

Influence of Heads of School's Leadership Practices on Teachers' Job Performance in Secondary Schools

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ABSTRACT

This study assesses the heads of schools as educational leaders play a crucial role in influencing teachers' job performance. Most of the heads of the school's leadership practices in the Arusha district were not supporting many teachers which led to poor teachers' performance. This study focused on the assessment of heads of school's leadership practices on teachers' job performance in secondary schools in Arusha district. This study used a case study design; both primary and secondary data were collected and used from a sample of 90 respondents through questionnaires and document analysis. Data were analyzed using both qualitative and quantitative data analysis techniques. Teachers were satisfied with the heads of school's involvement in decision making practices by 38 (42.2%), neutral by 28 (31.1%) on motivation practices, and satisfied by 41 (45.6%) on control practices. Quantitative data analysis showed that there was no relationship between heads of school's decision making practices (0.061) and motivation practices (0.147) on teachers' job performance respectively and also there was a relationship between heads of schools control practices on teachers' job performance (0.000). The study recommended to strengthen control practices, improve monetary benefits, provision of opportunities for further studies, and promoting good relationships.

Keywords: Assessment; Job Performance; Leadership Practices; Public Secondary School; House Allowances

1. Introduction

Secondary schools are very vital for the success of the state and their residents (Phillips and Connell, 2003). Teachers are very important to these schools, therefore, they are need to be handled properly so as to help them deliver adequate educational services to the students (Phillips & Connell, 2003). In this paper the researcher assessed heads of school's leadership practices on teachers' job performance at secondary schools in Tanzania, as a case study of Arusha District. In general, in this chapter the researcher presented the background of the study, statement of the research problem main research objective, specific research objectives, research questions, hypotheses tested, significance of the study, scope of the study, limitations of the study and their delimitations, definitions of terms, and conceptual framework.

The success of any organization is highly rested upon the head, manager, or the leader. The word lead, leader, and leadership come from the Anglo-Saxon word "lead", meaning "path" or "road", and the verb leader means "to travel" (de Vries, 2006:2). Leader is one who shows fellow travelers the way by walking ahead. Leadership is an instrument used in an organization for behavior modification (Love, 1993). It determines the goals of an organization and means of accomplishing them. Leadership in an organization has been seen as a motivator whereby a leader motivates others towards the achievement of specific goals of the organizations. This research focused on school's leadership practices; where leadership has a particular importance in educational administration because of its far-reaching effects on the accomplishment of school programmes, objectives, and attainment of educational goals.

In secondary school administration, the success of any school to achieve its stated goals or objectives depends on the head of school and his or her leadership practices (Sergon, 2005). The leadership practice of the head of school is demonstrated in his or her activities which makes him or her to be recognized as a leader of a group. Many people strongly believe that even when there are good educational plans, good school programmes, adequate staffs and facilities, what is more important is a good administrative leadership to coordinate all these for the progress and success of the school (Sergon, 2005) and (Nyangarika et. al 2020a).

The relationship between head of school's leadership practices and teachers' job performance has been a subject of controversy by researchers (Nwadian, 1998; Adeyemi, 2006) but common observations in the school's system shows that the leadership practices of heads of schools could perhaps have serious impact on teachers' job performance (Adeyemi, 2006 and Kanjingu, 2005).

Education in Tanzania is an instrument for effecting national development. The country's educational goals have been set out in the National Policy on Education in terms of their relevance to the needs of the individual and the society. Towards this end, the National Policy on Education set up aims and objectives which were to facilitate educational development in the country. In fostering these aims and objectives, the heads of schools had important roles to play. How effective the head of school was in performing these roles had been a matter of concern to many educationists (Aghenta, 2000; Ige, 2001). Since some of them seemed to find it difficult to effectively administer their schools (Oyedeji, 1998; Adeyemi, 2004). Sekamwa and Lugumba (1973) said head of schools are supposed to promote high quality education through high standard in which case setting appropriately high goals take practices in helping staff learn to identify and tackle to success. It is true that some of heads of schools handle their staffs badly (Love, 1993). So this practice had made teachers to lose morale to perform their duties well. Therefore, this research paper assessed heads of school's leadership practices on teachers' job performance in Arusha District.

Heads of schools as educational leaders play a crucial role in creating the factors which affect the organization health of the schools (Healy, 1994:64). They influence teachers and staffs for successful operations of teaching and learning in the schools. This implies that the heads of schools are the most visible and directly accessible representatives of the schools who highly influence the job performance of teachers. Thus, teachers' job performance in the school system can positively or negatively be affected by their school's heads' leadership practices. Leadership practices are the patterns of behavior which a leader adopts to influence the behavior of his/her followers (Kinard, 1988: 326). Thus, effective head of school uses wide range of leadership practices according to the situation and context of their school.

