THE ROLE OF SCHOOL HEAD IN ENHANCING STUDENTS' ACADEMIC PERFORMANCE IN COMMUNITY SECONDARY SCHOOLS IN MBEYA URBAN

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DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES (MED APPS) OF THE OPEN UNIVERSITY OF TANZANIA

2013

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the senate of the Open University of Tanzania a dissertation titled: *"The Role of School Head in Enhancing Students' Academic Performance in Community secondary Schools in Mbeya Urban"* in partial fulfillment of the requirements for the degree of Master of Education, Administration, Planning and Policy Studies (MED. APPS) of the Open University of Tanzania.

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Date

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DECLARATION

I, Helena S. Ndyali, do hereby declare to the Senate of Open University of Tanzania that this dissertation is my own original work and has not been submitted for a higher degree award in any university.

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Signature

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Date

ACKNOWLEDGEMENTS

DEDICATION

This study is dedicated to my dearest mother, Regina Mwasi for her great foundation and contribution in my life.

ABSTRACT

This research attempted to analyse the roles of the head of schools in the achievement of student's academic performance in community secondary schools in Mbeya Urban. The CSEE results show that performance has been deteriorating each year. Despite the vast research studies done by various scholars, little is known about the roles of the school heads in relation to the students' academic performance. Various methodologies were employed to gather data. To start with, survey was conducted to sixty (60) students to obtain information on how the school leadership affects academic performance. In addition, thirty (30) teachers were surveyed and interviewed. Furthermore, DEO, ZSCI and six (6) school heads were interviewed to understand how the execution of the school heads roles effects students' academic performance. Lastly, focused group discussion was conducted to parents to assess their involvement. The results of this study revealed that the school heads are surrounded by many challenges which make the school management to be unbearable. Their roles had been hampered by unfriendly working situations in which schools operate under shortage of teachers, facilities, funds and lack of commitment among stakeholders. This study concludes that the students' poor academic performance in the context of the roles of school heads prevailing in community secondary schools is a result of an educational system that produces predetermined poor results.

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LIST OF ABBREVIATIONS

CSEO : City Secondary Education Officer

CSEE : Certificate of Secondary Education Examination

DEO : District Education Officer

DAS : District Administrative Secretary

MOEC : Ministry of Education and Culture

MoEVT : Ministry of Education and Vocational Training

NECTA : National Examination Council of Tanzania

NGO : Non-Government Organisation

REO : Regional Education Officer

REPOA : Research on Poverty Alleviation

SEDP : Secondary Education Development Programme

TEN/MET : Tanzania Education Network/Mtandao wa Elimu Tanzania

TP : Teaching Practice

UN : United Nations

UNESCO : United Nations Education and Scientific Organisation

ZCIS : Zonal Chief Inspector of Schools

CHAPTER ONE

1.0 INTRODUCTION

1.1 Overview

An introduction is the first part of research report which discusses the background to the problem, statement of the problem, objectives, research questions, significance of the study, scope of the study, limitations of the study, conceptual framework and operationalisation of key terms (Kombo and Tromp, 2006)

1.2 Background to the Problem

Governments in all countries of the world strive to provide education to their citizens with the understanding that it is essential, not only for economic growth but also for social stability (REPOA, 2008). Education is expected to produce graduates who are able to thrive in a fast challenging world, meet challenges and solve problems; be entrepreneurial and create jobs, critical and active citizens (TEN/MET, 2008). Tanzania like many other countries, has radically improved the state of education, particularly in terms of classroom infrastructure and enrolment through the introduction of SEDP in 2004. In enumeration, UNESCO (2011) points out that the rapid expansion of students enrolments, led to inadequate resources which resulted into difficulties in creating expected outcomes. This has made school management to be more complex and difficult enterprise now than few decades ago. The school head is, therefore, in a difficult position, being expected to improve the students' academic performance in a period of diminishing resources. However, achievement in students' academic performance in community secondary schools cannot be achieved if schools heads are not in fully committed to play their roles effectively.

According to Coombs (1970) Education consists of two components. He classified these two components into inputs and outputs. According to him, inputs consist of human and material resources and outputs are the outcomes of the educational process. Both the inputs and outputs form a dynamic organic whole and if one wants to investigate and assess the students' academic performance, effects of one component on the other must be examined. The school heads are the vital input in educational realm. MOEC (1997) points out that their major responsibilities in schools is to provide professional leadership that would lead to the achievement of educational objectives which is revealed in terms of students outcomes (output).

Despite the fact that school heads lead these community secondary schools, students' academic performance is still very low. For example, NECTA (2009-2011) report shows that national Form Four (SCEE) results in the six sampled community secondary schools declined remarkably. In the year 2009 a total of 310 candidates sat for the Certificate for Secondary Education, 24% scored division one to three while 61% scored division four and 15% scored division 0. In the year 2010, 913 candidates sat for examinations.

In this year, only 11% students scored division i- iii while 45% scored division iv, the remaining larger number of (44%) students failed by scoring division zero. Further, the data revealed that in the year 2011 a total number of 1013 students sat for the examinations in the surveyed community secondary schools. It is only (8%) students who scored division i-iii while (47%) students obtained division IV with the rest (45%) obtaining division zero. Therefore, (92%) students failed.

UNICEF (2001) states that, under poor leadership and administration, children perform poorly in national examinations and leave school ill prepared, lacking necessary skills to thrive in difficult social and economic environment and the capacity to contribute effectively to the society transformation. Such situation is alarming, bearing in mind that these schools were established to serve the social needs. Bennaars, Otiende, Boisvert (1994) point out that, incompetence among school heads is a big problem to the overall administration and management of education. Without proper leadership, which motivates others to accomplish their tasks effectively, high achievement in students' academic performance cannot be realized in community secondary schools, even if an institution would have all the financial resources to excel.

1.3   Statement of the Problem

Despite the considerable effort made by the Ministry of Education and Vocational Training (MoVET) to increase enrolment and improve secondary education through SEDP since 2004-2009, it has been discovered that performance in the form four certificate of secondary education examination is in decline each year. Many scholars, policy makers and other researchers have resolved to address problems that hinder students' academic progress by conducting research on different attributes but still there are serious weaknesses on the students' academic performance in community secondary schools that require urgent and sustained attention.

However, UNESCO (2011) argues that the rapid expansion of students' enrolments, led to inadequate resources which make school management a much more complex. In spite of the complexity of problems surrounding the majority of schools heads in

most of community secondary schools, very few researchers and stakeholders have seriously addressed issues relating to their appointment, training and support (Handy, in Dadey and Harber, as cited in UNESCO, 2011).

This study was mainly concerned with the roles of school heads, that is, to assess how the execution of the roles of school heads affects students' academic performance in community secondary schools. The aim was to find out the strategic vision of school development, to identify administrative roles of school heads, to evaluate the supervision of the teaching process and how the relationship with the community and other educational stakeholders affect the students' academic performance. The study therefore, was carried out to fill the gap that exists in education context especially on the roles of the schools head in relation to the students' academic performance in community secondary schools.

1.4   Objectives of the Study

1.4.1   Main Objectives

The main objective of this study was to assess the roles of the school heads enhancing students' academic performance in community secondary schools.

1.4.2   Specific Objectives

(i)   Find out the strategic vision of school development in enhancing students' academic performance

(ii)   Identify administrative roles of school heads towards in enhancing students' academic performance

(iii) Evaluate how effective supervision of the teaching process in the school in enhancing students' academic performance.

(iv) Determine the relationship between a school and community in enhancing students academic performance

1.5   Research Questions

(i) How does the strategic vision of school development contribute to the achievement of students' academic performance in community secondary schools?

(ii) In what ways do the head teachers' administrative roles contribute in enhancing students' academic performance?

(iii) How does the supervision of teaching process contribute in enhancing students' academic performance in community secondary schools?

(iv) How does the relationship between school and a wider community enhance students' academic performance in community secondary schools?

1.6   Significance of the Study

The undertaking of the study lay on assessing how effective execution of the school heads lead to utilisation of the educational objectives in their respective schools. The study findings were expected to reveal different ways that can be used by the heads of schools in the implementation of curriculum to realise healthy outcomes. Furthermore, other education administrators such as DEO, REO and others would use the findings to improve the supervision of education in Mbeya city.

In addition, the improvement in school administration was expected to create favourable environment for the pupils to learn comfortably and effectively. As a result, quality education would be provided in schools and yield the expected outcome of education. Students would pass their examinations and leave schools well prepared with all necessary skills to enable them thrive in difficult social and economic environment. Also they would be able to contribute effectively in the social transformation and be good citizens. On top of that, the findings of the study could be used by different education stakeholders such as the government, community, influential people, political leaders, teachers and parents to look for solutions that would help to overcome challenges that face our educational system. Therefore, study findings and suggested solutions would be very useful to educational administrators, policy makers, decision makers, community, NGOs and any agencies dealing with education.

1.7   Scope of the Study

The study dealt only with the roles of school heads in enhancing students' academic performance in community secondary schools. Six community secondary schools were involved in the study namely: Nzondahaki Secondary School, Itiji Secondary School, Sinde Secondary School, Wigamba Secondary School, Iwambi Secondary School and Legico Secondary School in Mbeya city.

1.8   Limitations of the Study

The researcher encountered various challenges during the research process. They included insufficient funds for stationery, transport and buying other important materials. Also, there was shortage of time because the researcher conducted the

study in selected secondary schools situated far apart from each other, at the same time performing other duties. However, the shortage of fund was solved by receiving assistance from the bank in terms of loan to cover those expenses. This helped a lot since the required data were sufficiently collected and made the research findings of this study more reliable. On the other hand, the researcher had to extend time of conducting research to ensure that time constraint was overcome and the research findings become useful.

1.9 Operationalisation of Key Terms

1.9.1 School Heads

A school head is a person who is in charge of a school. Schools like other organizations have objectives to achieve. The main objective of a school is to transmit knowledge, skills and desired attitudes to students. Schools need proper leadership to accomplish the stated objective. In this study, a school head is the one who is responsible in motivating and ensuring other subordinates execute well their roles especially provision of quality Education. A school head is also responsible and accountable to the wider community.

1.9.2 Roles

A role is the function or position that somebody has in an organization, in society, or in a relationship with other people. In this study, roles are the expected patterns of behaviours and responsibilities associated with a headship position within a school. A school head that is in charge of the school has a lot of responsibilities to accomplish. For example, developing strategic vision and direction of the school

development, management of staffs, students and finances, supervision of the implementation of school curriculum and developing the relationship with the wider community.

1.9.3   Academic Performance

Academic performance refers to how well or badly a student does in his/her study. Academic performance of students is mostly assessed through tests and examinations during the implementation of the curriculum in the class, at the end of a lesson, at the end of each term, at the end of academic year or at the end of the educational programme. In this study, the student's academic performance was assessed basing on the final results a student acquired in form four examinations. The students' academic performance can be good if he or she can not only remember what have been taught but also be able to apply it to solve he everyday challenges. Performance cannot be bad if student perform poorly in examinations and leave school ill prepared, lacking necessary skills to thrive in difficult social and economic environment and the capacity to contribute effectively to the society transformation.

1.9.4   Community Secondary Schools

Community secondary schools are schools established and owned by the local community. Mainly, community schools intend to enrol children within that geographical location. In this study, community secondary schools are all schools established by local community in every ward through citizen's contribution by building certain percentages while government contributed the remaining percentages and running the school. This study examined the role of the schools

heads in the achievement of student's academic performance in community secondary schools.

1.10   Conceptual Framework

Conceptual framework refers to the tool in research that aims at enabling the researcher develop awareness and understanding of the situation under scrutiny and to communicate it to the reader (Kombo and Tromp, 2006). A well-formed conceptual framework enables the researcher show how the basic concepts and constructs interact with each other in the actual setting and experiences within which the research study is conducted. This study developed a conceptual framework that addresses the interaction and relationship holding between the roles of school heads and students' academic performance. As shown in Figure 1, students' academic performance had a great relationship between input, process and output as elaborated in the next paragraphs.

Good students' academic performance depend very much on the school vision that expresses what should be done, how it should be done, where and when to accomplish the main objective which is to provide knowledge, skills and attitudes to students. The vision should identify the long, medium and short-term objectives. A school head that analyses and plans for future needs, usually secures effective teaching and learning process that leads to improvement of students' academic performance. On the contrary, lack of vision in a school, make the teaching and learning process in effective because each member would not know what is the intended outcome, how, when and where to accomplish his/her responsibilities.

Also, good students' academic performance can be realized if there is good supervision of the teaching process. The school head would secure and sustain effective teaching throughout the school by monitoring and evaluating the quality of teaching and standards of students' achievements. He or she should organize the implementation of the school curriculum by insisting high learning time, variety of teaching strategies, frequent homework, assessment and feedback. On the other hand, lack of teaching supervision leads into poor quality of teaching and low standard of students' academic performance. Good relationship between schools with the community creates the favourable environment for teaching and learning process, which results into good students' academic performance.

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│              THE ROLES OF THE SCHOOL HEADS                    │
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INPUTS

- Strategic vision of the school development
- School administration
- Teaching supervision
- Relationship with community

PROCESS

Teaching and learning process
- High learning time
- Variety in the teaching strategies
- Frequent homework
- Assessment and feedback

OUTPUT

Form Four National Examination Results

Students' Academic Performance
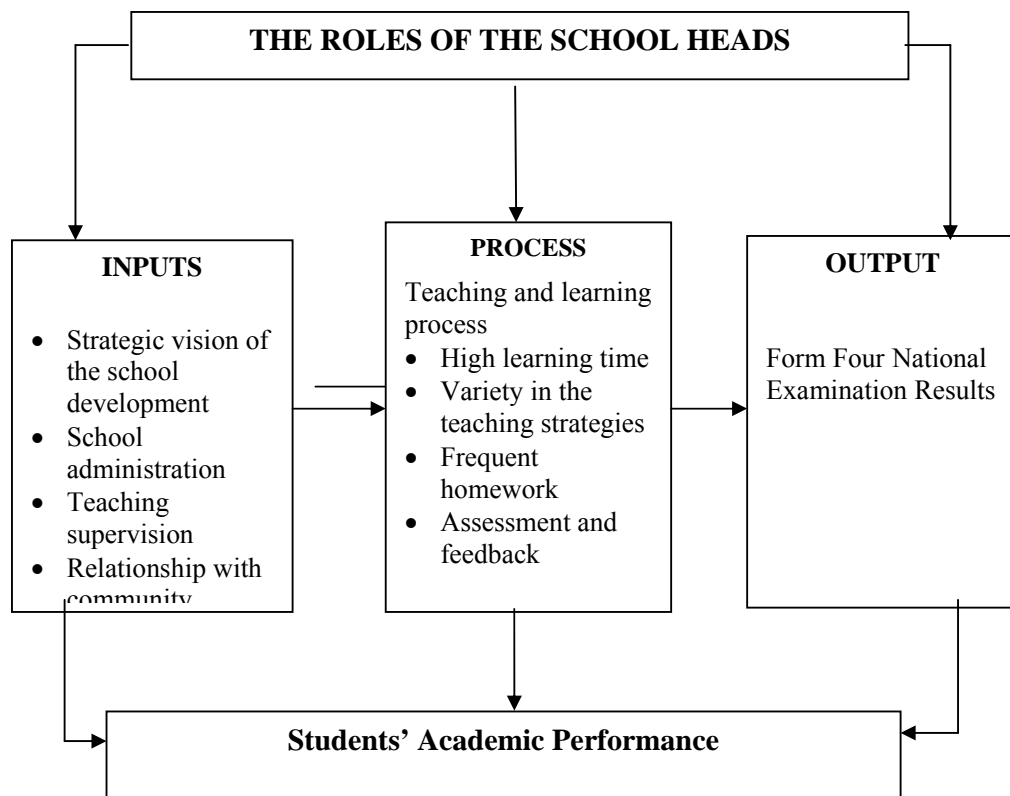
Figure 1.1: Conceptual Model

The school head must ensure that parents, students and various stakeholders are well-informed about the curriculum, attainment and progress as well as how to minimize challenges that hinder high students' academic performance. Nevertheless, poor relationship between school and community lead to poor academic of students. The following is a summary of conceptual model:

1.11   Conclusion

This chapter has presented background of the problem whereby a brief overview of the problem was well presented to clarify the need for the study. Also, the statement of the problem revealed how students in community secondary schools perform poorly while the heads of school execute their headship roles. The objectives from which the research questions were designed are also presents in this chapter. The objectives focused on finding out how the school vision, the supervision of the teaching process, school administration and relationship between school and other stakeholders contribute in enhancing of students' academic performance in community secondary schools.

Furthermore, the significance of the study showed that the study would be beneficial to school heads and other education stakeholders. However, the major challenge that a researcher encountered was lack of money to fund the study. Lastly, the conceptual framework showed that students' academic performance can best be understood by upraising the relationship between input, process and output.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1   Overview

Literature review means the works the researcher consulted in order to understand and investigate the research problem. It is an account of what has been published on a topic by accredited scholars and researchers (Kombo and Tromp, 2006). Therefore, literature review is the critical examination of various readings such as books, newspapers, magazines, journals, encyclopaedias and dissertations, among other written sources, then incorporating relevant issues in the study being conducted.

2.2   The Roles of the School Heads

Role is a prescribed or expected behaviour associated with a particular position or status in a group or a school. A school head is the expected to show patterns of behaviours and responsibilities associated with a headship position within a school. A school head that is in charge of a school has a lot of responsibilities to accomplish. For example, developing strategic vision and direction of the school development, management of staff, students and finances, supervision of the implementation of school curriculum and developing the relationship with the wider community (Bussiness Dictionary, 2013).

