EFFECTIVE EDUCATIONAL LEADERSHIP AND ITS IMPACT ON STUDENTS' ACADEMIC PERFORMANCE IN MOROGORO MUNICIPALITY, TANZANIA

Bertha Kasmiry Kagole[1*] and Marcel Mukadi[2]

[1]Department of Education, Faculty of Arts and Social Sciences; Jordan University College,
P. O. Box 1878, Morogoro
Email: kagolebertha13@gmail.com
Phone: +255 655 542 652

[2]Department of Philosophy & Theology; Jordan University College,
P. O. Box 1878, Morogoro
Email: mukadimarcel@yahoo.fr
Phone: +255 687 374 164

Abstract

The purpose of this study was to investigate the impact of effective leadership on students' academic performance in Morogoro municipality. The study employed a case study design based on both qualitative and quantitative approach in order to meet the research objectives. Sampling technique was employed in selecting 100 respondents' where by teachers and students were randomly selected while education officers and head teacher were purposively selected and used as key informants. The data obtained from 100 respondents (teacher and students) were coded, cleaned, and punched into SPSS (Statistical Package for Social Science) Version 20 for analysis. Also, regression analysis was performed to ascertain the relationships between the dependent variable (students' academic performance) and independent variables. From multiple linear regression model the study results indicated that students' academic performance is highly influenced by a number of factors i.e., training teacher in school administration, community participation, school infrastructure, teachers' motivation, education policy, teaching and learning materials, well-equipped laboratories and libraries and teachers' commitment. Basing on the study findings, researchers concluded that an effective educational leadership and development of school teacher play an important role to students' academic performance in Tanzania specifically Morogoro municipality. However, it is highlighted that educational leadership is a core to develop a quality teacher for the effective school and improvement.

Key Words: *Effective Leadership, School Head Teacher, Students' Academic Performance*

1.0 Introduction

The study focused on the effective educational leadership and its impacts on student's performance. Effective leadership is essential in education sector, a leader have to show different methodology to students that assist student to reach their education desires and achievements. Karadang (2019) urged that, there are a variety of perspectives concerning leadership in term of institutions and organization leadership which is associated with schools and administrators. Moreover, Karadang urged that leadership in education is essential in guiding both teachers and students by supporting them undertaking their responsibilities, hence inspiring them to meet their objective of the school

specifically good students' performance. Furthermore, school leadership has to pave the way for curriculum reform and the developments of positive learning environments.

As school leaders, head teachers are regarded as the key to implementing effective policies and achieving external accountability objectives (Hallinger & Walker 2017; Walker & Qian, 2018). Therefore, school principals' leadership has received considerable international interest because it is an influential variable in understanding school effectiveness (Hallinger *et al.*, 2013; Lai *et al.*, 2017). According to Harris and Jones (2015) instructional leadership has been widely accepted as a leadership style capable of contributing to school performance and students' academic achievement. Hence, policymakers continue to prioritize the practice of worldwide leadership and leadership development in order to achieve the best outcomes in terms of sound quality education. In order to fully understand the process of leadership and obtain better insights into leadership effectiveness, additional research is needed to create a more comprehensive framework, which includes antecedents of leadership, self-regulatory mechanisms, leadership behaviors and processes, and contextual factors. Both terms used effective and successful in reviewing school leadership research. School effectiveness research has a strong focus on student outcomes a more effective school is generally defined as one that promotes better student outcomes than would be predicted on the basis of student intake characteristics.

Jalapang and Raman (2020) conducted a research on effect of instructional leadership efficiency, teacher's efficiency and school climate on students' performance. Therefore, most of researchers dealt with school leadership which has focused on the leadership style, leadership role, such as head teacher and other subordinates, while other researchers focused on provision of teacher professional learning opportunities, forms of student grouping, lack of enough fund and inadequate physical facilities i.e., laboratory and libraries, class room, books and textbooks.

