

The Contribution of Leadership Styles to Academic Performance in Public Primary Schools in Tanzania

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Abstract: *This study aimed to examine the contribution of leadership styles to academic performance of public primary schools in Nyamagana District in Mwanza Tanzania. The sampled population included education officials, head teachers, teachers, pupils, members of the school management committees, School Quality Assurance officers, ADEM staff and parents. The study adopted a descriptive design describing the relationship between leadership styles and pupil's academic performance and the factors that cause their interactions. The study applied purposive and convenience sampling due to the nature of the study which needed those who are either key actors or beneficiaries of education services. Purposive sampling was applied to education officials as the key players in the education system, while convenience sampling was applied to teachers, pupils, parents and members of the school management committees as key players and beneficiaries at school level. As regards instrumentation, questionnaires, interviews, observation guides and content reviews were applied to seek information from written sources. The findings indicated that, no sole leadership style fits all situations but rather a mixed leadership style. The findings further revealed that, leadership styles influence academic performance both direct to the pupils and indirect through their teachers by raising their morale to work efficiently. It was also noted in this study 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. Funding was decided and made by the government and was sent directly to schools. Funding was also inadequate compared to the schools needs hence contributing to deteriorating teaching and learning environment. Schools had no power to generate their own funds, if so; they had to seek permission from the district officials. This kind of arrangement undermines the Education for Self-Reliance decree issued as part of the Arusha declaration and the principles of good governance which calls for participation in decision making in running public schools. The study concluded that a mixed leadership style fits public schools rather than a monotonous modified laissez faire leadership style which at most does not put teachers and other key players accountable for declining quality of education.*

Keywords: Leadership styles, pupil's academic performance, good governance

1. Introduction

Leadership forms a very important portion in running public primary schools in Tanzania. Leadership as a key component in the education system led to the government establishing an institution to specifically train education personnel. This is to say, leadership has been at the heart in the education system as a key determinant of success. It is the core objective of this study to specifically singling out leadership styles as to which degree facilitates or hinders public primary schools to run smoothly ensuring good pupils' academic performance.

Nyamagana is one of the eight districts in Mwanza region. There are 133 primary schools in Nyamagana district of which 80 are public primary schools, and 51 are non-governmental primary schools. Public primary schools constitute 61%, and the other constitutes 49% only. According to the most recent NECTA report (2020) on class four national examination results, Public primary schools are not in the best 10 school's category. Furthermore, in the list of best 10 councils, Nyamagana is also not in the list. Nyamagana is also not in the list of councils that have recently shown progress in improving academic performance in primary schools. Despite the fact that examination results combine public and non-governmental primary school, the district has failed to be listed in the best performing councils recently in the country.

According to the report released by Mwanza city council on PSLE examination results every year, for the past five years

from 2014 to 2018, Public primary schools have not been among the best performing primary schools. Only five public primary schools¹ have managed to be listed among the best schools in 2016 and 2017, but most of them are among the worst 10 schools every year. This is a clear indication that the problem is huge and that it needs measures to reduce it or eradicate it completely.

Poor academic performance might be caused by many factors of which one of them is the leadership styles practised in public primary schools. It has been established that, application of a poor leadership style may lead to low leader's commitment, poor policies and teacher's and pupil's behaviours that indicate low motivation, low teacher's retention and drunkenness (Kambambovu, 2018).

The centrality of leadership in determining the success or failure in one or more aspects of the education sector is in no doubt. This may explain why the practice of evaluation of performance in service delivery, including leadership in primary schools, has existed for many centuries and evolved to a systematic employee appraisal technique which came in prominence in developed countries in the early 19th century in the United States of America followed by other countries especially in Europe Bellows & Estep, (1954) as cited in (Fredie, 2015).

According to Quak (2020), different distribution of power which in its essence is particularly a leadership style

¹Butimba B, Mhandu D, Mkuyuni, Nyakabungo and Bukaga

influences decisions and the rewarding arrangements both at school level and in the whole education system. It is imperative to establish mechanisms in the learning environment that aligns goals, policy and practice and that influences a power balance in which any kind of reform leads to quality learning outcomes.

