The Implementation of Secondary Education Development Plan in Tanzania: A case study of community secondary school heads in Shinyanga.

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Abstract

The purpose of this study was to investigate how community secondary school heads in Shinyanga, Tanzania, are prepared and supported to implement the Secondary Education Development Plan (SEDP).The research was a case study employing mixed methods. Data were collected through questionnaires, interviews and statistical documents.   It was found that many teachers are appointed to headships with little skill in leadership and management, still fewer of them are sent for leadership training yearly. Moreover, results revealed that, shortage of essential services and of teachers, together with many responsibilities, causes a good number of heads to feel discontented with their job. Surprisingly, it was also found that some school heads work without guidelines on how to implement the Secondary Education Development Plan (SEDP).The study was limited by the number of respondents; simply 37.1 percent of all participants responded. This necessitates further research, employing a larger sample, on the preparation and development of schools heads in Shinyanga so as to reach an accurate conclusion. Moreover, an investigation into the importance of training to enhance performance is imperative. Mixed methods, utilizing both questionnaires and in-depth interviews would result into enriched findings. It was recommended that deputy heads should be trained before being appointed to headship positions. Additionally, other means of enhancing leadership skills like coaching, mentoring and reflection should be adopted as future support to school heads. Besides these, new heads should be encouraged to form networks amongst themselves.

Key words

Preparation of community secondary schools heads, Secondary Education Development Plan,
School heads into headship, Shinyanga Tanzania.

1.0 Introduction

The demand for secondary education has generally grown worldwide, and mainly in less-developed countries. It is assumed that a secondary educated labour force can contribute more to national development than primary school leavers. Backed by this idea, together with the increase of primary school leavers, developing nations have embarked a lot on programmes which call for establishing more secondary schools. In Tanzania, for example, the Secondary Education Development Plan (SEDP) was initiated in 2004 to meet the demand of more ex-standard seven leavers for secondary education (Ministry of Education and Culture, 2004:1). The increased number of schools has resulted in more promotions of teachers to headships. It is definite that heads of school play a pivotal role in ensuring the smooth running of schools and quality education (Connolly et al., 2002:339; Bush and Oduro, 2006:359 citing The Commonwealth Secretariat, 1996; NSCL, 2001 and Bush, 2003; Wildy and Clarke, 2008: 469 quoting Walker and Qian, 2006 and Rhodes et al., 2008: 311 citing DfES, 2005). Moreover, Dean (1993:1) supports this idea by stating that "being a leader means knowing where one is going and working to achieve a shared vision with the colleagues". The challenge which faces education policy-makers is acknowledging the importance of preparing and supporting heads of secondary schools for effective implementation of their role.

The relationship between leadership preparation and support for effective implementation of the school role and the quality of the school is shown by a range of studies internationally. These include: Lungu (1983:86) who advocates the training of educational administrators in Zambia to enhance and improve their quality of work; and Singhal (1983:63) explains that The National Institute of Educational Planning and Administration is playing a major role in capacity building of educational administrators to cope with the increased demands of work in India. Furthermore, because of the challenges of the job that derive from the demand for quality and the different needs of students, parents and teachers, training is the solution for difficulties encountered in the job (Singhal, 1983:70). Muijs and Harris (2003:437 citing Leithwood et al., 1996) accept that students' performance improvement relies heavily on the capacity of the effectiveness of school leadership.

Moreover, Van der Westhuizen et al (2004:705) address the advantages of training inexperienced principals in South Africa before they take up headships. Besides, Stroud (2006, p.89) observes that as long as leadership is

seen as a key factor for school effectiveness and better performance, the training of beginners in, and those aspiring to, leadership in the UK schools should be given high priority. Furthermore, Rhodes et al (2008: 331) emphasise the need for preparation of school heads by saying:

> Given the potential leadership crisis in schools both in the UK and internationally, those individuals in schools charged with the important task of managing and developing their human resources need to be prepared for this important role.

Hallinger and Heck (1998:157) relate the role of the principal to students' performance in their review on research conducted from 1980 - 1995; the outcome shows that there is a significant relationship between an effective principal and school effectiveness together with students' performance. Additionally, Duncan (2009:1) acknowledges that "The role of the principal is recognized as critical to school improvement and student success".

   However, studies conducted in developing countries show that school heads are rarely prepared for the job of leading schools. Research by Lungu (1983: 85) acknowledges that the obvious problems facing education in Africa are the lack of planning and development of educational leaders.

   Moreover, Bush and Jackson (2002:418 quoting The Commonwealth Secretariat 1996) also explain the shortage of training for educational managers in Africa: "without the necessary skills, many heads are overwhelmed by tasks". Recent studies still show little effort being made by developing countries to train and develop school leaders, for example, research by Khamis and Sammons (2007:578): "No training is required to become a head teacher in Pakistan". Additionally, Pheko (2008:71) advocates to the government of Botswana the need for launching an educational training policy as a guide for the training of heads of secondary schools. DeJaeghere et al (2008:1) and Onguko et al. (2008:715) observe the lack of leadership training and insufficient training colleges available to school heads in Sub-Saharan Africa and East Africa respectively.

   Furthermore, good amounts of literature discuss the shortage of educational leadership skill training to heads of school before the job and during the job in developing countries.   Harber and Davies (1997: 61 citing Giorgiades and Jones, 1989) show that in less developed nations, heads of schools come from teaching, usually with no or little training for the job. Also, they argue:

> A major concern of school management debate in recent years has been the need to train head teachers. Head teachers are chosen because they are good at one thing (teaching) and then put into a managerial role which can demand quite different skills (Harber and Davies, 1997: 77).

   Most educational leaders lack leadership skills; as Everard and Morrris (1996:4) put it, the education system expects three things from educational managers and leaders: leaders who combine resources to achieve the predetermined aim, leaders who are catalysts of change and leaders who affect sustainably the development of resources.

Literature shows that most of school heads in developing countries lack these skills. Dadey and Harber (1991: 1 quoting Lungu, 1983) also note that the obvious problems facing African education systems are lack of planning and support of educational leaders. There are no guidelines for preparation, in-service training and development for school heads (ibid, P.26). Otunga et al. (2008:371) explain the situation facing principals in South Africa, where most principals fail to cope with radical global change because of inadequate skills for leading their schools.

1.1 Research Gap

Research literature on the preparation and development of secondary school heads in Tanzania is sparse. Besides no study has been conducted in Shinyanga on the preparation and development of community secondary school heads as far as the researcher is aware. This study has built on the recent research by Onguko et al. (2008) on the "mapping of principal preparation in Kenya and Tanzania" together with other studies on preparation and development of school heads.

