

**EXPLORING SCHOOL LEADERSHIP DEVELOPMENT IN TANZANIA:
A SURVEY STUDY OF TWENTY NEWLY APPOINTED HEADS OF SCHOOLS
IN CONTEXTUALLY DIFFERENT STATE SECONDARY SCHOOLS IN
THE DAR ES SALAAM REGION OF TANZANIA**

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Leaders and Leadership in Education

By

Sabimbona, Foster Eliphas

Supervised by **Dr Christopher Rhodes**

**The School of Education
The University of Birmingham
Edgbaston Birmingham
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CONTENTS

Declaration	I
Copyrights	II
Acknowledgement	III
Abstract	IV
List of Tables	V
List of Abbreviations	VI

Chapter One

The title of the thesis

Introduction	1
The contextually different state secondary schools	5
Background and policy context	8
The education and training policy for Tanzanian schools	9
Research methodology	11
The potential value of this research study	12
The research aims	13
The research questions	15
The justification of the research study	16
A list of other important literature for the research study	18
A review of the literature	18
Effective leadership development for effective schools	18
The limitation of the study	21
Conclusion	22

Chapter Two

A review of literature on school leadership development programmes

Introduction	23
Methodology	25
Justification of fusing on literature about the English system to account for little African literature on school leadership development	27
The search engines and databases	30
Definition of a literature review	31
Leadership development	32
What is leadership?	32
The continuing professional development for newly appointed Head teachers	34
The international perspective on head teacher training	34
The importance of continuing professional development for newly appointed heads	39
Mentoring approach for newly appointed heads of schools	43
The national perspective on head teachers' training programmes and innovations in schools in Tanzania	47
The challenges and criticisms on the state schools	49
Developing head teachers in schools through a distributed perspective	52
What is distributed leadership?	52
Managing change in school leadership development in Tanzania	56
The change process in education	56
Summary of the literature review	61
Conclusion	64

Chapter Three

The research design, strategy and methods

Introduction	67
The wider frameworks of the research study	68
Philosophical approach	72
A phenomenological approach	74
The researcher's position	76
Research methodology	78
Semi structured interviews	78
Why semi structured interviews?	81
A tick sheet questionnaire	82
The choice of methods and methodology	83
Formulating and piloting the interview questions	86
Surveys and Sampling;	87
Selection of schools	87
Selection of respondents	88
Data analysis	90
Other important aspects considered	91
The ethical issues that surround this research study	92
Validity and triangulation	95
Conclusion	97

Chapter Four

Presentation of the findings

Introduction	99
Definition of terms and words	100
The research question 1	101
Head teachers' background, students' gender and age	102
Policy and directives that shape school Leadership development for State Secondary Schools in Tanzania	109
How do newly appointed head teachers make difficult decisions about their schools	116
Accession to headship	120
Managing change and improvements in leadership development for State Secondary Schools in Tanzania	127
The research question 2	132
School leadership development and training;	133
Formal training and Development	133
The balance between academic and other leadership training	135
The national school leadership development standards for head teachers	139
The main characteristics of school leadership development standards in Tanzania	140
The journey to headship	144
The role of non-professional influences towards head teachers' journey to headship	144

Head teachers continuing leadership development needs	147
Research Questions 3	153
The head teachers' need for further personal development	153
The head teachers values and competencies	157
The head teachers career development	158
The overall concluding summary of presentation of the findings chapter	160

Chapter five

Discussion of the findings

Introduction	164
A summary of the main points	164
Research question 1	167
The school leadership development policy and directives in Tanzania	167
Learning and support from the experienced head teachers	177
Mentoring for newly appointed head teachers in Tanzanian secondary schools	177
The journey to headship	181
The role of accession phase towards head teachers journey to headship	181
Managing change in school leadership training in Tanzania	188
Head teachers as changing agent	188
Research question 2	194
Formal training and leadership development for head teachers in Secondary schools in Tanzania	194
The role of none influences towards head teachers journey to headship	199
Research question 3	204
The need for head teachers' to meet their further personal development	204
Research question 4	207
How can the international models for school leadership development further inform secondary school head teachers' development in Tanzania?	207

Chapter six

Conclusion and recommendations

Introduction 213

Conclusion 213

The implication of the research findings to school leadership
development and schooling in Tanzania 216

Critical incidents in head teachers journeys' to headship 221

Head teachers as an agent for change processes
in school leadership development 223

Recommendations 231

To the state 231

To head teachers 234

To academicians and researchers 234

Future research studies 235

The new context for Tanzanian schools 236

Potential national importance head teachers 236

References 238

- 1 Research questions
- 2 Permission letter
- 3 Respondents consent form
- 4 Classification of head teachers and schools involved
- 5 A tick-sheet questionnaire
- 6 A sample of interview transcripts

I

Declaration

I declare that this is my own thesis work. It has not been submitted in any other University for the degree of Doctor of Education in Leaders and Leadership in Education.

Name and Signature.....

Date.....

II

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III

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IV

Abstract

This research study draws on the experience of twenty newly appointed head teachers, those in year one and two of their headship role in secondary schools in Tanzania. The study gathered the head teachers' experience, perceptions, and suggestions about their own continuing professional development and that of others in schools. It strived to understand how and when these new heads of schools are trained, and whether they receive sufficient training before taking on a headship role. It further sought to understand the significance of mandatory leadership qualifications in enhancing the head teachers' knowledge, skills and abilities to lead schools. In particular, it argues that despite the rhetoric on better education management at district, regional and ministry level in Tanzania at present, there is still a widespread need for education leaders, researchers and all other education providers to emphasise the importance of school leadership development programmes for school leaders in Tanzania. The research findings show that the majority of respondents perceive leadership development as important because it enables head teachers to gain the knowledge and skills they need to lead their schools. Most of the respondents commented on accession to headship as an important stage through which aspirant heads can gain the required experience to lead schools. Consequently, the majority of respondents have highlighted the contribution of the experienced head teachers, who voluntarily help new heads of schools through mentoring and coaching, as a significant contribution in the lives and careers of the newly appointed head teachers. The findings further indicate that while the government continues to respond on important aspects in teacher and head teacher professional development, for example, the need to increase the

number of teachers and well prepared school leaders proportional to an increase in schools and students, the findings also indicate that there are insufficient budgets for school leadership development programmes. This research study may therefore present a contribution to the understanding of leadership development in schools in Tanzania, and on the need for the state and the Ministry of Education and Vocational Training to ensure that clear policies and directives shape leadership development in schools, and those directives demarcate how formal training for newly appointed head teachers can be achieved.

V

Table 1 140

The main characteristics of school leadership development standards for
Tanzanian schools

Table 2 228

The suggestions for further improvement in leadership development in schools in
Tanzania

VI

A list of Abbreviations

ADEM	Agency for the Development of Education Management
BEI	British Education Index
BERA	British Education Research Association
CPD	Continuous Professional Development
DfES	Department of Education and Skills
DFID	Department for International Development
EdD	Doctor of Education
ERIC	Education Resources Information Centre
ESDP	Education Sector Development Programme
GoT	Government of Tanzania
HAEDLAMP	Head teacher Leadership and Management Programme
HIP	Head teachers' Induction Programme
LEA	Local Education Authority
LftM	Leading from the Middle
LPSH	Leadership Programme for Serving Heads
MOEC	Ministry of Education and Culture
MoEVT	Ministry of Education and Vocational Training
NCSL	National College for School Leadership
NPQH	National Professional Qualification for Head teachers
No	Number
NQTs	Newly Qualified Teachers
OECD	Organisation for Economic Co-operation and Development
PRBS	Poverty Reduction Budget Support

SEDP	Secondary Education Development Programme
UK	United Kingdom
URT	United Republic of Tanzania
USA	United States of America

Dedication

This research study is dedicated to my son: **Foster Eliphas Jr**, a boy who always questioned why I had to leave him for studies. By the time he needed me most, he couldn't see me at all because I was busy undertaking this EdD degree work. 'I dedicate this thesis to you as evidence to why I was away from you for a very long time and also for your tolerance '

“IMANA IGUHEZAGIRE”

The title of the thesis

Exploring school leadership development in Tanzania: a survey study of twenty newly appointed heads of schools in contextually different state secondary schools in the Dar es Salaam region of Tanzania

Chapter one

Forward expression

In the Tanzanian education system there are different terms which are used to describe the position of primary and secondary school heads. While the term 'head teacher' is primarily used in reference to the head of primary school, the 'headmaster or mistress' is used to refer to the secondary school head. In this research, however, the term 'head teacher' is used interchangeably to stand for both positions of the primary and secondary school heads. This research study targeted the newly appointed secondary school head teachers, those in year one and two of their first full time headship role.

Introduction

Tanzania has since 2004 been implementing a Secondary Education Development Programme (SEDP)-2004-2009. SEDP has led to an increase in the number of schools, student enrolment, provision of teaching and learning materials as well as demand for an increase in teacher recruitment and school leaders who are well prepared to lead schools. However, notwithstanding the above realism, it appears that very little attention has been paid to leadership development programmes for head teachers. A significant issue related to leadership development for head teachers in Tanzanian schools is that, with an

increase in the number of both public and private schools, there has been far less concern with the preparation and development of school leaders (Mosha, 2004; Malekela, 2004; Komba and Nkumbi, 2009). The state has continued to assume that the promotion of competent and experienced teachers into headship posts is adequate in itself to cover leadership positions in schools (Nguni et al, 2006; Ngirwa, 2006). At present, the dramatic increase in the number of secondary schools has also resulted in numerous jobs for head teachers (URT, 2006, and 2007). However, reports by URT (2007) on the Secondary Education Development Programme (SEDP)-2004-2009 express very little about the level of achievement in head teacher development before and from when the SEDP was incepted in 2004. Leadership development programmes are needed to provide head teachers with the knowledge, skills and abilities to lead schools. In addition, my own earlier work, survey and interview with heads of schools for previous assignments within the EdD has also found that the continuing growth of schools has not resulted in a growth of leadership training. These findings indicate that leadership development in Tanzania is worthy of further study.

There is also evidence (Mosha, 2004; Malekela, 2004) to suggest that poorly prepared teachers and school managers hinder desirable reforms in education and development and thereby quality education provision in Tanzania. This evidence suggests that neither the current informal short term nor the formal long term leadership development programmes based in higher institutions are adequately providing the mandatory and required leadership training needed by school leaders. Research studies which have been published on Tanzania in the last few years show that between 2002 and 2004 approximately 500 primary school head teachers were trained by the Agency for the Development of

Educational Management (ADEM) (Malekela, 2004). However there is little known about leadership training for secondary school head teachers. The training for primary school head teachers which lasted for three months was randomly organised by the ADEM in six zonal teacher colleges namely Kleruu, Marangu, Morogoro, Butimba, Mtwara, and Tabora. The ADEM is a government agency which is responsible for training both primary and secondary school leaders, and all other education and non education leaders from different government departments in the country. However, based on research (Malekela, 2004) it appears that the ADEM is lacking a comprehensible plan on how this agency carries out its duties to develop school leaders. In fact, whilst there is little known about leadership development for secondary school head teachers in Tanzania, the lack of research in this area may be purely because leadership development in schools in Tanzania has not been at the top of the agenda of the government and educational researchers. The majority of educational researchers appear to concentrate mostly on economic and poverty alleviation related projects, which are well funded by the state and external donors.

Recent studies on the quality of education provision and leadership development in Tanzania show that previous educational studies appear not to be impacting on practice in a manner that can help to improve school management in Tanzanian schools (Nguni et al, 2006; Ngirwa, 2006). Notably, however, there is agreement among educational scholars worldwide (Daresh and Male, 2000; Galabawa, 2001; Gronn, 2002; Bush and Jackson, 2002; Day et al, 2001b and 2008; PricewaterhouseCoopers, 2007; Bush, 2008; Brundrett and Crawford, 2008; and Rhodes et al, 2009) that school leadership development programmes have been beneficial in many countries and represent a key aspect

of school improvement. For example, in a recent book, Bush (2008) states that there is a rapidly growing international focus on leadership development as an important component of school improvement. In Tanzania, Komba and Nkumbi (2008) who studied teachers' professional development report that the mechanisms for the preparation and development of teachers and school managers in the Tanzanian education system needs re-examination to pave a way forward for quality education provision. Needless to say that today there are multiple and complex changes occurring within the Tanzanian society, in schools and also on a worldwide basis which have continued to place pressure on and demands for quality education provision and leadership in education. These changes continue to place demands for a good national plan that recognises the increase in the number of schools, students, teachers and improvement in leadership development for head teachers or for those aspiring to be leaders in the changing social economic and development of Tanzania.

This research study aims to gather the head teachers' experience, perceptions, and suggestions about their own continuing professional development and that of others in schools in Tanzania. It strives to understand how and when these new heads of schools are trained, and whether they receive sufficient training before taking on the headship role. It further seeks to understand the significance of mandatory leadership qualifications in enhancing head teachers' knowledge, skills and abilities to lead schools. In particular, it argues that despite the rhetoric on better education management at district, regional and ministry level in Tanzania at present, there is still a widespread need for education leaders, researchers and all other education providers and stakeholders to emphasise the importance of leadership development for school

leaders. For example, an earlier study by (Daresh, 1998; Daresh and Male, 2000) in the USA suggests that newly appointed heads of schools are not fully prepared for the role, particularly in being able to deal with the transition to the formal leadership position that is integral to the concept of the post. This may also be the case for state secondary school heads in Tanzania who have to rely only on their teaching experience to lead schools during their early years in the headship role. Given the lack of leadership training for new head teachers in Tanzania, it appears likely that these head teachers will face many leadership challenges and dilemmas during their early years in the headship role. Since the Tanzanian state remains the main education provider, it therefore has the responsibility to ensure that it provides adequate leadership development programmes for these head teachers so as to enable them to lead schools effectively.

The contextually different state secondary schools

This research study involved participants from a diverse range of state secondary schools. These were the traditional national and community secondary schools, which are operated and managed by the government (MOEC, 2000). The study involved 20 head teachers from 20 state secondary schools in the Dar es Salaam region of Tanzania. The schools, which were located in the inner city and urban areas of the city, were purposively selected using a purposive sampling technique. Initially the aim was to select ten head teachers from the traditional national schools and ten from the community built schools, but at the end of purposive sampling, which was based on the decision to involve head teachers who had been in the headship post for one to two years, I ended up selecting 11 participants from the traditional national secondary

schools, and nine participants from the community secondary schools (see appendix 4). The main purpose of collecting data from this contextual setup was to gather different perceptions from newly appointed heads who lead different schools, about head teacher training and where possible to detail these differences in the findings and discussion chapters. Five of these schools were in the category of big schools as they enrolled more than 500 students and had classes up to year three by the time of interviews. Four big schools were traditional national schools, whereas one was a community school. 15 were small schools, but possibly were on the verge of becoming big schools as they continued to register students. However, by the time of the interviews these 15 schools had below 500 students and had classes up to year two.

According to the MOEC (2000), the state or government schools consist of two categories: the traditional national schools and the community built schools. The latter are schools built by local communities, but operated and managed by the government. The main difference between the traditional and community built schools is ownership. The traditional national schools are owned by the government and most were constructed during the British colonial era, or post independence in 1961. Some of the traditional national schools have a long experience in secondary education provision coupled with good science laboratories, libraries and sufficient reference books, teachers, school leaders and a better environment for learning. The community schools, on the other hand, are owned by the community and the majority of these schools are still under construction thereby creating a difficult environment for learning. Many of the community schools operate without enough teachers, learning materials, library facilities, and laboratories. However, this research study involved mainly

new schools; both the traditional national schools and the community schools. Why mainly new schools? This was because, based on my early survey during the writing up of some EdD assignments, I found that many of the newly appointed head teachers were also being posted into these new schools. The most intriguing question however, considering the many problems within the community schools, is why should we have these community secondary schools in the first place?

In a nutshell, the history of the community schools is thought to be based on a political agenda; a strong political appeal by the current president (Rwekika, in Nipashe 2010). Following Secondary Education Development Programme-2004, in 2005, the current president of United Republic of Tanzania, Hon, Dr Jakaya Mrisho Kikwete, pledged to the nation that, if he was elected to become the 4th president of the United Republic of Tanzania, one of his main duties during his presidency would be to support the construction of community-state secondary schools in every county all over the country. By doing so, the president believed that the increase in the number of community schools would ensure that every child who passes their standard seven examinations has an opportunity to enrol and continue with secondary education within their communities. Indeed this policy appears to have been successfully implemented during the five years of his presidency. But there are many challenges within these community schools; many challenges which may possibly test head teachers who lead these schools, as further presented in the literature review, presentation and discussion chapters of this research study. Nevertheless during another presidential campaign in October, 2010, the president stated that the construction of many community-state secondary schools during his five years

administration had been successful agenda. For the future of Tanzanians, the president believes that secondary education is fundamental for every child, and if we continue to build schools in every county it ensures that Tanzania has a well educated society ready to participate in her socio-economic growth and hence further political stability. The president promised to continue supporting these schools during his second term (Nipashe, October 4, 2010).

Background and policy context

In Tanzania, as in all other countries, education is considered to be the corner stone of economic and social development. This is because investment in education has a direct and positive effect on productivity as well as the development of social-cultural activities. Recognising the central role of education in achieving the overall development goal of improving the quality of life of Tanzanians, the Government of Tanzania (GoT) has identified education as one of the strategies of combating poverty. Several policy and structural reforms have been initiated for improving the quality of education and ensuring universal primary education with a view to strengthening the link between education provided at all levels and the socio-economic development of Tanzania.

In 1996 the GoT developed the Education Sector Development Programme (ESDP). The aim was to address the existing problems and face the new challenges resulting from the socio economic reforms initiated in 1986 and the increasing demand for human resource development in line with fast changing technological advancement. The ESDP derives its objectives from the national policies such as the Tanzania Development Vision 2025, the Education and Training Policy (1995), the technical education policy and the national

science and technology policy, millennium development goals, etc. The objectives of the ESDP cover all sub-sectors in the education sector, namely basic education including pre-primary, primary, secondary, adult, and teacher education; higher and vocational education, both formal and non-formal. The major objectives of ESDP include:

- Decentralisation and devolution of powers to regions, districts, communities and education and training institutions.
- Improvement of the quality of education both formal and non-formal.
- Promotion of access and equity to basic education.
- Broadening the base for education financing by encouraging cost-sharing measures and establishment of education funds.
- Promotion of science and technology.
- Expanding the provision of education and training.

The education and training policy for Tanzanian schools

The MOEC (1995) educational and training policy states that all education managers at national, regional, district, primary and post-primary formal education and training institutions shall have the required qualifications such as a University degree or diploma and also professional training in education and management, as well as appropriate experience. In summary, the education and training policy and directives that shape school leadership development for head teachers in Tanzania locate five mandatory areas:

- school leadership and management;
- school leadership and planning;
- education policy and registration;
- financial management and accounting; and

- office procedures (filing system and record keeping).

All of which have to be well-known to head teachers before they start leading schools. The ADEM is responsible for providing leadership training to educational leaders including head teachers whilst covering the above five areas. However, perhaps one obvious question is to what extent have these programmes been effectively utilised to provide the required skills in leadership development for newly appointed and experienced head teachers in Tanzanian schools?

The Task Force on education in Tanzania for the 21st Century (URT 1995) observed that the education system in Tanzania was being managed at all levels by non professional education administrators, using only their classroom teaching experience coupled with trial and error administrative experience. The Task Force report further stated that there was a lack of an adequate system for pre-service and in-service programmes for educational leaders to cascade the entire system. They recommended that educational leaders should receive mandatory training in education management and administration, as it states in the education and training policy, so as to enhance their knowledge, skills and ability to lead schools. However, even to date, my earlier surveys and interviews with school leaders for my previous assignments with EdD have revealed that leadership development programmes for secondary school head teachers in Tanzanian schools have not met the principal objectives set by the education and training policy which state that all school leaders must receive leadership training before they take on the headship role. At present, there is also a lack of an adequate research studies that explore the experiences and perceptions of these heads of schools concerning their continuing professional development and that of others, and therefore it is imperative to address this problem so that the

required measures can be tailored to contribute to a more systematic policy for leadership development for Tanzanian schools.

Methodology

This section of the study is concerned with how the research was conducted. It outlines the various steps taken, adopted by many researchers, and includes the rationale behind these steps. Therefore, the methodology is not simply concerned with the research methods but also considers the logic behind the methods used in the context of the study and explains why such particular methods or techniques were chosen over others. The methodological framework is further addressed in chapter three of this study. However, this research study employed semi structured interviews to collect data from 20 head teachers in 20 contextually different state secondary schools. These schools were purposively selected using purposive sampling to involve only head teachers who had been in the headship post for one to two years. The interviews, a humanistic approach (Gunter, 2003), utilised broadly stated questions in order to gather the experience, perceptions and suggestions from newly appointed head teachers about their own continuing professional development and that of others in schools in Tanzania.

All head teachers from 20 contextually different secondary schools were interviewed face to face by the researcher. There was one planned interview with each head teacher, which typically lasted an hour. 11 of these head teachers were from traditional national schools, whereas nine were from community secondary schools. Five of these schools were in the category of big schools as they enrolled more than 500 students and had classes up to year three by the

time of interviews. 15 were small schools but were close to becoming big as they continued to register students. However, by the time of interviews these schools had less than 500 students and had classes up to year two.

The potential value of this research study

The findings of this study are important to those concerned with leaders and leadership in education. This might include: policy makers, researchers, teachers and other education providers. The findings of this study are expected to inform education providers that the leadership development of head teachers in schools is a changing area of educational practice which is required to match up with the standards of school leadership development in other countries. In this sense then, the models of school leadership development in Tanzania need to be tailored specifically to the increase in the number of schools, heads, classrooms and students and be able to take into account the vision 2025 by when Tanzania is determined to have a well educated society. Therefore, a key means of contributing to the overall process of assuring quality education provision in schools in Tanzania is by implementing successful leadership development programmes for head teachers, which benefits staff, students, schools and the community. It is from this perspective that the findings from this study have drawn attention to the effective application and engagement of good mechanisms for leadership development in the preparation of school leaders in Tanzania. Furthermore, recommendations on the existing gaps in theory and practice in school leadership development in Tanzania are made based on the findings.

The research aims

This research study draws on the following aims:

- 1 To identify the complexity and interactive nature of the existing education and training policy and machinery for school leadership development in Tanzania.
- 2 To examine the leadership training needs for newly appointed head teachers, how they are professionally trained or assisted during their headship role.
- 3 To explore the significance of continuing professional development and mentoring programmes for newly appointed secondary school head teachers in Tanzania.
- 4 To identify areas which need immediate innovation and to suggest measures those contribute to the utility of the existing machinery for leadership development in schools.

These research aims have been addressed using a set of questions which draw on perceptions from new heads of schools about their own leadership development and the directives that shape school leadership training in Tanzania. Lugalla (1995) notes that policies have concentrated on the expansion of facilities and ignored questions of quality. Indeed the quality of education provision in Tanzania needs to include the role of those who lead schools. He notes that low attendance and high drop out rates of pupils are directly related to

the poor quality of teaching, incompetent teachers and the lack of relevance of the education currently offered. Teachers are classroom leaders and, more importantly, they form cohorts from which future school leaders are selected and therefore they ought to be the role models of how to teach and lead. But if these cohorts of teachers remain incompetent, they are going to form the future legions of incompetent leaders as well. The present situation in leadership development programmes for head teachers in schools in Tanzania suggests a generation of incompetent leaders is being bred and this needs to be contested.

Research (Mosha, 2004; Komba and NKumbi, 2008) shows that the budgets given to leadership training programmes are unlikely to be enough to cover the required leadership training needs for all school managers. This is to say that if this situation is left to continue without further action many of the heads of schools that are in need of leadership training to gain the knowledge, skills and abilities required to lead schools will not be able to receive the required mandatory leadership training. Lugalla (1995) argues that education provision can only be deemed “effective” when it meets both individual and social needs. In this sense, education and leadership development policies and directives in Tanzania have major professional implications on determining the quality of school leaders and therefore these policies need to precisely consider the extent to which leadership skills can be taught and learnt whilst working effectively to improve education standards in schools.

The criterion for effectiveness in school leadership development is to have policies that direct those who implement them, for example, the central government, education officers, institutions, the Ministry of Education and policy

makers to ensure that there is clear consistence and coordination for leadership development and provision of equal opportunities to all candidates who wish to attain and develop their skills in school leadership. Such policies need to exercise and maintain the democratic ways of ensuring that candidates for school leadership development are trained before or immediately after their headship appointments. This study has made recommendations, based on its findings, on the procedures which need to be democratically implemented to ensure all headship aspirants are consistently and fairly selected for leadership training.

The research questions

The research study used the following main research questions:

- 1 What are the perceptions of newly appointed secondary school head teachers in state secondary schools in Tanzania about the national education and training policy, and the directives that shape their school leadership development?
- 2 What are the perceptions of newly appointed secondary school head teachers in state secondary schools in Tanzania about the sufficiency of CPD programmes for leadership development in meeting their professional leadership development needs?
- 3 What are the perceptions of newly appointed secondary school head teachers in state secondary schools in Tanzania about the meeting of their personal development needs for headship?

- 4 In the light of findings from research questions 1, 2 and 3, to what extent can international models of school leadership development further inform secondary school head teacher development in Tanzania and the directives that inform it?

The justification of the research study

There are a number of reasons why this research study is needed. Studies in school leadership development worldwide and those in the African context indicate that because of the lack of clear coordination in educational policies and directives, coupled with the small body of literature available to discuss leadership development particularly in African schools, it seems impossible to develop leaders who can lead schools (Buchert 1994, and 1997; Coombe and White, 1994; Kitavi and Van der Westhuizen, 1997; Bush and Udoro, 2006; and Mistry and Singh, 2007). Ribbins (1997) identifies a further reason being the absence of targeted professional training for head teachers. On the other hand, Moorosi (2010) writing about South African female principals paths, argues that, in South African education system, there has never been a formal entry qualification for head teacher, apart from the Advanced Certificate in Education in school leadership, which is a new programme currently being introduced for head teachers. Furthermore, Mathibe (2007) writing on South African schools, argues that appointing head teachers without a qualification in leadership and management to the highest office in a school essentially places school management in the hands of technically unqualified personnel. The need for head teachers' training programmes as preparation for the school leaders is supported by many educational leadership and management studies (Day et al,

2001b; Bush and Jackson, 2002; and Rhodes et al (2009). However, the lack of leadership training programmes for head teachers is likely a problem in many African nations and certainly is considered to be a major problem in leadership development of head teachers in Tanzanian schools. Therefore, if schools in Tanzania are to overcome these problems, further investigations are required to inform policy makers, head teachers, teachers, donors and other education providers of the importance of participating in the process of rediscovering the way forward in school leadership development. Such participation may create a demand for change in school leadership training policies which can work to develop quality school leaders for quality education provision. Chapman (2005, p.1) offering some insights on quality leaders for quality schools, comments that:

"quality schools require quality leadership and quality leadership cannot be assumed or acquired without a coherent, integrated, consequential, and systematic approach to leadership development".

The need for quality secondary school leaders in Tanzania, who are professionally trained, is an important step in improving educational provision and therefore needs to be recognised by the state and all other education providers. These quality school leaders may be prepared through CPD programmes. Hobson (2003) suggests that CPD programmes can produce cohorts of quality leaders and leadership in education that are capable of coordinating and managing schools for better learning and education outcomes.

A list of other important literature for the research study

The study draws upon many key writings on school leadership development and education change processes worldwide. These include the work of Pascal and Ribbins (1997); Ribbins (1999, and 2003); Gronn (1999, and 2002); Day et al (2001a); Bush and Jackson (2002); Fletcher-Campbell (2003); Gunter (2003); Brundrett (2003); Hayes (2005); Rhodes and Brundrett (2006); Brundrett and Crawford (2008); Bush (2008); Komba and Kumbi (2008); Crawford (2009); and Rhodes et al (2009). Other literature includes the work of Fullan (1999, 2001, and 2003). The research study utilised the little literature available that discussed leadership development for newly appointed head teachers in secondary schools in Tanzania. This and other literature were located by direct library searching and also using electronic search engines such as Athens, BEI, ERIC and google scholar. These works have been used here with the sole purpose of establishing that school leadership development worldwide is an important area of educational practice which requires the attention of all education providers.

A review of the literature

Effective leadership development for effective schools

International studies in educational leadership development note that effective schools have strong and effective leaders and leadership (Day et al, 2001b; Bush and Jackson, 2002; Gronn, 2002; Gunter, 2003; Bush, 2008). These leaders do not just emerge from nowhere but they emerge and pass through unique professional development or preparation pathways through which they work hard to gain the required experience within their present headship positions (Gronn, 1999; Ribbins, 1999). Currently there is a strong emphasis on

leadership preparation through formal professional development and training across the world (Bush, 2008), and in England in particular (Rhodes et al, 2009). A good number of educational studies which have taken place across the UK, particularly in England, for example, the work of Caldwell (2002), Fletcher-Campbell (2003), Gunter (2003), Hayes (2005), Rhodes and Brundrett (2006), and Brundrett and Crawford (2008) comment on a number of ways through which leaders in schools can develop the required skills and abilities to lead schools. The leadership development programmes commented on by educational researchers include, continuing professional development (CPD), in-service, pre and post succession to headship, mentoring and talent spotting. According to these authors, these programmes can help head teachers to maintain, improve and broaden their knowledge, skills and personal qualities to lead schools. However, in state secondary schools in Tanzania, the history of preparing and developing school leaders is different, with the professional development of school leaders being shaped by different political directives. This means all important and technical education matters regarding leadership and educational management, for example, the selection of head teachers, principals, educational administrators and budgets are carried out under political and centralised directives. Parents, communities and teachers have little room to air their views on these issues.

There is little literature available that discusses, to a large extent, the problems undermining educational leadership in Tanzania at the present time. Many researchers, educationalists, parents and donors have shown their dissatisfaction with the failure of the education system in Tanzania. Indeed, leaders and leadership development in state schools is among the areas

identified to be of concern (Coombe and White, 1994; Kitavi and Van der Westhuizen, 1997). Others, also, have observed that such dissatisfaction is as politically sensitive now as it was during colonial times (Mosha, 1997, and 2004; Malakela, 1995, and 2004; Omari, 1994, and 1995). The government has only made a limited response to the problem (MOEC, 1995; URT, 1999, 2001, and 2006). It has concentrated on increasing the number of schools and entrants in both primary and secondary education, teachers and classes, without taking into consideration the question of educational leadership and leadership development programmes for those who are appointed to lead schools. Given this, there is no question that the impact of education and training policy on school leadership development and thus on quality schooling is a central task that requires creative and concerted advocacy among the educational providers in Tanzania.

The mismatch between the government plans for an increase in the number of schools, students, teachers and the lack of adequate leadership development of head teachers for schools creates some dilemmas among the education providers. Certainly such dilemmas require some answers through educational research studies. Recently the United Republic of Tanzania has put in place another vision, the vision 2025 (URT, 1999). In a promising approach to many other areas, the vision 2025 envisages improving education provision. In light of this, education management will be required to meet the changing demand for well prepared leaders and leadership cohorts to lead schools towards the outcomes outlined in the vision 2025 by when Tanzania is aiming to create a well-educated nation and a high quality of life for its citizens. Practically, this goal might remain a dream if the necessary steps to review present education, training policy and the machinery for school leadership development

are not effected. At present, it appears that school leadership development programmes in Tanzania are unlikely to be serving the purpose for which they were formulated and therefore it is important to conduct research studies in this area so that the necessary steps can be taken for the benefit of students, schools and the community.

The limitation of the study

The fact that this study used a small number of participants from different state secondary schools in one region in Tanzania means that this limits the possibilities for generalisation. I also had limited research papers and reports that discuss leadership development in the Tanzanian perspective compared to the large amount of international literature available from the UK, America and Australia. As a result of this, this study had relied to an extent on international studies. These studies did provide enough information on the subject matter. Denscombe (2003) comments that the greatest attraction of using literature sources is their accessibility, which enables the researcher to collect information from libraries and the Worldwide Web via a home computer without extensive cost or delay. He suggests that research literature data are best to use in a research study as they do not require appointments, authorisation and they are not associated with ethical problems. Research papers, books or literature in other words pose *“considerably fewer problems than people as a source of data for social researchers”* (p 219). There was another difficulty I had to overcome during this research study, namely that I was required to travel from the UK to Tanzania to collect data and that required an extended budget, time and physical ability to do so.

Conclusion

In concluding this chapter, a key focus has been to discuss the outline and rationale of this thesis. The discussion briefly explores a number of issues including the aims of the research study, the potential value of the research, research questions, methods and methodology, a review of literature, and limitations of the research study. It is important to note that even if a number of issues concerning this research study have been discussed in this chapter, this discussion has not covered all details of the investigation that I applied to the study. However, this chapter provides a framework through which it has become possible to collect extensive information from twenty secondary school head teachers in Tanzania. Chapter two reviews the literature on school leadership development considering an international perspective. The review is guided by the research questions and aims.

Chapter two

A review of the literature on school leadership development programmes

Introduction

This review of literature draws on resources from different educational researchers on professional leadership development for newly appointed and experienced school heads. The review is constructed to focus on the following key aspects:

- The importance of continuing professional development programmes for head teachers.
- Mentoring and coaching of new head teachers.
- The international perspective on head teachers' training.
- The national perspective on leadership development policy, programme and innovations for Tanzanian schools and,
- Managing change in school leadership development in Tanzania.

The main purpose of this literature review is to inform, by identifying the key common elements in leadership development programmes for newly appointed head teachers and education change processes in different countries. The theoretical aspects underpinning school leadership development, the significance and implementation of these programmes in providing the requisite knowledge, skills and abilities required by new heads to lead their schools during their early years in the headship role will be addressed. The discussion is directed by the four main research questions, and a further conclusion is drawn focusing on how Tanzanian schools may learn from an international perspective on school leadership development.

It is, without a question, uncritical and idealistic to suggest that Tanzania can directly implement or apply the western models and methods of school leadership development (those which are discussed in this literature review) in its schools. Such application may not be effective since there are differences in cultures, the people, communities, political stands and budgets directed into education and training programmes. While the western countries and those in the first world have got a large budget to spend on school leadership development, not only for newly appointed heads, but also on every teacher and leader who wishes to develop themselves, Tanzania cannot afford such an investment. However, it is equally important to consider that the mechanisms and programmes for school leadership development in the western countries could fundamentally help to shape the ways in which school leadership training for head teachers in Tanzanian schools is organised. Since studies have shown that there is evidence of a growing comparability in education policies and practices, which could lead to the emergence of an international curriculum for leadership preparation and development programmes (Bush and Jackson, 2002; Gronn, 2002). This comparability may well provide a way forward in which one country can learn from another. In recent studies (Bush, 2008; Brundrett and Crawford, 2008; Rhodes et al, 2009) it is shown that the professional growth of school leaders has continued to attract international interest. Bush (2009, p. 386) states that “the global interest in leadership development is predicated on the widespread assumption that it will lead to school improvement, and enhanced learning outcomes”. Within this widespread international interest in educational leadership and management, Tanzania is not excluded. Tanzanian schools may learn from international models on school leadership development programmes

and the ways in which school leadership development can be shared aspect between countries.

At this point, therefore, even though it is not possible to apply for example the English or USA school leadership development models into Tanzanian schools, the mechanisms embedded in these programmes are worth standing as a template to learn from for a country with a limited educational budget like Tanzania. At the end of this review it will be noted that there are many areas that Tanzanian schools can learn from the UK, particularly the English and the USA perspectives. Notably, these may include CPD for both newly appointed head teachers and those with more experience; the think-tank (an organisation or institute that conducts research and engages in advocacy in areas of educational policy), networking, and the ways in which educational research is conducted to help to fulfil both local and international needs. These areas may be useful in issues relating to school improvement and general schooling in the Tanzanian education system. Furthermore, the international perspective on the management of the curriculum, organisational structures, management of educators, management of financial and physical resources, instructional learning through strengthening teaching, learning and community leadership at large, are important areas that Tanzanian schools would possibly benefit from.