On top of that, recent research findings such as Meador (2013) show that a good school head is the one who always leads by example, is positive, enthusiastic, has high energy, initiative, tolerance for ambiguity, sense of humour, analytical ability, and common sense and have a hand in the day to day activities of the school, and

listen to what their constituents are saying. An effective leader is available to teachers, staff members, parents, students, and community members. Good leaders stay calm in difficult situations, thinks before they act, and puts the needs of the school before themselves. An effective leader steps up to fill in gaps as needed, even if it isn't a part of their daily routine. For the purpose of this study, only four schools heads roles are discussed in detail, these are; the strategic vision of the school development, school administration, supervision of the teaching process and the relationship between the school and the community. The following subsections describe in details.

2.2.1   Strategic Vision of School Development

According to Reh (2013) a vision is an over-riding idea of what the organization should be. Often it reflects the dream of the leader (school head). A vision must be sufficiently clear and concise that everyone in the organization understands it and can fulfil it with passion. Recent research findings define vision as a realistic, credible, attractive future for an organization. Let's dissect this definition.

In a first place, a vision must be realistic by being meaningful to the school. This means that vision must be somewhat specific rather than a vague idea about the future. Tatum (2013) asserts that vision has to be relevant to those who will be involved in reaching that ultimate goal. This means that teachers and all who have a stake in a school must recognize the potential of the vision and be committed to help it come to pass. Furthermore, a vision must be attractive by making sure that that all parties involved can identify some benefit from pursuing the vision. The degree of

attractiveness must be sufficient to sustain commitment even when unforeseen difficulties threaten to slow progress toward the goal. Therefore, vision should describe a set of ideals and priorities, a picture of the future, a sense of what makes the school special and unique, a core set of principles that the company stands for, and a broad set of compelling criteria that will help define organizational success.

Another important aspect in a vision is strategy. Strategy is one or more plans that the school head uses to achieve your vision. This is supported by Wikipedia (2012) which point out that, the strategic vision sets the parameters for the development of planning, specific steps to go about making that vision come true, since it establishes the general direction the school will pursue. Also is making decisions on allocating its resources to pursue this strategy. In order to determine the direction of the organization, it is necessary to understand its current position and the possible avenues through which it can pursue a particular course of action. Again, strategy is a combination of the ends (goals) for which the school is striving and the means (policies) by which it is seeking to get there. A strategy is sometimes called a roadmap - which is the path chosen to go towards the end vision. For better implementation, schools summarize strategic vision into a vision statement. Vision statement is a descriptive picture of a desired future state; and the mission statement is the means of successfully achieving the vision (Wikipedia, 2012).

Furthermore, Tatum (2013) revealed that, before implementing the vision, the leader needs to communicate the vision to all educational stakeholders, particularly those inside the school. The vision needs to be well articulated so that it can be easily

understood. And, if the vision is to inspire enthusiasm and encourage commitment, it must be communicated to all the members of the school. The strategic vision must be communicated through multiple means. Some techniques used by institutions to communicate the vision include disseminating the vision in written form; preparing audiovisual shows outlining and explaining the vision; and presenting an explanation of the vision in speeches, interviews or press releases by the organization's leaders. The school head has to "walk his/her talk."

In addition, Tatum (2013) continues that, after communicating the vision, implementation must take place if the vision is going to have any effect on the school. This is where strategic planning comes in. Strategic planning determines how to get there from where you are now. Strategic planning links the present to the future, and shows how the school head intend to move toward the vision. One process of strategic planning is to first develop goals to help the school head achieve the vision, and then develop actions that will enable the school to reach these goals. If the school has not planned for implementing that vision, development of the vision has been wasted effort. Even worse, a stated vision which is not implemented may have adverse effects within the school because it initially creates expectations that lead to cynicism when those expectations are not met.

In the same manner, Mpondo (2004) states that a head of school should formulate a vision direction, which secures effective teaching, students achievement in learning, spiritual, moral, cultural, mental and physical development, and prepare the students for adult life to be responsible and functional citizens. Furthermore, a school head

provides the direction on how to implement the strategic plan based on the finance allocated, which should be identified by stating the priorities that ensure high students' academic achievements and increasing teachers' effectiveness. On top of that, Babyegya (2002) clarifies that a school calendar or almanac which shows dates of school events and special activities for the whole year should be identified by the school head. The periodic meetings of the school board, the staff, *school baraza* and parents' general meeting must be clearly shown in the school almanac. Also, the school head should make sure that all records are kept well. These records include school annual and half year reports, students' continuous assessment records, workers' confidential reports, students' progressive reports to parents, students attendance registers, log books, teacher on duty's record book and others.

Therefore, a school head is required to have the vision and direction that motivate people to work as a team. He or she should organize staff to carry out different tasks, manage the school curriculum and manage finances/resources in the way that teaching and learning process is improved.

2.2.2   School Administration

Preserve articles (2012) defines school administration as the process of integrating the efforts of the school personnel, i.e., the members of the staff, the students and their parents and of utilising appropriate materials in such a way as to promote effectively the development of students' academic performance. However, UNESCO (2011) argues that, the rapid expansion of student enrolments in most African countries since the attainment of political independence, coupled with inadequate resources to cope with the ever-increasing demand for educational provision, has

made school management a much more complex and difficult enterprise now than a few decades ago. To ensure effective and successful management, the school head must not only be innovative, resourceful and dynamic, but also able to interact well with people both within and outside the school; staff and pupils, parents and many other members of the community.

In addition, Handy (as cited in UNESCO, 2011) continues that, most of the school head in community secondary schools are in a difficult position; since they are expected to improve students' academic performance in a period of lessen resources. In spite of the complexity of problems surrounding the majority of school heads, very little attention has been taken to address issues relating to their appointment, training and support. Most countries continue to appoint heads from within the ranks of senior classroom teachers with little or no preparation for the onerous and complex task of school headship. Despite all these, most of the researches insist that, the school head must be the main change agent in the school by promoting the increase of capability of the teaching through administering all school activities to secure best outcomes. Personal personality of the school head may be a determinant for achieving success in school performance, as well as in securing collaboration and commitment among staff.

In enumerate Mpondo (2004) claims that the key function of heads of schools is to secure and operate effective allocation, monitor and control the use of resources. A school head is expected to prepare the school budget that covers different responsible areas for the fulfilment of educational objectives, specifically teaching and learning

process. However, recent studies such as Mbise (2012) [i]have discovered that unlike heads of private schools, heads of public schools in Tanzania such as community secondary schools have no real powers over staff. They cannot hire, relocate, reward, punish or fire them. They also have limited resources to assist in creating conducive living and working environment for the staff.

In a more focused outlook, Bennars, et al (1994) define the school finances as all the money the school gets for the development and recurrent expenditures. Therefore, a school head is an accounting officer of the school, hence responsible to know how money is obtained and expended. Schools get funds from various sources such as fees, the government budget (capitation), fund-raising; school based economic activities and external donors. In a school, funds are required to facilitate the extension of the school opportunities and facilities as well as to meet the cost of running the school.

In the same vein, Bennars (opt) continues that, a school head is supposed to identify resources needed to support the implementation of school policies. Schools need to have laboratory, apparatus, library, textbooks, teaching aids, chalk, note books and teacher's reference books. Also, the permanent construction and improvement of school buildings, painting, repairing of walls, windows, doors and school furniture, fencing, clearing and landscaping are other duties of the school head. The school head should make sure that all buildings meet the required standards. Also, he must control the equipment and materials by overseeing their acquisition, storage and use. Therefore, in order for the school head to supervise well the resources he/she must

make sure that school equipment and materials are updated annually and inspected periodically for the achievements of the school objectives.

2.2.3   Supervision of Teaching Process

Mpondo (2005) defines supervision as evaluating the educational practices in a school to find out if the school objectives are attained or not. The school head has to gather information systematically, which can be used to create possibilities for a further improvement in a schools' academic performance.

Education, according to Coombs (1970) consists of two components. He classified these two components into inputs and outputs. According to him, inputs consist of human and material resources and outputs are the goals and outcomes of the educational process. Both the inputs and outputs form a dynamic organic whole and if one wants to investigate and assess the educational system in order to improve its performance, effects of one component on the other must be examined.

Jekanyifa (n.d) outlines that, it is the role of the school head to make sure that educational inputs which are of vital importance to the teaching of any subject in the school curriculum are available. One of them is teaching materials that enable the teaching and learning process to go smoothly. Example of teaching materials include; chalkboards, textbooks, apparatus, and handbooks. Most of the recent studies insist the use of teaching materials as it would make discovered facts glued firmly to the memory of students. Savoury (1958) also added that, a well planned and imaginative use of visual aids in lessons arouse students' interest in the subject by giving them something practical to see and do, and at the same time helping to

train them to think things out themselves. He also suggested a catalogue of useful visual aids that are good for teaching i.e. pictures, post cards, diagrams, maps, filmstrips and models.

Another input is the content. As Savoury (1958) contends, the selection of materials which are related to the basic contents of a course or a lesson, helps in depth understanding of such a lesson by the students in that they make the lesson attractive to students, thereby arresting their attention and thus, motivating them to learn. He advocated the use of pictures which will help children in grounding their thoughts and feelings. He maintains that pictures are used as alternatives to real objects where it is impossible to show students the real objects.

Furthermore, teachers a vital input in the school. Jekanyifa (n.d) clarifies that, it is also very essential for the school to have sufficient and adequate human resources in terms of teacher quality for the teaching of all subjects in the school curriculum. Without the teachers as implementing factors, the goals of education can never be achieved. Schools should be properly and uniformly equipped to promote sound and effective teaching. School need to have suitable textbooks, qualified teachers, libraries. According to Coombs (1970), scarcity of these inputs, will constrain educational system from responding more fully to new demands. In order to raise the students' academic performance, its efficiency and productivity, better learning materials are needed.

Moreover, UNESCO (2011) insists that, school head needs to ensure that delegated tasks are actually carried out on time, and in a proper manner. Therefore, the school

head supervise, oversee, the work of others in the school. Through meeting senior management, individually or in groups, feedback on the administrative functioning of the school, including curriculum implementation and development will be recognized. By being active within the school, by visiting classes, talking to teachers, pupils and parents, he/she will be informed about the school community, its people and events. Problems can often be prevented, simply because the school head keeps, as they say, his or her 'ear to the ground' at the same time setting a good example to others of self-discipline.

In a more focused outlook, MOEC (1997) states the availability of the authorized subjects' syllabus and timetable for all classes are essential in teaching and learning. Also, the preparation of schemes of work, lesson plans, filling of the subject log book and mark book must be inspected regularly. In addition, a school should have enough classrooms, play grounds, furniture, libraries, laboratory, water and sanitary equipment to facilitate teaching and learning. Furthermore, MOEC (1997) adds that more instructional time must be efficiently and effectively spent to enable students have enough actual learning, which leads to more understanding and better performance. Also, for the better achievement of students' academic performance, the school head must develop a good system that would minimize absentees and dropout of students from studies.

On top of that, observation of classroom teaching, lesson plan, teachers' notes and students' exercise book survey are the other ways of supervising the teaching process through which the school head sees exactly what the teacher has done and what

students have been able to get. Again, there must be a systematic way that channels essential performance reports from subject teachers, subject departments to the school head regularly for feedback. Also, the school head should appoint the academic master/mistress, subject teachers and heads of departments to assist him/her make a follow up whether what is taught is appropriate or not. For efficiency and effective teaching, the required teaching materials must be provided in time and sufficiently. Also, income generating activities must be implemented to enable the school generate extra income for school development (MOEC, 1997).

Furthermore, the students' academic performance should always be evaluated to monitor the students' progress. According to Wikipedia (2013) performance is the outcome of education or the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessment. Student academic performance is monitored closely so as to identify early any student whose performance is likely to lead to academic failure. The respective teacher works with individual students to provide academic guidance so as to maximize the chances of all students succeeding.

2.2.4 Relationship Between a School and Community

According to UNESCO (2011), the word community may refer to a group of people living in one place or locality such as a village or town, or it may refer to a group of persons having the same or similar interests. Community is a part of the society and education is the counterpart of both the mentioned elements. School is the social institution where consciously designed learning experiences are provided with the objectives of achieving social needs at large, over a period of time. School is also

defined as a subsystem of the larger system of the society. It has to functionally coordinate with its immediate environment, the community in which it is situated.

Moreover, Nirav (2012) explains that, the main group and agents involved in the dynamics of the relationship between school and community are school administration, teachers, non-teaching staff, students and parents, governing bodies and school board. Furthermore, State University (2013) asserts that communities are naturally interested in their own well-being and survival, and so have a keen interest in their offspring or new recruits. Hence, they attempt to hand on the knowledge, values and skills which are special to their group. The school is the main institution for the transmission and acquisition of the knowledge, values and skills, and thus it might be regarded as the most important asset of any community. Thus, it is quite natural that we should expect close links between schools and their communities. Both parents and educators have a large stake in children's success and the linkages promoted to facilitate it.

The parents within a ward are responsible to share the learning cost by paying some of the expenses to make sure the students acquire full knowledge offered by the school. According to Wikipedia (2013), the government secondary schools in Tanzania including community secondary schools charge tuition of about 20,000 Tanzanian shillings (TSH) per year. Several fees are charged in addition to tuition, including examination fees, caution fees, watchman contribution, academic contribution, furniture contribution, identity fee, emblem fee, and fee for lunches. However, tuition fees and other contributions are burdensome to many families, especially large families, single parent families, and orphans. Families where the

parents do not yet appreciate the value of education, especially for girls, is often enough to keep them from agreeing to pay for schooling.

The school plays an important role in determining the levels of parental involvement in school. Granue (1998) asserts that schools can outline their expectations of parents and regularly communicate with parents about what children have achieved through parents report forms. Parents are more likely to support a school program in which their children learn through participating in decision-making, visiting the school even at times other than when their children are in trouble. Parents interest and support for the school and its staff makes it easier for their children to relate to and identify themselves with the goals, values, and personnel of the school, a powerful motivation to tune in and turn on to education. At the same time, parental involvement insures that their cultural values and interests are respected (Comer, 1980).

In a more focused outlook, the community is involved in a school development through a school board. A school board is comprised of members that are usually elected by the residents of the particular community. It has a big responsibility to make sure that the school objectives are well attained. According to the Education Act No.25 of the year 1978, which was emended in 1995, the school board has the authority to supervise all the school strategies and their implementation. Furthermore, the board has the responsibility to deal with teachers' and students' discipline. In addition, it supervises the school finances (MOEC 1995). The school head who is a secretary in this committee could build a good relationship with board members to make sure that the school vision is well attained with collaboration with

school board. Through the school board the school head can utilize both human and non human resources to improve the students' academic performance in community secondary schools.

2.3   Synthesis

This chapter has analysed different headship roles in schools. It is seen that a school head must provide professional leadership for the continuous improvement of the school. He or she must have a vision of what should be achieved. The proper vision has clear strategies on how to fulfil it so as to attain effective teaching, students' achievement in learning, spiritual, moral, cultural, mental and physical development. Also, a school head has to coordinate properly all of the required resources to get the desired outcomes. The resources include both, human and non human resources. Therefore, a school head should determine how to serve the identified goals through planning, organising, staffing, directing, coordinating, budgeting, commanding, controlling and reporting all the matters set forth for schools' achievement. School heads must ensure and sustain effective teaching and learning to accomplish the desired outcome which is the improvement of students' academic performance. Also, school heads should involve community members in various school affairs to make sure they contribute positively in the achievement of students' academic performance.

2.4   Research Gap

In spite of the various roles of school heads as synthesized in the reviewed literature, there is still deficit in the literature regarding the roles of schools in community secondary schools, especially in Mbeya urban. Different issues like the obstacles in

fulfilling the roles of school heads, the success or failure in fulfilling the roles of school heads and the consequence of the success or failure on students' academic performance and other socio-cultural aspects of the students and the general community, among many other issues are also not addressed in the literature. This study was nonetheless concerned with only one aspect of the roles of school heads, that is, to assess how the execution of the roles of school heads affects students' academic performance in community secondary schools. The study therefore, was carried out to find out relevant information that would fill the knowledge gap identified in the literature.

2.5   Conclusion

This chapter has explored in detail previous works on the roles of school heads. The literature shows that in fact school heads are very important not only for the academic achievement of students, but also development of a school as a whole. Also, the literature shows that school heads need not to work alone, but to involve teachers, other educational stakeholders and the community for the best performance of the school. In the next chapter, this study presents the research methodology employed in the present study.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Overview

This chapter contains a description of the methodology used in carrying out this study. The chapter is organized under the following sections: study area, research approach, research methods, sampling techniques, population, sample size, data collection and ethical consideration.

3.2 Study Area

This study was conducted in six community secondary schools in Mbeya Municipality. These schools included Nzondahaki Secondary School, Itiji Secondary School, Sinde Secondary School, Wigamba Secondary School, Iwambi Secondary School and Legico Secondary School. The selection of these schools as study area emanated from accessibility of these schools because they are all within the city, thus transport problem is minimal. Also the researcher's familiarity to these schools influenced the choice of the schools for study area.

3.3 Research Design

This is the structure of the research which holds together all of the elements in the research project. It shows how all of the major parts of the research work together to address the central research questions. Therefore, it is a conceptual structure within which the research is conducted. It constitutes the blueprint for collection, measurement and analysis of data (Kothari, 2006). This study had two research approaches, namely: qualitative and quantitative approach. Both approaches were

used in this study in order to obtain data of high quality which are relevant and in depth information that fulfil the stated objectives.

Kombo and Tromp (2006) clarify that qualitative research is a form of research that involves description to the data obtained. It seeks to describe and analyse the behaviour of groups from the point of view of those being studied. Also, this approach enables a researcher to relate particular aspects of behaviour to the wider context. In this study, qualitative approach was used to enable the researcher to get direct explanations and views of respondents. Therefore, Interview and focused group discussion were used by the researcher. In this way, this study is social in nature and a descriptive study because it is concerned with describing the characteristics of particular group.