The successful leader builds a school climate that encourages effective and efficient teachers' job performance. It seemed however that many heads of schools had not considered their leadership practices as determinants of teachers' job performance in their schools. Hence, some of them seemed to find it difficult to effectively administer their schools. Though there were other factors leading to poor teachers' job performance in Arusha district it was probably that heads of school's leadership practices affected much. Therefore, the focus of this study was to assess heads of school's leadership practices on teachers' job performance at secondary schools in Arusha district. The study generally assessed the heads of school's leadership practices on teachers' job performance at secondary schools in Arusha district.

2. Material and Methods

The theory adopted in this study is path-goal theory advanced by House (1968). The theory asserts that a good leader should enhance subordinates job performance by clarifying and setting goals with the subordinates the leader shows the subordinates a clear path to follow and how to remove barriers to goals achievement. The theory stipulates that path-goal approach helps in improving the performance of subordinate (teachers) thus enhancing goal achievement as follow, when subordinates (teachers) are confused, the leader tells them what to do and shows them a clear path to follow when path is shown, the subordinates (teachers) become satisfied and motivated, so they accept leader's practices thus performing effectively. The leader's practices further enhance the subordinates work environment through directing, controlling, supervising, rewarding, proper communication, delegation of duties and joint decision making between head of schools and teachers thus facilitating good performance among teachers. The leader who motivates his/her subordinates reduces stress among the employees. By doing so workers expectations become high, thus their performance is improved. From these words the researcher believes the path-goal theory as advanced by House (1968) will help the head of schools to control teachers, motivate them, and communicate and proper delegation of duties which improves teachers' job performance in secondary schools.

Another theory that relates with this study is Theory X and Y propounded by Mc Gregory (1960) cited in Armstrong (2001). The theory puts that leadership practices employed by head of school depends on how teachers view work some teachers view work as a punishment and would neglect it if there is an opportunity. The head of school here has to use coercive leadership practices to make them perform well. On the other side some teachers are theory Y and they view work in positive terms that is to say work to them is as natural as

play; they are self-directed and know what is required out of them. The head of school leadership practices here should give teachers some freedom to do work without close supervision since they know what to do which in turn leads to high job performance.

These are literatures related to this study in and outside the country. The authors have written on the aspects of head of school leadership practices and teacher job performance, delegation of duties and teacher performance, motivation practices and teachers' job performance, and control practices and teachers' job performance. Here the researcher looked on decision making as party of leadership practices. Involvement in decision making and teacher job performance involvement in decision making refers to a practice by which both superiors and subordinates jointly sit together to discuss the way to run the organization (Okumbe1998). Involvement in decision-making is a typical characteristic of participatory type of leadership. While lack of involvement in decision making portrays autocratic leadership style laissez-faire is portrayed when leaders may reluctantly involve subordinates in decision making process.

Chandan (1987) explained democratic leadership practice as one where subordinates are consulted and their feedback is taken into the decision-making process. As it is going with House (1968) path-goal theory where he said both leaders and subordinates should involve in decision-making if an organization wish to achieve its goals. Lahler (2008) discovered that follower have all the willingness and skills needed to job but will always need to be involved in school activities and decision making processes. Armstrong (1999) found out that teacher's involvement in decision making enhance their performance if teachers are twisted empowered and given opportunities to be involved in administrative decision making of the institution. That involvement raises the morale and commitment of teacher thereby it adds performance.

Sisk and Williams, (1981) explain the term motivation as the process by which behavior is mobilized and sustained in the interest of meeting individual needs and achieving organizational objectives. Since the term has been defined by various people in various place but in the study. Herzberg (1969) shows that at workplaces motivational factors were divided into satisfiers and maintenance factors in which case pay, status job security, working condition, company policy, peer relations supervision, recognition and advancement, responsibility and work itself were important icons of intrusive and extrinsic motivation.

Taylor (1974) and Mullins (2002) said workers would be motivated by obtaining the highest possible wage as it referred as the rational-economic concept of motivation. Lawler (1973) indicated that there are less cases of absenteeism and lower turnover among satisfied employee Kanyesigye (2005) says that effectively managed reward practices were a cardinal factor upon which employee job satisfaction was anchored. Kitatta (1994) found out that managers of school colleges needed to judge the relevance of motivation theories and how best to draw up them and effectively apply them in the effort of getting expected job performance.

