were (i) to identify the leadership ship roles played by school heads in improving the academic performance of students (ii) to assess whether or not the leadership roles played by heads of schools were helping to improve the academic performance of students and(iii) to recommend the best leadership practices for the sake of improving the academic performance of students in community secondary schools. The survey descriptive research design was employed, with a sample of 90 respondents. Out of all participants who participated in the study, 37 were students, 48 were teachers and 05 were school heads.

Primary data were collected by using the questionnaires and interviews. All participants managed to participate in the study. The data analysis was done through the use of tabulation and transcriptions. where descriptive statistics were done in term of frequency and percentages and findings from analysis were showed by using tables and charts via the adoption of the Statistical Package for social Science (SPSS) software.

5.3 Conclusion

Based on the findings presented above, this study concludes that school heads in community secondary schools in Temeke Municipality failed to play the leadership roles effectively because they were faced with various limitation such as scarcity of science teachers, lack of support from parents, a big number of students in the class, scarcity of teaching and learning materials, truancy among the students, poor discipline for students, poor teaching and learning environment for example lack of laboratories, scarcity of classes, tables and chairs, lack of adequate financial subsidy from the Government as well as lack of awareness among teachers.

However, the researcher strongly views that good academic performance is possible by encouraging the following; team working, making effective decisions, receiving suggestions on how to address students' problems, rewarding both teachers and students doing well, having plans and clear visions as well as focusing on supervision of the teaching and learning process.

5.4 Recommendations

Based on the conclusion of this research, the following recommendations are brought forward.

5.4.1 Recommendations to Government

The following are recommendations are brought forward to the Government

    i.   The Government should provide adequate subsidy to support heads of schools.

    ii.   The Government should create conducive teaching and learning environment by building laboratories and classrooms, as well as increasing schools' infrastructure(s).

    iii.   The Government should employ more science facilitators to fill the gap of science subjects' facilitators in community's secondary schools.

5.4.2 Recomedations for Further Studies

The research made recommendations for further studies as follows.

The study should contribute by adds to the existing literature on leadership roles of school heads in improving students' academic performance in community secondary schools in large.

Also the study should adds to the body of knowledge on responsibilities and supervision of secondary school leaders and managers that influence schools' performance.

More over heads of schools should adopt friendly leadership practices such as encouraging team working together than working alone, focuses on more rewarding for teachers and students, having visions and plans, focuses on more supervision of the quality of teaching and learning, delegate authority to others as well as to support teachers to attend seminars and workshop training. These practices will influence schools' performance in community secondary schools.

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APPENDICES

Appendix 1: Questionnaires for Teacher/Student

Dear Teacher/Student:

The following are questionnaires have been constructed to facilitate a study aimed to investigate The leader ship roles of school Heads in improving students academic performance in Tanzania : A case of community secondary school in Temeke municipality .

You have been selected as a special parcipant in this field. Kindly respond to these questions honestly and precisely .Answers will be Confidential for the purpose of academic uses, please do not write your name.

Kindly regard .
Kamelwa Bundala.

Researcher and a student Masters of Art in Governance and Leader ship at Open university of Tanzania.

Section A.Demographic informations

Provide the following informations by putting tick (√)

1. Gender .

(a) Male.   (   ). (b) Female.   (   )

2. Age of the respondent

(a) 15 - 20.   (   ). (b) 20 - 30.   (   )

(c) 30 - 40.   (   ) . (d) 40 above.   (   )

3. Academic qualifications

(a) Secondary (   ). (b)Diploma (   )

(c)Bachelors (   ). (d) Masters (   )

Section B. The roles done by school head

4. Fill in the table by putting a tick (√) to the suitable answer.

PARTICULARS. The leadership roles done by School heads	SCALES				
	Agree	Strongly agree	Neur al	Dis agree	Strongly Dis agree
a) Communicates things effectively by demonstrating ability, confidence and persuasions.					
b)Have visions and plans focuses on supervision of preparetion of lesson plan and the teaching and learning .					
c)Lead by examples					
d)Delegate authority to teachers and students .					
e)Support teachers to atted seminars and work shorp traning.					
f)Focuses on more rewarding for teachers and students.					
g) Evaluate teachers and student work performance.					
h)Encourage team working to gether than working alone.					
i)Make effective decissions by giving suggestions on how to solve students' problems					
J)Ex Execute defined duties by focuses on more provission of teaching and learning curriculums materials .					
k) Encourage innovation and creativity.					

