LEADERSHIP STYLES AND SCHOOL FUNCTIONING: THE CASE OF

KILOSA DISTRICT SECONDARY SCHOOLS

VALENTINO DITRICK MGANI

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CERTIFICATION

The undersigned that has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: ***"Leadership Styles and School Functioning: The case of Kilosa District Secondary Schools"*** in partial fulfillment of requirements for the degree of Masters of Education Administration, Planning and Policy Studies(M.ED APPS) of Open University of Tanzania

…………………………………………..

Dr. Felix Mulengeki

(Supervisor)

Date………………………………..

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DECLARATION

I, **Valentino Ditrick Mgani,** declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other Universities for similar or any other degree award.

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Date……………………………….

ACKNOWLEDGEMENT

ABSTRACT

The purpose of this study was to examine the role of heads of schools in setting school goals, mission and vision, clarifying the paths to subordinates by removing obstacles that are stopping them to achieve desired performance and reward strategies used to motivate teachers and students, the case of Kilosa district secondary schools. The study was conducted under three research tasks which guided the study. Firstly, to find out whether heads of schools clarify schools' goals, mission and vision to teachers and students and know which way to go. Secondly, to find out if heads schools constantly monitor performance to remove impediments hindering students improved performance. Thirdly, to find out if school heads reward teachers and students as well as facilitate teacher's professional development in secondary schools. The study employed qualitative approach. Thus, it is qualitative enquiry. Data were collected from Kilosa District in Morogoro Region. Random and purposive sampling procedures were adopted to sample 39 respondents including heads of schools, teachers and students. Data were collected through interviews, documentary review and observation, and analyzed using content analysis technique. The findings revealed that most schools had neither strategic nor whole plans. Some schools had no clear goals, visions or missions. Rewards were provided to teachers and students basing on performances in academic and extra-curricular activities with a tendency of both teachers and students appearing to perform better in aspects which are rewarded and poor where they are not rewarded. The study suggests that heads of schools must clarify goals, missions and visions, monitor performance and reward.

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ABBREVIATION

TIE	Tanzania Institute of Education
CSEE	Certificate of Secondary Education Examinations
URT	United Republic Of Tanzania
SEDP	Secondary Education Development Plan
MOVET	Ministry Of Education and Vocational Training
ADEM	Agency for Development of Education Management
UMISSETA	Umoja wa Michezo wa Sekondari Tanzania
NECTA	National Examination Council of Tanzania
BEST	Basic Education Statistics of Tanzania

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Problem

This chapter contains the background to the problem, statement of the research problem and research objectives. This chapter also discusses the significance of the study, delimitation of the study, limitations, conceptual framework and definition of the key terms and concepts

This study aimed to investigate how Heads of schools' leadership styles are related to functioning of schools, particularly in Kilosa District. According to Taylor &Francis(2006) strong leadership implies that a support principal can foster participation for teachers, can develop clear goals and policies and hold people accountable for results, can be persuasive at building alliances and solving conflicts, can be inspirational and charismatic and encourage professional development and teaching improvement. They argued that strong leadership is associated with high organizational development and teaching effectiveness, strong organizational culture, positive principal-teachers relationship, more participation in decisions, high teacher aspiration and professionalism, less teacher disengagement and hindrance, more positive students performance particularly on attitude to their schools and learning.

This is also shared by Okumbe, (1998) that leadership in any organization contributes towards realization of objectives. According to him this is so because undesirable organizational leadership practices cannot lead to effective schools because supervision, monitoring and development of plans for both human as well as

non-human resources, will have not taken effect. In order to achieve desirable organizational objectives, leaders should be situational to environmental circumstances.

A leader is the one who influences others to attain goals (Bateman and Scott, 2002).From this point of view; Bateman and Scott (2002) view leadership as an intentional social influence process exerted by one person in a group. In schools it may be conceptualized as a process of influencing teachers to organize details for teaching in harmony.

According to Gabriel J.G and Farmer P.C (2009) as cited by Task Force on Developing Research in Educational leadership (2003) described that effective educational leaders help their schools to develop or endorse visions that embody the best thinking about teaching and learning. School leaders inspire others to reach ambitious goal. They also argued that a school must have a vision that all staff members recognize as a common direction of growth, something inspiring them to be better. An effective vision also announces to parents and students where they are heading and why they should take the trip with a given school. One of the most important responsibilities of any leader therefore is to establish a vision and invite others to share in its development (Gabriel J.G and Farmer P.C, 2009).

Furthermore, Gabriel and Farmer (2009) argue that the responsibility of crafting the mission statement of a school must involve teachers, students, and non-teaching staff. The mission is the touch point that helps leadership to determine whether what should be happening is, in fact, happening. A mission statement is the wind that

brings you to desired harbor. It guides the travel and powers its momentum. The mission statement "gives educators a stronger motivation and provides parents with clearer picture of what the school values. A clear vision and a common mission that identify the kind of learning to be achieved can help the school and the efforts of its staff and students on target" (Gabriel and Farmer, 2009 cited in Peterson, 1995).

For that reason, overall performance of any educational institution greatly depends on the kind of leadership style of the heads of the institution. Maro (1994) stresses that school heads are central persons in creation of harmony or disharmony for the members of such schools. In the same vein, Lane, Corwin and Monahan (1968) argue that individuals in organizations are subordinates to one another and are source for both serious resentment and personal satisfaction if supported by leadership. They further note that subordinates are guaranteed a minimum number of rights and obligations by the leadership. For successful attainment of organizational goals, rights and responsibilities of employees to participate in administrative decisions form one of tense issues of any organization. In addition, the main functions of school heads involve implementation of schools instructional programs, the welfare of staff and students personnel, development and maintenance of physical plant and promotion of healthy school-community relation (Mosha, 1983; 1988 and Dean, 1983)

Similarly, Maicibi (2005) contends that, without a proper leadership style, effective performance cannot be realized in schools. Even if the school had all the required instructional materials and financial resources, it would not be able to use them effectively, if the students were not directed in their use, or if the teachers guiding in

their directed usage were not properly trained to implement them effectively .Leithwood, Louis, Anderson and Wahlstrom (2004) maintain that schools sometimes fail to achieve their objectives due to lack of instructional and transformational leadership. Instructional leadership for example, encourages focus on improving teachers' classroom practices as the direction for the school. Transformational leadership, on the other hand, draws attention to a broader array of school and classroom conditions that may need to be changed if learning is to improve.

According to Leithwood et al. (2004) most leaders are not concerned about instructional leadership in their schools' activities as they have low knowledge of administrative skills and hence teachers' low performance. Hoyle (1969) points out that success of any school depends on its teachers and can function without any resource but not teachers. In this aspect, teachers must be satisfied and committed to their work for betterment of the school performance and its existences. However, the major assignment of school heads is to organize the teaching staff if the school is to accomplish predetermined goals. Moreover, Joseph (2005) contends that a motivated and committed teacher has an opportunity to significantly influence the students in building and creating his or her own ambitions that have effect on life commitment. This view is also shared by TIE (2006) in Tanzania that, lack of educational leadership has contributed to crisis of education.

Most heads of schools and teachers lack professional leadership. URT(1993 cited in Alphonce2002) observes that the education system in Tanzania is managed at all

levels ,by and large, by non-professional educational administrators using only their classroom teaching experience, coupled with trial and error in execution of their duties. Consequently, there are serious deficiencies in management of educational institutions. Furthermore, Galabawa (2001) points out that a well managed school has adequate supply of staff of facilities by school heads. He further noted that teachers are organized in such a way that each staff is assigned duties and provided with necessary facilities to enable them to perform the assigned duties effectively. In addition, an effective leadership involves the ability to leave without ambiguities created by such compromises and incorporates them at the level of policy formulation and implementation.

Okumbe (1999) claims that leadership incorporates accomplishment of tasks, which include organizational requirement and satisfaction of employees as a human resource requirement. It is then argued that without a proper leadership style, effective performance cannot be realized in school, Damian (2003).A well functioning school with good leadership can be observed in schools by means of indicators. According to Hoy $ Miske l(1991) as well as Reid(1987), indicators of well functioning schools school include good students 'academic performance; positive students' discipline; satisfied as well as motivated staff and students; good interpersonal relations at work place; high staff as well as students 'morale and high work high output. Therefore, schools which lack these indicators would be characterized by poor students' academic performance; dissatisfied as well as unmotivated staff; stressed interpersonal relations; low morale for staff and students and low output.

Currently, secondary schools in Tanzania are affected with leadership problems. Incidence such as severe students indiscipline and violence against schools have led to demolishing school building, riot, boycott, lack conducive teaching learning environment, theft ,dismissal and suspension of students, teachers and administrators and many more have been reported in mass media . Such problems may affect students' behavior thus affect learning process, which would lead to poor academic performance and consequently limit school functioning well. Thus, ineffective leadership style in secondary schools may be root of mentioned outcome

R.Kupaza (2009) maintained that people talk about other factors that cause failure. The factors include indiscipline, lack of administrative controls, inappropriate teaching facilities and materials. Tanzania like any other developing countries is at fore front to make socio economic transformation to achieve some laid down principles in the Millennium Development Goals (MDGs). Some major transformations have been directed towards improving the management and performance of educational institutions including more recruitment of teachers and increase of infrastructures such as classrooms, dormitories and teachers' houses (TDREG, 1989). This has led increased government expenditure in education (BEST, 2005).

However, while improved performance would result from revised teacher recruitment strategy and improved leadership in schools, training for leadership was frequently neglected. Leadership styles and overall educational leadership is not taught in diploma and certificate level. Furthermore, no syllabus for educational

leadership and management designed for diploma and certificate students in teachers' colleges. Educational Leadership courses are taught only at degree levels in different universities. The impact has reflected on frequently and repeated poor students 'academic performance and severe indiscipline among students, absenteeism and droop out of teachers and students and misuse of school's fund.

Table I: Teacher Education Enrolment Level in Government Colleges, 1995-2005

Year	Diploma	Grade	In-service
1995	1584	1083	964
1996	3121	8512	726
1997	2621	5848	667
1998	1910	2968	1736
1999	1948	2492	3812
2000	2511	3303	5259
2001	3600	8906	3055
2002	5512	11211	1254
2003	4693	22487	520
2004	5079	24873	940
2005	6282	16758	1523

Source: URT (2007)
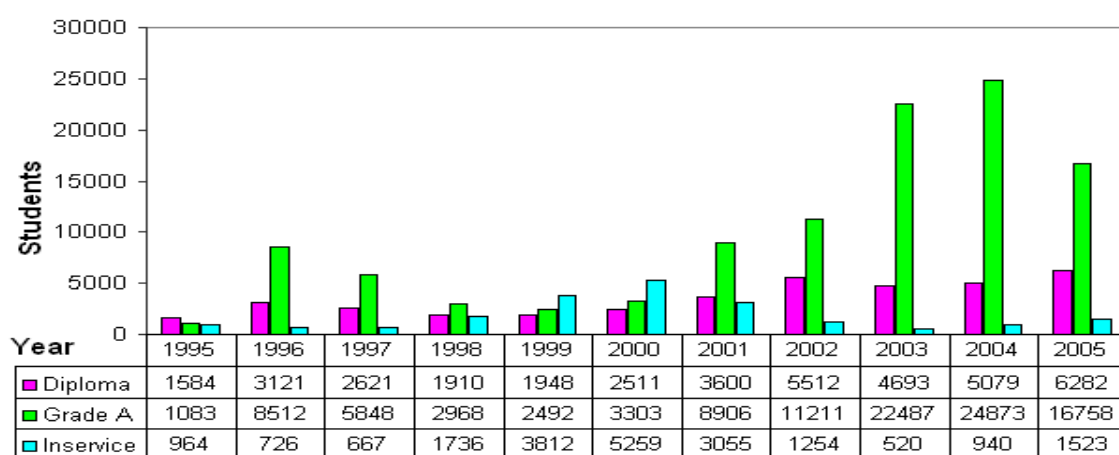
Figure 1: Teacher Education Enrolment Level in Government Colleges, 1995-2005

Source: URT (**2007**)

On the other hand, Secondary Education Development Plan II (SEDP) 2009-2012, implementation revealed that more attention had been devoted to quantitative expansion of physical facilities, student's enrolment, the supply of material inputs, but fewer efforts had been made to enhance leadership capacity to realize improved school administration, supervision and school performance. As result at macro level, there was no significant progress on educational quality and students achievements in secondary schools. The expansion of secondary schools and students' enrolment from2009-2012 is shown in Table 2.

Table 2: Expansion of secondary schools enrolment 2009-2012

ITEM	2009	2010	2011	2012
Net Secondary Enrolment %Formi-4	30.8%	34.5%	52.2%	53.6%
Net Secondary Enrolment %Form5-6	29%	39.1%	41.6	54.4%

Source: adapted from URT (2009; 2012)
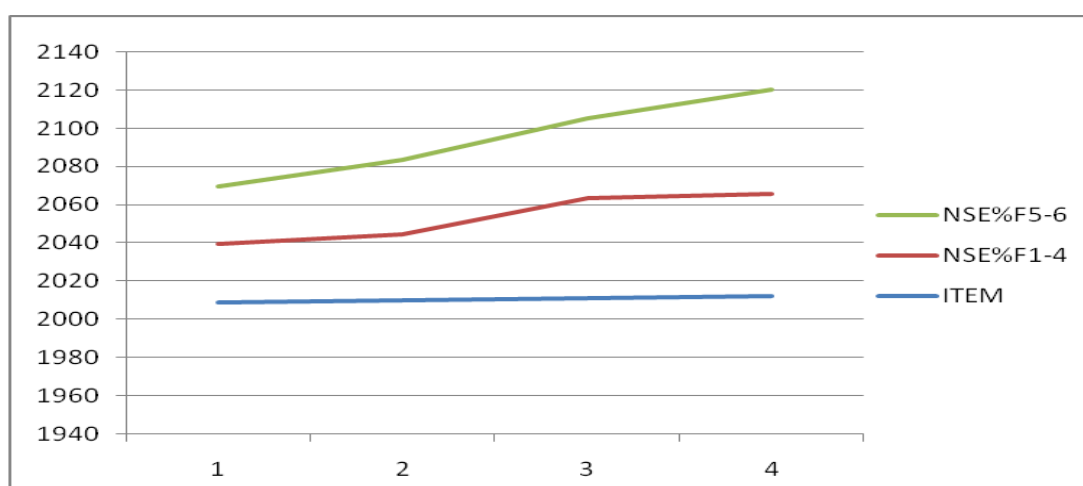
Figure 2: Expansion of secondary schools and students enrolment, 2009-2012

Source: Adapted from URT (2009; 2012)

As shown in Table 3. The number of schools in mainland Tanzania increase to 1469 from 3330 in 2009 to 4799 in 2012, and the number of students enrolled increased by7.5 per cent from 29.1per cent in 2009 to 36.6 per cent in 2012. This was a remarkable expansion under SEDPII reform.

