ASSESSMENT OF LEADERSHIP PRACTICES AT SCHOOL LEVEL IN COMMUNITY SECONDARY SCHOOLS: A CASE OF SELECTED SCHOOLS IN KINONDONI MUNICIPALITY, TANZANIA

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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: "Assessment of Leadership Practices at School Level in Community Secondary Schools: A Case of Selected Schools in Kinondoni Municipality, Tanzania" in fulfillment of the requirements for the degree of Masters of Education in Administration, Planning and Policy Studies of the Open University of Tanzania

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DECLARATION

I, Doreen Massawe, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

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Signature

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Date

DEDICATION

This dissertation dedicated to the Creator, the Almighty God who gave me the physical and mental strength to undertake and accomplish this study.

ABSTRACT

The study has employed a case study design to assess leadership practices of heads of schools as a factor affecting students' academic performance in community secondary schools. The major findings were that heads of schools in sampled community secondary schools failed to articulate and involve teachers and students in realizing the school goals and mission. Also it was noted that they failed to supervise teaching and learning activities effectively. Furthermore as leaders, the heads of schools were gradually losing their symbolic traits because they have withdrawn from teaching and curriculum related responsibilities.

The study recommends: (a) Heads of schools should closely supervise curriculum implementation in the schools they administer, and design ways and mechanisms for monitoring teachers and students' attendance as well as the fulfilment of their tasks. (b) The heads of schools are supposed to adopt collaborative structure and leadership styles which provide a room for stakeholders to participate in decision making about school wide issues. (c) They should also make sure that they get enough time to involve themselves in teaching activities by delegating some powers or they should allow some of their responsibilities to be done by other staff so as to enhance positive symbolic traits.

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CHAPTER ONE

3.0 INTRODUCTION

1.1   Background to the Problem

Leadership is argued to be a way forward to improve performance in a variety of contexts including schools. The significance of effective leadership for the successful operation of schools and colleges is widely acknowledged in the twenty first century (Bennis & Naus, 2003). Leadership is defined as the influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organisation through the direction of the human resources that are the most important organisational asset, leading to the achievement of desired purpose. In education, leadership can be achieved through the articulation of the vision and mission of the organisation and also ensuring the teachers were also able to define their power so as to share the vision (Amstrong, 2004). Also leadership is defined by Cole (2002) as the ability to inspire people to perform. There is growing recognition that the quality of leaders and leadership is critical if schools are to produce the best possible outcomes for their learners and stakeholders. This is because of the widespread belief that the quality of leadership makes a significant difference to student academic performances. In many parts of the world, including both developed and developing countries, there is recognition that schools require effective leaders if they are to provide the best possible education for their students (Kibui, 2013).

As the global economy gathers pace, more governments are realizing that their main assets are their people and that remaining, or becoming, competitive depends

increasingly on the development of a highly skilled workforce. In education this requires trained and committed teachers but they, in turn, need the leadership of highly effective heads of schools with the support of other senior and middle managers. Tanzania's education institutions are not different from others world-wide in striving for academic performance in order to be globally competitive.

In Tanzania, community secondary schools refer to schools which are built by local communities but operated and managed by the government. In these schools, the heads of schools are appointed by the ministry of education and are responsible for leadership and supervision of personnel within the school, and direction of its programme and activities. He/she has the responsibility of the day-day running of the schools with assistance of other staff members like the assistant head teacher, academic coordinator, discipline master or mistress, heads of departments and other teachers (Babyegeya, 2002). The head of school is therefore a leader whose responsibilities extend beyond the management of teaching and learning in the school. He or she is the key figure in fostering shared governance within the school. The school head does not only have increased responsibility and authority in the school programmed curriculum and personnel decision, but also increased accountability for a student and programme success. As it is observed by Chitavi (2002) the overall effective headship is only necessary for good performance in schools.

Eshiwam (1983) commented that, schools which consistently perform well tend to have sound and efficient leadership. It seems that the success of any school

programme depends very much on the leaders and their leadership styles. Leadership is crucial in order to run and maintain the schools, but also for the academic performance of the schools.

According to Kibui (2013), the head teacher is the major component of school administration on whose ability and skill, personality and professional competence highly determine the tone and efficiency of the schools. This is also agreed by Fullan (1991) that the heads of schools are facilitators of change at school level. Fullan (op.cit) emphasizes that, leadership responsibilities partly constitute the centre in the roles of the heads of the schools. As leaders and facilitators of change at that level, they are to articulate missions, inspirations and directions to the members of the schools.

Babyegeya (2002) and MANTEP Institute (1995) indicate that, the heads of secondary schools are charged with the responsibilities of running schools by addressing themselves to the following major roles: curriculum and instructional role, school community relationship role, finance and business administrative role, staff personnel role, students' personnel role, and school building, equipment and material role. Mulengeki (2014) summarizes the leadership roles of head of school in five dimensions. First is the technical dimension where the head of school is required to demonstrate sound management skills and knowledge. Second is the human dimension where the head of school harnesses the school social and interpersonal potential to maximize school capability. The third dimension is educational leadership in which the head of school is required to demonstrate expert knowledge

about learning and teaching. Symbolic leadership, the fourth dimension, is about the extent the head of school models important goals and behaviours to the school network and community. Last is the cultural leadership dimension which is about heads of schools leading the school community by defining, strengthening and articulating values and beliefs that give school its unique identity over time.

However, Owen (1970) insisted that educational leadership, cultural leadership and symbolic leadership dimensions are concerned about change as Babyegeya (2002) said that leadership is upon change. Furthermore, it is recognized that as leaders, the heads of schools are to articulate mission, direction and inspiration to participants; initiate changes in school goals or the ways through which school goals have to be achieved (Sergiovanni, 1994; Owen, 1970; Fullan, 1991), which Sergiovanni analyzes into three behavioural leadership dimensions, namely educational, symbolic and cultural as provided in the preceding explanation.

In fulfilling their roles, heads of schools as leaders have to adopt leadership styles and collaborative structure which is appropriate so as to attain the intended educational goals (MANTEP Institution, 1995) as it was commented by Maicibi (2005) that, proper leadership style was the only necessary tool for effective performance by the students. Since the leadership styles are many, Babyegeya (2002) asserted that, leadership is either transactional or transformational. Transformational leaders strive to secure substantial commitment of time and energy from subordinates to achieve effectively the objectives of the organisation. Transactional leadership means using rewards and punishment to make the subordinates follow orders.

Subordinates who comply with the directives and orders of the leaders are given rewards.

Armstrong's (2006) view is that, leadership styles are existing between each of the four pairs of extremes. These include charismatic versus non-charismatic, autocratic versus democratic, enabler versus controller and transactional versus transformational. According to Mulengeki (2014) a leader who is charismatic, democratic, enabler and transformational will be effective rather than a leader who is non-charismatic, autocratic, controller and transactional. Kibui (2013) describes that, a leader who is using transactional, non-charismatic, autocratic and controller styles can be influential but achieve little over the years especially in the ever changing world. To use a popular expression these people are good at "re-arranging the deck in the Titanic" but they can't keep the ship from sinking. For the purposes of this study the researcher was concerned with assessment of leadership practices at school level. While poor performance is applicable to most secondary schools in Tanzania, community secondary schools remained the poorest performing in national form four examinations compared to government secondary schools. For example during the period from 2008-2010 the performance of the community secondary schools dropped by 38.34%, hence the performance (43.01%) of the community secondary schools in 2010 was below national average (54.4%). While pass percentage of the students in government secondary schools was 91.61% in 2008 and in 2010 pass percentage was 73.67%. From 2008 to 2010 the community secondary schools performance dropped by 17.94%. When government schools performance (73.67%) is compared to national average of schools (54.4%) it is still in a good condition

(Laddunuri, 2012). Many researches have been conducted upon the issue but still the problem of poor performance in community secondary school is still persisting. Hence the researcher has decided to deal with the problem in the field of school level leadership practices.

1.2   Statement of the Problem

Although several researches have been done concerned with poor performance in community secondary schools in Tanzania, still these schools are performing poorly. Statistics by NECTA 2008-2010 show that community secondary schools were at the bottom of the rank and majority of the students had not shown good performance in the national form four examinations results (Laddunuri, 2012). Bad enough in 2010 community secondary schools were below national average (54.4%). This naturally worries the educational stakeholders, causing them to wonder about the cause of this poor performance. This has created a lot of concern among the community secondary schools and one really wonders what will be missing in these schools, major reason why the research sought to find out if school leadership practices could do anything differently to improve performances.

In Africa particularly in Tanzania, several studies have been done concerning educational leadership and performance for example, Dasu (1990) investigated on the effect of organisational climate on tutors' performance in teachers' colleges; Ndabise (1992) studied on leadership style and their effects on the management of teachers' colleges in Tanzania; while Damian (2003) studied on leadership behavior and functioning of educational institutions in Tanzania public schools. Most of these

studies concentrated on broad and general perceptions issues without a specific concentration on the leadership practices. Only few studies concentrated on leadership roles particularly in ways heads of schools supervise teaching and learning process and monitor students' progress, modeling out important goals and behaviors to other school members as well as articulation of supportive values and beliefs and look into way teachers and students are involved in realizing the set school mission and goals. Therefore, this study intended to fill the gap by assessing the leadership practices at school level in community secondary schools.

1.3   Research Objectives

1.3.1   General Objective

The main objective of this study was to assess the heads of schools' leadership practices at school level in community secondary schools in Kinondoni municipality.

1.3.2 Specific Objectives

(i) To examine the way in which heads of schools supervise teaching and learning process and monitor students progress in community secondary schools

(ii) To examine the manner in which heads of schools articulate the school values and beliefs and look into ways teachers and students are involved in realizing the set school mission and goals

(iii)To assess important goals and behaviors which leaders model out to members in the school as an organisation

1.4   Research Tasks

Based on these objectives, the study sought to undertake three tasks where under

each task key related questions were established for gathering responses to the study problem:

Based on these objectives, the study ought to undertake three tasks:

(i) Examining the way in which heads of schools supervise teaching and learning process and monitor students progress in secondary schools

(ii) Examining the manner in which heads of schools articulate the school mission and goals, and look into way teachers and students are involved in realizing the set school mission and goals

(iii) Assessing the way in which school leaders demonstrate relevant skills to model out the important goals and behaviors to the schools as an organisation

1.5   Research Questions

Under each task, answers to the following questions were sought for gathering responses to the study problem:

Task 1: Examining the way in which heads of schools supervise teaching and learning process and monitor students' progress in secondary schools

(a) How do the heads of schools supervise teachers' attendance and punctuality, and monitor their teaching in community secondary schools?

(b) How do the heads of schools monitor students' progress in community secondary schools?

Task 2: Examining the manner in which heads schools articulate the school mission and goals, and look into way teachers and students are involved in realizing the set school mission and goals

(a) Do the heads of schools articulate and clarify school goals to teachers and students and encourage them to work towards their attainment?

(b) How do the heads of schools involve teachers and students in realizing the school mission?

Task 3: Assessing important goals and behaviors which leaders model out to members of the school as an organisation.