6. Do the leader ship roles done by your school head improves   academic performance?

a) Yes (   ).   b) No (   )

7. If yes how that leader ship roles help in improving schools' academic performance?

....
....

8. If no what are challenges limit your school head when he/she is implementing that leader ship roles?

a)...(b)...

c)...(d) ....

9. Recommend the best leader ship roles that should be done by your school head for the sake of improving schools' academic performance.

....
....
....

Thank you very much for being among of the participants of this work.

Appendix 2: Interview for School Heads

1. May I know your academic qualifications ?

2. May I know the years which you have been working as a school head ?

3. what are leader ship roles you do for the sake of improving academic results in your school ?

4. What are the challenges limit when you are implementing those leadership roles ?

5. Do the leadership roles played by school heads improves academic performance ?

6. What are the best leader ship roles you recommend to be done in order to improves schools' results ?

Thank you a lot for your cooperation.

Appendix 3: Location of the Study area in Temeke Municipality
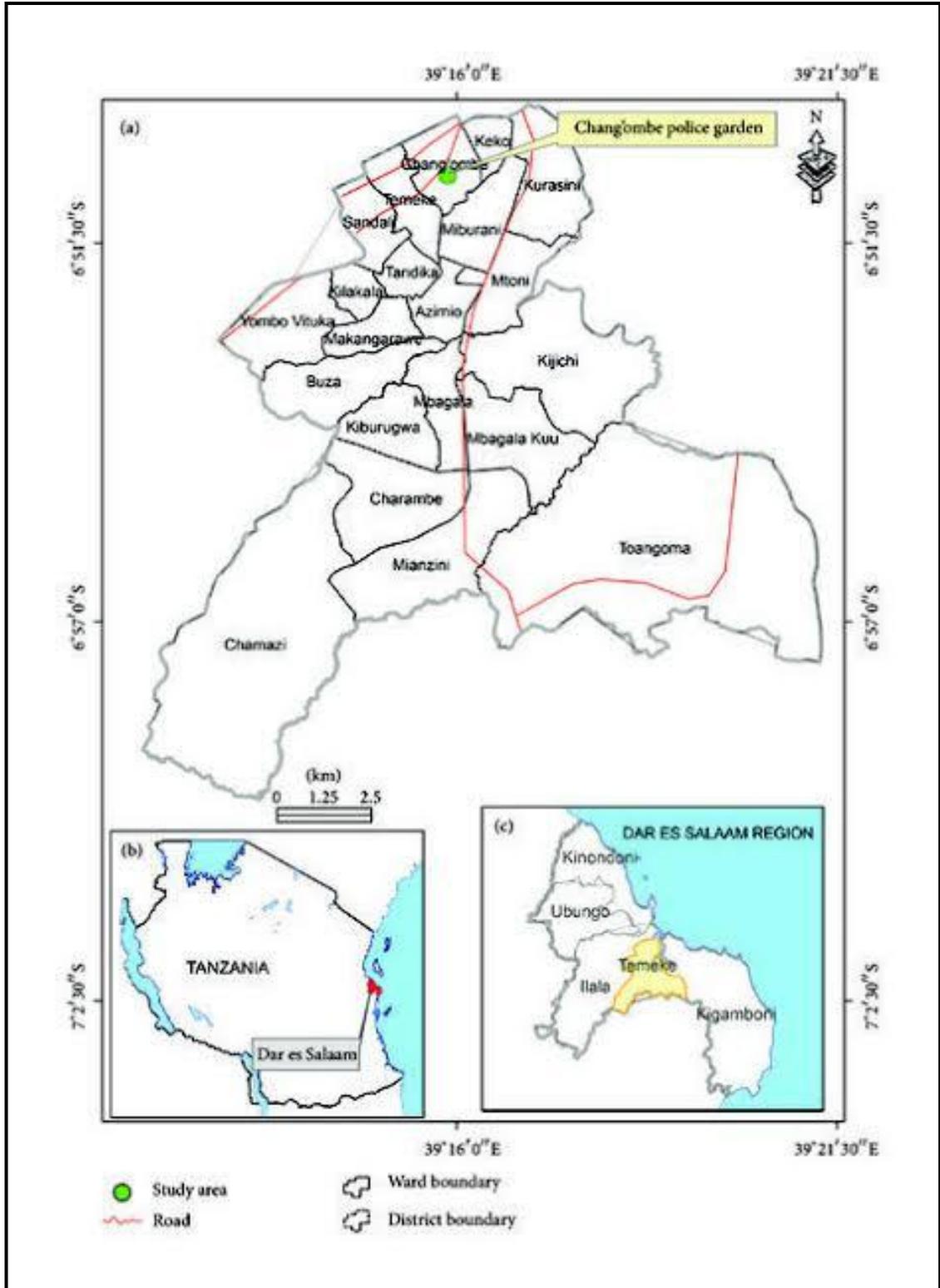
Apendix 4 : Requisition Form for Research Clearence Letter

