TRAINING AND PROFESSIONAL DEVELOPMENT NEEDS FOR

EFFECTIVE SECONDARY SCHOOL MANAGEMENT IN NACHINGWEA

DISTRICT

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled "*Training and Professional Development Needs for Effective Secondary School Management in Nachingwea District*" in partial fulfilment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

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DECLARATION

I, **Mirunde Albano**, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award.

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Date

DEDICATION

This paper is dedicated to my late father Albano Mchopa and my beloved two sons

1. Albano Mirunde

2. Collin Mirunde

ACKNOWLEDGEMENT

ABSTRACT

This study was conducted to investigate the training and professional development needs for effective secondary school management in Nachingwea district. The specific objectives of the study were; to determine the training and professional development needs for heads of schools, to examine the training and professional development skills given to secondary school administrators and to determine the difference in training and professional development needs between non-degree and degree holding heads of school. Triangulation approach on questionnaire and interview was employed, the data was collected from 40 heads of schools that were selected purposively by virtue of their position and analysed in quantitative and qualitative way. The findings indicate that 93.7% of the respondents mentioned that training and professional development for effectiveness of their roles are highly needed by both heads and deputy heads of school. Only 6.3% of the deputy and heads of secondary schools did not need further training out of the skills questioned. In training skills given to heads and deputy heads of school, the data shows that, only 19.03% of the skills tested are given in training program and the remaining 80.96% was not given to heads and deputy heads of secondary schools, lastly the findings show a slightly difference on training needs of 3.9% (67.2 by 63.3)between non-degree and degree holding heads of secondary schools. Conclusively, recently most of the secondary schools are managed ineffectively as school heads lack appropriate skills on school management hence causing poor academic performance of the students. It is recommended that the ministry of education and other educational stakeholders should conduct continuous training and professional development programs for school administrators.

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CHAPTER ONE

INTRODUCTION

1.1   Background to the Problem

In the intricate operation of schools in the globalized world, the heads of school play a very important role in school improvement and effectiveness. Increased interest in leadership preparation and development is based on the fact that secondary school leaders can make a difference in the effectiveness and efficiency of schooling (Hallinger & Snidvongs, 2008).

Accordingly, there is the need of ensuring that the school heads play the effective role through providing knowledge; skills and attributes to enhance effectiveness and efficiency. This can be realized largely if such heads are specifically prepared for school leadership before appointment and then developed continuously to enhance the performance of their duties. Preparation and development of school heads will provide a framework within which they will operate to achieve not only the school's objective but also the national objectives of education.

Maxson (as cited in Foley, 2001) states that, hierarchical organizational structures have permeated educational institutions, as stated under SEDP program a number of operational functions for schools have been managed from the top. This traditional model is characterized by a superior-subordinate relationship between heads of school and teachers. Under this model, the school head is the primary decision-maker and is held accountable for the operation of the school. In the face of growing student diversity within educational environments, educational reformers have suggested a

move toward shared or horizontal organizational structure as an alternative to the traditional hierarchical organization of schools. This approach features a horizontal or collaborative structure in which constituents (i.e., Heads of schools, teachers, parents, students and community members) participate equally in identifying the educational priorities, examining school policy, sharing educational practices, and implementing effective educational programs into the system.

Thus, teachers and other constituents are given the joint responsibility and power to plan, set goals, implement and evaluate innovations to improve the educational outcomes of students (Sarason, 1991). This model is supported by Education and Training Policy of Tanzania (ETP-1995) by saying that; most of the school managerial functions have been devolved to the Regions, Districts and Schools so as to reduce bureaucracy in decision making, encourage community participation and increase effectiveness and efficiency of the system (URT, 2004). This efficacy may be impacted by the professional preparation of secondary school personnel to participate in collaborative-based structures though generally, secondary school administrators perceived their collaboration skills to be below average to average.

Recently, most secondary schools are not effectively managed, this is due to the fact that, the heads lack significant skills for effective school management, and this can be determined through conducting the Training Needs Assessment (TNA) and Professional Development Needs Assessment (PDNA) among the school administrators rather than merely assuming some skills and professional development being useful to school administrators.

In Tanzania, from the 1980's to the early 1990's, secondary schools were few and the appointment of heads of school strictly adhered to the basic criteria as prescribed by the Ministry of Education and Culture on ETP-1995, which states that "all educational administrators at national, regional, district and secondary schools formal education and training institutions shall have university degree, professional training in education and management, as well as appropriate experiences" (URT, 1995).

With recently mushrooming of the community secondary schools, the number of teachers is not equivalent to the demands of the schools, thus most schools do not have enough teachers at classroom and administrative level as observed by Babyegeya:

> By 2008, almost all wards in most of the regions had constructed secondary schools and had students already selected to join these schools. Up to 2005, the government had no clear plan of increasing the number of teachers in secondary schools to meet the expanded community secondary school system. (Babyegeya, 2010).

With respect to the insufficient number of teachers, this leads to appointment of incompetent and ineffective school administrators featured with poor basic administrative skills and if given, it is usually partial training without considering their training and professional development needs. On the other hand, not only being partial and inappropriate but they are not continuous in the sense that, the school administrators fail to develop their professionalism to become effective

administrators as observed by Gaparayi (2008) and his fellow in Rwanda school administration system.

> Indeed school heads today face a big challenge not only knowing different tools of secondary school management but also maintaining professionalism to efficiently handle the available means. This goes further because some of them do not yet master the basic principles of school management or face problem of understanding which may hinder the efficiency of general administration of the school. Furthermore, the initial training [given to school administrators] does not allow them to acquire enough knowledge in school administration and management (Gaparayi, 2008).

It has been observed that heads of school can gain the required knowledge and skills to lead their school through short and long term leadership training programs and also through accession to header-ship in schools (Eliphas, 2011).

The school heads are the key players or backbones of schools and the main executives of school management since the overall effectiveness of the school is directly influenced by them. Their roles include facilitating, brokering, providing resources, encouraging, commanding, questioning, coaching, and cheerleading (Dillon-Peterson, 1986). They are like the spring to the watch and an engine to the ship because they are the hearts of school and school management. Heads of school should be well knowledgeable and skilled on management issues through attending various seminars, workshops, meetings, and courses on management and administration.

Education administrators are very important in capacitating the school management. They have to interpret and monitor the implementation of educational policies at their levels of administration (URT, 1995). They have to plan and develop teachers and to guide, direct, and advice the school management on teacher professional development. Planning has to be based on teachers' needs, examination evaluations, inspectorate and monitoring reports.

1.2   Statement of the Problem

Today's heads of secondary schools need to grow and learn throughout their careers to acclimatize to the changing needs of students and schools (Arlington, 1999). The technical, conceptual and people's skills for educational leaders have increased dramatically over the last decade. With the widespread acceptance of the need for schools to improve, it is impossible to ignore the critical needs of school leaders to be more effective at their work. They must receive training and professional development aimed at helping them being more effective, knowledgeable and qualified to facilitate continuous improvement of school as organization. In the words of the Blue Ribbon Consortium on Renewing Education "If we could do only one thing to build school capacity, we would develop a cadre of leaders who understand the challenges of school improvement" (Renewing, 1998).

Recently, the trend of declining effectiveness of the school academic performance cannot be associated to other factors while overlooking the determinants of effective school management that makes the training and professional development needs for school administrators, which consequently cause ineffective school administration hence leads to ineffective organizational development and increasing pace of poor

academic performance among secondary school students. The general outcry of the educational sector based on statistical trends shows a continuous decline in "form four" examination results and students drop out caused by truancy is one of the features of ineffective school managements as presented below.

Table 1.1: Dropping Trend of Division One in Form Four National Exams from 2004 to 2011

YEARS	2004	2005	2006	2007	2008	2009	2010	2011
Dropping trend (%)	4.8	5.2	4.5	5.5	3.5	1.9	1.5	1.1

Source: MoEVT-BEST (2012)

The Table 1.1 portrays the alarming decline of distinction performance among secondary school students from 2004 which was 4.8%, and increased to 5.2% in 2005, then went to 4.5% in 2006, then rose to 5.1% in 2007 there after it started to decline to 3.5% in 2008, 1.9% in 2009, then 1.5% in 2010 and 1.1% in 2011. However, the time between was the SEDP era that was featured with improvement of access, equity, quality and management reforms, but the table reflects ineffectiveness of the schools, because an effective organization is the one that attains its goals through its vision and mission.

Table 1.2: Dropping and Increasing Trend of the Passed and Failed Students in Form Four National Exams from 2004 to 2011

Years	2004	2005	2006	2007	2008	2009	2010	2011
Passed-DivI-III	91.5	89.3	89.1	90.3	83.6	72.5	50.4	53.6
Failed-Div 0	8.5	10.7	10.9	9.7	16.4	27.5	49.6	46.4

Source: MoEVT-BEST (2012)

On observing the Table 1.2 shows continuous falling and increasing of the total pass and failed students 2004-2011 respectively; this implies that, among other factors the schools are not attaining their goals that are ineffectively managed, thus the heads of school lack effective school management skills that could largely be attained through training and professional needs consideration.

Table 1.3: Trend in Dropout of Secondary Schools Students Caused by Truancy from 2007 - 2011

Years	2004	2005	2006	2007	2008
Trend in Dropout	33.7	68.7	36.2	72.7	72.7

Source: MoEVT-BEST (2012)

The table depicts the increasing rate of dropout among secondary school students. As in 2007 the rate was 33.2%, in 2008 it increased to 68.7%, and increased in 2009 to 36.2% in referring to the year 2007 and recently two consecutive years the trend is more alarming by 72.7%.

1.3 The Purpose of the Study

The study was designed to determine the training and professional development needs among the heads and deputy heads of secondary schools. That means the results have come out with a clear statement pertaining the main training and professional development needs, training and professional skills given as well as differences in needs between non-degree and degree holding heads of secondary schools.

1.4   The General Objectives of the Study

The study in general was investigating the main training and professional development needs of the heads and deputy heads of secondary schools, the professional and development skills that recently are given to heads and deputy heads of school as well as the existing differences in needs between non-degree and degree holding heads of school.

1.5   The Specific Objectives of the Study

The study distinctively intended to:

(i)   Determine the training and professional development needs for the heads and deputy heads of school.

(ii)   Examine the training and professional development skills given to the heads and deputy heads of school.

(iii)   Determine the difference in training and professional development needs between non-degree and degree holding school administrators.

1.6   Research Questions

The researcher aspired on assessing the following issues of interest for the study:-

(i)   What training and professional development needs are required for the heads and deputy heads of secondary schools?

(ii)   What training and professional skills given to the heads and deputy heads of school?

(iii)   What is the difference in training and professional development needs between non-degree and degree holding schools administrators?

1.7   The Significance of the Study

The findings of this study are useful in improving secondary schools management, the heads of school ability in managing schools, students' academic performance, parents and other educational stakeholders who are involved in school management as well as the country's educational system at large to work on most effective way.

The identified training and professional development needs for the school administrators and the management skills given may help the Ministry, Departments and Agencies responsible for developing heads of schools (school administrators) to have a point of reference in preparing the training and professional development programs. In so doing, the programs will be effective since they would meet the needs of heads of school so as to improve the school management. With the effective school management skills that will be attained by the school heads, outstanding students' academic performance at the school and national level will be attained.

1.8   Limitation of the Study

The researcher faced the following technical issues during the process of data collection:

(i)   Unfulfilled promises of some respondents due to various factors such as family problems, other duties out of the school and many more

(ii)   Delaying of responses from some respondents due to unknown reasons

(iii)   Other respondents faced some difficulties in understanding the questions.

1.9   Delimitation of the Study

The above mentioned limitations were technically handled as follows:

(i)   Requesting for appointment to meet with the respondents to their working stations

(ii) Being punctual to appointment made with respondents

(iii) Politely educating the respondents on the importance of the study and their contributions in responding to questions on time and accordingly

(iv) Constant follow-up on respondents to avoid delay

(v)   Giving out elaborative explanations to some respondents who were faced with difficulties in understanding questions.

