
Influence of Heads of Schools' Leadership Practices on Teachers Job Performance in Public Secondary Schools in Kigoma District Council, Tanzania

Obeid Furahenda Msigwa, Onesmo Amos, Paul S. D. Mushi

Jordan University College
A Constituent College of St. Augustine University of Tanzania
P.O.Box 1878, Tanzania-East Africa
Email: obeidmsigwa42@gmail.com

doi: <https://doi.org/10.37745/bje.2013/vol12n92542>

Published August 11, 2024

Citation: Msigwa O.F., Amos O., Mushi P.S.D. (2024) Influence of Heads of Schools' Leadership Practices on Teachers Job Performance in Public Secondary Schools in Kigoma District Council, Tanzania, *British Journal of Education*, Vol.12, Issue 9, 25-42

Abstract: *The study assessed the influence of heads of schools' leadership practices on teachers' job performances in public secondary schools, Kigoma District Council-Tanzania. The study adopted a Convergent Research Design under a Mixed Research Approach. This study was guided by the Path Goal Theory as advocated by Robert House and Dessler. To this end, the study focused on two research objectives that based on the nature of heads of school leadership practices and remedial measures of resolving challenges facing heads of schools in implementation of leadership practices. The study employed purposeful sampling to select 06 heads of schools and 01 DEO, and 110 teachers were obtained by using the Boyd and Westfal formula from public secondary schools sampled in this study. The questionnaires for teachers consisted of 21 items constructed based on a 5-point Likert scale. Validity was ensured through the involvement of three experts from JUCo and the reliability of instruments was tested through the Cronbach Alpha technique at 0.87 coefficient level of internal consistency. Descriptive statistics mainly mean and percentages were used to analysis quantitative data and thematic analysis was used in qualitative analysis of data. The study revealed the distinction of heads of schools' leadership practices being absolutely important to teachers' job performances in public secondary schools. The study also found the importance of heads of schools' leadership practices application like motivation to teachers to increase their altitudes of teaching and effective communication in resolving the challenges in the implementation of leadership practices by teachers for job performances in public secondary schools. The study concluded that heads of schools in Kigoma District Council are successful in carrying out the leadership practices that support teachers' job performances. The study also found that heads of schools in public secondary schools in Kigoma District Council possess some remedy measures that help them to solve challenges timely and correctly that face teachers during leadership practices implementation. Therefore, the study recommended capacity-building through different seminars and training for heads of schools on leadership practices skills for quality controlling and guiding teachers for effective job performances.*

KEYWORDS: Leadership, heads of schools, teachers' job performances, secondary schools

INTRODUCTION

Effective leadership practices by school heads are inseparable from everyday teacher job performance as they are believed to be the tool for developing school teamwork, change, success and teacher's retention or teacher attrition (Faith and Kenneth 2012; Parveen et al. 2022). This belief is evident in the rising interest by various countries in ensuring the recruitment of capable heads of schools with agility to manipulate their leadership practices toward attaining schools' goals through a competitive job recruitment strategy. Among the priority skills' criteria of heads of schools include the general ability to enhance performance of challenged schools (Alma 2002) toward quality improvement of schools and that of their students (Berry 1997; Huber and Muijs 2010) and cultivating teachers job performance, aligning their expectations, job mindfulness, and job accountability with the attainment of the school's educational goals (Khaki 2006; Leithwood 2016, Kempa et al. 2017).

Schools leadership practices for change should therefore include into their styles among other competences the ability to align teacher instructional practices toward school reform and modernization (Gunter and Forrester 2010). They must collaborate closely with teachers to bring about teacher change in job performance, innovations in capacity building toward attaining school mission and vision specifically in improving student learning and achievement (Krasnof 2015). This could be possible by directing the tool toward raising teachers' commitment, their motivation and collaboration with school leaders which is believed to enhance their levels of satisfaction, confidence and teamwork spirit, which are among the most essential elements in school development, improvement and success (Gurr et al., 2006; Werang & Lena, 2014).

Effective school leadership practices are reported by various studies as a teacher enabler in attainment of school goals and school success, but conditionally. The school head must adequately possess the necessary competencies, some of which are listed by Tobón et al. (2020) and Kelkay (2020). These include leadership skills; administrative/managerial efficiency; and the competence to recruit competent teachers and retain and motivate them, for, they are critical in maintaining quality control in schools (Ngozi 2020). The leadership practices should however be guided by well-established official by-laws to ensure sustained observance of high school standards. Moreover, the head of schools should embrace demonstrable practices pliable to helping teachers to identify and meet their needs (Aquino et al., 2021).

Heads of schools also need to create an enabling environment for enhancing teachers' job performance Lyons (2019). This could be done by identifying teacher needs and supporting them to maximize productive performance, but selectively (Demenzie 2019) prioritizes activities that rhyme well with teachers' needs and satisfaction through communicating and sharing of ideas. On the other hand, MoEST (2019) requires the heads to use high level high-profile leadership skills and practices to strengthen school and teacher performance. The two advocates are supported by Heikka et al. (2021), hinge on teachers' satisfaction, who committed and dedicated their job performance as a significant tool for school improvement through effective and high-quality teaching. It is therefore important that heads of school instill

Publication of the European Centre for Research Training and Development-UK
the right job mindfulness and accountability attitudes among teachers (Ngozi 2022) to enhance
school success.

STATEMENT OF THE PROBLEM

There is adequate evidence on the relationship between the effective heads of school leadership practices and teachers' job performances (Northouse., 2121; Demenzie., 2019; Lyons., 2019; MoEST., 2019; Kelkay., 2020; and Heikka et al., 2021), which is an important factor to school success guided by supportive policies (Ngozi, 2020; Tobon et al., 2020). This study was, therefore, conducted to examine the influences of heads of schools' leadership practices on teachers' job performances in public secondary schools in Kigoma District Council-Tanzania.