1.2 Purpose of the study

The purpose of this study was to investigate how community secondary school heads in Shinyanga, Tanzania, are prepared and supported to implement the Secondary Education Development Plan (SEDP).

1.3 Research Question

The study was guided by the following research question:
How are the heads of community secondary schools in Shinyanga region prepared and supported for their role to implement the Secondary Education Development Plan (SEDP)? And the following the following sub-questions were addressed in the research:

1.   What previous experience did heads of schools bring to their new jobs?

Journal of Education and Practice
www.iiste.org
ISSN 2222-1735 (Paper)   ISSN 2222-288X (Online)
Vol.4, No.12, 2013
IISTE

2. What specific management and leadership training did heads of schools have?
3. What did heads of schools perceive as their current role?
4. What role had heads of schools played in the implementation of the SEDP?
5. How effectively had heads of schools involved been in the implementation of the SEDP?
6. How were heads of school at that time supported to manage the SEDP?
7. How could heads of schools be prepared and supported to manage educational change in future developments?

2. Methodology

The research carried out was a case study of how school heads were prepared and supported to manage an educational programme in one of the Tanzanian regions, Shinyanga. According to Bassey (2007: 142) a case study is a "form of enquiry, is an exploration of the unknown". Cohen et al. (2008:253 quoting Robson, 2002) give the advantages of the case study as, "case studies opt for analytic rather statistical generalization, that they develop theory which can help to understand other similar cases, phenomena or situations". Denscombe (2008: 39) emphasises that, regardless of the issue to be investigated, "the case study normally depends on a conscious and deliberate choice of about which case to select from among large number of possibilities".

2.1 Sample

The participants in the study were placed into three categories based on their role, experience and possession of information in the implementation of the SEDP. The first group was heads of community secondary schools; 156 heads of community secondary schools were given questionnaires, 53 responded; this was a 34 percent response rate. The second category of the sample came from the Regional Education Officer (REO) and eighty District Educational Officers (DEOs). All eight DEOs responded, however questionnaire to the REO was not returned. Interview was conducted with an official from the Ministry of Education and Vocational Training (MOEVT).

2.2 Instrumentation and Administration

Three methods of data collection were used: questionnaires, semi-structured interview and documentary review. This met the need for triangulation.

2.3 Analytical techniques

Given that the mixed method technique of research was employed, both descriptions and statistics were used for data analysis. Descriptions were used mostly as qualitative data. Statistics and explanations were used for quantitative data so as to provide meaning to the analysed data. Data from closed-questionnaires and statistical documents were put into the computer package, SPSS. From the frequency tables, the mean, mode, median, and standard deviation were calculated. In addition, bar charts, pie charts and histograms were produced using the same statistical computer package. Muijs (2008:91) observes that the best way of looking at occurrences, for example how many participants have responded, is by looking at frequency distribution tables.

The calculated standard deviation helped to determine how data were spread from the mean. Standard deviation is the measure of the extent the values spread from the mean (Muijs, 2008:107).

Qualitative data from open- ended questionnaires and interviews were coded, categories were developed, and lastly frequencies were determined so as to describe the findings. In the process of data analysis and interpretation a 'research question method' was employed. Cohen et al (2008:468) describe the research question method as the means where "all relevant data from various data streams (interviews, observation, and questionnaires) are collated to provide a collective answer to a research question". The advantage to this approach is that similarities, differences, patterns, and qualifications across data types can be easily examined and categorised as well as explained (Cohen et al., 2008:468).

3 Results and analysis

3.1 Introduction

The results and analysis chapter aimed at presenting and describing the findings from both quantitative and qualitative data collected from questionnaires, interviews and statistical documents.

3.2 Previous experience brought by school heads to their new jobs

Findings in Tables 1 reveal that most heads had long experience as teachers. 92.4 percent of school heads had five years or more of teaching experience. This was also supported by the average number of years in teaching which was 16.58, yet, the standard deviation was large: 9.090, indicating a large spread from the mean. The reason was due to the variation of numbers of years teachers had been in the career. The only exceptions

from the findings were the three school heads that had a minimum teaching experience of three years and one head with 37 years of teaching experience.

Table 7: Number of years as a teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	3	5.7	5.7	5.7
	4	1	1.9	1.9	7.5
	5	3	5.7	5.7	13.2
	6	1	1.9	1.9	15.1
	7	1	1.9	1.9	17.0
	8	2	3.8	3.8	20.8
	10	2	3.8	3.8	24.5
	11	6	11.3	11.3	35.8
	12	1	1.9	1.9	37.7
	13	4	7.5	7.5	45.3
	14	2	3.8	3.8	49.1
	15	1	1.9	1.9	50.9
	16	4	7.5	7.5	58.5
	17	1	1.9	1.9	60.4
	18	1	1.9	1.9	62.3
	19	1	1.9	1.9	64.2
	20	4	7.5	7.5	71.7
	24	2	3.8	3.8	75.5
	25	2	3.8	3.8	79.2
	27	2	3.8	3.8	83.0
	28	2	3.8	3.8	86.8
	30	4	7.5	7.5	94.3
	31	1	1.9	1.9	96.2
	35	1	1.9	1.9	98.1
	37	1	1.9	1.9	100.0
	Total	53	100.0	100.0	

Source: Field data, 2009

The second indication of the level of experience brought by school heads to their new jobs was by looking at the number of years they had been school heads. The results are presented in Table 2 and illustrated by Figure 1. It was found that most school heads had a few years experience since they were promoted to headship; 71.7 % per cent of school heads had three years or less in terms of experience as school heads. Figure 1 supports the findings as it can be observed that the results are skewed on the left side where the majority of school heads lie in terms of experience.