Quak (2020) navigates further into each of the key players in the education system to what are their roles and to which extent they are given opportunity to play well. Parents, for example, are not organized groups both at local and national level in influencing quality education and pushing for reform in the education system. Teachers on the other hand, their key responsibility is to facilitate learning in schools, however it has become harder to pin them responsible for poor performance due to unfulfilled roles by the government. The whole arrangement is dominated by unsystematic exchange of information between actors, school boards have limited power, although they have the right to raise concerns. Though the education system is decentralized, funding education in Tanzania is still centralized. This means most decisions concerning funding education in Tanzania are made by the central government. Those at the ward and district levels work to ensure that there is a smooth flow of information to enable those at the national level make decisions. Those at the local level have no budgetary power to schools, because funds are sent direct to respective schools.

Mbiti et al. (2019) cited by Quak (2020) reveals that performance in schools that receive more funding and teachers' incentives score higher in exams than those who receive less. Suffice to note here that the situation in schools in Tanzania is characterized by low funding and low bonuses for teachers resulting to low motivation and commitment to teaching. According to Quak, (2020) Salary is a factor in motivating teachers as these are fixed and based on seniority and certification.

The government of the United Republic of Tanzania having noted persistence of low standards, and sometimes declining performance in public service delivery, including leadership and management of primary education, developed and implemented a theoretically ambitious structured system through which it hoped to ensure sustainable improvement in performance and performance management. This involved Civil Service Reform Program (1991-1999), Public Service Reforms Program (PSRP) (2000-2007) and Open Performance Appraisal and Review System (OPRAS) in 2004. In educational context, these reforms were established with the main goal of making the education system more efficient, effective and responsive to the needs of the society through increasing teacher job performance and school accountability with a view of ending the perennial poor academic performance, especially in the very important foundation stage in primary schools, towards sustainable academic excellence (Bana B. A., 2009).

In Tanzania, the Agency for Development of Education Management formally known as MANTEP Institute was established under the executive agency Act Cap 245 with the role to improve education management in Tanzania. The role of the agency was vested mainly in provision of

trainings, research and consultancy services mostly to government educational institutions. It was expected to boost management practices in the education sector throughout the country. The Agency produced a handbook to help head teachers improve their management and administration skills in 1995. Between June 1992 and January 1993, the handbook was used in training 8000 primary school Heads and to date some of the Head Teachers who managed to get a copy still use it as an important manual to enhance their day to day activities. To harmonize implementation, potential education officers in the country had to attend leadership and management training to sharpen their skills and knowledge before they were appointed to any post (MANTEP, 1995).

Later ADEM was established as an executive agency on 30th August 2001 under the Executive Agencies Act No. 30 of 1997. The Agency is a semi-autonomous institution under the Ministry of Education, Science and Technology. The core purpose of the agency is to train education personnel in Educational Leadership and Management and Administration for the purpose of raising the standard of education in Tanzania. The agency has other campus in Mwanza and Mbeya (ADEM, 2019).

Those initiatives by the government are evidence and that there is agreement among education stakeholders on the fact that prudent school leadership is an important ingredient for sustainable improvement of the overall school performance with enhanced focus on pupils' needs. This partly explains why studies on school leadership around the world have become top in the policy priorities of institutions in specific nations as well as in international organizations. Indeed, the Organization for Economic Cooperation and Development (OECD) meeting which involved several countries mainly from the developed Europe and Asia noted that school leadership had become a priority because it had been proved that it was highly significant in improvement of school outcomes. The forum made calls to the world to professionalize school leadership, to support the current leaders and make school leadership an attractive career option. The result of this call was practical manifestation as many more countries recognize leadership as part of the requisite reforms essential for improving school performance (Pont, Nusche, & Moorman, 2008). It is unfortunate that even with this information it looks as if very little attention has been done to recruiting personnel with skills on leadership (URT, 2014) and in ensuring transformative leadership it is anchored in the education sector development plans in many African countries, including Tanzania.

1.1 Leadership Styles

The Education Management Handbook for primary school head teachers presents four leadership styles which are: directive, human relation, a laissez faire and participatory. According to this handbook which was prepared by MANTEP in 1995, it is functional today, considered a head teacher as key person to build a working team and responsible for intellectual efficiency and that, the head teacher must have other qualities like: tolerance, self-control, sense of responsibility and sociability. The handbook

further describes the leadership types to be practiced in primary schools as follow:

1.1.1 A Directive Head of School

This is a kind of leadership style which emphasizes on a clear structure of job and staff positions. It is inclined in job specialization and limits control. It is vested into a belief that, man dislikes working therefore needs a closely observed, directed and threatened to work to achieve the goals. In this kind of leadership style, the head teacher is so much concerned with achieving the goals than the welfare of the teacher; decisions are centrally to the head teacher and do not encourage creativity and willingness to work. It is so structured and follows standards which may not be currently available.