Quantitative research approach relies on the principle of verifiability that means confirmation, proof, corroboration or substantiations. It focused on measurement, which is assignment of numerical events according to rules. Quantitative approach involves the generation of data in quantitative form, which can be subjected to rigorous quantitative analysis in formal and rigid fashion (Kothari, 2006). In this study, the quantitative data were obtained through questionnaires as well as from different documents. The researched documents of NECTA, revealed the results of SCEE while questionnaires were administered to students and teachers to obtain data from sampled schools**.** The quantitative research techniques were used to enable the quantification of some information in ratios and percentages. The aim of the research focused on investigating the roles of school heads towards achievement of students' academic performance in community secondary schools in Mbeya city. The

researcher assumed that, by using mixed approaches, she would capture the activities of heads of six community secondary schools and gain a better understanding of the situation and consequently achieve the outcomes of the research.

3.4   Research Methods

Research methods are all those techniques, plan, strategy or structure that are used to carry out a research by showing how data would be collected effectively and efficiently (Prakashan, 2003). In other words, research method refers to the plan or procedure for gathering information, portraying when, from whom and in what situation the information will be obtained (Kothari, 2006). In this study, interview, survey, focus group and documentary review were employed in the six sampled community secondary schools.

3.4.1   Interview

Interview as a method of collecting data involves presentation of oral or verbal stimuli and reply in terms of oral-verbal responses. This method can be used through personal interviews and if possible through telephone interview (Prakashan, 2003). An interview involves the oral or vocal questioning technique or discussion. The researcher becomes the interviewer and respondents from the selected sample are the interviewees. Through this interaction the required data are taken for the aim of fulfilling the study objectives.

Both structured and unstructured interview were employed by the researcher. Unstructured interview was chosen to enable the researcher to be flexible due to different situation and people individuality. Structured interview was also preferred

to gather information with higher reliability due to the similarity of questions given to all respondents.

3.4.2 Survey

Survey method is concerned with describing, recording, analyzing and interpreting conditions that either exist or existed. It gathers data from a relatively large number of populations. This is done from the selected sample of the population by asking a lot of questions through questionnaires. The data collected are generalized to large population from which the sample was drawn (Prakashan, 2003). Using this method, this study developed questionnaires that were sent to students and teachers. The researcher has used this method so as to focus on different variables from which the sample was drawn and to generalize to the large population from which the sample was drawn.

3.4.3 Focused Group Discussion

Focused discussion group is a special type of group which is concerned with discussion that is carefully planned and designed to obtain information on the participants' beliefs and perception on a defined area of interest. It consists of homogenous members who would produce a lot of information quickly through the posed questions by the researcher (Kombo & Tromp, 2006). Unlike interview, in which the researcher interviews a single interviewee individually, in focused group discussion the researcher interacts with a group of individuals (respondents) at the same time to discuss a specific subject of interest regarding the research objectives (Denscombe, 1998). The researcher has employed focused group discussion to

collect data from eight (8) parents who were randomly selected from the respective communities of this study.

The discussion planned to gather information from the parents on the roles of the schools heads in the achievement of students' academic performance the community secondary schools that found in their perspective ward. During the discussion the researcher had already prepared the open ended questions for discussion. Each participant had equal chance and right of participation to the questions posed. However, the researcher could sometime intervene where necessary to make sure that the intended and useful information were gathered. The group discussion was conducted in Kiswahili language since was a familiar language to many participants but English remained a reporting language.

The focused group discussion method was selected to enable the researcher to get a lot of information quickly and high quality data in a social context. In addition, focused group discussion enabled the researcher to control data she wanted to collect since she could clarify or ask more in depth question to elicit more information.

3.4.4 Documentary Review

Documentary review is a method used to collect data which are already available and analysed by someone else. This includes various publications, journals, books, magazines, news papers, statistics, reports and others (Prakashan, 2003). In this study documentary review was employed in collecting CSEE results from 2008 to 2011 in NECTA reports available in respective schools.

The CSEE results obtained from the NECTA reports were reviewed and analysed. Then the generalizations were made on students' academic performance in community secondary schools. Also, documentary review was done in the examination of teachers' preparation of curriculum documents such as scheme of works, lesson plan and lesson notes, monthly and weekly tests.

3.5   Sampling Techniques

Sampling is a process involving the selection of a finite number of elements from a given population of interest, for the purposes of inquiry. The total number of elements is known as sample (OSSREA, 2001). The study had employed two sampling techniques, namely: simple random sampling and purposive sampling.

Simple random sampling technique was used to collect the data when all variables, especially respondents were assumed to have the same characteristics shared by population from which the sample was chosen. This sampling technique was chosen because it provided equal chance for every member in the population to be included in the study through lottery system. Simple random sampling technique was employed to obtain students, parents and teachers as respondents.

Purposive sampling was used in order for the researcher to obtain only reliable respondents capable of providing specific information for the study. It was found suitable to this study due to the fact that there were specific respondents who served specific purposes (roles) in their positions which nobody else could play such roles to achieve the objective of this study. Respondents who were obtained through this sampling technique included school heads, City Educational Officer (CEO) and Zonal Chief School Inspector (ZCIS).

3.5.1   Population

A population is a group of individuals, objects or items from which samples are taken for measurement. It is an entire group of persons or elements that have at least one thing in common (Kombo and Tromp, 2006). Mbeya City comprised almost of 52 secondary schools with estimated population of approximately 36,400 students. The respondents of this study were drawn from 6 community secondary schools, the community around community secondary schools, DEO and ZCIS.

3.5.2   Sample Size

Sample size simply means the amount or quantity of the sample (Enon, 1998). The sample size for this study included 6 school heads, 30 teachers from six community secondary schools, 60 students from six secondary schools, 8 parents from the community within which the community secondary schools were located, DEO and ZCIS. The total respondents used in this study were therefore 106 respondents. This sample size was selected due to the fact that the researcher could not reach all sample population due to time and resource barriers.

3.6   Data Collection

There were two major sources of data gathered and used in this study. These were primary and secondary data.

3.6.1   Primary Data

Primary data is the information gathered directly from respondents. Primary data source involves creating new data (Kombo and Tromp, 2006). In this study, primary data were obtained through questionnaires and interviews. Primary data in this study

included the information about school heads' roles such as the creation of strategic vision, administrative roles, supervision of teaching process and accountability to the wider community as obtained from the respondents.

3.6.2 Secondary Data

Secondary data are the data that are readily available. They are the data which have been collected and analysed by someone else (Prakashan, 2003). Secondary data in this study were obtained through the review of relevant literature and documentary review of different records which showed the information from various sources such as journals, books, reports of research scholars, public record and statistics such as NECTA reports, magazine and newspapers.

3.7 Data Management and Analysis

Data management deals with handling and processing the collected data in the field. On the other hand, data analysis refers to the process of examining what has been collected in a survey or experiment and making deductions and references (Enon, 1998). Data management and analysis in this study involved scrutinizing, uncovering underlying structures, extracting important variables, detecting any anomalies and testing any underlying assumptions. The study involved the use of tables and percentages and the interpretation of data involving both statistical and descriptive analysis, and quantitative analysis in reporting on the roles of school heads in relation to student's academic performance.

3.8 Ethical Considerations

Ethics refers to questions of right and wrong. A researcher must ask if it is right or wrong to conduct a certain study or investigate a certain question. Also, it includes

following all the research principles (Frankel *et al,* 2000) Ethical matters are important in carrying out a research work. In this study, the researcher considered all research directives, which included maintaining confidentiality, honesty, openness, responsibility, as well as seeking permission from the required offices and officers. This helped to avoid unnecessary pain or distress, fear and harm among respondents, and enabled the researcher build trust among the respondents and administrators in the field.

3.9   Conclusion

This chapter dealt with the description of the methods employed in carrying out the research study. Research methods were all those techniques that were used in carrying out the research. Among other things, the chapter has shown that this study is both qualitative and quantitative in nature, and used questionnaire, interview and documentary review as instruments of data collection. Moreover, the chapter has identified six community secondary schools as study area. Simple random and purposive sampling techniques are also clarified as major techniques used to obtain required respondents. Meanwhile, statistical and descriptive analysis combined with qualitative analysis is revealed as the procedures employed in data processing and management.

CHAPTER FOUR

4.0 PRESENTATION AND DISCUSSION OF RESEARCH FINDINGS

4.1 Introduction

This chapter presents the research findings which are presented according to the sub headings derived from the specific objectives of this study as presented in Chapter One. The data presented and discussed in this chapter were collected through questionnaires administered to school heads, teachers and students, interviews held with CEO, ZCSI and parents, and the documentary review of different files and records in respective schools.

4.2 The Strategic Vision of School Development

The researcher intended to assess the strategic vision of school development and how it contributed to the achievement of students' academic performance as first objective of this study. Various respondents were involved, including school heads, teachers, students, parents, CEO and ZCIS. Four questions were set and respondents provided information concerning school vision in the achievement of students' academic performance.

4.3 School Vision

The first question for the first objective of the study aimed at finding out whether schools had stated the vision, the following responses were given presented in Figure 4.1. Figure 4.1 shows that 67% of all the teachers who were asked through questionnaires responded that they did not know the school vision while only 33% of them responded that they knew the school vision.
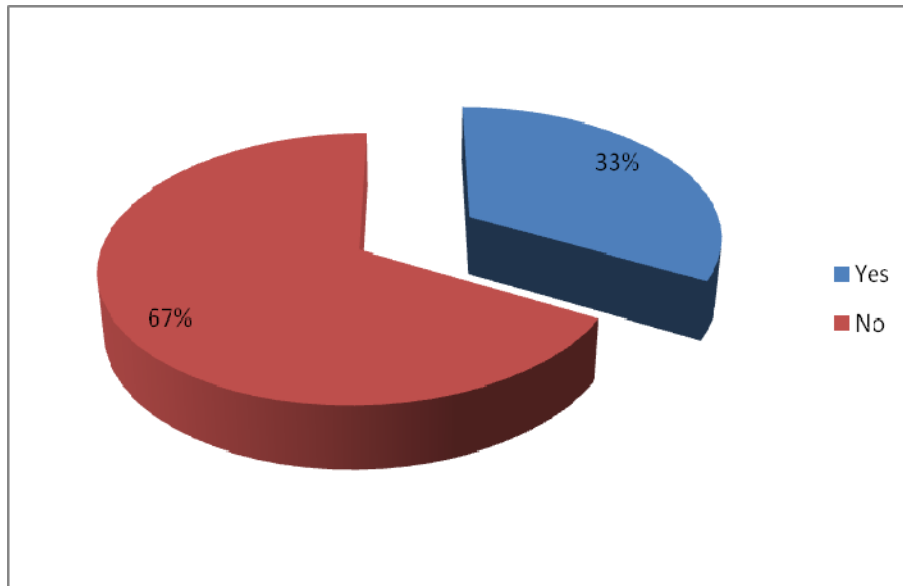
Figure 4.1: Statement of the School Vision
Source: Field Data, (2012)

All six school heads were interviewed and reported that they had stated the school vision of their respective schools but had failed in the implementation. They had a lot of things they wished to accomplish but they had not communicated to stakeholders for implementation, due to shortage of funds. One of the six school heads was quoted:

> Of course, I have a vision to improve the school, but the problem is lack of funds. So, I find it useless to tell people something that you really understand you can't afford. I just keep quiet, which does not mean I don't have any vision for my school.

What was observed from the quotation is that some school heads had vision on what they wished to accomplish in the future, except that they ran shortage of funds for implementation. This study found that the capitation money they received was not enough to enable them fulfils the school vision. The received money from the government could not enable schools build laboratories and libraries which were the

major shortcomings that needed to be worked on. Thus, the findings correspond with Uwazi (2010), which has recently been posting reports on the study the capitation grant from the Tanzanian Government. The report shows that since 2002 the value of the capitation grant declined by over 35%, the capitation grant is insufficient to buy a minimum set of books, the amount allocated in the budget is less than that approved by SEDP policy. Contrary to the claim of the school heads, City Education Officer who was interviewed responded that most of the school heads did not have school vision. He mentioned lack of leadership course, lack of funds and negligence as some of the key reasons for the failure in the establishment and implementation of school vision in community secondary schools.

One important thing noted in Figure 4.1 and the facts established from the figure and responses are that most of the school heads did not have a vision of development of their schools. This raises one important question on whether these schools were moving anywhere as far as school development is concerned. It is a common understanding that if an organization (or even more precisely an individual) has no vision in life it cannot grow and achieve what one would call sustainable development. Since this is the case in community secondary schools, where school heads lack school vision it is obvious that one of the contributing factors on poor academic achievement among students in community secondary schools is lack of school vision. It should be noted, as revealed already in the literature review that major objective of a school is to promote academic development. Since community secondary schools lack school vision, they also lack academic directions. As a result, the role of school heads of creating and supervising school activities (especially

teaching and learning) directed towards achieving academic excellence remain unaccomplished, consequently resulting into students' poor academic performance. The results concur with Tatum (2013) who states that the school that does not have at least one visionary among the owners or leaders (for the sake of this study, school head) is much more likely to remain stagnant at best, or to fail completely at worst.

4.4 School Action Plan

The second question sought to find whether schools had prepared the action plan for the year 2012. The following were the responses represented in Figure 4.2.
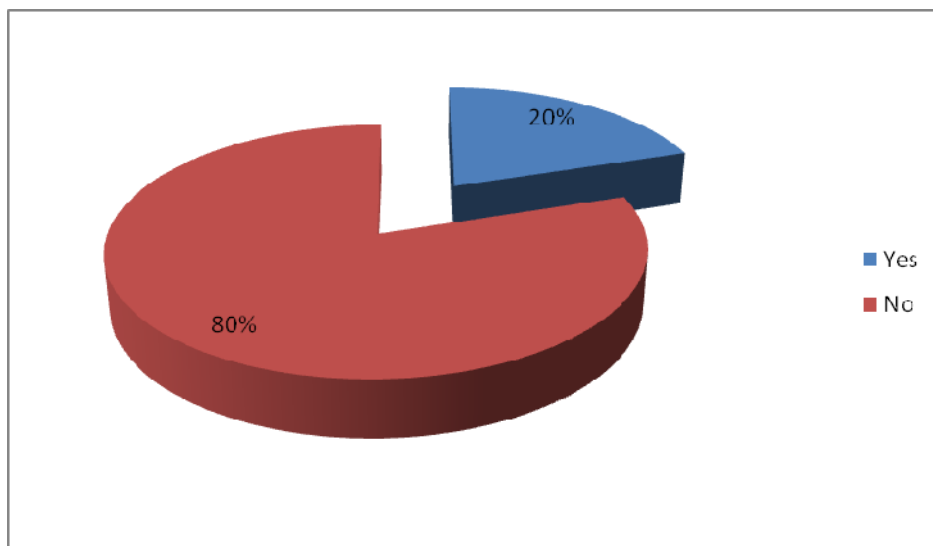
Figure 4.2: Preparation of School Action Plan

Source: Field Data, (2012)

Figure 4.2 shows the responses of teachers from questionnaires which disclosed that 80 of the teachers did not know about school action plan, while 20% responded that they knew the school action plan. Most of school heads admitted that they did not prepare school action plan. Even the DEO and ZCIS revealed that school heads did not prepare school action plan. For example, the DEO disclosed:

> Frankly speaking, school heads do not prepare action plans. This is caused by poor system of the local government. School heads have not attended any leadership course, how can they prepare school action plans?

The ZCIS had the same view when he maintained that, "You cannot blame school heads for not preparing action plan, but poor system of the government towards community secondary schools". This begins to raise some doubts if good school performance can be attained in a situation where schools lack action plans. But, as revealed in the subsequent sections, students' academic performance can never be attained in a situation where no specific strategies towards academic achievement are in place.
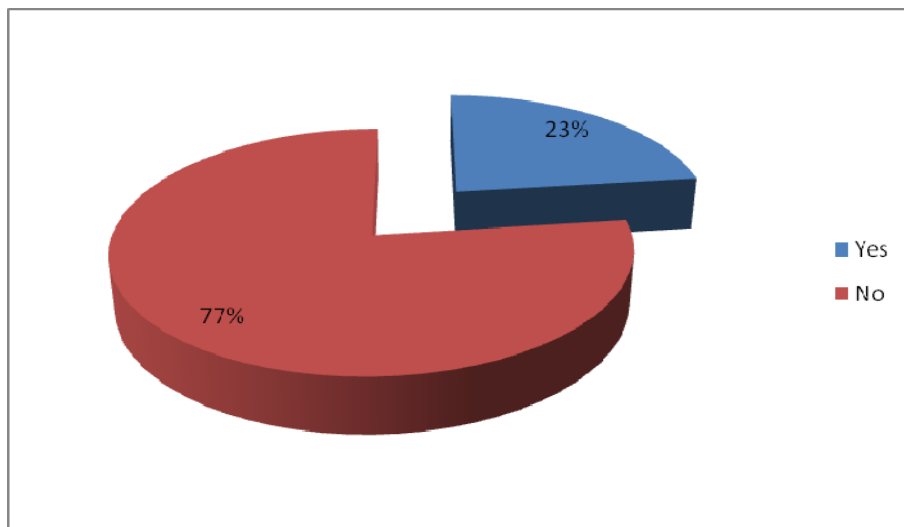
Figure 4.3: Implementation of the School's Action Plan
Source: Field Data, (2012)

Preparing a school action plan is one thing, but implementing it is a different thing. While some respondents in some schools revealed that school action plans were prepared, it was also important to find out if the prepared actions were ever implemented. The findings show that although action plans were prepared in some

community secondary schools, still they were not implemented fully. Figure 4.3 illustrates this reality very clearly.