Methodology

Since the field of school leadership development is continuing to generate a large and growing body of literature, it is important that at this initial stage of the review I define and limit this literature review by establishing clear areas and methods used to obtain resources for the discussion. In this sense, I have concentrated on resources which give empirical results rather than the broader

materials in school leadership development, which are limited to exploratory work of scholarship. However, it must be emphasised that theoretical works have not been excluded. By this focus I am not only examining continuing professional leadership development programmes for new head teachers on their own, but I also focus primarily on the advantages and the quality of leadership that is required to enable school improvement and successful learning for all pupils. In the UK, this view of the purpose of school leadership development is summarised by the National College for School Leadership (NCSL) as *“transforming the quality of learning for all pupils”* (Southworth, 2004, p.340).

For the reasons of broader perspective and enriched resources on school leadership development worldwide, this review has consulted other literature beyond the maximum ten papers recommended for this chapter. This is because the review needs to include important issues in leadership development programmes such as those in the English system: the National Professional Qualification for Headship (NPQH), the former national programmes such as Head teachers’ induction programme (HIP), and the Leadership Programme for Serving Heads, and the current programmes such as Leading from the Middle (LftM) and mentoring and coaching, which have plenty of resources available both in England and worldwide. More importantly, since resources on school leadership development programmes in Tanzania are scarcely available, it was imperative that I use a wide range of international resources especially those pertaining to general issues on leadership development in schools in the third world.

Justification of fusing on literature about the English system to account little African literature on school leadership development

Up until early in the 20th century, Tanzania like many other African nations were colonies of the British, France, Germany, Portugal, and Spain, just to mention a few. The German's East Africa direct rule came to an end in 1919 (Columbia Encyclopedia, 2004). Then Tanganyika was put under the League of Nations, and there after it became a British mandate until it gained independence in 1961. Since independence, Tanzania continues to receive financial and technical assistance from the British government through its agencies, NGOs and individual companies, which work in partnership with Tanzanians to promote better quality of life by improving areas such as, environment, farming, malaria prevention, education provision, teacher training, and provision of educational materials. In 2010 only, the DFID report shows that the amount of financial assistance given to the government of Tanzania through Poverty Reduction Budget Support (PRBS) amounted to 18% of the country budget (DFID, 2010). This financial assistance which is thought to be around £103.5 million is required to be shared by different government sectors including education and training, governance, growth and health. Previous DFID report shows that in 2008/09 Tanzania received a total UK bilateral aid of £132.7 million through DFID, out of which 20% was spent on educational development. Therefore it is important to really evaluate and examine what is the end product of this aid directed into educational development. Surely there is no doubt that the direct and indirect financial and technical educational assistance provided by the British government to the Tanzanian government continues to reinforce the special relationship between these two countries, and hence furthers the political stability of our country.

Furthermore, since independence Tanzania has continued to use the British administrative model. For example, the British legal system and legal reference books are used in its judicial courts. The education system, the primary, secondary and higher education setup is to some extent similar to ones left by the British, even though some sectors have slightly changed or improved. Certainly, my prior experiences in the Tanzanian education system can reveal that a large amount of literature used in educational research, particularly on school leadership development is based on international studies, many English or American. There is limited African literature on school leadership development. Some African educational scholars have only recently begun to research and write about school leadership development in Africa, particularly in South Africa (Moorosi 2010). In Tanzania however, the question of school leadership development appears either to be a new topic or is largely ignored by educational researchers. This is in line with other African states. For example, in South Africa, Moorosi (2010) states that prior to the newly proposed national entry qualification into the headship role, namely the Advanced Certificate in Education in school leadership, there has never been a formal entry qualification for head teachers in South Africa, excepting a general teaching experience. Head teachers appear to be promoted on their experience. Bush and Oduro (2006) indicate that the general majority of schools in Africa have leaders who were appointed based on their teaching records. My own earlier work, survey and interview with heads of schools for previous assignments within the EdD, shows that school leadership development has not been at the top of the agenda of many Tanzanians educational researchers. The majority of educational researchers appear to centre their attentions on funded projects, which generally offer them good incomes. Whilst leadership development is important for school

improvement, currently it appears that there is less funding directed towards leadership training programmes. As a result there are limited studies to refer to.

Given the little African and particularly Tanzanian literature exists. The former close relationship between the Tanzanian and English educational systems has led to some reliance of English based literature in this respect. It was therefore thought appropriate to advance this study in this way. In England for example, there is a substantial body of literature on leadership development programmes such as: the National Professional Qualification for Headship (NPQH), former national programmes such as Head teachers' induction programme (HIP), the Leadership Programme for Serving Heads, and the current programmes such as Leading from the Middle (LftM) and mentoring and coaching. These educational studies include: Fletcher-Campbell (2003), Gunter (2003), Hayes (2005), Rhodes and Brundrett (2006, 2009), Bush (2008, 2009), Brundrett and Crawford (2008), and Crawford (2009). These educational studies offer a number of ways through which leaders in schools can develop the required skills and abilities to lead schools. These and others were therefore important references for my present research study.

The search engines and databases

Several search engines and databases were consulted and these included BEI, ERIC, google scholar and the NCSL website. From these databases it was possible to retrieve electronic literature published in the English language worldwide. The key words and phrases used were based around:

- Leadership development programmes for newly appointed head teachers,
- Mentoring and coaching of new head teachers and,
- Continuing professional development programmes for new head teachers.

The resources derived from these databases were mainly from the years 2000-2010. However, there were many others, both in the English and internationally, on school leadership development which have been consulted for this literature review that dates from the past ten to 15 years. Denscombe (2003) comments on the selection of literature that books and journals should be the first port of call as they contain the accumulated wisdom on which the research project should build and also the latest cutting-edge ideas which can direct future exploration. Therefore the following works were used: Daresh (1995); Davis (1996); Draper and McMichael (2000); Day et al (2001a); Bush and Jackson (2002); Gronn (2002); Busher (2005); Brundrett and Crawford (2008); Bush (2008); Crawford (2009); and Rhodes et al (2009). These and other resources containing information on school leadership development worldwide, for example, the research undertaken with and for the NCSL by Hobson (2003); Bush and Glover (2003) have also been reviewed.

Definition of a literature review

Hart (2005) defines a literature review as:

“the selection of available documents (both published and unpublished) on the topic, which contain information, ideas, data, and evidence written from a particular standpoint to fulfil certain aims or express certain views on the nature of the topic and how it is to be investigated, and the effective evaluation of these documents in relation to the research being proposed” (p.13).

A literature review in educational leadership development research is an important area of educational practice which is largely expected to contribute to change in education and school improvements (Hart, 2005). At present, despite the fact that the impact of leadership in a country like Tanzania is difficult to demonstrate empirically, many studies have shown that the quality of school leaders and leadership in education worldwide is widely acknowledged to be one of the most important requirements and determinants of the quality of education provision (Day et al, 2001b, 2008; Gronn, 2002; PricewaterhouseCoopers, 2007; Bush, 2008; and Brundrett and Crawford, 2008). In England, for example, there is a lot of pressure to find out why many schools are simply failing (O’Shaughnessy, 2007). O’Shaughnessy argues that a large increase in school funding in England has not brought dramatic improvements in results. As a result, the government is desperate to understand better what drives improvement within schools. Although students, parents and community make a large contribution to school improvement, the study by O’Shaughnessy (2007) on ‘the leadership effect’ reveals that head teachers do make a difference,

especially in areas of disadvantage, and that if there could be some better trained school leaders then schools would improve.

Leadership development

What is leadership?

Whilst the focus of this discussion is on leadership development programmes for the newly appointed heads in schools, it is important to define the meaning of leadership from both educational and beyond educational standpoints. This is important because leadership development takes different forms depending on the nature of the business of the organisation (Day, 2001). Drawing on empirical research on leadership development lessons from non-educational organisations, Day (2001) defines leadership development as “expanding the collective capacity of organisational members to engage effectively in leadership roles and processes” (p.582). He contends that leadership development programmes need to contain development approaches which are oriented toward building capacity in anticipation of unforeseen challenges. In particular, Day (2001) states that:

“...Leadership roles refer to those that come with and without formal authority, whereas management development focuses on performance in formal managerial roles. Leadership processes are those that generally enable groups of people to work together in meaningful ways, whereas management are considered to be position-and organisation-specific” (p.582).

Furthermore, Day et al (2008) state that management development tends to focus on enhancing task performance in management roles whereas leadership development involves building the capacity of individuals to help staff learn new ways of doing things that could not have been predicted. Overall, Day's definition does highlight a distinctive difference in leadership to management thus suggesting that school leaders and leadership is an important aspect which needs to work in a meaningful way to help students and schools to become successful and, more importantly, that leadership rather than management stands for the development of future school leaders.

Linking Day's perspectives in school leadership development to Tanzanian schools, suggests that those who are involved in leadership preparation (the Ministry of Education, non Governmental Organisations, and all other education stakeholders) need to be able to plan and create a better environment within which school leadership development training can take place. This means that these education stakeholders need to effectively engage themselves in the preparation process rather than merely having theoretical plans as is proving to be the case in the Tanzanian education system presently. Therefore, there is a need to move from being satisfied with the failing notion of schools in Tanzania, to forming a cooperative way forward between schools, the Ministry of Education, Institutions, sponsors, teachers and community if we are to introduce effective leadership development programmes and see improvements in schools. At present, studies show that even if there is a much stated willingness, by the state, to improve school leadership capacity and leadership development for Tanzanian schools, there is less information about the extent to which school leadership development is taking place. Hence, there needs to be a

national institutional approach which will expand the collective capacity of school members, teachers, and community to effectively engage themselves in leadership development and thereafter creating some cohorts of visionary leaders who will lead schools today and in the future.

The continuing professional development for newly appointed head teachers

The international perspective on head teacher training

Studies show that the most commonly used terms in educational leadership development worldwide are: pre-service, induction, and in-service (Bush and Jackson, 2002; Day et al, 2001a, and 2001b). In the UK, the term professional development or leadership development is used to cover the above three terms (Hobson, 2003) for the NCSL. In the UK, the continuing professional development framework is summarised by the National College of School Leadership development framework of 2001 which also outlined five stages of leadership development. These stages are as follows:

- *“Emergent leadership- this is when a teacher is beginning to take on management and leadership responsibilities and perhaps aspires to become a head teacher.*
- *Established Leadership- Comprising assistant and deputy heads who are experienced leaders but who do not intend to pursue headship.*
- *Entry to headship- including a teacher’s preparation for and induction into the senior post in school.*

- *Advanced leadership- the stage at which school leaders mature in their role, look to widen their experience, refresh themselves and updates their skills.*
- *Consultant leadership- when an able and experienced leader is ready to put something back into the profession by taking on training, mentoring, inspection or other responsibilities”*
(Weindling,2003.p11)

The National College of School Leadership enhances school leadership development using the programmes already in place, for example, the National Professional Qualification for Headship (NPQH), the former Head Teacher Induction Programme (HIP), the Leadership Programme for Serving Heads (LPSH) and the programme leading from the Middle (LftM). Together they offer coherent opportunities for the three main phases of leadership development for head teachers in England. Studies show that since its inception, the NCSL has been acting as the main source of support for middle and deputy leaders, new head teachers and those who are aspiring to become the heads of today and tomorrow.

Weindling (2003) examines the rationale behind the NCSL programmes for school leadership development and concludes that the NCSL frameworks are very significant in helping newly appointed leaders to become ready for their headship role. He speculates that the programmes have been designed to help both newly appointed and the more established school leaders to build up confidence in their headship positions.

A similar notion is presented in Hobson (2003) who reviewed mentoring for new leaders. He contended that the NCSL programmes for school leadership development are systematic learning programmes through which leadership induction is provided based on analysis of an individual's needs and previous experience. Hobson (2003) suggests that these programmes ensure trainees have opportunities to develop the required headship skills and experience whilst working towards their full headships or working to attain promotion.

Educational researchers on school leadership development (Bush and Jackson, 2002; Brundrett and Crawford (2008); Bush (2008); and Rhodes et al (2009) state that the content of school leadership development programmes have considerable similarities in different countries and could lead to a hypothesis that there could be an international curriculum for school leadership development. An earlier work of Bush and Jackson (2002) identify the following common elements: leadership; including vision, mission and transformational leadership, learning and teaching, or instructional leadership, human resources management and professional development, financial management and management of external relations as being similar internationally.

Murphy and Schwarz (2000) on the one hand, provide a wide ranging review of American principalship within a context of a scarcity of capable educational leaders and state that school systems ought to "reinvent the principalship" (p.1) to define the role of leadership for student learning. On the other hand, Mestry and Grobler (2002, p.34) contend that there is an urgency to train and develop principals in four main components. These include management of the curriculum, management of organisational structures, management of educators and management of financial and physical resources.

Murphy and Schwarz stress the key elements that are needed to be considered when formulating leadership training programmes. These are: instructional learning by strengthening teaching and learning, community leadership so by giving a bigger picture awareness of the school's role in society, and visionary leadership so as to ensure that the energy, commitment, entrepreneurial spirit, values and conviction that children will learn at higher levels (p.4).

Further suggestions from the Organisation for Economic Co-operation and Development (OECD) produce a wide range of reviews on leadership development in the public sector (2001), including chapters on a few European countries, the US and Mexico. It points to seven general trends across its member countries. These are:

- Developing a better system for leadership development,
- Setting up new institutions for leadership development and,
- Linking existing management training to leadership development,
- Defining a competence profile for future leaders,
- Identifying and selecting potentials leaders while encouraging mentoring,
- Training and,
- Sustainable leadership development.

Bush and Glover (2004) for NCSL, state that these seven trends resonate strongly with patterns of leadership development within education in many countries, most notably in England. According to Bush and Glover (2004) and Hobson (2003) in the UK, the NCSL maintains the required standards in school leadership development which help both new and experienced heads to meet those standards.

In summary, while the English, the USA, and Australia studies pinpoint several important areas for school leadership development namely, the management of the curriculum; the management of organisational structures; the management of educators (teachers) and the management of financial and physical resources, the Organisation for Economic Co-operation and Development highlights key processes in leadership development. These include creating a better system for leadership development, setting up new institutions for leadership development and linking existing management training to leadership development. More importantly, educational leaders worldwide need to define a competence profile for future leaders, to identify and select potential leaders whilst encouraging mentoring, coaching and sustainable leadership development in every sector. Indeed these are the overall significant aims of the existing processes for school leadership development in most countries, and they are important in the context of school leadership development for Tanzanian schools.

Mosha (2004), on the other hand, states that education systems in African countries and Tanzania in particular, need to have in place viable policies that attract qualified candidates to the teaching profession. This is in view that the same cohorts can produce future competent school leaders. At present it appears that prospective head teachers in schools in Tanzania must show they can manage schools through their teaching experiences first before undergoing leadership studies. In reality, since it is clearly indicating that not all school leaders are capable of transforming their teaching experience into leading schools, the situation remains to be another set back in education provision and school improvement. The end result from such a situation is poor performance

from head teachers, teachers and students. In most cases, while these leaders might remain untrained in leadership skills, they still must be confronted with new challenges from parents, stakeholders, donors and, above all, the determination of politicians who use the need of education improvement and reforms as their political platform to gain votes. Given that, it is a compelling that the Ministry of Education and Vocation Training and all other stakeholders, need to take drastic measures to ensure plans for school leadership development as per school leadership directives are put in place in a way that fulfils the needs of untrained school leaders. Also an equal distribution of opportunity for school leadership development must be assured to every teacher who wishes to become a school leader.

The importance of continuing professional development for newly appointed heads

An effective leadership development or CPD (continuing professional development) strategy forms part of a coherent plan of professional development that builds upon previous knowledge and experience, relates to school teachers' and leaders' current and future roles, and addresses the need of colleagues throughout the school community (Earley and Evans, 2002; Earley and Weindling, 2004). In the UK, a coherent Local Education Authority (LEA) programme of professional leadership development is linked to the framework of National Standards (DfES, 2001) to provide challenge, support and opportunities for career progression. Those who are leading, or will lead the schools require opportunities for professional development, formally and informally, to develop their leadership and management skills, knowledge and understanding. Hence, in the UK, the principle of CPD becomes an important entitlement for all teachers

in schools from newly qualified teachers (NQTs) to aspiring and experienced head teachers.

In the USA, Hale and Moorman (2003) write that the systems that produce the Nation's principals are complex and interrelated, and are governed by the States. This means each State establishes licensing, certification and re-certification requirements for school leaders and, in most places, the State approves the college and university programmes that prepare school leaders. They posit that State policy, leaders and institutional leaders have become key players in efforts to improve school leaders' preparation programmes and processes. Their goal is:

“to promote lasting improvements in school leadership development systems by identifying and then adopting change processes that combine the required policy and programme elements” (p. 1).

In England, Northern Ireland and Wales the programmes for school leadership development are undertaken by the National College for School Leadership.

However, notwithstanding the significance of continuing leadership development programmes and the systems that are used to produce school leaders worldwide, there are criticisms directed at those who support leadership development through gaining classroom experience as unlikely to be an example of successful school leaders and leadership. In particular, a huge number of studies in educational leadership development in England, for example, (Rutherford, 1999; Gronn, 2000; Fletcher-Campbell, 2003; Castagnoli and Cook, 2004; Busher, 2005; Hayes, 2005; and Hargreaves, 2005) comment on school

leadership development through a number of series of developmental stages. Rutherford (1999) explored the professional development for subject leaders in schools while Gronn (1999) and Ribbins (1999) have emphasised accession for the preparation of school leaders. Rhodes and Brundrett (2006) draw attention to leadership development through succession.

Similarly, in the eighties, studies on educational leadership also suggest that school leaders were not necessarily emerging from training programmes fully prepared and completely effective. Duke (1987) states that school leadership develops over a considerable period of time and their developmental processes include a complex process of socialisation, which involves both experiential and formal learning. Duke argues that school leaders' development is a more incremental process, beginning as early as during their schooling and extending through their first years on the job as leaders. He concludes that becoming a school leader is an ongoing process of socialisation. On the other hand, his intriguing arguments present a comparable view to that of Bush and Jackson (2002) who conducted an international study on school leadership development in 14 centres in seven countries in 2001. They contended that the professional development of school leaders occurs in many stages of life. Consequently, they also warn of the 'simplistic assumptions that leadership style may be universally applicable' (p.29). Their findings raise some criticisms that school leadership development can not only rely on courses without having other means to support the whole process. This means that there is a need to devise structured programmes which provide leadership development skills from the experienced to the inexperienced leaders. More importantly, schools need to develop as learning communities where all important issues which affect

students, parents and the local community should be communicated, and solutions found based on mutual and democratic agreement. In a recent study, Bush (2009) concludes that in many countries leadership preparation is not an optional activity. Rather new leaders will require certification to practise, so that parents, schools, communities, teachers and governments can be satisfied that their schools are led by qualified leaders. However, the results from the study by Bush and Jackson (2002) exploring leadership development in seven mainly western countries, does not allow for the assumption that school leadership development would justify the rationale for the same international curriculum for school leadership development in a country like Tanzania. Further and extensive studies that involve many countries are needed to bring the broader perspective on the subject. The knowledge from this broader research would ensure a reasonable comparison between different school leadership development systems worldwide.

On balance, despite the achievements that have come about from such leadership development programmes, it is worthwhile also to note that not all these programmes so far have been successful or have continued without criticism. Some have been subjected to a constant critique. For instance the NPQH programme was constantly criticised for relying on competency testing and the lack of centralised staff experience (Revell, 1997). The programme didn't contain a clear distinction between leadership and management (Bush and Jackson, 2002). There was also a notion that the programme was becoming too academic rather than practically focused (Pountney, 1997). That the NPQH emphasises only on the 'best practice outside education'; and there was the weak links between the NPQH and specialist masters' degrees in educational

leadership and management (Bush and Jackson, 2002: 424). Furthermore, the study by Sieber (2004) for the NCSL shows that eleven out of 19 head teachers, who were interviewed and provided their views about the effect of the specialist masters degrees and NPQH programmes on their professional development, were strongly positive about the specialist masters degrees compared to NPQH. Out of 13 heads, four were positive about the NPQH programme, while three had mixed views, three provided negative views and the other three had dismissive views. The overall balance of opinion about the NPQH was negative (Sieber, 2004). Moreover, others have continued to question how the present complex standards in school leadership development models in England can help to resolve leadership problems in schools (Gunter, 2005). But, following these and other critiques on the NPQH programme, the NCSL responded to ensure the adaptation of more leadership learning models that underpin the current needs for school leaders (Bolam, 2004; Gunter, 2005). Indeed, there is no doubt that there is growing evidence which supports the achievements of the NCSL in school leadership development, even though the level of appreciation by head teachers appears to be limited in some cases.

Mentoring and coaching approach for newly appointed heads of schools

A number of studies on school leadership development worldwide state that mentoring and coaching techniques can be used as the quickest and most effective ways for providing newly appointed school leaders with support to lead schools (Daresh, 1995; Daresh and Male, 2000; Daresh, 2001; Hobson, 2003; and Bush et al, 2007). Hobson (2003), for the NCSL, states that the term mentoring means different things to different people, and that to most educational researchers, it is a broad concept. In the UK, for instance, mentoring of school

leaders occurs for a variety of purposes (Hobson and Sharp, 2005), and is informed through a description of the process which targets non specific and specific skill-building. It covers a wider range of professional support. Drawing from outside the education standpoint for a broader interpretation, Davis (1996, p.15) is of the opinion that “mentoring can be seen as the most effective leadership approach”. There is a need for a mutual learning agreement between a manager and an employee that follows a predictable process and leads to superior performance, commitment to sustained improvement, and positive relationships. Such a mutual agreement can be achieved through rules which direct the leader to guide and teach specific skills to the employee within a determined time period. The leader is then able to apply the skills to his or her working life to gain competence.

Thus, Hobson (2003, p.1) states that “the mentoring process is used to refer to a process whereby a more experienced individual, willing to share his/her knowledge with someone less experienced in a relationship of mutual trust”. Further still, whilst different approaches are used in mentoring, the process itself has been highly successful in promoting the development of practising and aspiring leaders. He states that “all major studies of formal mentoring programmes for new head teachers have concluded that mentoring work was effective” (p.2). In a recent book Crawford (2009) states that the relationship between mentees and mentors must be of “emotional transaction” (p.105)

Likewise, some authors (Kram, 1985; Bush and Coleman, 1995; and Bush et al, 2007) note that mentoring and coaching include on the one hand, a career progress-oriented dimension and, on the other hand, a psycho-social development function, incorporating counselling and friendship and may also

include peer support and socialisation. For Bush et al (2007) coaching appears to work best when training is thorough and specific, when there is careful matching of coach and coachee, and it is integral to the wider learning process. Weindling (2003), for NCSL, reports the survey by Bolam et al, (1995) who conducted the largest mentoring evaluation study in England and Wales involving 303 head teachers' mentors and 238 mentees. Their findings substantiate that the new heads greatly welcomed the support they received through mentoring. The evaluative studies of the mentoring of new head teachers by the NCSL further suggest that mentoring can result in a wide range of benefits, particularly for the mentees, but also for the mentors and the schools and education system in general (Hobson, 2003). The potential benefits for new head teachers of participating in head teachers' mentoring are reported to include the following: it reduces feelings of isolation, stress and frustration whilst helping in head teachers' professional growth (Bolam et al, 1995; Bush and Coleman, 1995; Grover, 1994; Monsour, 1998; and Draper and McMichael, 2000). It improves personal skills and increases head teachers' communication abilities (Grover, 1994). Other potential benefits are that: it increases confidence and self-esteem and improves technical expertise and problem analysis (Bolam et al, 1995; Bush and Coleman, 1995; Grover, 1994) and gives an opportunity to reflect on the new role and learning (Pocklington and Weindling, 1996). Furthermore, mentoring helps to relinquish any previous professional identity (Southworth, 1995). All these studies support that, mentoring is an important element for the preparation of new head teachers in schools.

Similarly to other leadership programmes, mentoring has also been subjected to criticisms. It has been argued by Gunter (2003, p.86) that there

need to be a check and balance to examine the professional relationship between the 'novice' and 'experienced' head teachers to ensure that the mentoring process is taking place. There is a danger that if the wrong people are matched or one becomes too dependent on the other then the whole process can fail and, according to Gunter (2003), the latter may happen. In an education system like the Tanzanian, studies appear to indicate that there is a realistic danger that newly appointed head teachers might rely too much on their mentors. Furthermore, it is also unclear for how long the experienced head teachers will be available to help newly appointed heads. In England, studies show that the above methods of school leadership development have been employed formally for sometime but its use in leadership development is a more recently discovery (Day, 2001). However, the model has also sustained critique. In particular, Day (2001) expressed that the mentoring method is the process that seemed to benefit few and usually those groomed for the top jobs (human capital approach rather than as building capacity of the whole organisation or school). He argues that it is important to understand how this concept works in current leadership development as a way forward to providing effective leadership models to mentors and mentees.

Nevertheless, these arguments require a broader study that can help to inform the effectiveness of mentoring in school leadership development in different education systems like the one in Tanzania. This is because in the Tanzanian education system the power and mechanism of selecting candidates for leadership development including mentoring programmes is vested in the heads of schools by the Ministry of Education and Vocational Training. Therefore, those who are selected for school leadership programmes may not

always be the right candidates. Some candidates may have better opportunities than others, particularly those whose friends and families work within the Ministry of Education and Vocational Training or those with direct access to speak to the selectors. If such situations exist, they can lead to improper conduct during selection or recommendation. Indeed such improper conduct may undermine the opportunity for selecting right candidates. There is a need for further extensive studies to examine the selection procedures to ensure that the procedures embedded in the selection of candidates for school leadership development are merited to the right candidates. Overall, however, studies by different scholars whom I have consulted for this literature review reveal that mentoring is the most successful leadership development method not only for school leaders, but also for any organisational leaders.

The national perspective on head teachers' training programmes and innovations in schools in Tanzania

The provision of quality education is the ultimate goal of education providers in Tanzania (URT, 1999). However, evidence indicates that this goal has not been attained because of a lack of leadership programmes that prepare quality school leaders. The vision 2025 by when Tanzania is aiming to create a well-educated nation and high quality of life of Tanzanians makes it clear that, among many of its objectives it aims to prepare a well educated leadership cohort able to lead others. This objective, however, seems to be far from current reality and certainly will remain a dream without well established and effective school leadership programmes. While the international research on school leadership development, for example, those in the UK and America suggests that school leadership has an influence on school performance, and that the

characteristics of effective leadership can be taught (Law and Glover, 2003; O'Shaughnessy, 2007), at present, it appears that there exist no national institutional mechanisms in the Tanzanian education system that promote the coordination and allocation of resources, the utilisation of existing educational leadership development and the harmonisation of the present programmes. The Agency for the Development of Educational Management (ADEM) which was established by the Executive Agency Act of 1997 in order to provide regular and systematised educational management and administration training for all categories of educational management and administration personnel in the education service seems to have made little contribution to the development of secondary school leaders. This situation has led to the demand for change by educationists and the community in general.

However, this does not totally eliminate the continued GoT ambitions to improve schools and schooling, but it does alert to the fact that even if there might be some good school leadership development programmes in place, such programmes have not been fully supported in such a way that they prepare and produce cohorts of competent head teachers. Currently, Tanzania has many institutions, colleges and universities that offer leadership and management training programmes for different sectors including educational leaders, but these are long term programmes which take two, four years to complete and hence they do not have an immediate impact in schools. What is needed is the formulation or an improvement in the existing programmes which target the present school leadership problems to ensure that these programmes are enabled and taught to the needing school heads in such a way that they improve school leadership today and in the future. O'Shaughnessy (2007) argues that

concentrating on improving the school leaders is one among many important ways to deal with education failure.

Evidence from the URT (2001) shows that the management of education and training is undertaken by several ministries, organizations and NGOs, but it seems that the legislation empowering the ministries and institutions to shoulder the responsibilities of educational leadership development has little relationship with the National Education Act No.25 of 1978. This means that in order for either the Act or the policy to work fully, there is a need for a total review that integrates other categories of education and training including leadership, administration and finance. Such a review may well help to shape the present school leadership development programmes for newly head teachers whilst creating a tool that coordinates the available leadership programmes and resources relatively in a similar fashion to the National College for School Leadership.

Challenges and criticisms on the state schools

It is without doubt that the president's policy of constructing many new community secondary schools suggests that he has made secondary education a top priority with the firm belief that a progressive and effective education system is the foundation of a vibrant, stable and sustainable democracy and the best assurance of long-term social and economic development (Maghembe, 2010). But as this Tanzanian lawmaker subsequently admits any achievement in education provision does not come about without challenges. There are many challenges the country has to deal with to ensure that the increase of schools, classes and students is balanced with an increase in teachers, learning materials and well prepared school leaders (Maghembe, 2010). Speaking whilst

inaugurating “Tanzania Beyond Tomorrow”, a programme which was proposed by the government to create an initiative to improve the country’s secondary education system using state-of-the-art information and communications technology, the former minister of education acknowledged that even though the five year school expansion plan has been completed two years ahead of schedule and it was successful in the record enrolment of secondary students, the rapid deployment of teachers and materials does not come without a set of challenges (Maghembe, 2010). Indeed, there are no doubts that the school expansion programme has been successful over the past five years, but there are still debates on the limited leadership training for head teachers. Many head teachers and county leaders appear to be displeased with the ways in which the state is dealing with learning problems, including provision of teaching materials, management and supervision (Rwekika, in Nipashe 2010).

In addition, there are other obvious challenges to new head teachers, especially those who are appointed to head community schools. For example, since it appears that the community schools belong to the community and not the nation unlike the traditional national secondary schools, which provide admissions to any selected Tanzanian student regardless where they come from, there is a general belief that these types of schools are solely community property and therefore only students from a particular community within which the school is built can be admitted into the school. This means students from outside of the community can not be admitted into a school in another community (Sumaye, 2010). However, since selection of students is adhered to under the Ministry of education directives, and that there is a possibility that some students from other communities may join schools other than those in their communities,

the notion of community school as a communal property may therefore present new challenges to newly appointed head teachers. Therefore, leadership training for these new head teachers should be a significant aspect in their headship role and should focus on how to resolve problems such as these. Among many other things, the training will need to focus on how to resolve issues that come about as the result of students being admitted in schools other than those in their own communities.

Moreover, there is a general belief that these types of schools are creating social classes within communities. For example, one experienced head teacher was quoted by the national news paper as saying “new state schools, and generally the community schools have dismantled the national unity” (Rwekika, in Nipashe, 2010). They have created classes within communities (Rwekika, in Nipashe, 2010). He argues that because of many unresolved problems within the community schools such as lack of learning materials, teachers, leadership, and interference of the community leaders in the general operations of the community schools, students from rich families opt not to join these schools after selection is made. Many children from rich families are likely to join private schools leaving only students from poor families striving for admission into the community schools. Based on the above argument there is also a possibility that the future society of Tanzania is going to be divided; one being made from people who have been educated from this type of school, and the other being made of people who are highly educated from better schools and environments. Employers will also offer jobs to those with a good educational background and performance. This may therefore create unequal distribution of jobs based on the schools attended and qualifications. For newly appointed head teachers, this may

undoubtedly present a huge challenge to them, especially those who are appointed to head schools in communities relatively different from their own communities. And therefore, in order to prevent it, the government has a responsibility to improve the learning environment within state schools, in both the traditional national secondary schools and community built secondary schools. Also, the state has to ensure that school leaders are well prepared to teach and to lead their schools, so that the final product of students from the state and community schools are equally prepared and able to compete for places in higher learning institutions, and subsequently in the job market. To this end, in order to provide the contemporary training needed by school leaders, it is important that the state improves the school leadership development programmes presently offered by the ADEM.

Developing head teachers in schools through a distributed perspective

What is distributed leadership?

Harris (2005) describes distributed leadership as “collective leadership responsibility rather than top down authority constructed through shared action and interaction” (P, 1). Distributed leadership in school is mainly concerned with rallying leadership at all levels in the school or an organization, not just relying on leadership from the head teacher (Spillane, 2001). It is a model of leadership which engages the many rather than the few in leadership activity within the school and actively distributing leadership practice; it is one premised upon the interactions between many leaders rather than the actions of an individual leader (Harris, 2005). The emphasis here is about leadership practice and not leadership functions (Spillane, 2001). Other authors argue that if leadership is principally about influence and direction then it makes it easier to lead when

leadership is distributed (Hargreaves and Fink, 2006). On one hand, Spillane (2001) states that in any organisation leadership practice is fluid and emergent rather than fixed, and therefore argues that a distributed leadership model in a school is a form of leadership that takes many on board and is not a delegation; it is promoted rather than mandatory imposed; it is an inclusive concept within which leaders share messages between themselves, students and across schools.

The term of 'distributed leadership' became prominent in leadership literature around the late 1990s (Gronn, 2002), but the concept itself seems to have been around even before Jesus Christ was born (Exodus 18: 15-22). In the book of Exodus, it reads that Moses who was a leader of his people, appeared to do so much for his people by himself and therefore he needed help; he needed a team to work with him; a team formed from within the people he led; a team which would learn from him about how to judge and solve the problems of his people. So when Jethro, Moses' father in law saw all that Moses was doing for his people, he asked:

"What is this thing that you are doing for the people? Why do you alone sit, and all the people stand before you from morning until evening? ...both you and these people who are with you will surely wear yourselves out. For this thing is too much for you; you are not able to perform it by yourself ...listen now to my voice; I will give you counsel and God will be with you: stand before God for the people, so that you may bring the difficulties to God" (Exodus 18: 15-19).

"And you shall teach them the statutes and the laws, and show them the way in which they must walk and the work they must do. Moreover you shall select from all the people able men, such as fear God, men of truth,

hating covetousness; and place such over them to be rulers of hundreds, rulers of fifties, and rulers of tens” (Exodus 18: 20-22)

Jethro’s model of distributed leadership appears to suggest the principle of hierarchal or chain of directives whilst Moses himself remaining a commander in chief; a top leader. In this case, Moses wouldn’t have to judge and solve all the problems of his people by him self, rather, based on Jethro’s recommendations; Moses was required to prepare a team from within the people he led. This team would be taught to carry on the responsibilities of judging and solving matters at different levels of their communities, and they would only bring reports to Moses along with any other matters they feel they have failed to resolve.

While the view of distributed leadership may have remained implicit concept in educational literature over the centuries, studies show that the model is becoming the common form of school leadership development in many countries (Gronn, 2002). In the UK, notably in England for example, the concept has now been given much prominence through the NCSL research and publications (Bennett et al, 2003). Bennett et al (2003) state that the NCSL, through its Research Associate Programme and in collaboration with educational researchers, has created opportunities for school leadership researchers and practitioners to explore various aspects of school leadership, with distributed leadership as a major focus.

Although there is now a substantial body of literature to support the concept of distributed leadership as a key strategy for developing present and future school leaders (Bennett et al, 2003; Gronn, 2002), in Tanzania, there are limited studies available that discuss distributed leadership model in schools.

