

# Challenges Facing Administration System for Quality Improvement on ODL Programs in Tanzania

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## ABSTRACT

*The study aimed at assessing the challenges facing administration systems for quality improvement in Open and Distance Learning Programs in Tanzania. The factors studied were to try to examine the leadership strategies and approaches that should be employed for effective total quality management. The general research approach applied qualitative and quantitative methods using primary and secondary data. The sample size of the study was 64, which comprises four Open and Distance Learning Centers were selected as the sample size to represent the numbers of Open and Distance Learning Centers under the Institute of Adult Education, data collection instrument that used were, interview method, questionnaire method, and observation method. This study revealed that leadership challenges are many however the major problems were to determine on how resident tutor involves center coordinators in decision making, how to center coordinator communicates and delegates duties to their subordinates in another hand investigation was on how, leadership styles such as democratic, autocratic and laissez-faire are executed in Open and Distance Learning Centers. The findings show that whatever different leadership models are used it has to take into account that, a successful leader is the one who develops and encourages people to share values by building groups and teamwork and shares values so as to achieve a realistic goal.*

**Keywords:** *Open and Distance Learning, Adult Education, Quality Improvement, Administration system,*

## 1. Introduction

This study investigates the challenges facing the administration system and Leadership behaviors, what leadership model would best suit the effective management of the new and transforming our Open and Distance Learning Centers (ODL) in Tanzania, what leadership strategies or approaches should be employed for effective management, what organization structure would best lead to effective total quality management that resistance change are leaders and managers experience and how are they dealing with. Heads of center are the top leaders of the center, the official managers and administrators of the center's staff, the heads of the centers are responsible for supervising the preparation of whole center development plan and implementation of curriculum and other decision made by the center's community and the centers committee/boards. Northous (2007) states that the way the heads manage the center directly affects the implementation of key process within their work structure which indirectly influences the center climate and organization at hierarchy and ultimately affects the management and student's performance, the center administration needs effective leadership appropriate communication, quality control, quality assurance, team work, integrity, trustworthy, recognition, and training.

Lunenburg (2008) argues that management should be able to excel in leadership style in a positive way if the principal's leadership style is a positive influence, normally leadership styles are seen in their behaviors and how they interrelate with center coordinators, students, parents and other center staff. According to Koch (2003), there are many critical issues which hinder the implementation of quality management in Open and Distance Learning Centers and other educational institutions such as leadership, customer identification, and organizational transformation. Unlike business organizations, the heads of the centers do not own ultimate authority and the necessary resources. Lack of necessary authority makes it difficult to arrange their values and goals through, providing them with knowledge and organizational skills that help them to implement various plans.

Managements practices have been unsuccessful, previous empirical research showed that leadership and management has a positive effect, poor management in Open and Distance Learning Centers in Tanzania is another problem as they do not follow international standards, Open and Distance Learning Centers require actual reformation and restructuring, starting with the philosophy of the organization, aims, policies, strategies, plans, structures, curricula, methods, and techniques. These studies therefore seek to add the existing knowledge about leadership in secondary center and tries to identify the realities and challenges faced by the leadership in secondary education in particular selected Open and Distance Learning Centers in Tanzania.

This study analysis of the internal efficiency in the education system. The study pursued to describe the challenges facing center principals and center coordinator to improve the quality of education through ODL programs. It is therefore become necessary for the leader to be strong and have empowerment skills at the same time be willing to share the power efficiently with his/her followers (Steyn at el 2009, P.126). It is against this background that participative management calls for center coordinators to undertake leadership roles in centers and it requires that principals encourage and involves entrusting workers with authority and responsibility (Mabuku, 2009, p.5).

The problem of poor administration system, social economic policy factors has been one of the factors affecting Open and Distance Learning Centers heads, (Bush at el 2009, p.126) argue that in England the English national college for center leadership (NCSL) has introduced a programme for group of people with different portfolios in organization who works together as a team with the aim of achieving a goal. Liston (2005, p.15) point out that the major reason for the deficiencies among the center leadership is that there is no pre-service or in service training for quality administration.

Fayor and Max Weber, in their modern operational management theories believe that, most of the managements operate their work without following the hierarchy, authority, clear rules and regulations, Weber, laid down that the employer should maintain the interpersonal relationship based on position rather than personality, promotion and selection should base on technical competence and merit. Mujungu (2010) contends that the investment in education in any developing countries depend on availability of fund, total quality management, total quality leadership good planning and quality center coordinators. The fundamental changes in education leadership such as, decision making, communication systems and delegation of power if not well utilized can be one of the source of poor performance to quality education in Open and Distance Learning Centers. To determine the effects of leadership styles and academic performance for quality improvements in Open and Distance Learning Centers in Tanzania.