(a) How does the leadership demonstrate relevant skills to model out the important goals and behavior to the school as an organisation?

1.6 The significance of the Study

The findings of this study would contribute to knowledge which might justify stakeholders' expectations to the teachers. The researcher believes that the starting point to improve the students' academic performance is to improve the school leadership practices. Thus, the study findings would help some heads of schools who for one reason or the other have not been effective in carrying out their responsibilities, therefore, work with more effectiveness and efficiency using appropriate school leadership styles to improve students' performance.

The findings also would reveal some ways the heads of schools could adjust their leadership practices to create or enhance the performance of the students. It is assumed that a leadership at school level enhances academic performance by the students, which should invariably lead to the fulfilment of Tanzania's Vision 2025. Furthermore, the information gathered from this study will provide more literature for further studies in the field of school administration.

1.7 Delimitation of the Study

The study focused on the leadership practices at school level in sampled community secondary schools. This study involved four community secondary schools in Kinondoni district, Dar es Salaam region. Also the study employed a case study design. Teachers, students and heads of the schools were the participants informing the study. In that regards, the results of the study will not be generalized beyond the study area though some aspects can be applied elsewhere depending on need and sustainability.

1.8 Limitations of the study

During data collection process, the researcher encountered some limitations. First, there was lack of cooperation from some of the heads of the schools who were hesitant to provide information to the researcher. Hence the researcher spent more time discussing with them and clarifying that the information given was only for the research purposes and had nothing to do with their work and employment. At the end, they agreed to cooperate with the researcher in undertaking the study in their schools.

Second, the researcher faced time constraint in the data collection and when writing the report due to the fact that, she was studying at Open University of Tanzania while still actively working without an official study leave. Therefore the researcher had to do her research while attending her usual employment duties in her working station.

1.9   Definitions of Key Terms

Fraenkel and Wallen (2000) observe that often there is a difficulty in ensuring that the message communicated by sender is perceived by the receiver in the intended meaning. In order to minimize ambiguities, they suggest using operational definitions specifying the actions or operations necessary to measure or identify the terms, which is helpful way to clarify the meanings. As such, the terms leadership, head of school and community secondary schools in this study were defined operationally as follows:

1.9.1 Leadership

Leadership is the process of influencing the activities of an organized group towards goal setting and goal accomplishment.

1.9.2 Head of school

Head of school refers to an individual who is administering a single secondary school. The head of school in government or community secondary schools in Tanzania is appointed by the ministry of education to be responsible for leadership and supervision of personnel within the school and for direction of its programme and activities. He/she has the responsibility of the day-day running of the schools and is assisted by other staff members like the assistant head of school, academic coordinator, discipline master or mistress, heads of departments and other teachers.

1.10 Organisation of the Study

The study is organized into five chapters. Chapter one consists of the background to the study, statement of the problem, purpose of the study, objectives of the study, research tasks and questions, significance of the study, limitations of the study, delimitation of the study, and definitions of significant terms. Chapter two consists of literature review and conceptual framework. Chapter three describes the research methodology that was used. This includes research design, research approach, study area, target population, sample and sampling procedure, instrument validity, instrument reliability, data collection methods, ethical issues and data analysis techniques. Chapter four describes about data presentation, analysis and discussion. Finally chapter five describes about summary, conclusion and recommendations.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Introduction

This part presents the literature related to the leadership practices at school level in secondary school. It opens with theoretical literature review that includes concept of leadership and elements of leadership; it further discuss about heads of school leadership roles in secondary schools in Tanzania, participation of school boards as well as summary of literature review and the knowledge gap.

2.2 Theoretical Literature Review

2.2.1 Concept of Leadership

Leadership is a process by which a person influences others to accomplish an objective and directs the organisation in a way that makes it more cohesive and coherent (Banerjee, 2011). Also Stogdill (1950) as quoted by Babyegeya (2002) defined leadership as the process of influencing the activities of an organised group towards the goal setting and goal accomplishment.

Furthermore, leadership is defined as leader's effective behaviour, conduct and tactic in influencing others (Northouse, 2007) and persuading others to achieve individual and organisation's goals and objectives. The Northouse's views of leadership concede with Wiley's (2014) who said that leadership is not about personality, it is about behaviours or practices which are observable set of skills and abilities. Therefore all definitions agree that leadership is an influential process towards success.

The purpose of leadership is thus to facilitate group goal attainment by establishing and maintaining an environment favourable to group performance. Successful leadership involves using social influence processes to organize, direct and motivate the actions of others. It requires constant task-directed effort, effective task strategies, and the artful application of various conceptual, technical and interpersonal skills.

2.2.2 Elements of leadership

Leithwood and Jantzi (2000) asserted that, leadership has seven dimensions at schools. These are: building school vision and establishing school goals, providing intellectual stimulation, providing individualized support, modelling best practices and organisational values, setting high academic standard expectations, creating a productive school culture, and fostering participation in decisions. Taking everything into consideration, according to Popper et al (2000), all these characteristics largely fall into four circumscribed areas in educational settings as:

Idealized influence – is the degree to which the leader acts as a role model for their followers. You can "lead" people if you make them ready to follow you. If you perform your job well, it is for certain that others will appreciate you and people will believe you. In other words, you will become a leader who possesses idealized influence and who represents the role model to his followers. The followers, namely, try to imitate the leaders with idealized influence. Hence, the greatest success of leader who reached a high level of confidence and appreciation with his followers is that his followers begin to imitate him. The leaders with idealized influence are

honoured, appreciated, they are trusted, the followers admire them, and they identify with them and try to imitate them. Such leaders, who represent the role models to their followers, do the right things, demonstrating high moral and ethical behaviour. They do not use their position and leaders' abilities to achieve personal interests, but they direct them to use the potentials of their followers and to achieve the aims of organisations (Bass & Riggio, 2006).

Inspirational motivation is the degree to which the leader articulates a vision that is interesting and inspiring to followers. A leader with inspirational motivation challenges followers to leave their comfort zones, communicate optimism about future goals, and provide meaning for the task at hand. Followers need to have a strong sense of purpose if they are to be motivated to act. Purpose and meaning provides the energy that drives a group forward.

The visionary aspect of leadership is supported by communication skills that make the vision understandable, precise, powerful and engaging. The followers are willing to invest more effort in their tasks; they are encouraged and optimistic about the future and believe in their abilities (Bass, 1999).

Intellectual stimulation is ability of leaders to encourage their followers to be innovative and creative. They encourage new ideas from their followers and never criticize them publicly for the mistakes committed by them. Thus, it may appear the possibility to get new and creative ideas for solving problems from the followers (Bass, 1999; Riggio, 2009).

Individualized consideration, as a feature of a leader, is the degree to which the leader attends to each follower and listens to the follower's concerns and needs. The leader gives empathy and support, keeps communication open and places challenges before the followers. This also encompasses the need for respect and celebrates the individual contribution that each follower can make to the team (Bass, 1999).

Marzano (2005) explained that, leaders can't get results without using a mixture of all four dimensions. Therefore Marzano synthesizes the idea into seven specific and tangible traits that every leader must possess:

Loyalty–Leaders are loyal to the cause and to the people who are involved in the cause. Their loyalty is manifested in helping everyone become better. Loyalty is a character trait that is the foundation of idealized influence.

Learner-Leaders don't know everything, so they are constantly finding new ways to do things in a more effective and efficient manner from all kind of people. Leaders model intellectual stimulation to their followers by deepening their own intellectual capacity through constant inquiry and dialogue with all members. By engaging them in conversation about practices, leaders challenge their own intellect as well as intellect of the followers.

Enthusiasm-Leaders are enthusiastic about what they do, and they use their enthusiasm to motivate and inspire those that they come in contact with. They are enthusiastic about helping people. They are enthusiastic about making progress, and their enthusiasm spreads throughout the organisation and its stakeholders.

Enthusiasm cannot be spread without a commitment to being visible. Enthusiasm is an ingredient of inspirational motivation.

Accountability-Leaders believe in holding themselves accountable for the cause. Leaders encourage team members to hold the leader accountable, and when leaders are held accountable by the organisation, they are able to hold others accountable for supporting the team in meeting campus expectations and goals. Being accountable and holding others accountable is two-fold in leadership. Holding yourself accountable is idealized influence, and holding others accountable a key component of the high expectation in inspirational motivation.

Discipline-Leaders are disciplined in their behaviour and in their organisation. They structure the time and their days in such a way that they are able to support and serve others. This example of idealized influence is exactly what schools must apply on a daily and consistent basis.

Empathy-Leaders are not always judgemental, contrary to popular belief. They are very interested in thinking about the individual person and the situation that they are going through before making a decision that leads to mistakes. Leaders display individual consideration by helping others learn from their mistakes. The leader does this because he knows that empathy is the best way to overcome obstacles.

Results-oriented-All people want to see results; however, leaders know that all of their efforts put together maximize the results that they should expect to see. Leaders

develop tight system to monitor and evaluate all parts of the system to ensure that they are efficient and effective. Leaders use the data not to demonize those who fail to get results but to help them figure out how to improve and get closer to reaching the goal.

Leithwood and colleagues have described and assessed the effectiveness of leadership in schools (Leithwood, 1994; Leithwood, Dart, Jantzi & Steibach, 1999). They have distinguished nine functions of leadership clustering in three areas such as: (a) mission centered, that is, developing a widely shared vision for school, building consensus about school goals and priorities, (b) performance centered, that is, holding high performance expectations, supplying intellectual stimulation and (c) culture centered, that is, modelling organisational values, strengthening productive school culture, building collaborative cultures and creating structures for participation in schools' decisions.

Wiley's (2014) views are that there are five common practices to all leaders despite their differences in culture, gender, age, etc. These are: they model the way, inspire a shared vision, challenge the process, enable others to act and they encourage the heart. These five practices are positively related to the high level of commitment, engagement, and satisfactions of the followers.

By seeking to foster collaboration, commitment, and to activate a process of continuous inquiry into teaching and learning, leaders attempt to shape a positive culture and contribute to organisational effectiveness (Fullan, 1991). But even in

collaborative cultures where heads of schools' efforts encourage teachers to contribute leadership and expertise in teaching and learning, heads of schools have a central and explicit role in teaching (Sheppard, 1996). When leaders accept their instructional role and exercise in collaboration with teachers, they practice an integrated form of leadership.

2.3 Head of Schools' Leadership Roles

The leadership roles that heads of schools perform in effective schools are the activities that are necessary to facilitate the teaching and learning process (MANTEP Institute, 1995). The heads of schools have many roles to perform. According to Babyegeya (2002) and MANTEP Institute (1995), the main task areas under which these roles or activities are performed include:

Instructional programme - this task area consists of the activities and processes that are directly related to the implementation of the school curriculum such as translating educational policies into specific instructional objectives, allocation of subjects to teachers, preparing school time table as well as appraising the instructional programme to see whether teachers are teaching well, that is monitoring and evaluating the implementation of the curriculum.