1.10   Organization of the Study

The study was organized in five chapters. The first chapter deals with the introduction which consist of background of the problem, statement of the problem, purpose of the study, main objectives of the study, specific objectives of the study, research questions, significance of the study, limitation of the study, delimitation of the study and conceptual framework of the study. The second chapter presents literature review; in this chapter various academic papers, articles, journals, and books have been reviewed to see what is already known and what is missing on the study concern. The third chapter discusses the research methodology employed in this study. In chapter four the presentation, analysis and discussion of data were the issues of concern. Lastly, the fifth chapter was the last, in this chapter; the researcher presents the summary, conclusion, and recommendation for the study findings.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter presents a critical assessment of literature work relating to training and professional development needs for effective secondary school management. The chapter covers conceptual meaning, theoretical framework and empirical facts on training and professional development of school administrators. Moreover, it explains what is already known in western countries, Africa and Tanzania in particular as well as giving out synthesis and knowledge gap that exist which is an area of interest that the researcher worked on.

2.2   Conceptual Definitions

For the purpose of this study, the following terms required definitions: training needs, professional development, and effective school management.

2.2.1   Training Needs for School Administrators

Schools are always affected with *behavioural, managerial* and *instructional leadership* changes that occur at national or international level. A training need is simply stated as the difference between what an individual can do now (Actual attribute) and that 100 % you want them to do, thus, if Actual = Desired = No Training, and to determine the gap, you must ascertain the current level of performance and then define the desired state of performance (Mc Ardle, 2010). In many cases, a manager will bring a performance or training need to you however, if you are not faced with an immediate problem, and you would like to provide

training, you can begin with a macro scan of the school as organization. Here are two questions to help you get started: - *What results does the school currently achieve? How do the actual results compare with the expected results?* Or, if a performance problem is involved, you should determine how the performance has changed from the past and what the desired performance is.

Conducting a Training Needs Assessment (TNA) is a systematic process based on specific information gathering techniques. Each stage builds off the last; the findings of one stage will affect and help shape the next stage. There is no easy formula for carrying out this process. Each particular situation requires its own mix of observing, probing, analyzing, and deducing. In many ways, the TNA process is like detective work: you follow up on every lead, check every piece of information, and examine every alternative before drawing any conclusion. Only then can you be sure you have the evidence on which to base a sound strategy for problem solving a performance issue.

2.2.2   Professional Development for Secondary School Administrators

A professional is "a person who has completed a programme of rigorous initial preparation involving specialised knowledge as decided by the profession, and who has been approved by the profession as a registered practitioner with the right to exercise autonomous, professional judgment" (Hooley, 2007). Thus, for the heads of schools to be called professional school administrators they should have undergone specialized management training before being assigned their duties as heads of schools. Professional development refers to many types of educational experiences related to an individual's work. Doctors, lawyers, educators, accountants, engineers,

and people in a wide variety of professions and businesses participate in professional development to learn and apply new knowledge and skills that will improve their performance on the job (Mizel, *ibid*).

Professional development is the strategy used to ensure that heads of schools continue to strengthen their practice throughout their career. The most effective professional development engages teams of teachers to focus on the needs of their students. They learn and solve problems together in order to ensure all students achieve success, and for school administrators professionally they can develop through vacation, seminars, case studies and survey.

According to Komba & Nkumbi, (2008), Professional Development differs according to educational traditions and contexts, in education systems where teacher education programs are well established, teacher professional development is described as a process embracing all activities that enhance professional career growth (Rogan & Grayson, 2004) or as formal and informal experiences throughout the teacher's career (Hargreaves & Fullan, 1992).

In other less advantaged contexts, teacher professional development is defined as a process of improving both the teacher's academic standing as well as –acquisition of greater competence and efficiency in discharging their professional obligations in and outside the classroom. This view seems to fit the Tanzanian context. In both the privileged and deprived systems it includes the processes, organizational mechanisms and practices that are aimed at providing support to the teacher for the improvement and smooth discharge of their duties. Organizational mechanisms are

the mechanisms for monitoring continuous development of the teachers. These may take the form of planned and scheduled short term training programs and seminars aimed at meeting various professional needs of the teaching force.

2.2.3   Effective School Management

According to Bush, (2006), the concept of management overlaps with two similar terms, leadership and administration, and (Dimmock, 1999) differentiates these concepts whilst also acknowledging that there are competing definitions:

> School leaders [experience] tensions between competing elements of leadership, management and administration. Irrespective of how these terms are defined, school leaders experience difficulty in deciding the balance between higher order tasks designed to improve staff, student and school performance (leadership), routine maintenance of present operations (management) and lower order duties (administration) (p. 442).

School administration is not associated with "lower order" duties but may be seen as the overlapping term, which embraces both leadership and management. A clear distinction between leadership and management has been provided by (Cuban, 1988) the term leadership, I mean influencing others actions in achieving desirable ends. Managing is maintaining efficiently and effectively current organisational arrangements. I prize both managing and leading and attach no special value to either since different settings and times call for varied responses. Leadership and management need to be given equal prominence if schools are to operate effectively and achieve their objectives. Leading and managing are distinct, but both are

important. The challenge of modern organisations requires the objective perspective of the manager as well as the flashes of vision and commitment wise leadership provides (Deal & Bolman , 1997).

Effective management can be interpreted as the art of managing properly; the manner of treating, directing, carrying on, or using, for a purpose; conduct; administration; guidance; control; as, the management of school or any other organization.

Effective management is a management skill that helps administrators to deal with specific challenges and problems of each organization and it is the urgent needs of many businesses and organizations in the global competitive environment, rapid changing of technology and environment. These skills include Creative Problem Solving Skills, Communication Skills, Conflict Management Skills, Negotiation Skills and Self-Awareness and Improvement. Effective manager will make sure the employee has a clear direction for growth in the organization. He or she will make sure the functions of the job are being completed and the goals of the company. To be an effective manager you must manage your employees and keep track of work and quality of work. You must be organized and able to delegate work and not micro-manage

2.3   Conceptual Framework

Effective school management that triumph the anticipated goals depend much on the paramount factors flanked by a number of variables among the school administrators and these are *educational level, work experience, training needs and professional development*, these four levels overlap for the holistic effective school management, and none of the four should be prioritised or neglected at the expense of the other.

Contextual Variables	Inputs/Predictor Variables	Process variables	Product/Outputs
• Education policy • Education Act • Employment Act	• Education level • Work experience • Training needs • Professional needs	• Teachers attitude • Biasness in training • Quality of trainers • Utilization of skills	• Effective school management • Ineffective school management
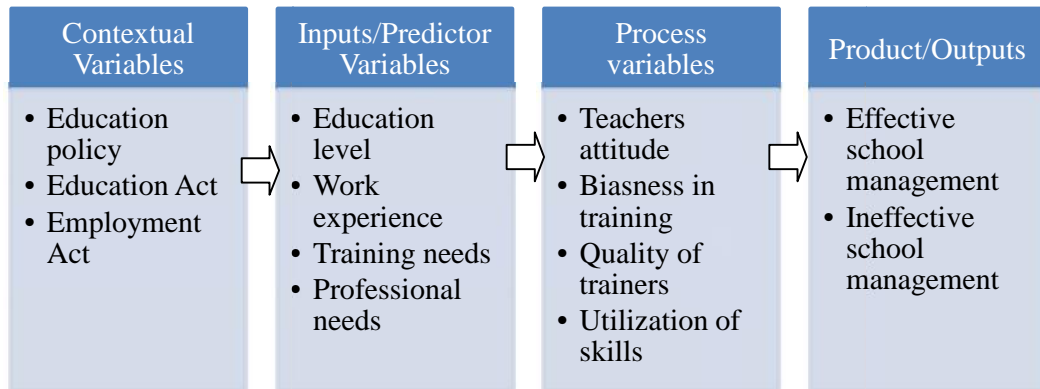
Figure 2.1: Conceptual Framework Model

CIPP model adopted from Omari, (2011)

The ETP-1995 is the United Republic of Tanzania's Education and Training Policy that was formulated in 1995 as a result of the report submitted by the National Task Force on Education in November 1992, the thrust of the policy was to *guide, synchronize and harmonize* all structures, plans and practices, to ensure ***access, equity and quality*** at all levels as well as proper and efficient mechanisms for management, administration and financing of education and training. The main goal of this policy was to *enhance and improve access and equity for all children*, giving power to local levels and lengthening the financial base for supporting education. The policy rationale is broad as consolidating and broadening ideas, knowledge skills, prepare students at secondary ready for tertiary, higher, vocational, technical and professional education and training (URT, 1995).

To enhance proper and efficient mechanisms for education management and administration the policy observed that "sound management and administration techniques are essential for an effective functioning of the education and training system and its institutions. Thus, adhering to this, the policy states that "education

administrators and managers at the national, regional, district and institutional level should be experienced, highly qualified academically and professionally, and have skills in educational management and administration. Therefore: all education administrators at national, regional, district and [secondary] formal education and training institutions shall have a university degree, professional training in education and management as well as appropriate experience" (URT, 1995).

But the policy does not clearly state the strategies on how the education administrators and managers will acquire the training and professional development skills pertaining education management and administration. The same applied on educational act no 25 of 1978 that was amended in 1995 as well as employment and labour relation act of 2004 all together did not spell out the way forward of developing educational administrators and managers professionally.

2.3.1   Educational Level of Heads of School

Educational level of a teacher is vital in preparing selection pool when recruiting the school administrators, as higher level of education determines its exposure to advanced analytical and administrative skills though in some cases it should not be taken for granted as some effective school administrators are featured with in-born management traits which also should be developed through training and professional development.

Formerly the government with ETP-1995 requires the heads of school at both secondary and primary school level to have a bachelor degree of education, but in real sense this was not viable to ordinary level schools following scarcity of teachers

with bachelor degree. But recently with the majority of teachers having bachelor and post graduate degrees the policy can easily be implemented.

2.3.2   Teaching Work Experience

For effective management to be comprehended, educational level that, lacking practical skills rather than theories on management is nothing as argued that "the best manager is one who has conceptual skills of diagnosing and understanding the different types of situation that one is likely to encounter as a manager and alternative ways of dealing with this situation" (Galabawa, 2001). Understanding different situation and having alternative ways of dealing with that implies features of someone with a long working history that has experienced to various management situations that call innovative ways of handling issues out of the box.

2.3.3   Training Needs for School Administrators

Having higher education and experience could not work by itself to being an effective school administrator, who calls for organizational development and attainment of its goals in the long run. Initial and in-service training needs pertaining to leadership behaviour, management skills and instructional leadership is very vital particularly during professional development for all teachers and specifically those who are appointed as heads school.

2.3.4   Professional Development for School Administrators

Mizel (2010)states that, professional development is all about experiences related to an individual's work, thus for heads of schools encompassed having case studies, vacation, study tour, survey, on-work training, seminars, career development

programs etc. These all enrich on educational level, initial training, and working experiences hence it brought about effectiveness on managing the school as supported by Fayol in (Galabawa, 2001) that management could and should be taught at all educational levels. He further argues that, through formal training in management principles administrators could become more effective than relying on "seat-of-pants practices".

2.3.5 Effective School Management

This is an output of the complex interaction of the variables like higher level of education that spotlight the school heads to a number of theoretical concept pertaining to effective management, work experience enables us to put theories into practices within a varied circumstances and developing a number of alternatives while training and professional development needs to keep up and respond to initial training and changing world of knowledge and skills respectively.

2.4 Theoretical Frame Work of the Study

2.4.1 The Deficit Model in Professional Development

Training and professional development can be designed specifically to address a perceived deficit to school administrator. This may well be set within the context of performance management, which itself is subjected to debate over its fundamental purpose. Rhodes, (ibid), Point out that "performance management can be viewed as a means of raising standards or 'as an element of government intervention to exact greater efficiency, effectiveness and accountability" (p. 124). Nonetheless, performance management requires that somebody takes charge of evaluating and

managing change in teacher performance, and this includes, where necessary, attempting to remedy perceived weaknesses in individual teacher performance. What is not always clear; however, is what the expectations are for competent performance, and whose notion of competence they reflect.

