

AFRICA INTERNATIONAL UNIVERSITY

FACTORS CONTRIBUTING TO LEADERSHIP SKILLS' DEVELOPMENT
AMONG PUPILS AT SIMBA WA YUDA ACADEMY IN
SIMIYU REGION, TANZANIA

BY
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A Thesis submitted to the University in partial fulfillment of
the requirement for the degree of Master of Arts in
Education Leadership and Administration

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Student's Declaration

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SIMIYU REGION, TANZANIA

I declare that this is my original work and has not been submitted to any other College
or University for Academic Credit

The views presented herein are not necessarily those of African International
University or the Examiners

(Signed): _____
Kavira Neema

July, 2017

ABSTRACT

The idea of this thesis was prompted by persisted lack of servant leaders in the society. This qualitative research was to investigate factors that participants deeply perceive as contributing to leadership skills development among pupils at Simba Wa Yuda Academy in Simiyu region, Tanzania. As societies grow into more complex communities, the importance of developing young leaders has become crucial. However, many learning institutions seem to be busy chasing after academic mean score while ignoring the work of nurturing children for leadership roles in the society. As such, students are usually given limited opportunities to develop their potential. It is because of this reason, the researcher investigated factors that participants deeply perceive as contributing to leadership skills development among pupils at Simba Wa Yuda Academy in Simiyu region, with the aim of identifying pupils talents as potential leaders and opportunities provided to nurture those young pupils to become good leaders.

In order to achieve this data was collected through interviews among three focus groups: ten (10) standard six pupil, ten (10) standard seven pupils and seven (7) educators—two (2) managers and five (5) teachers. The specific ways of delivery and content of programs reported include civic education, religious education, counseling programs, debate and sports that the school uses to develop pupils' leadership skills. The research participants suggested conductive learning environment and cooperation between school, family, church and government in order to effectively nurture children into responsible leadership.

The research concluded that teachers and managers have the responsibility to teach godly character by being good example that pupils may emulate so that they become good leaders. The study calls for cooperation between school, family, government and church in holistic development of all children, regardless of gender, into leadership.

Based on these findings, recommendations were made for primary schools, churches, institutions of higher education and Ministry of Education in Tanzania. Recommendations are: Mentor young children to become good and responsible future leaders; Families need to give children responsibilities to nurture them into leadership; church and government have the responsibility to support schools financially and help develop all children into good leadership. This includes girls and even children with special needs.

DEDICATION

To God who enables me worthy and has supported me throughout my stay at Africa International University.

To my family members. My father, Kambale Kivunda Cyprien and my mother Kavira Baseme Alexandrine for their financial support and words of encouragement thorough out this long journey of studies.

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CHAPTER ONE

BACKGROUND OF THE RESEARCH

Leadership is an important factor for making an organization successful. It is the art or process of influencing people to perform assigned tasks willingly, efficiently and competently (Satyendra, 2015). With good leadership, organizational culture is not forced but developed. Good leadership makes people feel that they are an important part of the organization and they give their best for the success of the organization (Smriti, 2016). Simba Wa Yuda (The Lion of Judah) Academy is a private Christian primary and secondary school located in Bulima, Tanzania, East Africa. The Lion of Judah Academy seeks to provide an education of the highest possible quality to disadvantaged children in Tanzania such as AIDS orphans and the children of poor background. The school's major goal is to: encourage each child to work to his/her full potential—thinking creatively and critically; to encourage godly behavior in children that honors Christ, ensures self-confidence and to enable children to understand and respect work, the laws of the country, human rights, citizenship and preservation of the environment. Since 2002 when the school started, no research has been conducted to determine how effective it has been in fulfilling these goals. Hence, the need to investigate Simba Wa Yuda Academy's effectiveness in developing leadership skills among children, cannot be overemphasized.

Background of the Problem

As societies grow into more complex communities, the importance of developing young leaders has become crucial. In fact, identifying potential leaders is not enough but we also need to identify their talents and provide them with opportunities to nurture them. For this reason, leadership education continues to be a major bedrock for developing gifted young leaders. However, in many learning institutions it remains an abstract concept that is often ignored in school curricula (Bisland 2004). Often teachers do not receive proper training in leadership skills to develop young leaders. As a result, students are given limited opportunities to develop their potential. As noted by Whitehead (2009) and Dempster and Lizzio (2007), a major problem facing current leadership education is the lack of a clear definition of a leader. Some of the key characteristics of effective leaders that need to be nurtured in young people include the ability to manage group dynamics, ability to inspire others, and ability to relate well with a wide variety of people (Clement et al. 2014). Other researchers such as MCgregory (2007) and Chuang (2013) see a leader as one, who is able to communicate well, lead groups in problem solving, structure goals and objectives for a group, evaluate group progress in achieving its goals and induce a group to pursue a goal. It is against this background this researcher sought to understand factors contributing to development of pupils' leadership skills at Simba Wa Yuda Academy.

Problem Statement

Children in today's schools will be the next generation of leaders in the workplace, in our communities and in their families. Genuine leadership opportunities support transition into adulthood, foster the skills and character to be

responsible citizen, and promote social and emotional well-being, yet current literature indicates that many schools are giving students limited opportunities to develop their potential (Whitehead 2009; Weir 2014). It is important for young people to learn how to lead themselves, as well as how to lead others, but schools are doing very little to develop leadership skills in young people. According to Bella and Bloom (2003) learning to lead yourself is the basis for leading others. For this, limited education on leadership development among children—including virtues like honesty, responsibility, integrity, hard work, obedience, respect, among other godly virtues, likely to be catastrophic in future generations. This is because raising children without nurturing them to become good leader's means having weak and reckless leaders tomorrow. Therefore, the need to carefully investigate factors participants perceive as contributing to leadership development at Simba Wa Yuda Academy, cannot be overemphasized.

Purpose of the Study

This research sought to investigate factors that contribute to development of leadership skills among pupils at Simba Wa Yuda Academy Region of Tanzania. Specifically, the research seeks to understand how Simba Wa Yuda Academy encourages children to become responsible of their own lives and other people's life, self-efficacy and have a positive mindset, coupled with planning and organizational skills, which would enable them to become effective leaders. The research sought to understand the process involved in leading oneself and others to enable young people to be confident in their roles and to navigate their own path.

Research Questions

The overarching question in this research was: what factors do pupils and teachers at Simba Wa Yuda Academy identify as contributing to the development of leadership skills among pupils? Specifically this research sought to answer four research questions:

RQ1. What are the Simba wa Yuda's pupils understanding of the meaning of good leadership?

RQ2. What are the students' leadership development programs at Simba Wa Yuda Academy?

RQ3. What are the intended outcomes of the leadership education programs?

RQ4. What teaching/learning strategies would the school employ to enhance leadership development?

Significance of the Study

This research's findings will be beneficial to students because they will become more engaged in the learning process, become better able in creating effective learning community in the classroom, be more willing to mentor their fellow students, be more disciplined, help them achieve higher academically and have better relations with teachers and the administration of the school. This study finding will also help teachers improve their mentorship skills. Administrators will benefit from this study finding because the study provides them with the factors required in learning environment that effectively nurture leadership skills among children. This study finding will also help parents in understanding the kind of family environment children require to effectively develop their leadership skills.

Delimitations of Study

Even though there are many academies in Mwanza district, Tanzania, due to the financial and time constrain, this research focused only on students' of Simba Wa yuda Academy in Simiyu Region of Tanzania. While the academy has 274 children, the researcher only focused on (20) purposefully selected children and a few educators (7) out of 17 to study the factors that influencing development of leadership skills among pupils. There may be many other factors that influence development of leadership skills among children but this research focused only on the school related factors.

Limitations

The major weakness in qualitative research approach is the risk that gathering data and its analysis may be tainted by the researcher's own personal bias. Despite a member checks on observations and interviews, personal interpretation leaves room for researcher's own personal history and experiences more often than not to affect the study outcomes. Since this research focused only on Simba Wa Yuda Academy, Simiyu Region in Tanzania, its findings cannot be applied to other academies in the whole of Tanzania, nor other academies in other parts of the world. The findings also cannot be generalized to other academies in other parts of the world. The strengths, however, of this study lay in the numerous data collection methods—a procedure known as triangulation. Triangulation means using multiple data sources in an investigation to produce understanding (Cohen and Crabtree, 2006).

Definition of Key Words

Leadership- is “a relational process combining ability (knowledge, skills, and talents) with authority (voice, influence, and decision making power) to positively influence and impact diverse individuals, organizations, and communities” (Mackneil 2006, 29).

Pupil- in this research a pupil means a student under the age of twelve years. This is in agreement with Baraza’s (2006, 6), definition of the term pupil. She refers to pupil as primary school children of the ages 9-12 in the selected school.

Skills- are “the proficiencies developed through training or experience. Skills are usually something that has been learned. So, we can develop our skills through the transfer of knowledge” (Weir 2014).

Leadership Skills- are “tools, behavior, capabilities that a person needs in order to be successful at motivating and directing others” (McPheat 2010, 10).

Assumptions

The assumption in this research was that leadership is inborn as well as made (Haynes and Esther 2015 and Doh 2003). The researcher also assumes that change is a psychological ongoing process within a child (MacNeil 2006). Also she assumed that leadership in children is the result of relational process of influence from older people which enables them to manage their own lives and lead group activities in classrooms (Bisland 2004). Hence, this researcher concurred with Shahidi (2015) that we need to begin developing leadership skills in young people now.

Conceptual Framework

Miles and Huberman(1994,18) as cited in Vaughan (2008,4) state that conceptual frame work is “ a written or visual presentation that explains either graphically, or in narrative form, the main things to be studied – the key factors, concepts or variables and the presumed relationship among them”.

