

## **The Effect of Leadership Styles on Classroom Instruction: A Case Study in Arusha City Council Secondary Schools**

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### **ABSTRACT**

*The aim of this study was to investigate the effect of leadership styles namely instructional, transactional, and transformational on classroom instruction. The study was conducted at Arusha City secondary schools where by six schools were used to collect data through questionnaire and four schools through interview.*

*To accomplish the study 90 teachers were expected in filling questionnaire, however 71 (78.9%) teachers responded from six different schools where as all the 4 head teachers who were expected to participated in the interview responded. The study employed mixed research method techniques were both qualitative and quantitative techniques were used for data collection.*

*The results show that there is a significant positive correlation at a level of  $p < 0.05$  was found between effect of leadership on teaching and instructional leadership, transactional leadership as well as transformational leadership styles. Between all variables a significant positive correlation with  $p < 0.01$  was found ranging between  $r = 0.32$  to  $r = 0.41$ . The proposed strategies to improve classroom instruction include training, financial and material resource, empowerment of school head, motivation, and involvement of educational stakeholders.*

### **Background of the Study**

Educational leadership has become a focal point when thinking of improvement of education in both developed and developing countries. With regard to that, attention has been given to school leadership and its impact on student outcomes.

Fullan (2000) emphasizes that school leaders should pay attention on developing professional learning community in which staff work collaboratively for successful student learning, develop action plans to increase student achievement as well as monitoring their progress.

Leithwood (2006) points out that leaders are associated to students learning indirectly through their influence on other people which is second to classroom instruction.

Considering all these important facts about leadership we can conclude that school leadership is very crucial for educational development and attention should be given to school leaders as Dachi and Ferty (2008) observe that in the context of Tanzania very little attention is devoted in studies related to school leadership and management for the aim of improving the quality of education.

Therefore the purpose of this study is to investigate leadership styles that can affect classroom instruction in selected secondary school in Arusha city.

### **Objective of the Study**

The general objective of the study was to investigate the effects of school leadership styles on classroom instruction. Specific objectives are:

- i. To investigate the effect of leadership styles used in six selected secondary school of Arusha City.
- ii. To find out the relationship between leadership styles and classroom instruction.
- iii. To establish strategies that can be employed by head of schools to improve classroom instructions.

### **Research Questions**

The research intends to respond to the main question on “*What are the school leadership styles that affect classroom instruction?*”. This main research question is further divided into sub questions which are:-

- i. What are the effects of Leadership styles used by head of six selected secondary schools of Arusha city?
- ii. What is the relationship between leadership styles and classroom instructions?
- iii. What are the strategies that can be employed by head of schools to improve classroom instructions?

### **Significance of the Study**

In line with the objective of the study, this study is expected to have the following contributions: First, the outcome of this study will provide basic inputs and information to policy maker on areas to address so as to boost educational improvement in the country.

Second, it is expected that the outcome of this study will provide basic inputs and information to educational stakeholders so as to improve the quality of education in their respective community

Third, it is expected that the outcome of this study will provide basic inputs and information to head of school so as to improve their leadership styles for better performance of classroom instruction.

Finally, it is expected that the outcome of this study will provide basic inputs to the researcher so as to be a good leader for educational improvement and performing better in classroom instruction practices

### **Review of Literature**

Educational researchers and practitioners hold different views regarding ways that school principals (leaders) foster improvement in their schools. While some researchers found that the school leadership matters to student achievement others found no effects on student academic achievement (Witziers, Bosker & Kruger, (2003).

Louis, Dretzke and Wahlstrom, (2010). School leaders are expected to play supervisory role and different authors asserts that leadership styles are considered to be fruitful for institution and pupils' academic performance.

Lous et al., (2010). define a school leader as a person(s) occupying various roles in a school working with others while providing direction and exert on persons and things in order to attain or achieve the school goal.

Lous et al (2010) transformational leadership focuses on the ways in which leaders exercise influence over their colleagues. Transformational leadership impacts certain characteristics related to the followers such as empowerment, commitment, self efficacy beliefs, job satisfaction, trust and motivation.

Gamage (2006) suggests that instructional leaders leads the teachers, students and the community for creating excellent school by establishing vision collaboratively, developing trust and encourage teachers to critically reflect on their student learning and far most the professional practice in classrooms.

Blasé and Blasé (2000) define instructional leadership as all actions undertaken with the intention of developing a productive and satisfying working environment for teachers, desirable learning conditions and outcomes for children.

### Research Design

This study was designed to investigate the effect of school leadership styles on classroom instruction. The study further employed mixed method where by both qualitative and quantitative techniques for data collections were used. In this study, quantitative data collected using questionnaire were used to identify whether there was any effect of leadership style as a factor affecting classroom instruction.

Qualitative data were used to collaborate to Quantitative results. The two approaches enabled the use of triangulation method by using multiple sources of evidence. According to Yin (2003) any finding or conclusion in case study is likely to be more convincing and accurate if it is based on the use of different sources of information.