1.1.2 Human Relation Head of School

This kind of style is concerned with maintaining good relationship among staff members. The head teacher believes that, the staff works better when differences are settled and the working environment is peaceful. The leader focuses on handling issues related to how staff member relates to each other as a key to understanding each other and working together. This kind of leadership focuses on the people and their issues with expectation that, if their issues are settled, are expected to work better to fulfill the ultimate goal of the school.

1.1.3 A Laissez Faire Head of School

This kind of arrangement allows staff members to work freely with no control. This kind of a leader has no goals, makes no decisions and believes that everything will be okay and problems will solve themselves without any intervention and has no control of what is to be attained and no influence at all. Each member of the staff does as they wish with no consideration of the head of school. With this kind of leadership, it is not easy to assess and evaluation achievement and it is not easy to plan. This kind of leadership style best fit with organizations with strong culture and highly motivated staff that can control themselves. It is also fit in a highly specialized environment in which each member has decision based on his/ her specialty.

1.1.4 A participatory Head of school

This leadership style is the same as democratic style. It is vested in a belief that other member of staff has the ability to perform at their best once they are given an opportunity to do so especially on issues related to decision making. Power is not centrally, but distributed to all members of the staff. It is believed that, a staff member has a say on how will perform and such an attitude increased job satisfaction, work morale and creativity. It is in this kind of leadership style the leader can tap individuals' potentiality. However, it is the role of the leader to create the necessary conditions to enable it function effectively.

According to MANTEP (1995), no leadership style fits all environments, but depends on other pre-existing conditions such as clarity on set goals, available structures, traits of the individuals involved and resources. No leadership style prevails all the time but the choice of applying a particular leadership style should be determined by tasks, level of

authority, context or other external factors. Notably, MANTEP (1995) asserts that adoption of management and administration techniques and styles that are applied in business and bureaucratic organizations is essential to enable schools' function more effectively to institute good results.

2. Statement of the Problem

The initiative by the government to improve education mapped from independence in 1961, but was more affected in 1967 after the Arusha declaration which issued a decree on Education for self-reliance by decolonizing education delivery in the country by improving access of education to local people and reviewing curriculums to meet the need of the people. However, the most popular program geared at improving quality in primary education was the Primary Education Development Plan (PEDP) in 2002. The core tasks of the programme were to expand enrolment by making it free and improve quality, increase school infrastructures and funding schools to enable them function effectively. Decentralization in education is not well implemented and has become one of the major problems in public primary schools (Daven, 2008). Previous studies on Tanzanian Education System have not covered well the influence of leadership style on pupil's academic performance in public primary schools. Gawaza, (2016), Aunga & Masare, (2017) and Singano, (2016) focused on the influence of leadership styles on teachers' job performance meaning that, when teachers perform well, automatically the pupils will also perform well which is not always the case. However, there is a lack of studies on the influence of leadership styles on pupil's academic performance; Pupils are the ultimate beneficiaries of education, so they must be the focus as the indicator of how effectively education programmes are implemented with the focus at the pupils' academic performance in public primary schools.

The Education and Training policy 2014 is the respond to failures experienced in the former Education and Training policy of 1995. The ETP 2014 noted that, decentralization in primary schools has become a problem and there was a need to give more responsibilities to the community member where the school is situated. There were also interferences between actors taking into account the MoEST and TAMISEMI. D by D as one of the strategies in the decentralization process in Tanzania particularly in the education system, in public primary school has not been so effective as the key decisions are made by MoEST and TAMISEMI, the education officials at regional and district make sure educational objectives are implemented effectively. Public primary schools have less autonomy in issues related to funding and initiating projects to support themselves to survive because funds are sent to schools by the government which are not enough and teaching and learning conditions are not conducive. This speaks volumes and calls for attention to examine the contribution of leadership styles to academic performance in public primary schools and how good governance issues like resource management, accountability and participatory decision making are integrated in public primary schools to enable them function more effectively.

In this regard, this study set to assess the broad problem of poor academic performance by isolating adoption of effective and appropriate leadership style as a specific education sector component and using a largely descriptive approach to interpret and explain the descriptive statistics as a basis for seeking better strategies for sustainable improvement of not only examination results but also the overall positive transformative agenda of primary education in Nyamagana District as well as Tanzania.

