

**IMPACT OF TRAINING ON LEADERSHIP DEVELOPMENT: A CASE OF
PUBLIC PRIMARY SCHOOLS IN KIGOMA MUNICIPALITY, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania the dissertation titled: **“Impact of Training on Leadership Development: A Case of Public Primary Schools In Kigoma Municipality, Tanzania”** in partial Fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED APPS) of the Open University of Tanzania.

.....

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.....

Date

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DECLARATION

I, **Romward P. Nyuki**, do hereby declare that this Dissertation is my own original work and has never been submitted to any University of the higher learning institution and will not be presented to any other higher learning Institution for any other academic award.

.....

Signature

.....

Date

DEDICATION

This work is dedicated to my wife and my children for their great love during the study period.

ACKNOWLEDGEMENT

The production of the dissertation is the combination of various efforts from different groups and different individuals. Special credit is granted to Prof: Odass Bilame, the researcher's supervisor for his guidance and constructive comments throughout the process of the study. Further admiration goes to the Kigoma Municipality director and the Open University of Tanzania at Kigoma branch for their support and encouragement. I understand the contribution made by all respondents who provided data. Sincerely I thank those who participated in the study but they were not included in this report I also thank them.

ABSTRACT

The main the objective of the study was to investigate the impact of training on leadership development. The study covered all selected public primary schools in Kigoma Ujiji Municipality including Gungu, Buronge, Kibirizi, Kiheba, and Kahabwa. This study used qualitative and quantitative, qualitative data mean textual analysis while quantitative analysis means statistical or numerical analysis Willis (2008). This study was the descriptive type and adopted across-sectional survey questionnaire. The research used both purposive and random sampling techniques. The sample size used is 43 respondents. The data collection methods involved questionnaire, interview and documentary review. The analyses of data involved both excel and SPSS software for all closed questionnaire. For those open questionnaires, interview, and documentary review analysis were done through thematic analysis. The information obtained from both qualitative and quantitative analysis are presented in two forms. The quantitative study information is presented in percentage and frequency using tables. The qualitative data are presented in descriptive by means of translating the data into meaningful information. The findings revealed that there is the relationship between training and effective for school leadership. The study also found that factors that obstruct effective implementation of the training programme are lack of accountability lack of "Monitoring. The study proposes that achievement leadership development it requires improvement of accountability and monitoring of training programme.

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LIST OF ABBREVIATIONS

LD	Leadership Development
LEFs	Key Leadership Effectiveness Factors
SPSS	Statistical Package for Social Sciences

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

This chapter discusses some critical issues related to the background of the problem. It presents an overview of role of training for school leadership effectiveness in primary schools. It also highlights statement of the problem, objectives of the study, research questions, and significance of the study, scope of the study, limitation and delimitation. Lastly, it presents definitions of important terms used in the study.

1.2 Background to the Problem

The subject of training and leadership development has received significant attention in mainstream educational debate. Training and leadership development relate to each other. Baldwin and Ford (1988) describe that improving leadership through training is important in order for effective leadership in both private and public institutions. Leadership development (LD) is the process that involves trainings to enrich leadership roles for becoming suitable leaders. Training and leadership development is very extraordinarily imperative because it increases the capacity and capabilities of individuals to perform their roles effectively in their workplaces. Leadership influences the team to perform the job by providing directions and make negotiation through their influence.

A research conducted by the center for creative leadership establishes that 65 percent of companies with grown-up leadership development programs shown positive improvement in production than those which lacked leadership development program

while studies by Pareek, and Rao. (1981) and Ashkanasy and Tse, (2000) establish that Leadership is strengthen the connection between the alignment of the efforts of an individual.

The problem of school leadership is not a new term in Tanzania and elsewhere in the world. Its evolution is traced as far a long time ago and it's into existence in the late 20th century in most African countries and others outside of it has affected education system. Developing nations in Africa suffer with this problem as developed countries such as USA, England, and Russia.

Pareek, and Rao. (1981) established that most of African countries including Tanzania are more affected with poor leadership in their primary schools as result of poor training. The systematic review in the understanding of this problem of is done under different studies conducted in many parts of the world with respective countries affected. This study uses number of studies conducted to explain the impacts the problem has caused.

With special reference to countries in Asia, the Pacific Bangkok, and Thailand Pareek, and Rao(1981) found that Poor leadership training impacts every area of business including schools; nothing is exempt . Studies by Ashkanasy and Tse, (2000) show that the problem of Poor leadership training has resulted in many of the negative impacts in Asia, the Pacific Bangkok, and Thailand such that school leaders don't know what the goals are of the company and they don't know why they are working with specific processes. Rao (1981) argued that *“leaders such as head teachers will accomplish only mechanically, not with any intelligent direction towards a common*

goal". This implies that many of school heartaches use force instead of conceptual skills and most cases they fail. According to Ashkanasy and Tse, (2000) Poor leadership leads to frustration in employees as decision making is either crippled or biased.

Further studies done in East Africa by Skovdal, and Abebe, (2012) show that most of the school head teachers with poor leadership skills cause a huge gap in the strategy making, the process of the work, the communications between departments, and the capabilities to execute strategy. Poor leadership causes the cognitive gaps because of the only "like" the people who both look and think like themselves, such homogeneous team setting causes cognitive gaps in strategy making and capability gaps in strategy execution. Further, when employees thought that they would be heard when they go to leaders, whether on an issue, or idea or anything else, the 'poor' leaders do either of the following things; they over promise and under deliver, or just keep postponing decisions, or worse, they just thrust their own agendas on them. Hence, there are both communication gaps and execution gaps caused by poor training leadership skills.

Moreover, Flippo, and Edwin (1961) who did a study in U.S.A support that Poor leadership training is the root cause of the culture of mediocrity, it effects on the improvement of the heads of primary schools within the group, and where the teachers remain with same performance till an action is taken by the management to solve the leadership issues. According to Flippo, and Edwin (1961) poor school leadership cause the turnover for the good teachers, where such employees will give up very

soon and leave to another schools. While a study conducted in Tanzania by Alphonse (2000) confirm with previous studies that lack of training in leadership is the source for effective leadership in many primary schools in Tanzania which need to be addressed. Training to new leaders should be the priority for achieving leadership effectiveness in primary schools.

1.3 Statement of the Problem

The termination and elimination of primary schools fees in Tanzania with the need to eliminate literacy in ensuring all children attend compulsory education led to the need for many primary schools to accommodate pupils. In turn head teachers were needed to lead these primary schools without professional skills in leadership or any training. Lack of training to head teachers in primary schools also results in the poor management of schools, as the heartaches are not aware of goals and objectives they are working to accomplish for, due to lack of enough training.. Kigoma Municipality is one of the areas affected in Tanzania.

Nevertheless, Blake and Mouton (1964) support that there is poor leadership training to head teachers. Poor leadership training effects improvement of the heads of primary schools. Most of the head teachers have remained with poor performance in their schools in spite of measures that have been taken by the government to improve performances of primary schools in Tanzania. Leadership training should have occupied a center stage among the measures have been taken to improve performances of primary education but this has not been the case. This study sought to investigate as to why leadership training has not been given the impetus it deserves

1.4 Objectives

The objectives of the study include both main and specific objectives.