Handy (1993) suggested that the search for the definitive solution to the motivation problem was another endless quest for the Holy Grail in organization theory and that any study or theory which aids an understanding to how best to motivate people at work must be useful since all leaders and managers have the duty to motivate their teams. Ritti (1994) emphasized that rising that levels of motivation by increasing wages was very unpopular scheme instead the real motivation (intrinsic motivation) is a result of leaders enriching the working environment and allowing employees to participate in decision making. Controlling is a means of regulating, restraining or keeping in order. This implies that employees require control if excepted job performance is to be achieved Hornby (1982) control is the extent to which a manager could handle the three "ES" of effectiveness, economy and efficiency (Powle, 2001).

Stewart (1999) said managers who exercise control in various systems to create room for flexibility in order to accommodate acceptable human error. Since human performance of a task can be influenced by several factors flexibility would give room for creating and originality. Drummond (2000) suggests that organization that reach expected performance always develop law, rules and regulation which guide behavior and determine the desired performance thus professional codes of ethics set standards and tempo of performance in an occupation.

Mbamba et al (1992) viewed control as necessary in order to direct any institution action and more progressively towards realization of set goals and that control should be able to respond effectively to demands posed by changes in contemporary society. Mintzberg (1973) has said that the activities of management in any institution are clearly illustrated through control reports, which emphasizes observation comments and recommendations on expectations critical points of success or failure which can guide either future performance or corrective measures.

According to the national education policy of the United Republic of Tanzania (URT) of 1995, The MOEVT by then the Ministry of Education and Culture passed various policies concerned the training, managed, and administered system in its book education and training policy (1995:25-29). It explained that tertiary level of education and training are managed and administered by different ministries and organizations, therefore it needed high coordination. Power and decision making in management and administration of education and training had remained heavily concentrated at the ministerial level. Attempted to involve regions, districts, and communities in the management and administration of educational institutions in their areas of jurisdiction are wanting (Nyangarika et. al 2020b).

Management and administration of education to a large extent rested in the hands of the heads of the institutions (schools), (Nyangarika et. al 2020c). Heads should be directly answerable to the board, teachers, and parents on the success of their institutions. Sound management and administration techniques are essential for an effective functioning of the education and training system and its institutions. Education managers and administrators at the national, regional, district and institutional levels should be experienced, highly qualified academically and professionally, and have skills in education management and administration. From the explanations, it seems that heads of schools have a great work to be fair in their leadership practices so as to bring succession in the schools since they are the one to take care of all what are going on at their school's level and they must also be qualified and professionally.

3. Methods

The population involved all 1936 teachers in Arusha district from different secondary schools totaled to 1982 people. Respondents came from O' level and A' level secondary schools from both 23 public secondary schools and 23 private secondary schools. This study the sample was studied in an effort to understand perception of the Arusha district teachers on how the HoS's leadership practices affected teachers' job performance. This study collected and used secondary data. Secondary data were collected through document analysis. Data were analyzed by using both qualitative and quantitative data analysis techniques. The researcher used questionnaires and document analysis as methods of data collection. Secondary data are collected by other sociologist, government departments, official bodies, or individuals and then re-used. Document analysis as one of the way of collecting secondary data involves gaining of data through a range of documents and making formal evaluation of the documents that will be for the contents analysis.

4. Results

The academic trend has an important influence to the study under review as it enabled the researcher to determine the academic level of the respondents so as to be able to determine the extent of their responses which assisted him in drawing out conclusion and also assessing their capabilities in teaching students. It was found that, 25 (27.8%) of those interviewed were diploma teachers, 58 (64.4%) of the respondents were Advanced diploma and Bachelor's degree teachers, 3 (3.3%) of teachers were holders of post graduate diploma and master's degree respective, and 1 (1.1%) was holder of doctorate degree as indicated in the table 4.3. This shows that generally most of the teachers were having advanced diploma and first degree as their level of education. It was important for the researcher understand how long Arusha district secondary school's teachers have been teaching at secondary schools. Findings show that, 26 (28.9%) of the respondents who participated in this study worked between below 1 year teaching in secondary schools, 28 (31.1%) of the respondents worked between 1 to 3 years, 14 (15.6%) worked between 4 to 7 years and 8 to 10 years respectively, and 8 (8.9%) of the respondents who participated in this study worked above 10 years as indicated in the Table 4.1.

