

**INFLUENCE OF HEAD-TEACHERS' LEADERSHIP STYLES ON STUDENTS'
ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN DODOMA
URBAN DISTRICT, TANZANIA**

DONASIANA BIRGITA NJUU

CMLA 1602

**A Research Thesis Submitted in Partial Fulfillment of the Requirement for the Award
of Degree of Master of Education in Leadership and Administration**

SCHOOL OF EDUCATION

TANGAZA UNIVERSITY COLLEGE

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

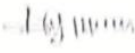
NAIROBI - KENYA

SEPTEMBER 2023

DECLARATION

I, Donastana Birgita Njuni, declare that this research thesis is my original work and it has not been presented anywhere and will not be presented to any other university for any other degree award.

Donastana Birgita Njuni

Signature: 

Date: 20th September 2023

CMLA 1602

This research thesis has been submitted with our approval as University College Supervisors.

Dr. Shem Mwalw'a

Lecturer, Tangaza University College

Signature: 

Date: 20/09/2023

Dr. Rose Njihia

Lecturer, Tangaza University College

Signature: 

Date: 20/9/23



DEDICATION

This work is dedicated to my congregation and to my beloved Mother General of Dodoma Urban District who wholeheartedly supported me morally and materially to complete this research successfully.

ACKNOWLEDGEMENTS

I express gratitude and thankfulness to the Almighty God for the opportunity and good health. I also thank all the educators at the school of Education for their guidance and support. I also thank my fellow students for their support and encouragement. I am also very grateful to my supervisors, Dr. Shem Mwalw'a and Dr. Rose Njihia for taking the time they dedicated to read my work and guide me through this work.

Further appreciation goes to my peer readers who worked hard to ensure the research work is completed successfully. I thank my friends for all their support. Lastly, I wish to thank the General Superior, House Superior, and my fellow sisters in the congregation for their unwavering support. May God bless you all.

ABSTRACT

The purpose of the study, was to assess the influence of head teachers' leadership styles on students' academic performance in Dodoma Urban District Council. The study was guided by the following objectives: to assess the influence of head teachers' directive leadership style on students' academic performance, to determine the influence of head teachers' supportive leadership style on students' academic performance, to assess the influence of head teachers' participative leadership style on students' academic performance, and lastly to assess the influence of head teachers' achievement-oriented leadership style on students' academic performance in public secondary schools in Dodoma Urban District Council, Tanzania. The study adopted a mixed research approach. Specifically, the researcher adopted a concurrent mixed method design. The target population for this study consisted of seven (7) head teachers and 110 teachers from seven (7) public secondary schools in Dodoma Urban District. The study used proportionate random sampling and purposive sampling to sample respondents. A closed and open-ended questionnaire were used on teachers and interviews were used on head teachers. The study employed Statistical Package of Social Science (SPSS) version 26, to analyze quantitative data which was generated by use of frequencies, tables and percentages. The analysis on the interviews involved reading the transcript, annotating the transcript, conceptualizing the data gathered from respondents, segmenting the data, analyzing the segment and writing the results that was obtained. The key findings indicated that to improve students' academic performance, the head-teachers supervise team members very closely and ensures that there is cooperation in accomplishment of objectives by the teachers. Furthermore, the findings of the study indicated that to improve students' academic performance, head-teachers encourage team members to express their ideas or suggestions and ensure work is done independently and provide the opportunity to make decisions. In addition, findings revealed that supervision is done to the team members to meet school objectives and achieve better academic performance in schools. It was recommended that the Ministry of Education (MoE) needs close monitoring on the leadership styles to ensure that it is current and preferably suites both students and teachers to be able to achieve the intended goals and objectives of the school. Co-operation among the head of schools, teachers and the students should be strengthened to ensure academic excellence of the students.

TABLE OF CONTENTS

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENTS	iii
ABSTRACT.....	iv
TABLE OF CONTENTS.....	v
LIST OF FIGURES	ix
LIST OF TABLES	x
CHAPTER ONE	Error! Bookmark not defined.
INTRODUCTION	Error! Bookmark not defined.
1.1 Background to the Problem	Error! Bookmark not defined.
1.2 Statement of the Problem.....	Error! Bookmark not defined.
1.3 Purpose of the Study	Error! Bookmark not defined.
1.4 Objectives of the Study.....	Error! Bookmark not defined.
1.5 Research Questions	Error! Bookmark not defined.
1.6 Significance of the Study	Error! Bookmark not defined.
1.7 Scope and Delimitation of the Study	Error! Bookmark not defined.
1.7.1 Theoretical Framework.....	Error! Bookmark not defined.
1.7.2 Strengths and Weaknesses of Path Goal Model	Error! Bookmark not defined.
1.8 Conceptual Framework of the Study	Error! Bookmark not defined.
1.9 Operation Definition of Key Terms.....	Error! Bookmark not defined.
CHAPTER TWO	Error! Bookmark not defined.
LITERATURE REVIEW	Error! Bookmark not defined.
2.1 Introduction.....	Error! Bookmark not defined.
2.2 Logical Theory.....	Error! Bookmark not defined.

2.3 Directive Leadership Style and Academic Performance ...	Error! Bookmark not defined.
2.4 Supportive Leadership Style and Students' Academic Performance	Error! Bookmark not defined.
2.5 Participative Leadership Style and Students' Academic Performance ...	Error! Bookmark not defined.
2.6 Achievement-Oriented Leadership Style and Students' Academic Performance	Error! Bookmark not defined.
2.7 Research Gap	Error! Bookmark not defined.
CHAPTER THREE	Error! Bookmark not defined.
RESEARCH METHODOLOGY	Error! Bookmark not defined.
3.1 Introduction	Error! Bookmark not defined.
3.2 Research Design	Error! Bookmark not defined.
3.3 Study Location	Error! Bookmark not defined.
3.4 Target Population of the Study	Error! Bookmark not defined.
3.5 Description of Sample and Sampling Procedures	Error! Bookmark not defined.
3.5.1 Selection of Schools	Error! Bookmark not defined.
3.5.3 Selection of Head Teachers	Error! Bookmark not defined.
3.5.4 Selection of Teachers	Error! Bookmark not defined.
3.6 Description of Data Collection Instruments	Error! Bookmark not defined.
3.6.1 Questionnaire for Teachers	Error! Bookmark not defined.
3.6.2 Interview Guide for the Head Teachers	Error! Bookmark not defined.
3.7 Validity of Data Collection Instruments	Error! Bookmark not defined.
3.8 Pilot Testing of Research Instruments	Error! Bookmark not defined.
3.9 Reliability of Research Instruments	Error! Bookmark not defined.
3.10 Reliability of Qualitative Instruments	Error! Bookmark not defined.

3.11 Description of Data Collection Procedures.....	Error! Bookmark not defined.
3.12 Description of Data Analysis Procedures	Error! Bookmark not defined.
3.13 Ethical Consideration.....	Error! Bookmark not defined.
CHAPTER FOUR.....	Error! Bookmark not defined.
PRESENTATION, DISCUSSION AND INTERPRETATION OF THE FINDINGS	Error!
Bookmark not defined.	
4.1 Introduction.....	Error! Bookmark not defined.
4.2 Instruments' Rate of Return.....	Error! Bookmark not defined.
4.3 Demographic Information of the Respondents	Error! Bookmark not defined.
4.3.1 Demographic Information of the Head-Teachers	Error! Bookmark not defined.
4.3.2 Demographic Information of Head Teachers	Error! Bookmark not defined.
4.3.3 Demographic Information of the Teachers	Error! Bookmark not defined.
4.4 Findings of the Study	Error! Bookmark not defined.
4.4.1 Directive Leadership Styles on Students' Academic Performance	Error! Bookmark not defined.
defined.	
4.4.2 Supportive Leadership Styles on Students' Academic Performance...	Error! Bookmark not defined.
not defined.	
4.4.3 Participative Leadership Styles on Students' Academic Performance	Error! Bookmark not defined.
not defined.	
4.4.4 Achievement Oriented Leadership Styles on Students' Academic Performance....	Error!
Bookmark not defined.	
CHAPTER FIVE	Error! Bookmark not defined.
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	Error! Bookmark not defined.
defined.	
5.1 Introduction.....	Error! Bookmark not defined.

5.2 Summary of the Findings.....	Error! Bookmark not defined.
5.3 Conclusions.....	Error! Bookmark not defined.
5.4 Recommendations.....	Error! Bookmark not defined.
5.5 Suggestions for Further Study	Error! Bookmark not defined.
REFERENCES	Error! Bookmark not defined.
APPENDECES	Error! Bookmark not defined.
Appendix I: Reliability Statistics for Teachers	Error! Bookmark not defined.
Appendix II: Letter of Introduction	Error! Bookmark not defined.
Appendix III: Questionnaires for Teachers.....	Error! Bookmark not defined.
Appendix IV: Interview Guide for Head Teachers.....	Error! Bookmark not defined.
Appendix V: Plagiarism Report.....	75
Appendix VI: Research Authorization Letter (Tangaza).....	76
Appendix VII: Research Permit (COSTECH).....	77
Appendix VIII: Research Authorization Letter (COSTECH).....	78
Appendix IX: Research Authorization Letter (Dodoma District).....	79

LIST OF FIGURES

Figure 1.1: Path-theory Goal.....10

Figure 1.2: Conceptual Framework of the Study.....13

LIST OF TABLES

Table 1: Sampling Procedure, Target Population and Sample Size.....	33
Table 2: Response Rate of the Study Participants.....	39
Table 3: Demographic Information of Head-teachers.....	41
Table 4: Demographic Information of Teachers.....	43
Table 5: Directive Leadership Styles on Students' Academic Performance.....	45
Table 6: Supportive Leadership Styles on Students' Academic Performance.....	48
Table 7: Participative Leadership Styles on Students' Academic Performance.....	51
Table 8: Achievement Oriented Style of Leadership on performance.....	54

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

This chapter presents the background to the study, statement of the problem, purpose and objectives of the study. The chapter also presents the research questions, scope and limitation of the study. The theoretical and conceptual framework are further explained in the study.

Student academic performance is very crucial at every level, individual, family, organization and the nation as a whole. For a school to perform well, in academic and co-curricular activities, effective leadership is needed (Cole, 2002). Copland (2003) suggests that leadership involves the sharing of tasks, responsibilities and power within the school is vested on the head teacher, which cannot be delegated and is based on experts rather than hierarchical authority. Owens (2002) observed that good leaders should often be able to influence their subordinates towards achievement of organizational objectives. The head teacher is charged with the role of providing direction and exerting influence on persons and other resources in order to achieve schools goals. Effective leaders use a variety of leadership styles according to the demands of the situation in order to ensure that pupils improve in their performance. The head teachers play a key role in determining performance of their schools.

Today, improved performance among students is a key requirement by stakeholders across the world. According to Chemers (2014), a number of leaders employ directive leadership style, some use supportive leadership style, some exercise participative leadership style while others employ achievement-oriented leadership style. All these styles influence performance differently. This study aimed at assessing how each of these styles of leadership influence students' academic performance.

Most school leaders have not been qualified as school head teachers, but because of their experience, they take office (Ogalo, 2017). According to (Fullan, 2014), administrations of schools across the world have found that different styles of leadership influence students' academic performance. Musharraf (2018), states that potential and active head teachers are educated in school management in the United Kingdom and Switzerland. The performance of students has been found to be influenced by leadership styles portrayed by head teachers in United Kingdom.

In the (USA), students' academic performance difficulties have been trailed in the past years. Hallinger (2018) highlighted, that student academic performance in USA is often understood as associated towards head teachers' leadership style. It is the sole mandate of the head teacher to create a path towards excellence of educational institution which will later lead to improved performance. According to Nyongesa (2014), it is vital for the school leader to adopt an administrative manner that will cultivate, motivate and maintain facilitating atmosphere for academic performance. Additionally, the school leaders must create avenues of identifying strong and weak areas among their students. This will help in motivating them leading to improved performance.

Another related study by Rautiola (2009) on the study on effects of leadership styles and secondary schools found that, in America, schools focus much on the effectiveness of the classroom and of the school at large. Majority of school heads in America employ participatory leadership style which involves stakeholders including teachers, principals, and parents to play roles in an organizational structure, curriculum, and instruction process.

Regionally, students' academic performance troubles are sophisticated in the Sub-Saharan Africa. In Uganda, studies show strikes by students seeking to be heard are common

(Katolo, 2016). Aweriale (2017), highlights that Nsubunga on his paper 7 found out that school administrators had a duty to address matters on academic performance among students especially when the performance was deteriorating. In case of Ethiopia, Altinyelken (2015), says that Ethiopia ensured quality education provision was part of her agenda and the responsibility of improved performance in schools was vested on head teachers. The head teachers' leadership styles thus became a major center of interest by the government. Therefore, the schools' head teachers play important role in making teaching and learning successful.

In Kenya and according to Kitavi (2014), success of educational institutions is influenced by the head teachers' leadership styles. According to (Wekesa, 2016), the government of Kenya and the general public time after time put more blame in the hands of school leaders to guarantee that students carry out healthy in their examinations. Nyongesa (2014) explains this argument and reports that the major duties of the school leader are to explain the policies guiding school management, maintain the school plan and curriculum implementation among others. Kinyanjui & Orodho (2014), contend that the leadership mode of the school heads is of ultimately significance in the school success. This shows the importance of the school head teacher in improving students' academic performances.