## 2. Material and Methods

People compare delegation of duties with decentralization of authority this study had positive correlations between heads delegation of power to their subordinates in context of Tanzania Open and Distance Learning Centers. Thus a gap is there for the problem of administration. To cover this gap therefore this study aims to investigate on how these heads delegates of their duties to their subordinates.

(Hoy, at el 2000:10) argue that quality education is an evaluation of the process of educating which enhance the need to achieve and develop the talents of the customer of the process and the same time meet the accountability standards set by clients who pay for the process of education. According to this definition the key aspect of quality education is developing the talents of customer in value for money paid, (Grisay and Mahlck, 2009:3) both concur with position when they say that evaluating the quality of an educational system entail analyzing first and foremost. The extent to which the products or results of education provided the knowledge skills and values acquired by the students meet the standards stipulated in systems of the education objectives and the extent to which the knowledge skills and values acquired are relevant to human and environmental conditions and needs.

According to Lunenburg (2010) training for educators is needed in three areas. First, there must be training in the new teaching and learning processes that are developed. Second training must be provided in the use of new assessment strategies (Rohan, 2010). Third there must be training in the principle of the new management system. For center, this means providing continuous professional development activities for all center administrators, center coordinators, and support staff. It implies further that with the rate of change in the education sector due to ICT revolution, the immediate stakeholders such as administrators and center coordinators must keep pace with innovation in order to remain effective. In other words, it is either "embrace change or die". According to (Nyangarika 2016b) and Shobowale (2012) the ICT literacy rate in Tanzania is less than ten million people. This means that training and retraining must be instituted at all levels of education. Quality assurance is defined as any systematic process of checking to see whether a product or services provided meets the specified requirements, many companies have a separate department devoted to quality assurance. A

quality assurance system is said to increase customer confidence and company credibility as to improve work processes and efficiency, and to enable a center administration to better compete with others. For the centers there is the guideline for quality assurance and standard assessments “where observation concentrates on center coordinators and students work to assess whether the learning is participatory and matched to learner’s abilities and their overall well-being. The methods of quality control are usually inspected and tested by center inspectors who detects quality and defects in center system, if quality becomes only the concern of center inspectors it cannot be achieved as inspectors are not involved in the day to day teaching and learning activities, therefore there is a need to assure quality in the process rather than merely check for it in the output.

Edward Deming’s contends that employees should meet and discuss how to increase quality and managers must respect employee’s opinions as the illustrative diagram below shows.

Deming outlined his philosophy on quality in his famous 14 points; these points are principles that help guide companies in achieving quality improvement. The principles are founded on the idea that, upper management must develop a commitment to quality and provide a system to support this commitment that involves. Leadership management has got very challenging issues; traditionally heads of the centers have been limited to center building and infrastructure repair and maintenance, learning resources materials and other facilities, Nyangarika (2016a) and Mujungu (2010).

A study conducted by Hersey and Blanchard’s (2008) presupposes that the most effective management styles for a particular situation is determined by the maturity of the subordinates. The leadership cycle must change therefore analyses the situation determine what degree of training or support is necessary and adapt their styles as their subordinates develop (Smit & Cronje 1998:346).

Kitilya (2009) made his investigations in Dar es Salaam region about leadership styles he anticipated two dimensions that characterized the nature of any leader’s followers, their ability and their willingness. The ability is defined by such elements as how much confidence they have in fulfilling the job requirement, and he analyzed other factors like parents, students themselves and the government to be responsible for effective management in centers.

Love (2003) made a study in London elementary centers on head center coordinator’s leadership styles on student’s performance in UK certificate of secondary education examination, her study revealed that leadership styles for the secondary center heads were largely autocratic than democratic. This was justified by the declining performance in the territories’ of Bermuda in UK, the findings largely indicated that center coordinator their leadership styles greatly affect the subordinates’ that leads students to poor performance in their examinations.

Johnson (2012) made a research on Principal leadership styles in the high-academic performance of selected centers in Mindanao province Philippines and found that, the role of Principal was important in determining the high academic performance of students in their examinations.93% of the responses given by the center coordinators showed that center led by principals who exercised the democratic leadership styles, had higher performance in their National examinations.

Salami and Olajide (2012) also made a study on influence of principal’s leadership styles on student’s academic achievements in Open and Distance Learning Centers in the province of Ogbomosho and Enugu Nigeria. The results indicated that autocratic principal’s leadership styles negatively influences academic achievements because they adopt harsh styles which are widely ostracized by center coordinators and students alike. It implies that the more autocratic leadership styles are used, the more subordinates are influenced by the systems to their students on academic achievements for total quality management (TQM).