1.1 Analytical and Theoretical Framework

The study adopted the transformation leadership theory basically focuses on how leaders can create valuable and positive change in their followers. Transformational theory focuses on transforming others to support each other and the organization as a whole. is a theory of leadership where a leader works with teams to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group Followers of a transformational leader respond by feeling trust, admiration, loyalty, and respect for the leader and are more willing to work harder than originally expected. Another researcher, Bernard M. Bass, added that transformational leaders demonstrate four factors: individual consideration, intellectual stimulation, inspirational motivation (charismatic leadership), and idealized influence. Transformational leadership is for positive performance outcomes including individual, group, and organizational level variables. It also solidified the need to study followers in leadership research. Transformational leadership was the first developed and validated theory to emphasis morals and values in leadership. However, research on the theory is primarily based on the multifactor leadership questionnaire, which has produced inconsistent results. Research has also focused heavily on senior-level leaders. Taking into the consideration of review of literature and subordinate performance, the transformational team leaders are related to the following to impact the team performance.

1.2 Conceptual Framework

A conceptual framework is a structure which a researcher believes can best explain the natural progression of the phenomena to the studies (Camp 2015).It is linked with the concepts , empirical research and it is important the used in promoting and systemizing the knowledge espoused by researcher.
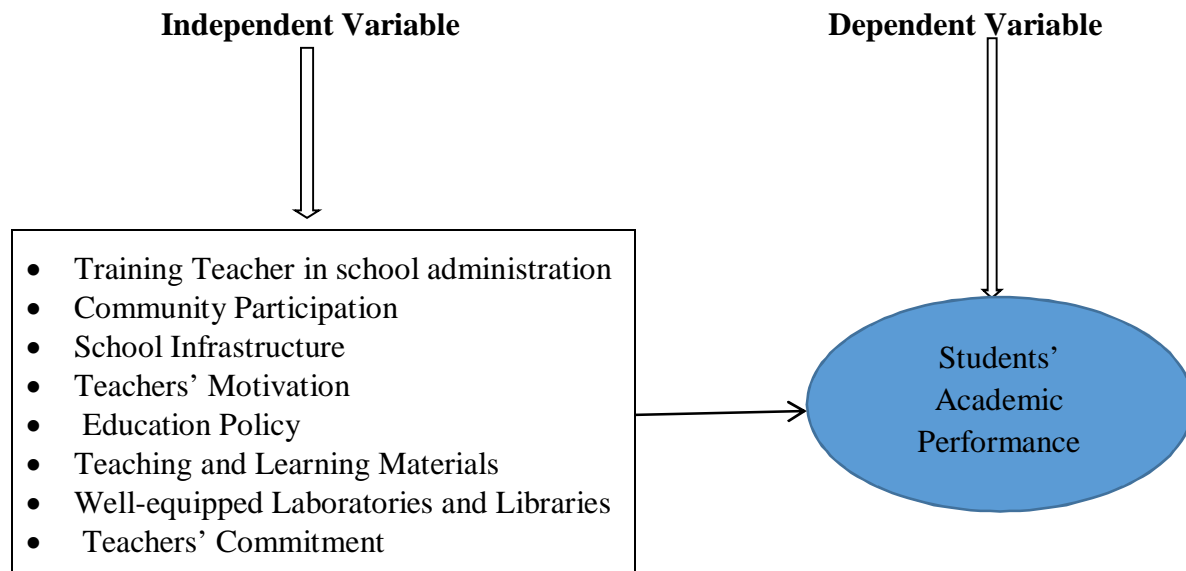
Independent Variable   **Dependent Variable**

- Training Teacher in school administration
- Community Participation
- School Infrastructure
- Teachers' Motivation
- Education Policy
- Teaching and Learning Materials
- Well-equipped Laboratories and Libraries
- Teachers' Commitment

Students' Academic Performance

Figure 2.1 Conceptual Framework

Source: Authors' Conceptualization, 2021

2.0 Research Methods and Methodology
2.1 Description of the Study Area
The study was conducted in Morogoro municipality. Morogoro Region occupies a total of 72,939 square kilometers which is approximately 8.2% of the total area of Tanzania mainland Morogoro municipality is located in the eastern part of Tanzania, 196 kilometers (122 miles) west of Dar es Salaam, demographically, Morogoro municipality has about 315,866 people whereby 164,166 female and 157,700 males (URT, 2012). Morogoro municipality is located in the eastern part of Tanzania, 196 kilometers (122 miles) west of Dar es Salaam, the largest and commercial city in the country. Morogoro municipality was chosen because it has 23 Public Secondary Schools there is no any public school in Morogoro municipal which got top 10 or top 20 in form four national exams result. Hence, due to that factor researchers decided to choose Morogoro municipality specifically Kingolwira Secondary School and Tubuyu Secondary School as a case study area of this study.