In Somalia, a study conducted by Nur (2013) indicated that performance in subjects such as Mathematics was very poor among secondary school students. Nur (2013) notes that data from Imam Shafi'i Foundation (ISHF), shown that almost half of students who sat the final secondary school examination in 2005-2006 failed. The results can be attributed to the reality that the achievement in secondary schools in the wider Somalia and specifically in Banadir region is poor. The cause of the poor performance was due to wanting leadership styles by head teachers. Although other factors could cause poor performance, the school head was partly blamed.

In recent times, education stakeholders in Tanzania have expressed their concern over the poor performance of students in the secondary school certificate examination. Part of the responsibility for the poor performance has been directed towards school administrators (principals) and the teachers while some portion of the responsibility has been put squarely on the shoulders of the students themselves and the parents.

Isundwa (2015) looked at the influence of leadership styles on students' academic performances in secondary schools in Morogoro municipality, Tanzania. The study found that there is a very negative influence of laissez-faire leadership style on students' achievement. Also, laissez-faire leader does not bother to tell subordinates their wrongs or weaknesses as they leave all tasks to them done independently leading to poor students' academic achievement. Wu & Shiu (2009) observes that laissez-faire is not a good leadership style to be used by school heads because complete delegation without follow-up creates performance problems. Wu & Shiu added that teachers and students are motivated when they are afforded opportunities to make their own decisions.

In Tanzania, a study by Aunga & Masare (2017) who researched on the effect of Leadership Styles in Primary Schools of Arusha District found that democratic leadership decentralizes power and authority whereby decisions are made through consultations. The head teacher agrees with the goals for which he/she expects achieved. He/she encourages personal initiatives and solutions to problems are found among the pupils and teachers.

Again Limbe (2017) found that the number of candidates who pass the primary leaving examination is low compared to the number of candidates who sit for Primary Leaving Examination, that means, every year Tanzania loses a lot of pupils who could join form one to the fact that most candidates fail the examination. Among the factors for such failure is leadership in those schools (Mosha, 2018). Also in the study by Lindsay, Kofie, & Mbepera (2017) and Limbe (2017) have linked the same challenge of leadership facing primary schools

towards their performance. Therefore, undertaking this study would be important in Public Secondary Schools in Dodoma Urban District Council for future performance.

A report of 2018-2020 show that secondary schools run by the public authority were performing ineffectively as reflected in the National Form Four Examination results in Tanzania (Laddunuri, 2022). In Tanzania, academic performance has been declining in the course of recent years with unsuitable outcomes recorded in summative assessment. With the arrangement that each Ward should have its local area secondary school, there has been a mushrooming of schools without a relating rate in quality affirmation. The National Examination Council of Tanzania (NECTA) shows a drop-in performance somewhere in the range of 2015 and 2022 in the Form Four examinations (NECTA, 2022). Among different components, the leadership styles of head teachers were thought to be a contributing variable.

The leadership style of the head teacher is of highest importance in the school performance. The school head teacher has the role of providing direction and exerting influence on persons and other things in order to achieve the school's goals (Leithwood, 2003). This shows the importance of the school principal's role in improving student performances and achievement. It is against this background that this study seeks to examine the influence of principals' leadership styles on students' academic performance in Public Secondary Schools in Dodoma Urban District Council, Tanzania.

1.2 Statement of the Problem

Governments in all countries of the World strive to provide education to their citizens with the understanding that it is essential, not only for economic growth but also for social stability (REPOA, 2008). According to West and Jackson (2002), school leadership globally has become more complex since the circular demands have grown, government expectations and demand for greater school effectiveness have been raised. As a result, head teachers have not been able to provide effective leadership, which affected pupil performance.

In Tanzania, head teachers are scarcely prepared for their leadership tasks (Bush and Oduro, 2006). The lack of support from education stakeholders affects the effectiveness of leadership offered by the head teachers thus negatively impacting the pupil's performance. According to NECTA report (2018-2020) shows that national form four (SCEE) results in the six sampled secondary schools declined remarkably. In the year 2019 a total of 310 candidates sat for the certificate for secondary education, 24% scored division one to three, while 61% scored division four and 15% scored division 0. Furthermore, in the year 2021, a total of 1013 students sat for examination in the surveyed secondary schools. It is only (8%) students who scored division i-iii, while (47%) obtained division iv, with the rest (45%) obtaining division zero.

Tanzania like many other countries, has tried to radically improve the state of education particularly in terms of classroom infrastructure and enrollment through introduction of SEDP in 2004. Despite of significant empowerment of infrastructure and enrollment of students in public secondary schools, the students' academic performance is still very low. Among different components, the leadership styles of head teachers was thought to be a contributing variable. Hence, the current study seeks to find out whether there is an influence of head teachers' leadership styles on students' academic performance in public secondary schools in Dodoma Urban District Council.

1.3 Purpose of the Study

The general purpose of the current study was to assess the influence of head-teachers leadership styles on students' academic performance in Public Secondary Schools in Dodoma Urban District Council.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To assess the influence of head-teachers' directive leadership style on students' academic performance in Public Secondary Schools in Dodoma Urban District Council
- ii. To determine the influence of head-teachers' supportive leadership style on students' academic performance in Public Secondary Schools in Dodoma Urban District Council
- iii. To assess the influence of head-teachers' participative leadership style on students' academic performance in Public Secondary Schools in Dodoma Urban District Council
- iv. To examine the influence of head-teachers' achievement leadership style on students' academic performance in Public Secondary Schools in Dodoma Urban District Council in Tanzania

1.5 Research Questions

The study was guided by the following research questions:

- i. How does head-teachers' directive leadership style influences students' academic performance in Public Secondary Schools in Dodoma Urban District Council?
- ii. How does head-teachers' supportive leadership style influences students' academic performance in Public Secondary Schools in Dodoma Urban District Council?
- iii. How does head-teachers' participative leadership style influences students' academic performance in Public Secondary Schools in Dodoma Urban District Council?
- iv. How does head-teachers' achievement leadership style influences students' academic performance in Public Secondary Schools in Dodoma Urban District Council?

1.6 Significance of the Study

The findings of the study will be useful to education policy makers and decision makers in the fields of education. The study will shed light on the relationship between leadership styles of head teachers and the schools' academic performance. The findings will also be used by those involved in supervision and monitoring of schools, where special emphasis will be placed on factors that influence the

performance in secondary schools. The Ministry of Education will benefit from the findings of the study, such that it will guide them in prioritizing the allocation of resources.

The findings of the study will motivate future researchers to identify others factors with a view to establishing the role each factor plays in the overall school performance. The findings of the study will also indicate the strength of leadership styles, and their contribution to the welfare and performance of the schools.

The findings of the study, will benefit key stakeholders including teachers, students, principles and parents with information on the adoption of head-teachers leadership styles in secondary schools. Further to that, the findings of the study, will inspire the Association of teacher's organization such as CWT for Tanzania, (Chama cha Walimu Tanzania) and other non-government organization (NGO's) and any other education agency responsible for the welfare of both students and teachers from findings resulting from the study.

1.7 Scope and Delimitation of the Study

The study was conducted in Dodoma Urban District Council. The focus of this study was to assess the influence of head teachers' leadership styles on students' academic performance in public secondary schools in Dodoma urban district council. Since it was confined to leadership styles which included directive, supportive, participative and achievement-oriented, the study did not assess other leadership parameters of complexities involved among leadership, and school academic performance which require more extensive and intensive studies than the current study. Moreover, the current study did not assess head teachers' leadership styles and students' academic performance in private secondary schools in Dodoma urban district council. The target population was head-teachers and teachers in the selected schools. The study also employed both qualitative and quantitative research approaches.

1.6 Theoretical Framework

The current study applied Path-Goal Theory. The proponents of this theory are House and Mitchell (1975). According to Malik (2012) utilizing the information prepared from the Path-Goal Theory, head teachers should guide teachers to accomplish greatness in schools. Therefore, the Path-Goal Theory underlines that, for any organization including a school to succeed, leaders should lay out certain goals for an organization to accomplish and set the procedures to accomplish them (Wofford, 1993). For the goals to be accomplished, the leaders should advise the subordinates about the goals and led the subordinates in on the manner through which the goals can be accomplished. The leaders additionally needs to eliminate the snags in accomplishing the goals just as to offer the fundamental help for the goals to be accomplished. The leaders can make a few arrangements and shows of the exercises to be done in the organization. The leaders can likewise tell the bearings on the best way to play out the work in an organization. The initiative practices, for example coordinating; putting together, fulfilling, and so forth are learned by people. Subsequently, leaders need to become familiar with the way of life of inspiring the subordinates to meet their fulfillment in the organization.

Alongside the leaders' conduct, the theory hypothesizes the meaning of leadership style in carrying out organizational goals. In the event that a leader is to spur, show how to do the exercises, provide guidance to subordinates, and so forth, then the styles of leadership are vital and fundamental in an organization. The theory clarifies four kinds of leadership styles that might be unexpectedly embraced by head teachers at various conditions to accomplish the organizational goals. These are participative leadership style, supportive leadership style, directive leadership style, and achievement-oriented leadership style.

Figure 1.1, depicts the Path-Goal Theory, that shows leadership styles such as supportive, participative, directive and achievement oriented, that will further be discussed.



Figure 1.1 Path-theory Goal: Source: House and Mitchell (1975)

Figure 1.1 shows Path Goal Model regarding the significance of head teachers' capacity to inspire teachers to work on students' performance. The head teachers, through the theory, are subsequently educated regarding the significance of inspiring teachers just as attempting to accomplish their fulfillment. Properly, this theory tried try to show how the heads of schools propel teachers and be happy with their work. Further to this, the head teachers are educated, through this theory, of the need to foster the goals to accomplish objectives within a specific period. This exploration is, therefore, defined to realize the goals set by the head teachers towards accomplishing students' academic performance and how they advise their teachers about the goals to accomplish and how to accomplish them. The theory has likewise accentuated the significance of utilizing distinctive administration styles to help, direct, and empower support. This study is all around educated by the theory to explore the styles of

leadership that head teachers utilize in dealing with their schools and how the style of authority they use contributes toward students' performance.

1.7 Strengths and Weaknesses of Path Goal Model

Path-Goal theory has a number of positive sides. The most obvious and strong point in it is result-motivated employees. When the members of the team understand what they do and why they do it, they tend to be more effective. The theory also provides certain flexibility in the choice of appropriate leadership style depending on the situation. It seems to be a positive feature as there appears to be no universal approach to team management and the variety of tasks requires different models of operation. As a tool designed for leaders to become more effective, the theory provides a useful insight into how different leadership styles can be applied to team members depending on their characteristics and what results they will achieve (Landrum and Daily, 2012).

The Model has certain weaknesses. The main disadvantage is that it might be quite complex to apply in practice as it encompasses many concepts of management and leadership to consider. Moreover, the theory's effectiveness is hard to assess, and because of it, its acceptance in the managerial society is not universal. Another flaw in the theory's design is that it only deals with the influence of a leader on an employee giving little attention to the reverse process. Landrum and Daily (2012) also suggest that the absence of a clear code of conduct and supervisory agents makes the leadership models provided by the theory somewhat unstructured. In addition, sustainable businesses need to have clear guidance on the responsibility of each team member, which the theory does not provide.

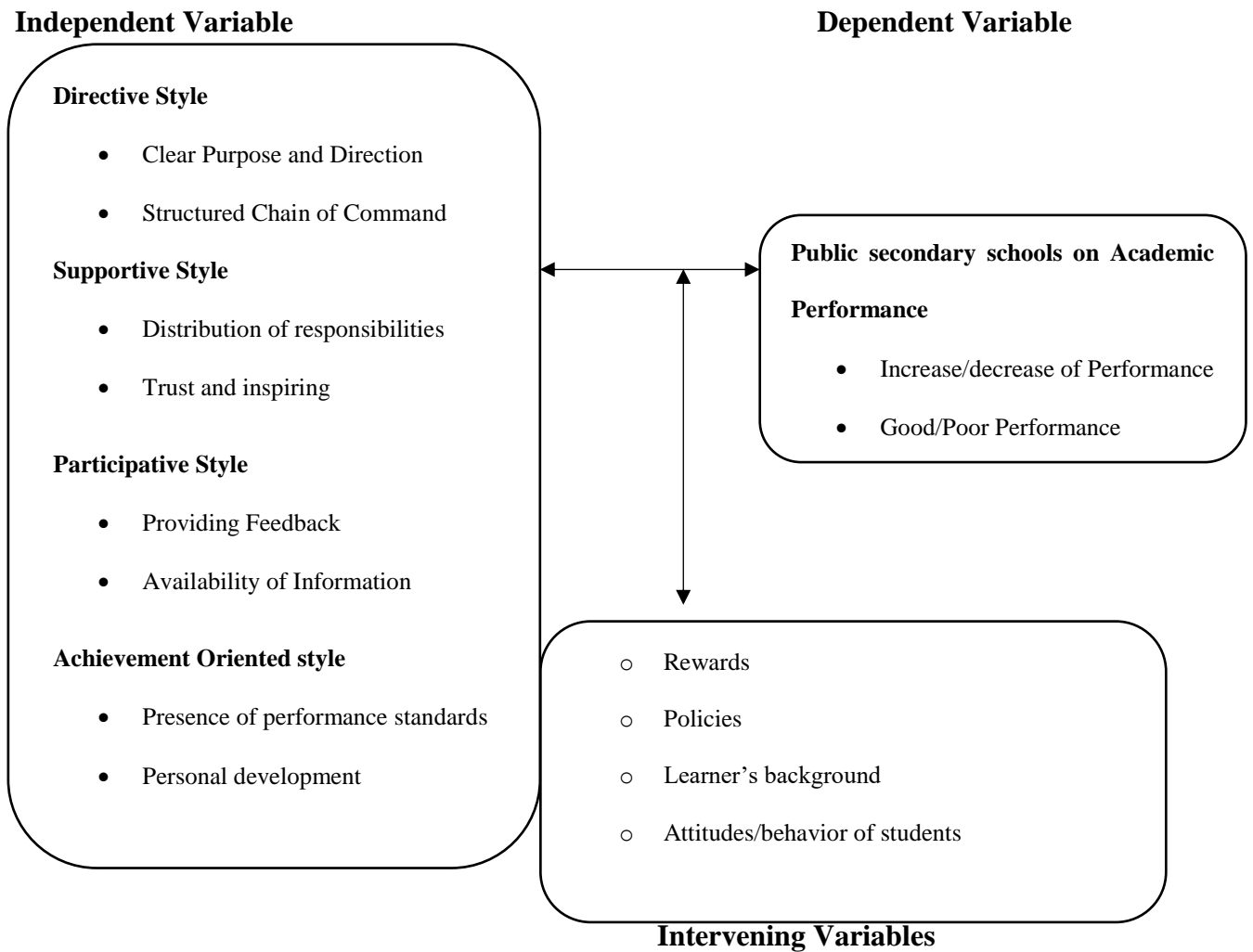
In addition, the theory does a great deal to help pioneers to remember their obligation to arrive at certain goals by characterizing the goals and giving the bearings, supports and inspiration to arrive at the goals, the theory needs observational proof on how head teachers'

initiative styles can impact students' presentation. This study is set to mostly strengthen the theory through some observational proof from schools around Dodoma Region of Tanzania.