Table 8: Number of years as a school head

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	18.9	19.2	19.2
	2	14	26.4	26.9	46.2
	3	14	26.4	26.9	73.1
	4	5	9.4	9.6	82.7
	5	2	3.8	3.8	86.5
	6	2	3.8	3.8	90.4
	7	1	1.9	1.9	92.3
	8	2	3.8	3.8	96.2
	10	1	1.9	1.9	98.1
	13	1	1.9	1.9	100.0
	Total	52	98.1	100.0	
Missing	9	1	1.9		
Total		53	100.0		

Source: Field data, 2009

Histogram

Mean =3.23
Std. Dev. =2.414
N =52

Number of years as a school head
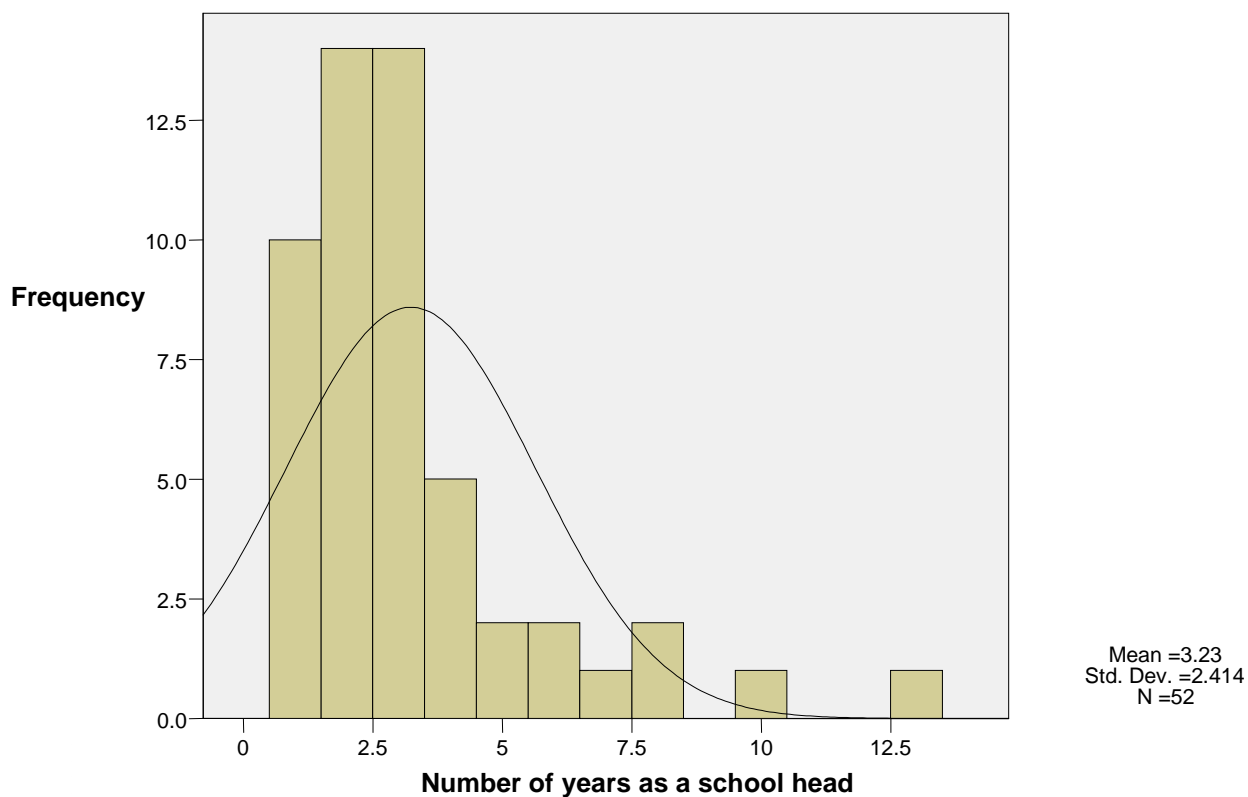
Source: Field data, 2009

The third source of evidence came from previous positions held.   As can be seen in Table 3, a large number of current school heads held a variety of positions before they were appointed to headship. However, there is a considerable number of present heads who were promoted to headships without good experience in

leadership, especially being in the School Management Team (SMT), because only 50.9 percent held academic master/mistress positions; simply 41.5 percent had been discipline master/mistress; lastly merely 58.5 percent assumed deputy headships before being appointed as heads.

Table 9: Positions held before headship

Position	Total	Percent
Class master/mistress	37	69.8
Head of department	43	81.1
Academic master/mistress	27	50.9
Discipline master/mistress	22	41.5
Deputy head	31	58.5

Source: Field data, 2009

An interesting question is: can previous experiences in teaching have an impact on headship? Earlier studies, for example, Bush and Jackson (2002:418 citing The Commonwealth Secretariat 1996); Pheko (2008:71); DeJaeghere et al. (2008 :) and Onguko et al. (2008:715) do not support teaching experience as an important tool for leadership; they all acknowledge the fundamental need for training to enhance performance. Participants in this study also supported the need for training school heads who were promoted and who had only teaching experience:

> Lack of training makes the heads of school lose confidence and manage their schools according to their experiences, hence management inefficiency (school head 1)

> There are a lot of new-built secondary schools in the region....such that there were a lot of heads needed. Some of these were teachers without responsibilities. These heads are given the responsibilities without training, though have some experience through the Tanzania Heads of Secondary Schools Association (TAHOSSA) meetings (in the case that they attend). I feel it is important that they are given training and attend seminars (school head 10)

> The government should make proper arrangements for heads of school in Shinyanga to attend the administration and management training because they are leading through experience (school head 29)

One participant from the district level also made observations about training newly appointed school heads:

> ...they face many challenges because they just enter into new role without any seminar/workshop so they rely on the letters of appointment from the Ministry of Education..... (DEO iv)

It appears that little knowledge and few skills in leadership and management weaken better performance in the SEDP. However, for those who, in the past, held positions like deputy heads, academic masters/mistresses, and discipline masters/mistresses, the experience gained could be a good input to their current role.

3.3 Specific management and leadership training school heads had before their new jobs

Findings indicated that a small number of heads of school attended leadership and management training at the Agency for the Development of Educational Management in Tanzania (ADEM) before the SEDP was put in place in 2004 and thereafter. Looking at Tables 4 and 5, a number of those attending training each year vary from one head to eight heads from 1999 to 2008. For those who attended training, specific courses taught include: planning, coordination, organising, delegation, problem-solving, and time management, also management of finance and human resource management (Onguko et al., 2008: 720). Some of those who did not attend specific courses in leadership and management used to be deputy heads at their previous schools, so there is likelihood that they learnt some leadership and management skills through practice.

Table 10: Heads attended ADEM/ seminar

Year	Male	Female	Total
1999	1		1
2000	1		1
2001			
2002	1	1	2
2003			
2004	4		4
2005			
2006	3	1	4
2007	3		3
2008	3	1	4

Source: Field data, 2009

Table 11: Heads of secondary attended leadership training at ADEM

Year	Male	Female	Total
2000	4	1	5
2001	3	0	3
2002	4	2	6
2003	1	0	1
2004	5	0	5
2005	2	0	0
2006	0	0	0
2007	1	1	2
2008	6	2	8

Source: Statistics from ADEM,   2009

Note: The numbers of who attended seminar/training at the ADEM from field data and that of the ADEM differ because not all heads in Shinyanga were approached with questionnaires, and of those who were given questionnaires not all responded.