Table 4.1: Working Experience of Arusha District Secondary Schools Teachers

Working Experience (Years)	Frequency	Percentage (%)
Less than one year	26	28.9
1 – 3 years	28	31.1
4 – 7 years	14	15.6
8 – 10 years	14	15.6
Above 10 years	8	8.9
Total	90	100.0

Source: Field data (2019)

The longer teachers work in teaching at secondary school the more add experiences of teachers in helping students do well in their examinations and also enabled the researcher in determining the level of reliability and relevance of the data given by the respondents. The statistics showed that, more teachers 64 (71.1%) had been working more than 3 years (Table 4.1).

It was important for the researcher to know how long Arusha district secondary school's teachers have been teaching at the current secondary schools. Findings show that, 33 (36.7%) of the respondents who participated in this study worked at current secondary school were below 1 year, 26 (28.9%) worked between 1 to 3 years, 11 (12.2%) were between 4 to 5 years, and above 5 years were 18 (20%) as indicated in the (Figure 4.1).

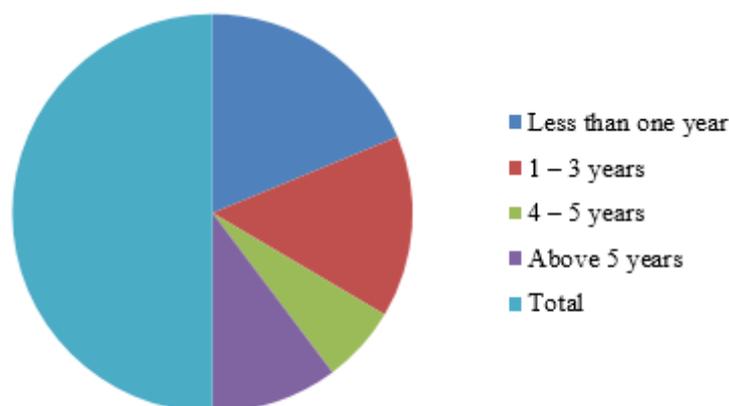


Figure 4.1: Working Experience of Teachers at Current Secondary Schools
Source: Field data (2019)

It was important for the researcher to know the type of secondary schools (private or government secondary schools) that Arusha district secondary teachers were teaching. Findings show that, 47 (52.2%) of the respondents who participated in this study were teaching at government secondary schools and 42 (46.7%) of teachers were teaching at private secondary schools in the district as depicted in the (Table 4.2).

Table 4.2: Category of Secondary Schools in Terms of Ownership

Category of Secondary Schools	Frequency	Percentage (%)
Government Secondary School	47	52.2
Private Secondary School	42	46.7
Total	89	98.9

Source: Field data (2019)

It was important for the researcher to know the residential status of secondary schools that the teachers were teaching in Arusha district. The researcher reported that, 2 (2.2%) of respondents were teaching boarding secondary schools, 45 (50%) were teaching at day secondary schools, and 43 (47.8%) of the respondents were teaching at both day and boarding secondary schools in Arusha district as indicated in the Table 4.3.

Table 4.3: Category of Current Secondary Schools in Terms of Residential Status

Schools' Residential Status	Frequency	Percentage (%)
Boarding Secondary Schools	2	2.2
Day Secondary Schools	45	50
Both Day and Boarding Schools	43	47.8
Total	90	100

Source: Field data (2019)

In Arusha district there are O- level secondary schools, A-level secondary schools, and both O-level and A-level secondary schools. The researcher reported that 47 (52.2%) of the respondents participated in this study were teaching at O-level secondary schools, 2 (2.2%) were teaching at A-level secondary schools, while 41 (45.6%)

of the respondents were teaching at both O-level and A-level secondary schools in Arusha district as depicted in the (Table 4.4)

Table 4.4: Category of Secondary Schools in Terms of Level of Education

Schools' Level of Education	Frequency	Percentage (%)
O – Level	47	52.2
A – Level	2	2.2
Both O-Level and A-Level	41	45.6
Total	90	100

Source: Field data (2019)

In Arusha district there are boy’s secondary schools, girl’s secondary schools, and both boys and girl’s secondary schools. The researcher reported that 8 (8.9%) of the respondents participated in this study were teaching at boy’s secondary schools, 1 (1.1%) was teaching at girl’s school, and 81 (90%) of the respondents were teaching at both boys and girls secondary schools as depicted in the (Figure 4.2).