2.1 Research purpose

The main objective of this study was to examine the contribution of leadership style to academic performance of public primary schools in Nyamagana District of Tanzania. The study explored deeper into identifying leadership styles applied in public primary schools, establish the contribution of leadership styles to pupil's academic performance and gauge the degree to which leadership styles contribute to pupil's academic performance in public primary schools.

3. Research methods

The proposed design is Descriptive in the sense articulated by Dabs (1982 p. 32) that the aspect of quality in the term descriptive research is in reference to "the what, who, when, where of a thing-its essence and ambience. Descriptive research, thus, refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things," Bruce Berg and Howard Lune (2017: 12) concur adding that "the meanings that we give to events and things [such as education and academic performance] come from their qualities. To understand our lives, we need descriptive research."

This design is suitable for the study because by setting out to investigate the contribution of leadership styles to the pupil's academic performance; it was purposely diving into a vigorous analysis of issues which surround them. Numbers and figures representing performance are only seeking knowledge that can only be realized if we answer the questions of what factors involved, including the way forward.

The sample size was purposive in nature because the study is descriptive. The participants were involved in the study because of their roles and their positions which guaranteed them to have reliable information concerning school management and academic performance in public primary schools. Therefore, participants were Education Officers, Head teachers, ADEM staffs, teachers, parents and members of the school committees. ADEM staffs were involved because they are responsible for training leaders in the education system and school committee are involved in the school management, this means they are knowledgeable enough to provide valuable information to the study. The list of participants is shown in the table

Both purposive and random sampling were employed depending on the respondent position of authority and availability. Random sampling was used to pick pupils from selected schools. Purposive sampling was used to District Education Officers, School Quality Assurance Officers,

Ward Education Officers, Head Teachers in sampled schools and those with specific leadership and administration responsibilities like the academic teachers, teachers and class monitors were randomly selected. The school committees and parents were involved with no exclusion.

The study collected both primary and secondary data to meet the needs. Most of the primary data were qualitative which were obtained through interview with Head teachers, teachers, pupils, parents and school committees' members. The secondary data were obtained through literature reviews acquired from the sampled population within the education system. The phone calls were used to the ADEM staff and the City Education Officer because they were not available in their respective offices.

Data collection process was conducted through interview with the City Education Officer and the ADEM staff. The Questionnaires were supplied to School Quality Assurers and Ward Education Officers, Head teachers and teachers. The pupils, parents and the members of school committee were interviewed because it was easy to obtain information from them using interview than any other means. Both interviews and questionnaires were effective at capturing the necessary data and information needed for the study.

Documents relating to records of management in schools as well as official reports on education matters were requested from the officers in the sample for provision of information on the research objectives. Information obtained not only provided new data but also helped in verification of other data collected using other options. The documents obtained were protected and used in accordance with the regulations of the owner institutions as well as research ethics.

The study was Descriptive by design, so the data processing and analysis used qualitative techniques. The data processing and analysis involved identification and interpretation of patterns in the data and information gathered in the literature review. Interviews and questionnaires were used to associate the data and information to the research objectives. The data and information obtained were sorted and categorized according to the research objectives.

4. Results and Analysis

4.1 To Identify Leadership Styles Practiced in Public Primary Schools in Tanzania

The study discovered that Democratic leadership style was among the most known and practiced in public primary schools in Nyamagana district. There was a slightly difference in how respondents perceived leadership styles but democratic was referred more to often than the other leadership styles. Other leadership styles like Dictatorship and Autocratic were the least.

The ranking of the leadership styles practiced in public primary schools was done through information reviews gathered from respondents and observation during visits in some of the public primary schools. The need to balance information was observed through involvement of different

key actors, beneficiaries and stakeholders at schools. This process revealed that there were delegation and distribution of power though variations related to decision making in most of the public schools were observed.

According to Table 4.2, democratic leadership was listed as the most practiced in public primary schools by respondents. The City Education Officer and the other officers in the Education Department also confirmed to the fact that democratic was preferred because in order for the schools to function well, they need each member of the school to fulfill his/her responsibilities. The CEO also confirmed that Head Teachers were allowed to select Academic Teachers, Class Teachers, and Pupils' government team to arrange for regular meetings. CEO continued to affirm that, there are School management committees in every school and they have power to make decision on issues related to improving infrastructures, security and provision of food to the pupils. Members of school committees, parents and pupils did not refer to any of the leadership styles listed in table 4.2 and it was not easy to identify which of those in the list because their description resembled to the qualities of all three leadership styles in table 4.2.