Much of the current literature available on the subject is based on international studies, some with a few chapters on African education systems and even less about the Tanzania in particular. There are some works, such as that of Bush and Oduro (2006) which focuses on 'New principles in Africa' but with no direct insights on the Tanzanian education system. Others for example, the work of Mahlase (1997); Mc Lennan (2000); Moorosi (2006, 2007 and 2010); Mathibe (2007) and many other educational researchers centre their attention exclusively on South Africa, but again with limited insights on distributed leadership in schools. With the above limitation in mind, it does make sense when Bush and Oduro (2006) suggest that African school leaders are mainly selected based on their teaching records and there is limited leadership training to develop them. Indeed, there is an urgent need for educational researchers across African states to centre their passions into writing about leadership development in schools in Africa, and to ensure that their research work on this underdeveloped area is made available to improve schools in Africa. Through writing about leadership in schools in Africa, it may awake education policy makers to think through and start implementing educational research studies in practical manners that may change the way in which school leadership development is currently being organised. Even so, notwithstanding the limitation of studies available on this topic, particularly on Tanzania, it appears likely that at present head teachers are being developed through a distributed leadership model in schools in Tanzania. This is because the majority of newly appointed head teachers appear to gain leadership knowledge and skills by passing through some forms of leadership pathways. For example, in middle management positions or in positions such as subject leader, department leader, sports leader, discipline leader, deputy head teacher, and others as illustrated in the presentation and discussion chapters.

Managing change in school leadership development in Tanzania

The change process in education

Evidence indicates that when imposing changes in school not all ideas will be welcomed by the participants, some ideas and innovations may be rejected (Fullan, 1999). Richards and Rodgers (1986), who explored the range of innovation in education, particularly change in English language teaching in schools argue that although the design of innovation methods can be seen as a process of acknowledging and attempting to overcome the shortcomings of the existing practice, the development has by no means been a linear one. Some people who are involved to facilitate changes or innovations are not willing to support new developments and when they chose not to accept changes it then creates obstacles towards achieving targeted goals.

Whilst Fullan (1999) notes that there are societal problems beyond the control of schools that may prevent educational reform. However, he insists that societal problems cannot be wholly held responsible for the failure of educational reform. There are other factors such as lack of supporting structures, a deficit in the consultative process, an inadequacy in holistic approach, and the absence of ongoing evaluation and amendment which contribute greatly to the impairment of implementing innovative practices. Fullan (2001) suggests that it is important to understand that change has to undergo change in itself in the description of various models. That, people who are involved in facilitating change need to understand that change is an ongoing process and not a system imposed by the State. He draws attention to the importance of identifying areas for improvement as the initial stage of the change process, followed by the generation of possible solutions to address issues of deficit so identified.

Fullan (2001, p.46) argues that it should be understood that educational reforms are “*hard to conceive and even harder to put into practice*”. He speculates that, schools, perhaps more so than any other organisations, are characterised by “*balkanisation*” (p82), meaning structures that are not simple to allow for immediate change. The state of balkanisation in schools can stand as a barrier to effective change and therefore making the change process in any educational structure, philosophy or practices a goal difficult to obtain. This would mean that if a change process is to succeed, the process must involve all agents, the teacher, the head teachers, the student, the district administrator, the community, the teacher educator and the State. However, there has been a strong argument that changing the culture is the most important aspect since it establishes norms of interaction through which information becomes knowledge and so knowledge becomes wisdom through sustained interaction (Fullan, 2001).

Fullan (1993, and 2001) explicates that at each level of school or organisation, there are dynamics in operation which may resist the proposed change but such dynamics can be prevented by making sure that the whole process of change considers the organisational culture, the perceptions of educational stakeholders, takes a holistic approach towards change and by the presence of follow up and support. Linking these facts to the Tanzanian educational development, and directives for school leadership development, it is essential to question to what extent have educational policies and directives been able to facilitate leadership development for newly appointed and experienced head teachers proportionally to an increase in the number of schools and students. It is also very important to question if head teachers are really involved in the design of quality school leadership programmes and

whether the decisions are top down ones. For example, are head teachers involved in decision making about the kind of leadership training they need to lead their schools? Can they group themselves within their own community and decide about the training they need? These questions need further answers from the participants of this study if we are to establish how they affect schools, children, teachers, community, economy and the whole process of change in the education system in Tanzania. But if the focus of many Tanzanians now is to achieve the vision 2025, by when the country is aiming to have a well educated society ready for her economic, political and social growth, then, there is not doubt that the bottom up model of development would be a desirable means for the country's development.

Fullan (2003a and 2003b) offers a useful suggestion that there is a necessity of dialogues between the government which formulate policies and the schools or educational institutions which implement policies. The necessity of dialogue when implementing change in schools is also noted in Lashway (1998) as the key to successful group dynamics. Lashway suggests that in order to implement change in an organisation it is important that practice concentrate on listening, suspending judgement and seeking common understanding among the participants. Whitely (1995) draws further attention to ideas which are not put into practice due to conflict deeply held internally in some organisations. He argues that the inability to critically review prevailing assumptions and philosophies of the organisation when formulating new strategies may be considered to be the causative factor of failure to implement innovative structure and practices. Hargreaves (1993) suggests a better educational environment and genuine support of teachers as a necessary step forward for any attempt to change. He

argues that teachers must not only accept the inevitability of change, but must also understand the rationales for any proposed changes.

Linking these views to the education system, particularly to education and development in Tanzania, there is clear evidence to suggest that there may be a lack of a holistic approach in education policies and a lack of participation of education stakeholders in education development, and so consequently in leadership development. The study on the new directions in teacher education for quality improvement in Africa (Mosha, 2004), argues for the need to reform teacher education in Africa and Tanzania in particular, for high quality education to be realised. The vision 2025 by which Tanzania is aiming to have a highly educated society ready for her social, political and economic development may be achieved if the education system has a plan in place which defines how the present and future teachers are to be trained. Teachers are the cornerstones of the educational and economic development of Tanzania and they are the group from which many cohorts of political leaders and competent school leaders are emerging. Therefore there is a direct link between teacher education, teachers and school leaders, and the products of the schools where they teach and lead.

To provide high quality education to all children in schools in Tanzania, there needs to be in place the desirable quantity of competent school leaders, who are motivated to lead and teach and be allowed by the education system to participate in change processes in all matters affecting these leaders, the community and the schools. In this case school leaders who are allowed to share their views and be part of the change initiation process, are more likely to enjoy the leadership training programmes rather than the State initiatives, which may be looked on by these head teachers as a “top down” decision. In fostering the

emergency of bottom-up initiatives in which heads take responsibility for identifying their own training needs, the vision 2025 needs therefore to incorporate head teachers' views about what kind of training they need. How can training be organised? Where? And who should teach them? This will be a bottom up approach lead by head teachers themselves. However, on balance, "bottom up" initiatives may sometimes induce critiques. In particular, it should likewise be noted that a holistic approach is not always required. Individual perceptions may bring many conflicting ideas, whilst an urgent need may require immediate decision by the State. But, in the case of Tanzania, the evidence from the literature indicates that the integration of teachers and school leaders in planning changes can impact positively on their teaching whilst improving schools and is an important step for a successful change.

Fullan (1999) has also argued that the change process can only provide stability to individuals if the changes are ethically founded. He suggests a significant collaboration between agents to develop a shared vision which incorporates the ethical foundations of any change. Kennedy et al (1999), on the other hand, recommends that the State needs to support important connections between participants' roles, in this case the roles of school leaders, education stakeholders, and teachers who all have an interest in change. This may mean that "top-down" as well as "bottom-up" strategies are necessary for both change and innovation to happen.

Both Fullan (1999) and Kennedy et al (1999) regard change as an imperative aspect which can occur in any area, in classrooms, in schools, in the school system, or in society at large and thus the tension between "top-down" and "bottom-up" initiatives need to be considered as the key component in the

introduction of change at any of these stages. Hence, the institutional support for bottom-up innovation is as important as it is to “top-down” approach (Fullan, 1999). As a result the change process in educational transformation requires new capacities within three levels and across their relationships. This is *‘the tri level argument’* (p.39) which involves the school, the district and the State. Fullan (2001) suggests that because the systemic nature of change is dynamic in itself, it is impossible for a single person to understand the totality of change in a dynamic complex system, and hence every one is a change agent. When linking these ideas to this study, it suggests that the agencies involved in educational change, particularly in leadership development in Tanzania, have to include the State and teachers, the community and education institutions that all have obligations to share and understand that they are all education change agents. Therefore, in order to succeed they need to agree to work together to create common agreements for the schools and children in Tanzania.

Summary of the literature review

This literature review has drawn knowledge from a wide range of sources. It has used leading literature on education and development, school leadership development and change processes from educational leadership perspectives. The key aim of this review was to gather different models in school leadership development and how these models can provide a way forward in the education system of a country like Tanzania. The review has consulted many important areas in school leadership development programmes, which will be developed in the research and evaluated as to their relevancy to Tanzania. Much of the details on school leadership models reviewed in this research study are summarised in the concluding part of this review.

The review has highlighted the importance of continuing professional development for newly appointed heads worldwide, and international perspective on head teacher training. This has been presented in a way that identifies the English and American models of school leadership and the ways in which these models have succeeded in the development of head teachers. The review has also outlined the importance of mentoring and coaching for newly appointed heads in the UK, notably in England, and linked these international models of school leadership models to the national perspective on head teachers' training programmes and innovations in schools in Tanzania.

I have made it clear that it may be idealistic to suggest that Tanzania can apply the western models and methods on school leadership development to its schools because of its lack of sufficient budgets. I have, however, considered that the mechanisms which are embedded in school leadership training, for example, the set up of leadership programmes in England, have their merits and can be learned from.

The review has also looked at change processes in education, and several key issues have emerged. There is an urgent need for the State to seek and embed ideas from all change agents; teachers, school leaders, community and educational institutions and those whose contributions can benefit schools if change is to enable the development of schools, teachers, leaders and the community. Education policies, mainly those which are initiated from a "top down approach" may have a negative impact on all key players in education and development, and hence a key way to avoid this is to allow all education providers including teachers to participate and contribute in education policy formulation.

Furthermore, this review has also highlighted many other key issues, which are also significant to the development of this thesis. These include the importance of expanding the collective capacity of school, community and organisation members to effectively engage in school leadership development processes. It has also been noted that common elements in school leadership development worldwide need to include vision, mission and transformational leadership, learning and teaching or instructional leadership, human resources management and professional development, financial management and management of external relations to improve schools. More importantly, education and change processes have to address the ways in which the training and development of school leaders can produce leaders that are well prepared to manage the curriculum, school structures and be able to train future cohorts of leaders. These issues are common elements which are needed in school leadership development for new head teachers in different countries, and particularly for Tanzanian head teachers.

Conclusion

This review of literature on school leadership development programmes has thematically reviewed resources on leadership development programmes for newly appointed head teachers in the UK, notably in England, the US and worldwide. It has looked at a number of themes such as the international perspective on head teacher training, the importance of continuing professional leadership development for newly appointed heads, educational change processes, mentoring for new head teachers, the national perspective on head teachers' training programmes and innovations in schools in Tanzania.

In exploring the above themes, the literature was guided by the research questions. These research questions draw from newly appointed head teachers' perceptions about the national policy on leadership training for Tanzanian schools, about the sufficiency and significance of continuing professional development programmes, about the meeting of their personal development for headship and the extent to which international models of school leadership development can further inform school leadership development in Tanzania and the directives that inform it. These questions have been thematically useful in directing the findings for this review. The questions have directed the discussion and have also drawn on different issues on school leadership development for new head teachers. These issues are such as the significance of these school leadership programmes, and the ways in which school leadership training programmes (models) are implemented to provide new head teachers with useful knowledge, skills and abilities to lead schools with confidence in their early years in the headship role.

Some of these models have been subjected to critique. The NPQH in England for example, which was criticised for a lack of a competence system (Revell, 1997); its discouraging nature and that the programme lacked a centralised staff college experience (Downs, 1996). However, notwithstanding differences in culture, government and educational budgets, the English perspective seems to provide a good model for school leadership development in Tanzania. The NCSL which uses leadership programmes such as the National Professional Qualification for Headship (NPQH), the Head Teacher Induction Programme, the former Leadership Programmes for Serving Heads (LPSH) and most recently the Leading from the Middle (LftM) which mainly offers school leadership training in England and Wales, has some models that may well be learned by school leadership development programmes in Tanzania.

In addition, many researchers who I reviewed for this study have contended that an effective mentoring approach in school leadership development worldwide is the key to school improvement and reduces stress for school leaders. Many authors (Bolam et al, 1995; Bush and Coleman, 1995; Grover, 1994; Monsour, 1998; Draper and McMichael, 2000; Hobson, 2003; Bush et al, 2007; Bush, 2008; and Crawford, 2009) suggest that mentoring and coaching can help to reduce feelings of isolation, stress and frustration, help in professional growth, and improve personal skills, as well as increase in their confidence and self esteem. Furthermore, the literature review has explored head teacher training programmes in Tanzania which appear to contain unclear goals in developing school leaders and therefore require review. Since there has been no clear direction in school leadership development in Tanzania, the model and mechanisms embedded in school leadership development programmes for

newly appointed head teachers, for example, in the UK, particularly in the English and the US systems, given some cultural or policy adaptation, might be excellent examples for an education system that uses English language as a teaching medium to follow.

Moreover, this literature review has also examined the literature on the change process and how change processes can positively impact the education system. The emphasis here is to show that the involvement of school leaders and teachers, community and education institutions in change processes in education can create better educational policies and the realistic implementation of those policies. Evidence from a number of studies reviewed suggests that the change process needs to be encoded in a systematic way which incorporates ideas from all education providers including head teachers and the community. In this case, Tanzania can not be excluded from adopting educational changes that ensure the inclusion of suggestions from all agents for change, if the country is to succeed in its education development and school leadership development policies. Chapter three is concerned with the research design, strategy and methods.

Chapter three

The research design, strategy and methods

Introduction

In educational research, as with all social science research design, the nature of research design is to have the research problem drive the methodology. Researchers therefore undertake their studies to understand the assumptions behind their research in order to justify the particular methodologies and methods of their work (Myers, 1997; Pring, 2000; and Cohen et al, 2003; Denscombe, 2003). Justification of the methodologies and methods needs to relate to the researcher's philosophical perspective that underpins the research (Crotty, 1998). According to Crotty, philosophical perspective is something that reaches into the assumptions about reality that researchers bring to their work, and to ask about these assumptions is to solicit the theoretical perspective. This section is concerned with identifying the theoretical frameworks underpinning the research study, the chosen methodology, and why this methodology and subsequent methods are deemed more suitable than others. This chapter centres on the following important areas: the wider frameworks of the research; the philosophical approach; survey and sampling; semi-structured interviews; data analysis and finally the different management issues and these include access, position of the researcher, ethics, validity and triangulation.

The research study is guided by the following research questions:

- 1 What are the perceptions of newly appointed secondary school head teachers in state secondary schools in Tanzania about the national education and training policy and the directives that shape their school leadership development?
- 2 What are the perceptions of newly appointed secondary school head teachers in state secondary schools in Tanzania about the sufficiency of CPD programmes for leadership development in meeting their professional leadership development needs?
- 3 What are the perceptions of newly appointed secondary school head teachers in state secondary schools in Tanzania about the meeting of their personal development needs for headship?
- 4 In the light of findings from research questions 1, 2 and 3, to what extent can international models of school leadership development further inform secondary school head teacher development in Tanzania and the directives that inform it?

The wider frameworks of the research study

Much has been written about the need to determine the wider frameworks or paradigms before embarking on research study (Denscombe, 2003; Cohen et al, 2003; and Wallace and Poulson, 2003 Hart, 2005). Cohen et al (2003) contend that in order for the researcher to be successful in generating a research

study, the research should be grounded within the appropriate methodologies. It has also been further argued (Crotty, 1998; Denscombe, 2003; and Cohen et al, 2003) that the theoretical perspective justifying the choice of methodology needs also to have an understanding of what constitutes human knowledge, what kind of knowledge the research study is generating and what characteristics this knowledge contains. These issues are related to ontology and epistemology, which inform the theoretical frameworks and the subsequent type of methodology, methods and grounds for a good research study. In eliciting the head teachers' perspectives on leadership development for Tanzanian schools, this research is grounded in the wider frameworks of Wallace and Poulson with the goal of attempting to develop knowledge for critical evaluation and knowledge for action.

Wallace and Poulson (2003, p.23) contend that knowledge for critical evaluation must:

“Attempt to develop theoretical and research knowledge from an explicitly negative standpoint towards practice and policy, in order to criticise and expose the prevailing ideology underlying existing practice and policy and to argue why it should be rejected, and sometimes advocating improvement according to an alternative ideology”.

On the other hand, knowledge for action must:

“Attempt to develop theoretical and research knowledge with practical application from a positive standpoint towards practice and policy, in order to inform improvement efforts within the prevailing ideology” (p.23)

Therefore, this research study aims to develop knowledge from positive and negative standpoints. It assesses the current situation in leadership development for Tanzanian schools and suggests the ways in which the existing policy and practice could be improved to provide for better school leadership training for many untrained heads. However, it must be understood that as a researcher I know that it is not correct to state that the Tanzanian education authorities have completely failed in school leadership development, but the desire to develop knowledge for critical evaluation and for action stem from the belief that there are some areas in school leadership development which are still neglected by the education authorities. The prevailing ideology of the state, as the main education provider, and of the other education providers appears to be contributing to the on going problems in leadership development in schools. For example, assuming that experienced teachers can be promoted to lead schools without any formal training is one among many other problems in school leadership development in Tanzania. Many education proponents, researchers and parents believe that such assumptions contribute to the poor level of education being provided not only in secondary schools, but in all levels of schools in Tanzania. Therefore by engaging with such critical knowledge through newly appointed heads I can elicit the dominant ideology which structures

national policies and leadership directives, and begin to formulate why and how policies and directives can contribute to positive practice.

To this end, I have used a humanistic approach and a small tick sheet questionnaire to gather perceptions from the experience of newly appointed secondary school heads, those in year one and two of their headship role. I used head teachers' personal accounts to elicit their training needs and the kind of support they have so far received from the education provider(s), mainly the State. Gunter (2003, p.56) is of the opinion that:

“those who locate themselves in qualitative work not only raise concerns about the operational aspects of positivist approaches, but also take the position that personal accounts of leadership experience and perspectives about the job are vital”

The above quote implies that, in order to better understand about the nature of leadership development in schools in Tanzania, it is important to use head teachers' personal accounts. These leadership personal accounts come from the interviews with school leaders, who may be facing a tough time to accomplish their duties because they do not have formal leadership training to lead schools. Cohen et al (2003, p. 276) further advocates that:

“The interview is not just simply concerned with collecting data about life: It is part of life itself, its human embeddness is inescapable”

Using interviews and a small tick sheet questionnaire was the best way of eliciting and expanding head teachers' personal experience in order to find out to

what extent there is a problem in school leadership development. This information was gathered and interpreted in order to form, and contribute to the experience and knowledge that may be used to develop useful training programmes. In order to achieve this, I used literature which enabled the research study to employ different research approaches in such a way that the research study would realise its aims. Denscombe (2003) suggests that all research approaches have to be firmly grounded in the applicable philosophical approach. In this case, this humanistic research study is grounded in an interpretive paradigm which aims to acquire perception of possible multiple realities.

Philosophical approach

The philosophical approach in this research study is based on understanding, describing and interpreting the experience, perceptions and suggestions from newly appointed head teachers about their own leadership training and that of others in schools in Tanzania. There are many social science research approaches, but of these strands, a phenomenological approach is of particular interest. A phenomenological approach was introduced into social research by Husserl in 1913 (Guba and Lincoln, 1998). Unlike scientific approaches, its primary focus is not on causes of things, but on the interpretations (Denscombe, 2003). Scientific researchers are however concerned with how social science researchers can present meaningful results when using a phenomenological approach. In fact, while the purpose of science is simply to stick to what can be observed and measured (Cohen et al, 2003), knowledge of anything beyond a scientific approach would not be considered to be valid. In contrast, researchers who are concerned with phenomenology have

maintained their stance arguing that things are meaningful when they are studied from multiple perspectives and meanings. The nature of the phenomenology approach suggests that knowledge of the perceived world is meaningful in its own terms and can be understood through careful use of an interpretive approach which provides multiple realities (Cohen et al, 2003; and Denscombe, 2003).

A phenomenological approach was employed in this survey study by using 20 in depth semi-structured interviews which were conducted with secondary school heads. The interview sessions lasted typically one hour. As has been stated in part one (see page 2-3) there has been an increase in the number of secondary schools in Tanzania and hence an increase in newly appointed heads to lead these schools. The selection of these schools was based on prior survey which aimed to pinpoint those schools with new heads, especially those in year one and two of their headship role. By only choosing 20 schools, unfortunately, it does not allow room for generalising the findings, but for the purposes of this first study, the sample was sufficient and has provided enough data for the study. The data which has been collected using this approach has offered a unique account of the phenomena that cannot be achieved using scientific methods as far as this study is concerned. In essence, a phenomenological approach aims to study the perceptions of peoples' experiences of local phenomena as a reality based experience (Hart, 2005). In this case I gained head teachers' experience, perceptions, and suggestions about their own continuing professional development and that of others in Tanzanian schools. Scientific researchers may dislike it perhaps because it appears chaotic and lacking conformity to any theory or model, but this approach provided me with the ability to conduct a qualitative

research using in depth semi structured interviews with twenty secondary school heads who thoroughly expressed their views, feelings and provided suggestions on how leadership development for Tanzanian schools can best be approached. This approach has therefore suited this research study. The choice of schools has been fully justified in a later section on 'selection of schools and respondents'.

A phenomenological approach

Perhaps it is important to clearly relate the implication of a phenomenological approach to this research study, and how does this approach fit into the philosophical stance in terms of ontology and epistemology?

By definition, ontology is a branch of philosophy concerned with the nature of being (Gunter et al, 2005). It is concerned with reality and truth and tends to ask questions such as: what is the nature of the world? What really exists? What reality? In practice, it can be argued that reality and truth are given and are external to individuals. Epistemology, on the other hand, is the philosophical study of the nature, limits, and grounds of knowledge. Among many other questions, epistemology asks what distinguishes different kinds of knowledge claims, what are the criteria to allow these distinctions to be made and what is evidence?

There are two approaches one can view these two from and these are: the interpretive and positivist approaches. Cohen et al (2003, p.5) state that the positivist views the social world as:

“ essentially as the same as the natural sciences and are therefore concerned with discovering natural and universal laws regulating and determining individual and social behaviour while the newer interpretive approach is seeking to explain human behaviour emphasises how people differ from inanimate natural phenomena and from each other”.

These two different approaches represent the views of social reality that the proponents of each approach embrace and are fundamentally important in a natural world as are concerned with the nature of being or existence (Cohen et al, 2003). Social ontological researchers are concerned with knowing if human beings independently construct reality or if reality is external to and separate from their individual perception. They seek to address whether the positivists or interpretive ontology is valid. These standpoints provide the questions on reality and truth, which need to adhere to the scientific approach and a belief that the world and things within it have independent existence (Cohen et al, 2003).

Epistemologists are concerned with the nature of knowledge, for example, what can be known and how it can be transmitted and whether it will have a direct effect on the research methodology adopted (Pring, 2000; Robson, 2000; and Cohen et al, 2003). It is concerned with philosophical claims about the ways in which the world is known to us or can be made known to us and, as such, provides a philosophical grounding for deciding what kinds of knowledge are possible and how we can ensure that they are both adequate and legitimate.

The above two debates hold major implications for the design of this research study on head teachers' perspectives on school leadership development for Tanzanian schools. The research study was set within the

interpretive paradigm, and it employed a semi- structured interview technique to collect data from 20 secondary school heads, but it did not completely exclude the scientific approach since knowledge can be obtained using both scientific and social science research techniques. However, the stance that I took here was firmly grounded in the perspective that enabled me to gain multiple realities and truth based on the experience, perceptions, suggestions and insight of newly appointed head teachers in Dar es Salaam region of Tanzania. This was achieved using interviews which allowed face-to-face interaction, whilst allowing prompts and probing techniques to gather further data.

The researcher's position

My position in this research study was firmly grounded in the perspective to 'remain objective'. I am a teacher who studied and later taught in secondary schools in Tanzania for many years, and therefore I used my teaching experience and knowledge of the education system in Tanzania in a way that did not affect this research study negatively or otherwise. For example, during the interviews, data analysis, discussion and presentation, I took a stance that ensured I did not take any side between the authority that provides leadership training and the respondents. This was to ensure that my conclusions on the present study were only based on the respondents' perceptions. In order to make certain that my position was clearly known to my respondents, I did the following things: Whilst conducting a purposive sampling, I introduced myself to each of the respondent that I was a secondary school teacher, who was conducting the research study as part of the doctorate programme at the University of Birmingham in the UK. This was followed by an official consent form, which each participant signed to consent for their participation before the beginning of the

interviews. I also informed the respondents that, where possible, a paper, which may include anonymised findings from the study, will be published, and if part of the work is published, the findings could contribute on the present and future head teacher training programmes in Tanzania.

Having informed the respondents that I was a secondary school teacher, it reassured respondents and further enabled them to freely express themselves believing that we had common interest in this area of school leadership. Participants were able to provide further about their training needs. They (interviewees) appeared to express themselves with passion and in confidence. Indeed, this was true because not only their perceptions were the central objectives of this research study, but their contributions on the present study are also significant in reflecting on possible improvement needed in school leadership development in Tanzania. Denscombe (2003) argues that, in order to fully engage the respondents in a study, the researcher is inclined to show passion, to respond with feeling and to engage in a true conversation with the interviews. "The researcher will become fully involved as a person with feelings, with experiences and with knowledge which can be shared with the interviews" (p, 171). However, Denscombe (2003) further warns that this style of interviewing needs to remain "unconventional" and the researcher should be committed to make it work. The above may mean that researcher's engagement with the subject or the interviewees is okay, and passion is also acceptable, but not so that it influences questioning or findings. In the present study, the questioning and findings were objectively recorded. During the interview process, I reserved in my mind that, the fact that I have not led any school in the past, it means that I had a limited knowledge about the headship role, and therefore it

was important I use my teaching experience fairly to draw on multiple realities from school leaders themselves and use those realities to enlighten areas for possible improvement in leadership development for Tanzanian schools. Firstly, I believed that individual head teachers know better about their own training needs, their headship role, and have the truth of what is going on in terms of school leadership development in Tanzania. But their abilities to participate in the change process appears to be affected, controlled or hindered by external powers; the bureaucracy of the education authorities. Secondly, since these school leaders can interpret their experiences relatively well, it means they can also contribute to better ways of improving schools. Hence, their knowledge and experience is essential to managing change in school leadership development in Tanzania.

Research methodology

This research study was descriptive in approach, and it used a qualitative research methodology to collect data from 20 head teachers in twenty contextually different secondary schools. This approach was selected because of its manageability, especially its efficiency in the use of time and in obtaining a first hand information through participants' perceptions and opinions. Face to face interviews and a tick sheet questionnaire were used to collect data from 20 new heads of schools

Semi Structured Interviews

A major section of this study employed semi-structured interviews to collect data and thereafter analysed, and made recommendations based on the findings from a survey sample of twenty head teachers in twenty contextually

different state secondary schools in the Dar es Salaam region of Tanzania. Denscombe (2003) states that with semi-structured interviews, the interviewer still has a clear list of issues to be addressed and the approach does allow the interviewer to be flexible on the topic and, more significantly, the interviewee is also allowed to develop ideas and speak more widely. "...is the one-to-one variety, which involves a meeting between one researcher and one informant" (p.167). Indeed in this research study, semi structured interviews were used to collect data on a one-to-one basis, which involved a meeting between the researcher and the interviewees. I used interviews as a main method because I wanted the respondents' perceptions and stories about how they are being trained, their headship needs and perhaps how the lack of leadership training impacts upon their lives in the headship role. According to Gunter (2003) this kind of approach is called a humanistic approach. Denscombe (2003) states that the semi-structured interview method is popular because it is relatively easy to arrange compared to structured, group and focus group interviews. This rationale led to use semi-structured interviews with head teachers in their own schools. Many of these meetings were conducted immediately after school hours when children were dispersed for home, leaving a calm atmosphere for conversation.

I visited a variety of schools to identify a sample of twenty head teachers that had been in the headship post for one to two years. This was in my best interest to obtain data which could be used to explicate the kind of leadership provision and support these new head teachers had received and would like to receive to enhance their leadership knowledge, skills and abilities to lead schools in their early years in the headship role. Nine of these schools were community-state managed, while eleven were managed solely by the State. Five of these

schools were in the category of big schools as they had over five hundred students and had up to year three classes by the time of interviews. Fifteen schools were small as they had less than five hundred students and had students up to year two by the time of interviews. All schools were co-education meaning they had both boys and girls.

Twenty interviews were conducted. The interview sessions lasted typically one hour. There was one planned interview in each secondary school with the head of school. [The interviews were a kind of conversation, a conversation with a purpose (Patton, 2002)]. The interviews were flexible and adaptable which allowed head teachers to relax, facilitating an explorative conversation. The main reason interviews were carried out as opposed to distributing questionnaires is firstly, the data collected through this approach becomes qualitative and secondly, the research questions about the head teachers experience and perceptions could not easily be studied using questionnaires. Thirdly, I anticipated that sending out questionnaires would not provide the richness of data sought, probably because these head teachers were very busy and were dealing with many new issues for their schools, and therefore they would not respond to questionnaires as fully as when they participated in the interviews. Generally, interviews are better than questionnaires for perceptions and stories (Denscombe, 2003). However, as indicated, part of this research study used a tick sheet questionnaire which had a list of national standards facets or characteristics for school leaders in Tanzania (see appendix 5). At the end of each interview participants were asked to complete the questionnaires to identify their agreement, disagreement or neutrality as to whether they perceived the leadership training which they had previously received had or had not prepared

them to meet those standards. The questionnaire was returned to me on its completion following the interviews.

Why semi-structured interviews?

Semi-structured interviews involve broadly stated questions about human experiences and realities, constructed to draw perceptions from respondents in their natural environments, using their experience and insight, generating rich, descriptive data that helps the researchers to understand their experiences and attitudes (Cohen et al, 2003; and Denscombe, 2003). It has also been stated (Patton, 2002) that the dialogue technique is a qualitative approach which is concerned with the processes rather than simply with outcomes or products. It focuses on the participant's perspective while is also directly concerned with the context within which the research is conducted, for example, the school. It further recognises the view of the powerless and excludes those on the outside and therefore emphasises an understanding of the perspectives of all participants at the site and challenges the hierarchy credibility (Cohen et al, 2003; and Denscombe, 2003).

In particular, Denscombe (2003) states that interview technique can produce words in the form of comments and statements. Its aim is to find out people's feelings and experiences from their own point of view rather than from that of the researcher. Interviews have a greater validity since they use a holistic approach to research that does not reduce participants to functioning parts and the approach has become more acceptable in educational research (Cohen et al, 2003). By using semi-structured interviews in the present study, the approach allowed school leaders to present their views, feelings and opinions, and how

their own experiences may help to fill any gaps in practice in this area of leadership development for Tanzanian schools.

A tick-sheet questionnaire

A smaller section of this study employed a tick-sheet questionnaire (see appendix 5). The tick sheet questionnaire was used to secure data relevant to research question two and it informed a subsequent interview phase of the study. The facets in the tick sheet questionnaire are adopted from the Management Book for Secondary School Head Teachers in Tanzania (MOEC, 1997) and they form the main characteristics of the national school leadership standards for head teachers in Tanzania. The management Book for Secondary School Head Teachers is a handbook, which contains the qualifications, knowledge and skills required and general guidance for secondary head teachers. It also contains a number of directives that head teachers are required to follow whilst exercising their headship role. The adoption of a tick-sheet questionnaire from this management handbook for secondary school head teaches includes facets about qualifications, knowledge and skills requirements. In this section there is a directory of 'to do list' for aspirant heads, which states what they are expected to know, how they need to be, what they are required to follow and their expected performance. The questionnaire was given to participants to confirm their agreement, disagreement, neutrality or otherwise with how well they perceived the school leadership training and development programs prepared them for headship with respect to the national standards for head teachers. The research data from the tick-sheet questionnaire presented in the analysis chapter highlights the distribution and balance of participants' opinions; whether they agree, disagree, or are neutral or otherwise about how well they were prepared

for headship role with respect to the national standards for head teachers. More discussion on a tick-sheet questionnaire will be presented as this research study develops.

The choice of methods and methodology

The choice of an appropriate methodology and methods can be described as a strategy, plan of action, process or design lying behind the choice of particular methods and linking the use of methods to the desired outcomes (Crotty, 1998). In this sense, research methods in this context are described as the techniques for data collection. The qualitative research method is the predominant methodology used in this study, but as I noted in the introduction chapter, I have also used a tick sheet questionnaire to gain supplementary information on leadership standards, therefore making this study not wholly a qualitative one. Nevertheless, Cassell and Symon (1994, p.22) contend that:

“...the label qualitative methods have no precise meaning in any of the social sciences. It is an umbrella term covering an array of interpretive techniques which seek to describe, decode, translate and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring phenomena in the social world”

While the above quote may adequately describe qualitative research, Miles and Huberman (1994) focus their understanding of qualitative research on data in the form of words drawn from observations, interviews or documents. They hold that data collection activities are typically carried out in close proximity to a local setting for a sustained period of time and that the data is not usually

accessible for immediate analysis, requiring some processing. For example, interviews need to be audio-taped, transcribed and, where necessary, corrected. Indeed, their notion does signal a range of potential methods that take into account the philosophical considerations discussed above.

Therefore, as it has been presented in previous pages, this study used a phenomenological approach and the deployment of in-depth semi-structured interviews as the appropriate means to draw on head teachers' experience, perceptions and suggestions on leadership development for Tanzanians schools. During the interview session participants were supplied with a tick-sheet questionnaire (see appendix 5). This tick sheet contained characteristics or facets for leadership standards in Tanzanian schools and respondents were asked to tick against the characteristics they perceived most significant to them. The use of a small tick sheet questionnaire has adequately provided additional rich data for the study.

I believe that if I wholly used a quantitative method, I would have encountered many disadvantages compared to interviews. In quantitative research, when a questionnaire is mailed for example, anyone can supply the answers therefore affecting the validity and trustworthiness of the data collected. More importantly, interviews on the other hand, offer the possibility of modifying one's line of enquiry, allowing the interviewer to follow up interesting responses and investigate underlying motives in a way that postal and self administered questionnaires cannot (Denscombe, 2003), therefore enhancing the validity of the data. Patton (2002) underlines the use of interviews as essential as they are part and parcel of sampling methods that provide the researcher with useful and rich information.

Moreover, in the present study there are different methods used in qualitative research. Cohen et al (2003); Denscombe (2003); and Scot and Usher (1996) comment on the use of multiple methods which include in-depth interviews, documentation, observation and measurements, and the justification of these methods as an effective way of generating applicable knowledge in social science research. The use of multiple methods is considered (Denscombe, 2003) good practice and leads to effective research studies. However, it may also be argued, especially in social science research, that there is no such a thing as a static and true knowledge. Researchers believe that in order to be able to produce a good research study it is important for a researcher to be able to consult with other social science studies and to build upon it. As such, social science researchers can therefore argue that knowledge in social research studies comes from filling the gap of what is missing in the chosen topic. In contrast, scientific researchers and those who use scientific approaches believe that science is the way to get the truth, to understand the world so that they can predict and control it. However, Denscombe (2003) states that phenomenologist view reality and truth as the product of individual perception and that there are multiple realities shared by groups of people who bring knowledge as a subjective matter based on experience and insights. Therefore since the social world keeps changing everyday, it becomes apparent that social science researchers have to build this change into their research studies.