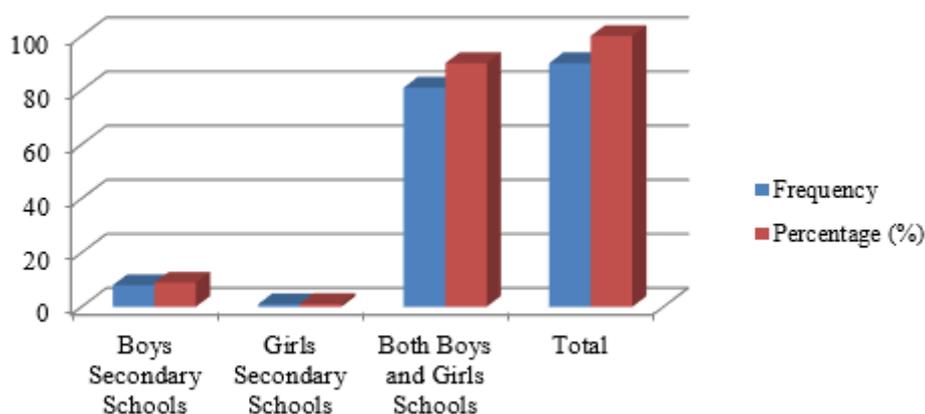


Figure 4.2: Category of Current Secondary Schools in Terms of Gender

Source: Field data (2019)

Among other objectives, the researcher determined the relationship between heads of school’s decision making practices on teachers’ job performance. The researcher firstly assessed the level of teachers’ satisfaction level on heads of school’s decision making practices and their level of agreement of the teachers’ job performance as depicted in the (Table 4.5 and Table 4.6). For heads of school’s decision making practices, the researcher considered participation of teachers in decision making, consideration of teachers views in meetings, consultation with teachers by heads of schools, encouragement in demonstrate initiative and creativity, and encouragement in cooperation (Table 4.5). Respondents who were secondary school’s teachers of Arusha district were asked to indicate their satisfaction level (SL) on heads of school’s decision making practices by using the Likert scale of five points, the scale included strongly dissatisfied (SD), dissatisfied (D), neutral (N), satisfied (S), and strongly satisfied (SS). From the study, it was generally observed that, teachers in Arusha District were satisfied with the heads of school’s decision making practices by 39 (43.3%) as indicated in the Table 4.8. The results also showed that, teachers in Arusha district strongly agreed by 51 (56.7%) that they were performing well in teaching students at their secondary schools (Table 4.7) and (Figure 4.3).

Further analysis showed that, teachers were satisfied by 38 (42.2%) on participation of teachers in decision making in meeting organized by the school’s administration, teachers were satisfied 36 (40%) that their views in meetings were considered in final decision-making of the school administration, teachers were satisfied by 31 (34.4%) that the heads of schools consulted them whenever they wanted to pass final resolution in schools meeting. Also the researcher reported that heads of schools encouraged teachers to demonstrate initiative and creativity during the decision making process of the school as teachers were satisfied by 30 (33.3%), respondents were satisfied by 39 (43.3%) that the heads of schools encouraged cooperation among the teaching staffs during the decision making process of the schools (Table 4.5). Teachers were satisfied with the

involvement of their heads of schools in decision making of all matters of schools and this was possible because heads of schools used various techniques (Table 4.5)

Table 4.5: Satisfaction Level on Involvement in Decision Making

Involvement in Decision Making	Results	
	Category	Number (Percent)
I participate in decision making in meeting organized by the school administration	SD	13(14.4%)
	D	9(10%)
	N	19(21.1%)
	S	38(12.2%)
	SS	11(12.2%)
My views in meetings are considered in final decision-making of the school administration	SD	5(5.6%)
	D	18(20.0%)
	N	23(25.6%)
	S	36(40%)
	SS	7(7.8%)
My head of school consults me whenever he/she want to pass final resolution in school meeting	SD	6(6.7%)
	D	24(26.7%)
	N	18(20%)
	S	31(34.4%)
	SS	11(12.2%)
My head of school encourages me to demonstrate initiative and creativity during the decision making process of the school	SD	10(11.1%)
	D	16(17.8%)
	N	19(21.1%)
	S	30(33.3%)
	SS	15(16.7%)
My head of school encourages cooperation among the teaching staff during the decision making process of the school	SD	11(12.2%)
	D	11(12.2%)
	N	11(12.2%)
	S	39(43.3%)
	SS	18(20%)

Key: SD= Strongly Dissatisfied D=Dissatisfied N=Neutral S=Satisfied SS=Strongly Satisfied

Source: Field data (2019)

In determining the relationship between heads of schools' decision making practices and teachers' job performance, the researcher used regression analysis at the significance level of alpha (α) = 0.05. For the result with the probability level or significance level of less or equal to 0.05 or 5% made the researcher to accept the hypothesis and considered that there was a relationship between heads of schools decision making practices and teachers' job performance and for the result with the probability level or significance level greater than 0.05 or 5% made the researcher to reject the hypothesis since showed that there was no relationship between heads of schools decision making practices and teachers' job performance as shown in Figure 4.3.