1.8 Conceptual Framework of the Study

A conceptual framework is defined as something that explains something either graphically, or in narrative form (Anfara and Mertz, 2015). A conceptual framework for this study has been developed in order to bring order, unity and the relationship among variables, which consider the link between head teachers' and student's academic performance in public secondary schools in Dodoma urban district council. In addition to that, it is used to show the relationships among these ideas and how they relate to the research study. The study conceptual framework variables are drawn from Path Goal Theory and reviewed literature. The independent variable in this study is head-teachers' leadership styles include directive, supportive, participative and achievement-oriented leadership styles; whereas dependent variable is students' academic performance which is measured in terms of increase/decrease of academic performance and the students' transition rate. The intervening variables are variables or factors which may have an impact on the outcomes of the study. They include rewards, government policies, learner's background and attitudes/behavior of students.

Figure 1.2

Relationships between Independent, Intervening and Dependent variables

Source: *Researcher (2023)*

1.9 Operation Definition of Key Terms

Head teachers: A school leader who has been entrusted with the responsibilities of leading the school into achieving the school's set objectives and goals.

Secondary school: A secondary school in Tanzania is a level of education after seven years of primary education. It comprises four years, Forms One to Four (O-Level). After four years,

students are required to sit for the Certificate of Secondary Education Examination (CSEE). A successful student is admitted to the other two years of Advanced Level (A-Level) of secondary school, which is Form Five and Form Six before joining a tertiary education.

Management: For this study, it implies the head teachers' disciplining strategies, their supportive roles to the students and teachers as well as the motivation strategies towards improving the performance of students.

Academic Performance: The extent to which a student, a teacher or educational institutions have achieved their education goals at certain level of learning. Such goals are realized through individual students' ability to accomplish a task and studies successfully at a particular level of education. It can be measured by internal continuous assessment and external examination

Leadership: a social process of influencing others by eliciting the aid and support in order to accomplish common task and specified objectives of the organization or institution.

Leadership style: The behavioral pattern exhibited by a leader during the process of influencing others to achieve a common which is mainly reflected on the way the leaders perform duties and the developed relationship as result of leader's behavior.

Directive leadership style: Here the head teacher determines the future achievement of the school's academic performance, and fulfilment of teacher's responsibilities.

Supportive leadership style: The head teacher determines the outcome from staffs in schools, to have a positive outcome in the academic performance of students.

Participative leadership style: The head teacher focuses on shared responsibilities with group members, such that the leader motivates the sub-ordinates to be self-directed, build a creative team, and maintain team cohesion and sense of ownership among participants.

Achievement-oriented style: Here the head teacher determines sub-ordinates' achievement of their objectives and tasks executions, especially when tasks are difficult, and the environment is unclear.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature according to the objectives of the study globally, regionally and locally. Research gaps that the proposed study seeks to fill were also identified.

2.2 Logical Theory

The study is based on the logical theory of the executives that investigates and synthesizes work processes to work on monetary productivity, particularly work usefulness. According to Taylor (1998), administrators, in his time, depended on the individual drive of laborers to accomplish usefulness through degrees of efficiency that were infrequently achieved. Further to that, the theory utilized four rules that are legitimate control of the workers in an association, choice of the representatives who have what it takes for association to flourish, appropriate depiction of the guidelines and methodology to be adhered to, and compensating workers.

The information prepared by the logical administration theory gives an understanding into how the head teacher should control individuals at School for an association to flourish. Suitably, this study will look at how the directives are set to oversee School discipline to work on the exhibition of students. The supposition held here is that there are directives set to manage students' and teachers' conduct at school however they should be inspected to know whether they add to School execution. The exploration will likewise hope to realize the leadership styles utilized by the Head-teachers to guarantee the goals set are accomplished. Any remaining staff working in School should be managed by a bunch of directives. This is particularly in light of the fact that a few representatives and students at school would will in general pull out from participating in the necessary exercises towards School execution if not directed by

specific standards. The examination will, therefore, concoct the standards and directives of the Head Teachers alongside the jobs they play in acquiring students' performance.

The theory has likewise underlined on a reasonable degree of execution for an undertaking and a compensation framework that gives an award to the exhibition. It isn't the job of the Head Teachers to compensate teachers and other staff at School. In any case, the Head Teachers are entrusted for certain obligations that might influence the compensation of teachers by the specialists mindful. For instance, how the Head Teachers report about their subordinates to the specialists capable is an issue of interest here. Further investigation would require realizing the motivations set up by Head Teachers to advance teachers towards achievement. Suitably, the study checked out the Head-teachers' inspiration methodologies that add to the performance of students in the schools.

Teachers' capacity and abilities improvement are likewise of significance in this study as the theory focuses to the need to foster specialists' abilities and capacities through preparing and arrangement of laborers as indicated by their capacities. With this respect, the study will research to know the in-house and outer preparing programs planned by Head Teachers to foster teachers' ability, teachers' perception, and reflection. Every one of these are essential to address since Schools, similar to organizations, ought to be productively overseen. Schools ought to dispose of inefficient projects and exercises, and spotlight on results to a certain extent that the educational plan should be helpful in forming students through talented faculty.

Ireh (2016) states that the effective of the results of the educational program is for the most part reliant upon incorporated power and exact hierarchical guidelines for all errands performed, in this manner the study will look to know the instruments accessible to engage teachers through in-service instructional classes just as observing the frameworks accessible for enabling teachers. This perception is in accordance with Taylor (1998) see that School the

executives is the procedure wherein the heads gather all conceivable data about the educational interaction and foster the best strategies for teachers to get students to fulfill the necessary guidelines.

While the aforementioned prerequisites are significant at School, clearly their showcase at School change from one School to another contingent upon the kind of leadership that the Head Teacher utilizes and, accordingly, would contrastingly add to the achievement of School. With this awareness, different examinations have shown what various styles of leadership mean for institutional achievement like a study by Al-Shamsiat et al (2018) who their attention was on the assembling area in Yemen, to discover what the leadership meaning for execution in the association and how the effect of authoritative responsibility as an arbiter on the connection among leadership and hierarchical execution. The leadership in the relationship between exhibitions was clarified in the past research, additionally it was furnished with definite information and theories.

2.3 Directive Leadership Style and Academic Performance

Principals play a very important role in determining the quality of education in schools. The success of the principals to mobilize all potential in the school environment is highly dependent on the leadership styles. Job satisfaction and organizational commitment of the principals, teachers and administrators are considered as indicators in determining the success of the school institution. Humuntal, Hutabarat, Sibuea, Situmorang and Manihar (2018) conducted a study in Indonesia. The objective of the research was to investigate the role of job satisfaction as a mediator in influencing the directive and participative leadership styles toward the elementary school principal organizational commitments in Medan. The sample of the research was 164 junior high school principals of the school principals selected and the data analyzed with path analysis. The results showed that the principal job satisfactions did not function positively as a mediator between directive leadership styles and organizational

commitments and job satisfaction found as a positive mediator between participative leadership styles and principal organizational commitment. The current study however, investigated the principals' leadership styles and academic performance in Secondary Schools in Dodoma Tanzania.

Walter and Brush, (2009) in their study done in the USA, validate that the directive chief conceptualizes the job of pioneers going about as a good example for their adherents where they show a feeling of force and certainty, and making intense, flighty choices. The directive chiefs can establish a solid framework for the future achievement of the school or other organizations. The previous study focused on USA while the current study focused on Tanzania context specific at Dodoma Region.

Oyugi and Gogo (2019) conducted a study in Kenya about the influence principals' leadership style and students' academic performance in Awendo sub-county. The objectives of the study was to determine the influence of principals' directive leadership style on students' performance. The research employed descriptive survey and correlational designs to obtain information. The study population consisted of 35 principals, 340 teachers and 1400 form four students of 2015. Saturated sampling method was used to obtain 30 principals as the remaining 5 were used for piloting. Simple random sampling was used to sample 186 teachers and 301 students from the 30 sampled schools. The study established that directive leadership accounted for 37.4% of variation in students' academic performance as signified by adjusted R square 0.374. Just like in the current study, the study is significant to stakeholders in education in assisting principals to practice leadership styles that would enhance students' academic performance in secondary schools.

Jacobs (2010) conducted a study to investigate the directive leadership style rehearsed by Head Teacher in improving the School performance. This study was led among a random example of 348 Primary School Teachers in Nakuru. The study asserts that leadership for Head

Teachers did not depend on specific leadership jobs and standards; therefore, the leadership framework came up short on a satisfactory framework to decide skills needed to give higher School performance. The study suggested that Head Teachers ought to use a directive style to guarantee that goals and errands assigned are acknowledged and address the issues of the students. Additionally, the study uncovered the need of putting great designs that upgrade instructor independence for school performance. The previous study focused on Primary Schools in Nakuru Kenya while the current study focused on Secondary Schools in Dodoma Tanzania.

Haruni and Kaitila (2014) conducted a study in Tanzania on the kind of school leadership style that best suits for promoting students' performance in primary schools in Tanzania. The study employed cross sectional research design with samples of 200 teachers from 20 selected primary schools in Songea and Morogoro districts. Interviews, documentary analysis and questionnaires were used to collect data. The study found out that the directive leadership style was the most dominant in best performing primary schools. It is therefore suggested that there is much to be learnt with directive leadership style as a copying strategy in least performing primary schools. This study was done in primary schools in Tanzania but the current study was done in secondary schools.

2.4 Supportive Leadership Style and Students' Academic Performance

House (1997) in a study done in the USA, shows that a strong leadership style is utilized when a leader thinks about the requirements of the collaborators, showing worry for their government assistance and causing a cordial working circumstance. The upside of this style of leadership is to expand the adherents' confidence and make the positions designated to the supporters more appealing. Furthermore, a similar study accentuates that a strong leadership style builds the satisfaction and self-assurance of subordinates and is likewise essential to diminish any regrettable elements. The strong leadership would likewise offer advantages to

those subordinates who are happy with their works. Being agreeable leader needs of utilizing strong conduct to make the workplace lovely and treat the subordinates as equivalents and gives them regard for their status (Cheng, 2002). In the supportive leadership style, the head teacher allots errands and gets the outcomes from the staff in a school to have positive outcomes in academic matters.

Adeyemi (2010) executed a study to assess the Head Teachers' leadership style in Senior Secondary School in Ondo State, Nigeria. It was tracked down that the Supportive leadership style was the most generally utilized leadership style among head-teachers of Senior Secondary Schools in the State. Instructor's work performance was observed to be better in further developing student academic performance in the School than in Schools having head-teachers utilizing other leadership styles. Also, Silverthorne (2005) affirmed that a strong leadership style builds School performance, and decrease any adverse perspectives present in the work space. In any case, this implies that a steady leadership style would offer exceptionally high advantages to students School performance. Rizik (2001) contended that a strong leadership style would be reasonable when the work task is dreary and fitting to be liked with opportunity and work achievement observed to be testing.

Ampaire & Namusonge (2018) attested that leader who utilize a steady leadership style in dynamic empower bunch conversation and put stock in dynamic through agreement. Steady leadership pioneers actually settle on an official choice, however do as such solely after cautiously thinking about what other gathering individuals have said. Generally, their choice goes with the greater part. In a school arrangement, the head-teachers needs to counsel the Board of Governors, Directors, teachers, and now and again student pioneers before any choice is made. While this technique is viewed as successful, the time that it takes to arrive at a gathering agreement can be devastating for an undertaking. For each gathering part to be heard, a conversation can keep going for seemingly forever. This can prompt disappointment and

particularly where there is a requirement for desperation. Njuguna (1998) urges that head-teachers who utilized strong leadership styles have high academic performance than those head-teachers who utilize the absolutist leadership style.