SEDP's quality improvement objective, aimed at raising the percentage of students passing the National Certificate of secondary Education Examinations at division I-III from 53.98 percent in 2009 to 80 percent by 2012 (URT, 2009;2010;ADF/URT,2007). But a close analysis of CSEE results over the four-year s period of SEDPII implementation showed that the percentage of students passing in such divisions had been declining and was well below the SEDPII target. Data in Table2.1 shows that the percentage of students with division I-III in CSEE had fallen from 17.18 in 2009 to 06 percent in 2012 which was the worst performance in during the SEDPII period.

Table 3: An Increase in the Number of Students With Low Grades

YEAR	DIVI-111 %	DIVI-IV%	FAILED%	TOTAL NO.OF CANDIDATES
2009	17.18	69.79	31.79	248,336
2010	11.45	50.2	49.8	352,839
2011	9.89	53.59	46.8	339,330
2012	06	34	61	397,126

Source: Computed from URT (2012)

Table 2.1 shows an increase in the number of students with low grades (division IV and zero) from 31.79 per cent in 2009 to 61 percent in 2012 while those with

division I-III dropped from 17.18 percent in 2009 to 06 percent in 2012. If two-thirds of students scored division IV and zero throughout the SEDP II period, it clearly gives the impression that something went wrong in the implementation of SEDP's quality improvement strategies. In spite of these quantitative gains, little had been done to improve the leadership capacity of heads of secondary schools who were the key players in ensuring that goals, vision, and missions are clarified, removing impediments that are stopping teachers and students to progress and teachers and students are rewarded. SEDP II draft document (URT, 2010) acknowledges that due to the rapid increase in the number of students under SEDP I, most heads of schools lack leadership skills. SEDP II is committed to provide appropriate capacity building to heads of schools by 2011(2010).

Since 1990s' to present there has been extensive increase of discontent with performance of secondary school in Tanzania. Makame (1998) reports that overcrowded classes discourage students from staying at school. Quality leadership provided by heads of schools largely depends on the quality support they receive from training system (Galabawa 2001). In a study by Galabawa and Ndalichako (2001) it was revealed that a significant proportional of school heads 49.1% had never received any training in educational leadership. While it is acknowledged that the effective supervisory normally linked to special training school heads acquired as a result pre- service and in-service training.

However, at present in Tanzania it shows that most heads of schools are drawn from within the unit of inadequately trained teachers. TIE (2006) when heads of schools

are appointed to lead   schools, it becomes difficult for them to lead schools because they do not have orientation to effective administrative knowledge.

Various public complaints are being voiced concerning hidden appointments and selection of heads of schools in Tanzania. Complaints further indicate that appointments of heads of schools are less accountable for development and improvement of quality of education in their schools. Worse still, little attention is given to monitor their performance (Galabawa, 2001).   Furthermore, Galabawa (2001) also revealed that there is weakness of supervising teachers' activities among the heads of schools because most teachers do not   prepare lesson plans that they should use them effectively in classrooms. Most attend school only during hours when they have periods, a factor which creates difficult environment for students to learn, because when students face any challenge, they do not have anybody to contact for clarifications (Galabawa, 2001).

Rugonzibwa (2010) revealed that the government had paid little attention in recent years to secondary schools something which made their heads of schools to be busy with other activities than effectively supervising the schools. For instance, research conducted by TIE (2006) in Kilosa district revealed that six out of fourteen heads of schools were not found in their schools at the time the team of researchers visited the schools. While all heads of schools were supposed to engage in classroom teaching, over a third (5 out of 14) did not have schemes of work, lesson plans and lesson notes. House (1971) leaders influence the followers' perception of their goals, personal goals and the paths to goal attainment. Furthermore, the leader's behavior

will be motivational to the extent that such behavior gives satisfaction to subordinates needs contingent on effective performance and such behavior compliments environment of subordinates by giving guidance, support and rewards necessary for effective performance.

TIE (2006) revealed that the performance of Form Four National Examination (CSEE) results from 2003 to 2006 for the Kilosa district indicated that majority of students passed in division four and zero with girls performing more poorly all three years .The results of Form Four National Examination in 2011 (CSEE), Kilosa District ranked last in Morogoro region. The results were as follows; Ulanga district students558 scored division 'four' and 981 scored division" 0" ,Mvomero district students 505 scored division 'four'and1150 scored division" 0", Morogoro(V)338 students scored division 'four' and 1238 scored division '0' and Morogoro(M) 1678students scored division 'four' and 2036 scored division "0" Kilombero district 904 students scored division 'four' and 2112 scored division '0'and Kilosa district students 1064 scored division 'four' and 2650 scored division'0'as shown on the Table 4.

Thus, lack of proper school leadership and inefficiency in many secondary schools in Kilosa district is one of the factors that contribute to massive failure in the Form Four Examination results as shown below. The discussion of this study is based on impact of leadership styles secondary schools in Kilosa district on school functioning. The measurement of school functioning is leadership styles applied by heads of schools. This study sought to answer this question: What is the impact of leadership styles

used by heads of schools on functioning of secondary schools in Kilosa District.

Table 4: Summary CSEE Performance in Morogoro Region Basing on District wise in 2011

District(Total)	%1-111	Division "iv	Division "O
Ulanga	10.37	558	981
Mvomero	8.23	505	1150
Morogoro(V)	2.72	338	1238
Morogoro(M)	13.09	1678	2036
Kilombero	8.76	904	2112
Kilosa	3.79	1064	2650

Source: Ministry of Education and Vocational Training

KEY :

% = Parentage

V= Rural

M= Municipal
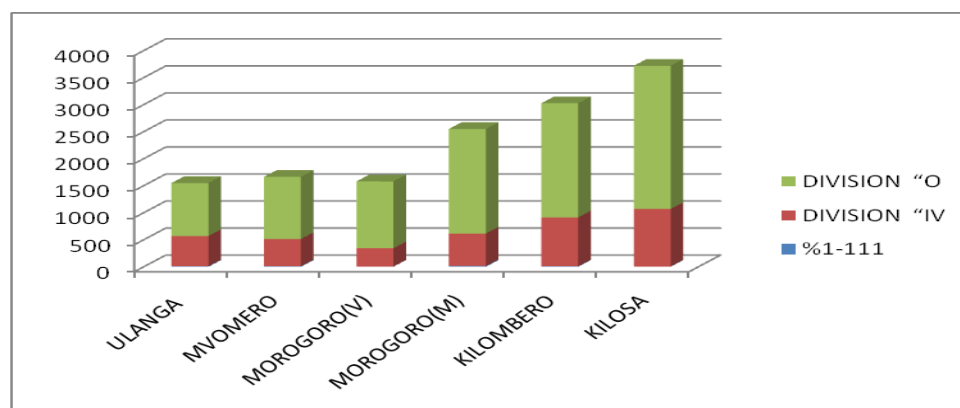
Figure 3: Summary CSEE Performance in Morogoro Region Basing on District wise in 2011

Source: Ministry of Education and Vocational Training (2011)

1.2 Statement of the Problem

Although Tanzania Government has clear policy to ensure delivery of quality education in secondary schools, the performance of secondary schools in Tanzania has remained poor. The heads of secondary schools as policy implementers are fundamental figures in facilitating teaching and learning of students through their leadership. They mobilize available resources for a safe, efficient and effective learning environment. They mobilize available resources for a safe, efficient and effective learning environment. They must clarify goals, vision and mission to teachers and students in shared set of core values. They should encourage and support their followers to achieve goals, vision and mission set by clarifying paths that they should take.

The heads of school in order to increase more school performance, teachers and students should be rewarded in order to encourage and pave way to school achievements. All this requires effective communication between heads of schools and other stakeholders at school level, clearly articulating the details of school missions, visions, goals and paths to be pursued. These translate to availability and use of school strategic and whole plans, schemes of work, lesson plans, school monitoring tools (school routines and timetables, attendance registers, school calendar and almanacs etc.) as well as structures such as school boards, committees and sub-committees, all of whom must work towards improved students' learning and achievements.

Available data indicate low students' learning achievements in Kilosa compared to other districts in Morogoro region implying low or ineffective participation and

contribution of different stakeholders. This may include the participation and contribution of heads of schools as leaders charged to setting school goals, vision and missions, clarifying paths and rewarding performances of other stakeholders. As such, poor performances of secondary schools in the district suggested there was a need to examine the extent heads of schools were efficient and effective in determining the school goals, clarifying paths and rewarding performances in order to achieve desired students, learning achievements.

1.3 The Purpose of the Study

The purpose of this study is to examine the extent to which heads of schools determine schools' goals, clarify paths and rewarding performances in order to achieve desired students, learning environment... The measurement of school functioning is students' achievement .This study sought to answer this question: What is the mechanisms used by the heads of schools in achieving better students' performance.

1.4 Objectives of the Study

1.4.1 Specific Objective of the Study

i) Finding out whether heads of schools are clarifying schools' goals, mission and vision to teachers and students and know which way to go.

ii) Finding out if heads schools are constantly monitor performance to remove impediments hindering students improved performance

iii) Finding out if school heads are rewarding teachers and students and facilitate teachers' professional development in secondary schools.

1) Research Tasks and Questions

The research was guided by the following research tasks and research questions.

a) Task one

To assess the manner in which school goals and mission are articulated and implemented in secondary schools.

i) Research questions

    i) Do heads of schools inform teachers and students what needs to be done in their schools?

    ii) Which leadership practices and styles are commonly applied by most heads of schools in secondary schools?

b) Task two

To assess if heads of schools constantly monitor performance to remove impediment hindering students' improved performance.

i) Research questions

    i) How do heads of schools are accessible for staffs and students consultations?

    ii) What strategies are there for heads of schools creation of teaching and learning environment?

c) Task Three

To examine the manner in which school leaders reward teachers and students and facilitate teachers' professional development in secondary schools.

i) Research questions

    a) How do the school heads reward teachers and encourage their professional development?

    b) Explain the system in place of giving incentives to teachers and students for good performance in school? In what ways do such practices help to reward teachers and students to increase their commitment and effort into teaching and learning processes in the school?

1.5 Conceptual Framework of the Study

This study intended to address problems arising from leadership styles used by heads of secondary schools and how they affect teaching, learning and subsequent students' performance. The study was guided by the Path-Goal Theory, which emphasizes on leaders facilitation task performance by showing subordinates the way to achieve high performance (Okumbe, 1998).According to House (1974) in path-Goal Theory, leaders should encourage and support their followers in achieving the goals they set by making clear the path that they should take. In particular, leaders are argued to:
First, set and clarify the path so subordinates know which way to go. Second, remove impediments that are stopping them from going there. Third, reward performance accordingly.

Leaders can take a strong or limited approach in these. In clarifying the path, they may be directive or give hints. In removing roadblocks, they may scour the path or help the follower move the bigger blocks. In increasing rewards, they may give occasional encouragement or pave the way. This variation in approach depends on

the situation, including the follower's capability and motivation, as well as difficulty of the job and other contextual factors.

Rewards may also be increased as needed and role ambiguity decreased (by telling them what they should be doing).This may be used when the task is unstructured and complex and the follower is inexperienced. This increases the follower's sense of security and control and hence is appropriate to the situation.

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                    ┌──────────────────────┐
                    │  SCHOOL LEADERSHIP   │
                    └──────────────────────┘
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Setting of Goals, mission, vision	Clarification of paths	Reward Strategy

Effective communication with subordinates	Leadership styles	Heads of school available for teacher and student consultations	Supportive environment for teaching and learning	Improved instructional programmes and overall performances	Motivated students and teachers

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              ┌─────────────────────────────────┐
              │  DESIRED SCHOOL ACHIEVEMENT     │
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Figure 5: Leadership and Organizational Performance at School Level

Source: From researcher (2013)

The framework focuses on procedures taken by heads of schools to implement their daily roles as stipulated in their contracts of services or circulars. Roles to supervise instruction, and ensure work principles are adhered to. A leadership style employed by the teachers is a function of interaction between teachers' characteristics and is situational/contingent .to environmental factors. Leithwood, et al (2004) suggests that all successful leadership is "contingent" as its roots. Indeed, impressive evidence suggests that individual leaders actually behave quite differently and productively depending on the circumstances they are facing and the people with whom they are working with. This calls into questions the common belief in habitual leadership "styles" and search for a single best model or styles in their work context.

Leadership plays a significant role in supervising instructions in schools since it influences the performances of the teachers and students through his or her actions. Teachers work together best when everyone is headed in the same direction. A school head must make his/her instructions clear and pertinent. In order to ensure instructions and work principles are effectively implemented a school leader needs to promote cooperation and good relationship between teachers and teachers and students. Moreover, school leaders need to solve problems to encourage and pressure and to help teachers and students potential.

A school heads must ensure conducive working environment among teachers including professional activities on the school level, such as cooperating in teams, building professional learning communities, participating in school development, rewarding, evaluating and changing working conditions. School heads should influence teachers to improve their teaching and professional development as well

students learning. High degree of cooperation between school heads and teachers as well as teachers and students lead to high teachers' performance and students' academic performance.Path-Goal Leadership Theory calls for head of secondary schools to employ different types of leadership so as to improve teachers and students performance.

