

# FACTORS CONTRIBUTING TO THE SUCCESS OF DISTRIBUTED LEADERSHIP PRACTICES IN IMPROVING ACADEMIC ACHIEVEMENT AMONG PUPILS IN TEMEKE MUNICIPALITY, TANZANIA

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## ABSTRACT

Globally, the role of distributed leadership in improving academic outcomes has become a focal point. Thus, understanding its contributions to improving pupils' academic achievement appears important. This study investigated the factors contributing to the success of distributed leadership practices in improving academic achievement among pupils in Temeke Municipality, Tanzania. The participants were the Municipal Education Officer, pupils, Ward Education Officers, head teachers, chairpersons of school committees, and teachers. The method of data collection was the focus group discussions and interviews. The results show that many factors contributed to the success of distributed leadership practices in improving academic achievement among pupils. These factors include the sharing of a clear leadership vision, which aligns all stakeholders toward common goals. Additionally, professional development played a crucial role in enhancing the skills and capabilities of teachers and staff, empowering them to take on leadership responsibilities. Furthermore, effective communication and trust were fundamental, as they fostered a collaborative environment where ideas and feedback could be freely exchanged. Lastly, the strategic allocation and mobilization of resources ensured that all stakeholders had the necessary tools and support to execute leadership practices effectively. Therefore, this study recommends that both schools and the Ministry of Education, Science and Technology create a conducive environment to enable distributed leadership to be implemented in schools.

**Keywords:** Academic achievement, distributed leadership, practices, success, Tanzania.