Mc Gregory on his study on theory X and Y discovered that, people on theory X prefer laziness, they dislike work, and they are not interested in assuming responsibility, these kinds of people are therefore motivated chiefly when given rewards like money, fringe benefits and they are self-centered. These kind of people needs to get extract motivation from the management, the management which bases itself purely on the theory X tends to structure, control and closely supervises their workers, these were revered when the researcher was conducting this research, as most of the center coordinators was complaining of the poor management of their heads, claiming that heads tends to “suppress them by telling them boring words like teach very hard if you don’t want quit the job” that most of their heads as well as the irresponsible of the government towards unsolved center coordinators critical problems, such as low wages, poor housing and center infrastructures .Bickman( 2008) and Nyangarika (2016a).

Table 1. Leadership Creative at Work

Behavior	Authoritarian	Democratic	Laissez-Faire
Policy	By leader	By Group	No policy
Establishment of job technique	By leader	Leader suggests group choice.	Up to individual



Planning	By leader	Group given information needed for planning	No planning
Division of labor	Dictated by leader	Left to the group	Leader involved
Evaluate	Praise and criticism	Objective standard	No appraisal

**Source: Field Data (2019)**

Theory Y Which Mc Gregory developed assumes that people are not naturally lazy and unreliable; people can direct themselves and become creative at work, if properly motivated as work is part and parcel of their nature. This theory Y is applicable as it is based on the reality on modern man, whereby employee view work, motivation occurs at the social esteem and self-actualization in levels just like Maslow's hierarchy theory of human needs whereby managers have the duty to create the right environment so as to motivate the employee welfare. Therefore, both theories should be combined together; the extent of theory Y should be greater than that of X. That is why organization establish code of conduct, rules and regulations which must be adhered. Donnelly (1992).

The finding that was done in Iowa State University in USA detected the following.

1. Subordinates prefer the democratic Leadership style
2. Subordinates prefer the Laissez faire Leadership style to the Authoritarian style.
3. Authoritarian Leadership elicits either aggression or apathetic behavior that is deemed to be reactive to the frustration caused by this style.
4. Apathetic behavior changes to aggressive behavior when the Leadership style changed from authoritarian to Laissez-faire and
5. Productivity is slightly higher under the authoritarian leader than under the democratic one, but is the lowest under the Laissez-faire (Lunenburg & Omstein (1999:132).

Smit and Cronje (1992:342) concur with the findings of the study conducted at the University of Michigan which identified two basic forms of Leadership behavior.

Task-Oriented leader behavior in which the leader is concerned primarily with careful supervision and control to ensure subordinates do their work satisfactorily. This leadership style involves applying pressure on subordinates to perform. According to task-oriented leader, subordinates are merely instruments to get the work done.

Employee- oriented leader behavior in which the leader applies less control and more motivation and participative management to get the job done, this leadership style focuses on the people, their needs and progress. Hersey and Blanchard (1988), which presupposes that the most effective management style for a particular situation is determined by the maturity of the subordinates. The leadership cycle must change therefore analyses the situation determine what degree of training or support is necessary and adapt their style as their subordinates develop (Smit & Cronje 1998:346).

Gerber at al (1995:367), point out that, the leadership process is affected by three sets of variables that is, the leader, the subordinated, (group followers), and the situation between these variable determines the leadership behavior of superior and the resulting behavior of subordinates in terms of their performance and the job satisfaction. It may therefore be stated that leadership is a function of the leader, the group and situation it can be presentenced. Senge and Lewis (1998) both concurs that, the effective leadership requires a high level of people skills, well trained the one who uses his curiosity, inquisitive and opportunities to use the resources

The educations act No, (25 of 1978) of the United Republic of Tanzania (URT) points out that good center management is a primary vehicle for economic development and social advancement. This specialization careers prepares professionals of tomorrow for management and leadership positions in governmental, NGO, and other private sector. The center organizations is designed to manage, regulate, monitor, or evaluate educational programmes and tries to manage the inputs necessary for improving the quality of educational. This specialization combines the acquisition of analytical and management concepts with technical skills and practical applications. A large number of decisions have to be taken at every level in education starting from the classroom level .The policies framed require efficient plans for their successful implementation so as to achieve quality products such as training of center coordinators and other employees, improving leadership capabilities related to policy making, there must be a coordination, synchronization and harmony in the operations to avoid loss of time effort and money, center managements should also be keen for supervision of curriculum by providing teaching and learning materials, look for the center surroundings and furniture's, Continuous improvements and maintaining mission and vision of the center organization, so senior management must give

the lead and provide vision and inspirations so as to accomplish the (MDG) goals, and Tanzania Development vision 2025, (MOEVT: 1999).