Ampaire & Namusonge (2018) contends that albeit steady leadership has been depicted as the best leadership style, it has some possible disadvantages. In circumstances where jobs are muddled or time is a significant factor, strong leadership can prompt correspondence disappointments and uncompleted projects. Now and again, bunch individuals might not have the vital information or mastery to settle on quality commitments to the choice interaction. Strong leadership works best where individuals are talented and anxious to share information and thoughts and when there is sufficient opportunity. Regardless of the way that there have been many examinations on education leadership in Tanzania, there has not specific study done on influence of head teachers' leadership style on students' academic performance which centers around open secondary schools in Dodoma metropolitan area, Tanzania and so this presented the need to embrace the study on influence of head teachers' leadership style on students' academic performance on open secondary schools in Dodoma metropolitan locale, Tanzania.

2.6 Participative Leadership Style and Students' Academic Performance

Participatory leadership style is characterized by cooperation and collaboration. This leadership style refers to situations where a leader seeks for the opinion of the subordinate before making a decision. In this leadership style the leader seeks opinion of the subordinates on a tentative plan of action and then makes decisions or the leader may ask for group input in formulating plans before making a decision. The style decentralizes power and authority (Okumbe,1998).

Cole (2005) advocates for the leadership of a head teacher to be participative combining self-confidence, friendliness, firmness and tact and should not merely consist of issuing orders.

The head teacher should be aware of the techniques that work in which situations and those that backfire. Participative style of leadership practiced by head teachers, proper delegation of duties relieves the school administrators from their many tasks and secondly it inculcates a sense of responsibility, hardworking and commitment among the subordinates which in turn enhances students' performance.

Participative leaders are those who share responsibilities with the group members. They also motivate the sub-ordinates who become self-directed and build upon a creative team, maintain team cohesion and a sense of ownership among the participants. Lam et al. (2015) argue that the participative style of leadership is suitable when the subordinates demonstrate low judgments capabilities and/or when the work procedures are not well coordinated.

Oyetunyi (2006) points out that the major point of focus in leadership is sharing; the manager shares decision-making with the subordinates. Even though he/she invites contributions from the subordinates before making a decision, he/she retains the final authority to make decisions (consultative). The manager may also seek discussion and agreement with teachers over an issue before a decision is taken (consensus). He/she may allow the subordinates to take a vote on an issue before a decision is taken (democratic). This type of leadership is viewed as an important aspect of empowerment, teamwork and collaboration. It has been observed that a school is more effective when those who are affected by the organization's decisions are fully involved in the decision-making process. Good as it is that the participative style of leadership wastes time due to endless meetings and may lead to confusion and lack of direction. By implication, it is not appropriate for use in times of crisis when the situation demands on-the-spot decision (Oyetunyi, 2006). However, unlike the laissez-faire style, the leader adopting this style maintains the final decision making authority. Using this style is not a sign of weakness; rather it is a sign of strength that one respects the employees' ways of doing things. Using this style is of mutual

benefit as it allows staff to become part of the team and allows one to make better decisions.

David & Gamage (2007) argue that effective participatory school administration; leadership and management affect the trust levels of stakeholders. David's (2007) study focused on a survey of the effectiveness of democratic and participative school administration and management in one school division in the Philippines. Indicators of participative school administration, leadership and management effectiveness, according to David's study, correlated with the stakeholders' level of trust. The study suggested that school leaders wishing to enhance the levels of trust among the stakeholders in their schools should consider these indicators, pertaining to the participative or democratic leadership approach, in carrying out their leadership duties and responsibilities. The implication of this study is that just like in the Philippines; school heads in Tanzania who favor the use of the participative style of leadership, attach the same level of trust to their stakeholders in the management of schools. They engage subordinates, parents, students and the community in the decision making process.

Kapela, Kopoka and Namusonge (2019) assessed the contribution of leadership styles to academic performance in Public Primary Schools in Tanzania. The study employed mixed and descriptive design. The findings indicated that, democratic leadership style revolved within the school structure as teachers and their leaders shared responsibilities on teaching and handling administrative duties, but there was no evidence that head teachers and teachers having full power soliciting for school funding. Despite this study conducted in Tanzania, but it focused in Primary Schools left behind Secondary Schools. Therefore, the current study assessed the influence of leadership styles on students' academic performance in Secondary Schools focusing on Dodoma Region Tanzania.

Akaro (2017) investigated Influences of the school leadership styles on the students' academic performance in Tanzania community secondary schools: a case of Dodoma

municipality. The study adopted qualitative research approach into thematic areas for easy coding and interpretation, whereby the researcher transcribed each of the interviews by identifying and reviewing common themes through coding process. The results of this study revealed that, democratic style is mostly used by heads of the schools in community secondary schools and by large, teachers believe in democratic leadership style due to their involvement in decision making process.

2.7 Achievement-Oriented Leadership Style and Students' Academic Performance

The achievement-oriented style of leadership is used when the leader sets forth stimulating goals for their allies in terms of professions and exclusive expectations are unsurprising and communicated, according to House (1997). Furthermore, when the task is difficult and the environment is unclear, this type of leadership style can be effective in increasing the fearlessness that allows subordinates to achieve their objectives. The achievement-oriented leadership style includes spelling out goals for better school execution, demonstrating fearlessness in the school staff's ability to meet higher demands (Anderson, 1993).

Achievement-oriented leaders let their followers know their expectations. They regularly set clear goals with potential high-performance standards, they trust in the capabilities of their subordinates, and they encourage the continued performance improvement of their subordinates. A study by Atif (2020) in China investigated the effects of private secondary school principals' leadership styles on teachers' job performance. Four leadership styles outlined in the path-goal theory and five key performance indicators of teacher job performance were chosen.

The correlation findings from the structural equation modeling revealed that the directive leadership style had a significant effect on teacher job performance in the studied schools, followed by the supportive and achievement-oriented leadership styles. Conversely,

although participative leadership was identified as a significant predictor, it was not considered a promising predictor of teacher job performance. Atif's study was on leadership styles and teachers' job performance, however, the current study assessed the influence of leadership styles on students' academic performance in Secondary Schools focusing on Dodoma Region Tanzania.

A study by Yazdanpanah (2014) in the United Kingdom, shows that in an achievement-oriented leadership style an overseer will lay out testing goals that include the revision and improvement of School execution. Achievement goals offer concentration to exercises like arranging or performing. In this way, goals are individual reasons that have acting in a given daily schedule and a given condition. They exist as a feature of one's goal constructions and they decide if one will be engaged with a given pursuit. The achievement goal orientations address different purposes for interest in with respect to the scholarly obligations that have been connected to assorted achievement which is identified with cycles and results.

2.8 Research Gap

The review of related literature clearly demonstrated some gaps. Some studies reviewed revealed geographical gaps because they were conducted in other countries whose geographical backgrounds are different from the Tanzanian setting. For example, Humuntal, Hutabarat, Sibuea, Situmorang and Manihar (2018) conducted a study in Indonesia, Hoadley (2007) conducted a study in South Africa, Adeyemi (2010) conducted a study in Nigeria while Jacobs (2010) conducted a study in Kenya. Some of the findings from some of these studies may not effectively be generalized to explain the situation in Tanzania, hence the need for the current study to fill such geographical gaps. There are also several studies that expressed a methodological gap. For example, Oyugi and Gogo (2019) conducted a quantitative study in Kenya to find out the influence principals' leadership style and students' academic performance in Awendo sub-county. Such studies necessitated the current study to fill the gap by

incorporating both qualitative and quantitative approaches. Other studies expressed theoretical gaps by adopting different theories than the ones used in the current study, which revealed a theoretical gap that was covered through the adoption of the Path-Goal Theory.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter entails methodological information's that was adopted in this study. Specifically, this chapter includes research design, area of the study, population and sampling procedures. Furthermore, data collection techniques, data analysis and presentation and operational of variables was also included in this chapter.

3.2 Research Design

The study adopted a mixed research approach. Specifically, the researcher adopted a concurrent mixed method design. Concurrent mixed method design is a one phase design in which researchers implement the quantitative and qualitative methods during the same timeframe and with equal weight (Creswell and Clark, 2007). It generally involves the concurrent but separate, collection and analysis of qualitative and quantitative data so that the researcher may best understand the research problem. This design was considered suitable for the current study because it enabled the researcher to gather quantitative and in depth qualitative data about the influence of head teachers' leadership style on students' academic performance in public secondary schools in Dodoma Region, Tanzania.

The concurrent mixed method design has some strengths and weaknesses. According to Creswell and Clark (2007), the design makes intuitive sense. They assert that new researchers to mixed methods often choose the concurrent mixed design. It is an efficient design in which both types of data are collected and analyzed separately and independently, using the techniques traditionally associated with each data type. However, in the concurrent mixed design, much efforts and expertise is required, particularly because of the concurrent data collection and the fact that equal weights is usually given to each data set. The researcher

overcame this weakness in the current study through acquainting oneself with both qualitative and quantitative research techniques.

3.3 Study Location

The current study is centered at Dodoma Urban District which is located 453 kilometers west of the former capital city of Dar es Salaam, and 441 Km south of Arusha, the headquarters of the Eastern Africa Community. The district is within Dodoma region, neighboring Morogoro region in the East and Iringa region in the south. Approximately, Dodoma region covers an area of 2,669 Sq. Kms, of which urban area occupies about 625 Sq Km (URT, 2022). The region shares a water border called Bahi swamp, a shallow seasonal lake on the boarder of Dodoma and Singida region. Thus, Dodoma is approximately in the center of the country.

Considering the 2022 National Population and Housing Census, the number of inhabitants in Dodoma Urban District Council was 3,085,625 people (URT, 2022). The district enjoys reasonable accessibility to basic social amenities such as reliable accessibility of food, water supply, electricity, transport infrastructures, etc. However, despite the privileged location of the district, academic performance of most secondary schools in the district is relatively poor compared to other parts of the country Akaro (2017). Previous studies have assessed various factors which influence students' performance in the region but there is a gap in terms of assessment on how the head teacher's leadership style impact on students' performance in the region. It is from this background, Dodoma Urban District was chosen and assessed as a case in point to alleviate the information gap on the relationship between head teachers' leadership style and student's performance. The researcher trusts that the study findings and policy implications can suitably replicated in similar regions experiencing similar challenge.

3.4 Target Population

In this study, the target population consisted of all the seven (7) head teacher and all 110 teachers in public secondary schools in Dodoma Urban District. Head-teachers are

regarded as the key informants who could give dependable information on head teachers' leadership style on students' academic performance in public secondary schools in Dodoma Region, Tanzania. The other key participants, the teachers were included in the study in order to get their views towards head teachers' leadership style on students' academic performance in public secondary schools in Dodoma Region, Tanzania. Taping their points of view was extremely vital for the outcome of the study.

3.5 Description of Sample and Sampling Procedures

On the basis of the preferred research design and for the sake of arriving at a representative sample, the researcher adopted both probability and non-probability sampling techniques. Creswell and Clarkmmk (2007) indicate that these methods use results from one method to elaborate, enhance or illustrate results from the other.

3.5.1 Selection of Schools

Due to small number of the target population "N", all the 7 public secondary schools were used in the study. Six secondary schools were used in the main study while one was used during pilot testing.

3.5.3 Selection of Head Teachers

All head teachers of the six participating schools were included in the study. Gall and Borg (2007) indicate that a purposive sample may range from 1 to 40 as qualitative sample size appears small as compared with samples from surveys. Purposive sampling allowed the use of cases that has the required information or characteristics with respect to this study. Head teachers form part of the education administration and have a role in providing effective leadership style to enhance students' academic performance.

3.5.4 Selection of Teachers

Teachers who participated in the study were selected using proportionate random sampling procedure since their population was heterogeneous with reference to gender (male

and female). In proportionate random sampling procedure, the population is divided into subgroups or strata on the basis of variables chosen by the researcher which may include gender, age and years of experience. In addition, subgroups in the population are adequately represented in the sample (Kerlinger, 2000; McMillan & Schumacher, 2001; Gall & Borg, 2007). In proportionate random sampling, the decision on sample size is based on proportional allocation to ensure that the ratio of teachers in schools will be reflected in the sample. Thus, the researcher used a sampling fraction in each of the strata (male and female) that was proportional to that of the total population. The strata sample was determined by using the following equation:

$$n_h = (N_h/N) * n$$

Where; n_h = the sample size for stratum h

N_h = the population size for stratum h

N = the total population size

n = the total sample size

Thus, using this formula, the sample size of teachers selected in six secondary schools was 27 males and 28 females giving a sample size of 55 teachers from a total population of 110 teachers. The summary of the sample and sampling procedures is presented in Table 1.

Table 1***Sampling Procedure, Target Population and Sample Size***

Category	Sampling Procedure	Total Population	Actual Sample	Percentage
Head teachers	Purposive	7	6	85.75
Teachers	Proportionate random sampling	110	55	50%
Total		117	61	52.1%

3.6 Description of Data Collection Instruments

Two research instruments were used in the study. They are; questionnaire for the teachers and an in-depth interview guide for the head teachers.

3.6.1 Questionnaire for Teachers

Section A of the questionnaire sought demographic information of teachers. This included gender, age, years of service and highest professional qualification. Section B collected data on the influence of head teachers' leadership style on students' academic performance. Each leadership style comprised of 5 item Likert-like five (5) points leadership style measurement scale which was developed by the researcher. The head teachers' leadership style scale measured the following factors: directive leadership style, supportive leadership style, participative leadership style and achievement leadership style.

The teachers were required to indicate the extent to which they agreed or disagreed with each item on the 5-point Likert type scale. If an individual teacher strongly agreed with or disagreed with a positively stated statement, he/she got a score of 5 and 1 respectively. On the other hand, if an individual teacher strongly agreed with or disagreed with a negatively stated statement, he/she got a score of 1 and 5 respectively (See appendix 2).