Nevertheless, as shown in Table 6, the findings from questionnaires conducted with community heads of school exposed that the majority of heads did not have specific leadership and management skills before and after promotion to headship. The need for leadership training was mentioned 45 times.

Table 12: Situation of leadership training

Comments	Frequency
Need for leadership training at ADEM (new heads/experienced heads)	45
Need for Leadership skills on how to involve the community	3
Need for guidelines on leadership soon after promotion	2

Source: Field data, 2013

Lack of leadership training for school heads in Africa in general and Tanzania in particular is revealed by a number of past studies; for example the recent study by Onguko et al (2008: 715) made in Tanzania and Kenya found limited training of school heads before and after they have been promoted to their new job due to shortage of training institutes.

Another study by Pheko (2008: 82) conducted in Botswana indicates the need for a Training Policy which could guide the process of leadership training so as to enable school heads to acquire leadership skills for their job. Furthermore the study by Dejaeghere et al. (2008: 22) in Uganda, one of the East African countries, addresses some gaps which include lack of training of school heads; "training has to consider location and size of the school, training has also to involve both deputy heads and heads of school". Besides, the study by Bush

and Oduro (2006: 359 citing Bush, 2003) found that "heads of schools in African countries rarely get formal leadership training; they are appointed on the basis of their teaching record rather than leadership potential". Moreover, one of the earlier studies   by Lungu (1983: 95) also found a need for training of educational administrators in African countries through his study undertaken in Zambia.

However, an important issue to be explored is whether training of school leaders has a good impact on performance. Previous studies indicate a positive relationship between the preparation of school leaders and effective implementation of school responsibilities and quality of work; for example, studies by Hallinger and Heck (1998: 157); Muijs and Harris (2003: 437 citing Leithwood   eta l., 1996); Van der Westhuizen et al. (2004: 705) and Rhodes et al., (2008: 331). In this research a total number of 45 heads of schools (84.9%), both newly appointed and experienced ones, claimed a need for training novice heads of schools and regular seminars for all school heads (see Table 6).

Figure 2 illustrates the proportion of school heads who have attended seminars on the implementation of the SEDP; Just a small fraction had participated. As previous studies above indicate, training might enhance their performance.

Seminar participation
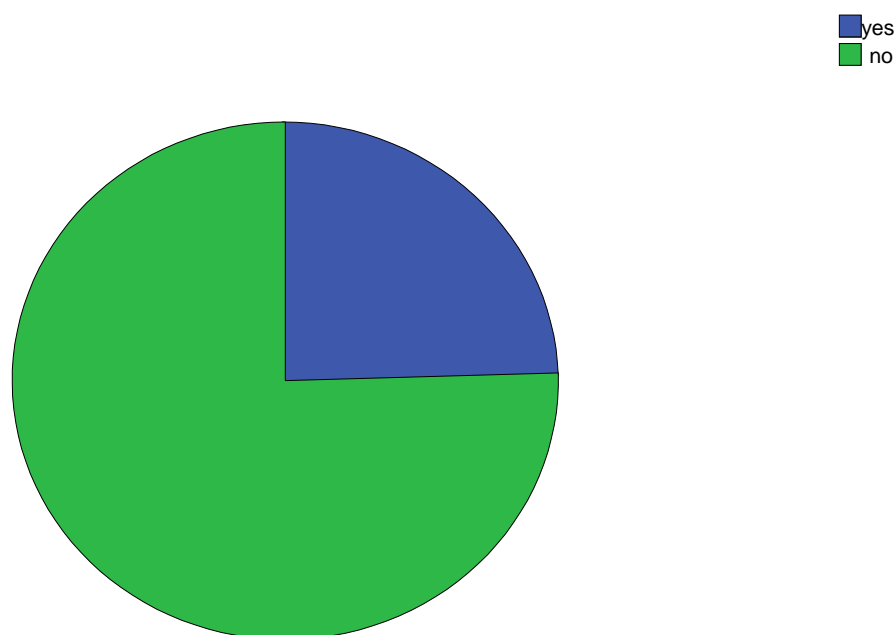
3.4 Perceptions of school heads of their current role

Results revealed that 79.2 percent of community secondary schools are found in rural areas, as depicted in Table 7. Rural schools face many challenges in Tanzania, for example, teachers do not like to work in rural areas and rural areas lack essential services like water, electricity, medical services and passable roads. In addition, rural areas lack communication   services like telephones. As a result leading schools in rural areas is very difficult, besides community schools lack essential buildings and teachers' houses. In addition to that fund allocation is not enough. As one participant remarked:

The Ministry of Education and Vocational Training should improve communication network such as roads and telephone to schools in rural areas. Moreover, the Ministry of Education is needed to provide teachers' houses and solar energy to every community secondary school (school head 18).

Another school head responded on the issue of teachers to work in rural areas: "the MOEVT should focus on how to motivate those newly-appointed teachers so that they could stay and work in remote or rural areas" (school head 19).

One of the major problems facing the SEDP is "few trained teachers especially in rural areas" (interviewee, the MOEVT). Concerning the lack of essential services, one more school head noted: "social services have to be provided to both students and teachers so as to enable teachers and students to work happily (e.g. transport, lunch, hostel and dispensary)" (school head 24).

Table 13: Location of secondary schools in Shinyanga

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	rural	42	79.2	79.2	79.2
	1	urban	11	20.8	20.8	100.0
	Total		53	100.0	100.0	

Source: Field data, 2009

Challenges mentioned above contributed greatly to how school heads viewed their current role. As shown in Table 8 and illustrated by Figure 4, findings revealed that a large proportion of community secondary school heads were shown to be not very happy with the job - 67.9 percent of them.