Aunga & Masare (2017), Singano (2015), Gawaza (2016) who also recommended democratic leadership style as the best because it is participative and it is proved to increase teachers' effectiveness. It also believed to increase teacher's morale to work which in turn contributes to academic performance. Bush (2017) clearly claimed that the community and other stakeholders have a lot to inform the school leadership when it comes to decision making, therefore adopting one leadership style is risky for in some situation may not work well. Bush conforms to others mentioned above that involvement of the community is necessary if good results are of great importance to achieve in public primary schools.

Teachers on the other hand identified dictatorship and Autocratic as the leadership styles practiced in public primary schools because most of decisions are made centrally at the district and head teachers are implementers. They also argued that, if democratic leadership prevailed in public primary schools, decisions could be made by the teachers and the community members who are the core beneficiaries of education delivery. Respondents who supported dictatorship leadership style were very few compared to those who preferred democratic leadership style. According to table 4.2, democratic leadership style was preferred by respondents compared to the dictatorship leadership style.

However, there were some indicators that it was difficult to practice the democratic leadership style in public primary schools because most of the decisions are top-down structured. Head teachers had less power limited to assigning other teachers teaching responsibilities, ensuring smooth running of everyday activities, but cannot put other teachers accountable for their misbehaviour. Such a situation calls for a need to expand by giving more power by ensuring more autonomy school funding and accountability issues as a way to encourage creativity and sense of responsibility among teachers and the community.

4.2 To Establish The Contribution of Leadership Styles To Pupils' Academic Performance in Public Primary Schools In Nyamagana District in Mwanza Tanzania

The CEO confirmed that there were challenges concerning running Public Schools in Nyamagana district, and a good leadership style was necessary put in place to improve academic performance in the district. According to the City Education Officer, the district had put in place a strategic programme which recognizes leadership as the key ingredient to improving academic performance in all public primary schools. That strategic programme which is under way since January 2020 mentions Head Teachers and Ward Education Officers as the key players in the programme. According to The CEO, Education officers at the city council, at Ward and school level will meet regularly to plan and implement the programme as part of the strategic plan to improve academic performance in the district. The programme will be implemented in three fronts which are:

- 1) To improve academic performance in SFNE and PSLE through vigorous monitoring evaluation of teaching and learning processes in schools, preparation of exams in conjunction with the district SQA officers. This initiative focuses at gauging at every step the level of improvement academically in all public primary schools which the need to do so is necessary compared to private schools,
- 2) Establishing TRCs as the epicenter for training teachers to equip them with up-to-date teaching and learning strategies and leadership skills to help them improve their teaching and running schools smoothly eventually improving pupils' academic performance. According to this programme, exams will be prepared at the TRC to control quality and fairness in providing examination results for both public and private schools.

Johnson, Hersey & Blanchard, (2007) confirmed the necessity to improve leadership if at all academic performance in public primary schools is important. Bush (2017) added to it that, leadership styles has to adopt to respond to the needs and expectations of a particular school context. This means different contexts need a different approach to leadership. Lesle, Annisette & Williams (2019) linked integrative and transformational leadership styles to more enabling for academic development especially in the developing countries in which Tanzania is one of them. Bush (2009) examined the role of leadership especially in the 21st century and confirmed that the quality of leadership as a major ingredient to influencing significant pupils' outcomes. Bush further explained that it was imperative for schools to have good leadership in order to provide the best education to learners.

All the Respondents confirmed that leadership styles contribute a lot to good academic performance in public primary schools. They revealed that, the leader who allows others to participate in decision making encourages team work, accountability and creativity within the school context which in turn enables teachers to fully engage in the teaching and learning process with the aim to further pupils' expectations. The respondents affirmed that; it is so important we have good leaders if we want good academic results in our public primary schools because leaders have

the ability to influence teachers and pupils to work hard to meet the goals.

Leaders mostly deal with people, and people are unpredictable on how they respond in a certain situation. In this regard, schools are largely populated with people, this means a leader must be keen to choose the right leadership style that influences people to work but it must be noted that, to choose the leadership style that provides room for all members of the school community to struggle to perfect work, specifically to improve pupil's academic performance.