Research Objectives

This study aimed at providing an in-depth understanding of the influences of heads of schools on leadership practices on teachers' job performances in public secondary schools, in Kigoma District Council.

Specific Objectives

- To find out the nature of heads of schools' leadership practices.
- To determine remedial measures for resolving the challenges faced in implementing heads of school leadership practices.

Research Questions

- What is the nature of heads of school leadership practices?
- What are the remedial measures in resolving the challenges faced in implementing the heads of school leadership practices?

Theoretical framework

This section contains reviews of the theory related to the influences of heads of schools' leadership practices on teachers' job performances in public secondary schools in Kigoma District Council. The basic concepts of the theory are described, and the strengths of the theory, weaknesses of the theory, and application of the theory in the study are analyzed too.

Path-Goal Theory

There is a strong belief by different studies (Alanazi et al. 2013, Olowoselu et al. 2019) that effective leadership practices impact positively on teacher job performance. While it's suitable in application to research in education, the user must be cautious of its limitations, hence the rationale of its choice to guide this study (Bans, 2021).

Exploring heads of school leadership practices requires however, an understanding of the key elements that constitute leadership which include among others flexibility, transparency, inspiration over decisions and leading by goals, a combination of which Bans-Akutey (2021)

Publication of the European Centre for Research Training and Development-UK refers to as Path-Goal Theory and explores its usage and effectiveness. *The theory expects heads of school leadership practices to embrace providing various types of support teachers to help them overcome impediments to their job performance* (Alanazi et al., 2013; Bans-Akutey, ibid.1).

The theory, which distinguishes between four leadership practices (directive, participative, supportive, and achievement-oriented) helps in exploring standard leadership operating procedures and in clarification of challenges faced in implementing heads of schools leadership practices. Drawn from the theory regarding the practice by the head of school it is expected they provide assistance, directions, and guidance to clarify job goals for teachers and remove obstacles to teachers' job performance (Saleem et al., 2020). However, whatever the type of support the heads give to their teacher, they must create a conducive school environment, ensure equity and inclusiveness that rhyme with the teachers' expectations, hinged on performance standards, rules, and regulations as outlined to teachers by the respective schools House and Dessler, (1974). Furthermore, in whatever practice they use, the head of schools must ensure flexibility Bans, (2021) guided by achievement-oriented leadership principles, built on trust in teachers' capabilities while at the same time encouraging continued performance improvement.

Caution must however be taken when implementing the head of school leadership practices. Despite the suitability of the Path Goal Theory, it suffers from inadequacy in explaining favorably other factors that can inhibit in achieving of expected goals by heads of schools' leadership in enhancing teachers' job performances. Among them are extrinsic and intrinsic factors such, as sophistication nature of teachers' job autonomy, intrinsic job rewards, job security, subordinates' expectations of gender stereotypes, pay, recognition and the teachers social and cultural environment diversities, influence of other stakeholders (Kartin et al, 2020) and follower commitment to supervisor that might fall out of the school leaders' attention or ability to provide for (House and Desseler, 1974, Polston-Murdoch 2013). This research took into cognition both the strengths and weaknesses of the Path-Goal and remain focused on the scope of the research problem: to investigating the influence of the heads of school leadership practices on teachers' job performance.

Review of Empirical Studies

The research was also informed by other related empirical research as summarized below;

Nature of Head of School Leadership Practices

Karimian et al. (2023) conducted an exploratory-qualitative research methods with a semi-structured interview and collected data on heads of school leadership practices from 21 respondents in disadvantaged area of Canada. The analysis of data was done by using excel and selective coding. The study reveals that heads of the school who applied directive and supportive leadership practices influenced subordinates followed by achievement-oriented leadership practices. A similar study but which employed quantitative methods approach by Vargas and Rosa (2021) conducted a comparative assessment of 85 administrators' leadership practices from different organizations in the Philippines. Data was collected using a survey questionnaire and the findings revealed use achievement-oriented leadership practices by the

Publication of the European Centre for Research Training and Development-UK majority, which influenced their employees to achieve the organization's goals. The practices by most government administrators, however, employed interchangeably supportive, directive, and participative to make sure the organization's goals were achieved.

In South Sudan, Aitakin (2019) employed a quantitative research design to study the influence of 10 heads of schools leadership practices to 100 teachers' job practices on improving schools in Yei town South Sudan. A questionnaire was used for data collection, The findings revealed the use of experience by majority of the heads of schools coupled by participative, supportive, and directive leadership practice which positively influenced teachers job performance.

In Tanzania, three related studies investigated the influence of heads of schools' leadership practices on teachers' job performances in secondary schools in selected schools in Tanzania Urio (2023), and two studies in Kigoma by Bilantanye (2019) and Mathias (2020) employed survey methods with 20 head of schools unlike Urio who employed qualitative research on leadership practices that could sustain school improvement using a combination of methods (interviews, focus group discussions, documentary review and observations) to collect data.

The three studies used descriptive data analysis and the findings revealed that, school heads who used supportive leadership practices stood better chances on positive influence on teachers' job performances (Urio ibd.). In Kigoma, it was the use of directive and supportive leadership practices by heads of schools which influenced better the teachers' jobs as revealed by the two studies.