1.4.1 Main Objective

The main objective of this research was to investigate the impact of training on leadership development in public primary schools.

1.4.2 Specific Objectives

- (i) To examine the role of training for effective school leadership.
- (ii) To assess whether there is relationship between training and effective school leadership.
- (iii) To assess factors limiting the effective implementation of the training programme for effective school leadership.

1.5 Research Questions

- (i) What are the roles of training for effective school leadership?
- (ii) Is there a relationship between training and effective for school leadership?
- (iii) What are the factors that obstruct effective implementation of the training programme for effective school leadership?

1.6 Scope of the Study

According to Leedy, and Ormrod, (2010) Scope of the study is about how widespread the study is, suppose, if the study. Geographically and academically, the research was done within Tanzania based in Kigoma Municipality. The study covered the selected primary schools by assessing the impact of training on leadership development.

1.7 Significance of the Study

The study intended to provide benefits to different categories of people including; teachers, education officers, parents, government, academicians, members of school committees, ward education officer. To the government and schools, the report will provide techniques to improve school leadership. Parents, staff, and members of school committees will understand the contribution of training towards leadership development. The report may be used to design the training program that reduces and eliminate challenges that face the government in implementing quality school leadership.

1.8 Limitations of the Study

Leedy and Ormrod (2010) describes that the limitations are potential weaknesses in the study that are out of researcher control in during the research process. In this research, the following limitation was observed. The study was limited to confidentiality of documents from offices by some of the head teachers. The secondary data also became scanty. In addition, fluctuation of price affected the budget arranged by a researcher during the research process.

1.9 Delimitation of the Study

With regard to limitation observed in 1.8, in the case of the budget, a researcher was flexible with effect to meet the requirement of the research. For some of the documents that were not easier obtained were supplemented with other methods of data collection such as the interview.

10 Definition of Key Terms and Concepts

10.1 Leadership

Leadership is explained as those skills that enable a person to have ability to influence performance in the organizations (Miner, 2005). US academic environments define leadership as "a process of social influence in which a person can enlist the aid and support of others in the accomplishment of a common task" (Jago and Arthur, 1988). In other words, leadership is about influence by head teachers to encourage teachers' performance.

10.2 Leadership Development

According to witch and Hogg, (2011) leadership development is a program for assistant managers on how to become more effective in communicating with employees. He also adds that as a program makes people become better leaders. According to Blake and Mouton (1964), Leadership development is the Program that explores the central role of leaders. Basing on these definitions leadership development is the process that involves preparing school leaders in primary schools to become more effective.

10.3 Training

The concept of Training has been explained as any skills that relate to specific useful competencies. Training has detailed goals of improving one's capability and general performance of individual worker. Flippo (1961) defines training as 'the organized programme whose purpose is to contribute in enriching knowledge, skills, abilities, and attitudes needed for a job. In another ways, training is meant to increase abilities to lead the school.

11 Organization of the Research Report

The research is organized into five chapters. Chapter one covers the background to the problem, statement, significance of the study, scope and, objectives, research questions, definition of terms, and the Organization of the Study itself; chapter two- literature review. The components under literature review include, theoretical literature; empirical literature, research gap, and conceptual framework. Chapter three: presents research methodology, the components under research methodology are: research design, study area, study population, population size and sampling procedures data collection methods, validity and reliability as well as data analysis and presentation. Chapter four presents research findings, data analysis and discussions. The chapter five presents conclusion, recommendations and area for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

A literature review can be defined as publication of what has been written by various scholars and researchers concerning a certain topic. The chapter shows important contributions, which relate to the impact of training on leadership development. The chapter discusses the definition of the key terms, theoretical literature, Empirical literature, and conceptual framework work and research gap filled.

2.2 Theories Related to the Study

Many researchers agree that training in education represents an integral part of the integrated funding in the world. The Researchers have developed a lot of theories that help to explain the issues related to training and leadership and development. Some of the theories that guide the study are Donald Kirkpatrick theory (1959) Transformative learning, and Social learning theory.

2.2.1 Kirkpatrick theory

The idea of delivering training to the organization has been noted from the view of Kirkpatrick (1975) who stated that probably know how significant it is to measure its efficiency. Kirkpatrick (1975) developed well-known evaluation model which comprised of four levels. The model was then updated in 1975, and again in 1994, "Evaluating Training Programs according to the model includes four levels are: Reaction, Learning, Behavior, and Results that have been used since the late 1950s by the training community. In this theory, Kirkpatrick noticed that the Four-Level

Training Evaluation Model can help someone objectively analyze the effectiveness and impact of training in the future. This implies that in order to develop school leaders in primary schools who are effective it is necessary to train them on leadership.

According to Kirkpatrick (1975) Level 1: Reaction measures how trainees reacted to the training. This means it's important to measure reaction because it helps to understand how well the training to school teachers in primary schools receive training and competence gained to lead the school. It also helps school head teacher to improve their effectiveness for the future leadership position. Kirkpatrick (1975) Learning At level 2, measures what trainees have learned. How much has their knowledge increased as a result of the training? This stage is very important in evaluating head teachers by looking their performance in their schools after training. Kirkpatrick (1975) when planned the training session, it helps to measure learning in different ways depending on these objectives and depending on whether ones are interested in changes to knowledge, skills, or attitude. It's important to measure this because knowing what the trainees are learning and what they aren't helping organization to improve future training.

Also, Level 3: Behavior and Level 4: of Results by Kirkpatrick (1975) indicated that it is important to evaluate how far trainees have changed their behavior, based on the training they received. Specifically, this looks at how head teachers apply the information in leadership. Basing on Results it is important to analyze the final results of training. This includes outcomes that organization has determined to be good for business, good for the employees, or good for the bottom line. However, in this study,

there is a positive correlation that has been found between an individual's performance and a positive reaction to the learning environment.

According to Kirkpatrick, measuring reaction is important for four reasons. First, it allows for suggestions on improving the program in the future. Second, it is a way of informing the trainees that the trainers are there to help them do a better job. Third, it allows for the collection of quantitative data for managers. Fourth, it allows for the collection of quantitative data for trainers to use in the future. According to this perspective, it is important to train school leaders in four domains in order for them to become effective.

2.2.2 Theories of Transformative Learning

Transformative learning theory states that the process of "perspective transformation" has three dimensions: psychological (changes in understanding of the self), conventional (revision of belief systems), and behavioral (changes in lifestyle). Transformative learning is the expansion of consciousness through the transformation of basic worldview and specific capacities of the self; transformative learning is facilitated through consciously directed processes such as appreciatively accessing and receiving the symbolic contents of the unconscious and critically analyzing underlying premises (Kegan, Robert, 2000). These beliefs reflect training that is done to head teachers to changes in the way they lead. A defining condition of being human is that we have to understand the meaning of experience. For any uncritically assimilated explanation by an authority figure will be sufficient. But in contemporary societies, we must learn how to make their own interpretations rather than act on the purposes, beliefs, judgments, and feelings of others (Kegan, Robert, 2000).