Table 14: Desire to leave the job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 almost all the time	2	3.8	3.8	3.8
	1 most of the time	12	22.6	22.6	26.4
	2 quite often	9	17.0	17.0	43.4
	3 very often	13	24.5	24.5	67.9
	4 never	17	32.1	32.1	100.0
	Total	53	100.0	100.0	

Source: Field data, 2009
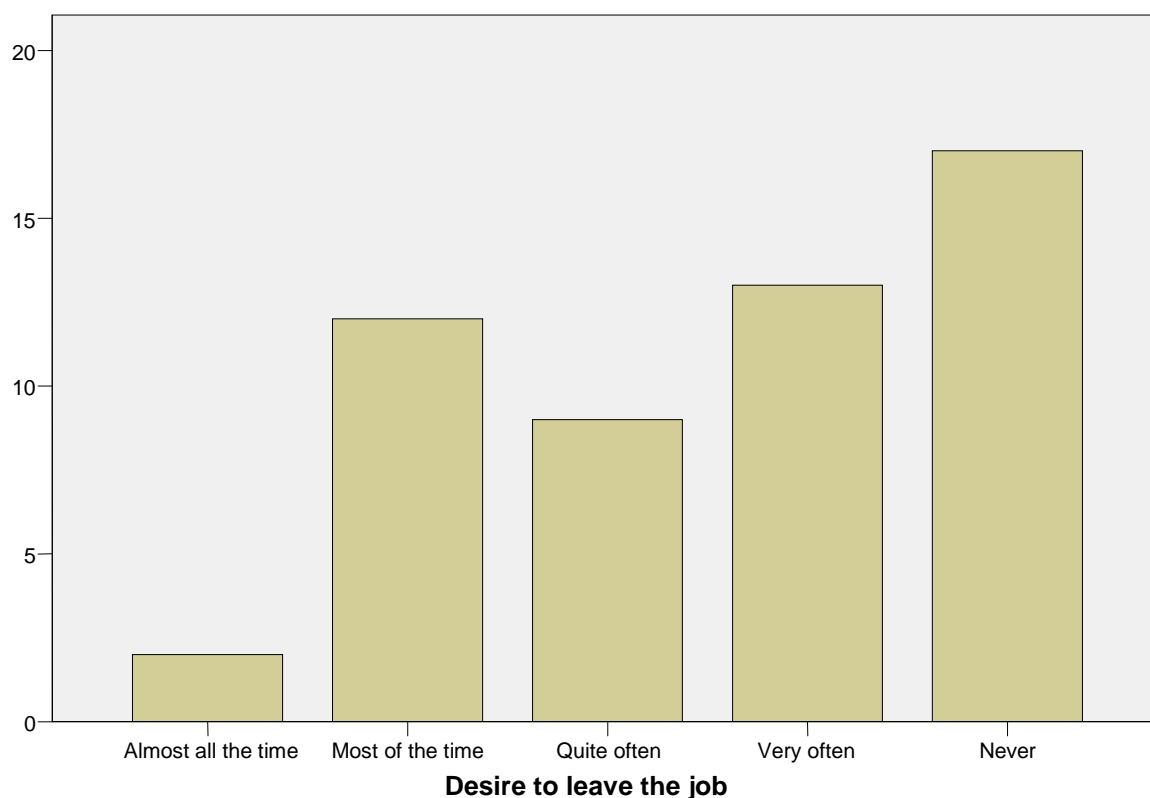
Frequency

Desire to leave the job

Figure 6: School heads wanting to leave job
Source: Questionnaire to School heads, 2009

Working as the head of a school is perceived as a highly demanding job and complex as observed by the following respondents:

> The task of leading community schools is very tough. Ward leaders as well as village leaders are supposed to join their efforts for the benefit of the community by educating people on the importance of education. Currently the task is left to the head and teachers only (school head 45)

"They see it is difficult as most of them work in remote areas where those secondary schools are mostly available" (DEO iv)

Another district educational officer explained:

> They feel working in difficult environment due to many shortcomings including poor infrastructure, shortage of enough qualified teachers and basic need for secondary schools...... (DEO iii)

Nonetheless, one district educational officer responded:

> The majority see their current role as school managers who are not supposed to teach although there is a scarcity of teachers (DEO vi)

However, findings from the MOEVT suggested that most community school heads in general are happy with their current role of implementing the SEDP, although there are some complaints on funding and shortage of teachers (interviewee, the MOEVT).

Earlier studies offer comparable perceptions of heads of schools to those discussed above, especially with regard to newly-appointed heads. Walker and Qian (2006:100 citing Draper and McMichael, 2000) in their study conducted in Hong Kong found that many novice heads of school feel abandoned by their employers soon after they have been appointed to headship. Alike observation is given by Duncan (2009: 4 citing Hobson and Sharp, 2005) in the study done in the USA; "many new principals experience a range of problems, including

feelings of professional isolation and loneliness...and problems with coping with wide range of tasks simultaneously". Novice school heads in Shinyanga feel isolated by the government due to working in a challenging environment. Briggs et al (2006: 258) observe that heads of school see themselves more as managers than leaders; this finding is similar to what was described by one District Education Offer that most heads do see themselves as managers (DEO vi). The same observation is supported by the most current study in Slovenia; "principals perceive principalship as being about management" (Tranavcevic and Roncelli-Vaupot, 2009:93-94). Nevertheless, studies by Draper and McMichel (2000:465) and Briggs et al. (2006:258) emphasis that school heads should see themselves as leaders rather than managers.

3.5 Role played by school heads in implementation of the SEDP

Findings on school heads tasks are revealed in Table 9. The ten most involving jobs included the monitoring of funds; capitation grant and development grant, were mentioned 29 times. The second most involving task was supervising construction, mentioned 24 times. The third highly ranked in terms of involving duty was reporting, with 20 responses. The fourth and fifth were planning and stores management, with 14 and 13 responses respectively. Supervision of curriculum implementation was the sixth ranked, mentioned 11 times. Monitoring school discipline was mentioned the seventh, with six responses. The last three were: payment of building contractors, leading teaching and non-teaching staff and organising board and construction committee meetings, with three responses. In addition, heads of school mentioned other duties related to the SEDP as conducting meetings with parents, collection of school fees, teaching, attending external meetings, acting as a bridge between the community and the MOEVT, also employment of temporary teachers; these responsibilities agree with those mentioned by Babyegeya (2002: 231) together with those mentioned by Harber and Davies (1997:65 citing Giorgiades and Jones, 1989). More to the point, Harber and Davies (1997:69 citing Lutanjuka and Mutembei, 1993) observed that many heads in Tanzania criticised shortage of accountants, typists, clerks, cooks, watchman and technicians, as leading to many organizational difficulties.

Some respondents made the following observation with respect to the above tasks, which highlight many challenges faced by school heads to implement the SEDP:

One head said:

> Many areas located for secondary schools are of conflict....the government has to take action so as to rectify this terrible situation for teachers....... (School head 24)

A different head remarked: "we face conflict/friction on use of land from the former owners/natives" (school head 27)

Another school head complained:

> Currently schools are operating in difficult conditions due to the fact that the MOEVT has withdrawn from supporting schools through decentralisation of power to district councils. Schools no longer receive the capitation grant and the school fee paid has no subsidy. The government should see this and make necessary and possible effort to support schools financially otherwise most of them will collapse in the near future (school head 5).