While the deficit model uses continuing professional development (CPD) to attempt to remedy perceived weaknesses in individual teachers, Rhodes, (ibid), suggest that the root causes of poor teacher performance are related not only to individual teachers, but also to organisational and management practices. Indeed, to attribute blame to individual teachers, and to view CPD as a means of remedying individual weaknesses, suggests a model whereby collective responsibility is not considered; that is the system itself is not considered as a possible reason for the perceived failure of a teacher to demonstrate the desired competence. It also assumes the need for a baseline measure of competence, and once this has been committed to paper, it begins to adopt an authority of its own.

Boreham(2004) discusses this issue of individual and collective competence, arguing that "in the school context, effective collective competence is dependent on leadership which promotes three particular conditions, namely: making collective sense of events in the workplace; developing and using a collective knowledge base; and developing a sense of interdependency" (p.9).This argument is clearly at odds with the notion of the deficit model which attributes blame for perceived under-performance on individuals and fails to take due cognisance of collective responsibility.

2.4.2 Two-Factor Theory

According to Frederick Herzberg's two-factor theory, which he developed in the 1960's, the satisfaction of a need has one of two effects. It either causes employees to be satisfied with their jobs or it prevents employees from being dissatisfied with their jobs. Herzberg labeled the factors associated with job dissatisfaction "hygiene factors", indicating an analogy to the concept of preventive maintenance. The factors associated with job satisfaction were labeled "motivators" to suggest their effectiveness in evoking individual behavior toward superior performance. Interestingly, Herzberg's hygiene factors correspond closely to Maslow's two lower-level needs (physical and safety needs). The motivators identified by Herzberg are akin to Maslow's higher-level needs of esteem and self-actualization. This suggests that meeting lower-order needs can only prevent job dissatisfaction; to achieve job satisfaction requires the fulfillment of higher-order needs.

The theory has direct link with school administration and management, as administrators have their needs (training and professional development needs) which need to be fulfilled for them to attain effective school management. Failure to fulfill the desired needs may lead to job dissatisfaction which in turn may lead to ineffective school management and the opposite is true.

2.5 Empirical Facts on training and Professional Development of Heads of Schools

There are an assortment of literatures that have tried to review the training and professional development needs for effective school management, here below are

some review on both developed and developing countries including Tanzania in particular.

2.5.1 Overview of Western Countries

In most developed world countries like England and America preparation and development of heads of schools is formally institutionalized with colleges offering training for heads of schools before and after appointment to school leadership.

Preparation and development of heads of schools is also well structured and systematic in the sense that aspiring heads of schools are prepared for school leadership before appointment and then continuously developed after appointment to enhance performance of their duties. Preparation and development of heads of schools in these contexts is mandatory and a requirement for anybody wishing to be school leader. The National College for School Leadership (NCSL) in England is an example of such institutions where aspiring [heads of schools] are prepared through the National Professional Qualification for Headship (NPQH) Programme (Fink, 2005) and are inducted through Early Headship Programme (EHP) on ascension to school leadership and those in service are continuously developed through Head for the Future (HfF) programme (Brundrett & de Cuevas, 2007).

On the other hand in reviewing the implementation of collaborative based programming (Education, 1987) in (Mathibe, 2007) avowed that, effective superiors provide guidance and technical support from experienced peers that should help new administrators adjust and succeed. It would appear that while the search for a head of school ends when one is appointed to this management post, the process of

producing effective school leaders should be sustained by continuous learning and skills development.

Several schools of thoughts from different scholars have been critically analysed by (Foley, 2001) among the suggested key roles of educational leaders is serving as a change agent (Leithwood, 1994).As a change agent, the heads of schools have responsibility for communicating and motivating other educators to engage in the restructuring process.

Research examining characteristics of leadership within a change-oriented process have identified several key leadership skills, an initial show of leadership is the ability to develop and engage other school personnel in collaborative problem-solving (Leithwood, 1994) and decision making processes (Thurston, 1993).

Unfortunately secondary school administrators appear to have minimal professional preparation to develop, implement, and evaluate collaborative based programming. In a recent survey of secondary school heads, the administrators reported an average of 5.14 earned credit hours in university/college coursework and 24.42 clock hours of participation in non-credit generating coursework related to collaboration (Foley & Lewis, 1999).

Secondary school heads appear to perceive their professional competence in collaboration to be average. In a nationwide survey of heads of secondary schools, they reported their competence to serve as a school leader in a collaborative-based program to be within the average range (Foley & Lewis, 1999). Specifically, they

viewed their leadership strengths in a collaborative-based system to be greater in communication, teamwork, and shared decision- making. However, they rated their administrative skills lower in their ability to guide and evaluate the implementation of conflict resolution/negotiation skills. They also reported their knowledge of interagency systems of care and their ability to involve their school as an active component of such a system among their weaknesses as school leaders (Foley & Lewis, 1999).In summary, secondary school administrators appear to have specific professional development needs for facilitating collaborative-based programming.

According to Bizzell(2011), on his study comments that, there appears to be little research on heads of schools' professional development at all, exclusive of any linkage to student achievement. Narrowing the focus to heads of schools in Appalachia reduces the knowledge base even more. Nicholson *et al*, (2005) report that research on professional development is a young field and is almost exclusively focused upon teachers' professional development.

Mulford, (2003) confirms that, there is a growing shortage of school leaders and a suggestion, but little evidence, of a declining quality of candidates for school leadership positions, the reasons for this shortage can be grouped under societal, system and school influences and include unrelenting change, increasing and sometimes conflicting expectations, mandates and accountability, bureaucracy (especially excessive paper work, the increase in inter mediatory bodies and new approaches such as whole-of government), budget cuts, an emphasis on administration rather than leadership, and a 'conspiracy of busyness', that is the way time, space and communication patterns are structured.

Mulford (*i bid*) further asserts that, these influences result in the job of school leader being seen by potential candidates as too demanding, stressful, lonely, lacking support, and only for particular groups in society. One result of these influences and perceptions of the role of school leader is a shortage as well as a possible declining candidate quality, except perhaps for those schools in 'non-challenging circumstances'. We need to be very careful here that we are not 'eating the seed corn' - consuming our own future by frightening off the brightest and best from leadership of our schools. While the evidence gathered for this paper underpins the need for school leaders to receive training, recent research finds that most receive little formal or structured preparation for the job.

It is argued that this situation needs to be redressed and that any scheme for the professional development of school leaders needs to take into account factors such as the stages of leadership (intending leaders, inductees, early career and mid and late career) and dimensions of the programme. These dimensions should include the content chosen (what, who, on what basis), delivery mode used (who, where, how, when) and, measurements of success.

In Asia, Hong Kong and Singapore have been in the forefront of developing institutions and programmes for preparation and development of heads of schools. Most of their programmes are based on institutions and programmes in the developed world countries. For example, in Hong Kong the conceptual foundations for leadership education for heads of schools were established by Hong Kong Education Department in 1999 after study visits to similar programs in England, Scotland, Austria and Singapore (Wong &Chung-Chi, 2004). Newly appointed school leaders

undergo a nine day mandatory induction course offered by the Education Department. This course provides them with basic knowledge of school management theory and practice. In the developing world especially Africa, preparation and development of heads of school is not as pronounced and systematic as it is in the developed world. In fact in most cases it is either lacking or not formal (Bush &Oduro, 2006).

2.5.2   Africa Overview

Though most studies on heads of school in Africa concentrate on the problems facing school leaders in the performance of their duties (Oduro & Macbeth, 2003) there are efforts being made by some countries in coming up with programmes for preparation and development of heads of school. In South Africa, Mathibe (2005) notes that, unlike in the UK and USA, any educator can be appointed to as head of school irrespective of the fact that he/she had a school management or leadership qualification. Such openness to appointment to the highest office in a school does not only defeat Frederick Taylor's view of "getting the right man" for the job (Van der Westhuizen,1999), but it also places school administration, management, leadership and governance in the hands of 'technically' unqualified personnel. It is in this way that *ad hoc* attempts have been made to provide skills and professional development program for heads of school in South Africa (ETDP SETA, 2002).

In South Africa apartheid affected both education and social infrastructure, these effects included ineffective leadership and management practices of public schools (Moloi & Bush 2006). New professional development initiatives for heads of schools and aspiring heads of schools are now covered in the Policy Framework for

Leadership Education and Management Development in South Africa. As a result, the Department of Education has developed Advanced Certificate in Education (ACE) in collaboration with 14 universities, unions, and the Professional Association of heads of school to train aspirant school heads and develop those in service already. The aim is to create a pool of trained school administrators, so that by 2011, this course can be made a requirement for one being short listed for the post of the school head.

In Seychelles, the University of Lincoln (UK) in partnership with Ministry of Education provides training at Master's level to heads of school and senior school administrators while in Kenya, the need for preparation and development of not only heads of schools but also other professionals in the civil and teaching service can be traced back to The Training Review Committee (Wamalwa,1971) discovers that, there was no regular systematic programme to train school administrators, and therefore, saw the need to train such professional officers in administrative and managerial aspects of their work.

It is recommended that, courses to meet these needs be run at Kenya Institute of Administration (KIA). This was followed by The Report of the Committee of Review into Kenya Institute of Administration (KIA), Educational report presented by Muigai (1978) noted that educational administrators were originally trained for teaching and not necessarily for administration. It reported a serious deficiency of administrative training among educational administrators and the necessity of establishing Kenya Education System Improvement (KESI) that would deal with training of the educational administrators.

2.5.3 Facts from Tanzania

In Tanzania, the Government uses Agency for the Development of Educational Management (ADEM) to offer training to educational administrators as well as serving heads in secondary schools, and most of the training and professional development has focused on the improvement of the professional, academic and technical capacities in terms of copying with the developments in science and technology. Although the national government ministry has a department in charge of Teachers Professional Development (TPD), the findings reported based on interviews with the education administrators at the local government levels among other informants. Clearly, the role of the local governments, which in this case are part of the national government, shows that there has been some organised engagement and support for professional development (Komba & Nkumbi, *ibid*). But, and unsurprisingly, the teachers reported that their schools had not invested much in the process of professionally capacitating their teachers despite of the overwhelming increase in the number of teachers who had individually upgraded. Obviously, the ongoing initiatives illuminate tremendous and systematic efforts to capacitate teachers in the different jurisdictions.

2.5.4 Research Gap of the Study

The reviewed literatures have revealed important attributes concerning training and professional development needs among the school heads for effective school management, for example Mathibe(2005),follows that, there is a significant relationship between the professional development of principals and school effectiveness in South Africa.

Most of the reviewed literatures are based on observing the role of school heads, the way they are prepared, some skills given and its utility towards effectiveness of the school as an organization. With respect to their discussions, many literatures concluded that, most of the training and professional development given to heads of school does not meet the demand in dealing with various educational systems whether community based, urbanized or rural based, not only irrelevant to some system but also are not continuous.

In most of the reviewed literatures no one exactly portrays the training and professional development needs for heads and deputy heads of school in Tanzania, the common skills given and even the existing differences between the non-degree and degree holding heads of school. Thus, this study intends to bridge the existing knowledge gap by exploring the training and professional development needs that are missing from what is recently given to the heads of school as well as observing the differences of needs between the degree and non-degree holding heads of secondary schools for effective school management.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The procedures and methodologies that were employed in the study are presented and discussed in this chapter. The area of study is defined, the targeted population, the sample and sampling techniques, description of design and approach to the study, data collection methods and instruments, validity and reliability check of the instruments as well as data analysis procedures has been clearly explained.

3.2 Area of the Study

The study was done in Nachingwea District, which is one among the six districts of Lindi Region in Tanzania. It is bordered to the north by Ruangwa District, to the East by Lindi Rural District, to the Southeast by Mtwara Region and to the Southwest by Ruvuma Region as presented on the Figure 3.1.

Figure 3.1: Map of Lindi Region Showing the Area of the Study (Nachingwea District)

Source: Lindi Region Website (2013)

3.3 Population and Sample Size

The population for this study was secondary schools teachers. For some studies, the population may be small enough to warrant the inclusion of all of them in the study. That portion of the population that is studied is called a sample of the population. A sample in this study is, therefore, a small group of elements drawn through a definite procedure from an accessible population. The elements making up this sample are those that are actually studied. The sample representing the above population involved twenty (20) head of school and twenty (20) deputy heads of school making a total of 40 respondents.

