

**AN ASSESSMENT OF IMPACT OF SCHOOL LEADERSHIP STYLES ON  
STUDENTS' ACADEMIC PERFORMANCE: A CASE OF ILALA DISTRICT**

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**2015**

## CERTIFICATION

The undersigned certifies that he has read and hereby recommend for examination of a dissertation entitled **An Assessment of Impact of School Leadership Styles on Students' Academic Performance: A Case of Ilala Municipal District** for the fulfillment of the requirement for the Masters of Education in Administration Planning and Policy Studies of The Open University of Tanzania.

.....

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Date.....

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Date .....

## **DEDICATION**

I dedicate this dissertation to my parents Mr. & Mrs. Masmin's family for their prayers, courage and moral support, without them my study would have been difficult. I also dedicate to my brothers Mr. Joseph Alili, Mr. Peter Nasifu, Mr. Francis Akena and my only sister Loise Akidi.

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## **ABSTRACT**

This study assessed the influence of schools' leadership styles on students' academic performance in Ilala district. The study sought to determine how leadership styles, decision making, staffs motivation and headmaster relationship with subordinates influence students' academic performance in public secondary schools. The study was conducted using the descriptive survey and ex-post facto design to obtain thick data from the targeted population which consisted of the 4 public secondary schools, 1 District Education Officer, 1 District Human Resource Officer, 4 Ward Education officers, 4 heads of schools and 40 teachers. Data were collected by the use of documentary review, questionnaires, interviews and focus group discussions. The study found that being head of school, one should be committed and dedicated in order to steer the education institution towards the right direction. Based on the findings, it was evident that the use of mixed type of leadership style was necessary to improve students' academic performance. This is because school leaders' actions serve to legitimate whether a change is to be taken seriously and to support teachers psychologically and with resources. The researcher recommends that the heads of schools, educational stakeholders and other educational administrators to use transformational leadership styles which are support to educational environment, provision of capacity building and on job training to education leaders so as to meet objectives of educational policy. Researcher also suggest that a replica of the study to be undertaken by the use of different conceptual framework and approach.

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**LIST OF ABBREVIATIONS/ACRONYMS**

|       |   |   |
|-------|---|---|
| CIPP  | : | CONTEXT, INPUT, PROCESS, PRODUCT              |
| D.E.O | : | DISTRICT EDUCATION OFFICER                    |
| DHRO  | : | DISTRICT HUMAN RESOURCE OFFICER               |
| MOEVT | : | MINISTRY OF EDUCATION AND VOCATIONAL TRAINING |
| NGO   | : | NON-GOVERNEMENTAL ORGANIZATION                |
| S.A.P | : | STUDENTS' ACADEMIC PERFORMANCE                |

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND OF THE STUDY**

#### **1.1 Introduction**

This chapter discusses the background of the problem, Objectives of study by looking at both general and specific objectives, Hypothesis of the study and Research Questions, the significance of the study and finally limitation and delimitations of the study.

#### **1.2 Background of the Problem**

Before the nineteenth century, investment on schooling, on the job training, and other similar forms of human capital investment were quite small; however with the advent of the twentieth century; education; skills; and the acquisition of knowledge have become crucial determinants of personal and national productivity (Iihan Ozturk, 2001). Therefore performance in formal education was and is still critical in determining career path, job placements and leadership (Iihan Ozturk, 2001; Nyamboga, 2013). According to Komba et al. (2013), secondary school results in Tanzania are very important as they aid students to choose career path and some even use it in getting employment. Most Tanzanians with formal education have stopped at secondary school level (Olurundare, 2011); therefore good performance at secondary school cannot be underestimated.

Performance in certificate of secondary education has been unstable and at a decline over the years, in 2007 the pass rate (Division I to IV) was 86.15% but in 2012 it



plunged to a low of 39% (Madan, 2012; Citizens report on learning crisis in Tanzania, 2013). This decline in performance in secondary certificate of secondary education is alarming. Several factors have attributed to the decline, they included; lack of qualified teachers, part time teaching, lack of motivation to teachers, high students' enrollment, shortage of teaching-learning infrastructure and materials like classrooms, laboratories and laboratories equipments, libraries and poor comprehension of the English and mathematics by students (Madan, 2012; Citizens report on learning crisis in Tanzania, 2013). Mtitu (2008) also stated that education reforms imported into Tanzania had been great threat toward the academic prosperity in the country. These reforms are imported with programmes which are not friendly to academic environment of the country as they sometimes affects the mode of leadership in education system from central to local level. Also conditional ties attached to aid and funding from multilateral companies, International monetary fund and the World Bank had been problematic toward the academic performance in Tanzania. Yet academic performance in secondary school is important in the life of students. This is because most students are using their secondary certificates in seeking for higher education and employments.

In Arusha Tanzania, for example, the use of English as medium of instruction, punishment, school time-table, provision of lunch at school, Head of schools relationship with their subordinates and remedial teaching were associated with good academic performance there (Mlay, 2013). This implies that the leadership styles employed by school leaders have positive impacts on student academic performance.

Studies done in Kenya and Nigeria suggest that the style of leadership employed by principals/heads of secondary schools or other levels of education affect students' academic performance (Adeyemi, 2013; Nyamboga, 2013; Karori, 2013). According to Adeyemi (2014), an autocratic head of school is authoritarian and may not delegate power to subordinates, while a democratic one may emphasize team work. Collective decision making, improved interpersonal relationship, and multidirectional communication are essential in effective management of schools and students academic performance. However in the laissez-faire style, subordinates are left free to make decisions and do what they like without regards to the leader. This style of leadership may not lead to meaningful progress within an organization (Obilade, 1998; Ogunsanwo, 2000). In Tanzania, information on how head of school's leadership styles may affect student's academic performance is scarce. This study therefore aimed at assessing the impact of head of school's leadership styles to student's academic performance in certificate of secondary education.

### **1.3 Statement of the Problem**

Academic performance in certificate of secondary school in Tanzania continued to be low despite the effort by government to train and recruit more teachers, build infrastructure, provide more text books among others. There is evidence that leadership styles employed by head of schools affect academic performance in secondary schools (Adeyemi, 2013; Nyamboga, 2013; Karori, 2013). The fact that academic performance continues to remain poor with a low record of 39% pass rate in 2012(Madan, 2012; Citizens report on learning crisis in Tanzania, 2013) against government interventions necessitates new information to guide new strategies which

would reverse the trend. Understanding how head of school's leadership styles affect academic performance is therefore necessary. This may be of great importance in reversing the alarming trend of poor academic performance in the certificate of secondary school examinations. This raised number of questions; what are the contributions of leadership style towards low performance of students in public schools? Which factors tend to pose great influence on this low performance? How can this low performance be addressed?

#### **1.4 Objectives of Study**

##### **1.4.1 General Objective**

To examine how leadership styles influence student's academic performance in public secondary schools in Ilala District.

##### **1.4.2 Specific Objectives**

- i. To investigate the effects of School time tabling and student academic performance in public secondary schools in Ilala District.
- ii. To establish the extent to which headmaster relationship with subordinates influences student's academic performance in public secondary schools in Ilala District.
- iii. To find out the influence of staff decision making on student academic performance in public secondary schools in Ilala District.
- iv. To investigate the effect of Staffs motivation on student academic performance in public secondary schools in Ilala District.

### **1.5 Research Questions**

- i) How does school timetable affect the student academic performance?
- ii) What is the influence of relationship between head of school and subordinate on student academic performance?
- iii) What is the influence of the staff decision making on student academic performance?
- iv) How does staff motivation affect student academic performance?

### **1.6 Significance of the Study**

This research might help the school leaders to look for more effective leadership style that would yield a positive performance to students. This is because education is delivered to students through teachers who are directly affected by the leadership style. Apart from that, this research would help to identify leadership factor that influences student academic performance in most public secondary schools. Control of this problem would enable the educational stakeholders (MOEVT, NGO's such as HakiElimu, Pressure Groups, Educational Leaders and Teachers) to improve the leadership styles in public schools. Findings to this study might be useful in improving the quality of the education, leadership style to be employed at secondary schools and academic performance and school development in general. The study has presented a significant contribution to the existing body of knowledge regarding school leadership and students' academic performance. The study has particularly critiqued how different leadership styles influence students' academic performance and that there is no single style that works most rather an amalgam of all leadership styles. Furthermore, the identification of leadership variables that influence students'

academic performance may be helpful for further researchers to understand the extent to which leadership style influence academic performance in Tanzania specifically in Ilala municipality.

### **1.7 Limitations of the Study**

The limitations of the research were:-

- i. Problem of readiness of the respondents to provide positive response to the researcher. This is because the researcher was not well familiar with some of respondents to be interviewed or to be provided with the questionnaire to answer. To reduce the problem, researcher informed respondents on the important of their contribution and acknowledge them. The respondents were also assured of the confidentiality of their responses by the researcher.
- ii. Problem of language proficiency. This was due to the language used in a research. English language is not so familiar to most of population in Tanzania. However, to reduce the problem on language clarity to respondent, a researcher used both English and Swahili. This was either by code switching or code mixing to provide clarity to the respondents.

### **1.8 Delimitations of the Study**

The study assessed the impacts of leadership styles on student academic performance in public schools. The study took into account both literature based data, and real data (empirical) observed and collected from the field. It confined itself to selected public secondary schools in Ilala District. This was because of number of public

schools available and nature of the school leadership existing in these schools. This study involved District Education Officer, Human Resource officers, Ward Education Officers, the head of schools, selected teachers and from the sample public schools.

## **1.9 Definition of Key Terms**

### **1.9.1 Leadership**

Leadership may be viewed as a process whereby an individual (or group of individuals) influences a group of individuals to achieve a common goal. Thus, school leadership may be viewed as a process whereby school leaders influence teachers, other professionals, and students to achieve the goals of the schools.

### **1.9.2 Leadership Style**

This is a leader's means of providing direction, implementing plans, and motivating people.

### **1.9.3 Academic Performance**

Academic performance is the outcome of education. It entails the extent to which students have achieved their educational goals.

### **1.9.4 Public Secondary School**

These are secondary schools that are owned and maintained by the public in cooperation with the government and the local authority. Public secondary schools are built, financed and owned by the government and the public. In these schools, the

government hires and pays the teachers. Participation in building and maintaining the infrastructures such as teacher's house, classrooms, Science Laboratories and Toilets are collaboratively by Public and Government.

### **1.9.5 Impact**

This means to have a strong effect on someone or something. It is a measure of the tangible and intangible effect (consequence) of one's thing or entity's action or influence upon another.

### **1.9.6 Staff Motivation**

This is employer's ability to encourage or inspire enthusiasm about and drive to accomplish activities related to work. It is an employers' ability to use external factors so as to influence internal drive that causes an employee to take action.

## **1.10 Chapter Summary**

The aim of this chapter was to introduce the dissertation focusing on its topic-An assessment of impact of leadership style on student academic performance. The chapter traced the research problem by defining student education, Leadership style and student academic performance. This chapter proceeded with stating problems by looking at status of academic performance in Tanzania and how studies explains on impacts of leadership style on student academic performance. The chapter has also presented research questions, hypothesis and Tasks that guided the study. Lastly, research presented research significance, limitations and delimitation, and definition of key terms.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

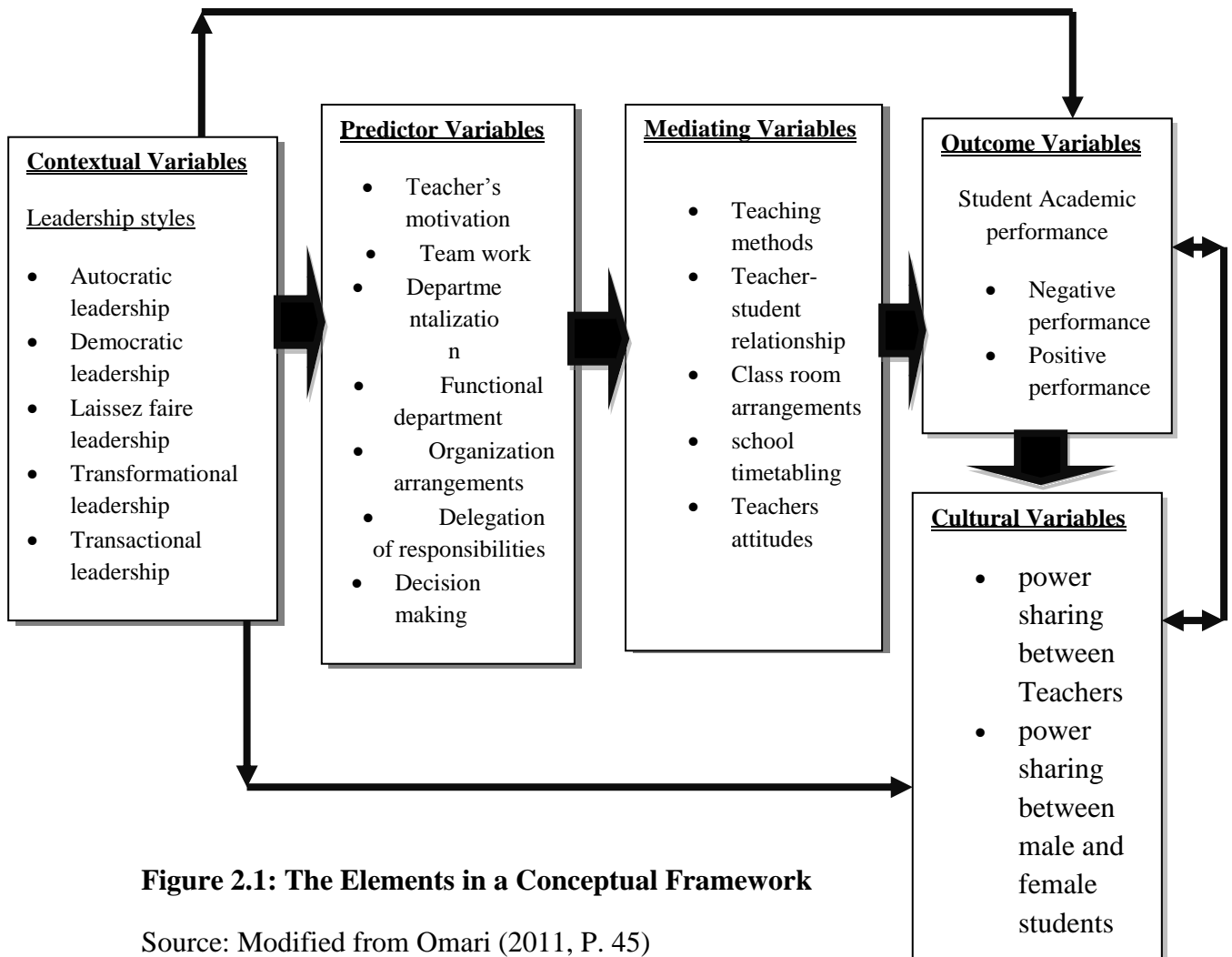
This chapter begins with conceptual framework and proceeds with types of leadership styles applied in schools. It will define terms used in this study and characteristics of each leadership style and their applications within school organization. Various theoretical and empirical literatures related to the leadership styles as conducted in different places and time are also reviewed which helped to identify the research gap.