### 3. Methods

The target community of the survey was Tanzania main land Council which consist 26 administrative regions. The study used both qualitative and quantitative methods. Qualitative because the natural setting of centers will be the principal source of data which was descriptive. Furthermore, the research was especially being effective in obtaining specific information about the problem of center Principals, heads of departments and center coordinators administration change to quality education in Open and Distance Learning Centers. On the other hand, the study was quantitative because involved the use of statistics in order to construct the validity of the data collected and the sampling procedure. The study used adapted questionnaires and interviews.

### 4. Results

The distribution of center coordinator respondents according to gender, and academic qualification was viewed that, the majority of the respondents were female while 34 (53.1%) of the respondents were females. among the respondents 4 were the resident tutor of Open and Distance Learning Centers and another 4 were the education officials, they were the center coordinators who participated for this study. This was in line with the records of Ministry of Education and Sports (Moevt) (2008) which shows that, there are more female than male center coordinators working in Open and Distance Learning Centers in Tanzania, especially in cities and towns.

Table 1: Education Distribution of Respondents

Education Level	Frequency	Percent
Diploma	46	50.5
Bachelor Degree	16	37.3
Masters' Degree	2	12.2
Total	64	100.0

Source: Field Data (2019)

Another important attribute of the respondents used it in this study was the education level. The study used 64 center coordinators of whom 46 (equals to 50.5%) were diploma holders, 16 (equals to 37.3%) were Bachelor degrees' holders, and 2 (equals to 2.2%) were master's degree holders, (see Table 2) The results indicates that center coordinator are facing academic challenges from their followers who have higher level of academic qualifications. Possibly this might influence center heads to feel poor quality and negative perceptions towards those challenges their leadership especially in managing complex and technical issues. The research indicated that in Tanzania council most of the center coordinators possess diplomas and first degrees. This indicates that most center coordinators are qualified to teach in Open and Distance Learning Centers because according to the Ministry of Education and Vocation Training (2008), diploma in secondary education is the minimum qualification for secondary center coordinators in Tanzania. Since most of the center coordinators meet the required qualifications to teach in Open and Distance Learning Centers, their performance is expected to be high because they are knowledgeable and skilled enough to be teaching in secondary center.

Table 2: Opinions on Democratic Leadership Style

Response	Frequency	Percent
Strongly agree	32	50.0
Agree	24	37.5
Strongly disagree	4	12.5
Disagree	4	12.5
Total	64	100.0

Source: Field Data (2019)

Results indicate that the majority (32 or 50%) of the respondents' opinions revealed that head center coordinators practiced democratic leadership style while 24 (37.5%) respondents indicated that their head center coordinators were Laissez-faire in nature. This left 8 (12.5%) respondents revealing that their head center

coordinators were autocratic in their leadership style. This means that most of the secondary center head center coordinators practiced democratic leadership style as indicated by 87.5% of the center coordinator respondents. This is so because head center coordinators are aware that center coordinator performance is enhanced by involving center coordinators in decision making process of the centers, proper communication to center coordinators and delegation of duties to center coordinators is emphasized. However, results indicated that there are some head center coordinators who practiced laissez-faire as portrayed by 12.5% of the respondents. This was because there were some head center coordinators in the study area who give freedom to their center coordinators to perform their duties with minimum interference. This was so because some secondary center coordinators in Tanzania are knowledgeable, skilled committed and interested in performing center tasks with very little guidance and directives given to them by their head center coordinators. To a lesser extent, some head center coordinators were found out practicing autocratic leadership style as indicated by 1-8% of the respondents. Cases of autocratic leadership came as a result of center coordinators who did not want to do center tasks given to them. Therefore, force had to be used to such center coordinators in order to perform.

Table 3: Opinions on Autocratic Leadership Style

Response	Frequency	Percent
Strongly disagree	22	39.2
Disagree	27	48.2
Agree	3	5.3
Strongly agree	4	7.1
Total	56	99.8

Source: Field Data (2019)

As Table 4, indicates, the male center coordinators mean score 8 (12.5%) on autocratic leadership style variable was somewhat higher than that of female 6.3 (7.1%) center coordinators. Male center coordinators, apparently, considered more their heads as autocratic as did female center coordinators. Thus, the difference in cumulative score of both male and female indicates that (92.9%) this means that there is small difference mean scores, although it is believed that male center coordinators had a long experience in teaching than female center coordinators that might have assisted them to be critical in analyzing the kind of leadership of their resident tutor /mistress. Male and female fell both in the “tend to strongly disagree or disagree, thus, male and female center coordinators held similar perceptions regarding their heads, autocratic leadership style and moderately upheld their heads behavior as autocratic leader in their center. The interview and observation revealed that the majority of the center coordinators believed that autocratic domination are still prevail in the way in which heads make decision. Further evidence of autocratic leadership is when heads of the center made decisions without involving center coordinators, in other hand manager stressed that, sometimes you have to be autocratic although democratic is most important, the heads stressed again that, whenever they try to invite them to participate in decision making, but center coordinators were not willing to participate because they afraid of responsibilities workload or afraid of failure. Fiore (2004).