3.4 Sampling Techniques

As the study deals with assessment of training and professional development needs among the heads of school, this fundamentally involves testing of the gap that exist between actual and desired attributes on peoples' capabilities for performance; thus needs a sample which is knowledgeable on issues pertaining to school administration. With that reason the sampling techniques that was employed is purposive sampling.

As it has been emphasized by Ball as cited in(Cohen, 2007) that, in many cases purposive sampling is used in order to access 'knowledgeable people', i.e. those who have in-depth knowledge about particular issues, maybe by virtue of their professional role, power, access to networks, expertise or experience. There is little benefit in seeking a random sample when most of them are unable to comment on matters of interest to the researcher, in this case a purposive sample is vital. Thus, the heads and deputy heads of school are the core element of the sample because they

are the ones who are supposed to practice effective school management by influencing other educational stakeholders.

3.5 Research Design

When undertaking any investigation it is appropriate to choose right paradigms and design of inquiry likely to yield the highest quality of data obtainable within the research context. In this study quantitative research approach has been used as the study represents survey research design and it has been observed that "survey design is a quantitative per excellence; it is not unusual to use qualitative research paradigm but applying survey methods" (Omari, 2011).

3.6 Data Collection Methods

This study was guided by qualitative data collection method whereby questionnaires was the main tools of data collection used and triangulation approach based on interview was incorporated as the data collection instruments so as to in reach the findings of the study.

3.7 Data Collection Instruments

3.7.1 Questionnaire

According to Cresswell (1994) questionnaire are used when accurate information are desired. To the researcher using questionnaire is useful in establishing understanding, explaining the purpose of the study and questionnaires' items that may not be clear to the respondents. It is also more convenient to complete the questions at respondents' own will and speed.

A total of 5 open-ended questions for preliminary information and 45 closed questions with their rating scale responses ranging from "very important, important, undecided, to not important were prepared for both heads and deputy heads of school. This was used based on the fact that, the skills tested were many, hence open-ended questions would not be suitable since they need more clarification of the issue, but for closed-ended they were easy as the answers were limited.

3.7.2 Interview Guide Questions

In collecting qualitative data, researcher uses interview to help to uncover the respondents view while maintaining trust and freedom so that the respondents could respond without a guided directions that in one way creates fear and loss of confidence. This instrument involved 8 guiding questions for interview, specifically to the heads of schools both non-degree and degree holding. These questions aimed at enriching the data collected through questionnaire so as to feel the gap of some missing vital information based on the study's specific objectives. The questions based on enriching information about the nature of training given to heads of school, time span for training, attendance, usefulness of the training as well as heads and deputy heads of secondary schools comments and suggestions in improving the school management.

3.8 Validity and Reliability Check of Instruments

3.8.1 Validity

Validity of the instruments is the process of establishing document evidences. It refers to the quality and accuracy of the data collection procedures, which measure what is supposed to measure (Cohen, 2007).

The validity of the instruments used for data collection was assured by the following ways:

(i)   Research was conducted in an appropriate time scale to ensure that all respondents are captured.

(ii)   Adequate resources for research to be undertaken were prepared, these involved financial cost, time, data collection tools, and the associate.

(iii)   Appropriate methodologies for answering the research questions were selected and applied i.e. freedom to respondents, enough time for answering questions and more clarifications to questions

(iv)   The sample used was appropriate to the study in terms of representativeness and size, and

(v)   Lastly, the appropriate instruments for collecting data were employed, i.e. questionnaire and interview to reflect triangulation.

3.8.2   Reliability

Reliability of the instruments is the consistency of the tools for data collection which leads to similar findings over time, place and samples (Cohen, 2007).Reliability of the instruments used for data collection was assured by doing a preliminary survey to the respondents, and then test-retest was also adapted to my colleagues before going to the field, there after some minor corrections were made to make it more reliable in response to the objectives of the study.

3.9   Data Analysis Procedures

The collected data from the questionnaires were analyzed by using Statistical Package for Social Science (SPSS version 20.0) software and Ms-excel, the analysis

was in terms of descriptive frequencies that involves tables and charts depicting the percentages and trends of the research variables i.e. training and professional development needs, common skills given as well as the difference that exist between degree and non-degree holding school administrators. The analysis reflected on answering research questions as developed from the specific objectives of the study. In addition the qualitative analysis based on verbal descriptions in triangulation with quantitative techniques was done to explain the descriptive findings that were collected through interview instrument.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter present the field findings that directly attempt to answer research questions that developed from the specific objectives of the study as presented in chapter one, these are:

(i) What training and professional development needs are required for the heads and deputy heads of secondary schools in Nachingwea district?

(ii) What training and professional development skills are given to the heads and deputy heads of secondary schools?

(iii) Is there any difference in training and professional development needs between degree and non-degree holding heads of secondary schools?

Responding to these questions as per respondent point of view, the data is presented in terms of percentage tables, mean, graphs and charts as prescribed in chapter three.

4.2 Respondents Characteristics

4.2.1 Respondents Education Level

In response to educational level the respondents were categorized into two groups, those are: non-degree holders who were 22 in number and degree holders who were 18, thus making a total of 40 respondents as planned, but the difference was the sample size, thus, the two groups ware not equal, though it doesn't affect the results as it was just a slight difference. The field data shows 45% (N=9) of the heads of secondary schools and 65% (N=13) of the deputy heads of secondary schools are

diploma holders which give 55% (N=22) of the total respondents, and only 55% (N=11) of the heads of secondary schools and 35% (N=7) of deputy heads of secondary schools are degree holders that make 45% (N=18) of the total respondents as portrayed on the Table 4.1.

Table 4.1: Respondents' Education Level

Educational Level	Frequency	%
Non-degree holder	18	45.0
Degree holder	22	55.0
Total	**40**	**100.0**

Source: Field Data (2014)

According to education policy of Tanzania (ETP-1995), for a teacher to be a head of a secondary school one must have a bachelor degree in education, but data show that the appointment of heads of school do not comply with the current policy. Many heads of school do not have a degree in education.

The critical issue is the reality about leadership, as it is more than having higher education (being a degree holder) as the trait theory of leadership assumes that "the leader is different from the average person in terms of personality traits such as intelligence, perseverance and ambition" (IAAP, 2009)and it is based on the following assumptions: -people are born with inherited traits, some traits are particularly suited to leadership and people who make good leaders have the right combination of traits. Thus, some heads of school with diploma educational level and an outstanding working experience still do better in school management, though they are very few in number.

4.2.2   Respondents Work Experiences

Data from the field shows that the respondents have different classes of working experience ranging from 10 years and above, which is 37.5%, followed by the low experience group which range from 0-3 years which is 25%, then 7-9 years which has 20% and 4-6 years which is 17.5% of all the respondents as presented in Table 4.2.

Table 4.2: Respondents Work Experience

Years	Frequency	%
0-3 years	10	25.0
4-6 years	7	17.5
7-9 years	8	20.0
10+ years	15	37.5
Total	40	100.0

Source: Field Data (2014)

The education and training policy (ETP-1995) states that, notwithstanding being educated at the degree level, a teacher needs to have a reasonable working experience for being appointed as the head of school, but the data shows that, majority of the school heads in Nachingwea district were characterized with low working experience which is below ten years. This yields low management skills, hence ineffective school management on the part of the heads of school.

4.2.3   Respondents Managerial Experience

Managerial experience is another essential element that determines the effective management of any organization, heads of school, as other organizational administrators need to have a long history of organizational management so as to

attain effectiveness in their schools. In this study the data shows 80% of the respondents were heads of school and their deputies who were characterized with 0-3 years of school management, 2.5% are those with 4-6 years of school management and only 17.5%were a group of 7-9 years of school management and completely there was no school head with more than 10 years of school management experience as presented in Table4.3.

Table 4.3: Heads of School Managerial Experiences

Years	Frequency	%
0-3 years	32	80.0
4-6 years	1	2.5
7-9 years	7	17.5
Total	**40**	**100.0**

Source; Field Data, April 2014

The heads of school in Nachingwea districts were featured with both low working (teaching) and managerial experience. With this in practice you cannot expect a miracle of having effective school management while the school administrators have not yet been exposed to alternative managerial challenges that may sharpen their skills of being able to think out of the box.

Having degree level of education, long working history and managerial experience does not principally sound sufficient for the heads of secondary schools to attain effective school management. Interest and personal effort in becoming a good leader adds to the qualities of good management. In this recent, complex, dynamic and fast moving world, effective school management cannot be done without taking into

account the management training and professional development skills which will aid school administrators to cope with the global managerial changes from the theoretical aspect to practicing them.

According to Mtavangu (2010), the heads of secondary schools underwent one month induction management training at ADEM-Bagamoyo, These findings are quite different from Nachingwea district heads of secondary schools in which the data shows that, only some of the heads of secondary schools attends three (3) days to one (1) week school management induction course at ADEM and some heads are not attending to this management course for about two to three years of their school management service. On the other hand, this training is specifically provided to heads of school and very rare to deputy heads of school though in practice are working as school administrators in the presence and much more in the absence of the heads of school.

4.3   Training and Professional Development Needs for School Administrators

Out of 45 skills asked to 20 heads of school and 20 deputy heads of school in ten secondary schools in Nachingwea district so as to determine the training and professional development needs among the secondary school administrators the results shows 93.7% (N=37)of the respondents mentioned the skills to be "highly needed" (definitely train me to do this) and only 6.3% (N=3) of the respondents counted the skills to be "not needed" (do not train me to do this). That means most of the skills investigated (appendix v) valued as the main training and professional

development needs for heads and deputy heads of school for their attainment of effective school management.

On the other hand, when the heads of schools and their deputies were interviewed about the attendance on management and professional development skills the results were 57.5% (N=23) of the respondents had not attended any management and professional skills, while 35% (N=14) of the respondents had attended just once and the remaining 7.5% (N=3) also had attended more than once, thus making a total of 42.7% (N=17) of the respondents who had attended the training and professional development needs as represented on Figure 4.1.
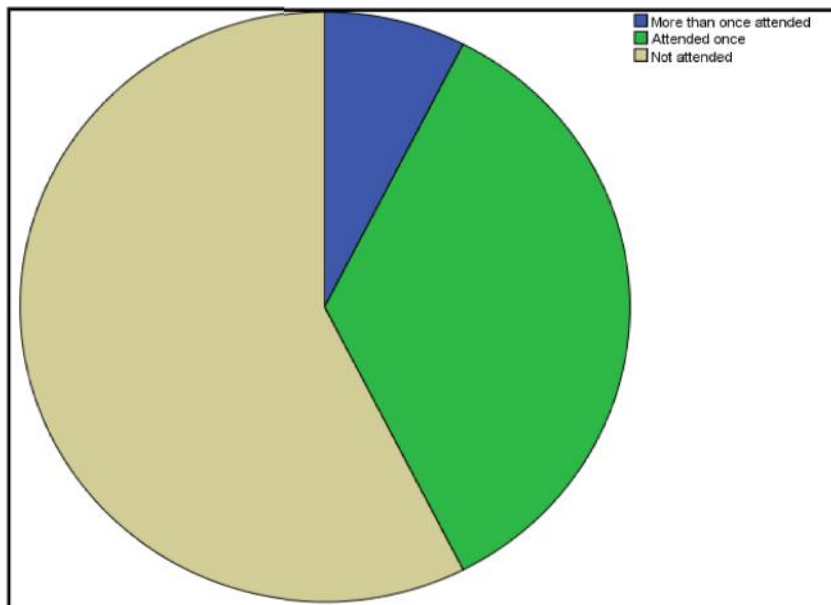
Figure 4.1: Heads of Schools' Attendance on Training and Professional
Development Skills
Source: Field Data, April 2014

The respondents considered training to be very important to heads and deputy heads of school for their day-to-day school administration activities. Therefore, provision

of continuous training to heads and deputy heads of schools on aspects of leadership behaviour, management skills, instructional leadership and professional development skills may lead to effective school management. In particular, the categories of the of the training highlighted in questionnaire to be important for heads of secondary school to attain effective school management, which means no category has to be deserted to the detriment of the other.

However the results from the field disclose that the contextual variables from conceptual framework that base on observing the educational policy, educational act and employment act on teachers training and professional development has been rejected, because all the three variables allow educational administrators to be given continuous training so as to grow professionally

.