#### **2.2 Conceptual Framework**

This part discusses conceptual framework by focusing on hypothetical variables related to the influence of leadership styles on student academic performance in public owned secondary schools. It indicates that student academic performances are influenced by the combination of the contextual, predictor, the mediating, outcome and cultural variables such as power sharing between Teachers and students and power sharing between male and female students. According to Omari (2011. p 45), contextual variables-such as cultural variables-are the one which are environmental bound while predictors are input and independent variables but potentially amenable to manipulability. Combination of predictor variables and mediating variables such as teaching methodology, teacher-student relationship, Class room arrangements and school timetabling may lead into academic performance of the student which is the outcome variable. These variables are shown in CIPP model in figure 2.1 below.



This framework was modified from Omari (2011) in his book “The Concepts and Methods in Educational Research”. The concept represents aspects of leadership styles which influence student academic performance in general.



**Figure 2.1: The Elements in a Conceptual Framework**

Source: Modified from Omari (2011, P. 45)

The interpretation of the model is that effect relationship could be direct (principal leadership style → academic performance) or/and indirect (principal leadership style → school environment → academic performance).

## **2.3 Theories of Leadership Styles**

### **2.3.1 The “Great Man” Theory**

The “great man” theory is a 19<sup>th</sup> century idea according to which history can be largely explained by the impact of "great men", or heroes who are highly influential individuals who, due to their personal charisma, intelligence, wisdom or political skill utilized their power in a way that had a decisive historical impact (Carlyle, 1841). The assumption of the great man theory is that, the capacity of leadership is inherent- that is, great leaders are born not made.

Leaders are assumed as born with innate qualities and traits that make them better suited to leadership. The traits most researched are: drive (determination), emotional stability, admitting errors, good interpersonal skills and intellectual breadth. Major assumption is that People are born with inherited traits and some traits are particularly suited to leadership

This proposition portrays great leaders as heroic, mythic and destined to rise to leadership when needed. Important question here is do all school leaders have charisma? Are those charismas inborn or adaptive? How do these charisma influence student academic performance? Based on Carlyle proposition, characteristics portrayed by a leader within schools tend to affect staff performances. This means that, school leaders with charisma motivate subordinates. Subordinates are then willingly involved in activities of the schools.

### **2.3.2 The Trait Theory**

This is a theory formulated by Herbert Spencer (1860) as a counter-argument that has remained influential throughout the 20<sup>th</sup> century to the present. Spencer argued that great men are the products of their societies, and that the actions of great men would be impossible without the social conditions built before their lifetimes. The trait leadership theory believes that people are either born or are made with certain qualities that will make them excel in leadership roles. That is, certain qualities such as intelligence, sense of responsibility, creativity and other values puts anyone in the shoes of a good leader.

This implies that Head of school's competence and mastery of task related knowledge and skills stand him in good stead in the performance of his leadership functions. These will help him to improve learner academic performance. Yukl, as cited in Hay and Miskel (ibid) refers to these skills as technical, interpersonal and conceptual. Technical skills equip the school leader with specialized knowledge, procedures and techniques to accomplish a task. Interpersonal skills equip the leader to understand the feelings and attitudes of learners and to establish cooperative work relationship with them. Conceptual skills enable the head of school to develop and use ideas and concepts to solve teachers' and learners' complex problems.

### **2.3.3 The Situational Leadership Theory**

This theory stress that, leadership style depends on the situations. Hersey & Blanchard (1969) categorized leadership styles into four groups of behavior from S1 to S4. They also characterized the situations including the level of the Maturity of the

people a leader is leading and their level of Development into M1 to M4 and D1 to D4 respectively.

Hersey (1985) describe these leadership behaviors from S1 to S4 as follows;

**S1: Telling** - This is characterized by one-way communication in which the leader defines the roles of the individual or group and provides the what, how, why, when and where to do the task; this preposition reflects how heads of schools divide tasks departments to teachers and other schools staffs. Division of tasks and departments to this regard should put into account the level of maturity and academic level of the school staffs. To this regard communication will be that of top-down communication flow. A leader will therefore apply autocratic/authoritative leadership which allows minimal chances to the subordinates.

**S2: Selling** - While a leader is still providing the direction, he or she is now using two-way communication and providing the socio-emotional support that will allow the individual or group influenced to buy into the process.

**S3: Participating** - This is how shared decision-making about the aspects of how the task is accomplished and the leader is providing less task behaviors while maintaining high relationship behavior. School leader here will therefore apply democratic leadership style so as to allow wide range of ideas. Democratic leadership style gives chances to school subordinates to give suggestions and how to act upon those suggestions. Fullan, (1992); notes that developing collaborative work cultures to help staff deal with school improvement efforts is a major responsibility of the principal. To this regard, If the head of school-teachers relationship is characterized

by helpful, supportive, trusting, so too will relationships between teachers, students and parents.

**S4: Delegating** - The leader is still involved in decisions; however, the process and responsibility has been passed to the individual or group. The leader stays involved in monitoring progress. The active support of head of schools powerfully affects a task's implementation and continuation. The Head of school's contribution to implementation should therefore lie in giving moral support to the staff and in creating a culture that gives the task "legitimacy" rather than in "how to do it" advice. It is therefore important that head of school develop the capacity to diagnose the demands of the situation and then choose and implement an appropriate leadership response. They need to recognize the level of readiness of staffs and learners to perform academic tasks so that they can decide on the guidance, direction and support them. School staffs and learners can respond positively to the head of school's leadership when they realize that their maturity is recognized.

All these indicate that, leadership styles works best depending on the given situation existing within a public school. For example, in a situation where head of school is knowledgeable and more experienced than the group, the Authoritative leadership style seems to be more appropriate. And, in circumstance where group is more knowledgeable than the leader, democratic leadership style if more appropriate for easy accomplishment of the goals or objectives to be accomplished. This implies that goal setting, capacity to assume responsibility, education, and experience are the main factors that make a leader successful. Not only is the leadership style important for a successful leader-led situation but also the ability or maturity of subordinates is

a critical factor. Leadership techniques fall out of a leader pairing her or his leadership style to the maturity level of the group.

Having seen theories related to leadership style in general way. However, the following sub-section assesses various types of leadership styles worldwide.

## **2.4 Empirical Literature Review of Leadership Styles World Wide**

The first major study of the leadership style was performed in 1939 by Kurt Lewins who led a group of researchers to identify different leadership styles. This early study has remained quite influential as it established the three major leadership styles (U.S. Army, 1973).

Recent decades have seen an increasing interest in examining the nature of school leadership in a range of different international contexts. As Heck (1996) has suggested:

*“The investigation of leadership models...across settings is potentially a rich area for empirical exploration, in that it may both broaden and deepen our understanding of how cultural context may impact the theory and practice of school administration” (p 76).*

Indeed, in their illuminating study of school leadership concepts, Bush & Glover (2003) suggest that ‘the most important variable may be that of culture, both societal and organizational’ (p 29). They also warn of the ‘simplistic assumptions that leadership styles may be universally applicable’ (ibid, p 29).

Mullins, (2005, p. 317) describe Leadership style as the way in which the functions of leadership are carried out, the way in which the managers behave typically towards members of the group in an organization. The major intention is seeing organization yielding a positive result prior to the organizational goals and

objectives. Mullin's broadly classified leadership styles into (a) The Authoritarian style (b) The Democratic style (c) A Laissez-faire style and (d) The Transformational leadership style.

#### **2.4.1 Authoritative or Autocratic**

According to Mullins, (2005), the authoritarian style is where the focus of power is with leader and all interaction within the group move towards the leader. The leader alone makes decisions and has the authority for the determining policy, procedures for achieving goals, work tasks and relationships and control of rewards or punishment. This proposition entails that all directive, control and purposes of the organization flows and comes from the top leader who is a head of school. Subordinates (teachers) are to follow the directives provided by the head of school. Wegner, (2007) describe Authoritarian leadership style as works best in organizations that are going through significant changes, where there is little time for team decision making and where the leader possesses the most expertise on a subject or issue. This implies that with authoritarian leadership style teacher's performance is robotic. The head of school makes decisions, gives orders and manages overall progressions of the group while group members must be obedient and competent and follows instructions and orders given by head of school as a leader. In this style of leadership a leader uses transactional and "rule of thumb" whereby a leader rely on authority, specific direction and strict deadlines for success of an organization. (Maslennikova, 2007).

### **2.4.2 Participative or Democratic**

The leader normally includes one or more employees in decision making process, but the leader normally maintains the final decision making authority. Mullins, (2005), describes the democratic style that, which the focus of power is within the groups as a whole and there is a greater interaction within groups. The leadership functions are shared with members of the group and the manager is more part of a team. The group members have greater say in decision making, determination of policy, implementation of systems and procedures (p. 317). This style of leadership calls for the collective decision making among the organizational members. For the case of school institutions, this will involve incorporating teachers in day to day routines of the school. It should also be noted that democratic leadership works best in situations where group members are skilled and eager to share their knowledge. This style coincides with Transformational leadership style which also calls for the collective decision making, hence making it more democratic.

However, these studies only linked the leadership style and employee performances within school organization. They do not give direct link between leadership style and student academic performance.

### **2.4.3 Delegative or Laissez-fair**

This kind of leadership can be best described as a “hand-off” style whereby the leader delegates the tasks to their followers while providing little or no direction to the followers Lewin, Lippit, White, (1939). A leader allows the employees to make the decisions; however, the leader is still responsible for the decisions that are made. Mullin, (2005, p. 317), Added that, Laissez-faire leadership style is where the leader



observes that members of the group are working well on their own. The leader consciously makes a decision to pass the focus of power to members, to allow freedom of action to do as they think best, and not interfere; but is readily available if help is needed. A leader using guided freedom provides the followers with all materials necessary to accomplish their goals, but does not directly participate in decision making unless the followers request his/her assistance.

#### **2.4.4 Transactional Leadership Style**

It is based on legitimate authority within the bureaucratic structure of the organization. The emphasis is on the clarification of goals and objectives, work task and outcome and organizational rewards and punishment. It appeals to the self interest of followers and based on a relationship of mutual dependence and an exchange process of “I will give you this, you do that”. (Mullins, 2005, p. 328)

Lai, (2011), commented on Transactional leadership as involves contingent rewards and Management-By-Expectation (MBE). This type of leadership is viewed by expression such as concentrating my full attention on dealing with mistakes, complaints and failures.

Having seen various styles of leadership and their types worldwide, let us look at influences posed by those leadership styles using cases carried out globally, in developing countries and in the Tanzania’s context.

#### **2.5 The Influence of Leadership Styles on Student Academic Performance**

Schools as organizations coordinate daily and weekly schedules that channel and focus everyone’s efforts on the production. Therefore, educational leaders must

ensure that structures and procedures that support and channels the learning must reflect a concern for all students, while providing rooms for creativity and imaginations (Starrat, 2005. p. 133). School leaders must insist that teachers to connect to curriculum academic subjects to the human journey of their learners as they seek to know and own themselves (p. 132). This means teachers should employ method which focuses on learners as the centers of knowledge (learner's-centered teaching method).

Other literatures on school leadership indicate that school administration and leadership has minimal impacts on student performance (Ross & Grey, 2006). Kruger, Witzier and Slegers (2007), pointed out that leadership is no longer proposed as having a direct influence on academic outcome, but indirectly influences instructional organization and culture. This suggests that leadership style has direct relation with the employee working within the given organization. It facilitates control of the employee routine and acute maximization of the output (student academic performance). The implication is that, leadership styles affects staff parameters such as motivations, teamwork, departmentalization, financial management, work distributions, staff relationship and staff relationship with head of school. Yet these parameters tend to influence the academic performance of the student.