2.2 Research Design
The study employed a case study research design due to the fact that it help researchers to know exactly the impact of effective educational leadership on students' performance and approaches of effective leadership that influence student's performance. Also, the study used mixed research approach i.e., both qualitative and quantitative research approaches. Qualitative approach proved verbal descriptions and interpretation of phenomena basing on non-numeric data and quantitative approach encompasses some numerical calculation and regression analysis through Multiple Linear Regression Model.

2.3 Sample Size and Sampling Technique

Both purposive and random sampling techniques were used in this study; purposive sampling was used in selecting the study area, i.e., Kingolwira Secondary School and Tubuyu Secondary School while random sampling was used in obtaining 100 respondents. The sample size was derived from the Slovin's formula (1960) which allowed researchers to sample the population with a desired degree of accuracy.

$$n = \frac{N}{1 + Ne^2}$$

Whereby;

n = Number of samples or Sample size

N = Population size

e = Error margin/ margin of error

Researchers used a confidence level of 90%, to decide on the Sample size to be used in this study.

Therefore; researchers using the adopted formula computed the sample size as;

Given;

N = 5,049 (A total number of all form four students and all teachers in Morogoro municipality i.e., 3,871 form four students and 1,178 school teachers)

$$e = 10\% \ (0.10)$$

$$n = \frac{5049}{1 + 5049(0.10)^2}$$

$$n = \frac{5049}{51.49}$$

Sample size $= \mathbf{98 \ respondents}$; Approximated to 100 respondents

Researchers were confident with 100 respondents in Morogoro municipality and hence a sample size (n=100) was chosen i.e., at least it will be equal or greater than 10% of population size identified in the study area.

2.4 Data Type and Collection
The study used both primary and secondary source of data collection. Primary data were collected from 100 respondents using questionnaires and interview while secondary data were obtained through documentary reviews from books, NECTA reports, from the internet sources and from JUCo library.

2.5 Data Analysis
Collected data were cleaned, coded and punched into SPSS software version 20 for analysis. Descriptive analysis (frequencies, standard deviation and percentages) was performed and regression analysis was performed to ascertain the relationships between the dependent variable (Students' Academic Performance) and independent variables.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_n X_n + \cdots + \mu \dots\dots\dots\dots\dots\dots\dots (1)$$

Where Y= Dependent variable (Students' Academic Performance)
β = Coefficients of determination to be estimated
X_i= Independent variables (i=1, 2, 3…8)
X_1= Training teacher in school administration (TRANG)
X_2= Community participation (CMP)
X_3= School Infrastructure (INFR)
X_4= Teachers' motivation (MOT)
X_5= Education policy (EDU)
X_6 Teaching and learning materials (TLM)
X_7 = Well-equipped laboratories and libraries (LAB)
X_8 = Teachers' commitment (COMMT)
μ = Error term

Therefore, equation (1) was modified to;

$$Y = \beta_0 + \beta_1 TRANG + \beta_2 CMP + \beta_3 INFR + \beta_4 MOTV + \beta_5 EDU + \beta_6 TLM + \beta_7 LAB + \beta_8 COMMT + \mu$$

Table 1 Treatment of Independent Variables in the Model

Variables	Type	Measurement	Expected Sign
Dependent Variable			
Students' Academic Performance	Categorical	Good/Poor	**+/-**
Independent Variables			
Training teacher in school administration	Dummy	1 if Available, 0; Otherwise	**+/-**
Community participation	Dummy	1 if Active, 0; Otherwise	**+/-**
School Infrastructure	Dummy	1 if Improved, 0; Otherwise	**+/-**
Teachers' motivation	Dummy	1=Motivated, 0; Not Motivated	**+/-**
Education policy	Dummy	1=Stable, 0; Otherwise	**+/-**
Teaching and learning materials	Dummy	1 if Available, 0; Otherwise	**+/-**
Well-equipped laboratories and libraries	Dummy	1 if Available, 0; Otherwise	**+/-**
Teachers' commitment	Dummy	1 if Yes, 0; Otherwise	**+/-**