As it is seen in Figure 4.3 77% of the teachers claimed that even when action plans were created, they were not practically implemented. It is only 23% of the teachers who observed that school action plans were implemented when created. It was also noted that even when school action plans were created, teachers were not involved in the creation of the plans. As a result they could not find reason why they should bother themselves with action plans that they know nothing about. This is evident in the comments of one of the teachers who claimed that it was not her responsible but school head's role.

It was further revealed that creation of action plans, the task fell into the control of school heads only. Teachers were not involved. It is important to understand that organizational objectives demand joint and coordinated effort, than diligence of an individual in the organization. This study found that lack of teachers' participation in the designing and creation of school action plans reduced teachers' morale to implement activities stipulated in the plans, no matter how good they would be. Moreover, this study found that in some community secondary schools, the matter of preparing school action plan is left under respective departments than the school as a whole. This was noted in the statements presented by one of the school heads, who pointed out that they were prepared and implemented by departments.

This study comments that decentralizing some of the school activities to specific departments or sections is a good practice, especially when all the plans and

activities are set towards achieving organizational (school) goals. However, this has to be handled very carefully, because it may sometimes result into losing common direction in the same organization.

For example, it was noted among some community secondary schools that even though action plans were created and had to be implemented at departmental level, yet there was no clear guidelines flowing from central organ (school as a whole) down to the departments. Therefore, this study observed that the matter is still doubtful whether the department created action plans in line with the mission and vision of the school, especially when the school as a major organ did not have clear action plan. The matter was even clearer when the question was posed to the ZCIS. The ZCIS was honest when he intoned, 'it is funny to ask for implementation of the school action plans while there is no action plan prepared, how can you implement something you haven't prepared yet?'

Since this is the real situation in the sampled community secondary schools, it would be important to argue that if students' academic performance has to be improved, then the strategy should begin with, among other things, the creation of both school vision and school action plans. This harmonizes with Tatum (2013) who points out that some leaders think that developing the vision is all that is necessary. If they have not planned for implementing that vision, development of the vision has been wasted effort. Even worse, a stated vision which is not implemented may have adverse effects within the school, because it creates expectations that lead to cynicism when those expectations are not met.

4.4.1 Implication of School Motto

It was also important in this study to assess if school heads had made elaboration of school motto to teachers and students and its implication to students' academic achievement. The information gathered from respondents revealed the following results:

Table 4.1: Implication of the School Motto

Respondents	Response		
	Yes	No	Total
Teachers	4 = 13.3%	26 = 86.7%	30 = 100%
Students	9 = 15%	51 = 85%	60 = 100%

Source: Field Data (2012)

Table 4.1 reveals that only 4 (13.3%) teachers claimed that school heads elaborated school motto and its implication on students' academic performance, while the rest 26 (86.7%) teachers, who form the majority group maintained that school heads did not elaborate school motto and its implication on students' academic performance. Similarly, it is only 9 (15%) students out of 60 (100%) students who agreed that school heads had elaborated school motto and its implication on students' academic performance. In contrast, big number of 51 (85%) students showed that school heads did not elaborate school motto and its implication on students' academic performance.

Therefore, it is 13 (14.4%) respondents who accepted that school heads had played their role to elaborate school motto while the rest 77 (85.6%) respondents maintained

that school heads did not elaborate school motto and its implication on students'
academic performance. Therefore, this study found that to a large extent school
heads in community secondary schools had failed to play their role fully in
elaborating the implications of school motto on students' academic performance.

The school mottos identified in sampled community secondary schools included:

(i) Education for Change from

(ii) Education is my Inheritance,

(iii) See, Learn, Obey and Implement

(iv) Education for Better Life.

As one can observe, community secondary schools have mottos which do not convey
explicit messages. This becomes difficult for teachers, students and general
community to play role in achieving the goals of the mottos. Doubtlessly such role
would mean improving students' academic performance, among other things. One of
the teachers who were interviewed pointed out that apart from seeing the school
motto on the school sign post on the way leading to his school, he had never seen his
school motto anywhere else, or heard anyone discuss about the school motto. It was
likely that the school motto was written on the school sign post just for the people
who pass by to read, and that had nothing to be implemented from the school motto.
In contrast, the same teacher commented that he still remembered his secondary
school motto, which stated that *Elimika Nenda Katumike* (Get Education then Go
and Serve the Community - *researcher's translation*) because the school motto was
included in the school anthem. In the teacher's comment, including school motto in

school anthem indicated deliberate effort of the school to achieve the goal of the motto, something that could not be emulated in community secondary schools.

Very surprisingly, when another teacher was interviewed to explain briefly contents of his school motto stated. He proclaimed, "We have a lot of things to do; do you think I can put the school motto in my head?" meaning that he could not remember the school motto. On one hand this teacher could be blamed for being such irresponsible for not knowing his own school motto, even though it could not mean to remember it all. This being the case, it was a good indication in this study that some teachers in community secondary schools did not make own effort to learn their school mottos so that they would take part in the implementation. All in all, it falls into blaming school heads for not assisting their teachers and students to know their school mottos by citing it daily or in their school baraza so that they would develop sense of concern in implementing their school mottos.

However, some teachers revealed knowledge about their school mottos and their implications on students' academic performance. For instance, one of the interviewed teachers clarified that her school motto was *See, Learn, Obey and Implement*. The only problem as noted already was in the implementation because the school head had not emphasized it.

The findings presented and discussed so far in this section have indicated that school heads in community secondary schools had visions for improving their schools, although the visions were not communicated well to the rest of school stakeholders. Again, some school heads had no action plans while others had school action plans,

except that the failures occurred in the implementation. Similarly, good school mottos were identified as characterizing community secondary schools although the implementation remained challenging. What seems prominent in the findings is that laxity of the school head in effectively implementing roles of designing vision, action plan and mottos and implementing them effectively had not yet yielded good students' academic performance. The study has therefore confirmed that ineffective accomplishment of the roles of school heads results into poor students' academic performance. Hence, the first objective of this study that intended to assess the roles of school heads on students' academic performance in community secondary schools was realized.

4.5 Administrative Roles of School Heads

The second specific objective of this study aimed at identifying administrative roles of school heads and how they affected students' academic performance in community secondary schools. The data were obtained through questionnaires to students and teachers and interviews held with the school heads of the sampled community secondary schools, parents, CEO, ZCIS.

4.5.1 School Almanac

The first task under the second objective was to find out if school heads had ensured the preparation of school almanac, and if the prepared almanac were followed effectively. Questionnaires were administered to students and teachers to find out if school heads had prepared school almanac for the year 2012. The results of the questionnaires are summarized in Table 4.2.

Table 4.2: Preparation of School Almanac

Respondents	Responses		
	Prepared	Not prepared	Total
Students	7 = 11.7%	53 = 88.3%	60 = 100%
Teachers	3 = 10%	27 = 90%	30 = 100%

Source: Field Data (2012)

Table 4.2 shows that; 7 (11.7%) students and 3 (10%) teachers observed that school almanacs were prepared. Thus, a total number of 10 (11.1%) respondents held this observation. At the same time, a large number of 53 (88.3%) students and 27 (90%) teachers, who made a total number of 80 (88.9%) respondents, maintained that school almanacs were not prepared. It is from this observation that this study found that to the great extent, community secondary schools had not prepared school almanacs.
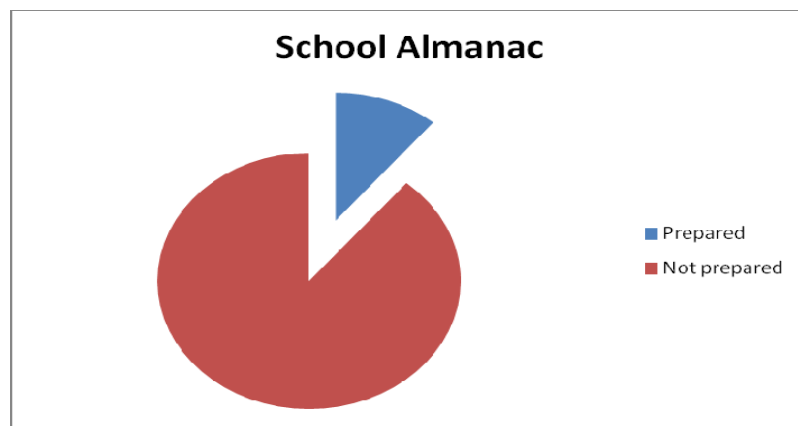
Figure 4.4: Preparation of School Almanac
Source: Field Data, (2012)

It should always be remembered that, among other things, a school almanac indicates are planned events expected to take place within the school in semester or academic

year. These events affect academic procedures in different ways, thus, both teachers and students need to be prepared for these events so as to plan ahead on how to accomplish academic matters as well as extracurricular activities. Since school almanacs in community schools were not prepared, it was found that academic activities were often disrupted by unplanned activities, consequently leading into poor academic performance. Figure 4.4 also illustrates this phenomenon.

As noted already in Table 4.4 a large number of students and teachers revealed that school almanacs were not prepared in community secondary schools, which in turn affected students' academic performance due to lack of proper plan for activities. Different events were found to interfere with school timetable because there was no almanac that indicated these events. This was evidenced by one of the teachers, who commented:

> Actually, at the beginning of each year we were given the closing and opening dates of mid terms and terms. This year the dates were written on the black board because census had led to the changes of normal time table

It was really very surprising to note that school heads reported that school almanacs were prepared. Some school heads even presented their school almanacs as evidence that the almanacs were prepared. In the comments of some school heads, most students and teachers do not have tendency to read and make follow up of announcements on school notice boards as the spirit of searching for information about their schools was low. On one hand, this revealed that most students and teachers do not take time to find out relevant information for the development of

their schools, even though the information was accessible within their schools. This was due to failure of some school heads in assisting students and teachers get information and work on the information concerning the development of their schools. Further, this situation suggested that even when school almanacs were prepared, they were not communicated properly to the rest members of the school for joint implementation.

4.5.2 Keeping Students' Academic Records

Record keeping is one of the important roles of a school head. This study assessed the extent to which students' academic records were kept properly and the record keeping affected students' academic performance. The questionnaire administered to students and teachers revealed the following results as presented in Table 4.3.

Table 4.3: Keeping Student's Academic Records

Respondents	Responses		
	YES	NO	Total
Students	56 = 93%	4 = 7%	60 = 100%
Teachers	29 = 97%	1 = 3%	30 = 100%

Source: Field Data (2012)

Table 4.3 shows that a large number of 56 (93%) students and 29 (97%) teachers agreed those students' academic records were properly kept. This makes a total number of 85 (94%) out of 90 (100%) respondents who saw that school heads had ensured effective record keeping in their respective schools. Only a few respondents 4 (7%) students and 1 (3%) teacher maintained that school heads did not ensure effective record keeping.

When school heads were interviewed on keeping students' academic records, they pointed it out that they ensured effective keeping of the records. Evidence from the files submitted to the researcher from academic offices revealed that academic records were properly kept. The records indicated that students had their continuous assessment records in the files. This study found that no misplacement of students' academic records was made, which would have affected students' academic performance in the records. One challenge noted regarding record keeping was that some students had failed to bring files for keeping their records in order. School heads had incurred cost to buy files for those students who had not brought their own files. Figure 4.5 provides even a more comprehensive visual impression of record keeping in community secondary schools:
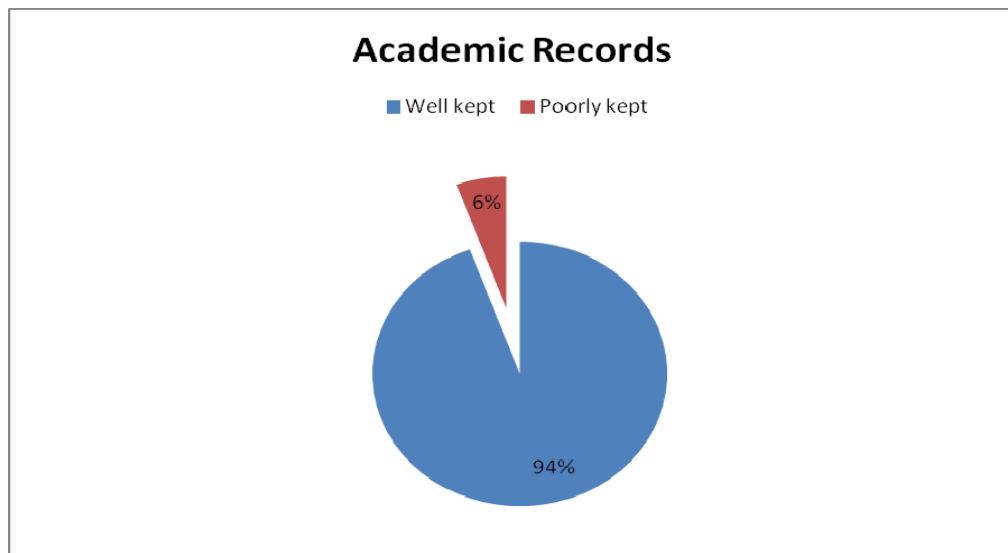
Figure 4.5: Keeping Students' Academic Record
Source: Field Data, (2012)

It was also important to interview parents to see whether they had been receiving academic progress report forms for their students. It was encouraging that nine (9) out of ten (10) parents indicated that they were receiving the reports regularly, in

spite of the fact that sometimes the reports arrived late. Only one parent maintained that she had not been receiving the reports, and when she wanted the reports she had to go to the school, where she was just shown the progressive records of her daughter available in the files than the report forms. One reason proposed for this problem was lack of proper contact address on the part of the parent.

4.5.3   Financial Management

One of the tasks of this study was to assess whether schools had a proper way of managing the finances. Teachers were seen as one of the groups of respondents that would provide relevant useful information for this task. The data collected through the questionnaire administered to teachers showed that 29 (97%) out of 30 (100%) teachers observed that school heads had not established proper way of managing school finance. One of the teachers commented that the whole idea of financial management is not restricted only to allocating the available finance for utilization. Instead, it involves planning for and establishing investments for collection of funds. That is, looking for different sources of income. In her observation, community schools did not have standing sources of generating funds, other than collection of school fees, which after all the school has no direct control of the funds. In contrast, 1 (3%) teacher agreed that there was good proper financial management.

This study found that community secondary schools did not have clear and well defined procedures of controlling income and expenditures. School heads did not establish an open mechanism that communicates financial matters to other school members, especially teachers and students. This created doubts in the expenditures of

the school even when no proof had been presented on allocation or misuse of school funds. Figure 4.6 summarizes teachers' responses; whereas the majority of the teachers indicated no proper ways of managing finance.
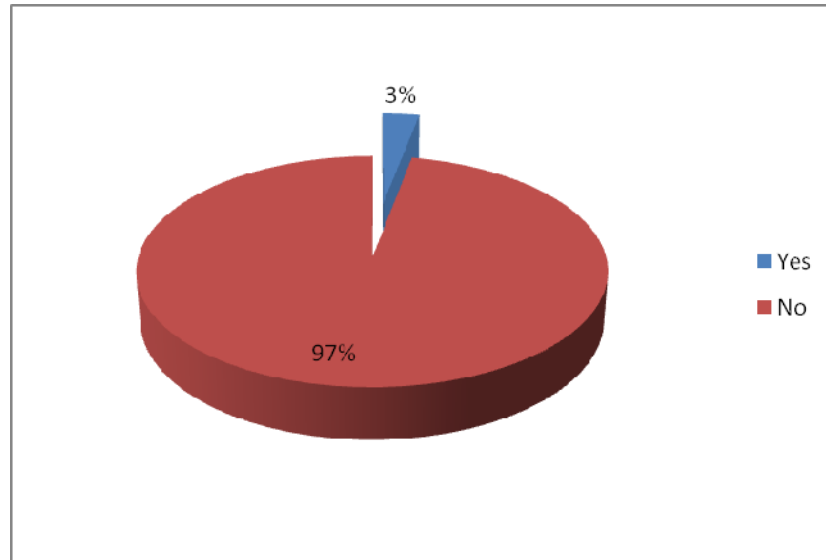
Figure 4.6: Management of School Finance
Source: Field Data, (2012)

In fact, even school heads had experienced poor management of school finance. They pointed out that lack of professional accountants to handle financial affairs in community secondary schools had caused decline in performance of the schools, but more significantly the decline of academic performance of students. This was due to the fact that schools needed funds to run different school activities including stationeries, printing tests and internal examinations among others. Lack of proper management of funds also delayed the purchasing of academic facilities like instructional materials, and sometimes obstructed the availability of these facilities, consequently bringing negative impact on the teaching and learning process in general and students' academic performance in particular. This study observed that

school heads had appointed some teachers as school accountants to deal with financial issues, something that sometimes had been reported to have led into loss of school income and unclearly stated expenditures. Auditors had frequently remarked loss of school funds which would be used to buy necessary facilities to improve the teaching and learning process for improved students' academic performance.

The issue of lack of professional school bursar, accountant or cashier to deal professionally with monetary matters in community secondary schools was clear even to the DEO. When interviewed, the DEO disclosed:

> In community secondary schools any teacher can be an accountant. I cannot imagine what the Ministry of Education and Vocational Training (MoEVT) expects from a teacher who teaches History to works as an accountant.

What was observed in community secondary schools is that school heads did not exercise fully their role of supervising and managing school finance. This failure is rooted from the fact that community secondary schools did not have trained monetary personnel. Even when school heads showed commitment in controlling and managing school finance, yet their effectiveness was hampered by lack of qualified monetary personnel with whom to work collaboratively for the betterment of the schools financial management. This corresponds with Harvey (n.d) who elaborates the success of a school centres on the quality of its financial management. Sound financial management ensures that a school's resources are effectively used to achieve a school's vision. However, head teachers are normally promoted to these

positions because of their many years of teaching service and are not necessarily trained managers. Most head teachers will require further training to secure effective management of the school finance.