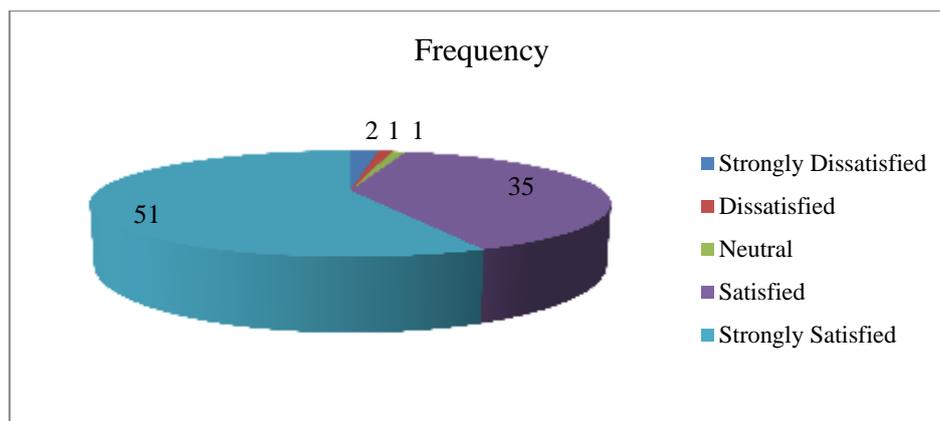


Figure 4.3: Job Performance of Teachers in Arusha District
 Source: Field data (2019)

As it can be observed from the Table 4.6, the researcher determined the relationship between heads of school’s decision making practices on teachers’ job performance in Arusha district and found that, the regression analysis output had a significance level 0.061 or 6.1% therefore, rejected the hypothesis that is there was no a positive relationship between heads of school’s decision making practices on teacher’s job performance in Arusha district secondary schools (Table 4.6). Further analysis from cross tabulation (Table 4.10) showed that, teachers in Arusha district strongly agreed by 51 (56.7%) that they were performing well and also they were satisfied by 39 (43.3%) on their heads of school’s decision making practices. This gives the light that, heads of school’s decision making practices in secondary schools in Arusha district does not affect teachers’ job performance in secondary schools in Arusha district therefore heads of schools should focus their efforts to other things which influence their teachers’ job performance. Also the heads of schools in Arusha district should not ignore the issue of involvement of their teachers in decision making for matters relating to their schools since it is so essential for running of the schools and act as a component of good governance (participation).

Table 4.6: ANOVA (HoS Decision Making Practices and Teachers’ job Performance)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.143	1	2.143	3.609	.061 ^a
	Residual	52.257	88	.594		
	Total	54.400	89			

a. Predictors: (Constant), HoS Decision Making Practices

b. Dependent Variable: Teachers' Job Performance

Source: Field data (2019)

In this section, the researcher determined the relationship between heads of school’s motivation practices on teachers’ job performance in secondary schools in Arusha district. The researcher reported that, teachers in secondary schools in Arusha district were neutral by 28 (31.1%) on heads of school’s motivation practices (Table 4.13). This showed that to some extent there was dissatisfaction among teachers on motivation practices by heads of schools in Arusha district. In this area the researcher considered payment of good salaries, payment of salaries on time, regular payment of incensement, payment of allowances on time, and advice to teachers (Table 4.8).

Table 4.7: Involvement in Decision Making Practices * Teachers' Job Performance Cross tabulation

		Teachers' Job Performance					Total
		SD	DA	UD	A	SA	
Involvement in Decision Making	SD	1	0	0	1	3	5
	D	0	1	0	6	9	16
	N	1	0	1	9	11	22
	S	0	0	0	18	21	39
	SS	0	0	0	1	7	8
Total		2	1	1	35	51	90

Key: SD = Strongly Disagree DA = Disagree UD = Undecided A = Agree SA = Strongly Agree

Source: Field data (2019)

From the study it was reported that, teachers from both government and private schools were neutral by 21 (23.3%) on payment of good salaries and also teachers were satisfied by 26 (28.9%) about payment of salaries on time (Table 4.11). The researcher also reported that teachers 22 (24.4%) were neutral about receiving of regular pay incensement (Table 4.11). This was mostly with private secondary school's teachers and for the government they complained about the delay in payment of that incensement. For payment of allowances on time, respondents (teachers) were strongly dissatisfied by 26 (28.9%), this applied to both private and public secondary school's teachers and the researcher also reported that teachers in Arusha district were neutral by 36 (40%) about getting advices from their heads of schools (Table 4.8).

