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The Influence of Transformational Leadership Practices on the Performance of Public Primary School Committees in Dodoma City, Tanzania

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Abstract

Purpose: This study examined the influence of transformational leadership practices public primary school committee activities in Dodoma City, Tanzania. Transformational Leadership Theory guided the study. The theory influence school committees through motivation, capacity building, inspiration, mentorship and coaching which more discussed by the theory and it is relevant to the study.

Methodology: A qualitative research approach was employed, exploratory case study design and collection data were, interviews, focus group discussions, and document review. The data collected from the following participants, district education officer 1, 4 public primary schools, 4 ward education officers on February 2026. The purposive sampling employed to the study because participants selected purposively to their roles and responsibilities and data were analyzed thematically.

Findings: The finding revealed that transformational leadership practices enhance school committee improving participation in decision-making, accountability and transparency, commitment and responsibility, teamwork, and collective problem-solving.

Unique Contribution to Theory, Policy and Practice: The study concludes that transformational leadership plays a significant role in strengthening school governance and enhancing the effectiveness of school committees in public primary schools in Dodoma City. It recommends strengthening leadership training, improving capacity-building programs for school committees, and ensuring consistent implementation of participatory governance policies to enhance school effectiveness and accountability.

Keywords: *Transformational Leadership, Primary Schools, School Committees, School Governance, Dodoma, Tanzania*

1. INTRODUCTION

This section presents the background of the study and discusses statement of the problem on the influence of transformational leadership practices on the performance of school committee in public primary schools in Dodoma City, Tanzania.

1.1 Background of the Study

Effective school leadership is widely recognized as a key driver of school improvement, strengthening teaching and learning, and ensuring stakeholders' participation in educational management (Leithwood & Jantzi, 2020). Good school-based management depends on leaders who can manage both internal operations and the school's interactions with external stakeholders, including parents, community actors, and local educational authorities (Bush, 2021). In recent decade transformational leadership approach has emerged as an effective style for mobilizing teams, articulating a shared vision, and driving school-level change (Heenan *et al*., 2023; Eze, 2024).

Studies (Heenan *et al*., 2023; Zhang 2025), show that transformational leadership practices such as inspiring a compelling vision, providing intellectual stimulation, and empowering staff are associated with improved teacher motivation, more positive school culture and stronger stakeholders' engagement when linked to coherent school improvement strategies.

In China, a study by Zhang, Liu, and Wang (2025) involving 453 elementary school teachers examined the influence of principals' transformational leadership on teacher job performance. The study found that leadership dimensions such as idealized influence and inspirational motivation significantly enhanced teachers' instructional commitment, professional collaboration, and overall performance. The authors concluded that transformational leadership enables school leaders to motivate teachers toward collective educational goals and recommended strengthening leadership development programs for school principals (Zhang et al., 2025).

A study by Kirezi and Peeraer (2023), through an analysis of school leadership development initiatives in Rwanda under the African Centre for School Leadership programme, found that integrating Ubuntu-oriented leadership values strengthened collaboration, community participation, and instructional leadership practices in schools.

In Tanzania, contemporary studies continue to reveal the potential of transformational leadership in improving school governance while highlighting persistent implementation challenges. Mlowe and Mushi (2024), in a study conducted in Morogoro Region, found that transformational leadership practices among primary school headteachers enhanced teacher motivation, participatory decision-making, and community engagement, although resource constraints and inadequate training limited their effectiveness.

Similarly, Mollel, Komba, and Mtebe (2025), in a study conducted in Kilimanjaro and Arusha Regions, reported that school leaders who embraced collaborative and transformational practices

strengthened school committee participation and accountability mechanisms, thereby improving school development initiatives. However, the authors observed that limited leadership training and weak institutional support continued to undermine the sustainability of these gains (Mollel, Komba, & Mtebe, 2025).

As shown by Mtuli (2020) in Tanzania the establishment of school committees emerged from the decentralization policy introduced in 1972 (URT, 2015). Through these reforms, responsibilities for managing and administering education and training were entrusted to Local Government Authorities (LGAs), school heads, and educational institutions.