Facilitating such understandings is the cardinal goal learning that develops autonomous thinking to head teachers. This perspective implies that training leads to modification of the behavior of leaders by transforming to new ways of practice of leadership activities.

2.2.3 Social Learning Theory

Social learning theory by Albert Bandura, (1963) posits that learning is a cognitive process that takes place in a social context and can occur purely through direct instruction, even in the absence of motor reproduction. In addition to the observation of behavior, learning also occurs through the observation of rewards and punishments, a process known as vicarious reinforcement. Braton et al (2007) explained that social learning theory of Bandura, which emphasizes the importance of observing and modeling the behaviors, attitudes and emotional reactions of others, it means that people learn from observing other people. This idea is important and relating to training of school head teachers in public primary school sector so that they observe and then act in leading.

The theory expands on traditional behavioral theories, in which behavior is governed solely by reinforcements, by placing emphasis on the important roles of various internal processes in the learning individual. Social learning theory integrated behavioral and cognitive theories of learning in order to provide a comprehensive model that could account for the wide range of learning experiences that occur in the real world. Moreover, an important factor in social learning theory is the concept of reciprocal determinism. This notion states that just as an individual's behavior is influenced by the environment, the environment is also influenced by the individual's

behavior. In other words; a person's behavior, environment, and personal qualities all reciprocally influence each other.

For example, a child who plays violent video games will likely influence their peers to play as well, which then encourages the child to play more often. This could lead to the child becoming desensitized to violence, which in turn will likely affect the child's real-life behaviors. This perspective calls for trainers to train school head teachers in the context that a person's behavior, environment, and personal qualities all reciprocally influence each other in leadership development. Lastly, all these discussed theories above guided this study; this is because they provide a link with issues related to training and leadership development.

2.3 Empirical Literature

Various studies conducted in the world on the impacts of training on Leadership development confirm that training on Leadership development is an important aspect of human resource development. The discussion below is made based on objectives

2.3.1 The Role of Training for Effective School Leadership

Baldwin and Ford (1988) examined the role of training for effective school leadership development and found that Leadership development expands the capacity of individuals to perform in leadership roles within organizations. Leadership roles are those that facilitate execution of a company's strategy through building alignment, winning mindshare and growing the capabilities of others. Leadership roles may be formal, with the corresponding authority to make decisions and take responsibility, or they may be informal roles with little official authority (a member of a team who

influences team engagement, purpose and direction; a lateral peer who must listen and negotiate through influence).

A study in Tanzania by (Kulkarni, Janakiram, and Kumar, 2009; Lopes et al.2004) found that leadership training can help employees develop leadership skills needed to perform their jobs which directly affects the organization. Noe (2008) noted out the effects of training in the organization by giving example on head teachers in primary schools. He explained that head teachers have to use available an opportunity to learn and develop creates a positive work environment in leadership, which affects the overall performance school organization. School Leaders, in particular, represent the organization to the customers; interact with the highest number of people within and outside the organization and set the tone for teacher's morale. Emotionally intelligent school leaders may be more successful in communicating an inspiring vision to their teachers and are able to understand their teachers' needs and provide them with constructive feedback (Kulkarni, Janakiram, and Kumar, 2009; Lopes et al, 2004).

2.3.2 Relationship between Training and Effective School Leadership

Kacirek and Fike (2004) investigated the relationship between training and leadership development and found that there is a relationship between training and leadership development and that Leadership development is thought to be key to the business success. Training is the primary goal that provides leadership skills, which are used by the program participants to improve their workplaces leadership. The state's industry leaders agreed to support the development of a research-based program that would operate within the Center for Management and Executive Education at a mid-sized southern university in the United States (Kacirek and Fike, 2004).

According to Pareek, and Rao (1981) holds that 65 percent of companies with mature leadership development programs drove improved business results as compared to 6 percent of companies without such a program. Similarly, 86% of companies with leadership development programs responded rapidly to changing market conditions whereas only 52% of companies with immature programs were able to do so.

Ashkanasy and Tse, (2000) found that Leadership is strengthening the connection between, and alignment of, the efforts of individual leaders and the systems through which they influence organizational operations. Leadership development can build on the development of individuals (including followers) to become leaders. In addition to that, it also needs to focus on the interpersonal linkages in the team. Baldwin, and Ford, (1988), acknowledge that following the credo of people as an organization's most valuable resource, some organizations address the development of these resources (including leadership). Ary, Jacobs, and Razavieh, (2002) found that when employers prepare employees through training, training help employees such as head teachers to grow a need to prepare emerging leaders from various businesses.

2.3.3 Factors Limiting the Effective Implementation of the Training

Programme for Effective School Leadership

Bryant (2009) investigated factors that limit leadership training to leaders. Bryant, (2009) used six reasons for the failure of head teachers training programs and pointed out that; learning and leadership development fail due to the following reasons. Many programs and courses fail are because there is no Accountability". Learning and Development departments think that they provide accountability by counting the number of seats in the program, or talking about how and why this program is

valuable. But they fail in the correlation of the program to the participant job or position. The second, lack of "Monitoring" Monitoring needs to include pre, mid or post-program testing and a 30-60-90 day post-program implementation of the concepts taught in a course and/or program. "Implementation" is the third area in which many programs fail. The fourth reason is that they allow the employee to 'lose focus' and effectiveness. Courses, learning paths, and programs need to be highly coordinated, delivered in a meaningful way, and continued in a reasonable time frame.

The fifth reason is the 'short-term feels good' aspect of too many programs. Since when does a company offer programs that do little for the effectiveness of an employee? Who approves these programs anyway? Corporate learning and development are exactly that: 'Learning and Development'. The programs of leadership offered should meet those basic criteria at the development stage and all of the training programs should have a specific objective and evolve into a fully functional member of the team. The sixth reason is the 'what then' part of many programs. Program managers, line managers, stakeholders too often have a 'what then' approach to corporate training. All these stakeholders know that head teachers in primary schools in order to lead them to need training in leadership skills they need programs, but have no foresight as to how to continue and elevate the programs that their staff attends.

Ashkanasy, (2003) found that it is important for education sectors to deal with the challenges associated with leadership due to organizational change, strategic thinking, globalization, and performance improvement is needed. An initial needs assessment revealed that although top executives routinely sent their top leaders outside the state

to established, nationally recognized leadership development programs contribute in shaping skills to new school leaders.

2.4 Conceptual Framework

The conceptual framework is used to guide the study. According to Kemp's there six key leadership effectiveness factors (LEFs) identified which must always be built into job expectations, the six leadership effectiveness described are as follows: establish trust and demonstrate integrity, set clear direction, grow relationships, cultivate capabilities, focus on results and promote innovation. These factors are the underpinning of leadership and they also define, develop, and implement a consistent standard for leadership all over the primary schools. These factors reflect leadership training in Tanzania both Tanzania mainland and Zanzibar. The following is figure 1 conceptual framework by Kemp's that presents six answers to leadership effectiveness in primary schools.