3.0 Results and Discussion
3.1 Multiple Linear Regression Model

The study employed multiple linear regressions (MLR) because it is used to determine a mathematical relationship among a number of random variables. In other terms, MLR examines how multiple explanatory variables (i.e., training teacher in school administration, community participation, school infrastructure, teachers' motivation, education policy, teaching and learning materials, well-equipped laboratories and libraries and teachers' commitment are related to one dependent variable (i.e., Students' Academic Performance).

$$Y \; = \; \beta_0 \; + \; \beta_1 X_1 \; + \; \beta_2 X_2 \; + \; \beta_3 X_3 \; + \; \beta_n X_n \; + \; \cdots \; + \; \mu \; \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots \; (1)$$

Where Y= Dependent variable (Students' Academic Performance)

β = Coefficients of determination to be estimated

X_i= Independent variables (i=1, 2, 3…8)

X_1= Training teacher in school administration (TRANG)

X_2= Community participation (CMP)

X_3= School Infrastructure (INFR)

X_4= Teachers' motivation (MOT)

X_5= Education policy (EDU)

X_6 Teaching and learning materials (TLM)

X_7 = Well-equipped laboratories and libraries (LAB)

X_8 = Teachers' commitment (COMMT)

μ = Error term

Therefore, equation (1) was modified to;

$$Y \; = \; \beta_0 \; + \; \beta_1 TRANG \; + \; \beta_2 CMP \; + \; \beta_3 INFR \; + \; \beta_4 MOTV \; + \; \beta_5 EDU \; + \; \beta_6 TLM \; + \; \beta_7 \text{LAB} \; + \; \beta_8 \text{COMMT} \; + \; \mu$$

Researchers in this study sought to develop univariate regression model to analyze the contribution of effective educational leadership on students' academic performance in Morogoro municipality. The model summary provides information about the regression line's ability to account for the total variation in Students' Academic Performance (dependent variable). Table 2 presents the results.

Table 2 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.873[a]	0.836	0.820	0.33953

Source: Field Study, 2021

The study findings revealed that the independent variables i.e., training teacher in school administration, community participation, school infrastructure, teachers' motivation, education policy, teaching and learning materials, well-equipped laboratories and libraries and teachers' commitment significantly influenced dependent variable (students' academic performance) as shown by $R = 0.873$ (87.3%). This implies that independent variables have a potential to explain up to 83.6% the contribution of effective educational leadership on students' academic performance.

From the above findings, R represents multiple correlations between the dependent variable and independent variables. With regards to the study findings R=0.873 shows that, there is a strong correlation between the students' academic performance and independent variables (i.e., training teacher in school administration, community participation, school infrastructure, teachers' motivation, education policy, teaching and learning materials, well-equipped laboratories and libraries and teachers' commitment). The coefficient of determination represented by R Square shows the proportion of variance in the dependent variable that is explained by the independent variables. With regard to the findings the independent variables explain 83.6% of the variability of the dependent variable.

Analysis of variance (ANOVA) results provide information about variability within a regression model that used as a basis of testing the significance of the model. Table 3 presents results.

Table 3 ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	32.612	8	10.871	19.776	0.000^b
Residual	24.735	92	0.550		
Total	57.347	100			

a) Dependent Variable: Students' Academic Performance

b) Predictors: (Constant), Training Teacher in School Administration, Community Participation, School Infrastructure, Teachers' Motivation, Education Policy, Teaching and Learning Materials, Well-equipped Laboratories and Libraries and Teachers' Commitment

Source: Field Study, 2021

Table 4 Estimated Results from Linear Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.598	0.346***		1.730	0.000
Training teacher in school administration	0.073	0.025***	0.064	2.931	0.004
Community participation	0.063	0.023**	0.061	2.734	0.054
School Infrastructure	0.024	0.026**	0.022	0.923	0.035
Teachers' motivation	1.006	0.024***	0.988	41.215	0.000
Education policy	0.040	0.023*	0.048	1.763	0.081
Teaching and learning materials	0.482	0.110***	0.454	4.373	0.000
Well-equipped laboratories and libraries	0.734	0.268***	0.323	2.744	0.009
Teachers' commitment	0.312	0.177	0.211	1.768	0.295
Number of Observation = 100					
Note: *, **, and * Significance at 1%, 5% and 10% Respectively**					
F=19.776 at P<0.000					
R square = 0.836, Adjusted R square = 0.820					
Dependent Variable: Students' Academic Performance					