Generally, this section has shown that school heads are important as they are entrusted with the administrative responsibility. The findings of this study revealed that school heads in community secondary schools prepared school almanac although communicating it to subordinates for collaborative implementation remained a big challenge. Records keeping were also noted as one of the administrative roles of school heads. The findings indicated that school heads had tried their best to ensure students' academic records were kept properly, although the issue of finance management marked the failure of school heads in performing this administrative role effectively. By so doing, the second objective of this study, which sought to assess administrative roles of school heads, was also realized.

4.6   Supervision of Teaching Process

The third specific objective of this study aimed at exploring how school heads supervise the teaching process in community secondary schools and the consequences on students' academic performance. Six aspects/components were put forward to examine this phenomenon. These aspects included availability and adequacy of books, availability of competent teachers, teachers' attendance in classes, lesson preparation, inspection of classroom teaching and assessment procedures. Each of the components is presented and discussed in turn, in the subsequent subsections.

4.6.1 Availability and Adequacy of Books

Experience had shown that effective supervision of any educational programme requires good supply of important resources. In this study, focus was on the supply of books in community secondary schools as one of the most important resources for implementing teaching and learning process. The questionnaires administered to students and teachers revealed that textbooks, reference books, supplementary course books and other useful books were supplied inadequately, (Table 4.4).

Table 4.4: Availability and Adequacy of Books in Community Secondary Schools

Item	Respondents	Extent of Supply		
		Adequately supplied	**Inadequately supplied**	**Total**
Books	Students	5 = (8.3%)	55 = (91.7%)	60 = (100%)
	Teachers	00 = (00%)	30 = (100%)	30 = (100%)

Source: Field Data (2012)

It is clear from Table 4.4 that it is only 5 (8.3%) respondents (students) who considered availability of books in community secondary schools as adequate, while the rest respondents (55 (91.7%) students and 30 (100%) teachers) maintained that the supplied books were inadequate. With this large number of 85 (94.4%) respondents who maintained that books were inadequately supplied it was self evident that both students and teachers in community secondary schools suffered greatly in searching for important information in the teaching and learning process.

This study observed that while school heads had the responsibility of supervising the provision of books; it was a challenging matter for them to supervise the provision of

adequate books. The respondents revealed the number of book users was larger than that of books available in the class. This corroborates with the findings of a study carried out by the NGO Research on Poverty Alleviation (REPOA) as cited by Mlewa (2013) that capitation grant governance is undermined by erratic disbursement – a practice that makes schools face acute shortages of basic supplies, including stationeries. This forces teachers to scrounge for textbooks, chalks and other educational materials the best way they can simply get along.
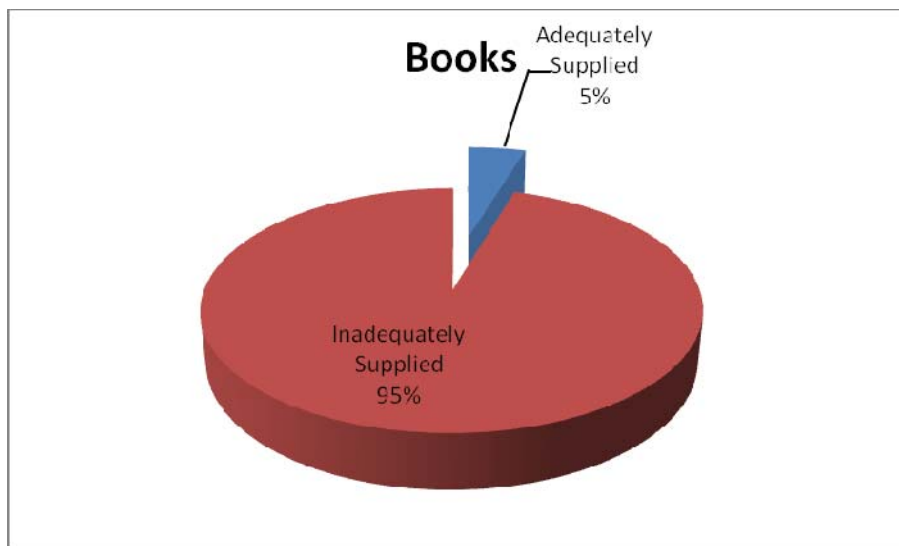
Figure 4.7: Supply of Books in Community Secondary Schools
Source: Field Data, (2012)

While generally community secondary schools suffered from shortage of books, it was found that books for science subjects, Mathematics, English and Kiswahili were at least available in a big amount compared to other subjects like History, Geography, Civics, Literature, Book-keeping and Commerce. This was due to the government increasing supply of books for science subjects, mathematics, English and Kiswahili as the principal subjects. Figure 4.7 give a visual impression supply of books in community secondary schools.

While this study noted shortage of books in community secondary schools, it was very disappointing to notice again that even the few available books had appropriate place to store them. The sampled community secondary schools lacked libraries for storing the books safely, and for easy accessibility by the books users. Many books were stored in school heads' offices, academic offices, subject teachers' offices and other offices. This also increased the challenge of accessing the few available books for utilization, which in fact, deprived students' right to enjoy learning process. This study, thus found that students' poor academic performance in community secondary schools was predetermined by pre-existing conditions in those schools. This situation tempts one to argue that there is need to improve the provision of books in community secondary schools. Findings of this study is in concur with REPOA (2007) that finding expanding the provision of textbooks is a potential 'quick win' for better education.

However, while community secondary schools needed enough supply of books, it would also be important for the expansion in the supply of books to go together with the expansion of libraries. This concurs with Grobberlaar (2011) who points out that, lack of libraries has a direct impact on the poor literacy levels. However, school libraries are very important, particularly, as both students and staffs try to keep pace with rapid developments in technology. Similarly, school libraries provide a common information grounds for supporting learning across the school and fostering the development of deep knowledge among staff and students.

When ZCIS was interviewed on the availability of books in community secondary schools, he pointed out that due to the implementation of SEDP (Secondary

Education Development Plan), many books were supplied by the government in many public schools including community secondary schools. He also commented that two challenges persisted. These are the increased number of students in community secondary schools due to over enrolments and lack of school libraries for storing the available books. Although it was not the purpose of this study to research on libraries, yet it was noted in the field that lack of librarians in community secondary schools posed another challenge.

As it has been commented already, this study observed that effective fulfilment of the roles of school heads in community secondary schools was limited by the nature of community secondary schools. Lack of enough books and library slowed down the efforts of school heads of ensuring school development, the result of which was students' poor academic performance, among others. This corresponds with HakiElimu (2012) which asserts that textbooks and other teaching materials are scarce and secondary schools face significant deficiencies in science laboratories and materials, leaving science subjects to be taught theoretically rather than with a practical, hands-on lab component. The government has set standards for textbooks, class size, and laboratories that most often have not been met.

4.6.2 Presence and Competence of Teachers

The second aspect involved the researcher assessing whether community secondary schools had enough and competent teachers. The information gathered through the questionnaires administered to students and teachers revealed that 89% of all the respondents had observed that community secondary schools suffered from shortage

of teachers. It is only 11% of the respondents who claimed that the number of teachers available in community secondary schools met the demand.
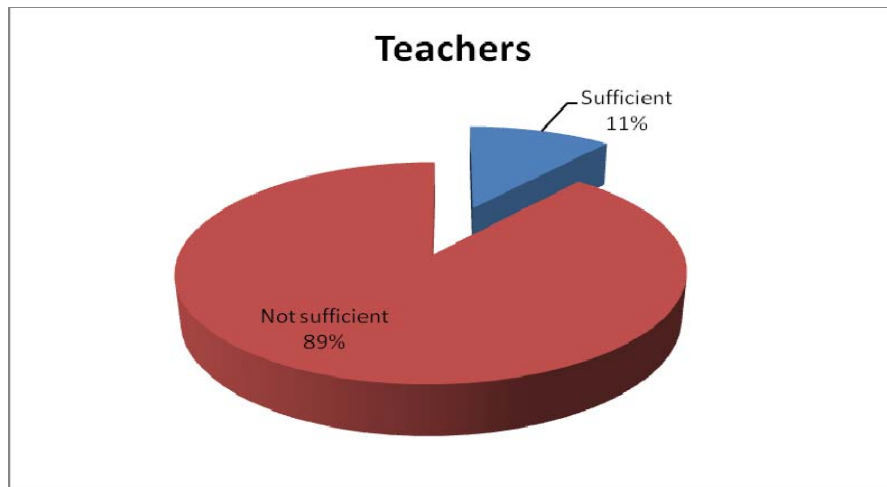
Figure 4.8: Presence of Teachers
Source: Field Data, (2012)

As shown in Figure 4.8, community secondary school had experienced great demand of teachers. As school heads revealed during the interview, teachers were overloaded by teaching load due to shortage of teachers which led to low efficiency. This harmonizes with Jekanyifa (n.d) who asserted that the teaching loads can have a direct effect on the teaching efficiency and effectiveness. It was assumed that the lesser the teachers' workloads, the more efficient and effective they are. While shortage of teachers was identified in community secondary schools as a big problem, it was greater for science subject teachers. This study found more deficit in science teachers than it was in other subjects. This corresponds with Kabendera (2011) who asserted that in most of ward schools the overall poor performance was blamed on lack of adequate competent science teachers. The same view was made by Sterling, (2004) who observed that as the teacher shortage worsens, teachers without

a science or mathematics backgrounds are tasked to teach science and mathematics or under qualified teachers are being hired to fill the shortage.

When school heads were interviewed on what measures they took to allay shortage of science teachers, they maintained that they had to request teachers teach more subjects and have more periods. One of the school heads complained that most of teachers had to attend all classes for the particular subject despite the overcrowded streams. Another school head added, "as a school head, I sometime shy away from asking my teachers about progress of students in their classes because the situation itself is that of predetermined failure"

When this school head was asked why he held that view, he pointed a number of factors including overloaded teachers, lack and shortage of teaching facilities, overcrowded classes and lack of motivation among both teachers and students. It was very unfortunate to note in this study that even the few available teachers in community secondary schools were not all competent. Some of the teachers had demonstrated low abilities in handling teaching responsibilities. In one of the sampled community schools, the school head clarified that there were some complaints from students that some teachers were not able to assist the students in the learning process. Beyond that, some teachers had failed to demonstrate skills in preparing scheme of work, lesson plans and instructional materials, as noted one of the school heads. Thus a combination of a number of factors had set students to more likelihood of performing poorly. This study observed that school heads in community secondary were really in hard position to supervise successfully

academic matters in such situations marked with insufficient teachers, some of whom were incapable of performing teaching responsibilities.

Commenting on the prevailing shortage of teachers in community secondary schools, the DEO mentioned that sometimes school heads decide to employ part time teachers to teach, especially science subjects. One parent also made the same observation that he had once noted complaints from his daughter who was a student in one of the community secondary schools that one of their teachers attended classes sometimes once a week and came late to class because he was coming from a different school. In some other cases, the teacher disserted from school for some weeks, which had been noted among students as a problem. The findings concur with Kabendera (2011) who argued that most of the community schools depended on part-time teachers for all compulsory subjects in business and science.

On his side, the ZCIS claimed that even the few available teachers lacked methodologies of teaching the new syllabus which is competence based syllabus. He pointed out that there is a wide knowledge gap among teachers between what they learned in teachers colleges and universities and the content and requirement of the new syllabus. He suggested frequent seminars and workshops for the teachers to be able to adjust to the new changes. So this study noted challenging work conditions in which school heads had to play their roles more proactively.

4.6.3   Teachers' Classroom Attendance

Teachers' classroom attendance of is another aspect that this study sought to examine in order to assess how school heads were fulfilling their responsibility of supervising

and monitoring the teaching process in community secondary schools. The data for this purpose were collected through the questionnaire administered to students and teachers and the interview held with school heads. 71 (78.9%) out of 90 (100%) respondents who responded to the questionnaire informed that researcher that teachers were not able to attended all the classes for all streams according to the school timetable. They attended some of the classes but failed to attend others. In contrast, 19 (21%) respondents maintained that teachers attended all the classes. Figure 4.9 gives more impression of teachers' attendance in classes in the sampled community secondary schools.
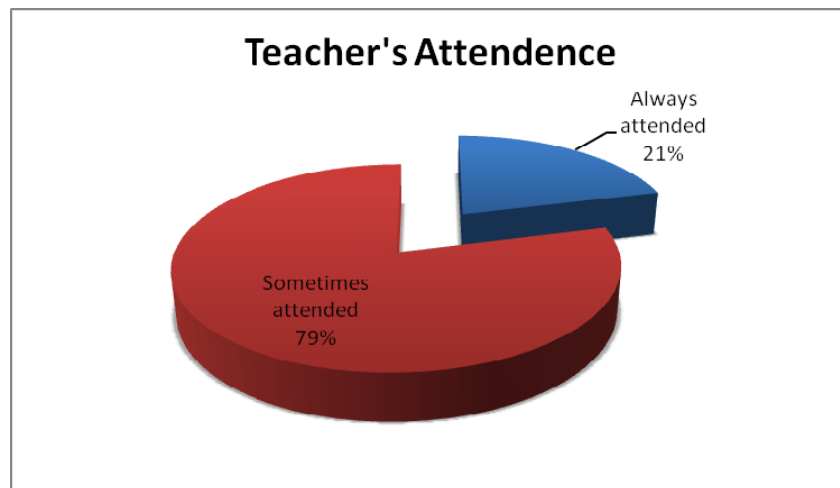
Figure 4.9: Teachers' Attendance in Classrooms
Source: Field Data, (2012)

When teachers were interviewed why they failed to attend all the classes as indicated in the timetable, they claimed that heavy teaching load had made it difficult for them to follow the timetable fully. The same was maintained by school heads. For example, one of the school heads pointed out that some teachers in his schools have to attend classes from morning to the time of departure without any other break than students' short break. He added that teachers tend to shift from one class to another

without even ten or fifteen minutes break, something that was considered as overutilization teacher's manpower. All school heads acknowledged the contribution of prospective teachers who came to their schools from different Universities and teachers' colleges in Tanzania for Teaching Practice (TP). The school heads appreciated that the student – teachers were very helpful in covering the syllabus, which would be impossible if the teaching had remained under few available teachers. It was also very surprising to note that even parents were aware of teachers' absenteeism in some classes. For instance, during the interview with parents, one parent argued:

> If teachers were attending all classes, some students would not be
> found loitering outside classes and in the streets.

The parent added that he had once warned two students who were found in school uniforms in streets at the time which he thought the students would be in classes. In their defence against the warning, the students had complained to the parents that they had left school early back to their homes because they knew the teacher would not attend classes on that day because the teacher was busy with other classes.

What can be deducted from the preceding paragraphs in this subsection is that the role of school heads of ensuring teachers' attendance in classrooms could not be fulfilled fully. Shortage of teachers greatly contributed by too many classes and streams which affected teachers' effectiveness causing poor academic performance. This harmonizes with Ingersoll (2003) who observed that contemporary educational thought holds that one of the pivotal causes of inadequate school performance is the inability of schools to adequately staff classrooms with adequate qualified teachers. It is widely believed that schools are plagued by shortages of teachers.

4.6.4   Lesson Preparation

Another task in assessing school heads' role of supervising teaching process was on examine lesson preparation. In this task, the study sought to examine if school heads ensured effective preparation of the lessons taught by various teachers. For this purpose, four aspects, namely: scheme of work, lesson plan, lesson notes and instructional materials (teaching materials) were assessed. The idea behind was that effective teaching that produces best results should begin with effective preparation of the lesson in those four aspects, among others. In this way, two subtasks were set. The first subtask was to find whether schemes of work, lesson plans, lesson notes and instructional materials were prepared. The second subtask was to assess the quality of the prepared lesson.

(i)   Preparation of Scheme of Work, Lesson Plan, Lesson Notes and Instructional Materials

In this subtask, the focus was on finding whether scheme of work, lesson plan, lesson notes and instructional materials were prepared before actual classroom teaching. The information gathered from teachers through questionnaire revealed the following results, (Table 4.5).

Table 4.5: Preparation of Curriculum Materials

Item	Respondents' Responses		
	Prepared	**Not prepared**	**Total**
Scheme of work	17 (56.7%)	13 (43.3%)	30 (100%)
Lesson plan	7 (23.3%)	23 (76.7%)	30 (100%)
Lesson notes	29 (96.7%)	1 (3.3%)	30 (100%)
Teaching aids	02 (6.7%)	28 (93.3%)	30 (100%)

Source: Field Data, (2012)

Table 4.5 highlights clearly a number of facts. It is seen that 17 out 30 teachers reported to have prepared schemes of work of their lesson, while 13 of the respondents admitted that they not prepared schemes of work. As the data reveal, most teachers (23) were attending classes without making any preparation of their lessons plans, except for a few (7) teachers. In contrast, a large number of 29 out of 30 teachers indicated that they had prepared notes for their respective subjects. It is only one (1) teacher who had failed to prepare lesson notes.

A picture that emerged from the field findings was that, lesson notes were the only materials that were prepared by most teachers. It was observed that, no matter the quality of the notes prepared *(see Subsection 4.4.4.2)*, teachers had prepared some notes before entering their classes. The findings revealed that teaching without prepared notes, whether by the respective teacher or someone else, was difficult, and likely to be impossible. Teachers had to prepare some notes by themselves, or at least use a book in a class. Contrary, lesson plans and teaching aids were the most unprepared curriculum materials in spite the importance of the materials in the whole process of teaching and learning. Most teachers went into their classes without any prepared lesson plan and teaching aids. Also, about half (13) of all the teachers (30) had not prepared schemes of work. This study revealed that teaching without preparation of these important documents and materials faked the whole notion of effective teaching and learning.