Measures to Challenges in the Implementation of Heads of School Leadership Practices

Different literature advocate measures for resolving the challenges Heads of schools face in the implementation of leadership practices. Salfi, (2022) conducted a qualitative research approach with a structured interview and collected data on 60 on heads of schools in Poland high schools. The analysis of data done by using thematic description revealed that, heads of schools needs to make a school environment characterized by belief, effective two-way communication and structured teamwork processes. Kempa et al., (2017) conducted a comparative of 05 school heads in Junior High School of Ambon in Philippines. Data was collected using focus group discussion, observations, interviews and documentary review and the findings revealed that, teachers not only need a slightest standard of living to eat, drink decent shelter, and adequate clothing. Furthermore, they want opportunities to grow in position, appreciation of achievement, fair treatment, and security. Sustaining that need by the heads of schools that makes the teacher feel satisfied.

In Cameroon, Oben (2021) used a systematic literature review research design to study the strategies to resolve teachers' challenges in Cameroon secondary schools. The study revealed that School heads must possess higher levels of leadership practices skills, experience, and knowledge compared to the average teacher to effectively address and overcome the challenges encountered by teachers. A similar study but which employed a qualitative research approach by Olowoselu et al, (2016) conducted Path-Goal theory and application in educational management and leadership. The findings revealed that Effective heads of schools stands to

Publication of the European Centre for Research Training and Development-UK
control the teachers' behaviour near their working input and output as well as stimulates their general performance in task completion.

In Rwanda, Northhouse (2021) employed a mixed research method to study 102 heads of school on improving leadership practices. A structured questionnaire used as a tool of data collection. The findings found that in everyday life every teacher wants to maintain an intense and satisfying relationship in social interaction with others (inclusion). Every teacher wants to control but also wants to be controlled (control) and lastly every teachers wants to be sensitivity, warmth and affection. Head of school's ability is very significant to build communication internally and externally to improve teachers' job performance and competitiveness.

In Tanzania, Massawe (2018) employed the case study design on measures the heads of schools apply in leadership practices implementation in selected schools at Kinondoni municipality. The study revealed that, heads of schools should create ideal school atmosphere that stimulates teachers to realize their potential and growth professionally. The study recommended more training for Heads of schools on leadership practices to influence teachers' job performances. However, the current study was conducted in Kigoma district.

RESEARCH METHODOLOGY

The study adapted a convergent research design under a mixed research approach based on pragmatism philosophy. Boyd and Westfall formula was used to calculate the sample size of teachers-respondents (n=110) and then selected randomly from the public secondary schools in Kigoma District Council. While purposive sampling was used for heads of schools in public secondary schools (n=06). The instruments used for data collection was a questionnaire for teachers which consisted of 21 items for nature and measures of leadership practices based on a 5-point Likerts scale given as follows: Strongly Disagree (SD), Disagree (D), Uncertain (U), Agree (A) and Strongly Agree (SA).

The validity of an instrument was established through pilot testing of data collection instruments and by using two research experts from Jordan University College (JUCo) and the reliability of instruments was tested through the Cronbach Alpha technique and yielded 0.87 as a coefficient of internal consistency. Statistical Package of Social Science (SPSS) version 25 was used to analyze quantitative data and presented by using tables, percentages, and mean. Moreover, the structured interview guide questionnaires were used to collect data from the heads of schools and DEO. Additionally, the researcher got an introduction letter from the director of postgraduates and sent it to the District Executive Director at Kigoma District Council to confirm and obtain permission for data collection in public secondary schools. Descriptive statistics of mean and percentages were used to answer the research questions.

FINDINGS AND DISCUSSION

The study aims to give a broad knowledge of heads of schools' leadership practices on teachers' job performances in Kigoma District Council.

Publication of the European Centre for Research Training and Development-UK
Nature of Heads of Schools Leadership Practices: The information from teachers by using structured questionnaires on heads of schools leadership practices were considered important information as shown in the Table 1.

Table 1:

Teachers' Responses on the Nature of Heads of Schools Leadership Practices (n=110)

SN	Head of School Leadership Practices	SD		D		UN		A		SA		MEAN
		F	%	F	%	F	%	F	%	F	%	
1.	Gives teachers clear deadlines for completing allocated tasks.	4	3.65	13	11.8	18	16.4	50	45.5	25	22.7	3.72
2.	Educates teachers on methods of improving performance	7	6.4	9	8.2	27	24.5	37	33.6	29	26.4	3.66
3.	Setting standards to follow to achieve the school goal	2	1.8	4	3.6	18	16.4	52	47.5	33	30.0	4.01
4.	Encouraging professional development	7	6.4	12	10.9	19	17.3	39	35.5	33	30	3.72
5.	Appreciation of the teacher's suggestions and opinions in making the decision	5	4.5	8	7.3	15	13.6	46	41.8	36	32.7	3.91
6.	Encourages teachers to inform you when there is an issue hindering him/her	7	6.4	16	14.5	22	20.0	31	28.2	34	30.9	3.63
7.	Considering teachers needs	4	3.6	6	5.5	23	20.9	54	49.1	23	20.9	3.78
8.	Creating friendly working environments for teachers	5	4.5	15	13.6	18	16.4	39	29.1	32	29.1	3.74
9.	Provides teachers with regular feedback	6	5.5	14	12.7	13	11.8	48	43.6	29	26.4	3.79
10.	Helps teachers solve problems that hinder him/her	1	0.9	12	10.9	27	24.5	39	35.5	31	28.2	3.79
11.	Sharing responsibility with teachers	4	3.6	10	9.1	19	17.3	54	49.1	23	20.9	3.75
12.	Allow teachers to work without much supervision	2	1.8	14	12.7	19	17.3	35	31.8	40	36.4	3.88

Key: SD: Strongly Disagree D: Disagree U: Uncertain A: Agree SA: Strongly Agree
Source: Field Data, (2024)

Data in Table 4.1 point out extreme majority of 78 (77.5%) of respondents (teachers) agreed and strongly agreed that setting standards to follow to achieve the school goals with a high mean score of (4.01). This means that teachers' achievement of school goals depends on heads of schools leadership practices in setting standards for achieving desired school goals. The results show that school principals implement the standards to be followed in school well to achieve the goals of their fellow secondary school teachers in Kigoma District. This is in line with what Owan and Agunwa (2019) raised that school leaders must spend most of their time

Publication of the European Centre for Research Training and Development-UK
setting standards and expressing school goals. This describes a significant relationship between principals' leadership practices and teachers' implementation of the practices.