Source: Field Study, 2021

The study results indicated that students' academic performance is highly influenced by a number of factors i.e., training teacher in school administration, community participation, school infrastructure, teachers' motivation, education policy, teaching and learning materials, well-equipped laboratories and libraries and teachers' commitment. Table 4 presents the estimated study results from multiple linear regression analysis through SPSS 20.

The multiple linear equations results were as follows;

$$Y = 0.598 + 0.073X_1 + 0.063X_2 + 0.024X_3 + 1.006X_4 + 0.040X_5 + 0.482X_6 + 0.734X_7 + 0.312X_8$$

se   (0.346) (0.025) (0.023) (0.026)   (0.024)   (0.023)   (0.110)   (0.268)   (0.177)

t   (1.730) (2.931) (2.734) (0.923) (41.215) (1.763) (4.373) (2.744) (1.768)

Training Teacher in School Administration; the study findings revealed that training teachers was positive related to students' academic performance and highly statistically significant at 1% level of significance ($p = 0.004$) and the coefficient value of 0.073. The study result implies that a unit increase in teachers' training in school administration, students' academic performance increases by 0.073 units holding other factors constant. Researchers revealed that the demand for quality teacher in teaching and learning increase in secondary school in order meet academic standards. In enhancing students' academic performance provision of effective professional development on the part of teachers training teachers in school influence effective leadership as it helps teachers to acquire new knowledge, skill, and value that will increase effectiveness on leadership. The study result is line with the findings of various related studies (Darling-Hammond & McLaughlin, 1995; OECD, 1998; Gasper, 2015) who found that teacher training and professional development are central mechanisms for the improvement of teachers' content knowledge and their teaching skills and practices in order to meet high educational standards. The researchers recommended that head teachers leadership traits should frequently be enhanced through training which is based on policy.

Community Participation; it was found to be positive related to students' academic performance and statistically significant at 5% level of significance ($p = 0.054$) and the coefficient value of 0.063. The study considered community participation i.e., parents, stakeholders and NGOs to be the potential in improving effective leadership in schools. The study result implies that a unit increase in parents, stakeholders and NGOs involvement would have impact on school leadership hence increase in students' performance by 0.063 units holding other factors constant. The study result is consistent with the findings of various related studies (Gertler *et al*., 2006; Swift-Morgan, 2006; Pellini, 2005; Sangare & Diarra, 2002; Baku & Agyman, 2002; Amevigbe *et al*., 2002) who found that community participation is provided with capacity building supports such as participatory skills, information on the student's performance. Therefore, researchers basing on the study result recommended that encouragement of community participation by calling for suggestions would improve and enhance the students' academic continuous performance.

School Infrastructures; the study found that the infrastructures such as school building, classrooms and class boards were found to be positive and statistically significant at 5% level of significance ($p = 0.035$) and the coefficient value of 0.024. The study result implies that, holding other factors a unit increase in good and improved school infrastructure influences students' academic performance by 0.024 units as it creates conducive environment for learning and students' participation on academic matters and zero otherwise. The variable met aprior expectation as it has a positive relation to students' academic performance. An effective leadership ensures that school infrastructures are stable and improved as it creates conducive learning environment and promote

good students' academic performance. The study result is consistent with the findings of Ajayi & Ayodele (2001) who found that school infrastructures is a measure for the existence of physical requirements needed to support students in learning by creating good learning and teaching environment i.e., classrooms, chairs and tables, blackboards, water and electricity. Basing on the study result, researchers concluded that the role of school infrastructures can be seen in the context of opportunity costs, where an existing accessible infrastructure releases provides time to students and teachers as a resource.