On their side, teachers claimed that amongst the most boring, tiresome and tedious activities in the teaching profession were preparation of lesson plan and teaching aids. For example, the teachers pointed out that lesson plans have to be prepared

every time before classes, which is not an easy task given that teachers are overloaded. Adding to this claim, teachers noted again that preparing teaching aids needed more time and resources, which in most cases were not available in community secondary schools.

It was something clear among school heads that some teachers were not preparing schemes of work, lesson plans, lesson notes and teaching aids. One school head noted that the role of school heads is to insist and assist teachers prepare these important documents and materials, but one of the challenges is that teachers are overloaded including teaching subjects of not their specialization. Further, school heads complained on lack of funds for the preparation of teaching aid and storage of the prepared aids. Overloading teachers, lack of resources and funds for preparing necessary teaching facilities were marked as contributing factors as to why school heads had greatly failed to produce proof of their roles in supervising the teaching and learning process. As a result, students in community secondary schools ended up performing poorly in their academic studies.

(ii)   Quality of Lesson Preparation

The second subtask was to assess the quality of the lesson prepared. In this subtask, the study examined the prepared curriculum documents (schemes of work, lesson plans and lesson notes) and teaching aids. Heads of school revealed through their interview response that to the great extent, teachers had tried their best to prepare schemes of work and lessons in the new syllabus format. However, they noted that one great challenge is that the requirements and practical part of the implementation still remains challenging, not only to teachers who do not attend seminar, but also

school heads and a few teachers who get opportunity to attend seminars and workshops on the new syllabus. This contributed to poor teaching and learning of students. This corresponds with Jekanyifa (n.d) who revealed that teachers are advised to always attend workshops, seminars, vocational courses to make them be abreast of the current development in the subject. One school head was optimist when he remarked:

> More time is needed for the conception of paradigm shift to be clear among educational planners and practitioners to come up with desired educational results… the idea seems good, but it is likely that the timing of the idea is doubtful.

Also this study found that school heads did not have a system of going through teachers' lesson notes for inspection and supervision. They claimed that the matter is more technical as it is specific to particular fields of specialization of teachers. What was going on in community secondary schools was that school heads had developed trust and confidence in their teachers as professionals in their fields of specialization. What they were doing was just insisting that teachers should always strive towards the best results in the execution of their responsibilities.

However, school heads admitted that most teachers were not bothering to prepare teaching aids even when the immediate school environments could offer possibility of preparing teaching aids. One school head cited a comparative example from TP student – teachers that these prospective teachers had demonstrated skills and effort in preparing and using teaching aids in classrooms.

Meanwhile, school heads revealed discontentment with part time teachers that the teachers did not prepare scheme of work, lesson or teaching aids. These teachers

attended classes and left students confused which make the student' academic performance to be poor. This harmonizes with Fischer (n.d) who says that a teacher who does not prepare the lesson, he/she will not be able to relate the matter to the stated objectives thus, lead to the distraction of the students' thinking processes and leaving the students confused about the topic of the lesson. However, part time teachers did not even have time to participate academic meetings in which different strategies to improve academic affairs were discussed. Generally, this study observed that school heads had a challenging task of supervising lesson preparation, something that consequently affected negatively students' academic performance.

4.6.5   Inspection of Classroom Teaching

In this study, also the researcher sought to examine the role of school heads of supervising the tactual teaching process in classroom. The data collected through the questionnaires to both students and teachers and the interview held with school heads revealed that sometimes school heads paid physical visit in particular classes to observe actually what had been going in classrooms. While most teachers commented that the matter was good as it always kept them (teachers) alert in teaching, still exercise seemed too demanding and time consuming, given that school heads have a lot to attend in their offices and outside offices. One school head clarified that visiting classes is a good thing because if the school head notices something wrong or anything that requires particular attention by both the teacher and his students may correct it instantly accordingly discuss with concerned teacher soon after the class. Moreover, another school head admitted that a school head cannot manage to pay regular physical visitation in every class inspecting the actual

teaching. What school heads were doing in most cases was to move around classrooms during classes and notice a few aspects as could possibly be accessed. This helped not only teachers but also learners to concentrate with class activities. Nevertheless, a move around exercise only was found as having little positive effect on students' academic performance because the exercise was done very rarely with very little follow up.

4.6.6 Assessment Procedures

The last component assessed in examining the roles of school heads in supervising teaching process was assessment procedures. In this aspect, the purpose was to examine how school heads ensured effective assessment procedures to students in community secondary schools. The focus was on school internal assessment procedures that included class exercises, tests, quizzes, weekly tests, monthly test, homework assignments, midterm, terminal and annual examinations. Table 4.6 summarizes students and teachers' responses to the questionnaires provided:

Table 4.6: Assessment of Students' Progress

Nature of Assessment	Responses				
	Students (60)		Teachers (30)		Total
	Provided	Not provided	Provided	Not provided	
Class exercises, tests, quizzes	0 9	51	12	18	90
Weekly tests	00	60	03	27	90
Monthly tests	01	59	00	30	90
Midterm tests	50	10	30	00	90
Terminal examinations	59	01	30	00	90
Annual examinations	59	01	30	00	90

Source: Field Data, (2012)

In the views of many students (51) out of 60 students, as shown in Table 4.6, teachers did not provide class exercises, tests and quizzes. The same is maintained by the majority of teachers (18 out of 30). Also, all 60 students and 27 teachers out of 30 teachers claimed that no weekly tests were provided. In the same way, it is only one (1) respondent- a student out of all the respondents who claimed that monthly tests were provided, while the rest of the respondents maintained that no monthly tests had ever been provided to students. Further, 50 out of 60 students and all teachers were in consensus that midterm tests were proved to students. It is only 10 students who observed that midterm tests were not provided. What is also observed in Table 4.6 is that, with exception of only one (1) student who observed that terminal examinations were not given, and one (1) students who maintained the same view for annual examinations, the rest 89 respondents observed that terminal and annual examination were provided.

From the data, it was observed that in community secondary schools teachers were paying attention to midterm, terminal and annual tests (examinations) only. No or very little attention was paid to daily, weekly and monthly tests, which would be very useful in testing and evaluating students' academic progress throughout the year. It should always be remembered that any teaching and learning programme that does not involve testing what is taught lacks important feedback, not only on the part of the learner, but also the teacher and the administrator (Madsen1983). This view is also maintained in the Tanzanian Primary Education English Language Syllabus (1995), which stipulates:

> It is normal practice for teachers to assess pupils' progress and performance on continuous bases. It is expected that every teacher

will periodically assess his or her pupils in order to identify their strengths and weaknesses and so help the weak and encourage the good ones as appropriate. Assessment of pupil progress and achievement does not only measure pupil progress but also the effectiveness of the course, the lesson, the teacher's method and teaching styles. Evaluation of pupil progress also enables the teacher to suggest and recommend improvements in the design of the course, the materials and teaching strategies.

The quotation suggests that teaching and learning should examine students' academic progress on continuous bases beginning with classroom activities (exercises, tests and quizzes), weekly tests and monthly tests, best described as *formative evaluation*, rather than waiting for the end of a term or year - *summative* evaluation (Els *et al.,* 1984). The assessment procedures in the sampled community secondary schools can be visualized as illustrated in Figure 4.10 below:
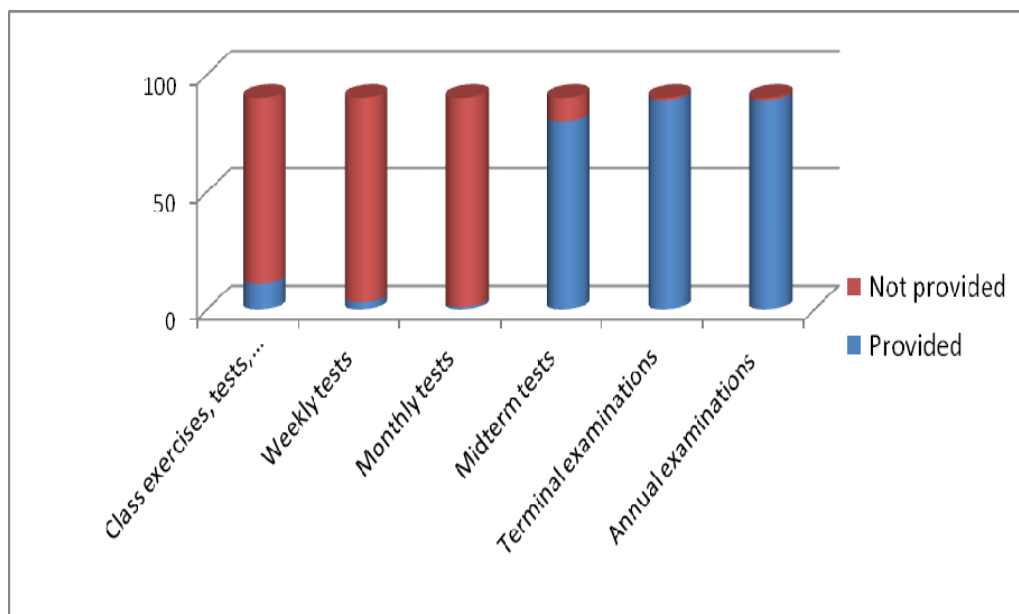
Figure 4.10: Assessment Procedures in Community Secondary Schools
Source: Field Data, (2012)

Both Table 4.6 and Figure 4.10 indicate that class exercises, tests and quizzes, weekly tests and monthly tests were not given enough attention by teachers (precisely, by school heads). When teachers were asked to account for the matter, they mentioned overcrowded classes due to increased enrolments disproportional to available teachers as a major factor. The same factor was maintained by all school heads that teachers were overloaded by the teaching load following the increased students' enrolments in community secondary schools. Thus, test marking load could never be accomplished on daily, weekly or monthly bases. It was revealed that even the midterm, terminal and annual tests (examinations) were provided because there was no way out. Apart from taking long time, the marking was a tiresome and exhausting experience to teachers. Yet, school heads pointed one more reason for not assessing their students on daily, weekly and monthly bases. This was lack of funds for stationeries, printing and photocopying tests for very large classes in community secondary schools.

No matter how well the factors had applied to why teachers failed to provide enough tests to students, the fact that stands out as found in this study is that school heads had been facing challenges in implementing their role of supervising the teaching process, which consequently germinated into students' academic performance. Students were undermined of opportunity to practice what they were learning in classrooms, finally ending into failures. This agrees with Fischer (n.d) who revealed that Periodic and formal assessments of student learning through a mid-term or final examination may be helpful in formulating grades, but are not frequent enough to enable the teacher to adjust the teaching to correct for misconceptions.

Generally, this study found that school heads are important in supervising teaching process in community secondary schools. However, their effective supervision was hampered by shortage of books, shortage of teachers and incompetence among the few available teachers, poor teachers' attendance in classroom due the shortage of teachers and overloaded teachers, lack and poor preparations of lesson among some teachers, lack of close inspection of the teaching in classrooms and weakness in the assessment procedures. So, a combination of all these factors characterizing community secondary schools slowed down the effort of school teachers in ensuring effective supervision of the teaching process, leading into students' poor academic performance. By revealing this academic state of affair prevailing in community secondary schools, in respect with the roles of school heads of supervising the teaching process, then the third objective of this study was therefore verified.

4.7   Accountability to the Wider Community

The last objective of this study intended to examine the relationship holding between school, community, other educational stakeholders and students' academic achievement in respect with the roles of school heads. It was therefore important to examine how school heads created environment for the surrounding communities and other stakeholders to be involved in school matters and contribute to students' academic achievement. The idea behind, as it was revealed in the reviewed literature (*see Section 2.2.4*), was that a school is not an isolate; it functions in a community within which the school is located and utilizes available stakeholders in the community and educational system in the country for the betterment of students and the school as a whole. The data collected through the questionnaires to students and

teachers and the interview with parents, school heads, CEO and ZCIS verified the matter.

4.7.1   Accountability to the Wider Community

This study found that school heads understood the importance of involving the general community in school matters for the development of the school in general, although challenges arose in the implementation. It was revealed that school heads created a link between their schools and the communities within which these schools were built. For example, sometimes students involved in community activities like mending roads and digging trench. This created sense of concern and belonging among students to their communities, which in turn created harmonious relationship between schools and the community. However, three aspects were of paramount importance worthy to note. These were parents' meetings; school annual development reports and students' progress report forms.

(i)   Parents' Meetings

This study found that school heads in the sampled community secondary schools did not organize meetings with parents to discuss matters on development of the school as a whole and students' academic performance in particular. Students who responded to the questionnaire reported that they had never heard any meeting involving their parents at their schools. Similarly, teachers maintained that no meeting had ever conducted with parents in community secondary schools. When school heads were interviewed on the matter, they indicated that the exercise was not such a simple issue to organize. For example, one of the school heads pointed out that conducting meeting with parents was a good thing, but school situations

sometimes hindered the implementation. Another school head noted that since conducting school meetings with parents was not a simple matter, school heads communicated with specific parents, especially on specific matters related to their children like absenteeism, students' poor discipline, students' illness and the like. School heads used this opportunity to discuss with parents on such specific cases of their children, but also many other issues including educating parents on the importance of ensuring that students get all necessary facilities from their parents and families to support their studies and joint effort between school and parents (community) in the provision of desirable and quality education.

However, this study witnessed great challenge in communicating with parents. For example, school heads revealed that most parents did not turn up when they were called for matters related to their children. One school head remarked that failure of most parents to respond to invitations and calls on matters of development of their own children discouraged school heads to think of big events like parents' meetings.

At the same time, one school head noted that the few parents who responded to the calls from school heads, among other things, complained on high cost of payments for contributions in building repair and construction, reams, sportswear and many other facilities that parents complained that they were unable to afford. In the same manners, school heads complained that some parents were not providing feedback of their children academic reports, while some parents complained not receiving even the report forms. Figure 4.11 summarizes responses of respondents regarding parents' meetings.
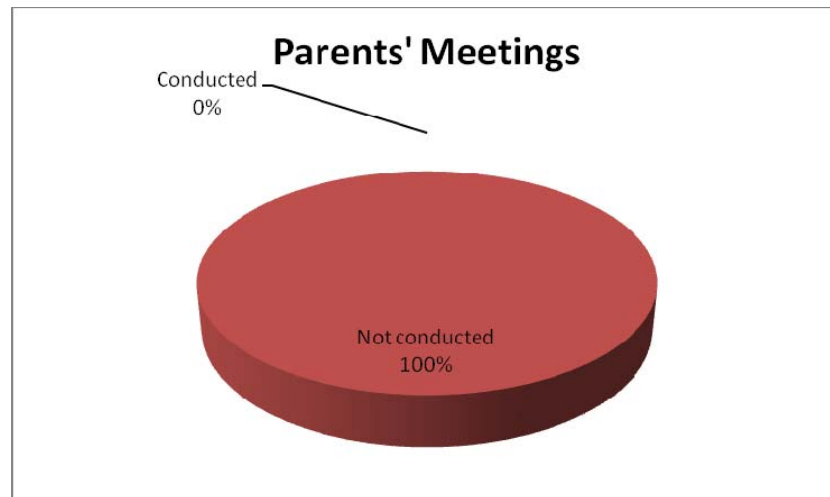
Figure 4.11: Conduction of Parents' Meeting
Source: Field Data, (2012)

As Figure 4.11 shows, all the respondents indicated that parents' meetings were not conducted in community secondary schools. This means that parents did not participate in deciding matters concerning school development and students' academic achievement. In this case the school missed the opportunity for the community to empower the school. There are many advantages associated with involving parents. This corresponds with Grandvaux (2002) who revealed the advantages of involving parents in all school matters. He revealed that, parents who are involved in a school participate in decision making in all affairs that may affect their child's education. Community can participate in fundraising, providing accommodation for teachers, renovating or building classrooms and school buildings, providing local building materials. They also pay teachers additional tutoring after class, monitor teachers and students for performance and attendance. Also, this is in accordance with Mlewa (2013) who argues that many schools display disbursements, but not expenditures. Many parents often get limited access to the information needed to monitor school finances.

(ii)   School Annual Development Reports

Another aspect that was examined was school annual development reports. This study examined if school heads ensured the preparation and provision of school annual development reports to educational stakeholders and the general community. The responses from the questionnaires to students and teachers and the interview held with parents, CEO and ZCIS revealed that school heads did not create a well defined mechanism of communicating annual reports to the rest of the community. Figure 4.12 illustrates the situation more clearly.
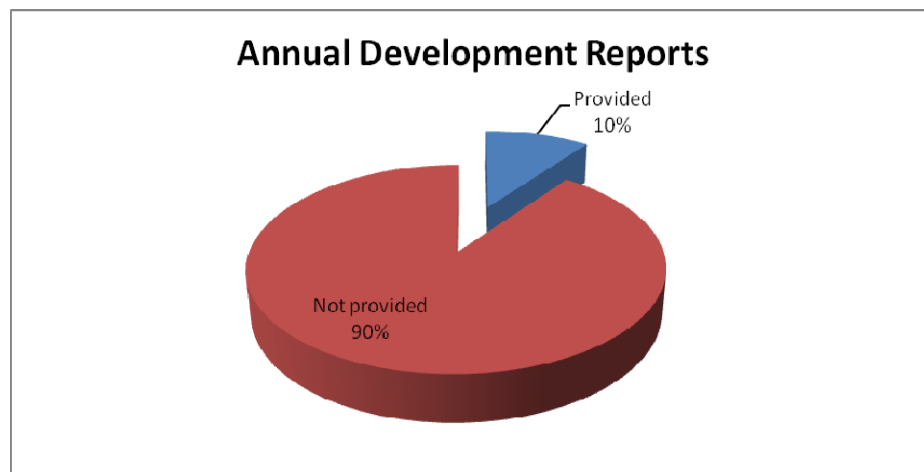
Figure 4.12: Preparation and Provision of School Annual Development Reports
Source: Field Data, (2012)

Figure 4.12 shows clearly that a large percent (90%) of respondents maintained that annual development reports were not prepared and communicated to other members of the school like students, teachers and supporting staff, parents and the community in general. It is only 10% of the respondents who claimed that school annual development reports were prepared and communicated. When parents were interviewed if they knew anything about school annual development reports, they said that they had no idea of school annual reports. Thus, the communities were not

aware about the income and expenditures of the school and general progress of the school. It was found that the communities failed to understand the achievements and failures of the schools. This is in accordance with Dervarics and O'brien (2011) statement that most parents do not know about the educational programs in their children's school or what teachers require of them. Effective parent involvement comes when a true partnership exists between schools and the community. Creating that partnership, especially around academics, income and expenditure is what works for student achievement.