1.6 The Significance of the Study

The study is expected to have valuable contributions to heads of schools in determining the school goals, mission and vision, clarify the paths to subordinates and other educational stakeholders and reward teachers and students to achieve desired students' performances. The study is also expected to have valuable contributions to educational administrators and managers such as Regional Education Officers, District Educational officers, Ward Education coordinators, and educators such as college tutors, secondary teachers, primary school teachers and school inspectors. It will enable educational officers at regional and district level to appoint heads of schools basing on leadership ability, skills and knowledge. The study further is expecting to help stakeholders such as school boards, district educational officers, ward executive coordinators and Non-governmental Organizations (NGOS) to closely monitor heads of schools in to provide better services to teachers, and students. The measures will enhance morale and commitment in facilitating school programmes for achievement of educational goals.

1.7 Delimitations of the Study

The focus of this study is to examine the extent to which heads of schools determine school goals, mission and vision, clarify paths and reward teachers and students to

achieve better students' performances. The study was based school leadership in light of Path-Goal Theory in order to understand the extent to which heads of schools set goals, mission and vision, clarify paths by removing potential impediments and rewarded achieved levels of performances. Therefore attributes proposed by other leadership theories were not applied in this study. Only three attributes of Path-Goal Theory were employed in this study.

1.8 Limitations of the Study

Doing an academic research is an activity that is not free from challenges. The researcher encountered different limitations during the fieldwork; firstly, some of heads of schools were reluctant to disclose relevant information that could be fruitful grain to the study. For instance, one of the heads of school was not ready to give the researcher with information about mechanism used to reward teachers and students. Secondly, difficult in obtaining important documents whereby some heads of schools were not ready to provide administrative files of their schools. They argued that such documents are confidential and are given to school inspectors only. The situation caused difficulty in confirming the information given by heads of schools. As such, the researcher had to use another alternative to get them. Teachers and students were the alternative source. Lastly, poor record keeping of whereby in all schools, most of the data were kept manually. This situation made the researcher to use long time to access data.

i) Definition of key terms and concepts

Leadership: is the process of helping others work hard to promote teachers' performance to achieve educational objectives.

Leadership styles: refers to different types of guidance or encouragement to others to perform activities effectively as stipulated in circular. Leadership style is the process or art of influencing others so that they willingly and enthusiastically strive towards achievement of organizational goals by either supportive behaviour or directive behaviour.

School function can be defined as student's ability to perform important functional activities that support or enable participation in the academic related social aspects of an educational programme. Example of academic aspects include classroom and homework assignments whose purpose is to increase mastery of content areas, including language, arts, mathematics, science, responding to questions about the curriculum material, requesting information, interacting with peers during learning tasks

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introductions

This chapter contains literature review leadership style and school functioning. This chapter is divided into three sections. The first section presents literature on leadership and, related concepts of leadership styles. Secondarily, reviews literature on leadership styles and school functioning and related studies. The last section presents synthesis of literature review and research gap to be filled by this study.

The studies about leadership styles have been conducted in Europe, Asia, America and Africa. The research contains relevant literature about leadership style in relation to teachers and students performance in secondary school. Types of leadership style include democratic, autocratic and laissez- faire. The theories of leadership as proposed by various scholars were also being reviewed. This include Path Goal Theory, contingency or situational theory were applied.

2.1 Conceptualization of Leadership

Okumbe (1999) defines leadership as a process of encouraging and helping others to enthusiastically towards realization of objectives. Nguni (2007) defines leadership as art of influencing people to do willingly something that is wanted to be done. According to Yoke(2002,cited in Nguni,2007) refers leadership as the process of influencing others to understand and agree about what needs to be done and how it can be done effectively and the process of facilitating individuals and collective efforts to accomplish the shared objectives.

According to Campbell et al (1993) refer leadership as the process through which and individual (the leader) secure cooperation from others (followers) toward goal achievement in a particular setting. Leadership is the most talked about managerial activity in any organization. Managers or administrators are to be effective in a range of areas including planning, decision making, communicating, controlling and conflict management .Thus, leadership is a process of facilitating or enabling subordinates to perform activities at maximum level towards the targeted objectives of the organization.

Campbell et al (1993) describe leadership is one of the key players for the school's success or failure. The role of the leader in any organization is to assist in identifying desired goals, guiding the group in devising appropriate strategies for achieving expected objectives and providing direction as well as motivation to followers so that the desired goals are attained (Paisey, 1995). Furthermore, Rowan, Hen and Miller (1997) leadership plays a significant role in the development of an organization. It acts as a process through which a leader secures cooperation from others in order to achieve organizational goals.

Furthermore, Campbell et al (1993), maintain that head teacher as a leader play a coaching role or a directing role by supporting teachers and helping them to choose a course of action when they lack confidence or faced with ambiguous situations. Head teacher also help teachers and others clarify expectations in such a way that they are more likely to be achieved as well as enhancing opportunities for personal satisfaction by structuring teachers' assignment so that teachers receive intrinsic

rewarding from work with their classes. Organ Bateman(1991),maintain that, a leader in any organization, including educational institutions at all levels, must possess certain basic professional and managerial attributes including qualifications necessary for inspiring, persuading and motivating his/her followers toward accomplishment of the set goals as well as objectives.

Galabawa, (2000), maintain that, in most cases, leadership style are influenced by four major attributes, namely the leaders' personality his/her perception over the led, the commitment, their skill levels and needs for independence, nature of the environment (the structure of the organization, out pressure' socio-economic and political patterns). He further maintaining that, in considering these attributes, the leader is advised to apply the leadership style to suit the situation. Davis (1972) maintains that, apart from inner feelings and personal attributes that influence the leaders' behavior, people's perceptions of the environment in which they live and work, play a key role in determining how people acts towards others. A goal has to be realized as a binding force, for in the process of working together, people enter into a mutual relationship through which goals are to be realized. Therefore, leaders become an important element in any organizational structure in it's strive to work towards goals achievement.

In addition, Gross and Herriott (1995), teachers' morale may account in a large part of relationship between the leadership of school principals and their teachers' professional performance. They also suggest that the teachers' professional performance and morale can have direct effect on pupils' performance. Again, they also suggest that pupils' performance largely depends on how teachers perform their

roles in the schools in promoting teaching and learning.

According to Gupta (2006) defines as the process of influencing the behavior of others towards the accomplishment of goals in a given institution. He identifies eight salient features of leadership as follows.

First, leader must have followers. A person can be called a leader if he/she has a group of followers behind him/her who accept him/her and agree to be influenced by him/her. Second, leadership is a working relationship between the leader and his /her followers. There must be community of interest between the leader and the followers. Third, the purpose of leadership is to achieve some common goals. The leader makes every effort to ensure that the followers strive enthusiastically to realize common objectives. Four, a leader influences his follower to follow willingly not by force or coercion. A leader should inspire his follower by his conduct, ability and social relations. He is able to secure desirable actions from a group of followers who do so willingly, without the use of coercion. Five, leadership is exercised in a given situation. There must be particular circumstances or situational variable that give rise to the exercise of leadership. Six, leadership is a social interaction-influence process between the leader and his followers. A leader influences the follower but the followers too may influence the attitudes and behavior of the leader by interacting with him. Seven, leadership is a power relationship in which power and influence are unevenly distributed among group members. A leader is at the centre of the group's power structure. Eight, leadership is continuous and dynamic process of influencing behavior. It is also a psychological process. It is complex and multidimensional in character (Gupta 2006; 35.2)

He further outlines some important functions performed by a leaders that include guiding the people and directing the group towards common goals and objectives; developing teamwork; maintaining discipline; building morale; and representing the group of the outside world.

By analyzing different descriptions of leadership, it can be said that leadership as a process involves influencing activities of an organization towards goal setting and goal achievement. The relationship that exist between a leader and followers contributes to have collective effort to accomplish shared goals and objectives in an organization

2.1.1 Basic Leadership Styles

This section contains brief definition of each style and describes situations in which each one might be used.

2.1.1.1 Autocratic or Authoritarian Leadership Style

Vugt, (2003) maintains that it is one which manager retains much power and decision making authority as possible. Also the manager neither consults employees nor allows receiving any input. Employees are expected to obey orders without questioning. Motivational environment is produced by creating a structured set of rewards and punishments. Some studies point out that organizations with many autocratic leaders have higher turnover and absenteeism than other organizations. Furthermore, Campbell et al (1993) maintain that under authoritarian leadership, the administrators are regarded as a managerial link in a closely defined chain of

command. It is based on clearly defined lines of authority, responsibility, communication, function, roles and regularity. Also, it is predictable, accountable and in some respects efficient. The autocratic leader commands and expects compliance (Weihrich & koontz (1993).

Moreover, Vugt, (2003), suggest that autocratic leadership can include the following situations; new untrained employees who do not which tasks to perform or which procedure to follow; require effective supervision. This can be provided only through detailed order and instructions. Employees are compelled not to respond to any other leadership style. This is so because there is a limited time in which to make a decision; and manager's power is challenged by an employee. In this type of leadership style, interactions between heads of schools and teachers are one way communication. The role of the teacher is to implement order.

2.1.1.2 Democratic/Collaborative Leadership Style

Gray (1989) describes democratic leadership to be the one where parties see different aspects of a problem can constructively explore their differences and search for solutions that go beyond their own limited vision of what is possible. According to Hersey, (1984) decision making is shared between leaders and followers. The main role of leader becomes to facilitate and communicate. Furthermore, he describes, it entails high support and low direction, such that it is used when people are able, but is perhaps unwilling or insecure and they are of moderate to high maturity.

Democratic leadership style is also called participative style because it encourages employees to be part of the decision making process. The democratic manager keeps his/her employees informed about everything that affect their work and shares decision –making including problem solving responsibilities. The style the leader to be to be a coach who has final say, but gather information from the staff members before making a decision (Campbell et al ,1993). Weihrich&Koontz (1993) describes democratic leader consults with subordinates on proposed actions and decisions such that he/she encourages participation from them. Such type of leadership ranges from a person who does not take action without subordinates' concurrence to one that make decisions but consults with subordinates before doing.

According to Good worth (1988) maintains that a good democratic leader encourages participation and delegates wisely but never loses sight of the fact that he or she beers the crucial responsibility of leadership. Furthermore he describes he /she values group discussion and input from his /her team. Campbell et al (1993),however like other style ,democratic leadership style is not always appropriate; it is the most successful when used with highly skilled and experienced employees or when implementing operational or resolving individuals or group problems. Harrison (2004) maintains that democratic leadership style is most effective when the leader wants to keep employees informed about matters that affect them and leaders 'want employees to share the decision-making and problem –solving duties.

2.1.1.3 Laissez-fair Leadership Style

According to Eagly et al (2003) lassie-fair leadership style is also known as 'hands

off style'. It is the one in which the manager provide very little or no direction and gives employees as much freedom as possible. All authority and power is given to employees and they must determine goals, make decisions and resolve problems on their own. Again, Weihrich$Koontz (1993) state that, the laissez-fair leader uses hi/her power very little, if at all, giving subordinates a degree of independence in their operations. Such leaders depend largely on subordinates to set their own goals and the means of achieving them. Furthermore, Hoy&Miskel (2008) maintains that laissez-fair leaders avoid expressing their views and taking action on important issues and they fail to make or at least delay decisions, ignore responsibilities, provide no feedback and allow authority to remain dormant.

Generally, laissez-fair leadership style is an effective style to use when employees are highly skilled, experienced as well educated. Employees have pride in their work and they drive to do it successfully on their own, outside experts such as staff specialists or consultants are being used and employee are trustworthy as well as experienced. Laissez-fair leadership can be applied in education institutions when the leader wants to maintain freedom to workers. It can be applied to educational researchers and teachers who have long experience and knowledgeable and have pride of their teaching work. It is equally important to apply it to teachers who were self-directed to perform their activities with minimal supervision.

2.1.2 Theories of Leadership

Theories of leadership were developed by United States of America (USA) which contributed to have several theoretical bases of leadership studies. These theories include Contingency and Path-Goal theories of leadership.

2.1.2.1 Contingency Theory of Leadership

Many scholars of leadership today believe that there is no one best way to lead, believing instead that appropriate leadership styles vary depending on the situations. According to Fiedler (1978) cited in Okumbe (1999) for instance, task oriented leadership style is appropriate when the situation is either extreme favorable or extremely unfavorable to the leader. A favorable situation exists when the leadership between the leader and followers is good, their tasks are well defined, and the leader has strong power. When the opposite is true, an unfavorable situation exists or when the situation is moderately favorable, a people –oriented leadership style is appropriate.

Fiedler's contingency model supports that, group performance or effectiveness is dependent upon an interaction between the leadership style and the amount of control that the supervisor has over the situation, (Ukumbe, 1999). The contingency model was the most influential model of leadership in 1980s worldwide. The approach includes four sets of concepts that need to be considered teachers' traits, characteristics of the situation, behavior and effectiveness of the leader (Hoy & Miskel, 2008).

2.1.2.2 Leithwood *et al's* Leadership Model

Leithwood et .al, (2006) developed a model for successful leadership practices that influences students achievement in educational institutions. They developed a scheme which encompasses four broad categories of leadership practices that facilitate students' learning achievements in schools.

The successful leadership practices are; Firstly, setting direction, this underscores the role of a school leader in formulating a clear, vision, mission, goals and high performance expectations for teachers and student? Secondly, developing people with emphasize the role of a school leaders in providing intellectual stimulation, individual support, emotional understanding and role modeling towards members of school community. Thirdly, resigning the organization, this highlights the role of a school leader in building a collaborative culture, creating productive relations and structuring the organization to facilitate work. Fourthly ,managing the instructional (teaching and learning) program me, which underscore a crucial role of a school leader in providing teaching support, preventing destructions to the teaching and learning processes, supervising, teachers and monitoring student progress

2.1.2.3 The Path-Goal leadership Theory

Okumbe, (1999) argues that Path-Goal Theory emphasizes on how a leader can facilitate a task performance by showing subordinates how performance can be instrumental in achieving rewards. It further stipulates that people are satisfied with their work and will work hard if they believe that their work will lead to things that are highly valued. The theory also focuses on what leaders should do to motivate and inspire people so that the employees can perform well. Weihrich & Koontz (1993) maintain that Path-Goal Theory suggests that the function of the leader is to clarify and to set goals with subordinates and help them to find the best path of achieving their goals and remove obstacles.