Teachers' Motivation; the study findings revealed that motivation to teachers was found to be positive related to students' academic performance and highly statistically significant at 1% level of significance ($p = 0.000$) and the coefficient value of 1.006. The study result implies that a unit increase in teachers' motivation i.e., increase in allowances and working environment, students' academic performance would increase by 1.006 units holding other factors constant. According to Singano (2017) teachers' motivation is not only to improve their wages but also, working conditions which affects their ability and motivation to deliver quality education. The study result is in line with the findings of various related studies (Gasper, 2015; Singano, 2017; Ozig, 1995; Elijah, 2017) who found that motivation to teachers is a positive way of reaching people for their efforts and services but also, boost their morale to work harder, thus increasing school productivity and efficiency that in turn led to students' academic performance.

Education Policy; it was found that to be positive and statistically significant at ten percent (10%) level of significance ($p = 0.081$) and coefficient value of 0.040. The study result implies that holding other factors constant a unit increase in improved and appropriate education policy, students' performance would increase by 0.040 units. Researchers in this study revealed that stability of education policies helps effective leadership in secondary schools in ensuring student's syllabus is covered as well as teaching protocol will not be disturbed hence lead to good academic performance to the students. The study concludes that frequent change of curriculum and syllabus affects students learning process that can also affect their performance.

Teaching and Learning Materials; the study found that availability of teaching and learning facilities i.e., books, textbooks was positive related to students' performance and highly statistically significant at 1% ($p = 0.000$) level of significance with the coefficient value of 0.482. Bergmann (1996) argued that teaching materials i.e., textbooks, teacher's guides, reference books, classroom charts, and maps are the key ingredients in learning and teaching thus enhances students' academic performance. The study result implies that a unit increase in learning and teaching materials, students' academic performance increases by 0.482 units holding other factors constant. The study finding is consistent with the findings of various related studies (Bergmann, 1996; Newstrom & Davis, 2005; Gasper, 2015; Singano, 2017) who found that the availability of relevance teaching and learning materials lead to good performance by students in secondary schools. Basing on the study findings researchers concluded that that the main criterion of school performance is reflected by effective leadership to manage teaching and learning resources that would lead to higher student' performance as measured by standardized tests.

Well-equipped Laboratories and Libraries; it was found that an availability of well-established laboratories and libraries had positive relation to students' academic performance and highly statistically significant at one percent (1%) level of significance ($p = 0.009$) and coefficient value of 0.734. The study result implies that a unit increase in well-equipped laboratories and libraries among secondary schools in Morogoro municipality would increase students' performance by 0.734

units holding other factors constant. Singano (2017) argued that the poor performance of students is a result of the school environment to be dotted with dilapidated buildings equipped with outdated laboratory facilities and libraries. Therefore, the study result revealed that effective leadership is more likely to ensure the availability of well-established and equipped laboratories and libraries. The study result is in line with findings of Singano (2017) who found that the availability and well-equipped laboratories and libraries in secondary schools facilitate teaching-learning process hence good students' performance.

Teachers' Commitment; the study findings revealed that teachers' commitment though was not statistically significant but was positive related to students' academic performance indicating that a unit increase in teachers' commitment, students' academic performance would increase by 0.312 units holding other factors constant. This implies that, teachers working in different secondary schools in Morogoro municipality need leaders who are instrumental in guiding the efforts of staff members to achieve the goals and objectives of both the students' performance and the school in general. The study result is in line with findings of Crosswell & Elliott (2004) who found that a community of committed effective schools' leaders has the potential for overall good students' academic performance in national examinations. Therefore, the study recommends that, head teachers in secondary schools specifically Morogoro municipality should demonstrate effective and most appropriate leadership styles that lead schools in improving students' performance.

4.0 Conclusion and Recommendation

This study focused on investigating the impact of effective educational leadership on students' academic performance. The study findings revealed that students' academic performance is highly influenced by training teacher in school administration, community participation, school infrastructure, teachers' motivation, education policy, teaching and learning materials, well-equipped laboratories and libraries and teachers' commitment. Since it was found that an effective educational leadership is related to student's academic performance and achievement of the school in general. Therefore, a school leader and stuff in general should have good communication between themselves this will help to increase efficiency in school. School leaders should give a priority on future focused learning, and guide staff and students toward having a passion for teaching and learning it will help students to meet academic demand in Tanzania especially in Morogoro municipality.