Independent variables

Dependent variable

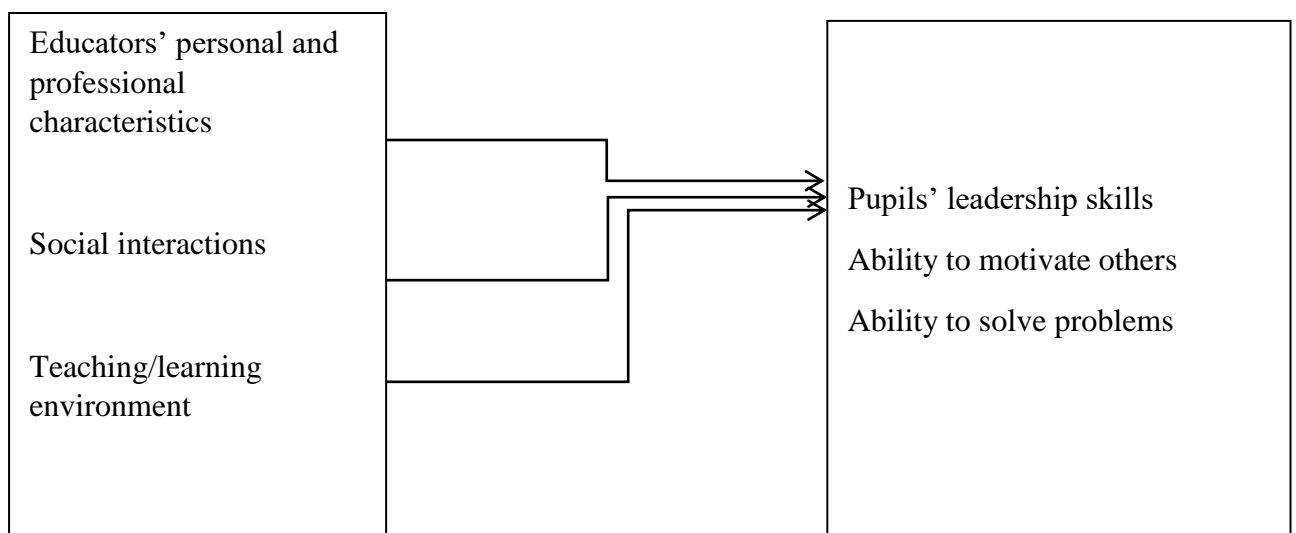


Figure 1.1: Conceptual framework

CHAPTER TWO

LITERATURE REVIEW

This research sought to understand the factors contributing to leadership development skills among pupils. This chapter reviews literature related to factors contributing to developing leadership skills among children.

The Meaning of Leadership

It is often impossible to have a universal definition of the term leadership because of the great array of theories concerning the concept. In a general sense, however, leadership can be defined as “a type of social influence through which one successfully garners the help and support from others to achieve a common goal (Murphy and Johnson 2011, 461). A leader is able to inspire passion, drive, and motivation within others in order to move them to make a vision reality. As Bennis (1988), a pioneer of leadership studies, cited by Barthold (2014) states “Leadership is the capacity to translate vision to reality.” This understanding of leadership also applies in developing leadership skills among young people. In this case leadership can be seen as the establishment of widely agreed upon and worthwhile directions for an organization and doing whatever it takes to prod and support people to move in the desired direction (Marphur and Mancini 2004). While stability is the goal of management, improvement is the goal of leadership and both are very important. Frequent instability in schools as a result of head and deputy

head turnover, is often a failure of management in most African schools. However, it has devastating effects on student's holistic development (Levin, 2006). Stability and change have a synergistic relationship. While stability is often associated with resistance and maintenance of the status quo, it is difficult to leap forward from an unstable foundation. Leaping forward from an unstable foundation does produce change, but not the kind many educators think as good of upcoming leaders. In school perspectives, young generations need to be developed in order to exhibit leadership skills such as the desire to be challenged, the ability to solve problems creatively, the ability to reason critically, the ability to see new relationships, the capability of verbal expression, flexibility in thought and action, the ability to tolerate ambiguity, the ability to motivate others (Karnes and Suzanne 1990). As such, the importance of nurturing emerging leaders is crucial (Bisland 2004). Not only should these potential leaders be identified, but also their talents need the opportunity to develop.

Leadership Theories

According to Barthold (2014) research, leadership can be traced back to other writings such as Plato's *Republic* written around 380 B.C., Plutarch's *Lives of the Noble Greeks and Romans* (a.k.a. *Parallel Lives*) written in 1517, or Niccolò Machiavelli's *The Prince* written in 1532. Today's most popular theories about leadership were developed from the 1840's to as recently as 2008. In the 1930s-1940s, Gordon Allport popularized the Trait theory. The trait leadership theory believes that people are either born or are made with certain qualities that will make them excel in leadership roles (Leadership Theories 2016). In 1939; Kurt Lewis identified different styles of leadership, which included autocratic leadership, democratic leadership, and laissez-faire leadership. Max Weber proposed charismatic authority.

Throughout the 1970s, a surge of leadership theories were proposed and developed – the Contingency Theory of Leadership, the Participative Leadership Theory, the Leader- Member Exchange Theory (LMX), Situational Leadership, Servant Leadership, and Transformational Leadership. The Contingency Leadership theory argues that there is no single way of leading and that every leadership style should be based on certain situations, which signifies that there are certain people who perform at the maximum level in certain places; but may minimally performance when taken to other context. The situational theory assumes that every situation is unique because of the uniqueness of certain variables such as organization type, quality of followers, and leadership type. As such, success or failure of the leaders is related to the situation (Abuisneineh 2014). In 2008 Avolio and Fred Luthans proposed Authentic Leadership. While all of these theories are different in some way, they contain aspects on which most leadership scholars would agree. In fact, these broad ranges of leadership theories allow the topic of leadership to have focus in various fields including psychology, government, history, philosophy and education. A research report in New Leaders' articles of 2009 attributes 60% of a school's impact on student achievement on leadership and teacher effectiveness with principals accounting for 25% of a school's total impact on students' achievement. The implication here is that learning environment is fundamental in the development of leadership skills among children.

A research done by Bella and Bloom in 2003 in The Center for Early Childhood Leadership National-Louis University among 182 leadership trainees, found clusters of skills that help teachers in their leadership roles of developing children into leadership. The skills include interpersonal communication skills, group facilitation skills and decision-making skills. Bisland (2004) asserts that in developing

leadership skills in young children, teachers can incorporate short lessons into their weekly curriculum or choose to teach a thematic concept focusing on a particular leadership skill.

Another research done by Matthews in 2015 at University of Wyoming, found that student leadership development is integral to positive learning community. Through leadership education, educators help students to understand the world around them and encourage them to institute change. He also observed that leadership cannot be continually treated as its past paradigm of hierarchical dictatorship, instead, today leadership is much more focused on the relationships, ethics, and interrelation skills that require a system based approach. He emphasized that leadership is for every student to develop and there is a need and desire to find a way to do that successfully in education systems.

According to Barthold (2014, 17), despite the extensive research about leadership, there is not much research addressing leadership in young children (birth – 12 years). However, just as children learn other important skills, children can learn and build on leadership skills through their experiences. At a young age, children are much more prone to learning skills and retaining them throughout their life. An individual's behavior, personality and skills are more adaptive to change in children than they are in adulthood, during childhood and adolescence. Barthold emphasizes the idea of sensitive periods- the periods of a child's life when skills are best learned. In order for an individual to develop good leadership, it is best if various skills are taught at different stages in his or her life, during the sensitive periods when certain skills are best learned (Murphy and Johnson, 2011). Although an individual continues to learn vital leadership skills past childhood, the skills learned later build upon the skills learned when young, which only stresses the importance of learning as a child.

For example, in the high school – late adolescence stage (ages 15-19), an individual may be required to work with others to complete a project at school or a summer job. In order to do this effectively, he or she should have emotional intelligence in his or her interactions with others, which should have been learned in the preschool year's stage (ages 2-5) (Murphy 2011).

According to Bisland (2004, 2), many children possessing giftedness in leadership share common characteristics, including the desire to be challenged, the ability to solve problems creatively, the ability to reason critically, the ability to see new relationships, flexibility in thought and action, understanding of ambiguous concepts, and the ability to motivate others. All children experience leadership in daily life through interactions with their families, peers, and community organizations. Students are constantly reevaluating their roles in each of these contexts. They may lead in certain areas, motivate others and follow in still other circumstances. Literature seems to agree that a child with giftedness in leadership can be termed as one who can balance the many roles in the various aspects of life.

This researcher concurs with the discussed literature that educators are fundamental in developing leadership skills among children. This is because children are in school almost ten hours in a day within the school premises. Scheer and Safrit (2016), argue that leadership education on young people is essential in order for them to positively contribute to the society. Equipping young people with leadership skills will help them achieve their goals. This finding agrees with the biblical view that young people with effective leadership skills are more effective in handling life challenges better than those whose leadership skills are not developed (2 Timothy 3:15, Proverbs 22:6, Proverbs 4:1-4).

Children can learn leadership anywhere. They can learn leadership skills through observing the red power ranger working with and leading his monster-fighting team (D'Andria 2016). They can also acquire leadership skills through reading a story about a king who instilled hope in his kingdom after troubling times. However, this research will focus only on three specific areas where leadership can best be nurtured - the home, the church and the school.

The Role of the Family in Developing Leadership Skills among Children

Parents have the greatest role of modeling and coaching their children leadership skills (Linda 2015). According to Richield (2014), teaching leadership skills to children is a key part of parenting. Richield emphasizes that leadership skills can make the difference between a child who thoughtlessly follows the arrogant will of the majority and trailblazers who obey their own moral principles and sensible convictions. While some children seem destined to become leaders due to their outspoken and confident nature, others require the capable coaching of alert and prepared parents. Some of the skills parents need to instill leadership according to Richield (2014) are lending but not bending. Since many children walk the tightrope between their parents' guidance on the one hand, and their peer group's influence on the other, tilting too much for parents in one direction can trigger peer ridicule or parent prohibitions. Second, stressing how leadership is built upon conscientious initiative. Children tend to gravitate toward the behavioral mean in the presence of their peers which translates into a more passive observing role that avoids principled risk taking. Hence, as life events unfold thoughtful opinions and measured reactions are suppressed for fear of peer disapproval. For this reason parents nurturing confident and assertive self-expression is a critical ingredient. Another avenue to coach leadership skills is verbal expression. When kids overstep the boundaries of respect,

parents should not just discipline, but give them the words to convey their disagreements with poise and deftness. As noted by Musekura and Tamushobora (2004, 21-24), proverbs, riddles, imagery and poetry were commonly used in Africa in mentoring children into leadership. For example, proverbs summarize the wisdom of sages, so as to provide the means to acquire integrity in life and make young people able to exercise personal judgment in different situations. Imagery is an African oral tradition often used in form of stories that contain deep meaning concerning certain truths. Additionally, poetry uses songs to convey the message the older generation wants the young generation to learn.

The Role of the church in Developing Leadership Skills among Children

The theological integration means every form of education must be grounded on the word of God. The suggestion here is church leadership education must be grounded on God's view of leadership. Bible passages such as 2 Chronicles 34:1; 2 Chronicles 33:25 and 2 Kings 22:1 explain that Josiah only at eight years old became an effective king as long as Hilkiah the high priest was guiding him and he reigned in Jerusalem thirty-one years. Jesus in Luke 2:42-43 exemplified the best church leadership strategies when he was only 12 years.

God established the context of the home and the church for nurturing young people. If we consider the Jewish way of life, we would realize that the people of God were responsible to teach their own children the ways of Jehovah. This was seen at every Passover season. The people were to go to the Temple (and later to the local Synagogue) for the various feasts and weekly Sabbath. The people of God nurtured young people for cohesive living in future communities. This was not only true during the Old Testament but was also true during the life of Jesus Christ. Looking at verse

44, of Luke 2, one can see that it was customary for the children and families to mingle as they were all in their company through which children were apprenticed into leadership roles in the family and the society. Family units blended with each other and their children learned freely leadership skills (Brown, 2008). In the New Testament, (Acts 16:1-3, Titus 2:3-5) the apostle Paul recognized the value of developing Timothy and Titus into more effective church ministers of the gospel. He carefully selected Timothy and Titus to work with him in the ministry, equipped them for ministerial tasks, empowered them for success, employed them in challenging work environments, and communicated to them the value of their leadership.

The Role of Schools in Developing Leadership Skills among Children

Learning institutions are full of new experiences. Children learn how to relate one another, how to handle conflict, how to obey, how to be patient, to mention just but a few things children learn in school. This is to mean that the classroom is a great place for leadership skill development. As noted by Kretman (1996, 7) teachers are very influential role models for children outside of the family, whether they wish it or not. As such, teachers can easily and directly influence and nurture students' optimism or pessimism (Murphy 2011).

Since a lot of literature suggests that all children have the potential to develop leadership skills, educators should be a good model so as to nurture and develop leadership skills among children. According to Clement et al (2014) and Matthews (2015), while direct and indirect effects of school leadership on pupil outcomes are small, educationally they are significant. Classroom factors as noted by Kenneth and Doris (2000) and Leithwood, Alma and David (2008) explain more than a third of the

variation in pupil affective achievements and especially acquisition of leadership skills.

Scholars seem to agree that the key qualities that children need to be empowered with to become effective leaders include communication skills, problem solving skills, organizational skills, flexibility, and creativity. Therefore, teachers, caregivers, parents and other family members should encourage the development of these qualities in early life.

Theoretical Frame Work of the Research

This research builds on Codrington's (2008) generational theory which believes that different generations develop different value systems which impact how younger and older people interact with the world around them and with each other. Further, generational theory explains that the era in which a person was born affects the development of their view of the world to some degree. In the first decade of a person, life is influenced by his or her family, friends, community, significant events and the general era in which they are born (2008, 2).

While generational theory looks at why people are motivated to lead, or to follow a particular leader, "psychoanalytic" and "behavioral" (Mackneil 2006), examines the ways positive or negative reinforcement motivate followers to follow their leaders and how that influences their behavior. Hence, this researcher assumes that students' learning environment, that is, their school environment and their interaction with their teachers; and their friends in class and outside class, influence their leadership development skills to some extent. In this research educators' personal and professional characteristics, social interactions, teaching/learning

environment are the independent variables while pupils' leadership abilities such as ability to motivate others and ability to solve problems are the dependent variables.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This research sought to understand the factors contributing to leadership development skills among pupils of Simba Wa Yuda Academy in Simuyu Region, Tanzania. This part of the research discusses the research methodology and design, entry procedure, population of research, samples and sampling procedure, research instrument, validation of the research instrument, pilot testing/reliability, ethical issues, data collection procedure, and data analysis procedure.

Research Design

While there are many specific qualitative research approaches such as grounded theory, phenomenology and ethnography research, this research will be descriptive in nature. Hancock, Elizabeth and Kate (2009, 7) argue that qualitative research is concerned with developing explanations of social phenomena. It seeks to answer questions about why people behave the way they do, how opinions and attitudes are formed, how people are affected by the events that go on around them, and how and why cultures and practices have developed in the way they have. Patton and Michael (2002) say that qualitative research is characterized by aims related to understanding aspects of social life and its methods which in general generate words rather than numbers. According to Kowalczyk (2015), descriptive research simply describes situations as they are. Fox and Mohamed (2008, 8) support that descriptive research is suitable for situations where researchers wish to examine circumstances,

collect data, analyze and interpret the data, to reach a satisfactory solution to a phenomenon. As noted by Dudovskiy (2016), descriptive research aims at casting light on current issues or problem through a process of data collection that enable researchers to describe the situation more completely than was possible without employing inductive methods. In its essence, descriptive studies are used to describe various aspects of the phenomenon. Since, this researcher sought to describe the school practices that contribute to good leadership among children, descriptive research is believed to be the best approach. According to Zheng (2017), descriptive research is useful in identifying variables and hypothetical constructs which can be further investigated through other means like exploratory surgery.

Entry Procedure

Site entry implies the method used to access the area and individuals the researcher is interested in. Marshall (2006) states “researchers need permission to collect data from individuals and sites. This permission can be gained at three levels: from individuals who are in charge of sites; from people providing the data (and their representatives, such as parents); from campus-based institutional review boards and from individuals who will actually provide data”. In order to conduct the investigation, this researcher obtained an introductory letter from Africa International University, Graduate school of Board, which introduced her to Simba Wa Yuda Academy in Simiyu Region, Tanzania, administration, who allowed her to conduct research in their school.

Population

A research population comprises all elements, individuals, or units that meet the selection criteria for a group to be studied, and from which a representative

sample is taken for detailed examination (Creswell et al., 2007). Burgess (2001, 3) concurs with Creswell as he asserts that “research population is simply all the members of the group that you are interested in”. This research targeted two hundred and seventy-four (274) pupils, six (6) managers and seventeen (17) teachers at Primary school at Simba Wa Yuda Academy in Simiyu Region of Tanzania.

Sample and Sampling to Procedure

It was virtually impossible to study every individual in the target population. Hence, the researcher selected a sub-set (sample) of the population. Burges (2001, 3) observes that sampling is more manageable in terms of time, money and other resources. This research employed purposively hand-picked twenty-seven (27) participants based on the duration they have been in the institution. She selected two (2) managers who had been in the management team the longest, among six (6) managers, five (5) teachers who have been in the school the longest, among seventeen (17) teachers and twenty (20) children between ages 11-12 who have been in the school the longest—for at least six years. This stage of life as noted by John Dewey, Jean Piaget and Sigmund Freud amongst other scholars and psychologists, is a fundamental stage in life where children’ behavior and character is formed. Their findings raised the attention of scholars such as Adul (2007) who argues that early psychological health and sentimental growth and the effect on the individual's psychological health and social adaptation is fundamental in this age bracket. Hence, this researcher believed that studying the individualism of individual children as active members of the society, would enable educators understand the impact of childhood school experiences on forming their character as future leaders. Table3. 1 below gives the summary of participants.

Table 3.1: Participants' Summary

Focus groups	Number of participants
Focus group one (standard six)	10
Focus group two (standard seven)	10
Focus group three: teachers and managers	5
	2
Total	27

Research Instrument

According to Mugenada and Mugenda (2003) research instruments are fact finding tools. They include questionnaires and interviews, among others. In this study, the researcher as the main research instrument was guided by two interview guides: pupils interview guide (Appendix I) and teacher and manager interview guide (Appendix II). Pupils' interview guide has thirteen (13) open-ended questions: Questions 1- 3 were in response to research question one: What are the Simba Wa Yuda's pupils understanding of good leadership? Question 4- 7 were in response to research question two: What are the students' leadership development programs at Simba Wa Yuda Academy? Question 8- 10 were in response to research question three: What are the intended outcomes of the leadership education program? Question 11-13 were in response to research question four: What teaching/learning strategies would the teachers employ to enhance leadership development?

Table 3.2: Pupils, Teachers and Managers Interview Guides

Research Questions	Interview Guides	
	Pupils	Teachers and Managers
1. What are the Simba Wa Yuda's pupils understanding of good leadership	<p>1. How long have you been in this school?</p> <p>2. In what ways would you say the school employs good leadership?</p> <p>3. What are some of the ways the schools uses to impact leadership in pupils?</p>	<p>1. What is your function?</p> <p>2. How long have you been in this school?</p> <p>3. What do you understand as leadership development among pupils?</p>
2. What are the students' leadership development programs at Simba Wa Yuda Academy?	<p>4. Specifically tell me the ways in which the school has nurtured you as an individual to become a good leader?</p> <p>5. How would you say the school environment makes you a more responsible person?</p> <p>6. Explain some of the ways in which you have practiced the leadership skills within the school context?</p> <p>7. Explain one specific program that you can say the school uses to develop leadership skills among pupils.</p>	<p>4. What are your experiences in terms of equipping children with leadership skills?</p> <p>5. In what ways would you say you have nurtured pupils to become effective leaders?</p> <p>6. Explain one specific program that you can say you use to develop leadership skills among pupils.</p> <p>7. What do you consider as effective curriculum content for developing leadership</p>

		<p>skills among pupils?</p> <p>8. According to you, how is the school addressing all the leadership aspects in nurturing leadership skills in young people?</p>
<p>3. What are the intended outcomes of the leadership education program?</p>	<p>8. What are some of the opportunities the school is providing to pupils to exercise leadership with and over your fellow children?</p> <p>9. What are some of the situations in the society would you say you are applying leadership skills learned from school?</p> <p>10. To what extent would you say the leadership skills you have learnt have made you to relate better with your environments:</p> <p>At home</p> <p>At school</p> <p>At church</p>	<p>9. How do you provide opportunities have pupils to emerge as leaders in the school?</p> <p>10. In what ways would you confidently say that by the time children graduate from standard eight are well equipped for leadership roles now and in the future?</p> <p>11. How do you assess children leadership skills?</p>

<p>4. What teaching/learning strategies would the teachers employ to enhance maximum leadership development?</p>	<p>11. How does the school develop within you the potential of thinking creatively and critically?</p> <p>12. In which ways are you trained to apply moral behavior at school environment?</p> <p>13. Kindly explain to me what else you think the school needs to do to make the pupils better leaders?</p>	<p>12. What do you consider as effective methods for developing leadership skills among pupils?</p> <p>13. How do you develop full potential in children with creative mind and create self-confidence within them?</p> <p>14. How do you instill moral behavior in children to the respect of God?</p> <p>15. How do you encourage children to practice of good citizenship?</p> <p>16. What else do you think the school should be done to effectively nurture young people into leadership?</p>
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Instrument Validation

Validation of instrument is the extent to which it does measure what it is supposed to measure. According to Burton and Stephanie (2011, 28) “validity refers to the degree that an instrument actually measures what it is designed or intended to measure”. In this research, the research instrument was assessed for validity by two supervisors, who are experts in social science research. The researcher implemented all the suggested corrections from her supervisors. For example, previously in interview guide 1 a question: in what ways would you say the school employs good

leadership? was added. In interview guide two: question number 10 was asking participants to generally say how leadership skills they have learned at school help them relate better with their environment but it was changed to become more specific by including the different kinds of environments children are likely to find themselves in such as the home, church and school.