Respondents' findings were corroborated by the information obtained from HOS A through personal interviews, who said: *“To ensure that the school performs well, one must set the standard to be achieved by all staff in a school.”* Hold *“Every employee always in view”* (HOS A, Personal Communication, April 8, 2024). The information provided by HOS A shows that the leadership practices of school leaders in determining the standards to be followed to achieve school goals are valuable and positive practices that can influence the effectiveness and efficiency of teachers in the teaching process. This is consistent with the path-goal theory, which insists that leaders achieve their goals by setting high standards and expectations of their subordinates, Farhan (2018). This means that heads of schools leadership practices are very important and valuable to teachers in the teaching process.

The data in Table 4.1 also shows that 75 (68.2%) of the respondents agreed or strongly agreed that school principals provide clear deadlines for teachers to complete assigned tasks. The same table also shows that 72 (65.5%) of the teachers agreed or strongly agreed with the statement of promoting professional development with an average mean (3.72). This means that school management practices promote high completion rates of tasks assigned to teachers and promote adherence to professional development. This may also indicate that teachers are committed to the influence of heads of schools' leadership practices in their daily work. The results demonstrate the value of school leaders' leadership practices in motivating teachers for their professional development and achieving educational goals according to the established time frame. These findings are in line with the study of Lyons (2019), which insisted that a heads of school must create a conducive teaching and learning environment by facilitating teachers' professional development and setting a clear deadline for completing certain tasks. This refers to an important collaboration between school leaders and teachers to ensure that assigned tasks are completed by a specific time.

The findings from respondents also correspond with the information given by HOS A through face-to-face interviews who explained that;

In each semester, you need to indicate the teachers' limited time to prepare teaching and learning documents such as work plans, and even ensure that the subject curriculum is followed according to the semesters. In addition, every teacher is free to pursue professional development if he or she complies with state rules and regulations by following the procedures such as writing a letter to the DED requesting approval for further professional development (HOS A, Personal Communication, April 8, 2024).

This information from HOS A means that every teacher is free for professional development if he or she complies with the government's regulations. The findings relate to the path-goal theory, which insists that it is important to give employees clear deadlines for completing specific work. This means that school leaders should provide teachers with effective leadership practices to have a positive impact.

Publication of the European Centre for Research Training and Development-UK

The figures in Table 4.1 also show that 74.5% of respondents, with an average mean score of 3.91, agreed or strongly agreed that the leadership practices of school heads are to incorporate teachers' suggestions and opinions in decision-making. This means that the majority of respondents (teachers) depend on the leadership practices of their principals for effective implementation of the teaching and learning process. The results show that when heads of schools value teachers' suggestions and opinions in decision-making, they inspire and influence teachers to do the same with them, resulting in effective achievement of school goals. The respondents' results are consistent with the information provided by HOS B, who stated: *"I always listen to teachers' suggestions and opinions on how we can ensure that our school performs well, especially in grades two and four in their Final examination prepared by Necta."* (HOS B, Personal Communication, April 11, 2024).

This fact, set out by HOS B, stipulates that school leaders must give their staff the opportunity to contribute ideas and opinions in order to create belonging and facilitate the teaching and learning process on school premises. This result of the study agrees in some aspects with the study by Kartin et al. (2020) confirmed that a heads of school is a person who has the skills to improve a teacher's work by valuing opinions in making decisions and suggestions. This means that teachers' performance is also directly proportional to the leadership practices of heads of schools. Regarding the path-goal theory, in which valuing suggestions and opinions is one of the key aspects, House and Dressler (2018) argue that participatory leadership practice is the most important tool as it promotes the exchange of ideas, suggestions and opinions easier to make decisions. This means that school leaders hold the position of influencing and turning teachers into ideal models for promoting collaboration methods in the school organization.

Additionally, the majority (68.4%) of teachers' responses agree and strongly agree that principals' leadership practices allow teachers to work without much supervision, with a high average score of (3.88). In addition, Table 4.1 shows (63.7%) of respondents agreed with the statement and strongly agreed that heads of schools leadership practices help teachers solve problems that hinder them on average (3.79). This means that school management practices help teachers free them from problems that affect their job performance and therefore teachers work effectively and efficiently without the need for much supervision from school heads. This is even more significant because teachers are loyal because of the inspiration provided by heads of schools leadership practices in their daily lesson planning. The results show the importance of school leaders' leadership practices in ensuring that teachers enjoy having their problems solved by school leaders and thereby have freedom in their teaching and learning process.