3.6.2 Interview Guide for the Head Teachers

The head teachers were interviewed. The interview guide for the head teachers had two sections. Section A contained information on demographic information of the head teachers. They gave information on their age category, education level and qualifications, and length of service in the current school. Items in section B sought information on the influence of head teachers' leadership style on students' academic performance. The head teachers' leadership style was measured by the following factors: directive leadership style, supportive leadership style, participative leadership style and achievement leadership style (See appendix 3).

3.7 Validity of Data Collection Instruments

Palmquist (2005) defines validity as the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure. The author gives three types of validity, namely content, construct and criterion-related validity. Content validity which is a more systematic approach to obtaining an idea of how valid the instrument is, was used in the study. Kothari (2004) describes content validity as the extent to which a measuring instrument provides adequate coverage of the topic under study. To establish content validity of an instrument, Creswell (2009) recommends the use of professional expertise in the field. The researcher gave the instruments to other lecturers in Educational Leadership and Management who are experts in the area of leadership. They examined the items in the questionnaires and interview guide and related them to the objectives of the study to ascertain whether the questions represented the concept of the study. They ensured that the items are meaningful, clear and precise.

Further, the researcher used methodological and source triangulation to validate the findings as recommended by Creswell (2009). For methodological triangulation, a variety of instruments that include questionnaires and interview guides were used. For source

triangulation, data was collected from different participants that is head teachers and the teachers.

3.8 Pilot Testing of Research Instruments

The questionnaire instrument was pilot tested on a small sample of ten teachers from one public secondary school in Dodoma Urban District Council which was excluded from the actual study. In the pilot study, the questionnaires were administered to ten teachers in a pre-test. This is in line with the recommendations by McMillan & Schumacher (2001) who noted that a small number as ten participants for pilot testing is adequate. The purpose of pilot testing was to ensure that items in the questionnaires are stated clearly and have the same meaning to all the participants. Bryman (2001) and Gorard (2001) recommend the need to conduct a pilot study before the actual research as a way of ensuring that all the research instruments function. The pilot study also was conducted to determine whether the instrument would generate the type of data anticipated and the type of data desired could be meaningfully analyzed in relation to the stated questions. After the pilot test, they were redefined accordingly by eliminating typographical errors, spelling mistakes, unclear instructions and clear use of the language.

3.9 Reliability of Research Instruments

According to Palmquist (2005), reliability is the extent to which any other measuring procedure yields the same results on repeated trials. If the study yields contradictory or incompatible results, the reliability is questionable. The researcher used internal consistency as this reliability type can be estimated from giving one form of a test once. The researcher administered questionnaires to ten teachers during pilot testing. The received responses of items in the Likert scale was subjected to the Cronbach's alpha formula that was applied to a specific section of the questionnaire. This is section B for the teacher questionnaire. The Statistical Package for Social Science (SPSS) version 23.0 was used to compute the reliability index. This yielded a reliability index of 0.83. MacMillan & Schumacher (2001) recommend

that a value of 0.6 to 0.85 as an acceptable value for Cronbach alpha and values that are substantially lower indicate an unreliable scale (See appendix 1). This as well qualified the questionnaire instrument for use.

3.10 Reliability of Qualitative Instruments

Credibility and dependability were used to determine reliability of qualitative instruments that is, the interview guide for the head teachers. Credibility ascertains that the study reflects the experiences of those being studied (MacMillan & Schumacher, 2001) and the results can be trusted. The researcher took time during the interviews and ensure that the participants had time to explain and say all that they wished to say. The data collected from the interview guides was given to the participants to confirm that what was captured was what they actually said. During report writing, the researcher again confirmed that the data recorded are the correct one by calling some of the participants for confirmation.

To ascertain the consistency of findings, the researcher reviewed the raw data, the summary of the findings to see if there was any inconsistency. This was supplemented by member checking throughout the writing process. This was done by going back to the respondents from time to time to ascertain what the researcher had written was what the respondents had said.

3.11 Description of Data Collection Procedures

Before administering of the research tools, the researcher first booked for appointments with the head teachers through phone calls. The researcher then introduced herself to the head teachers and asked for permission to carry out research in respective schools and find out the appropriate time to administer the questionnaires to the participants and also book appointments for interviews.

After permission to interact with the teachers and the students was obtained from the head teachers, the researcher met with the eligible teachers and explained in detail the purpose

and importance of the research. After the participant's fears and concerns were settled, a verbal request was extended to the selected teachers and the students to fill in the questionnaires.

Data collection was conducted in two phases: the first phase involved quantitative data collection through the use of questionnaires from teachers. The questionnaires were then presented to the sampled teachers. They were given ample time to fill the questionnaires as they were not to be collected the same day. The second phase was on qualitative data collection in which the head teachers were interviewed.

3.12 Description of Data Analysis Procedures

The researcher adopted both qualitative and quantitative approaches to analyze the data. Quantitative data from the questionnaires was coded and keyed in the computer via Statistical Package for Social Sciences (SPSS) version 23.0 data analysis software. Descriptive statistics was presented by way of tables, frequencies and percentages

For qualitative data, the researcher read through the data, editing and removing ambiguities. Data was then categorized into themes and sub-themes based on the research questions. Codes were then assigned to each theme category to ease analysis. The researcher then read the transcripts and assign each response to the theme or sub-theme where belonged. Unanticipated sub-themes arising from the data were recorded with the assumption that they would offer information in the data interpretation. All the data were then summarized under each theme. The use of narratives and direct quotes gave adequate representation of the construction of the social world under study.

3.13 Ethical Consideration

According to Bassey (1999), ethical considerations are necessary in conducting and reporting the research in social sciences in respect of democracy, respect for truth and respect for persons. The study was conducted in an ethical manner and all the participants treated with dignity and due respect. Participants were informed that they are free to participate in the study

or choose not to or even pull out in the middle if they wished to. Confidentiality was upheld and, in this regard, numbers were assigned to participants' responses instead of names to protect the participants. This ensured clear separation of the individuals and the information given.

In case of any doubt which was expressed by the participants, the researcher explained to them that the research was purely for the academic degree award. Anonymity of the participants was also affirmed. This according to Creswell and Clark (2007) can be done by coding all the questionnaires and also observing confidentiality while reporting the data. To ensure confidentiality of respondents, the researcher ensured that names of individuals or schools were not written on the research instruments. Numbers were used instead of their names. McMillan and Schumacher (2001) recommend that, to avoid plagiarism and fraud, the researcher needs to acknowledge all the authors of the works that have been cited and any other information that is not the researcher's own.

CHAPTER FOUR

PRESENTATION, DISCUSSION AND INTERPRETATION OF THE FINDINGS

4.1 Introduction

This chapter presents the findings obtained from the field study and are related to the research questions that guided the study. It is organized under the following subheadings: instruments' rate of return and demographic information of the study participants. This chapter further presents directive leadership styles, supportive leadership styles, participative leadership styles and achievement-oriented leadership styles on students' academic performance in public secondary schools in Dodoma Region, Tanzania.

4.2 Instruments' Rate of Return

The researcher distributed the research instruments to various participants of the study. The questionnaires were distributed to teachers in Dodoma Urban District Council where the schools are located. In depth interviews were conducted to head teachers. The rate of return is presented in Table 2.

Table 2

Response Rate of the Study Participants

Participants	Sampled Participants	Actual Participants	Response Rate
Teachers	55	50	90.9%
Head-teachers	6	4	66.6%
Total	61	54	88.5%

Table 2 shows that although the questionnaires were self-administered, not all of them were returned. The rate of return was 90.9% for teachers and 66.6% for head teachers. According to Mugenda and Mugenda (2019), a non-response rate of 30.0% and above would cause concern about the findings of the study. In this study the non-response rate of teachers, students and head-teachers was 16.6% which could not limit the acceptability and

representativeness of the study sample for meaningful generalizations. The high response rate was attributed to the researcher's effort to follow up and effectively explain the purpose of the study to the study participants. Though there was a high response rate, some of the questionnaires from the teachers were not returned. Also, some principals were not available for interviews. Teachers who did not return the questionnaires reported having had several meetings and not having time to fill out and return the questionnaires.

4.3 Demographic Information of the Respondents

The study sought to establish participants' characteristics such as gender, age, education level and teaching experience of the teacher. The demographic information of respondents is important as it enables the researcher to understand the type of participants for information purposes.

4.3.1 Demographic Information of the Head-Teachers

The study sought to establish head-teachers' demographic information as they responded to the interview guide. The results are indicated in Table 3.

Table 3*Demographic Information of Head-teachers**n= 4*

Variable	Element	Frequency	Percentage
Gender	Male	4	100
	Female	-	-
Total		4	100
Age	25-32	-	-
	33-40	-	-
	41-48	3	75
	49 and above	1	25
Total		4	100
Academic Qualification	Bachelor Degree	3	75
	Master Degree	1	25
	PhD	-	-
Total		4	100
Work Experience(years)	1-9	-	-
	10-19	2	50
	20-29	2	50
	Over 30	-	-
Total		4	100

All the four head teachers were male. This created an impression of gender imbalance in the school leadership. Actually, three head teachers were also in the age bracket of 41-48 years. The research finding revealed that the majority of head teachers were in their mid-age. This implies that head teachers in public secondary schools in Dodoma Region, Tanzania are individuals with considerably protracted experience and knowledge about matters concerning leadership in schools.

Majority (75%) of the head teachers had bachelors' degree qualifications. This means that the majority of head teachers had university education. This is an indicator that most of the administrators are graduates who are capable of offering quality leadership if all the necessary conditions are guaranteed.

Four head teachers had served in that administrative position for over 10 years. This showed that there was high retention among the head teachers working in public schools in Dodoma Region. The significance of this finding is based on the possibility of obtaining a high degree of reliable information from head teachers who have had protracted experience in the field of education and especially in the same station.

4.3.2 Demographic Information of the Teachers

The researcher asked teachers to indicate their demographic information as they were filling the questionnaire. The results are indicated Table 4.

Table 4***Demographic Information of Teachers****n= 50*

Variable	Element	Frequency	Percentage
Gender	Male	22	44
	Female	28	56
Total		50	100
Age	21-30	14	28
	31-40	30	60
	41-50	06	12
	51 and above	-	-
Total		50	100
Academic Qualification	Diploma	11	16
	Bachelor Degree	28	56
	Master Degree	14	28
Total		50	100
Work Experience(years)	1-7	27	54
	8-12	18	36
	13-18	5	10
	Over 18	-	-
Total		50	100

Table 4 shows the demographic information of teachers. According to Table 2, the gender of teachers shows that 44% were males and 56% were females. The results revealed effort undertaken by the government of Tanzania to ensure gender balance at work places. The majority of teachers (60%) were aged between 31-40, 28% of teachers were aged between 21-

30 and the least was 12% were aged between 41-50. The findings indicated the maturity level of respondents to provide supervision and guidance to the students.

Majority of teachers (56%) were holder of Bachelor degree, 28% of teachers were master degree holder and the least was Diploma holder were 16%. The results indicated effort being undertaken by the government of Tanzania by providing full sponsorship through Higher Education Loans (HEL) to ensure teachers are able to advance or upgrade in their level of education.

The majority of teachers of which 54% had between 1-7 years of teaching experience, 36% of teachers had between 7-12 years and 10% of teachers had between 13-18years of teaching experience. This implies that there is varied teaching experience which is important especially when dealing with students. Teachers who fall at 7 years of age and below could benefit from the experience of those with teaching experiences in the other categories.

4.4 Findings of the Study

This section deals with the findings of the study based on the objectives which include: to investigate directive leadership style, supportive leadership style, participative leadership style and achievement-oriented leadership style on students' academic performance in public secondary schools in Dodoma Urban District Council.

4.4.1 Directive Leadership Styles on Students' Academic Performance

In this study, there were five statements that were assessed for the case of directive leadership styles. Teachers were required to show their level of agreement or disagreement with the statements about directive leadership styles on students' academic performance in public secondary schools in Dodoma Urban District Council. The scale used by teachers to respond to the questions was; Strongly Disagree (SD), Disagree (D), Not sure (NS), Agree (A), and Strongly Agree (SA). The findings are shown in Table 6.

Table 6*Directive Leadership Styles on Students' Academic Performance**n = 50*

Statement	SD	D	NS	A	SA
My supervisor supervises team members very closely	1(2.0%)	-	8(16.0%)	33(66.0%)	8(16.0%)
My supervisor always sets and meets the schools objectives	-	-	4(8.0%)	39(78.0%)	7(14.0%)
My supervisor exchanges information and provide feedback	-	-	4(8.0%)	39(78.0%)	7(14.0%)
My supervisor ensures instructions are precisely adhered	-	-	4(8.0%)	39(78.0%)	7(14.0%)
My supervisor is involved in all decision making	-	-	4(8.0%)	39(78.0%)	7(14.0%)

The results from Table 6 indicate that respondents to a large extent agreed (66%) with the statements that the supervisor supervises team members very closely while only 2% of the teachers strongly disagreed with the statement. This implies that, closely supervision of head teachers to other teachers has much to do with students' academic performance at school. Majority (78%) of teachers agreed with supervisor meeting school objectives. This implies that a directive leadership is a task-oriented style in which the leader takes an active role in setting clear objectives and ensuring employees follow through on them. In this kind of leadership style, directive leader takes complete responsibility for the outcomes a team achieves and takes it upon themselves to choose the team's objectives. They will then delegate tasks and do what

is necessary to reach these goals and objectives. Asked where exercising directive leadership style can help improve academic performance in school, one of the principals during an interview stated that:

With this kind of leadership style, all the employees are clear about what I want from them and what steps they have to follow to achieve the set objectives. No ambiguity, in this case, and this leads to effective and improved academic outcomes (Principal 2, July 2023).