Table 15: Role played by school heads on the SEDP

Comments	Frequency
Monitoring of funds (capitation grant and Development Grant)	29
Supervision of construction	24
Reporting	20
Planning and budgeting	14
Stores managing	13
Supervision of curriculum implementation	11
Educating Community/mobilising community	10
Monitoring of school discipline	6
Payment of building constructors	3
Payment of building constructors	3
Leading teachers and non-teaching staff	3
Organising school board and construction committee meetings	3
Employment of temporally teachers	2
Collection of fees	1
Conducting meetings with parents	1
Conducting school meetings	1
Attending external meetings	1
Teaching	1
Bridging the MOEVT with the community	1

Source: Field data, 2009

Table 10 presents the extent to which heads of school involve other members of staff, students and the community to implement the SEDP. The respondents showed a large extent of involving other persons in school activities, 92.5 per cent of teachers being involved, 54.7 per cent of students, and 60.4 per cent of parents. The findings showed that only 35.8 per cent of non-teaching staff were involved; this low percentage could be due to the absence of non-teaching staff in community secondary schools, because many community secondary schools do not have non-teaching staff like accountants, cleaners, office and clerks.

It is likely that involving other personnel in planning, budgeting and decision-making minimises challenges which seem to be overwhelming schools heads to implement the SEDP.

Table 16: Other persons' involvement

Persons involved	Frequency	Percent
Teachers	49	92.5
Non-teaching staff	19	35.8
Students	29	54.7
Parents	32	60.4

Source: Field data, 2009

An interesting subject raised was the difficulty of how to deal with government money and how to manage stores, taking into account that most of these school heads and their respective teachers lacked training in financial and stores management as some respondents acknowledged:

> Heads of school have to be given seminars on how to audit finance at their school from people who are appointed to deal with government money (school head 14).

A different head requested:

> Qualified store keepers as well as accountants should be employed to do these professional duties (school head 45).

Another school head suggested: "Government has to train school heads/ bursars on how to use SEDP money" (school head 51)

A respondent from district level said that employment of school accountants could improve school heads' performance as regards to financial matters (DEO viii).

3.6 Effective involvement of school heads in implementation of the SEDP

Effective involvement of school heads in implementation of the SEDP can be analysed under three aspects: contribution in planning and budgeting, participation in carrying out the plan, and taking part in monitoring and

evaluation of the plan. Firstly, contribution in planning and budgeting: results depicted that one of the major roles of school heads is preparing development plans for effective implementation of SEDP, see Table 9. Findings revealed that heads of secondary schools prepare both short-term and long-term plans and send them to the MOEVT. In the preparation of plans the school heads are supposed to work with the members of the School Management Team (SMT) as the SEDP guide-lines suggests (Ministry of Education and Culture, 2004: 15).

Yet, a number of respondents made comment on the planning duty:

> School plan should involve all members of the school (students, teachers and non-teaching staff) also the community/parents" (school head 16)

A different respondent claimed: "heads of should be provided with special seminars on how to manage the school in general" (school head 46).

The second aspect of school head participation was shown to be implementation of the SEDP. School heads had various tasks on implementation of the SEDP, see Table 9. Tasks mentioned were either leadership or management related. Responsibilities included: mobilisation of community to participate in implementation of the SEDP, organising school boards and building committees meetings and conducting meetings with staff members. Heads also employed temporary teachers, collected school fees, and sometime participated in teaching. However, some respondents had different views on the implementation role:

> One respondent said: "heads of secondary schools should be trained in leadership and implementation of the SEDP at their schools" (school head 51)
>
> A different school head complained: "very difficult in implementation because of so many interferences e.g. politicians....." (School head 13)
>
> Another school head made a comment: "The SEDP is good but the political aspect has over ruined its implementation, let the technical people conduct it" (school head 37)

The third stage of school head involvement is monitoring and evaluation of the plan. Table 9 shows a number of everyday jobs performed by schools in monitoring. The highly involving ones mentioned were: monitoring of school funds, with 29 respondents; followed by supervision of construction, with 24 respondents; lastly reporting with 20 respondents. The other major tasks integrated were monitoring the use of materials within the stores, with 13 respondents and supervision of the curriculum, with 11 respondents. However, respondents had mixed feelings as regards to training as the following respondent put it: "Heads of secondary schools should be trained as soon as they are appointed at least regional-wise and be given written guide lines" (school head 12).

Examining these three facets of involving school heads in implementation of the SEDP, a number of arguments can arise: how could schools heads be involved effectively if they lack the SEDP guidelines? Could these school heads monitor funds and construction materials while they lack financial and stores management skills? Can these school heads possibly manage properly with political interference? There is a strong possibility that there is ineffective involvement of school heads in this aspect. This finding is comparable to that explained by Pheko (2008: 72) for school heads in Botswana who were assigned responsibilities of planning, budgeting, organising and controlling while many of them lacked skills to put them into effect. What is more, Bush and Jackson (2002:418 citing The Commonwealth Secretariat, 1996); Otunga et al (2008:371) and Khamis and Sammons (2007:573) acknowledge the role of training for effective implementation of the school role. Nevertheless, results indicated that school heads obtained some assistance from district engineers who supervised and monitored construction of buildings; besides the MOEVT supplied construction maps. Additionally, The Zone Inspectorate Unit monitored the curriculum as well as the SEDP projects (interviewee, the MOEVT).

3.7 Supports available to school heads to manage the SEDP

The support available to school heads so as to deal with the SEDP is shown in Table 11. Support came from District and Regional Education Offices as well as the MOEVT. Findings made known that major assistance from the District Education Office were: supervising school building construction by district engineers, mentioned 19 times; funds for construction of toilets, classrooms and laboratory, mentioned 14 times; provision of desks and tables mentioned 10 times and provision of advice, mentioned nine times. From the Regional Education Office, participants disclosed that they mainly acquired advice and instructions on how to run the SEDP and the school in general, mentioned nine times; the regional education office also distributed the SEDP guidelines from the MOEVT, stated six times.

Finally the Regional Education Office did allocate teachers, mentioned five times. With respect to the MOEVT, school heads said that the major supports obtained were: funding (capitation grant and development grant), mentioned 45 times; the SEDP guidelines/directives mentioned 13 times; employment of teachers,

mentioned nine times and provision of curriculum materials, mentioned seven times. Training as a source of support was said to come only from the MOEVT, mentioned three times.