Hoy & Miskel (2008) maintain that its overall proposition is that subordinate's satisfaction, individual and work unity effectiveness increase as leaders engage in

behavior that complement task environments subordinates' abilities and compensate for deficiencies. Under certain conditions, a leader's path-goal clarifying behaviors are capable of making subordinates' needs and preferences contingent upon effective performance. Therefore; Path-Goal Theory has three positive features which are;

First, path-Goal Theory is one of theories that identify four theoretically different sort of leadership which are directive, supportive, and participative and achievement oriented. Second, it provides theoretical frame work in support of, how subordinates work performance and satisfaction and affected by various leadership. Third, path-Goal Theory incorporates the principles of motivation and expectation philosophy acquainted with philosophy of leadership.

Therefore, Path-Goal Theory becomes unique for the reasons that motivation aspects are not discussed by any other leadership theory and only Path-Goal Theory that identified four theoretical types of leadership which are directive, supportive, and participative and achievement oriented. Furthermore, the theory does not propose one best way to lead but suggest that an appropriate style will depend on the situation. Thus, the same leader in different situations can use various styles.

The study was guided by Path-Goal of leadership. According to House (1971) Path-Goal Theory is a situational approach because different situations call for different leader's behavior. It is called Path-Goal because its major concern is how the leader influences the followers' perception of their work goals, personal goals, and the paths to goal attainment. The leaders behavior is acceptable and satisfying the subordinates to the extent that subordinates see such behavior as either an immediate

source of satisfaction or as instrumental to future satisfaction. Furthermore, the leader's behavior will be motivational to the extent that such behavior gives satisfaction to subordinates' needs contingent on effective performance and such behavior complements environment of subordinates by providing guidance, support and rewards necessary for effective performance

2.2 Setting of School Goals Mission and Vision

Robinson (2007) in her study, 'School Leadership and Students Outcomes'. 'Identifying what works and why.' Examines and identifies the relative impact of different types of leadership on students' outcomes. She analyzes leadership dimensions that have an influence on the teaching and learning process in a school. She mentions four roles or learning dimensions to be acquired by the head of school so as to enhance student outcome. First, establishing goals and expectations strategic resourcing that is securing and allocating material and staffing resource for pedagogical purposes. Second, planning, coordinating and evaluating and curriculum. Third, promoting and participating in teacher learning and development, and four, ensuring an orderly and supportive teaching and learning environment.

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

Maro (1994) studied leadership qualities and schools effectiveness. The major concern was to investigate the extent to which qualities of leadership among school heads of secondary schools contributed to promotion and enhancement of the teaching and learning process including good school performance or school functioning. Findings further uncovered that appointment procedures for school heads were unclear. Although school heads attended leadership training the duration of training course was too short to enable candidates fully cover technicalities and diverse responsibilities of a school heads. Also, they were pre-service and in-service training courses to update school heads leadership knowledge, skills and qualities.

Moreover, findings revealed that school heads involved their staff and students in management of the schools. It also observed that school heads strived to clarify educational goals and school tasks. They offered specific guidance to staff and students in performing the school tasks. He outlined leadership qualities for school improvement: Professional knowledge and experience in school management. consideration for stuffs and students welfare, involving staff and students in management of school, clarification of educational goals and offering guidance to students and performing school tasks.

In examining those factors that contributed to good performance, he found out that teachers and students commitment to the teaching and learning process, a high level of self-belief in future success and efforts by the heads of schools to coordinate and monitor teaching and activities are key factors. Derel (2003) conducted a survey research in Turkey on leadership styles of elementary school principals. The purpose

of the survey research was to explore leadership style of public elementary school principals in Turkey as perceived by principals themselves and teachers. The sample of the study included 350 public elementary school principals and 700 public elementary school teachers. Results revealed that the primary school teachers' expectation levels related to principal's supervisory skills were higher than their perception level. As teachers worked more with the same principal and vice versa, both parties may have been influenced by each other's attitudes and behaviors. The practice may become reutilized and no innovations were introduced because of working with the same people, probably in the same environment for a long time.

Nicholas (2006) investigated on leadership style in two high performing schools in the province of Georgia in United States of America. The purpose of the study was to compare leadership styles and personality traits of two highly successful Georgia Principals. School heads with comparable demographics proved themselves highly effective in transforming low achieving schools into schools of distinction. Two principals from similar elementary schools were intentionally chosen to test the argument.

Interviews were conducted with each principal and several of their staff members. Staff members from each school cited their principals as being strong individuals. Results from the study showed that two principals had dissimilar personalities and employed different leadership styles. The study revealed further that even though the two principals used differently leadership strategies, the both realized similar success levels. Therefore for leadership trainers to advocate a particular faculty/principal

relationship as the best method for improving, test scores may be an over simplification, because there is no best way to lead it depends on situation.

2.3 Clarification of Paths

Damian (2003) also conducted a study on leadership behavior and functioning of educational institutions in Tanzania. The major concern was to investigate the relationship between leadership practice and functioning of primary schools. In the study, the findings revealed that there was a significant relationship the school behavior and willingness of the subordinates to perform their duties. The researcher further uncovered that teacher were deprived of their rights of selecting individuals with desired leadership practices for headship. Findings from the study also revealed that, many head teachers were appointed on basis of working experiences rather than directives/policies.

Ali (2000) investigated on leadership style, interpersonal relationship and effectiveness of recruited as well as promoted principals of Delhi. The purpose of the study was to find out leadership style of the recruited and promoted principals of Delhi. Instruments used were interpersonal relationship description questionnaires (IRDQ) and leadership behavior description questionnaires (LBDQ). Findings from the study revealed that recruited and promoted principals from Union Public Service Commission (UPCS), most of them were found to be using authoritarian style. The recruited and promoted principals differed significantly in leadership styles.

Khan (2003) investigated in Malawi; the role of performance, decision-making and organizational health in relation to behavioral orientation and personality school

principals. The purpose of the study was to investigate decision-making, role of performance, behavioral orientation and personal characteristics of principals. Also it assessed and compared organizational health of government schools with non-government schools and examined contributions from behavioral principals' orientation and role performance. Findings revealed that non-government school principals were found to be better planners and innovators who fore saw the need to introduce innovations ahead of government school principals. Government school principals were seen as better representative of their organizations and skilled in handling chaotic situations, assessing the situation well before taking appropriate action

Ndabise (1992) conducted study on leadership styles and their effects on management of teachers' training colleges in Tanzania. The study investigated leadership styles used by principals in selected teachers' training colleges find out how they affect management of such institutions. Findings from the study revealed that the dominant leadership style was democratic. However, Ndabise noted that, principals were both task and human relations oriented. Findings further revealed that, tutors accepted principals' leadership style and they were also satisfied with the leadership style adopted in colleges. Moreover, the researcher conclusively uncovered the principal's leadership styles affected management of teachers' training colleges positively or negatively depending on the situation in a particular leadership style was appropriately used as perceived by factors and students teachers.

Similarly, Mgani (2006) conducted a leadership style and school performance in National Examination Council of Tanzania (NECTA). The overall objectives of the

study were to investigate the relationship between leadership styles and school performance in NECTA. The study found out that three leadership styles were in public secondary schools, which were delegation, democratic and authoritative styles. However, the three styles affect schools' performance differently at different schools. Mgani found out that democratic leadership styles made schools perform highly; delegation leadership style made school achieve satisfactory performance and authoritarian style made schools perform poorly.

Mgani (2006) also revealed that, the three leadership styles, however, influenced the schools' mission and vision in the sense that democratic and delegation styles gave an enabling atmosphere towards achievement of the same. Where there were conducive atmosphere for achievement of mission and vision, there was also plausible schools performance in examinations. Results further revealed that, on aspect of teaching and learning processes it was observed that, highly performing category teaching and learning processes were motivated by demographic as well as delegation leadership styles, making schools perform highly and moderately respectively.

2.4 Rewarding Performance

Ngirwa (2006), the effect of Leadership Style in Promoting Academic Performance in Primary School Education.' He found out that leadership practices affected teachers' performance and students achievement. School leaders who were democratic and promoted team spirit and cooperation among teachers and students were found to contribute more positive to students' performance in National

Examinations. The manner in which the school heads related with teaching staff had an impact on the morale and performance of teachers, which in turn affected students learning achievement.

Other leadership aspects which were seen to correlate positively with students' performance were professional qualification and leadership experience of heads of schools and presence of rewards for good performance, which serve as an incentive for teachers to improve their effectiveness. Teachers' professional development was also identified as a motional factor for increasing teachers' effectiveness.

Bogler (2001) investigated influence of leadership style on teachers' job satisfaction in the United Kingdom. The study aimed at finding out how much of the variation in teachers 'job satisfaction could be contributed to their perceptions of their occupation compared to the perception about their principals' leadership styles and decision-making strategy. Likert-type scale was administered to 930 teachers in Britain schools out of whom 745 responded. Path- analysis was used to explain teachers' job satisfaction by exogenous variables. The most salient finding was that teachers' perceptions on occupation strongly affected their satisfaction. Principal's transformational leadership affected teachers' satisfaction both directly and indirectly through their perceptions on occupation.

2.5 Synthesis and Research Gap

The surveyed literature covered important findings on aspects concerning; types of leadership on students' outcome (Robinson, 2007), qualities of leadership and school effectiveness (Maro, 1994), leadership styles of elementary school principal (Derel,

2003) and Nicholas (2006) compared leadership styles and personality trait of two highly successful Georgia principals. While the present study investigates the extent to which the heads of schools clarify schools' goals, mission and vision to teachers and students for effective and school functioning.

Most previous studies based on investigation of leadership behavior and qualities in educational institutions. Also there are very few studies conducted on leadership styles and school functioning in Tanzania context. Reviewed literature indicates that, researchers previously dwelt much on resources required for effective school functioning without considering influence of leaders on school functioning. The study sought to uncover the leadership practices which need to be enhanced so as to realize high quality education and improved students' achievement in secondary schools.

Literature review dealt much on investigating on leadership behavior, the relationship between leadership practice and functioning of primary schools and teacher colleges. For instance, Damian (2003) investigated leadership practice and functioning of primary schools, Ali (2000) investigated on leadership style, interpersonal relationship and effectiveness of recruited as well as promoted principal of Delhi, Khan (2003) investigated in Malawi, the role of performance, decision-making and organizational health in relation in behavioral orientation and personality school principal and Ndabise (1992) investigated leadership styles used by principal in selected teachers' training colleges and how they affected management of such institutions. While the present study deals on impact of

leadership styles applied by the heads of school on school functioning of secondary schools.

The study investigates the extent to which heads of schools constantly monitor performance to remove impediments hindering students improved performance. The findings and conclusions drawn from primary schools and teachers' colleges experiences cannot wholly applicable to the secondary school particularly in Kilosa district. Thus, there was a need to carry out a study so as to investigate the extent to which leadership styles used by schools' heads contribute to promotion of students academic achievement as an indicator of school functioning. From literature surveyed; Ngirwa (2006) the effect of leadership style in promoting academic performance in primary school and Bogler (2001) investigated influence of leadership style on teachers' job satisfaction in the United Kingdom. The literature reviewed dealt on leadership and reward in primary schools mostly in developed nations.

According to Ngirwa (2006) and Bogler (2001) more emphasis focused on rewarding teachers only to achieve school effectiveness. While the present study focuses to what extent the heads of schools reward teachers and students for proper functioning of secondary schools in Tanzania context. Most influential studies on school leadership and reward system were done in the developing countries to cater for developed nations themselves. Thus there was need to carry out study so as to investigate to what extent heads of schools reward teachers and students for effective and efficient school functioning.

Generally, the study is sought to fill in knowledge gap on employed leadership styles by school heads in secondary schools to promote school functioning in Tanzania. All in all there is no comprehensive study on leadership style and school functioning of secondary schools in Tanzania. The study will be expected to suggest alternative approaches to leadership style that may lead to students' high academic achievement of secondary schools in Tanzania.

CHAPTER THREE

3.0 RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter contains research design methodology data gathering techniques included interviews, observation schedules, and documentary review, validation and data analysis were also done

3.2 Research   Design

A research design refers to the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. It is the conceptual structure within which research is conducted. It constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 2004). There are two major types of research designs: Quantitative research design and qualitative research design. In this study qualitative research design was employed. Qualitative research relies primarily on the collection of qualitative data that is non-numeric data such as words and pictures.

Creswell, S.W. (2003) identified five strategies of qualitative research which are; firstly ethnographies; in which the researcher studies an intact cultural group in natural settings over a long period by collecting, primarily and observational data. Secondly, grounded theory, in which the researcher attempts to derive a general abstract theory of a process, action or interaction grounded in the views of participants in a study. Thirdly, phenomenological research, in which the researcher

identifies the essence of human experiences concerning a phenomenon, as described by participants in a study.

The researcher "brackets" his or her own experiences in order to understand those of the participants in the study. Lastly, case studies: in which the researcher explores in dept a program, an event, an activity, a process, or one or more individuals. The research used a case study design of three secondary schools. This is because this type of research design is more favorable as it facilitates into obtaining maximum information within minimum expenditure and time School heads, teachers and students were purposely selected. Therefore, qualitative study was utilized in this study. Qualitative study is valid because of its coherence, insight and the totality of this instrument. In this investigation there is always a room for differences and debate because facts never speak for themselves.