Reliability

As noted by Khalid, Abdullah and Kumar (2012, 22) “reliability is the degree to which a measure is free from *random error* and therefore gives consistent results. It indicates internal consistency of the measurement device”. In this research, a pilot test was carried out on 18th January, 2017, among two (2) children from Pistis School and three primary school teachers at Africa International University who were not part of the study sample. They all answered the questions as expected which implied that the questions were clear and understandable to the target participants

Pilot Test

The term 'pilot study' refers to mini versions of a full-scale study (also called 'feasibility' study (Van and Hundley 2002). Center for Evaluation and Research article (2011, 1) argues that “pilot testing means finding out if your survey, key informant interview guide or observation form will work in the “real world” by trying it out first on a few people.” The primary purpose of a pilot test is to construct an initial picture of test validity and reliability. This researcher conducted a pilot test between on 18th January, 2017, among two pupils ages 11 and 12 years at Pistis and three primary school teachers (3) at Africa International University. Based on how the participants answered the questions, proved that the interview guides item were understandable to the participants.

Ethical Issues

According to Schnell and Henritz (2006, 17), as cited in Flick (2011, 15), “research ethics addresses the question of which ethical relevant issues caused by the intervention of researchers can be expected to impact on the people with or about whom they research. It is concerned with the steps taken to protect those who participate in the research. This researcher safeguarded the participants’ rights and interests by concealing their identity. She used numbers instead of participants’ names. Participants in focus group one, standard six pupils took numbers 1-10; participants in focus group two, standard seven pupils took numbers 11-20 while participants in focus group three, teachers and managers took numbers 21-27. All participants were free to answer the questions they wished to and to decline from answering any question they did not feel like answering. They were also free to quit at any point in case they felt their rights were being infringed. The researcher also requested the participants to sign the consent form found in (Appendix IV) before participating in the research.

Data Collection

Qualitative data collection involves gathering text information from participants (Creswell 2003). It helps researchers in assessing people’s perceptions of their well-being. This researcher interviewed the research participant face-to-face, in three focus groups: ten (10) standard six pupils, ten (10) standard seven pupils and seven (7) educators, two (2) managers and five (5) teachers. As part of the narrative perceptions of the individuals retelling their stories throughout this research (Creswell 1998, 9), the researcher remained a neutral listener during the data collection process. She asked open-ended questions and probing follow-up questions when needed to help participants become as forthcoming and accurate in their perceptions as possible

such as did I hear you say . . . What did you mean when you said.... The researcher used a note book to write down memos on participants' responses as well as an audio tape recorder. The researcher also followed-up some of the participants with phone calls and short sms messages for clarification on the leadership topics taught in the Simba Wa Yuda school curriculum.

Data Processing and Analysis

As noted by Rabinowitz and Stephen (2016) data analysis involves examining the data to reveal relationships, patterns, and trends. This can mean subjecting collected data into statistical operations that can tell the researcher the kinds of relationships that exist among variables, but also to what level the information can be trusted. An article entitled '*Qualitative Data Analysis*' (n. d.) indicates that:

Qualitative data analysis involves such processes as coding, categorizing and making sense of the essential meanings of the phenomenon. As the researcher works/lives with the rich descriptive data, then common themes or essences begin to emerge. The aim of analyzing qualitative data is to examine the meaningful and symbolic content of that which is found within.

The data collected in this research was transcribed word perfect, keenly read several times to identify concepts such as situations and ideas like a person's interpretation of the world or situation in which they find themselves at any given moment, how they come to have that point of view of their situation or environment in which they find themselves, how they relate to others within their world, how they cope within their world, their own view of their history and the history of others who share their own experiences and situations, coded, categorized and grouped into themes. While everything was still fresh in the researcher's memory, she went over the interviews and organized data per day by every question to look across all participants and their answers in order to identify consistencies. The researcher

engaged in serious reflection and analysis of participant's perceptions, including what and how they said what they said rather than just mechanically recording events and participants' thoughts. Every time an important word or phrase was found, a copy of it was put into similar piles. Key patterns, ideas and themes that emerging from the data were used to develop themes per each of the four (4) research questions that were used to report the data in chapter four. This process helped the researcher in telling the participant's story using their own words as much as possible.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This research sought to understand factors contributing to leadership skills' development among pupils at Simba wa Yuda Academy in Simiyu Region, Tanzania. This chapter includes participant responses to the four (4) research questions and discussion of the study findings. It is divided into four sections, according to the four research questions.

RQ1: What is the Simba Wa Yuda Pupils understanding of good leadership?

After analyzing data collected in response to research question one, two themes, godly character and setting good examples emerged.

Godly Character

Approximately twenty-seven (27) participants said that good leadership is built upon Godly Character. The ten (10) participants in focus group one, who were standard six pupils, said that Simba Wa Yuda's school motto: "*training leaders in godly character, wisdom and knowledge*"; inspired them to acquire good leadership skills. Participant number 05, in focus group one said, "The school applies its motto: to train leaders in knowledge wisdom and Godly character, in all what they do and say." The ten (10) participants in focus group two, who were standard seven pupils, agreed that the school director talks about the importance of godly character, in all his speeches.

This is directly related to the school's effectiveness in training good leaders.

Participant number 16, a standard seven pupil, in focus group two, said, "The school director always encourages pupils to uphold godly character and even demonstrates what he means by being very understanding, very kind and very compassionate towards students." The seven (5) participants in focus group three, that is the teachers and the managers, argued that they equip pupils to be good leaders through teaching Godly principles. For example participant number 21, a teacher, quoting, Proverbs 22:6, said the moment a child is trained in the way of the Lord; he will become a good future leader. The above, mentioned participant, number 21, asserted:

The experience of equipping children with leadership skills; I cannot say it's an easy job. I mean making a person what you want them to become is not a simple task. Nevertheless, I can say that we have achieved a lot based on our school motto which says *training leaders in Godly character, wisdom and knowledge*. From my experience I can confidently say that we have trained many children to being good leaders, especially those who have chosen to follow our instructions. I have seen that when a child is trained in the way of the Lord, he or she is likely to understand why he or she is a Christian and what he or she is expected to do, and say. Simply put, training a child in God's ways ensures a high possibility of him or her becoming a good leader in the future.

The above indicates that almost all the twenty-seven (27) participants saw godly character among the older people as a fundamental factor in nurturing good leadership virtues among young people. This finding agrees with scholars such as Linder (2015) who argues that nurturing children with godly character brings positive power into their life. The Bible for example in 2 Timothy 3:15-17 Proverbs 22:6 and Proverbs 4:1-4, also agrees with this observations, which means modeling godly character is key in nurturing good leadership among children. Table 4.1 below gives a summary of participants' responses on the role of godly character.

Table 4.1: Participants' Views on the Role of Godly Character

Participants	Interviewed participants	Participants who supported godly character	Percentage
Educators	2 manager	2	100%
	Five teachers	5	100%
Standard six pupils	Ten pupils	10	100%
Standard seven pupils	Ten pupils	10	100%

Table 4.1 indicates that all the twenty-seven (27) participants in the three focus groups see modeling godly character as fundamental in nurturing good leadership among children.

Setting Good Example

Approximately twenty-four (24) participants said that good leadership skills among children are best done through setting good examples.

Nine (9) participants, out of the ten (10) participants, in focus group one who were standard six pupils agreed, a leader is someone who is a good model; who shows his or her followers how things are done in the right way. Participant number 08, a pupil in standard six, said, "As a hardworking student in my academics, I help my fellow students on how to excel in their studies." Participant number 07 said "Respect to ones' juniors is a key factor in helping them learn how to lead with respect when their time to lead comes." The ten (10) participants in focus group two, who were standard seven pupils, stated that as the senior class, they had been taught to set good examples for the rest of the students. For example, the teachers and administrators expect them to be honest in applying school policies for their juniors to imitate them.

Participant number 17, a pupil in standard seven said, “An elected leader who is honest in his position makes a good leader. For example, as a class representative, I purpose to be honest when dealing with the other students, the teachers, and the administration.”

Five (5) out of the seven (7) participants in focus group three, that is the teachers and managers, argued that equipping children to be good leaders is by setting a good example so that they can imitate. Participant number 24, one of the teachers, stated:

According to me, pupils learn from what their teachers do more than from what they say. This means that we equip young people by our examples more than standing in front of them in class and teaching them good virtues. The suggestion here is that young people observe what is going on, and then they apply it in their lives. For this reason, as a teacher in Simba wa Yuda Academy, I have purposed to set a good examples to the students I teach so that they can copy from what I say and do.

Twenty-four (24) of the twenty-seven (27) participants in this research were of the opinion that the older generation can effectively impact the young generation by “walking the talk”. This confirms the saying that “ones actions speaks louder than his or her words” supported by Benjamin Franklin’s saying “Well done is better than well said” (Martin 2017). Kretman (1996, 7) cited in Murphy (2011) asserts that teachers are very influential role models for children outside of the family, whether they wish it or not, since they directly influence students’ optimism or pessimism. Also Codrington’s (2008) generational theory supports this idea as it claims that different generations develop different value systems which impact how younger people interact with the world around them and with each other. Table 4.2 below gives a summary of participants’ responses on setting good example.

Table 4.2: Participants' Views on Setting Good Example

Participants	Interviewed participants	Participants who supported setting good example	Percentage
Educators	2 managers	2	100%
	Five teachers	3	60%
Standard six pupils	Ten pupils	9	90%
Standard seven pupils	Ten pupils	10	100%

Table 4.2 indicates that twenty-four participants out of the twenty-seven in the three focus groups see setting good example as fundamental in nurturing good leadership among children

RQ2. What are the students' leadership development programs at Simba Wa Yuda Academy?

After analyzing data collected in response to research question two, five key programs: civic education, religious education, counseling programs, debate and sports, emerged.

Civic Education

Approximately twenty-five out of the twenty seven participants argued that the school uses civic courses to teach leadership skills.