In addition, 78% of teachers agreed that supervisor ensures instructions are precisely adhered. This finding is in line with Rana et al. (2019) who stated that directive leaders take responsibility for decision-making and providing instructions rather than collaborating with their team or incorporating employee feedback. In this kind of leadership style, head-teachers tell their subordinates what needs to be done and how it needs to be done, rather than letting them make their own decisions or choose their own path for accomplishing tasks.

Majority of teachers (78%) also agreed that supervisor is involved in all decision making. Rana et al. (2019) revealed similar findings to the results obtained that, directive leadership style is a situation where leaders give complete and essential directives. Furthermore, in directive leadership style behavior, questions like what needs to be done, where it needs to be done, how it should be done and who should do the different parts of the job in question are very clearly specified. In line with this finding, during an interview, one of the principals stated that:

Sometimes directive leadership is good depending with the situation. As a directive leader you need to be very rational thinker. In some situations, you need to quickly take decisions and new initiatives as independently without seeking others' opinions. For instance, when an urgent problem that requires a quick solution happens in schools, as

a directive leader I need to know how to handle the failures and how to rise above any situation (Principal 3, July 2023).

This implies that the directive leadership style involves a head teacher that takes nearly complete control of the action and direction of other employees. The head teachers help guide teachers' work goals and establish the exact steps they will need to take to reach those goals including ensuring that the academic excellent is attained in schools. A study by Wachira, Tanui and Kalai (2016) revealed similar findings. Their study found a positive and significant relationship between directive leadership style of head teachers and students' academic achievement in public primary schools in Nakuru County, Kenya.

4.4.2 Supportive Leadership Styles on Students' Academic Performance

The second objective of this study was to investigate directive leadership styles on students' academic performance in public secondary schools in Dodoma Urban District Council. Teachers rated the items using the scale: Strongly Disagree, Disagree, Not Sure, Agree, and Strongly Agree. The teachers' responses are presented in Table 7.

Table 7***Supportive Leadership Styles on Students' Academic Performance****n= 50*

Statement	SD	D	NS	A	SA
My supervisor prioritizes employees' satisfaction	-	-	3(6.0%)	35(70.0%)	12(24.0%)
My supervisor provides support and cooperation in accomplishment of objectives	-	-	3(6.0)	35(70.0)	12(24.0)
My supervisor help colleagues overcome the challenges they encounter	-	-	9(18.0%)	36(72.0%)	5(10.0%)
My supervisor is result oriented	-	-	1(2.0%)	43(86.0%)	6(12.0%)
My supervisor treats us with respects and dignity	-	-	3(6.0%)	38(76.0%)	9(18.0%)

Table 7 shows that 70% of the teachers agreed that supervisors prioritize employees' satisfaction so as to ensure students' academic performance at school. These leaders who are the head-teachers in this case, prioritize employee satisfaction and morale when making decisions and developing long-term strategies. Furthermore, 70% of the teachers agreed that supervisor provides support and corporation in accomplishment of objectives. This is affirmed by the findings of Muhia (2021) who revealed that supportive leadership is a where a leader does not simply delegate tasks and receive results but instead supports an employee until the task's completion. Muhia (2021) continues to say that a major upside to supportive leadership

is that the leader will work with the employee until he or she is empowered and skilled enough to handle tasks with minimal supervision in the future.

Majority (72%) of the respondents agreed that supervisor help the colleagues overcome the challenges they encounter. In a supportive leadership style, head teachers need to build trust, inspiration, and help colleagues overcome the challenges they encounter in their work. Head teachers looking to be more supportive of their teachers and other staff should try to encourage teamwork, pay attention to members' relationships, and also show commitment.

The study also revealed that 86% of the teachers agreed that supervisor is result oriented. This finding agrees with Afza (2020) who says that a supportive leader offers employees the tools and tools required to ensure their team produces the desired results without needing to micromanage or give orders. This implies that a supportive head teacher aims at providing the necessary resources, tools, advice and other necessities to all his employees so as to achieve desired end results, in this case, excellent academic performance of the students.

The study further found out that 76% of the teachers agreed that supervisor treats them with respects and dignity. This finding is in line with Afza (2020) who indicated that supportive leadership emphasizes the importance of respect, trust, and affiliation between leaders and team members. Head-teachers should aim to be friendly, approachable, and responsive to teachers' struggles and concerns. This finding was further affirmed by one of the principals during the interview who said that:

If you're approachable and empathetic, then you're probably a supportive head teacher.

You show concern for other employees including teachers, and you treat them with dignity and respect. All your employees, in turn, feel valued and cared for. In times of change or even a pandemic, they trust you to help them manage uncertainty and this will always bring great impact on our students' academic achievement (Principal 3, July 2023).

This implies that a supportive head teacher listens carefully to his/her employees and help them deal with stress and the conflicting personalities of other employees which may hinder excellent academic performance of the students. This requires empathy and a degree of sensitivity on the side of the head teacher that is difficult for some of them to achieve. As supportive leaders then the head teacher needs to train employees to deal with issues themselves, as they arise, relying on him/her when necessary but dealing with the problems themselves as much as possible. This requires significant time investment by the head teacher.

4.4.3 Participative Leadership Styles on Students' Academic Performance

The third objective of this study was to investigate participative leadership styles on students' academic performance in public secondary schools in Dodoma Urban District Council. Teachers rated the items using the scale: Strongly Disagree, Disagree, Not Sure, Agree, and Strongly Agree. The teachers' responses are presented in Table 8.

Table 8***Participative Leadership Styles on Students' Academic Performance***

n=50

Statement	SD	D	NS	A	SA
My supervisor expresses ideas or suggestions	-	-	11(22.0%)	28(54.0%)	12(24.0)
My supervisor ensures work is done independently	-	-	7(14.0%)	33(66.0%)	10(20.0%)
My supervisor provides opportunity to make decisions	-	-	2(4.0%)	41(82.0%)	7(14.0%)
My supervisor recommendations are used to make decisions	-	-	3(6.0%)	42(84.0%)	5(10.0%)
My supervisor provides the opportunity in decision making on the tasks and duties to be performed and provide feedback	-	-	3(6.0%)	41(82.0%)	6(12.0%)

Based on the findings of Table 8, majority of the teachers (54.4%) agreed that supervisor encourages team members to express their ideas or suggestions while 66% of teachers agreed on the supervisor ensuring work is done independently. This is affirmed by the findings of Muhia (2021) who revealed that, school head should leave the teachers to be free to do what is worth to them without any directive or reminders. This is further supported during face to face interview by one of the principals' who responded that; *"the school heads need to treat teachers in a mature way and acknowledge that they have knowledge and skills to ensure*

students perform well academically and in all other dimensions, hence they can lead themselves as individuals.”

Furthermore, 82% of teachers agreed that supervisor provided opportunity to make decisions. These findings are in line with the study conducted by Musa (2014) which contended that the school level motivation is an important aspect which can improve school performance. Teachers' participation in decision- making leads to the recognition of intellect power and when teachers, intellect power is acknowledged, they participate more, become creative, satisfied thus motivated to work hard to ensure students' academic excellence. Therefore, school heads should respect teachers' ingenuity, knowledge, and growth, ideas, decision making, maintain friendship, and collegiality. This was supported by one of the principals during face to face interview who stated that:

As a participative leader, am required to be harmonious, collaborative, show friendship, respect, and association to my teachers. As a leader, am required to exercise power and authority in a democratic manner, whereby decisions should be taken by debates. As the school leader I need to agree with the teachers on targets that I want to be accomplished. I am supposed to promote individual plans and solutions to issues raised by my teachers especially those concerning the academic performance and discipline of my students (Principal 3, July 2023).

Another principal added that:

As a school principal you need to invite contributions from the subordinates before making a decision through consultation. As a principal I may also seek discussion and agreement with teachers over an issue before a decision is taken. This is called consensus. Sometimes I may allow the subordinates to take a vote on an issue before a decision is taken. This always make my subordinates feel valued and that they belong

to an organization hence improving their morale to work which then leads to good students' academic performance (Principal 4, July 2023).

Majority (84%) of teachers agreed that the supervisor recommendations are used to make decisions while 82% agreed that supervisor provides opportunity for teachers in decision making on the tasks and duties performed and provide feedback. This is affirmed by one principal during the interview who said that; *“teachers in this school offer feedback, and as their supervisor I always implement that feedback into their decision-making process.”* The results imply that, participative leadership style is practiced to a large extent by school heads in public secondary schools in Dodoma Urban District Council.

In order to improve the academic performance of the students, the tendency of solving administrative problems is very crucial in an organization. It is very important for school heads to involve subordinates in solving non-emergency administrative problems which do not require urgent solution. By respecting the ideas of subordinates this will make them feel that they are belonging to an organization hence improving their morale to work which then leads to good students' academic performance. Supporting this study, Kavale & Omar (2015) contend that the practice of participative leadership style is by inviting contributions from as many stakeholders as possible before making decisions. The principals allow subordinates to vote over a presented issue and, thereafter, the decisions are made. School heads allow subordinates to negotiate their demands from the institution. They added that leaders of schools should use the participative leadership style to facilitate collective responsibility and consultative decision making with subordinates.

4.4.4 Achievement Oriented Leadership Styles on Students' Academic Performance

The teachers were asked to indicate their level of agreement or disagreement with the statements regarding achievement-oriented leadership styles on students' academic performance in public secondary schools in Dodoma Urban District Council. The findings are shown in Table 9 using a Likert scale of: Strongly Disagree, Disagree, Not Sure, Agree, and Strongly Agree.

Table 9

Achievement Oriented Style of Leadership on Students' Academic Performance

n = 50

Statement	SD	D	NS	A	SA
My supervisor defines goals to be achieved	-	-	-	40(80.0%)	10(20.0%)
My supervisor provides rewards on accomplishment of tasks	-	-	3(6.0%)	36(72.0%)	11(22.0)
My supervisor assigns goals as with strategic plans	-	-	3(6.0%)	39(78.0%)	8(16.0%)
My supervisor provide feedback on achievement of goals	-	-	1(2.0%)	33(66.0%)	16(32.0%)
My supervisor ensures goals are achieved with the respective within timelines	1(2.0%)	-	1(2.0%)	44(88.0%)	4(8.0%)

Table 9 shows that 80% of the teachers agreed while 20% of the teachers strongly agreed with the statement that supervisor always define clear goals to be achieved. This finding agrees with Anderson (1993) who found out that achievement-oriented leadership style includes spelling out goals for better school performance, demonstrating fearlessness in the

staff's ability to meet higher demands. This finding was affirmed during face to face interview with one of the principals who said that:

As a good leader, am supposed to let my teachers know their expectations. I am required to regularly set clear goals with potential high-performance standards, and I should trust in the capabilities of my teachers. I am also required to as well encourage the continued performance improvement of my teachers. All this in return will help my students to perform well academically and in all other activities (Principal 1, July 2013).

The achievement-oriented style of leadership is therefore used when the head-teachers sets forth stimulating goals for their teachers in terms of professions and exclusive expectations are communicated. Here, the head teacher set challenging goals for the teachers and have confidence in his teachers' abilities, so he/she expects his teachers assist students perform well academically and in all other areas. The head-teachers also maintains high standards for everyone including students.

Furthermore, 72% of teachers agreed that supervisor provides rewards on accomplishment of tasks. This finding is supported by one of the principals during face to face interview who responded that; *"as a leader, I normally motivate my employees through recognition. This help them feel like the team leader values and appreciates their work."*

Another principal added that:

As a school head I normally motivate teachers in many ways for example; I sometimes provide lunch to teachers and during form four graduations, I normally provide letters of appreciation or money as gifts to those teachers to whom their students do well in the subjects they teach. Not only that, also I care for my teachers in various ways whenever they face different challenges including family issues like weddings, burials among others. This always improves my teachers' morale to work harder and help students to perform well academically (Principal 2, July 2023).

Majority (78%) of the respondents agreed that supervisor assigned goals as with strategic plans. The study further found out that 66% of the teachers agreed that supervisor provide feedback on achievement of goals while 88% of the teachers agreed that supervisor ensured goals are achieved within timelines. It usually involves the head teacher stating goals (including academic achievements of learners) for the teachers and ensuring that the teachers have the skills and resources to achieve those goals in a timely manner.

It is clear from the findings that achievement-oriented leadership style often encourages teachers to work together to achieve excellent academic achievement. It allows for greater collaboration between team members (teachers and all other employees) and promotes a higher level of trust among group members because employees know they have a leader who is actively supporting their teamwork. An achievement-oriented head teacher may choose the tasks that each group of teachers should complete each day and then follow up with them at the end of the day or at regular intervals. In turn, teachers keep their motivation high because they know what they can accomplish thus improving students' academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusions and recommendations of the study. It also presents suggestions for further research and makes policy recommendations.

5.2 Summary of the Findings

The main purpose of the study was to assess the influence of head-teacher' leadership styles on students' academic performance in public secondary schools in Dodoma Urban District Council. It was guided by four research objectives: to assess the influence of head-teachers' directive leadership style on students' academic performance in Public Secondary Schools in Dodoma Urban District Council; to determine the influence of head-teachers' supportive leadership style on students' academic performance in Public Secondary Schools in Dodoma Urban District Council; to assess the influence of head-teachers' participative leadership style on students' academic performance in Public Secondary Schools in Dodoma Urban District Council and to assess the influence of head-teachers' achievement leadership style on students' academic performance in Public Secondary Schools in Dodoma Urban District Council in Tanzania.