Table 4: Opinions on Laissez-faire Leadership Style

Responses	Frequency	Percent
Strongly disagree	20	31.3
Disagree	29	45.3
Agree	5	7.8
Strongly agree	2	3.1
System	8	12.5
Total	64	100.0

Note: System represents number of respondents not respond to the question

Source: Field Data (2019)

As Table 5 indicates, the male center coordinators cumulative percent of 7.8 (8.9%) on laissez-faire leadership style variable was somewhat higher than that of female of 3.1 (3.6%), thus male and female center coordinators had apparently different perceptions regarding their heads, laissez-faires leadership style. Female center coordinators tended to disagree that their heads had laissez-faire leadership elements. However, the cumulative was (87.5%) while the male rate the cumulative percent score of 31.3 (35.7%). This question was basically intentionally wanted to know exactly if the heads of center are given leadership training before given an appointment to become heads of the centers, both in Government centers and private Open and Distance

Learning Centers. The results showed that about 42% of the total number 64 respondents agreed that there is no leadership training exist, for this particular respect principals have received little training or support to help them to deal with the emerging challenges of center-wide leadership. However the majority of respondents reported that that such kind of trainings for Open and Distance Learning Centers heads was conducted in early 1980s .but now days there is no such training provided to the center leaders, the experience has been shown that most of the heads of the centers have no experience in administration matters, for example a center coordinator with lower qualifications may be appointed to be a head of center regardless of the graduates available in that center, sometimes you may find an administrator is a person who has opted different career, Mungunda (2003).

Table 5: Opinion on Leadership Training for Center Leaders

Number of Respondents	Frequency	Percent
Strongly disagree	5	7.8
Disagree	42	65.6
Agree	9	14.1
Total	56	87.5
System	8	12.5
Total	64	100.0

Source: Field Data (2019)

In most cases vacancies for heads of the center countywide, region wide or district is not announced for competitions for center coordinators who qualify, due to this crisis the education officers, saw that this is the loophole for them to choose heads of the center through nepotism, friendship, tribe/blood related or by means of bribe or corruptions. For the Private centers it is the manager capacity to appoint any person according to the criterion that he may saw it saves him for the betterment of the center. Other researchers conducted in different countries shown that leadership training for center coordinator and center coordinators does not exist, study conducted by Mungunda (2003) revealed that there is no training in most of developing countries especially African countries. The study reveals that center heads or principals needs broad theoretical knowledge to become effective education leaders. It was distinguished that lack of leadership training for center leaders and their deputies have made the worsening of the development of education.

Table 6: Opinion on Involving Center coordinators in Decision Making

Responses	Frequency	Percent
Agree	14	21.9
Strongly agree	42	65.6
Strongly disagree	4	12.5
Total	60	100.0

Source: Field Data (2019)

Table 7 above, indicates that, the male center coordinators frequency score was 42 it was about (65.6%) on decision making procedures variables compared to female who ranked frequency of 14 (21.9%). However, the mean difference was 4 frequency compared to the total frequency of (87.5%). Thus, the difference in valid percent of male and female center coordinators was not significant. The null sub hypothesis is that, there was no significant difference between the perception of male and female center coordinators on the decision making procedures was not rejected. This indicates that female center coordinators had high positive attitudes towards decision making than male center coordinators. Hence female center coordinators should have more positive attitude towards decision making of their heads leader, it was easy for female center coordinator to give a credit to their head center coordinator than male center coordinators. Female center coordinators fell both in the agree and strongly agree category, thus, male and female center coordinators held similar perceptions regarding their heads decision making procedure and moderately upheld their heads behavior. Furthermore, the respondents' opinions were in agreement that they participate in decision making in meetings organized by the center administration while 8 (12.5%) respondents, neither agreed nor disagreed in their opinions. This means that an over whelming majority of the secondary center center coordinators participate in decision making in meetings organized by the center administrators. This indicates that democratic leadership style is highly practiced by secondary center head center coordinators in Tanzania council. This has helped head center coordinators to get wider range of center coordinators' views that are needed to enhance center coordinator performance.



The researcher went ahead to establish the opinions of the respondents on whether their views in meetings were considered in the final decision making of the center administration or not. Results in Table 7 indicate that 8 (12.5%) respondents' opinions were in disagreement with the question that their views in meetings are considered in the final decision of the center administration. This is an indication of autocratic leadership style which does not consider views of the followers. At least 8 (12.5%) respondents' opinions agreed that, their opinions in the meetings are not considered this indicates that some of the heads are of laissez-faire leadership style which does not bother whether center coordinators contribute their views in meetings or not. This is because the leader does not bother about the subordinates, for he/she gives them all the freedom needed to perform any task given. Respondents with their opinions agreeing with the fact that their views in meetings are considered in final decision making of the center administration.