12. Comments by Supervisor:

Ready for data collection
So give him the support he needs.

Name of Supervisor: Dr. T.J Mathye   Signature: ......   Date: 09/09/2023

Appendix 5: Research Clearence Letter

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

THE OPEN UNIVERSITY OF TANZANIA

Ref. No OUT/ PG201801955   **11ᵗʰ January 2023**

Regional Administrative Secretary,

Dar es salaam Region,

P.O Box 5429,

DAR ES SALAAM.

Dear Regional Administrative Secretary,

RE: RESEARCH CLEARANCE FOR MR.KAMELWA BUNDALA, REG NO:
PG201801955

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

3.   To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Kamelwa Bundala, Reg. No: PG201801955)** pursuing **Master of Arts in Governance and Leadership (MAGL).** We here by grant this clearance to conduct a research titled **"The leadership Roles of School Heads in Improving Academic Performance of Students in Tanzania: The Case of Community Secondary Schools in Temeke Municipality".** He will collect his

data at Temeke Municipality in Dar es salaam Region from 13th January to 13th February 2023.

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

Yours sincerely,
THE OPEN UNIVERSITY OF TANZANIA

Prof. Magreth S.Bushesha
For: VICE CHANCELLOR

Appendix 6: Research Permit Letters

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

MKOA WA DAR ES SALAAM
Anwani ya Simu:
Simu:2203156/2203158/286371
Barua pepe ras@dsm.go.tz

OFISI YA MKUU WA MKOA,
3 Barabara ya Rashidi Kawawa
S.L.P 5429,
12880 DAR ES SALAAM.

Unapojibu Tafadhali taja:

Kumb. Na. EA.260/307/02B/135

06 Februari, 2023.

Mkurugenzi wa Manispaa,
Halmashauri ya Manispaa Temeke,
S. L. P. 46343,
Dar es Salaam.

Yah: **KUMTAMBULISHA NDG. KAMELWA BUNDALA KUFANYA UTAFITI**

Tafadhali husika na somo tajwa hapo juu.

2.   Ofisi ya Mkuu wa Mkoa wa Dar es Salaam imepokea barua **Kumb. Na. OUT/PG/201801955** ya tarehe **11 Januari,2023** kutoka Chuo Kikuu Huria ikimtambulisha na kumuombea kibali cha utafiti Ndg. Kamelwa Bundala katika Halmashauri yako.

3.   Mwanafunzi huyu anafanya utafiti kuhusu *"The Leadership Roles of School Heads in Improving Academic Performance of Students in Tanzania: The case of community secondary school in Temeke Municipality."*

4.   Kwa barua hii, kibali kimetolewa kuanzia 13 Januari, 2023 hadi 13 Februari, 2023.

5.   Asante kwa ushirikiano wako.

Emmanuel Musona
Kny: **KATIBU TAWALA MKOA**
DAR ES SALAAM

Nakala: Makamu Mkuu wa Chuo,
Chuo Kikuu Huria,
S.L.P 5429
Dar es Salaam.