A study conducted by Gatabu (2012), indicates that school leadership style has direct influence on the environment within which a student survive. This proves that there are some linkage between the leadership style employed by head of schools and student academic performance. This is because leaders play critical roles in identifying and supporting learning, structuring the social settings and mediating the

external demands. The heads of schools therefore have three distinctive roles: interpersonal, informational, and decisional. The interpersonal role is related to the human element of the school. In the interpersonal role, the function of the school leader includes motivating, directing, coaching and assessing performances (leading), liaison, and as a figurehead. In the informational role, the head of school is a monitor, disseminator and spokesperson.

In the decisional role, the leader is an entrepreneur, resource allocator, disturbance handler and negotiator. Leithwood et al (2004) stressed that effective educational leadership makes a difference in improving learning. These improvements can be viewed from district level, School level to classroom level. At District level, prevailing conditions at district level are known to influence student learning. This condition includes, District culture, provision of professional development opportunities for teachers which align with school priorities and policies governing leadership succession. At school level, school missions and goals, culture, teachers' participation in decision making and relationship with parents and wider community are potential determinants for students learning. At classroom level, student learning are the function of class size, student group practices, the instructional practices of teachers, and extent of monitoring of student progress (p. 15).

## **2.6 Research Gaps**

There are numbers of gaps left by different literatures studied throughout this topic. These gaps ranges from environmental, organization (school) culture and connections between the leadership styles and the students' academic performance. Moreover, most of the reviewed studies do not directly focus on the influence of

school leadership style in student academic performance, they only looked at the link between leadership styles and staff performance. Studies to this regard are scarce and information on how leadership styles employed by head of schools in public secondary schools may affect academic performance are limited. Most of the studies in the literature reviewed in relation to the impact of head of school's leadership style on Certificate of Secondary Education Examination (CSEE) performance have been conducted in foreign environments outside Tanzania. This study therefore sought to establish whether the same factors apply in the CSEE performance in Ilala District as suggested. Additionally, the reason for the persistent poor results in national examinations over the years in Ilala district is the critical gap that this study has attempted to fill.

## **2.7 Chapter Summary**

It is obvious that there is no monopoly of a particular style of leadership claiming to be the perfect one leading to improved students' performance. Head of Schools are required to be more flexible in adapting appropriate leadership styles with the creation of collaborative working environments with higher levels of commitment, motivation, ownership, developing, trusting and healthier school cultures, facilitating higher productivity and increased student performances. The above literature review has clearly demonstrated that leadership roles of head of schools have led to increased student performances and achievements in academics. In particular, the research on effective schools indicates the importance of strong administrative leadership, high expectations and focus on student performances. Changes to school culture, dedicated and qualified staff, setting appropriate school goals in conformity

with school and systemic expectations, monitoring students' progress with adequate resources are factors that encourage and stimulate school performances and student achievements. Leadership is the ability to influence the thoughts and behavior of others. Leadership binds people together and motivates them towards achievement of goals in their organizations. A key factor influencing effectiveness of schools is the nature and quality of the leadership and management provided by each school head.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

According to Kothari (2008), research methodology is an approach a researcher use to investigate the study based on the philosophical basis on which the research is found. This chapter discusses how the study was conducted. It is all about research design, sampling and sampling techniques, research tools and how the data will be collected and analyzed. It also discusses how research variables were handled during research process.

This study applied both quantitative and qualitative approaches. Quantitative approach helped to quantify the problem by way of generating numerical data or data from the field and transform them into useable statistics. Qualitative approach helped to study attitudes, opinions, behaviors, and other defined variables of the population. Qualitative research approach generates a rich understanding of a phenomenon as it exists in a real world. It involves collection of data in the actual situation or area of study. Also it involve blending together of different data collection strategies. To develop strategies requires ongoing data analysis (Polit & Beck 2004).

#### **3.2 Setting of the Study**

This research covered selected public schools at the Ilala District within Dar-es-salaam Region. Ilala district has an area of 273km<sup>2</sup> and consists of twenty (20) wards. There are 85 secondary schools of which 49 are for government (public secondary schools). Purposive sampling was used to select the study areas. This sampling

technique was used in selecting the four public secondary school found in Ilala District. This was because of the researcher's need to pick a group of participants who could fit a profile (Cohen et al, 2005). This helped a researcher to get relevant and rich information regarding influence of leadership style on student academic performance. The Ilala district is selected due to availability of enough number of public schools where the researcher can access comprehensive information. From these public schools the researcher can come out with leadership factors affecting students' academic performances.

### **3.3 Research Design**

According to Kothari (1990), a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy on procedure. It is conceptual structure within which research is conducted, it constitute the blueprint for the collection, measurement analysis of data (p. 49). The descriptive research design of the survey type and the ex-post facto design were adopted in this study.

A descriptive survey is a form of planned collection of data from a large population for the purpose of analyzing the relationships between variables (Oppenheim, 1992). The researcher's choice of descriptive method was to help in inquiry of relevant information in his research project. This choice is informed by Best, in Cohen and Manion (1989: 70), who stated:

*Descriptive research is concerned with conditions or relationship that exists; practices that prevail; beliefs, points of view or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing. At times, descriptive research is concerned with how what is or*

*what exists is related to some preceding event that has influenced or affected a present condition or event (p.70)*

Tumey and Robb (1971) uphold the relevance of descriptive research to this study when they said; it allows one to find out significant information about an existing situation. (p.8)

Casual comparative “Ex post facto” research design was also used in this study. Casual comparative design helped in investigating possible cause-and-effects relationships between leadership style as an independent variable and students’ academic performance as dependent variable. This was done by observing some existing consequences and searching for the data through the plausible causal variables.

Ex post facto is the method of teasing out possible antecedents of events that have happened and cannot , therefore, be engineered or manipulated by the researcher .(Cohen, Manion and Manion, 2005. P. 222). This implies research of the statistical and magnitudinal occurrence of the student academic performance which is dependent variable and independent variables such as Head of school relationship with the subordinates, work distributions, financial management and school time table.

Kelinger, (1970) hinted that, Ex post facto research , is a research in which researcher starts with investigating dependent variable(s) whereby independent variable(s) have already occurred. A researcher studies independent variable(s) so as to establish retrospective effects on dependent variable(s). This research therefore, examined retrospectively the effect of leadership style on student academic performance which would help establish causal effects between the two variables.



### 3.4 Study Population

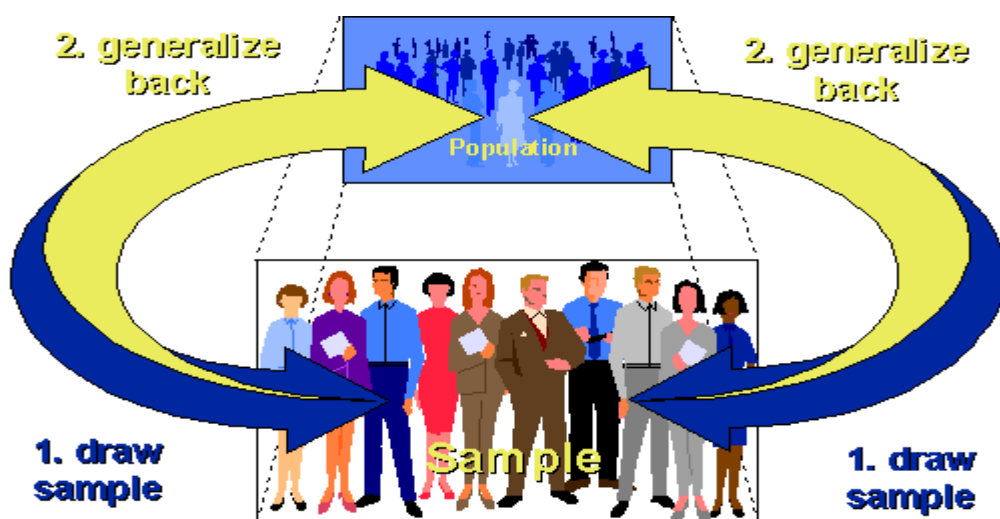
The target population in this study included, District Education Officer (DEO), Human Resource Officer (HRO), Ward Education Officers, and Head of schools (HoS) and teaching staff approved to teach secondary schools from the selected public schools.

These target population samples were the one found in selected public schools from Ilala District in Dar-Es-Salaam Region.

### 3.5 Sampling Techniques, Sample Size and Sampling

Sampling is the process of selecting units from a population of interest so that we may fairly generalize our results back to the population they were chosen (Trochim, 2006). This selected population may be from the people, Organization or an institution including school.

Figure 3.1 below illustrates a drawing of sample from selected population.



**Figure 3.1: Drawing of sample from the population of study**

**Source:** Adopted from Trochim, (2006)

Purposive sampling and simple random sampling technique were applied in this study. “A purposive sampling involves picking units most relevant in the subject matter, and studying them” (Omari, 2011 p.76). Purposive sampling was applied to obtain data from, District Education Officer, Human Resource officer, Ward Education Officers and the Head of Schools.

Simple random sampling technique was applied to select schools to be surveyed in Ilala district that were accessible to the researcher. Simple random sampling was applied to select teachers from public schools. According to Omari (2011 p. 73), simple random sampling is the process whereby the individual observation or individuals are chosen in such a way that each has an equal chance of being selected, and each choice is independent of any other choice. This helped getting teachers who were relevant and rich in information regarding the influence of leadership style on student academic performance. The aim was to get specific group of participants who could fit a profile.

A sample unit was selected from the teachers both purposively and randomly from the public schools selected. District Education Officer, Human Resource officer and Heads of schools were selected using purposive sampling based on their experiences (1year and above) in profession and leadership, sex and age. Based on purposive sampling, one (1) District Education Officer, (1) Human Resource officer, (4) Ward Education Officers and four (4) head of schools were selected from public schools. Other ten (10) teaching staffs were also be selected based on their positions, experiences (6 months and above), sex and age. This made a sample unit of fifty (50) respondents.

This therefore made the total number of respondents to be fifty (50) as indicated in table 3.1 below.

**Table 3.1: Category and number of respondents involved in the study**

| <b>Category of respondents</b>     | <b>Number of respondents</b> |
|------------------------------------|------------------------------|
| District Education Officer         | 1                            |
| Human Resource Officer             | 1                            |
| Ward Education Officers            | 4                            |
| Head of schools                    | 4                            |
| Teachers                           | 40                           |
| <b>Total number of respondents</b> | <b>50</b>                    |

### **3.6 Data Collection Methods**

Four methods were used in data collection, namely: documentary review, Questionnaire, Interviews, and Focus Group Discussion (FGD). The use of more than one method data of collection also permitted the researcher to combine the strength of each method while correcting some of the deficiencies as to increase validity of data generated.

Dencin (1978) once says:

*“No single method adequately solves the problem of rival causal factors..... because each technique reveals different aspects of empirical reality..... multiple methods must be employed” (p. 28).*

#### **3.6.1 Documentary Review**

These are the ready-made sources of data. They are also known as secondary source of data collected from the available or documented sources. Data collected from these sources are then known as secondary data. According to Kothari (1990), secondary data may either be published or unpublished data. Published data are

available in: (a) various publications of the central, state and local governments; (b) various publications of foreign governments or of international bodies and their subsidiary organizations; (c) technical and trade journals; (d) books, magazines and newspapers; (e) reports and publications of various associations connected with business and industry, banks, stock exchanges, etc.; (f) reports prepared by research scholars, universities, economists, etc. in different fields; and (g) public records and statistics, historical documents, and other sources of published information. The sources of unpublished data are many; they may be found in diaries, letters, unpublished biographies and autobiographies and also may be available with scholars and research workers, trade associations, labour bureaus and other public/private individuals and organizations.

However, Kothari cautioned that “Researcher must be very careful in using secondary data. He must make a minute scrutiny because it is just possible that the secondary data may be unsuitable or may be inadequate in the context of the problem which the researcher wants to study” (p.128).

### **3.6.2 Questionnaires**

This is a data collection instrument or schedule to be filled out by the informant rather than by the researcher. The researcher assumed that his informants were competent sources of data and provided it willingly, the researcher also assumed that the informants had the ability to understand the questions asked as intended by the researcher and answer them in the form intended and with integrity (Rummel: 1964). Dawson (2002); provided that questionnaire is divided into three categories, such as closed ended, open-ended or a combination of both (Mixed questionnaires). Closed-

ended questionnaires are those types where respondent answers are limited to a fixed set of responses/questions. According to (Dawson, 2002), Close-ended questionnaire is type of questionnaire used to generate statistics in quantitative research. It involves “YES/NO” items. Open-ended questionnaire “does not contain boxes to tick, but instead leaves a blank section for the respondent to write in an answer” (p. 31). The respondent supplies their own answers without being constrained by fixed set of possible questions.

This research therefore employed both closed and open ended questionnaires (Combination of both). The researcher began with a series of closed questions, with boxes to tick or scales to rank, and then finished with a section of open questions for more detailed response. The designed questionnaires were demonstrated to the teachers from the selected schools. The questions reflected the specific objectives of the study. Designed questionnaires are found in appendix 3.

### **3.6.3 Interviews**

Interview was hold to the key informants. This study involved semi-structured interview. Semi-structured interview involves asking the same questions in each interview while researcher remains flexible so that other important information can still arise (Dawson, 2002). It is a type of interview whereby the researcher wanted to know specific information gained in other interview. This instrument allows researcher to collect in-depth information. To do this a researcher prepared list of specific questions containing topics to be discussed.