The researcher further examined the opinions of the respondents on whether they are often consulted by head center coordinators on issues that the administrators what to make decision. Results in Table 8 indicate that majority disagree, (45.3 or 51.8%) of the respondents' opinions were in agreement that they are consulted whenever their head center coordinators want to pass final resolutions in the center meetings while 21.9 (25.0%) of the respondents' opinions were in strongly disagreement with the view that they are consulted by head center coordinators in passing final resolutions in meetings. This left 8 (12.5%) respondents neither agreeing nor disagreeing in their opinions. This clearly portrays that the majority (45.3 or 51.8%) of the secondary center coordinators in the study area are consulted by their head center coordinators whenever they pass final resolutions in meetings. This indicates that most secondary center head center coordinators in Tanzania council practice democratic leadership style, where head center coordinators first consult center coordinators before passing up the final resolutions in meetings. This motivates center coordinators to perform to the best of their abilities in order to achieve the goals they themselves resolved in meetings. However, there were some head center coordinators who practiced autocratic style of leadership. This was indicated by (12.5%) of the respondents who disagreed.

Table 7: Presence of Center Meetings

Response	Frequency	Percent
Agree	31	55.4
Strongly agree	25	44.6
Total	56	100.0

Source: Field Data (2019)

The researcher further investigated on the respondents' opinion on whether head center coordinators organize meetings when they want to talk to center coordinators or not. Results in Table 8 indicate that the majority (31 or 55.4%) of the respondents agreed that their center coordinator organize meetings when they want to communicate to them while 25 (44.6%) respondents strongly agreed with the view that their head center coordinators organize meetings when they want to communicate to them. This left 8 (12.5%) respondents neither agreeing nor disagreeing in their opinions. This shows that majority (56) of the secondary center coordinators in Tanzania council communicates to their head center coordinators through meetings. This portrays that most head center coordinators in the study area use democratic style of leadership where staff meetings are organized for center coordinators to exchange their views with their superiors, this portrays that communication systems upheld head center coordinator's behavior in their centers. My observation in all four centers visited revealed that principal was trying to involve center coordinators to participate in center managements. The study showed that, the only opportunities that were provided to meet and discuss any issues pertaining the centers were through meetings, the heads reiterated that, normally if we have a meeting we ask the center coordinators to bring in their views and everyone participate in meetings, and the floor of communication is fine. Communication helps to create relationship and encourage team building in centers. Nyangarika (2016a) and Heck (1994).

Table 8: Accepting Grapevine Information from Center coordinators

Response	Frequency	Percent
Agree	32	50.0
Strongly agree	21	32.8
Disagree	3	17.2
Total	56	100.0

Source: Field Data (2019)



Table 9 illustrates about grapevine information. Grapevine is a path of communication along which news gossip or rumor passes unofficially from one person within a group, organization or community, Grapevine is generalization whereby people of the same styles group cliques or groups tend to reach an understanding on things or issues very quickly these types of information can contain truth or false information's that can bring a great chaos among the center coordinators or workers in a working station, it is true that some of the heads accepts these kinds of information's in the sense that they want to know what is going on their working stations, and what a leader can handle or execute issues, however it is believed that such kind of leaders are fearful of the consequences. On this questions, about 32 (50.0%) admitted that heads accept grapevine and occasionally they plot some center coordinators to investigate any information's within the work station these kinds of the grapevine information's portray the autocratic leadership

Table 9: Delegation of Power or Duties

Responses	Frequency	Percent
Strongly disagree	3	4.7
Disagree	32	50.0
Agree	21	32.8
Strongly agree	56	1
System	8	12.5
Total	64	100.0

Source: Field Data (2019)

With the view whether the heads delegated duties to their subordinates. 32 or (50%) respondents' opinions were in disagreement with the view that they are not delegated duties by the center administrators. This left 3 (4.7%) respondents who strongly disagreed in their opinions. This means that majority (88.9%) of the secondary center coordinators in Tanzania council does not delegated duties by their center administrators. This portrays autocratic style of leadership practiced by head center coordinators. Proper delegation of duties relieves the center administrators from their many tasks and secondly, it inculcates a sense of responsibility, hardworking and commitment among the subordinates which in turn enhances center coordinator performance. Only 21 (32.8%) of the respondents agreed that their heads delegates duties to them. Furthermore, it was revealed that, it happens very rare for the heads of the center to involve their subordinates in decision making; about 6.3% admitted that delegation of power occurs especially when special crucial issues episodes. Involvement in decision making is a type of leadership, while lack of involvement in decision making portrays autocratic leadership styles. Laissez-faire is portrayed when leaders may be reluctantly involving subordinates in decision making process (Love 1993)