The findings are consistent with the study by Puruwita et al. (2022), who insisted that teacher effectiveness is constant regardless of age and experience, and that the leadership practices experienced by school leaders, such as resolving teacher problems, always do a good job. This suggests that good leadership practices by heads of schools give teachers a sense of belonging at work and thus enable them to achieve high levels of performance without much supervision. The results are also similar to the information HOS G provided in personal interviews: *"If you help teachers with their problems, not only the challenges of school but also the challenges of daily life, teachers will be open to your problems. That they encounter and this makes supervision easier for them"* (HOS G, Personal Communication, May 14, 2024). The HOS G

Publication of the European Centre for Research Training and Development-UK

information shows that teachers' performance sometimes depends on the leadership practices of school heads, which encourage teachers to work effectively or the morale of the work decreases. The results relate to the path-goal theory, which states that managers should trust their employees' abilities and avoid a lot of supervision. The theory implies that encouraging teachers to work effectively without much supervision appears to be directly related to heads of schools' leadership practices.

In response to the statement that heads of school leadership practices that consider teachers' needs are very important for teacher effectiveness, as shown in Table 4.1, 70% of respondents agreed with an average mean score of (3.78). The same table also shows that (70%) of respondents agreed and strongly agrees with heads of school statement leadership practices of providing regular feedback to teachers, on average of (3.79). This means that heads of schools' core responsibilities include providing regular feedback to teachers by taking into account teachers' needs discussed during the meeting. This promotes peaceful solutions and influences teachers' work efficiency. The result shows that heads of schools' leadership practices actively support teachers' work and address challenges through rapid feedback. The result of this study agrees in some aspects with the study by Nwachukwu et al. (2023), who confirmed that when heads of school regularly apply good leadership practices such as regular feedback to teachers and consideration of teachers' needs, teachers generally maintain and improve the education system and teachers' work efficiency.

This is similar to what HOS E declared through face-to-face interviews who insisted that; *“The characteristics of a good school leader include giving teachers quick feedback and taking into account the needs of teachers agreed during the meeting or when you need to provide teachers with new information that clears them of doubts”* (HOS E, Personal Communication, May 8, 2024). This information is very important because it shows that school leaders are expected to lead by example and take into account the needs of teachers to make their jobs easier. The results also relate to the path-goal theory, which states that an employer must take into account the needs of employees in order to harness the efficiency and effectiveness of work for the organization's successes. This means that the heads of schools practices teacher feedback and sees teachers' needs as very important to achieving the school's goals.

Facts in Table 4.1 point out that 60% of respondents agreed and disagreed that heads of schools' leadership practices educate teachers on methods of improving performance with a mean score (of 3.66). This means that the majority of teachers look to heads of schools leadership practices to improve performance. The results suggest that heads of schools' adherence to leadership practices influences teachers to improve their performance in the teaching process. These results are similar to the study by Aquino et al. (2021) attested that the leadership practices experienced by school leaders that lead teachers to improve their performance are crucial to teachers' work. The results suggest that education provided by school leaders can be an effective form of teacher learning and reinforcement in improving achievement.

The finding is also similar to the information given by HOS D during the face-to-face interview who claimed that *“When the right education is provided to the teachers from their education institute which they learn and then when they get different seminars and workshop during work*

Publication of the European Centre for Research Training and Development-UK
time their performance must be effective” (HOS D, Personal Communication, April 25, 2024).
 The information from HOS D signifies that when the teachers are given the right seminars and workshops by their employers their performances must be good. The finding relates to the Path Goal theory which insists on the role of leaders in influencing subordinates' paths to take to achieve the goals of organizations by improving themselves. This implies that every school head must influence his or her teachers on the methods of improving their performances.

Measures to Challenges in the Implementation of Heads of School Leadership Practices

The information from teachers by using structured questionnaires on measures of resolving constraints of heads of schools face in implementation was considered important information as shown in the Table 2.

Table 2
Teachers’ Responses on Measures of Resolving Constraints of Heads of Schools Face in Implementation Leadership Practices (n=110)

SN	Statements	SD	D	U	A	SA	MEAN
01	Explaining and preparing the school goals	03 (2.7%)	02 (1.8%)	11 (10%)	43 (39.1%)	51 (46.4%)	4.25
02	Heads of schools to have high levels of leadership skills	01 (0.9%)	04 (3.6%)	15 (13.6%)	49 (44.5%)	41 (37.3%)	4.14
03	Effective communication with teachers	02 (1.8%)	02 (1.8%)	09 (8.2%)	50 (45.5%)	47 (42.7%)	4.25
04	Training to heads of schools on leadership skills	02 (1.8%)	04 (3.6%)	22 (20%)	37 (33.6%)	45 (40.9%)	4.08
05	Creating friendly teaching environments	02 (1.8%)	02 (1.8%)	13 (11.8%)	46 (41.8%)	47 (42.7%)	4.22
06	Motivation to teachers to increase their altitudes of teaching	05 (4.5%)	11 (10.0%)	03 (2.7%)	39 (35.5%)	52 (47.3%)	4.27
07	Sharing responsibility with teachers	03 (2.7%)	02 (1.8%)	11 (10%)	43 (39.1%)	51 (46.4%)	4.19
08	Promotion of teachers at the time	03 (2.7%)	03 (2.7%)	25 (22.7%)	47 (42.7%)	32 (29.1%)	3.93
09	Effectively supervision	05 (4.5%)	04 (3.6%)	16 (14.5%)	36 (32.7%)	49 (44.5%)	4.09

Key: SD: Strongly Disagree D: Disagree U: Uncertain A: Agree SA: Strongly Agree:
Source: Field Data (2024)