Table 17: Supports to school heads

Codes	Comments	f
District Education office's role	• Provides district engineer to supervise construction......IIIIIIIIIIIIIIII...	19
	• Provides funds for constructions (toilets and classroom).....................	14
	• Provides desks /tables.........IIIIIIIII..	10
	• Provides advice...IIIIIIIII..	9
	• Provides building materials (iron sheets, cement)...IIIII.....................	5
	• Secures SEDP guidelines and distribute to heads ....IIII...	4
	• Provides fund for marginalised students.......IIII...............................	3
	• Provides books..............................II..	2
	• Provides subsistence allowance................II......................................	2
	• Mobilises community to contribute funds for construction.........II......	2
	• Constructed Adm. Block....I..	1
	• Donated brick making machines....I..	1
	• Provides information on number of scholarships available...I..	1
	• Constructed rain harvesting tank....I...	1
	• Transporting new teachers to their teaching station....I........................	1
Region education office's role	• Provides advice/directives on running schools..IIIIIIII......................	9
	• Distributes SEDP guidelines from and to MOEVT........IIIII..............	6
	• Allocates newly-employed teachers...IIIII...	5
	• Inspects construction....................IIII..	4
	• Provides books................................III...	3
	• Approves tenders.....I..	1
	• Solves disputes....I..	1
	• Approves school board......I...	1
	• Authorises payments of contractors ...I..	1
	• Supervises curriculum implementation............I...............................	1
	• Sensitises the community to participate in the SEDP...........I...............	1
Role of MOEVT	• Provides funds.....IIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII.....................	45
	• Provides guidelines/directives/advice about SEDP.....IIIIIIIIIIIII........	13
	• Employs teachers....IIIIIIIII..	9
	• Provides curriculum materials......................IIIIIII...........................	7
	• Monitoring use of funds...............................III..............................	3
	• Facilitates training...III.......................	3
	• Top- up school fees....II..	2
	• Offers scholarships....II..	2
	• Inspects buildings....I...	1
	• Provides maps for building construction ....I..................................	1

Source: Field data, 2009
f denotes frequency

Going through the type of support school heads obtained, one can group them into four main categories: financial support, material support, human resource support, together with guiding/advisory support; these are essential for enabling teaching and learning to be conducted effectively. Nonetheless, respondents complained about inadequacy of finance, shortage of teachers and inadequacy of teaching and learning materials. One respondent said:

The government should support the school by provision of enough learning and teaching materials (school head 11)

Another respondent claimed:

The government should provide enough funds to projects intended rather than depending on contribution of people around the school (school head 34)

A different school head complained:

...some schools have no teachers, for example many schools have only two teachers while having three forms, what do you expect for this school of 130 students? How can I run this school? May be you can flee from this institution (school head 18)

Previous studies on preparation and development of school heads emphasise a different way to support school heads for successful and sustainable implementation of their role. Lungu (1983: 86); Singhal (1983:63); Stroud (2006: 89); Rhodes (2008: 331); Pheko (2008, :82) and Onguko et al. (2008:724) stress the importance of training school heads in leadership and management so as to enhance their skills to deal with the high demands of their job.

In addition to financial, material, human resource and advice/directives support, training in leadership and management as well as other forms of support like induction, mentoring, coaching, follow-ups and reflection could enhance school heads' performance for the benefit of the school community.

3.8 Ways of preparing and supporting school heads to manage change in future development

Tables 12 and 13 show views from different respondents on how to prepare and support school heads to manage educational change in future development. School heads suggested various ways which can be adopted by the government so that community schools achieve quality education delivery. The four main demands mentioned by school heads were: increase allocation of money, said 38 times, followed by regular provision of seminars to both newly appointed heads and experienced ones, mentioned 20 times. The third highly ranked need was said to be construction of essential school buildings, mentioned 15 times; lastly was employment of school teachers, said 12 times. Respondents from district level made somewhat similar suggestions as ways of improving school heads' performance; provision of seminars was ranked highest, mentioned nine times, and study visits to neighbour schools, mentioned two times. However, the respondent from the MOEVT did not see the need of putting in place a Training Policy which could enforce the preparation and development of schools heads; "no need for Training Policy, with determination the ADEM can provide leadership training for all heads of school within six months to ten months" (interviewee, the MOEVT).

Table 18: Heads of schools' suggestions to improve leadership capacity

Comments	Frequency
Increase funds allocation	38
Regular seminar/workshop	20
Construction of classrooms/laboratory/assembly hall/hostel/dispensary	15
Employment of more teachers	12
Motivation	9
Priority to teachers' houses construction	6
More power to school heads/school board	5
Stop establishing new schools	5
Educate community about SEDP	4
Provision of means of transport and communication to school heads	4
Employment of non-teaching staff (store- keeper/accountant)	4
Provision of social services (solar system/dispensary)...	3
Funds for construction to vary according to distance	2
Provision of curriculum materials	2
SEDP coordinator in the region	2
Solving land disputes	1
Stop political interference	1
Planning should involve non-teaching staff and students	1

Source: Field data, 2009

Table 19: District Education Officers' view to improve school heads capacity

Comments	Frequency
Provision of seminars/workshops/in-service training	9
Study visits to neighbor schools	2
Sensitising community	2
Visiting of schools and give advice to heads	1
Providing SEDP guidelines	1

Source: Field data, 2009

Earlier studies on preparation and development of school heads propose various ways of supporting school heads to manage educational change: Onguko et al (2008:723) recognize training of school heads in school visioning so as to make them able to guide the direction of the school. Pheko (2008: 82) advises: "it is crucial for head-teachers to be consistently assisted to develop in order to meet the changing demands of school leadership". Bush and Oduro (2006: 373) bring a normative model, a replica which "assumes that leaders are made not born"; school leaders need preparation and development for quality work.