According to Hughes (1989) describes a case study is a detailed study of an individual or group of people. Moreover, Hatch (2002) argues that case studies are special kind's qualitative works that investigates contextualized contemporary issues. It could be a program, an event, a person, process, an institution or social group. Therefore a case study approach allows an in depth investigation phenomenon. The design helped the researcher to examine the role of heads of schools in setting school goals, mission and vision, clarifying paths by removing impediments that are hindering student to learn and achieved desirable performance and rewarding basing on performance and achievement. Best and Khan (1998) maintained that a case study is the way of organizing social data reviewing social reality. It examines social unity

as whole such as school. The unity may be a person (student), a family (teachers and students), a social institution (school) or community. The case study probes deeply and analyses interaction between factors that explain present status or influence on change or growth.

3.3 Study area, Population and Sample Size

Study area refers to location where the research was conducted. In this case the study was conducted in secondary schools in Kilosa District in Morogoro Region. Kilosa district was selected for comparability purpose because the district has different resources, occupation, and life style. It is also divided into rural and urban. This composition provided reliable data and uniqueness characteristics of both rural and urban elements.

The target population for this study included all heads of schools, all teachers and all students of secondary schools in Kilosa district. Martella (1999) defines population as a group of potential participants objects or events to whom or to which researchers want to generalize the results of the study derived from sample drawn from the population. Likewise, Fraenkel and Wallen (2000) population is usually a group of persons (students, teachers, or other individuals) who posses certain characteristics.

The sample used is of 39 people. The samples used include 3 heads of schools, 15 teachers and 21 students. Furthermore, the selected sample was believed to be able to provide relevant information for the accomplishment of the present study. Goetz $ Leompte, 1984) Sample is a subset of population selected for investigation purposes.

It involves a process where a researcher extracts from a population a number of individuals so as to represent adequately the larger group. The sample helped the researcher to limit the investigation into small units to match available resources. .

3.4 Sampling Procedures

Mason&Bramble (1997) defines sampling is the act of drawing a sample from a population. Categories of sample methods include, probability sampling and non-probability sampling. Probability sampling is a process or procedure that assures that the different units in the population have equal probabilities of being chosen or is any method that utilizes some of form of random selection. Non-probability sampling does not involve random selection of sample unit. Probability samplings include; simple random method, systematic sampling, stratified sampling, cluster sampling and multistage sampling. Non-probability sampling include; convenience sampling, purposive sampling, snowball sampling, Quota sampling and purposive sampling. The research used purposive sampling technique to select three secondary schools out forty six secondary schools. According to Kothari (1990), purposely sampling involves deliberate selection of particular units of the universe for constituting sample which represent the universe.

The sample of the study obtained in the following manner; first, the three heads of schools of the sample schools were purposely selected because they are leaders, and thus, key informants. They provided information about setting school goals, mission and vision, clarifying the paths and find easy way to take by removing impediments that hinder students' improved performance and rewarding teachers and students on the basis of performance and achievement.

Secondly, 15 teachers from 3 sample schools was selected using purposive sampling technique. Respondents described heads of schools skills and abilities to lead and adhered leadership principles like setting school goals mission and vision, clarifying the paths to subordinates and find easy way to take and mechanism used to reward teachers and students. The sample of twenty one students was selected using purposively sampling technique followed by stratified random sampling techniques. There were eleven boys' ten girls. The technique enabled equal representation of gender in the sample. The selection based on the reason that they have been in those schools studying. So, and then have experience about leadership styles practiced by their heads of schools. Fraenkel et al (200) reported that stratified random sampling is a process in which certain sub group or strata are selected for the sample in the same proportion, as they exist in the population. The random sampling technique was used by selecting pieces of paper written the names of schools. Only three schools were selected.

3.5 Data Collection Methods

The research used the following methods for the study namely, documentary review, interview, observation. The research used varieties of techniques to obtain data and to supplement the data that were obtained from other instruments. The methods were also used to ensure validity of information to be collected.

3.4.1 Interview

Mason and Bramble (1997) an interview can be defined as a verbal discussion conducted by one person with another for the purpose of obtaining information. The

interview method of data collection is quite flexible and can be easily to a variety of situations. The main reason for the flexibility of the method is the presence of the interviewer, who can explore responses of the person being interviewed, ask additional questions to clarify points, and general tailor the interview to the situation. In this study interview schedules were administered through face to face.

Data for this study were collected by conducting interview. Interview guide was used with a set of questions which were used be mostly unstructured. This enabled respondents to express themselves in depth on leadership practices that have been employed by selected heads of schools in Kilosa district secondary schools. The researcher used unstructured interview to school heads to search direct views, opinions and more information about leadership practices and their effects on school functioning in Kilosa district secondary schools. The researcher also sought for their understanding on leadership styles and their influence in administration as well as leadership in secondary schools.

Interview also was administered to school heads to gather information if they are determining school goals, mission and vision that have been employed by them, their influence on teachers' performance and removing obstacles that hindered students' improved performance and how heads of schools reward teachers and students' as measure for school functioning. The interview enabled the researcher to collect information that reported about heads of schools in involving subordinates in decision making process in the schools they are leading. The researcher asked school heads about their relationship with students and teachers together with involvement

of teachers and students in day to day leadership of their schools and impact to school functioning.

3.4.2 Documentary Review

Martella (1999;294) document search involves obtained data from any written or visual sources such as diaries, novels, incident reports, advertisements, speeches, official documents, files, films, audiotapes, books, newspapers and so on. The study will employ the review of written documentary sources. These sources include; different report or records of school meetings, class journals, marking schemes, and lesson plans, logbooks, students attendance registers and teachers attendance daily book. Documentary review was used to supplement information and data collected by interview. This included collection of information regarding school profile. Various documents and policies on secondary school functioning were reviewed .Documents like directives, annual report and guidelines from Ministry of Education and Vocational Training (MOEVT) were also are reviewed.

Secondary sources involve information provided by a person who did not directly observe the event, object or condition. They include reports of a person of a person relates testimony of an actual witness or participants in a situation (Nsubuga, 2000).The researcher reviewed documents related to reprimand mechanism and job description. The document revealed how heads of schools are adhered to principles and regulations stipulated to guide secondary schools. Further analysis of documents were made on lesson plans and scheme of works that are prepared by teachers and if are used in daily teaching and learning processes.

Furthermore, teachers 'attendance books were reviewed so as to determine teachers' punctuality .This showed time teachers go at school and sign every morning. Students' attendance register and class journals were reviewed. Other existing written records, except library books were not reviewed. Both primary and secondary documents were reviewed. Primary sources were minutes of staff meetings, attendances register for teachers. Nsubuga, (2000) maintains that primary sources are eye witness account. An actual observer or participant in an event reports them. They are basic materials which documented or recorded by actual participants who witnessed the event.

Generally, documentary review enabled the researcher to have clear picture on teachers' willingness to participate in teaching process, daily attendance records and students' exercise books were useful documents.

3.4.3 Observation Schedules

Enon, (1998) argues that the word observation describes data that are collected, regardless of the techniques used in the study. Observation relies on the researcher seeing, hearing, testing and smelling things. This method does not depend on getting data from somebody, but rather depends on personal intuition. This technique proved quite useful when the researcher physically visited a particular site to collect data.

Best and Khan (1998) has pointed out that observation can be human or physical environment, social interaction, physical activities, on-verbal communication, planned activities and unplanned activities. Through observation method information

was sought by way of researchers 'observation without asking respondents. Participant observation was employed in data collection. Hatch (2002) maintains that in particular observation the researcher acts as participant at the same level in the setting he/she is studying.

The researcher observed the kind of relationship that exists between school heads and how teachers are treated. For example, the way teachers attend classes without being forced by academics and heads of schools. The researcher observed how teachers are involved in making decision in staff meetings. For every school the researcher attended at least one meeting. The researcher attended all other important meetings especially during tea break and issues observed thoroughly from the beginning to the end of meetings. During observation the researcher noted down important points. Teachers 'punctuality in attending their periods was observed while teachers were unconscious.

The researcher took an observation and at the same time conducting documentary analysis of lesson plans and scheme of work. The aspect of teacher attending school at recommended time was observed. The researcher arrived at school early in the morning at 7:00 am. Every teacher was observed for three days on actual time in arriving at the school. By so doing full information was obtained on teacher punctuality.

By nature, social scientists are observers both human activities and physical settings in which activities take place. Observation may take place in laboratory or clinic as

result of experiment. It is also possible to conduct an observation in natural settings of activities (Denzin and Lincoln, 2002).Structured observation schedule was used in this study to observe teachers 'punctuality in going to school at recommended time. Also it helped to observe frequency of teacher in attending their periods.

Advantages of using observation as a technique in data collection had been enumerated by Devi(1997) as follows; In the first place, respondents could be observed in their natural behavior such that there could not be influenced or manipulated by their conscious feelings. However, there are some limitations with this method. In the first place, not all occurrences in social research could open to observation. For example, refusal by respondents to allow the observer watch their activities can limit the study. Not all occurrences can be observed.

3.5 Validity and Reliability of Instrument

In order to test validity and reliability of data collected through interview and observation schedules, the researcher prepared several instruments to see if they collected the intended information for this study. (Hittleman $ Simon, 1997) maintain that, instruments are said to have reliability when they are consistent in producing their results. The instruments measured what was intended to measure in a consistent manner. Reliability is a statistical estimate of the extent to which can be considered dependable. The researcher in this study strived to ensure that what is recorded is what has actually occurred in the setting. Furthermore, the researcher was careful during the selection of informants.

According to Fraenkel and Wallen (2000), validity refers to appropriateness meaning and usefulness of inferences researcher make based on the data they collect. Validation is a process of collecting information to support such evidences. It refers to the degree to which evidence supports any inference the researchers makes based on data he or she collects using a particular instrument. In order to ensure the validity of the instruments, the interview guides and observation schedules were submitted to 8 M.A Students for comments. Then they were presented to the Supervisor for critical assessment. The instruments were adjusted in the light of comments from the fellow students and the supervisor. These measures tried out to sight out the instruments if they could collect intended information for this study.

The researcher prepared several instruments like interview guide, documentary review and observation schedules. The researcher reviewed each type of measure supplied by respondents. The researcher in this study investigated the truth and accurate interpretation of the phenomenon studied by firstly establishing conducive atmosphere of trust and comprehension with the informants to encourage them to share information and views regarding the topic under investigation voluntarily, using their own mother tongue on certain occasions. Their responses were translated.

3.6 Data Analysis Procedures

The data collected from interviews, observation and documentary review were analyzed using qualitative methods of data analysis. Qualitative methods were used so as to provide an in-depth description of a specific phenomenon, practice or setting and the qualities which the present study entails.

The research used content analysis to process qualitative information. Fraenkel S Wallen, (2000) content analysis is a technique that enables the researcher to study, human behavior in an indirect way through analysis of communication. Content analysis enabled the researcher to organize a large amount of materials. It is done by developing appropriate interpretation.

Depending on requirement of each data source, analyses were based in identifying theme and patterns. Data presentation was informing descriptive analysis. The researcher categorized related topic where major concepts or theme were identified and analyzed. Additionally, uses of direct quotations as expressed by respondents were used to present additional striking findings. In data\ analysis, categories were formed on the basis of research tasks. Each interview schedules were read carefully to determine bearing of responses in formulated categories. In some cases data analysis involved dividing into three levels according to three institutions involved in the study but depended on respondents of heads of schools, teachers and students. Therefore, the researcher identified information relevant to research objective.

In descriptive analysis, the researcher provided an account of a place or process. The purpose visualized the situation as a means of understanding what is happening. Interpretive analysis, the researcher provided insights that lead teacher to change their behavior, refining their knowledge and identifying problems (Hittle$Simon, 1997). Furthermore, in analyzing data the noting of verbatim accounts of conversations and transcripts as well as with the use of quotes from documents that illustrated participants meaning. The study sorted the useful information and

classified the data according to topic related data from interviews; observation and document search were put together.

3.7 Ethical Issues and Consideration

Ethical issues were considered during data collection, the researcher adhered to the rules and regulations governing human rights. This was done so as to ensure that the rights to privacy and protection of the respondents were not infringed.

3.8 Confidentiality consideration

Assurance of no other use of the information given apart from the study purpose was granted. Furthermore, in relation to ethics and confidentiality in research, the researcher bored the responsibility of ensuring that information about the subjects and their responses remained confidential and that they are used for no purpose other than the research for which it was intended (Mason and Bramble, 1997).

3.9 Summary

The study employed qualitative approach. Thus, it is qualitative enquiry. Data were collected from Kilosa District in Morogoro Region. Random and purposive sampling procedures were adopted to sample 39 respondents including heads of schools, teachers and students. Data were collected through interviews, documentary review and observation, and analyzed using content analysis technique.

CHAPTER FOUR

4.0 PRESENTATION OF FINDINGS ANALYSIS AND DISCUSSION OF DATA

This chapter contains research findings and discussion on leadership styles and school functioning in secondary schools. The study was conducted in three secondary schools in Kilosa District, Morogoro region namely Dendego secondary school, Magubike secondary school, and Magole secondary school.

Data were collected and presented along the three research tasks outlined in chapter one. These are; First, to find out whether heads of schools clarify schools' goals, vision and mission to teachers and students and know which way to go. Second, to find out if heads of schools are constantly monitoring performance to remove impediments hindering students improved performance. Third, to find out if heads of schools reward teachers and students and facilitate teachers' professional development and improved students' performance.

4. I If Heads of schools are setting and Clarifying school goals, visions and missions to teachers

In task one, interest was on finding out if the heads of schools clarify school goals, vision and mission to teachers. Data collected revealed that setting and clarification of school goals, vision and mission to teachers by heads of schools varied from one school to another. At school A and B data collected through interview revealed that the heads of schools agreed that their school had goals, vision, and mission. To confirm that the head of school B argued that:

"Our school has clear goal, vision and mission. Our goal is to enable students perform well academically by ensuring that teaching and learning process is done effectively and efficiently. Our school vision is to provide quality secondary education in an effort to produce well educated students with creative skills and respectful citizens in the society of Tanzania. And our school mission is to improve teaching and learning environment which will promote academic excellence and responsibilities to our students which will be of life vision".

