

Chelestino Mofuga

Influence of Leadership Attributes of Head of Schools on Student Academic Performances

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Bibliographic information published by the German National Library:

The German National Library lists this publication in the National Bibliography; detailed bibliographic data are available on the Internet at <http://dnb.dnb.de> .

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Imprint:

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ISBN: 9783346232083

This book at GRIN:

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Chelestino Mofuga

**Influence of Leadership Attributes of Head of Schools
on Student Academic Performances**

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**INFLUENCE OF LEADERSHIP ATTRIBUTES OF HEAD OF SECONDARY
SCHOOLS ON STUDENTS' ACADEMIC PERFORMANCE IN TANZANIA**

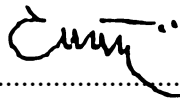
CHELESTINO SIMBALIMILE MOFUGA

**A THESIS SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF PHILOSOPHY
DEPARTMENT OF LEADERSHIP AND GOVERNANCE
THE OPEN UNIVERSITY OF TANZANIA**

2020

CERTIFICATION

We the undersigned certify that they have read and hereby recommends for acceptance by The Open University of Tanzania a thesis entitled: “*Influence of leadership attributes of Head of secondary schools on students’ academic performance in Tanzania.*” In fulfilment of the requirements for the award of a degree of Doctor of Philosophy of The Open University of Tanzania.



.....
Dr Cosmas B. M. Haule

(Supervisor)

Date.....

.....
Dr Joseph J. Magali

(Supervisor)

Date.....

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DECLARATION

I, **Chelestino S. Mofuga**, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in fulfillment of the requirement for the Degree of Doctor of Philosophy of The Open University of Tanzania.



.....

Signature

.....

Date

DEDICATION

This thesis is dedicated to my mother Theresia Kilyamabiki Lusoko and my father Simbalimile Vangifesa Mofuga whose guidance and words of wisdom taught me to value education, lifelong learning and perseverance in all endeavours. If they were still alive, they would have been proud to witness this accomplishment, May Almighty God rests their souls in eternal peace. This work is also dedicated to my wife Ester Kasian Mpulule, whose unwavering love and support were pivotal to my success in this and other engagements; to my children Alberto, Chelestina, Perpetua, Naomi, Auleria, Aulerio, Theresia, Petro, Paulo and Prisca chelestino Mofuga who were tolerant all along my long journey as I struggled away from them to achieve this long aspired objective in my life.

ACKNOWLEDGEMENT

The support and assistance of my supervisors' Dr Cosmas B.M. Haule and Dr Joseph J. Magali, were invaluable in my actualization of this work. I appreciate their encouragement, support and guidance from my conceptualization of the research topic through data collection, analysis and conclusions I thank the staff at my work station for their moral support and for acting in my place and fulfilling my duties when I was away for these studies. In a very special way I thank the, Manyara Regional Commissioner, the Hon. Alexander Pastory Mnyeti for his permission, encouragement and support during my absence from office for this project. His humorous support and visionary insight made my learning interesting and seriously engaging.

I also thank William Sabaya, retired former Private Secretary to Ministers of Education, Director of Tanzania Institute of Education, founder and first Chief Executive of the Tanzania Commission for Universities and experienced trainer of education personnel and setter, marker and moderator of Tanzania National Schools Examinations, Lecturer, Contemporary Issues in Education, Open University of Tanzania, for editing this work.

ABSTRACT

This study aimed to assess the influence and contribution of leadership attributes of the Head of Tanzania secondary schools on the students' academic performance, with particular focus on schools in Mbulu District in Manyara Region. The study identified four specific objectives, namely, to assess the influence and contribution of integrity, inspiration, competencies on students' academic performance and specify criteria for appointment of Head of Schools. The study employed explanatory and cross-sectional design in collecting quantitative data using, questionnaires administered on selected school teachers and secondary data was collected from a review of pertinent documents and from the internet. And the data was analyzed by using the Statistical Package for Social Sciences version 23, using a sample of 202 teachers who were expected to provide evidence for any leadership attributes demonstrated by Heads of School and their contribution towards improved academic performance. The findings of the study show that integrity had a $\chi^2=13.533$, $p=0.000$, $T_b =0.259$, $P=0, 015$, inspiration $\chi^2=10.999$, $p=0.001$, $T_b=-0.233$, $P< 0.001$, and Competence a $\chi^2=7.634$, $p=0.006$, $T_b=0.194$, $P=0.006$. These findings indicate that there is significant relationship between the leadership attributes of Heads of School and students' academic performance. Hence, the study concluded that the integrity, competency and inspirational outlooks of heads of schools and, influence students' academic performance. Therefore, the study recommends that the government should ensure that it allocates enough funds for training in order to ensure that they embrace the attributes that focus on the learning needs of students and promote teacher's professional development.