Despite the fact that leadership styles contribute to the academic performance, again there is a challenge in this area. There is a very thin room for leaders in public primary schools to make decision without consultation to the CEO at district level. This kind of arrangement deems head teachers' rooms for creativity and flexibility. It also delays decision making even in matters that need immediate decision.

4.3 To Gauge the Degree to Which Leadership Styles Contribute to Pupils' Academic Performance in Public Primary Schools in Nyamagana District in Mwanza Tanzania

The Head Teachers, Teachers and DSQAOs rated the quality of leadership style practiced in public primary schools as good though they had no explanation why poor academic performance prevail in public primary schools. They all acknowledged that; presence of good leadership in public primary schools to higher degree improves academic performance however they agreed that, more initiatives are needed to improve the leadership setup in these schools.

The ADEM staff stressed, there are problems in public primary schools today because most of the appointments into office are done without considering appointee's knowledge, skills and experience. Ignoring this fact has caused a great damage as a result public schools are the poorest academic performer today. Parents, pupils had mixed responses concerning the contribution the contribution of leadership styles to pupil's academic performance. Some agreed that certain leadership styles like those which allow others to participate in decision make yields better results than those who don't. Parents who were part of the school committee were aware of the contribution of certain leadership styles to pupil's academic performance than those who were not members.

The OECD meeting which involved countries in Europe and Asia appraised that leadership has become so important aspect in running institutions because it is been confirmed that it highly significantly improves performance not only in those institutions but public primary schools. Sibanda (2017) acknowledged that leadership had become the best influence of learners' outcomes. Bush (2009) was concerned with complexities that exist in managing organizations especially in the 21st century, he stressed that, quality leadership is necessary to bring the good academic results needed in improving learners' performance. Respondents connected leadership style to either improving or decreasing teachers' morale to work which eventually declines or improves performance to pupils. The choice of good approach to

leadership is necessary because leaders are responsible with all decision-making process which eventually lead to either poor or higher academic performance of the pupils in public primary schools. It is now clear that both literature and the respondents affirm that leadership styles have greater influence to how both teachers and pupils interact in the school context.

5. Conclusion

The findings revealed that mixed leadership style is ideal to be practiced in public primary schools. A mixed leadership approach needs a person who is conversant with all leadership style. A mixed leadership style is dynamic and prone to change in regard to a present situation. The decline in academic performance is caused by application of poor and monotonous leadership style in most of the public primary schools. The leadership style applied in public primary schools was misunderstood by teachers and community members. They believed that, it was a democratic style but after a closer look, it only appeared to be a laissez faire kind of leadership which has contributed to the decline of public primary schools' academic performance. This leadership style in public primary schools has granted head teachers minimal power to the extent that, they cannot put teachers accountable for poor performance. Therefore, a mixed approach to leadership in public primary schools is ideal because even literature confirmed that there was no one leadership style that fits all situations. This was supported by teachers that, when a leader is dynamic and effectively responds to different contexts with one thing in mind, involving other member of the schools in decision making.

Distribution of responsibilities to other teachers proved to be an approach which not only makes teaching and learning easy but becomes a source of ideas and creativity. This approach also allows the head teacher to observe and monitor implementation of which it is very easy to spot errors and devise pro- means to eradicate them. However, a closer follow-up arrangement is also very important to ensure adherence to good governance principles and achievement of predetermined goals.

In contrast, the democratic atmosphere which does exist in public schools, does not effectively contribute to higher performance. And the top – down arrangement that allow the city education officer to decide for the schools also does not motivate teachers to work effectively. The CEO has more power as to whom to be the Head teacher and in distribution of learning materials and funds. This kind of arrangement does not allow schools to grow rather hinders their growth. Also, in this kind of arrangement, creativity does not prevail, and people are deemed accountable for poor results. A mixed leadership style not only demands for accountability of each members of the school but also builds structures and procedures that provide space for public primary schools to make decisions on issues that can be handled locally like community support and self-reliance projects which in part guide self-reliance initiatives as part of the teaching and learning process.

The responses from the Head teachers acknowledge that the democratic leadership style is prevalence in public primary schools though the power of the head teacher is limited because his/her decisions depend on instructions from the district or ward education officers. This kind of approach hinders creativity and generation of ideas which can lead to more advanced and promising planning and execution of education programs in public primary schools which may give good academic results.