The researcher further established respondents' opinions on whether center coordinators are directed by the center administrators on how to perform the delegated duties or not. Results revealed. that most of the heads of secondary in Tanzania council are not directed by their center administrators on duties delegated to them it implied that about (89.3%) of the secondary center coordinators in Tanzania council are not guided by center administrators

on delegation of duties to them. Guidance of subordinates by their superiors on what to do is an element found in democratic style of leadership. The researcher discovered that if center coordinators are not guided on how to perform the delegated duties, they become incompetency and lack of confidence, even if they can be appointed to any leadership in their work stations. The observation uncovered that, Principals empowered center coordinator by delegating them with task to perform, most of the center coordinator asserted that there was no sharing of responsibilities at their center. My observation at one of the center noted that, the only responsibilities given to center coordinators were of extracurricular activities such as sports and games, choir, and culture but not administrative matters. Furthermore, one of the principal argued that not everyone around the center was prepared to be a leader or accepts managerial responsibilities, Greek and Melvin (in Somech 2004) empowerment is a process whereby center participates develops and competes to take change of their own growth and resolve their problem.

Table 10: Opinions on Rewards Duty Delegated

Responses	Frequency	Percent
Strongly disagree	24	37.5
Disagree	17	26.6
Agree	15	23.4

Total	56	87.5
System	8	12.5
Total	64	100.0

Source: Field Data (2019)

Table 11, the researcher also went further on to find out from respondents' opinions on whether they are rewarded by head center coordinators for the duties delegated to them or not. Results indicated that 17 (26.6%) respondents gave their opinions by disagreeing that they are not rewarded by their head center coordinators for the duties delegated to them. On the other hand, 15 (23.4%) respondents' opinions were in agreement with the view that they are rewarded by head center coordinators for duties delegated to them. This left 8 (12.5%) respondents neither agreeing nor disagreeing in their opinions to the asked question. This portrays that most (64 or 73.3%) of the secondary center coordinators in the study area are not rewarded at all by their head center coordinators for the duties delegated to them. Head center coordinators who reward their center coordinators in terms of monetary, promotion, and verbal appreciation for any duty delegated are democratic in nature. Such rewards motivate center coordinators; make them committed and hardworking, by so doing center coordinators enhance their performance.

Table 11: leadership experience in Open and Distance Learning Centers

Responses	Frequency	Percent
Strongly disagree	4	6.3
Agree	60	93.8
Total	64	100.0

Source: Field Data (2019)

For this question the statistical data showed that, the majority of the center coordinators had no right qualification, for example on the interview conducted to the heads of Arusha Day and Prime Open and Distance Learning Centers the observations indicated that, these heads were appointed without having the administrative qualities, however at Arusha secondary center which is a Higher center, the head of this center had the right qualifications (MA) but without having administrative qualities when i asked him about having in service training of administration and leadership courses he admitted that the government does not offer such kind of training since he was pointed nothing have been done. Right qualifications here I mean that, a center coordinator should possess at least a Bachelor's degree or Master's degree with leadership Administration, should have also professional teaching license, having an adequate teaching experience, ie, managerial competence and technical expertise in center management and be of good moral character. this qualification for heads reveals the real situation of the most centers in Tanzania and Tanzania at large.

Table 12 Opinions of respondents about vision and mission of the center

Responses	Frequency	Percent
Strongly agree	52	4.7
Agree	10	1.6
Disagree	2	6.3
Total	64	100.0

Source: Field Data (2019)

Table 13 above, the researcher wanted to examine the mission and vision and motivation given to the center coordinators and non-teaching staff, about 4.7 or (75%) rated strongly agree and 1.6 or (25%) agreed without rejecting the other variables. The vision and mission of the center organization always strive for the quality to enhance strong managements. Vision is a direction that show where you want to go, it also shows what an organization wants to achieve, vision and mission is a dream so mission and vision is the purpose of the organization it is why the organization exists. The mission statement is broad, yet clear and concise, summarizing what the organization does, it directs the organization, as well as all of its major functions and operations to its best opportunities, a mission statement should be easily understood and every employee should be able to recite it from memory, so center heads should strive to the mission and vision of their center organization Simon, (2007). Principals believes that, they involve their fellow subordinates and all center coordinators in management by creating various structures and committees and encouraging them to work as a team. The line of accountability according to the structure of organization is predominantly one way which is principal is only the person responsible for making decision. Donald et al (2004:48). However, one of the center

visited had a better organogram that illustrated all the management members, establishing organization structure and the Mission and vision of the center was clear, this helps abuse of power.