Publication of the European Centre for Research Training and Development-UK

Statistical data in Table 2 shows 85.5% of respondents agreed and strongly agreed with the statement that explaining and preparing the school goals are measures of resolving constraints that face heads of schools leadership practices implementation. The same table also indicates that 88.2% of teachers agreed and strongly agreed with the statement that effective communication are measure of resolving constraints that face the heads of schools in leadership practices implementation at an average mean (4.25) respectively. This indicates that good communication between school administrators and teachers has a beneficial effect and helps school heads prepare and explain their goals with ease, which prevents issues with the application of leadership practices. The results show how important school heads' leadership practices are in overcoming the limitations of those practices in educational settings. The results are in line with the research conducted by Hanafi et al. (2022) who emphasized that, in order to establish the stability of the school, the head of school must use effective communication with teachers, clarify and prepare the school goals, share responsibility with teachers, and foster a positive work environment. This means that school administrators serve as role models by outlining and preparing the school's objectives in order to persuade teachers through effective communication. The findings are similar to the information given by HOS B & D, who stated that;

Effective communication is an important factor in overcoming the challenges that arise at school. This can be achieved by conducting regular meetings to address misunderstandings in the school that may hinder the achievement of school goals or stated and prepared goals.” (HOS B & D, Personal communication, April 11 and 25, 2024)

This means that effective and open communication in the school environment places great importance on better achievement of school goals. These findings relate to the path-goal theory, which explains that the leader uses supportive leadership practices through effective communication to build a strong emotional connection with subordinates. This implies that good communication is the catalyst for good interaction at school and therefore for the achievement of the prepared and stated goals

The statistics in Table 2 specified that 82.8% of teachers agreed and strongly agreed on motivating teachers to increase their altitudes of teaching as the measures of resolving constraints that face the heads of schools leadership practices implementation at an average mean score (4.27). This indicates that when motivation is applied, there is a good response from teachers in implementing leadership practices and thus school goals are achieved. The result shows how important teacher motivation is in the implementation of leadership practices by school principals. This is similar to Nyangarika and Kapinga (2020) who in their study insisted that 31.1% of teachers agreed that heads of schools should increase teachers' workplace motivation to achieve planned goals and objectives. This makes it clear that motivation is one of the key components for teachers to enjoy their work and therefore achieve good work performance.

The study also gathered information through face-to-face interviews with HOS E who claimed that; “*The establishment of motivation for teachers increases their altitudes of working.*

Publication of the European Centre for Research Training and Development-UK

Motivation is provided for good work and creating a suitable working environment increases teachers' job morale, altitude of work and hence job performances for better school prosperity" (HOS E, Personal Communication, May 8, 2024). This finding corresponds with the information provided by DEO during the interview who explained that;

"For teachers to be devoted, involved, and content with their work, motivation is essential. Elements such as proper compensation, acknowledgment, favorable working environments, and chances for professional growth are crucial in inspiring instructors. On the other hand, a lack of motivation can have a detrimental effect on educators' effectiveness and the standard of instruction. The government has improved teacher health benefits, housing, and transportation" (DEO, Personal Communication, April 10, 2024).

This demonstrates the significance of factors that encourage teachers to be motivated, such as fair compensation, better training, and teacher participation in decision-making. Additionally, to fulfill the different needs of instructors for motivation, governments and school authorities must work together. These results are consistent with the Path Goal Theory, which maintains that a leader's actions can influence a subordinate's motivation, mindset, and conduct Farhan (2018). This suggests that teachers who are motivated perform better because they feel appreciated.

As shown in Table 2 statistics, the majority of respondents (81.8%) strongly agreed and agreed that heads of schools possess high levels of leadership abilities as a means of overcoming implementation barriers for leadership practices, with a mean score of (4.14). This suggests that effective supervision and the application of leadership skills to teachers are influenced by school heads who possess these qualities. The same table also shows that, with an average mean score of (4.08), 74.5% of respondents agreed and strongly agreed that educating school heads about leadership techniques was a useful strategy for resolving implementation barriers. This suggests that school administrators possess strong leadership abilities to support the application of leadership methods and, consequently, enhance teachers' work performances. These results are related to a study conducted by EQUIP (2018), which found that the majority of community secondary school heads are still appointed to their positions based solely on their teaching background and have not received any training in leadership techniques prior to taking office. As a result, in order to improve their leadership, these heads of schools should attend seminars and workshops.

These results also align with the information provided by HOS G in in-person interviews, wherein they stated that *"training is very important to all teachers and other non-staff members who are involved in the school activities, not just heads of schools."* For example, training can be implemented to improve the employees' ability in certain areas where deficiencies have been identified (HOS G, Personal Communication, May 14, 2024). The efficacy of teacher training approaches for work performance is indicated by the HOS G data. These results are consistent with the Path Goal Theory, which emphasizes the importance of participatory practice skills as a critical instrument since they promote knowledge transfer, training, and idea sharing inside

Publication of the European Centre for Research Training and Development-UK companies. This suggests the significance of training in the organization not only to heads of schools but also to all staff and non-staff members.

Table 2's facts indicate that, with a mean score of 4.22, the majority of teachers—84.6% of whom agreed and strongly agreed—agreed that school heads' creation of welcoming learning environments aids in overcoming implementation barriers for leadership techniques. This implies that the primary duty of school administrators in public secondary schools is to establish welcoming learning environments. These results demonstrate that public secondary schools' learning environments are ill-prepared, which explains why instructors felt they were well-prepared for their work. This is consistent with the findings of Zikanga et al. (2021), who reported that favorable work conditions and the importance of considering teachers' viewpoints when making decisions had a good and significant impact on teachers' effectiveness in their instructional roles. This demonstrates how crucial it is to provide comfortable working environments for teachers and hence becomes a motivating factor for job performance. The findings from teachers harmonize with the information provided by the HOS F through face-to-face interviews who insisted that;

“Friendly teaching environment refers to a comprehensive concept that includes social, emotional, and physical contexts in addition to what is immediately visible. Thus, every excellent instruction has thus much in harmony. Thus, when implemented at the school, they can foster a strong sense of value, respect, and connection among instructors, which will lead to positive, meaningful work performances” (HOS F, Personal Communication, May 10, 2024).