Table 4.8: Satisfaction Level on Motivation Practices by Heads of Schools

Involvement in Decision Making	Responses	
	Category	Number (Percentage)
I receive a good salary	SD	35(38.9%)
	D	12(13.3%)
	N	21(23.3%)
	S	14(15.6%)
	SS	8(8.9%)
I receive regular pay incensement	SD	20(22.2%)
	D	21(23.3%)
	N	22(24.4%)
	S	19(21.1%)
	SS	8(8.9%)
Payment of salary is timely	SD	19(21.1%)
	D	15(16.7%)
	N	17(18.9%)
	S	26(28.9%)
	SS	13(14.4%)
Head of school pays my allowances on time	SD	26(28.9%)
	D	12(13.3%)
	N	21(23.3%)
	S	23(25.6%)
	SS	8(8.9%)
I often get advice from my head of school	SD	10(11.1%)
	D	11(12.2%)
	N	21(23.3%)
	S	36(40%)
	SS	12(13.3%)

Source: Field data (2019)

In determining the relationship between heads of school's decision making practices and teachers' job performance, the researcher used regression analysis at the significance level of alpha (α) = 0.05. For the result with the probability level or significance level of less or equal to 0.05 or 5% made the researcher to accept the hypothesis and considered that there was a positive relationship between heads of schools motivation practices and teachers' job performance and for the result with the probability level or significance level greater than 0.05 or 5% made the researcher to reject the hypothesis since showed that there was no relationship between heads of schools decision making practices and teachers' job performance.

Table 4.9: ANOVA (HoS Motivation Practices and Teachers' job Performance)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.290	1	1.290	2.138	.147 ^a
	Residual	53.110	88	.604		
	Total	54.400	89			

a. Predictors: (Constant), HoS Motivation Practices

b. Dependent Variable: Teachers' Job Performance

Source: Field data (2019)

As it can be observed from the Table 4.9, the researcher determined the relationship between heads of school's motivation practices on teachers' job performance in Arusha district and found that, the regression analysis output had a significance level 0.147 or 14.7% therefore, rejected the hypothesis i.e. there was no a positive relationship between heads of schools control practices on teacher's job performance in secondary schools in Arusha District (Table 4.9). Further analysis from cross tabulation (Table 4.10) showed that, teachers in Arusha District strongly agreed by 51 (56.7%) that they were performing well and also they agreed that they were neutral by 28 (31.1%) on their heads of their school's motivation practices to them. This showed that there were some problems in the implementation of the motivation practices by heads of schools of which led to teachers to be neutral (not satisfied) with it. Also it showed that, together with their dissatisfaction, it did not influence their level of performance as teachers. Together with this result, the heads of secondary schools in Arusha district should not ignore the issue of motivation to teachers since teachers need to be well paid in terms of salaries, allowances, as well as other monetary and non-monetary benefits. The researcher also established the relationship between heads of schools control practices on teachers' job performance in secondary schools in Arusha district. From the study it was reported that teachers were satisfied by 41 (45.6%) on heads of schools control practices (Table 4.10). In this area the researcher looked at appraisal or evaluation system for teachers' performance, results of performance rating, improvement of performance, and attendance of meetings which review performance (Table 4.10).

Table 4.10: HoS Motivation Practices * Teachers' job Performance Cross Tabulation

		Teachers' Job Performance					Total
		SD	DA	U	A	SA	
HoS Motivation Practices	SD	1	0	0	4	10	15
	D	1	0	0	12	9	22
	N	0	1	1	11	15	28
	S	0	0	0	8	12	20
	SS	0	0	0	0	5	5
Total		2	1	1	35	51	90

Key: SD = Strongly Disagree DA = Disagree UD = Undecided A = Agree SA = Strongly Agree

Source: Field data (2019)

From the study it was reported that teachers from both government and private schools were satisfied by 36 (40%) on appraisal or evaluation system for teachers' job performance which were organized by heads of schools. Teachers supported that they were satisfied by 40 (44.4%) that they were always getting the results of their performance rating from their heads of schools, also satisfied that always they were challenged by the heads of schools to improve their performance (Table 4.11). The researcher also reported that teachers in Arusha

district were satisfied by 23 (25.6%) on periodical meetings for reviewing teachers' job performance (Table 4.12). During these meetings, teachers and heads of schools come together and review their performance to see where teachers were performing well or not and ways to improve their performance.