Student administration - this task area consists of the activities related to the individual or groups on which instruction is geared to. The main leadership roles here deal with student records and reports, control of students' behaviour, enrolment and admission of students as well maintaining discipline in the school.

Administration of the staff - this task area consists of the activities related to the individual or groups of people who facilitate teaching and learning. The activities involved include appraising teachers' performance, stimulating and providing opportunities for professional growth of the teachers, delegating administrative tasks to teachers and organising teachers' welfare.

The physical facilities (infrastructures) - this task area consists of the activities related to upkeep and maintenance of the materials, equipment, facilities and resources required to facilitate the provision of instruction. These include school buildings, laboratories, play grounds, books, desks and toilets. Major activities performed under this task area include: creating conducive environment for teaching and learning, maintaining the school ground in clean condition as well as developing a comprehensive plan for orderly growth and improvement of the school facilities.

Public relations - this refers to the activities and functions required to place the schools' position in relation to the community. The head of the school is supposed to create a link between the school and the community, communicating information about the school to the community of parents and guardians, giving prizes, organising assemblies and making announcements as well as soliciting parents' involvement and participation in school activities.

School management - Major activities performed by the head of the school under this task area include: creating and promoting various committees and panels, maintaining school records, collecting parents' contribution for buying school

materials and equipment, determining source of school revenue and proper maintenance of school store.

Due to their responsibilities heads of schools become both administrators and leaders (Babyegeya, 2002). As administrators they are supposed to schedule, to programme, supply, manage and monitor the activities of others (Owen, 1970). Also according to Fullan (1991) and Babyegeya (2002), administrative roles are concerned with smooth operation of the school by facilitating the use of established procedures and structures to achieve the goals. Fullan was quoted by Mulengeki (2014) clarifies that, as administrators the heads of schools operate as executive managers who coordinate and regulate the small, specialized tasks making up total operation of school, to see that it functioned according to its plans and objectives. Lipham (1964) argues that administrators are supposed to preserve the existing state of affairs, that is, maintenance of changes initiated by leadership. On the other hand a leader is somebody who initiates changes in the organisation (Babyegeya, 2002). These changes may be of goals or how to achieve the established goals. The emphasis of leadership is upon change.

Sergiovanni (1994) synthesized administrative and leadership roles into five dimensions. First is the technical dimension where the heads of schools are required to demonstrate sound management skills and knowledge. Second is the human dimension where the head of school harnesses the school social and interpersonal potential to maximize school capability. The third dimension is educational leadership in which the heads of schools are required to demonstrate expert

knowledge about learning and teaching. Symbolic leadership is the fourth dimension which is about the extent the head of school models important goals and behaviours to the school network and community. Last is the cultural leadership dimension which is about heads of schools leading the school community by defining, strengthening and articulating values and beliefs that gives school its unique identity over time.

Owen (1970), on the other hand, insisted that, educational leadership, cultural leadership and symbolic leadership dimensions are concerned about change as contrasted from management dimensions which emphasized maintenance. In this regard, this study was centered on heads of school leadership roles which are educational, cultural and symbolic.

2.3.1 Educational Leadership Roles

In educational dimension (Sergiovanni 1994), heads of schools were educationally required to possess expert knowledge about teaching and learning. As it was stated by MANTEP Institute (1995) that, the art or ability to influence other people's behaviour to act in a particular way may come from a person's possession of knowledge, skills and experience in a particular field. It means that, heads of schools must be competent academically and professionally able to do the job. This is manifested in the ways heads of schools use personal systems and professional networks to obtain information about emerging educational issues that may affect the schools, and the ways they access research bases and introduce relevant findings on teaching and learning at school level (Sergiovanni 1994).

Kibui (2013) said that heads of schools cannot exercise leadership without classroom experience. She said that without thorough grounding of the classroom, the heads of schools will be inadequate in educational leadership roles. For example, an exceptionally good Kiswahili teacher in school can help others improve their teaching in Kiswahili subject. She holds that heads of schools have to check various professional documents including lesson plans, schemes of work, lesson notes and attendance records as well as log books so as to enhance efficiency and effectiveness of teaching and learning so as to ensure curriculum was implemented timely. She still emphasized that such leaders visit and assist in classrooms, encourage teachers to visit one another's class, involve the whole staff in deliberating on school goals, beliefs and visions at the beginning of year, are receptive to teachers' attitudes and philosophies, bring workshops to the school where it's comfortable for staff to participate, and let the teachers be involved in decision making.

MANTEP Institute (1995) supported Kibui (2013) when revealed that, in an effort to improve or create the standard and quality of teaching and learning environment in schools, the heads of schools are advised to encourage teachers to prepare professional documents, to conduct staff meetings and seminars, to encourage discussions among teachers on teaching and learning methods, allow and implement recommendations from inspection reports, invite professional resource persons and advisors when need arises, consult relevant published research work, as well as promotion of team teaching. In these practices, the individual teachers acquire knowledge, skills and attitudes in the area of teaching and learning hence high performance. Staff development is the way of increasing the efficiency of the school

and that of the individual teachers. It provides solutions to certain problems such as poor performance, poor morale, big number of students in the classrooms, etc.

2.3.2 Cultural Leadership Roles

Culture in school as stated by Mulengeki (2014) is the pattern of values, beliefs, attitudes and assumptions which shape the ways in which people are required to behave in order to enhance school performance. In cultural leadership dimensions as stated by Sergiovanni (1994), the heads of schools should lead school community by defining, strengthening and articulating values and beliefs that give the school a unique identity over time. In that effect the school culture is expressed as involving values, norms, artefacts and leadership styles (Amstrong, 2006).

Artefacts as explained by Mulengeki (2014) refer to noticeable and real aspects devised by the heads of schools for people to hear, see or feel, such as the working environment, the tone and language in letters and circulars, communication patterns, logos, uniforms, school anthem and school motto, etc. According to Kibui (2013), a person with a mission and vision can achieve great things; therefore heads of schools have a duty to come up with goals in collaboration with the school community which is possible if a school has a clear defined vision.

Murphy (1990) provided that school leadership is defined by purpose; leaders set goals and focus their duties on reaching them. An integral component of this demonstration of leadership is the development of a vision, because the vision is the representation of the beliefs and ideas the organisation embraces about learning,

teaching and relationship (Zepeda, 2007). Thereafter, effective leaders keep the school vision, mission and goals at the forefront of school personnel attention and at centre of all works the school does (Marzano et al., 2005).

Therefore, in order to manifest a positive school culture heads of schools need to be able to communicate his or her and the school's vision to others so as to engage them in a process of reshaping the organisation and articulating essential beliefs regarding learning (Davies et al., 2005; Jenkins, 2009). Also leaders' behaviours should be aimed at developing shared norms, values, beliefs and attitudes among staff and promoting mutual caring and trust among staff. These behaviours contribute to teachers' commitment through their influence on teachers understanding of the goals being pursued by the school and the importance of those goals by virtue of them being widely shared (Reynolds et al., 1996).

To strengthen school culture, heads of schools as leaders are supposed to build collaborative structures and adopting leadership style which provide a room for stakeholders to participate in decision making about school wide issues (Leithwood & Aitken, 1995).

Since in the school there are teaching and non-teaching staff, students and school board members, all these people have to be related in some structural way so that their work can be effective. Such structure specifies tasks and responsibilities of subordinate staff and the reporting relationship. Structure defines the official relationship of people in the school. Different tasks have to be done to accomplish the schools' mission and vision (MANTEP Institute, 1995).

2.3.3 Symbolic Leadership Roles

In symbolic dimension, the leader has to be able to model important goals and behaviours to the school community and network (Sergiovanni, 1994). In his study, Mulengeki (2014) said that, symbolic dimension of school leadership could be enhanced if school leaders were fully involved in core activities of the school such as teaching and learning activities. It was asserted by Blumer (1969) that, the leaders' actions symbolize the leaders' values and provides insight to the followers; therefore if the head of school participates fully in school activities it will motivate the teachers. A transformational leader walks to the talk. He or she does not only take to the vision but enact it (Kibui, 2013).

This builds trust in the workers. Eshiwam (1983) attributes that, poor results of students emanate from the armchair head of school who does not know what goes on in the classroom. He further asserts that, heads of schools are instrumental in the performance because they have to monitor closely every activity that goes on in their schools.

According to MANTEP Institute (1995) in performing leadership roles, heads of schools as leaders are supposed to influence others to seek to achieve the set objectives enthusiastically. In order to be effective in accomplishing those roles, heads of schools have gradually been adopting leadership styles and behaviour patterns that have enabled school as an organisation to survive and manage for good results. Armstrong (2006) described that leadership always exists somewhere between each of the four pairs of extreme. These include transactional versus

transformational, autocratic versus democratic, charismatic versus non charismatic and enabler versus controller. By this framework, description of any leadership style derives from traits picking from all pairs of extreme.

Leaders were termed transactional if they were using rewards and punishment to make subordinates follow orders. Subordinates who comply with the directives and orders of the leader are given rewards. Burns (1978) indicated that transactional leadership is based on exchange relationship between leaders and followers. Therefore transactional leadership engage in exchanges with followers without any consideration for individual and/or organisational change and development.

On the other hand, transformational leadership motivates and challenges subordinates to improve the quality of the school's teaching and learning practices as well as higher level achievement of goals. Babyegeya (2002) insisted that, transforming leadership is responsible with bringing about change in organisation. Transformational leaders are effective in motivating followers to make new commitment to achieve a certain goal. Transformational leaders strive to secure substantial commitment of time and energy from subordinates to achieve effectively the objectives of the organisation. According to Burns (1978), transformational leadership takes place when leaders interact with followers in ways that enhance their creativity and motivation in the organisation. This kind of leadership does not seek to maintain the status quo but provide stimuli for change and innovation (Bass & Avolio, 1994).

Also the leader was classified autocratic or democratic depending on whether he or she imposed decisions. Autocratic leader dictated the methods and techniques of accomplishing the activities, did not seek employees' opinions in whatever course of action, closely supervised the way things were done or utilized the position to force people do as he/she wished. On the other hand, democratic leader encourages people to participate and involve themselves in decision making process. Furthermore, is a leader who delegates authority, encourages participation in deciding work method and goals, and uses feedback to coach employees (Robbins & Decenzo, 2001). Banerjee (2011) asserted that, a leader is not expected to know everything that is why it is emphasized to employ knowledgeable and skilful employees. Using this style is of mutual benefit and it allows all members in the organisation to become part of the team hence better decision.

Furthermore, leaders were charismatic if they relied on own personality and inspirational qualities to deal with problems, but non-charismatic if they relied on know-how and quiet confidence for dealing with problems. By this framework, the advantages of charisma are including the ability of leaders to be visionary, achievement oriented, calculated risk takers and good communicators. Lastly a leader was classified enabler or controller depending on whether he or she inspired his or her subordinates with vision of the future for accomplishing goals on one hand, or if or she manipulated them to obtain their compliance on the other. According to Mulengeki (2014) leaders who are charismatic, democratic, enabler and transformational will be more effective rather than leaders who are non-charismatic, autocratic, controller and transactional.