The research was carried out using concurrent mixed method design in six special public primary schools out of the seven special public schools in the County. Purposive sampling was done to select 6 head-teachers and 55 teachers. Questionnaires and interview guides were used to collect data. Questionnaires were for teachers while interview guides were for head-teachers. Content validity of the instruments was determined by experts in education

who ensured that they measured various aspects of leadership styles and students' academic performance. The reliability of the instrument was facilitated by a pilot study. Cronbach alpha was used to determine the reliability of the questionnaire items that had Likert scale items. The coefficient alpha obtained for teachers was 0.83 which enabled the researcher to conclude that the questionnaire was reliable.

To ensure reliability of qualitative data, the researcher used member checking by talking to the participants over and over again to confirm that the information presented was correct. Ethical issues were observed whereby the researcher got permission from the relevant authority and sought informed consent of the participants. Data were analyzed using SPSS software version 23.0 to produce frequencies and percentages. The data were presented using tables, narration and verbatim. The main findings are presented according to the research questions that guided the study.

The first question sought to find out the head-teachers' directive leadership style on students' academic performance in public secondary schools in Dodoma Urban District Council. The study found out that in order to ensure excellent academic performance of students, the supervisor (head-teacher) supervises team members very closely. He/she should always hold regular meetings with the teachers to meet school objectives. As a directive leader, the head-teacher needs to always exchange information, as well as provide feedback with teachers.

The second question sought to find out the head teachers' supportive leadership style on students' academic performance in public secondary schools in Dodoma Urban District Council. The findings revealed that, for schools to improve the academic performance of students, the head-teacher should ensure cooperation in the accomplishment of school's objectives, provides solutions to problems and also ensures that the set goals are always attained.

The third research question sought information on head teachers' participative leadership style on students' academic performance in public secondary school in Dodoma Urban District Council. The findings show that, for schools to improve academic achievement of their students, most of respondents agreed that the head-teacher needs to encourage team members to express their ideas or suggestions, ensures work is done independently and provides the opportunity to make decisions.

The fourth research question aimed at getting information on head teachers' achievement-oriented leadership style on students' academic performance in public secondary school in Dodoma Urban District Council. The findings show that, for students' academic performance to be realized, the schools' heads should provide rewards to teachers on accomplishment of tasks. He/she should also assign goals with the strategic plans, provides feedback on the achievement of goals and ensures that the set goals are achieved respectively with timeline.

5.3 Conclusions

Based on the findings of this study and guided by the research questions, it was concluded that:

Good leadership in public secondary schools in Dodoma Urban District Council is offered to the team members to meet school objectives. Sharing of information and instructions given from head teachers are adhered to and involvement of teachers in decision making to be able to achieve better performance is emphasized.

It was further concluded that support from the head-teacher is provided to teachers and students to ensure better performance. Furthermore, the supervisor normally provided solutions to the problems in order to ensure that goals are realized to attain the results. Head-teachers are respectful to teachers and the students which has enabled them to work in a harmonious manner to attain good academic performance.

The study also concludes that, for a school to perform well academically, the head-teacher encourages team members to express ideas and suggestions and he/she ensures that work is done independently. School's head provides the opportunity to make decisions and he/she provides the opportunity in decision making on the tasks and duties to be performed by teachers and the students.

The study finally concludes that, to achieve excellent academic performance, head-teachers have defined goals and strategic plans for the accomplishment of tasks in a stipulated timeline. The head-teachers also rewards and provide feedback to teachers for the achievement of goals.

5.5 Recommendations

Based on the findings of the study and with the objective of enhancing principals' leadership style on students' academic performance in public secondary school in Dodoma Urban District Council, the researcher makes the following recommendations:

- i. Ministry of Education (MoE) needs to support head teachers by providing frequent and vigorous training in management programmes aimed at increasing efficiency and effectiveness in school management. It can also organize seminars and workshops for head teachers aimed at making them understand leadership skills better. Leadership skills are prerequisite for better academic performance.
- ii. The head-teachers should ensure that they use the most appropriate leadership styles that facilitates collective responsibility and which creates a conducive teaching and learning environment in schools in order to improve in their academic performance.
- iii. The management of schools need to emphasize the needs of teachers' union to ensure their welfare are protected and freedom of expressions among teachers and the use of suggestions box are utilized in schools to be able to make continuous improvement in leadership styles.

5.6 Suggestions for Further Study

The current study focused on the influence of head-teachers' leadership styles on students' academic performance in public secondary schools in Dodoma Urban District Council. There is therefore the need to find out whether other than the principals' leadership styles such as modern tools and facilities for teaching and learning in schools influence the academic performance of students in public secondary schools in Dodoma Urban District Council.

Since the study was undertaken in public secondary schools in Dodoma Urban District Council, the findings may not be generalized to all the schools in the whole city of Dodoma and the country at large, hence a similar study should be carried out in private secondary schools in Dodoma and other cities in Tanzania.

REFERENCES

- Acheck T, A. (2015). Motivational Strategies used by headteachers in the Management of schools. The Case of Some Selected Secondary schools in the Fako Division of the Southwest Region of Cameroon. Unpublished Thesis of University of Jyvaskyla
- Alomar, B. O. (2006). Personal and Family Paths to Pupil Achievement: Social Behavior and Personality: *an International Journal*, 34 (8), 907-922.
- Bidya, S. (2007). Replication of CBMS in Dodoma Urban District: Towards scaling up and Institutionalization of the system in Tanzania. Dodoma Urban District, Dodoma Unpublished report.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Bryman, A. (2001). *Social Research Methods*. Oxford: Oxford University Press
 Clement, B., Murugan, C., and Petrus, N. (2014). The Impact of Participative and Directive Leadership on Organizational Culture: An Organizational Development Perspective. Rome-Italy: *MCSER Publishing*.
- Chaudhry, A. Q., and Javed, H. (2012). Impact of transactional and laissez-faire leadership style on motivation. *International Journal of Business and Social Science*, 3(7), 258-264.
- Cohen, L., Manion, L. & Morrison, K. (2000). *Research Methods in Education* (5th Ed.). Routledge Publishers.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education*. New York: Routledge.
- Cooper, D.R., & Schindler, P.S. (2001). *Business Research Methods*. McGraw-Hill Higher Education, London.
- Coopers, P. W. (2007). Independent Study into school Leadership: *a Report for DfES*. Nottingham: DfES.
- Creswell, J. (2007). *Designing and Conducting Mixed Method Research*. London: Sage Publications.
- Eman, A., A. (2013). Motivational Strategies: The Perceptions of EFL teachers and Students in the Saudi Higher Education Context. Unpublished Thesis of University of Salford, Salford, UK.
- Flick, U. (2006). *An introduction to Qualitative Research*, 3rd ed. London: Sage Publishers.
- Gall, M., Gall, J., & Borg, W. (2007). *Educational Research, an Introduction* (8th Ed). Pearson Education, Inc.

- Gamage, D. T. (2009). School Based Management is an Alternative Path towards the Creation of Better-Quality schools. Sri JayawardenepuraKotte: center for Educational Professional Competencies Development.
- Gay, L., Mills, G., & Airasian, P. (2009). Educational Research Competencies for Analysis and Application, 9th Ed. London: Pearson Education Ltd.
- Hallinger, P., & Huber, S. (2012). School Leadership that Makes a Difference: *International Perspectives*. School Effectiveness and school Improvement, 23(4), 359-367.
- Helena, S. (2013). "The Role of school head in Enhancing Students' Academic Performance in Community Secondary schools in Mbeya Urban". Unpublished Thesis of the Open University of Tanzania.
- House, R. J., & Mitchell, T. R. (1975). Path-goal theory of leadership (No. TR-75-67). WASHINGTON UNIV SEATTLE DEPT OF PSYCHOLOGY.
- House, R. (1996). Path-goal Theory of Leadership: lessons, Legacy and a Reformulated Theory. Leadership Quarterly, 7(3), 324-352.
- Ibarra, H., and Hunter, M. (2007). How Leaders Create and Use Networks. Harvard Business Review, 85(1), 40-47.
- Isundwa, S. J (2015) The Influence of Leadership Styles on Students Academic Achievement in Secondary schools: A Case of Selected Secondary schools in Morogoro Dodoma Urban District. Master's thesis, The Open University of Tanzania.
- Jane, W. (2015). Influence of teacher's Motivational Strategies on Achievement in Numeracy for Pre-school Children in Ol-joro-OrokZone, Nyandarua County. Unpublished Thesis of the University of Nairobi.
- Jesmine, I., & Hui, H. (2012). A Review of Literature on Contingency Theory in Managerial Accounting. *African Journal of Business Management*.
- Joppe, M. (2000). The Research Process. In D. Kombo and D. Tromp (2006). Proposal and thesis writing. Nairobi: Pauline Publications Africa.
- Joseph E. M. (2016). Improving Academic Performance in Primary schools through school Committees in Nzega District, Tanzania. Master's Thesis, The Open University of Tanzania.
- Kenei, R. (2016). Influence of headteachers' Competence in Resource Management on Pupils Academic Achievement in Marigat and Koibatek sub-Counties, Baringo County Kenya. Retrieved from erepository.uonbi.ac.ke/.../Kenei_Influence% 20 of % 20 headteachers'% 20Competence.
- Kibona, J. (2015). The Contribution of school heads in Enhancing Quality of Secondary Education in Mbeya Urban District. Unpublished Thesis. Open University of Tanzania.
- Kombo, P., & Tromp, C. (2006). Educational research: An introduction. (5thed.). New York: Longman.

- Kombo, D. K., & Tromp, D. L. A. (2006). Proposal and thesis writing. An introduction. Nairobi: Pauline's Publication Africa.
- Kothari, C. R. (2004). Research Methodology: Methods and Techniques (2nd Revised ed.). New Delhi: New Age International Publishers.
- Kothari, C. R. (2008). Research Methodology, Methods and Techniques 2nd ed., pp.109-110. New Delhi: New Age Inter-national (p) Limited.
- Gyasi, K. (2015). Participative Leadership Practice in Junior High schools and Actions to Improve the Practice: A Case Study of Sekyere South District, Ghana Master's Thesis in Education. University, Department of Education.
- Musungu, L & W. Nasongo, J. (2019). The head-teacher's Instructional Role in Academic Achievement in Secondary schools in Vihiga District, Kenya.
- Leithwood, K., Louis, K. S., Anderson, S., & Wahlstrom, K. (2004). Executive Summary: How Leadership Influences Students' Learning. Minneapolis: University of Minnesota, Center for Applied Research and Educational Improvement.
- Lekange, D. (2010). Leadership Role Played by school headteachers: An Analysis of Ases: *Journal of Emerging Trends in Educational Research and Policy Studies*. 43-49.
- Louis, K. S., Leithwood, K., Wahlstrom, K., & Anderson, S. (2010). Learning from Leadership: Investigating the Links to Improved Students' Learning. Minnesota: the Wallace Foundation.
- Lukingi, p., n., (2014). Headteacher's Leadership Style on school Academic Performance in Kenyan Secondary schools. Unpublished Thesis of the University of Nairobi.
- Makia, N. (2016). Influence of head teachers' Leadership Role on Academic Performance: A Case of Public Primary schools in Singida Municipal Council, Tanzania. Master's Thesis, The Open University of Tanzania.
- Mbise, G. (2012). The Impact of school Management on the Provision of Quality Secondary Education in Temeke District. Unpublished Master's Dissertation. Open University of Tanzania.
- Morrison, M. (2002). What do we Mean by Educational Research? In M. Coleman and A. Briggs (Eds.). Research methods in Educational Leadership and Management, Paul Chapman, London.
- Moswela, B. (2010). Instructional supervision in Botswana secondary schools: *Sage Journals of Educational management administration & Leadership*, 38(1), 71-87.
- Mugenda, O., & Mugenda, A. (2004). Research Methods: Quantitative and Qualitative Approach. Nairobi: African Centre for Technology Studies (ACTS).
- Ndyali, H. S. (2013). The Role of school heads in Enhancing Students' Academic Performance in Community Secondary schools in Mbeya Urban. Retrieved from repository.out.ac.tz/896/1/DISSERTATION-HELLEN_NDYALI_FINAL.pdf

- Naomi, A. (2015). The Impact of teachers' Motivation on the Improvement of the Quality of Teaching and Learning in Public Primary schools in Ilala District, Tanzania. Unpublished Thesis of the Open University of Tanzania.
- Northouse, P. (2001). Leadership Theory and Practice. Thousand Oaks CA: Sage Publications, Inc.
- Northouse, P. (2016). Leadership Theory and Practice. London: Sage Publications Inc.
- Novinson, E. (2017). The Path-goal Theory of leadership. Retrieved August 10, 2018, from Bizfluent: <https://bizfluent.com/info-7742158-path-goal-theory-leadership.html>
- Okumbe, J. (2001). Human Resource Management. Nairobi: Educational Research Bureau.
- Orodho, A., & Kombo, D. (2002). Research Methods. Nairobi: Kenyatta University Institute of Open Learning.
- Orotho, A. (2005). Elements of Educational and Social Sciences. Research Methods: Nairobi.
- Pam Sammons, Qing Gu, Christopher Day, James Ko. (2011). Exploring the Impact of school Leadership on Pupil Outcomes: Results from a Study of Academically Improved and Effective schools in England: *International Journal of Educational Management*.
- Qutoshi, Sadruddin & Khaki Jan-E-Alam. (2014). The Role of a headteacher in school Improvement: A case study of a community-based school.
- Rezaei D., & Safa, M. (2019). The Effect of Directive and Participative Leadership Style on Employees' Commitment to Service Quality.
- Roberts P., Priest, H., & Traynor, M. (2006). Reliability and Validity in Research. *Nursing Standard*. 20(44), 41-45.
- Roseveara, and Henard (2012). Fostering Quality Education in Higher Education: Policy and Practices. Retrieved March 3, 2018, from www.oecd.org/education
- Ross, J. A., & Gray, P. (2006). School Leadership and Students' Achievement: The Mediating Effects of teacher Beliefs: *Canadian Journal of Education*, 798-822.
- Seikkula-Leino, J. (2007). CLIL Learning: Achievement Levels and Affective Factors: *Journal of Language and Education*, 21(4), 328-341.
- Shadreck. (2012). Quality Rural Secondary School Education in Zimbabwe: Challenges and Remedies: *Journal of Emerging Trends in Educational Research and Policy Studies*.
- Somech, A., & Wenderow, M. (2006). The Impact of Participative and Directive Leadership on teachers' Performance: The Intervening Effects of Job Structuring, Decision Domain, and Leader-member Exchange: *Educational Administration Quarterly - EDUC ADMIN QUART*.
- Thatcher, R. (2010). Validity and reliability of quantitative electroencephalography (q EEG): *Journal of Neurotherapy*, 14, 122-152.