In summary, this research study combined the main qualitative method with a small tick sheet questionnaire to collect data, all of which have provided a wide range of responses from the interviewees. Current literature has also been reviewed and consulted. This combination has made it possible to obtain

sufficient data to form a wider perspective, to compare and to analyse school leadership development in both Tanzania and worldwide.

Formulating and piloting the interview questions

The interview questions were formulated from issues identified from the literature and the current policy and directives for leadership development in Tanzanian schools. The questions were gathered to draw on the experience of newly appointed head teachers about how they perceived:

- The national school leadership development policy.
- If policy and directives were being helpful/unhelpful in shaping their transition to headship.
- The equality of opportunities in school leadership development.
- What school leadership training have they received and how well did the training prepare them for headship?
- What are their CPD needs?
- If they (head teachers) judged the directives to be influential in their accession to headship role.
- What improvement or change in school leadership development can be made?
- Are CPD programs/directives helpful with respect to personal development?

A copy of actual full interview questions is included in this thesis (see Appendix 1). The interview questions were piloted with two participants; interviewees 1 and 2 and also verification was sought from the Tanzania research clearance body.

There were no changes required to the proposed main research and interview questions.

Surveys and Sampling

Selection of schools

Much has been written about survey and sampling. Denscombe (2003) states that social researchers are frequently faced with the fact that they cannot collect data from everyone in the population within which the research is taking place, because of cost and time limitations, they often have to locate a smaller group to represent the large group. Cohen et al (2003) argues that the decision of social researchers to reduce the population is to create a small sample, which is taken as the representative of the population being studied. However, as it been presented in chapter one (see page 8-10), the contextually different schools were deliberately chosen in order to provide a potential broad base of perceptions from new heads in this first study.

So, since it is difficult to cover the whole population, a small sample was inevitable for this research study. Thus, based on above arguments this survey study on school leadership development in Tanzania therefore contained a small sample of twenty new secondary school heads from twenty schools in the Dar es Salaam region. Nine of these were community state based schools which are managed by the central government in collaboration with the nearby community and donors. Other eleven schools were entirely state managed. Most of these schools were newly built mostly two to three years old by the time of interviews, which was from April to December 2008. Also the majority of head teachers who lead these schools were also new in the headship post. The Dar es Salaam region was selected based on a number of merits. Firstly, it is a capital city of

Tanzania and has had a significant increase in the number of the traditional national and community secondary schools, many of which are newly built to accommodate the increase in the number of children who need schools in the region. Secondly, because of the need to accommodate many children, these schools are built at a short distance from one another and therefore it made it possible to reach head teachers without having to travel long distances from one region to another. Importantly, these schools are within the region where I spent many years as a student and as a secondary school teacher as well. With this geographical advantage, I anticipated that the whole process of arranging and conducting interviews would be in the best interest of the research study. I used my experience and knowledge of schools, schooling and teaching in the region to approach the interviewees and it was possible to gain access to school leaders.

Selection of respondents

Since there has been an increase in the number of new secondary schools in the region, selection of respondents was purposively done based on the number of years head teachers had been leading schools, in other words, the length of service in the headship post. I used a purposive sampling technique to identify schools and participants. However, the target sample included head teachers with one to two years in the headship role. Statistics show that up to 2007 there were 50 new secondary schools to be completed in the Dar es Salaam region adding to the already established 52 to become 102 (URT, 2007). This research study concentrated on those secondary schools which had been completed some years before and had already enrolled students up to year three. Given the fact that the Dar es Salaam region had many schools all of which would suit the criteria for this research study, I conducted a purposive

sampling technique and visited numerous schools before the interviews. Through these visits I selected schools which fitted my criteria of year one and two. Denscombe (2003) comments that the use of purposive sampling techniques assumes that there is a sufficiently large number of sample selected and that the selection has genuinely been those intended. However, Cohen et al (2003) challenge that there is no clear cut answer for the correct sample size; it depends on the purpose of study and the nature of the population under scrutiny, and also the logical decision of the researchers. They further suggest that the number of variables or respondents set out to control in the analysis and the type of data the researcher wishes to collect must inform the researcher's decision about sample size prior to the actual research undertakings. On the other hand, sample size can also be determined by the style of the research study (Cohen et al, 2003), for example, in some research studies such as ethnographic or qualitative style, researchers are more likely to use a small samples size. So, in eliciting the head teachers' perspectives on leadership development for Tanzanians schools, twenty secondary school heads were selected from many other head teachers to represent the population. Selection was done through an initial purposive survey that elicited and narrowed down participants to the required number of twenty head teachers.

These head teachers were able to explore their perceptions about school leadership development and therefore provided the reality of their leadership careers and suggestions about the ways in which improvement in schools and schooling in Tanzania could be achieved. It needs also to be understood that this small sample of twenty head teachers was enough to represent this first research study. Importantly, even if generalisation of the findings from this group is not

possible, the knowledge from this group is likely to provide a wider understanding and the way forward for change and, also a room for other studies which may include a larger number of head teachers.

Data analysis

Perhaps the more challenging task in this research study was the analysis of qualitative data. Since the main aim of qualitative data in this research was to discover the perceptions and experiences of the participants so that any emerging themes could be identified, these themes were then grouped into categories that relate to the phenomenon under investigation. For example, data collected using in-depth interviews from head teachers were transcribed and then coded using the “open coding” technique, while the data collected using a tick sheet questionnaire are presented against each of the facets in Table one in chapter five. The open coding technique is a process of discovering the dimensions of the concepts contained in each of the interviews (Cohen et al, 2003). The process of open coding allows the researcher to expose the thoughts, ideas and meanings contained within the text of interviews. In general, during the open coding process data were broken down into discrete parts, closely examined and compared for similarities or differences and thereafter data was presented. Crotty (1998) states that open coding is effective in theory building as it allows the researcher to identify concepts or labelled phenomena.

The process of transcribing and coding research data after each audio taped interview was completed before the analysis. During this exercise there were themes that were repeated in the subsequent transcripts, which I used to further clarify each description thereby allowing additional in-depth understanding of participants’ perceptions on the question. I have also analysed data from the

tick-sheet questionnaire in the next chapter. The amount of ticks are presented in a form of numbers against each facet to represent participants' perceptions about how they perceive they were prepared by leadership in colleges to meet the required national standards for school leadership in Tanzania.

Lastly, throughout this research study I encountered fewer responses from participants particularly on research question three. The majority of participants thought that many issues were more relevant to the other two questions. There is presentation evidence to show that this question had therefore accumulated fewer illustrative quotations compared to other interview questions. There were two participants who wanted to be interviewed whilst code switching from English to Kiswahili language but they instantly changed their minds and were interviewed in English. All other problems were addressed and the research study was conducted with minimum obstacles.

Other important aspects considered

Other important aspects I have considered for this research study were access and ethics, validity and triangulation. Some of these elements have been discussed in the previous chapters and readers may wish to refer to those chapters. In this section, issues of access and ethics are drawn together as they depend to one another as far as Tanzanian research governing body is concerned. Position and pilot also form one part of the discussion while validity and triangulation form the other.

The ethical issues that surround this research study

Much has been written about research ethics in social science research. Cohen et al, (2003) contend that the principle of informed consent should be apparent at the initial stage of the research study. This means that once the informed consent has been obtained it then allows the particular researcher to be able to visit the institutions such as a school, college, university, office of an organization and have access to people or respondents the researcher would like to interview or complete questionnaires. *"...investigators cannot expect access to a nursery, school, college or factory as a matter of right"* (p.53). Therefore, Cohen et al (2003) advise that an official permission to undertake one's research in a certain community must be obtained first. In this case, issues about access, position, pilot and ethical consideration of the research had to be clearly stated to the particular research governing body prior to undertaking the study. People should never be forced or coerced into helping with research (Denscombe, 2003). Participation must always be voluntary and participants must have sufficient information about the research to arrive at a reasoned judgment about whether or not they want to participate. Denscombe (2003) suggests that there must be a form of consent which explains to the participant the intention of the research, the participants' right to withdraw and how the participant's rights are to be protected. Most societies have some kind of data protection legislation which defines different boundaries of use of data by researchers.

In the UK, for example, individual's rights against any harm arising from the disclosure of information are protected under the Data Protection ACT 1998. Further to that there is the British Educational Research Association (BERA)

whose aims are to sustain and promote a vital research culture in education in the UK. BERA (2004) sets three main areas to consider in guiding researchers to act within the best ethical practices. These are the responsibilities of the participants, sponsors of research and the community of educational researchers. In these guidelines there are many things the researcher needs to consider, and these are for example, respect for any persons involved in the research study, whether directly or indirectly. It is required that participants are respected regardless of their age, sex, race, religion, political beliefs and lifestyle or any difference between the researcher and participants. The BERA further advises that researchers must provide voluntary informed consent to participants before undertaking their studies. They must also understand that participants have the right to withdraw from participating in any research study, and where incentives have been used to motivate participants it must clearly be stated in the researchers design prior to data collection. In this research study, I adhered both to the Tanzanian and the UK academic research guidelines and regulations.

In Tanzania on the other hand, the parliament has since 1979 passed a specific Act that protects individual's and organisation's rights in matters arising from academic research. At first, the regulatory body established by the Parliament Act (1979), and which became operational in 1980 was responsible for the supervision of health research in Tanzania. However, it now incorporates many other committees which are responsible for both social science and natural science research. These committees are clearance bodies with different terms of reference amongst which are to review and evaluate social science, medical research and the ethics of research proposals, and hence recommend clearance of research proposals.

The regulatory committee for social science regulates all matters related to research in this field. If there is any matter of difference between the researchers, organisations or an individual person, it is dealt first by the committee. If the matter is more complicated then it may be sent to the court of law based on this specific Act. Where the individual rights have been violated, the court is deemed to interpret and rule in favour of the person or an organisation based on the code of academic conduct and fair practice.

In fact, the guidelines in this Act direct all researchers to file their application for conducting thesis research by sending their thesis proposals to the regulator prior to data collection. Regulatory committee states that the proposals must contain the following:

- Summary.
- Introduction and literature review.
- Statement of the problem.
- Rationale of the study.
- Objectives.
- Methods and methodology.
- Curriculum vitae of the researcher.
- Budget and budget justification.
- Ethical consideration (obtaining verbal or written informed consent: obligations of researcher and sponsor, benefits and risks of the study participation, recruitment, cultural values, and confidentiality measures).

Other requirements are:

- Limitation of the study.
- Dissemination of research results, and

- Institutional ethical clearance.

Thus, as this research study was to be conducted in state secondary schools, I had to apply and wait for permission from the research regulator prior to visiting the schools.

Recommendation for my proposal was made by the regulatory board to the Ministry of Education and Vocational Training and permission to approach participants in their schools was granted (see appendix 2). However, I was also required to provide another form of consent (see appendix 3) to participants who also had a choice to participate in my research study. This consent explained to interviewees the right to participate and give their opinions, the right to withdraw, and how their contributions would inform future practice. Most importantly it addressed how the participants' identities would be protected thus ensuring participants' anonymity.

Validity and triangulation

Validity and triangulation are essential elements to an effective research study. Cohen et al (2003) and Denscombe (2003) offer some insights on validity. The concept of validity is defined by a range of terms in qualitative studies. According to Winter (2000) this concept is not a single, fixed or universal concept, but rather a contingent construct which is grounded in the processes and intentions of particular research methodologies and projects. In fact, some qualitative researchers have argued that the term validity may be debatable in qualitative research, but at the same time they have realised the need for some kind of check and balance or measure for their research. Cohen et al (2003) suggests that in order to ensure validity there are many ways in which checks on the validity of the findings can be undertaken. These might be addressed through

the *“honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher.”*(p.105). In a similar notion, Denscombe (2003) recommends researchers to avoid oversimplifications and make sure they offer consistency. He further advises the research findings to be fed back to informants so that they may give their opinions on the explanations given in the research. In the case of this research study, it is apparent that all these issues were observed. This includes making sure that the research was honestly conducted based on principles that allow triangulation, and my position as a teacher who is coming from a similar background has not affected the research study in a manner that would false fate the data. I remained objective all the time. The interview questions were piloted with two participants. These were interviewee 1 and 2. I piloted the interview questions as a way of finding out if there were any changes needed to be made before I could approach other participants. Also verification on the main research and interview questions was sought from the Tanzania research clearance body. There were no changes required to the proposed main research and interview questions.

Furthermore I have analysed and presented data based on the information obtained from the respondents and literature reviewed. I also used multiple methods, for example, interviews and a tick sheet questionnaire and adhered to appropriate techniques during the data collection, analysis and presentation. More significantly, I have applied Denscombe’s advice. In June 2009 I brought back the research findings and interpretation to the respondents who provided their views on the research study whilst aiding the verification of the research findings. This exercise was conducted by revisiting each interviewee at their

school during which time we had a discussion around the questions I had previously asked (findings). We also had a discussion on the current situation in leadership development in Tanzania. The discussion was based on the interview transcripts. By doing so, I gained an additional dimension which has added something more to this research study.

Conclusion

A key focus for this chapter has been to discuss the research design and methodological issues. It attempted to offer insights into philosophical approaches underpinning qualitative research, the ontological and epistemological bases for a successful research study. The discussion fitted together important issues and steps to culminate in a successful thesis report. However, this section concludes by explicating that the achievement of any research study requires the researcher to understand clearly the goal of different research approaches and the ways in which these approaches integrate into a particular study. In fact, while quantitative researchers can explore the relationships between discreet measurable variables, the qualitative method, which has been the dominant approach used here, explores meanings and patterns such as personal accounts from the experience of newly appointed head teachers. In order to achieve the goal of this research, I remained hopefully objective throughout the study. It was important to ensure that my position, knowledge and assumptions would not affect the research development and design, data collection, and interpretation and lead to bias. Elder and Miller (1995) remark that bias in qualitative research can be easily picked up compared to quantitative research, and therefore the researcher's flexibility is needed to allow an interpretive and interactive nature between the researcher and the

respondents. However, the variability of the researcher's objectiveness in this study was managed through various techniques, such as honesty, piloting, triangulation, sending the feedback to respondents and review. Many authors whom I have quoted in this chapter have stated and argued that interpretive, flexibility and subjectivity in qualitative research is a reflection of ontological and epistemological assumptions that often differ from those of traditional quantitative research but they add that both quantitative and qualitative research techniques may be equally essential for any research study. The next section is chapter four in which I have presented the findings for this research study.

Chapter four

Presentation of the findings

Introduction

This chapter presents the findings in the form of emerging main points (themes), illustrated by selected examples of quotations from the interviews and also data from the tick-sheet questionnaire. The emergent themes are captured in the overall summary of this chapter. These quotations are from participants (school head teachers), who offer suggestions about school leadership development in state secondary schools in Tanzania. This research study is directed by four main research questions. However, only research question one, two and three form part of this findings chapter. Presentation on research question four appears in chapter five showing discussion of the findings, based on the combination of findings from research question one, two, three and the literature review.

The interview and a tick-sheet questionnaire and subsequent quotations from head teachers are presented under each of the three main research questions. However, it should be noted that my choice to use the main research and interview questions at this stage does not mean that I am discussing the findings, but I have selected this structure to direct the layout of this presentation of findings so as to be accessible to the readers. Therefore, using this structure I have presented interview questions beneath each main research question and subsequent responses from the interviewees. Each of the main research questions is defined and presented in bold writing along with the interview questions. More so, it should further be noted that some sections of these

interview questions have also emerged as sub headings in the findings chapter, but each of these interview questions have all been addressed and included.

To outline, the education policy and directives that shape school leadership development for head teachers in state schools locate five mandatory areas that must be known by head teachers before they start leading schools.

These areas are:

- school leadership and management;
- school leadership and planning;
- education policy and registration;
- financial management and accounting and;
- office procedures (filing system and record keeping).

All school leadership development and training sessions are required to focus on these five compulsory areas.

Definition of terms and words

There are numerous terms or words which I have frequently used to convey the percentages of participants' views on each of the research and interview questions. These terms are such as, many, most, few and majority. Where these terms or words have been used for the purpose of this research study they indicate as follows:

Many: This indicates at least 75% of participants

Most: This indicates more than 75% of participants

Few: This indicates less than 25% of participants

Majority: This indicates more than half or 50% of participants

Note: In this section readers are likely to encounter perceptions from some participants about the community leaders. There were not specific interview questions about community leaders, but these responses were gathered as a result of prompts and probes during the interviews.

Research question 1

“What are the perceptions of newly appointed secondary school head teachers in state secondary schools in Tanzania about the national policy and the directives that shape their school leadership development?”

The first research question draws perceptions from newly appointed state secondary school head teachers (participants) about the national policy and the directives that shape school leadership development in state secondary schools in Tanzania. Under this question there are eight interview questions. However, while interview question one, two and three seek to understand the background of the participants, their schools and students, interview question four to eight focus on answering the research question. These interview questions are as follows:

- 1 Gender, age and education**
- 2 How long have the participants been in the headship post?**
- 3 Details of the school?**
- 4 What do you know about the national policy about school leadership development?**
- 5 How have the policy and directives been helpful in shaping your transition to headship?**
- 6 What is your perception of equality of opportunities in school leadership development?**

- 7 How do you judge the directives to be influential in the accession of other secondary school head teachers in state schools in Tanzania?**
- 8 What improvements or change in school leadership development could be made?**

Head teachers' background, students' gender and age

Head teachers were first asked about their backgrounds in teaching, for example, how long the participants have been teaching before moving into headship, how long in a headship post, education, age, gender and number of students and teachers in the schools they lead.

When asked about how long they had been in the headship post, all interviewees responded that they had at least one to two years in the headship post. Of those 20 head teachers interviewed, only two had had school leadership training more than once during the last two years in the headship role. 18 head teachers expressed that they had recently completed one week of school leadership training, which was aimed at familiarising them in leading their schools. However, none of them had any further information regarding when they would be able to receive a longer term of school leadership training in the near future. The following quotes illustrate more:

“We were told that the school leadership training we have recently participated in was just an introductory package of the many things we should expect to be taught in the later stages. But does any one have an idea when the whole package will be taught to us? I guess not, certainly not me” (Interviewee 19, community-state school).

“I’m determined to lead my school using any means possible, using every advice I get from experienced head teachers and friends, using my teaching experience and trying to understand by myself any available school leadership literature, and not to wait to be distracted by the hope of any other school leadership training in future. I think the preparatory package we have had might be all the leadership training, I think” (Interviewee 2, community-state school).

However, all participants stated that they have had ten years or more of experience in teaching prior to their headship appointments and many have held positions as middle, departmental and subject leaders before they were appointed to lead schools. This is expanded upon in a later stage of this chapter.

All 20 schools visited for this study are co-education schools; the schools enrol both boy and girl students who range from 13 to 17 years old. Of these schools, nine are community based schools while 11 are entirely government sponsored schools. The community-state based schools are operated in collaboration with the Ministry of Education and Vocational Training. The community surrounding these nine schools is responsible in overseeing all activities in the schools. On one hand, the community possesses all school buildings and desks, while the Ministry Of Education and Vocational Training is responsible for providing teachers, salaries for staff members including teachers and other co-workers, teaching materials, maintenance budgets and deals with all technical matters for the schools.

On the other hand, community leaders have power to make some decisions on a number of issues, including how to spend any quarterly monies provided by the Ministry of Education and Vocational Training for school

expenditure. Participants from those nine community built schools stated that, “the community leaders are members of school boards (Interviewee 3, community-state school), and generally participants stated that “these community leaders are one difficult group to deal with, especially when it comes to decision making about issues intended for the schools” (Interviewee 1, community-state school). Therefore, in order to efficiently move things forward, a balanced and collaborated relationship between the community and school leaders is “inevitable” (Interviewee 9, community-state school). The majority of head teachers who lead community schools agreed that it requires “strong leadership skills” (Interviewees 2, community-state school) to successfully gain community leaders’ consent on important issues concerning their schools.

The other 11 participants were head teachers from schools which are managed by the central government under the Ministry of Education and Vocational Training. The Ministry of Education and Vocational Training assumes and oversees every activity in these schools, and the school boards are diversely formed from a combination of head teachers and education officers selected from regional and district education departments. In other words these 11 schools are fully managed by the government and the Ministry of Education is responsible for providing budgets, supplying teachers, and training materials such as books, black boards and a selection of those who take on different supplying tenders.

Participants expressed that their decades in teaching is vital to their confidence in leading schools. The teaching experience enables them to work well with community leaders, especially those who are selected to oversee the ways in which the schools, students, teachers and budgets are being organised. But they also stated that teaching experience alone was not enough to enable

them to lead schools without any formal school leadership development training, which needs to focus on the five contemporary programs about leading schools in Tanzania today, tomorrow, and in future. For example:

“In one year of my leadership in this school, I have only had one week of leadership training, which has not been enough to help me to deal with many leadership challenges I am facing today. And, sometimes, I reach a point whereby I think about quitting my job, but then, I have to think about my family too. My family is entirely depending on this work I do, and my children have to go to school whilst learning from the examples I set. They would definitely be saddened to wake up in the morning seeing me at home every morning waiting for another job interview to come up (Interviewee 1, community-state school).

“I took pleasure in doing my teaching work and so am leading this school today. But leading the school without enough leadership skills is like walking in the midnight darkness. It is hard and it is proving to be difficult to most of us” (Interviewee 6, community-state school).

“Every day I come to this school and into this office, I stay optimistic that one day the Ministry of Education and Vocational Training will increase the budget to train us, but until that happens, I don’t think any of us will be waiting around for leadership training” (Interviewee 20, State school).

Most of these head teachers spoke of the dilemma they are facing in dealing with a number of issues which are linked to the headship post; for example, the state requires all head teachers, especially those in small schools where there is no an accountant, to have the knowledge and the ability to deal with financial management, so that they can adequately participate in financial management activities in their schools. However, many of these head teachers expressed they have not attended any formal or informal courses or short

seminars from which they could acquire financial management skills. Since these head teachers are being delayed in receiving these vital skills, it is possible that they may under perform in all aspects of their role, such as auditing, teachers and students' performance, financial management, discipline, organisation, office filling, procurement procedures, school maintenance, and how to deal with the community around their schools. Quotes below illustrate the frustrations these head teachers are facing and how they perceive the need for sufficient school leadership training:

“We school head teachers come into the headship role from different teaching and education backgrounds. Some of us were just teachers-I will say may be some of us have not even been attached to any leadership posts such as subject leaders, class teachers, deputy posts, department leaders, sports leaders and discipline masters and, honestly, some know nothing about financial management, but we all know without doubt that we will be held responsible for any mistakes in this area” (Interviewee 6, community-state school).

“I have not studied financial management before. I have studied English and History as my two main subjects. But being a head teacher I am expected to come here to lead this school without an accountant simply because the state hasn't got sufficient budgets to employ an accountant! It is a horrendous situation” (Interviewee 4, community-state school).

“The worse case scenario is that I will be held responsible when I can't follow the right procedures in the financial management for my school, and probably I will lose my job. I will be told it is my fault for not being able to spend or allocate the money as required or directed. Yeah, I understand the problem here with budgets, but I don't think it is correct to be punished for performing inadequately in a profession for which I have had no training. However, what I think is correct is that the state thinks about it

and does something about it now” (Interviewee 12, community-state school).

Another participant branded a lack of school leadership training in an area that matters most in this contemporary era of school leadership as “insane and irresponsible acts by the government” (Interviewee 10, State school), whereas, another interviewee called the school leadership training budgets as an “unseen but important resource for us head teachers who seem to have been forgotten by the employer” (Interviewee 5, community-state school).

Many interviewees argue that despite the fact that there has been a huge increase in the number of secondary schools, the Ministry of Education and Vocational training has not been able to provide a sufficient budget to train head teachers to lead those schools. Furthermore there has been no response to the common need of these head teachers of having sufficiently trained teachers in order to supply the additional teachers required to teach in these schools.

The interviewees stated as follows:

“Forget about school leadership training for head teachers; let me tell you, I have just nine teachers in my school who are expected to teach 270 students. Do you really think this is a good proportion of teachers to students? I think you will agree with me that this is not even close to that ratio. (...) this is ridiculous for any one to imagine” (Interviewee 16, State school).

“I know I need school leadership training, but I want the Ministry of Education and Vocational Training to send an adequate amount of teachers to my school before they start thinking about me. The truth is the increase in the number of schools has not been considered as to how

many teachers are needed to teach in these schools” (Interviewee 20, State school).

Summary

The above quotations clearly illustrate that head teachers not only face a dilemma about their own school leadership training, but they are also concerned about the ratio of teachers to students in their schools. The quotes represent a degree of frustration and the need for change in school leadership development. As it is evidently seen from the views of many participants in this study, head teachers need training in financial management so that they may fully participate in better ways of allocating their schools budgets, before they can be held responsible for any mistakes they make. However, while there is evidence from many participants to suggest that leadership training in area such as: school leadership and management; school leadership and planning; education policy and registration; financial management and accounting; office procedures (filing system and record keeping); and perhaps more on curricular and discipline is inevitably important for head teachers, they are unsure when the state will provide full training. There are also clear perceptions to suggest that the community schools heads may be facing leadership problems between themselves and the community leaders, those who are vested with power to oversee the operations of community schools. The above questions proceed therefore to another discussion about school leadership policy and directives for state secondary schools in Tanzania.

Policy and directives that shape school leadership development for state secondary schools in Tanzania

When asked if head teachers knew about the policy and other directives that shape school leadership development for secondary schools in Tanzania, as many as 18 participants responded they knew this policy but were unable to comprehend in detail what the policy says about school leadership development. However, two participants admitted that they knew little about the policy until the day they received headship appointment letters. Those letters explained to them about the position and leadership training they were required to undertake before and during their headship:

“I know that there is a school leadership policy and the directives which specifically direct that as soon as head teachers are appointed to head schools, they will receive leadership training prior to commencing their headship, and that such training is offered to enable us to gain knowledge and skills so that we can adequately work knowing better about our work. However, what I don’t see is the fruits of this policy. Nothing at all can be said about its success in school leadership development, I think it is just written in papers and forgotten about” (Interviewee 1, community-state school).

“I know that the policy exist, but I haven’t seen a full implementation of the directives within this policy. In other words, even if I am leading this school today, the only school leadership training I have ever attended was an introduction to school leadership which was not conducted when I needed it, I mean when I started leading this school”(Interviewee 5, community-state school).

Others expressed that:

“I did not know about this policy until I got a letter to head a school. Then I started asking questions about what I was going to do; if there was any training to direct me to lead my school. I was worried, but since I also needed a job, I went to see my former head teacher, who explained things to me and also told me what to expect during my first year as a leader” (Interviewee 9, community-state school).

“Indeed, I think this policy is good for head teachers but its implementation has always depended on the prevailing political wind. Politicians who also decide the education budgets have powers either to comply to every line in this policy or to ignore every line so that the monies for school leadership development can be spend somewhere else instead (Interviewee 3, community-state school).

Many participants spoke about the policy as an important document from which the directives for head teachers’ training are drawn, but they were disappointed by the ways in which the state responded to those directives regarding school leadership training for head teachers. These head teachers need leadership training to gain the knowledge and skills to lead schools, but they are frustrated with the timing of training; in other words, when these head teachers should receive school leadership training once they are appointed to lead schools. The following quotes explain:

“It is true that the school leadership policy encompasses lots of good stuff for head teachers, but I personally get frustrated to see that none of these things are being implemented. Look for example, my appointment letter says ‘I will be required to receive leadership training as soon as I report to my school’. But, it is more than a year since my appointment and nothing seems to be happening” (Interviewee 10, state school).

“Yes I have received one week training but this is insufficient for me for what I need to know about leadership knowledge and skills. The truth is, I’m left or we are left discouraged and, I think, many of us are just doing the work; just doing the work” (Interviewee 11, state school).

When asked if the directives were helpful in shaping their transition to headship, many spoke about the directives as being unhelpful because even now the majority of participants were yet to receive the required leadership training:

“I have been under more pressure than I thought and yet nothing helps. Taking a school without knowing what to expect was like being blindfolded and being driven to some unknown place. I had to always come back to consult my old head teacher who was really helpful in many things I couldn’t decide on my own. So, yes the school leadership development directives are there, but they are only in the books” (Interviewee 2, community-state school).

“It was very hard to know what to expect and where to start to manage things in my school, but I managed. Thanks to my old teachers in this school and the community leaders who did a great job supporting me throughout those bad times” (Interviewee 6, community-state school).

However, notwithstanding many disappointments among these head teachers, some participants were overwhelmed by what they received during the short school leadership training sessions. They acknowledged that even if it was short training sessions, which were characterised by tutors impatiently waiting for one another to finish their lessons on time; it did help to raise the confidence in head teachers who attended the sessions. Some interviewees spoke of their

satisfaction after receiving one week school leadership training especially in financial management and procurement procedures:

“I wasn’t sure how to organise things, how to respond on some important issues about my school, how to budget, and shame on me, my filing system was very, very shocking. However, even if the training was only for a short time, it has taught me very well how to deal with many issues in the school, students, the community, and my own office. I’m now able to manage things knowing that I’m in control and surely doing the right thing for my school” (Interviewee 17, state school).

“We head teachers are expected to be able to direct things in front of new and experienced teachers and students. And we are also looked on as the community leaders. So when we are failing to address important issues simply because we do not have skills to do so, then we should expect to be looked down upon. Experienced teachers in the school know more about the school than we do and, fewer, are willing to help, while others will sit back counting our mistakes”(Interviewee 7, state school).

“In my view, the school leadership policy needs to do more to enable us to receive the required leadership training before we are posted to lead schools. Last time, when I received some leadership training, I came back to my school knowing that from now onwards, I will be able to respond to many things with confidence and, without any doubt, I think I’m doing well”(Interviewee 15, state school).

Others further stated that:

“I think our employer still thinks teaching experience is sufficient in itself to lead schools which is wrong, as the teaching experience we have had in the past can not be wholly relied upon in leading schools in modern times, not at all” (Interviewee 18, state school).

“It would be wise if the state could send all of us newly appointed head teachers to do some leadership training or some sort of courses in leadership before we start leading schools. It is sensible to think about it because just imagine what could happen to me personally if I decided to allow untrained teachers to teach in any of my classes? Would it be sensible to let them teach? Could I trust them? The answer is no, not even for a minute. It is totally unacceptable when we have to wait for so long for school leadership training” (Interviewee 9, community-state school).

The above perceptions clearly illustrate that many head teachers in secondary schools in Tanzania, start their headship without knowing what to expect from their post. The evidence suggests that while they receive the headship appointment letters with enthusiasm, the headship post comes with plenty of disappointments. The majority of participants spoke of being disappointed by the ways in which the state dealt with school leadership development for state secondary schools head teachers. Participants spoke of not being able to know what to do when they are needed to discipline absentee class teachers and, more importantly, about how to allocate school budgets, for example, what to buy, who to nominate for the tenders for food purchasing, materials such as exercise books, teaching books and school repairs.

They also spoke of not knowing or not being sure about how to manage the school calendar whilst making sure that teachers were not falling behind in their schemes of work. They spoke of being left by the employer to rely on their teaching experience, which did not necessarily capture all issues regarding school leadership. One participant contended that “management of people and resources is an important area” (Interviewee 2, community-state school), which requires some skills if one is to do well, and believed that skills can be “learned

or acquired from school leadership training sessions”(Interviewee 2, community-state school). But they note that, since they are either not receiving such training in time or not receiving the training at all, it becomes difficult for them to deal with many issues that require an application of leadership knowledge and skills. Amongst the most important issues that these skills need to address is how to deal with discipline of both teachers and students. Some head teachers state that long serving teachers think they may have more experience than their leaders and consequently bring many challenges to the newly appointed head teachers, and so is a difficult group to manage:

“I find it hard to deal with some old and long term serving teachers in this school; those who also think they can head schools. They are the most difficult group to manage. And since they think they know much more about the school and the community as well, it makes it even more difficult to deal with them”(Interviewee 4, community-state school).

“Some old and experienced teachers have dreadful attitudes towards young leaders. They pretend to have family problems so that they can miss classes and see how a young head teacher reacts. When you speak to them about how they could be disciplined if they miss classes without permission, they will go and complain to fellow teachers and the community that you are a bad leader; young, probably unmarried and therefore you don’t know much about family life and leadership” (Interviewee 20, state school).

“I find it very much hard to lead a group of old teachers-by age, and those who call themselves ‘experienced teachers’. But I think leadership training could help. I think if I was taught how to go about different or similar cases, then I would know or be able to balance things. At the moment I am not balancing things in my school” (Interviewee 13, state school).

Summary

From the above responses it is clearly seen that newly appointed head teachers face many difficulties during their early years in the post. It is apparent that most of them, if not all, have little idea about how to undertake a number of issues regarding their schools, and they admit that teaching experience alone can not be assumed or be relied upon for leading schools. The majority of participants acknowledged the importance of initial training in school leadership development before they start leading schools. Generally, many respondents particularly those from community based schools, perceive that the community leaders who are vested with power by the Ministry of Education and Vocational Training to oversee things such as budgets, studies, welfare of students and teachers in schools are the most difficult group of people to contract with. Therefore, for head teachers to be able to collaborate with this group, it requires good knowledge and skills not only about school leadership, but generally in community leadership. This is desirable if schools are to improve whilst working together with the community for the betterment of the children, schools and community.

The interview questions then moved to focus on what these head teachers do when they are required to make important decisions and do not know how to go about it. The questions focused on what, how and who helps these head teachers during this difficult time of their headship. These questions focus on mentoring and coaching for newly appointed head teachers. The participants' expressions, quotes and discussion are presented under the following heading.

How do newly appointed head teachers make difficult decisions about their schools?

When asked what they do when they have to make decisions which they haven't received formal instruction on, the majority of interviewees responded that they seek voluntary mentorship sessions and leadership coaching from their former bosses (head teachers) and friends who know much more about leadership and school leadership development. The participants highlighted the importance of experienced school leaders, who are also the ones who recommended them for headship posts, as a significant group, which has helped these new head teachers to survive in their current headship posts. These experienced head teachers are acting voluntarily as mentors to junior head teachers, giving new head teachers the support they need in times when they are struggling to make vital decisions about how to run their schools. The majority of participants expressed that they have been going to see these experienced head teachers for advice and for one to one coaching in areas such as budgets and procurement procedures:

“When I have leadership questions or problems, I usually pick up a phone to speak to my former boss. This guy is awesome, the best mentor and of course an exceptional instructor. In fact, he has been my role model for a very long time. He always there to help me, in any matter, and whenever I need him to do something for me, he does. He always offers to meet me any time I feel I need help. I think without this kind of group of experienced head teachers, most of us would have been fallen into worse situations” (Interviewee 4, community-state school).

“My every wish for my school is to do the best in all aspects, but it is not always that I receive the same results in all I do as a leader. I have to accept many disappointing moments just as there are many joyful

moments. I think it is a give and take scenario. However, with all that, I have people, people who are in leadership positions, and who have acted hugely to shape my life as a school leader. Above all, I'm sincerely proud of one person, my former boss-headmaster. He has been there at the times when I needed him most and he has helped me to achieve the best possible results" (Interviewee 6, community-state school).

One participant proudly said "my cell phone is full of numbers, which I always call for help and, honestly, I don't hesitate knocking on some ones house or office door for help" (Interviewee 8, state school). Many head teachers are prepared to call their former heads and ask whatever they need to know about their schools, and the majority of these experienced head teachers are willing to help, for no cost, but the question remains for how long these former head teachers will continue to offer this unpaid mentorship? However, one interviewee described this group of long term serving head teachers as "...awesome individuals who are ready to help in serious matters" (Interviewee 11, state school):

"I'm not fussed about asking some questions for something I do not know and, most importantly, because this job is about delivering quality and parents would like to see immediate results in their children. I'm therefore prepared to rob leadership skills from anyone, I mean anyone including you (...laughs). Without doubts, any available help is appreciated" (Interviewee 20, state school).