None of the participants in focus group one, mentioned anything about civic education, they talked about leadership development through seminars and when prompted further, it proved that they were talking about almost the same thing. Some of the topics they reported were addressed during the seminars include Mlinzi, leadership skills, love instead of hate and peace instead of conflict. Participant number 05, a pupil in standard six commented, "We go through a whole week seminar every

year to train us on how to be one another's guardian (Mlinzi)." Participant number 01, another pupil in standard six added, "the teachers teach us the ten Commandments which include respect for one's parents, not to kill, not to commit adultery, not to cheat, to worship only God only, which help us to be more responsible and obedient in whatever we do."

Eight out of the ten participants in focus group two, who are standard seven pupils, claimed that the school gave them opportunities to practice leadership skills. For example, the school gave them cooperate assignments that helped them learn how to work together. Participant number 16, a pupil in standard seven said, "We have for example a subject called personality and sports and so, from this subject, we learn how we can cooperate with each other in the institution and even outside the school." Participant number 13, a pupil in standard seven said some lessons the teachers gave them, like bearing with one another, being compassionate with one another, helped them to care for other people, hence, they did not neglect each other when they are in need, even academic needs. "Our educators always tell us that we are not supposed to ignore others but we should work together."

The seven (7) participants in focus group three, who are the teachers and the managers, said that civic education includes many topics, such as patriotism, that are related to good leadership. Participant number 23, one of the teachers said, "In addition to our curriculum, we teach our children civic education like proper governance, democracy and other related issues to equip them to be godly leaders." Participant number 22, another teacher supported this idea saying "Like in form two we teach emotional intelligence to the adolescents to help them know how to control their emotions so as to help them relate well with other people in the society."

The above discussion suggests fifteen (15) participants out of the twenty-seven (27) in the three focus groups agreed civic education at Simba wa Yuda Academy is a good avenue of teaching good leadership skills. However, as indicated by participants in focus group one sometimes teachers teach leadership skills through seminar topics Like Mlizi—watchman, where children are taught on how to be alert in life. This finding agrees with scholars such as Bisland (2004) who agrees that in developing leadership skills in young children, teach a thematic concept focusing on a particular leadership skill in their weekly curriculum. Table 4.3 below gives a summary of participants' responses

Table 4.3: Participants' Views on the Civic Education

Participants	Interviewed participants	Participants who supported civic education	Percentage
Educators	2 managers	2	100%
	Five teachers	5	100%
Standard six pupils	Ten pupils	0	0%
Standard seven pupils	Ten pupils	8	80%

Table 4.3 indicates that fifteen (15) participants out of the twenty-seven (27) in the three focus groups sees civic education as a good program for teaching good leadership skills among children. However, the ten (10) participants in the focus group one, who are standard six pupils, did not directly talk about civic education but indirectly talked about seminar topics.

Religious Teachings

All the twenty-seven (27) participants affirmed that religious teaching is one of the programs applicable in the nurture of children into good leadership. The ten

participants in focus group one, who are standard six pupils, mentioned that they go to chapel to receive spiritual nourishment. Participant number 04, a pupil in standard six said, “The school teaches us how to worship God in spirit and truth.” The ten (10) participants in focus group two agreed that they learned the word of God both in class and outside the class which prepared them to be good leaders. Participant number 16, a pupil, commented, “We learn the word of God both in the class and in the field, which helps us to be good leaders while doing different activities like competition in games.”

The seven participants in focus group three, who were teachers and managers, mentioned that they dealt with students’ spiritual matters so that they may help the children to grow up in the fear of God. Participant number 24, a teacher said, “For this to happen, we have to deal with their spiritual understanding. We help them understand spiritual matters during chapel time and during seminars.” Participant number 26, another teacher added, “Through our preaching, during chapel time, we present lessons about good leadership, so that those who are in leadership positions may understand what it means to lead appropriately.” Participant number 21, another teacher supported this idea saying,

We believe that the Bible has everything, anything that we are trying to teach, may it be mathematics, or even biology, is in the Bible. For example, when we teach about good leadership, Jesus Christ is the best leader to imitate. So we believe that the Bible has everything that anybody would wish to teach young people concerning leadership.

The above discussion suggests the twenty-seven (27) participants agreed that religious education at Simba wa Yuda Academy is a good avenue of teaching good leadership skills to students. This finding agrees with Brown (2008) who argues that in Jewish way of living, people of God nurtured young people for cohesive living in future communities. This idea is supported by biblical passages such as Proverb 22:6

and Proverb 29: 2 which state that children who are nurtured by the biblical principles become good leaders and when they assume authority people rejoice and even at their adult age, they keep righteous ways. Table 4.4 below gives a summary of participants' responses on the religious teaching.

Table 4.4: Participants' Views on the Religious Teaching

Participants	Interviewed participants	Participants who supported religious teachings	Percentage
Educators	2 managers	2	100%
	Five teachers	5	100%
Standard six pupils	Ten pupils	10	100%
Standard seven pupils	Ten pupils	10	100%

Table 4.4 indicates that all the participants in all the three focus groups see civic Education as a good program in nurturing good leadership among children

Debate

Eighteen (18) participants out of the twenty-seven (27) confirmed that conducting debate is an opportunity that helps pupils to develop leadership skills by enhancing their thinking capacity. Eight participants out of ten in focus group one, who were standard six pupils, said that while they conducted debate program they learn good leadership qualities such as cooperation with their friends so as to compete against their friends because if they fight one another, their friends will defeat them. Participant 07, a pupil in standard six said, "We learn wisdom and foolishness through debate on the parable of the sower and the parable of the ten virgins. We also debated

about the parable of the two builders and we learned how to be good builders of our future.”

However, two (2) participants were of the opinion that the critical thinking skills they develop through debate can be misused to negatively criticize those in leadership. Other participants like participant number 06, said that it is not only debate that helps them develop their mental capabilities but co-curricular activities also help them develop thinking techniques. Participant number 04, another pupil in standard six added, “We develop talents like in football, netball and drawing.”

Ten (10) participants in focus group two, who were standard seven pupils, asserted that debate helps them develop their thinking ability. Participant number 15, a pupil in standard seven said: “Organizing debate forums helps us develop our leadership and management skills. Our thinking capacities are enhanced through deliberation of different topics.”

Below is a sample transcript from interviews field notes, in January 20, 2017, 6pm-6.30pm.

I sat with one the most talkative participant after the focus group interviews and discussed for few minutes:

Researcher: tell me more about what you said that debate has helped you to grow your leadership skills

Participant: Before I started participating in debate I was a very shy person. I never used to talk in front of people and my thoughts were not coordinated.

Researcher: So are you saying that debate has really helped in developing your leadership skills

Participant: That is very true. For example one time we debated about money

management and since then I have known how to use my money well. I no longer buy unnecessary things. When the motion is on, one has to think on his toes because it is a competition between your group and your opponent. So this helps one to be a smart thinker which is a characteristic of a good leader.

However, none of the participants in focus group three, who are teacher and managers, directly mentioned that debate develops skills. Instead, they said that putting students try to speak on a particular issue broadens their minds and drives out fear of the unknown. Participant number 24, a teacher said “We give children opportunities to sharing ideas in groups so as to develop their ability to argue their case out.”

The above discussion suggests that debate is a good program for developing thinking capacity and creativity among pupils, which is a characteristic of good leaders. Eight (8) pupils in standard six and ten (10) pupils in standard seven applauded debate as a good avenue for teaching good leadership skills. This finding agrees with Bisland (2004, 2) who argues that many children possessing giftedness in leadership have the ability to solve problems creatively and the ability to reason critically. Below table 4.5 gives a summary of participants’ responses on debate program.

Table 4.5: Participants’ Views on Debate Program

Participants	Interviewed participants	Participants who supported debate program	Percentage
Educators	2 managers	0	0%
	Five teachers	0	0%
Standard six pupils	Ten pupils	8	80%
Standard seven pupils	Ten pupils	10	100%

Table 4.5 indicates that eighteen (18) participants out of twenty-seven in the three focus groups noticed debate as a good program in nurturing good leadership among children. None of the seven participants in focus group three mentioned debate but they asserted that they gave pupils opportunities to sharing ideas in groups, when probed further they said debate is one of the opportunities available to students.

Sports

The twenty-seven (27) participants said that the school gives students opportunities to manage games activities. The ten (10) participants in focus group one, who are standard six pupils, stated that particular students are selected to be responsible of sports equipment and others to be responsible for maintaining the playing ground, which helped them develop their leadership and management skills. Participant number 07, a pupil in standard six stated, “As a person in charge of the sports equipment, I make sure that each one of them is returned from the field and is well kept. This helps me to be a very organized person and who is good in time management.”

As opposed to the other groups, the ten (10) participants from group focus two, who are standard seven pupils, saw sports as not only helping them to develop their organization and time management skills, but also as help them in relaxation, which is necessary for good academic performance. Participant number 18 commented “Sports helps to make relief of the mind, so it makes us be fresh so that we can think.”

The seven (7) participants in focus group three, who are teachers and managers, did not mention anything direct about sport as a means of developing leadership skills but they believed that sports could equip pupils with physical skills

which are part of holistic learning: cognitive, affective and psychomotor. Participant number 25, a teacher, in focus group three, asserted:

There are many ways of nurturing a child into a good leader, as already mentioned: by setting a good example, teaching them good leadership principles during class sessions and developing their physical characteristics through games, I mean helping them to know how to behave outside the classroom.

The twenty-seven (27) participants agreed that sports are a good program for nurturing good leadership skills such as critical thinking capacity among children.

This argument agrees with Bella and Bloom (2003) who argues that group activities facilitate leadership skills among children. Table 4.6 below indicates participants' responses on the role of sports in leadership development among children.

Table 4.6: Participants' Views on Sports

Participants	Interviewed participants	Participants who supported sport program	Percentage
Educators	2 managers	2	100%
	Five teachers	5	100%
Standard six pupils	Ten pupils	10	100%
Standard seven pupils	Ten pupils	10	100%

Table 4.6 indicates that twenty-seven (27) participants in the three focus groups see sports as a good program in nurturing good leadership skills among children.

Counseling Programs

Twenty-two (22) participants out of the twenty-seven (27) argued the one-on-one counseling sessions students receive help them understand who they are and their

purpose in life. For example, morning speeches during assembly time, teachers take time to counsel individual pupils especially those who have had discipline cases. They also use opportunities to counsel the whole school on issues such as time management. The ten (10) participants in focus group one, who are standard six pupils, talked about counselling sessions as the way of developing their leadership skills. Participant number 07, a pupil in standard six said “Teachers encourage us not to give up in growing our leadership abilities. Even when there are some misunderstandings between the school and students, teachers encourage us not to give up, because good leadership does not mean you must always agree with everybody.”

Ten (10) participants in focus group two, who are standard seven pupils, said that during parade almost every student is given an opportunity to speak to develop their communication skills and confidence which are key qualities of a good leader. Participant number 16 argued “Whenever I am given opportunity to speak during morning assembly, my confidence is boosted. As such we gain confidence when we speak in front of many people like when we preach in front of other people.”

Five (5) out of seven (7) participants in focus group three asserted that the director out of his busy schedule takes time to talk to students individually to help them understand why they are in school and the importance of working hard to achieve their goals. Participant number 24 said, “During parade we counsel the students on how to be wise in choosing friends, time management and self-hygiene.”

In addition, two participants argued that, they specifically offered special attention to students with special needs so as to boost their self-esteem. Participant number 25, another teacher stated “We have special meetings with elected students’ leadership to specifically teach them how to be good leaders.” Participant number 23,

another teacher added, “Sometimes, we invite government leaders to come and give their own testimonies on how they developed into leadership to motivate the younger people to desire to be leaders of quality.”

The above discussion suggests that twenty-five (25) participants out of the twenty-seven (27) agreed that counseling programs are a good strategy for nurturing students into good leadership. They alluded that sometimes counseling was done during morning speeches by invited politicians and prominent people in the society. The speakers often talk about having a good view of life and good time management. This finding agrees with Richield (2014) who argues that children require coaching on matters of life everywhere and every time so that they can become out-spoken and confident of themselves. Table 4.7 below gives a summary of participants’ responses on counseling program.

Table 4.7: Participants’ Views on Counseling Program

Participants	Interviewed participants	Participants who supported counseling program	Percentage
Educators	2 managers	2	100%
	Five teachers	3	80%
Standard six pupils	Ten pupils	10	100%
Standard seven pupils	Ten pupils	10	100%

Table 4.7 indicates that twenty-five (25) of the participants out of the twenty-seven (27) participants in the three focus groups see counseling as a good program in nurturing good leadership skills among children.

RQ3. What are the intended outcomes of the leadership education program?

After analyzing data collected in response to research question three, three themes: ability to teach the word of God to their fellow pupils, making wise decisions, and caring for children with special needs in the school, emerged.

Ability to Teach the Word of God to their Fellow Pupils

Twenty-six (26) out of twenty-seven (27) participants affirmed that the school gives pupils opportunities to preach to their fellow pupils. The ten participants in focus group one, who are standard six pupils, said that as young as they are sometimes given opportunities to preach and lead services. Participant number 05, a pupil in standard six asserted, "The school is making us responsible persons by giving us opportunities to lead and preach in chapel." Participant 01, a pupil in standard six added, "The school is making me responsible because I can now preach at home to my friends using the knowledge I have acquired." Participant number 04, another pupil in standard six supported this claim and said "I organize prayers at home and church." Participant number 07 said, "I encourage and comfort my friends with the word of Christ."

Nine (9) participants out of ten (10) in focus group two, who were standard seven pupils, agreed that they are able to lead and preach in chapel services. Participant number 16 asserted, "A good leader must be accountable so as to influence people to become the light of the world by obeying the word of God. As a leader I preach to my fellow students and lead by example." Participant number 15, another pupil in standard seven supported this idea said "Sometimes, we assist in settling our juniors so that they may sit comfortably in their classes without making noise." Participant number 14, another pupil in standard seven, added that they not only

preach in chapel but they can teach outside the school. “We sometimes do evangelism; we preach not only during chapel time but we sometimes go preach to people in the village”

However, the seven (7) participants in focus group three, who are teachers and managers, pointed that the school does not only give pupils opportunities to preach but they give them opportunities to lead the chapel services. Participant 23, a manager said, “We give pupils opportunities to preach, even opportunity to lead services; as well as opportunities to encourage one another.”

The above discussion suggests twenty-six (26) participants out of twenty-seven (27) agreed that in Simba wa Yuda Academy pupils were exercising leadership skills by preaching to their fellow pupils and leading services. Majority of pupils alluded that this exercise enables them to develop their, confidence, courage and communication skills which are characteristics of a good leader. This finding is supported by Avolio (2010) cited by (Laguerre 2010) who argue that transformational leaders are charismatic, inspiring, morally uplifting, and most importantly they work to develop followers into leaders themselves. Table 4.8 below gives a summary of participants’ responses on the role of preaching the word of God to fellow pupils in leadership skills development among children.

Table 4.8: Participants’ Views the Role of Preaching the Word of God to Fellow Pupils

Participants	Interviewed participants	Participants who supported opportunities to preach fellow pupils	Percentage
Educators	2 managers	2	100%
	Five teachers	5	100%
Standard six pupils	Ten pupils	10	100%
Standard seven pupils	Ten pupils	9	90%

Table 4.8 indicates that twenty-six (26) participants out of the twenty-seven (27) in the three focus groups see as Simba wa Yuda Academy as giving pupils opportunities to exercise leadership skills by preaching to their fellow pupils and leading services, as good avenue good leadership skills development.

Opportunities for Making Wise Decisions

The twenty-seven (27) participants affirmed that the school gives pupils opportunities to make decisions through their elected leaders concerning school policies. The ten (10) participants in focus group one, who are standard six pupils agreed that if someone does not respect others, does not attend chapel service, he or she is punished according to the school law, sometimes and sometimes we as prefects resolve such misunderstandings whenever they arise. ”

The ten (10) participants in focus group two, who are standard seven pupils, agreed that student leaders had power to correct any student who misbehaves. Participant number 12, a pupil in standard seven said, “As a leader, I correct my fellow pupils”. Participant number 16, another pupil added, “I work honestly when I supervise my fellow classmates so that they can follow my example.”

Three (3) out of the ten participants in standard seven maintained that pupil’s leaders not only make decisions over their fellow pupils but they also resolve conflict among themselves and outside the school. Participant number 17, a pupil in standard seven said, “The school helps us to resolve conflict when there is misunderstanding in our classes.” Participant number 18, another pupil in standard seven added, for example when we meet pupils quarreling we forbid them to do so.” Participant number 12, another pupil in standard seven, said, “In our family, I advise my young brothers and my friends not to quarrel each other.”

The Seven (7) participants in focus group three, who are teachers and managers, agreed that they gave pupils opportunities to make good decision to concerning themselves and fellow pupils. Participant number 23, a teacher said,

We give pupils opportunities of making decisions among them. We give the leaders full authority to develop their confidence. For example when problems occur among pupils, the leaders are given the responsibility to solve those problems before bringing them to the teachers, like when a student does not attend chapel, the perfect on duty takes decision over him or her.

Participant number 25 a manager, added, “The way of assessing pupils is to give them opportunities to implement what they learn. At the end of the year we award those who did well in their positions with a certificate.” Participant number 23, a teacher added, “leadership responsibilities reveal their character.”

According to the above discussion the twenty-seven (27) participants agreed that pupils are usually involved in leadership at Simba wa Yuda Academy. They are given opportunities to make decisions which helped then develop their leadership skills. The decision making skills learnt at school make pupils to cooperate in their families and resolve conflict within and outside the school. This findings agrees with Mackneil,(2006), who sees that the behavioral theory as reinforcing followers to imitate their leaders. Table 4.9 below indicates participants’ views on the role of opportunities for making wise decision, on good leadership skills development among pupils.

Table 4.9: Participants’ Views on Pupil’s Opportunities for Making Wise Decision

Participants	Interviewed participants	Participants who supported pupils’ opportunities for making wise decision	Percentage
Educators	2 managers	2	100%
	Five teachers	5	10%
Standard six pupils	Ten pupils	10	100%
Standard seven pupils	Ten pupils	10	100%

Table 4.9 indicates that all the twenty-seven (27) participants in the three focus groups see Simba Wa Yuda as giving pupils opportunities to pupils to participate in making decision which nurtures decision making abilities which is a key characteristic of good leadership

Caring for Fellow Children with Needs

Sixteen (16) participants out of the twenty-seven (27) affirmed that the school gives students opportunities to care for children with special needs. Seven out of the ten even participants in focus group one, who are standard six pupils, said that they are applying care for one another at home by caring for their young brothers and sisters. Participant number 04 said, “We watch over our juniors in chapel so that they may not make noise.” Three participants in focus group one, who are standard six pupils, said that they apply leadership skills learnt in school by caring for the old people in the society. For example, participant number 08, a pupil in standard six said, “The school helps me to be responsible in the society by caring for the disabled and other people in need.”

Nine out of the ten participants in focus group two, who are standard seven, agreed that the school helped them become responsible by giving them opportunities to take care of their juniors. Participant number 12, a pupil in standard seven said, “The school helps us became responsible by giving us opportunities to exercise love towards our juniors, which is a key virtue of good leadership. They are still very young so they need to be cared for and so we enjoy taking care of them.” Participant number 16, another pupil in standard seven said, “We love juniors as we teach them how to be clean and how they should behave at school.”

None of the seven participants in focus group three, who are teachers and managers, said anything about caring about their juniors. They said it indirectly that pupils assist their fellows. Participant 24, one of the teachers asserted. “We give pupils’ opportunities to server their fellow pupils. We also encourage them to protect one another and they often defend new pupils who may feel intimidated by the environment. ”

The above discussion suggests that sixteen (16) participants out of the twenty-seven (27) participants confirmed that the school has made pupils responsible by giving them opportunities to care for the young ones in the school which helps them develop virtues like compassion and love for other people, which are good characteristic of good leadership. This finding agrees with Musekura and Ntamushobora (2004) who argue that young generation should be cared for so that they learn how to care for those after them. Table 4.10 below indicates participants’ responses on caring for fellow children with needs.

Table 4.10: Participants’ View on Caring For Fellow Children with Needs

Participants	Interviewed participants	Participants who supported caring for fellow children with needs	Percentage
Educators	2 managers	0	0%
	Five teachers	0	0%
Standard six pupils	Ten pupils	7	70%
Standard seven pupils	Ten pupils	9	90%

Table 4.10 indicates that sixteen (16) participants out of the twenty-seven (27) in the three focus groups see Simba Wa Yuda as giving pupils opportunities for caring for younger children, which helps them develop key leadership characteristics.

However, focus group three members discussed the issues indirectly as they said that pupils are given opportunities to defend new pupils who may feel intimidated by the environment.