Trochim M. (2006). *The Research Methods Knowledge Base*. Now York: Engage Learning Publishers.

Wachira, T., Tanui, E. K., & Kalai, J. M., (2013). Relationship between Directive Leadership Style and teachers' Job Satisfaction in Public Primary schools in Kenya: A Case of Nakuru County: *International Journal of Science and Research (IJSR) ISSN (Online), 2319-7064*.

Yukl, G. (2013). *Leadership in Organizations (7th ed.)*. Upper Saddle River, NJ: Prentice Hall.

APPENDECES**Appendix 1: Reliability Statistics for Teachers**

Cronbach's Alpha ^a	N of Items
.83	10

Appendix II: Letter of Introduction

Donasiana Birgita Njuu

Tangaza University College

P.O. Box 15055

Nairobi-Kenya.

Dear Sir/ Madam,

I am Donasiana Birgita Njuu, a student at Tangaza University College, in Kenya. I am researching “The Influence of Headteachers’ Leadership Style on Students’ Academic Performance in Public Secondary schools in Dodoma, Tanzania.” Voluntary complete this questionnaire for teachers and school committee members and interviews for head teachers to assist me in achieving the need of the study. Information’s provided in this study will be confidential and used only for academic purpose. Please don’t hesitate to ask any questions or issues related to the study, please contact me through donatiananjuu@yahoo.com or +255657687942.

Thank you in advance.

Yours faithfully

Donasiana Birgita Njuu

Appendix III: Questionnaires for Teachers

Dear Respondent,

This is an academic survey questionnaire which is intended at identifying and collecting data about “**The Influence of Head Teachers’ Leadership Style on Students’ Academic Performance in Public Secondary Schools in Dodoma, Tanzania.**” Your kind and objective response will significantly contribute toward completing my research project. Information given would not be disclosed. This information is for academic use only and you don’t need to write your name.

Please read the following questions and tick your appropriate response.

Section One: Demographic Information

- 1) What is your gender: male female
- 2) What is your age bracket? 21 – 30 31 – 40 41 – 50 51-60 61 and above
- 3) What is your highest level of education? Diploma Bachelor’s degree Master’s Degree any other (specify).....
- 4) How long have you served as a teacher? Less than two years 2-7 yeas 7-12 years 13-18 years above 18 years

Section B: Influence of Head teachers Leadership Style of Students’ Academic Performance

1. Indicate the level of agreement or disagreement of the following statements regarding the influence of head teachers’ leadership style of students’ academic performance at your school: use the scale provided (Scale: **SD**-Strongly Disagree; **D**-Disagree; **N**-Neutral, **A**-Agree; & **SA**-Strongly Agree)

Directive Leadership Style (DLS)						
Variable	Statement	SD	D	N	A	SA
DLS_1	My supervisor supervises team members very closely					
DLS_2	My supervisor always converts school objectives into interim goals and serve as guides for me					
DLS_3	My supervisor exchanges information and provide feedback					
DLS_4	My supervisor expects team members to follow his/her instructions precisely					
DLS_5	My supervisor makes most decisions for team members					
Supportive Leadership Style (SLS)						
Variable	Statement	SD	D	N	A	SA
SLS_1	My supervisor always provides social supports					
SLS_2	My supervisor always provides cooperation to me in accomplishing my goals					
SLS_3	My supervisor always identifies courses of action, to help and ensuring accomplishment of goals					
SLS_4	My supervisor support always made me feel stress free					

SLS_5	My supervisor always treats me with respect					
Participative Leadership Style (PLS)						
Variable	Statement	SD	D	N	A	SA
PLS_1	My supervisor encourages team members to express their ideas or suggestions,					
PLS_2	My supervisor expects team members to work independently					
PLS_3	My supervisor gives us opportunity to make decisions					
PLS_4	My supervisor uses our team member's suggestions to make decisions that affect us					
PLS_5	My supervisor involves me in decision making on how the tasks and duties should be performed effectively					
Achievement Leadership Style (ALS)						
Variable	Statement	SD	D	N	A	SA
ALS_1	My supervisor always defines clear goals for me to achieve					
ALS_2	My supervisor always rewards me after successfully accomplishing tasks					
ALS_3	My supervisor always assigns goals that are in line with the school strategic plan to me					
ALS_4	My supervisor always give feedback on the achievement of goals					

ALS_5	My supervisor allocated goals within timelines					

2. Explain how head-teachers' directive leadership style has been employed in your school to improve academic performance of students

.....

.....

.....

.....

.....

3. Explain how head-teachers' supportive leadership style has been employed in your school to improve academic performance of students

.....

.....

.....

.....

.....

4. Explain how head-teachers' Participative leadership style has been employed in your school to improve academic performance of students

.....

.....

.....

.....
.....

5. Explain how head-teachers' achievement leadership style has been employed in your school to improve academic performance of students

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

Appendix IV: Interview Guide for Head Teachers

1. Can you share your teaching experience from the time you started your teaching profession until today?
2. What are your academic performance?
3. How do you balance teaching and leadership in this school?
4. What kind of support do you give to the teachers you lead to achieve school goals?
5. In what ways do you motivate the members of the staff?
6. In what ways do teachers help to improve students' performance?
7. What are the leadership styles you employ in your schools?
8. Can you explain how directive leadership is practiced in your school?
9. How do you employ participative leadership style in your school to improve academic performance of students?
10. How do you employ supportive leadership style in your school to improve academic performance of students?
11. Can you explain how achievement leadership is practiced in your school?
12. What are the school's strategies used to ensure improved achievement and academic performance of students?

Appendix VI: Research Clearance Permit (Tangaza)



TANGAZA UNIVERSITY COLLEGE

The Catholic University of Eastern Africa

DIRECTORATE OF POSTGRADUATE STUDIES & RESEARCH

E-mail: dir.pgsr@tangaza.ac.ke Website: www.tangaza.ac.ke

OUR Ref: DPGSR/ERC/06/2023

Date: 5th June 2023

To Whom It May Concern

Dear Sir/Madam,

Re: Research Permit for Donasiana Birgita Njuu

This is to confirm to you that the person named above is a student at Tangaza University College (TUC). She is registered at Christ the Teacher Institute for Education (Reg. No CMLA 1602) and she is pursuing a degree in Master of Education in Leadership & Administration.

Donasiana has met all our provisional academic requirements leading to data collection. However, she cannot proceed to the field before she gets a Research Permit from COSTECH, Tanzania. Kindly assist her to process the permit for the same purpose. Thanking you in advance for your cooperation

Yours sincerely,





Dr. Daniel M. Kitonga (Ph.D.)
Director, Postgraduate Studies & Research



CC:

Sr. Dr. Kinikonda Okemasisi – Programme Leader, M.Ed Leadership & Spirituality (CTIE)

Appendix VII: Research Permit (COSTECH)

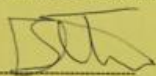
UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
TANZANIA COMMISSION FOR SCIENCE AND TECHNOLOGY





RESEARCH PERMIT

Permit No.	2023-517-NA-2023-934
Date issued	04 th July, 2023
Researcher's Name	Donasiana Birgita Njuu
Nationality	Tanzanian
Research Title	Influence of headteachers leadership styles on students' academic performance in public secondary schools in Dodoma District, Tanzania
Research Area(s)	Dodoma
Validity	From: 04 th July, 2023 to 03 rd July, 2024
Contacts of local collaborator (with affiliated institution)	



PROGRAM OFFICER



FOR: DIRECTOR GENERAL



IMPORTANT REQUIREMENTS

- A PI who wishes to continue with a research beyond the expiry date of the research permit should write to COSTECH two months before the operational permit's expiry date, to request for an extension or renewal of the permit.
- Research permit that involves collecting human, plant or animal materials / data that will be exported outside Tanzania must submit a signed Material Transfer Agreement (MTA), Data Transfer Agreement (DTA) between Tanzania host institution and the foreign counterpart. The MTA/DTA will indicate terms for collecting, storing/managing, transporting, disposal or returning of the materials/DATA to Tanzania after the closure of the research project.
- Any patent or intellectual property and royalty emanating from any research approved by the National Research Registration Committee (NRCC) shall be owned as stipulated in the research proposals and in accordance with the IP policy of the respective research institutions.
- All researchers are required to report to a Regional Administrative Secretary (RAS) of the study area and present the introduction letter and activity schedule(plan) prior starting any research activity.
- All researchers are required to submit quarterly progress reports and all relevant publications made after completion of the research.
- All communications should be addressed to COSTECH Director General through clearances@costech.or.tz, dg@costech.or.tz or +255 (022) 2700749; +255 (022) 2771358. Terms and conditions of the permit are found at www.costech.or.tz

Tanzania Commission for Science and Technology, Ali Hassan Mwinyi Road, P.O. Box 4302, Dar Es Salaam.
General line: +255(022) 277 1358, Fax: COSTECH, E-mail: dg@costech.or.tz,
Website: <http://www.costech.or.tz/>

Appendix VIII: Research Authorization Letter (COSTECH)

UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
TANZANIA COMMISSION FOR SCIENCE AND TECHNOLOGY

In reply please quote: **RCA 2023/934** Date: **04th July, 2023**


Permanent Secretary,
President's Office,
Regional Administration and Local Government,
P.O. Box 1923,
DODOMA.

Dear Sir/Madam,

INTRODUCTION LETTER ON RESEARCH PERMIT

I wish to introduce **Donasiana Birgita Njuu**, a Tanzanian who has been granted Research Permit No. 2023-517-NA-2023-934 dated **04th July, 2023**.

2. The permit allows him/her to conduct research titled "**Influence of headteachers leadership styles on students' academic performance in public secondary schools in Dodoma District, Tanzania**" under the terms and conditions as per the National Research Registration and Clearance Guidelines of 2022. The research will be conducted in **Dodoma Region**.
3. COSTECH is therefore kindly requesting you to introduce the researcher(s) to relevant Regional Administrative Officer(s) and support with any necessary assistance and guidance under national laws and regulations.
4. Thank you for your cooperation



Dr. Bugwesa Katala
FOR: DIRECTOR GENERAL

CC: Regional Administrative Secretary: Dodoma


Tanzania Commission for Science and Technology, Ali Hassan Mwinyi Road, P.O. Box 4302, Dar Es Salaam
 General line: +255(022) 277 1358, Fax: COSTECH, E-mail: dg@costech.or.tz
 Website: <http://www.costech.or.tz/>

Appendix IX: Research Authorization Letter (Dodoma District)

(07)

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

Mkoa wa Dodoma
Anwani ya Simu REGCOM
Simu Nambari: 2324343/2324384
E-Mail No. ras@dodoma.go.tz
Fax No. 255 026 2320046
Unapojibu tafadhali taja:
Kumb.Na. HA.188/222/01/36



Ofisi ya Mkuu wa Mkoa,
Jengo la Mkapa,
2 Barabara ya Hospitali,
S.L. P. 914,
41103 DODOMA.

12 Julai, 2023

Mkurugenzi wa Jiji,
Halmashauri ya Jiji la Dodoma. ✓

Mkurugenzi wa Mji,
Halmashauri ya Mji wa Kondoa.

Wakurugenzi Watendaji,
Halmashauri za Wilaya za Bahi, Chamwino, Chemba, Kondoa, Kongwa na
Mpwapwa.

YAH: KIBALI CHA KUFANYA UTAFITI

Tafadhali husika na somo la hapo juu

2. Ofisi ya Rais-TAMISEMI kupitia barua yenye Kumb.Na AB.307/323/01/1999 ya tarehe 12 Julai, 2023 imeridhia kutoa kibali kwa **Bi Donasiana Birigita Njuu** kwa ajili ya kufanya **Utafiti kuhusu Influence of Leadership Styles on Students' Academic Performance in Public Secondary Schools in Dodoma District, Tanzania.**

3. Taarifa hiyo inakusanywa katika Halmashauri za Mkoa wa Dodoma kuanzia tarehe 04 Julai, 2023 hadi tarehe 03 Julai, 2024. Tafadhali naomba apewe ushirikiano wa kutosha ili aweze kukamilisha zoezi hilo.

Ninawashukuru kwa ushirikiano daima.

F. Mgani
Kny. KATIBU TAWALA MKOA
DODOMA

Nakala: Donasiana Birigita Njuu

Received
12/07/2023

pls- citno
Mfambuliro
kwa mkuu wa
Idara ya Elimu
Sekondari.
M
12/07/2023