"I think I have survived and enjoyed my work because I always get into the bus and go to see people who know much more about school leadership than I do. I go to the Ministry of Education and raise my points there. Surely there are some good people who are prepared to listen and are ready to help" (Interviewee 1, community-state school).

Some participants ranked the voluntary mentoring and coaching sessions by their former bosses as “good sessions” (Interviewee 19, community-state school), while others described the sessions as the most “helpful” (Interviewee 14, state school). One aspirant spoke of mentorship from the experienced head teachers as a “real thing about school leadership and not some theoretical exercise” (Interviewee 3, community-state school). Interviewees spoke about the wide range of practical benefits they receive through voluntary mentorship and coaching, particularly in many matters that relate to financial management, discipline and curriculum management as “significant” (Interviewee 7, state school) in leading the schools:

“My former head of the school I was teaching in before is helping me to get through all the difficult times. She is actually the one who recommended me for this post. She wrote me a reference letter to the Ministry of Education and Vocational Training before I was appointed to the headship post. To be honest I give her all the credit for helping me to deal with my school budgets, discipline, curriculum and all that. She frequently rings me asking how I’m doing, and offers me some constructive advice over the phone. I personally can’t imagine where I would be today without her” (Interviewee12, community-state school).

According to the above illustrative quotes, it seems that many junior head teachers do rely on the experience of experienced head teachers and they are prepared to call, visit, and invite them to lecture about leadership in their schools. The experienced head teachers arrange a one to one coaching session that ensures the majority of new head teachers can cope with demands and decision making for their schools. This voluntary service appears to have made a significant difference in that it has helped new head teachers to be able to acquire the skills they use to lead their schools. One interviewee credits the

service by these experienced head teachers as “voluntary work but effective in helping new head teachers to manage their schools” (Interviewee18, state school). Another participant expressed that the commitment of the former head teachers to helping these new head teachers was “totally unbelievable” (Interviewee 3, community-state school). Participants continued to state that their former bosses (head teachers) have acted as the “pushers” (Interviewee 13, state school); they are the “engineers” (Interviewee 9, community-state school) who make many things easier for the new head teachers. Some participants spoke that these experienced head teachers don’t stop there, but they continue to monitor if the group of teachers they recommended to the Ministry of Education and Vocational Training for headship posts are of good calibre. One participant stated that:

“The voluntary work by our former head teachers to help us doesn’t stop until when we, the new head teachers, are competent in school leadership and management” (Interviewee 14, state school).

Summary

It is undoubtedly significant that many newly appointed head teachers are hugely dependent on the knowledge and skills offered by their unpaid mentors to lead their schools. The mentoring work by these experienced leaders seems to have indeed minimized the leadership pressure they would have otherwise experienced if they were not mentored or coached. At the present, while some head teachers remained worried of making mistakes and being held responsible for many things they don’t know about school leadership, it seems that many head teachers are not troubled to carry on with their headship duties so long as they continue to receive assistance from their former head teachers. This

suggests that mentorship and coaching are key techniques in helping newly appointed head teachers in dealing with the problems and decisions relevant to their schools in the education system in Tanzania. The question on mentorship and coaching leads to another significant interview question about head teachers' accession to headship.

Accession to headship

When asked about the most important factors in their accession to headship and if the directives had any influence upon these, many participants responded that there were many factors which include education level, family, incentives linked with the headship post and assistance from more experienced head teachers. The majority of participants stated that they achieved preliminary headship skills and experience during their accession time, during which period they worked in different positions in the schools they taught. The majority of participants stated that they had worked under leaders who had the vision and ability to lead schools and were also capable of facilitating the professional development of other leaders, especially in the encouragement of middle leaders to prepare themselves for future headship positions. This means that many school leaders who participated in this study did not emerge from nowhere, but they have passed through unique preparation pathways in which they worked hard in their middle management positions to gain the required experience before they moved into headship posts. Working in middle management positions does represent a kind of head teacher development through a distributed leadership practice presently in schools in Tanzania, even though some participants also acknowledged that they had passed through accession stages not knowing that they were being prepared to lead schools in the future:

“I didn’t know that I was being prepared for anything, not even for headship post, but I thought I did well in my previous leadership positions, which is perhaps why my boss did not hesitate to recommend me for this post”(Interviewee 3, community-state school).

“I ritually moved from one position to another; from being a class teacher to deputy head teacher. The journey took me some years, but all was ok. When the opportunity came, my former head of school called me to her office to say she was recommending me to lead my own school, that’s it. I thought this was too big a post for me to take at the time, but she insisted that I had enough experience through middle management posts” (Interviewee 1, community-state school).

Some participants reported that their selection to headship was based on, and guided by, the Ministry of Education and Vocational Training directives and criteria for headship. These criteria are excellent education achievement with those with a first class degree being likely to be appointed to the headship role. Other criteria include punctuality, obedience, contribution and intelligibility. Candidates for school leadership were also required to have ten years of experience in teaching whilst serving in different middle leadership positions such as head of department, discipline, sports, environment, second head teacher/deputy, class teachers and other:

“...it is by the directives of the Ministry of Education and Vocational Training that, the selection of school leaders is made from best teachers from different positions in the school. The criterion for the best teachers area combination of things like punctuality, ability to deliver classroom teaching, general contribution and intelligibility, which I believe I possess” (Interviewee 10, state school).

“I thought I was competent enough to lead a department, become a deputy, and all sorts of middle management positions. I have a good education background with 2:1 grades from the final results of my degree studies. And the reality is that when you are educated to a certain level as mine, you’re not likely to miss any opportunity and I took my opportunities, which were available in middle management positions and now here I’m, a head teacher” (Interviewee 8, state school).

When asked about their perceptions of equality of opportunity in school leadership development and whether accession to headship opportunities were available to all candidates who wished to attain and develop their skills in school leadership, many responded by agreeing that opportunities were available to “competent candidates” (Interviewee 1, community-state school), and “not all candidates are competent enough” (Interviewee 17, state school) to lead in middle management positions. But participants further argued that:

“It remains in the hands of head teachers to decide who the right candidate for middle management is, and there is no guarantee that the right persons are always the most obvious. I don’t think so” (Interviewee 3, community-state school).

“I think the best candidates have always had to wait, while those who put themselves forward, those who agree on everything, even if they are not ok with everything, have some chance to be selected for middle management opportunities. This doesn’t mean I waited for long, but I have seen it in my previous schools where good teachers were being bypassed for middle management opportunities” (Interviewee 1, community-state school).

“It is a system, a system I don’t like, and I think you will agree with me that, not all who aspire for headship post will have equality of opportunities during their accession stages. (...) I believe some candidates are favoured

by their bosses, some may require to have good education backgrounds and their work performance must be second to none to be considered for headship posts. Maybe I was lucky to move quickly or maybe I worked hard enough to be noticed” (Interviewee 11, state school).

The Ministry of Education and Vocational Training invest powers in heads of schools to select from a range of best teachers to take on middle and deputy positions, and later recommend these middle leaders to head other schools. According to the interviewees, this kind of selection and preparation has been the traditional method in Tanzanian state schools by which school leaders are prepared. One participant puts it this way:

” I think the procedures are clearly understood to all of us and the power the Ministry of Education and Vocational Training has invested in school heads. But I’m not sure if we head teachers who select teachers for middle management posts do consider the criteria” (Interviewee 13, state school).

According to interviewees, many have passed through middle management positions (a distributed leadership model) to attain headship. Many begun as classroom teachers and moved through leadership phases/stages to become head of subject departments, then later they were selected by their Heads to become the deputies in the schools they taught:

“When my former head teacher went away to national meetings, I was left in charge of my school whilst serving as a deputy head. I was allowed to contract and carry on all leadership activities in a way that I was able to gain the required experience I needed. I think this was exactly the time of my accession to headship” (Interviewee 5, community-state school)

“I was taught a range of activities throughout the accession stage until I

attained a full headmastership. I held a second master post for two years, during which time I worked very well with the community around the school. I also continued to teach in the classroom while dedicating my time to learn new things about school leadership” (Interviewee 11, state school)

“I grew up and taught in the community school, which valued the education service we gave to their children. I become a leader of my family first, and then the community I lived with. I think this is where I begun to build up confidence to become a leader” (Interviewee 7, state school)

The above quotations exemplify that the head teachers’ formative influence toward headship was strongly inspired by a number of things including the favourable environment of schools they taught, community, and people such as their former head teachers, who also selected them to hold various middle leadership posts before moving to headship. In addition, the majority of participants strongly remarked that their school leadership careers are a result of having a good headmaster/mistress who taught them a range of activities during their accession period toward headship:

“I have enjoyed serving as a teacher before, and moved from one position to another. My headmaster played an important role in helping me to reach where I am to day, and also school inspectors helped me during my accession to leadership” (Interviewee 17, state school).

“(…) my headmaster had let me deal with difficult decisions and I knew it was the only way I could gain confidence. I will employ the same methods with my subordinates, when they succeed me “(Interviewee 20, state school).

More evidence of the participants' formative journey to headship in state secondary schools in Tanzania is hinted at from the points they make on the challenges that school leaders are likely to face and how they address these. Participants were of the opinions that:

“as a leader you have got to produce, direct and make sure that your visions are shared by people you lead and, more importantly, since leadership is all about achieving goals in collective ways, you have got to empower your subordinates so that they are self-critical of their own biases and the way you do that, they will strengthen themselves and others to achieve and deploy their maximum potential in a journey which will eventually lead them to headship” (Interviewee 5, community-state school).

“We head teachers are expected to produce results and that's supposed to guide our day to day activity. Every day in our lives is a learning day. There isn't a definite point of satisfaction, and I'm certainly not satisfied with what I learnt during my accession stage. I need more and more from the classroom level, which I think could extend my leadership qualities and hence improve the results for my school “(Interviewee 15, state school).

Summary

There is evidence here to suggest that the accession process for the preparation of school leaders is an important leadership developmental stage, through which the majority of participants of this study have passed through. Participants reported that through the accession process they achieved the

required headship skills and experience to lead schools. While in the middle management posts, the majority of head teachers in this study expressed that they were allowed by their incumbent heads to make decisions, to manage both human and physical resources for their schools. Through this experience they (the majority of participants) learned and gained the basic knowledge and skills to lead schools. However, there is an agreement among many participants that the equality of opportunities in middle management, and certainly in gaining a headship post remains in the hands of those who are vested with the power to select teachers for different leadership posts in schools. There is also a broad consensus among the participants that the achievements gained during the accession to headship were a result of a combination of many things such as good mentorship, the head teachers education level and support from their loved ones, friends and family. The above quotes also hint that not all candidates who are fully qualified for middle management positions have always gotten middle management positions. The selection of teachers for middle management positions has always depended on the head teachers' themselves, regardless of the criteria set by the education authority.

Furthermore, it is clearly signifying that participants who worked in middle leadership positions, and those who received support from their head teachers, inevitably, did achieve better leadership skills and experience through accession than those who did not work in middle management positions and did not receive enough support from their heads.

Note: The question on what role did family and friends play in helping the participants in the journey to headship is fully discussed in the second question of this research study.

This discussion on accession to headship and how participants reflected on the policy and directives; whether the policy and directives were helpful in their journey to headship link to the following interview questions. The questions are aimed at drawing perceptions from head teachers on which school leadership development directives should be maintained, which should be lost and, finally, what kind of improvements or change in school leadership development could be made. The discussion is presented under the following heading.

Managing change and improvements in leadership development for state secondary schools in Tanzania

When asked which school leadership directives should be maintained or lost, many participants responded that everything in this policy (document) was “good” (Interviewee 20, state school), and should wholly be maintained “without doubt” (Interviewee 18, state school). The participants expressed that the problem was not the “policy document or the directives within the document” (Interviewee 16, state school); the problem is “the budgets” (Interviewee 10, state school). One respondent suggested that nothing is more important than “the implementation of the directives for school leadership development” (Interviewee 9, community-state school). Another respondent expressed that the main change needed in this policy was “an increase in time and duration within which sessions for school leadership development were to be delivered” (Interviewee 15, state school). However, other respondents strongly called for a change in the

education policy and certainly in school leadership development directives, in such a way that the policy and its directives are made to better serve the current needs of students, teachers and the communities:

“This document is 12 or 13 years old; it is old and should go. Generally nothing has been good in this policy, not even the increase in the number of schools and students, because it didn’t consider putting in place plans to increase the number of teachers required to teach in these schools” (Interviewee 5, community-state school).

Other participants suggested that:

“There are many things which need to be addressed now, not tomorrow, but now. The state has to ensure that good teachers stay in their schools and not just to promote them to face these difficulties I am facing today. If the Ministry of Education needs head teachers, then they need to provide leadership training for head teachers. I hope that will help to raise the education standards we all want“(Interviewee 8, state school).

“The leadership training needs to be conducted in zones, and regional education officers in collaboration with head teachers can decide the best way to run the training“(Interviewee 4, community-state school).

Some respondents were of the opinion that, any changes or improvements should come from “us-head teachers” (Interviewee 5, community-state school). They suggest that changes need to come from the “bottom line” (Interviewee 20, state school), from people who are involved in schools and not from “the authority” (Interviewee 7, state school) concerned. One participant contended that:

“Head teachers are the ones who are aware of deficiencies in their

knowledge of some areas of leadership and should be able to decide what should be taught to us, when, how and who will teach us “(Interviewee 15, state school).

One participant was of the opinion that some tutors who are selected to teach these important school leadership programs don't have the knowledge, for example, of the ways in which the office filing system in the Ministry of Education and Vocational Training is different from other state government Ministries. Many respondents agreed with the quote:

“There are some tutors who know nothing about filing systems as per the Ministry of Education and Vocational Training replica, and I think these guys are not from the Ministry of Education and Vocation Training. Some head teachers say these guys are from the Ministry of Defence, but they have just been given a tender to teach us about filing. How can they teach us the filing system in education? It is not possible at all. All they know is about the military filing system and I think they are not qualified at all to teach us, in my opinion” (Interviewee 11, state school).

Furthermore, some other participants commented on a lack of sufficient time for school leadership development as being caused by an inadequate budget for these training sessions. Participants suggested that training should be held in many centres and not necessarily in one centre. The majority of head teachers suggested that school leadership training need to be organised “permanently in five zones of the country“(Interviewee 8, state school). This is so that head teachers should not have to travel far away leaving their families and schools to come to the city for these school leadership sessions. The majority agreed that if the leadership sessions are to be organised in zones it will be easier to accommodate all 3100 head teachers in the country who will join and benefit from the programmes. The budgets to run these leadership sessions are

also minimal:

“The leadership development sessions have been very much squeezed, all because of time, but I think they (the authority) have attempted to spend the lowest amount possible on school leadership development as they can get away with. This ought to change and we head teachers need to suggest the best ways to conduct leadership training sessions” (Interviewee 2, community-state school).

“Yes there are many good things in this policy, but there is one problem, the Ministry of Education and Vocational Training. This education authority is not very enthusiastic about dealing with our problems. Maybe because there has been a general saying in the country that ‘every school teacher is automatically a leader’, and I think this notion leads them to assume that, we head teachers can lead schools without any formal leadership training” (Interviewee 3, community-state school).

“My opinions are not as to how good or bad the policy is, but on the behaviour of some bosses. In my opinion, we head teachers are usually treated by the education authority as nothing. We are just under looked, under estimated; treated as ordinary persons, and nothing at all differentiates us from any other teaching staff. Therefore, any changes in this policy should come urgently. Our employer needs to look into these things, the service we provide, and treat us the same as other employees at the Ministry level. They actually need to increase our salaries and bring back a teaching allowance for us and for our teaching staff” (Interviewee 15, state school).

Summary

There is a general consensus among the respondents that the policy as a document and the directives within it are not the problem at all. But what they consider to be a problem is a group of people, who make decisions about the provision of school leadership development training; the timing of the training and

how school leadership training, if any, is being organised. They are also concerned about the qualifications and expertise of some tutors who are assigned to teach the main five programs, those which these head teachers need to master before they are to lead schools. These programmes are as follows, school leadership and management; school leadership and planning; education policy and registration; financial management and accounting and; office procedures-filing system and record keeping.

The majority of head teachers in this study want changes or improvements to come from their own suggestions. They would like to participate or be included in the group responsible for decision making about the best way to provide school leadership training to them. It is also the head teachers' desire that school leadership training can be made more effective if these programmes are organised in five different zones. The majority of participants believe that if school leadership training is structured in zones it will obviously make it easier for those needing training to attend and it will reduce the cost in terms of travelling and accommodation.

Research question 2

“What are the perceptions of newly appointed secondary school head teachers in state secondary schools in Tanzania about the sufficiency of continuing professional development programmes for school leadership in meeting their professional leadership development needs?”

Research question two sought to draw perceptions from newly appointed state secondary school head teachers (participants) about the sufficiency of CPD programmes for leadership development in meeting their professional leadership development needs. Under this research question, a tick sheet questionnaire is presented in Table one (p. 122). The following are interview questions and responses from participants.

- 1 What school leadership development/training have head teachers received to enable them to access to headship?**
- 2 What was the balance between academic and other leadership development/training?**
- 3 How well did this leadership training prepare head teachers with respect to required national standards for school leadership? A tick-sheet was given.**
- 4 What non-professional influences such as family support have enabled head teachers to develop towards and gain the headship?**
- 5 What are head teachers continuing leadership CPD needs?**
- 6 How head teachers address the leadership development of others in their school?**

School leadership development and training

Formal training and Development

When asked about the school leadership development or training the participants have received to enable them to access to headship, many responded that they have been applying the theoretical leadership skills taught during their diploma and degree courses in teacher training schools. However, the majority of participants expressed that they have worked in leadership positions in different organisations such as schools, churches, and community and environment agencies. For some participants, the leadership experience which they acquired from working with different organisations apart from schools, were reported to be a “significant stepping stone” (Interviewee 1, community-state school) in their journey to headship, but not a “conclusive help” (Interviewee 4, community-state school). Some respondents said that school leadership training they acquired during their teacher training was based on “principles” (Interviewee 20, state school), not on practical aspects such as how to deal with financial management, school leadership and registration in details and, therefore, it is difficult to apply those theories in the real life of head teachers. One respondent suggested that “the leadership theories which I was taught during the teacher training years are likely to be forgotten” (Interviewee 19, community-state school) during the journey to headship. However, not all participants agreed with the above quotations, some state that:

“I studied principles of management during my degree course, which included leadership in institutions, budgeting, and management of resources. I think these studies have, to a certain extent, given me some

confidence in many things I do and decide for my school” (Interviewee 5, community-state school).

“No, I have not received any leadership training to prepare me for accession to headship, but I have generally studied leadership as part of my degree course during my time at the University of Dar es Salaam, but nothing was specifically taught on school leadership. I also did something about management-leadership during my Master of Art studies, and I think I do apply some of these skills when making decisions for my school” (Interviewee 15, state school).

However, while some participants agreed that formal leadership training had helped them in their accession to headship, other participants saw little connection between the theoretical leadership training taught in teacher training and their journey to headship today. They challenge that:

“In my opinion, I think all leadership or management modules we were taught during the diploma or degree studies are based on theories, nothing at all from those theories directly applies in managing schools” (Interviewee 10, community-state school).

“My school leadership experience started instantly when I was selected to lead the history department and continued as I moved on to higher posts and eventually on to the deputy post. I think I have learned all about leading schools whilst working with colleagues and not from the leadership training I received ten years ago. And I really sense that working with other school leaders can revive the forgotten knowledge and skills on managing schools” (Interviewee 11, state school).

“It is not possible to assess if something I studied ten years ago or more, is of use to me today. I suppose we probably need fresh and updated leadership training rather than using teaching experience or what we learnt in the colleges and schools we passed through” (Interviewee 1, community-state school).

Summary

Many participants state that school leadership or management skills they acquired or studied as part of their diploma and degree qualifications were theoretically taught and are therefore not transferable in the day to day running of their schools. The participants argued that acquiring leadership skills whilst in the role was a more practical way of learning about school leadership than learning theories in a classroom. Many head teachers comment that, once the knowledge and skills are practically acquired, they can then apply these skills in their every day duties through solving problems and directing their schools, thereby reinforcing these very skills. However, in balance, a significant number of participants stated that their preparation to headship was a result of being employed in better schools, schools with experienced head teachers, working in middle management positions and having better support from their former head teachers. These aspects are expressed by the majority of participants to be important contributions in their accession to headship. The above question leads to the following interview question, which draws perceptions from head teachers about the balance of academic and other school leadership training.

The balance between academic and leadership training

When asked what the participants thought about the balance between academic and other leadership development/training and how well this prepared them with respect to the required national standards for school leadership, many participants disagreed about the balance. Some participants agreed that the balance was good in some teacher training schools they studied in, but they do not believe that they were prepared for headship through leadership training in schools or colleges they undertook their teaching qualifications:

“It depends on the course and school as well. Some teacher training courses have a good balance between academic and leadership training” (Interviewee 3, community-state school).

“The balance is arguable; take for example, a diploma in education. I think there was a good balance, but we all concentrated on elective subjects. In fact I didn’t know I would become a leader and therefore the leadership training was not important to me at the time” (Interviewee 7, state school).

In summary, a diploma in education is a two year course, which requires 120 credits to complete. Candidates are required to intensively study two main teaching subjects along with other subjects such as psychology and leadership. Participants differed about the balance between academic and leadership training. Whilst some participants agreed about the sufficient balance in some diploma courses, others stated “it depended on the course and college” (Interviewee 4, community-state school). This implies that not all teacher training colleges are consistent between academic subjects and leadership training. Some colleges place more emphasis on teaching subjects, mainly known as elective or core subjects, which are allocated more teaching time than leadership training. Many participants agree with the suggestion that “many teacher training colleges in Tanzania tend to concentrate on two core teaching subjects rather than the leadership training” (Interviewee 6, community-state school).

“When I was studying for a diploma in education, we tended to concentrate on History and English subjects only. Every day we would have lessons for the two elective subjects, which actually I thought was good for us as we were being prepared to go to teach these subjects in secondary schools. However, I think the leadership subject was treated as a subsidiary area of study. In my opinion, there was no balance at all

between the two main teaching subjects and leadership training, and many students didn't like the leadership subject at all" (Interviewee 6, community-state school)

"I don't know what is in the curriculum for a diploma study now, but as far as I can remember, we had many lessons about leadership over the two years I was there, but these lessons did not motivate us because no one thought that we would use that kind of knowledge to lead a school" (Interviewee 18, state school)

"I'm from a civil engineering background, but I also used to teach mathematics. My degree had some elements of management, but it wasn't about leading a school. It was about management of materials we use in the construction industry, those we use to construct roads, bridges and houses" (Interviewee 12, community-state school).

The above quotes convey different perceptions on the balance between academic subjects and leadership training in colleges or schools that train teachers. While some participants agree on the balance, some disagreed on the grounds that the balance between academic subjects and school leadership training was dependent on the courses they studied. It seems, however, that some degree courses in education had many elements of school leadership, but participants who attended such degree courses in education reported not to have seriously studied the leadership modules as they were not sure when and where they would apply such knowledge. The majority of participants' concentration was focused on the two elective academic subjects, which they are required to fully understand so that they could teach the subjects in their schools.

“There were many elements of school leadership in my course, but I didn’t care about them. And I think these leadership elements were not taught well to make me enjoy and understand the lessons. To be honest I used to get bored during leadership lessons. It was boring, and we did not know where to apply the skills” (Interviewee 9, community-state school)

“Yes, I studied generally about leadership-mainly management theories during my degree course, it is some what helpful, but the balance between academic subjects and leadership training was not very good. The teaching was all about the main subjects, for example, English literature, history and geography. However, I believe that to be a leader is not about studying leadership courses; you need first to have leadership qualities and these don’t come from leadership studies or classes” (Interviewee19, community-state school)

“My opinion is that there needs to be a change in the curriculum for school leadership training in teacher training colleges, and certainly at university level. The school leadership training needs to be among the compulsory subjects, so that every student who is studying to become a teacher can adequately learn these important modules knowing that one day they will apply the knowledge in their work” (Interviewee 2, community-state school)

Summary

It is clearly seen from the participants’ opinions that the balance between academic subjects and leadership training varies greatly. Some participants stated that school leadership training was taught to a sufficient level, whilst others state that leadership training was too theoretical and had little impact. It appears that many participants are now aware that leadership training was meant to prepare head teachers to be able to deliver the headship service in accordance with the national school leadership standards. The majority of head

teachers suggest that the leadership training in teacher training schools needs to become a compulsory subject.

The next question deals with the national school leadership standards for head teachers in Tanzania.

The national school leadership development standards for head teachers

The following are the results of the tick-sheet questionnaire given to all participants to record their perceptions about school leadership training in Tanzania. Head teachers were asked to confirm their agreement, disagreement, neutrality, or otherwise about how well they perceive the school leadership training and development programs prepared them for headship with respect to the required national standards for head teachers. The numbers in Table one below represents the head teachers strong agreement, agreement, disagreement, and neutrality against each characteristic. The tick-sheet endeavoured to gather the head teachers opinions with respect to how they feel the school leadership training they received during teacher training education had or had not prepared them against each of the below facets.

Table 1**The main characteristics of school leadership development standards in Tanzania**

Characteristics for school leaders/head teachers	Strong agreement	Agreement	Neutral	disagreement	Strong disagreement
Head teacher must have a good education level such as diploma, degree and more	20				
Head teacher must be able to set vision, support change and be able to participate in policy creation	4	6	10		
Head teachers must be able to plan for their schools	2	8	10		
Head teacher must know about financial management			11	9	
Head teacher must be able to manage staff and resources	11		9		
Head teacher must be able to engage community in decision making about the school		5	15		
Head teacher must work with parents and other agencies		20			
Head teacher must have ability to make vital decisions for the school	20				
Head teacher must be able to facilitate the development of other teachers		4	16		
Head teacher must work to improve learning and teaching in school	20				
Head teacher must follow school leadership directives		3	17		

Source: MOEC 1997.

The above data highlights the distribution and balance of opinions from head teachers. Data presented in Table one demonstrates that participants did not wholly agree as to how the school leadership training had prepared them with respect to the above facets. Head teachers stated that, whilst some aspects of school leadership training in teacher training did, to some extent, prepare them to meet the national standards for head teachers, others aspects were relatively insufficient. The majority of participants remained neutral on many facets in the tick sheet questionnaire. However, there is also a considerable number of participants who showed strong agreement in support that the leadership training taught in teacher training education, for example, on managing staff and resources, decision making, improving learning and teaching and how head teachers need to work with parents, did prepare the participants with respect to the national standards.

Furthermore, based on quotes (see below) there is an indication that those participants who studied at degree level (BA in education) had studied modules about school leadership and management in more detail than those who completed a diploma course in education. Of those participants with non-teaching related degree qualifications, many studied, in high school, one or two of the subjects they teach. Those subjects were also core subjects within their university studies. Most head teachers have degrees in history and geography, mathematics, accounts, economics, chemistry and biology and in all leadership training was included as a constituent part of the courses. Overall, many participants spoke about having learned and acquired many aspects of the national standards for head teachers during their accession to headship.

“I think many head teachers especially those who studied a degree in education, would agree with me that school leadership and management are taught as part of the degree studies to prepare the candidates to lead schools. But I can’t see how those modules prepared me in respect of the national standards for head teachers” (Interviewee 5, community-state school)

“It is likely that I learned all this stuff during my accession to headship more than I did in college. And, like I said before, college and university curriculum for leadership is all about theories. At not one point can you really say that this is something ...I’m going to apply somewhere in school. Realistically, I didn’t figure out how those theories would be applied in my future life” (Interviewee 10, state school).

Notwithstanding the above comments, some participants also agreed that the school leadership training at a degree level was well taught, but lessons were inadequate to fully prepare candidates to meet the requirements of the national standards for head teachers. This was because, at that time, candidates (student teachers) were unclear about the exact direction after their studies, and as such subjects taught with more relevance to prospective heads are unlikely to engage the attention of student teachers. Student teachers are likely to study the subject to pass grades and thereby receive their diploma or degree certificate. The majority of participants spoke of little engagement of both tutors and students in leadership modules as compared to elective subjects (teaching subjects). The majority of participants attended school leadership lessons just for the purpose of passing their exams or performing well generally.

“I was attending leadership modules just to do well in all subjects I studied at college and therefore collect my certificate without a single fail. But I

didn't know I would be required to apply the knowledge today. I think I cared much more about the core subjects" (Interviewee 13, state school).

"I can't say I learnt many things about school leadership while in teacher training college, but I think I learnt much more about leadership during my journey to headship. And this was during the time when I was involved in different middle management positions, during which time I learnt nearly all the facets in this tick sheet" (Interviewee 3, community-state school).

"I believe there is a great imbalance between what I learnt as a student teacher, and how those leadership lessons prepared me in respect of the national standards for head teachers. I think I have acquired most of the leadership skills during my deputy time. But I need more leadership training to acquaint myself in each of the required standards" (Interviewee 1, community-state school).

Summary

Table one shows that there are as many participants who strongly agreed, or agreed, as those who are neutral about how they perceived they were prepared with respect to the national standards for head teachers. But whilst there is a significant balance between participants who strongly agreed and those who remained neutral in many of the characteristics, a small number of these head teachers in this sample completely disagreed that they were well prepared to handle many challenges in financial management. Nine head teachers indicated that the leadership training they received during teacher training colleges and universities did not prepare them to comprehend the financial regulations for their schools. However, many quotes present a general agreement that in some teacher training centres, especially in the universities, those who underwent the degree routes in education were intensively taught about school leadership. But many participants admit that they did not put in a lot

of efforts into learning about leadership, because they did not know if or when these skills would be applied. The above findings lead to another interview question which gathers the participants' perceptions about non-professional influences such as family support which have enabled participants to develop towards and gain their headship. This develops under the following heading.

The journey to headship

The role of non-professional influences towards head teachers' journey to headship

When asked about non-professional influences such as family support which have enabled participants to develop towards and gain their headship, many participants stated that their families were among many other important aspects enabling development towards headship. Many participants spoke about other inducements such as prestige, recognition they received from the community, members of teaching staff, support staff, inspectors and education officers, as being significant drivers towards their headship. They also spoke about the power and incentives associated with a headship post as equally important. These gather to form additional non professional factors that lead to an individual decision to take on a leadership role in school:

“My family has been my number one supporter through my headship journey. When you have a family, all you really need is to set examples, and all other things will follow. What I m saying is that, you start leading a family first then when you think you are succeeding there, you move on to another stage. If things aren't working well in your family, it will be hard to lead another group. So yeah, it was important I started leading my own family first” (Interviewee 7, state school).

“I believe leadership starts from far way back, could be during your basic education. I mean during your primary school, secondary school, college or university. But there is one thing, the relations between you and your wife and kids can push your leadership qualities to another level. I don’t say my leadership qualities have all come about through these relationships, but I believe my family did play a great part in my leadership” (Interviewee 20, state school).

“Yes my family did play an important role in my decision to take on headship. My grandmother was a teacher, my mother was a teacher, and my sister was also a teacher. I think they did play a role in my decision, but none of my children want to be a teacher. They say the pay is not enough for today’s life” (Interviewee 12, community-state school).

Some participants spoke of being motivated by their parents who have been in leadership positions in the past and are now retired. One participant proudly stated that:

“My father is really helping. He is an old man and a retired education officer, but because he has been in education management for a long time, I usually approach him and ask him about things I don’t really know about my school. He coaches me about many things which I think I would struggle to know if he wasn’t there for me. So he really is my inspirational figure and my father as well” (Interviewee 3, community-state school).

“I don’t know if I got this motivation from my family, but I have always thought that my family is very very important in my life and my work. Yeah, deep down, I think my family has always been there during my journey to headship. However my work as a local church leader does add some ingredients to my leadership experience” (Interviewee 13, state school).

However, not all participants acknowledge that they have been supported by their families, and believe that prestige and recognition played a greater part in their journey to headship. Some participants expressed that there are places where the community still believe that an educated person, especially teachers and doctors, are capable of solving any problem for the people in the community and so they deserve recognition in society. Many Tanzanians have grown up believing that teachers are managers and can lead the society in the right direction:

“I took the headship post so that I can enjoy the freedom of working whilst leading my teaching team to raise the education standards in this school. It is very hard work to do but also a very rewarding one, not in terms of money, but in terms of appreciation we receive from parents, and the general community that believes and supports the work we do for the children. In fact, you just can’t stop teaching” (Interviewee 19, community-state school).

“It is a nice thing to be one of the head teachers, no matter what kind of work you do and how long things will take to settle down. Out there head teachers are something special, even though some community leaders are difficult to deal with. I believe in the name of change, head teachers, teachers and other staff members can change things to a better way. We can even influence necessary changes within the political sphere because we are the group of people who can reach many ordinary people all over the country” (Interviewee 4, community-state school).

Summary

The non-professional influences such as family, prestige and recognition have been rated by participants to have played a significant role in their journey to headship, so it can perhaps be assumed to be the same for many other head

teachers in state secondary schools in Tanzania. Many participants expressed that families have been influential in their journey to headship. However, while family has played a great part in the journey of some participants, others expressed that, there are other factors such as the prestige associated with the headship post and headship recognition in the community, which have influenced their journey.

The above findings move to another question about what are the head teachers' continuing leadership development needs. These findings are presented here under the following heading.

Head teachers continuing leadership development needs

When asked about their CPD needs, all participants responded by saying that all five programmes, which head teachers are required to learn as part of their continuing professional development are “significant” e.g. (Interviewee 3, community-state school) in the development of head teachers as school leaders . Participants stated that the Ministry of Education and Vocational Training needs to make sure that leadership training in the following areas, school leadership and management, school leadership and planning, education policy and registration, financial management and accounting, and office procedures (filing system and record keeping), are adequately provided and in a timely manner to all head teachers. The participants stated that:

“The state needs to look into the budgets for leadership training and make sufficient budgets available for leadership training for head teachers. Otherwise the challenges of being in a headship post may later prove to be too much for us” (Interviewee 2, community-state school).

“I need urgent training in financial management more than anything now. This area is hard to deal with and I think I will be held responsible for my

mistakes, the state needs to listen to head teachers” (Interviewee 16, state school).

“...there are many areas that need the attention of the state, not only in those five areas stated in the policy, but also the secondary school curriculum is another important area to look on. The state keeps changing the secondary school curriculum and my teachers aren’t coping with these changes. So, I think we head teachers should have seminars or study days on this issue and debate how teachers can deal and cope with these changes” (Interviewee 4, community-state school).

Many participants insisted that their present continuing leadership development needs were to be able to “comprehend” (Interviewee 7, state school) all the materials from the five areas of school leadership development for head teachers in Tanzania. They suggested that the government in collaboration with the Ministry of Education and Vocational Training need to rethink the ways in which the leadership training can best reach and become beneficial to every developing head teacher throughout the country. Some participants state that the “effectiveness” (Interviewee 18, state school) of school leadership training can only be guaranteed if leadership training sessions are held in “zones or in the regions” (Interviewee 8, state school) rather than in one centre as it is now. One participant argued that:

”The traditional way of conducting school leadership training in one centre, has for a long time proven to be very expensive to the state and other educational and training sponsors. The state has to provide accommodation, transport and up keeping allowance to every attendee, and I think this is why the budgets for training aren’t improving at all” (Interviewee 20, state school).