### Sampling Procedures and Sample Size

This study was conducted in Arusha City with a total of 23 public secondary schools of which six schools were randomly selected for the purpose of establishing the effect of leadership styles on classroom instruction as indicated in Table 1.

**Table 1: The sample size**

Source of Data	Teachers			Head teachers		
	Targeted sample	Actual sample	Response rate (%)	Targeted sample	Actual sample	Response rate (%)
School 1	15	18	120	-	-	-
School 2	15	12	80	1	1	100
School 3	15	9	60	1	1	100
School 4	15	11	73.3	1	1	100
School 5	15	12	80	1	1	100
School 6	15	9	60	-	-	-
Total	90	71	78.9	4	4	100

**Sources: Research data (2013)**

## Data Analysis Techniques

Data collected through questionnaire were coded and a Statistical Package for Social Science (SPSS) was utilized. Descriptive statistics were employed to establish on whether there was any improvement of classroom instruction as a results of leadership style. Secondly, correlation analysis was conducted to observe whether there was relationship between the leadership thought to influence effects observed on classroom instruction. Finally, regression analysis was then carried to analyze the extent to which Transformational Leadership, Transactional Leadership and Instructional Leadership are related observed on classroom instruction. Qualitative data were categorized into various themes using phrases and words depending on the issue under discussion and research questions.

## Results and Discussion

Results show that instructional leadership affect classroom instruction by head of school highly developing detailed school calendar and conducts school program in order to achieve goals by defining school mission. Also it shows that school heads lowly manage school curriculum and instruction so as to ensure new and innovative teaching methods are shared among teachers. Transactional leadership had effect on classroom instruction as a result of head of school awarding for good performance while on the other side impose punishment or warnings for misconducts transformational leadership styles affect classroom instruction by head of school setting direction, developing people and redesigning the organization.

There is positive significant relationship on leadership style and classroom instruction.

From the result of this study the proposed strategies to improve classroom instruction include training, financial and material resource, empowerment of school head, motivation, and coordination of activities such as assistance to head of school in order to enhance classroom instruction at school level. Community as stake holders of education should cooperate with head of school in order to ensure classroom instruction is well taking place for school improvement.

## Summary and Conclusion

From the discussion of the findings, the following three conclusions can be made:

**Table 2: Relationship between leadership styles as factors affecting school instructions and classroom instruction effects**

Variables	Instructional Leadership	Transactional Leadership	Transformational Leadership
Effect on Classroom instruction	.41**	.32**	.41**

\*\*The correlation is significant at the 0.01 level and \*the correlation is significant at the 0.05 level

First, there is positive significant relationship on leadership style and classroom instruction. Results of the Pearson Correlation matrix among effects on classroom instruction and head of school leadership styles are presented in Table 2; A significant positive correlation at a level of  $p < 0.05$  was found between effect of leadership on teaching and instructional leadership, transactional leadership

as well as transformational leadership styles. Between all variables a significant positive correlation with  $p < 0.01$  was found ranging between  $r = 0.32$  to  $r = 0.41$ .

**Table 3: Regression analysis of leadership styles as predictors of the effects of classroom instruction**

Dependent Variable	Beta Value for predictors			
	Constant	Instructional Leadership	Transactional Leadership	Transformational Leadership
Effects on Classroom Instruction ( $R^2 = 0.197$ )	0.675 ( $p \leq 0.237$ )	0.297 ( $p \leq 0.247$ )	0.181 ( $p \leq 0.394$ )	0.232 ( $p \leq 0.341$ )

The equation of the model of  $Y = 0.297x_1 + 0.181x_2 + 0.232x_3 + 0.675$

Whereas:  $x_1$  is Instructional Leadership style,  
 $x_2$  is Transactional Leadership style and  
 $x_3$  is Transformational Leadership style.

Secondly, it was concluded that there is variation in the extent to which school leaders exercise different leadership styles as presented in Table 3. However these leadership styles differ significantly between schools. Leadership style affects classroom instruction as expressed by significant positive relationship among different leadership styles. In Instructional, transactional, transformational leadership styles observed on different six schools they affect classroom instruction.

### Recommendations

From the results and discussion of this study, number of issues should be address so as to ensure that school leadership result to intended effects on classroom instruction. Some of the proposed strategies include training, financial and material resource, empowerment of school head, motivation, coordination of activities and further research. Recommendations have are presented under government, community and head of school.

Government under Ministry of Education and Vocational Training should provide resource and training assistance to head of school in order to enhance classroom instruction at school level.

Community as stake holders of education should cooperate with head of school in order to ensure classroom instruction is well taking place for school improvement.

Head of schools should build collaborative culture to share knowledge and skills within their schools.

Further research should be done to find other factors that can contribute to classroom instruction rather than leadership style.

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