Ndg. Kamelwa Bundala

TEMEKE MUNICIPAL COUNCIL

[All letters should be addressed to the Municipal Director]

Tell: +255 22-2851054
Fax: +255 22-2850640
E- mail: temekemanispaa@tmc.go.tz
website: www.tmc.go.tz

Ofisi ya Mkurugenzi
92 Barabara ya
Mandela/Taifa
S.L.P: 46343,
15833 - DAR ES SALAAM

Ref. No. TMC/MD/
....MJED................
....TMC

Date: 06 FEB 2023

TEMEKE MUNICIPAL COUNCIL

RE: RESEARCH PERMIT: *KAMELWA BUNDALA*

Please refer to the heading above

This is to inform you that, permission is granted to the above mentioned
student/researcher from ....*OPEN UNIVERCITY*.....to conduct researcher on
*THE LEADERSHIP ROLES OF SCHOOL HEADS IN IMPROVING
ACADEMIC PERFORMANCE OF STUDENTS IN TANZANIA: THE
CASE OF COMMUNITY SECONDARY SCHOOL IN TMC*

The study will be conducted from *13 JANUARY 2023*.to *13 FEBRUARY*
2023.

Please give with necessary assistance.

....
For: **MUNICIPAL DIRECTOR**
TEMEKE

For: Municipal Director

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

MKOA WA DAR ES SALAAM
Anwani ya Simu:
Simu:2203156/2203158/286371
Barua pepe ras@dsm.go.tz

OFISI YA MKUU WA MKOA,
3 Barabara ya Rashidi Kawawa
S.L.P 5429,
12880 DAR ES SALAAM.

Unapojibu Tafadhali taja:

Kumb. Na. EA.260/307/02B/135

06 Februari, 2023.

Mkurugenzi wa Manispaa,
Halmashauri ya Manispaa Temeke,
S. L. P. 46343,
Dar es Salaam.

Yah: **KUMTAMBULISHA NDG. KAMELWA BUNDALA KUFANYA UTAFITI**

Tafadhali husika na somo tajwa hapo juu.

2.   Ofisi ya Mkuu wa Mkoa wa Dar es Salaam imepokea barua **Kumb. Na. OUT/PG/201801955 ya tarehe 11 Januari,2023** kutoka Chuo Kikuu Huria ikimtambulisha na kumuombea kibali cha utafiti Ndg. Kamelwa Bundala katika Halmashauri yako.

3.   Mwanafunzi huyu anafanya utafiti kuhusu *''The Leadership Roles of School Heads in Improving Academic Performance of Students in Tanzania: The case of community secondary school in Temeke Municipality.''*

4.   Kwa barua hii, kibali kimetolewa kuanzia 13 Januari, 2023 hadi 13 Februari, 2023.

5.   Asante kwa ushirikiano wako.

Emmanuel Musona
Kny: **KATIBU TAWALA MKOA**
DAR ES SALAAM

IMEPOKELEWA
06 FEB 2023 15
MANISPAA YA TEMEKE
S. L. P 46343

Nakala: Makamu Mkuu wa Chuo,
Chuo Kikuu Huria,
S.L.P 5429
Dar es Salaam.

Ndg. Kamelwa Bundala

THE UNITED REPUBLIC OF TANZANIA

PRESIDENT'S OFFICE, REGIONAL
ADMINISTRATION AND LOCAL GOVERNMENT

TEMEKE MUNICIPAL COUNCIL

REF.No.TMC/ED/SEC/U....   Date 06.02.2023

The Headmaster/Mistress
WAILEJ, PENDAMOYO, UHAMUAJI
KEKO & KURASINI

DAR ES SALAAM.

RE: RESEARCH PROJECT PERMIT FOR.... KAMELWA BUNDALA

Please refer to the above.

Kindly allow KAMELWA BUNDALA From OPEN UNIVERSITY
...............................to conduct research on THE LEADERSHIP RULES
OF SCHOOL HEADS IN IMPROVING ACADEMIC PERFOMANCE OF
STUDENT IN TANZANIA please give necessary assistance to achieve
his goal.

DR. Janeth Barongo (PHD)
SECONDARY EDUCATION OFFICER
TEMEKE

Kny: AFISA ELIMU - SEKONDARI
MANISPAA YA TEMEKE

92 Mandela Road/ Taifa, P.O. Box 46343, Dar es Salaam, Tel. +255222928132, Fax +255222928137, Email
temeke@temekemc.go.tz , Website: www.temekemc.go.tz