This information given by HOS F signifies the importance of teaching environments in promoting teachers' motivation towards job performance. This is similar to the Path Goal Theory which insisted that learning leaders achieve their challenge goals through an achievement-oriented approach like removing obstacles and creating friendly environments to motivate their teams Farhan (2018). This implies the heads of schools are responsible for making sure the teaching environments are positive which can influence teachers to have a peaceful mind of work.

Data in Table 2 shows that 85.5% of respondents agreed and strongly agreed that sharing responsibility with teachers by heads of schools is one of the measures of resolving the constraints in leadership practices implementation with a mean average (4.19). Moreover, the majority 77.2% of respondent's respondents agreed and strongly agreed to reveal that effective supervision by heads of schools is used as a measure of resolving constraints in leadership practices implementation at an average mean (4.09). This indicates that encouraging teachers in a school organization and sharing accountability with them is one of the chief executive officers' primary responsibilities. The results highlight the value of assigning responsibilities and facilitating easy oversight between school heads. These results are consistent with the research conducted by Hanafi et al. (2022), which recommended that the principal use efficient communication with teachers, outline and prepare the school's objectives, share accountability with teachers, and foster a welcoming work environment to facilitate simple supervision and

Publication of the European Centre for Research Training and Development-UK
stability of the institution. The findings are similar to the information given by HOS A & C during face-to-face interviews who claimed that;

”Delegating tasks to others is essential to producing high-value employees. The heads of schools can easily and effectively supervise the school goals by assigning work to them, which allows them to train, coach, and develop experienced staff members who are useful to the company “(HOS A & C, Personals Communication, April 8 & 16, 2024).

This demonstrates how a head of school doubles himself through responsibility sharing, which affects school stability. These results are consistent with the Path-Goal Theory, which highlights that learning leaders can effectively inspire their team by using an achievement-oriented strategy that includes delegating tasks, striving for success, and removing barriers through competent supervision House and Dessler (2018). These suggest that authority delegation by school administrators can facilitate simple oversight of the regular operations of the schools.

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

This section presents the summary, conclusion, and recommendations of the findings from the study conducted to assess the influences of heads of school's leadership practices on teachers' job performances.

Summary of the Findings

The findings of the study revealed that the distinction of heads of school's leadership practices is absolutely important to teachers' job performances in public secondary schools. Also, the study revealed the importance of heads of schools' leadership practices application to teachers like motivation to increase their altitudes of teaching and effective use of communication in resolving challenges in the implementation of leadership practices to teachers for job performances in public secondary schools.

Conclusion of the Study.

Based on the findings, this study concluded that heads of schools in Kigoma District Council are successful in carrying out the leadership practices that support teachers' job performances. The study also concluded that heads of schools in public secondary schools in Kigoma District Council possess some remedy measures that help them to solve challenges timely and correctly which faces teachers during leadership practices implementation.

Recommendations

Based on the conclusion of this study, the following recommendations were made;

- One of the recommendations of the study was for the heads of schools to choose friendly and approachable leadership practices according to work environments and situations where teachers need to achieve set school objectives.

Publication of the European Centre for Research Training and Development-UK

- Another recommendation of the study was capacity-building through different seminars and training for heads of schools on leadership practices skills for quality controlling and guiding teachers for effective job performances.

References

- Aitkin E N, & Aitkin A (2019) Leadership practices and school improvement. *The International Journal of Learning*. 15(7): 193-202.
- Aquino, C. J., Afalla, B., & Fabelico, F. (2021). Managing educational institutions: School heads' leadership practices and teachers' performance. Available at SSRN 3948871.
- Bans-Akutey, A. (2021). The path-goal theory of leadership. *Academia Letters*, 2, 748.
- Bilantanye, B.E. (2019). Heads of schools leadership practices on teachers' job performances in secondary schools in Kigoma. *East African Journal of Education Studies; Volume 6, Issue 1, 2023*
- Demenzie, H. W. (2019). Principals' leadership practices and teachers' job performances. *East African Journal of Education and Social Sciences (EAJESS)*.
- EQUIP-T (2018) *Tanzania impact evaluation: Final baseline technical report*. Volume 1: Oxford Policy Management.
- Farhan, B.Y. (2018). Application of Path-Goal Leadership Theory and Learning Theory in a Learning Organization. *The Journal of Applied Business Research*
- Hanafi, A., Aslam, S., Yin, H. B., & Rao, C. (2020). Principal leadership styles and teacher job performance: Viewpoint of middle management. *Sustainability*, 12(8), 3390
- Heikka, J., Pitkaniemi, H., Kettukangas, T., & Hyttinen, T. (2021). Distributed pedagogical leadership and teacher leadership in early childhood education contexts. *International journal of leadership in education*, 24(3), 333-348.
- House, R. J., & Dessler, G. (1974). The path-goal theory of leadership: A theoretical and empirical analysis. In Schriesheim, C., & Von Glinow, M. A. (1977). The path-goal theory of leadership: A theoretical and empirical analysis. *Academy of Management Journal (Pre-1986)*, 20(3), 398
- Karimian, H., Rahmani, J. & Jangholi, F. (2023). Leadership practices in effective schools in disadvantaged areas of Canada. *Canada Evolutionary and Educational Journal, PEEPJ Vol. 5, No. 1, 2023, 240 – 249*
- Kartini, D., Kristiawan, M., Fitria, H., Negeri, S., & Sugihan, M. (2020). The influence of principal's leadership, academic supervision, and professional competence toward teachers' performance. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 20(1), 156-164.
- Kelkay, A. D. (2020). School principals' and supervisors' leadership practices in teachers' continuous professional development program: in the secondary school of Bahir Dar city, Ethiopia. *International Journal of Leadership in Education*.
- Lyons, B. J., (2019). "Principal Instructional Leadership Behavior as Perceived by Teachers and Principals at New York State Recognized and Non-Recognized Middle Schools. *International Journal of Progressive Sciences and Technologies (IJPSAT)*, 20(1), 156-164.