Selected respondents included one (1) District Education Officer (DEO), one (1) Human Resource Officer (HRO), four (4) Ward Education Officers, and one (1)

Head of school (HoS) from each school from the public secondary school under study. The selected respondents were interviewed based on the set objectives of the study. These populations were from those found in Ilala district. The interview used was to capture and obtain information that would not have been done by questionnaires. Interview questions are found in appendix 6 and 7.

#### **3.6.4 Focus Group Discussions**

In focus group discussion, groups of teachers were selected to provide their views on influence of the leadership style in student's academic performance. According to Eliot, (2005) a focus group is a small group of six to ten people led through an open discussion by a skilled moderator. The group needs to be large enough to generate rich discussion but not so large that some participants are left out. The consents were sought randomly from the targeted schools. Homogeneous groups were comprised in the focus group. Focus Group Discussions for teachers are indicated in appendix 5.

### **3.7 Validity and Reliability**

#### **3.7.1 Validity**

One of the criteria for ensuring that research objectives are met is that of validity of the data collection methods and research tools. Tumey and Robb (1971: 154-155) define validity as a measuring instrument is said to be valid if it measures what it is supposed measure. This means that the data collection methods must measure the characteristics which it was intended to measure. Papalia and Olds (1987: 244) confirm what Tumey and Robb (1971: 154-155) have stated and say; a research is

valid if it measures what it is supposed to measure, as judged by how data collection methods suit with research objectives.

The researcher ensured that the data collection methods were directed to respondents who were qualified to give information, and that the information obtained would have been representative of information elicited from the entire population.

### **3.7.2 Reliability of Data**

Data collection method must satisfy the criterion of reliability. This means that respondents must give the same responses when asked for a second time under similar conditions. Van den Aardweg and van den Aardweg (1988: 194) explain reliability that a reliable data collection method is one that if repeated under similar conditions would present the same findings. Ary, Jacobs and Razavieh (1972: 200) concur with Van den Aardweg and Van den Aardweg (ibid) and say, the reliability of a data collection method is the degree of consistency with which it measures whatever it is measuring. The implication here is that the same findings must be produced even when the data collection method is applied for the second, third or fourth time.

To ensure that the data collection method was reliable, the researcher ensured that the language used was simple enough for all respondents to understand. All respondents were given similar questions to ensure that the research findings are consistent. There were alternative responses to the questionnaire from which respondents had to choose were provided to reduce ambiguity. Changes and adaptation were considered before taking off fully commencement into the study.

### **3.8 Ethical Consideration**

This helped the researcher to proceed without threatening the validity of research endeavor. To ensure this, a researcher employed the following:-

- i. Principle of informed consent. This involved participant freedom to choose to participate freely in a research after being informed on the outcome of research.

This definition involves elements such as competence, voluntarism, full information and compensation. “Compensation” implies that responsible, mature individuals will take correct decisions if they are given the relevant information. This involves collection of information from the head of schools and teachers who could provide relevant information related to the topic. “Voluntary” implies the principle of informed consent and thus ensuring that participant freely chooses to the research. (Cohen, Marrion and Marrison, 2005). “Full information” implies that consent is full on the basis and intent of the research. This also involved provision of information to the participants to make them aware of what is going on. This helped minimize biasness and inability of respondent to provide reliable data. “Comprehension”, refers to the fact that participant fully understand the nature of the research, even when the procedures are complex and entail risks. (Cohen, Marrion and Marrison, 2005. P. 222)

To ensure this, researcher built into research scheme a time lag between which research was conducted and respondent participation.

- ii. Principle of anonymity and confidentiality. All participants were offered to remain anonymous. All information was treated with strict confidentiality.



The schools within which data are collected were named in letters A, B, C and D.

- iii. Submission of the research outline to the heads where research was conducted. This included the list of interviewee and to whom a researcher wish to send/give questionnaires and conditions under which study was conducted.
- iv. Heads of schools from whom data was collected received copies of the final report.
- v. Interviewees had the opportunity to verify statements when research was in draft form.
- vi. The research established clear official channels by formally requesting permission to carry out the research. The researcher established research clearance letter as indicated in appendix 10 in page 84, 85, 86 and 87 respectively.
- vii. The research attempted to explore educational leadership style in practice. It is hoped that the final report may be of benefit to the school and to those who took part.

### **3.9 Data Analysis Plan**

Data analysis is the process of systematically searching and arranging interview transcripts, field notes, data and other materials obtained from the field with the aim of increasing an understanding of them and enabling the researcher to present them to others (Orodho, 2005). Analysis involved working with data, organizing items, breaking them into manageable units, synthesizing them and searching for patterns. After fieldwork the data collected through the use of questionnaires, interview and Focus Group Discussion (FGD) were classified into usable categories. The categories were turned into raw data through coding and tabulations. The data were further analyzed to provide meaningful final results with the aid of SPSS and Microsoft Excel software.

Data collected quantitatively were analyzed then presented in tables, Bar-Graphs and Pie-Charts. These data were analyzed using Statistical Package for the Social Science (SPSS). This approach helped in easy interpretation of the data.

Qualitative approach was applied to assess opinions, behaviors and attitudes of respondents towards influence of the leadership style on student academic achievement. This helped in providing “thick description” thought to be essential for enabling transferability of judgments. Qualitative approach also served to provide a bigger picture of a situation or issue and can inform in an accessible way.

The process also looked at the collected data by scrutinizing all questioners and schedule looking at possibility of error, omissions and incorrectness (editing). The exercise was done during investigation (field editing) proceeded to central editing to correct various mistake and gaps fillings followed by coding, tabulation and presenting.

Organization of data reflected the objective of study to ensure that adequate and relevant data are collected and find whether there is a necessity of going back in the field and re-collect information to fill the gaps.

### **3.10 Chapter Summary**

It could be generally argued that undertaking a research with well structured and reasonable research methods and methodologies as presented in this chapter, allow the study to present significant academic aspects hence contributing to a wide range of school leadership practices in developing countries at large and Tanzania's education in particular. In this regard, this chapter therefore presented paradigms which best suit the study. This chapter proceeded with Research design and data collection methods such as Documentary Review, Interview, Questionnaire and FGD and finalized with ethical issues and data analysis plan. This helped in opening wide range of gap for further discussion and advanced debate by later research activities possibly involving larger samples with different variables and theoretical orientations.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION**

#### **4.1 Introduction**

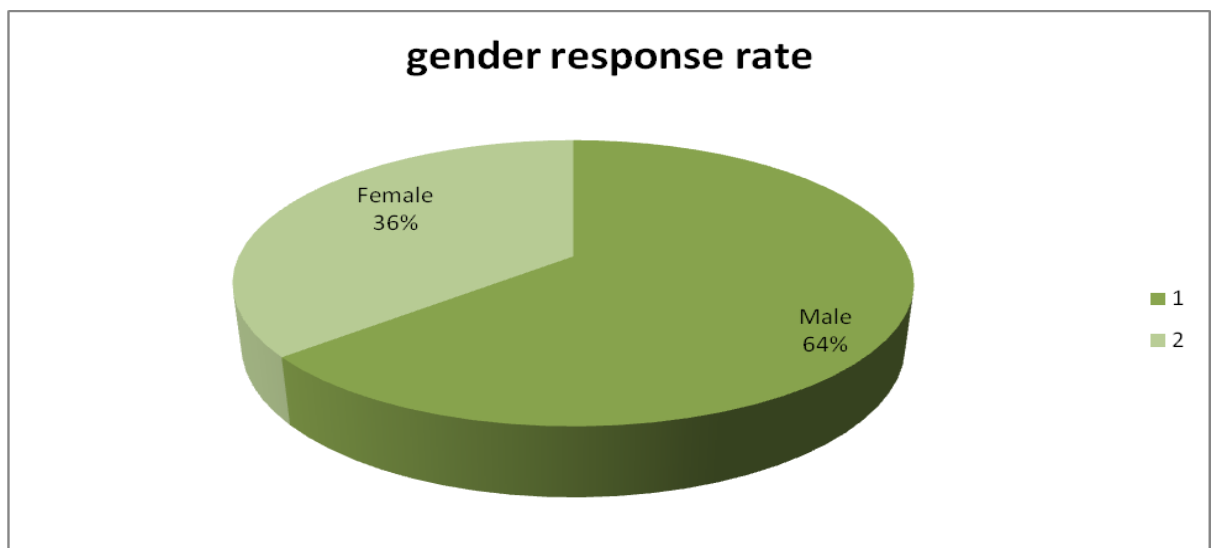
This chapter presents analyses and discusses the research findings. The findings were obtained from head of District Education Officer, District Human Resource Manager, Ward Education Officer, Head of Schools and teachers. Findings from teachers were obtained through Questionnaires, Interview and Focus Group Discussion from four selected public owned schools. District Education Officers, District Human Resource Officer, Ward Education Officers and head of schools were consulted for interview. Findings were presented systematically in tables and charts in brief, starting with background information of the respondents as obtained from questionnaires while other important findings are arranged in accordance with the research questions. Research questions focused on the leadership styles and their impacts on teaching and learning process and the students' academic performances in public secondary schools. Research findings also focused on leadership style which can be applied by the heads of schools in Ilala municipality.

#### **4.2 Background Information**

The background information involved the issues such as category of respondents by gender, teaching experience, and level of education of teachers who participated in answering questionnaires. The essence of using background of teachers who participated in was to enable researcher describe the characteristics of the target population and gather aspects of public owned secondary schools seen helpful to

elaborate findings. The researcher administered questionnaires among teachers because they were direct focus of the study and due their unique role in students' academic performance. Teachers were also involved in focus group discussion so as to grasp essential information on the influence of leadership styles on students' academic performance. The head of schools and other education officers were involved in this study through interview as key informants. This is due to the facts that head of schools' and other education officers' perceptions could possibly be different from the teaching staffs. The total population involved in this study was then 49 and not 50 as expected by the researcher. This is indicated in tables and figures presented below. The data were also arranged basing on the gender, teaching experience and the level of education obtained.

Figure 4.1 below indicates percentage of respondents involved and their gender characteristics.



**Figure 4.1: The category of teachers in public secondary schools studied in Ilala Municipality**

The pie chart above in figure 4.1 describes the number of teachers involved in answering questionnaires on gender basis. It indicates that most teachers in the studied area are male (64%) than female (36%). This shows that many public secondary schools especially in Ilala Municipality are dominated more by male than female. The imbalance in gender raises doubt as to whether the leadership styles applied in these public secondary schools is gender sensitive. The nature of leadership imposed by leaders in these schools favours male than female hence giving difficult working environment to female teachers.

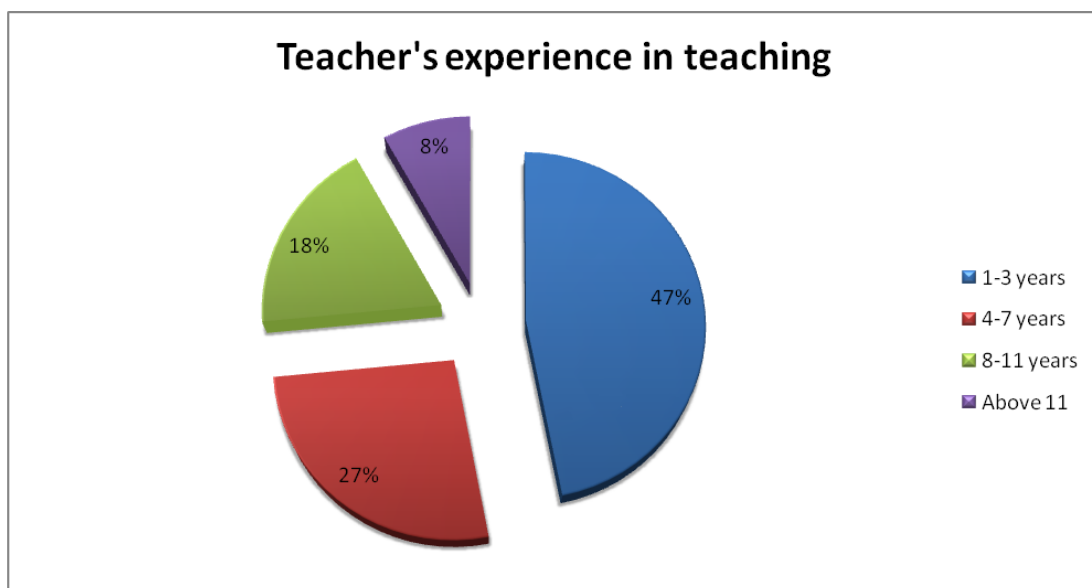
The researcher was also interested to know the characteristics of the respondents by their teaching experience. The table 4.1 and figure 4.1 below presents the description of respondents basing on teaching experience.