Participants made it clear that carrying out school leadership programmes in different regions rather than in the capital city or in a single centre, will allow many head teachers who are yet to benefit from leadership training to be able to participate. More than that, the majority of participants stressed the significance of time and the timing of leadership training. Many agree that leadership training must be taught to head teachers “immediately” (Interviewee 10, state school) after their “appointments” (Interviewee 9, community-state school) and before they start “leading schools” (Interviewee 5, community-state school). According to the majority of participants, having learned about leading schools before they were posted to head their schools, would have prepared them to better comprehend what to expect in the headship post. Moreover, many participants argue that there is a need to create “programmes” (Interviewee 4, community-state school) to spot “talented teachers” (Interviewee 3, community-state school) for school leadership training. These teachers will enrol in programs for school leadership studies before they are appointed to lead schools. The following argument represents the general consensus amongst participants:

“The state should put a plan in place to spot those who it thinks are best for headship posts and send them to college to study leadership, instead of applying a quick fix method of appointing new head teachers to lead schools without the required knowledge or skills to lead schools” (Interviewee 1, community-state school).

Summary

The above quote, which represents the general agreement of participants about leadership talent spotting in Tanzanian schools, appears to suggest that if the state wants to have well prepared head teachers, then there must be a well planned programmes that can attract better teachers for headship posts.

Teachers who are in the middle management posts can apply for school leadership programmes that will allow them to work through all five important areas of school leadership training in one to two years. After they graduate from such programs, they can take up a headship post or wait to be posted in one of the many new and established schools in the country.

Generally, many participants expressed that their CPD needs are to be taught school leadership within the five areas set by the state. The training must be allocated within sufficient time so that all important aspects within the five areas are covered for the benefit of both the head teachers and the schools they lead. Moreover, the majority of head teachers in this study agree that school curriculum is also another significant area participants think should be updated periodically for all head teachers.

The above interview question advances to the last question of research question two. This interview question seeks perceptions from participants about how they address the leadership development of others in their schools.

When asked how head teachers address the leadership development of others in their schools, many participants responded by saying that “it is a good question to ask” (Interviewee 1, community-state school). Many participants expressed that they have explicit plans which allow other teachers to participate in the development of their schools whilst building their leadership experience through working in different position within the schools. One participant was of the opinion that “I help my teachers in the same way I was helped by my former head teacher” (Interviewee 3). Others expressed that:

“I have continued to allow my teaching staff to attend any available study days about scheme work, subject preparation, being a class teacher, department leader, sports teacher and discipline. These seminars are sometimes taught by educational sponsors and are not fixed in terms of date, but I have managed to get some places for my teaching staff in the upcoming seminars” (Interviewee 2, community-state school).

“I want my teachers to gain any possible knowledge they can under my supervision, and make them happy so that they stay in my school while enjoying the service. Therefore what I do most is to allow my teaching staff to explore their leadership qualities by working in middle management positions, through which I trust they will gradually learn about leadership” (Interviewee 6, community-state school).

“...I would like my teachers to understand many things about leadership and become leaders themselves. To do so, I organise seminars three times a year. During these seminars I invite an experienced volunteer to come here to teach about leadership, teaching and learning to the members of staff, and this has already made a difference in this school” (Interviewee 10, state school).

Many participants seem to be very enthusiastic about helping other members of staff to gain the maximum school leadership experience. The majority of participants agree that selecting teachers to take up middle management positions is the best way of allowing their teaching staff to gain leadership experience. Some participants reported:

“I don’t take for granted any issue about my teaching staff. I have organised classes for some licensed teachers, those who are waiting to enrol for teacher training qualifications. I have three of them in this school and sometimes they find it hard to prepare their lessons, as a result I have to intervene. But I have also some arrangements with other teachers who may have similar problems” (Interviewee 1, community-state school).

“In order to help every one in my school, I arrange seminars, we sit, we talk and I make sure that I show the teachers how to prepare lessons, scheme of work and how to deliver the lessons in the class. I have also been delivering seminars on how to identify faster and slow learners in classes so that we make sure that we don't actually leave some kids behind” (Interviewee 17, state school).

“I have done many things to make sure teachers in my school get enough experience in leadership. Initially I allocated them into different leadership posts. This gives some teachers a chance to work with me and I hope they learn as they do. I remember the former head teachers used to do the same for me” (Interviewee 8, state school).

Summary

There is a general agreement about how head teachers help other members of staff (teachers) to gain school leadership experience. Many participants explained that they help teachers by appointing them to middle management posts and by doing so these teachers participate in school leadership activities thereby accumulating leadership experience which they may apply in managing schools in the future. Some head teachers spoke about using seminars to make sure that teachers are updated about many important issues regarding leadership, teaching and learning. The majority of participants stated that their subordinates have continued to receive the same support they received from their former leaders, whereby they learnt the headship skills and leadership experience they were applying to managing schools.

Research question 3

“What are the perceptions of newly appointed secondary school head teachers in state secondary schools in Tanzania about the meeting of their personal development needs for headship?”

This research question draws on perceptions from the newly appointed state secondary school head teachers in Tanzania about meeting their personal development requirements for headship. The findings are presented whilst guided by four interview questions, which seek to understand:

- 1 How do head teachers perceive the need for further personal development now they have their first headship?**
- 2 If Continuing Professional Development Programmes or directives are helpful or unhelpful with respect to personal development.**
- 3 What values, competencies and skill-set that make head teacher a good head?**
- 4 How do head teachers see their career developing in the future?**

The findings on these four interview questions are presented as follows.

The head teachers’ need for further personal development

When participants were asked how they perceive the need to further develop personally now they have their first headship, many responded by saying they would seek further studies in school leadership and management or in other fields of education. However, while many expressed that they would go on to further studies, others respondents said that they needed more time to gain headship experience and demonstrate better achievement in school leadership before they would consider further personal development by joining any long

term courses or any other additional study. However, the majority of respondents were willing to join state or donor sponsored programmes that were designed to immediately enhance knowledge and skills in school leadership. But the majority of head teachers were equally not sure when such leadership programs would be made available for these new head teachers.

The need for head teachers to further their personal development was commented on by many participants as “necessary” (Interviewee 18, state school) and “not an option” (Interviewee 2, community-state school), and subsequently as “significant” (Interviewee 10, state school) to every head teacher who wishes to “maintain and develop” (Interviewee 11, state school) their confidence in the work they do for their schools. One participant stated that:

“I’m so jealous, jealous of every one including you (reference to researcher). When I see some one young like you are working on a doctorate degree in this important area of school leadership, truly I can’t hide my jealousy. (...) yes, now I have my first headship post, I will wait for two or three years to make sure that my school is settled and when I am satisfied that I can leave my school under my deputy, I will go. I will go to university either here or abroad to study about school leadership. Believe me, school leadership is an important area for our schools, children and the whole society” (Interviewee 14, state school)

The majority of participants wanted to develop their skills in school leadership by gaining competencies through attending any available study days, so long as these study days are at no cost and programmes actually contribute to better results in school leadership. A few participants also suggested that the state should team up with other education donors such as the Norway, UK and

Finland who, have been in the front line helping education and development in Tanzania. One participant argues that:

“I think the state should welcome back the education sponsors, those who used to fund different education programs including leadership in schools. I remember attending a three month programme run by the British council in partnership with the Ministry of Education. It was about classroom teaching techniques and it was helpful. I believe we should have such programs in school leadership development” (Interviewee 1, community-state school).

Other participants were of the opinion that:

“I’ m ready for any study day about leadership, and not necessarily about school leadership, but any management training provided at no cost, and training that will immediately make a difference to my practice” (Interviewee 3, community-state school)

“I need training in difficult areas of my headship role (...) and I hope I’m the first to join any up coming training in school leadership so that I can reflect on my practice as a head teacher. At present, I don’t know if I’m doing many things in this school right or wrong” (Interviewee 1, community-state school)

“I’m keen to get out there and do some studies in management, probably in about two years time. I would like my personal development studies to reflect my work as a head teacher” (Interviewee 17, state school).

“I would like to study MA degree in secondary school curriculum, because I think this area is largely forgotten compared to any other school leadership program” (Interviewee 4, community-state school).

Summary

The general response from participants reveals that the majority of head teachers are willing to attain further skills now they have achieved their first headship, but there is a substantial number of these head teachers who are not sure whether they should do some training for their personal development before their schools are performing at satisfactory level, or wait until this level has been achieved, and then go onto further studies. However, some participants expressed a desire to leave their options open until good training is available.

When asked if the CPD programmes or directives would be helpful or not with respect to their personal development, many interviewees responded that the CPD programs would only be helpful if they are provided at the right time and that if CPD programs are made available to head teachers who require them. Surprisingly, many participants had similar answers to this question, which also resemble the participants' answers with respect to research question one of this study. Generally head teachers appear to suggest that the directives which set different kinds of school leadership training have not been helpful to many of the participants of this study. Many participants gave similar comments to the one shown below from one contributor who stated:

“To suggest that CPD programs and school leadership directives are helpful or unhelpful is to convict the government which, in reality, has done an enormously work in increasing the number of schools all over the country but failed to figure out where and how teachers who are required to teach these kids would be coming from. However, I don't hesitate to say that neither CPD programs nor the leadership directives are helping head teachers in our personal development. I think there needs to be a huge

change in the ways in which these programs are taught to head teachers” (Interviewee 20, state school).

In general it appears that CPD programmes were not helping at present because these programs are not taught to head teachers when they need them.

The head teachers’ values and competencies

When asked what values, competencies and skill-set make a good head, many participants agreed that values and competencies are “the corner stones of being a head teacher” (Interviewee 4, community-state school). It is through values and competencies that “head teachers are distinguished from other members of staff” (Interviewee 6, community-state school). Concerning how values and competencies and skill-set make a good head, one participant pinpoints that:

“The evaluation of our work as head teachers is dependent upon the combination of decisions we make for our schools. These decisions have to be based on principles and standards which come from our values and competencies, which make up the kind of school leaders we are” (Interviewee 9, community-state school).

The above quote illustrates that a good head teacher is the one who makes decisions based on a set of principles and standards. The decisions head teachers make for their schools and how they affect the teaching staff may represent the kind of leaders they are in the modern era. Six participants’ agreed with a suggestion that, an excellent head teacher is someone who “set standards for the school” (Interviewee 14, state school) and who is able to lead “the team members” (Interviewee 7, state school) using a set of values and principles to achieve those standards. They add that the head teacher needs to “listen to the

members of staff” (Interviewee 20, state school) about any suggestions positive for the school. The following quote illustrates values and competencies of head teachers:

“I have always had a maximum confidence in myself and in what I do and decide for my school, my staff, and students. I have always used principles to make any decision about anything for my school. I don’t bully my staff; I direct, I listen and I lead them, I think this makes me a good head” (Interviewee 18, state school).

Summary

Many participants believe that values and competencies are key aspects which identify them as good heads. Without following rules and regulations, for example, when you want to punish a student or teacher for their bad behaviour, one cannot become a complete leader. Participants believe that every decision they make for their school needs to comply with the required guidelines, principles, and be based upon firm principles and standards.

The head teachers career development

When asked about how head teachers see their career developing in the future, all participants responded that they would wish to take any available chances for the development of their future career. Many participants stated that they would perhaps leave the headship post for other higher posts within the Ministry of Education and Vocational Training. But they also stressed that:

“Sometimes it is not possible to leave this post for another post. Many people I know including my own head teachers have all retired serving in headship posts. The system makes it difficult for someone to get promoted

into higher posts, but I believe it is possible” (Interviewee 19, community-state school).

“I will take any other route for my career development, but at the moment I don’t know which one would suit me” (Interviewee 6, community-state school).

“My career development will depend on what I will be studying for the master’s degree, but at the moment it is better to leave it and see what happens later. Right now I’m focusing on the development of our children and this school too” (Interviewee 10, state school).

Generally few participants were interested in providing details about how they see their career developing in the future and many seemed not to be sure about what the future holds for them in terms of their careers.

“ I can’t say anything about my future career, all I have to do now is to make sure I work hard to achieve the required standards for my school hoping that chances will come and I will take one of them” (Interviewee 4, community-state school).

“To be honest I m not sure which way to go from this point, however I’m sure I will stay in headship as long as I can. I would like to start a family now and therefore I think I don’t need any more on my plate, thank you” (Interviewee 11, state school).

Summary

It seems that many participants were not sure about what the future holds for them in terms of their career development. They expressed that sometimes when one becomes a head teacher; it is difficult to find a way out. Many head teachers have retired doing the same job. But, while there were also overwhelming expectations from some participants who expressed that they would take any available chance to further their career, others saw further studies as the gateway towards the future development of their careers. This question brings to an end the findings presentation on question three of this research study and therefore opens up to the overall summary of all three main research questions. The summary illustrates all emergent themes from the findings, which are then taken for discussion in the discussion chapter along with literature reviewed.

The overall concluding summary of presentation of the findings chapter

This overall concluding summary focuses on the three main research questions and draws out the points or themes that have emerged throughout this chapter.

In summing up, it has been seen from research and the interview questions that head teachers are in a dilemma, not only about their own school leadership training, but also they are very concerned about the ratio of teachers to students. The majority of participants made it clear that the increase in the number of schools and subsequent increase in the number of students has not been met by enough qualified and competent teachers to teach. This is a substantial issue for new head teachers, who are unable to obtain enough

teachers from the Ministry of Education and Vocational Training for the number of students they have in their schools.

They (participants) expressed that it was important for head teachers to be able to acquire the required leadership skills so that they can deal effectively with many challenges they are facing because of a lack of knowledge in areas such as finance, students and teachers discipline, procurements and from the community leaders who are vested with the powers to oversee all their activities in the community schools. The majority of participants singled out that, in the world of many leadership challenges, it was not possible anymore to rely solely on teaching experience to lead their schools and therefore they need specific and timely training in school leadership before they start to lead schools.

Furthermore, the study has shown that many newly appointed head teachers depend on the knowledge and skills offered by their unpaid mentors. The mentoring and coaching work by these unpaid mentors seems to have reduced the leadership pressures these head teachers would otherwise have felt. It further reveals that, at present, while the majority of head teachers are worried about making mistakes and being held responsible for these mistakes, they are still willing to carry out their headship duties so long as they continue to receive assistance from their former head teachers. This suggests that mentorship and coaching are important leadership techniques that are used to help newly appointed head teachers to be able to deal with the problems and decision making for their schools.

Nevertheless, while it seems certain that mentoring and coaching have assisted these new head teachers to manage their schools, there is a broad

consensus from participants that accession processes for the preparation of school leaders play an important role in teachers learning to become heads. It is clearly shown from participants' perceptions that those who were able to work in middle leadership positions, and those who received support from their head teachers, inevitably, did achieve at least some basic skills which they have used to lead their schools whereas those who did not were not able to draw on this experience.

More importantly, the majority of head teachers wish to have any changes or improvements in school leadership development coming from them; they would like to participate or be included in the group of decision makers about the best way to provide school leadership training and the kind of contemporary training they require. The top down way of deciding things for head teachers is seen as a backwards step in school leadership development. The majority of participants would want to be recognised as an important education agent rather than as a group at the receiving end.

Many expressed that school leadership training can be successful if the training is organised in the five different zones of Tanzania. Many of the head teachers believe that if school leadership training is structured in zones, it will obviously make it possible for many untrained head teachers to attend the training. Also it will reduce the cost in terms of travelling, accommodation and allowances.

The majority of participants expressed that the school leadership or management skills they learned during their diploma or degree levels were too theoretical and, therefore, to some head teachers, these skills are not easily transferable to leading schools. The majority of the participants agreed that the

balance of school leadership training in colleges and universities did vary greatly. For a significant number of participants, the leadership modules seemed to have been taught well in their colleges, but participants expressed that student teachers paid less attention on these theoretical modules as they were not sure where to apply the knowledge and skills in the future.

However, there has been a balanced response from participants who strongly agreed, agreed, and those who are neutral about the ways in which the teacher training schools had or had not prepared the participants with respect to national standards for head teachers. But, while there is a significant balance between participants who strongly agreed and those who remained neutral about many of the national school leadership standard facets shown in the question two, some of these head teachers completely disagreed that they were well prepared to handle many challenges especially in the financial management of their schools.

Generally, there has been an unclear indication among the participants about the adequacy of CPD programmes for head teachers in Tanzania. The majority of head teachers who participated in this study indicated that there is no clear structure to harmonise leadership programs currently being provided in Tanzania. The current structure does not provide clear model as to how leadership training should be run. It is also unclear when the leadership programmes are to be delivered to new head teachers. The majority of participants do not know when, how, where and the time range within which the leadership programmes are supposed to be conducted. The next chapter presents the discussion of findings along with the literature reviewed.

Chapter five

Discussion of the findings

Introduction

This chapter presents an analysis and discussion of the findings based on the emergent points, which are summarised in the preceding chapter. In this chapter I have addressed each research question whilst relating the findings to those of similar studies, in other words, the literature review. By doing so, I hope to reflect on the main issues identified in the preceding chapters and use them to further the discussion of the findings in a manner that provides an agenda to reflect on new knowledge in school leadership development in Tanzania. The following is a summary of the emergent points.

A summary of the emergent points

The preceding chapter has generated ten points. The following points are taken for discussion along with literature reviewed. These points are listed as follows.

- 1 The majority of participants have indicated the need for clear strategies to harmonise and link school leadership policies, directives and leadership training programs in Tanzania.
- 2 The majority of respondents expressed an urgent need for an increase in the number of teachers proportional to the increase in the number of schools and students as a key measure to improve learning and teaching in schools.

- 3 The findings indicate that there are concerns about inadequate budgets for school leadership development programs. The majority of respondents expressed the need for the state to allocate sufficient resources to school leadership development and the importance of leadership development in improving teaching, schooling and schools.
- 4 There is also an indication that the majority of head teachers who participated in this study seem to rely mostly on the mentoring and coaching services provided by their former head teachers. This indicates that mentoring and coaching are significant presently in head teachers' development.
- 5 The majority of participants expressed the importance of accession to headship as a significant stage for aspirant heads, and therefore those who are vested with the powers to select candidates for accession must select the right candidates.
- 6 Family, incentives, prestige and recognition are expressed by many participants to be among other supportive factors in head teachers' journeys to headship.
- 7 The findings indicate that in order to improve school leadership training, we have to begin to improve leadership lessons in teacher training colleges and universities, where leadership studies need to become compulsory subjects. The balance between teaching (core) subjects and leadership lessons is also seen by many participants as unequal.

- 8 The majority of head teachers expressed the need to be part of the change processes in school leadership development if these changes are to positively impact their practices. They want the state to consider head teachers as a group among the education change agents rather than as a group at the receiving end of these changes.
- 9 Many participants stated that it is important that when talented candidates for school leadership posts are identified they should be sent for specific leadership programs before they are allocated to lead schools.
- 10 Lastly, there are concerns about who provides the leadership training, are these tutors coming from within the Ministry of Education and Vocational Training? How much do these tutors know about the head teachers' needs in terms of leadership training and the school contexts in which head teachers work?

Research question 1:

What are the perceptions of newly appointed secondary school head teachers in state secondary schools in Tanzania about the national policy and the directives that shape their school leadership development?

The school leadership development policy and directives in Tanzania

It was clearly stated by the majority of participants that the national policy and directives that shape school leadership development in schools in Tanzania are based on good principles. However, what was not clear to the majority of participants was how or if those directives are implemented in a manner that enables new head teachers to receive the required leadership knowledge and skills they need to lead schools in their early years in the headship role. The lack of structures to oversee leadership training, and the inability of the state to link leadership directives and the current practices is also noted in Coombe and White (1994), Kitavi and Van der Westhuizen (1997), and Moorosi (2010) as one of the reasons why professional leadership development is hindered in schools in many African education systems. In South Africa, Moorosi (2010) investigated South African female principals' paths and found that there was never been a formal entry qualification for head teachers in South Africa, excepting a general teaching qualification. Ribbins (1997) identifies a further factor which hinders preparation of quality school leaders and that is the absence of clear and targeted leadership training for head teachers. This is in line with other African states as noted by Bush and Oduro (2006). These authors indicate that, African schools have head teachers who are often appointed on the basis of their

successful teaching records. Indeed, many head teachers in this study had similar perceptions. The majority of participants stated that they were appointed for headship role based on their good teaching experience of ten years and more. The majority accept that the school leadership policy is well thought out, but the directives drawn from this document have not been used to inform current practice in leadership development in Tanzania. The following extract clearly explains the above dilemma:

“I know that there is a school leadership policy and the directives which specifically direct that as soon as head teachers are appointed to head schools, they will receive leadership training prior to commencing their headship, and that such training is offered to enable us to gain knowledge and skills so that we can adequately work knowing better about our work. However, what I don’t see is the fruits of this policy. Nothing at all can be said about its success in school leadership development, I think it is just written in papers and forgotten about” (Interviewee 1, community-state school).

Whilst the above quote is indicating uncertainties surrounding the leadership policies and directives, the majority of participants’ perceptions indicate that most of the academic work on learning, teaching, school improvement and financial management in Tanzanian schools centres on school leaders with much less attention on teachers. For example, when there is a failure in a school, school leaders, particularly the head teacher, is often assumed to be a major contributor to such failure. According to many participants, head teachers are viewed as the first port of call if schools are not achieving, hence they are required to have outstanding skills to manage both the physical and human resources of their schools. This is in contrast with the USA, where, in a recent study, Spillane et al (2009) present that the professional

learning as a strategy for school improvement centres on teachers' opportunities to learn with less attention on school leaders. However, the key argument of Spillane et al (2009) is to move the focus on the school principal to include the opportunities to learn for both school teachers and leaders through "formal professional development opportunities and on-the-job learning" (p. 408). The findings from this study support the view that new head teachers need leadership training to attain leadership skills and become high quality leaders, who are able to engage schools, teachers and students in learning communities so that learning and school improvement objectives can be achieved. In this case, the State as the main education provider has a prime obligation to support these school leaders through different CPD programmes instead of posting them into the headship positions without formal training. In his review on quality school leaders, Chapman (2005) argues that schools need quality leaders and leadership, but these leaders cannot be acquired without a coherent, integrated, consequential, and systematic approach to leadership development. In a similar notion, Bush (2009, p.386) states that "the generally accepted belief that effective leadership is vital for successful schooling is increasingly being supported by evidence of its beneficial effects". Further literature (PricewaterhouseCoopers, 2007) indicates that school leaders can make a difference in teaching, learning and school improvement if they continue to receive training and are supported in the difficult areas of their leadership role. These arguments not only concur with the findings of this research study but also demonstrate that if schools are to improve, then there needs to be a systematic approach to support leadership development. For Tanzanian schools, according to the majority of participants, the systematic approach to support CPD programmes is virtually absent. The government has continued to concentrate on quantity rather than quality in

education provision, and has ignored that leadership development has a positive linkage to successful learning and school improvement.

The linkage between effective leadership, learning and school improvement is well documented. For example, studies on leadership development and school improvement (Day et al, 2001; O'Shaughnessy, 2007; Bush, 2008; and Rhodes et al, 2009) show that effective schools have good leaders and leadership. These leaders breed and acquire leadership experience within structures that are backed by good policies and directives, which lead to better preparation. In Tanzania, evidence from this research study shows that leadership training is hardly available to the majority of head teachers during their early years in the headship role. The majority of participants start leading their schools using experiences acquired during their time in middle management positions and they have to continue relying on mentoring and coaching from experienced and retired heads. Their experience is coupled with trial and error administrative practice, which contributes to poor education provision and also poor improvements in schools. The findings from this study indicate that the government is not doing enough to support these head teachers. The above perceptions are equally supported by Lugalla (1995) and Mosha (2004), who further argue that, currently, Tanzania has many policies which have concentrated on the expansion of facilities and the increase in the number of students but have ignored the quality aspect of those who lead schools. Literature shows that the government has continued to increase the number of secondary schools and students (MOEC, 1995; URT, 1999, 2001, 2006, 2007), but has neglected the support and preparation of teachers and heads. The majority of participants expressed that the expansion of schools and the increase

in the number of students has to consider the need for cohorts of qualified teachers who will teach these schools and those who will lead these schools. Further international literature, Rhodes and Brundrett (2006) argue for engaging and developing new teachers through succession management as a means to provide future leaders with the required experience they need to lead schools during their early years in the headship role. In Tanzania, there needs to be succession management in schools so that future schools leaders can be prepared within their schools and that professional learning opportunities are achieved through on-the-job learning. If aspirant heads are fully supported by incumbent heads through on-the-job learning, it may provide new heads with the experience they need to lead their schools during their early years in the headship role.

Currently, while the education and training policy (1995) in Tanzania locates five main areas for school leadership development:

- school leadership and management;
- school leadership and planning;
- education policy and registration;
- financial management and accounting and;
- office procedures (filing system and record keeping),

It is not clear how these CPD programmes are taught by the ADEM to prepare school leaders. The findings indicate that there exist no structures in which these programmes are made to impact upon the current practice in leadership development in schools. The views of participants within this study are also supported by Hobson (2003), who argues that in the absence of structures to implement CPD programmes for school leaders, it leads to a poor preparation of

cohorts of quality leaders and leadership in education. A clear structure is required to coordinate schools for better learning and improvements, and also to attract community participation towards the on going school improvement campaigns. To this end, it is a duty of the State and policy makers in collaboration with incumbent heads to ensure that leadership training policies are created to support new head teachers through CPD programmes so that they gain the required knowledge and skills they need to lead and improve their schools. Incumbent heads can help new heads by engaging them in different leadership positions and by providing them with support through mentoring and coaching. On the other hand, the State needs to provide seminars to incumbent heads so that they are well prepared to help new heads. Literature reviewed (PricewaterhouseCoopers, 2007) shows that there are direct effects of school heads on teaching, learning and school improvement. Incumbent heads may work through their staff using different ways. For example, by engaging their staff and ensuring that a shared vision for improvement with a focus on middle leaders and teachers is achieved. In this case, based on the research findings, there is a need to devise structured programmes to provide leadership skills to inexperienced leaders within their schools. For instance, schools can be made as learning communities where important issues about leadership, students, schooling, parents and the community could be discussed. For example, head teachers could access leadership learning in their schools whilst linking theory and practice, and also by creating learning groups and a set of activities that enables new head teachers to focus on whilst improving aspects of their headship role. They can also learn leadership through mentoring and coaching, leadership networks, literature and learning community.

Furthermore, there are concerns about the inability of the state to provide an adequate budget for CPD programmes. This is identified by the majority of participants as one amongst many other factors retarding leadership development. Because of limited budget for leadership training, the majority of participants have only managed to receive a one week session of leadership training since they were selected to lead schools. Participants described this training as significant but inadequate compared to the leadership challenges they are facing in their headship role. The findings from this study offer support for an increase in the budget for leadership development:

“Every day I come to this school and into this office, I stay optimistic that one day the Ministry of Education and Vocational Training will increase the budget to train us, but until that happens, I don’t think any of us will be waiting around for leadership training” (Interviewee 20, state school).

“I took pleasure in doing my teaching work and so I am leading this school today. But leading the school without enough leadership skills is like walking in the midnight darkness. It is hard and it is proving to be difficult to most of us” (Interviewee 6, community-state school).

Based on the research findings there is an indicative notion to suggest that the state is promoting experienced teachers into the headship role before training them, as a means to cover the headship posts in schools. But the findings from this study question the government decisions to promote untrained head teachers. The majority of participants agree that even if their long term experience in teaching is necessary in managing their schools, it is not sufficient to provide the skills they need to manage their schools, especially in financial matters. This is similar to England, where, in a recent study, Rhodes et al (2009)

explored the influence of the NPQH in supporting aspirant heads to make the transition to headship and found that all 156 respondents recorded their disagreement with the view that they had been well prepared with respect to the facets of “financial management”. One respondent in the present study, who had not gained financial management skills said:

“I have not studied financial management before. I have studied English and History as my two main subjects. But being a head teacher I am expected to come here to lead this school without an accountant simply because the state hasn’t got sufficient budgets to employ an accountant! It is a horrendous situation” (Interviewee 4, community-state school).

The above quote clearly indicates that it is very difficult to apply teaching experience in some areas of school leadership such as in financial management. Similar views from the majority of head teachers support the need for leadership skills, particularly in the area of finance. They argued that there needs to be a plan in place that ensures newly appointed head teachers are fully trained to manage areas such as financial management before they are posted to lead schools. By acquiring the skills in financial management, these head teachers will be able to allocate and manage their school budget whilst creating a positive environment within which quality education provision as well as management of both human and physical resources can be achieved. As the literature indicates (Day et al, 2001; Gronn, 2002; Rhodes et al, 2006; Bush, 2008; Brundrett and Crawford, 2008), the quality of school leaders and leadership in education is a determinant of better education provision, therefore, in order for the new head teachers to be able to make a difference in education provision and school improvement in Tanzania, they need leadership training that focuses on the

difficult areas of their headship role. O'Shaughnessy (2007) further argues that leadership can be taught and learnt by head teachers whilst linking the theory and practice of their role, and if these head teachers are well supported, there is clear evidence that they will make a difference, especially in area of disadvantage and will improve their schools.

Further evidence from the respondents of this study indicates an urgent need for the state to support leadership training for aspirant heads before they are posted for headship posts. The training needs to focus on the five areas noted in the education and training policy for Tanzanian schools, and also in the management of curriculum. Similar views are presented by educational researchers (Murphy and Schwarz, 2000; OECD, 2001; Mestry and Globler, 2002; Bush and Jackson, 2002; Bush and Glover, 2004; Bush, 2008), who point out the need to train head teachers in four main areas, which they argue are difficult to newly appointed head teachers. These areas are:

- The management of curriculum.
- Management of financial and physical resources.
- Management of educators and,
- Management of organisational structure.

The findings from this study support these views. The management of curriculum, finance, and educators for example, were noted by many participants of this research study to be amongst the areas that leadership training in Tanzania needs to focus on. However, before head teachers are to be trained in the above areas of their role, many participants argued for the state to strategically plan for a better structure that supports the whole training process. At the moment the findings appear to suggest that the ADEM is lacking

comprehensive plans to support school leadership training. The majority of interviewees suggested that the state should create another organization which can organise leadership training and ensures that the newly appointed head teachers gain the required headship skills before and during their headship role. Such an organization can create leadership training programmes and networks through which head teachers can exchange ideas and participate in informal learning whilst carrying on with their duties. The state in collaboration with both incumbent and aspirant heads can also suggest a better form of short courses within teacher training colleges and universities to provide rotational leadership learning to newly appointed head teachers. With clear and targeted leadership training, head teachers can prepare, socialise and raise their confidence to lead their schools. According to respondents, training can also be organised within head teachers' own communities where it is possible for many untrained heads to attend without having to travel and leaving their families behind. For aspirant heads, there also is evidence to suggest that many can achieve professional growth and transition to headship through the four framework stages suggested by Browne-Ferrigno (2003). These stages are: role conceptualisation, initial socialisation, role-identity transformation and purposeful engagement based upon career aspirations. The findings show that the growth and transition to headship for aspirant heads can be achieved through similar elements identified above if there are clear structures that support the frameworks. However, further studies are needed to establish the extent to which training can make a difference in the Tanzanian schools. The studies need to include many head teachers from both state and private schools for comparisons and also for a wider perspective on how best leadership training can be organised.

In Summary, it is noticed from the majority of respondents' views that policy and directives for leadership development in Tanzanian schools are only noted in black and white; in books or documents, but these directives are poorly implemented because of the lack of necessary structures and resources. The majority of participants reported to have only attended one week of leadership training sessions, which they evaluated as good but with limited relevance. Many head teachers had to rely on the service of their voluntary mentors to provide the skills they required to lead their schools. However the literature reviewed indicates that leadership skills can be taught and learnt whilst new head teachers link theory and practice in their headship role.

Learning and support from the experienced head teachers

Mentoring and coaching for newly appointed head teachers in Tanzanian secondary schools

Studies into newly appointed head teachers show that practical assistance by experienced head teachers is often an effective and supportive way of providing newly appointed school leaders with the necessary knowledge and skills to lead schools (Gunter, 2003; and Hobson, 2003; Bush et al, 2007; and Crawford, 2009). This kind of assistance is known as mentoring and coaching. Hobson (2003), writing for NCSL, states that mentoring means different things to different people and is therefore a broad concept. In the Tanzanian education system, mentoring and coaching techniques have been proven to be of importance in the lives and careers of the new head teachers interviewed for this first research study. The majority of participants clearly showed that they only managed to survive in their headship role because they received assistance from

the retired and experienced head teachers who were continuing, voluntarily, to offer their experience to ensure the newly appointed head teachers could manage their day to day activities in their schools. The following extract explains such extent:

“When I have leadership questions or problems, I usually pick up a phone to speak to my former boss. This guy is awesome, the best mentor and of course an exceptional instructor. In fact, he has been my role model for a very long time. He always there to help me, in any matter, and whenever I need him to do something for me, he does. He always offers to meet me any time I feel I need help. I think without this kind of group of experienced head teachers, most of us would have been fallen into worse situations” (Interviewee 4, community-state school).

The majority of head teachers described this group of experienced head teachers as “...individuals who are ready to help in serious matters” (interviewee 11, state school), pushers (interviewee 13, state school), and engineers (interviewee 9, community-state school), whereas another participant ranked the voluntary service from their former bosses as “a good service” (interviewee 19, community-state school). Indeed, the majority of participants expressed that the mentoring service they received from the experienced head teachers is one of the key factors that has contributed to their confidence to lead their schools. A further extracts show the extent to which newly appointed head teachers in Tanzanian schools are hugely dependent on these services:

“I’m not fussed about asking some questions for something I do not know and, most importantly, because this job is about delivering quality and parents would like to see immediate results in their children. I’m therefore prepared to rob leadership skills from anyone, I mean anyone including

you (...laughs). Without doubts, any available help is appreciated” (Interviewee 20, state school).

“I think I have survived and enjoyed my work because I always get into the bus and go to see people who know much more about school leadership than I do. I go to the Ministry of Education and raise my points there. Surely there are some good people who are prepared to listen and are ready to help” (Interviewee 1, community-state school).

In reality mentoring and coaching work for newly appointed head teachers in Tanzanian schools seems to take place between friends, whom participants have described as their former head teachers. This supports similar views presented in Hobson (2003) that the mentoring process is more favourable in an environment whereby a more experienced individual is willing to share their knowledge with someone less experienced in a relationship of mutual trust. On the other hand, Bush et al (2007) state that coaching appears to work best when training is thorough and specific, when there is careful matching of coach and coachee, but (Crawford, 2009) argues for an emotional transaction if the mentoring process is to succeed. Further, Gunter (2003) argues that even if the professional relationship between the novice and experienced head teachers is essential for an effective mentoring process to take place, there needs to be a check and balance to ensure that such relationship is really happening. There is a danger if the wrong people are matched or one becomes too dependent on the other (Gunter, 2003). The findings from this study indicate that the majority of participants were too dependent on their unpaid mentors, but the service they received from this group of experienced head teachers appeared to have helped to reduce the stress these head teachers would have encountered if they were not mentored or coached. This is also supported by literature (Grover, 1994;

Bolam et al, 1995; Bush and Coleman, 1995; Monsour, 1998; Draper and McMichael, 2000; Gunter, 2003; Hobson, 2003; Crawford, 2009), which argues that mentoring and coaching programmes reduce feelings of isolation, stress and frustration and helps in head teachers' professional growth. However, there is also a growing fear among many participants that if mentoring and coaching remains unsupported by the state there is a danger that the service will fail. This is because mentoring and coaching services are organised by individuals, who work for no cost, and apart from what the majority of participants reported here, there are no records about how these services are currently being organised in schools in Tanzania. Perhaps some obvious questions are how could mentoring and coaching approaches work? Could networks be formed so that those with experience can help those with less experience? What would be the difficulties? Or would this be possible bearing in mind the limited budgets for CPD? Could new head teachers be encouraged to learn in other ways? These questions need further studies so that clear answers can be found from a wider perspective. However, it is further stated in (Grover, 1994) that mentoring improves personal skills whilst increasing head teachers' communication abilities. Indeed this was supported by many participants, who expressed that they acquired personal assistance from the experienced head teachers which increased their confidence and self-esteem whilst improving their technical expertise, problem analysis and solving.