RQ4. What teaching strategies would the school employ to enhance leadership development?

After analyzing data collected in response to research question four two themes: conducive learning environment and cooperation between school, family, church and government, emerged.

Conductive Learning Environment

Twenty participants out of the twenty-seven agreed that the school should make the learning environment conducive, by giving a listening hear to everyone in the school—be it the pupils, teaching staff of non-teaching staff. The ten participants in focus group two, who are standard seven pupils, agreed that mutual understanding between teachers, pupil leaders and management, would help pupils understand the meaning of cooperation in a common goal. Participant number 16 said:

I suggest that the school administration should utilize skills of different teachers without any feeling of insecurity because we are all trained from many courses. Teachers who are also leaders in certain positions should also nurture leadership skills among their juniors without fear of being overthrown. I suppose teachers should encourage those occupying the same position to become better. For example, a discipline prefect, should disciple a pupil leader who is the prefect, so that leaders in different positions get more skills from the teachers who are leaders.

Moreover, the ten (10) participants in focus group one, who were standard six pupils claimed that they need assistance and collaboration with the school in terms of giving them opportunities to discover many places and improving sport matters.

Participant number 08 said, “Sports matters should be improved, we need a school bus, so as facilitate our movement in academic visitations.”

The above discussion suggests that twenty (20) participants out of the twenty-seven (27) agreed that pupils need to be disciplined to become good leaders. Table 4.11 below indicates participants' responses concerning the role of conducive learning environment on development of good leadership skills among children.

Table 4.11: Participants' Views on Conducive Learning Environment

Participants	Total Number of participants	Participants who supported conducive learning environment	Percentage
Educators	2 managers	0	0%
	Five teachers	0	0%
Standard six pupils	Ten pupils	10	100%
Standard seven pupils	Ten pupils	10	100%

Table 4.11 indicates that twenty (20) participants out of the twenty-seven (27) in the three focus groups said that pupils need to be disciplined to become good leaders so as to have a positive impact outside the school environment.

Cooperation between School, Family, Church and Government

Seventeen (17) participants out of twenty-seven (27) agreed that the school should collaborate with parents, government and the church to holistically nurture children into good leadership. The ten (10) participant in focus group one, who are standard six pupils were of the opinion that the school should obey what the government and the church teach not to segregate the disabled, so that the children do not feel left out. For example, participant number 8 in focus group one asserted “ we wish the school can keep promoting everybody as a leader regardless of their physical status—even those who are disabled because they are equal citizens and in the eyes of

God they are complete people. Participant number twelve (12) in focus group two, who is a standard seven pupil hinted that all children must be treated equally without discrimination.” The seven (7) participants who are the teachers and the managers said that if the family, the church and the government would be willing to work with school all children irrespective of their physical status are likely to be holistically helped. Participant number 24, who is in focus group three—a manager, asserted:

We need cooperation between teachers, families, the church and the government. This is because some people in the family, church, society and the government do not give, especially disabled children opportunities in decision making. This means if it only the school that gives such children opportunities in decision making, such children are likely to grow up knowing that their decisions only matter in the school and not at home, church, society and the government. But everybody needs to be involved in helping them know that they are important and their opinions matter. All children have good ideas; so the society needs to involve them and let them contribute their thoughts before taking any decision.

Participant number 25 added, “This is the only way to change detrimental ideas that children like girls and disabled cannot make good leaders. All children whether girls or disabled children must not be left out in leadership development. In fact, disability cannot be confused with inability.”

The above discussion shows that the twenty-seven (27) participants agreed that enhancing pupils' leadership skills development in Simba wa Yuda Academy can be enhanced if the family, government and church are involved in the process and all children—boys, girls and the disabled are involved. Table 4.12 below indicates participants' responses on the role of cooperating, the family, the government and the church in leadership development among all children.

Table 4.12: Participants' Views on Cooperation between School, Family, Government and Church

Participants	Interviewed participants	Participant who supported cooperation between school, family, government and church	Percentage
Educators	2 managers	2	100%
	Five teachers	5	100%
Standard six pupils	Ten pupils	10	100%
Standard seven pupils	Ten pupils	10	100%

Table 4.12 indicates that the twenty-seven (27) in the three focus groups indicate that involving the family, the government and the church would enhance development of leadership skill among all children at Simba wa Yuda Academy.

Summary of Chapter Four

This chapter presented and analyzed data collected from the participants concerning their views on factors they perceive as contributing to develop of leadership skills among pupils. According to the findings demonstrating godly character among older people was reported as a fundamental factor in nurturing good leadership virtues among young people. A majority of the participants, more than ninety-five percent (95%) were of the opinion that pupils learn leadership skills through imitating what their seniors do. For this reason teaching/learning environment must be conducive and it must have people who demonstrate the leadership qualities schools, society and the nation at large wish children to learn.

The findings also revealed that pupils develop their leadership skills through social interactions such as preaching to their colleges, debate, leading chapel services,

peer counseling sessions and sports. The research findings also revealed that children develop leadership skills through apprenticeships programs like observing older students and teachers take care of the younger ones. This implies that primary schools and even high schools should include in their curriculum thematic concepts focusing on particular leadership skills.

These research findings also revealed that when pupils are given opportunities to exercise leadership skills like caring for their fellow younger children, taking part in wise decisions, leading services and preaching at their fellow students, they become confident which is good character of a good leader. This means that families, schools, society and the government need to create opportunities for children to exercise important responsibilities so as to develop good leadership skills.

This research findings also indicated that equipping children with the word of God connects them their Maker which is likely to help services other people with commitment and without discrimination against girls or the disabled. This means that the church has big role to play in schools in their endeavor to nurture children into good leadership which a serious need in the homes, churches and even in all nations. This finding also implies major instructions like the family, schools, church and the government need to enhance disciple strategies among children so as to develop leadership skills among them. Relevant institutions like the government should support learning institutions by training their staff to enhance leadership development among children. Above all, the older generation must display godly character and be good examples for the children emulate so as to become good leaders now and tomorrow. The next chapter, chapter five presents the summary of findings, conclusions and recommendations for further research.

CHAPTER FIVE

SUMMARIES, CONCLUSIONS AND RECOMMENDATIONS

This researcher sought to understand factors contributing to leadership development skills at Simba Wa Yuda Academy in Simiyu region, Tanzania. This chapter presents summary of the research findings, conclusions and recommendations.

Problem Statement

Children in today's schools will be the next generation of leaders in the workplace, in our communities and in their families. Genuine leadership opportunities support transition into adulthood, foster the skills and character to be responsible citizens, and promote social and emotional well-being, yet current literature indicates that many schools are giving students' limited opportunities to develop their potentials (Whitehead 2009; Weir 2014). It is important for young people to learn how to lead themselves, as well as lead others, but schools are doing very little to develop leadership skills in young people. According to Bella and Bloom (2003) learning to lead yourself is the basis for leading others. For this, limited education on leadership development among children—including virtues like honesty, responsibility, integrity, hard work, obedience, respect, among other godly virtues, likely to be catastrophic in future generations. This is because raising children without nurturing them to become good leader's means having weak and reckless leaders tomorrow. Therefore, the need to carefully investigate factors

participants perceive as contributing to eldership development at Simba Wa Yuda Academy, cannot be overemphasized.

Research Design

This qualitative research was guided by four research questions:

RQ1. What are the Simba Wa Yuda's pupils understanding of good leadership?

RQ2. What are the students' leadership development programs at Simba Wa Yuda Academy?

RQ3. What are the intended outcomes of the leadership education programs?

RQ4. What teaching/learning strategies would the teachers employ to enhance leadership development?

The research population was two hundred and nineteen four (297), six (6) staff, seventeen (17) teachers, 274 pupils. A sample of twenty-seven participants: two (2) managers, five (teachers) and twenty (20) pupils: ten (standard six pupils and ten (10) standard seven pupils, was selected through purposive sampling. Participants were handpicked on the basis of their ability to provide rich information on the factors perceived to contribute to leadership development among children at Simba Wa Yuda Academy. A descriptive research design was used to describe the school practices that participants perceived as contributing to the development of leadership skills among children. The researcher, as the main research instrument, was guided by two interview guides: pupils' interview guide (Appendix I) and teacher and managers' interview guide (Appendix II). Pupils' interview guide had thirteen (13) open-ended questions and Teachers and managers' interview guide had sixteen (16) open-ended questions.

Limitations of the Research

The major weakness in qualitative research approach is the risk that gathering data and its analysis may be tainted by the researcher's own personal bias. Despite a member checks on observations and interviews, personal interpretation leaves room for researcher's own personal history and experiences more often than not to affect the study outcomes. Since this research focused only on Simba Wa Yuda Academy, Simiyu Region in Tanzania, its findings cannot be applied to other academies in the whole of Tanzania, nor other academies in other parts of the world. The findings also cannot be generalized to other academies in other parts of the world.

Summary of the Findings

Based on the information gathered through research question one: *What are the Simba Wa Yuda's pupils understanding of good leadership?*

The following information was gathered. The twenty-seven (27) participants saw godly character among the older people as a fundamental factor in nurturing good leadership virtues among young people. Twenty-four (24) out of the twenty-seven (27) participants were of the opinion that the older generation can effectively impact the young generation by "walking the talk". This confirms the saying that "ones actions speak louder than his or her words". Kretman (1996, 7) cited in Murphy (2011) asserts that teachers are very influential role models for children outside of the family, whether they wish it or not, since they directly influence students' optimism or pessimism. Also Codrington's (2008) generational theory supports this idea as it claims that different generations develop different value systems which impact how younger people interact with the world around them and with each other.

On the basis of research question two: *What are the students' leadership development programs at Simba Wa Yuda Academy?*

The following findings were visible that twenty-seven (27) participants agreed that religious education at Simba wa Yuda Academy is a good avenue of teaching good leadership skills among children. These findings are in harmony with Brown's (2008) observation that in Jewish way of living where older people nurtured young people in leadership for cohesive living in future communities. This idea is supported by biblical passages such as Proverb 22:6 and Proverb 29: 2 which states that children who are nurtured by the biblical principles become good leaders and when they assume authority people rejoice and even at their adult age, they keep righteous ways.

Fifteen (15) participants out of the twenty-seven (27) agreed that civic education at Simba wa Yuda Academy is a good avenue of teaching good leadership skills. However, as some seminar topics like Mlizi—watchman, where children are taught on how to be alert in life were also said to be good means of teaching leadership skills.