Decentralization in Tanzania empowered these committees to plan and make decisions regarding school development, procure educational materials, and supervise construction and maintenance projects (URT, 2015). These committees are mandated to prepare and approve school development plans, manage and monitor the use of school funds, oversee student welfare and discipline, and mobilize community resources for improving school infrastructure and learning conditions (URT, 2018).

1.2 Statement of the Problem

Transformational leadership has increasingly been recognized in Tanzania's education sector as an effective strategy for promoting participatory governance, accountability, and school improvement. This leadership style emphasizes building the capacity of school committees through motivation, collaboration, creativity, and shared vision (Komba & Nkumbi, 2021; Mlowe & Mushi, 2024). Within the framework of the Education and Training Policy (ETP) 2014 and its 2023 edition, as well as the Education Act No. 1 of 2018, transformational leadership provides a foundation for improving community engagement and effective school management (URT, 2018; MoEST, 2023). The Education and Training (2014) Policy to the area of management, administration, decentralization and roles of education stakeholders like headteachers highlighted the issue of motivation, shared vision, capacity building, team work, participatory decision which are transformational leadership concentration areas.

The government of Tanzania has implemented several initiatives to enhance the quality of primary education, including the construction of classrooms, improvement of infrastructure such as electricity and water supply, the provision of free education, the employment of teachers, the distribution of teaching and learning materials, and the increase of management allowances for head teachers to oversee school performance and development (URT, 2015; MoEST, 2023). Despite these efforts, several challenges persist among public primary school committees in Dodoma City, including weak participation, poor strategic planning, limited communication, low commitment, and inadequate community involvement in school affairs (Mbise, 2017; Mosha, 2022). These shortcomings have continued to undermine school improvement and the effective implementation of educational policies. Therefore, this study seeks to explore the influence of transformational leadership in enhancing the performance of public primary school committees in

Dodoma City, with a focus on improving participation, collaboration, and accountability in school management.

1.3 Study's objective

The objective of this study was to examine the influence of transformational leadership practices on the performance of school committees in public primary schools in Dodoma City.

2. LITERATURE REVIEW

This section explores both empirical and theoretical review to understand the Influence of Transformational Leadership Practices on the Performance of School Committees in Public Primary Schools in Dodoma City, Tanzania. The discussion starts with empirical review and ends by discussing the theory that guided the study.

2.1 Empirical Literature Review

A study by Day et al. (2016), in their synthesis of school leadership research with substantial inclusion of primary education contexts, found that transformational leadership enhances stakeholder collaboration, participatory decision-making, and collective responsibility for school improvement. Their analysis showed that leaders who promote shared vision and inclusive practices create environments where parents and community representatives actively engage in school governance processes. However, the study did not specifically isolate school committees as distinct governance units, leaving a contextual gap addressed by the current study.

Recent syntheses emphasize the importance of effective leaders' role in change management, data-driven improvement, and fostering innovation (Heenan, Lafferty & McNamara, 2024;). Although research has highlighted transformational practices on inspiring compelling vision, building staff capacity and supporting instructional improvement, however, still transformational leadership practices is largely effective when combined with clear management routines, professional development and system supports (Heenan *et al.*, 2024).

In China, a study by Zhang, Liu, and Wang (2025) which examined the influence of principals' transformational leadership on teacher job performance found that leadership dimensions such as idealized influence and inspirational motivation significantly enhanced teachers' instructional commitment, professional collaboration, and overall performance. The authors concluded that transformational leadership enables school leaders to motivate teachers toward collective educational goals and recommended strengthening leadership development programmes for school principals (Zhang *et al*., 2025).

Similarly, the study conducted by Pont, et al. (2019), drawing on evidence from OECD primary school systems, found that transformational leadership practices promote collaboration among school-level governance structures, including parent-based committees. Their qualitative synthesis revealed that leadership behaviours such as inspirational motivation and intellectual stimulation

enhanced stakeholders' participation in planning, monitoring, and accountability processes. However, their work largely reflects developed country contexts, with limited applicability to primary school committees in developing countries such as Tanzania.

In the Tanzanian context, Kahyoza (2023), in a study conducted in Simiyu region on public primary schools, examined the influence of transformational leadership on school governance practices. The findings revealed that leadership practices such as shared vision, open communication, and supportive supervision enhanced school committee involvement in planning, monitoring of resources, and school improvement initiatives. The study concluded that transformational leadership positively shapes committee performance but recommended capacity building for committee members.

