

PREPARATION AND DEVELOPMENT OF SECONDARY SCHOOL HEADS: WHAT SHOULD BE DONE IN TANZANIA?

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ABSTRACT: *The study aimed to explore alternative methods for development and support of both beginner and experienced school heads, and their deputies. The research was exploratory using mixed methods and was conducted in Shinyanga Municipality. Face-to-face interviews, questionnaires, and documents were used for data collection. It was revealed that orientation is just conducted for beginner school heads with regard to: financial management; office management; dealing with indiscipline issues; community relations; planning and school vision and mission development. It was also found that retired educational officers: school heads, district educational officers, school inspectors and school heads with up-dated knowledge and skills could be used as mentors or coaches. Findings further revealed that experienced school heads could be used as coaches or mentors. Findings also showed that school heads practiced informal coaching through mobile phones. Regarding follow-ups results showed that no follow-ups of ex-leadership students were done. Surprising and interesting results were: firstly, deputy school heads were assigned many responsibilities while having no formal specialised leadership training, secondly, schools hardly conducted research. Due to methodological limitations and the nature of research design, a more conclusive investigation was suggested to be carried out. Generally, it was concluded that use of trained retired educational leaders and experienced school heads could supplement the work done by specialised training institutes.*

KEY WORDS: School Boards, Leaders Of Privately Owned Schools, Cost For Employing Coaches Or Mentors, School Leadership Preparation Strategy.

INTRODUCTION

School heads of the 21st century work in a challenging environment, but many lack necessary leadership skills. In secondary school context, Barnett and McCormic (2012: 653) describe the situation: “secondary school education contexts are characterised by complexity, diversity and uncertainty posing significant challenges that are potentially overwhelming for the ...school leaders”.

Studies conducted in various parts of the world still show school heads facing a number of challenges, which include: bureaucratic leadership contexts; personal conflict; lack of support and proper instruction from high education levels; cultural shock; lack of self-belief; self-effectiveness and failure to manage pressure brought by the complexity of the job; complex and constraining profession; lack of cultural awareness; sources of stress and lack of support

(see Slater et al., 2008: 710-711; Wildy and Clarke, 2008:731; and Walker and Qian, 2006: 299).

School heads in Africa and Tanzania in particular face the same challenges outlined, but lack training in leadership and management. Classroom teachers for example, are promoted to headship without essential leadership skills. In a study done in South Africa, Mathibe (2007: 523) acknowledges: "... South African Principals are not appropriately skilled and trained for school management and leadership". And, a study conducted in Tanzania and Kenya demonstrates that the shortage of training institutes for educational leaders means that many school heads are promoted to headship positions without necessary skills (Onguko et al., 2008: 721). In general, good teaching experience and good performance are the best factors considered for one to be promoted to headship. However, a number of studies acknowledge the need for preparation and development of both novice and experienced school heads into leadership for effective performance (see Lungu, 1983: 86; Van der Westhuizen et al., 2004: 705; Nguni et al, 2006: 172; Pheko, 2008: 71, and Bush et al., 2011: 31).

To equip schools heads with necessary leadership skills and knowledge, Tanzanian school heads also need to be trained in leadership. Currently, many lack leadership knowledge and skills because of the shortage of training institutes (see Onguko et al., 2008: 721). Alternative methods of training school heads to enhance their leadership capabilities could serve this purpose. Training might be through induction of newly employed heads, mentoring, follow-ups as well as coaching. The use of retired educational leaders, relying on cost-effective means of communication like mobile phone text-messages, peer-coaching, and networking could improve the process of delivering leadership education to school heads.

Induction, mentoring, and coaching of school heads are widely used in different nations worldwide (see Draper and McMichael, 2000: 464; Bush and Jackson, 2002: 425; Rich and Jackson 2005 cited in Barnett and O'Mahony, 2008: 248; Walker, 2008: 23; Bush, 2008: 280; and Duncan, 2009: 12). For this reason, these alternative measures are potentially suitable to fill the gap of shortage of educational leadership training institutes in Tanzania. Additionally, these methods could be used with less cost in terms of resources and time.

Research gap

Studies conducted in Africa and East Africa in particular give evidence of the shortage of preparation and development of school -heads programmes. Many teachers are simply promoted to headship without the necessary leadership skills (Bush and Jackson, 2002: 418 citing The Commonwealth Secretariat 1996). A number of available programmes to prepare and promote professional growth of school heads in East Africa and Tanzania in particular include: leadership and educational management/or administration courses at various universities, specialised colleges or teachers' colleges; workshops; seminars; annual school heads meetings; and in-service short courses (see Onguko et al., 2008: 721, Otunga et al., 2008: 370; DeJaeghere et al., 2008: 3). However, these programmes involve few school heads (see DeJaeghere et al., 2008: 1 and Onguko et al., 2008: 715) and many school-heads lead their respective schools mainly by relying on classroom experiences (Harber and Davies,

1997: 61). Thus, a pilot exploratory study to find out alternative approaches for preparing and developing school leaders was needed as pre-requisite of a comprehensive study.

Objective of the study

The objective of this study was to explore alternative methods for preparation and development of government secondary school heads in Shinyanga, Tanzania.

Research question

The following research question and sub-questions were used in the investigation:

What are the alternative methods for preparing and developing secondary school heads in Shinyanga, Tanzania?

Sub-questions

To investigate the above question the following sub -questions were employed:

1. What kind of induction should be employed in preparing novice secondary school heads?
2. What role could coaches have in preparing and developing secondary school heads?
3. In what ways could mentoring be used to support new school heads?
4. What kind of follow-ups could be used to provide appropriate development for new school heads?
5. What sort of preparation is needed for a deputy head prior to headship position?