Twenty-five (25) participants out of the twenty- seven (27) agreed that counseling programs are a good strategy for nurturing students into good leadership. They alluded that most counseling was done morning speeches in especially by invited politicians and prominent people in the society to talk about having a good view of life and good time management. These findings agree with Richield (2014) who argues that children require coaching on matters of life everywhere and every time so that they can become out-spoken and confident of themselves.

The twenty- seven (27) participants agreed that sports are a good program for nurturing good leadership skills such as critical thinking capacity among children. This argument agrees with Bella and Bloom (2003) who argue that group activities facilitate leadership skills among children. Eighteen (18) participants out of twenty- seven in the three focus groups see debate as a good program in nurturing good leadership among children. None of the seven participants in focus group three mentioned debate but they asserted that they give pupils opportunities to sharing ideas in groups, which when probed further they said debate is one of the opportunities available to students. Twenty-five (25) of the participants out of the twenty-seven (27) participants in the three focus groups see counseling as a good program in nurturing good leadership skills among children

Based on the information gathered through research question three: *What are the intended outcomes of the leadership education programs?*

It was found that twenty-six (26) participants out of twenty- seven (27) agreed that in Simba wa Yuda Academy pupils are exercising leadership skills by preaching to their fellow pupils and leading services. Majority of pupils alluded that this exercise enables them to develop their, confidence, courage and communication skills which are characteristics of a good leader. The twenty-seven (27) participants agreed that pupils involved in leadership in Simba wa Yuda Academy were given opportunities to make decisions which helped them develop their leadership skills. The decision making skills learnt at school makes pupils to cooperate in their families in resolving conflicts within and outside the school. Sixteen (16) participants out of the twenty-seven (27) participants confirmed that the school has made pupils responsible by giving them opportunities to care for the young ones in the school which helps them develop virtues like compassion and love for other people, which are good

characteristic of good leadership. This finding agrees with Musekura and Tamushobora (2004) who argue that the young generation should be cared for so that they can learn how to care for others.

Based on the information gathered through research question four: *what teaching/learning strategies would the teachers employ to enhance leadership development?*

It was found that twenty (20) participants out of the twenty-seven (27) in the three focus groups notice pupils as needing discipleship, involving the family, the government and the church and conducive environment as key strategies to help children become good leaders. The twenty-seven (27) participants in the three focus groups saw invoicing as many people as possible and creating the right involvement as crucial. This observation agrees with saying that “it takes a community to raise a child.”

Conclusions

A society that lacks good leadership more often than not leads to chaos. This is because absence of good leadership causes followers to panic. The panic of the people leads to the confusion of their everyday life. One person may try to restore in the society by himself or herself but this rarely works. Often when working alone or in a small group, three things can happen and that can lead to disarray. These things include isolation, too much authority and control. As such, in view of this research findings, the school, the family, the government and the church must all come together to promote development of good leadership skills among children regardless of gender and physical status. Teachers and managers have the responsibility to teach godly character by being good examples that pupils may emulate.

Parents should also be role models to their children. The school should also plan to incorporate the community in the making of good leaders among children. On its part the government should support schools in leadership development among children in every way possible like financial and other resource materials like personnel. The church should also be on the forefront in the development of children into all rounded leaders. The call for everyone to get involved from volunteers to key stake holder is therefore loud and clear if we want nations.

Recommendations

Based on the findings of this research, several recommendations are suggested for the Simba Wa Yuda Academy as well as recommendations for further studies in the field.

Recommendations for Simba Wa Yuda Academy

1. Teaching/learning environment should be conducive and it should have people with the leadership qualities school which pupils require to be good leaders. In addition, both educators and parents need to model the characteristics they require to see in their children to effectively impact the young generation.
2. The school should clearly state the kind of values children are supposed to through game because sports were said to be a good avenue for teaching leadership qualities.
3. Families, the church and the government should be involved because nurturing children has never and is likely not to be a one man's job. Effective nurture of children has always involved many stake holders. All these stakeholders should be good role models for children. Church should equip children with

the word of God and give them opportunities to preach and lead services in their children ministry.

Recommendations for Further Research

This research used qualitative method to study factors contributing to development of leadership skills among pupils at Simba Wa Yuda Academy. Hence, findings cannot be generalized to academic and all schools. For this reason, a research should be done using quantitative or mixed methods, targeting a bigger population sample through random sampling that would give a better picture of the issue under study. Also, comprehensive study on the identified factors influence leadership practices of those who have gone through Simba Wa Yuda Academy can be conducted to see how long the experiences last after graduation. The role of the society in the school leadership development can also be researched to understand the relationship.

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APPENDIXES

Appendix I: Interview Guide for Pupils

I am Kavira Neema, studying at Africa International University. Part of my master's degree program is to write a thesis. I am therefore requesting you to assist me in accomplishing this purpose by participating in this research of determining factors contributing to leadership skills development among pupils at Simba Wa yuda Academy. The findings will be of great help to the school in their endeavor to develop leaders of today and tomorrow.

1. How long have you been in this school?
2. In what ways would you say the school employs good leadership?
3. What are some of the ways the schools uses to impact leadership in pupils?
4. Specifically tell me the ways in which the school has nurtured you as an individual to become a good leader?
5. How would you say the school environment makes you a more responsible person?
6. Explain some of the ways in which you have practiced the leadership skills within the school context?
7. Explain one specific program that you can say the school uses to develop leadership skills among pupils.
8. What are some of the opportunities the school is providing to pupils to exercise leadership with and over your fellow children?
9. What are some of the situations in the society would you say you are applying with leadership skills learned from school?
10. To what extent would you say the leadership skills you have learnt has made you to relate better with your environments: *at home, at school and at church.*
11. How does the school develop within you the potential of thinking creatively and critically?

12. In which ways are you trained to apply moral behavior at school environment?

Kindly explain to me what else you think the school needs to do to make the pupils better leaders?

Appendix II: Interview Guide for Teachers and Managers

I am Kavira Neema, studying at Africa International University. Part of my master's degree program is to write a thesis. I am therefore requesting me to assisting me in accomplishing this purpose by participating in this research of determining factors contributing to leadership development skills among pupils at Simba Wa yuda Academy. The findings will be of great help to the school in their endeavor to develop leaders of today and tomorrow.

1. What is your function?
2. How long have you been in this school?
3. What do you understand as leadership development among pupils?
4. What are your experiences in terms of equipping children with leadership skills?
5. In what ways would you say you have nurtured pupils to become effective leaders?
6. Explain one specific program that you can say you use to develop leadership skills among pupils.
7. What do you consider as effective curriculum content for developing leadership skills among pupils?
8. According to you, how is the school addressing all the leadership aspects in nurturing leadership skills in young people?
9. How do you provide opportunities have pupils to emerge as leaders in the school?
10. In what ways would you confidently say that by the time children graduate from standard eight are well equipped for leadership roles now and in the future?

11. How do you assess children leadership skills?
12. What do you consider as effective methods for developing leadership skills among pupils?
13. How do you develop full potential in children with creative mind and create self-confidence within them?
14. How do you instill moral behavior in children to the respect of God?
15. How do you encourage children to practice of good citizenship?
16. What else do you think the school should be done to effectively nurture young people into leadership?

Appendix III: Letter of Introduction



AFRICA
INTERNATIONAL
UNIVERSITY

*Committed to His mission
Connected to His world*

16th January 2016

TO WHOM IT MAY CONCERN

Dear Sir/ Madam

R.E: DATA COLLECTION PERMISSION FOR KAVIRA NEEMA 150068MED

This is to certify that the bearer Kavira Neema 150068MED is a student in school of Education, Arts and Social Sciences and Specifically in the Education Department in this institution. She needs access to your institution/ Organization to collect data for her thesis which is a prerequisite for her to acquire her Master in Education Degree (MED).

The institution would appreciate all the help she can get from your team. Should you have any questions, we will be available to assist through the given contacts.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Samuel Ngewa', with a stylized flourish at the end.

Prof. Samuel Ngewa,

Dean of Graduate Studies, Africa International University

Email Samuel. Ngewa@africainternational.edu

0724442070

CONSTITUENT SCHOOLS: SCHOOL OF BUSINESS AND ECONOMICS (SBE) INSTITUTE FOR THE STUDY OF AFRICAN REALITIES (ISAR)
SCHOOL OF EDUCATION, ARTS, AND SOCIAL SCIENCES (SEASS) NAIROBI EVANGELICAL GRADUATE SCHOOL OF THEOLOGY (NEGST)

P.O. Box 24686 00502 Karen Nairobi-Kenya TEL: +254-(0)20-260 3663, 0715-247540 Admission Hotlines: 0725-841885
Email: pr@africainternational.edu Web: www.aiu.ac.ke

Appendix IV: Consent agreement Form and Confidentiality

I....., have volunteered to participate as interviewee in the research being done by Kavira Neema for her thesis entitled: *Factors contributing to leadership skills development among pupils at Simba Wa Yuda Academy in Simiyu Region, Tanzania*. I have been informed of the topic of interest that I will be interviewed about.

I am aware that my rights to confidentiality and anonymity will be protected by the researcher as much as possible. I also agree to protect the anonymity of other participants in this research by refraining from disclosing what each one of us shares. I will not correspond with the researcher through the intranet regarding this research in any way.

.....

.....

Participants' Signed

Date

I Kavira Neema, agree to protect the confidentiality and anonymity of all participants in realms of my research at Simab Wa Yuda Academy, in Simiyu Region, Tanzania". Any information obtained during this research which could identify participants will be kept strictly confidential. The interviewees will be given pseudonyms and any other information identified during the research is stored in a locked bag in the researcher's house. The audio tape will be erased and destroyed after data is compiled. Transcripts of the interview will remain in the researcher's locked bag until external examination is over, after which they will also be destroyed.

.....

.....

Kavira Neema; Research and Interviewer

Date

Appendix V: Curriculum Vitae

Name: Kavira Neema

Age: 28 years

Marital status: single

Academic Qualifications

ME-Leadership and Administration: January 2015 to Date (Africa International University)

Graduate Certificate: October 2011-July 2013 (Teacher Training College (TTC), Goma)

Bachelor in English African Cultures: October 2007- July 2010 (TTC), Matshumbi/DRC

Diploma in General Pedagogy: September 2000—July 2006 –Visoke Secondary Institute, DRC

Primary School Certificate: September 1994—July 2000 –Matunda Primary

Professional Qualifications

2013-2014: Full- time Sunday school teacher, International Biblical Church.

2013- 2014: Part-time teacher, Unit Complex School/DRC- Goma

2010- 2011: Full-time teacher, Moliere High School School/DRC- Goma