4.4   Training and Professional Skills Given to School Administrators

The second objective of the study was systematically based on determining the training and professional skills given to the secondary school administrators (heads and deputy heads of school) by a means of in-service training and professional skills development programs, among the proposed skills the outcomes were as follows: - 79% (N=32) of the respondents were not given training out of the skills tested and only 21% (N=8) of the respondents were given training out of the variable tested. The data in details shows that only24.7% (N=10)of the respondents were given training on leadership behaviour and the remaining 75.3% (N=30) were not given. In management skills only 25.7% (N=10) of the school administrators were trained, while 74.3% (N=30) were not trained, in instructional leadership a total of 18.8%

(N=8) of the respondents were trained over majority 81.2%, (N=32) and for professional development skills only 8.8% (N=4) were developed, while the remaining 91.2% (N=36) were not developed as portrayed in Figure 4.2 and 4.3 below. The skills with the highest percentages that were given to heads and deputy heads of school in their training and professional development programs were;-

(i)   Guidelines for school supervision

(ii)   Whole School Inspection Checklist

(iii)   Maintain good discipline throughout the school

(iv)   Financial management skills

(v)   Prepare a budget for the school and use this to guide spending

(vi)   Maintain a guidance and counselling programme in the school
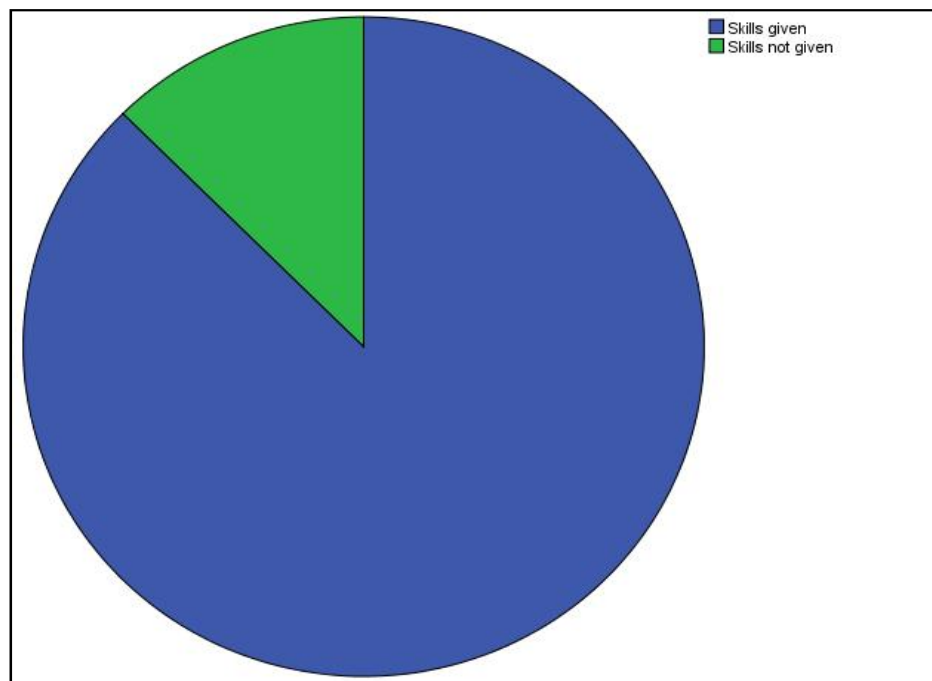
Figure 4.2: Ratio in Training and Professional Development Skills
Source: Field Data (2014)

These findings are supported by (Haule, 2009) in his study on the professional development among primary school teachers, his data indicated that, 68% of the respondents did not attend any kind of professional development, and only 32% did attend seminars or long courses. Thus, in reality we cannot expect to have effective secondary school administrators who are not well equipped with the management tools as stated by (Ibrahim, 2011) through providing them with knowledge, skills and attributes to enable them run schools effectively and efficiently.
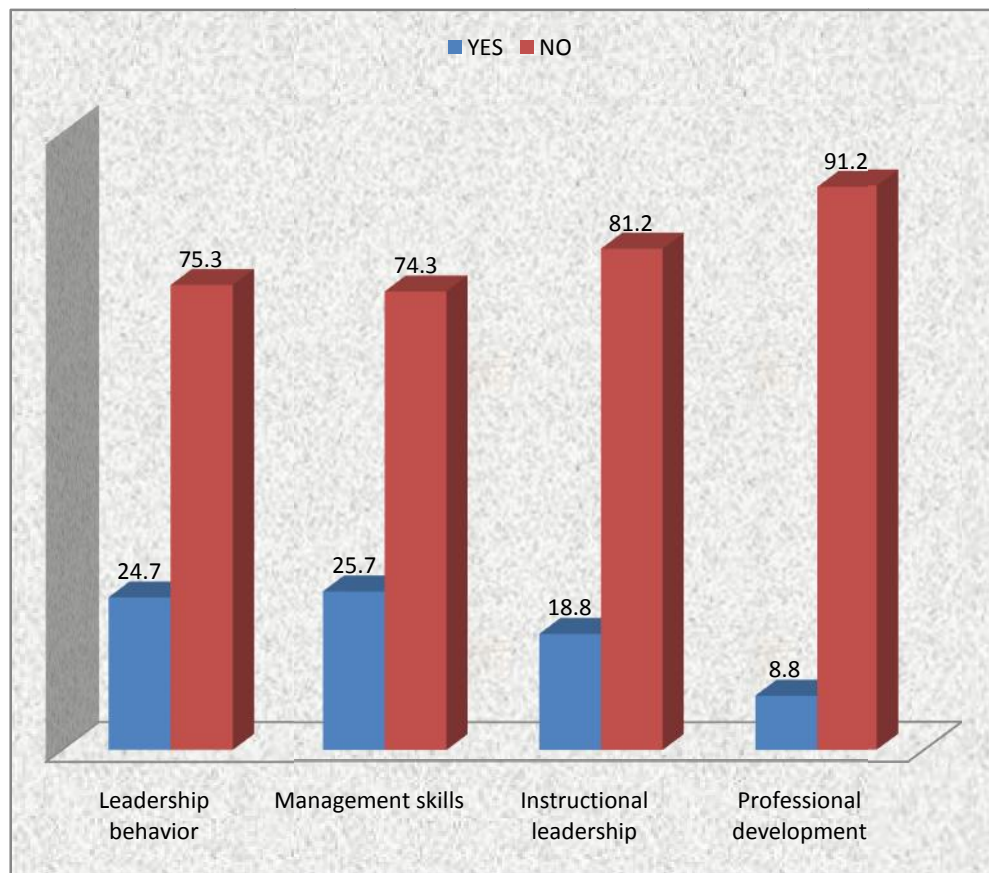
Figure 4.3: Trend on Training and Professional Skills to School Administrators

Source: Field Data, (2014)
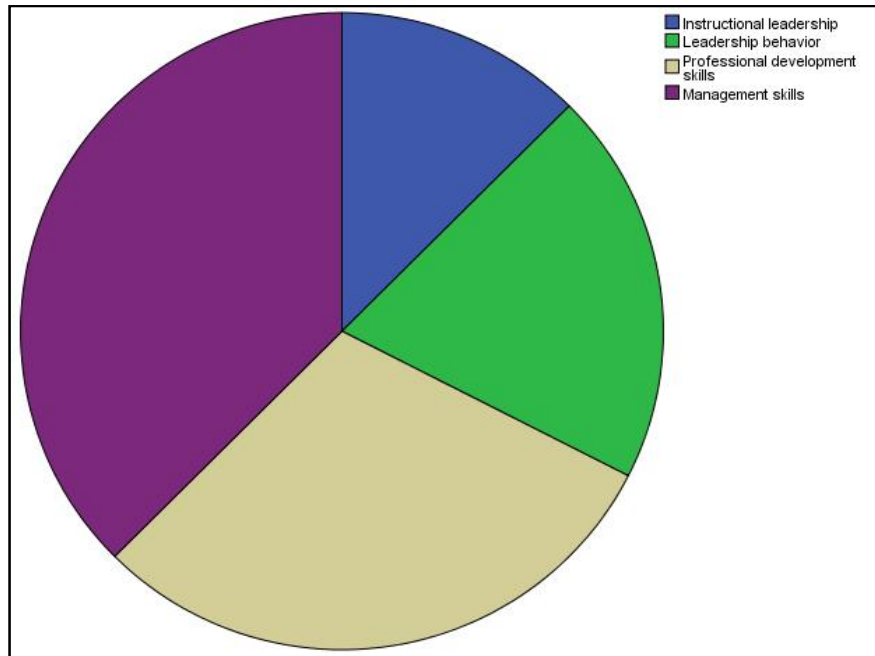
Figure 4.4: Training Skills Given to Heads of Secondary Schools in its Categories

Source: Field Data (2014)

To enrich the findings the respondents (heads of school) also were interviewed on issues related to; nature of training given, time interval of the training, usefulness of the skills given and sufficiency of the time allocated for training, the results were as follows:

4.4.1 Nature of Training and Professional Skills Given to Heads of School

The results shows 60% (N=12) of the respondents had nothing to say about the nature of training given to heads of school, this was because they completely did not attend any training rather they were being appointed to be heads of school and were running the school by their own experience, thus lacking the appropriate information on the nature of the training. While, 40% (N=8) of the respondents had partially attended the training ranging from orientation 20% (N=4) and in-service training

20% (N=4) but still blaming on the lack of continuity of training for example one of the heads of school was quoted blaming that:

> *Basically we had leadership and administrative characteristics, but without training we cannot be effective to the maximum level, but if we will always be given in-service training which are continuous in nature for example one month training per school term it could be reasonable for us to attain effective school management (Nambole, personal communication, March 18th 2014).*
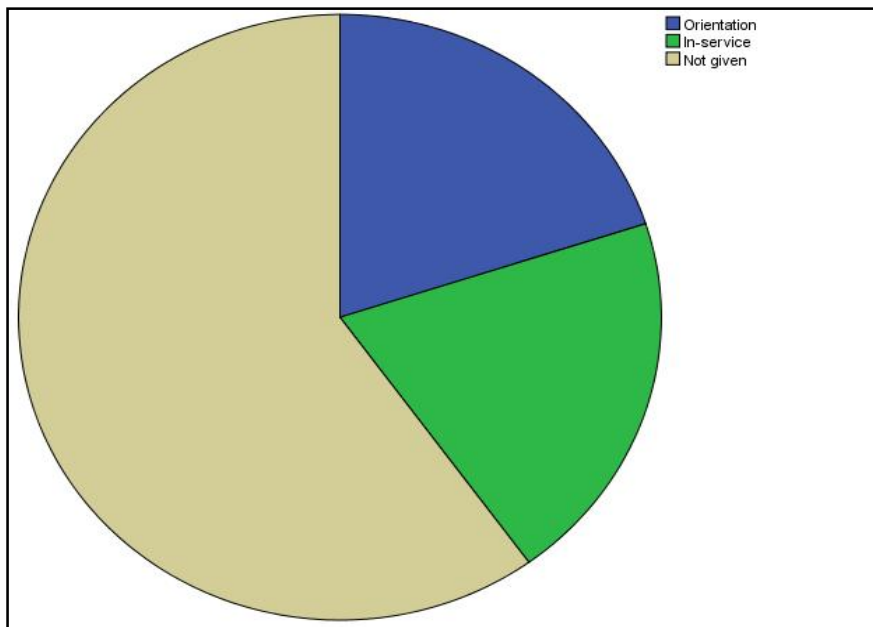
Figure 4.5: Nature of Training Given to Heads of School

Source: Field Data (2014)

4.4.2   Time Interval for Heads of School Training

The study also has checked out whether there is any specified time interval for heads of school to go for in-service training or not, the results were 100% (N=20) said "NO" that means no head of secondary school said "YES" to this question as

portrayed on Figure 4.6 respectively below. In this question one head of school was quoted;

> *In fact there is no exact time interval for the heads of school to go for training in management and professional development. Sometimes it may occur that in two to three years you would not have attended any management and professional development training that would consequently improve your management capacities towards attaining effective school management.*