The respondents were asked to answer yes or nor for this question the statistical frequencies showed that only 3 (75%) responded that they know that they are the managers also leaders, while 1 (25%) showed unidentified. Okumbe (2007) contends that management and leadership are relative the same and may perform similar function, the different between them lies on nature of work, types, function, scope or level of authority, nature of usage decision making abilities. Manager has more managerial abilities than leadership skills. Through this remarkable difference, it is true that managers are people who do things right and leaders are people who do the right things. The statistical data showed that. there is a significant difference in leadership style among the male and female center coordinators, most of the heads portrayed that women are too different in terms of delegation of power, communications, and how to handle things compared to male center coordinators. Deming's contends that removing of fear and become self-confidence helps to remove manifestation in administration because fear creates barrier to improve efforts in any system. Many people still having prejudice against women, for example when things get tough like going to war, the discrimination of women, and all prejudices against them are socially constructed and not biological in nature. Likewise, history shows us that there are strong women's Presidents, women Prime Ministers, women Ministers, Managers and competent business women as well TGNP (2003).

Table 13: The Need of Improving Leadership in Open and Distance Learning Centers

Responses	Frequency	Percent
Yes	60	93.7
No	4	6.3
Total	64	100.0

Source: Field Data (2019)

The respondent agreed that it is very crucial for the Ministry of Education and Vocational Training in Tanzania to make changes in the education administration systems, for the betterment of our country as every counties in the world strive for science and technology as competitions for the labor market, Total quality management in education can be discharged by the educational leader who provide the inspiration and enthusiasm to make an education responsive to the country's development goals and aspirations. The calculated Chi square value is 0.760 (see table 15 below) whereas the table value at 5% significance level and 2 degree of freedom is 5.991. The calculated value is smaller than the table value; therefore, the null hypothesis is accepted.

Table 14: Chi-Square Tests

Chi-Square Tests			
	Value	Degree of freedom	Asymp. Sig. (2-sided)
Pearson Chi-Square	0.760 <sup>a</sup>	2	0.684
N of Valid Cases	56		
a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 1.29.			

This study began under hypothetical assumptions which need a critical test to arrive at good statistical inferences. At the start of this study two assumptions were put forward a null ( $H_0$ ) and an alternative ( $H_1$ ) hypothesis.  $H_0$ : There is no significance statistical relationship between leadership styles and total quality management in Open and Distance Learning Centers.  $H_1$ : There is a significant statistical relationship between leadership styles and total quality management in Open and Distance Learning Centers. In this section only the null hypothesis is tested for significance using Chi- Square at a significance of 5%. A calculated Chi square is calculated using SPSS and then compared to table value. If the calculated value is lower than the table value, we accept the null hypothesis otherwise the alternative hypothesis is accepted.

## 5. Conclusion

The Challenges facing administration system for quality improvement in Open and Distance Learning Centers are many but this research was mainly trying to investigate the leadership styles, decision making communication systems and delegation of duties, other challenges are the state of creating and maintaining an academic rigorous learning environment and evaluating their center coordinators effectiveness, this challenges becomes complex and highly stressful. Heads of the center now days see differences in jobs compared to five years ago, three quarters of all heads of the center as well as the center coordinators report shows that teaching profession especially lower levels needs special control and supervisions. Gender and teaching experience did not differentiate center coordinators in their evaluation on leadership styles. Decision making, communication systems. And delegation of duties both young and older center coordinators held similar perceptions; however, the younger center coordinators perceives their heads to be practicing democratic leadership styles than the older center coordinators. Education qualification differentiated center coordinators in their evaluation on leadership styles, communication systems, delegation of power and decision making procedures such that the diploma holders had higher evaluation rating than the degree holders. However, all center coordinators regardless of their qualification held similar view on their heads leadership styles. The major findings and conclusion drawn from this study led to some recommendations. These recommendations are suggestion that might improve heads leadership qualities in the center under investigation, it is recommended that: Center heads must make a self-evaluation of their leadership qualities and seek to array their strength and alleviate their weaknesses. Continuous training should be conducted to the center coordinators in relation to leadership qualities, experience show that, there is no college or institute special for center coordinators to undergo leadership in both primary and Open and Distance Learning Centers, South Africa and Nigeria found to have the center coordinators administration colleges compared to other African countries. In service training should be provided by the ministry of education Tanzania, so as enhance quality managements in Open and Distance Learning Centers. The Ministry of Education Tanzania now strives to the Big Result Now (BRN). If strong emphasis will not have integrated especially leadership managements in Open and Distance Learning Centers Tanzania will be raged behind as the world is competing for the labor market, and the market is volatile. So education leadership management is needed especially in East Africa Federation.

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