

**INSTRUCTIONAL LEADERSHIP AND INTERNAL EFFICIENCY OF
PRIVATE SECONDARY SCHOOLS IN DAR ES SALAAM REGION,
TANZANIA**

By

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ABSTRACT

The objective of the study was to investigate the effect of manager's instructional leadership role on internal efficiency of private secondary schools in Dar es Salaam region, Tanzania. Specifically, the study sought to find out how the managers carry out and perceive their roles, how the school community perceive managers roles, how the manager relates with the school community and to investigate the problems encountered by the managers in their instructional leadership role.

Data collection techniques included; documentary reviews, questionnaires, interviews and observation.

The findings of the study indicated that managers, teachers and students view the instructional leadership role of the manager as crucial in improving the internal efficiency of the school. According to the managers, their duties included: bridging the gap between the school and the community, financial controllers, supervisors, organisers of teaching and learning systems, organisers of staff development programmes, role models and providers of physical facilities. Teachers viewed managers as leaders responsible for administrative and curricular matters while students viewed managers as the planners and decision makers in the school.

Managers delegated most of their duties to other administrators but acted as counsellors to teachers. Some teachers had a negative attitude towards class supervision while managers had a positive attitude but majority did not engage in it. Most parents were actively involved in school activities. In schools with good

performance in national examinations, the managers were greatly involved in instructional matters.

The findings revealed that, lack of adequate funds in schools hindered instructional leadership role of the manager. Majority of the schools had shortages of textbooks, curricular materials and physical facilities. Some schools had inadequate classrooms resulting to morning and afternoon sessions. Most schools had no staff development programmes. School owners controlled the budget and school decisions.

The researcher recommended that although delegation is necessary in all organisations, managers should know what to delegate and what not to delegate. They should avoid delegating management work that they can do by virtue of their training, qualifications, authority and judgement. The manager and the parent community could look for ways to generate additional income to fees in order to achieve school goals and needs depending on the location of school and facilities.

Since managers are educators and more knowledgeable on academic issues, the school owners should give them authority in making and implementing decisions on instructional matters. Also, the government should organise training for all educational managers on key areas in educational administration.