2.4 Empirical Literature Review

2.4.1 Outside Tanzania

There is general agreement that capable school leaders make a substantial difference to the quality of education and students' achievements in their institutions. School leaders are regarded as only second to classroom teaching when it comes to having an influence on students' achievement (Kibui, 2013). Various researches have shown that students' poor achievement in schools has been caused, among other things, by weak management capacity of school leaders (Kibui, 2013; Ngirwa, 2006). School leaders exert a powerful influence on the quality of teaching and learning in their institutions, and play a vital role in providing harmonious and successful schooling. A school's success in attaining its goals is often linked to the successful leadership practices of the head of school.

Kandasamy and Blaton (2004) undertook a study to explore the role of school principals in educational improvement. The study involved an analysis of educational leadership in seven Asian countries, namely Bangladesh, Malaysia, Nepal, Pakistan, the Philippines, Republic of Korea, and Sri Lanka. In their study they found out that the quality of education primarily depends on the way schools are managed; and the capacity of schools to improve teaching and learning is strongly mediated that the way the heads of schools manage and lead their institutions and teachers is influenced by their capacity and skills, as well as by recruitment and posting procedures, evaluation practices, and the presence of incentive mechanisms for good performance. They considered that the strengthening of the management capacity of school leaders was one of the key strategies for improving school quality, and hence

student achievement.

Robinson (2007), in her study titled "School Leadership and Student Outcomes: Identifying What Works and Why", examines and identifies the relative impact of different types of leadership on student outcomes. She analyzes leadership dimensions that have an influence on the teaching and learning process in a school. She mentions five roles or leadership dimensions to be acquired by the head of school so as to enhance student outcomes. These are: establishing goals and expectations; strategic resourcing, i.e. securing and allocating material and staffing resources for pedagogical purposes; planning, coordinating and evaluating teaching and the curriculum; promoting and participating in teacher learning and development; and ensuring an orderly and supportive teaching and learning environment.

According to Professor Robinson, the more the heads of schools get involved in the core business of teaching and learning, the greater their influence on student outcome. For her, the heads of schools who succeed in creating an orderly and supportive teaching and learning environment, and who are also engaged in coordinating and evaluating teaching and the curriculum, contribute more to student performance in their schools. She concludes that instructional leadership, because of its strong focus on the quality of teachers and teaching, has a strong impact on student outcomes.

Waters et al. (2003), in their study titled "Balanced Leadership: What 30 Years of Research Tell Us about the Effect of Leadership on Student Achievement", identify

21 leadership responsibilities which contribute significantly to students' achievement. The more these responsibilities are exercised by school leaders the better are students' achievement. According to Waters et al. (2003), if heads of schools improves his/her demonstrated abilities in all 21 responsibilities by one standard deviation such improvement will translate into a 10 percentile points gain in students' achievement on a norm-referenced test. In other words, such improvement in school leadership practices will lift the average students' achievement by 10 percentile points; say from 50th percentile to 60th percentile.

Dembele (2005), in his paper titled "Improving the Effectiveness of Schools: The African Experience", contends that school leaders play a vital role in school development. They set the tone with their emphasis on having a clear vision or a sense of purpose for their schools, managing the curriculum, ensuring a conducive learning climate, setting high expectations for teachers and students, and playing attention to both students' learning and teacher professional development. He argues that to be able to accomplish these tasks, heads of schools have to possess transformational and instructional leadership qualities.

Dembele (2005) observes that there have been initiatives in various countries in Africa to improve leadership capacity, for example in Guinea, Burkina Faso, Kenya and Senegal. This move to strengthen school leadership capacity reflects a conscious recognition of the vital and changing role of school leaders in school improvement.

Table 2.1: Leadership Responsibilities of Head of School

SN	Leadership responsibility	Description
1	Culture	Fosters shared beliefs and a sense of community and cooperation
2	Order	Establishes a set of operating procedures and routines
3	Discipline	Protects teachers from issues and influences that would detract from their teaching time and focus
4	Resources	Provides teachers with the materials and professional development needed for successful execution of their job
5	Curriculum instruction, assessment	Is directly involved in the design and implementation of curriculum, instruction and assessment
6	Focus	Establishes clear goals and keeps those goals in the forefront of the school's attention
7	Knowledge about curriculum, instruction, assessment	Is knowledgeable about curriculum, instruction and assessment
8	Visibility	Has quality contact and interactions with teachers and students
9	Contingent rewards	Recognizes and rewards individual accomplishments
10	Communication	Establishes strong lines of communication with teachers and among students
11	Outreach	Is an advocate and spokesperson for the school to all stakeholders
12	Input	Involves teachers in the design and implementation of important decisions and policies
13	Affirmation	Recognizes and celebrates school accomplishments and acknowledges failures
14	Relationship	Demonstrates an awareness of the personal aspects of teachers and staff
15	Change agent	Is willing to actively challenge the status quo
16	Optimizer	Inspires and leads new and challenging innovation
17	Ideals/beliefs	Communicates and operates from strong ideals about schooling
18	Monitors/evaluates	Monitors the effectiveness of school practices and their impact on student learning
19	Flexibility	Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent
20	Intellectual stimulation	Ensures that staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the school's culture
21	Situational awareness	Is aware of the details and undercurrents in the running of the school and uses this information to address current and potential problems

Source: Waters et al (2003) as adapted by Mid-continent Research for Education and

Learning

However, he points out the problems and challenges facing educational leadership in Sub-Saharan Africa. He observes that the majority of school heads are usually untrained for the job, as most of them are still being appointed to their positions based on teaching experience, without their attending of any leadership training programme prior to assuming office. The in-service training offered to heads of schools is inadequate, and tends to focus either on management issues at the expense of pedagogical ones, or vice versa, and rarely on both issues.

2.4.2 In Tanzania

The vital role educational management and administration can play in promoting the effectiveness and the quality of education is clearly stated in the Education and Training Policy document of Tanzania, when it says "The provision of quality education and training is the ultimate goal of any education system". This goal, however, cannot be achieved without a well-established and effective management and administrative machinery (URT, 1995:23). Empirical research conducted in this area of educational management and leadership confirms the crucial role educational leadership can play in improving educational quality and students' achievement.

Sayi (1999), in her study titled "Towards Effective School Management: A Study of Secondary School in Tanzania" examined the perception of teachers and school heads about management practices that appeared to be effective. Specifically, the study intended to survey the perception of teachers and school heads about characteristics of well-managed schools; investigate whether schools as workplaces were conducive places to work in; find out how school heads accomplished the task

of decision making and communication in schools; and find out how school heads maintain relationships with community as well as with parents.

The study found out that fulfillment of the above-mentioned management practices were associated with schools termed as "well-managed ones" whereas the so-called "less well-managed schools" were found with low achievement in accomplishing the aforesaid management practices. Furthermore, the study revealed that boarding, single sex schools, and those located in the city were doing better in fulfilling effective management practices than day, co-educational schools that were far away from the city.

Another study conducted by Nguni (2005) on "Transformational Leadership on Teachers' Job Satisfaction, Commitment and Organisational Citizenship Behavior in Primary and Secondary Schools in Tanzania" found that, very little attention is devoted in studies related about Tanzania to the contribution of leadership and management on the improvement of the primary education. Also Nguni et al. (2006) in the study about "Transformational and Transactional Leadership Effects on Teachers' Job Satisfaction, Organisational Commitment and Organisational Citizenship Behavior in Primary Schools in Tanzania" found that, transformational leadership dimensions have strong effects on teachers' job satisfaction and organisational citizenship behavior in primary schools.

Maro (1994), in his study titled "Leadership Qualities and School Effectiveness: The Case of Tanzania Secondary Schools" investigated the extent to which leadership

qualities contributed to the promotion and enhancement of the teaching and learning process and to good school performance. In his study he outlined the following leadership qualities for school improvement: professional knowledge and experience in school management; consideration for staff and students' welfare; involving staff and students in the management of school; and classification of educational goals and offering guidance to staff and students on performing school tasks.

Damian (2003) studied "Leadership Behavior and Functions of Educational Institutions in Tanzania Public Schools". Research findings indicate that the Ministry of Education and Culture lacked a clear mechanism for monitoring leadership behaviors of educational leaders. Also (Ibid) found out that an effective school leadership was the main factor that contributes to differences in proper school functioning.

2.5 Summary of Literature Review and Knowledge Gap

The reviewed literature shows that heads of schools leadership practices can positively influence students' academic performance. Heads of schools are both managers and leaders. As leaders, they are supposed to possess expert-knowledge about teaching and learning, should lead the school community by defining, strengthening and articulating values and beliefs, and also they have to model important goals and behaviors to school community and network. In performing those roles, they have to adopt leadership style and behavior pattern that would enable the school to survive and manage for good results. For example, leaders who are charismatic, democratic, enabler and transformational in performing their

responsibilities, always foster the commitment of the followers hence higher performance.

It is becoming apparent that the available evidence from Tanzania has made significant contributions to the study of educational leadership and performance (Sayi, 1999; Maro, 1994, Nguni, 2005; Damian, 2003; Dasu, 1990; Ndabise, 1992; Ngirwa, 2006). Their research findings are mostly quantitative studies focused on broad and general perceptions issues without a specific concentration on the leadership practice specifically in community secondary schools. Few studies concentrated on leadership roles particularly in ways heads of schools supervise teaching and learning process and monitor students' progress, modeling out important goals and behaviors to other school members as well as articulation of supportive values and beliefs and look into way teachers and students are involved in realizing the set school mission and goals. Therefore, this study was intended to fill this gap.

2.6 Conceptual Framework

According to Mutai (2000), conceptual framework is the relationship between variables in a study showing them graphically and diagrammatically. The purpose is to help the reader quickly see the proposed relationship of concepts (Mugenda, 1999; Orodho 2004).