Likewise, Masanyiwa (2023), in a qualitative case study conducted in Geita Region among public primary schools, examined school committee participation in development projects. The study found that transformational leadership practices, particularly intellectual stimulation and individualized consideration, encouraged active committee engagement in project monitoring, financial accountability, and school planning. The study concluded that leadership practices significantly influence committee effectiveness and recommended structured leadership support. However, its narrow focus on development projects limits understanding of broader governance roles, which this study seeks to expand.

While existing studies demonstrate that transformational leadership positively influences school committee performance in primary schools, they provide limited detailed analysis of how specific leadership practices shape committee effectiveness within local governance contexts. This gap justifies the current study, which examines how transformational leadership practices influence school committee performance in public primary schools in Dodoma City.

2.2 Theoretical Review

This study was guided by the Transformational Leadership Theory, first introduced by James MacGregor Burns (1978) and later expanded by Bernard Bass (1985). Burns conceptualized transformational leadership as a relational process in which leaders and followers raise one another to higher levels of motivation, morality, and performance. Bass advanced this work by operationalizing the theory and identifying four core dimensions idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration which collectively explain how leaders inspire followers to exceed expectations. Transformational Leadership Theory has several strengths that make it particularly relevant to educational settings:

Idealized Influence: School leaders who exhibit ethical behave our, articulate a strong vision, and serve as role models can enhance committee members' confidence, cohesion, and sense of purpose. This is vital in Dodoma City, where committees rely heavily on trust-based relationships to implement school priorities.

Inspirational Motivation: By communicating clear goals and motivating members, leaders can strengthen commitment, improve participation, and encourage timely execution of committee duties such as monitoring school development initiatives.

Intellectual Stimulation: Transformational leaders nurture creativity and open dialogue, enabling committee members to propose innovative solutions to administrative and resource-related challenges within primary schools.

Individualized Consideration: Through mentorship, guidance, and recognition of individual strengths, leaders enhance members' confidence and capacity to contribute effectively, thus improving teamwork and shared decision-making.

With these attributes, Transformational Leadership Theory is highly suitable for examining how leadership practices influence the functioning of primary school committees in Dodoma City. The current study therefore adopts the four constructs idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration to explore and explain the leadership dynamics that support committee activities in primary schools.

3. METHODOLOGY

This section describes the methodology used in this study. It explores the study's design, and tools used to collect data, and data analysis processes.

3.1 Research Design

This study employed an exploratory case study design within a qualitative research approach. According to Yin (2018), an exploratory case study design is suitable when a phenomenon is not well understood and when the researcher seeks to generate insights rather than test existing theories. The design was considered appropriate because the study aimed to explore, the influence of transformational leadership practices on the performance of school committees in public primary schools in Dodoma City, an area where limited empirical evidence exists more explained below section of area of the study.

3.2 Area of the Study

This study was conducted in Dodoma City, located in the Dodoma Region, which serves as the capital city of the United Republic of Tanzania. Dodoma City was selected as the study area due to limited of empirical research that have been conducted to examine the role of transformational leadership in enhancing the effectiveness of school committees. Despite ongoing government initiatives aimed at strengthening school governance and improving leadership practices in public primary schools, many school committees in Dodoma City continue to face challenges related to leadership capacity, decision-making processes, and collaboration among stakeholders (Mwanjisi, 2022). Conducting this study in Dodoma City provided an opportunity to generate valuable

insights on how transformational leadership practices can support participatory school management and improve the effectiveness of school committees in public primary schools.

3.3 Sampling Procedures and Sample Size

Sampling procedures refer to selection of a subset of participants from the target population of 120 public primary schools at Dodoma City to represent the entire population in a research study (Kumar, 2011). In this study, a non-probability sampling approach, specifically purposive sampling, was used to select participants.

The sample size for this study was determined using the principles of qualitative exploratory case study research. According to Creswell and Poth (2018) and Patton (2015), qualitative studies prioritize information-rich participants who can provide detailed and meaningful insights into the research problem rather than focusing on large statistical samples.