**Table 4.1: Number and category of teachers by teaching experience in the selected public secondary schools in Ilala Municipality**

| <b>Teaching experience</b> | <b>Frequency(f)</b> | <b>Percentage (%)</b> |
|----------------------------|---------------------|-----------------------|
| 1-3 years                  | 23                  | 47                    |
| 4-7 years                  | 13                  | 27                    |
| 8-11 years                 | 9                   | 18                    |
| Above 11 years             | 4                   | 8                     |
| <b>Total</b>               | 49                  | 100                   |

The information in the table 4.1 above and in the pie chart in figure 2.2 below describes the teaching experience of teachers in the selected public owned schools. The data indicates that most teachers have at least one up to three years of teaching experience making 47% of the total number of teachers involved in the study. This replies that the information gathered by the researcher can be considered accurate because the respondents have experienced influence of leadership styles and their influences on student academic performance for more than one year. Teachers with

experience of 4-7 years constituted 27% and those of 8-11 years teaching experience made 18% while those with experience above 11 years made 8%. From the data, it is therefore obvious that leadership style imposed by heads of schools is noticed by their subordinates. The number and percentages of teaching experiences indicates that teachers are well familiar with various leadership styles imposed by their top hierarchical leaders. However, data shows that teachers with experience between one to three years are more than others. They might have experienced varieties of working conditions, the quality of schooling in public secondary schools and relationship between working teachers and teachers and students. They are familiar with some leadership strategies for improvement of student academic performances.



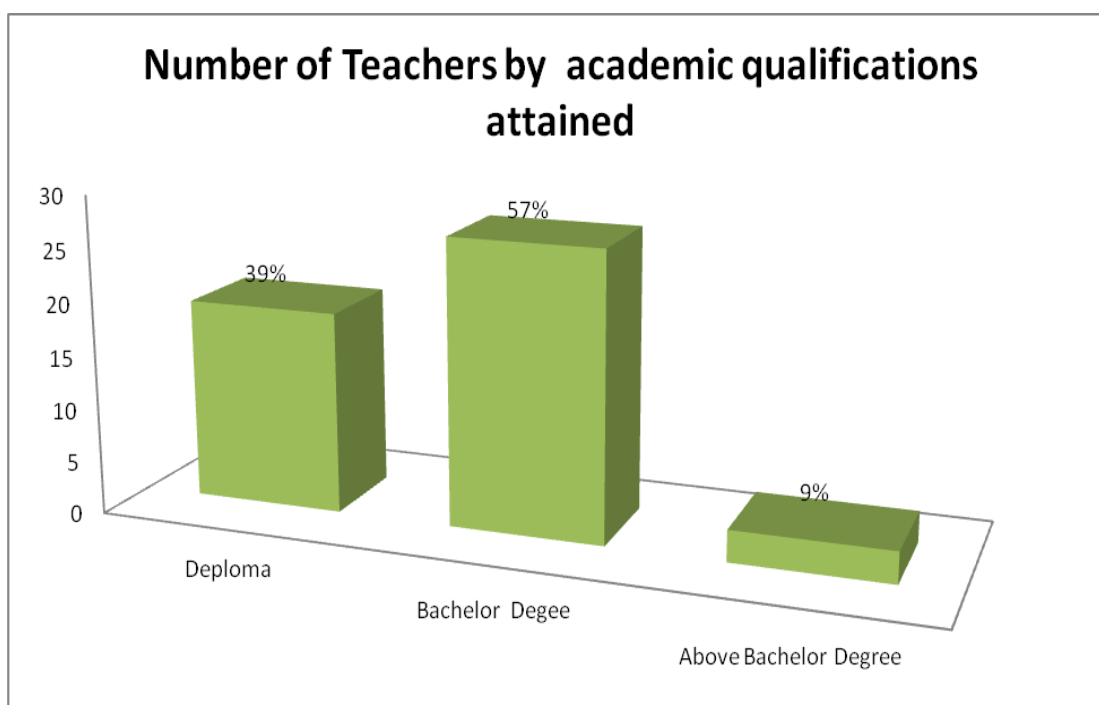
**Figure 4.2: Number and category of teachers by teaching experience in selected public schools in Ilala Municipality.**

The researcher also wanted to know the characteristics of respondents basing on their level of education. Table 4.2 and figure 4.3 below indicates the level of education of teachers in the public secondary schools studied in Ilala Municipality.

**Table 4.2: Number of teachers and their levels of education in the public secondary schools in Ilala Municipality**

| Level of Education    | Frequency(f) | Percentage (%) |
|-----------------------|--------------|----------------|
| Diploma               | 19           | 55             |
| Bachelor Degree       | 27           | 39             |
| Above Bachelor Degree | 3            | 9              |
| <b>Total</b>          | 49           | 100            |

Table 4.2 presents indicates the number of teachers and their education levels in public secondary schools. The study indicates that most teachers in the studied secondary schools in Ilala Municipality are bachelor degree holders. They counts for 55% then followed by those with diploma 39% while 9% involved represents those teachers having higher degree than the bachelor. This shows that the facts provided by teachers on the leadership styles are factual and living one as majority of teachers are bachelor holders and some with degree above bachelor level.



**Figure 4.3: Number of teachers and their education levels in selected public secondary schools in Ilala municipality.**



### 4.3 Contextual Descriptions of Research Findings

This part describes the findings and discussions using survey instruments (Questionnaires, Interviews and Focus Group Discussions). The respondents were requested to answer several questions related to four research questions. I therefore, present participants' responses to questions under each research question.

#### 4.3.1 Research Question 1.

##### 4.3.1.1 How does School Timetable affect the Student Academic Performance?

This question sought to explore the extent to which school time tabling influence the academic performance of the students in public secondary schools in Ilala Municipality. To accomplish this aim through the use of questionnaires, researcher asked respondents first if leadership style has affected students' academic performance in their schools by putting tick on "YES" box provided (if there is any influence impose by leadership style on student academic performance) or tick on "NO" (if there is no influence imposed by the leadership style on student academic performance). Teachers were also required to defend their positions on the spaces provided. The results from the questionnaires are tabulated below.

**Table 4.3: Frequencies of responses on how school time tabling affects student academic performances in Ilala Municipality**

| Responses | Frequency (f) | Percentage (%) |
|-----------|---------------|----------------|
| Yes       | 37            | 76             |
| No        | 12            | 24             |

Table 4.3 indicates that 37 teachers (76%) in the selected public secondary schools in Ilala municipality agreed on the direct influence of the schools time tabling on the students' academic performance, while 12 (24%) disagreed. This implies that school

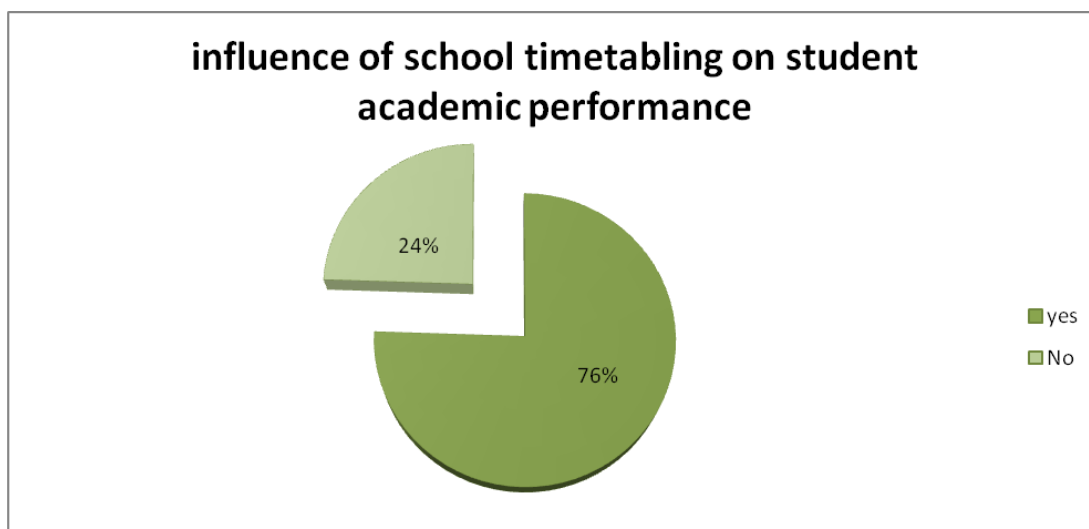
time table has influence on students' academic performance hence making results accurate and reliable.

However, reasons provided by 37 teachers (76%) on school timetabling are that;

School timetabling provides conditions that enable teachers to perform their duties by teaching students effectively. Conditions such as preparing lesson plans, log books, scheme of works, lesson notes that will guide teachers in teaching process

This implies that leadership styles employed in schools influences teachers who are forced to concur with the timetable set by the administration. As a teacher therefore tries to comply with the timetable, they find themselves sacrificing a lot so as to meet the administration demands. Some teachers explained that, timetable forces students to study hard. On the other hand it also encourages teachers to enter classes and prepare lessons.

This indicates that school timetable has direct influence on student academic performances. If students comply with the school time table it may lead into positive results in their internal and national examinations. The information provided in table 4.3 above is also presented in the pie chart in figure 4.4 below.

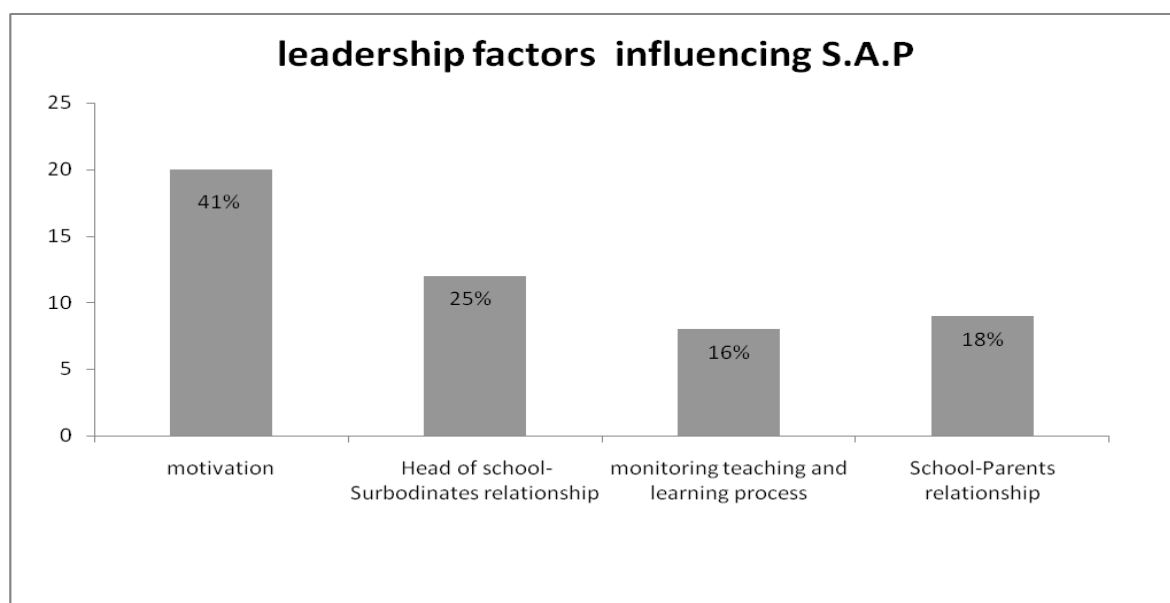


**Figure 4.4: Percentage of responses on influences of school timetabling on student academic performances in Ilala Municipality**

Additionally, data were also collected through interview. The data collected through interview were demonstrated to the Heads of School, Ward Education Officers, District Education Officers and Human Resource Officers in Ilala Municipality. Out of four heads of schools who were interviewed three of them agreed that leadership styles have influence on academic performance of the student while other one said leadership styles have direct influence on working environment within which teaching and learning process occur. Those who agreed provided that if classrooms are closely monitored by head of school through their assistances it may lead into positive academic performance but if classes are poorly monitored then academic performance will deteriorates. This implies that there is relationship between leadership styles applied by heads of schools and the academic performance of students.

Furthermore, respondents were asked to point out the factors that influence academic performance in their schools. Many factors were gathered from questionnaires, but

after going through them, researcher realized that several were related and therefore grouped those seemed alike that it could be easy to analyze. Numbers of factors were identified as indicated in graph in figure 4.5 below



**Figure 4.5: percentage bar graph showing leadership factors which influence student academic performances in public secondary schools studied in Ilala Municipal District.**

Figure 4.5 above shows variations of influence of each leadership factor gathered on academic performance of students in public secondary schools in Ilala Municipality. Motivation factors was mentioned many times and occupied 41%; cooperation between heads of schools and subordinates accounted for 25%; cooperation between school administration and parents made 18%, while monitoring of teaching and learning process constituted 16%.

#### **4.3.1.1.1 Factor 1: Motivation Factor**

The results shows that teachers at public owned schools are less motivated compared to workload provided to them. In total, 82% of teachers cited motivation as a leadership factor influencing student academic performance of student by using questionnaire. The implication is that teachers work harder if there is motivation with good working environment. However, situation is not as satisfactory as they wish. This makes teachers to consider themselves as volunteering than providing professional service. Even appointment of heads of departments is made basing on relationship a head of school has with particular teachers. Some teachers who were consulted during focus group discussion said that:

There are departments such as academic office which have more motivation than other departments. Appointment on this department depends on relationship between the subordinate and the head of school and assistant head of school.

This implies that there is favoritism in the whole process of appointing the heads of departments. This indicates that sometimes public schools' head apply laissez faire in these schools. Appointment of head of departments should base on qualification of a particular teacher as view in one of the four schools.

Motivation in public schools is still problematic and less satisfactory. Other teachers complained about not being upgraded for more 10 years in teaching profession. Teachers mentioned issues such as remedial teaching are conducted but are rarely paid; appointment for marking national examinations is made based on teacher's closeness to head of school.