The conceptual framework in this study based on factors that influence students' academic performance. The main variable that influences academic performance is

heads of schools' leadership practices. Figure 2.1 indicates that head of school as a leader, influences students' academic performance. Leadership responsibilities partly constitute the centre in the roles of the heads of school. Sergiovanni (1994) summarizes the responsibilities into three dimensions which are; educational, cultural, and symbolic. If the head of school as a leader performs his/her roles effectively, the subordinates will be committed, motivated, and effective. Also he/she will build trust and efficiency in fulfilling their responsibilities hence high academic students' performance. Therefore the head of school acts as a bridge between all the stakeholders on students' academic performance.
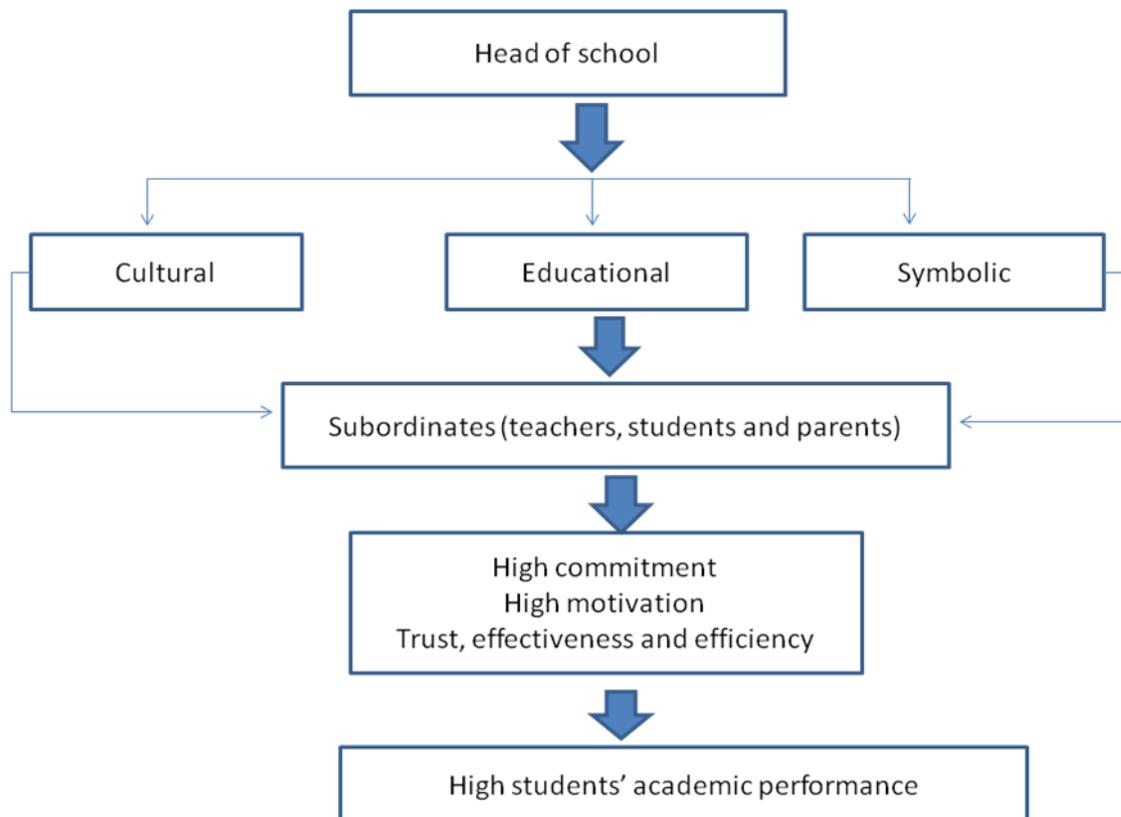
Figure 2.1: Factors that Influence Academic Performance Adapted From Bass (1985)

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This section examines the methods and techniques of research that were used to carry out this study. The section begins by presenting the research approach followed by research design. Also, the geographical study area, the target population, sample and sampling techniques are presented. Furthermore, it includes data collection techniques and also is concerned with validity and reliability, data analysis procedure, while the last section is on ethical issues.

3.2 Research Approach

Ary et al. (2000) holds that, educational research is typically classified into two broad approaches; quantitative and qualitative research. The differences between qualitative and quantitative research have been explained by the number of different authors (e.g. Ary et al., 2000; Thomas, 2003). To them quantitative research refers to the research that is concerned with quantities and measurements while qualitative is linked to in-depth exploratory studies where the opportunity for quality responses exists. Corbetta (2003) demonstrated that qualitative research is open and interactive and observation precedes theory where as quantitative research is structured and theory precedes observation. In conclusion, one of the key issues differentiating between qualitative and quantitative research approaches is the nature of data (Ary et al., 2000). In quantitative it is objective, superficial, and generalizable and it is expressed in numbers while in qualitative it is subjective, not generalizable, words,

unstructured and deep. In this study, the nature of data needed was rich and deep to be able to accommodate the research's aim. This richness of information was necessary to assess the leadership practices as a factor affecting students' academic performance in community secondary schools.

Merriam (2002) said that qualitative inquiry is one which is designed to uncover the meaning people have constructed about a particular phenomenon, and in which the researcher is interested in an in-depth understanding of that phenomenon. This study was interested to extract in-depth information in order to understand leadership practices as a factor affecting students' academic performance in community secondary schools and this will be achieved through the following objectives: to examine ways heads of schools supervise teaching and learning process and monitor students' progress, modeling out important goals and behaviors to other school members as well as articulation of supportive values and beliefs and look into way teachers and students are involved in realizing the set school mission and goals.

Furthermore, Denzin and Lincoln (1994) hold that qualitative research involving studying things in their natural setting, attempting to make sense of or interpret phenomena in terms of meanings to people bring to them. Therefore the approach was considered to be suitable in assessing heads of schools' leadership practices at school level as it involved direct experience during field work in order to be able to understand and interpret the setting as well as the individuals. In this study, heads of schools' leadership practices at school level is naturally situated. This made use of

qualitative approach to be thought necessary in order to understand the situated nature of the leadership practices in community secondary schools.

3.3 Design of the Study

Cohen et al. (2000) write that there are several blueprints (designs) for planning researches, like Merriam (2002), that the purpose of research determines its methodology and design. They identify number of designs which include one; surveys which attempt to gather large scale data in order to make generalization. Two; experiments which compare variables under controlled conditions, make generalizations about efficacy and/or objective measurement of treatments. Three; ethnography designs which attempt to portray some events in the subjects' terms by describing, understanding and explaining specific situations. Four; action research design that plans, implements, review and evaluates an intervention for improving practice or solving a local problem. Five; case study designs which gives an in-depth understanding of a specific situation and its meaning of those involved.

In order to get deep understanding about the important goals and behaviors modeled out by heads of schools to his or her followers, the manner in which they articulates the schools' values and beliefs, and how they supervise and monitor teaching and learning related activities the case study was ideal design to this study. According to Ary et al. (2000), a case study involves fieldwork in which the researcher interacts with study participants in their natural setting. In this view, for achieving the research aim the researcher had to interact with the participants in their natural setting because the leadership practices are situated in natural setting.

It was also noted that case studies usually study single units' instances such as one group, one organisation or one program which sometimes make it difficult to accept generalizations from their findings, but something could still be learned from the vivid images created by the narrative descriptions. Merriam (op. cit) quotes Erickson (1986) as arguing that the general lines in the particular such that what we learn in particular cases can be transferred to similar situations. This usually made the reader rather than the researcher, free to determine what to pick from case studies for application in other similar situations.

According to Yin (1994), the design for examining contemporary events in situations where relevant behaviors were difficult to manipulate, and when how and why were the questions which the study tried to answer about the given set of contemporary events. Cohen et al. (2000) agrees with Yin (1994) by saying that the case study is particularly valuable when the researcher had little control over events. In this view case study design is an ideal design in this study because the researcher has little control over the events.

3.4 Study Area

The study was conducted in four community secondary schools which were randomly selected in Kinondoni municipality, Dar es Salaam region. The reason for selecting this area was that, few researches about leadership practices had been previously conducted in Kinondoni municipality. Furthermore, the region was purposefully selected due to their likelihood to reduce the costs in terms of time, funds and accessibility.
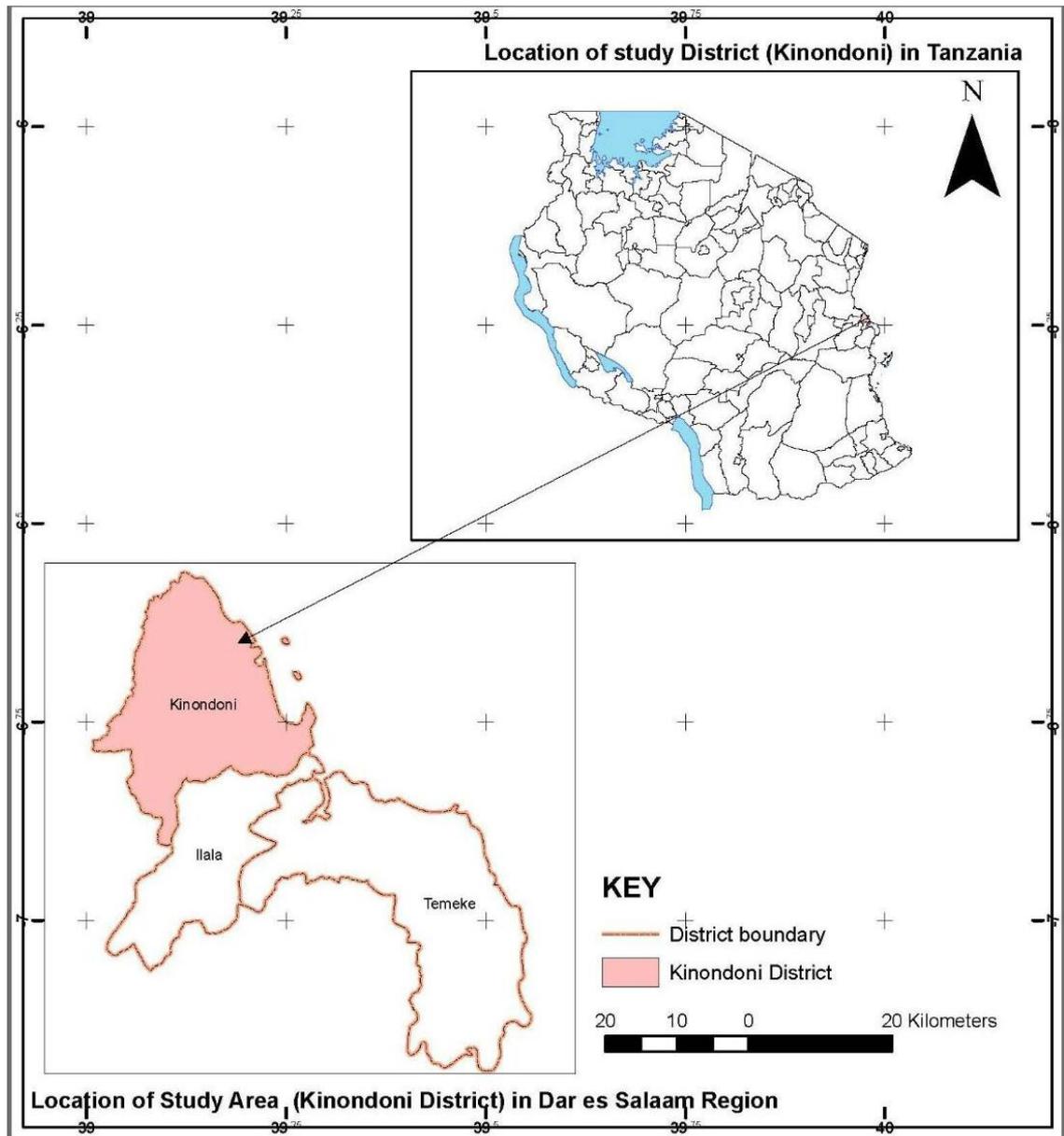
Figure 3.1: Location of the Study Area, Kinondoni Municipality

(Source: www.maps.google.com/dar)

3.5 Target Population

Target population refers to a group of individuals, objects or items from which samples are taken for measurements (Kombo & Tromp, 2006). This study assessed the leadership practices at school level in community secondary schools in

Kinondoni municipality therefore, the targeted population in this study consisted of heads of schools, teachers and students in community secondary schools in Kinondoni municipality.