It was also revealed that, setting and clarification of school goals, vision and mission was done during staff meetings and school Baraza. It was observed that school goals, vision and mission were put on the notice board in the head of school's office, staff room and on general notice board of the school at school A, while school B did not do so.

Through interview, the respondents at school A agreed that, the school had school's goals, vision and mission. It was also revealed that school's goals, vision and mission were formulated by school committee headed by the head of school and then the head of school presented the new goals, vision and mission to the staff meeting where they were given sufficient time to discuss them before presenting to the school Baraza. One teacher added; "….our school goals, vision and mission lasts for five years but at the end of every year academic committee seats and evaluates the implementation of our school's goals, vision and mission".

Leithwood (2004) people are motivated by goals which they find personally compelling as well as challenging but achievable. Having such goals helps people

make sense of their work and enables them to find a sense of identity for themselves within their context (Leithwood, 2004). The researcher revealed that the cooperation between head of school and teachers of school was good. Teachers were involved in formulating school's goals, mission and vision. The involvement of teachers in decision- making determined an effect school in one way or another.

It was revealed that, the heads of schools implemented school's goals, vision and mission by ensuring that teachers have schemes of work, lesson plans, lesson notes and syllabus. The heads of departments were provided with, teaching aids and logbooks and academic teachers were provided with enough books, teaching equipments and other stationeries. They also ensured that all periods were taught by checking class journals every week and to make sure teachers arrive early at school and teachers provided enough exercises to the students. They argued that they normally go in the classrooms to see if teachers are in the classrooms teaching their respective subjects .The head of school A commented that:

> "*Some teachers are not faithful in implementing school's goals, vision and mission. For instance, one teacher of Geography was caught teaching reproduction which is a topic of biology instead of teaching soil erosion*".

During observation, the researcher revealed that there was much freedom of teachers to communicate with the heads of schools. It was also observed that teachers' punctuality in attending their period, teachers' daily attendance at school and attending on recommended time and heads of school attendance and availability at school A was good, while at school B was poor. At school A teachers performed

their daily activities willingly as described by conceptual framework. Activities such as preparing scheme of work during the beginning of the academic year, preparing subject log books and daily preparation of lesson plans and lesson notes were done. After completion of the outlined tasks, the teachers are supposed to daily all periods scheduled in the main school timetable. Marking of students' exercise books is an important task so as later on give them feedback of what they have learnt in that particular day.

At school C data collected by a researcher through interview revealed that, the head of school agreed that the school had no schools' goals, vision and mission. It was also revealed that clarification of school's goals, vision and mission were not done. The head of school failed to identify school's goals and mission. It was further revealed that the implementation of school's goals, vision and mission was not done. The head of school declared that, he was tired of teachers since some of teachers were arrogant and never respected him as their leader. The head of school added;

> *'Teachers normally come late at school. Sometimes they don't teach all*
>
> *periods allocated to them. They decide themselves days to come to school.*
>
> *Sometimes male teachers come to school while drunk. I have reported them*
>
> *to their employer to be transferred to another school. I want teachers who*
>
> *will respect me. I am tired of them'.*

During documentary analysis, the researcher reviewed all personal file but found no disciplinary measures were taken to teachers like warning letters. It was also reviewed that teachers had syllabus but they had no schemes of work, no lesson plans and they had no lesson notes.

The implication of this is that the head of school failed to clarify school's goals, vision and mission to teachers. The school's vision was not understood to teachers. Teachers were not involved in decision-making particular in formulating school's vision. It was observed that, even if school head admitted that the school had vision but it was not seen neither in the head of school's office nor in the staff room. It was further observed that teachers' daily attendance, teachers 'punctuality in attending their periods was poor. For example, school had 15 teachers, but when the researcher visited the school teacher who signed teachers' daily attendance book were only seven teachers. Eight teachers did not sign including the head of school, something which implied that, head of school attendance and availability at school was poor. Although the head of school admitted that his school had vision, he failed to put school's vision into practice.

It was also revealed that teacher's freedom to present their problems to the head of school freely was limited. The head of school was very aggressive to teacher. One of the teachers added;

> "Our heads of school is very aggressive, Even if you have very crucial problem, he is helpless. He always tells us that if we have problems, we are supposed to go to see the employer. Most of time, he is not found in the office. I think of changing working station".

The relationship that existed between head of school and teachers in formulating and implementing school vision was poor. The school also never had goals and mission. Therefore, the relationship that existed between head of school and teachers' determined an ineffective school in one way or another.

4.2 Heads of schools clarification of schools' goals, vision and mission to students

Field data revealed that students from school A and B agree that their schools had goals, vision and mission. I t was revealed that clarification of schools' goals, vision and mission was done during school Baraza at beginning of each year and at the beginning each term. Student from school A commented that;

> *"At the beginning of each term, we have school Baraza. Our head of school always remind us to keep in mind and to implement our school goals, vision and mission in collaboration with our teachers. For example our school goal is to increase performance and high education standard, our vision is education is the light of vision and ignorance and our mission is train our student to be self –reliant after completing studies and to be exemplary to the society".*

Data collected revealed that, the heads of schools insisted on students' academic excellence by maintaining good relationship between teachers and students to ensure smooth functioning of school. It was observed that school A and B had school' goals .vision and mission were put on the students' notice board. The implementation of school goals, visions and missions at school A and B revealed that students arrived at school early, students respected teachers, students attended classes regularly, students studied hard and listened to teachers' advice, opinions and suggestions to achieve academic excellence. It was also revealed that, suggestion box at school A was put near the head of school's office to ensure that comments, opinions and suggestions on how to implement effectively school's goals. Visions and missions are worked upon.

At school C, field data collected through interview revealed that students disagreed that the school had no goals, vision and mission. One student added;

> *'I don't know if we have school's goals, vision and mission. I have never neither heard nor read school's goal, vision and mission in this school. I remember we had school Baraza when I was form one. The head of school of that day just insisted on paying school fee and other contributions on time. I meet the head of school when I go to pay school fee only'.*

It was observed that students' attendance at school on time and discipline of students in attending classes on time and respect to their teachers was poor. Through documentary review, the students' daily attendance register showed that students' daily attendance at school was poor. It was revealed that students did not know what to implement and what the school was expecting from them. Data collected revealed that students were not given opportunity to discuss pertaining school leadership style and students performance. The head of school conducted school Baraza just once after four years. Data from field that revealed students were given insufficient time just five minutes as time for questions and answers during school Baraza.

At school A and B, the researcher also was interested to know if students are allowed to discuss issues pertaining leadership style and students' performance. Data collected from the field revealed that, students were allowed to discuss leadership style and students only during school Baraza. Moreover, the researcher was interested to know if students had their own government. Field data revealed that, students from three schools agreed that they had students' government. And the manner of forming student's government was the same in all three schools. All

school governments were formulated by election and appointment .In all school the mode of application was the same .Students were requested to apply different posts by writing a letter to the head of school through cultural and domestic teacher through class teachers.

Application letters are scrutinized by disciplinary committee where few students who have ability to lead others are selected to contest different posts. At school A the posts like discipline prefect and school secretary were appointed by head of school in collaboration with disciplinary committee. Other posts like academic prefects, maintenance prefects, environmental prefects and class prefects were elected by students. At school the appointed discipline prefects must be have two genders, boy and girl. Also two students who perform well in their studies are appointed to be academic prefects. The elected two head prefects must be a boy and girl but other elected posts have no limitation in terms of gender. At school C, posts like head of prefects, discipline prefects and school secretary were appointed by head of school only. Other prefects like maintenance prefects, environmental prefects, sports and games prefects were elected by students themselves.

School governments are central pillars in implementation of schools' goals, visions and mission. The students' governments ensure that students arrive early at school, administers students discipline on behalf of their teachers and reports the number of periods taught and not taught to the academic teachers at the end of each week. Therefore, the good relationship among head of schools, teachers and school governments determine schools to be effective and efficient in implementing

schools' goals, vision and mission in way one or another.

The researcher was interested to know if students' meetings are located in school calendar. At school A and B, it was reviewed that the two schools had students' government meeting. At school A school calendar showed that student's government meetings were conducted twice per term. At school B school calendar showed that students' governments were conducted four times per term. At school C the school had no school calendar. When respondents were interviewed, they agree that they had never students' government meeting since they were elected.

Through interview, data collected revealed that at school A and B students were free to present their problems to the heads of schools freely. The offices were open for all students to present their problems when the heads of schools were available. Findings further revealed that all respondents pointed out that, they were free to present their problems without any kind of discrimination, segregation or intimidation. One student at school B commented:

> *'Our head of school encourages all students to present problems to him. He always insist that all problems should be reported and follow proper channel starting from class teacher, then to discipline teacher and last the head of school. But if there is critical issue, we are advised to go him straight'.*

Through observation, the researcher saw the students moving in and out of the head of schools' offices and teachers' offices during break time. Some students sought for clarification on issues which were not understood in the classrooms and some had

past papers for previously examinations to be solved. In two schools, teachers showed high cooperation in solving and in clarifying students' problems when presented to them. Gupta (2006) outlines some important functions performed by a leader that include guiding the people and directing the group towards common goals and objectives; developing teamwork; maintaining discipline; building morale; and representing the group of the outside world. The researcher was interested to know the type of leadership styles applied by the heads of schools. Data collected through interview showed that the heads of schools combined different types of leadership styles, namely autocratic style, democratic style and laissez faire style in administering their schools. A head of school A commented that:

> "*I prefer to use autocratic leadership style but sometimes I apply autocratic style when I see teachers are not performing their daily duties and responsibilities effectively. But to less extent I applied Laissez-faire style when the performance is good".*

At school B the researcher revealed that, the head of school applied two leadership styles, namely autocratic style and democratic style. At school C findings through interview revealed that, the head of a school applied democratic and laissez-faire styles. A head of school head argued that, "…..I use democratic style and laissez-faire style and I don't like to use autocratic leadership style because I will be like dictator to my teachers".

4.3 Constantly Monitoring Performance to Remove Impediments That are Stopping Students Improved Performance

The central pillar to heads of schools is to ensure effective and constant monitoring performance to remove impediments that are stopping students improved

performance.

Data collected through observation revealed that the head of school at school A had constantly monitoring teachers' punctuality in attending periods and teachers' daily attendance at school and attending on recommended time while at school B was weak. It was also revealed that, school A had effective and constant monitoring in students daily attendance at schools, discipline of students in attending classes and respecting teachers. For instance, when the researcher visited the school, ten students were punished by teacher on duty to slash while teachers who came late were warned by head of school. It was revealed that, at school B the monitoring of students' performance was poor, most students arrived late, general school environment was diet and discipline of students in attending classes on time and their respect to the teachers was also poor.

Findings through documentary review revealed that, at school A heads of schools with their academic teachers made follow –up of teaching and learning process. Schemes of work, lesson plans, subject logbooks and class journals were issued and checked starting from the heads of departments, academic teachers and lastly send to the head of school for further recommendation at the end of each week. Through review of schemes of work and lesson plans at school A, it was found out that heads of departments and academic teachers checked and endorsed few lesson plans and schemes of work which were available when the researcher visited the school.

While at school B, the head of school with academic teachers were loose. Very few schemes of work and lesson plans were issued to teachers and most of them used of

previous years. No new schemes of work were bought by head of school and issued to teachers. It was also observed that teachers taught using text books instead of using schemes of work, lesson plans and lesson notes. Very few teachers provided exercises tests and home works to students. And the very few provided exercises and home works were not marked and corrected. It was revealed that class journals were signed by few teachers and most of them did not sign.

At school C findings through observation revealed that monitoring performance for teachers and students was not good. Teachers were loose without clear direction from the head of school. Some teachers were seen charting in the staff rooms and some were out in groups talking and few teacher were in classrooms teaching when the researcher visited the school. In some classes students were making noise. Neither teacher on duty nor other teachers went to stop them.

Review of schemes of work and lesson plans showed that there were some sub-topics not taught and lesson notes were not found. Class journals were signed by few teachers, for instance, class journal in form two classes was signed by three teachers of history, civics and mathematics when the researcher visited the school. It was also revealed that at school C teachers taught without using teaching aids, poor marking of students' exercise books and provided insufficient exercises to students. Leithwood (2004) to increase the achievement of diverse student population, school leadership as policy implementer should assist their staffs in implementing the school and classroom conditions. The researcher was further interested to know if the heads of schools were delegating powers to their subordinates. The interview revealed that

in all three schools the heads of school agreed that they delegated power to subordinates. The head of school A argued that:

> *"I delegate power to teachers so that to make easier implementation of school goals, vision and mission. For instance, I have my hard working second master, two academic teachers, two cultural and domestic teachers, one maintenance teacher, and one class teacher in each class."*

It was revealed that the delegation of power facilitated the teaching and learning process to be effective and efficient. It also contributed to easy implementation of school program. It was revealed that, the delegation of power to teachers by the head of school was good because they felt to be part of the organization and also teachers felt that they were valued by the school leadership. The head of school B argued that,"…..delegation of power to subordinates, make them feel part of school administration, they work very hard and most of duties are done effectively". Likewise, at school C the head of school pointed out that,"…delegation of power to teachers enables teacher to feel ownership of their school and sense of belonging".

When the responded were interviewed, it was revealed that in all three school teachers agreed that their heads of schools delegated power to them. Findings revealed that teachers felt good and comfortable when their heads of schools delegated power to them. One of the teachers at school C argued that:

> *"Our head of school delegate power according to diploma and degree. That is to say if you are   degree holder you get will high post and if you are diploma holder you will get low post. He is not looking on the capability of the teacher. I think that is not good".*

At school C it was also revealed that, the head of the school delegated power to teachers also basing on gender. According to the head of school, male teachers were performing better than female teachers. The head of school C pointed out that: "…female teacher have a lot of excuse of being out of school and most of time are absent from that school. That is why I don't delegate to them high posts".

Generally the delegation of power to subordinates is a central tool in the implantation of school programs and it is easier to monitoring performance to remove impediments that hindered students improved performance in any school. Moreover, the respondents agree that the degree of cooperation in performing administrative tasks between the head of schools and teachers varied from one school to another school. At school A agreed that there is high degree of cooperation in performing administrative tasks, at school B and C respondents agree that there is moderate degree of cooperation in performing administrative tasks.