One head of school said:

Teachers are the less motivated professions in our country! There is no teaching allowance, no house allowance, teachers are moving from far distance coming to this school. For instance, in my school there is a teacher from Mbande which is approximately 19 kilometers and she has to attend every morning period here at school!! In these public schools leaders are just volunteering! Government capitation delays! In these schools leaders are just working to fulfill their duties but there is no motivation at all.

The implication here is that motivation has a great influence on student academic performance. Where teachers are motivated there are great chances for students to perform better in their academic career especially in public secondary schools. Heads of schools in all four public schools complained on the issues of motivation, others were teachers complaining government not paying their subsidies and other allowances.

#### **4.3.1.1.2 Cooperation between Heads of Schools and Subordinates**

Cooperation between heads of schools and their subordinates was the second factors on influence of leadership styles on student academic performance. The study exposed that 22% of the respondents cited that cooperation between heads of schools and subordinates tend to influence student academic performance in their schools. Other respondents making 78% proved that cooperation tend to pose influence to employee's performances directly while on student academic performance the level of influence becomes indirect. See table 4.4 below.

**Table 4.4: Influence of Cooperation between heads of schools and subordinates on Student Academic Performance**

| <b>Influence of Cooperation between heads of schools and subordinates on Student Academic Performance</b> |                                  |                                 |
|---|----------------------------------|---------------------------------|
|   | <b>Direct influence on S.A.P</b> | <b>Indirect influence S.A.P</b> |
| Frequency (f)   | 11                               | 38                              |
| Percentage (%)  | 22                               | 78                              |

#### **4.3.1.1.3 Monitoring of Teaching and Learning Process**

Respondents were also asked to state whether monitoring of teaching and learning process had influence on student academic performance or not. Information was gathered through questionnaire and interview demonstrated to both teachers and Head of Schools.

Data gathered from teachers showed that effective leadership promotes teaching and learning process, however there were some instances shown by teachers where leadership style were not effective but teachers tolerated. Additionally, results also showed that leadership styles promote enthusiasm and effort of teachers who claimed to be tolerant despite the working conditions and services being poor.

Information obtained from heads of schools indicated that effective leadership style promotes positive teaching and learning process. According their responses during interview, effective leadership styles tend to bring friendship and closeness among teachers and head of school. One head of school from four public schools said that;

.....The effective teaching and learning process depends leadership style employed the head of school!!!... I personally apply any of the leadership style depending on the situation that I am facing at that moment! Sometimes I am democratic; sometimes I am a dictator, sometimes laissez faire!! This has made me ensure availability of

class journals, schemes of work, frequent internal exams and close follow up of the teaching and learning processes.....

Other responses obtained through questionnaires have also revealed that leadership style has influence on teaching and learning process to the extent that it help to mobilize teachers and other employees. Also, helps ensures job satisfaction by the employee if positively applied.

#### **4.3.1.1.4 Cooperation between School Administration and Parents**

The results from interview also show that poor relation with parents of the students in public secondary school also has some role to play towards student academic performance. Two schools visited by the researcher have pinpointed this factor. Parents are rigid and not ready to cooperate with school administration on matters pertaining to their children academic development. One head of school from the four public schools had the following say:

Sometimes parents also pauses difficulty in leadership especially in these public schools! They are not ready to cooperate on matters pertaining to their children. When their children perform poorly all blames are put on your shoulders!! It discourages and frustrates school administration. When it comes to issue like meeting I start thinking on what strategies I have to use to convince them to agree my call. They are ever busy with their stuffs and neglect academic issues concerning their children.

The implication here is that head of schools are trying to employ collective responsibility though parents become limitation to this. This means that it is parents and school surrounding community that are discouraging positive academic performance of their students. Parents are resistant to share their children's development with teachers and school administration. It is then obvious that parents have contribution towards student academic performance.



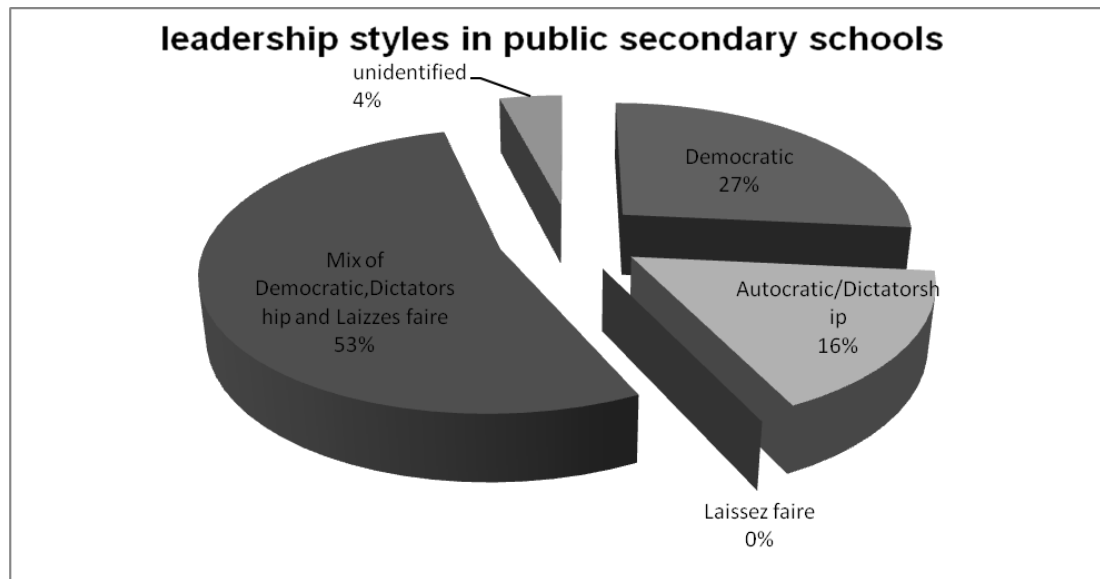
### **4.3.2 Research Question 2**

#### **4.3.2.1 What is the Influence of Relationship between Head of School and Subordinate on Student Academic Performance?**

This question aimed to investigate the influence of relationship between head of school and subordinate on student academic performance in public secondary schools. This question was asked in the questionnaire survey among teachers involved in the study, focus group discussion with teachers as well as interview with head of schools from four selected public secondary schools. In questionnaire teachers were required to fill on spaces provided and indicate as to what extend does head of schools-teachers relationship pose influence on student academic performance? Teachers were required to indicate leadership style mostly applied by head of school in their schools. The indications from teachers were to help identify nature of relationship with respect to leadership styles applied. The results from the questionnaires are shown on table 4.5 below.

**Table 4.5: Leadership styles applied in public secondary schools and reasons for their applications**

| <b>Leadership styles</b>                                | <b>Frequency (f)</b> | <b>Percentage (%)</b> | <b>Reasons for application</b>   |
|---|----------------------|-----------------------|--|
| Mix of Democratic, Dictatorship and Laissez faire style | 26                   | 53                    | <ul style="list-style-type: none"> <li>- To ensure efficiency</li> <li>- Social and behavior change of employees</li> <li>- To facilitate activities to be done on time</li> <li>- Effective control of the school institution</li> </ul>  |
| Democratic style  | 13                   | 27                    | <ul style="list-style-type: none"> <li>- To ensure good relationship with workers</li> <li>- To increase efficient performance of school</li> <li>- To bring cooperation between teachers and administration, teachers and students</li> <li>- To promote collective decision making</li> <li>- To promote job satisfaction</li> </ul> |
| Autocratic/Dictatorship style                           | 8                    | 16                    | <ul style="list-style-type: none"> <li>- To monitor employee performance</li> <li>- Defense mechanism</li> <li>- Fearing of workers</li> <li>- Lack of qualities expected</li> </ul>   |
| Laissez faire style                                     | 0                    | 0                     | - NIL  |
| Unidentified  | 2                    | 4                     | - N/A  |
| <b>Total</b>  | <b>49</b>            | <b>100</b>            | - N/A  |



**Figure 4.6 above indicates rate of responses in percentage provided in questionnaire demonstrated to teachers.**

Figure 4.6 above shows leadership style applied by head of schools in selected public secondary schools in Ilala District. The figure indicates that heads of schools mostly apply either democratic, dictatorship, or laissez faire which makes 53%, followed by democratic leadership style with 27%, then autocratic/dictatorship style which constitute 16% and unidentified accounts for 4% in leading the affairs of their schools. Study also discovered that there are teachers who do not understand what leadership style meant. These are those making only 4% of the entire respondents. This implies that leadership styles employed in public secondary schools found in Ilala District are not uniform. However, teachers' knowledge on identifying the leadership style used to administer and manage their own affairs are also questionable. This is due to the fact that student performance in academic affairs depends upon various factors which count in leadership style. But, some teachers

who are facilitators do not know leadership factors which pauses influence in student academic performance in Ilala District.

### **4.3.3 Research Question 3**

#### **4.3.3.1 What is the Influence of the Staff Decision making on Student Academic Performance?**

This question sought to discover direct influence of staff involvement in decision making on student academic performance in Ilala District. To accomplish this aim, respondents were asked through questionnaires, Focus group discussion, and Interview of the teachers, heads of schools and ward education officers respectively to give their views on the influence of staff decision making on student academic performance. The study therefore, revealed that 56% of respondents said academic performance of student was negatively affected because staffs were not involved in decision making. Decisions were just made by the top hierarchical leadership then disseminated to the subordinates. While 44% of the respondents said academic performance was positively affected by the staff involvement in decision making, because they were involved in day to day routine of the school.

##### **4.3.3.1.1 Negative Impacts of less involvement of Teachers in Decision making on Students Academic Performance**

The study revealed that most public secondary schools are poorly performing because teachers are less involved in issues. It was reported that some heads of subject departments are just appointed by the heads of schools based on merits they are less familiar with. Politicians make decisions on behalf of the entire school while

teachers become the receivers of what was discussed. It is this ground that most of public schools performance are deteriorating. Out of four schools visited, it was only one school where teachers said to be satisfied with the way decisions are made.

According to HakiElimu (2014), School management team comprises of: the Head of School; Deputy Head; School Accountant; Academic Master; and Discipline Master. The School Management Team is responsible for ensuring proper implementation of the Education and Training Policy by: supervising and ensuring high quality teaching and learning, managing the day to day affairs of the school; ensuring conducive teaching and learning environment, including integrating of sports and games in the school timetable and receiving school inspection reports and implementing inspection recommendations. This implies that school management is the prime role of teachers collectively. Ignoring this role lead into poor performance of student in both internal and the national examinations. Public schools are poorly performing because this role is verbally performed.

Psychological affection of teachers has been a challenge for most public secondary schools in the country. Teachers are losing hope because they are not involved in day to day decisions of the school. This might have been the reasons for poor academic performance of these public owned schools. This in turn has led into deterioration of concentration in student performance. This supported by quotation from one of the teacher during focus group discussion:

We don't feel like we are being valued anymore!! We are the one meeting teaching challenges because we face students and community directly, yet we are not regarded when it comes to decision making pertaining to day to day affairs of our school. Politicians are the one more valued than us!! This has affected performance in our

school for many years now..... can you just imagine a councilor who has no knowledge about education issues being involved in school management committee?? This has been the case of our school for periods now!! We are so disappointed here

Some teachers gave up teaching, in turn when students severely missed teachers in some subjects of their interests they also give up since they thought going to school is a waste of time.

It is therefore clear that decision making affects not only students' academic performance, but also public school teachers. Unless the right strategies are put in place, public secondary schools will always lag behind.

#### **4.3.3.1.2 Positive Impacts of Teachers' involvement in Decision making on Students Academic Performance**

The findings of this study show that teachers found in two schools visited by the researcher benefits from other decisions made by the school administrators. The positive impact could be seen on the way teachers articulate leadership model applied by their head of school. This was noted from focus group discussion in two of four selected public secondary schools. When they were asked on how they are involved in decision making in their school, they replied:

You know, we here in our school we use both MBO (Management By Objective) and MBWA (Management By Walking Around) management style. Our leader involves us in almost every step we take or we want to take. We are so happy with the way he is leading us. When it comes to selecting new head of departments we cast ballot based on their subject professionalism. I guess this might be the reason which made us to be one of good performing public secondary school in Ilala District.

It should therefore be noted that broad participation in developing the change program is essential to implementation. Sarason (1990) argues that schools, like other social systems, can be described in terms of power relationships and that recognition of these relationships and the distribution of power is a significant issue in change. The basis for power rests with the acquisition of three commodities: information (technical knowledge, expertise), resources (money, human services, material goods, space, time), and support (endorsement, backing, legitimacy). Access to these commodities by those ultimately responsible for using a specific innovation is critical to successful implementation (Patterson, Purkey, & Parker, 1986). Personnel who will encourage the flow of information between the formal and informal systems and, where needed, make sure that the flow occurs are needed. Teachers who are influential leaders are especially useful in assisting with implementation through informal networks within the school teaching staffs. In this sense, teachers feel involved and encouraged toward academic excellence of the school; their psychological attributes and perceptions will change from negative to positive on student academic performance. This will in turn help improve school academic performance.