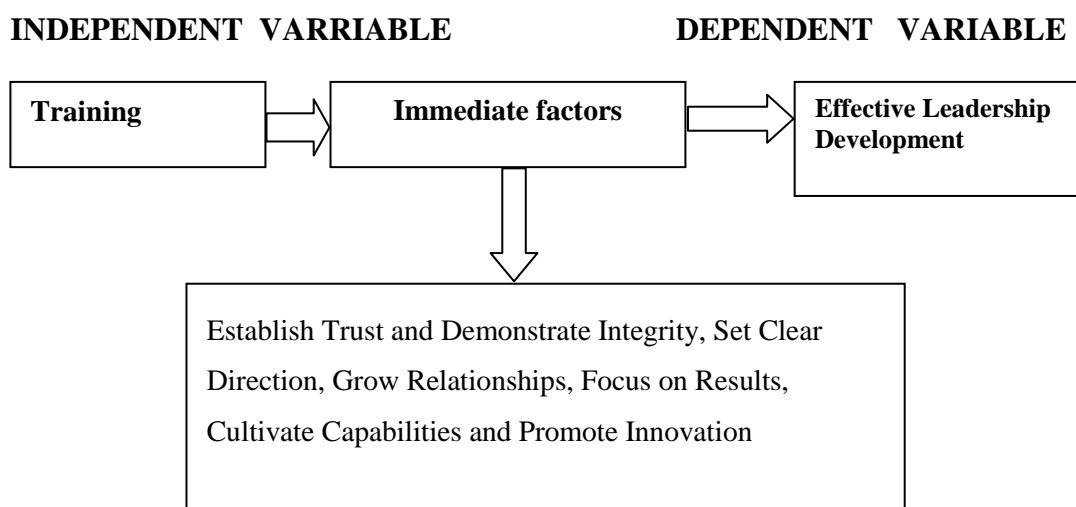


Figure 2.1: Conceptual Framework

Source: Kemp's (2006)

According to Kemps (2006) explained number of factors through his model for effective leadership which among of them from above were explained as follows; Establishing Trust and Demonstrate Integrity: According to Kemps (2006) establishing trust and demonstrate integrity is among of the six key leadership effectiveness factors (LEFs) which are built into job expectations. On establish trust and demonstrate integrity, leaders need to display authenticity and honesty in behavior, take a courageous and respectful stand on matters of principle, Do what you say you will do, speak from evidence and experience rather than the only opinion and safeguard sensitive information. This implies that school leaders such as head teacher must acquire the spirit of establishing trust and demonstrate integrity within their workplace.

There is also set of clear direction: Also setting clear direction is another factor according to Kemps. He states that ensure clarity, simplicity and consistency in setting goals, initiatives, strategies enabling individuals to see how their efforts directly relate to kemps objectives, deploy the right people to the best opportunities, eliminate low payoff efforts, provide consistent, clear and compelling oral and written communication and involve and engage others appropriately and effectively in setting direction.

In additional to the former grow relationships is important: Grow relationships is considered to be the key leadership effectiveness factors (LEFs) which are built into job expectations, in that it include school leaders being, actively listen and inquire for understanding of the issue and person, consistently demonstrate genuine respect and value for others, see people as individuals rather than resources, take the initiative to

clarify misunderstandings and repair damaged relationships, demonstrate value for constructive dissent and differing points of view, seek opportunities to build cross-functional relationships and networks and encourage open communication and inclusion in decisions/planning

Moreover, focusing on results is insisted: According to Kemps focusing on results to leaders help to; track progress toward objectives and hold others accountable for their results, exhibit great perseverance in removing or overcoming obstacles, effectively employ available resources to ensure success, use a systematic process to learn from and share success and failure, recognize achievements on a regular basis and celebrate successes and of balance short-term and long-term goals and align them with Kemps goals.

On the other hand to cultivate capabilities of leaders is important for effectiveness: Kemps argument stands in face for cultivate capabilities of leaders, in school context insist the following to school head teachers; consistently and accurately assess the performance of others/self, provide/seek constructive feedback through coaching and mentoring, seek and provide assignments and experiences for career development, self-assess and develop personal capabilities to meet job challenges, identify, reposition, hire, orient and engage high performing employees and identify underperforming employees and work to improve or remove them.

Lastly, Leadership Promote innovation: Kemps also insist that leadership promote innovation. The fore leaders must involve to; seek, encourage, reward and take action on new ideas and approaches, benchmark current practices against better methods,

pursue the implications of changes that would affect the organization, welcome divergent perspectives, and diverse views and seek out new ideas and better information. Basing on that conceptual framework of Kemps model here is comprised of an independent, intermediate and dependent variable.

2.5 Research Gap

Different kinds of literature such as Bryant (2009) Pareek, and Rao (1981) and Ashkanasy and Tse, (2000) addressed the problems related to training and leadership development yet little was done to address the problem that has continued to globe. Additionally, studies done on training show that training programmes undertaken were very narrow in methodology and contents. Implying that there is strong gap that existing gap between leadership and training need to be addressed. This study has been done to narrow the existing gap by linking leadership roles with professional leadership.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The main contents of the study in this chapter include the following: study area, research design; sample size, and sampling techniques, data collection methods and validity and reliability of the data.

3.2 Research Approach

A mixed research approach (MRA) was employed in this study. This approach employs both quantitative and qualitative research approaches. Tashakkori and Teddlie (1998) pointed out that, mixed approach is normally appropriate in research programs. It is an approach to have a more in-depth information and knowledge of the problem as well as providing rich datasets. It also assists for to increase findings reliability and credibility through the triangulation of the difference evidence results. Through this, the generalization of the study findings can be proposed. Also, Creswell (2009) pointed out that, when the two approaches are used in tandem, the overall strength of a study becomes greater than either quantitative or qualitative research. However, it is one of the approaches that may seem very difficult to manage and require much more analysis and rendition. More and resources are involved and may be boring to the researcher.

Chrisler, and McCreary (2010) asserted that mixed methods provides strengths that offset the weaknesses of both quantitative and qualitative research. For instance, quantitative research is weak in understanding the context or setting in which people

behave, something that qualitative research makes up for. On the other hand, qualitative research is seen as deficient because of the potential for biased interpretations made by the researcher and the difficulty in generalizing findings to a large group. Thus, by using both types of research, the strengths of each approach can make up for the weaknesses of the other though it sometimes takes much more time and resources to plan and implement this type of research.

In this study, quantitative research approach was employed specifically in the computation of various frequencies and percentages, which related to respondent's information. When respondents' information are computed, it helps us to understand better the degree or magnitudes of respondents' behaviours and being able to interpret them (Mertens, 1998). On the other hand, qualitative research approach was employed with the intention of comprehending participants' views on the study. Qualitative approach provides room for the researcher to enter the respondent's personal/world in order to gain deeper and clear understanding of their attitudes, feelings, perceptions and experiences through interviews and open-ended questionnaire (Creswell, 2007).

3.3 Research Design

A research design typically include how data is to be collected, what instruments will be employed, how the instruments was used and the intended means for analyzing data collected. In this study a cross sectional survey questionnaire research designs and descriptive research designs were used. Thomas (2003) defines survey as a process that involves gathering of information about the current status of some target variable within a particular and reporting on the findings. The survey was used to collect data from the targeted population and to be able to identify trends training and

leadership development to head teachers. Using the survey was deemed appropriate because it made it possible to get a large number of respondents, to standardize questions so that they are relatively free from some kind of errors and because it is cheaper and relatively easy to administer (Kelly, Clack, Brown and Ciczia, 2003).

3.4 Study Area

The study was conducted in Kigoma Municipality among the selected primary schools. These schools were obtained through random sampling.

3.5 Target Population

The study population is that population to which a study sought to generalize the results (Kothari, 2003). The study population included the district education officers, head teachers, education ward coordinators, quality assurance officers and teachers covering 284 employees from primary section subsector in Kigoma Municipality.

3.6 Sample Size and Sampling Techniques

The study was based on important elements. Such as Sample size, Sampling Techniques, Purposive Sampling and Random Sampling. All of them are explained in below.

3.6.1 Sample Size

According to Bartlett, Kotrlik, and Higgin, (2001) sample size is the selection of number of observation. Sample size can be done through estimation. According to this perspective when choosing a sample size by estimation one must be skilled enough. This study used 41 respondents basing on perspective (estimation) by Bartlett, (Kotrlik, and Higgin, 2001).

Table 3.1: Sample Size

Category	Target Population	Sample Size	Percentage (%)	Method
District Education Officers	01	01	2.4	Purposive
Head Teachers	06	06	14.6	Purposive
Education Ward Coordinators	06	06	14.6	Purposive
Teachers	260	17	41.5	Random
Quality assurance officer	06	06	14.6	Purposive
Education officers	05	05	12.2	Purposive
Total	284	41	100	-

Source: Researcher (2017)

3.6.2 Sampling Techniques

The study used both purposive and random sampling techniques. Both techniques are explained below.

3.6.2.1 Purposive Sampling

The study used Purposive sampling to select education officers and head teachers. The study considered individuals who know about issues.

3.6.2.2 Random Sampling

Random sampling is considered as the best technique for selecting a representative Samples. The used random sampling in obtaining teachers for the study in 3.6 Methods of Data Collection and Research Instruments is concern.

3.7 Methods of Data Collection and Instruments

3.7.1 Research Data Collection Methods

The methods of data collection used in this research were Interview and Focus group discussion as explained below:

3.7.1.1 Interview

The study used an interview to get data on training programs and leadership. The interview was necessary to help in providing extra information by respondents. The researcher used prepared interview guide. The data were collected and analyzed through content analysis. The responses were translated into meaningful information.

3.7.1.2 Focus Group Discussion

A focus group discussion (FGD) is a good way to gather people together from similar backgrounds or experiences to discuss a specific topic of interest. The group of participants is guided by a moderator (or group facilitator) who introduces topics for discussion and helps the group to participate in a lively and natural discussion amongst them (Kombo and Tromp, 2006). It is argued that the strength of FGD relies on allowing the participants to agree or disagree with each other so that it provides an insight into how a group thinks about an issue, about the range of opinions and ideas. The study used five respondents who discussed the topic. Their responses were recorded and they were later translated during data analysis and presented in text form.

3.7.2 Research Instruments

In this study, the investigator used questionnaire and documentary review. All of the instruments are explained below:

3.7.2.1 Questionnaire

The researcher administered a questionnaire in English; the questionnaire with the English language was for teaching staff and non-teaching who understand English.

3.7.2.2 Documentary Review

The researcher used reports documents related to training and leadership to enrich the study. Some of the documents used include books, dissertations, and journals.

3.8 Validity and Reliability

Validity and reliability of information or data collection instruments help in establishing indicators that provide evidence to ensure that collected information is truthful and plausible (Mertens, 1998). According to Enon, (1998) Validity is that quality that an instrument used in the research. Validity and reliability of research instruments in the study were ensured as follows. All specific objectives and major area of the study; data collection methods were reviewed by experts, faculty members, and friends. Contact was made to meet with professionals from the field of education to confirm the questionnaires. Additionally, Triangulation was used to supplement data. According to Patton (1999), triangulation implies a combination of different data collection methods in the fieldwork. The study employed multiple methods of data collection so as to increase validity of collected information. These methods were questionnaires and interviews.

3.9 Data Analysis and Presentation

This study involved both quantitative and qualitative data. Quantitative data were collected by using closed questionnaires while qualitative data collected by using semi structured interview and group discussion. On the other hand, in regard to the nature of collected data, data analysis procedures also involved both quantitative and qualitative data analysis. Quantitative data analysis is the numerical representation

while qualitative data are textual information (Babbie, 2004).After coding each item on the questionnaire; the obtained data was analyzed by the SPSS software with 16 versions. Frequency and percentages are presented in chapter four tables.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the two key issues to be discussed. In the first part, it presents the demographic information of respondents; sex, age, marital status, level of education and work experiences. The second part presents research findings based on three specific objectives developed in chapter one: to examine the role of training for effective school leadership; assessment of whether is the relationship between training and effective school leadership and finally assess factors restraining the successful execution of the training programme for effective school leadership.

4.2 Demographic Information of Respondents

The demographic information of respondents in this study involves Age, marital status, level of education and work experiences. This demographic information of respondents appears in the tables in below.

4.2.1 Sex of Respondents

Table 4.1 presents different research questions. They were asked to respondent in order to determine the participation rates in terms of sex by in Kigoma Municipality so as to provide their views on the impacts of training on leadership development. The researcher findings show that males and females participated in the study.

Table 4.1: Sex of Respondents

Type of sex	No. of respondents	Percentage
Male	24	58.5
Female	17	41.5
Total	41	100

Source: Research Field (2017)

4.2.2 Age of Respondents

Table 4.2 indicates that responses from various categories of respondents were about ages of respondents. The information on ages was required in order to get a clear picture of whether participation was biased or not. The research findings show that all ages were included regardless their ages.

Table 4.2: Age of Respondents

Age Group	No. of respondents	Percentages
21-30	18	43.9
31-40	13	31.7
41-50	06	14.6
50+	04	9.8
Total	41	100

Source: Researcher (2017)

4.2.3 Marital status of Respondents

With regards to marital status, the study intended wanted to determine the level of marital status in the study. The findings demonstrate all marital status were actively involved such as married, single, widow and widower.

Table 4.3: Marital Status of the Respondents

Type of Marital status	No. of respondents	Percentages
Married	23	56.1
Single	16	39.0
Widow	02	4.9
Widower	00	0.0
Total	41	100

Source: Field Research (2017)

4.2.4 Educational Respondents

During the investigation, respondent was asked different questions related to their personal information particularly their highest level of education they have. The researcher was interested to examine the perceptive and capacities they have in answering the questions. The research findings show that all respondents who participated were educated and had the capacity and ability to reply to them.

Table 4.4: Educational of Respondents

Level of education	No. of respondents	Percentage
Induction course	00	0.0
Certificate	23	56.1
Diploma in administration	01	2.4
Diploma in education	14	34.1
Advanced diploma	00	0.0
Bachelor Degree in ed.	03	7.3
Master degree in administration	00	0.0
Total	41	100

Source: Researcher (2017)

4.2.5 Work Experiences Respondents

Throughout the study, respondents were asked a number of questions. The questions were concerned with personal information regarding work experiences of respondents in Kigoma Municipality. The study was interested in examining on how much respondents are experienced with matters related to primary school leadership In Kigoma Municipality. The research findings show that participants were more experienced.

Table 4.5: Work Experience

Number of years by experiences	No. of respondents	Percentages
1-5 years	19	46.3
6-10 years	11	27
11-20 years	07	17.0
21-30 years	03	7.3
31+ years	01	2.4
Total	41	100

Source: Researcher (2017)

4.3.1 The Role of Training for Effective School Leadership

From the Table, 4.6 respondents were asked to point out the role of training for effective school leadership. The finding reveals that training for head teachers in primary school has a positive contribution towards better school management to school head teachers. 70.7 percent of respondent confirmed that leadership training helps head teachers to have the ability to establish trust and demonstrate integrity (honest) in running their schools. Other findings agree that training in leadership helps to interpret mission and vision of the school, enables head teachers to change leadership styles as environment changes and improves leadership skills.

Table 4.6: The Role of Training for Effective School Leadership

Questions	Frequencies of respondents					
	YES		NO		Total	
	No	%	No	%	no	%
Training helps head teachers to have ability to establish trust and demonstrate integrity (honest) in running their schools	29	70.7	12	29.3	41	100
Leadership training plays a positive role in school management. Do you have any leadership training or professional leader	14	34.1	27	65.9	41	100
Training to head teachers improves leadership skills. Do you agree?	26	63.4	15	36.6	41	100
Training enables head teachers to change leadership styles as environment changes.	25	61.0	16	39.0	41	100
Training helps to interpret mission and vision of the school	22	53.7	19	46.3	41	100

Source: Research field (2017)

4.3.2 Relationship between Training and Effective School Leadership

The respondents in Table 4.7 were asked to illustrate the relationship that exists between training and effective school leadership in Kigoma Municipality. The finding reveals that training has positive prelateship with effective leadership and therefore school leadership development (head teachers) depends on training. 90.2 percent confirmed that cultivating the capabilities and promotion of innovation to head teachers are related to leadership development. The findings present that training is a primary goal that provides leadership skills, which are used by the head teachers to improve their workplaces leadership.

Table 4.7: Relationship between Training and Effective School Leadership

Questions	Frequencies of respondents					
	YES		NO		Total	
	No	%	No	%	no	%
The relationship between training and effective school leadership	36	88	05	12	41	100
Captivating capabilities and Promotion of Innovation to head teachers are related to leadership development? (Please tick)	37	90.2	04	9.8	41	100
Training is primary goal that provides leadership skills which is used by the head teachers to improve their workplaces leadership	32	78.0	09	22.0	41	100
Leadership influence organizational operations	35	85.4	06	14.6	41	100

Source: Research field (2017)

4.3.3 Factors Limiting the Effective Implementation of the Training Programme for Effective School Leadership

Respondents in Table 4.8 were asked to demonstrate factors limiting effective implementation of the training programme for effective school leadership. Some of

the factors that were identified involved lack of focus on professional growth among of the head teachers in primary school leadership. Lack of "Monitoring of school leadership" was also noted as the major factor that contributes to ineffective primary school leadership, while other research findings in Table 4.8 prove that lack of fund for undertaking training and poverty are among of the factors that always obstructs effective implementation of the training programme for effective school leadership.

Table 4.8: Factors Limiting the Effective Implementation of Training Programme for Effective School Leadership

Questions	Frequencies of respondents					
	YES		NO		Total	
	no.	%	No	%	No	%
Lack of "Monitoring of school leadership" limit effective primary school leadership	33	80.5	08	19.5	41	100
When head teachers are not allowed to focus' on professional growth in leadership it limit leader effectiveness	28	68.3	13	31.7	41	100
Lack of fund and poverty are among of the factors that obstruct effective implementation of the training program for effective school leadership	39	95.1	02	4.9	41	100

Source: Research Field (2017)

4.4 Discussion of Research Findings

4.4.1 The Role of Training for Effective School Leadership

The finding in chapter four Table 4.6 reveals that training for head teachers in primary school has a positive contribution towards better school management to school head

teachers. 70.7 percent of respondent confirmed that leadership training helps head teachers to gain ability in establishing trust and demonstrate honest in running their schools. Other findings had the same opinions that training helps to interpret mission and vision of the school, enable head teachers to change leadership styles as environment changes and improves leadership skills.

The interviews with district education officer and education officers with opinions through open questionnaires confirmed that training improves leadership. While a researcher noted that the opinions given by respondent are related to the study by other researchers like Baldwin and Ford (1988) who found that leadership development increases abilities of the leaders to do their job effectively.

Furthermore, a research by Kulkarni, Janakiram, and Kumar (2009) and Lopes et al (2004) initiate that leadership training assist development of skills for effective leading. A researcher discovered that field findings and those given by other researchers such as Noe (2008) are somehow similar. The researcher noted out that training in leadership affects the overall performance school organization. This implies that emotionally intelligent school leaders become more successful in communicating and inspiring vision to their teachers by understanding their teachers' needs with constructive feedback.

4.4.2 Relationship between Training and Effective School Leadership

The finding in Table 4.7 in chapter four reveals that training has positive leadership with effective leadership and that school leadership development depends on training. 90.2 percent confirmed that cultivating leadership abilities and promotion of

innovation to head teachers relate to leadership development. The findings present that training is a primary goal that provides leadership skills used to improve leaders' workplaces leadership.

According to Kacirek and Fike (2004) found that there is a relationship between training and leadership development .The researcher found that this research question is related to other opinions obtained through open questionnaires and interview. They explained that training influence effectiveness of leaders' predominantly to primary school head teachers. Researchers discovered that training is a primary goal that provides leadership skills for managing their school's resources. These studies by a researcher and those researchers like Kacirek and Fike (2004) both are in line with the study by Pareek, and Rao (1981) which support that 65 percent of companies with mature leadership development programs assist to improve business than non trained.

Furthermore, findings by Baldwin, and Ford, (1988) are interrelated to the study done by Ary, Jacobs, and Razavieh, (2002). The study explains that when employers prepare employees through training, that training programme help head teachers to grow professionally and also prepare emerging leaders from various businesses. However, the education officers who were interviewed about the relationship between training and leadership effectiveness; they explained that training causes leader effectiveness in day to day activities performance. A researcher discovered that both researchers 'findings and those of other studies conducted earlier support that training has great influence of effectiveness of a leader. This implies that one cannot separate leadership from training and therefore academic performance is the result of trained educational leaders.

4.4.3 Factors Limiting the Effective Implementation of the Training Programme for Effective School Leadership

Table 4.8 in chapter four findings presents the factors restrictive the effectual completion of the training programme for effective school leadership. The analyses of those findings indicate that there are factors restrictive the efficient execution of the training programme for effective school leadership. Some of the factors that were identified by the study involve; lack of focus on professional growth among of the head teachers in primary school leadership, lack of "monitoring and review the progress of school head teachers after appointment" was also noted as the major factors that contribute to ineffective primary school leadership, while other research findings demonstrate that lack of fund for undertaking leadership training are among of the factors that obstruct effective implementation of the training programme for effective school leadership in primary schools.

Other findings by other researchers like Khan Bryant (2009) found out six reasons for the failure of head teachers: training and development fail due to the following reason; lack of accountability". Deteriorating in the association of the program to the contribution in job or location. Also, inadequate "monitoring" monitoring needs to include pre, and post assessment. Additionally, "Implementation of the taught" is the third area in which many programs fail. The fourth motive is that they allow the teachers to 'lose focal point and effectiveness. The fifth cause is the 'short-term feel as well as element of the training. The researcher sees that the programs of leadership offered should meet those basic criteria at the development stage .The sixth reason is the 'what then' part of many programs. Program managers, line managers, stake-

holders too often have a 'what then' approach to corporate training. They need to understand that head teachers require. The researcher discovered that these factors which contribute to the poor implementation of the training programme for effective school leadership are not only six but they vary as respondents who were interviewed had different points.

Furthermore the interview, and review of documents such as dissertations and reports confirmed that there are some of the factors which prevent effective implementation of leadership development in Kigoma Municipality, these include lack of fund, corruption, lack of seriousness by heads of departments and human resource and administration department, lack of understanding of values of training, lack of professional training among of the district education officers and top leadership in education system in Kigoma and Tanzania as the whole.

The researcher discovered that education leaders from the top level to district level know little about what they insist or implement in lower levels .the little known is through experience and not by professional. This in turn failure for implementation of primary school leadership training. This was confirmed by head teachers and ward coordinators who acknowledged that they are working on experience. Those who filled the open questions explained that top educational leadership is not training in issues of management and administration. So they have experience without professional.

Similarly, the study was done by Ashkanasy, (2003) found that it is important to the ministry of education in Tanzania to solve the challenges for education improvement

The researcher concludes that government has to invest not in training alone but in professional training in management and school administration issues. This may not be enough it is wise for the ministry of education in Tanzania to make sure that its staff at ministerial level are trained professionally in management and they, in turn, have to appoint professionally trained leaders in regional and district level.

CHAPTER FIVE

CONCLUSION, RECOMMENDATIONS, AND AREAS FOR FURTHER RESEARCH

5.1 Introduction

This part of the dissertation presents three aspects to be discussed. These aspects include discussion of findings, conclusion, and recommendations. The discussion is done along with the objectives of the study.

5.2 Conclusion

The finding in chapter four Table 4.6 reveals that training for head teachers in primary school has the positive contribution towards better school management to school head teachers. 70.7 percent of respondent confirmed that leadership training helps head teachers to gain ability in establishing trust and demonstrate integrity in running their schools. Additionally, the research findings through a closed questionnaire, interview and documentation established that training has positive contributions for effective school leadership. Furthermore, findings by many researchers and evidence from Kulkarni, Janakiram, and Kumar (2009) and Lopes et al. (2004) establish that leadership training may assist to improve the performance of head teachers in their schools. This study concludes that training for effective school leadership in all levels of education must be prioritized. Vetting for education leaders in these levels must be based on professionalism and not experience and social contact as it is today.

Besides, the respondents in Table 4.7 in chapter four demonstrate that there is the relationship that between training and effective school leadership in Kigoma

Municipality. More finding reveals that school leadership development depends on training. 90.2 percent confirmed that cultivating the capabilities to head teachers is related to leadership development. The findings in a special way present that training is the most important goal that provides leadership skills used by the head teachers to develop their workplaces control. Opinions findings through different methods of gathering information: open questionnaires and interview inveterate that training influence effectiveness of leaders' particularly primary school head teachers.

According to Pareek, and Rao (1981) 86% of companies with leadership development programs responded quickly to altering market place circumstances whereas only 52% of companies with being able to act upon. The study concludes that training must be the principal goal to provide leadership skills to the heartaches and top education officials in Tanzania.

Furthermore, findings in Table 4.8 in chapter four prove the factors limiting effective implementation of the training programme for effective school leadership. Some of the factors that were identified involve lack of focus on professional growth among of the head teachers in primary schools. Lack of monitoring of school leadership was as well distinguished as the major factor that contributes to ineffective primary school leadership, while other research findings indicate that funding resources for undertaking training are among of the factors that obstruct effective implementation of the training programme for effective school leadership.

With regard to findings, opinions through the open questionnaires method explain that effective implementation of the training programme for effective school leadership is

limited by a number of factors which among of them is lack of focal point on professional growth in education leadership. Above and beyond the interview, and review of documents such as dissertations, books, journals and reports established that there are factors that limit effective implementation of head teacher training such as corruption, lack of seriousness by human resource department and lack of professional training from top leadership in the education system in the country.

In the same way, the study was done by Ashkanasy, (2003) argues that it is important for the system of education sectors to solve the challenges of education leadership for performance improvement. We conclude that government has to invest not in training alone but in professional training in management and school administration issues from a national level to local level.

5.3 Recommendations

Based on the research finding the following recommendations are put forward:

- (i) With regard to research findings and various information collected through different methods such as open questionnaires, closed questionnaire, interview method it is true that effective implementation of the training programme for effective school leadership is needed. Ashkanasy, (2003 and Pareek, and Rao (1981) leadership is limited by number of factors which among of them is lack of focus' in professional growth among of the head teachers in primary school leadership and top education leadership. The study recommends that there must be the focus on professional growth among of the head teachers in primary school and top education leadership prior to vetting.

- (ii) Lack of monitoring of school leadership was noted as the major factor that contributes to ineffective primary school leadership, while other research findings indicate that fund for undertaking training are among of the factors that obstruct effective implementation of the training programme for effective school leadership. The study recommends for school leadership monitoring and provision of fund for professional training and development.

- (iii) The interviews with district education officer and education officers with opinions through open questionnaires confirmed that training improves leadership effectiveness. Basing on this perspective the study suggests that training and professionalism in educational management should be priorities of the ministry of education

5.4 Areas for Further Research

This study was conducted in Kigoma Municipality; further research studies should be done on the same topic but with the whole coverage of a country with a view to getting the understanding of the whole picture of the country.