Conceptual -framework

Miles and Huberman (1994:18) define a conceptual framework as: “a visual or written product, one that explains, either graphically or in narrative form -the main things to be studied -the key factors, concepts or variables - and the presumed relationships among them”. Maxwell emphasising the definition given by Miles and Huberman notes: “the most important thing to understand about your conceptual framework is that it is primarily a conception or model of what is out there that you plan to study, and for what is going on with these things and why - a tentative theory of the phenomena that you are investigating” (Maxwell, 2005: 33). A theoretical framework guides the research process (see Barnett and McCormic, 2012: 656; Karakhanyan et al., 2012: 752; Hardre’ and Kollmann, 2012:727; and Anderson, 2012: 330). Rocco and Plakhotnik describing the use of theory and conceptual framework in the study say: “whereas a theoretical framework is used to when investigating specific theory, a conceptual framework is made up of theoretical and empirical work relevant to the manuscript’s purpose, where the purpose is not to further investigate a specific theory...theory may not guiding the study but concepts are” (Rocco and Plakhotnik, 2009: 122)

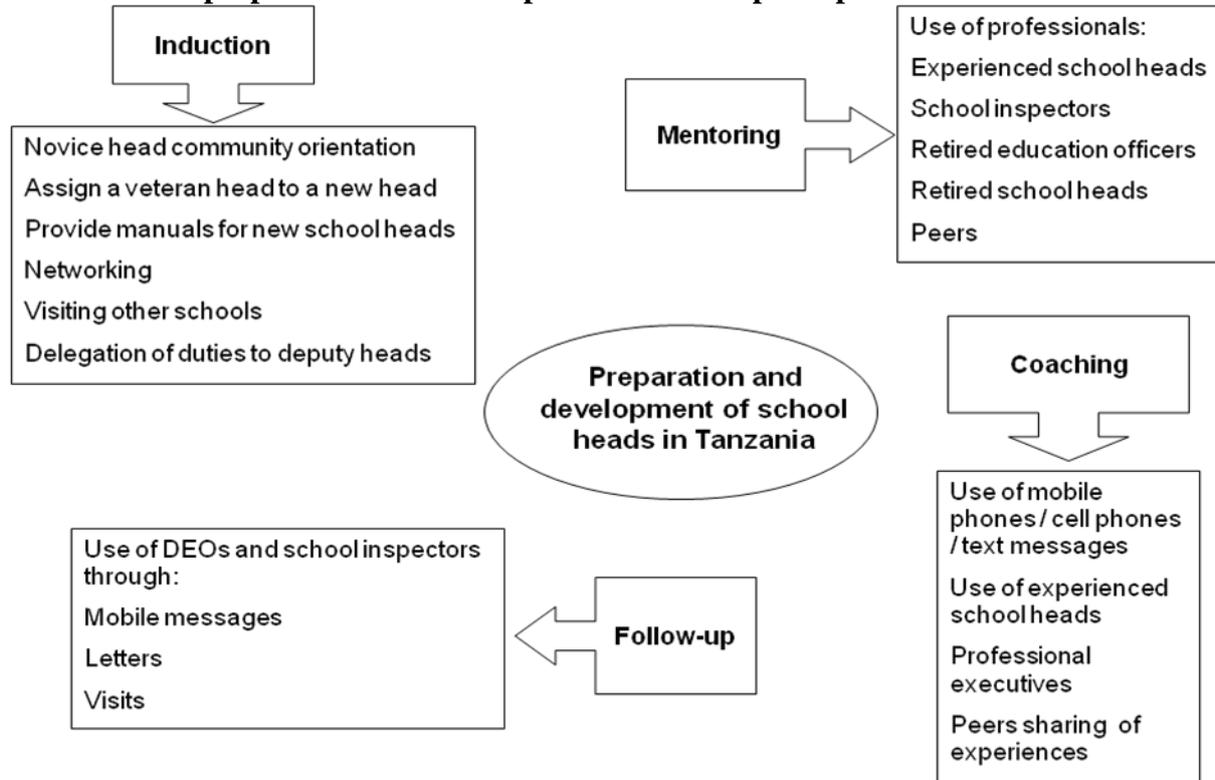
As regards to theory, Cohen et al. (2007: 12) note:

Theory has been defined by Kerlinger as a set of interrelated constructs [concepts], definitions, and propositions that presents a systematic view of phenomenon by specifying relations among variables, with the purpose of explaining and predicting the phenomena

(Kerlinger, 1970). In a sense, theory gathers together all isolated bits of empirical data into a coherent conceptual framework of wider applicability.

Cresswell states that a theory can be presented as series of hypothesis, a series of 'if...then' or as visual model; it is useful to translate variables into a visual picture (see Creswell, 2003: 121 citing, Hopkins, 1964; Homans; 1950; and Blalock, 1969, 1985, 1991). Hitchcock and Hughes (1995) describe the theory as: Theory is seen as being concerned with the development of systematic construction of knowledge of the social world. In doing this theory employs the use of concepts, systems, models, structures, beliefs and ideas, hypothesis (theories) in order to make statements about particular types of actions, events or activities, so as to make analyses of their causes, consequences and process. That is, to explain events in which ways are consistent with a particular philosophical rationale, or, for example, a particular sociological or psychological perspective. Theories therefore aim to both propose and analyse sets of relations existing between a number of variables when certain regularities and continuities can be demonstrated via empirical enquiry (Hitchcock and Hughes, 1995:20-1).

In this study both narration and visual representation are used to explain professional growth and development of school leaders in Tanzania as explained in the literature review. The conceptual framework that guides this study is shown schematically by figure 4. Summing up, a number of schools in Tanzania struggle to achieve quality learning outcomes (see Uwezo, 2010: 5; MOEVT, 2010 : 10; National Audit Office, 2008: 1; Mbelle and Katararo, 2003: 12; and Wedgwood, 2005: 392). Good academic achievement could be realized as schools are staffed by school heads well trained on how to lead and manage their respective schools (See Bush and Jackson, 2002: 418; Briggs et al., 2006: 260; Pheko, 2008: 72; Onguko et al., 2008: 718). Besides, competence in leadership is the most likely outcome of good preparation and support. Figure 4 depicts a number of the possibilities which could be employed to enhance the level of competence of school heads in Tanzania.

School -heads preparation and development –A Concept Map**Figure 1: Professional growth of school heads****METHODOLOGY****Research Design**

The research was exploratory in nature, aiming to investigate alternative approaches to preparation and development of government secondary school heads in Shinyanga, Tanzania. It was an exploratory pilot study because to the best knowledge of the researcher no study had been carried out in Shinyanga Municipality to find out the applicability of mentoring, coaching, follow-ups and induction, as alternative methods of building capacity of school heads in relation to leadership and management of their respective secondary schools. For this reason, the focus of this research was not to enable generalisation, but to search alternative methods of training school leaders so as to understand optional methods which could be employed for professional development and support for school heads.