#### **4.3.4 Research Question 4**

##### **4.3.4.1 How does Staff Motivation affect Student Academic Performance?**

This question sought to investigate how staff motivation affects student academic performance in public secondary schools in Ilala District. This question was asked in the questionnaire survey among teachers involved in the study, focus group

discussion with teachers as well as interview with D.E.O, DHRO and head of schools from four selected public secondary schools. Various respondents have suggested ways to motivate teachers so as to boost their teaching morale and student academic performance. But there are still existences of the challenges despite the efforts exerted by the government, this raise question “What should government do to end the persisting challenges?” The current contributes to practical answers to this question after analyzing the root cause of the problem and its impacts on students’ academic performance. However, these recommendations will bear no fruit if heads of schools, government, and other educational practitioners involved in each ward will not take serious steps and instead provide verbal promises to teachers as it has been for other recommendations given by previous scholars on impacts of staffs’ motivation on student academic performance. Moreover, the study noted that 91% of teachers involved in this study were optimistic that students’ academic performance will be improved if their recommendations are considered. The suggested ways by teachers involved in this study are discussed below.

#### **4.3.4.1.1 Capacity Building Seminars and Workshops to Head of Schools**

Subsequent to some weaknesses observed in some heads of school leadership style in public schools selected, some teachers involved in focus group discussion recommended that the Ministry of Education through the local governments should organize regular seminars and workshops for head of schools on leadership skills. It was also argued that these leadership skills will enable the heads of schools to exercise leadership style that is more conversant to the school environment rather than dwelling on autocratic and rigid leadership style. This will make teachers



contented with school environment and practice. It will also avoid biasness witnessed by some public school teachers found in schools studied. These seminars should go hand in hand with mechanisms that will help making follow ups in those schools to check and give feedback on effectiveness on school management and administration.

Juma (2011) and Mgoge (2014) whose study focused on Kinondoni municipal and Songea rural district and Arusha district council in Tanzania, emphasize the capacity building seminars to head of secondary schools. This implies that poor management of teachers is among the factors for poor academic performance of students in Tanzania although the magnitude of the problem may vary from region to region and district to district. These seminars and workshops will help if the heads of schools become willing to adopt principle of good governance and administrative positions (Mgoge, 2014). This will also help to develop ethical leadership essential for organizational legitimacy, earns the confidence and loyalty of followers, establishes the role modeling process for constituents; enhances organizational moral climate and conduct; and may exact personal sacrifice.

#### **4.3.4.1.2 On job Workshops for Teachers**

The current study revealed that 40% of the respondents involved in focus group discussion were of opinion that the government should develop a culture of time to time provision of seminars to public school teachers so as to improve performance in these schools. It was argued that teachers become more conversant to teaching methodologies once provided with on job trainings and workshops. This was due to the fact that there is a great shift in teaching methodologies from teacher's centered

to learners' content. Also with current changing and globalized teaching and learning environment and methodologies, teachers needs more training so as to yield good results. Workshops do not only motivate teachers but also makes teachers more familiar with content of what is being taught in classrooms.

However in my own view, on job training might not be as frequent as others may reflect, but if it is made at least 5 times per year in each term will help providing expectations to teachers. Having high expectations for all is one key to closing the achievement gap between advantaged and less advantaged students. The more the reduction of achievement gaps within students, the greater the chances for improving academic performance of the student.

#### **4.3.4.1.3 Introducing Professional Allowances to Teachers**

Respondents in the current study recommended that the government should provide professional allowances to the teachers in public schools. This group constitute of 38% who recommended on allowance system. It was argued that allowance will boost morale of teachers in attending students who are their clients. It will also abolish teachers' perception toward teaching cadre as backward and less motivating profession. Teachers feel that if the government introduces this system, it will motivate and retain most teachers in public secondary schools and avoiding moonlighting and turnover among teachers. Other researchers have also argued for these allowances. HakiElimu (2011) and Mgoge (2014) for example, argued that "in order to retain and motivate teachers, there should be some incentives that will help attract more teachers in different areas".

#### **4.3.4.1.4 Installing Computer Systems at Schools**

Some teachers in public secondary schools were not happy with the way education system is administered. It is true that working environment is changing with the development of science and technologies. Teaching methodologies also needs to change so as to cope with changing world. This call for the need to provide computer network system within public schools so as to make teachers satisfy with the working environment and be aware of modern teaching.

According to Information and Communications Technology (ICT) policy of 2007 Statement No 6.3.6 States that The Ministry of Education and Vocational Training will ensure that library and resource center staffs are trained in ICT use and in ICT-enabled information management, including on-line search, retrieval, storage, security, and distribution of information. However, this was just a paper based statement. It was surprising that 100% of the selected public secondary schools studied were operating without any computerized system despite the available policy. Academic records are kept in cupboards and shelves in hard copies instead of soft copies as proclaimed in the policy statement.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter concludes the study and presents its contribution to the existing body of knowledge about influence of school leadership style on student academic performance in public secondary schools. The chapter constitutes four major sections: the study conclusions, implications, recommendations, areas for further studies and chapter summary.

#### **5.2 Summary of Major Findings**

The researcher has organized major findings according to the major research questions as follows:

##### **a) School Timetabling**

Based on the study findings, it was observed that school timetabling influence teachers and students. As a teacher tries to comply with the timetable, they find themselves sacrificing a lot so as to meet the administration demands. On the other hand it also encourages teachers to enter classes and prepare lessons. School timetable forces students to study hard. If students comply with the school time table it may lead into positive results in their internal and national examinations. School timetable therefore monitors teaching and learning process.

### **b) Head of Schools' Relationship with Subordinates**

The researcher observed that relationship between the head of schools and subordinates has minimal and indirect influence on students' academic performances. However, this depends on the leadership style employed by head of school. In schools where head of schools works collectively with subordinate teachers are motivated and willing to work, hence influencing students' academic performance; while in schools where head of schools are autocratic and transactional teachers are less motivated to cooperate and work. From the findings of the study it was also observed that there is a discrepancy between what is advocated by the district educational leaders, head of schools and what they actually practice. Whereas most head of schools and other educational leaders appraised themselves to be more democratic in their leadership tendencies, the teachers appraised them as being both democratic, autocratic and sometimes laissez faire. This variation of leadership styles in Ilala District might have contributed significantly to the unstable academic performance of the students especially in the national examinations. These findings concurs with Goldhaber (2002), Harris (2004) and Nyamboga (2014) who stated that good leadership can certainly contribute to school improvement by abetting the motivation, participation, and coordination of the teachers. Findings also agree with Millette (1988) who stated that the quality of leadership makes the difference between the success and failure of a school.

### **c) Staff Decision Making**

The findings of this study experienced that involvement of teachers in decision making have both negative and positive influence on students' academic

performance. The study revealed that if teachers are not involved in decision making they suffer psychological affection; teachers become less motivated, lost hope and in turn led into deterioration of concentration in student academic performance. Some teachers gave up teaching, in turn when students severely missed teachers in some subjects of their interests they also give up since they thought going to school is a waste of time. It is therefore clear that decision making affects not only students' academic performance, but also public school teachers. On the other hand, if teachers are involved in decision making they help in assisting with implementation through informal networks within the school teaching staffs. In this sense, teachers feel involved and encouraged toward academic excellence of the school; their psychological attributes and perceptions will change from negative to positive on student academic performance. This will in turn help improving school academic performance.

#### **d) Staff Motivation**

Based on the study findings, it was observed that staff motivation influence teachers and students. Findings shows that teachers might be motivated if they are provided with capacity building seminars and workshops to head of schools, on job training for teachers, introducing professional allowance to teachers and installing computer systems at schools.

### **5.3 Conclusions**

Conclusions from the study have included the following findings:-

- a) Leadership style has both direct and indirect influence on student academic performance.

- b) School culture alone has had a significant impacts upon student academic performance
- c) The combination of positive school culture and greater levels of teacher efficacy can have a strong, transformational leadership characteristic.

#### **5.4 Recommendations**

Based on findings, the researcher recommends the following:

- a) Education leaders should encourage teachers to attend workshops for their development. Teachers have to keep pace with developments in their respective fields. They have to grow professionally, which includes establishing, adapting and extending their skills and knowledge. They have to be competent and accomplished and have the ability to function effectively in the organization.

Staff development is the key factor in the improvement of academic performance of learners. Well-trained staffs are knowledgeable and highly motivated because they are equipped with skills to teach effectively and to identify and solve their problems themselves.

The education leaders and head of schools have to promote a staff development programme in the school and ensure that it is an ongoing activity that is geared to the growth of teachers. They must also make sure that teachers attend workshops organized by the Department of Education. When learners perceive their teachers to be knowledgeable, they tend to be motivated and improve their academic performance.

- b) School leaders to identify that leadership, in one form or another, influence school culture and student academic performance. It is therefore important that heads of schools and other administrative personnel identify and develop a leadership style or model that fits the school's needs and culture, and would lead to enhanced student academic performance.
- c) The Department should train head of schools on Educational Leadership. Head of schools need some training in educational leadership once they have been appointed to their positions. The manner in which some schools are managed shows that head masters/mistresses lack leadership skills. A headmaster/mistress who is trained in educational leadership has a greater chance of managing a school successfully than one who has not been trained. In order to improve learner academic performance, it is important that the department provides in-service training for educational leaders.
- d) Leaders use autocratic and laissez fair leadership enacts, dictatorship and free reign will never encourage teachers and students to work hard, hence contributing to failure in academic performance. School administrators and students of school leadership would be wise to pay close attention to their approach in contemplating a change in school culture, leading to student academic performance and collective teacher's efficacy.
- e) The teaching service commission in collaboration with state ministry of Education should be organizing seminars and workshops for school head of schools on school management.



- f) Educational policy should encourage the use of ICT-education in public school so as to expose teachers and students in globalised and competitive world.
- g) The ministry of education and vocational training in collaboration with head of schools should formulate school vision and mission statements that are understood and shared by all stakeholders
- h) Head of schools and other education leaders should acknowledge the potential of learners. Educators should believe in the potential of their learners. When the head of schools and his staff expect a great deal from learners, learners will be motivated to work harder. This is a self-fulfilling prophecy. They will attempt to achieve high-quality performance as expected.

### **5.5 Areas for Further Studies**

A replica of the study to be performed in public secondary schools located in rural areas to determine whether the same variables derived from this study would be the same as those at rural areas. The study should also cover other districts apart from Ilala District to provide comparison in findings. The study should also use quantitative methodology so as to determine whether the same result may also occur in findings. Future research activities should also involve larger samples with different variables and theoretical orientations which would be crucial in knowing how to validate, modify, or redesign current leadership models to meet the needs of administrators at all levels.

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## **APPENDICES**

### **APPENDIX 1: Information letter**

#### **Research Title: An Assessment of Impacts of Leadership Styles on Student Academic Performance in public schools**

My name is Askia Thomas Chuma, a masters' degree student who is currently completing a research under the supervision of Dr. Evaristo Andreas Mtitu of

The Open University of Tanzania. Efficient and effective school leadership style is one of major challenges for many public owned secondary schools. This is because of impacts that leadership tends to pose on the student academic performance. Yet there is limited research in impact of leadership style on the student academic performance particularly in Ilala District. Accordingly, my study seeks to answer the question: How does school timetable affect the student academic performance? What is the influence of relationship between head of school and subordinate on student academic performance in public owned schools? Also it seeks to answer question, what is the influence of the staff decision making on student academic performance? And, how does staffs motivation affect student academic performance?

Specifically, my study examines leadership style which encourage student academic performance and other leadership styles which are being employed by school leaders. You are well qualified to help me answer these questions and for that reason, your insights into these topics will be important to my study.

Participation in this research requires you to take part in focus group discussion, answering the questionnaire questions and face-to-face interview. Your views are

extremely worthwhile so please understand that there are no wrong or right answers to the discussion, questionnaire and interview questions. It is your understanding of leadership factor that influence student academic performance in public schools which I will be looking for. The questions should take approximately 45 minute to answer.

Please note that your participation in this research is completely voluntary. You are free to withdraw at anytime. In case you feel uncomfortable about the question asked in the questionnaire then just move onto the next question. Also if at any stage you feel the same during the discussion or the interview then just let me know and we can move onto the next question or finish the interview or the discussion for your sake.

With your consent accuracy the questionnaire and interview as well as the discussion will be recorded to ensure accuracy of the collected data. During the interview and the discussion, I will inform you when the recorder is being turned on or off. If you wish, I will provide you with a copy of the transcript and you are welcome to edit the transcript (if necessary). Please be assured that al information collected from both questionnaire and interview and even from the discussion will remain strictly confidential, and participants and school or ward names will not be revealed.

This research has been approved by the Faculty of Education and Ethic committee. If you have any question or further information about this study please do not be uncertain to contact my supervisor.

Contact:

Telephone: 0658 066 445, 0755 243 097

E-mail: [evaristo.mtiti@out.ac.tz](mailto:evaristo.mtiti@out.ac.tz)  
[mwalupembe@yahoo.co.uk](mailto:mwalupembe@yahoo.co.uk)

**APPENDIX 2: Consent Form****Research Title: An Assessment of Impacts of Leadership Styles on Student Academic Performance in public schools***Consent form*

I understand the aim of the project, the benefits and potential risks and that my involvement is completely voluntary. I realize that I can withdraw at any time and that I am obligated to answer questions. I also understand that any information I provide, my identity, and school or ward name will remain confidential. The data will not be used for any purposes other than this research project.

I consent also agree my interview to be digitally recorded and transcribed by an independent person who will be required to sign a confidential agreement.