Based on this principle, the study involved participants who held key positions in the management and governance of public primary schools in Dodoma City. The sample included one (1) District Primary Education Officer (DPEO), who provided insights on policy implementation and strategic leadership at the district level. Four (4) Ward Education Officers (WEO's) were included because they supervise school management activities across different wards.

In addition, four (4) headteachers were purposely selected because they are responsible for implementing leadership practices and coordinating school committee activities at the school level. The study also involved twenty-four (24) School Committee Members drawn from four selected schools, with six members selected from each school. These members consisted of three parents and three teachers from each school committee. The sample selected from the population of 1

The study selected six members from each committee to ensure manageable group discussions while still capturing diverse perspectives on leadership and school governance. The included participants were registered members of the school committee and had served in that role for at least one year, and were actively involved in school governance activities during the study period.

3.4 Data Collection Methods

According to Creswell and Poth, (2018) data collection methods refer to the techniques and procedures used by researchers to obtain information required to answer research questions. In this study, interviews, focus group discussions, and document review were used to collect data. These methods enabled the researcher to gather participants' views, opinions, and experiences regarding the role of transformational leadership in supporting primary school committee activities in Dodoma City (Creswell & Poth, 2018).

3.4.1 Interview

Interviews were used as the primary method for collecting in-depth empirical data relevant to the study objectives. Semi-structured interviews were conducted with the District Primary Education

Officer, Ward Education Officers, and headteachers to gather detailed information on transformational leadership, collaboration with school committees, decision-making processes, and challenges in school management. This method allowed flexibility for probing emerging issues and obtaining rich explanations from participants (Patton, 2015).

All interviews were conducted face-to-face in Kiswahili to enable participants to express their views comfortably and clearly. The in-person approach allowed the researcher to observe non-verbal cues and build rapport, thereby enhancing the depth and clarity of responses. Each interview lasted between 30 and 45 minutes, was audio-recorded, and later translated and transcribed for analysis.

3.4.2 Focus Group Discussion (FGD)

Focus Group Discussions were used to collect collective views and shared experiences from school committee members regarding the role of transformational leadership in supporting committee activities. FGDs are useful in qualitative research because they allow participants to interact, discuss issues collectively, and build upon each other's ideas, thereby generating deeper insights (Creswell & Poth, 2018). In this study, focus group discussions were conducted with school committee members selected from the participating schools.

Each discussion involved six members, including representatives of parents and teachers, who discussed their experiences related to leadership support, participation in decision-making, communication, and collaboration within school committees. Each FGD lasted between 45 and 60 minutes and provided participants with an opportunity to openly share their views and experiences. The discussions conducted in Kiswahili because, the language was familiar to the school committee members so that facilitated communication easily. This method was particularly appropriate because school committees operate as collective bodies, and group discussions enabled the researcher to capture shared perspectives, challenges, and group dynamics influencing committee effectiveness (Kothari, 2018).

3.4.3 Document review

Document review was used to complement data obtained from interviews and focus group discussions by providing objective and verifiable information related to school committee operations and leadership practices. According to Creswell (2014), documents are important sources of secondary data because they represent official records that exist independently of the research process. The documents reviewed in this study included school committee meeting minutes, school development plans, financial reports, training records for school committee members, and official lists of school committee members. The documents reviewed were not attached due to reason of keeping confidential of participants that explains to the documents for example, their names.

These documents provided useful information regarding decision-making processes, participatory

planning, financial accountability, and capacity-building activities within schools. Additionally, document review helped the researcher verify and support information obtained from participants during interviews and focus group discussions. The documents allowed the researcher to explore the extent to which transformational leadership practices were reflected in school governance processes (Creswell & Poth, 2018).

3.5 Data Analysis

Qualitative data collected through interviews, focus group discussions, and document reviews were analysed using thematic analysis, guided by the procedures outlined by Braun and Clarke, 2006). The analysis began with data familiarization, where all audio recordings were transcribed verbatim, and the researcher repeatedly read the transcripts and reviewed the documents to gain a deeper understanding of the information collected. The second phase involved systematic coding, where meaningful units of information related to the research objectives were identified and assigned specific codes.