The studies mentioned above support the need for training as a means of supporting school heads in Shinyanga to manage future change, since, as the data in Table 13 indicate, 75.5 percent of school heads who responded to the questionnaires had never attended any leadership seminar. Furthermore the studies sustain what the school heads and District Educational Officers suggested in this research as ways of effecting educational change. The foremost alternative means to training might be induction, like studies by Bush and Oduro (2006: 367 and Draper and MicMichael, 2000: 468-469) suggest. A review of the literature furthermore suggests coaching as a substitute means of training which can be employed to improve school heads' leadership and management skills. For example, Early and Weindling (2004:176), Barnnet and O'Mahony (2008:238) and Joyce and Showers (1988 cited in West-Burnham, 1998: 72) propose using coaching as a secondary way to training beginning school heads. Studies carried out in the UK, USA, Hungary, The Netherlands, Norway, Spain and Wales maintain the use of mentoring to support school heads (Draper and McMichael, 2000:464; Hobson, 2003: 2-12 citing Bolam et al., 1993 and Grover, 1994). Additionally, Briggs et al. (2006: 275), Bush (2008: 196) and Trnavcevic and Roncelli-Vaupot (2009:88) accept reflection as an assistive means to school heads to cope with the job.

Table 20: Heads Seminar's participation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 yes	13	24.5	24.5	24.5
	1 no	40	75.5	75.5	100.0
	Total	53	100.0	100.0	

Source: Field data, 2009

Considering various suggestions made about future support for change backed by findings from past studies on how sustainable change can be managed, it seems that preparation and development of school heads might enhance their leadership and management skills in determining organisational vision, creating strategy, change of school culture, creating organisational structure and systems and effective implementation of vision. Moreover school heads need skills in solving conflict and training in emotional intelligence. These components are necessary to effect any sustainable change. But, these skills are more likely to be achieved with training/and or other alternatives for training.

4. Conclusions

The results of this study reveal how community secondary heads in Shinyanga, Tanzania, are prepared and developed for the role of implementing the SEDP. The findings on past experience of current heads, before being promoted to headship, demonstrate that most of them had long teaching experience before they were appointed as headmasters/headmistresses. Besides teaching experience, these school heads held some leadership positions at their previous schools. However, a certain proportion of current school heads have never held senior positions such as discipline masters/mistresses, academic masters/mistresses or deputy heads at their previous schools.

The data indicate further that a small number of school heads attend leadership training at the ADEM yearly. A large number of participants asked for both training in leadership and management as well as provision of regular seminars/workshops. Some respondents claimed that lack of training makes them lose confidence with

Journal of Education and Practice
www.iiste.org
ISSN 2222-1735 (Paper)   ISSN 2222-288X (Online)
Vol.4, No.12, 2013

their followers. In addition they went further pointing out that previous experience had a small role to play in their new career.

Findings also show that a large percentage of community secondary schools are found in rural areas; only 20.8 percent of school heads that responded to questionnaires came from urban situations. Remoteness contributes to the difficulty of leading community secondary schools: rural areas lack essential social services; worse still, few teachers prefer working in rural areas. They feel further isolated since even the communities around them provide minimal support. For example, sometimes they have to solve land disputes with persons whose land was taken to build their schools. Results reveal further that most school heads are not pleased with their current job. Nonetheless, an interesting but surprising view came from the MOEVT respondent that the majority of the heads are satisfied with their current positions.

School heads made a variety of demands with respect to their day-to-day activities: heads of school need training in finance and stores management. Furthermore, employment of school accountants could reduce the heads' involvement with money.

This study also examined how effectively school heads are involved in the implementation of the SEDP. Three types of involvement are revealed: planning and budgeting, execution of the plan along with monitoring and evaluation of the plan. For the planning phase, school heads produce short-term as well as long-term plans and submit them to the MOEVT. The weakness shown here is the disinclination to involve other members of staff like the non-teaching staff and students. The second level of involvement is the execution of the plan: school heads have responsibilities of sensitising communities to participate in the plan implementation, and organising meetings with members of school boards and construction committees. Results disclose that school heads face problems in this aspect due to lack of knowledge and skills of how to implement the plan together with insufficient autonomy due to political interference. The third part of their involvement is monitoring and evaluation of the plan. Findings show that school heads supervise the use of funds and construction, and they are responsible for reporting. In addition, they are responsible for supervising curriculum implementation at their respective schools. An unexpected result on effective involvement of school heads in implementation of the SEDP is the complaint made by some school heads that they do not have the SEDP guidelines for implementing the plan.

Support available to school heads is also explained. Findings show that school heads get support from the District Education Office, Regional Educational Office and the MOEVT. Support is in the form of finance, human resources, materials, advice and information/instructions. However, participants complained about the inadequacy of funds and teachers as hindering their effective performance.

Methods needed by school heads to manage an effective change are also described. The results from school heads suggest that regular provision of seminars/workshops is vital. DEOs ranked provision of seminars/workshops as first priority for effective change. These results thus back up the importance of training/and or other ways of preparing and supporting heads like induction, mentoring, coaching, reflection as crucial means of enhancing school heads' skills for effecting sustainable educational change. In general this research tried to describe how school heads in Shinyanga, Tanzania are prepared and supported to execute the SEDP. It can be said confidently that results illuminate strengths and weaknesses available to school heads in the process of implementing the plan.

4.1 Limitations of the study

The study is limited by data; the response rate of all respondents was only 37.1 percent. Because of the low response rate, this study cannot be claimed to be representative of the entire population of school heads in Shinyanga which, in the year 2008, stood at 248. However, findings from the various respondents are valid and fundamental.

4.2 Recommendations

The following recommendations were made to improve current practice:

- Deputy school heads should be provided with leadership and management training before being appointed to headship positions. Training in leadership and management will enhance their leadership competence when they are appointed to headships. Besides, training will make them confident in their job and in front of their followers. A decentralised way of training, for instance using Teacher Training Colleges as centres, which are available in every region in Tanzania, may be useful and cost effective; this might cater for the demand for training places instead of relying on the ADEM which seems to have a low enrolment capacity.
- Beginning headmasters/headmistresses should have an induction prior to being sent to their new work stations, and continually supported through regular seminars/workshops. Mentoring, coaching or reflection could be an alternative and cheap means of supporting both novice as well as experienced heads to acquire new knowledge like Information Technology; action research; legal issues; instructional leadership;

community relations; emotional intelligence; planning and budgeting. These will make it possible for school heads to be effective for the management of educational change in future developments.

- School heads should be encouraged to form networks with their fellow heads; this possibly will reduce professional isolation and enhance learning from each other.
- Community secondary schools available in rural areas suffer from an acute shortage of teachers, which places severe stress on heads; the government should devise incentive mechanisms to attract teachers to work in rural areas.

On the basis of the findings, this study recommends further work to be carried out: first, one more similar study on the preparation and development of community school heads in Shinyanga, Tanzania is needed so as to substantiate various demands arising from this research. A large sample, employing questionnaires followed by interviews with school heads could result in detailed and enriched findings.

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