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Sign: \_\_\_\_\_

Date: \_\_\_\_\_

Researcher

Askia Thomas Chuma, OUT student,

Faculty of Education,

The Open University of Tanzania,

Telephone: 0683136326



E-mail: [askiatom@hotmail.com](mailto:askiatom@hotmail.com)

Supervisor

Dr. Evaristo Andreas Mtitu,

Lecturer and manager; The Open University of Tanzania.

Telephone: 0658 066 445, 0755 243 097

E-mail: [evaristo.mtitu@out.ac.tz](mailto:evaristo.mtitu@out.ac.tz)

[mwalupembe@yahoo.co.uk](mailto:mwalupembe@yahoo.co.uk)

**APPENDIX 3: QUESTIONNAIRE FOR TEACHERS****A. Personal Information****1. Gender**Male Female **2. Teaching experience**1-3 years 4-7 8-11 Above 12 **3. Level of education**Diploma Bachelor degree Above bachelor degree **B. General Questions**1. Do you know what leadership style is? (tick) YES  NO

2. If yes, which style(s) is/are commonly applied at your school?

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

3. What do you think could be the factor/factors for application of such style(s)?

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

**C. Impact of leadership style on teaching and learning process**

1. How does leadership promote job satisfaction in your school?

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

2. Does leadership style affect teaching and learning process?

YES  NO

3. From your experience, how do you think leadership style affect teaching and learning process?.....

.....

4. Do you have any training on teaching methodology in this school?

YES  NO

If yes, for how long

Six Months  One year  Two years

5. Are there any criteria for choosing heads of departments in your school?

If yes, how are they chosen?.....

6. How frequent does these department meet? And when was your last meeting?

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

**D. Influence of leadership style on student academic performance**

1. What are the student academic performance trends in past three years in your school?.....

.....

2. Has leadership style affected your students' academic performance?

YES  NO

3. If YES, how.....

4. If NO, why.....

**Thank you for cooperation!!!**

**APPENDIX 4: INTERVIEW GUIDE TO HEAD OF SCHOOLS**

1. a) Do you know what leadership style mean?  
b) Can you mention them?
2. Which leadership style(s) do you normally apply in your school?
3. What are the student academic performance trends in your school for the past four years?
4. How do you monitor student academic performance in your school?
5. Are there any relationships between leadership style and student academic achievement? If yes, what are they?
6. What are the influences of leadership style on school teaching and learning process in your school?
7. How do you ensure effective teaching and learning process in your school?
8. Which factor(s) tend to affect these teaching and learning processes in your school?
9. Have any of these factors yielded positive or negative outcomes in term of academic performance in your school? What were these factor(s)?  
  
If yes (in question 8 above), can you elaborate how?
10. Which leadership challenges that you are facing?
11. What strategies you have employed to address these challenges?

**Thank you for cooperation!!!**

**APPENDIX 5: FOCUS GROUP DISCUSSION GUIDE QUESTIONS FOR****TEACHERS**

Dear teachers,

I am CHUMA, Askia Thomas, a graduate student at The Open University of Tanzania pursuing Master of Education in Administration, Planning and Policy Studies (MED. APPS).I am humbly honored to welcome you to participate in this discussion. All the discussed will be used for research purpose only. Please feel free to give your thoughts.

1. How do head of school practice leadership in your school?
2. Which leadership style(s) is/are applied by head of school in this school? (Name of a particular school)?
3. Which leadership style has direct influence on student academic performance?
4. How does this leadership style(s) contributed to student academic performance in this school?
5. What is the level of students' academic performance in this school?
6. Which leadership factors tend to pose great influence on this academic performance?
7. How does head of school promotes job satisfaction in this school?
8. Can you explain how any of these leadership factors have shaped the academic performance of students in your school?
9. What is the mission and vision of this school?

10. How does leadership of this school relate with school mission and vision?

**Thank you for cooperation!!!**

**APPENDIX 6: INTERVIEW GUIDE FOR WARD EDUCATION OFFICERS**

**Please help me answer the following questions**

1. What are the student academic performances for the past three years in public secondary school this ward?
2. How do you monitor these student academic performances in ward?
3. Are there any relationship between the performances above and leadership style in public schools found in this ward?
4. What are the relationship between teachers and students in public school in this ward?
5. How are students found in public schools motivated in your ward?
6. How does this relationship affect student academic performance?
7. How does leadership style practiced in public schools found in this ward?
8. Are there any motivations in place for the teacher teaching public schools in your ward?
9. What are the challenges in place which are connected to Leadership styles in your ward?
10. Which strategies have you taken to improve the challenges noticed in leadership styles?

**Thank you for cooperation!!!**



**APPENDIX 7: INTERVIEW GUIDE FOR DISTRICT EDUCATION  
OFFICER**

**(DEO) AND HUMAN RESOURCE OFFICER (HRO)**

**Please help me answer the following questions**

1. Can you find out what the concepts of leadership refer to?
2. Do you know any style(s) of leadership applied by educational leaders?
3. How do you practice these leadership styles?
4. Is there any relationship between styles of leadership and academic performances of students in public do school in this district?
5. Which leadership style has more positive influence on student academic performance on public school?
6. Is there any leadership style that has negative influence on student academic performance in public schools?
7. How do these leadership styles influence job performances of teachers in this district?
8. What are the challenges posed by these styles of leadership?
9. What are the challenges in place which are connected to Leadership Styles in your district?
10. Are there any strategies in place for alleviating these challenges? If yes, Explain

**Thank you for cooperation!!!**

## APPENDIX 8: PROPOSED RESEARCH BUDGET AND RESEARCH TIME

### FRAME:

#### Proposed Research Budget for the year 2014/2015

| CORE ACTIVITIES   | UNITS/ITEM  | cost per unit (Tshs.) | Total cost (Tshs.) |
|---|---|-----------------------|--------------------|
| 1. Consolidation of literature, Designing and developing research instruments | 1.1 Library search –  | 60,000                | 60,000             |
|   | 1.2 Transport cost Tshs. 60,000@day x 7days                           | 420,000               | 420,000            |
|   | 1.3 Typing, photocopying and Binding                                  | 150,000               | 150,000            |
| <b>Subtotal</b>   |   |                       | <b>630,000/=</b>   |
| 2. Pilot Survey, Finalizing research instruments                              | 2.1 Transport cost for a researcher Tshs. 20,000/= @ day × 7 days     | 120,000               | 120,000            |
|   | 2.2 10 Questionnaires in each school × 4schools @ Tshs.3,200/=        | 12,800                | 12,800             |
|   | 2.3 Typing and photocopying for interview guide @Tshs. 1,200/= × 4    | 4,800                 | 4,800              |
| <b>Subtotal</b>   |   |                       | <b>137,600/=</b>   |
| 3. Data Collection (field Work)-Three weeks                                   | 3.1 Travel and substance cost for a researcher Tshs. 50,000/= × 7days | 350000/=              | 350,000/=          |

|   |  |          |                    |
|---|--|----------|--------------------|
| 4. Data processing, Analysis and Report writing | 4.1 Data processing and analysis cost for a researcher Tshs. 60,000/= @day × 7days<br>4.2 Typing, Printing and Binding cost                | 420000/= | 420,000/=          |
| <b>Subtotal</b>                                 |  |          | <b>1,270,000/=</b> |
| 5. Purchase and Contingence costs               | 5.1 Purchasing voice recorder 1 Tshs. 200,000/=<br>5.2 Purchasing Digital camera 1 Tshs. 250,000/=<br>5.3 Contingence cost Tshs. 600,000/= | 200000/= | 200,000/=          |
| <b>Subtotal</b>                                 |  | 250000/= | 250,000/=          |
| <b>Subtotal</b>                                 |  | 600000/= | 600,000/=          |
| <b>GRAND TOTAL</b>                              |  |          | <b>3,087,600/=</b> |



## APPENDIX 10: RESEARCH CLEARANCE LETTERS

THE OPEN UNIVERSITY OF TANZANIA

INTERNAL MEMO

**To Coordinator,**

Postgraduate studies.

From,

**Dr. Evaristo Andreas Mtitu (PhD)**

**Date: 14<sup>th</sup> February, 2015**

Dear Sir/Madam

**Re: CHUMA, Askia T. (Reg. No. PG201400714) Research Proposal Approval**

I request your office to assist the above named candidate with research clearance for field work. I have guided the candidate in the development of research proposal titled **AN ASSESSMENT OF IMPACT OF LEADERSHIP STYLES ON STUDENT ACADEMIC PERFORMANCE: A CASE OF ILALA DISTRICT, DAR ES SALAAM REGION** for the Masters' candidature, and that I am satisfied that the proposal is sufficient enough to collect data which will ultimately help to develop a dissertation that meets requirements for **Masters' Degree in Educational Administration Planning and Policy Studies (Med-APPS)**. I and the candidate have agreed to regularly communicate during field work in order to ensure the candidate remains focused to the research topic and major research questions. Take note of the candidate's latest version of the proposal for your perusal and final decision.

Please, feel free to contact me should you have anything to inquiry regarding this research proposal.

Yours sincerely,



.....  
**Dr. Evaristo Andreas Mtitu (PhD),**

**Lecturer and supervisor for CHUMA, Askia T.**

Email: [evaristo.mtitu@out.ac.tz](mailto:evaristo.mtitu@out.ac.tz) or [mwalupembe@yahoo.co.uk](mailto:mwalupembe@yahoo.co.uk) Mobile no. **0755243097**

**Cc- Coordinator, Post graduate studies, Faculty of Education**

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

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



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

24/2/2015

Municipal Director  
 P.O. Box  
 Ilala.

**RE: RESEARCH CLEARANCE**

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1<sup>st</sup> March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1<sup>st</sup> January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you Mr Askia Thomas. **PG201400714** who is a Master student at the Open University of Tanzania. By this letter, Mr Askia Thomas Chuma has been granted clearance to conduct research in the country. The title of his research is "**Assessment of the impacts of leadership styles on student academic performance: A case of Ilala District**". The research will be conducted in Ilala Municipal.

The period which this permission has been granted is from 24/2/ 2015 to 24/5/2015.

In case you need any further information, please contact:  
 The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.  
 Yours sincerely,

**Prof Shaban Mbogo**

For: VICE CHANCELLOR

**THE OPEN UNIVERSITY OF TANZANIA**



**HALMASHAURI YA MANISPAA YA ILALA**

BARUA ZOTE ZIPELEKWE KWA MKURUGENZI WA MANISPAA

S.L.P. Na. 20950  
SIMU NA. 2128800  
2128805  
FAX NO. 212148



Ofisi ya Mkurugenzi  
Manispaa Ilala

KUMB. NA. IMC/AR.6/10

4./3./2015

Mkuu wa Idara,

ELIMU - SEKONDARI

Halmashauri ya Manispaa ya Ilala.

**YAH: KUMTAMBULISHA MTAFIGI TOKA CHUO CHA**

CHUO KIKUU HURIA TANZANIA.

Tumepokea barua toka Chuo cha  
CHUO KIKUU HURIA TANZANIA yenye Kumb. Na. D/2014/00714...ya  
tarehe 23-02-2014...

Halmashauri ya Manispaa ya Ilala imemruhusu mtafiti toka Chuo  
cha CHUO KIKUU HURIA ndugu CHUMA ASKIA THOMAS kufanya  
STUDENT ACADEMIC PERFORMANCE utafiti juu ya AN ASSESSMENT OF IMPACT OF LEADERSHIP STYLES ON  
utafiti huo utafanyika kuanzia tarehe 01-3-2015...hadi  
30-4-2015

Tafadhali mpokee na mpe taarifa anazozihitaji.

Nawatakia kazi njema,

R. Muna

Kny: MKURUGENZI WA MANISPAA  
HALMASHAURI YA MANISPAA YA ILALA

Kny: MKURUGENZI  
HALMASHAURI YA MANISPAA YA ILALA

**HALMASHAURI YA MANISPAA YA ILALA****BARUA ZOTE ZIPELEKWE KWA MKURUGENZI WA MANISPAA**

P.O. BOX 20950  
 PHONE NO: 2128800  
 2128805  
 FAX NO. 2121486



Ofisi ya Mkurugenzi

Wa Manispaa Ilala  
 Wa Manispaa Ilala  
 1 Mission Street  
 11883 – Dar es salaam

Kumb. Na. IMC/LR.6/1/52

10/03/2015

Wakuu wa Shule  
 Shule za Sekondari Pugu Station, Mimitu,  
 Majini ya Chai, Kerezange.  
**Dar es Salaam**

**YAH: KUMTAMBULISHA NDUGU CHUMA ASKIA THOMAS**

Husika na kichwa cha habari hapo juu.

Halmashauri ya Manispaa Ilala imemruhusu mtajwa hapo juu ambaye ni mwanafunzi wa Chuo Kikuu **HURIA TANZANIA** kufanya utafiti katika Shule yako.

Utafiti juu ya **“AN ASSESSMENT OF IMPACTS OF LEADERSHIP STYLES ON STUDENTS ACADEMIC PERFORMANCE”**.

Utafiti utafanyika kuanzia tarehe **01/03/2015** hadi **30/04/2015**. Tafadhali mpe ushirikiano.

Nakutakia kazi njema.

  
 V.P. Mlowosa

**K.n.y. MKURUGENZI WA MANISPAA  
 HALMASHAURI YA MANISPAA YA ILALA**

**Nakala:** Mkurugenzi  
 Halmashauri ya Manispaa ya Ilala (Aione kwenye jalada)