Table 4.11: ANOVA (Hos Control Practices and Teachers' job Performance)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.246	1	10.246	20.420	.000 ^a
	Residual	44.154	88	.502		
	Total	54.400	89			

a. Predictors: (Constant), HoS Control Practices

Source: Field data (2019)

In establishing the relationship between heads of schools control practices and teachers' job performance, the researcher used regression analysis at the significance level of alpha (α) = 0.05. For the result with the probability level or significance level of less or equal to 0.05 or 5% made the researcher to accept the hypothesis and considered that there was a relationship between heads of schools decision making practices and teachers' job performance and for the result with the probability level or significance level greater than 0.05 or 5% made the researcher to reject the hypothesis since showed that there was no relationship between heads of schools decision making practices and teachers' job performance.

It can be observed from the Table 4.12, the researcher established the relationship between heads of schools motivation practices on teachers' job performance in secondary schools in Arusha district and found that, the regression analysis output had a strong significance level 0.000 or 0% therefore, accepted the hypothesis because there was a positive relationship between heads of schools control practices on teachers job performance in secondary schools in Arusha district i.e. heads of schools control practices influenced positively the performance of teachers in secondary schools in Arusha district.

Table 4.12: HoS Control Practices * Teachers' Job Performance Cross Tabulation

		Teachers' Job Performance					Total
		SD	D	U	A	SA	
HoS Control Practices	SD	1	0	0	0	0	1
	D	1	0	0	2	3	6
	N	0	1	1	13	9	24
	S	0	0	0	16	25	41
	SS	0	0	0	4	14	18
Total		2	1	1	35	51	90

b. Dependent Variable: Teachers' Job Performance

Source: Field data (2019)

Further analysis from cross tabulation (Table 4.12) showed that, teachers in Arusha district strongly agreed by 51 (56.7%) that they were performing well and also they agreed that they were satisfied by 41 (45.6%) on their heads of their schools control practices to them. This showed that, the heads of secondary schools in Arusha district should focus much on the control practices since seemed to influence the teachers' performance in their secondary schools. As reported by the researcher in the Table 4.12, teachers were satisfied with the control practices also in the regression analysis showed a positive correlation between performance and control practices.

5. Conclusion

This study was conducted at the time when the education sector is experiencing many problems including problems of leadership which have sparked poor performance of students at district and national level. From the study it is generally reported that teachers in secondary schools in Arusha district were satisfied with the heads of school's involvement in decision making practices by 38 (42.2%), neutral by 28 (31.1%) on motivation practices, and satisfied by 41 (45.6%) on control practices. Quantitative data analysis showed that there was no relationship between heads of school's decision making practices (0.061) and motivation practices (0.147) on

teachers' job performance respectively and also there was a relationship between heads of schools control practices on teachers' job performance as the significance level was 0.000 or 0%. The study findings show that, although in some areas the respondents were satisfied with the heads of school's leadership practices, still there were disagreement in some areas which needs improvements which in one way or another affect the performance of teachers. It was observed that there was a problem of monetary benefits and allowances to teachers particularly to public secondary school's teachers. This demoralized them and they do not work hard which in turn affects students' performance. Problem of motivations also was observed in this study, and problems of opportunities for further studies among teachers seemed to be a major issue. This was to teachers from the public secondary schools and private secondary schools. Another issue was the issue of social relationship among teachers and this was mostly caused by the leadership practices by the Heads of schools. This include provision of more incentives to teachers, free transportation if the schools are having vehicles or provision of transportation allowances to teachers, provision of good salaries, provision of meals allowance or provision of meal at schools, and provision of medication to teachers especially private secondary school's teachers because teachers from government schools are having health insurance for them and their families. The schools also should provide housing allowances or provision of free houses to teachers nearby the schools. It is recommended the heads of schools to grant power and authority to teachers, reward teachers so as to motivate positives their performance, and to have participative method in problems solving. The heads of schools should create good working environment to teachers so as to enable them doing this works well. This include provision of teaching facilities to teachers, conducive teaching environment including class rooms, libraries, laboratories, increase number of teacher students ration by employing enough teachers, and having regular meetings with teachers. Heads of schools should provide opportunities for further studies and training to teachers. This includes provision of seminars to teachers and giving leaves for further studies to teacher and be able to replace the absence so as to enable students study without missing periods.

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