Training and professional development skills to be effective for school and outstanding school management it should be systematic in content and even the time interval for training rather than doing that without strategic plan in their content and duration.
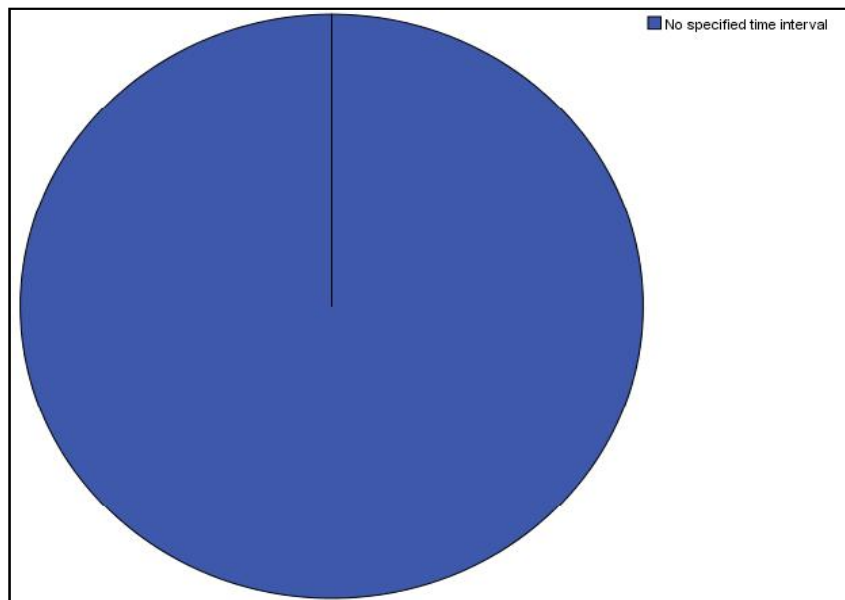
Figure 4.6: Time Interval for Heads of School Training and Professional Development

Source: Field Data (2014)

4.4.3   Usefulness of the Skills Given to Heads of School

When asked about the efficacy of the skills given to some heads of school 50% of the respondents said that, training is very useful in school administration and on the other hand for students effective academic performance as well as the whole school towards attaining its goals effectively. Also, 25% of the respondents considered skills given as not useful since the skills are not sufficient in terms of content and duration of training and time interval between on training and the other. Moreover, the remaining 25% make a group of respondents who did not comment on issues pertaining to the usefulness of the training provided and this is because they did not attend any of the training or professional development skills, all these are shortly depicted on Figure 4.7.
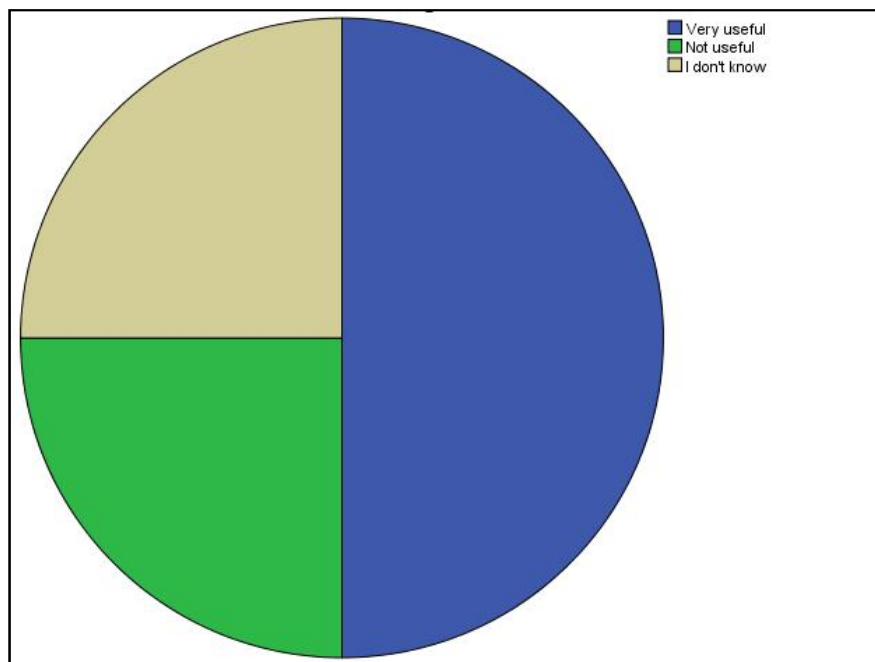
Figure 4.7: Usefulness of Skills Given to the Heads of School

Source: Field Data, April 2014

4.4.4 Sufficiency of the Time for Training Given to Heads of School

Survey on time used for training of heads of secondary schools on whether it is sufficient or not, the results were as follows; a total of 20 respondents that makes 100% (N=20) of the interviewees said that, the time is completely not sufficient for the training, especially initial training for school heads given by ADEM. Recently, these trainings are given for three days to one week which in fact is not sufficient for the trainee (heads of school) to be competent in performing their duties with these skills given in three days.
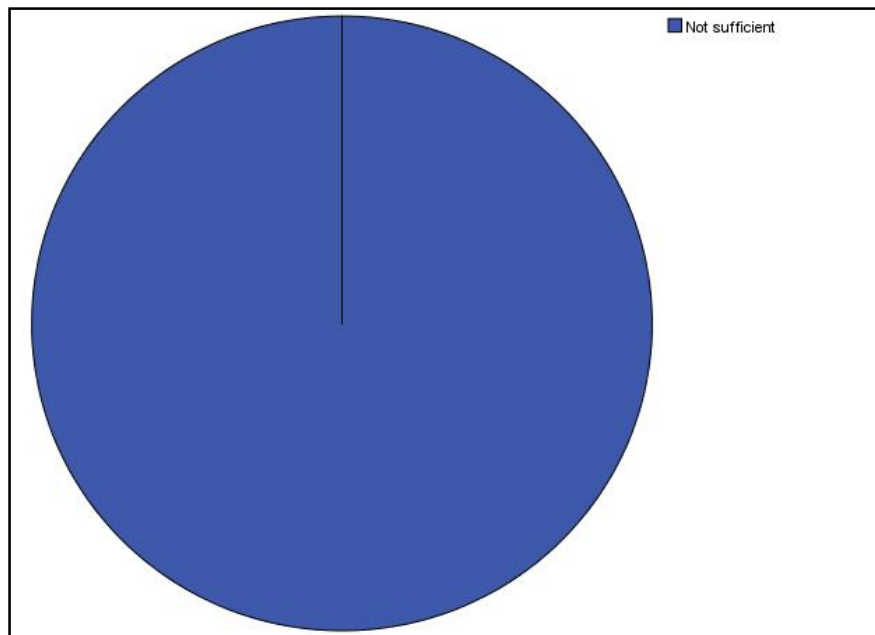
**Figure 4.8: Sufficiency of the Time Allocated For Training and Professional
            Development of the Heads of School**

Source: Field Data, April 2014

Waiting until school leadership posts have been secured before training is too late – there is a need to pay greater attention in a coherent and systematic manner to a period of induction as an important and distinct learning phase in a school leaders

life and work (Mulford, *ibid*). For training to be more effective and useful it needs an ample time span where school leaders will interact and get exposure to management theories, roles and strategies on how theories can be turned into practices.

4.4.5 Proposed Time Span for Heads of School Training

The heads of secondary schools when questioned for the appropriate time for their training the data shows 70% (N=14) proposed to have three weeks session while 30% (N=6) proposed to have two weeks session. This was basically on the initial training for the appointed heads of secondary schools rather than in-service training for the continuing heads of secondary schools as presented on Figure 4.9.
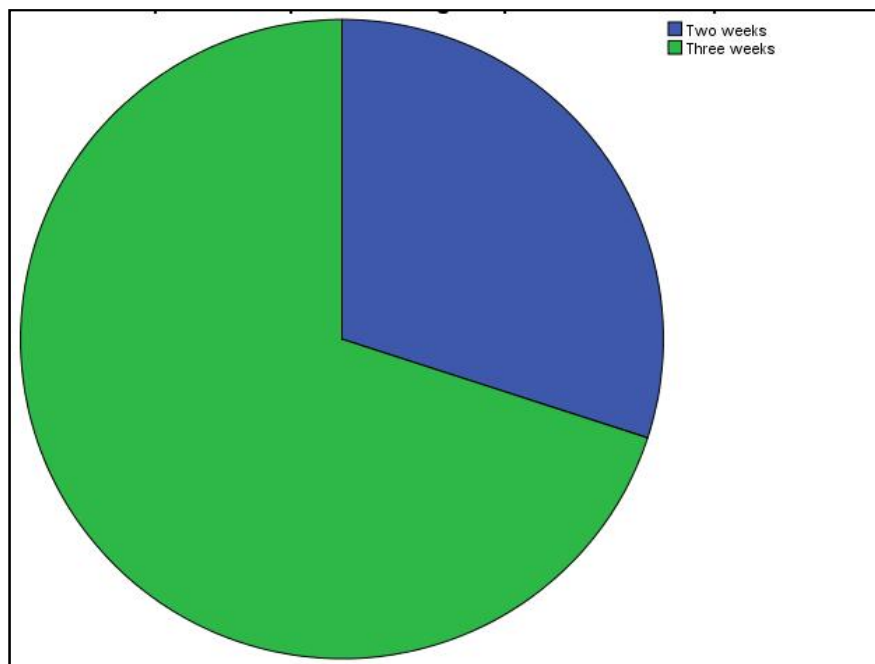
Figure 4.9: Proposed Time Span for Training and Professional Development
Source: Field Data (2014)

4.4.6   Proposed Annual Sessions for Heads of School Training

The collected information from 20 heads of school about the suggestion on the training sessions for in-service training and professional development of the heads of school, data shows that, 65% (N=13) proposed to have two months session annually while the remaining 35% (N=7) proposed to have one month session annually. These results disclose and support the fact that, the recent time and session specified for the trainings is not sufficient.
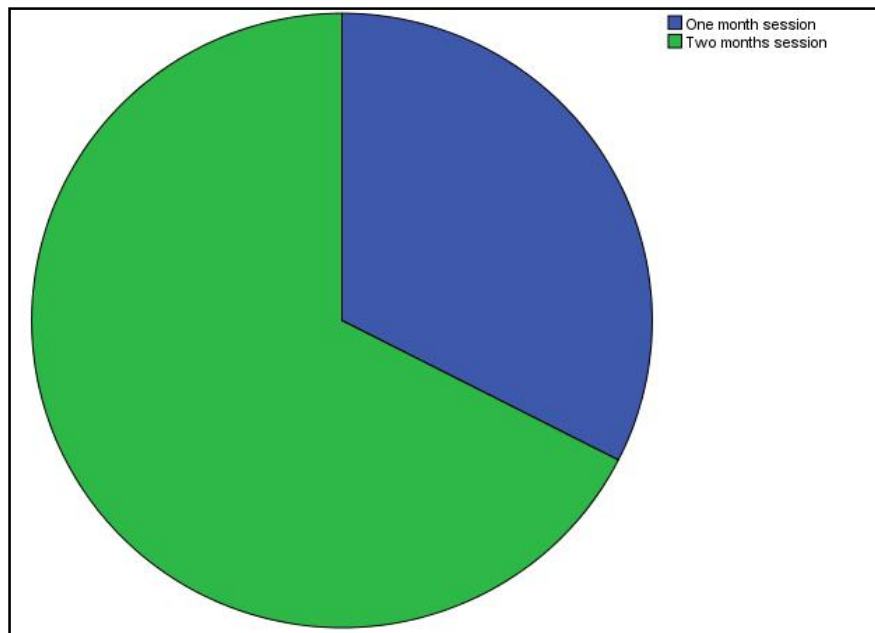
Figure 4.10: Proposed Annual Session for Training and Professional Development for School Administrators

Source: Field Data(2014)

4.5   Differences in Training and Professional Development Needs between Non-Degree and Degree Holding School Administrators

The third objective was strategically trying to determine the difference in training and professional development needs between non-degree and degree holding school

administrators, the data from the field shows a slight difference in training needs between non-degree and degree holding school administrators. The results show the mean average is 67.2 % and 63.3% for non-degree and degree holding correspondingly; but the difference can easily be seen when observing individual items. For non-degree holders it seemed to call for an immediate training need for school administrators to attain effective school management, with exception of some skills which after observation were not highly rated which did not call for immediate training and professional development.