Review of students' exercise books revealed that at school C teachers were not teaching effectively. It was noted that Mathematics in form two classes was written only on nine pages for the whole term. That showed not only the subject teacher ineffective but also the head of mathematics department, academic teachers and head of school were loose. The findings further revealed that some of students' exercise books were not marked thoroughly, had poor hand writing to an extent that one could not read them easily. When the head of school was interviewed admitted that:

> *"Teachers now days are very lazy. They think of tuition and business. They*
>
> *don't devote much time to teach and to solve students' problems. This is a big*
>
> *problem in education sector.*

At school C analysis of research findings showed that the head of school was not constantly monitoring teachers' performance which was necessary to remove impediments that were stopping students' improved performance. Teachers' instructional management was very generally weak. That is in line with what Dasu(1990) observed that among principals instructional leadership appeared to have been given the least emphasis. Principals tended to act as more bureaucrats than as curriculum planners, developers and evaluators (Dasu, 1990).

On the other hand, the collected data revealed that at school C the head of school applied excessive laissez faire leadership style. This discouraged teachers to be effective and this situation affected negatively students. For instance, when the researcher visited the school, data collected revealed that lesson plans and scheme of work were not prepared and lesson notes were not found.

Dasu (1990) argued that principal who could not create an atmosphere of seriousness towards academic achievement lacked trust, tolerated laissez fair attitude teaching and were considered to be weak leaders by tutors. Lack of purposefulness and seriousness on part of principal has an effect of encouragement absenteeism, half work and half loitering behavior among students (Dasu, 1990).

Findings through documentary review revealed that, teachers at school A had schemes of work, lesson plans and lesson notes. Scheme of work of each teacher was photocopied and filed in the academic office. It was also revealed that heads of departments, academic teachers and head of school were seriously inspecting lessons plans every Friday in every week. Comments using red pens and signatures of heads

of departments, academic teachers and head of school were seen in the schemes of work, lesson notes and lesson plans. It was observed that, teachers entered in the classroom with schemes of work, lesson notes and lesson plans when the researcher visited the school.

Therefore, the head of school was constantly monitoring performance of teachers in order to remove impediments that are stopping students' improved performance by ensuring that teachers prepare schemes of work and lesson plans before they enter in the classrooms to teach. At school B data obtained through documentary analysis revealed that, preparation of lesson plans and schemes of work was poor. Although preparation of schemes of work and lesson plans was poor, the few ones prepared were documented neither in the academic office nor in the head of school's office.

Only two teachers had incomplete schemes of work and lesson plans. They were missing months, weeks and dates. Although most teachers had schemes of work and lesson plans, it was observed that most teachers entered in the classrooms with textbooks instead of schemes of work, lesson plans and lesson notes. The implication was that, there was weak monitoring of performance of teachers by the head of school.

At school C findings through documentary analysis showed that most teachers had no schemes of work, lesson plans and lesson notes. Few teachers had incomplete schemes of work and lesson plans which were missing sub-topics, weeks and dates but also they had no lesson notes. It was observed that almost all teachers taught

using textbooks instead of using scheme of work, lesson plans and lesson notes. The short-term implication is that the head of school was not playing his roles effectively. That reflects on conceptual framework that guided the study as pointed out that if the heads of schools, academic teachers and heads of department are effective in monitoring and supervision instructions at school, it leads to high teachers' performance and students' improved performance. Therefore, high teachers' performance is conditional to head of school leadership styles in promoting cooperation, supporting teachers, identifying and clarifying school's goals, vision and mission.

Through documentary analysis, at school A it was reviewed that each class had class journal from form I to form IV. It was revealed that, most teachers signed class journals except few teachers who did not sign class journals. At school B it was reviewed that all classes from form one to form four had class journals. Data collected showed that most teachers did not sign class journals. Very few teachers signed class journals. Class journals were not checked, therefore, the monitoring and supervision of class journals by the head of school was poor.

Findings from documentary analysis revealed that, school C had no class journals from form one to form four. No class journals were seen including of previous years. The implication of this is that, teachers were free either to teach or not to teach. Findings through documentary analysis at school A and B revealed that daily attendance of teachers and arriving at recommended time was good. For instance, teachers' attendance register at school A was revealed that, teacher on duty signed at

6:49 am to 6:52 am every day. The head of school signed at 7:00 am to 7:15 am. Other teachers signed from 7:05 am to 7:40 am. The maximum time for every teacher to be at school is at 7:45 am. Teacher's attendance register showed that most teachers arrived early and few teachers come late and few were absent. It was noted that at least three to four teachers came late and two to three teachers were absent every day. When the researcher visited the school, it was observed that the teacher on duty arrived at 7:40 a.m. The head of school arrived at 7:10 am. Other teachers arrived at 7:35 am and the last two late teachers arrived at 8:20 am. It was also noted that two teachers were absent and all had permission from the head of school. It was reviewed that the head of school drew a red margin in the teacher attendance register to show late comers and it was put in the head of school's office.

Similarly students register at school A, it was reviewed that the daily attendance of students was good. At least three to five students were absent everyday and they had permission from the head of school. It was observed that most students arrived at school at 7: 05 am and few students arrived late at 7:45 a.m. Students who come late were punished to mop corridors during break time. It was reviewed that most students attended classes every day. Furthermore the discipline of students in attending classes on time was also good. Students were in the classrooms quite waiting for teachers to come in to teach.

At school B reviewed of teachers' attendance register showed that the head of school signed at 6:55 a.m. and teacher on duty signed at 7:02 a.m. Other teacher signed from 7:15 am to 7:45 am. The attendance register was in the head of school's office. No

red margins were drawn to indicate late comers. It was noted that three teachers were absent but they had permission from the head of school when the researcher visited the school.

Students' daily attendance register showed that, student daily attendance at school was good. It was also observed that most students arrived at school on time. It was also observed that some students arrived at 9:34 am but no punishment was administered to them. I think they had proper reason for coming late.

Field data collected at school C showed that teachers' daily attendance register was signed by few teachers. It was reviewed that the teacher on duty arrived at 7:15 am and head of school arrived at 9:46 am. Other teachers arrived at 7:40 am. The last teacher arrived at 9:34 a.m. When the researcher visited the school, it was observed that, the teacher on duty arrived at 7:25 am and head of school arrived at 10:15 am. While other teachers arrived from 7:42a.m to 8:05 am and the last three teachers arrived at 9:55 a.m. Two teachers were absent without permission and one teacher had permission. The teachers' attendance register was seen in the teachers 'office.

It looked very old may be no one was in charge of it. Among 12 teachers who were presents that day, only five teachers signed teachers' attendance register when the researcher visited the school. It was reviewed that the head of school also did not sign. No red margin was drowned by the head of school to show late comers. Teachers were free either to sign or not sign. The three teachers who came late at school did not teach the first periods that is why in some classrooms students were making noise and some were seen playing .The head of school failed to monitor

performance of teachers and thus affected negatively students improved performance since no measures were taken by head of school for teachers who came late.

Findings through documentary review revealed that, students' daily attendance at school C was also poor. I was reviewed that at least ten to twenty students were absent every day. When the researcher visited school C, it was observed the first students arrived at 7:10 am and the last late students arrived at 8:23 am while other students were in the classrooms. No punishment was administered for late comers. It was also observed that the discipline of students in attending classes on recommended time and respect for teachers was also poor.

Data collected from the field revealed that, the number of staff meetings held by heads of schools differed significantly from one school to another.

Through interview, the head of school A responded that, he conducted staff meetings twice per term. The head of school added:

> *"I conduct staff meeting on January one week before opening the school for purpose of reminding teachers to prepare schemes of work, lesson plans and lesson notes and provide with them syllabuses. Second meeting I conduct on May before terminal examination s for purpose of making an evaluation of teaching and learning process and making preparation for terminal examinations"*.

In addition, data collected from respondents pointed out some said they had staff meeting once per term, some three times and some two times per term. Teachers were somehow certain about frequent of some meetings held per term. It was

revealed that teachers were given enough time to discuss agenda until all teachers were satisfied. There was also enough time for questions and answers during staff meetings. Through staff meetings file, it was revealed that, they had three times staff meetings conducted per term. It was also reviewed that, staff meetings were indicated in the school calendar. It was also observed that teachers were informed about school activities and dates for each meeting were scheduled on the school notice board.

Through interview the head of school B pointed out that, he conducted staff meetings once per term. The head of school had this to say; "….I conduct staff meeting once per term mainly one week after opening the school in order to distribute duties and responsibilities to teachers". Data collected from the respondents pointed out that, they had staff meeting just once per term. During staff meeting the respondents argued that, they were not given enough time to discuss agendas. It was also revealed that time for questions and answers were limited. Through documentary review, it was revealed that, staff meeting file was not seen when the researcher visited the school. The researcher failed to prove if staff meeting was conducted once per term since the file for staff meetings was not available. It was also reviewed that the dates for staff meetings were not scheduled in the school calendar.

At school C the head of school pointed out that, he conducted staff meeting when there is an emergency or special issues to discuss. The head of school added;

> *"We have no specific time for staff meeting s to be held. Only when there is an emergency I conduct meeting. It is wastage of time to discuss every day the same thing. Sometimes teachers speak nonsense in front of me without fear. No*

need of listening to them".

When interviewed the respondents pointed out that, they had no staff meeting for teachers. It was revealed that, the head of school conducted staff meetings when there are crucial problems to discuss. It was also revealed that, teachers were given limited time to discuss agendas and no time was allocated for questions and answers. It was also revealed that teachers were not given chance to air out their opinions and suggestions during staff meetings. It was reviewed that the school had no staff meetings file but there were few document as evidence. The file looked very old may be due to poor filing.

Generally, staff meetings are very essential in implementing schools' goals, visions and missions. It is during staff meetings where teaching and learning processes are detailed discussed, analyzed, and assessed. It is through staff meetings where performance of students and discipline of students are discussed. Obstacles hindering students' improved performance are discussed and solved. It is time to examine the relationships that exist between head of school and teachers, teachers and students for the betterment of the school. It is a place where conflicts and misunderstanding between teachers and teachers and between teachers and students are solved.

Findings through documentary analysis of the files of school board meetings, it was revealed that the school A and B held regular school board meetings. The minutes revealed that, some school board members were not active in supervising school programs. It was noted that their attendance and participation in meetings were very low. At school A and B, there was no single meeting attended by all members. This

indicates that school boards were ineffective in monitoring performance of the school. Likewise at school C the head of school had not conducted school board meetings for three years consecutively. It was further revealed that, the attendance of school board members at school board meeting was also low.

At school A through documentary analysis of the file of parents' meetings revealed that, the parents' meeting was conducted just once per year. The minutes revealed that that the attendance and participation of parents in the parents' meeting was low. At school B, it was reviewed that, the head of school had not conducted parents' meetings for four years. At school C it was reviewed that the head of school had not conducted parents for three years consecutively. It was revealed that the attendance and participation of parents in the parents' meetings in all schools was low. This indicates that parents were ineffective in monitoring performance of teachers and students.

Data collected through interview revealed that, at school A students meetings were conducted once per term. It was revealed that the agendas for meetings were prepared by the students themselves. According to the rules and regulations of school A class teachers must attend students' meeting .It was revealed that class teachers attend students meeting just as observers and to ensure freedom of expression is respected by each student. The opinions and suggestions of each class are taken by their class teachers ready to be discussed during staff meetings and then are taken to school Baraza for more clarification. Reviewing students' meetings file, it was revealed that each class had students' meetings once per term and the attendance of

students in each class was good. It was also observed that students meetings were scheduled in the school calendar.

At school B findings through interview revealed that, students meetings were not conducted in each class. They had only school Baraza. It was revealed that if the student had opinions or suggestions was supposed to present them during school Baraza only. This reflected that students had limited freedom to contact their own meetings and freedom of expression was also limited. It was observed that even in the school calendar students meetings were not allocated.

At school C data collected through interview revealed that the school had no students meetings. It was revealed that students did not remember when they had students meetings. It was further revealed that students had no permission to have their own meetings. It was observed that the school had no calendar. Mosha (2004) maintains that good leadership is needed to allow adoption of bold measures so as to address challenges of improving quality teachers. Furthermore, Mosha (2000) identified several factors that lead to poor academic performance in education. They are within the context of the environment surrounding the school and including supporting inputs; enabling conditions; school culture; school climate; teaching as well as learning environment; and ineffective management.

4.3.11 If the Heads of Schools Reward Teachers

The teaching and learning process is effective only and if it is motivated by the rewards to teachers and students. At school A findings through interview revealed

that teachers agreed that they were rewarded but not often. It was revealed that last year teachers who's their subjects performed better in national examinations were rewarded ten thousand for A, five thousand for B and three thousand for C by the head of school. It was further revealed that sports and games teachers were also rewarded radios and money when the school football team won the first position during cluster tournaments for UMISSETA last year.

At school B data collected from the field revealed that the head of school never rewarded teachers for any better performance. It was revealed that the head of school was giving false promises to teachers that any subject which performs better, the subject teacher will be rewarded hundred thousand at the end of the year. The head of school never fulfilled his promises for three years consecutively. One of the teachers commented that:

> *"...if he will remember to reward us is okay and if he does not remember is okay. We are mature enough, only God knows". Last year we had ten As, three Bs and seven Cs for history and six Bs and six Cs for Geography and nine Cs for Civics but no single teacher was rewarded. We are tired of his false promises. It is better he keeps quite instead of repeating every year the same thing. Now days we just teach for the sake of helping students to perform better in their national examinations".*

It was further revealed that the head of school promised teachers the amount of money that he could not afford to pay them. This situation might have demoralized teachers to perform better in helping students to achieve improved performance. In other words one can say that the head of school was source of creating impediments

that hinder students to attain better performance in internal and external examinations.

At school C findings from the field revealed that the head of school never rewarded teachers neither at previous years nor at recent years. One teacher pointed out that:

> *"I just hear to our neighbor school that teachers are rewarded money, clothes and sometime trip but in our school the head of school always complains that the school has no money. Sometimes I think of being transferred to that school but the problem it is a private school".*

This implies that rewards make teachers satisfied and motivated. It also makes teachers work hard and increases the habit of competition among teachers.

4.3.4 If Heads of schools are Rewarding Students

At school A field data collected revealed that students agreed that they were rewarded by the head of school but not often. It was revealed that the best students who scored an average of A at Form IV national examinations results on each subject were rewarded exercise books, pens, clothes, watches and money. In addition, Three Form III students who scored an average of B in 2012 in Form II national examination results were exempted from paying school fee and other school contributions by the head of school. It was further revealed that, the school football team which won the first position in clusters' tournaments for Umiseta were rewarded ten thousand each player by the head of school. At school B findings revealed that, the students were not rewarded by the head of school for many years. Students had no record of when they were rewarded by the head of school. One

student pointed out that:

> *".....I don't remember since I started form one if any of the student was rewarded by the head of school neither academically nor in any other curricular activity. Even our teacher are not rewarded either. I think that is why sometime some teachers are very harsh to students. It is because teachers are not motivated by rewards".*

At school C data collected from the field revealed that students were not rewarded at all. It was also revealed that school Netball team which won second position in Mbuzi cup competition players were not rewarded by the school. One student complained that:

> *"Our head of school doesn't appreciate our effort in sports. I thought during assembly time the head of school would shake hands with netball team player but he just reminded us only to pay school fee. I was very disappointment. May be the head of school doesn't like the success of his students".*

The study findings revealed that most schools placed greater importance on academic achievement than non-academic matters in their rewarding systems. This was why the majority of teachers and students in low performing schools had never received such incentives because their schools did not perform well in National Examinations. Heads of schools especially in low performing schools should find ways and strategies to reward teachers and students for any improvement shown in academic and extra-curricular activities if want to reinforce teachers and students' commitment to and enthusiasm for attaining school goals.

The heads of schools of the 21st are required to be schools' leading directors, facilitators, initiators instructional leaders, communicators, Influencers, mediators and key decision-makers. All these can be achieved only if the heads of schools clarify schools' goals, visions and mission to teachers and students, constantly monitoring performance and removing impediments that are stopping students' improved performance and rewarding teachers and students on the basis of performance (performance-based reward system accordingly. The Ministry of Education and Vocational Training in collaboration with Prime Minister's Office, Regional Administration and Local Governments must train the new appointed heads of schools before they enter in the office. Lack of proper leadership and inefficiency in many secondary schools in Tanzania are some of the factors that contribute to massive failures I the form four examination results.

CHAPTRE FIVE

5.0 SUMMARY, CONCLUSION AND RECOMENTATIONS

5.1 Introduction

This study was destined to examine leadership style and school functioning in secondary schools. The previous chapter dealt with data presentation, analysis and discussion. This chapter presents a summary, conclusion and recommendations of the study.

5.2 Summary of the Study

The purpose of this study is to examine the extent to which heads of schools determine schools' goals, clarify paths and reward performances of teachers in order to achieve desired students, learning environment.. The measurement of school functioning is students' achievement .It sought to answer this general question: What is the mechanisms used by the heads of schools in achieving better students' performance. In particular, it drew on three related research tasks to find whether heads of schools clarify schools' goals, mission and vision to teachers and students; whether heads schools constantly monitor performance to remove impediments hindering students improved learning; and whether school heads reward teachers and students performance in implementing school goals, mission and visions.

The study was guided by the Path-Goal Theory of Leadership. The theory describes that, leaders should encourage and support their followers in achieving the goals, they have been set by making the path that they should take clear and easy. In particular leaders should; set and clarify the path so subordinates know which way to

go, remove impediments that are stopping them performing better and reward teachers and students accordingly.

The theory also describes four styles of leadership; supportive leadership, directive leadership, participative leadership and achievement-leadership. Review of related literature revealed important issues related to the leadership in education institutions. The review focused on leadership and schools' goals, vision and mission, school leadership and performance management and school leadership and rewards. Different studies have highlighted important attributes concerning leadership in education institutions.

Aspects that were given special focus are concepts of leadership, leadership styles, leadership qualities, impact of leadership to teachers in teachers 'colleges and school performance in primary schools, while leadership practices of school heads of secondary schools has not yet established. There are no studies which relate directly leadership style and school functioning in secondary schools level in Tanzania context. This knowledge gap justified need for the current study. To attain the purpose of the study, the case study design was employed. With this design the focus was mainly on qualitative inquiry. Respondents from who data was generated were of various categories: 3 heads of schools, 15 teachers and 21 students. Data was sought analyzed manually.

5.3 The Main Findings of the Study

In study research findings were drawn from three tasks. The study indicated several main findings reflected on the tasks of the study.

5.3.1 School Leadership and Schools' Goals, Vision and Mission

The findings indicated that, although most schools had schools' goals, vision and mission, the implementation of them by heads of schools was poor. Some teachers and students were not aware of their schools' goals, vision and mission, something that indicated that the heads of schools were not constantly clarifying them to teachers and students. Through observation, few teachers and students were arriving early at schools. Through documentary analysis very few teachers had incomplete schemes of work and lesson plans prepared. Most teachers were also seen teaching using textbooks instead of using lesson plans and lesson notes. Some teachers and students were absent for several days without permission. Most teachers did not sign class journals and some classes had no school journals. This implies that implementation of schools' goals, vision and mission by heads of schools was poor.

5.2.2 School Leadership and Performance Management

The findings indicated that the heads of schools were not constantly monitoring performance to eliminate obstacles that are hindering students to attain improved performance. Most heads of schools were not monitoring teachers' daily attendance at school and arriving at recommended time by drawing red line that separates teachers who arrived early and teachers who came late at school.

The negative impact of this is that, most first periods were not taught in most schools. No measures were taking for those teachers who were arriving late. Some heads of schools did not issue schemes of work, lesson plans and lesson notes exercises to teachers.

Most teachers were seen teaching using textbooks instead of lesson plans and lesson notes. Teachers provided very insufficient exercises, home works and tests to students. It was observed that most exercises and home works provided to students were not marked. Most teachers did not sign class journals and some classes had no class journals. No one checked class journal neither heads of schools nor academic teachers. This indicated that many periods were untaught .In most schools students' daily attendance register and arriving at school on time was also poor. Very few punishments were administered to late students. This indicated that most heads of schools are not monitoring teachers' and students performance hence problems that affect students not to achieve academic excellence are not worked upon by the heads of schools as required.

5.2.3 School Leadership and Rewards

Findings showed that most of heads of schools are not rewarding teachers and students as required. Most of reward schemes administered by the heads of schools are based on academic achievement mainly on external examinations results. The internal performance of teachers and students is neglected. Since teachers and students were not motivated by rewards by their heads of schools, the implantation of schools' goals, vision and mission is very difficult.

5.3 Conclusion

Findings from studied schools showed that, most of the heads of schools failed to put into practice schools' goals, vision and mission. School heads who applied excessive laissez-faire leadership style and autocratic leadership style were not successful in

implementing schools' goals, vision and mission. The heads of schools that succeed to combine democratic style and autocratic style seem to be successful in implementing school's goals, vision and mission and successful in monitoring performance of teachers and students.

In some schools surveyed heads of schools were not model in implementing and in monitoring performance hence teachers and students showed negative response. Teachers of studied school perceived heads of schools as having failed to establish ways of assessing and acknowledging teachers' and students' performance. School board and parent committee failed to monitor performance of their schools for the reason that most of school board members and parents were not attending meetings arranged to them.

Heads of schools were not rewarding teachers and students basing on overall performance. Most of them were rewarding basing on academic performance only. Other extra-curricular activities were not rewarded. Furthermore, other heads of schools did not reward teachers and students at all. The schools which heads of schools did not reward teachers and students in any aspect, students' performances were poor.

5.4 Recommendations

5.4.1Recommendation for Action

Based on the research findings and conclusions, three categories of recommendations were made:

i. The heads of schools must clarify schools' goals, vision and mission to teachers and students twice per every term for easy implementation. The heads of schools should also encourage and support teachers and students during implementation. This also should be stipulated in the education policy. The school inspectors and District Education Officers must ensure that each school has goals, visions and mission.

ii. The heads of schools must provide teachers with schemes of work, lesson plans, teaching aids, lesson notes exercise books, textbooks, laboratories; subjects log books and other stationeries. Students also must be provided with text books, laboratories and enough teachers for each subject. Then the heads of schools, academic teachers, and heads of departments must monitor, supervise, inspect as well assess teachers and students activities routinely.

iii. Teachers and students must be rewarded basing on overall school achievements rather than relying on academic achievements like basing on external examinations results. Teachers who don't perform well must be penalized like reduction of salaries or other fringe benefits. Students who performs poorly must be punished .The reward scheme must be only valid if such assessments accurately measured the performance that other educators or policy makers wanted to reward.

iv. Since most heads of schools in all schools are leading their schools ineffective and inefficient with less experience in administration; after their appointment, the Ministry of Education and Vocational Training (MOVET) should send them to

attend leadership course at (ADEM) so as to equip them with leadership knowledge and skills.

5.4.2 Recommendation for Further Research

This study did not cover many areas that need other researchers to investigate. This may encourage other researcher to find out effectiveness of schools' boards in supervising teaching and learning in secondary schools.

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APPENDICES

Appendix 1: Interview guide for heads of the schools

Name of school…………………………………………………………………...

Interview schedule is aimed at collecting information about leadership styles and school functioning in secondary schools in Kilosa district. Information collected will be for research purposes and will be kept strictly confidential.

1. A what are your goal, mission and vision of your school?

   B. How do you influence your teachers and students to implement them?

2. What type of leadership style do you prefer to use most?

3. Do you inform subordinates about what needs to be done and how it needs to be done?

4. Do you insist on your teachers and students to implement your ideas first?

5. Do you allow your subordinates to discuss on issues pertaining to school leadership styles?

6. How are discussions on issues reached in the school?

7. Do you normally involve your teachers and students in decision making? How?

8. A. Do you delegate power to your teachers?

   B. What is your teachers' perception when you delegate power?

9. A. Do you call for staff meeting?

   B. How often do you have them per term?

10. Have you ever faced disagreement or conflict you personally had to handle?

11. Do you maintain friendly working relationship with subordinates?

12. A. Do you reward your subordinates?

   B. When and how many times have you rewarded your teachers and students?

Appendix ii: Interview guide for teachers

Name of school………………………………………………………………….

Dear teachers the interview is aimed at collecting information about leadership style and school functioning in   secondary schools in Kilosa district. Answers will provide picture on leadership styles in order to shape school administration in secondary schools. I would appreciate your opinions, ideas and views which will contribute to enrich my study. Be assured that this information is only to serve the purpose of this study, and will be treated confidentially.

1. What are your school goals, mission and visions?

2. How did you know them?

3. Do teachers know what is expected from them by a school?

4. Do teachers discuss issues pertaining school leadership style and teachers' performance?

5. Which type of leadership style do you think your heads of school is applying?

6. In your opinion and understanding, how do you comment on leadership style used by your heads of school?

7. How frequently are staff meetings held at your school per term?

8. Are teachers informed about the agenda before meetings?

9. Do teachers get chance to ask questions during meetings?

10. Are teachers allowed to give out their opinions and suggestions during meeting?

11. Do head of school delegate power to teachers?

12. What is your perception when head of school delegate power to teachers?

13. What is the degree of cooperation between the head of school and teachers in performing administrative tasks?

14. Do teachers have freedom to talk and discuss to heads of school about school problem?

15. Are teachers rewarded by the head of school?

16. When and how teachers were rewarded by head of school?

Thank you very much for your cooperation

Appendix iii: Interview guide for students

Name of school…………………………………………………………………...

Dear students, I will appropriate for your help in participating this interview, as an important part in completing my studies. The study is about leadership styles and school functioning in   secondary schools. Information collected will be for research purpose and will be kept strictly confidential.

1. What are your school's goals, mission and vision?

2. How did students know them?

3. Do students know what is expected from them by a school?

4. Are students allowed to discuss issues pertaining school leadership style and students performance?

5. Is there students' government in your school?

6. How was it formed?

7. Is there students 'meeting in the school calendar?

8. How often does the head of school conduct meeting with students?

9. Is there time questions and answers during meeting?

10. In your opinion and understanding how do you comment on leadership style applied by head of school?

11. Do students have freedom to present their problems to the head of school freely?

12. Have students ever rewarded by head of school?

13. When and how students were rewarded by head of school?

Thank you very much for your cooperation

Appendix iv: Observation schedules

Name of school……………………………………………………………….

NO	INFORMATION REQUIRED	REMARKS
01.	Involvement of teachers in decision-making concerning school and students	
02.	Freedom of teachers students to communicate with the head of school	
03.	Teachers' punctuality in attending their periods.	
04.	Teachers' daily attendance in school and attending on recommended time.	
05.	Teachers' freedom to criticize unconstructive idea.	
06.	Heads of school attendance and availability at school	
07	Discipline of students in attending classes on time and respect to their teachers.	

Appendix v: Documentary Review Guide

Name of school……………………………………………………………………..

No	Item	Information sought	Remarks/Information obtained
01	Teachers' attendance book	Teachers' daily attendance at school	
02	Syllabus	Teaching process to follow syllabus	
03	Scheme of work	Availability and use during teaching	
04	Lesson plans	How often lesson plans were prepared and used	
05	Subject log books	Sequence of teaching and topic covered	
06	Lesson notes	Availability and use of them during teaching	
07	Class journal	Attendance of teachers in each period	
08	School mission and vision	Availability and how was put into practice	
09	Staff meeting minutes	Participation of teachers in decision-making processes	
10	Students meeting minutes	Participation of students in decision-making process.	
11	Students' attendance register	Students' daily attendance at school	
12	Parents' meetings minutes.	Involvement of parents in management of the school	
13	School board meetings minutes	Participation of members of school board in management of school	