The journey to headship

The role of the accession phase in the head teachers' journey to headship

Whilst addressing this section, I have used the Gronn (1999) and Ribbins (1999) model, the 'Accession' for the development of future school leaders. Many participants described their journey to headship as being driven by a combination of factors including family, education level, financial incentives, community, and assistance from their former head teachers during their accession phase. However, this section looks largely on one particular factor, the aspect of the accession phase for the preparation of school leaders. In this section there are the majority responses which reflect similar perceptions to that in the literature reviewed (Gronn, 1999; Ribbins, 1999, 2003; Pascal and Ribbins, 1997; Rhodes et al, 2006), which suggests that accession to headship is an important phase for the preparation of aspirant heads. Many participants spoke of being assisted by their schools, their former heads and the community that valued the education service they provided for the children. The majority of respondents expressed that they took middle management posts (in a distributed leadership model), as similarly suggested in Ribbins (2003); and Harris (2005), and gradually moved from one position to another until they attained a full headship role. The following extracts explain it clearly:

"I grew up and taught in the community school, which valued the education service we gave to their children. I become a leader of my family first, and then the community I lived with. I think this is where I begun to build up confidence to become a leader" (Interviewee 7, state school)

"I have enjoyed serving as a teacher before, and moved from one position to another. My headmaster played an important role in helping me to

reach where I am to day, and also school inspectors helped me during my accession to leadership” (Interviewee 17, state school).

The above quotes help to illustrate that the head teachers’ journey towards headship was strongly inspired by a number of things including the favourable environment of the schools they taught, community, and people such as their former head teachers, who also selected them to hold various middle leadership posts before moving in the headship role. However, this does not mean the same to all head teachers in Tanzania. More studies are needed to establish how the community, former heads and better environment assist aspirant heads move towards the headship role. For the majority of participants, their headship formative journeys appear to coincide with the Gronn (1999) and Ribbins (1999) model of the lives and careers of head teachers, which suggests that head teachers emerge and pass into unique preparation pathways through which they work hard to gain the required experience within their present positions before they move into the headship role. The accession phase for the preparation of future school leaders must involve aspirant heads who are currently in teaching posts (Pascal and Ribbins, 1997; and Brundrett et al; 2003). While these candidates seek advancement toward headship, they must develop their capacity by testing their readiness in comparison with the incumbent heads (Gronn, 1999). Similarly, all participants stated that they become teachers first and had ten or more years of teaching experience before they become the head of a school. During the accession phase, the aspirants stated that they had opportunities to learn many things, including how to deal with difficult and complex decisions, the community, students and experienced teachers, with whom some participants described as a difficult group to lead. They also learnt

how to prepare their manifestos, how to face challenges from within and outside of their schools and the way in which they put their visions in place whilst working effectively to fulfil both short and long term goals for their schools. The majority of participants acknowledged the accession phase as being the stage where they managed to gain a great deal of leadership skills they then applied to lead their schools. This is similar to the Gronn (1999) perspective, that, the accession stage brings the “worth and value” (p.36) of future school leaders. However, the majority of participants admitted that such experience was insufficient without being supported by training. The following quote reveals how the accession phase has played an important role in the development of school leaders in Tanzanian schools:

“I ritually moved from one position to another; from being a class teacher to deputy head teacher. The journey took me some years, but all was ok. When the opportunity came, my former head of school called me to her office to say she was recommending me to lead my own school, that’s it. I thought this was too big a post for me to take at the time, but she insisted that I had enough experience through middle management posts” (Interviewee 1, community-state school).

However, notwithstanding the above arguments, there are criticisms associated with accession phase. For instance, many participants stated that there was inequality of opportunities in middle management positions, and certainly in gaining a headship post. This is because the choice of who gets middle management position remains in the hands of those who are vested with the power to select teachers. The selection of teachers for the accession to headship has always depended on the head teachers’ themselves, regardless of the criteria set by the education authority. This means that not all aspirant heads

have always got the accession to headship. Also there is no guarantee that even those who secure a middle management position will be selected for a headship role when the posts are available.

On the other hand, for many participants who were able to get the opportunities in middle management positions admitted that they came through the accession stage without knowing if they were being prepared for the headship role. But the majority of participants acknowledged that they began to acquire leadership knowledge and skills within this stage. However, for many respondents, the 'grooming process' as it is stated in Gronn (1999) was driven by the motivation to achieve, the prestige and financial incentives associated with the headship position. Studies in African education, particularly in training and professional support for school leaders (Dadey and Harber, 1991) report a similar range of things that motivate both school teachers and leaders in African schools and Tanzanian schools. These include the financial incentives which are linked to the headship role, the prestige and recognition they receive from it in and out of their school environments, both from the community and from the members of staff around them. All these gather to form the contributing factors that lead to an individual decision to take on a headship role in school. Though, the adoption of a new professional identity as identified in (Rhodes and Brundrett, 2006) could also be argued to be one of the main reasons that motivate teachers into headship roles in schools in Tanzania. Unlike in England where, for example, Fletcher-Campbell (2003) explored teacher perspectives of the advantages and disadvantages of seeking promotion to middle leadership and reported that some teachers preferred to continue teaching in their classes rather than taking on headship roles and that others were not even willing to take on more

responsibilities. In contrast, aspirant heads in Tanzania would not consider the responsibilities that are linked to the headship post as a problem, but they would first consider the financial incentives and prestige which is linked to the headship role.

To this end, the financial rewards and sense of autonomy which are linked to the headship role, prestige and recognition which head teachers receive from in and outside of their school environments, from communities and members of staff around them have a great impact on teachers' decisions to take on the headship role. This suggests that if middle management and headship posts were advertised for aspirant heads to apply, many would well submit their applications for these posts without considering the responsibilities attached to the posts. This again contrasts with the English perspective, where, Hayes (2005) explored reasons for the falling number of candidates seeking leadership roles in schools, and found that because of the many responsibilities linked to headship posts, a significant number of teachers hesitated to apply for the posts. In the Tanzanian education system, however, the headship posts are usually categorised as prestigious in society and therefore aspirant heads have always wanted to get the posts. On the other hand, notwithstanding the above facts, based on the present findings it appears that not all aspirant heads are attracted to the headship role for prestigious reason alone, some may have strong moral reasons to serve in the headship role. Again, attracting and recruiting the right heads needs broader study involving many head teachers so that the underlying motivations can be analysed and contribute to the future recruitment of high quality heads in schools.

Currently, it appears that because of the prestige and financial rewards that are linked to headship posts in Tanzania, participants stated that it is not possible for all aspirant heads that are in middle management positions to afterwards be selected to manage their own schools. According to the majority of respondents competition for headship posts is very intense and therefore for some it is difficult to obtain the posts. The power in selecting candidates for middle management positions rests in the hands of head teachers, but the majority of respondents doubt whether those who are vested with these powers actually select the right candidates. Do they ensure equality of opportunities for all aspirant heads? Do they select the right candidates for middle management positions? Do they assist them during their accession to headship? The following quotes are a cross section of participants' worries:

"It remains in the hands of head teachers to decide who the right candidate for middle management is, and there is no guarantee that the right persons are always the most obvious. I don't think so" (Interviewee 3, community-state school).

"I think the best candidates have always had to wait, while those who put themselves forward, those who agree on everything, even if they are not ok with everything, have some chance to be selected for middle management opportunities. This doesn't mean I waited for long, but I have seen it in my previous schools where good teachers were being bypassed for middle management opportunities" (Interviewee 1, community-state school).

"It is a system, a system I don't like, and I think you will agree with me that, not all who aspire for headship post will have equality of opportunities during their accession stages. (...) I believe some candidates are favoured by their bosses, some may require to have good education backgrounds

and their work performance must be second to none to be considered for headship posts. Maybe I was lucky to move quickly or maybe I worked hard enough to be noticed” (Interviewee 11, state school).

The above quotations pinpoint uncertainties surrounding the procedures used to select candidates for leadership accession in Tanzanian schools. It depicts that some aspirants do obviously position themselves so that they are easily picked for middle management posts. This process has, according to participants, proven to be unfavourable to the right candidates aspiring for middle management posts. This point is worthy of further study and has implications for the quality of future leadership in schools in Tanzania. There is a need to ensure that there are clear mechanisms to identify talented teachers and post them to work into middle management posts through a distributed leadership model as a transitional stage towards headship roles. This can be done through talent spotting and succession management as identified in Rhodes and Brundrett (2006). By introducing talent spotting and succession management it will ensure that schools have well prepared leaders as well as a bank of future school leaders. It will also, hopefully, eliminate a tendency of some candidates who position themselves for headship posts once the posts are announced. It will also eliminate some aspirant heads who begun systematically searching for the posts as soon as the vacancies are announced and some who “position themselves or ...jockey with one another for preferment” (Gronn (1999, p.38). Surely without control there is no guarantee that better and more competent candidates will always be selected for middle management posts.

Further evidences from respondents show that despite of a set of criteria for selecting candidates for middle management posts, the majority stated that it

depends on the relationship between the candidates and incumbent heads. A similar notion is noted in (Gronn, 1999; and Rhodes and Bundrett, 2006). For example, Gronn (1999, p.26) describes the relationship between those who are vested with the power, in this case the head teachers and the candidates for school leadership development as a “symbiotic relationships”. In Tanzania, according to many participants, once the posts are announced in schools, the aspirant heads with close relationships to the incumbent heads usually will start positioning themselves to win the posts. Given that, there is a need for change in the ways in which future school leaders are prepared in the Tanzanian education system to allow democratic ways in selecting candidates for middle management posts. For example, headship posts can be advertised to allow competition among the aspirant heads and the best candidates should be selected for the posts without prejudiced.

Managing change in school leadership training in Tanzania

Head teachers as change agents

Studies into change processes in education show that when imposing change in school or in the education system not all ideas will be welcomed and be perceived as good by its members (Fullan, 2003; Hargreaves, 1993; Whitely, 1995; Lashway, 1998). Some ideas may be rejected or delayed for acceptance by its members. Fullan (2001) notes that there are societal problems beyond the control of schools that may frequently tend to prevent educational reform. However, he insists that societal problems cannot be wholly held responsible for the failure of educational reform. There are other factors internal to the school system, such as lack of supporting structures, a deficit in the consultative process, an inadequacy in holistic approach, and the absence of ongoing

evaluation and amendment which contribute greatly to the impairment of implementing innovative practices. In particular, a deficiency in the consultative process, detrimentally affects the change processes in Tanzania. The majority of respondents have expressed that any change that affects them needs to be communicated among the change agents and head teachers must be given equal opportunities to participate in the debate on any matters that may have an effect on them. They expressed that the state has to recognise them as one among the change agents and therefore involve these head teachers in the change process, for example, on how leadership training should be co-ordinated, when, how and who teaches them. Many suggested that changes need to emerge from “bottom up” (interviewee 20, state school) and must involve “head teachers” (interviewee 5, community-state school) and not only the “authorities” (interviewee 7, state school). It appears that the notion of bottom up ideas might be a better solution in suggesting the kind of training these head teachers would like to have. Head teachers from all over the country can group themselves within the community they work and suggest how best leadership training might reach them within their local areas. For example, they could select the nearest centre such as a teachers’ recourses centre, where an expert could visit them and teach or discuss with them based on the problems and issues identified by head teachers themselves. Another way of doing it could be by sharing their experiences and choose how to solve their own leadership problems in schools. This kind of bottom up ideas may connect teachers, school leaders and policy makers to work together towards the achievement of the vision 2025. However, in Tanzania, it is not often that the voice of the majority changes the policy of the state. Some decisions occur even if do not have the support of the majority. The decision about when, where, and how leadership training is to be provided is the

choice of the State in collaboration with the Ministry of Education and Vocational Training and the Agency which provides the leadership training. Head teachers have little chance to express their views in this respect, and less expectation that their views will be listened to. However, one participant stated that:

“...yeah I would say we head teachers are the ones who are aware of deficiencies in their knowledge of some areas of leadership and should be able to decide what should be taught to us, when, how and who will teach us “(Interviewee 1, community-state school).

The above view corresponds with Fullan (2001) who argues that at each level of school or organization, there are dynamics in operation which may resist the proposed change but such dynamics can be prevented by ensuring that the whole process of change considers the organisational culture, the perceptions of educational stakeholders, takes a holistic approach towards change and ensures detailed follow up and support. Many respondents stated that in order to ensure that leadership training is useful, there needs to be some changes that come from the head teachers themselves. Many participants who attended the one week leadership sessions expressed worries on the people who taught these sessions. The following extract is typical of head teachers' feelings.

“There are some tutors who know nothing about filing systems as per the Ministry of Education and Vocational Training replica, and I think these guys are not from the Ministry of Education and Vocation Training. Some head teachers say these guys are from the Ministry of Defence, but they have just been given a tender to teach us about filing. How can they teach us the filing system in education? It is not possible at all. All they know is about the military filing system and I think they are not qualified at all to teach us, in my opinion” (Interviewee 11, state school).

For many participants, this and many other issues that they are not consulted on, appear to form the basis of conflicts between teachers, leaders and the authorities, which leads to failures in the implementation of innovative structures and practices. Fullan (2003) offers a useful suggestion that there should be dialogue between governments, which formulates policies, and the schools or educational institutions which implements those policies. The necessity of dialogue when implementing change in schools is also noted in Lashway (1998) as the key measure to successful group dynamics. Lashway suggests that in order to implement change in an organisation it is important that practice must concentrate on listening, suspending judgement and seeking common understanding among the participants. The majority of respondents expressed similar perceptions on how school leadership directives are not helpful because those who execute these directives are not taking ideas from the group at the receiving end, in this case head teachers.

In the opinions of many respondents, the state needs to implement leadership training in zones, as opposed to one or two centres, as a means to provide equality in leadership training whilst minimising costs. This will allow many untrained head teachers to receive the training they need. It will also reduce the imperative aspect of change that has always come about from the top down. Teachers feel that a bottom up change, such as this, is a key to school improvement and certainly to leadership development. To ensure real change, the government needs to make sure that leadership standards are maintained. In this case, the inspection department should also be made accountable to make sure that leadership standards are maintained and quality education provision in schools in Tanzania is occurring. Furthermore, there is a need for market

accountability, whereby if an incumbent head is not performing, for example, in the areas of preparation of aspirant heads, then they can lose their jobs. This would create steadiness change in learning and teaching and leadership development and hence school improvement. Both Fullan (1999) and Kennedy et al (1999) suggest that, in order to ensure effective change in an education system, the change process needs to be allowed to occur at any point, be it in classrooms, in schools, in the school system, or in society, and thus the tension between top-down and bottom-up initiatives need to be considered before introducing change at any of these stages. Hence, the institutional support for bottom-up innovation is as important as the top-down approach. Building on this, Fullan, (2001) argues that a change process in educational transformation requires new capacities within three levels and across their relationships. This is *'the tri level argument'* (p.39) which involves school, the district and the state. He contends that because the systemic nature of change has a dynamic in itself, it is therefore impossible for a single person to understand the totality of change in a dynamic complex system, and hence every one needs to be a change agent.

In summary, research question one has prompted discussion about the perceptions of newly appointed secondary school head teachers in Tanzania of the national policy and directives that shape their school leadership development. Many participants have explicitly acknowledged that the school leadership policy and directives are important tools for the development of future school leaders in Tanzania, but they also stated that the implementation of these directives have not been at the top of the agenda for the state. The majority of participants are not clear about the role of these policies and directives in the development of school leaders. In general, many participants articulated that the directives have

not been helpful in their journey to headship; rather they felt that their former head teachers have been more important in their journey to headship. These head teachers allowed their subordinates to exercise leadership through middle management posts as a way of enabling them to gain experience that they are now using to lead schools. The majority of respondents stated that these head teachers have remained an important group of mentors, who have continued to assist the newly appointed head teachers through voluntary mentorship and coaching sessions. Furthermore, the majority of participants and literature reviewed show that the accession stage is an important phase towards headship, but the majority of participants stated that the procedures involved in selecting candidates for accession to headship were unclear and, to some extent, these procedures don't favour the right candidates. Participants argued for the state to involve them in any changes that affects them. For example, head teachers expressed the need to be recognised as one of the change agents in education if changes are to improve schools. More importantly, it was also noted that the most critical factors in the participants' journey to headship were families, incentives, prestige, former bosses and retired head teachers. The literature reviewed also show that without clear policies to support leadership development, learning and school improvement may not succeed.

Research question 2:

What are the perceptions of newly appointed secondary school head teachers in state secondary schools in Tanzania about the sufficiency of continuing professional development programmes for school leadership in meeting their professional leadership development needs?

Formal training and leadership development for head teachers in secondary schools in Tanzania

There is a strong emphasis on school leadership preparation through formal professional development and training across the world (Gunter, 2003; Bush, 2008; Bush and Oduro, 2006; and Brundrett and Crawford, 2008). Whilst Coombe and White (1994) report on different programmes within which school leadership skills for head teachers in African context could be improved, Kitavi and Van der Westhuizen (1997) present findings from a case study of skills development for newly appointed head teachers in Kenya. In Tanzania, research studies on education and development policy (Lugalla, 1995; Mosha, 2004; Nguni et al, 2006; Ngirwa, 2006) argue that education policies have continued to concentrate on quantity aspects of education provision but very little attention is devoted to leadership preparation. On the basis of these studies a tentative conclusion could be drawn to suggest that school leadership development in Tanzania is a forgotten concept. The ultimate provision of quality education (URT, 1999), which is required to drive ambitions to training and produce effective school leaders has done little about the preparation of aspirant heads in Tanzania.

The majority of participants' responses on the subject reveal uncertainties about school leadership development in Tanzania. At present no national institution that co-ordinates school leadership development from middle management position exists. The government reports (URT, 1995, 1999, 2001, 2006, 2007) express very little about the achievement in the directives for school leadership development. All respondents stated that they did not receive any planned leadership training to enable them to access headship. The majority report to have only studied leadership and management in general whilst at teacher colleges or at the universities. The majority of respondents expressed that there was little relationship between the national standards for school leadership development and leadership training in teacher colleges and universities. The leadership training in teacher colleges did not prepare these head teachers, for example on how to deal with the community leaders. These view points represent a plurality of responses from interviewees which reflect the current situation of school leadership development in Tanzania. The following extracts represent the majority of participants' responses:

“In my opinion, I think all leadership or management modules we were taught during the diploma or degree studies are based on theories, nothing at all from those theories directly applies in managing schools” (Interviewee 10, state school).

“My school leadership experience started instantly when I was selected to lead the history department and continued as I moved on to higher posts and eventually on to the deputy post. I think I have learned all about leading schools whilst working with colleagues and not from the leadership training I received ten years ago. And I really sense that working with other school leaders can revive the forgotten knowledge and skills on managing schools” (Interviewee 11, state school).

Based on the literature reviewed (chapter two), the situation in Tanzania appears to be different compared to what other countries have done in the area of school leadership development. In England, for example, there has been a huge increase in leadership programmes and also the creation of the NCSL, which has subsequently played a pivotal role in the co-ordination of the national programmes of school leadership development (Brundrett and Crawford, 2008). Earley and Evans (2002) state that an effective leadership development or CPD (continuing professional development) strategy forms part of a coherent plan of professional development that builds upon previous knowledge and experience, relates to school teachers' and leaders' current and future roles, and addresses the need of colleagues throughout the school community. In England, coherent programmes of professional leadership development are linked to the framework of National Standards (DfES, 2001) to provide challenges, support and opportunities for career progression. This and other views of the purpose of school leadership development is summarised by the National College for School Leadership (NCSL) as *“transforming the quality of learning for all pupils”* (Southworth, 2004, p.340).

In the USA, CPD is embedded in the universities, but Hale and Moorman (2003) writing on the US model, have described the system that produces the Nation's principals as complex and interrelated. Every state in the US has its own system of school leadership development programmes. In Tanzania on the other hand, the initial phase of leadership training is embedded in the colleges and universities, and leadership training is available as part of educational diplomas or degrees. The leadership lessons are taught along with other elective subjects. However, many participants described these lessons as theoretical and that the

studies contained limited skills, which are not transferable in the management of schools. The majority of respondents clearly dismissed the possibility of applying such leadership theories into leading schools today. The following quotes illustrate these perceptions.

“...yes, it is not possible to assess if something I studied ten years ago or more, is of use to me today. I suppose we probably need fresh and updated leadership training rather than using teaching experience or what we learnt in the colleges and schools we passed through” (Interviewee 1, community-state school).

“No, I have not received any leadership training to prepare me for accession to headship, but I have generally studied leadership as part of my degree course during my time at the University of Dar es Salaam, but nothing was specifically taught on school leadership. I also did something about management-leadership during my Master of Art studies, and I think I do apply some of these skills when making decisions for my school” (Interviewee 15, state school).

One respondent expressed that

“I’m from a civil engineering background, but I also used to teach mathematics. My degree had some elements of management, but it wasn’t about leading a school. It was about management of materials we use in the construction industry, those we use to construct roads, bridges and houses” (Interviewee 12, community-state school).

Some respondents felt that these lessons lacked a practical rigour or school based learning. Many respondents dismissed the idea that they were prepared for the headship role through those programmes. It seems, however, while some participants who studied degree courses in education stated that

there were many elements of school leadership in their courses, they did not take seriously studying those modules because they were unsure when and where they would apply these skills. However, participants who studied for example, a degree in engineering science, stated that they did not study anything related to school leadership. These participants reported that they had many problems in leading their schools.

At this juncture, based on the perceptions of the majority of participants, it may be argued that there is a need for the state, in collaboration with the Ministry of Education and Vocational Training, to initiate a programme similar to Leading from the Middle (LftM) in England, which will proactively focus on developing aspirant heads within middle management posts and through a distributed leadership model within which aspirant heads can learn how to lead schools before they are posted to lead their own schools. Within such a programme, long and short time leadership courses can be implemented to allow aspirant heads to register on both full or part time basis and the government should commit to support it and consider allocating budget to such an endeavour. Whilst aspirant heads would continue to work in their middle management positions, they would also possibly take part-time leadership studies to prepare themselves for headship role. And for those who would like to take full time studies, the government should support them as well. By doing so this will create a number of leadership cohorts that are prepared and ready to take on headship role in schools. O'Shaughnessy (2007) states that leadership skills can be taught and learned in classrooms. Head teachers can transfer the practical aspects of the skills into managing their schools. For Tanzanian schools, the findings indicate that new head teachers do need leadership training so that they may acquire the

required knowledge and skills to lead their schools. The majority of participants stated that they did not have the confidence to manage the day to day activities in their school during the early years in the headship role. These views correlate with Busher (2005), who suggests that middle leaders have less confidence to locate themselves as part of the echelons of management and view their professional identity as that of experienced classroom teachers. The majority of newly appointed head teachers feel unprepared for the role in their early years in the headship post (Daresh and Male, 2000). For Tanzanian schools, this evidence supports the need for a new direction; the need for clear co-ordinations and an initiation of middle management programmes, which will craft the possibilities for a comprehensible plan for school leadership in Tanzanian schools.

The role of non-professional influences towards head teachers' journey to headship

Evidence from many participants suggest that because of the lack of a comprehensible plan for leadership development at present, respondents are driven by financial incentives, family, recognition and the prestige associated with the headship role. But, since I have already presented the role of other incidents in the previous sections, this discussion focuses on the role of family in the head teachers' journey to headship. Research shows that a family or a member of family can be an influential factor for aspirant heads (Evetts, 1994; Hall, 1996; Gronn, 1999; Gunter, 2003). However, apart from the western literature on how family can impact upon the journey to headship for their loved ones, there is nothing at all from the Tanzanian perspective that I can use to extend and support this discussion. Hence the discussion is heavily based on respondents'

responses and quotes as evidence to support the discussion. Evetts (1994) presents how career choices and experiences are positioned in personal lives. She provides a typology on how a single person can make a decision to seek promotion and how the decision of a married person to take on promotion can be influenced by their partners. Respondents spoke of family support, family history and responsibilities as amongst the contributors, pushers, and motivators in the head teachers' journey to headship and in head teachers' current stability in their schools:

“My family has been my number one supporter through my headship journey. When you have a family, all you really need is to set examples, and all other things will follow. You start leading a family then when you think you are successful there, you move on to another stage. If things aren't working well in your family, it will be hard to lead another group, so yeah, it was important I started from there” (Interviewee 7, state school).

“Yes my family did play an important role in my decision to take on headship. My grand mother was a teacher, my mother was a teacher, and my sister was also a teacher. I think they did play a role in my decision too, but none of my children wants to be a teacher. They say the pay is not enough for today's life” (Interviewee 12, community-state school).

For some respondents, the headship role provides the financial security to those who are in the posts and their families. Therefore even if the job may not be as good as other jobs in the country, those who hold the jobs are able to financially support their families as well. One respondent commented how his/her family played an important role that has enable him to continue serving in the headship role even after thoughts of quitting the job because of difficulties he faces in his school:

“In one year of my leadership in this school, I have only had one week of leadership training, which has not been enough to help me to deal with many leadership challenges I am facing today. And, sometimes, I reach a point whereby I think about quitting my job, but then, I have to think about my family too. My family is entirely depending on this work I do, and my children have to go to school whilst learning from the examples I set. They would definitely be saddened to wake up in the morning seeing me at home every morning waiting for another job interview to come up (Interviewee 1, community-state school).

For many participants, family have played an important role in their journey to headship. Families appear to have helped many respondents to achieve what Hall (1996, p.61) termed “self efficacy”. The majority of respondents expressed that they were willing to continue serving in their headship posts, partly because they would like to set an example for their families and friends. This kind of motivation might be driven by the sense that the new head teachers do not wish to fail.

Overall, notwithstanding family support in the head teachers’ journey to headship, many participants insisted that their present CPD needs are to be able to “comprehend” (Interviewee 7, state school) all good materials from the five areas of school leadership development for head teachers in Tanzania. They suggested that the government in collaboration with the Ministry of Education and Vocational Training need to rethink the ways in which head teacher training can best be taught to new head teachers all over the country. Some participants argue that “effectiveness” (Interviewee 18, state school) within the school leadership training can only be achieved if leadership training sessions are held

in “zones or in the regions” (Interviewee 8, state school) and training in financial management is present. One participant posited that:

“I need urgent training in financial management more than anything now. This area is hard to deal with and I think I will be held responsible for my mistakes, the state needs to listen to head teachers” (Interviewee 16, state school).

Research in education management (Murphy and Schwarz, 2000; Mestry and Globler, 2002) argue for the urgent need to train head teachers in four main areas. The management of financial and physical resources are amongst these areas. This concurs with the above extract and represents the views of the majority of respondents, who reported difficulties in financial management of their schools. Therefore training is needed to prepare these newly appointed leaders to financially manage their schools.

In summary, it was stated by many respondents that leadership modules in teacher training colleges and Universities did not prepare the respondents for headship. There is little literature in Tanzania that discusses the problem. The majority of participants feel that they learnt leadership skills as a result of being employed in better schools with experienced and supportive head teachers, working in middle management positions and having support from their bosses (their former head teachers). It appears that “work based learning for leadership development” as presented in Simkins (2009. p.394) impacted upon the leadership experience of many participants of this research study. But the majority of participants stated that working in middle management alone was inadequate and they needed more formal training. However, there is no evidence

to suggest that all experienced head teachers know how to assist new heads. But there is a sense that the experienced heads see mentoring and coaching as their duty, even if they offer the service for no cost. More studies are needed in this area so that underlying principles can be drawn out about the services provided by these experienced head teachers and how support can be maintained in a sustainable form in the future.

However, it appears that most of the participants did manage to acquire leadership skills through forms of distributed leadership in schools, mostly through middle management posts. But they stated that this type of training did not provide all the necessary skills they needed in school leadership. Many respondents have expressed worries about financial management and procurement procedures and they think formal training would address these issues. Furthermore, many participants stated that their families played a huge part in their journey to headship. Lastly, participants articulated that their CPD needs would be better met if the state enhanced the present leadership development programmes so that these programmes are fully implemented to the benefit of all the untrained head teachers in the country.

Research question 3

What are the perceptions of newly appointed secondary school head teachers in state secondary schools in Tanzania about the meeting of their personal development needs for headship?

The need for head teachers' to meet their further personal development requirements

To enable teacher trainees, serving teachers and school leaders to acquire organisational, leadership and management skills in education and training is one of the objectives of Teacher Education and Training in Tanzania (MOEC, 2005). But it is unclear to what extent leadership training is taking place in Tanzania. The education and development policy (1995) does not specifically demarcate how far head teachers can develop themselves. Respondents commented about the need to meet their personal development for headship as necessary and “not an option” (Interviewee 2, community-state school), and subsequently as “significant” (Interviewee 10, state school) to all head teachers who wish to “maintain or develop” (Interviewee 11, state school) their confidence in the headship role. However, because of the lack of co-ordination in school leadership training, it is up to individual head teachers to choose which direction they should take. The complexity in the education and development policy leaves head teachers with individual choices about what they would like to do next. The findings show that the most common route that these head teachers are likely to take is ‘in service’ training which allows diploma holders to take on a three years degree course in education in a university under the state sponsorship or private

donors. Once they graduate from such courses they go back to continue to lead their schools. There are limited chances for those who already hold degrees and would like to further their education by taking a masters degree. Most of these chances are competitive and are approved by the universities or donor funding programs.

Many respondents indicated that their personal development would either be through short study days or long term courses:

“I’ m ready for any study day about leadership, and not necessarily about school leadership, but any management training provided at no cost, and training that will immediately make a difference to my practice” (Interviewee 3, community-state school)

“I need training in difficult areas of my headship role (...) and I hope I’m the first to join any up coming training in school leadership so that I can reflect on my practice as a head teacher. At present, I don’t know if I’m doing many things in this school right or wrong” (Interviewee 1, community-state school)

“I’m keen to get out there and do some studies in management, probably in about two years time. I would like my personal development studies to reflect my work as a head teacher” (Interviewee 17, state school).

“I would like to study MA degree in secondary school curriculum, because I think this area is largely forgotten compared to any other school leadership program” (Interviewee 4, community-state school).

International studies on leadership development, leadership and school improvement (Hobson, 2003; Busher, 2005; Bush, 2008; Rhodes et al, 2009), document that pre-service, induction, and in-service training are thought to be the

universal means of developing school leaders worldwide. However these programs have to be supported by policies and directives within the countries effected. Literature on teacher development in Tanzania (Moshia, 2004; Komba and Kumbi, 2008) pin point the lack of clear directives and structures that are required to enhance quality teacher education. As a result the preparation of teachers and school leaders is not as well organised as it might be. The lack of clear structure to oversee leadership training hampers the desire to improve learning and teaching in schools in Tanzania. However, the majority of respondents were willing to achieve further personal development now they have achieved their first headship, but the structure to support them appeared inadequate. Others are unsure whether they should attend further training before they have fully developed their schools so that the school can cope in their absence.

Research question 4

In the light of findings from research questions 1, 2 and 3, to what extent can international models of school leadership development further inform secondary school head teacher development in Tanzania and the directives that inform it?

Research question 1, 2 and 3 have generated an enormous data on leadership development for Tanzanian schools and certainly there has been rich data from international studies about educational leadership development. This section combines participants' perceptions from all three research questions and the literature reviewed to form a discussion relevant to research question four.

How can the international models for school leadership development further inform secondary school head teachers' development in Tanzania?

It is noted from international studies that effective schools have strong and effective leaders and leadership (Day et al, 2001; Gronn, 2002; Gunter, 2003; Bush, 2008; and Rhodes et al, 2009). The professional development or preparation of these leaders pass through distinctive stages where they work hard to gain the required experience required both prior to and within their present headship positions. Respondents in this research study similarly passed through distinctive stages such as being subject leaders, class leaders, department leaders and deputies. International research further places strong emphasis on leadership preparation through formal professional development and training (Gronn, 1999; Ribbins, 1999); Gunter, 2003; Rhodes et al, 2006; and Brundrett and Crawford, 2008). However, this may not be the case for head teachers in Tanzania. Evidence from participants indicate that, despite the fact

that there has been a theoretical plan by the state to provide leadership training to many untrained school leaders, at present, there is no clear structure to support school leadership training. It can be seen from the participants' responses that the state has not been providing adequate resources to run the required training for head teachers both prior to headship and during headship, and as a result, all the important leadership programmes have therefore remained only in theory. In contrast with international standards, school leadership training in Tanzania is predominantly informed through experiences accumulated in middle management or from help from ex-heads.

While Murphy and Schwarz (2000) argue that the school system ought to “reinvent the Principalship” (p.1), Mestry and Globler (2002) contend for urgent training and the development of school leaders in four main components. These are management of curriculum, management of organization structure, management of educators and management of financial and physical resources. Similar areas were noted in the Tanzanian perspective. There are five compulsory areas which need to be taught to head teachers before they start to lead schools. These are allocated by the Education and Training policy in Tanzania, but the training has to be organised by a government agency, namely the Agency for the Development of Educational management (ADEM). These areas are: school leadership and management; school leadership and planning; education policy and registration; financial management and accounting; and office procedures (filing system and record keeping). But evidence from respondents show that there is no clear structure to support the above areas of leadership training for new head teachers. The majority of head teachers stated

that they attended one week leadership sessions which were mainly an introduction to school leadership.

“We were told that the school leadership training we have recently participated in was just an introductory package of the many things we should expect to be taught in the later stages. But does any one have an idea when the whole package will be taught to us? I guess not, certainly not me” (Interviewee 19, community-state school).

“It is true that the school leadership policy encompasses lots of good stuff for head teachers, but I personally get frustrated to see that none of these things are being implemented. Look for example, my appointment letter says ‘I will be required to receive leadership training as soon as I report to my school’. But, it is more than a year since my appointment and nothing seems to be happening” (Interviewee 10, state school).

Currently, as I noted in the previous chapters, there is little literature available that discusses the problems in educational leadership in Tanzania. Many education researchers have continued to concentrate on better paid projects such as economic and poverty alleviation but very little attention is put on school leaders. Many respondents were dissatisfied with educational policies, mechanisms for leadership development in schools and lack of support from the State. Coombe and White (1994); Kitavi and Van der Westhuizen (1997); and Bush and oduro (2006) present similar dissatisfaction from their studies in school leadership development programmes across African countries. In the Tanzanian perspective, the majority of respondents clearly showed that the government has only made a limited response to the problem. The government has only continued to increase schools, classes and students’ entrants (MOEC, 1995; URT, 1999, 2001, 2006, 2007), but it has ignored the quality aspect of school leaders and leadership training programmes for aspirant heads.

Conclusion

Therefore, based on evidence from the majority of participants and literature reviewed there is an indication to suggest that international models on school leadership development can further inform school leadership training in Tanzania. International studies show that the link between leadership and quality schooling and school improvement is well established (Brundrett and Crawford, 2008; Bush, 2008; and Rhodes et al, 2009). In this respect, leadership development needs to focus on developing school leaders who will be ready to facilitate teaching whilst improving learning in their schools. For Tanzanian schools, leadership training has to be a central task that requires creative and concerted advocacy among the educational providers so that quality leaders can be prepared. In this case the State must seriously consider the creation of supportive structures that result in better training both for aspirant and for serving head teachers.