It is almost the same for the school administrators with degree level of education as three quarter of the skills observed to be of immediate needs but the difference was based on what is highly needed by non-degree holders' contrary to degree holding school administrators. The total average of 67.2% and 63.3% for non-degree and degree holding school administrators respectively implies that, there should be a call for an immediate training to both non-degree and degree holding school administrators. Based on in-depth analysis the skills marked with low percentages portray that, they are still important for effective school management as per objective number one, but for this case it implies the school administrators have been trained and are competent on these skills, thus no immediate training needed for the skills with low percentages. But for those skills marked with high percentages, it reflects how far the school administrators both non-degree and degree holding lack training and expertise on those areas of management, thus the immediate training and professional development are needed for the attainment of effective school management.
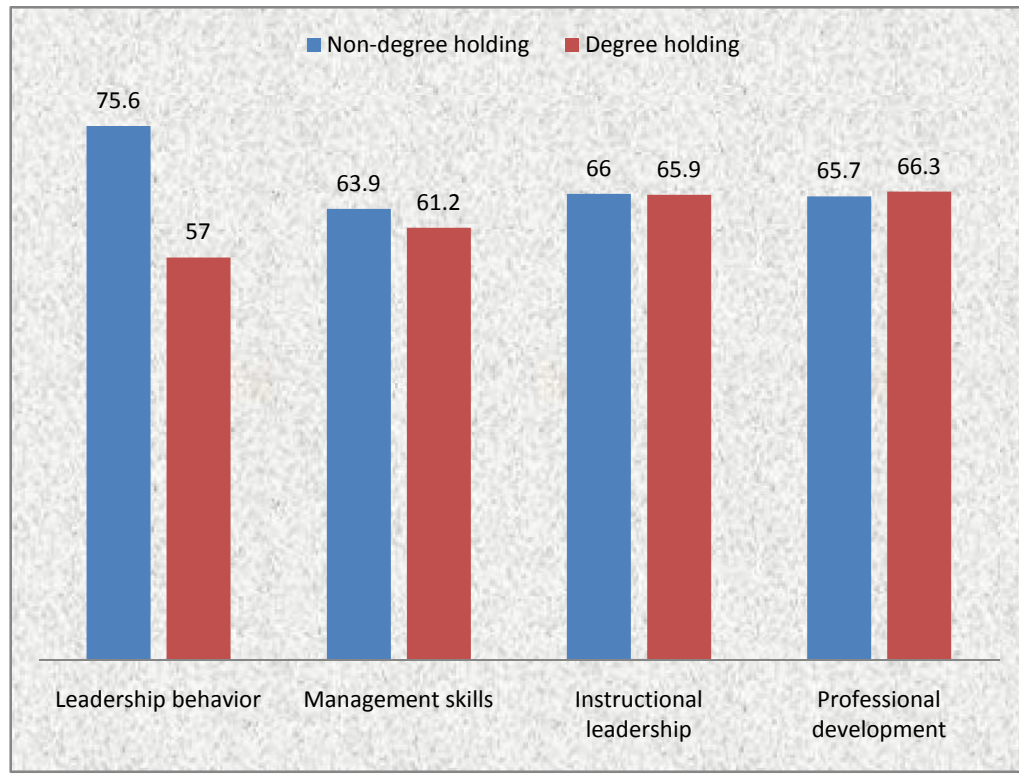
**Figure 4. 11: Mean Trend Differences on Training and Professional
        Development Needs Among Non-Degree and Degree-Holding
        Heads of Schools**

Source: Field Data, April 2014

4.6   Justification of the Field Results

In observing the general results from objectives number one to three, the study
revealed that, the existing ineffective school management irrespective of other
factors are caused by, lack of sufficient training and professional development
among the school administrators in terms of contents and duration of training that is
partly provided in Tanzania by ADEM. All these have been validated with the
number of school heads who had attended the professional school management
training as well as their work and management experience that qualifies them to be
appointed as the heads of school.

(Thody, 2007)On his study on principal preparation and development in four countries in Europe claimed that "there is something in leadership that can't be put in by training" (p.43). (Okumbe, 1998)Says that trait theories traced back to ancient Greeks and Romans claim that leaders are made but interjects by saying that researchers have realized that traits are not completely inborn but can be acquired through learning and experience; this gives credence to the need for preparation and development of school leaders through learning and experience. Most importantly, lessons learnt should be put into practice. Rallis and Goldrings (2000) argue that, learning from experiences should be complemented with a preparation program that "capitalizes on your rich experiences and fill in areas of knowledge and skill you do not have" (p.108)

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the summary, conclusion and recommendations of the study based on the training and professional development needs for effective school management. The summary is a synopsis of the purpose and the research tasks and the conceptual framework that guided the research, suggestions for action and further studies are provided.

5.2 Summary of the Study

A study on training and professional development needs for effective secondary school management was done in Nachingwea whereby 40 respondents participated. The general objectives of the study was to investigate the main training and professional development needs of the heads and deputy heads of secondary schools, the professional and development skills that are recently are given to heads and deputy heads of school as well as the existing differences in needs between non-degree and degree holding heads of school.

Specific objectives were; Determining the training and professional development needs for the heads and deputy heads of school, Examine the training and professional development skills given to the heads and deputy heads of school. To determine the difference in training and professional development needs between non-degree and degree holding school administrators. Extensive literatures were revised and both conceptual framework and research gap explained.

The Research design used was survey design, whereby the data collection methods used were triangulation (quantitative and qualitative), and data collection instruments used were open and closed questionnaire and interview guided questions. Analysis of data was done based on descriptive frequencies using statistical packages for social sciences (SPSS version 20) software and Ms-excel and in reached with descriptive analysis from interview responses.

The findings indicated that, 93.7% (N=37) of the respondents have high demand on training and professional development of the skills tested as training and professional development needs for school administrators, this is to say that, the skills asked on training are very important for the heads of school to meet effective school administration. Only 6.3% (N=3) of the respondents did not need training on the skills asked as they have already been trained on those skills and only few respondents seem to have low understanding of the skills listed and scored them to be of no importance to heads of school taking into consideration training on those skills.

A total of 80.96% (N=32) of the respondents commented that, there was no training given to them considering the skills tested and only19.03% (N=8) school administrators had been given training on the skills tested. All these indicate that, a low level of training or skill is given to school administrators in response to their needs as per objective number one results.

The results show a slight difference in training and professional development needs between the degree and non-degree holding heads of school which is 67.2%and

63.3% respectively and the mean difference was 3.9%. All these denote that, both the non-degree and degree holding heads of school have almost the same training and professional development needs.

On the other hand, the respondents' attendance on training is very minimal, in which only 17 out of 40 respondents had management training, the nature of training also does not allow the heads of school to be fully outfitted with the management and professional skills for effective school management that will lead to a good academic performance on the part of students. And lastly, the respondents argued on the insufficient time span for training given, as it has no specific time interval rather, it occurs by chance. Sometimes it can be conducted after a very long period of time, ranging from two to three years. Thus, the respondents proposed to have frequent training which is continuous in nature and the time proposed should be a three week session in two months annually.

5.3   Conclusions

This sub heading provides answers to the research questions in a very brief way which is really not adequate giving the complexity of the problem as presented in chapter four. The study findings revealed that, most of the heads of school and their deputies are performing their duties by their own experiences rather than being professionally equipped with necessary training across all areas of their work i.e. training on leadership behaviour, management skills, instructional leadership and professional skills that would empower them to work smoothly with confidence towards achieving their organizational goals.

According to the findings of this study, most secondary schools recently are featured with professional immaturity of the heads of school in terms of preliminary and continuous in-service training who have been appointed to fill the vacant position without being completely prepared before assigned to administrative positions.

A majority of the respondent sampled indicated that, they had neither attended any induction management training course, nor undertaken any training during their tenure of service as heads of secondary school. Other respondents (heads and deputy heads of school) were characterized with inexperience in administrative duties and skills, for example one deputy was quoted saying that:*"For me, i was appointed as a deputy head of school at the first day of my first appointment as a teacher, can you imagine, how difficult was it to run the school in such situation"*

5.4   Recommendation

In response to the findings of this study the researcher do recommend on the following issues:

The government should formulate training and professional development program for the aspirant heads of secondary schools; the program will allow teachers growing with school administrative and management skills that will be very useful after being appointed as heads of school.

Induction and in-service training on leadership behaviour, management skills, instructional leadership and professional development for the newly appointed heads of school should also be provided so as to equip the immature heads in their administrative and management duties.

To solve the above problem, the ministry, department, agencies and other education stakeholders should play their roles effectively on improving this area so as to attain effective school administrators who will champion effective school administration. As the data shows very few types of training and professional development are given to school administrators in the sense that, the school heads and their deputy know very little about school management; the study recommended to the ministry, agencies and other institutes responsible for heads of school training should reflect the real working situations of the heads of school from rural to urban rather than taking them to training as an empty bucket.

Moreover, the study disclosed that, there is a slight difference that exists between the non-degree and degree holding heads of school in terms of their needs in training and professional development, even though they are doing the same job. This occurs from the outset of the training since the diploma or degree level of education does not stick much on managerial issues rather, it focuses on the subject of specialization. Therefore both degree and non-degree holding heads and deputy heads almost needs the same training pertaining to effective school management, that is to say, having high or low education level does not guarantee effective leadership as the trait theory of leadership believes on effective leaders to have inborn leadership characteristics.

5.5   Suggestions for Further Studies

The author of this study following the entire exposure and experiences on the issues of concern pertaining to training and professional development needs for effective school management based on Nachingwea district secondary schools, keeps on

suggesting the following areas of study to be considered for the coming researchers so as to extend the knowledge that has not been accomplished in this study; and these are:

(i)   The study was conducted in one district, so there is a need to have a comprehensive study for the whole country taking into consideration of funding.

(ii)   Make an assessment on the training skills given to heads of school and its efficiency in implementation.

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APPENDICES

Appendix I: Questionnaire for Heads and Deputy Heads of School

It will take you about 15 to 20 minutes to complete this form. Please fill it out carefully. Do not rush!

Your answer is very useful and will remain confidential basing on the purpose of this study.

1.   Your educational level _____

2.   Your working experiences (Years)_____

3.   How many years have you served in your current position? _____

4.   Have you ever attended any Management Courses or Workshops? ("Yes" or "No")_____

    If "Yes", please indicate what management training, course(s), or workshops you have attended:

    (i)   **MANTEP/ADEM heads of schools induction Course?** (Write the total number of sessions you attended): _____

    (ii)   **TAHOSSA Management Workshops?** (Write the total number of days you attended): _____

    (iii)   **Other Management Training, Courses, or Workshops** (Give the title and institution that conducted it): _____

Below is a list of proposed training and professional development needs for heads of schools for effective management,

You are kindly requested to use your honoured educational administrative experience to write logically besides of each item at *needs rating scale column,* one of the numbers shown below in response to its scale of importance for heads of schools to be trained. And put a tick ( ) in *training skills given to HoScolumn* for skills that are commonly given to **Heads of Secondary schools.**

4 = Highly needed (Definitely train me to do this!)   2 = Undecided (I am not sure about this one)

3 =Needed (Train me to do this if possible   1 = Not needed (Definitely do

Not train me to do this!)