3.6 Sample size and Sampling Techniques

3.6.1 Sample Size

A sample is a small group of respondents drawn from a population in which the researcher is interested in gaining information and drawing conclusion (Ezzy, 2002). Also Cohen et al. (2000) holds that researchers often selected samples for research because it was difficult to study the whole population. The arguments given in association to this and applying to this study was that a carefully drawn sample made the task possible, and produced more accurate results because the researchers would then be able to overcome factors such as the expenses, time and accessibility which frequently prevented them from gaining information from the whole population.

In qualitative researches are basically supposed to yield the most information about a phenomenon of interest (Merriam 2002). On the other hand literatures on sample sizes tend to favour larger samples in heterogeneous population (Cohen et al., 2000). He insisted that the sample size should be large where population are heterogeneous and demanding break down into sub groups, there are many variables, small differences or relationships are predicted and/or reliable measures of dependent variables are unavailable. According to Mulengeki (2014) heterogeneity reefers to the different variables and sub groups in the population, that as much as possible, they all are to be represented in the sample. Cohen et al. (2000) further posit that in

qualitative researches the sample sizes are small because they are homogeneous or with small heterogeneity. In this respect data on examining the manner in which heads of the schools articulate the school values and beliefs and look into way teacher and students are involved in realizing the set school mission and goals; examining the way in which head of schools supervise teaching and learning process and monitor students' progress in community secondary schools and assessing important goals and behaviors which leaders model out to the members of the school as an organisation, showed a relatively homogeneous treatment, therefore discarding the necessity for large samples.

Furthermore, Ary et al. (2000) holds that, there is no rule about the number of participants to include in a qualitative study, but it depends mainly on the purpose of the study, available time and resources. In qualitative study the priority is to get rich information about the phenomena. Therefore, according to the purpose of this study 4 community secondary schools were involved and 68 informants who included 4 heads of community secondary schools, 32 community secondary school teachers whereby 8 were obtained from each sampled school, and 32 community secondary students where 8 came from each school.

Table 3.1: A Summary of Sample Distribution

Type of respondents	No. of respondents	Percentage
Heads of community secondary schools	4	5.9%
Community secondary teachers	32	47.05%
Community secondary students	32	47.05%
Total	**68**	**100%**

Source: Field Data, 2014

3.6.2 Sampling Techniques

In this study, simple random sampling, stratified random sampling and purposive sampling techniques were employed. Simple random sampling is a probability sampling whereby all members in the population have equal chance of being selected to form a sample (Kamuzora, 2008). This technique is appropriate where the sampling frame is not too large and each unit is easily accessible (White, 2002). For the case of community secondary schools twenty four pieces of papers were prepared and each was written a name of one school then the researcher randomly selected four pieces of papers out of them which were then involved in the study.

On the other hand, eight students from each school were selected. Every class from form one up to form four comprised of students ranging from seventy to ninety students therefore, in each class pieces of papers were prepared according to the number of students whereby two of them were written selected and the rest were blank and all together were put in a certain container. Each student in a class then was asked to pick one piece of paper. Those who picked the papers marked selected were the ones involved in the study.

Stratified random sampling technique is a sampling technique whereby the targeted population is divided into different groups or layers and then samples are taken from each group. Those elements having similar characteristics are grouped into the same stratum. This is more important when the population from which a sample is to be drawn has different characteristics (White, 2002). According to Kamuzora (2008), the population can be divided into sub population such as gender (males and

females), marital status (married, single or widowed), age, occupation, education level, etc.

A stratified random sampling technique was also used to obtain representative samples of teachers from the selected schools. In collaboration with the heads of the selected community secondary schools, a list of teachers by gender was obtained in each school. Teachers were stratified into female and male groups then the researcher selected 8 teachers through simple random technique to include 4 males and 4 females in each school.

Purposive sampling is a sampling method which involves purposive or deliberate selection of particular units of the universe for constituting the sample which represent the universe (Kothari, 2004). Heads of the selected community secondary schools were purposefully selected in order to obtain rich information about the leadership practices at school level in community secondary schools.

3.7 Data collection Methods

According to Merriam (2002) primary source of data in qualitative studies were interviews, observation and documents. Also qualitative studies as an approach, it draws its evidences from documents, archival records, interviews, direct observations, participant observations and physical artifacts (Yin 1994). In his view, these sources were complementary and a good case study was to use as many of them as possible. In this study interviews, focus group discussions and documentation were employed as data collection techniques.

3.7.1 Interviews

The interview method of data collection involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses (Kothari, 2004). The study employed semi-structured interview. Semi-structured interview provided room for flexibility in the discussion in order to extract deeper information concerning the topic under study, also the method is more focused (Patton, 2002). Bryman (2008) says that flexibility enables the researcher to ask questions in different order as well as search for clarity on answers that were not clear.

In this study, semi structured interview was used to collect data from teachers and heads of the schools in sampled community secondary schools. This technique was considered useful in obtaining rich and detailed information concerning the leadership practices at school level in secondary schools. Interviews were recorded through note-taking in the researcher's notebook.

3.7.2 Documentation

The researcher used documentation data to supplement interview. It is argued that analysis of documents enhances expansion and further clarification of the data base (Hutchinson, 1990). Some documents that were reviewed involved: (1) staff and students meetings files, (2) School mission and vision, (3) School anthem and school motto.

3.7.3 Focused Group Discussion

A focus group discussion (FGD) takes place when members talk freely and spontaneously about a certain topic (Kothari, 2004). In the present study the

researcher used this method to collect data from sampled students. All sampled students from each selected community secondary school composed a single discussion group. Lists of questions to be covered were prepared. The researcher acted as a facilitator and recorder of the notes during the conversation. A full report of the discussion was prepared by listing the key elements, ideas and views expressed for each discussion theme.

3.8 Validity And Reliability of Research Instruments

According to Merriam (2002) the quality of qualitative research depends on the extent its findings are to be believed and trusted. Therefore it is important to ensure validity and reliability in the study.

3.8.1 Validity of Instruments

Validity refers to the quality of a procedure or an instrument used in research, as to whether it is accurate, correct, true, meaningful and right (Enon, 1998). Validity therefore implies that we obtain what we set out to obtain and we measure what we intended to measure. In order to ensure validity, this study made use of triangulation method which is the use of more than one source of data, in this study namely interviews, documentation and focused group discussion. Yin (1994) emphasizes that, the significance of using multiple sources is to triangulate the converging lines of evidence. In addition to use multiple sources of data, the instruments were presented to the researcher's supervisor for expert review. After receiving comments from the supervisor, the instruments were revised to incorporate all necessary suggestions and corrections.

To facilitate good rapport the researcher treated each interviewee with respect asking probing questions and paraphrasing the interviewee's responses to make sure their responses were clearly understood during the interviews. Also in order to acquire richer information it is required to use the language relevant to the people involved, for example in this study the interview schedules were available in both English and Kiswahili and respondents were free to use both or any of the two. This was to enable them to be comfortable and at ease to share more of their experiences (Poggenpoel & Myburgh, 2003).

3.8.2 Reliability of Instruments

Reliability refers to how consistent a research procedure or instrument is. It therefore means a degree of consistency demonstrated in the study (Krishnaswami, 1993). This agrees with Merriam (op.cit) when said that reliability is a question about whether the results were consistent with the data collected. To ensure reliability, triangulation was employed by consulting the multiplicity of data sources through interviews, documents and focused group discussions which were later compared for congruency.

3.9 Data Analysis Procedures

Data analysis in qualitative research is a process of categorizing data that are in the form of words, synthesizing and finding the meaning (Ary et al., 2000). Maxwell (2005) described that data analysis begins immediately after finishing the first interview or observation, continues to analyze the data as long as the researcher is working on the research.

Procedures that were adopted to analyze the data obtained in this study based on three stages as stated by Ary et al. (2000) which were; organizing and familiarizing, coding and reducing as well as interpreting and representing the data. Firstly, the researcher had to be familiar with the data collected by reading and rereading and after that transcribed all the data and organized the data into folders according to certain characteristics such as sex, people or questions, etc. Second, after organizing the data, the researcher had to code the raw data, which is to classify them under single concepts then putting the concepts which have the same meaning in the same category. Lastly, there followed interpretation which is about bringing up the meaning, telling the story, developing plausible explanations and providing an explanation. In summary data were analyzed mainly through content analysis.

3.10 Ethical Issues

The researcher ensured that the study adhered to human rights and national polices. Therefore attention was paid to rules and regulations while preparing and conducting research. The procedures for conducting research were thus followed. At the preliminary stage before going for fieldwork, the researcher requested a letter from the Open University of Tanzania to enable obtain a research permit at the office of Kinondoni Municipal Executive Director for permission to conduct the research in respective community secondary schools in the municipality area.

During the study the heads of schools and other respondents were informed about the purpose and importance of the study. The consent of respondents was sought and maintained, by using communication skills to persuade them to provide information

on their own free will, so that no one was forced to participate in the study. Moreover, respondents were assured beforehand that the information they would provide would be kept confidential and private and would be used only for research purpose. This was partly done through renaming schools by providing alphabetical letters.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents analyses and discusses the research findings based on the three research objectives. First, to examine the manner in which heads of schools articulate the school values and beliefs and look into the way teachers and students are involved in realizing the set school mission and goals; second, to examine the way in which heads of schools supervise teaching and learning process and monitor students' progress in community secondary schools and third, to assess important goals and behaviors which leaders model out to the members of the school as an organisation.

Moreover interview, documentary review and focused group discussion were deployed to gather information. To obtain in-depth information for this study, community secondary school teachers and heads of schools were interviewed while focused group discussion was employed to community secondary students. Three steps of qualitative data analysis by Ary et al. (2000) were used to analyze the data obtained in this study.

4.2 The Way in Which Heads of Schools Supervise Teaching and Learning Process and Monitor Students' Progress in Community Secondary Schools

The first research task sought to examine the way in which school heads supervise the teaching and learning process and monitor students' progress in community secondary schools.

4.2.1 Supervision of the Teaching and Learning Process

One of the key roles of school heads is to supervise curriculum implementation and the instructional programme in school. This includes, among other things, the way in which school heads ensure that instructional time is effectively utilized, teachers and students prepare well for instructional programmes and attend all lessons, and students' discipline and academic progress are constantly monitored.

Interview and documentary review revealed that, out of 4 sampled community secondary schools only 1 (25%) had well established systems of supervising the teaching and learning related activities in their institutions. They had active academic committees whose responsibilities were to ensure the smooth running of all academic activities in the schools. The committees were tasked with the responsibility of inspecting teachers' preparation of schemes of work, log-books, lesson plans and scheduled tests and examinations, and had a duty involving regular evaluation of academic process and performance. In order to monitor teachers' attendance in classes, they had introduced class journals, which kept records of teachers' attendance in classes and performance in each class. In such journals there was a column where students could write their comments on what had been accomplished during the class involving teaching, writing notes, doing test or assignment.

On the contrary, the other 3 (75%) heads of schools did not have effective system of supervising and monitoring teaching and learning activities. In such schools, even though teachers' attendance registers were present, and academic committees and disciplinary committees had been established, there was a general lack of seriousness

and commitment in the execution of their duties. Through documentary review it was revealed that there were no regular meetings of academic committees and heads of schools seemed to have little control over their teaching staff. As a result teachers sometimes came and left the school at their own will.

Also interviews with teachers revealed that 11(34.3%) of teachers indicated that their heads of schools made sure that time for teaching and learning was effectively utilized and also heads of schools provided feedback to the teachers on academic and disciplinary matters occurring in the school. On the other hand, majority 19 (59.3%) teachers were of their view that their heads of schools rarely made sure that time for teaching and learning was effectively utilized and teachers were rarely provided with feedback on academic and disciplinary matters occurring in the school. It was also found that heads of schools rarely took strict measures against teachers' absenteeism. This implies that most of the teachers did not appreciate the way in which their heads of schools supervised the teaching and learning process in the schools. Therefore these sampled community secondary schools lack proper supervision of curriculum implementation as well as lack of effective use of time for instructional purpose.

Focus group discussion with students revealed that majority 3 (75%) focus groups were not satisfied with the ways in which their heads of schools supervised instructional objectives. For example one student from school A had this to say;

"...sometimes some teachers miss their lessons even four consecutive periods but the head of school does nothing like follow up, even though we report this many times through class meetings and our class leaders..."(Interview,9th May 2014).

Another student from school C said that;

"...there is this manner in our school that we do tests or exams occasionally, apart from that even the few tests are not marked and if they mark then no correction or any simple discussion is done. Frankly speaking this makes us loose hopes in whatever we do..." (Interview, 7th May 2014).

Likewise, one (25%) focus group expressed their satisfaction with the school leadership regarding this aspect. This implies that majority of students in sampled community secondary schools thought that their heads of schools were not doing enough in accomplishing this educational role.

According to MANTEP Institute (1995), a head of school as a leader has is to instruct and advices on what and how to perform the teaching related activities to teachers and he/she has to ensure the work is performed as advised or instructed. But the findings above indicated that, heads of schools were less committed in the supervision of teaching and learning related activities. The findings indicated that, they withdrew from academic works whereby teaching and learning related activities were delegated to academic masters or mistress without proper supervision. Kibui (2013) holds that without proper supervision of curriculum related activities, it may be difficult to achieve goals with the expected standards hence poor academic performance.

This implies that there is a need to build strong leadership in schools to facilitate the supervision of curriculum implementation and the creation of a favorable school

environment for effective teaching and learning. SEDP II Draft Document (URT, 2010) acknowledges that due to the rapid increase in the number of secondary schools under SEDP I, most heads of schools lack leadership skills. SEDP II is committed to providing appropriate capacity building to heads of schools by 2011 (URT, 2010).

4.2.2 Monitoring Students' Progress

The researcher intended to know how heads of schools monitor students' academic progress in sampled community secondary schools. This is another key responsibility of school leaders that would enable them to discover any disciplinary and academic problems facing their students and take corrective measures in time. Interviews with school heads revealed that staff meetings, disciplinary and academic committees were used to discuss students' progress in schools. The head of school A said that:

"....*Students with academic problems was assisted with remedial classes or extra tuition…..*"*(Interview, 2nd May 2014).*

With regard to reporting students' progress to parents, all four heads of community secondary schools indicated that, they sent academic and character assessment reports to parents twice a year during the mid-year and annual holidays (June and December). They also said that parents were also invited to come to school to discuss their children's progress with teachers or the school administration.

Interviews with teachers revealed that 17 (53.1%) teachers said that their heads of schools did not monitor students' academic progress nor discussed with teachers the

measures to be taken to address the identified problems. The other 15 (46.9%) teachers their heads of schools monitors students' academic progress and discusses with teachers the measures to be taken to address the identified problems.

During focus group discussion held with students' majority of students revealed that their heads of schools were poorly monitoring students' academic progress whereas only few students said that their heads of schools actively monitored academic progress. One student in school D testifies this:

"...we do not receive the academic progress report and sometimes we get them too late. For example the reports which we were supposed to receive at the end of the first term we received them in the mid of the second term...." (Interview, 5th May 2014).

Other student in school B said:

"...I think if our teachers would have been giving us frequent examinations, weekly and monthly tests; mark them at time and do corrections with us, our performance would have been higher but bad enough nothing like that is happening in our school..."(Interview, 5th May 2014).

The findings above show that most of the heads of schools in sampled community secondary schools failed to monitor the students' academic progress effectively and to take appropriate remedial measures to the problems related to academic progress. This finding is in line with what MANTEP Institute (1995) maintains that supervising and evaluating instruction and monitoring students progress are among

key leadership functions that contribute to school improvement and students academic achievement. This means that the failure of heads of schools to effectively monitor students' progress and take appropriate remedial measures contribute to their schools' dismal performance in national examinations. Furthermore, most of the heads of schools in the sampled community secondary schools have failed to portray their expert knowledge in teaching and learning related activities including monitoring students' academic progress which affects negatively the academic performance of students.

4.3 The Manner in Which Heads of Schools Articulate the School Mission and Goals, and How Teachers and Students are Involved in Realizing the Set School Mission and Goals

The second research task sought to examine the extent to which heads of schools articulate the school mission and goals and how teachers and students are involved in realizing the set school mission and goals. Articulating school mission, goals are vital for mobilizing people's energy and efforts towards their realization. Documentary review shows that, all four sampled community secondary schools had school motto, mission and vision as artifacts which express their cultures. For example school A utilizes the following statements:

MOTTO: Education is liberty

VISION: The school should be the center for qualitative and quantitative education, sports and care for environment.

MISSION: To promote freedom of mind by hardworking through self motivation.

Through focus group discussions students were asked to give their views on the manner in which their heads of schools accomplished this role. Out of 4 focused group discussions conducted in 4 sampled community secondary schools, only one group were satisfied with the manner in which their school heads communicated the school mission and goals, and in involving them in setting academic targets and expectations for students.

They also confirmed that their school head encouraged students to achieve and go along the set targets and academic expectation. This was revealed in school B after asking the question about articulation and clarification of school goals to students and how head of school involved them in realizing the school mission. One of the students said:

"...yes, our head of school regularly communicate with us especially at the beginning of the year or a new term. Even after receiving our examination results she does talk to us about what to do for further development and how to achieve higher and reach our goals..." (Interview, 6 May 2014).

Other student in the same school had this to say:

"...our head of school do talk to us, usually in school baraza and in class meetings. Also we usually have parade every Monday and there she is always present and she talks to us...." (Interview, 6 May 2014).

However, most of the students in the remaining three groups indicated their head of school did not involve them in setting school mission and goals. One student in school C said that:

"...mh! The school motto you are talking about it is not present in our school. And about mission and vision, honestly speaking I don't know them…" (Interview, 5 May 2014).

Another student from school D said that:

"...we normally have school baraza at the end of terms when we close our school. The things we talk about there are about paying school fees and development school projects, little about exams…" (Interview, 7 May 2014).

During interviews with teachers the study revealed that out of 32 teachers, 15 (46.8%) of them were positive on the manner in which their school heads communicated the school mission and goals. One teacher from school B said that:

"...we always do staff meetings at the beginning of the year normally one week before opening the school, in the meetings we plan new strategies and set new goals and how to attain them…."(Interview, 5 May 2014).

While 17 (52.3%) were disgusted by the way their school heads were fulfilling this role. Most of the teachers indicated that heads of school were not doing enough to communicate school goals and expectations and to encourage teachers to attain these goals. A community secondary teacher of school A when asked about how head of school involve teachers in realizing the school mission had this to say:

"….of course we have staff meetings with the head of school but we mostly receive orders, after himself decide what to be done. We are not free to give out our views or

even to ask how and why. He does not give clarifications on things especially money related issues…" (Interview, 12 May 2014).

Other teacher in school C said that:

"...school mission and vision are there on notice boards of the head and assistant head of school. Even if you ask me, I do not know them. In short the head of school doesn't communicate with us about the mission, vision or goals…" (Interview, 12 May 2014).

In an interview with the heads of schools as to whether they articulate school mission and goals and how they involved teachers and students in realizing them so as to enhance effective teaching and learning process, the heads of schools revealed that they articulate and involve teachers and students in realizing the school mission and goals. In this respect, the school head in school A had this to say:

"…..in every beginning of academic year I sit down with my teachers and students' leaders whereby we set down and put clear about school goals and mission. These are the goals and mission everyone in this school is responsible for..." (Interview, 5 May 2014).

Another school head in school D said that;

"...articulating and planning for school development plan…is a pure school board function…but from what I have been experiencing for four years as head of school…the school board is only involved in planning for construction of school infrastructure or buying school materials in the meetings but rarely communicate this to students or parents…."(Interview, 2nd May 2014).

To strengthen school culture, heads of schools as leaders are supposed to build collaborative structures and adopting leadership styles which provide a room for stakeholders to participate in decision making about school wide issues (Leithwood & Aitken, 1995).

The study findings have shown that heads of schools have failed to articulate and communicate clearly school mission and goals to the students and teachers simply because they lack collaborative structure appropriate leadership styles which enhances two way communications in decision making process. This was testified by the teachers of different sampled community secondary schools when described the style of their leaders differently but mainly with emphasis on autocracy and control. For example one of the teachers from school A said:

"...he criticizes us openly and speaks in the manner that he will not be questioned. He is usually more concerned with the work well done more than the welfare of the staff..." (Interview, 10th May 2014).

This is discouraged by Sergiovanni (1994) as quoted by Mulengeki (2014) that if leadership skews to control at the expense of enabling, it consequently decreases the quality of teaching, student learning and staff and student morale. Decreasing in the quality of teaching, student learning and staff and students' morale could adversely affect the students' academic performance.

The heads of school were also reported to exclude the staff members in decision making activities related to teaching and learning issues. Other teacher in school C said:

"...our head of school normally decide what to do on his own for example, you may find new books of the lesson that you teach without your acknowledge and the books may be even out of syllabus....but because he did not involve teachers in planning...the loss encounter the school..."(Interview, 6th May 2014).

Other teacher from school D said that:

"...our head of school is autocratic in nature because he does not involve us in decision making especially in money related issues. He does not like to be questioned and he receives no compliment. He only insists on interdependence among us..." (Interview, 6th May 2014).

One way of tapping the staff potentials is to let them feel that they are part of school leadership. The head of school should let them participate in decision making concerning their work. Failure to do that may result into teachers deciding to be passive and even sabotage the successful implementation of teaching and learning activities (MANTEP Institute, 1995). Most of the teachers in sampled community secondary schools are passive, not satisfied, with no morale and sabotage the successful implementation of teaching and learning activities. Another teacher from school A said:

"...the heads of school must change the way they behave because they contribute a lot in lowering students' academic performance..." (Interview, 10th May 2014).

The head of school B was the only one (25%) who involved his staff members in making of every major decision and where teachers were free to consult him for

clarification at any time. Therefore, most heads of schools (75%) in the sampled community secondary schools perceived by their teachers as controllers and autocratic rather than enablers and democratic.

Also the findings above show that all four sampled community secondary schools have school missions, vision and goals but to some extent heads of schools failed to articulate and involve students and teachers in realizing the school missions and goals. According to Robinson (2007) goal setting has indirect but significant effects on students learning, as it coordinates the work of school community in focusing on the attainment of the desired educational products and outcomes. Goal-setting and clarity in communicating them effectively improves performance and learning. It has positive psychological consequences by providing a sense of priority and purpose. It seems that failure of heads of schools in community secondary schools to clearly communicate and clarify the school mission and goals has an adverse effect on school academic performance.

According to Leithwood et al. (2006), the school mission and goals when clearly formulated and articulated help to bring a focus to both the individual and collective work to teachers and students in a school. They provide motivation and inspiration for the work of school members. Locke (2002) adds that, to establish school goals and mission is a key mechanism for achieving the integration or alignment of activities in an educational institution. It binds together different processes in such a way that they are not only consistent with one another, but actively support one another.

Leaders in establishing a school mission and goals should do so in such a way that both teachers and students see the value of them, and thus integrate school goals into their own way of thinking and doing things. In this way school goals would serve as a motivational factor for teachers and students to increase efforts towards their realization. Furthermore clarity in communicating the school mission, goals and academic targets is vital setting to the direction and the destiny which a school aspires to attain.

4.4 Goals and Behaviors Which Leaders Model Out To the Members of the Schools as an Organisation

In this section the researcher intention was to assess important goals and behaviors which leaders model out to the school. In an interview question on how the leadership demonstrates relevant skills to model out the important goals and behaviors to the school, it was revealed that although sometimes heads of schools in sampled community secondary schools were visible and available at their schools but all of them do not teach and they do not have lessons to teach. Interview revealed that heads of schools had many managerial responsibilities hence they do not teach. One head of school in school C said that:

"...I have to go to town to purchase school materials...attending ward meeting...district meeting...visiting district council to attend teachers issues...I also administer teachers and students at the same time and I have to meet with parents and going bank... I am a human being sometimes I get tired! Let me have my roles reduced so that I concentrate on education matters only..." (Interview, 2 May 2014).

It was noted that the heads of schools have withdrawn from teaching and curriculum related responsibilities. This was revealed after one teacher from school B when said: *"...our head of school do not have lessons to teach because he is busy with parents' contributions and capitation from the government. We cannot learn from him since he doesn't teach..." (Interview, 8th May 2014).*

The effect of heads of schools to withdraw from teaching was listed by the teachers as the failure of heads of schools to competently advice on teaching and learning related issues.

Through focused group discussions sampled students in community secondary schools confirmed that their heads of schools were not committed in their classroom teaching while others didn't have classes at all. One student from school B said: *"...our head of school does not have classes and from my understanding she is not supposed to teach or even have classes..." (Interview, 7th May 2014).*

According to Mulengeki (2014) the heads of schools were required to model out important goals and behaviors including teaching and curriculum related responsibilities. These views correlated with Sergiovanni (1994) who said that, role and behavior modeling required the use of well thought out actions and creation of events that communicated meaning, value and focus which others could emulate. The findings from this section indicated that the heads of schools did not participate in teaching and curriculum related activities hence were gradually losing their symbolic trait as leaders of schools because they gradually disembarked from duties which

could communicate meaning, value and focus to teachers and others they lead. This negatively affected their competence and performance as models of teaching. Kibui (2013) attributes that a good leader walks to the talk, but the findings indicated that the heads of schools are not walking to the talk so teachers could not sufficiently emulate the behaviors of their heads of schools in respect of this shift in delivery of classroom instructions. Leaders' actions symbolize the leaders' value and provide insight to the followers. Therefore, to enhance students' academic performance the head of school should participate fully in teaching and curriculum related activities. This will enable them to identify challenges related to classroom teaching easily and also advise other teachers on teaching and learning activities.

4.5 Chapter Summary

This chapter presented, analyzed and discussed the findings of the present study, which assessed the leadership practices at school level in community secondary schools in Kinondoni Municipality in Tanzania. The findings were presented according to the objectives of the study followed by extensive discussion.

The findings of this study showed that heads of schools in sampled community secondary schools failed to articulate and involving teachers and students in realizing the school goals and mission. Also it was noted that they failed to supervise teaching and learning activities effectively. Furthermore as leaders, the heads of schools were gradually losing their symbolic traits because they have withdrawn from teaching and curriculum related responsibilities.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary, conclusions and recommendations based on the study findings and discussions. Presented conclusions and recommendations for action and further research emanate from the surveyed literature, analyses and discussion of the findings in the previous chapters.

5.2 The summary

The study aimed at assessing the leadership practices at school level in community secondary schools in Tanzania so as to generate knowledge that will facilitate development of student academic performance. In fulfilling the general objective of the study, three specific objectives guided the study: examining the manner in which heads of the schools articulate the school values and beliefs and look into way teacher and students are involved in realizing the set school mission and goals; examining the way in which head of schools supervise teaching and learning process and monitor students' progress in community secondary schools and assessing important goals and behaviors which leaders model out to the members of the school as an organisation.

This study was conducted in four community secondary schools in Kinondoni Municipality Dar es Salaam region. The sample size for the study involved 68 respondents including 4 heads of schools, 32 community secondary school teachers

and 32 community secondary school students. In this study, simple random sampling, stratified random sampling and purposive sampling techniques were employed. Data collection methods employed in the study included structured interview, focused group discussion and documentary review. Data collected were subjected to content analysis for qualitative information where data with some quantities were manually analyzed.

5.3 Conclusions

A number of conclusions were derived from analyses of findings in the three research tasks about examining the manner in which heads of the schools articulate the school values and beliefs and look into way teacher and students are involved in realizing the set school mission and goals; examining the way in which head of schools supervise teaching and learning process and monitor students' progress in community secondary schools and assessment of important goals and behaviors which leaders model out to the members of the school as an organisation.

5.3.1 The Way in Which School Heads Supervise Teaching and Learning Process and Monitor Students' Progress in Community Secondary Schools

Supervising and monitoring students' progress are among key leadership roles that contribute to school improvement and students academic performance (MANTEP Institute, 1995). The study findings revealed that, most of heads of schools in sampled community secondary schools failed to effectively supervise teaching and learning process. It was found that out of four sampled community secondary schools only one (25%) had well established systems of supervising the teaching and

learning process in their schools, while other three (75%) had failed to supervise teaching and learning process simply because of unseriousness and lack of commitment in the execution of their duties.

Furthermore the study findings revealed that heads of schools in community secondary schools failed to monitor students' academic progress due to the fact that students did not receive their academic reports at all or sometimes they receive them too late. Also the heads of schools in sampled community secondary schools did not discuss with the subordinates the measures to be taken to address the identified student academic problems.

5.3.2 The Manner in Which Heads of Schools Articulate the School Mission and Goals, and How Teachers and Students are Involved in Realizing the Set School Mission and Goals

The study findings revealed that, all four sampled community secondary schools had school mission, vision and goals. But most of the heads of schools failed to articulate and involve teachers and students in realizing the school mission and goals. It was found that, out of four heads of schools in sampled community secondary schools; only one head of school communicated the school mission and goals to students and teachers. Failure to articulate and involve teachers and students in realizing the school mission and goals in the sampled community secondary schools emanates from the absences of collaborative structure and appropriate leadership styles which provide a room for stakeholders to participate in decision making about school wide issues.

School mission when clearly formulated help to bring a focus to both individuals and collective work to teachers and students in schools. They provide motivation and inspiration for work of school members. Therefore, failure to clearly communicate and clarify school mission and goals has an adverse effect on community secondary school academic performance.

5.3.3 Goals and Behaviors Which Leaders Model Out To the Members of the Schools as an Organisation

The study findings revealed that although sometimes heads of schools in community secondary schools were visible and available at their schools but all of them do not teach and they do not have lessons to teach. It was noted that heads of schools have withdrawn from teaching and curriculum related responsibilities hence they were gradually losing their symbolic traits as leaders of schools. The effect of heads of schools to withdraw from teaching was listed by the teachers as the failure of heads of schools to competently advice on teaching and learning related issues.

5.4 Recommendations

5.4.1 Recommendation for Action

On the basis of conclusions drawn therefore, the following recommendations should be put in place:

- Heads of schools should closely supervise curriculum implementation in the schools they administer, and design ways and mechanisms for monitoring teachers' and students attendance as well as the fulfillment of their tasks. There are complaints that some teachers dodge their classes, but nothing is done to

tackle the problem. Furthermore, a frequent school inspection is needed so as to assist heads of schools to attain leadership practices in the whole process of leading.

- To strengthen school culture, heads of schools as leaders are supposed to adopt collaborative structure and leadership styles which provide a room for stakeholders to participate in decision making about school wide issues. Therefore it is recommended that recruitment of school level leadership in the community secondary schools had to involve individuals who are charismatic, enabler, transformational and democratic.

- Heads of school should delegate some powers or they should allow some of their responsibilities to be done by other staff members in such a way that they will get enough time to involve themselves in teaching activities so as to enhance the positive symbolic traits.

5.4.2 Recommendation for Further Studies

- Due to resource constrain and time limit the study was carried out only in Kinondoni municipality. Also the study was confined to some few selected community secondary schools in Kinondoni Municipality. It is recommended that a similar study should be conducted in more schools and districts in the whole country in order to have the wider knowledge on leadership practices in community secondary schools in Tanzania so as to contribute to the improvement of students' academic performance.

- A comprehensive study should be undertaken to test leadership practices in community secondary schools. This study was conducted based on the case

study design, more studies ought to be conducted by using experimental design.

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APENDICES

APPENDIX A: Interview Guides for Heads of Schools

(i)   How do you ensure teachers attendance and punctuality in classroom?

(ii)   How do you monitor teaching and learning activities in your school?

(iii) How do you monitor students' progress in your school?

(iv)   Do you have school vision, mission and motto?

(v)   How do you involve teachers and students in articulation of school goals and mission?

(vi)   What ways do you use to articulate school goals and mission?

(vii) Do you have any academic subject to teach? If yes, which subjects and in what class level? If no, why don't you?

APPENDIX B: Interview Guides for Teachers

(i) How do your head of school ensure teachers attendance and punctuality in classroom?

(ii) How do you monitor teaching and learning activities in your school?

(iii) How do your heads of school monitor students' progress in your school?

(iv) Do you have school vision, mission and motto?

(v) How do you participate in articulation of school goals and mission?

(vi) Do your head of school have any subject to teach?

(vii) How do you perceive your head of school leadership style?

APPENDIX B: Focus Group Discussion Schedule

(i)   How do your head of school ensure teachers attendance and punctuality in classroom?

(ii)   How do your heads of school monitor students' progress in your school?

(iii) Do you have school vision, mission and motto?

(iv)   How do you participate in articulation of school goals and mission?

(v)   Do your head of school have any subject to teach?