To this end, based on the literature there is no question that the Tanzanian education system can further learn from international perspective on leadership development. A large number of educational studies which have taken place across the UK, particularly in England and the USA, have commented on a number of ways through which leaders in schools can develop the required skills and abilities to lead schools (Caldwell,2002; Fletcher-Campbell, 2003; Hayes, 2005; Gunter, 2003; Rhodes et al, 2006; Brundrett and Crawford, 2008). The leadership development programmes commented on by educational researchers include, continuing professional development (CPD), pre and post succession to headship, mentoring and talent spotting. Rhodes and Brundrett (2006) advocate a more proactive way of talent identification and succession management in

schools as a means to prepare present and future school leaders. Similar perceptions were noted from some participants, who commented that because many teachers were prepared for headship posts without being informed, it is important that when these talented or targeted candidates are identified then they should be posted to colleges or sent for specific leadership programs according to their needs before they are allocated to lead schools. This will help to create a pool of trained individuals from which the future leaders may be selected.

Other international studies on school leadership development (Hobson, 2003; Bush, 2008; and Brundrett and Crawford, 2008) contend that leadership programmes can help head teachers to maintain, improve and broaden their knowledge and skills and develop their personal qualities to lead schools. In England for example, evidence from literature reviewed, Hobson (2003) shows that there is a good coherence in mentoring programmes, which focus on providing induction based on an analysis of an individual needs and previous experience. In the Tanzanian perceptive mentoring and coaching for newly appointed head teachers is voluntarily undertaken and is an unpaid service. Apart from what I have presented in this study, there are no records on how this service is currently impacting upon new head teachers. This area is also important and it provides challenges to leadership development in schools in Tanzania. Therefore, based on the literature reviewed, the international perspective on mentoring and coaching for new head teachers may provide a learning model to Tanzanian schools.

Notwithstanding the criticisms directed on school leadership programmes in England, for example the NPQH, mentoring and coaching programmes (see page 40-43, and 45-46), Tanzania can still learn from the English system in

terms of the structures embedded into school leadership development programmes. For example, the mechanisms embedded into the above programmes are worth standing as a template to learn from for a county with a limited education and training budget like Tanzania. The ADEM in Tanzania can learn from NCSL in England on how school leadership development programmes are organised. Notably, programmes such as:

- Leading from the Middle (LftM),
- Former HIP programme (now discontinued) , and
- The NPQH which is a 15-month mandatory qualification programme for head teachers and prepares candidates for headship in accordance with the National Standards for Head Teachers.

Those above and many other CPD programmes for both aspirant, newly appointed head teachers and experienced heads may provide a good example to Tanzanian schools. Other possible areas to learn from are, the think-tanks (in other words the organization or institute that conducts research and engages in advocacy in areas of educational policy), networking, and the ways in which educational research is conducted to help to fulfil both local and international needs. More importantly, the management of the curriculum, organisational structures, management of educators, management of financial and physical resources, instructional learning through strengthening teaching, learning and community leadership at large, are significant areas that Tanzanian schools can possibly benefit from. The next chapter is concerned with the conclusion and recommendations.

Chapter six

Conclusion and recommendations

Introduction

This chapter presents the conclusion and recommendations and will include the following areas: the general and specific aims of the study, the implication of the findings, the knowledge contribution made by this research study and suggestion for further research studies. Recommendations from this first study are directed to the education providers; the state, head teachers, academicians and researchers.

Conclusion

This research study has drawn from many important sources of knowledge. It has used resources on leadership development programmes for newly appointed head teachers from an international and a Tanzanian perspective. The research study gathered the head teachers' experience, perceptions, and suggestions about their own continuing professional development and that of others in schools in Tanzania. It strived to understand how and when the new heads of schools are trained, and whether they received sufficient training before taking on a headship role. It further sought to understand the significance of mandatory leadership qualifications in enhancing head teachers' knowledge, skills and abilities to lead schools. The study used semi-structured interviews and a small tick-sheet questionnaire to collect data from a sample of twenty newly appointed head teachers in contextually different state secondary schools in the Dar es Salaam region of Tanzania. The sample study targeted those in year one and two of their first full time headship role. The

study aimed to achieve the following specific objectives.

- 1 To identify the complexity and interactive nature of the existing education and training policy and machinery for school leadership development in Tanzania.
- 2 To examine the leadership training needs for newly appointed head teachers. How they are professionally trained or assisted during their headship role.
- 3 To explore the significance of continuing professional development and mentoring programmes for newly appointed secondary school head teachers in Tanzania.
- 4 To identify areas which need immediate innovation and to suggest measures those contribute to the utility of the existing machinery for leadership development in schools.

These research objectives were addressed using a set of research questions which framed and directed the study and ultimately drew perceptions from newly appointed secondary school head teachers in state secondary schools in Tanzania about:

- the national education and training policy, and directives that shape their school leadership development;
- the sufficiency of CPD programmes for leadership development in meeting their professional leadership development needs;

- their personal development needs for headship; and
- the extent to which international models of school leadership development can further inform secondary school head teacher development and the directives that inform it in Tanzania.

The research study was grounded in the wider frameworks of Wallace and Poulson, which attempt develop knowledge for critical evaluation and knowledge for action from both positive and negative standpoints. Wallace and Poulson (2003, p.23) contend that knowledge for critical evaluation must:

“Attempt to develop theoretical and research knowledge from an explicitly negative standpoint towards practice and policy, in order to criticise and expose the prevailing ideology underlying existing practice and policy and to argue why it should be rejected, and sometimes advocating improvement according to an alternative ideology”.

and that knowledge for action needs to:

“Attempt to develop theoretical and research knowledge with practical application from positive standpoint towards practice and policy, in order to inform improvement efforts within the prevailing ideology” (p.23)

Therefore, in developing knowledge from a positive and negative standpoint, this research study has outlined the current situation in leadership development in Tanzania and thereafter recommended possible improvements needed in the existing education and training policy and directives. The research

study offers a potential direction for further research and reflection on current practices in school leadership development in Tanzania. From a positive standpoint, it should be noted that the study has unreservedly acknowledged the government efforts to increase the number of schools so that every child who reaches a minimum of age seven can join a school and receive formal primary and secondary education. However, the study has also underlined the principle contention from the literature reviewed and participants' responses about the need for the state to ensure that the increase in the number of schools and students must also consider the number of teachers and well prepared school leaders needed to teach and lead those schools. By doing so, the government will be able to attain its vision 2025 by when it is aiming to have a well educated society and good economic foundations.

What are the implications of the research findings to school leadership development and schooling in Tanzania?

There are several main points noted from the findings chapter, which also reflect the contribution to knowledge from this research study. It is noted from the majority of participants that, the government has neglected to increase the number of teachers in proportion to the increase in schools and students, and the lack of an adequate budget for leadership development has hampered the ability to train many head teachers in the Dar es Salaam region and all over the country. The research findings pinpointed the leadership training budget as one amongst many other problems which are currently contributing to the lack of sufficient leadership training for head teachers, which is undoubtedly linked to the present poor leadership in schools in Tanzania. In comparison with international perspectives, notably in the UK and the USA, a tentative conclusion could be

drawn that Tanzania is lagging behind in this area of leadership development.

As a result of the above there is a compelling need for the government to increase this budget strategically and to implicate itself more closely in the provision of leadership training to aspirant and existing heads in secondary schools so as to enhance quality education provision and school improvement. The emergent themes suggest the need for proactive action by the Government and the Ministry of Education and Vocational Training to ensure that policies and directives that shape leadership training demonstrate how formal training for newly appointed school leaders could be achieved. Likewise, literature reviewed (Caldwell, 2002; Moshia, 2004; Malekela, 2006) suggests that incompetent school leaders are the result of poorly prepared teachers. For Tanzanian schools, the findings indicate that this problem is even more serious since the education system has continued to assume that experienced teachers can take on the headship role without any formal leadership training. Therefore the state needs to take measures to ensure that it does not leave untrained teachers to lead schools for so long without formal training.

At the moment, according to the research findings, opportunities for school leadership development for head teachers are uncoordinated, unplanned and unfairly distributed. Leadership development needs therefore to be strategically planned and be budgeted for by the government. To this end, the state perhaps should financially empower the Agency for the Development of Educational Management (ADEM) to plan for wider and more training, which should entail school leadership programs in the regions rather than conducting unplanned programs in one or two centres.

Furthermore, there is a need for the state to redesign the leadership training curriculum. For example, the findings suggest an urgent need to improve the school leadership training curriculum in teacher training colleges and universities so that leadership lessons can focus on practical issues rather than theoretical issues. The findings indicate that by redesigning the curriculum for leadership studies, student teachers who might in future succeed into the headship role might study leadership with as much effort as they do in other core teaching subjects. The research findings and discussion further suggest the government perhaps should enable the agency (ADEM) to oversee formal training for new and incumbent heads to provide leadership training within an acceptable range of times, and place and that learning targets are clearly known to head teachers. Both new and incumbent heads should be accountable for meeting the national standards for heads so that they are able to contribute to quality learning, teaching and school improvement. Additionally, the findings further suggest that since many teachers are prepared for the headship post without being informed, it is important that when these aspirant heads are identified they should be posted to colleges for specific leadership training before they are posted to lead schools. This approach would create a leadership talent pool from which future school leaders would be selected.

It is further noted from the literature reviewed and findings that 'Accession' for the preparation of school leaders is an important stage in head teachers' development worldwide and in Tanzania in particular. However, in Tanzanian schools, the findings indicate mixed views from respondents on the dominant tradition of selecting candidates for accession from a range of teachers. Whilst there are no studies about selection procedures for candidates for accession to

headship in the Tanzanian schools, some respondents thought selection procedures for candidates for accession are fairly done based on criteria laid down by the Ministry of Education and Vocational Training. However, that does not exclude the majority view that head teachers who are vested with the powers to select candidates for accession may not always offer opportunities to the right candidates based on these criteria (punctuality, deliverance and performance, contribution and intelligibility, long term teachers and good education background). The findings appear to suggest that the selection of candidates for middle management posts is a one person only decision, the head teacher. To this end, there needs to be principles which ensure that the selection of candidates for accession is fair. By ensuring that talented aspirant heads are not undermined or left aside by head of schools it will help ensure the state has competent school leaders who are fairly prepared, promoted and given formal training based on criteria and practices laid down by the Ministry of Education and Vocational Training.

On balance, however, the question as to whether the procedures used for selecting candidates for leadership role in schools in Tanzania are completely fair or not needs further extensive study which would involve a larger sample of head teachers from different regions in the country as well as the voices of other involved stakeholders. The results from a deeper and extensive study would hopefully inform the education providers about quality education provision. Education that has the potential to prepare school leaders who are more suited to the challenges they face in raising standards in schools.

Moreover, the findings have indicated a definitive dilemma between education and politics, in which a tentative conclusion can be drawn to suggest that the line between the two domains 'education and politics' is yet to be defined. Political leaders have used education as a platform to gain voters whilst taking all education technical matters to them selves. Leaders and leadership in education is also politically undermined. This is a negative standing point, but a point from which a positive perspective in school leadership development in Tanzania can be constructed. This is because further evidence indicates that head teachers have the power to limit and direct the national political system. The implication here is that, because of the kind of accessibility head teachers have to the society all over the country, politicians must make good use of them in a way that benefits the whole society and not themselves. In this case, politicians must work together with school leaders and the communities to create better educational policies which focus on improving leadership training, schooling and schools in Tanzania. These perceptions concur with Daresh and Male (2000) who state that, since school leaders are one of the most powerful single determinants of the overall quality and effectiveness of schools and, more importantly, as their roles continue to expand, school heads are also increasingly expected to deal with range of social and economic issues. These findings and Daresh and Males' contribution lead to a tentative conclusion that the need to effectively prepare leaders who have the vision, ability and professional competence will become increasing important. Therefore, for Tanzania, the way forward is to prepare school leaders by providing them with equal opportunities to gain the headship role, sufficient budgets and by assisting aspirant heads during their accession period, whilst letting them put their visions forward, and more importantly by offering them promotions.

Critical incidents in head teachers' journeys to headship

Other key issues which have emerged from the research findings and contribute to knowledge from this first study are the important aspects of family, financial incentives, reputation and their former school heads. From the research findings it was stated by many respondents that family, financial incentives, reputation and their former school heads played a very important role in the participants' journey to headship. For example, the support from family was proven to be a key motivator to many of the new head teachers, who at the beginning of their headship role, were subjected to many leadership challenges. These leaders reported that they continued to work in headship posts even if they were yet to receive any formal training in school leadership. They did so in order to support their families financially, socially and psychologically and in order to set examples to others. Also, it is noted from the research findings that some of the family members especially those who had been in the headship role or those who previously worked in the Education sectors but were now retired, were reported to be influential persons in the headship journeys of their loved ones. Generally, wives, children, fathers, mothers and friends, incentives, reputation, and former bosses have acted as contributors to the stability of many head teachers I interviewed for this study.

Notably, the research findings report a remarkable assistance from head teachers' former bosses by way of mentoring and coaching. Firstly, these experienced head teachers were reported to be the ones responsible for selecting the participants to work in middle management posts and later they recommended this cohort to lead schools. Secondly, the experienced head teachers continued to help these new head teachers through mentoring and

coaching processes when they were appointed to head their own schools. Mentoring and coaching techniques are clearly described in the literature reviewed (Gunter, 2003; Hobson, 2003; Bush, 2008; and Crawford, 2009), and from the research findings. These techniques can help new head teachers to gain the headship knowledge and skills necessary to lead a school during their early years in the headship post. However, despite the fact these techniques are important in head teacher development worldwide, in Tanzania this exercise is organised differently from other nations. For example, whilst in the UK, the mentoring process is organised through a clear set of principles and financially remunerated (Hobson, 2003), in Tanzania, the findings indicate that this service is more akin to voluntary work. The experienced head teachers have a moral duty to provide unstructured and voluntary mentoring and coaching to their former staff. These mentors need some regulation and need to be working to uniform high standards if the new generation of heads are to benefit fully. Perhaps mentors and coaches themselves need training to up date the kind of assistance they are currently offering to new heads in school. In this case, it is a duty of the government to support them, to provide them with sufficient leadership training so that these incumbent heads can attain a high level of leadership and be able to assist others. At present, there are limited studies as to how the mentoring and coaching processes are currently monitored and recorded for future use in leadership development.

The findings indicate that new head teachers have a duty to contact their former head teachers and meet these experienced head teachers in their own time. This raises a question, for how much longer will this voluntary and unmonitored mentoring and coaching services prevail? Yes it is mutually

organised and the findings show that new head teachers have enjoyed the service provided by their mentors, but the voluntary nature of these services does raise many questions. Is the service impacting upon the current practice in leadership development? Can the service be made more official? Why have the services not been supported by the education providers? These and other questions need further investigation that would involve many more head teachers and education authorities. The results from deeper studies would inform the state on whether or not to sustain, enhance or significantly change these services. Nevertheless, the findings indicate that the majority of participants have benefited from mentoring and coaching processes even if they are unsure for how long this unpaid work will persist for. To this end, therefore it is important for Tanzania to learn from alternative international perspectives as suggested in the recommendations section.

Head teachers as an agent in the change processes in school leadership development

There is evidence from the findings and also clearly supported from the literature reviewed (Fullan, 2001, 2003; Hargreaves, 1993; Lashway, 1998; and Whitely, 1995) that in order for change processes in education to affect school improvement, all key agents for change must be included in the change process. Certainly, new head teachers have clearly articulated that the state must recognise them as an important group for change and not just as a group at the receiving end of any changes. The findings show that new head teachers need more room to participate in the change processes in the matters that affect them, their schools and children. For example, respondents argued that school leadership training should be organised in five zones in Tanzania. Also the new

head teachers need to be consulted about the kind of programmes that are to be taught and who teaches these programmes. This is because the findings indicate that some new head teachers were unsure, for example, if those who were sent to teach the one week leadership training were experts in the very programmes they taught. For these new head teachers, they need those who teach them to be from the teaching profession, tutors who know the uncertainties surrounding new head teachers in their posts, and not tutors who don't know much about the headship role. This is amongst the changes the state should strongly consider bringing about for new head teachers in schools in Tanzania as a way forward to achieve the vision 2025. Generally, Kennedy et al (1999) suggest that the state must support important aspects that connect the participants' roles as a way forward to attain successful change. In this case, the state needs to support educational stakeholders, teachers and others education providers who have interests in any change. However, it must be noted that while the government should take steps to support education providers who have interests in any change process affecting schools, individual opinions should not affect the change. For Tanzania, the state still has to decide on important issues as it deemed to act in the interest of the public. The state should act to ensure that none of her human and physical resource is wasted.

Overall, however, the research findings show that there is a tension between the top-down and bottom-up initiatives within the education system of Tanzania, but these two aspects are also considered as key characteristics for change. The institutional support for the bottom-up innovation is as important as the top-down approach. In this case, meaningful improvement in school leadership development programmes requires pressure from below, support from

above, and continuous negotiations among those at different levels of the system. It appears that the bottom up initiatives can connect the gap between the state and head teachers. There is evidence from the findings to suggest that head teachers know better about the training they need, and if their ideas were consulted or taken into account, there is a possibility that they can offer useful suggestions and a better approach for school leadership development in schools in Tanzania. For example, instead of conducting leadership training in one centre, respondents spoke about the possibility of creating learning centres; teachers' resources centres within their communities, where school leadership experts from the Ministry of Education and Vocational Training can visit and teach them based on issues identified by head teachers themselves. Indeed this would save time and resources, and training would be available to those needing it on a minimum budget. According to many respondents, this kind of head teacher training would, hopefully, deliver practical solutions to many leadership problems they are currently facing in their schools.

Fullan (1999) suggests that the top-down as well as bottom-up strategies are necessary for both change and innovation. In this case change can occur in classrooms, in schools, in the school system, and in the society. Fullan (1999) further suggests that change in educational transformation requires new capacities within three levels and across their relationships. This is '*the tri level argument*' (p39) which involve school, the community and the state. This pinpoints that the systemic nature of change is a dynamic in itself and therefore it is impossible for a single person to understand the totality of change in a dynamic complex system. For school leadership development in Tanzania, it suggests that every one, the government, teachers, head teachers, the agency

for Development of Education Management (ADEM) and the community are all change agents and therefore it is the attitude towards change within these stakeholder groups that should change. These agents need to understand that they are all change agents and in order to succeed they must agree to consent to work collectively to create common agreements and grounds for action. In this case, the school leadership development issues should be regularly discussed with head teachers because they know what they need most.

To conclude, from the introduction to concluding chapter of this research study, the discussion has presented that the existing education and training policy and mechanisms for school leadership development in Tanzania is complex. These two structures for education and development are important in head teacher development, but they lack clear direction on how school leadership development can successfully match the needs of untrained head teachers in the Tanzanian education system. The research findings show that currently there are no any planned school leadership training for newly appointed head teachers. What is being organised by the Agency for the Development of Educational Management (ADEM) is the one week sessions which are unsystematically organised. This kind of leadership training appears not to be impacting upon untrained head teachers at the beginning of their headship role. This situation does call out for reforms, reforms that may contribute to improvement in school leadership development programmes. In this matter, international models, literature and research findings can offer a lot more to the growing body of educational studies in Tanzania and much more on managing change in school leadership development programmes. International studies, particularly western perspectives on the management of the curriculum,

organisational structures, management of educators, management of financial and physical resources in schools, has much to offer to the Tanzanian educational system. In addition, the mentoring and coaching processes, instructional learning and community leadership are important areas that Tanzanian schools could possibly learn from international perspectives. The following Table 2 presents a tentative synthesis for further improvement in school leadership development in Tanzania. This Table shows the current situation and possible improvement needed in leadership development in schools in Tanzania.

Table 2**Suggestions for further improvement in leadership development in schools in Tanzania**

The current situation in school leadership development in Tanzania	Suggestions for further improvement according to the research findings
1 School leadership development programmes are currently written in books, but there is no clear model on how these programmes are organised or are being taught to untrained head teachers.	Head teachers suggest that in order to improve this situation, leadership standards and training should be matched.
2 There is an insufficient budget for leadership training and as a result the state has not been able to offer leadership training to those who currently need it.	The findings suggest an increase in the budgets for leadership training so that through leadership training, untrained head teachers can acquire the required knowledge and skills they need to lead their schools.
3 The present education policy and directives for leadership development do not provide clear structures for head teacher development.	The research findings suggest for clear structures on how to develop school leaders.

4	There is an increase in the number of schools, but this increase has to be matched with increases in the number of teachers and as well as trained head teachers.	The findings suggest a good ratio of teachers to students to teach in these new schools and well prepared cohorts of head teachers to lead these schools is needed.
5	At present the mentoring and coaching services for new head teachers are voluntary and the service is currently being offered by a group of experienced or retired head teachers for no cost and there is no clear monitoring.	The findings suggest that since mentoring and coaching for new head teachers are very important programs in head teacher development, there is therefore a need to create a structure within which this service can be recognised, monitored, and recorded for future training and development.
6	The current procedures for selecting candidates for accession to headship through middle management posts in schools in Tanzania are reported to be unclear.	The findings suggest that since the accession to headship is an important stage to aspirant heads, it is vital that those who are vested with the powers to select candidates for accession must select the right candidates for the posts.

7	Currently head teachers appear to have limited opportunities to contribute to change processes in many matters that affect their schools and the community they live in	Head teachers need to be part of the change processes and to be able to contribute to any matters that affect them and their communities.
8	There is no school leadership talent pool at the moment in Tanzania.	Research findings suggest the need for leadership talent identification and development. This can be done by identifying and developing those who are talented in leadership. By doing so, it will create a leadership pool from which future school leaders can be selected.
9	Many of the current leadership tutors at the Agency for Development for Educational Management (ADEM) are believed to be from different education backgrounds and not necessary from the educational sector, hence may not be the right candidate to teach new head teachers.	Findings show that, since education sectors have different work settings from other non educational sectors, leadership training tutors need to come from an educational background.
10	The present curriculum for school management studies in teacher training colleges and universities does not specifically prepare candidates to lead schools; it appears to cover general and theoretical issues in school management.	The findings suggest the need for specific and compulsory studies in schools leadership subjects so that candidates who are on teaching courses will be required to acquire certain grades in leadership studies as they do in other core teaching subjects.

Recommendations

The importance of this first research study lies in reflection upon the findings and their consideration by all stakeholders involved as well as the research community. Therefore, as one of the objectives of this research study is to identify areas which need immediate innovation and to suggest measures which would improve the existing machinery for leadership development in schools, this research study recommends the following to the state, head teachers, academicians and researchers.

To the state

As the state is the main education provider and policy implementer, and since the state employs more head teachers than any other educational provider, it has an important role to play to ensure that school leadership development is achieved in a way that enables the country to succeed in the government's strategic vision 2025. To this end, I would like to recommend the following.

- The state needs to consider increasing the budget for leadership training to ensure leadership training reaches the many presently untrained head teachers.
- To consider enhancing partnership in the provision of leadership training through deliberate efforts of encouraging private/international agencies to participate in the facilitation of leadership training for school heads.
- To recruit and deploy teachers in proportion to the increased number of schools and students and increase learning materials in all its schools; the traditional national and the community built secondary schools.

- To organise leadership training based in five zones as recommended by participants so that head teachers do not have to make journeys from far flung regions to participate in the training sessions in one centre.
- To consider creating a curriculum for short and long term courses in school leadership in all teacher training colleges and educational universities, so that those untrained head teachers can apply for these course within their local regions. These training courses may be on a full or part time basis so as to provide flexibility. New head teachers can attend the leadership training whilst carrying out their teaching duties.
- To consider reforming the teacher training curriculum so that leadership subjects are compulsory taught in all teacher training colleges and universities and student teachers must be compelled to achieve certain grades as with other core subjects. The state should also ensure the balance between leadership lessons and other core subjects.
- The state should consider creating a new structure for monitoring and regulating mentoring and coaching processes in schools and mentors need to be paid for the work they provide to the new head teachers rather than on the present voluntary bases.
- The state should consider ensuring that middle management posts are advertised to allow competition among candidates, and only competent candidates should be selected for the posts. This will prevent unfair use of their powers by the selectors when selecting candidates for accession.

- The state should ensure that it enhances a distributed leadership model in schools so that the future cohort of school leaders can be prepared through this kind of leadership model.
- The state needs also to consider learning from programmes such as Leading from the Middle (LftM), former HIP programme (now discontinued, and NPQH in England, all of which prepare middle leaders for the headship role. For Tanzania, such programmes would accommodate middle leaders who are aspiring for the headship role. Also, once the potential candidates for middle management are identified the state should send these targeted individuals to study leadership before they are posted to lead schools. This would help to create a talented pool of headship candidates from which future head teachers could be selected.
- To consider reforming the leadership directives to ensure they work as according to the principle objectives set out in the education and training policy. For example, the state should consider providing leadership inductions, pre-service and in-service training for all newly appointed head teachers before and after they are posted to lead school.
- The state needs to consider dealing with the problem of lack of financial administrators in schools. The state should consider employing financial administrators rather than using head teachers who do not have knowledge in this field

To head teachers

- Head teachers in collaboration with teachers, parents, students and the community should consider acting as a pressure group for change for the sake of quality education provision in Tanzania. By acting so, it means there is the possibility that policy makers may listen and perhaps recognise the importance of education and leadership development.
- To continue to grab any available chances, for example, seminars in leadership, not necessarily those which are sponsored by the state, but any of the leadership training sponsored by other educational providers.

To academicians and researchers

Academicians and researchers have a lot more to offer on school leadership development in Tanzania. This group plays an important role in society, conducting research studies in education, the economy and the social and political system. The findings from these studies are used to create new policies whilst helping to improve planning and implementation. Thus to academicians and researchers I suggest that:

- They conduct research studies in areas of education, training policies, and directives so that the findings can impact upon the current practice.
- They produce more research studies on the dynamics of education and training policy, directives for school leadership development, how school leaders make a difference in school improvement and how school leaders can be supported to improve learning and their schools. By doing so, Tanzania will build up a vast of literature on this important area like other countries.

- They develop a data bank for school leadership development so that all research papers, reports, articles and journals in the area can be banked for present and future use.

Future research studies

This research study was descriptive in nature. It aimed to provide a general knowledge from a positive and negative point about school leadership development in state secondary schools in the Dar es Salaam region in Tanzania. The study has gradually been built over a period of five years, from 2005-2010. Since this study used a small sample of participants, it means the findings cannot be generalised. Therefore, with this kind of limitation, it is reasonable to suggest further detailed research studies in school leadership development in schools in Tanzania. To this end, I would like to recommend for further research studies in the following key areas.

- Research studies which specifically focus on school leadership directives. How these directives affect current practice in leadership development for Tanzanian schools. The research studies should engage in interviews with policy makers, teachers, head teachers, and education officers at districts, regions and at the Ministry of Education level.
- Specific research studies that focus on procedures for selecting teachers for middle management posts in schools. This must involve a significant number of respondents so that the findings can paint a bigger picture about selection procedures for aspirant heads in schools in Tanzania.

- Specific research studies which focus on the school leadership training curriculum within teachers training colleges and Universities.
- Specific studies which focus on mentoring and coaching for new head teachers and how these processes can impact upon leaders and leadership in schools in Tanzania.
- Specific studies on how the Agency for Development of Educational Management (ADEM) coordinates school leadership in Tanzania.
- Research studies on the lack of financial administrators and its impact on school management and improvement.

The new context for Tanzanian schools

Potential national importance of head teachers

As it has been noted in chapter one, Tanzania, like many other countries, considers education as a corner stone of her economic and social development. Since independence 1961, education has had a direct and positive effect on the productivity and welfare of Tanzanians. With this central role of the education sector in achieving the overall development goal of improving the quality of life of Tanzanians, there is no question that leaders and leadership in education has also been amongst the key contributors to the above achievement. However, according to the research findings, it appears that since the beginning of education sector reforms in 1995, the potential national importance of head teacher training may have been overlooked by the state. School Heads as managers, have a vital role to play in managing and improving their schools.

Presently newly appointed Heads of schools encounter many problems when performing their duties during their early years in the headship role. Literature and findings suggest that, in order to improve learning, schooling and schools in Tanzania, it requires a qualitative change in leadership development for school leaders. Both the incumbent and newly appointed heads will need to be exposed to leadership knowledge, skills and practice so that they can lead their schools knowing better their headship role. Given that, since evidence from the present study indicates the importance of school leadership development/head teacher training for quality education provision in schools, the new context for Tanzanian schools will therefore require the State to engage itself in improving and consolidating head teacher training programmes by increasing training budgets, training centres, teachers, improving leadership curriculum and establishing a better structure/organisation to oversee training. By doing so, the State will ensure that present and future school leaders are better trained and prepared to perform at a high level in managing their schools.

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Appendix 1

A list of semi-structured research interview questions

The following is a list of interview questions asked during the semi-structured interview session with twenty secondary school head teachers in contextually different state secondary schools in the Dar es Salaam region of Tanzania.

Research question 1

What are the perceptions of newly appointed secondary school head teachers in state secondary schools in Tanzania about the national policy and directives that shape their school leadership development?

The interview questions:

- Gender, age and Education
- How long in post?
- Details of school?
- What do you know about the national policy about school leadership development?
- How have the policy and directives been helpful in shaping your transition to headship?
- What is your perception of equality of opportunities in school leadership development?
- How do you judge the directives to be influential in the accession of other secondary school head teachers in state schools in Tanzania?
- What improvements or change in school leadership development can be made?
- Any other points you wish to make?

Research question 2

What are the perceptions of newly appointed secondary school head teachers in state secondary schools in Tanzania about the sufficiency of continuing professional development programmes for school leadership in meeting their professional leadership development needs?

The interview questions:

- What school leadership development/training have you received to prepare you for access to headship?
- What was the balance between academic and other leadership development/training?
- How well did this development/training prepare you with respect to required national standards for head teachers– offer tick sheet
- What non-professional influences such as family support have enabled you to develop towards and gain your headship?
- What are your continuing leadership development needs?
- How will you address the leadership development of others in your school?
- Any other points you wish to make?

Research question 3

What are the perceptions of newly appointed secondary school head teachers in state secondary schools in Tanzania about the meeting of their personal development needs for headship?

The interview questions:

- Are Continuing Professional Development Programmes/directives helpful or unhelpful with respect to personal development?
- How do you perceive the need to further develop personally now you have your first headship?
- What values, competencies and skill-sets make you a good head?
- How do you see your career developing in the future?
- Any other points you wish to make?

Research question 4

In the light of findings from research questions 1, 2 & 3, to what extent can international models of school leadership development further inform secondary school head teacher development in Tanzania and the directives that inform it?

- Used the research findings and literature

Appendix 5

The main characteristics of school leadership development standards in Tanzania and interviewees' responses, which are presented in a form of numbers

Characteristics for school leaders/head teachers	Strong agreement	Agreement	Neutral	disagreement	Strong disagreement
Head teacher must have a good education level such as diploma, degree and more	20				
Head teacher must be able to set vision, support change and be able to participate in policy creation	4	6	10		
Head teachers must be able to plan for their schools	2	8	10		
Head teacher must know about financial management			11	9	
Head teacher must be able to manage staff and resources	11		9		
Head teacher must be able to engage community in decision making about the school		5	15		
Head teacher must work with parents and other agencies		20			
Head teacher must have ability to make vital decisions for the school	20				
Head teacher must be able to facilitate the development of other teachers		4	16		
Head teacher must work to improve learning and teaching in school	20				
Head teacher must follow school leadership directives		3	17		

Source: MOEC 1997.

A sample of interview transcripts; head teacher/interviewee 1

Interview questions

I asked: what do you know about the national policy and directives that shape school leadership development in Tanzania, and how have the policy and directive been helpful in shaping your transition to headship?

They answered:

“I know that there is school leadership policy and the directives which specifically direct that soon as head teachers are appointed to head schools, they will receive leadership training prior to commencing their headship, and that such training is offered to enable us to gain knowledge and skills so that we can adequately work knowing better about our work. However, what I don't see is the fruits of this policy. Nothing at all can be said about its success in school leadership development, I think it is just written in papers and forgotten about” (Interviewee 1).

I asked: so, what kind of school leadership training have you received to enable you to lead school?

They answered:

“In one year of my leadership in this school, I have only had one week of leadership training, which has not been enough to help me to deal with many leadership challenges I am facing today. And, sometimes, I reach a point whereby I think about quitting my job, but then, I have to think about my family too. My family is entirely depending on this work I do, and my children have to go to school whilst learning from the examples I set. They would definitely be saddened to wake up in the morning seeing me at home every morning waiting for another job interview to come up (Interviewee 1).

I asked: what is your perception of equality of opportunities in school leadership development?

They answered:

“I think the best candidates have always had to wait, while those who put

themselves forwards, those who agree on everything, even if they are not ok with everything, have some chances to be selected for middle management opportunities. This doesn't mean I waited for long, but I have seen it in my previous schools where good teachers were being bypassed for middle management opportunities" (Interviewee1).

I asked: what improvements or change needed in school leadership development?

They answered:

"to ensure that all untrained head teachers get training and only '**competent candidates**' should be selected to take on middle management posts" (Interviewee 1)

I asked: what training have you received to prepare you for accession to headship?

They answered:

"I ritually moved from one position to another; from being a class teacher to deputy head teacher. The journey took me some years, but all was ok. When the opportunity came, my former head of school called me to her office to say she was recommending me to lead my own school, that's it. I thought this was too big a post for me to take at the time, but she insisted that I had enough experience through middle management posts" (Interviewee 1).

I asked: do you receive mentoring and coaching or assistance from experienced school leaders?

They answered:

"I think I have survived and enjoyed my work because I always get into the bus and go to see people who know much more about school leadership than I do. I go to the Ministry of Education and raise my points there. Surely there are some good people who are prepared to listen and are ready to help" (Interviewee 1).

I asked: what was the balance between academic and other leadership development and training?

They answered:

“I believe there is a great imbalance between what I learnt as a student teacher, and how those leadership lessons prepared me in respect of the national standards for head teachers. I think I have acquired most of the leadership skills during my deputy time. But I need more leadership training to acquaint myself in each of the required standards” (Interviewee 1).

I asked: do you mean leadership lessons did not prepare you in respect of the national standards for head teachers?

They answered:

“...yes, it is not possible to assess if something I studied ten years ago or more, is of use to me today. I suppose we probably need fresh and updated leadership training rather than using teaching experience or what we learnt in the colleges and schools we passed through” (Interviewee 1).

I asked: What non-professional influences such as family support have enabled you to develop towards and gain your headship?

They answered:

“Family and off course incentives”

I asked: what are your CPD needs?

They answered:

“I need training in difficult areas of my headship role (...) and I hope I’m the first to join any up coming training in school leadership so that I can reflect on my practice as a head teacher. At present, I don’t know if I’m doing many things in this school right or wrong” (Interviewee 1)

I asked: what do you think the State should do?

They answered:

“The state should put a plan in place to spot those who it thinks are best for headship posts and send them to college to study leadership, instead of applying

a quick fix method of appointing new head teachers to lead schools without the required knowledge or skills to lead schools” (Interviewee 1).

I asked: How will you address the leadership development of others in your school?

They answered:

“I don’t take for granted any issue about my teaching staff. I have organised classes for some licensed teachers, those who are waiting to enrol for teacher training qualifications. I have three of them in this school and sometimes they find it hard to prepare their lessons, as a result I have to intervene. But I have also some arrangements with other teachers who may have similar problems” (Interviewee 1).

I asked: Any other points you wish to make?

They answered:

“I think the state should welcome back the education sponsors, those who used to fund different education programs including leadership in schools. I remember attending a three month programme run by the British council in partnership with the Ministry of Education. It was about classroom teaching techniques and it was helpful. I believe we should have such programs in school leadership development” (Interviewee 1).

I asked: Any other thing about leadership training?

They answered:

“... yeah I would say we head teachers are the ones who are aware of deficiencies in their knowledge of some areas of leadership and should be able to decide what should be taught to us, when, how and who will teach us “(Interviewee 1).