Keywords: *Leadership attributes, Mbulu District, academic performance, head of schools.*

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LIST OF ABBREVIATIONS

BEST	Basic Educational Statistics of Tanzania
BRN	Big Result Now
D BY -D Policy	Decentralization by Devolution Policy
DAS	District Administrative Secretary
DED	District Executive Director
DEI	District Education Inspectorate
DIV	Division
EDB	Education Bureau
ETP	Educational and Training Policy
EU	European Union
FGD	Focused Group Discussion
ILO	International Labour Organization
KCPE	Kenya Certificate of Primary Education
LGAs	Local Government Authorities
LKS	Leadership Competency Scale
MOEVT	Ministry of Education and Vocational Training
N	Population Size
N	Sample Size
NECTA	National Examinations Council of Tanzania
NPM	New Public Management
OUT	Open University of Tanzania
P	p-value
PhD	Doctor of philosophy

Phi	Phi Coefficient of Correlation
PLIS	Perceived Leadership Integrity Scale
RAS	Regional Administrative Secretary
RCC	Regional Commissioner Consultative Meeting
SD	Standard Deviation
SEDP	Secondary Education Development Plan
SPSS	Statistical Package for Social Sciences
SSs	Secondary Schools
Tb	Kendall's tau-b Coefficient
TSD	Teachers' Service Department
TTL	Traits Theory of Leadership
TTU	Tanzania Trade Union
UK	United Kingdom
UNESCO	United Nations Education, Science and Cultural Organization
URT	United Republic of Tanzania
USA	United States of American
WEC	Ward Education Coordinator

CHAPTER ONE

1.0 INTRODUCTION

1.1 Overview

This chapter presents background information, problem statement and describes the objectives and research questions of the study. It also presents the Significance, delimitation, limitation and scope of the study.

1.2 Background Information

Leadership is a unique and debatable issue with its complex universality in almost all areas of management (John, 2011). Leadership has a long history and associates many researchers who have studied it on the assumption that leaders are not born (Aline & Ramkumar, 2018), but they can be groomed (Darling-Hammond, 2007; Ardichvili, Dag, and Manderscheid, 2016). According to Northhouse (2007, p3), leadership is a process used by an individual to influence group(s) of individuals towards the attainment of a common goal. Swanson and Holton's (2001) define leadership as an application of expertise that comprises a combination of experiences, problem-solving skills, and knowledge in achieving a defined objective.

Massawe (2014) contextualizes leadership as a characteristic that assists in leading an institution effectively and guides implementation of human resource functions. Thus, it can be argued that leadership is a way forward for to improving performance in a variety of contexts including education at all levels including in secondary schools. During the twenty-first century, leadership has taken a special role for the

more successful operation of for example secondary schools and this has been widely acknowledged (Bennis and Naus, 2003).

Education is recognized as one of the basic human rights and an activator of human social and economic advancement. (Boniface et al, 2016). According to Abubakar (2018), education helps a learner to become aware and cognizant of concerns in life in all situations and contributes to societal or national development. According to Mghasse and William (2016), education and national development are closely related because education provides the human resources that work to increase production and reduces or eliminates development challenges and hindrances such as ignorance, poverty, hunger and diseases.

According to Feather, (2016,) and Abu-Bakr, 2018), academics are described as a branch of enlightenment on theoretical and other perspectives one gets by attending school, acquiring and accumulating knowledge, moral values and positive thinking and problem solving mindsets and general orientation in life. According to Annie, Howard and Mildred (1996), the academic performance of an individual may reflect the extent to which teachers and students have strived to achieve their teaching and learning goals respectively as can be manifesting the final scores in exit or national examinations. Academic performance can be measured and indicated in the final grade earned in a course. The divisions given in secondary education final national examinations are used as a convenient measure of the academic achievement or performance of a secondary school student in Tanzania. (Chuma, 2016). Consequently, in this study, academic performance refers to the level of scores students have earned in final secondary education examinations as administered by

the National Examination Council of Tanzania (NECTA). The performance referred is usually measured in terms of academic grades or Divisions.

A number of researchers have shown that most of the academically successful schools in developed and developing countries are those whose leaders demonstrate high levels of leadership skills and leadership attributes (Gurr, 2015, Wasonga, 2014, Yaakob and Tubin, 2014). A good school leader possesses key leadership attributes such as trusting others, honesty, empathy and motivating staff toward achieving the desired organisational goals (Mirunde, 2015). Moreover, a good leader has knowledge, experience and skills in planning, organising, controlling and directing (Abdikadir, 2013; Mirunde, 2015). Thus, the trait and charismatic theories of leadership are used to explain leadership attributes tenable for school leaders. In addition, the new public management (NPM) theory was used to demonstrate the decentralised secondary school management.

This study aims to assess how the theory is effective in promoting students' academic performance under the decentralisation policy popularly known as D by D (Mulliford, 2015). It asserts that in order for the school to achieve the expected results, it should ensure the learning principles and should implement quality improvement programme. The important role of school leaders is to strengthen the human resource functions such recruitment, training, motivation, retention, leadership attributes and responsibility of teachers (Ngithi, 2013). Quality education, recruitment and training of school leaders and teachers are strategic priority towards achieving improved students' academic performance. Therefore, all those considered