In the third phase, the themes were reviewed and refined by examining their relevance and consistency with the coded data and the entire dataset. The themes were then clearly defined and named to capture their meaning and contribution to understanding the role of transformational leadership in supporting school committee activities. The final stage involved interpreting the themes and linking the findings with existing literature to explain how leadership practices influence the functioning of school committees in public primary schools in Dodoma City. This analytical process provided a systematic and rigorous approach for generating meaningful insights from the qualitative data collected.

3.6 Trustworthiness of the Study

Trustworthiness in qualitative research refers to the extent to which the research findings are credible, dependable, confirmable, and transferable (Nowell *et al*., 2022). In this study, these criteria were addressed through the use of triangulation, engagement with participants, peer debriefing, and maintaining a clear record of the research process.

3.6.1 Credibility

Credibility refers to the confidence in the accuracy and truthfulness of the research findings. To enhance credibility, the study employed methodological triangulation by using multiple sources of data, including interviews, focus group discussions, and document reviews (Nowell *et al.*, 2020). This approach enabled the researcher to compare information obtained from different sources and verify its consistency. In addition, triangulation of participants was applied by collecting data from different education stakeholders, including the District Primary Education Officer, Ward Education Officers, head teachers, and school committee members.

3.6.2 Dependability and confirmability

Dependability refers to the consistency and stability of research findings, while confirmability refers to the degree to which the findings are shaped by the participants rather than researcher bias (Nowell *et al.,* 2022). To ensure dependability, the researcher maintained detailed records of the research procedures, including data collection and analysis processes, creating an audit trail that could be reviewed by supervisors or other researchers. Confirmability was strengthened through reflexivity, where the researcher remained aware of potential personal biases and ensured that interpretations were grounded in the data collected from participants.

3.6.3 Transferability

Transferability refers to the extent to which research findings can be applied to other similar contexts. In this study, transferability was enhanced by providing a detailed description of the research setting, participants, and procedures used in the study. Such detailed descriptions allow other researchers and practitioners to determine whether the findings can apply to similar educational contexts (Silverman, 2022).

3.7 Ethical Considerations

This study adhered to established ethical standards in research to protect the rights, dignity, and well-being of all participants. According to Kothari (2018), ethical research requires protecting participants from harm and ensuring integrity in data handling and reporting. Similarly, Creswell & Poth (2018) emphasizes that ethical practice in qualitative research involves voluntary participation, minimizing harm, and maintaining confidentiality.

Prior to data collection, the researcher obtained ethical clearance and a research permit from St John's University of Tanzania. Official permission was also obtained from the Regional Administrative Secretary and the District Executive Director of Dodoma City Council to allow the researcher to conduct the study in public primary schools within Dodoma City.

All participants were informed about the purpose of the study, the procedures involved, and their rights as participants. They were also informed of their right to withdraw from the study at any stage without any consequences. Informed consent was obtained from each participant before the data collection process began.

Confidentiality, anonymity, and privacy were strictly maintained throughout the study. Interviews and focus group discussions were conducted in private and comfortable environments to encourage openness among participants. No identifying information, such as participants' names, schools, or personal details, was included in the final report. All collected data were securely stored in a password-protected computer and an external storage device accessible only to the researcher. In addition, research instruments were prepared in both English and Kiswahili to minimize language barriers and ensure clear communication during data collection.

4. RESULTS AND DISCUSSION

This section presents and discusses the findings obtained from the study. The findings are discussed in terms of themes emerged from the study's findings, and are supported by relevant literature, thereby enhancing the credibility and validity of the study. This study faced some limitations that are important to acknowledge. Heads of school, ward education officers and school committee members were not available on time due to work load and other administrative duties. In the whole, their late responses affected the time-line that was scheduled for collection of data. The researcher decided to make changes by fixing the time table to overcome the challenge of time. Translation of the first-hand data from Kiswahili language to English language was another limitation during data analysis. The researcher addressed this challenge by allocating more time for data analysis and incurring the extra costs to pay a professional translator.

4.1 Transformational Leadership Enhances Participation in Decision-Making

The study's findings have revealed that Transformational Leadership enhances participation in decision making. Evidence from FGDs, the participants consistently reported increased involvement in planning and budgeting processes. One committee member explained:

> *In the past, we were only called to be informed about decisions that had already been made, but now the headteacher invites us early in the process. We sit together, discuss school priorities, review budgets, and even suggest projects. This makes us feel that we are part of the school, not just outsiders, and we take these decisions seriously.* (FGD in school B, 24.2.2026)

This expression demonstrates a transformational shift from tokenism to genuine participation, where committee members are no longer passive recipients but active contributors. This form of engagement enhances not only inclusion but also ownership and legitimacy of decisions, which are critical for effective implementation. A headteacher added:

> *When committee members are involved from the beginning, they understand the reasons behind decisions, and this reduces resistance and improves cooperation during implementation.* (Headteacher C, 24.2.2026).

This highlights that participation functions as a strategic leadership tool for building consensus and minimizing conflict. In a similar direction, a WEO further noted:

> *Participatory schools tend to have better planning outcomes because decisions reflect the actual needs of the community rather than assumptions made by school leaders alone.* (WEO B, 25.2.2026).

The statements above underscore the role of participation in improving the relevance and responsiveness of school plans. These findings are strongly aligned with the Education and Training Policy (2014) and School Committee Guidelines (URT, 2016), which emphasize

decentralization and stakeholder involvement in decision-making. They also resonate with Harris (2020), whose study in the UK found that participatory leadership enhances school improvement by integrating diverse perspectives. In Tanzania, Kahyoza (2023) similarly found that participatory practices improved planning effectiveness in primary schools. However, the present study goes further by demonstrating that participation not only improves planning but also transforms power relations, creating a more democratic and inclusive governance structure.

4.2 Transformational Leadership Increases Accountability and Transparency

The findings revealed that transformational leadership promotes openness in financial and administrative matters. During FGD discussion, one committee member explained:

> *Now the headteacher openly shares financial information with us, including capitation grants and expenditures. We sit together to review reports, ask questions, and agree on how funds should be used. This has built trust and reduced suspicion among us.* (FGD in school A,23.2.2026)

This indicates that transparency enhances trust, confidence, and shared responsibility, which are fundamental for effective governance. This is confirmed by the view of a headteacher A, who explained that:

> *Transparency is important because when the committee understands how resources are used, they become partners in monitoring and ensuring accountability.* (Headteacher A, 23.2.2026)

This reflects a shift from individual accountability to collective accountability, where governance responsibilities are shared. The DPEO added:

> *Schools that practice openness experience fewer conflicts and better management of resources because committees are actively involved in oversight.* (DPEO, 25.2.2026).

This highlights that transparency contributes to institutional stability and efficiency. These findings align with national policy requirements under the School Financial Management Guidelines (URT, 2016), which mandate school committees to oversee financial management. The findings are also in consistent with Bush, (2021), whose research in Canada showed that transparent leadership strengthens organizational trust and performance.

4.3 Transformational Leadership Improves Commitment and Responsibility

The findings revealed that transformational leadership practices increase members' sense of responsibility. During FGD, one committee member explained:

> *Because the headteacher listens to us and values our contributions, we feel responsible for the school's progress. We attend meetings regularly, follow up on activities, and even encourage other community members to support the school. (*FGD in school C, 25.2.2026)

This demonstrates that recognition and inclusion foster deep emotional and functional commitment, leading to proactive engagement. A headteacher explained:

> *Motivating and appreciating committee members makes them more committed; they no longer see their role as voluntary but as an important responsibility.* (Headteacher B, 24.2.2026).

This suggests that transformational leadership transforms attitudes from compliance to commitment. This was also supported by WEO, explaining:

> *Commitment is higher in schools where leaders motivate committees because members feel ownership of school activities.* (WEO, 26.2.2026)

This indicates that motivation translates into sustained participation and accountability. These findings align with Bass's (1985) concept of inspirational motivation and are supported by Day et al. (2016), who found that motivated stakeholders demonstrate higher commitment to school improvement in England.

Similarly, Masanyiwa's (2023) study in Tanzania found that supportive leadership increased committee engagement. The current study advances this understanding by showing that commitment is not only a psychological outcome but also a practical driver of governance effectiveness, influencing attendance, monitoring, and community mobilization.

4.4 Transformational Leadership Strengthens Collaboration and Teamwork

The findings indicated that collaboration among stakeholders emerges as a key outcome of transformational leadership. During FGD, a committee member noted:

> *We now work as one team with teachers and the headteacher. We plan together, visit school projects together, and discuss progress together, which has improved coordination and reduced misunderstandings.* (FGD, 24.2.2026)

This reflects the emergence of collective responsibility and unity of purpose. Headteacher, D, explained:

> *Collaboration allows us to combine different ideas and experiences, which leads to better decisions and faster implementation of school programs.* (Headteacher D, 26.2.2026).

This highlights the synergistic benefits of teamwork. This was also emphasized by a WEO who added that:

> *Schools that promote teamwork show better performance because everyone understands their role and works toward common goals.* (WEO, Ward B, 25.2.2026).

This underscores the link between collaboration and organizational effectiveness. These findings align with Tanzania's decentralization policy, which promotes shared responsibility in school management. Robinson, et al. (2009) whose study in New Zealand found that collaborative

leadership improves school outcomes, and Komba and tNkumbi (2021) in Tanzania who found that accountability relationships among education actors (government officials, teachers, and school-level stakeholders) were weak and inconsistently implemented.

4.5 Transformational Leadership Enhances Problem-Solving and School Improvement

Participants emphasized that transformational leadership promotes collective problem-solving. The District Primary Education Officer (DPEO) explained:

> *Collaborative leadership has improved how schools handle challenges, especially in resource mobilization and project implementation*. (DPEO, 25.2.2026).

This indicates improved development outcomes. A committee member stated:

> *When challenges arise, such as a lack of classrooms or desks, the headteacher brings us together to discuss solutions. We contribute ideas, mobilize community support, and agree on priorities, which helps us solve problems faster.* (FGD in school B, 24.2.2026).

This finding illustrates active engagement in practical problem-solving.

A head teacher C, added that:

> *Involving the committee in solving problems ensures that solutions are realistic, accepted by the community, and easier to implement.* (Headteacher C, 24.2.2026)

The headteacher's statement reflects the effectiveness of inclusive decision-making. These findings align with the Education Sector Development Plan (ESDP), which emphasizes community participation in school improvement. Also, Ngalawa (2022) and Masanyiwa (2023) reported similar findings. The present study provided an extension of this by showing that collaborative problem-solving in Dodoma City is not only a leadership strategy but also a survival mechanism in resource-constrained environments, enabling schools to function effectively despite limitations.

5. CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

This study examined Transformational Leadership its influence on school committee performance, and the experiences of school committee members regarding leadership support in public primary schools in Dodoma City. The study concludes that transformational leadership practices have a strong positive influence on the performance of school committees. These practices enhance participation in planning and budgeting, improve transparency and accountability in financial management, strengthen members' commitment and sense of responsibility, and promote teamwork and collective problem-solving.

The findings confirm that leadership practices are central to improving school governance and the effectiveness of decentralized education structures. Generally, the study concludes that while

transformational leadership significantly enhances school committee effectiveness, its full potential can only be realized when supported by systematic capacity-building, adequate resources, and strong institutional support systems.

5.2 Recommendations

Based on the findings of the study, several recommendations are proposed:

First, there is a need for the Ministry of Education, Science and Technology (MoEST) to provide capacity-building programs for both headteachers and school committee members. These programs should go beyond one-time training sessions and instead provide ongoing professional development focused on leadership skills, school governance, financial management, and participatory decision-making.

Second, the headteachers should strengthen participatory and inclusive leadership practices by ensuring that school committee members are actively involved in all key school processes, including planning, budgeting, and monitoring.

Furthermore, school leaders should prioritize effective communication, guidance, and motivation as key leadership strategies. Regular meetings, clear sharing of information, and recognition of contributions can significantly improve trust, collaboration, and commitment among committee members. These practices help create a positive working environment that supports collective decision-making and accountability.

5.2.1Recommendation for future studies

For future studies, there is a need for quantitative and mixed-methods studies to complement the qualitative findings of this study. Such studies could measure the statistical relationship between transformational leadership practices and specific school performance indicators, such as student achievement, teacher performance, and efficiency in resource utilization. This would provide more generalizable evidence on the effectiveness of leadership practices.

Finally, future research should investigate the role of Local Government Authorities (LGAs) in supporting school leadership and governance. Given that this study identified weak institutional support as a major constraint, examining LGA capacity, accountability mechanisms, and support systems could provide critical insights for strengthening education management at the local level.

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