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APPENDICES

Appendix I: Questionnaire toward Education Officer, Heads Teachers and Teachers

Dear Colleague,

My name is NYUKI, P. Romward. I am presently a Master's degree student at The Open University of Tanzania. The title for this study is "impact of training on leadership development: A case of public primary schools in Kigoma municipality, Tanzania": I kindly ask for you, to willingly take action to this questionnaire properly according to your own thoughtful and knowledge in your job occupation. I wish to promise you that all in order you give will be treat very just between you and me. In case you have additional in order that may donate to the achievement of my study, please feel free of charge to write at the closing stages of the questionnaire on a separate sheet.

SECTION A: Personal Particulars

1. Sex (Tick one ✓): 1. Male 2. Female

2. Age:Years

1.21-30 2. 31-40 3. 41-50 4. 50+

3. Marital Status (Tick One ✓): 1. Married 2. Single 3. Widow 4. Widower

4. Educational Qualification: (Tick One ✓): 1. Induction Course 2. Certificate

3. Diploma in Education administration 4. Diploma in Education 5. Advanced Diploma in Education 6. Bachelor's Degree in Education 7. Master's Degree in Education and above

5. Experience:Years

1.1-5 [] 2. 6-10 [] 3. 11-20 [] 4.21 -30[] 5. 31+ []

SECTION B: Research question 1. What are the roles of training for effective school leadership?

(i)How often have you been setting the clear direction for your school? Please, explain the circumstance.....

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(ii)What do you think are appropriate techniques to improve leadership?

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(iii) Suggest and advise a list of techniques to improve leadership training

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(iv) Suggest major techniques to help government to raise underperformance school leaders in primary schools

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(v) How the application of training can do to raise your performance at the workplace.

Explain

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(vi) Training helps head teachers to have the ability to establish trust and demonstrate integrity (honest) in running their schools

Yes No

(vii) Leadership training plays a positive role in school management. Do you have any leadership training or professional leadership Yes No

(vi) Training to head teachers improve leadership skills? Do you agree?

Yes No

(vii) Training enables head teachers to change leadership styles as environment changes Yes No

(viii) Training helps to interpret mission and vision of the school

Yes No

If you have no leadership training or professional leadership how do you do in leading the school?

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SECTION C: Research Question 2. Is there a relationship between training and effective for school leadership?

(i) Explain the relationship between training and effective for school leadership.

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(ii) Explain how Growing of Relationships skill to head teachers is linked to leadership development in primary school context

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(iii) Give explanation how Leadership influence organizational operations

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(iv)It is believed that some of leadership effectiveness factors include set up Trust and exhibit honesty, Set apparent direction, focusing on results, grow capability and Promoting innovation. Please suggest others

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(iv) Explain how lack of training to head teachers cause poor performance

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(v) Briefly explain how leadership training is not effective in Tanzania

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(vi) Poor "Monitoring of school leadership" limit effective primary school leadership

Yes No

(vii) When head teachers are not allowed to focus' on professional growth in

leadership it limit leader effectiveness Yes No

(viii) Lack of fund are among of the factors that obstruct effective implementation of
the training programme for effective school leadership

Yes No

**Appendix II: Questionnaire to District Education Officer and Chief District
School Quality Assurance Officer**

Dear Colleague,

My name is NYUKI, P. Romward. I am presently a Master's degree student at The Open University of Tanzania. The title for this study is "impact of training on leadership development: A case of public primary schools in Kigoma municipality, Tanzania": I kindly ask for you, to willingly take action to this questionnaire properly according to your own thoughtful and knowledge in your job occupation. I wish to promise you that all in order you give will be treat very just between you and me. In case you have additional in order that may donate to the achievement of my study, please feel free of charge to write at the closing stages of the questionnaire on a separate sheet.

SECTION A: Personal Particulars

1. Sex (Tick one ✓): 1. Male 2. Female

2. Age:Years

1. 21-30 2. 31-40 3. 41-50 4. 50+

3. Marital Status (Tick One ✓): 1. Married 2. Single 3. Widow 4. Widower

4. Educational Qualification: (Tick One ✓): 1. Induction Course 2. Certificate

3. Diploma in Education administration 4. Diploma in Education 5. Advanced Diploma in Education 6. Bachelor's Degree in Education 7. Master's Degree in Education and above

5. Experience:Years

1. 1-5 2. 6-10 3. 11-20 4. 21 -30 5. 31+

SECTION B: Research question 1. What are the roles of training for effective school leadership?

(i) How often have you been setting the clear direction for your school? Please, explain the circumstance.....

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(ii) What do you think are appropriate techniques to improve leadership?

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(iii) Suggest and advise a list of techniques to improve leadership training

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(iv) Suggest major techniques to help government to raise underperformance school leaders in primary schools

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(v) How the application of training can do to raise your performance at the workplace.

Explain

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(vi) Training helps head teachers to have the ability to establish trust and demonstrate integrity (honest) in running their schools

Yes No

(vii) Leadership training plays a positive role in school management. Do you have any leadership training or professional leadership Yes No

(vi) Training to head teachers improve leadership skills? Do you agree?

Yes No

(vii) Training enables head teachers to change leadership styles as environment changes Yes No

(viii) Training helps to interpret mission and vision of the school

Yes No

If you have no leadership training or professional leadership how do you do in leading the school?

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SECTION C: Research Question 2. Is there a relationship between training and effective for school leadership?

(i) Explain the relationship between training and effective for school leadership.

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(ii) Explain how Growing of Relationships skill to head teachers is linked to leadership development in primary school context

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(iii) Give explanation how Leadership influence organizational operations

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(iv)It is believed that some of leadership effectiveness factors include set up Trust and exhibithonesty, Set apparentdirection, focucing on resutls, growcapability and Promoting innovation. Please suggest others

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vi) Do you agree that school leadership development (head teachers) depends on training?

Yes No

(vii) The relationship between training and effective school leadership

Yes No

(viii) Captivating capabilities and Promotion of Innovation to head teachers are related to leadership development? (Please tick) Yes No

(ix) Training is primary goal that provides leadership skills to improve workplaces leadership Yes No

SECTION D. Research question 3. What is the factor that obstructs effective implementation of the training programme for effective school leadership?

(i) Show the factor that obstructs effective implementation of the training programme for effective school leadership?

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(ii) Do you think leadership training is not effective due to low accountability?

Explain.....
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(iii) Explain the major challenges of leadership development

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(iv) Explain how lack of training to head teachers causes poor performance

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(v) Briefly explain how leadership training is not effective in Tanzania

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(vi) Poor "Monitoring of school leadership" limit effective primary school leadership

Yes No

(vii) When head teachers are not allowed to focus' on professional growth in

leadership it limit leader effectiveness Yes No

(viii) Lack of fund are among of the factors that obstruct effective implementation of

the training programme for effective school leadership

Yes No

**Appendix III: Interview Guide to Education Officer, Chief District School
Quality Assurance Officer, Ward Education Officers and Heads
Teachers**

1. The researcher will ask respondents to explain when which, how they understood the training program for leadership development.
2. The researcher will ask respondents to state how they were taught about the concept of leadership development.
3. The researcher will ask respondents to explain how many times they were involved in training and whether they had professional in leadership from any institute such as ADEM before having training in leadership.
4. Explain how schools are benefiting from training program in leadership development