References

Ajayi, I.A. & Ayodele, J.B. (2001). Introduction to Educational Planning, Administration and Supervision. Ado-Ekiti. Yemi Printing Services.

Amadi, E.C. & Ezeugo, R. (2019). Physical Resources Availability and the Academic Performance of Students in the Universal Basic Education Scheme, Rivers State. *International Journal of Innovative Development and Policy Studies*, Vol. 7(1):13-23.

Amevigbe, P., Tchamegnon, J., Kodjo, K.L., & Finou N., (2002). Togo. In ERWACA, USAID and SARA (Eds.) A Transnational view of basic education: Issues of access, quality and community participation in West and Central Africa. Washington D.C.: USAID.

Baku, J. & Agyman, D., (2002). Ghana. In ERWACA, USAID and SARA (Eds.) A Transnational view of basic education: Issues of access, quality and community participation in West and Central Africa. Washington D.C.: USAID.

Bergmann, H. (1996). Quality of Education and the Demand for Education.

Camp, W.G. (2015). Formulating and evaluating theoretical framework for careers and techinological education research, journal of vocational education research.

Crosswell, L., & Eliott, B. (2004). Committed Teachers, Passionate Teachers: The Dimension of Passion Associated with Teacher Commitment and Engagement. [Proceedings] AARE Conference, Melbourne, Australia.

Darling-Hammond, L., & McLaughlin, M.W. (1995). "Policies That Support Professional Development in an Era of Reform". Phi Delta Kappan 76(8), 597-604.

Elijah, J. (2017). Factors Causing Unsatisfactory Academic Performance in Secondary Schools in Ilala District: Tanzania.

Gasper, C. (2015). Quality Factors Affecting Academic Performance of Students in Secondary Schools in Tanzania Mainland: Case of Selected Public Secondary Schools in Tanga.

Gertler, P., Patrinos, H., & Rubio-Codina, M. (2006). Empowering parents to improve education: Evidence from rural Mexico. Impact evaluation series No. 4. The World Bank policy research working paper 3935. Washington, DC: The World Bank.

Hallinger, P., & Walker, A. (2017). Leading learning in Asia-Emerging empirical insights from five societies. Journal of Educational Administration, 55(2), 130–146.

Harris, A.& Jones.M (2015). Internatinal comparisons;Critiques,culture and contex.Leading furures:Global perpectiveson educatinalleadreship. SAGE publisher London.

Jalapang, I. & Raman, A. (2020). Effect of Instructional Leadership, Principal Efficacy, Teacher Efficacy and School Climate on Students' Academic Achievements. Vol. 9 No. 3.

Karadang, D. (2019). Improving School Leadership volume 1: policy and practice.

Newstrom, J.W. & Davis, K. (2005). Organizational Behavior: Human Behavior at Work. New York: McGraw-Hill.

OECD, (1998). Staying Ahead In-service Training and Teacher Professional Development: In-service Training and Teacher Professional Development. France: OECD Publishing.

Ozig, A.O. (1995). A handbook on school Administration and Managements. Dar es Salaam: Mac Millan Education Ltd.

Pellini, A. (2005). Decentralization of education in Cambodia: Searching for spaces of participation between traditions and modernity. Compare: A Journal of Comparative Education, 35(2), 205-216.

Qian, H., Walker, A., & Li, X. (2017). The west wind vs. the east wind: instructional leadership model in China. Journal of Educational Administration, 55(2), 186–206.

Sangare, S. & Diarra, I. (2002). Mali. In ERWACA, USAID and SARA (Eds.) A Transnational view of basic education: Issues of access, quality and community participation in West and Central Africa. Washington D.C.: USAID.

Singano, H.S. (2017). Factors Influencing Academic Performance of Students in Ward Secondary Schools in Kongwa District, Tanzania.

Swift-Morgan, J. (2006). What community participation in schooling means: Insights from southern Ethiopia. Harvard Educational Review, 76(3), 339-368.

Walker, A., & Qian, H. Y. (2018). Deciphering Chinese school leadership: Conceptualizations, context and complexities. London: Routledge.