The school committees which according to the administration structure have the key role to play the development of the school through influencing parents' involvement and support schools development plans. Members of school committees interviewed were aware of their responsibilities, but involvement is minimal, since most decisions like school's spending is done without the full involvement of the school committee. In this situation the district Education Officer dictates the process. The school committee members insisted that their roles must be observed in order to succeed in various activities pertaining to academic performance. Involvement of all in decision making makes implementation of schools programmes easy and successful. They clearly stated that; they can participate in decision making but also in convincing parents to provide support to their children by providing them with studying materials and food while in school.

Dictatorship leadership style also appeared in the list of leadership styles practised in public primary schools but it was mistakenly perceived so because of the communication arrangement and the line of command which is centrally inclined to the extent that Head teachers, school committee, teachers and pupils have very little to do when it comes to making decision. Decisions are made centrally and are generalized to all schools without considering the uniqueness of the schools.

The study concludes that, there is no particular leadership style that fits all situations all the time in every institution and to all group of people, but rather a mixed leadership style is better for public primary schools. Adherence to the principles of good governance is also very important as a vehicle ensuring good distribution of power, accountability, fairness, gender equity and rule of law in accordance to the NFGG.

6. Recommendations

Recommendations and inferences drawn from the findings presented in chapter four are synthesized as follows:

- 1) Recruitment and selection of leaders in public primary schools must consider those with skills and experiences as the skill-based theory asserts in order to have only those with the ability to interpret policies, circulars, government decrees effectively and be able to connect them with the NFGG to ensure proper distribution of power and participatory decision making all the way from school to district level. Those with the convincing power and ability to lead will have more impact on schools than those with no ability that are likely to cause conflict and inefficiency in public primary schools. It is imperative that measures must be taken to deal with the
- 2) Giving public primary schools more autonomy is important to allow them decide on issues related to betterment of their schools to encourage accountability, creativity between teachers and the community. This kind of arrangement will increase the sense of ownership and accountability to both teachers and parents. Giving schools more autonomy does not cut them from the top authority but it is meant to increase their involvement in decision making, putting forward mechanisms that will be their own creation to guide them through to better academic performance,
- 3) Ward Executive Officers (WEO) should not only be revenue collectors and ensuring law and order of the area of power, but must be responsible for raising awareness among community members to support schools. The WEO should be at the fronts to create necessary conditions to enable schools solicit funds elsewhere apart from the government funding which is not enough to fulfill the needs of the schools due to higher enrolment rate in public primary schools.
- 4) Encourage accountability and efficiency among actors in the education system, MoEST and TAMISEMI must consider transforming the rewarding system by replacing the current system which is fixed and seniority in nature. The focus now should be on the work done. This kind of arrangement will encourage teachers to work more to earn than the current rewarding system which considers the number of years and the academic qualification. OPRAS, as it is meant should be used effectively to ensure that teachers focus on improving their work abilities and not pursuing higher academic certification,
- 5) The government must create structure that not only highlights the key areas of integration but obliges the key actors in the education system to work together through the coordination of MoEST. For example, NECTA, TIE, ADEM, VETA, TCs to mention the few and teachers if are coordinated properly, definitely higher performance is possible.
- 6) Regular disbursement of fund in public schools is key to success. Most of the public primary schools rely on government funding, providing these schools with inadequate and at regular interval ensures them of the availability of funds but if this is not done accordingly, it is likely to paralyses them and deem them to function properly.
- 7) A combination of more than one leadership style in public primary schools should be applied to respond to existing challenges. This kind of arrangement cannot be possible unless schools are given more authority in decision making. It is the quality of a good leader to be flexible to meet the needs of the situation with the intention to influence and meet the needs of good governance. Good governance is being considered a

political genre but in reality, it can be practiced in the education system. It is an ideal move to increase responsibility and accountability to the community that ultimately brings the change we need in public primary school to institute higher academic performance.

7. Areas for Further Research

- 1) This study was conducted in Nyamagana district to selected public schools. It is recommended that the same study be carried out to other districts in Tanzania to be aware of what is happening in regard to the leadership styles practiced in public schools and how leadership contributes to academic performance. Expanding the study to other areas in Tanzania will provide stakeholders and actor enough information to enable them make sound decisions in regard to improving primary education in Tanzania.
- 2) This study focused on how leadership styles contribute to pupil's academic performance in public primary schools. It is recommended that further studies be conducted on how the practice of good governance principles can contribute to (1) pupil's academic performance and (2) teachers' performance in public primary schools.

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