It should be remembered, as it has been maintained elsewhere in this study, that community schools were established by the community to serve the communities in which the schools were located. Failure to provide feedback to the community would be termed social and community dishonesty. Since this was the case in the sampled community secondary schools, it demoralized community participation making decisions and implementing decisions for the improvement of the community secondary schools. In turn, this affected negatively both school development and students' academic performance, due to lack of support from the community.

However, when school heads were interviewed on the same matter of school annual reports, most of them claimed that they had prepared the reports and communicated them to the school boards, which presented the community. Both the DEO and ZCIS indicated awareness in the importance providing school annual development reports. For example, in his view, the ZCIS remarked:

> Transparency on income and expenditure is very important in any organization because it builds positive attitudes among the members

of the organization towards their organization. Unfortunately, community secondary schools do not conduct parents' meetings, and hence school income and expenditures remain unknown to the members of the school and the community.

As the quotation suggests, it would be important for the school heads to ensure preparation and communication of school annual development reports in community secondary schools. This would increase morale among school members and the community to offer their devotions for the benefit of community secondary schools.

(iii)   Students' Academic Progress Report Forms

The last component examined was students' academic progress report form. The purpose was to find if school heads ensured the preparation and provision of students' academic reports to concerned parents. Parents and school heads were the respondents for this purpose. The respondents provided important information. For example, 93% of the parents said that they received academic progress report forms of their children. In contrast, 7% of the parents maintained that they did not receive any report forms. Figure 4.13 illustrates this academic phenomenon:
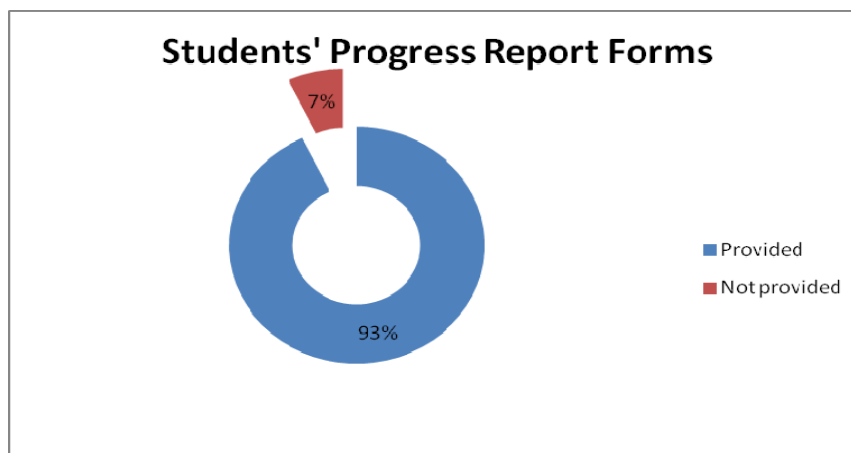
Figure 4.13: Students Academic Progressive Reports
Source: Field Data, (2012)

Figure 4.13 shows that to a great extent school heads ensured students' academic progressive reports were sent to parents. However, there were some complaints among most parents that in most cases the report forms reached too late. For example, one of the parents complained that she sometimes received the report forms in the next term.

School heads admitted delay in the provision of the report forms. One of the school heads clarified that the delay had in most cases caused by shortage teachers leading to overloaded classes and lack of facilities in community secondary school to prepare the forms. Another school head insisted that always the intention of a school head was to ensure that parents get the report forms as early as possible. At the same time, the school head blamed some parents for providing address contacts that are either no longer in use or not reliable, which sometimes led to the delay or failure in delivering the report forms. In the same way, another school head complained that most parents did not provide feedback on the reports because the reports require them (parents) to provide their comments and remarks on the report forms while some of them were semi- literate.

4.7.2   Educational Stakeholders

As it was pointed out already *(see Section 2.2.4),* a school head has to show high sense of responsibility, good work, integrity and loyalty to his supervisors and the Ministry in general. This study found that school heads in community secondary schools were highly responsible to the CEO, the ZCIS and represented well the MoEVT. School heads had always been receiving directives from these top government educational leaders for implementation in their schools. This enabled

smooth flow of information from the government through MoEVT down to community secondary schools. It was revealed that school heads were organizing different meetings with the DEO, which sometimes involved different educational stakeholders like District Education Officer (DEO) and District Academic Secretary (DAS), among others, within the region. Also, school heads organized meetings with school boards, in which different educational stakeholder met to discuss different matters related to academic excellence and school development in general. All this widened opportunity for the school heads (schools) to receive different information regarding improving school performance in general.

Further, it was noted again that school heads organized different meetings within respective schools, including academic staff meetings, subject departmental meetings, academic and non-academic staff meetings, subject clubs and students' leaders meetings with school heads. In all these meetings, different matters were discussed aiming at improving school development in general, but also students' academic performance in particular.

Therefore, the findings of this study revealed that school heads tried their best to ensure that different educational stakeholders were involved in contributing to school development. However, while the efforts of school heads were observed, a number of challenges also were evident. For example, while good strategies for improving schools were discussed and suggested by stakeholders in those meetings, implementation remained most challenging due to different reasons ranging from commitments among the stakeholders themselves to the lack or shortage of funds and facilities needed. For example, one of the school heads pointed out that he had once

organized a meeting with his academic office and subject teachers, in which different facilities and book titles were identified to be bought for the school. Unfortunately, none of the identified facilities had been bought in spite the fact that the request of the facilities was sent to the concerned organs. Disappointingly, even school internal strategies to obtain different facilities had not born positive results.

4.8   Students' Academic Performance

Since this study dealt with assessing the roles of school heads in the academic achievements of students, it was very important to display and analyze though briefly students' performance in national examinations in the six sampled community secondary schools. For this purpose, Form Four National Examination results of three consecutive years (2009, 2010 and 2011) were examined. The data for this purpose were obtained through documentary review of the files and records available respective schools.

Table 4.7: Certificate of Secondary Education Examination Results (2009 - 2011)

Year		Division I	Division II	Division III	Division IV	Division 0	Total Students
2009	Students	10	23	42	188	47	310
	Percent	3%	7%	14%	61%	15%	100%
2010	Students	11	24	67	410	401	913
	Percent	1%	3%	7%	45%	44%	100%
2011	Students	2	20	62	480	449	1013
	Percent	0%	2%	6%	47%	45%	100%
Total							

Source: Field Data, (2012)

Data in Table 4.7 reveals that, in the year 2009 a total of 310 candidates sat for the examinations.   10 (3%) students scored division I and 23 (7%) students scored division II while 42 (14%) students scored division III. Meanwhile 188 (61%) students scored division IV while 47 (15%) students scored division 0 (division zero). In the grading and score classification system of Tanzania, only division I, II and III are classified as PASS while division IV and zero are classified as FAIL. The only distinction is that division IV students are awarded certificates while division zero are not awarded certificates because they are regarded as *extremely failed*. This means that only a few students 75(24%) out of the 310 students passed while the remaining large number of 235 (66%) students failed the examinations.
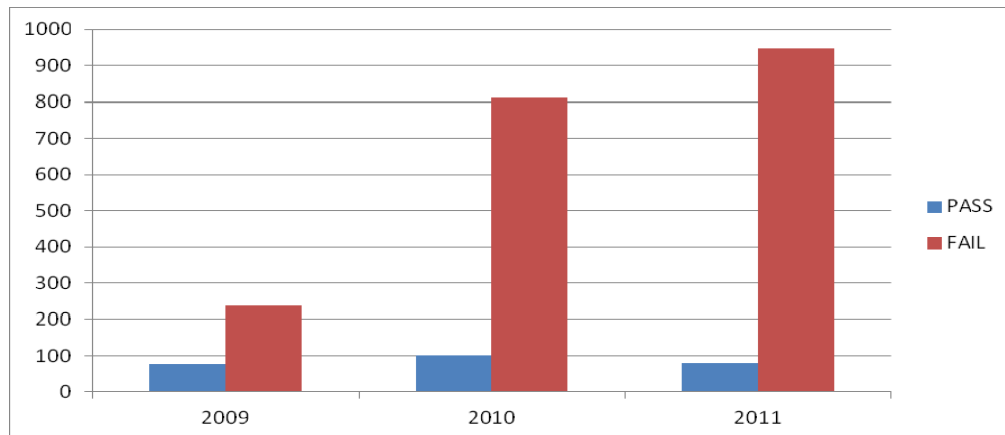
Figure 4.14: Students' Academic Performance in Form Four National Examinations (2009 - 2011)

Source: Field Data, (2012)

Two things can be commented on Figure 4.14 in relation to students' academic performance in community secondary schools. First, the figure indicates increasing enrolments of students in each year. That is, the numbers of students enrolled were increasing in each subsequent year. Second, in spite the increasing enrolments; the number of failed students overweighed that of the passing students. One would

therefore roughly conclude that the number of enrolments increased proportionally with the number of failed students.

When it came to the question of relating school heads' roles and students' academic performance in community secondary schools, this study found that school heads had failed to demonstrate positive results on the part of their students' academic performance. Thus, the role of school heads of ensuring school development that included students' academic achievement had not been realised, if one compares the very small number of students who passed in division I-III and those who failed. This corresponds to Laddunuri (2012) findings that in Tanzania, for the recent past years, the status of education had not been stable which led to unsatisfactory Certificate of Secondary Education examination results. In some schools especially the community secondary schools, the majority of the students had failed or had poor performance in their results, hence a factor that hinder them from further studies.

In fact, this study observed that the failure of the school heads had been a result of a combination of many factors that stemmed from the creation and supervision of school without clear vision, school motto, school action plan, facilities, shortage of teachers, incompetence among teachers, increased students' enrolments, disproportionally to the available teachers and resources; lack and shortage of fund, poor commitment among educational stakeholders; leading to failure in the implementation of the set goals.

4.9   Conclusion

This chapter has dealt with the presentation, analysis and discussion of the research findings of this study. The chapter has examined the roles of school heads in relation

to students' academic performance. One important issue addressed in this chapter is that school heads were found important actors on both school development in general and students' academic performance in particular. In this chapter, the findings have indicated that school heads in the sampled community secondary schools played important role in the creation of school strategic vision, carrying out administrative roles, supervising the teaching and learning process and establishing a system that would enable participation of the community and other educational stakeholders in the school matters for the betterment of the school and students' academic performance. In spite all the effort to fulfil their roles responsibilities, school heads failed to produce good academic results on the part of students in community secondary schools, as exemplified in the analyzed form four national examination results of three year: 2009, 2010 and 2011. The findings revealed that while school heads play a part in the poor students' academic performance, their roles had been hampered by unfriendly working situations in which schools operate under shortage of teachers, facilities, funds and commitments among other actors in implementing the decisions made. This harmonizes with Laddunuri (2012) who revealed that there are many factors contributing for the student's failure in the form four examinations in most of community secondary schools. This include lack of trained teachers, poor infrastructural facilities in schools, insufficient books in the school library, cost of the books is very high when it is compared with their economic situation and frequent changes in the curriculum. In addition, teachers do not attend in-service teacher training.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND COMMENDATIONS

5.1 Overview

This chapter summarizes the entire research. First, it provides a brief general summary of the study reflecting the research problem, objectives and methodology employed in data collection. Secondly, the chapter provides a summary the findings as guided by the objective of the study. Thereafter, the chapter provides a conclusion and finally recommends on both action and areas of further studies.

5.2   Summary

5.2.1 General Summary of the Study

This study examined the roles of school heads in community secondary schools. As its core concern, the study intended to probe relationship between the roles of school heads and students' academic performance. To attain its goal, objectives were set and research questions developed from the objectives (Chapter One). The related literature was reviewed in Chapter Two and indicated that school heads play important role in the development of their schools and students' academic achievements. The methodology for carrying out this study was presented in Chapter Three. Both random and purposive sampling techniques were employed to obtain a total of 106 respondents from whom data were generated.

Actual data collection employed questionnaires supplied to both students and teachers, interviews held with school heads, parents, CEO and ZCIS and documentary review as instruments of data collection. The collected data were presented, analyzed, synthesized and reported both qualitatively and quantitatively.

5.2.2   Summary of Findings

The findings of this study was based on specific objectives of the study, namely to:

(i)   find out the strategic vision of school development in the achievement of students' academic performance, (ii) identify administrative roles of school heads towards the achievement of students' academic performance, (iii) evaluate the supervision of the teaching progress   (iv) determine the relationship between a school, community and other educational stakeholders in the achievement of students academic performance.

In regard with the first objective, this study found that school heads had good strategic visions, yet they could not communicate properly to the rest of the school members for joint implementation. This made important professionals like teachers to remain uninvolved, which increased difficulty in the implementation. Further, it was revealed that lack of funds to implement the visions was also a very big challenge. Creation of school visions went together with the creation of school action plans and school mottos. Both the school action plans mottos could not work properly in the same way as lack of leadership skills in which school heads did not involve fully the rest of the school members and lack of funds, because capitation fund had proved insufficient. All this meant nothing but students' poor academic performance.

In relation to the second objective, it was found that school heads had prepared school almanacs, as they had done for the school visions. Similar case was evidenced, especially when it was seen that the school heads did not involve other members of the school in creating the almanacs. School almanacs were prepared but

were not communicated to students, teachers and other workers. This prevented joint implementation. The findings also showed that school heads played well their role of preparing and keeping records of students' continuous assessments. The problem was found in financial management. School financial management faced problems because there were no clear reports on the income and expenditure. The source of problem was rooted in the lack of professional monetary personnel like school accountant, bursar and cashier, where the task was handled by appointed teachers who lacked training on monetary procedures.

With regard to the third objective, this study found that the role of school heads of supervising the teaching process was multifunctional. One observation was that it involved supplying and managing or supervising resources and facilities available in community secondary schools. The supply of library materials like text books, articles and journals, laboratory materials or chemicals and other teaching and learning facilities were assessed. First, it was noted that there was extreme shortage of these facilities, except for some science subjects. Second, there were no libraries that even the very few books were stored in offices where access for use was also limited.

Moreover, the teaching process supervision role involved managing school staff. Unfortunately, it was found that there was shortage of teachers to handle the teaching responsibilities. Worse enough, even the available teachers were not all competent enough for successful execution of the teaching responsibility. This emanated from the fact that the new syllabus was found too demanding, that the teachers had not undergone some training or attended seminars to teach the competence based

syllabus. This had led some school heads to hire part time teachers, who also did not produce good results because they were also overloaded and could not attend classes as per timetable.

Furthermore, the supervision of the teaching process would involve physical inspection of the actual teaching in classrooms. Very unfortunately, school heads could not pay physical visit in classrooms, instead, they just moved around outside classrooms without much attention to what were going on in the classrooms. Likewise, there was a problem assessment procedure on students' achievements. Daily classroom activities, tests and quizzes, weekly tests and monthly tests were not provided to students due to shortage of teacher, overcrowded classes and stationery. Only midterm, terminal and annual examinations were involved in the assessment of students' academic achievements. Therefore, a combination of all these factors combined to produce students' poor academic performance.

Basing on the fourth objective, the findings revealed that is important to ensure close participation of the community and other stakeholders in school matters. It was disappointing to notice that the community was not involved in schools. For example, as noted already, the community did not know the income and expenditures of the school finance and many other affairs. This prevented the community from contributing in the decision making process for the development of the school. In the same manner, school heads did not organize parents' meeting at school. This also denied parents of their position to understand fully the academic affairs of their children. What seemed at least to be going well was the preparation and provision of students' academic progress report forms. School heads played well their role to

ensure that most of the parents get the academic reports forms of their children. The only problem was that sometimes the reports were delayed and sometimes could not even reach some parents.

The analysis of Form Four National Examination results of the three years 2009, 2010 and 2011 showed that the trend of students' academic performance in community secondary schools was characterized by more failing students than passing ones. On one hand, this was an indication that school heads had to a great extent failed to achieve the goal of assisting their students perform well in their final examinations. On the other hand, there was evidence of government failure to create conducive environments for the school heads to supervise educational matters on its behalf in community secondary schools. This follows the fact that, already seen, apart from the failure in the roles of school heads, students' poor performance was a result of many other reasons *(see for example, Section 4.6).*

5.3   Conclusion

This study found out that there is straight forward relationship between the roles of school heads and students' academic performance in community secondary schools. The findings indicated school heads had not been able to supervise and fulfil fully their roles and responsibility. For example, it would be impossible for someone to expect good academic performance where school heads supervise insufficient number of teachers among whom some are incompetent. Arguably again, one would not expect a miracle among students who have never been tested in a single class activity to become best performers in final examinations, or one would not expect good performance in a school where there are no relevant textbooks and chemicals

for practical learning. From the findings it can therefore be concluded that the students' poor academic performance in the context of the roles of school heads prevailing in community secondary schools is a result of an educational system that produces predetermined poor results.

5.3   Recommendations

In the light of the study findings, analysis, discussion and conclusion drawn, this study made recommendations both for action and for further research.

5.3.1   Recommendations for Action

The following recommendations for action are made:

1.   The government should provide leadership courses to all newly appointed school heads while those who are already practicing headship roles should attend in-service seminars to improve their abilities to implement reforms in the secondary education.