Item	A. Training Needs for Effective School Management	Needs rating scale	Training skills given to HoS( )
	I. Training on Leadership Behaviour		
1	Strategies for influencing people		
2	Modern leadership behaviour theories		
3	Initiate and manage changes necessary for the development of the school.		
4	Act in accordance with the Constitution and relevant laws, rules, regulations, service codes, and codes of conduct for schools		
5	Effectively cope with crises and emergencies.		
6	Maintain guidance and counselling programme in the school.		
7	Skills on Gender Responsive Pedagogy (GRP)		
8	Self assessment		
	II. Training on Management Skills		
1	Promote achievement of the school's mission statement and develop such a statement if one does not exist		
2	Lead others so that school plans and objectives are achieved		

3	Develop annual school objectives/ Whole school development plan		
4	Prepare a budget for the school and use this to guide spending		
5	Financial management skills		
6	Make effective decisions about school matters under his/her control.		
7	Establish a good work climate at the school.		
8	Developing the school vision, mission and goals.		
9	Training on computer and ICT skills		
10	Develop with educational policy analysis skills		
11	Training on project management and M & E skills		
	I. Training on Instructional Leadership		
1	Provide advice and guidance to professional staff on educational issues		
2	Maintain an effective filing system		
3	Assess school effectiveness in achieving its learning objectives		
4	Resolve/handle conflicts when disputes occur		
5	Improve students' learning by changing factors known to affect that learning		
6	Monitor and evaluate the achievement of plans and objectives		
7	Maintain good discipline throughout the school		
8	Identify problems which affect learning and teaching at the school.		
9	Training on Educational and Training Policy (ETP-1995)		
10	Education Act Na 25 of 1978 with its Amendments 1995, 2002		
11	Guidelines for school supervision		
12	Completing TSS1-8 annual statistics form		
13	Whole School Inspection Checklist		
	B. Professional Development Needs		
1	Observing effective management techniques used by other heads of schools.		
2	Watching a colleague present an assembly		
3	Observing a visiting educational administrative expert		
4	Shadowing fellows effective school administrators		
5	Visiting and seeing other effective school administrators in action		
6	Contributing to a professional publication (Educational Journals)		
7	Working with DEOs and REOs to redefine your job description		

8	Working with exam board and other educational related institutions		
9	Having administrative study tours at local and international levels		
10	Training on carrying out action research in the school		
11	Acting as a performance management team leader		
12	Taking part in SWOT analysis		
13	Developing and contributing to teachers in-service courses manuals		

If you have any other training and professional development needs out of these, please write them on the back of this page.

Thank you for your kindly cooperation!

Appendix II: Interview Guides for Heads of School

1. What nature of training and professional development skills given to heads of schools…………………

2. Is there a specified time interval for the heads of schools to go for training? …

3. Have you ever attended any professional skills such as study tour, presentation, exhibition, vacation etc………………………………………………………

4. Are skills given to heads of schools useful for school management? Explain …

5. Is the time for training and professional development sufficient? …………

6. If NO in 3 above what time span do you propose to make it effective …………

7. What is your suggestion on number of training and professional development session annually……………………………………………………………

8. What is your comments towards achieving/improving effective school administration……………………………

Thank you for your kindly cooperation!

Appendix III: Training and Professional Development Needs for Heads and Deputy Heads of Schools

Item	A; Training Needs for Effective Management	Training Needs in Percentage
	I. Training on Leadership Behaviour	
1	Strategies for influencing people	97.5
2	Modern leadership behaviour theories	70
3	Initiate and manage changes necessary for the development of the school.	99
4	Act in accordance with the Constitution and relevant laws, rules, regulations, service codes, and codes of conduct for schools	95
5	Effectively cope with crises and emergencies.	87.5
6	Maintain guidance and counselling programme in the school.	97.5
7	Skills on Gender Responsive Pedagogy (GRP)	95
8	Self assessment	92.5
	II. Training on Management Skills	
1	Promote achievement of the school's mission statement and develop such a statement if one does not exist	96
2	Lead others so that school plans and objectives are achieved	98
3	Develop annual school objectives/ Whole school development plan	97
4	Prepare a budget for the school and use this to guide spending	95
5	Financial management skills	97.5
6	Make effective decisions about school matters under his/her control.	98
7	Establish a good work climate at the school.	90
8	Developing the school vision, mission and goals.	95
9	Training on computer and ICT skills	72.5
10	Develop with educational policy analysis skills	90
11	Training on project management and M & E skills	90
	III. Training on Instructional Leadership	
1	Provide advice and guidance to professional staff on educational issues	97.5
2	Maintain an effective filing system	87.5
3	Assess school effectiveness in achieving its learning objectives	97.5
4	Resolve/handle conflicts when disputes occur	95
5	Improve students' learning by changing factors known to affect that learning	97.5

6	Monitor and evaluate the achievement of plans and objectives	95
7	Maintain good discipline throughout the school	97.5
8	Identify problems which affect learning and teaching at the school.	97.5
9	Training on Educational and Training Policy (ETP-1995)	97.5
10	Education Act Na 25 of 1978 with its Amendments 1995, 2002	95
11	Guidelines for school supervision	98
12	Completing TSS1-8 annual statistics form	92.5
13	Whole School Inspection Checklist	95
	B. Professional Development Needs	
1	Observing effective management techniques used by other heads of schools.	95
2	Watching a colleague present an assembly	87.5
3	Observing a visiting educational administrative expert	90
4	Shadowing fellows effective school administrators	87.5
5	Visiting and seeing other effective school administrators in action	95
6	Contributing to a professional publication (Educational Journals)	95
7	Working with DEOs and REOs to redefine your job description	92.5
8	Working with exam board and other educational related institutions	97.5
9	Having administrative study tours at local and international levels	95
10	Training on carrying out action research in the school	95
11	Acting as a performance management team leader	98
12	Taking part in SWOT analysis	97.5
13	Developing and contributing to teachers in-service courses manuals	95
	Mean Percentage	**93.7**

Appendix IV: Training and Professional Skills Given to School Administrators

Item	A. Training Needs for Effective School Management	Yes in %	No in %
	I. Training on Leadership Behaviour		
1	Strategies for influencing people	22.5	77.5
2	Modern leadership behaviour theories	42.5	57.5
3	Initiate and manage changes necessary for the development of the school.	04	96
4	Act in accordance with the Constitution and relevant laws, rules, regulations, service codes, and codes of conduct for schools	37.5	62.5
5	Effectively cope with crises and emergencies.	12.5	87.5
6	Maintain a guidance and counselling programme in the school.	65	35
7	Skills on Gender Responsive Pedagogy (GRP)	05	95
8	Self assessment	10	90
	II. Training on Management Skills		
1	Promote achievement of the school's mission statement and develop such a statement if one does not exist	7.5	92.5
2	Lead others so that school plans and objectives are achieved	45	55
3	Develop annual school objectives/ Whole school development plan	42.5	57.5
4	Prepare a budget for the school and use this to guide spending	55	45
5	Financial management skills	62.5	37.5
6	Make effective decisions about school matters under his/her control.	12.5	87.5
7	Establish a good work climate at the school.	10	90
8	Developing the school vision, mission and goals.	7.5	92.5
9	Training on computer and ICT skills	37.5	62.5
10	Develop with educational policy analysis skills	7.5	92.5
11	Training on project management and M & E skills	10	90
	III. Training on Instructional Leadership		
1	Provide advice and guidance to professional staff on educational issues	10	90
2	Maintain an effective filing system	2.5	97.5
3	Assess school effectiveness in achieving its learning objectives	7.5	92.5
4	Resolve/handle conflicts when disputes occur	7.5	92.5
5	Improve students' learning by changing factors known to affect that learning	17.5	82.5

6	Monitor and evaluate the achievement of plans and objectives	12.5	87.5
7	Maintain good discipline throughout the school	50	50
8	Identify problems which affect learning and teaching at the school.	5	95
9	Training on Educational and Training Policy (ETP-1995)	12.5	87.5
10	Education Act Na 25 of 1978 with its Amendments 1995, 2002	2.5	97.5
11	Guidelines for school supervision	45	55
12	Completing TSS1-8 annual statistics form	32.5	67.5
13	Whole School Inspection Checklist	40	60
	B. Professional Development Needs		
1	Observing effective management techniques used by other heads of schools.	15	85
2	Watching a colleague present an assembly	5	95
3	Observing a visiting educational administrative expert	3	97
4	Shadowing fellows effective school administrators	7	93
5	Visiting and seeing other effective school administrators in action	10	90
6	Contributing to a professional publication (Educational Journals)	2.5	97.5
7	Working with DEOs and REOs to redefine your job description	27.5	72.5
8	Working with exam board and other educational related institutions	15	85
9	Having administrative study tours at local and international levels	2.5	97.5
10	Training on carrying out action research in the school	2.5	97.5
11	Acting as a performance management team leader	15	85
12	Taking part in SWOT analysis	5	95
13	Developing and contributing to teachers in-service courses manuals	5	95
	Total Average	**19.04**	**80.96**

Appendix V: Differences in Training and Professional Development Needs Among Non-Degree and Degree Holding School Administrators

Item	A. Training Needs for Effective School Management	Non-degree holders – needs in %	Degree holders- needs in %
	II. **Training on Leadership Behaviour**		
1	Strategies for influencing people	81.8	77.8
2	Modern leadership behaviour theories	77.3	11.1
3	Initiate and manage changes necessary for the development of the school.	81.8	88.9
4	Act in accordance with the Constitution and relevant laws, rules, regulations, service codes, and codes of conduct for schools	31.8	77.8
5	Effectively cope with crises and emergencies.	81.8	77.8
6	Maintain guidance and counselling programme in the school.	81.8	77.8
7	Skills on Gender Responsive Pedagogy (GRP)	86.4	22.2
8	Self assessment	81.8	22.2
	III. **Training on Management Skills**		
1	Promote achievement of the school's mission statement and develop such a statement if one does not exist	72.7	66.7
2	Lead others so that school plans and objectives are achieved	81.8	83.4
3	Develop annual school objectives/ Whole school development plan	72.7	77.8
4	Prepare a budget for the school and use this to guide spending	40.9	83.4
5	Financial management skills	27.3	77.8
6	Make effective decisions about school matters under his/her control.	68.1	83.4
7	Establish a good work climate at the school.	72.7	83.4
8	Developing the school vision, mission and goals.	31.8	77.8
9	Training on computer and ICT skills	81.8	11.2
10	Develop with educational policy analysis skills	77.2	11.2
11	Training on project management and M & E skills	72.7	16.7
	IV. **Training on Instructional Leadership**		
1	Provide advice and guidance to professional staff on educational issues	72.7	77.2
2	Maintain an effective filing system	72.7	73.3
3	Assess school effectiveness in achieving its learning objectives	86.3	72.3
4	Resolve/handle conflicts when disputes occur	77.2	72.3
5	Improve students' learning by changing factors known to affect that learning	81.8	94.5
6	Monitor and evaluate the achievement of plans	72.7	72.3

	and objectives		
7	Maintain good discipline throughout the school	18.2	77.8
8	Identify problems which affect learning and teaching at the school.	81.8	66.6
9	Training on Educational and Training Policy (ETP-1995)	81.8	5.6
10	Education Act Na 25 of 1978 with its Amendments 1995, 2002	77.2	5.6
11	Guidelines for school supervision	27.2	77.8
12	Completing TSS1-8 annual statistics form	81.8	83.4
13	Whole School Inspection Checklist	27.2	77.8
	B. Professional Development Needs		
1	Observing effective management techniques used by other heads of schools.	77.3	72.3
2	Watching a colleague present an assembly	90.9	88.9
3	Observing a visiting educational administrative expert	22.7	77.8
4	Shadowing fellows effective school administrators	22.7	83.4
5	Visiting and seeing other effective school administrators in action	31.8	83.4
6	Contributing to a professional publication (Educational Journals)	81.8	11.2
7	Working with DEOs and REOs to redefine your job description	27.2	77.8
8	Working with exam board and other educational related institutions	86.3	83.4
9	Having administrative study tours at local and international levels	81.8	77.8
10	Training on carrying out action research in the school	77.3	16.7
11	Acting as a performance management team leader	86.3	88.9
12	Taking part in SWOT analysis	86.4	22.2
13	Developing and contributing to teachers in-service courses manuals	81.8	77.8
	Total Average	**67.2**	**63.3**

Appendix VI: Research Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759Dar es
Salaam, Tanzania,
http://www.out.ac.tz

Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz

24/02/2014

To Whom it may Concern

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason the staffs and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue research clearance to both staffs and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Mr Mirunde Albano Reg. No. HD/E/036/T.13** is a Masters student at the Open University of Tanzania. By this letter **Mirunde Albano** has been granted clearance to conduct research in the country. The title of his research is **"Training and Professional Development Needs for Effective Secondary Schools Management"**. The research will be conducted in Nachingwea District.

The period which this permission has been granted is from 3rd March, 2014 to 3rd May, 2014.

In case you need any further information, please contact:
The Deputy Vice Chancellor (Academic)
The Open University of Tanzania
P.O. Box 23409
Dar es Salaam
Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.
Yours sincerely,

Prof Shaban Mbogo

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA