

**HEAD TEACHERS' MANAGEMENT DIMENSIONS AND
RESOURCE MANAGEMENT IN THE SECONDARY
SCHOOLS OF IRINGA DISTRICT,
IRINGA REGION, TANZANIA**

A Dissertation

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In Partial Fulfillment of the Requirements for the Degree
of Master of Education in Educational
Management and Administration of
Kampala International
University

By:

Ubaya Salum

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DECLARATION A

"This dissertation is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning".

U BAYA SALUM

Name and Signature of Candidate

24/09/2010

Date

DECLARATION B

"I/We confirm that the work reported in this dissertation was carried out by the candidate under my/our supervision".

Name and Signature of Supervisor

Name and Signature of Supervisor

Date

Date

APPROVAL SHEET

This dissertation entitled "**Head Teachers' Management Dimensions and Resource Management in the Secondary Schools of Iringa District Iringa Region, Tanzania**" prepared and submitted by **Ubaya Salum** in partial fulfillment of the requirements for the degree of Master of Education in Educational Management and Administration has been examined and approved by the panel on oral examination with a grade of PASSED.

Name and Sig. of Chairman

Mjemu Ily Mwangi
Name and Sig. of Supervisor

Edward Kamya 24.9.10
Name and Sig. of Panelist

OCHAN JOSEPH
Name and Sig. of Panelist

Tindyebeu W. Bapine 24.09.10
Name and Sig. of Panelist

Date of Comprehensive Examination: 10/09/2010

Grade: _____

Name and Sig. of Director, SPGSR

Name and Sig. of DVC, SPGSR

DEDICATION

This piece of work is dedicated to Allah, who through ups and downs has allowed me to attain this success. May he also, lead my wife Ramlah, and my children Yasir and Yusrah for their support, love and encouragement.

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TABLE OF CONTENTS

Title.....	i
Declaration A.....	ii
Declaration B.....	iii
Approval	iv
Dedication.....	v
Table of contents.....	vii
List of tables	x
Abbreviations.....	xi
Abstract.....	xii
CHAPTER ONE: THE PROBLEM AND ITS SCOPE.....	1
Background of the Study.....	1
Statement of the Problem.....	3
Purpose of the Study.....	3
Research Objectives.....	3
Research Questions.....	4
Hypothesis.....	4
Scope.....	5
Significance of the Study.....	5
Operational Definitions of Key Terms.....	6
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	8
Introduction.....	8
Theoretical Perspectives.....	15
Related Studies.....	19

CHAPTER THREE: METHODOLOGY	20
Research Design	20
Research Population.....	20
Sample Size.....	21
Sampling Procedure	21
Research Instrument.....	21
Validity and Reliability of the Instrument	23
Data Gathering Procedures	25
Data Analysis.....	25
Ethical Considerations.....	26
Limitations of the Study.....	27
CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA.....	28
Overview/Introduction.....	28
Profile of the Respondents.....	28
Level of management dimensions of the head teachers.....	31
Significant differences in the level of financial management, leadership and curriculum management among head teachers between private and public schools in Iringa District	33
Verification of hypothesis.....	34
CHAPTER FIVE: FINDINGS, CONCLUSIONS, RECOMMENDATIONS.....	42
Introduction.....	42
Findings.....	43
Conclusions.....	44
Recommendations.....	45

References.....	49
Appendices.....	57
Appendix I - Transmittal Letter.....	58
Appendix II - Research Instrument	59
Researcher's Curriculum Vitae.....	86

LIST OF TABLES

Table 1: The validity of the instruments	24
Table 2: Summary of Profile of the respondents.....	29
Table 3: Summary of the level of management dimensions of the head teachers.....	32
Table 4: Summary of ANOVA results of head teachers' financial management in the private schools of Iringa District.....	36
Table 5: Summary of ANOVA results of head teachers' financial management in the public schools of Iringa District.....	36
Table 6: Summary of ANOVA results of head teachers' leadership in the private schools of Iringa District.....	38
Table 7: Summary of ANOVA results of head teachers' leadership management in the public schools of Iringa District.	38
Table 8: Summary of ANOVA results of head teachers' curriculum management in the public schools of Iringa District.....	41
Table 9: Summary of ANOVA results of head teachers' curriculum management in the public schools of Iringa District.....	41

ABBREVIATIONS/ACRONYMS

BOG	Board of Governors
CAMFED	Campaign for Female Education
ESDP	Education Sector Development Program
ETP	Education and Training Policy
GER	Gross Enrollment Ratio
HSEB	High School Education Board
IT	Information Technology
KCPE	Kenya Certificate of Primary Education
KEA	Kenyan Education Act
MANTEP	Management Training of Educational Personnel
MOEC	Ministry of Education and Culture
MOEVT	Ministry of Education and Vocational Training
NER	Net Enrollment Ratio
PEDP	Primary Education Development Plan
PTA	Parents- Teachers Associations
SBM	School Board Member
SEDP	Secondary Education Development Plan
SGB	School Governing Bodies
SMC	School Management Council
SMT	School Management Team
SSA	Sub- Saharan Africa
TAHOSSA	Tanzania Heads of Secondary Schools Association
TSD	Teachers' Service Department
TShs	Tanzania Shillings
UPE	Universal Primary Education
URT	United Republic of Tanzania

ABSTRACT

This study investigated the relationship between the head teachers' management dimensions and resource management in secondary schools of Iringa District. It particularly sought to determine the effect of the head teachers' management dimensions in the areas of Finance, Leadership and Curriculum management as was conceived in their school vision, proactive orientation and conflict resolutions, decisiveness and decision making, management, planning, control and standards, raising work standard and their district image.

The study was based on the open system theory which proposes that a school, just like any open organization is informed from different units that must function in unison to produce the desired graduate. Therefore, the head teachers' management dimensions, exercised in the area of Finance, Leadership and Curriculum management during the study contributed much on the influence of resource management in the secondary schools.

The study was conducted through a cross sectional sample survey design, using questionnaires, interviews and focus group discussion. Data was collected between December, 2009 and June of 2010 from 184 respondents from Iringa District. The data was analysed using means, standard deviations, percentage distribution and ANOVA techniques.

A sample of 235 Secondary schools teachers were involved, 25 head of schools, 185 teachers and 15 school board members participated in the study by completing a self administered questionnaire. This study was conducted from December, 2009 to June, 2010 through questionnaires, interviews, focus group

discussion from students, teachers, head teachers, Board members and parents of private and public secondary schools in Iringa District.

The findings of the study revealed that there are significant difference in the level of financial management among head teachers in between private and public schools in Iringa District. As the calculated value of $F_0 = 54.7553$ (private) and $F_0 = 255.012$ (public) (critical) $F_C = 1.92$ at 5% level with degree of freedom (13, 56).

Also it was proved that there is significant difference in the level of leadership among head teachers in between private and public schools in Iringa District as was proved by ANOVA techniques, $F_0 = 43.3773$ (private) and $F_0 = 205.6935$ (public) at 5% level with degree of freedom (22, 92).

Last but not the least the study also revealed that there is significant difference in the level of curriculum management among head teachers in between private and public schools in Iringa District. $F_0 = 50.8119$ (private) and $F_0 = 217.7546$ (public) at 5% level with (57, 232) degree of freedom.

From the findings the researcher recommends that design a plan for financial and non – financial rewards to recognize and motivate employees for high productivity levels are highly needed.

There should be regular seminars and workshops for teachers and head teachers on desirable leadership behaviors.

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

1.1 Background of the Study

In 2001 the Ministry of Education and Culture (MOEC) in Tanzania, launched the Primary Education Development Plan (PEDP) 2002-2006. This plan was an earnest beginning of a concerted Government effort to revitalize the education system under the umbrella of the Education Sector Development Program (ESDP) (MOEC, 2004). The outcome of the plan was successful as a result the number of pupils enrolled in 2004 was 1,486,628, and is twice of what was existed before PEDP. Also the Gross Enrolment Ratio (GER) was 105.3 per cent and Net Enrolment Ratio (NER) was 88.5 percent and gender parity was 49.9 per cent girls (MOEC, 2004) in primary schools. Furthermore the pass rate was 40% from 21% of pre-PEDP era (MOEC, 2004). It was this situation the Government necessitates to introduce another plan for secondary schools that is Secondary Education Development Plan (SEDP) 2004-2009(MOEC, 2004).

Education is the backbone of any society (Opare, 1999; UNESCO, 1998). Its contribution to national development need to be overstressed (Maicibi, 2005; Todaro, 1977). It is not only a means of understanding, controlling and developing natural environment, but also a tool for the enhancement of life and the enrichment of human spirit (Forojolla, 1993), thus educational administration or school management is a very vital factor while considering its outputs and their outcomes in the social, economic and national development of a nation (Chandy, 2009).

Education is the process of initiating and preparing man through training in his environment to play an active role in society (United Republic of Tanzania) (URT, 1995). In the related light, Maicibi(2005) considered as dynamic and is duty bound to change the nature of things in a society in the light of new changes in that society. Therefore, there is a need to have good management plans and supply of all necessary resources such as teachers, teaching and learning materials, and conducive environments for the teaching and learning process.

The demands made on educational institutions are increasingly numerous and complex. On one hand, the resources made available to these institutions and their managers are increasingly proportionately lower and being grants, there are lot of value-for-money cost effectiveness strings attached than was the case in the past (Galabawa,2001). Therefore, educational management and administration has to play a key role in resolving some of the problems which increasingly emerge in this climate of unlimited demands on institutions, and which in turn avails them very limited resources with which to implement the desired programmes.

In Tanzania, heads of schools have different titles. In primary schools, they are called head teachers. In secondary schools, they are called headmasters (men) or headmistress (women) Babyegeya (2002). To avoid the use of titles that are gender bias, this study adopts the use of the term head teacher to refer to secondary school head.

Statement of the Problem

The attention of school management in the recent years has shifted from the centralization system to 'decentralisation'. This is the result of the fact that schools of today need frequent and consistent support that central office cannot provide adequately. Due to the fact that having many schools (public) in every divisions and emphasizing the private sectors also to build the schools, thus there is a need to study on management dimensions particularly, in the aspects of financial management, leadership as well as curriculum management among private and public schools in Tanzania. This study intends to investigate head teachers' management dimensions and resource management in secondary schools of Iringa District.

Purpose of the Study

The purpose of the study is to investigate head teachers' management dimensions and resource management in the secondary schools in Iringa District.

The study particularly sought to determine the financial management, leadership adopted by the school management and curriculum affect the resource management in secondary schools of Iringa District.

Research Objectives

- (i) To determine the profile of the respondents in the chosen secondary schools.

- (ii) To establish the significant differences in the level of financial management among head teachers in between private and public schools in Iringa District.
- (iii) To find out the significant differences in the level of leadership among head teachers in between private and public schools in Iringa District.
- (iv) To establish the significant differences in the level of curriculum management among head teachers in between private and public schools in Iringa District.

Research Questions

In accordance with the broader research objective, the following questions have been forwarded:

1. What is the profile of the respondents?
2. What is the level of management dimensions of the head teachers?
3. Are there significant differences in the level of financial management, leadership and curriculum management among head teachers between private and public schools in Iringa District?

Hypothesis

H₀: There is no significant difference in the level of financial management among head teachers between private and public schools in Iringa District.

H₀: There is no significant difference in the level of leadership among head teachers between private and public schools in Iringa District.

H₀: There is no significant difference in the level of curriculum management among head teachers between private and public schools in Iringa District.

Scope

This study about the head teachers' management dimensions and resource management in secondary schools of Iringa District in Tanzania was conducted between November 2009 to June 2010 through cross sectional sample survey design. The study was conducted in 23 selected secondary schools in the district. Data was collected by the researcher using questionnaires, interviews and focus group discussion. The study was specifically seek to determine the influence of financial, leadership and curriculum management among head teachers in resource management between private and public schools in Iringa District.

Significance of the Study

The study will be useful in several reasons. One among of these is that educational managers (including head teachers) are key persons in facilitating proper functioning of educational organizations. Therefore, understanding their performance in that position is important. Strengths and weaknesses will be highlighted so that ways to improve administrators' role performance will be sought.

The findings and the recommendations of the study will provide base line data which can be useful in designing and implementing pre-service and in-service programs to meet the felt needs of educational administrators in secondary schools.

This study should also form a basis for further research into not only head teachers' management dimensions in Iringa District, but also to carry out further research with other parts of the country.

Operational Definitions of Key Terms

Educational Management

Is the planning, and policy making; provision and maintenance of funds and facilities, obtaining and development of personnel; student personnel services; maintenance of inter-relationships with the society; and improvement of instructional programmes.

School Organisation

Stands for a structure, frame work, system, organized body, assortment, organism, a set or collection. It is concerned with the provision of materials, human equipment, regulations, forms, schedules, and other facilities of work.

Resources

Available facilities which we apply to achieve goals and objectives. This might be human or material. The human elements include: children, parents, teachers, and other employees in general, whereas material side there are money, buildings and grounds, equipment and instructional facilities.

Resource Management

Is the efficient and effective deployment for an organization's resources when they are needed. Such resources may include financial resources, inventory, human skills, production resources, or information technology (IT).

Dimensions

The word dimension is used in literature as a hyperbolic synonym for feature, attribute, aspect, or magnitude. Frequently the hyperbole is quite literal as in he's so 2-dimensional, meaning that one can see at a glance what he is.

Educational Manager

A person who is responsible for the administration and management of that school, or of the activities of the pupils in the school fees, and in the case of institution, or organization, giving instructions by means of correspondence delivered by hand or through postal service, the person who is responsible for its administration or management.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter dealt with concepts, ideas, opinions, theoretical perspectives and related studies.

Management

Early twentieth –century management scholar Mary Parker Follett cited in (Stoner et al 1989) defined management as “the art of getting things through people.” More recently, noted management theorist Drucker (1974) stated that the job of managers is to give direction to their organizations, provide leadership, and decide how to use organizational resources to accomplish goals.

Management is the process of, planning, organizing, coordinating, controlling and commanding the work of organization, its members and of using organizational resources to achieve organizational goals. However, Adesina (1981) defines management as the organization and mobilization of all human and material resources in a particular system for the achievement of identified objectives in that system.

On the other hand, management procedures and processes include the rollout, in practice, of job roles and responsibilities, the gathering and transmission of information through different parts of the governance system and decision making. Strong management processes are also a precondition for accountability, which involves, among other things, making data transparent and available.

Conversely, Drucker (1954) defined management as the process whereby people in positions in an organization guide, direct and influence the activities of other people in the organization with the aim of efficiently providing relevant products or services in order to meet the needs of customers and or clients as a means of achieving the stated goals of an organization.

A key aspect of managing is recognizing the role and importance of others. Good managers know that the only way they can accomplish anything at all is through the people of the organization (Daft & Marcic, 2004). Therefore, one can define management as the attainment of organizational goals in an effective and efficient manner through planning, organizing, leading, and controlling organizational resources.

Dimensions

Different frameworks for distinguishing between knowledge exist. One proposed framework for categorizing the dimensions of knowledge distinguishes between tacit knowledge and explicit knowledge. Tacit knowledge represents internalized knowledge that an individual may not be consciously aware of, such as how he or she accomplishes particular tasks. At the opposite end of the spectrum, explicit knowledge represents knowledge that the individual holds consciously in mental focus, in a form that can easily be communicated to others. (Alavi & Leidner, 2001).

From the above definitions, one can say that management dimensions is the situation whereby the leader (head of schools) organizing,

planning, controlling, commanding and coordinating learning set up by considering the attribute of the resources available. Under this study, the researcher focused the word dimensions under three categories that are financial management, leadership as well as curriculum management.

Financial management

This is the management related to the financial structure of the company and therefore, to the decisions of source and use of the financial resources, that is reflected in the size of the financial income and/or charges. Also it can be defined as an interdisciplinary approach that borrows from both managerial accounting and corporate finance. Sound financial management creates value and organisational agility through the allocation of scarce resources amongst competing business opportunities. It is an aid to the implementation and monitoring of business strategies and helps to achieve business objectives.

Therefore, financial management is about planning income, expenditure, and making decisions that will enable the head of school to survive financially.

Financial management includes: financial planning and budgeting, financial accounting, financial analysis, financial decision-making and action.

From the above descriptions, it can be seen that the head of school has to understand the field of finance which is related to economics and accounting. (Block & Hirt, 2002) pointed out that economics provides a structure for decision making in such areas as risk analysis,

pricing theory through supply and demand relationships, as well as comparative return analysis. Whereas accounting which is the language of finance, provides financial data through income statements, balance sheets, and the statements of cash flow.

Therefore, the financial manager (head of school) in this context must know how to interpret and use these statements in allocating the firm's financial resources to generate the best return possible in the long run (Block & Hirt, 2002).

Leadership

Leadership has today become one of the vital functions of management. According to Saleemi and Bogonko (1997), leadership is the process by which an executive influences the work and behaviour of subordinates in choosing and attaining specified objectives.

Leadership is the interpersonal influence in a situation through a communication process towards the achievements of group goals. A leader leads because the followers are behind him or her. It is the question one influencing the other (Owoeye, 2009). However, Onen (2007) argue that the leader is the fulcrum on which the needs of an organization and the demands of the individuals are balanced. Low values of management dimensions of the head of schools may be attributed to poor leadership, since it is the leadership that determines the fate of an organization, there is no replacement for effective leadership.

According to Saleemi and Bogonko (1997) as cited in Onen, there are three main theories of leadership. These are the trait, situational and

behavioural theories of leadership. Trait theory believes in the identification of persons with in – born leadership traits and makes him a leader. Some of the traits include good personality, tirelessness, ability of quick decision, courage, enthusiasm, intelligence, persuasive voice, physically fit as well as intellectually sound. The situational theory suggests that leadership is strongly affected by the situation or environment from which the leader emerges and in which he or she operates. Behavioural theory on the other hand, is based on the assumption that leadership effectiveness depends upon what the leader does.

Leadership is a process of influencing people to direct their efforts towards achieving organizational goals. It is also called a force. In any organization, there must be a force to direct its resources- human, physical material and financial towards organizational goals and standards.

There are different styles (the models) of leadership in an organization including schools, but all of them see that the things are done well according to the plan in various organizations.

The autocratic (authoritative) leader feels that he or she has the right to shape the behavior of the members of the school. She or he wants to be in total control of the school and the rest members are mere passive recipients of his or her directives. Members of the school do not participate or contribute at all in the decision – making and the whole management process. Such a leader believes in strict discipline, and pushes the staff for whatever mistakes they commit/make.

A laissez – faire leader, on the other hand, gives the members of the school complete freedom to do whatever they want. According to Okumbe (1981) “there is.....no leadership provided” the school manager is not concerned with the staff with regard to what they do in the school. They can do what they want, when and how they want, regardless of whether or not it contributes to the attainment of school goals.

A democratic/participative leader encourages staff participation in decision making and in the management of the school through group discussion (Okumbe, 1998). Such a leader has a mutual respect for his staff that also has the same respect for him. Discussions, sharing and exchange of ideas characterize the school climate. A democratic leader is not an authority or the custodian of knowledge but rather, a guider, a director and facilitator for the attainment of the organizational (school) goals. Stoner, Freeman & Gilbert (2001) further describe it as a club management and points out that focusing attention to the needs of the people results in satisfying relationships and leads to a comfortable, friendly school atmosphere and work tempo.

Transactional leader, this is a middle of the road style as the leader tries to match organizational needs with those of individuals, and the individuals with the organization or group and strive to attain them. He stresses emphasis as (appropriate) from production to consideration for concern for members (Owoeye, 2009). He added that it is a process through which the task and human dimensions of organizations are reconciled and integrated.

Chandy (2009) commented that accountability of educational leader has been a matter of great concern and priority in both public and private sectors of management, more specifically in our secondary schools. Therefore, a manager is that person who plans, organizes, controls, coordinates and directly supervises one or more people in a formal organisation.

Curriculum management

Management Training of Educational Personnel (MANTEP) (1995) defined curriculum as a course of study or plan that provides learning opportunities in the form of knowledge, skills, attitudes, beliefs, and habits intended to bring about new changes and reinforce already acquired behaviour in the learner.

The purpose of curriculum management is to ensure that all students get the most out of their education. The more global goal of curriculum management is for students to use all the knowledge and skills they have learned to contribute to society in a meaningful and beneficial way. All stakeholders in any given school district contribute in ways that help to see to it that curriculum management is carried out, as best as possible.