2.   The government should intentionally develop strategies to build laboratories and libraries in community secondary schools rather than leaving a big burden to the community whose majority of people still suffer from mass poverty. This should go together with supplying necessary laboratory equipment, library materials and trained personnel for the services.

3.   The government should create conducive working environment for teachers by providing reasonably good salary, housing, allowances and other remunerations whatsoever may attract teachers to stay happily in the teaching profession.

4. The government, through MoEVT should provide frequent seminars and workshops to equip teachers with desired skills to comply with the new changes emanating from the new syllabus approach. It should be noted that seminars and workshops are vital to the classroom teachers rather than those who currently do not attend classroom teaching but have other official responsibilities.

5. The government should postpone and discourage the construction of new community secondary schools and focus first on improving the already established ones by providing necessary requirements like enough teachers, library, laboratory and other necessary teaching and learning facilities.

5.3.3   Recommendations for Further Studies

This study made the following recommendations for further studies:

It is recommendation of this study that a similar study be conducted in other community secondary schools all over the country so as to come up with comparative findings that would provide a clear and really image regarding the roles of school heads on students' academic achievements in Tanzania. Similarly, since this study dealt with only one aspect students' academic performance, it is recommended that similar studies be conducted to examine how the roles of school heads influence other aspects of a community secondary school students like the social and psychological part of the student. Likewise, this study recommends that thorough studies be conducted to find out how the roles of school heads relate to students' academic performance in other public and private secondary schools rather than limiting only on community secondary schools.

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APPENDICES

Appendix I: Duration and Schedule of Activities

ACTIVITY	2011			2012								
	O	N	D	J	F	M	A	M	J	J	A	S
Proposal preparation	▓	▓	▓	▓								
Submission of Proposal					▓							
Pilot Study/Questionnaire Testing						▓						
Data Collection							▓	▓				
Data Processing									▓	▓		
Dissertation write up											▓	
Dissertation submission for Examination												▓

Appendix II: Research Budget

No.	BUDGET ITEM	DETAILS	COST TZS
1.	Proposal preparation	Questionnaire preparation, Typing, printing and photo copying.	150,000.00
		Stationeries, Reams Pens Drafting papers, Flash memory.	100,000.00
	Sub Total		**250,000.00**
2.	Questionnaire Pre-testing	i. Transport to Legico, Sinde, Iwambi, Wigamba Itiji and Nzondahaki secondary schools(to and fro)	100,000.00
		ii.Subsistence allowance 3days X 50,000	150,000.00
		iii.Researcher assistant 3days X 30,000	90,000.00
	Sub Total		**340,000.00**
3.	Data Collection	I,Transport to and from the study area	100,000.00
		ii. Subsistence allowance	
		Researcher 25 days x 50,000	1,250,000.00
		Assistant 25 days X 30,000	750,000.00
	Sub Total		**2,100,000.00**
4.	Data Processing and report writing	Data entry, editing.	500,000.00
		Correction of dissertation	200,000.00
		Printing and photo copying	150,000.00
		Binding 6 copies	100,000.00
	Sub total		**950,000.00**
	Grand Total		**3,640,000.00**

Appendix III: Questionnaire for Teachers

The objective of this research is to assess the roles of heads of schools in achievement of students' academic performance in community secondary schools in Mbeya city. Therefore, I request you to provide me with reliable information concerning the roles of school heads in your school. I assure you that the information given will be used for the purpose of this research only. Thank you for accepting!

1. Study very carefully the following table, and then tick (√) in the space for YES if the concerned item is available at your school or NO if the item is not available.

Item	YES- Available	NO – Not available
School Vision		
School Action Plan		
School Motto		
School Almanac		

Note: *If your answer is YES (available) for any of the items in 1 above, attempt also question 2, 3 and 4 below. But, if your answer is NO (not available), skip the questions (1 and 2) and then attempt question 5.*

2. In the table below, tick (√) in the space for YES if the item is implemented at your school or NO if the item is not implemented.

Item	YES- Implemented	NO – Not implemented
School Vision		
School Action Plan		
School Motto		
School Almanac		

3. Comment on the degree/extent of implementation of the items in the following table by ticking (√) in the appropriate spaces for each of the items:

Item	Extent of Implementation		
	Well Implemented	Somewhat Implemented	Poorly Implemented
School Vision			
School Action Plan			
School Motto			
School Almanac			

4. For each of the items below, provide reasons in the spaces below as to why the item is not implement *(if the item is not implemented).*

    a) School Vision

    Reasons: i) ---

    ii) ---

    iii) ---

    b) School Action Plan

    Reasons: i) ---

    ii) ---

    iii) ---

c) School Motto

    Reasons: i) --

           ii) --

           iii) --

d) School Almanac

    Reasons: i) --

           ii) --

           iii) --

5. State your school motto:

    ………………………………………………………………………………

6. Indicate whether the following items (buildings) are available at your school by ticking (√) in the appropriate space in the table:

Item/Building	Availability	
	Available	Not available
Science Laboratory		
School Library		

7. If science laboratory and school library are available at your school, do they have necessary equipment and facilities? Respond by ticking (√) in the appropriate space for each of the items.

Equipment/Facilities	Availability of the Equipment/Facilities	
	available	Not available
Laboratory Equipment		
Library Facilities		

8. If the laboratory and library equipment/facilities are available at your school, comment on the adequacy in the provision of the equipment/facilities. Tick (√) in the appropriate space in the table below:

Equipment/Facilities	Adequacy of the Equipment/Facilities	
	Adequately provided	Inadequately provided
Laboratory Equipment		
Library Facilities		

9. If there are no important buildings, especially the laboratory and school library, how then does your school store the facilities like books that may be available?

For each following questions (9 -) tick (√) where appropriate.

10. Are all students' academic records kept well in your school? Tick (√) appropriately.

    A) Yes   [   ]

    B) No   [   ]

11. Is your school having enough teachers proportional to the demand and number of students?

    A) Yes   [   ]

    B) No   [   ]

12. Do you attend all your classes and streams to teach your subjects?

    A) Yes   [   ]

    B) No   [   ]

13. Are there qualified personnel for proper procedures of managing finance at your

    school?

        A) Yes   [   ]

        B) No   [   ]

14. Does your school prepare and provide annual school development report?

        A) Yes   [   ]

        B) No   [   ]

15. Does your school organize and conduct parents' meetings each year?

        A) Yes   [   ]

        B) No   [   ]

16. Does your school head pay physical classroom inspection when you are

    teaching?

        A) Yes   [   ]

        B) No   [   ]

17. Do you prepare all necessary items/documentary (scheme of work, lesson plan,

    lesson notes and teaching aids) before teaching?

        A) Yes   [   ]

        B) No   [   ]

    If you do not prepare these items, briefly provide reasons:

    a. …………………………………………………………………………….

    b. …………………………………………………………………………….

    c. ……………………………………………………………………………..

18. Apart from your subjects of your specialization, do you teach any other subjects?

A) Yes   [   ]

B) No   [   ]

19. Below is a list of common assessment devices used for measuring students' academic performance. Tick the in the space provided to indicate device/procedures that you use to your student:

    A) Daily classroom tests and quizzes   [   ]

    B) Weakly tests   [   ]

    C) Monthly tests   [   ]

    D) Midterm test   [   ]

    E) Terminal examinations   [   ]

    F) Annual examinations   [   ]

    G) Others   [   ]   specify:

      i)…………………………………………..

      ii) ………………………………...

      iii) …………………………………………..

20. How do you comment on students' academic performance in your school? Tick (√):

    A) Very good   [   ]   B) Good   [   ]

    C) Poor   [   ]   D) Very Poor [   ]

Thank you for your participation!

Appendix IV: Questionnaire for Students

The objective of this research is to assess the roles of heads of schools in achievement of students' academic performance in community secondary schools in Mbeya city**.** Therefore, I request you to provide me with reliable information concerning the roles of school heads in your school. I assure you that the information given will be used for the purpose of this research only. Thank you for accepting!

(Tick (v) the appropriate answer)

1. Do you know your school motto?

   A) Yes   [   ]

   B) No   [   ]

2. Are your academic records kept properly at your school?

   A) Yes   [   ]

   B) No   [   ]

3. Are your academic records communicated your parents or guardians?

   A) Yes   [   ]

   B) No   [   ]

4. Are there important buildings like laboratory and library in your school?

   A) Yes   [   ]

   B) No   [   ]

5. Are there enough laboratory and library materials (books, dictionaries, etc.) in your school?

   A) Yes   [   ]

B) No   [   ]

6. Does your school conduct meeting with parents?

A) Yes   [   ]

B) No   [   ]

7. Are there enough teachers for all subjects in your school?

A) Yes   [   ]

B) No   [   ]

8. Do your teachers attend classes regularly?

A) Yes   [   ]

B) No   [   ]

     If your answer is NO, provide reasons very briefly:

a.   …………………………………………………………………………….

b.   …………………………………………………………………………….

c.   …………………………………………………………………………..

9. Are the available teachers able to assist you properly in the classroom?

A) Yes   [   ]

B) No   [   ]

10. Are there part time teachers in your school, especially your class?

A) Yes   [   ]

B) No   [   ]

11. How is the attendance of the part time teachers (if any)?

A) Good   [   ]   B) Poor

     If poor, provide some reasons, if any:

a.   ……………………………………………………………………………

b. ………………………………………………………………………………..

c. ……………………………………………………………………………

12. Do your teachers provide you with the following assessments? Tick (√) where applicable:

    A) Daily classroom tests and quizzes   [   ]

    B) Weakly tests [   ]

    C) Monthly tests [   ]

    D) Midterm test [   ]

    E) Terminal examinations   [   ]

    F) Annual examinations   [   ]

    G) Others   [   ]   specify:

      i)………………………………………..

    ii) …………………………………

    iii) …………………………………

13. What is the general students' academic performance in your school? (Tick)

    A) Very good   [   ]   B) Good   [   ]

    C) Poor   [   ]   D) Very poor [   ]

Appendix V: Interview Guide for School Heads

Dear school head, the researcher is conducting a research work with objective of assessing the roles of school heads in achievement of students' academic performance in community secondary schools in Mbeya city. Your school is one of the selected samples. Please, may you kindly accept to be one of my sampled respondents, and hence provide me with required information for the achievement of this study's objective. I understand the terms, conditions and sense of confidentiality in carrying out research work. Thus, the information given will not be valid beyond the purpose of this study.

1. Do you have a school vision? *(If YES),* may you please explain briefly the procedures employed in creating the school vision? How do you implement the school vision? *(If NO),* Why don't you have a school vision? How then do you run your school without school vision?

2. Do you have a school action plan for the year 2012? *(If YES),* may you please explain briefly the procedures employed in creating the plan? How do you implement the school action plan? *(If NO),* Why don't you have a school action plan? How then do you manage school programs without school action plan?

3. What is the motto of your school? Is the school motto known clearly among other members of your school? How do you do to implement ideals or the messages addressed in the school motto?

4. Do you get support of staff and students in the implementation of the school motto?

5. Have you prepared a school almanac for the year 2012)? Did your school have school almanacs for the three past yeas (2009, 2010 1nd 2011)? How did you prepare school almanacs? May you please comment on the implementation the school almanac

6. Please comment on the implementation of your school vision, action plan, motto and almanac in relation to students' performance in your school.

7. Is there an employed professional who assists you managing school finance? *(If NO),* how then do you do to ensure effective supervision and management of school finance? Do the alternative means employed ensure effective management of school resources/fund? How do you do to communicate/report on school income and expenditure to other members of the school and community in general.

8. Do you prepare school annual development report? *(If YES),* how do you prepare the report? How do you do to communicate the annual development report to the rest of your school members, community and other stakeholders? *(If NO),* why don't you prepare and communicate your annual development report?

9. Do you have a system of preparing and sending students progressive report to their parents? *(If YES)*, how is the success or failure of the system? *(If NO),* why don't you establish a clear system for this purpose?

10. Do you have the required number of teacher in your school? (If YES), do you ensure close supervisor on the preparation of schemes of work, lesson plan,

lesson notes and teaching aids among the teachers? *(If NO),* please explain briefly *why*. If you do not have required number of teachers, how do you do to ensure that all subjects for all classes and streams are attended? Is the alternative means employed reliable? *(If NOT),* why? Are the available teachers competent enough to handle successfully the teaching responsibility?

11. May you please explain shortly about the availability and efficiency of school science laboratory and library in your school?

12. Do you pay physical visit in classrooms to inspect closely the teaching process? *(If YES),* what do you observe in the classroom? *(If NO),* why don't you? What alternative way do you employ to ensure effective classroom teaching supervision? Does it work properly?

13. What assessments procedures do your teachers employ in assessing students' continuous progress, among classroom activities, tests and quizzes, weekly tests, monthly tests, midterm tests, terminal examinations and annual examinations? Please explain briefly why the procedures are recommended (used) in your school and not otherwise.

14. How do you comment on the form four national examination results for the three years (2009, 2010 and 2011) in your school?

Thank you for cooperation!

Appendix VI: Interview Guide For Teachers

Dear teachers, the researcher is conducting a research work with objective of assessing the roles of school heads in achievement of students' academic performance in community secondary schools in Mbeya city**.** She would therefore wish to request you to be one among the respondents, and hence provide information for the achievement of this study's objective. You are assured of confidentiality and that all the information given will be used for the purpose of this study only.

1. May you please explain about your involvement in the creation and implementation of school vision, action plan, motto and almanac

2. Please comment on how your involvement in the creation and implementation of your school vision, action plan, motto and almanac affect students' academic performance.

3. How do you keep your students' academic records?

4. Apart from the subjects of your specialization, what other subjects do you teach? If any, which are those subjects and how do you manage to teach the subjects which you did not specialize in? Do you think you produce desired students' academic results by teaching more subjects including those which you did not specialize in?

5. Please explain the mechanisms or procedures that you use in the assessment of your students' academic progress. Think about the provision of classroom activities, tests and quizzes, weekly test, monthly tests, midterm tests, terminal and annual examinations. Why do you employ such procedures in

assessing students' academic progress? Explain the impact of the procedures on students' academic performance.

6. Do you have enough books for supplying to all of your students? Where do you keep the books for students to study much?

7. How does the place where you keep books affect students learning process and their academic performance?

8. Please comment on the system of managing school finance at your school

9. How do you collaborate with your school head in ensuring participation of the community and other educational stakeholders in the matters related to the development of your school and students' academic performance?

10. Comment on your students' academic performance in relation to the roles of school heads in your school.

Your participation is highly appreciated!

Appendix VII: Interview Guide for School CEO and ZCIS

Title of respondent (CEO/ZCIS):--

Dear CEO/ZCIS, the researcher is conducting a research work to assess the roles of school heads in achievement of students' academic performance in community secondary schools in Mbeya city**.** With regard to your position in the area of this study, the researcher believes that you have important information useful for this study. Therefore, the researcher would like to request you to be one among the respondents, and hence provide information for the achievement of this study's objective. You are assured of confidentiality and that all the information given will be used for the purpose of this study only.

1. Do the schools heads set school vision, action plan, motto and almanac?

2. How are school vision, action plan, motto and almanac implemented and reflected in students' academic performance?

3. What do you think are the challenges facing the creation and implementation school vision, action plan, motto and almanac in community secondary schools?

4. Do the community schools have the professional accountant to deal with school income and expenditure?

5. How is the status of books in community secondary schools?

6. Do the community schools have enough teachers? How do you solve the problem?

7. Do community secondary schools have buildings (laboratory and library)?

8. Comment on the availability laboratory and library facilities in community secondary schools

9. Do the community secondary schools conduct meetings with parents?

10. Please comment on the involvement of the community and other educational stakeholders in school matters in community secondary schools.

11. In general terms, explain the relationship holding between the execution school heads' roles and students' academic performance in community secondary schools.

12. What hinders or facilitates effective execution of school heads in community secondary schools? What is the impact of the factors influencing the execution of school heads' roles on students' academic performance?

13. How are the form four results in your zone? What plans have you set to improve it?

14. What is your comment on the form four national examination results of 2009, 2010 and 2011 in community secondary schools?

Thank you for your participation!

Appendix VIII: Interview Guide for Parents

Ndugu wazazi, mtafiti anafanya tafiti juu ya utekelezaji wa majukumu ya wakuu wa shule na jinsi utekelezaji huo unavyoathiri matokeo ya wanafunzi katika shule za kata. Mchango wenu ni muhimu sana kama wazazi wenye watoto katika shule za kata. Mnahakikishwa kuwa taratibu zote za kufanya utafiti zimezingatiwa na taarifa mtakayoitoa ni siri na ni kwa ajili ya kutimiza lengo la utafiti huu tu.

1. Ni kwa namna gani ninyi kama wazazi mnashihirikishwa katika maendeleo ya elimu ya watoto wenu na shule kwa ujumla?

2. Je, mnapatiwa habari zozote juu ya maendeleo ya shule wanazosoma watoto wenu?

3. Je, mnapewa fursa ya kushiriki au kufanya mikutano ya wazazi na shule ili kuchangia maendeleleo ya shule na elimu ya watoto wenu?

4. Je, mnapatiwa taarifa ya mapato na matumizi ya shule wanazosoma watoto wenu?

5. Eliza ni kwa kiasi gani shule zinawaptia taarifa juu ya maendeleo ya taalum ya watoto wenu.

6. Ni kwa namana gani mnazifanyia kazi taarifa mletewazo juu ya maendeleo ya taluma ya watoto wenu?

7. Ninyi katika ueleo wenu na kwa taarifa mlizonazo, mnaweza kuelezaje juu ya ufaulu wa watoto wenu katika matokeo ya kidato cha nne kwa miaka mitatu iliyopita, yaani 2009, 2010 na 2011?

Nawashukuru sana!