Publication of the European Centre for Research Training and Development-UK

- Massawe, D. (2018). Assessment of Leadership Practices at School Level in Community Secondary Schools: A Case of Selected Schools in Kinondoni Municipality, Tanzania. *Digital Library of Open University of Tanzania*
- Ngozi, A. N. (2020). Influence of Principals' Administrative Roles on Teachers' Job Performance in Catholic Secondary Schools in Nasarawa State of Nigeria. *British International Journal of Education and Social Science, ISSN (3342 – 543X)*;
- Northouse, P. G. (2021). *Leadership: Theory and practice*. Sage publications.
- Nwachukwu, K.E., Jona, I.G., & Ikoh, F. (2023). Heads of schools Leadership Indices and Teachers' Job Performance in UYO Local Government Area. *Journal of Research in Humanities and Social Science (JRHSS)*. ISSN 2222-288X
- Nyangarika, A., & Kapinga, B.B. (2020). Influence of Heads of Schools' Leadership Practices on Teachers' Job Performance in Secondary Schools. *IJARIE-ISSN (O)-2395-4396*,
- Oben, H. (2020). Global research on principal leadership. In *Oxford Research Encyclopedia of Education*
- Owan, V. J., & Agunwa, J. N. (2019). Principals' Administrative Competence and Teachers' Work Performance in Secondary Schools in Calabar Education Zone of Cross River State, Nigeria. *Online Submission, 7(1)*, 20-28.
- Puruwita, D., Jamian, L. S., & Aziz, N. A. (2022). Instructional Leadership Practices and Teachers' Job Performance at High-Performing Vocational Schools in Indonesia: A Conceptual Framework. *Asian Journal of University Education, 18(3)*, 585-596.
- Saleem, A., Aslam, S., Yin, H. B., & Rao, C. (2020). Principal leadership styles and teacher job performance: Viewpoint of middle management. *Sustainability, 12(8)*, 3390.
- Salfi, N. A. (2011). Successful leadership practices of head teachers for school improvement: Some evidence from Pakistan. *Journal of Educational Administration, 49(4)*, 414-432.3390.
- Tobón, S., Juárez-Hernández, L. G., Herrera-Meza, S. R., & Núñez, C. (2020). Assessing school principal leadership practices. Validity and reliability of a rubric. *Educación XXI, 23(2)*, 187-210.
- Urio, P. J. (2023). Educational leadership practices that sustain school improvement in selected secondary schools in Tanzania. *Journal of education and practices, 96(9)*, 979-974.
- Vargas, S.D & Rosa, D.R. (2021). Administrator's leadership practices: a comparative assessment of administrators at selected college in Philippines leadership practices Central. *Luzon State University*
- Zikanga, D.K., Anumaka, B.I., Tamale, M.B., & Mugiza, w. (2021). Heads of schools Supervision Practices and Job Performance of Teachers in Government Aided Secondary Schools in Western Uganda. *East African Journal of Education and Social Sciences (EAJESS)*.
- Krasnoff, B. (2015). Leadership Qualities of Effective Principals. *Northwest Comprehensive Center*
- Parveen, K., Tran, Q.P., Kumar, T., & Shah, H. A. (2022). Impact of Principal Leadership Styles on Teacher Job Performances: An Empirical Investigation. *Frontiers in education*.
- Polston-Murdoch, L. (2013). An Investigation of Path-Goal Theory, Relationship of Leadership Style, Supervisor-Related Commitment, and Gender. *Emerging Leadership Journeys, Vol. 6 Iss.*

-
- Publication of the European Centre for Research Training and Development-UK
- Olowoselu, A., Mohamad, M., Aboudahr, S., & Mohamed, F.M. (2019). Path-Goal Theory and the Application in Educational Management and Leadership. *Education Quarterly Reviews*, Vol.2, No.2, 448-455.
- Alanazi, T.R., Khalaf, B. A., & Rasli, A. (2013). Overview of Path-Goal Leadership Theory. *Journal teknologi. Essn 2180-3722*
- Khaki, J. (2006). Effective school leadership: Can it lead to quality education? *Quality in education: Teaching and leadership in challenging times, 1*, 206-217.
- Alma, H. (2002). Effective Leadership in Schools Facing Challenging Contexts. *Reports Research (143) Speeches/Meeting Papers (150)*.
- Berry, G. (1997). Leadership and the development of quality culture in schools. Senior Education Officer, New South Wales Department of School Education, Seven Hills, NSW, Australia
- Bans-Akutey, A. (2021). ThePath-GoalTheoryofLeadership. *Academia Letters, Article748*
- Kempa, R., ulorlo,M., & Wenno, H.I. (2017). Effectiveness Leadership of Principal. *International Journal of Evaluation and Research in Education (IJERE)*. ISSN: 2252-8822.
- Kenneth, L. (2016) Department-Head Leadership for School Improvement, Leadership and Policy in Schools, 15:2, 117-140, DOI: 10.1080/15700763.2015.1044538
- Nosike, A.N., Berchtold, G., Akanwa, P.U., & Opara, J.A. (2021). African Association for Teaching and Learning African Society. *Scientific Research Journal of Education and Social Research*.