Saunders et al. (2009: 139) describe exploratory research as follows: “an exploratory study is a valuable means of finding out what is happening; to seek new insights; to ask questions and to assess phenomena in a new light”. Thus this study expected to come out with the knowledge and understanding of alternative methods of training school heads in Shinyanga, Tanzania.

The study employed Mixed Methods (MM), where a design triangulation was used, that is, both quantitative and qualitative data were collected concurrently (see Morrison, 2007: 29). Mixed method research is defined as “...an approach to knowledge (theory and practice) that

attempts to consider multiple view points, perspectives, positions, and stand points (always including the stand points of qualitative and quantitative research)” (Johnson et al., 2007: 113). Mixed Methods research is used because the approach enables the research to capture both the strengths of quantitative and qualitative paradigms (Hibberts and Johnson, 2012: 12). Denscombe as well explains the advantages of using mixed methods in a study. The advantages of mixed methods include: accuracy is improved, it provides a total picture, makes up for strengths and weaknesses, and it allows the development of analysis and allows flexibility of the data to be used in different methods (Denscombe, 2008: 109-112).

Study Site and Sample

The research project was carried out in Shinyanga Municipality of Tanzania. The area was chosen because it was familiar to the researcher, and because was easily accessible for most periods of the year. Additionally, no study was found that had been conducted regards to the use of mentors, coaches, follow-ups and induction as alternative means for professional growth of school leaders in Shinyanga Municipality.

The sample consisted of three groups. The first group was a group of implementers [school heads and their deputies]. A researcher got data from 12 school heads and 11 deputy heads out of 15 schools visited. Two school heads were not available at the time of data collection, while one school head did not accept to participate in the study. Regarding the deputy heads, four were not present at their schools when the researcher went to collect data. Purposive sampling was the technique used to get school heads and their deputies who participated in the study. Purposive technique was used to get school heads because the researcher believed that these possessed information sought.

The second group of participants was the providers of leadership and management education; the researcher got data from the OUT; and Shinyanga Teachers’ College (SHYCOM). The third group of respondents was of policy makers; the researcher collected data from the Region Education Officer (REO); the District Secondary Education Officer (DSEO) (see Table 1).

Convenience sampling technique was employed to obtain participants from the group of providers for leadership and management education. Fogelman and Comber (2007: 135) describe a convenience sample as: “one composed of members most easily available to the researcher who does not – and certainly should not - attempt to make them representative of a wider population”. Convenience sampling technique was used because the number of leadership educators from the OUT, and SHYCOM were not known to the researcher, which enforced the researcher through an agent to use whoever was available from the Department of Educational Planning (OUT and AKU) and SHYCOM (Tutors teaching Education Foundations) ready to respond to questions.

For the group of policy makers, purposive sampling technique was used. According to Fogelman and Comber, purposive sampling is used when “...the researcher applies his/her experience to select cases which are –in the researcher’s judgment - representative or typical” Fogelman and Comber (2007: 135). In this study, the researcher’s experience was the base for selecting participants who are involved in policy making: the REO and the DSEO.

Table 1. Actual sample used

Sample	Planned respondents	Actual participation
School heads	15	12
Deputy heads	15	11
Policy makers	4	2
Educational institutions	5	2
Total	39	28

Source: Research data, 2013

Methods of Data Collection

Four methods of data gathering were used.

Structured e-mailed questionnaires to participants from the AKU, OUT, and Shinyanga Teachers' College.

Structured face-to-face interview with the school heads.

Semi-structured interviews with the REO, DSEO, and deputy school heads. Face-to-face interviews were conducted with the REO, DSEO and deputy school heads.

Documents from interviewed school heads were sought.

Cohen and Manion (1994: 238) assert that making use of several methods of research improves the validity; "as a check of validity, the between-methods triangulation embraces the notion of convergence between independent measures of the same objective".

This study used structured interviews with school heads for three reasons: the first was that it helped to reduce the number of non-responses caused by low research culture present in many people in Tanzania including school heads from Shinyanga Municipality. Secondly, structured interviews minimised the time requested of the school heads. Thirdly, in an exploratory study, data collected are usually descriptive; structured interviews produced descriptive data.

Semi-structured interviews were conducted with deputy heads for three reasons. Firstly, the researcher needed to get extra information that supplemented the various responses given by school heads. Secondly, through semi-structured interviews in-depth data from deputy heads was obtained. Thirdly, data concerning school heads as trainers of deputy heads was obtained through this method.

Semi-structured interviews were also employed with policy makers to allow each individual respondent to provide in-depth response; this helped the researcher to collect richer data. Coleman (2012: 252) describes a semi-structured interview as: "the interview schedule often takes the form of few major questions, with sub-questions and possible follow-up question".

The study used structured questionnaires to providers of leadership and management education (the AKU, the OUT and Shinyanga Teachers' College) because; through structured questionnaires the researcher anticipated maximising questionnaires' return. Three questionnaires were returned, and of the three just two were filled in.

Lastly, documents were sought from secondary school heads to supplement evidence given from interviews with school heads together with their deputy heads. The researcher got documents from all 15 schools visited during data collection.

Research Project Authenticity

According to Saunders et al. (2009: 156) “reliability refers to the extent to which your data collection techniques or analysis procedures will yield consistent findings”. To ensure reliability, this study tried to reduce or remove participants’ bias, for instance through ensuring respondents’ anonymity on questionnaires. Besides, reducing or removing errors through piloting the research instruments increased the reliability of this study. “...in order to see whether our measures are reliable... we can simply use them with the same respondents and see whether the answers they give have not changed too much” (Muijs, 2008: 72). The research committees from the AMUCTA went through the entire research document [including all research instruments] before the actual distribution of questionnaires was done, this helped to reduce errors.

The use of structured interviews with school heads and semi-structured interviews with deputy heads increased the reliability of the response because; interview responses could be compared with documents.

This study also aimed to ensure validity; to meet internal validity, follow-up contacts of not returned questionnaires was made. However, as is it was a pilot project, it was difficult to meet external validity/generalisation. Finally, with a multiple of methods for data collection; questionnaires, interviews and documents, the criterion for triangulation was met. Bush (2012: 84) defines triangulation as: “...comparing many sources of evidence in order to determine the accuracy of information or phenomena. It is essentially a means of cross-checking data to establish its validity”.

Research Project Ethical framework

Research ethics are rules that aim at protecting respondents from intended or unintended harm when they participate in a study; they establish trust, and certify trustworthy results from the research which will do well to the society (Busher and James, 2012: 91). The following rules were adhered to in this research project:

1. On line participants were informed about the possibilities of internet harking, so they could decide willingly to participate or not to participate.
2. The researcher obtained research clearance from the MOEVT prior to collecting data.
3. Anonymity and confidentiality of the responses was observed.

Presentation and Data Analysis

Analysis of data was carried out based on the issues raised under each research tools: interviews, questionnaires and documents. Exploratory data analysis (EDA) and content analysis techniques were used. Cohen et al. (2007: 506) describe exploratory data analysis as: “a form of analysis which is responsive to the data being presented...is mostly closely concerned with seeing what the data themselves suggest...the data are usually descriptive”. The Statistical Package for Social Science (SPSS) was used to support EDA. Content analysis method was used for the documents collected, and codes were generated against

main themes. Denscombe (2008: 236) describes content analysis as: "...a method which helps the researcher to analyse the content of documents. Basically, it is a method that can be used with any 'text' whether it is in the form of writing, sounds or pictures, as a way of quantifying the contents of that text..." Interview data were coded and meaning given.

According to Cohen et al. (2007:369) "coding is the translation of question responses and respondent information to specific categories for the purposes of analysis". Gathered data from interviews were not transcribed because recording did not take place during interview; instead the following strategies were employed to get meaning from interview data (see Cohen et al., 2007:368):

- Counting of frequencies of occurrence (of ideas, themes, pieces of data and words) was carried out.
- Noting patterns and themes (Gestalts), this may stem from repeated themes and causes or explanations or constructs.
- Seeing plausibility: trying to make good sense of data, using informed intuition to reach conclusion.

RESULTS AND DISCUSSION

Results

The results section presents and describes the research findings from the various respondents. It comprises three main sub-sections namely, findings from interviews, questionnaires and documentary reviews. In general findings will be presented and described in terms of the professional growth methods investigated: induction, mentoring, skills enhancement/coaching, and follow-ups.

Interviews

The following are findings from interviews as regards to preparation and development of novice school heads, experienced school heads and deputy heads.

Induction

A number of questions were asked on the subject of orientation at the time a teacher was appointed to headship. Questions specifically focused on various activities including preparation of books of accounts; writing meetings minutes; official reports; and communication skills with the community around the school. Other issues asked about orientation concerned discipline cases; and preparation of plans and budgets. Lastly orientation of appointed school heads concerning developing school mission and vision were investigated. Three elements were employed on describing the result section: location of finding(s), statement of finding(s), and comments. As regards commenting on the results, an alternative pattern was used: a short comment after each significant result (see Weissburg and Buker, 1990).

Table 2. Support with account books

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	3	25.0	25.0	25.0
No	9	75.0	75.0	100.0
Total	12	100.0	100.0	

Source: field data, 2013

Table 2 shows that 75 percent of beginner school heads were not provided with orientation on how to record books of accounts: Imprest Cash Book, Vote Book, Cash Book, Bank Paying in Slip, and Revenues Collection Cashbook. These results differ from findings from a recent study by Wildy and Clarke (2008: 478) in Australia, where induction is provided at least by employers regarding financial management. Respondents were also asked if they received orientation on writing minutes. Table 3 shows that 58.3 percent of total respondents were not familiarised on how to write minutes. Besides, 66.7 percent did not get orientation on writing official reports (see Table 3). These findings suggest that school heads might be not competent of producing financial reports and other reports, for instance, Monthly Financial Progress Report, Returns of Arrears of Revenue, Counterfoil Returns reports, Exchequer Receipt Voucher (ERV), Revenue Collection Cash Book (RCCB) and other relevant reports like staff reports, students' progress reports, Goods Receipt Report (GRR), and Goods Receipt Note (GNR).

Table 3. Support to write financial reports

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid yes	4	33.3	33.3	33.3
no	8	66.7	66.7	100.0
Total	12	100.0	100.0	

Source: field data, 2013

A different issue raised was whether beginner school heads were given advice on communication skills on how to work with the community around their schools. The research findings showed that 66.7 percent of respondents did not have induction on how to work with communities around their schools (see Table 4). This finding is somewhat similar to the results by Bush and Oduro (2006: 367), where Bush and Oduro argue for beginner heads in South Africa to be oriented to the schools and the community. A study by Draper and McMichael (2000: 459) conducted in Scotland offers similar findings, where Local Authorities provided inadequate induction to beginner head-teachers.

Table 4. Oriented on community relations

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	4	33.3	33.3	33.3
No	8	66.7	66.7	100.0
Total	12	100.0	100.0	

Source: field data, 2013

School heads were asked further if they were given induction on how to develop school mission and vision. Table 5 shows that 66.7 percent of respondents did not receive induction on how to develop school mission and school vision.

Table 5. Orientation on developing school mission and vision

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	4	33.3	33.3	33.3
No	8	66.7	66.7	100.0
Total	12	100.0	100.0	

Source: field data, 2013

Other findings concerning orientation of school heads at the time of appointment to headship came from interviews carried out with the REO and DSEO. Different findings emerged; the District Secondary Education Officer (DSEO) did not agree with providing orientation to novice school heads at the time of appointment.

All appointed teachers to school headship have been previously deputy school heads...they have experience (DSEO).

However, findings from the Regional Educational Officer (REO) were different from results from the DSEO. According to the REO, novice heads needed orientation because through induction beginner secondary heads could:

- learn how to administer their schools
- learn leadership principles
- learn how to effect changes taking place in the education sector
- learn how to implement new education programmes, for example SEDP II
- some heads who have attended leadership training do not disseminate knowledge and skills to their fellow heads

Finding from the REO concurs with the observation made by OECD (2008:4) about the role of induction to school heads: "... induction programmes are particularly valuable to prepare and shape initial school leadership practices, and they provide vital network for principals to share concerns and explore challenges..."

The REO emphasising the question of orienting beginner school heads said:

Some heads of schools have been ordinary teachers... orientation would enable them to get skills and knowledge in leadership, hence will be able lead their respective schools effectively (REO).

Table 6 supports the requirements of orientating school heads on various issues, for example results suggest that frequently school heads sought advice from higher authorities and from experienced school heads about financial matters, land disputes, implementing new programmes and how to improve academic achievements for the learners. It is most likely that attending leadership seminars would add knowledge and skills to secondary school heads on dealing with matters related to finance, land dispute, implementation of new programmes and improving academic achievement at their various secondary schools.

Table 6. School heads seeking guidance

Issues to discuss with the DEO, REO or school inspector, and experienced head	Codes	Frequency	Percent
Budget and finance	////////	8	66.7
Difficult students / naughty students	////	4	33.3
Using statistical/conducted research so as to get evidence on making decisions	///	3	25
Land disputes with the community	////////	8	66.7
Conducting school <i>Baraza</i>	//	2	16.7
Implementing educational programmes, for example SEDP II	////////	9	75
How to deal with difficult parents	////////	7	58.3
How to improve academic results	////////	8	66.7

Source: Interview data with school heads, 2013

Mentoring

Findings from interviews regarding mentoring of both novice and experienced schools heads are from 25 participants (12 school heads, 11 deputy school heads, the DSEO and the REO). One of the interview questions asked was on the use of retired heads as mentors in provision of skill and knowledge to beginning school heads to enhance their competencies. Findings showed that 100 percent of school heads interviewed supported the idea of using retired school heads as mentors (see Table 7).

Table 7. Use of retired heads in training

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	12	100.0	100.0	100.0

Source: School heads interview, 2013

But, concerning the use of experienced school heads, the school heads interviewed suggested the provision of specialised training in leadership and management on how to train their

deputy school heads so as they can perform better when they are promoted to new headship positions. This finding is similar to the results by obtained by Bush (2011: 31), where training is seen as one of the way forward to effective mentorship of adult students.

On the use of retired school heads as mentors, findings from deputy school heads varied; many supported the idea of employing retired schools heads, especially to train deputy heads as expected future school heads, but some did not support the idea. The following are some of findings regarding the use of retired heads as mentors from deputy heads interviews:

I support the idea, but they need guidelines, nevertheless, experience matters... they could share their previous experiences to deputy heads (Deputy Head 6). Bringing in experienced school heads must take into account their past track record in school leadership. Good track record must be one of the criteria for employment... (Deputy Head 5). But they lack current knowledge...they have outdated knowledge, they first need training on current issues ...they should as well be given guidelines... (Deputy Head 3). Yes retired school heads have experience, but experience has a little role especially on current issues, for instance matters do with financial issues have changed a lot... (Deputy Head 11).

Other deputy heads responded on the subject of the use of retired school heads as mentors; they stressed the necessity of prior training of the retired school heads in current knowledge before they are employed as educational leadership providers (Deputy Head 8, 10).

Similar findings to that of deputy school heads came from the DSEO, who did not support the idea of using retired educational officials like retired school heads, school inspectors, and the DEOs. The DSEO said:

The world is changing very fast, for example technology and new of ways of teaching are in place today...retired people cannot be able to go and teach new things...new theories and models of leading are not familiar to retired people...use lecturers, or tutors from the ADEM, these are good at both theory and practice (DSEO).

However, the REO interview response regarding the use of retired officials, for example, retired schools heads or retired District Educational Officers was different from that given by DSEO above:

Yes, I support the idea of using retired heads of schools, retired educational officers, or retired school inspectors because have experience, therefore they can be employed as leadership and management providers...especially for training beginner school heads (REO).

Dissimilarity in findings from interviewed school heads, deputy heads, the DSEO and REO on the subject of the use of retired educational officials is mainly based on two factors: possession of experience and lack of current knowledge. It appears that training of retired educational officials about current issues and provision of teaching manuals could help to resolve the variations in thinking. Recent findings from Israel support the provision of guidelines because mentors could be lacking some mentoring skills (see Shapira-Lishchinsky, 2012: 31).

Table 8 shows informal communication between school heads through mobile phones when seeking advice on various matters from their colleague school heads. Of the 12 participants, 91.7 percent said that they use mobile phones seeking for advice on various matters. Thus the necessity of using mentors or coaches exemplified here.

Table 8. Use of mobile seeking advice

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	11	91.7	100.0	100.0
Missing 9	1	8.3		
Total	12	100.0		

Source: interview with heads of schools, 2013

Observations from participants that support the need of mentors concur with findings from previous studies which show advantages of mentoring to novice school heads: networking; sharing ideas; knowledge with colleagues; emotional support; access to challenging work and professional development. Besides, mentoring reduces professional isolation; provides support and feedback on performance; it offers self-confidence to new heads during the period of change and uncertainty (see Shapira-Lishchinsky, 2012: 5; Bush and Coleman, 1995: 72; Ehrich, 1995: 69; and Kirkham, 1995:82). One more advantage is on the issue of training cost, a study conducted by Homitz and Berge identified the use of peers, subject-matter experts, and managers in mentoring as it reduces costs and ensures effectiveness in monitoring of training at the place of work (Homitz and Berge, 2008:409).

Skills enhancement and / or Coaching

Coaching is defined as a “process focused on specific skill building” (Earley and Weindling, 2004: 176). According to Hobson coaching aims at helping a person with practical tasks (Hobson, 2003: 5). Findings about general skill enhancement include: attendance to seminars or conferences and attendance to TAHOSSA meetings, this is because in seminars and conferences both general knowledge and skills could be obtained. Findings about coaching were obtained when deputy heads got on-the-job training from various tasks assigned to him/her by his/her school head. Other responses about coaching came from the REO and DSEO.

One of the interview questions for school heads was about skill enhancement through attending seminars and conferences. Findings showed that 41.7 percent of the respondents had never attended leadership seminars or conferences. Besides, for the past two to ten years, 33.3 percent of the school heads had not attended seminars (see Table 9). This result substantiates findings shown in Table 6, where school heads often looked for advice from the REO, the DSEO or experienced school heads on matters relating to land disputes, finance, and implementation of new programmes. It is likely that even experienced school heads are short of up- to- date knowledge and skills in educational leadership.

Table 9. Last time to attend seminar

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid two years back	4	33.3	33.3	33.3
five years back	2	16.7	16.7	50.0
ten years back	1	8.3	8.3	58.3
None	5	41.7	41.7	100.0
Total	12	100.0	100.0	

Source: interview with school heads, 2013

Another question asked regarding skills enhancement was if school heads attended TAHOSSA meetings every year. Table 10 shows that 83.3 percent of school heads attended TAHOSSA every year. These results suggest that school heads may be getting leadership skill through attending TAHOSSA meetings.

Table 10. Heads attended to the TAHOSSA

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	10	83.3	83.3	83.3
never attended	2	16.7	16.7	100.0
Total	12	100.0	100.0	

Source: interview to school heads, 2013

An interview with deputy school heads was carried to investigate activities assigned by school heads to their respective deputy school heads. Table 11 shows a number of tasks done by the deputy school heads. The most mentioned activities were about involvement in preparation of school plans, budgets, mission and vision. The least mentioned activities included: advisory role, inspecting class log books and preparation of school meetings. Generally findings showed that deputy school heads had many tasks to fulfil.

Questions that could be raised are: are these deputy school heads competent to fulfil the assigned tasks? Are their respective school heads competent in coaching their deputies to fulfil their tasks? Findings from an interview by school heads and findings from interviews with deputy heads showed that deputy heads had never attended leadership training at the ADEM. It could be argued that that deputy heads to fulfil their day-to-day tasks may possibly rely on rule-of-thumb.

Table 11. Responsibilities of deputy school heads

Activity	Codes	Frequency
Registering- Form I students	////	5
Filling students' transfer forms	//	2
Chair - discipline committee [students]	//// ////	10
Chair –discipline committee [staff]	////	5
Supervisor of school daily routine	////	4
Prepare School Calendar	////	6
Prepare Duty Roster & monitor its records	////////	10
Involved in preparation of school plans, budgets, mission and vision	////////	11
Acting school head	////	7
Signatory	////	5
Supervisor of curriculum	////////	9
Chair-internal Audit Committee	/	1
Attend meetings on behalf of the school head	//	2
Advisor of student leadership	///	3
Representing a school head in meetings	/	1
Recording books of accounts	//	2
Going through students attendance books and class-log books	/	1
Preparation of school meetings [school baraza, parents meetings]	/	1
Advisory role to school head	/	1

Source: interview with deputy heads, 2013

Regarding the issue of using coaches or mentors for professional support and development of both experienced and beginner school heads, findings from the REO were:

Yes, I support the use of coaches or mentors ...coaches are highly needed to enable school heads to get skills regarding financial matters...previously schools were given accountants, who used to be employees from Ministry of Education, currently many secondary schools do not have accountants, so coaches will be of greater use to help school heads to prepare books of accounts (REO).

A different question was raised: “by whom will the cost be borne for employing coaches or mentors?” the REO responded:

A coach could be either an employee of the MOEVT or a person with necessary accounting skills who can be paid by District Executive Director (DED) or funds have to be set aside by the school themselves, but any fund set aside either by the DED or from school fund, for example, from capitation grant must be planned before (REO).

Results from the DSEO were similar to that of the REO.

I support the idea...cost of using coaches or mentors should come from school fund...schools have funds that are set aside for administration purposes, this could be used to pay coaches or mentors (DSEO).

One more interview question to both the REO and the DSEO was about the use of seminars, conferences and on job training as alternative methods of meeting the shortage of capacity at ADEM to train school heads in educational leadership and management. Results showed that: I support the use of seminars or conferences ...in seminars participants face-to-face participate in learning. In addition, it is easy for participants to discuss issues concerning their respective schools (DSEO)

However, results from the REO differed from that of the DSEO:

It could be a good idea, however, how will the cost of seminars or conferences be met? I think this cannot be easily put into practice (REO)

Follow-ups

A number of questions were asked with reference to the follow-ups made by training educational institutes or leadership trainers. One of the interview questions to school heads was about follow-ups made by tutors from the ADEM to their ex-students to see how they utilise the leadership skills and knowledge. Results are shown in Table 12 where 33.3 percent did not agree that follow-ups are made by tutors from ADEM. This finding differs from the results by Bush and Jackson in England, “after training follow-ups were made” (Bush and Jackson, 2002). Results from a different study conducted in Slovenia also gives a dissimilar finding from the result of the Tanzanian study; “...When principals have completed their certificate courses in leadership, there are constantly follow-up courses such as annual meetings and conferences” (Trnavcevic and Roncelli- Vaupot, 2009: 88).

Table 12. Tutors from the ADEM seek feedback

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	3	25.0	42.9	42.9
Disagree	1	8.3	14.3	57.1
strongly disagree	3	25.0	42.9	100.0
Total	7	58.3	100.0	
Missing 9	5	41.7		
Total	12	100.0		

Source: interview with school heads, 2013

An interview response from the DSEO and the REO as regards the availability of clear strategy by the MOEVT for professional preparation development of school heads in Tanzania were as below: There is no clear strategy for preparation and development of school heads in Tanzania...for example, a few of school heads are sent for leadership training at the ADEM, besides, those who attend the ADEM for training do not disseminate the knowledge

and skills obtained to their fellows heads of schools (DSEO). Nevertheless, response from the REO in relation to the MOEVT having a clear strategy about preparation and development of school heads was: Yes, the MOEVT has a clear strategy on preparation and development of school heads...training is done through the agency...ADEM...also in SEDP II guidelines on capacity building of school leaders is well explained...but, training is also needed to School Boards, because these are organs which make decisions, however lack leadership and management skills...training have to involve also heads of privately owned secondary schools given that they are as well involved in the provision of education to Tanzanian children (REO).

Questionnaires

Questionnaires were administered to educational institutions that provide leadership and management education for school leaders or student-teachers. Emailed questionnaires were sent to five educational institutes; three (60%) were returned. However, of these three questionnaires, only two were filled in. Thus, the questionnaire response rate was 40 percent. Questions to educational institutes focused on: type of students enrolled, training capacity, courses and mode of delivery, and follow-ups of ex-students.

Type of students enrolled

Findings from the Open University of Tanzania (OUT) showed that, a variety of students are enrolled. These include: secondary school heads, primary school heads, “A” level graduates, Diploma in Education graduates, and Bachelor of Education graduates, while Shinyanga Teachers’ College enrolled “A” level graduates.

Training capacity

Findings from the OUT and Shinyanga Teachers’ College about the capacity of enrolling students to pursue studies in educational leadership indicated that the finance and capacity of institutes limited the number of students to be enrolled. Findings from the OUT further indicated that time allocated for training was not adequate.

Table 19 shows an alternative way of supporting school heads and their deputies apart from leadership training at the AKU or the ADEM. 91.7 percent of school heads suggested that the use of experienced school heads as trainers could supplement training offered at the ADEM and AKU (see Table 13).

Table 13. Support from experienced heads

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	2	16.7	18.2	18.2
agree	9	75.0	81.8	100.0
Total	11	91.7	100.0	
Missing 9	1	8.3		
Total	12	100.0		

Source: interview with school heads, 2013

Courses and mode of delivery

Questionnaire results showed a number of courses offered at the OUT and Shinyanga Teachers' College. These included: action research, conflict management, financial management. Nevertheless, stores management was not taught at the OUT. The modes of delivery were through consultancy, facilitation, lectures, group work, and counselling. These delivery modes are one way or another consistent to the what Collins et al. (2002: 11) note: empirical studies and technical literature suggests that effective learning is the one which puts more emphasis on active, transformative, intrinsically motivating, interactive and lifelong learning. It therefore likely that learning from the OUT and Shinyanga Teachers' College is effective.

Surprising result was about research. Finding from documents shows that for the 15 visited schools just 6.7 percent of research had been carried out (see Table 14). The question that could be raised is: why is research not conducted in these visited schools? It more likely that knowledge obtained in training institutes are less put into use, or a different reason could be due to lack of research skills.

One more inconsistent and astonishing result is shown by Table 14, where 80 percent of documents indicated that planning and budgeting is done. How can planning be carried out if very few studies are conducted? It is well known that lack of accurate data or non availability of data could be one of the factors that limit planning. Thus, if research is hardly done in these schools how is planning possible? It can be argued that planning is done with little scientific evidence.

Follow-ups of ex-students

Various questions were asked in questionnaires sent to institutes providing education and training as regards to making follow-ups. One of the questions was about the means which could be used for making follow-ups. A respondent from the OUT rated actual visit as the most preferable means of follow-up, followed by use of letters, mailed questionnaires and e-questionnaires. Telephone interviews and e-interviews were ranked the least preferable. Findings from Shinyanga Teachers' College indicated that, use of letters were the most preferable means, followed by text-messages, while actual visit, e-questionnaires and e-interviews were the least preferable.

A different question asked was to find out if follow-ups are done by educational institutes in relation to their ex-students, using the different means identified above. Levels sought were: regional level, district level, to the school inspectors, and at school level. Findings from the OUT indicated that because of tight schedules the university had, no follow-ups were done. Findings from Shinyanga Teachers' College indicated further that due to financial difficulties and lack of follow-up programmes, the colleges had never organised follow-up seminars or conferences for their ex-students. These findings support results from documentary review which indicated that only 13.3 percent of correspondences for follow-up purposes to schools were done as regards to follow-ups (see Table 14).

Documents**Table 14. Documentary items collected from visited secondary schools**

Item	Codes	Frequency	Percent
Invitation letters to the TAHOSSA	//////////	13	86.7
Correspondences for seminars	////////	8	53.3
Official visitation	//////////	12	80
Indication of networking	//////////	11	7.3
Presence of manuals/guide lines	//////////	13	86.7
School plans/budgets	//////////	12	80
Record books	//////////	12	80
Vision/mission/strategies	////////	9	60
Log book & black book	//////////	12	80
Organisation chart	////////	10	66.7
Previous research documents	//////////	1	6.7
School cultural symbols	//////////	11	73.3
Correspondence for follow-up purposes	//////////	2	13.3

Source: Research data, 2013

The documents sought and obtained from schools in Shinyanga Municipality are presented in Table 14. The researcher analysed documents from school heads or their deputy heads with an aim of supplementing and substantiating responses given through interviews. Findings show that documents were available at visited schools at the level of more than 50 percent. The serious problem was lack of research documents, obtained from only one school, and correspondence for follow-ups repurposes obtained from only two.

DISCUSSION**Induction**

The findings from interviewed heads of schools regarding induction clearly suggest that majority of beginner school heads in Shinyanga Municipality were not oriented: on financial management and office management, how to prepare school plans and budgets at the time of their appointment to headship, community relations, dealing with indiscipline issues. Interview findings regarding induction further showed that, majority of beginner school heads were not oriented on developing school vision and mission.

Interview findings from the REO and the DSEO as regards to orienting beginner heads during their appointment to school headship differed: the REO expressed the need for induction, but the DSEO did not support induction of novice school heads. These results about the lack of orientation of novice school heads at time of their appointment to headship positions concur with other studies that show inadequacy or no orientation of school heads at their time of appointment to school headship (Bush and Oduro, 2006: 36 and Draper and McMichael (2000: 459). Besides, a recent study conducted in Australia still shows inadequacy of induction: "...Our principals certainly needed more preparation than a brief induction. A three-day induction conference where rudimentary legal and human resource issues are

discussed seems inadequate...” (Wildy and Clarke, 2008: 484). One of the ways forward to novice heads competence is suggested by Hansford and Ehrich (2006: 38) to change academic leadership programmes offered by universities so as to meet the demand of the learners at their respective place of work; training should be practice based.

Mentoring

The main findings of this study regarding mentoring of school heads has shown that a hundred percent of interviewed school heads support the use of retired school heads as mentors of beginner school heads. But, about the use of experienced school heads as mentors, school heads suggested the need for further training in leadership and management on how to train their deputy school heads. Unexpectedly, findings from the REO and the DSEO differed. The REO supported the use of retired educational officers like school heads, school inspectors or retired educational officers as mentors, but the DSEO did not concur. Interview findings from the deputy school heads were similar to the DSEO; nevertheless, the training of retired educational officials as mentors in current knowledge was emphasised as a criterion to enable retired heads to become competent mentors. This finding concerning the need for training of retired educational leaders' prior to mentorship is consistent to the findings by Bush et al. (2011:31 citing Pocklington and Weindling, 1996) who advocates for training of mentors for effective training of adult students.

Skills enhancement and / or Coaching

This study demonstrates that the regional education leadership supported the use of coaches, especially on financial management because many secondary schools did not have accountants. Findings further suggest that many secondary schools heads lacked current skills in leadership as some had not attended any leadership seminars, and a number of them had not attended seminars or conferences for a long time. Interesting findings on coaching came from deputy heads. Results demonstrate that deputy heads had many tasks assigned to them by their schools heads, which implies that deputy heads learn many skills before their appointment to higher positions possibly from their respective school heads or they learn on the job by rule-of-thumb. However, this sort of learning is not adequate as long as new skills and knowledge emerge day-after-day. Findings about coaching of deputy heads add to the existing knowledge about coaching, for instance in the US novice principals were assigned to experienced principals (Bush and Jackson, 2002:425). Findings in this study further suggest that school heads searched for informal coaching from their colleagues through mobile phones. These results on the use of IT as the way of acquiring skills support and adds to the findings by Bush and Jackson (2002:425) where coaching in Wales was carried out on-line.

Follow-ups

In terms of the mode of follow-ups of ex-leadership trainees that could be used by training institutes, the respondent from the OUT rated actual visits as the most preferable followed by use of letters, mailed questionnaires and e-questionnaires. Telephone interviews and e-interviews were ranked the least preferable. However, results about actual follow-up from the OUT indicated that tight schedules limited follow-ups. These findings were similar to data from the school heads' interviews; school heads said that no follow-up is done after a school head attended leadership training.

A Participant from Shinyanga Teachers' College gave a similar response to the respondent from the OUT: due to financial difficulties and lack of follow-up programmes the colleges had never organised follow-up seminars or conferences for their ex-students. Data from documents as well indicated a small percentage of correspondence to schools as regards to follow-ups. Findings of this study on follow-ups do not concur with the recent study by Trnavcevic and Roncelli- Vaupot (2009: 88), where in Slovenia follow-up seminars or conferences were organised as means of follow-ups one year after training.

Preparation of deputy school heads

Findings suggest that the majority of deputy school heads had not attended the ADEM for special leadership training. Data further showed that the majority of the interviewed deputy school heads supported the use of retired heads to offer leadership training as an alternative to attending the ADEM. However, interviewed school heads suggested the need for prior training of retired school heads as trainers of deputy school heads. The data of this study as regards deputy school heads lack of training is broadly inconsistent with major trends in the literature, as previous findings advocate the development of teachers before they are put into headship positions (see Lungu, 1983: 86; Muijs and Harris, 2003: 437; Webber et al., 2009: 1).

Limitations of the study

The study has number of limitations: firstly, use of internet as means of collecting data limited the response from the group of educational providers. Out of five participants who were supplied questionnaires, three were returned; however, one returned questionnaire was not filled-in. Thus lack of data from many respondents who are responsible for providing education in leadership limited the researcher from finding meaningful data on the subject of the education they provide, and its validity to future or current school leaders.

The second limitation was on the use of structured interview for school heads. This limited the amount of data that could be collected; this is because respondents provided just short responses. One more methodological limitation was the use of non-probability sampling techniques: each member of population did not have exactly the same chance of being selected as every other member. Lastly the number of sample; only 28 respondents from Shinyanga Municipality restricted the generalisation of findings to the entire population of about 255 secondary school heads and 255 deputy heads available in public secondary schools in Shinyanga region (see MOEVT –BEST 2010).

CONCLUSIONS AND RECOMMENDATION

Conclusions

In conclusion the findings of this study showed evidence that school leaders needed financial management skills, as well as skills in planning and budgeting. School leaders also needed skill enhancement regarding office management; community relations; staff; and students' management. The findings demonstrated that beginner school heads were not oriented on issues related to finance; office management; community relations; and solving discipline matters. Experienced school heads too lack up- to- date leadership skills, as some hardly attended leadership seminars or conferences, and some had never attended leadership seminars.

Findings further revealed that providers of leadership education rarely made follow-ups to their ex-leadership trainees. Nevertheless, the use of actual visits was suggested as a preferred means of follow-up by one provider. Findings revealed that the cost of leadership training could be borne by schools themselves, or from the DED's budget. It can be said that induction is highly needed for equipping beginner school heads with necessary skills at their appointment to headship. Also, the preparation of deputy schools heads is essential. Furthermore, experienced school heads need to update their skills and knowledge in leadership, for their own sake and in order to mentor or coach others.

Recommendation

What can be said confidently is that the use of trained retired educational leaders: school heads, district educational officers and school inspectors as mentors or coaches could supplement the work done by specialised institutes like the ADEM. The use of experienced school heads as mentors or coaches could also help to serve the same purpose. Use of peer-coaching through mobile phones can also be a method of providing leadership skills and knowledge to school heads and their deputies.

Suggestion for Further Research

Given the methodological limitations and the nature of the study-design (exploratory pilot study) a further conclusive work is inevitable. A study to investigate alternative methods of preparing school leaders which involves a large sample, where the researcher uses a face-to-face semi-structured interview and collects enough documentary data, could enable enrichment of findings. Another study could ascertain what mode of mentoring, coaching, induction or follow-ups can be employed for capacity building of both novice and experienced school heads in Tanzania. Besides, the role and competence of the School Management Team (SMT) together with School Boards in Tanzanian secondary schools is worth investigation.

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