Chandy (2009) said that, head teachers' curriculum management embraces themes such as their vision and aims, working with parents and students, instructional material instructional supervision and support, managing students' assessment, increasing students' performance. He further added that successful school management should be set in the context of effective leadership curriculum

management, the main business function of a head teacher with clear values and vision for the future of his or her vision.

However, in the context of school system, the school curriculum is considered to be totality of what students learn at school. Therefore, it can be concluded that the management of school curriculum is very vital because it through this where the students provide learning opportunities for the acquisition of knowledge skills, attitudes and scientific habits necessary for further acquisition of knowledge in different fields of study.

Theoretical Perspectives

Theorists have the tendency to link organisational management to efficiency ever since managerial experiences were accumulated and synthesized into a body of knowledge (Onen, 2007). The classical management theories such as the technocratic or scientific management theory advanced by Fredrick Winslow Taylor in 1911, the administrative theory of Henry Fayol (1916) as well as bureaucratic management model of Max Weber (1964).

In an attempt to increase organisational effectiveness through productive management, Taylor assumed that just as there is a best machine for each job, so there is a best working method by which people can undertake their jobs.

Also during the Era of Human Relations (1935-1950). This came as a revolt against the scientific management. It look human being is not a machines and therefore must be treated first as a human being and then as workers. Human being needs unique psychological,

sociological, physiological and emotional dispositions and problems. The main propounders were Mary Parker Follet, Elton Mayo, Reothlisberger and Dickson.

Another area was the Social Science Movement (1950 – 1970). It was designed as an alternative to the early two movements. One of the pioneer of this movement were Chester Bernard, Chris Argyris stressed the need for a thorough understanding of both the human being and situation.

The last was Integrated (Situational) Approaches (1970). It advocates that, management should be prepared to deal with pressing issues according to the prevailing situation. Management requires technical approaches.

The conceptual frame work for this study was derived from the systems theory of organization developed by Bertalanffy in early 1950s. The system approach is a theory that is concerned with developing a systematic frame work for describing general relationship of the world particularly the components within it. The approach tries to analyze interrelationship and interdependence of the various components of the system. In the systems perspective, organizations can be defined as complexities of elements standing in interaction (Bertalanffy, 1968). The only meaningful way to study an organization (including a school) is to regard it as system. Thus, schools should be managed as more like organizations where educational programmes are innovated and re-innovated to realize the importance of each part makes to the whole, and the necessity of eliminating the parts that make negative contributions.

System theory postulates that schools are like other open systems which of necessity engage in various modes of exchange with environment (Katz & Kahn, 1966). The theory emphasizes the consideration of the relationships between the school and its environment as well as what goes on within the school.

The head teachers' resource management is regarded as the dependent variable. Similarly, head teacher's management dimensions are considered as the independent variable.

The practice of management is as old as human civilisation. The early civilisation of Egypt, Greece and the Roman Empire could not have existed had there not been well-developed administrative organisations and procedures (Galabawa, 2001).

Groge (1968) observes that management was quite widespread through the civilisations of Europe and Northern Africa and their literature made reference to such managerial concepts as planning, staff assistance, division of labour, control and leadership. However, the systematic study and practice of management as a process came into sharp focus in the early twentieth century in the United States of America, UK, France, and Germany, following the Industrial Revolution of the nineteenth century (Amusan, 2001). From that time until very recently, the management process was confined to business or industrial organizations and some government institutions; the influence on education and other social organizations was very minimal and indirect (Amusan, 2001). Today, almost all organizations endeavor

to apply management principles and processes to ensure a high rate of productivity.

In each of the organisation there are particular tasks the administration is required to perform to achieve goals and objectives of that organisation (Babyegeya, 2002). The first theorist to describe the process of administration was Henry Fayol to mean management. These elements were planning, organizing, commanding, co-ordinating and controlling which are indeed the prime management principles for any school even in this twenty-first century.

Mboma (1997) describes resources as money, manpower, machines, materials, time, space, etc) must be arranged and allocated in a skillful way and used in a process to obtain results. Kochhari (1991) classified resources in two groups namely; human and material. The human elements include: children, parents, teachers, and other employees in general, whereas material side there are money, buildings and grounds, equipment and instructional facilities. According to Oyebade (2000) explains that resources in education are available facilities which we apply to achieve goals and objectives. He added that they are physical (buildings, plants, machineries, space, land, furniture, roads, security network, communication network, water surfaces, forest resources, weather components etc). They can be material (stationeries, equipment, time, programmes, policies, curriculum content, timetable and scheme of work, chalkboard, duster, chalk etc).

Related Studies

Generally, various studies have been done in Tanzania about management in primary and secondary schools. Balwitegile (1991) studied on how local government managed primary education in resource mobilization. Wachira (2000) conducted a study on dynamics of stakeholders' participation in school management, while Msolla (2000) in her study on assessing administrative skills of teachers' college principals in Tanzania, Kayombo (2007) did a study to find the impact of decentralization on public primary schools teachers welfare management in Tanzania and Leonidace (2008) carried out a study on management of teachers in private secondary schools.

CHAPTER THREE

METHODOLOGY

Research Design

This study was conducted through survey research design. Survey research design is a research whereby the researcher used methodology to investigate population by selecting samples to analyse and discover occurrences. (Oso & Onen: 2008) Also it is believed that it was covered all the sites that were going to be visited by the researcher.

Survey has got certain advantages like; flexible, low costly, rapid data collection and ability to understand a population from a part of it. Also the design provides numeric descriptions of some part of the population. This research design was enabled the researcher to successfully deal with his study.

Research Population

This study was carried out in Southern Highlands in Tanzania by taking twenty three secondary schools located in Iringa District. The target populations are heads of schools, teachers, School Board Members, parents, students (school prefects). It consists of 415 as a total population, 235 was taken as a sample. See appendix G.

Sample Size

The sample was consisted of 235 subject or participants selected from the 415 target population. The 235 subjects/respondents were, distributed as 25 heads of schools, 185 teachers with their respective duties and responsibilities in the selected schools, 15 school board members, 10 parents, and 10 students (prefects) in Iringa District. This number 235 has been chosen as random sampling and purposive sampling technique. Also Researcher uses purposive technique because the researcher decided on whom to be included in the sample. The technique was used only to collect focused information; one of the advantages was that it saves time and money.

Sample Procedure

According to Cohen et al (2001) a sample is a representative group drawn from the population in such away that the findings from sample can be generalized on population. Muller (1970), Borg and Gall (1983) asserts that a major reason for sampling in the social sciences is to reduce expenses in time.

Research Instrument

The data required to accomplish were drawn from primary and secondary sources; where instruments like questionnaires, interview, as well as focused group discussion were used to collect data.

The study relied on two sources of data, primary and secondary. Primary source was described by Kothari (2004) as those which are collected afresh and for the first time, and thus happen to be original in character, whereas secondary sources of data refers to the data

which have already been collected by someone else and which have been passed through the statistical process. In this study, secondary data was obtained and used to verify information from primary sources.

Questionnaire

A questionnaire is a formatted set of questions that is drawn up to meet objectives of the study (Keya et al, 1989). The key factor in the construction of questionnaire is relevance of questions to study goals and individual respondents.

Questionnaires containing both closed ended and open ended questions were administered to all respondents. The choice for using questionnaires was based on the relative advantages they have. They allow the researcher to cover a large sample and they are easy to administer. With questionnaires, personal biasness is highly reduced, and the method itself is less intrusive as respondents can freely complete the questionnaires on their own timetable.

Focus Group Discussion (FGD)

Focus Group Discussion is a method of collecting data in which a group of individuals with particular interest, expertise or position are selected to brainstorm on different issues in an attempt to gather relevant information (Amin, 2005). The group discussion targets particular groups or issues to be dealt with, but the conclusions of the findings are not the outcome of the consensus (Onen, 2007). This technique allowed for interactions between the participants and stimulated them to express their feelings, perceptions, and beliefs that they would

otherwise have revealed if they were interviewed individually. Besides, the strategy helped the researcher to obtain fairly more accurate information since the participants were able to criticize each other's views.

Interview

In realization of the possibilities of participants giving the so called "socially desirable answers" the verbal or taped interview was used to enable the researcher to interpret the responses in prose. According to Amin (2005) interviews allowed in depth information to the topic and were useful as follows up to certain respondents to questionnaires and further investigate their responses and serve the purpose of triangulation.

The researcher recognized that interviews and questionnaires have a great deal of subject awareness that can reduce the validity and reliability of gathered data. This was allowed in depth information around the topic that is, head teachers' management dimensions and resource management in the secondary schools of Iringa District.

Validity and Reliability of the Instrument

Validity of research instruments is a measure of the extent to which the instruments measure what they intended to measure (Charles, 1995; Gay, 1987; Kathuri & Palls, 1993).

Before the instruments were put into use the supervisor read them and assessed them in terms of relevance, coverage and consistence.

The validity of the instrument was subjected to Likert's scale namely: Unsatisfactory (**US**), Improvement Expected (**IE**), Meet Expectation (**ME**) Above Expectation (**AE**) and Exceptions (**EXP**), in addition, Content Validity Index (C.V.I) were computed using the formula C.V.I

$$= \frac{\text{Number of items rated as relevant}}{\text{All items in the questionnaires}}$$

From the assessment summarised in Table 1 below, shows that the validities of the instruments were determined by calculating the Content Validity Index (C.V.I) from the total number of items rated as relevant compared to the total number of items in the questionnaires.

All useful comments of the supervisor were incorporated; the average (C.V.I) was 0.7816. Hence the questionnaire was valid.

Table 1: shows the validity of the instruments

Item	Financial Management	Leadership Management	Curriculum Management
Relevant items	11	20	40
All items in the questionnaires	14	23	58
Content Validity Index (C.V.I)	0.7857	0.8695	0.6897
Average Content Validity Index (C.V.I)	0.7816		

Reliability of the Instrument

Reliability is the dependability or trustworthiness of the research results or the degree to which a measuring instrument consistently measures what is supposed to measure (Amin, 2005).

The reliability of head teachers, teachers and school board members questionnaires was established through a test re-test method. And retest was conducted after two weeks in the same school to the same respondents. The results obtained were similar, hence the instrument was reliable.

Data Gathering Procedures

This study adopted purposive and randomly sampling techniques due to its nature of the study. The study involved different respondents with different positions, responsibilities, and experiences, for example, Head teachers, School Board members as well as parents.

According to Enon (1998) as well as Cohen et al (2001) purposive sampling is sampling which the researcher selects the sample on the basis of their judgment and knowledge.

There were 60 respondents from private secondary schools, and 124 respondents from public schools, all together sum up of 184 respondents as whole.

Data Analysis

In this study, independent variable (management dimensions) was categorical, while the dependent variable (resource management) was continuous. Since the study was intended to determine management

dimensions and resource management in secondary schools of Iringa District, it was found suitable to analyse the collected data using the Analysis of variance (ANOVA) and percentage distribution techniques.

The percentage distribution technique was used to show the particular frequencies of respondents preferring a particular alternative to give face value of the influence of management dimensions and resource management in the secondary schools of Iringa District. The one way ANOVA technique was used to determine the impact of independent variables (management dimensions) have on the dependent variable (resource management) in a regression analysis that is, to test hypotheses about the differences between two or more means. The data was analyzed at a level of significance of 5% (or $\alpha = 0.05$), and the degrees of freedom depending on the particular case as was determined.

The qualitative data that was collected through interviews and from open – ended questionnaires were analyzed using description or narrative method, where the researcher presented detailed literal descriptions of the respondent's views for the readers to make their opinions (Bell, 1993).

Ethical Consideration

Ethical issues in any research which involves people are very essential. The purpose of considering ethical issues in research is to protect human rights and privacy from being infringed by scientific experimentation as well as to safe guard the credibility of research including investigators (Keya et al, 1989). Thus the confidential nature of their replies were promised and no pressure or inducement of any

kind were applied to encourage an individual to become a respondent of this study. The researcher vividly explained verbally the intention of the study, thus enabling them to participate in the study freely.

Limitations of the Study

The study was confined to head teachers' management dimensions and resource management in the secondary schools of Iringa District only, in which 23 secondary schools were selected. The study confined its focus on head teachers, teachers, school board members, parents and students (leaders). Therefore, the study sample limits generalization of findings to all other districts in Iringa region in particular and Tanzania at large. However, there may be limited applicability of the findings to the entire nation, hence need for further research.

Therefore, important features and issues can be depicted and applied in other parts of the country.

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Overview/Introduction

In this chapter, the results of the study were presented, analyzed and interpreted in the context of the purpose of objectives of the research questions as they were formulated at the beginning of the study. The study was intended to investigate head teacher's management dimensions and resource management in secondary schools of Iringa District. It particularly sought to assess, financial, leadership and curriculum management as adopted by the school administration.

Data was collected from 23 secondary schools in Iringa District using questionnaires, interviews and focus group discussions. The data was analyzed using percentage and analysis of variance (ANOVA) techniques. This chapter presents the result of analysis. The presentation follows the research objectives.

Profile of the respondents

The profile was concerned with issues of category of type of school, gender of the respondents, educational qualifications, job position, working experiences and status. The purpose of the profile was to enable the researcher describe the attributes of the target population.

The researcher wanted to capture every category of schools representing both the public and private schools. This was necessary to understand the characteristics of the samples chosen, and also for the discussion of results. Most of the background information was gathered

through questionnaires, but some were collected through interviews.

Summary information is provided in table 2.

Table 2: Summary of Profile of the respondents

1.	Gender	Male	Female	TOTAL						
		127	57	184						
2.	Educational Qualification	Masters Degree	Bachelors Degree	Diplom a	Others (specify	PGDE	Advanced Diploma	Induction Course	Form Six	Total
		03	76	93		03	03	01	05	184
3.	Are you	Permanent		Temporary						
		151		33						
4.	Your position/stat us	Board Member	H/Teacher	H.O.D	Teacher					
		09	16	27	132					
5.	Number of years you have worked in that position	1-2	3-10	11-15	16-20	21-30		Above 30		
		102	60	08	10	02		02		
6.	Type of School	Public			Private		TOTAL			
		17			06		23			

Table 2 shows that out of the targeted 25 secondary schools, 23 (or 92%) were studied. This is an acceptable coverage in a survey research because it is more than 50% of the expected coverage. The study also targeted 25 Head of schools, 185 teachers, 25 School Board Committee, and 10 parents. But only 184 participated in the study. The 184 of the targeted respondents that participated in the study represented 78.29% of the 235 respondents who were to be covered in the study. This also is well over 70% recommended for survey research by Kathuri and Palls (1993) and Gay (1987). The researcher is therefore, confident that the views of the respondents reflect those of the sampled and the parent populations.

Respondent by Gender

It was noted by the researcher that the experience of the head teachers and other stake holders including the teachers ranged from 1 year to 30 years. As to the respondents' gender, the researcher found that 30.98% which is 57 were females and (127) males which constituted 69.02% of the respondents who filled the questionnaires as shown in table 2.

Educational Qualifications

Table 2 shows that out of 184 teachers, 3 teachers who hold masters degree were obtained and constituted only 1.63% of the sample population, 76 teachers were Bachelors Degree graduates which accounted for 41.30%, followed by Diploma graduates 93 which amounted to 50.53%, 3 (Post Graduate Diploma in Education) PGDE which accounted for 1.63%, 3 Advanced Diploma which is 1.63% , 1 teacher attending Induction Course (licensed) for one month and qualified for teaching secondary schools up to form three which is equivalent to 0.01%, while 5 others are form six leavers forming 2.70% of the total respondents.

Respondents by job/status

Out of 33 teachers which are equivalent to 17.93% were temporary and only 82.07% were permanent in the District. Perhaps this was caused by large number of permanent teachers employed by government as shown in table 2.

Respondents by years of their experience

As indicated in table 2, most of the respondents were newly employed teachers within 1 – 2 years experience constituted 55.43% followed by 60 who ranged from 3 - 10 years forming 32.61%, 11 – 15 which is 4.35%, 16 – 20 (5.43%) and 21 – 30 years (1.09%) of the sample population and finally were elders having working experience above 30 years of the sample population which is 1.09%.

Type of School

On this category, majority of school respondents, 17 schools out of 23 schools, happened to be from the public schools (73.91%) and 6 private schools which constituted 26.09%.

Level of management dimensions of the head teachers

In responding the second question, the researcher used percentage and frequencies to describe the level of management dimensions of the head teachers in the secondary schools. The level of management dimensions was categorized into three levels that is, financial management, leadership and curriculum management.

Financial level

From the table 3 below, 50.98% of the respondents meet expectation as far as financial level is concerned in public schools whereas in private schools, only 47.86% meet expectation in financial level.

Table 3 : Summary of the level of management dimensions of the head teachers.

LEVEL	PUBLIC	PRIVATE	PUBLIC	PRIVATE
FINANCIAL	Frequency	Frequency	Percentage	Percentage
Unsatisfactory (US)	157	145	9.04	17.26
Improvement Expected (IE)	500	145	28.82	17.26
Meet Expectation (ME)	885	402	50.98	47.86
Above Expectation (AE)	168	102	9.68	12.14
Exceptions (EXP)	26	46	1.48	5.48
TOTAL	1736	840	100.00	100.00
LEADERSHIP				
Unsatisfactory (US)	193	149	6.77	10.79
Improvement Expected (IE)	646	290	22.65	21.01
Meet Expectation (ME)	1507	645	52.84	46.74
Above Expectation (AE)	455	215	15.95	15.58
Exceptions (EXP)	51	81	1.78	5.87
TOTAL	2852	1380	100.00	100.00
CURRICULUM MANAGEMENT				
Unsatisfactory(US)	584	377	8.12	10.83
Improvement Expected (IE)	1615	616	22.46	17.70
Meet Expectation (ME)	3896	1728	54.17	49.66
Above Expectation (AE)	939	547	13.06	15.72
Exceptions (EXP)	158	212	2.19	6.09
TOTAL	7192	3480	100.00	100.00

28.82% from public schools and 17.26% from private schools suggested that there is a need for improvement in the level of financial management. 9.68% in public schools indicated that financial management is above expectation while 12.14% in private said so.

Only 9.04% respondents from public schools showed that they are not satisfied with financial management while 17.26% respondents in

private schools showed that they are not satisfied with financial management. 1.48% from public schools indicated exceptions while 5.48% of respondents indicated exceptions in private schools.

Leadership

In leadership level, 52.84% of respondents from public schools indicated that the level of leadership meets expectation while in private schools, 46.74% of respondents indicated that the level of leadership meets expectation. 22.65% of the respondents from public schools and 21.01% respondents from private schools indicated that there is need for improvement in leadership level.

15.95% of respondents in public schools and 15.58% of respondents in private schools indicated that the level of leadership is above expectation. Whereas 10.76% of respondents in private schools and 6.77% respondents from public schools are not satisfied with the level of their leadership. 5.87% of respondents from private schools and 1.78% of respondents from public indicated that the level of leadership is exceptional.

Curriculum Management

54.17% of respondents from public schools and 49.66% of respondents from private schools indicated that the level of curriculum management of head teachers meet expectation.

22.46% of respondents from public schools and 17.70% from private schools indicated that there is expectation in improvement of the level of curriculum. 16.06% of respondents from public schools and 15.58%

in private schools indicated that, the level of curriculum management is above expectation.

10.83% respondents from private and 8.12% from public schools indicated that they are not satisfied with the management of curriculum. 6.09% of respondents from private schools and 2.19% of respondents from public schools indicated that their level of curriculum is exception.

Significant differences in the level of financial management, leadership and curriculum management among head teachers between private and public schools in Iringa District

There are significant differences in the level of financial management, leadership and curriculum management amongst head teachers between private and public schools. This was proved by using what we

call $F - \text{ratio} (F_0) = \frac{MS_{WG}}{MS_{WG}}$. This ratio was used to judge whether the

difference among several sample means is significant or just a matter of sampling fluctuations. The researcher looked into the table, giving the values of $F - \text{ratio} (F_0)$ for a given degrees of freedom at different levels of significance. It was found out that the calculated value of F is greater than its table value F_C , and accordingly the conclusion was drawn.

Finally therefore, it can be concluded that, the higher the calculated value of $F - \text{ratio} (F_0)$ is above the table value, the more definite and sure one can be about his conclusions (Gupta, (n.d); & Gupta, 2002).

Verification of hypothesis

Verification of Hypothesis One

H₀: There is no significant difference in the level of financial management among head teachers between private and public schools in Iringa District.

The data generated was analyzed using ANOVA technique to determine the significant differences in the level of financial management among head teachers between private and public schools in Iringa District.

The term “financial management” referred to the management of the finances of a business or organisation in order to achieve financial objectives. In this context, the researcher looked at how the head of schools prepare, plan, implement, control their school budget, and how they maintain their financial records.

The data was collected from the head teachers, teachers, parents and students through questionnaires, interviews and Focus Grouped Discussion (FGD).

The main objective was to assess school budget system and maintenance of financial records. The questions were asked to indicate their influence in present's school budget to the school board, for discussion, modification, adoption, review and approval. Also how are they evaluating the budget planning, budget implementation and budget control, how they are prioritizing activities of the curriculum that is curricular and co curricular goals in the budget operations.

Lastly, the questioned asked on how head teachers use and maintain different types of books of accounts including general receipt books, students' ledgers, daily purchase register bank pass book, monthly bank statements, cheque books, petty cash, vote books, analysis books, debtors and creditors register, inventory and store registers, records of audited accounts of income and expenditure in the school. The questionnaire also required the respondents to state whether the head of school prepares and presents an annual audited school financial report to both school board and parents' teachers' association executive. The data of the above information were tabulated as follows:

Table 4: Summary of ANOVA results of head teachers' financial management in the private schools of Iringa District.

Source of Variations	Sum of Squares	d.f	Mean of Squares	F_0	F_C
Between Sample	5356.3622	13	412.028	54.7553	(13, 56)
Within Sample	421.3978	56	7.5249		1.92
Total	5777.76	69			

The above results shows that the calculated value of $F_0 = 54.7553$ which is greater than the critical value of $F_C = 1.92$ at 5% level with degree of freedom (13, 56).

Table 5: Summary of ANOVA results of head teachers' financial management in the public schools of Iringa District.

Source of Variations	Sum of Squares	d.f	Mean of Squares	F_0	F_C
Between Sample	33503.4518	13	2577.1886	255.012	(13, 56)
Within Sample	565.946	56	10.1062		1.92
Total	34069.3978	69			

The above results shows that the calculated value of $F_0 = 255.012$ which is greater than the critical value of $F_C = 1.92$ at 5% level with degree of freedom (13, 56).

Since the calculated value F_0 is greater than the table value F_C at 5% level with degree of freedom being (13, 56) and therefore, lies in the rejection region of H_0 . Hence, we reject H_0 and conclude that there are significant differences amongst the head teachers in private and public schools. That is, resource management depends on the financial management of the head teacher.

Verification of Hypothesis Two

H_0 : There is no significant difference in the level of leadership among head teachers between private and public schools in Iringa District.

The second objective was to find out the significant differences in the level of leadership among head teachers between private and public schools in Iringa District.

Data on this objective was collected from teachers, school board, parents and students of secondary schools of Iringa District, by using questionnaires, focus group discussions and interview techniques.

The main objective of the question was to assess the head teachers' idea about what he or she wants the school to be their vision for the school, school mission conceptualization, school philosophy, concern of the governors as to their objectives as well as the school culture. The respondents were asked to tick their choice of alternatives.

There were nineteen questions about the head teachers' professional style, qualification, their styles of leadership like Autocratic/ Authoritarian Bureaucratic Free Reign/Laissez-faire, Democratic, proactive orientation, their proficiency in resolving differences. The results are summarized in Table 5 below:

Table 6: Summary of ANOVA results of head teachers' leadership management in the private schools of Iringa District.

Source of Variations	Sum of Squares	d.f	Mean of Squares	F_0	F_C
Between Sample	8442.311	22	383.7414	43.3773	(22, 92)
Within Sample	813.8849	92	8.8466		1.66
Total	9256.1959	114			

The above results shows that the calculated value of F_0 is 43.3773 which is greater than the critical value of $F_C = 1.66$ at 5% level with degree of freedom (22, 92).

Table 7: Summary of ANOVA results of head teachers' leadership management in the public schools of Iringa District.

Source of Variations	Sum of Squares	d.f	Mean of Squares	F_0	F_C
Between Sample	56865.0137	22	2584.7733	205.6935	(22, 92)
Within Sample	1156.085	92	12.5661		1.66
Total	58021.0987	114			

The above results shows that the calculated value of F_0 is 205.6935 which is greater than the critical value of $F_C = 1.66$ at 5% level with degree of freedom (22, 92).

From the table 6 and 7 the null hypothesis is rejected thus, the result is significant.

This analysis support, the hypothesis that there are significant differences in the level of leadership among head teachers in between private and public schools in Iringa District. This result is most significant because it implies that if the leadership of the head teacher is democratic, participatory and transactional then their capability in the management of the school will automatically be high too.

Verification of Hypothesis Three

H₀: There is no significant difference in the level of curriculum management among head teachers between private and public schools in Iringa District.

The purpose of this objective was to investigate curriculum management of the head of schools in Iringa District.

The main objective was divided into seven sub variables: vision and aims, mode of working with the parents and students, instructional supervision and support, managing students' assessment, proactive orientation and curriculum organization.

Head teachers' vision and the aims conceived in their curriculum management can affect the resource management of secondary schools in Iringa District.

Another sub section was set to investigate head teachers' curriculum management in Iringa District which enabled the students to develop their personal talents, self development. Questions were also asked to investigate whether students have given an opportunity for freedom of expression, action in imparting knowledge, skills and attitude.

Also, other subsection was to ensure if the head teachers were professionally aware of the various syllabi, schemes of work, lesson plans, and log book for the necessary reference during teaching and learning process. Also another aspect was that whether the head of school emphasizes the importance of having a theory and practical subjects conducted accordingly as per rules and regulations governing a secondary from the ministry and its organs.

The questions were asked on how this make sure that knowledge tested are worthwhile and their progressive report are kept accordingly, weak students are getting assistance.

There were six questions asked to test their style of including curricular and co – curricular activities and provision of necessary facilities such as sanitation, water and canteen. Also other questions were focused on the acquisition of knowledge skills, attitudes and scientific culture for further knowledge acquisition in different field of study.

The main objective of this sub section was to investigate the head teachers, transformational leadership style in assuring punctuality and time management in the planned activities in him or her school appropriate reward and punishment, proper parental support for school activities and student evaluation. Other areas were tested on quality assurance of the student in the performance of academic skills. The results are summarized in Table 8 and 9 below:

Table 8: Summary of ANOVA results of head teachers' curriculum management in the private schools of Iringa District.

Source of Variations	Sum of Squares	d.f	Mean of Squares	F_0	F_C
Between Sample	24638.342	57	432.252	50.8119	(57, 232)
Within Sample	1973.6164	232	8.5069		1.32
Total	26611.9584	289			

The above results shows that the calculated value of F_0 is 50.8119 is greater than the critical value (table value) at the degree of freedom (57, 232) which is $F_C = 1.32$ 2.87.

Table 9: Summary of ANOVA results of head teachers' curriculum management in the public schools of Iringa District.

Source of Variations	Sum of Squares	d.f	Mean of Squares	F_0	F_C
Between Sample	149819.2316	57	2628.4076	217.7546	(57, 232)
Within Sample	2800.3615	232	8.5069		1.32
Total	152619.5931	289			

The above results shows that the calculated value of F_0 is 217.7546 compared to the critical value from the table value of $F_C = 1.32$ at 5% level with (57, 232) degree of freedom.

CHAPTER FIVE

FINDINGS, CONCLUSIONS, RECOMMENDATIONS

5.0. Introduction

This study was conducted to determine the head teachers' management dimensions and resource management of secondary school in Iringa District, by taking cases of selected private and public secondary schools from Iringa District, including 6 schools for private and 17 schools for public. Management in Finance, leadership and curriculum management characterized as the independent variable (IDV) where as commitment to school vision, practice orientation and conflict resolutions, decisiveness and decision making, managements, planning, control and standards, raising work standards and their district image characterized as their resource management dependent variable, (DV). The study was conducted through a sample survey.

Data was collected in December, 2009, January – April, 2010, through questionnaires, interviews, focus group discussion from students, teachers, Head teachers', Board members and parents of private and public secondary schools in Iringa District. The data collected were analyzed using percentage and ANOVA techniques. This chapter discusses the findings of the study, draws conclusions, and makes recommendations based on the implications of the findings. The discussions are presented along research objectives.

differences, as per given values of $F_0 = 50.8119$ (private) and $F_0 = 217.7546$ (public) 32 at 5% level with (57, 232) degree of freedom.

CONCLUSIONS

This study sought to establish the significant differences between the head teachers' management dimensions and resource management in the secondary schools in Iringa District. The study specifically sought to determine the effect of their management dimensions in the area of finance, leadership and curriculum management. The following were the conclusions:

Head teachers' financial management have a significantly effect on the influence of the resource management in the secondary schools in Iringa District. A school management or head of school who managed the finance well, it has been proved that there is high degree of competence in the side of managing resource in his or her respective school.

Head teachers' management dimensions positively influenced the resource management in the secondary schools in Iringa District. It has been shown that those heads of schools had special style of managing the stakeholders, schools boards, parents as well as students exhibited high degree of competence, maintaining high degree of disciplines in the community.

The head teacher who practiced democratic style with proper interpersonal and good human relation was more competent and effective than those who were bureaucratic and laissez-faire.

Head teachers' curriculum management positively influenced their dimensions in the resource management in the secondary school in Iringa District. The head of school who managed working with parents and students, the provision of instructional material, the instructional support and supervision, organizing curriculum schedule, proved more competent in their management of schools resources.

RECOMMENDATIONS

Based on the findings of this study it would be important to take the following measures;

There is an urgent need to improve the financial management of head teachers to enhance their resource management in their secondary schools in Iringa District.

It is therefore, important for any organizational management to improve its capabilities at all levels of leadership and adapt itself to continuous practices. To ensure this, it would require designing a program for training and development team building for leaders at all levels. The emphasis in such programs had to capture the vision, mission, and the values of the organization in particular in line with employees' values to motivate and influence employee's commitment and adherence for excellence productivity.

It is suggested that for effective productivity in any organization, it should strategize and design a plan for financial and non – financial rewards to recognize and motivate employees for high productivity levels. In order to be just in determining who is likely to be rewarded, the organization is required to establish a systematic form appraisal.

For this system to function there must be a regular dialogue between an employee and the appraisal in setting performance standards and feed back for improvement.

The organization should have a clear management and committee structure. This should specify roles and responsibilities, relationships and reporting lines, including those between the governing body and academic board. Individuals and committee should be accountable for decisions taken. In particular, it should be clear whether each committee has a delegated decision-making role or is advisory.

There should be regular seminars and workshops for teachers and head teachers on desirable leadership behaviors. The government to come up with good strategies of retraining and continuous learning of teachers, learners especially ones being prepared for leadership roles to be given relevant leadership skills to enable them becomes effective leaders.

Regular monitoring and follow up of curriculum implementation by heads of schools is necessary in order to improve performance, hence quality education can be achieved.

The task of monitoring and supervising of curriculum management or implementation should not be left to school inspectors only. A dedicated head of school should fully involve him or herself in this task for better performance of his / her school and to make sure things are working accordingly.

Good management is also portrayed in the ability of a head of school to provide enough text and reference books, adequate supplies of

chemicals, laboratory equipment and apparatus coupled with the recruitment of qualified and well trained teachers hence, heads of schools should strive to create favourable academic environments in their schools in order to achieve the desired end.

School Organizations and Management.

This is a critical area which involves a number of administrative and managerial skills, a head of school has to employ for effective running of the school. It requires a good deal of organizing staffing directing and controlling. Parties involved in management and administration include:-

(i) Manager / Owner

According to the education and training policy (1995) managers and owners of schools have to ensure that standard infrastructure, facilities equipment and instrumental materials necessary for effective and optimum teaching and learning process are of good quality, available and are regularly maintained.

(ii) The School Boards

The school boards are fully responsible for:-

- Overall management of the school
- School development plan
- Controlling school discipline
- Management of material and finance
- Overall supervision of the school

Communication

In order to facilitate smooth operation of activities in the organization (School), routine procedures should be established for example, school calendar, timetable, good filing system, proper handling of all

correspondences in and out of school, and good use of the language when communicate with subordinates. Heads of schools should avoid the use of harsh language.

Recommended areas for further research include:

- Further research should be done in this area using different statistical method on different districts. This would reveal further the effect of management dimensions of head teachers on their resource management in the secondary school in other regions.
- Further study is required on various categories of school or the different management dimensions in rural compared to urban secondary schools. This would enable other researchers to find out whether there are significant differences between head teachers' management dimensions among such categories of schools.

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APPENDICES

APPENDIX I: TRANSMITTAL LETTER



KAMPALA
INTERNATIONAL
UNIVERSITY

Uganda Road, Kampala, P.O. Box 30257, Kampala, Uganda
Tel: +256 (0) 25 3 945516 Fax: +256 (0) 41 501374
E-mail: admission@kiu.ac.ug WebSite: www.kiu.ac.ug

FACULTY OF EDUCATION
Office of the Dean

Tuesday, December 8, 2009

TO WHOM IT MAY CONCERN

Dear Sir/Madam:

RESEARCH INTRODUCTION LETTER

Mr. UBAYA SALUM Reg.No. MED/10010/81/DF is a student in the Faculty of Education. He is now carrying out a study about Effect of Teacher's Management Styles and Competence in Resource Management in the Secondary Schools of Iringa District, Iringa Region, Tanzania as one of the requirements for the completion of his studies. He is thus introduced to you.

Kindly help him accordingly.

Thank you.

A handwritten signature in blue ink, appearing to read 'Dr. S.A. Oyebade'.

DR. S.A. OYEBADE
DEAN, FACULTY OF EDUCATION

APPENDIX II

RESEARCH INSTRUMENT

APPENDIX II (A) : TIME SCHEDULE

Activity	Time frame	Outcome
Preparation	8 th August - 5 th September 2009	
Proposal writing	12 th September - 7 th October 2009	Proposal approval
Preparation/Instruments	12 th October - 16 th November 2009	Instrument prepared
Data Collection	28 th December 2009 -15 th February 2010	Data collected
Data Organisation	22 nd February -22 nd March 2010	Data Organised <ul style="list-style-type: none">• Sorting Data
Data Analysis	22 nd March-22 nd April 2010	Collected <ul style="list-style-type: none">• Draft Report
Writing First Draft report.	31 st May 2010	1 st draft research report submitted.
Final research report submission.	30 th June 2010	Final research report submitted.

APPENDIX II (B): BUDGET

S/N	ITEM	Description	Estimated Cost (TShs)
1.	Stationery	(i) 10 reams of paper @ 6000.00	60,000.00
		(ii) Writing materials 50,000.00	50,000.00
		(iii) 2 USB @ 50,000.00	100,000.00
		(iv) 1 Calculator @ 20,000.00	20,000.00
		Sub total	230,000.00
2.	Subsistence	@ 35,000.00 per day for 15 days of data collection.	525,000.00
		Sub total	525,000.00
3.	Travel	Out of research station travel e.g. for	
		(i) Interview & collection of completed questionnaires 15 days @ 35,000.00	525,000.00
		(ii) Transport fares	200,000.00
		Sub total	725,000.00
4.	Support Services	(i) Secretarial services @ 1000.00 per page for about 80 pages.	80,000.00
		(ii) Photocopy @ 50 × 80 × 3 × 2	24,000.00
		(iii) Binding Services etc 7,000.00 × 5 copies	35,000.00
		Sub total	139,000.00
5.	TOTAL		1,619,000.00
6.	Miscellaneous (10%)		161,900.00
7.	GRAND TOTAL		1,780,900.00

**APPENDIX II (C): QUESTIONNAIRE FOR THE RESPONDENTS
ON HEADTEACHERS' MANAGEMENT DIMENSIONS
AND RESOURCE MANAGEMENT.**

Dear respondent,

This is a research document which specifically meant for academic purpose.

To help the researcher investigate head teachers' management dimensions and resource management in secondary schools of Iringa District. To achieve its objectives, your kind assistance and support, frank, honest and thoughtful responses are important. DON'T write your name in this sheet .All answers will be taken with strict confidentiality.

The questionnaire will have an introduction and three other sections namely: Section (A) Head teachers' management in finance (B) Head teachers' Leadership and (C) Head teachers' management in curriculum.

Regards,

Ubaya Salum

Researcher, Kampala International University

INTRODUCTION

Please put a tick (✓) in the box provided

Gender: Male ☐

Female ☐

Educational Qualifications:

Masters Degree ☐

Bachelors Degree ☐

Diploma ☐

Others (specify).....

Are you Permanent? ☐

Temporary? ☐

Your position/status:

Board Member ☐

H/Teacher ☐

H.O.D ☐

Teacher ☐

Number of years you have worked in that position []

Type of the school:

Public ☐

Private ☐

Please put a tick (✓) in the box given below

Unsatisfactory = **US**

Improvement expected = **IE**

Meet expectation = **ME**

Above expectation = **AE**

Exception = **EXP**

Section A: Financial Management

Assessment of School budget System: This Head teacher.

1. Prepares a school budget in consultation according to the priorities set.

US	IE	ME	AE	EXP
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2. Presents the school budget to the school Board for discussion, modification, adoption, review and approval

US	IE	ME	AE	EXP
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3. Implements the school budget approved by the school board strictly using a vote book.

US	IE	ME	AE	EXP
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4. Has estimated all the items of income in the budget after discussion with the staff and the PTA during the budget season.

US	IE	ME	AE	EXP
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5. Has similarly estimated all the expenditure items according to the present market prices with a comparative price analysis.

US	IE	ME	AE	EXP
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6. Has prioritized all expenditures before budgeting and during the implementation in consultation with the heads of departments.

US	IE	ME	AE	EXP
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7. Has been evaluating the budget planning, budget implementation and budget control during the term and at the end of the term,

accountant's office and checking the books of accounts.

US	IE	ME	AE	EXP
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8. Has shown adequate consideration to both activities of the curriculum, namely curricular and co-curricular

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goals in the budget operations.

9. Has shown management style by projecting the school goals, time and effort put in the planning, programming, and coordination of the school budget.

US	IE	ME	AE	EXP
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Maintaining financial records: This Head teacher:

10. Uses and maintains several books of accounts including general receipt books, students ledgers, daily purchase register, bank pass books and monthly statements, cheque book, petty cash, vouchers, vote book, local purchase orders,

US	IE	ME	AE	EXP
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analysis books, debtors and creditors registers, inventory and store registers, audited accounts.

11. Prepares a monthly income and expenditure statements for both the (Parent Teachers' Association) PTA and the

US	IE	ME	AE	EXP
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School Board to keep them up to date on the financial position in the school.

12. Works with the school accountant to prepare a balance sheet at the end of every term.

US	IE	ME	AE	EXP
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13. Causes the accounts-staff to prepare termly bank reconciliation account-statements for each school account, be

US	IE	ME	AE	EXP
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it savings or current account and present it to the school board in their finance committee meeting.

14. Prepares and presents an annual audited school financial report to both

US	IE	ME	AE	EXP
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school board and the

Parent teachers' association executive.

Section B: Head teachers' Leadership

School Vision and Mission

1. Has a school vision, mission statement and goals based on school philosophy of highest academic and social achievement, through creativity, sensitivity, empowering and managing.

US	IE	ME	AE	EXP
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2. The school mission involves the School Boards and is concerned with the school objectives set within the school curriculum on the principles of the foundation body and the MOEVT.

US	IE	ME	AE	EXP
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3. As the school head and a head and a leader, he/she monitors and evaluates the achievements of these school objectives along with my School Boards and PTA.

US	IE	ME	AE	EXP
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4. Contributes to the school culture as a component of leadership in quality environment adapting suitably to the changing environmental needs of the school.

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Leadership Styles: The head teacher

5. As a professional and qualified leader, he/she sets a leadership style by promoting learning-teaching professionally,

by teaching well and reporting to teach on time as timetable.

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6. Helps teachers to improve their teaching skills through motivation and encouragement.

US	IE	ME	AE	EXP
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7. Helps the fellow teachers to be well organized and well focused on the jointly set objectives

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with correct accountability to the learners.

8. As a bureaucratic leader, expects respect from subordinates as he/she also a legally constituted authority.

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9. Does not like to be autocratic but considerate, competitive and democratic in decision making.

US	IE	ME	AE	EXP
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10. Encourages a participatory leader's style with the staff in order to achieve the school objectives.

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11. Does not run school on a fixed type of leadership style, neither on

Laissez-faire, but advocates for an integrates transactional leadership, considering the school as well as the staff goals and welfare.

US	IE	ME	AE	EXP
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12. Likes to be considered as a leaders who is sensitive to the feelings of others while being at the same time, considerate helpful and friendly with the staff.

US	IE	ME	AE	EXP
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13. Is enthusiastic informing others about the policies and regulation

of the school system in order to improve their getting work done more quickly.

US	IE	ME	AE	EXP
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14. Is alert about the complex, social, political, cultural and economic situation an example being humble, honest and accountable to my superiors.

US	IE	ME	AE	EXP
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15. As a leader, always endeavors to invent, adapt practices that would make him/her

US	IE	ME	AE	EXP
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more responsive to contemporary knowledge in education.

16. As to effectiveness, he/she wants to see the school to be one which responds to needs and to the changing face community in which it is situated.

US	IE	ME	AE	EXP
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17. As a competent leader, he/she is expected to be a change agent and maintain stable institution.

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18. Feels that a leader, managing lot of professional teachers, has to develop also some less tangible sensitivity, courage, perseverance, practical sense and professionalism.

US	IE	ME	AE	EXP
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19. As a leader of the school, he/she has to be united with teaching and non teaching staff in pursuit of higher goals common to both for more effectiveness in management.

US	IE	ME	AE	EXP
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20. With lot of external pressures on educational leadership aspires for a highly responsive system of education that equips our young students with required knowledge, skills and positive attitudes.

US	IE	ME	AE	EXP
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21. Whenever, there is a value conflict, as a proactive head shares it with the heads and School Board to bring it into a general examination and some times allow the communities to resolve such differences themselves through a process of mutual education.

US	IE	ME	AE	EXP
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22. To be a strong educational manager or leader, presumes that a strong leadership of students and teachers should articulate an academic mission, set standards and create recognizable culture.

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23. At the end of every year, evaluates our school plans whether the objectives have been achieved through productive staff and School Boards joint meetings and we make adjustments to planned activities after valid evaluation in the school.

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Section C: Curriculum Management

Head teachers' vision and aims.

1. Wants to enable the students to develop their personal talents, encouraging self development, recognizing the dignity of labour.

Giving them adequate freedom of thought expression and action in addition to imparting knowledge skills and positive attitude.

US	IE	ME	AE	EXP
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2. Organizes the students into activities to achieve the above objectives.

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Working with parents and students:

3. Makes sure that parents or guardians are invited to school whenever a teacher feels that the children are not catching up with his

academic improvement and their children seriously fail the class tests and examinations.

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4. As far as possible it is the parent to come and collect

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the progress report of their child at the end of every term.

5. Whenever necessary guidance and counseling is conducted especially after the promotion of the student

to the next stage of their study, especially for the choice of the courses that are marketable in future.

US	IE	ME	AE	EXP
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6. Right from the beginning parents should be conference

on the goals of the school curriculum and the school mission and the head teachers' vision for their children.

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Management of Instructional Material: The Head teacher

7. Ensures that the school has adequate resources of text books,

library books, science laboratory with a fair amount

US	IE	ME	AE	EXP
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of scientific equipments and sports and games articles.

8. Ensures that the school has adequate class rooms equipped with chalk boards, charts, maps, globe, models, bulletin boards and shelves for reference books to facilitate the teaching/ learning process.

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9. Our library is well classified according to the subject and has a qualified librarian and library assistant to supervise the students reading and distribution

US	IE	ME	AE	EXP
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of library books, news papers, magazines e.t.c. on daily basis.

10. Our library is well equipped with a set of world encyclopedias, sufficient reference books, dictionaries different news papers, magazines form different institutions e.t.c.

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11. The librarian uses a proper catalogue system depicting the title, author subject publisher with different lockable shelves for different materials

Instructional supervision and support: The Head teacher

12. Does teach his/her special subjects, also demonstrates lessons to the teachers, arranges other demonstration lessons

US	IE	ME	AE	EXP
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by more competent teachers, for other teachers to observe.

13. Teachers who consult on how to teach specific and difficult topics

are adequately counseled by the head teacher and help with material support, if necessary.

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14. As a professional head teacher, selects and recruits trained teacher adequate knowledge and skills assesses their performance standards-periodically.

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15. According to the goal of the MOEVT, proper guidance and counseling is accorded to the students emphasizing science and technology in the school curriculum, leading them to marketable jobs in future.

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16. Stresses the importance of practical and theoretical subjects to balance the curriculum delivery

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All students are encouraged to participate in some sports, games and clubs of their interest and ability.

17. Both curricular and co-curricular activities are designed according to the circulars of the MOEVT and arrange adequate supervision and evaluation of the programmes in the school timetable.

US	IE	ME	AE	EXP
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18. Supervises teaching of various subjects to find out the strength and weakness of the teachers and to guide them accordingly.

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19. Before observing the lesson, acquaints with the respective syllabus, scheme of work and lesson plans and the lessons notes takes a few minutes occasionally

US	IE	ME	AE	EXP
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to chart with the teachers in order to motivate them.

Managing students' assessment: The Head teacher

20. Ensures that all subject teachers give tests at least once a month, keep proper record of marks, students' exercise books

and give feedback about their performance, keeps records of all term examination marks in our office file.

US	IE	ME	AE	EXP
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21. Proper progress reports are made by the class teachers

and presented to the parents at the end of the terms when the parents or guardians collect the report by signing in the school parents register.

US	IE	ME	AE	EXP
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22. Weak students are specially called to the head masters' office in presence of the parents to facilitate their learning and help career guidance for the future of the children.

US	IE	ME	AE	EXP
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Students' grades and class positions are explained to the parents if necessary.

23. Proficiency prizes are awarded to the best students on parent's days to motivate best school performance in general.

US	IE	ME	AE	EXP
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Organizing School Curriculum:

24. Ensures that all compulsory subjects and optional subjects are properly scheduled for a balanced curriculum.

US	IE	ME	AE	EXP
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25. Provide learning opportunities for the acquisition of knowledge skills, attitudes and scientific habits necessary for further

acquisition of knowledge in different fields of study.

US	IE	ME	AE	EXP
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26. Facilitate the acquisition of the most useful areas of knowledge and its mastery within limits of available in the institution as stipulated by the government.

US	IE	ME	AE	EXP
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27. Standardize knowledge to students in schools, teaching and learning material, teaching methods and evaluation procedures.

US	IE	ME	AE	EXP
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28. As a head teacher, ensures that there are adequate toilet and water and water facilities for the students to maintain sanitation and develop hygienic habits.

US	IE	ME	AE	EXP
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29. As a head teacher, ensures that there sufficient canteen facilities are made available for staff and students to refresh them during break or recess periods. This gives the time for some sociological impact.

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Increasing students performance: The head teacher

30. Ensures that teachers and students are punctual. They start and end their lessons on time.

Attendance or proper roll calls are taken by the teachers

US	IE	ME	AE	EXP
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before the lessons start.

31. Appropriate rewards or reinforcements as well as graded punishments are done according to the performance of the students to motivate

excellent learning and teaching to be facilitated and undesirable behaviour curtailed.

US	IE	ME	AE	EXP
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32. No corporal punishment is permitted in the school and adequate student's freedom is allowed in the class to allow maximum interaction with teachers in discussion and conference, guidance and counseling for the students' optimal academic and social development.

US	IE	ME	AE	EXP
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33. Regular assignments and periodic assessment and evaluations the pattern of school curriculum and no time is wasted during the scheduled teaching hours.

US	IE	ME	AE	EXP
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34. Assignments or home work are marked and proper feed back given to students

US	IE	ME	AE	EXP
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35. Parents support the school and the learning process of the students by ensuring that their children attend the classes regularly, they pay the school fees promptly according to the school schedule. Would also advise the parents they provide their children with a proper place to read at home.

US	IE	ME	AE	EXP
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36. Parents provide the children with the needed materials like exercise books, calculator and mathematical instrument set, pen, pencils and other scholastic materials school may not supply.

US	IE	ME	AE	EXP
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37. Transformational leadership style is guiding him/her to catch up with the global trends in curriculum management and so is adjustable to constant

curriculum reforms for improving students' maximum academic achievements.

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38. On quality assurance has a contract with the parents and students for quality assurance of their children's performance.

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Assessment of head teachers' proactive orientation and conflict resolution: The head teacher:

39. Creating controlling a situation rather than just responding to it in a hurry, leading to a head teachers' competence.

It is his ardent belief that this type of management style tends to help change by increasing reasons for understanding reasons for change

and providing people disputing staff) with knowledge and skills they need to adjust with time to new situations.

US	IE	ME	AE	EXP
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40. In school situation, there comes at times a stage of conflict when one group or individual becomes aware that its goals are thwarted by the actions of the other group. While accepting Pondy's model of conflicting stages.

Latent conflict, perceived conflict, felt conflict, manifest conflict, and the conflict aftermath, he/she feels that the MOEVT should improve conflict resolution management competence through appropriate management courses.

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41. The process of conflict resolution is conciliation, arbitration

and mediation. He/she feels that a search for an agreement is better than confrontation.

US	IE	ME	AE	EXP
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42. Integrates harmoniously the efforts of individuals or groups for common purposes of the school and also reconcile conflicting interests or approaches.

US	IE	ME	AE	EXP
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Assessment of decisiveness and decision making competence of head teacher: Head teacher:

43. Decisiveness competence is a special ability of a manager to take decisions quickly (as is the case in a school strike) and settle the issue, while decision taken after consideration is decision making the former ability is faster than the latter.

He/she would use innovation as a technique in decision making as creativity in decision making always brings novel and useful ideas.

US	IE	ME	AE	EXP
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44. As a manager he makes sure that his staff/workers

have ability and the knowledge that is relevant to the kinds of decision they need to make.

US	IE	ME	AE	EXP
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45. It has to give his/her staff and workers the constructive feed back

on what they are working on, but does not need to be too critical on to their day to day activities.

US	IE	ME	AE	EXP
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46. Given the number and complexity of many decisions that people have to make of work and in their personal lives, it's not surprising that they often try to simplify things or use certain rules of thumb to help them make decisions.

These rules are called Heuristics. He/she knows that the Heuristic method and rule of thumb may simplify decision making, but can

lead to errors or biases.

US	IE	ME	AE	EXP
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47. Escalation of commitment is the tendency of decision makers to invest additional time, money or effort into losing courses of action.

US	IE	ME	AE	EXP
----	----	----	----	-----

48. Several head teachers, thus have made mistakes.

They view further commitment of resources as away to recoup sunk costs, taking risks when decisions are made in negative terms than in positive terms. He accepts being tempted at times to fall into this category of decision makers.

US	IE	ME	AE	EXP
----	----	----	----	-----

Assessment of head teachers' competence in management planning control and standards: Head teacher:

49. The concept of management is drawn from the methods of organization, administration and control employed in the industry and it contains a set of assumptions which are derived from the work of Taylor.

Management as the process of working with and through individual and group and other resources to accomplish organizational goals.

Planning involves setting targets in the light of present trends, resources, and expectation.

Controlling establish accurate measuring and monitoring systems to evaluate how well the organization has achieved its goals.

However, while accepting the above opinion in management control, as a head teacher, he/she thinks that it is likely that the teachers and group employees are likely to work for their

own individual goals rather than organizational

goals, without controlling.

US	IE	ME	AE	EXP
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50. The corrective action he/she thinks will be done in the school by proper

planning the objective, organizing the human material and fiscal resources.

US	IE	ME	AE	EXP
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51. Agrees that controlling compares actual performance with the concept of organizational objectives.

US	IE	ME	AE	EXP
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52. In the school, he/she feels that being human resource manager and the controller should develop competence through management functions like planning, organizing,

motivating and communicating.

US	IE	ME	AE	EXP
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53. As a head teacher, he/she introduces proper education process control through time table, lesson plans, reward and discipline

systems all these to have quality control in his school and above all quality assurance of educational outcomes to his authorities, through his/her entrepreneurial skill and adaptability to the changing environment.

He/she therefore is not static or rigid in skills, but flexible and responsible.

US	IE	ME	AE	EXP
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Assessment of head teachers' competence in raising work standards and district image: The Head teacher:

54. Thinks that inspection and testing through internal and external examinations. Identification of special educational needs, documentation to cover students' records e.t.c. are always to improve the work standards of both the learner and the instructors of his/her school.

US	IE	ME	AE	EXP
----	----	----	----	-----

55. his/her proactive and innovative management styles have

contributed to the past and humble achievements
of the school that has elevated the district image.

US	IE	ME	AE	EXP
----	----	----	----	-----

56. Is always concerned about his/her reputation through

the school academic, sports and games achievements in his
district, making the district more and more popular.

US	IE	ME	AE	EXP
----	----	----	----	-----

57. Always attends the TAHOSSA district team and planning committee

meetings to increase the "new District image" as it was recently created in
the decentralization of the secondary education, hence plays his/her
competence in a various resource management.

US	IE	ME	AE	EXP
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58. his/her management competence emphasizes

and believes in constant innovations, initiation of new ideas that foster
development

and productivity not only in his district, but contributes to the socio-economic
development of the nation.

US	IE	ME	AE	EXP
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APPENDIX II (D): INTERVIEW GUIDE FOR THE HEAD TEACHER

1. How long have you been working in this school? How were you recruited/why did you choose to work in this school?
2. What did you see as the school's strengths and needs when you started working here? What do you see as the school's current strengths and needs?
3. What have you been focusing on in terms of school improvement?
4. What are your goals for the school?
5. How would you describe your strategy for pursuing these goals?
6. What successes would you point to in terms of your work thus far?
7. What challenges do you see ahead? How are you trying to approach these?

APPENDIX II (E): INTERVIEW GUIDE FOR TEACHERS

1. How long have you been teaching? How long have you been teaching at this school in particular?
2. What are the goals of the school? To what extent would you say the goals of the school reflect what you believe? To what extent are goals agreed upon here?
3. What kinds of instructional practices are encouraged in this school? To what extent would you say that these practices are in line with your own goals for your classroom?
4. What role does the head teacher have in shaping, articulating and ensuring that the goals of the school are met? What role do teachers and other staff have?
5. Do you feel like you are involved in decision-making at the school? Please explain or provide examples. Do you have opportunities to take leadership in areas that are of importance to you?
6. To what degree do you feel you have a say (or influence) in things that affect your ability to teach? What are the areas in which your input is sought? What are the things you do not have input in?
7. Are there specific reforms underway in this school or efforts to address specific school needs or challenges? How would you describe these initiatives?

APPENDIX II (F): POPULATION SIZE TABLE

Martin E. Amin

Appendix A

Sample size(s) required for the given population sizes (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

R.V. Krejcie and D.W.Morgan (1970), Determining sample size for research activities, Educational and psychological measurement, 30,608, Sage Publications

APPENDIX II (G) : SAMPLE OF THE STUDY

Group	Parent Population	Sample Size	Methods
Head of Schools	30	25	Purposive Sampling.
Teachers	340	185	Random Sampling
School Board Members	25	15	Purposive Sampling.
Parents	20	10	Purposive Sampling.
TOTAL	415	235	

APPENDIX (II) H: LETTER OF REQUEST FOR PERMISSION

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

T: +2557528042751/531
E: info@moet.gov.tz

Kierruu Teachers' College,
P.O.Box 549,
IRINGA.

Ref. No. KTC/S/ED/PF.33129/104:

22.12.2009

District Commissioners' Office
P.O.Box 591,
IRINGA

UFS Principal,
Kierruu Teachers' College,
P.O.Box 549,
IRINGA



RE: REQUEST FOR PERMISSION FOR CONDUCTING RESEARCH IN YOUR DISTRICT

Kindly refers to the above heading.

I am humbly submitting my request to your district to conduct my research titled "Head Teachers' Management Styles and Competence in Resource Management in the Secondary Schools of Iringa District, Iringa Region, Tanzania"

I would like to research on the following Divisions:

1. Iringa Urban
2. Idodi
3. Hunda
4. Kalenga
5. Nzihi
6. Pawaqa
7. Isamani
8. Izazi

Attached to this letter is the release letter from the Kampala International University, Faculty of Education

Yours faithfully,



Mwalimu Ubaya Salum
Check. No. 9695197

APPENDIX II (J): PERMISSION LETTER FOR RESEARCH

UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

IRINGA REGION:

Tel.No: 2702755
2701215



District Commissioners
Office
S.I.P.591,
IRINGA.

Ref.No. DC/IR/E.10/145/VOL.VI220

28th Desemba, 2009

Division Secretaries

Iringa, Kalenga, Mlolo, Kiponzelo, Isimani, Pawaga and Idodi.

**Re: PERMISSION FOR MR. UBAYA SALUM TO CONDUCT A RESEARCH
IN YOUR AREA**

I here by inform you that the above name person is granted a permit to conduct a study on **HEAD TEACHERS MANAGEMENT STYLES AND COMPETENCE IN RESOURCE MANAGEMENT** in Secondary Schools.

The period for which the permit has been granted is from 01/01/2010 to 30/03/2010.

Please give him any needful support he need.

Thank you for cooperation.


Mwanamridu J. Amiry

For: DISTRICT ADMINISTRATIVE SECRETARY
IRINGA

Copy: District Executive Director
BOX 108
IRINGA

Municipal Director
IRINGA

Mr. Ubaya Salum

APPENDIX II: (K) A MAP OF TANZANIA



KEY

IRINGA DISTRICT

RESEARCHER'S CURRICULUM VITAE

To document the details of the researcher, his competency in writing a research and to recognize his efforts and qualifications, this part of the research report is thus meant. The researcher's bio-data is categorized as follows:

Personal Profile

SURNAME	:	Suleiman
FIRSTNAME	:	Ubaya Salum
SEX	:	Male
MARITAL STATUS	:	Married with two children
DATE OF BIRTH	:	2nd November 1974
PLACE OF BIRTH	:	Morogoro
NATIONALITY	:	Tanzanian
CURRENT RESIDENCE	:	Iringa
ADDRESS	:	Klerruu Teachers' College
		P.O.Box 549
		IRINGA
		TANZANIA
TELL	:	+2552627028004
CELL	:	+255754777743
	:	+255789663336
Email	:	ubys_4@hotmail.com

Educational Background

S/NO	INSTITUTIONS	AWARD	YEAR
1.	Kampala International University (KIU) Kampala, Uganda.	Master of Education in Educational Management and Administration. (Cand.)	2008-2010
2.	Islamic University In Uganda (I.U.I.U) Mbale, Uganda.	Bachelor of Science Education	1997-2000
3.	Tambaza Secondary School Dar as Salaam, Tanzania.	Advanced Certificate of Secondary Education	1995-1997
4.	Tambaza Secondary School Dar es Salaam, Tanzania.	Certificate of Secondary Education	1991-1994
5.	Juhudi Primary School Dar es Salaam, Tanzania.	Certificate of Primary Education	1984-1990

Work Experience

1. Member of Parliament Upper Block Umar Hall at Islamic University in Uganda (I.U.I.U) Islamic University Student Union (IUSU) Government
2. Head of the Physics Department, Klerruu Teachers' College.
3. Self-Reliance Project Coordinator, Klerruu Teachers' College.
4. Hall tutor, Klerruu Teachers' College.
5. Social Welfare Secretary, Klerruu Teachers' College.
6. Social Welfare Chair person, Klerruu Teachers' College.
7. Teacher Educators Programme (TEP) Coordinator for Southern Highlands Zone
8. National Examination Marker for Physics DSE (Diploma in Secondary Education)
9. National Examination Setter Physics for 2009 Diploma in Education Examination (DEE) Level.

1. TEACHING : Physics and Mathematics

SCHOOL/COLLEGE : Mbale Progressive School
Mbale Secondary School
Uganda-Uganda

Highlands Secondary School

Iringa - Tanzania

Klerruu Teachers' College

Iringa-Tanzania

2. WORKSHOPS/SEMINARS/SHORT COURSE (S) ATTENDED

- Working School Practice with theme "Towards Improving Students Performance in School Practice", Uganda –Uganda (12-13/05/2000)
- To Improve Teaching and Learning at Klerruu T.C and the Highlands Zone, Iringa-Tanzania (31/08/2002)
- Improvement of Curriculum Colleges, Klerruu T.C. Iringa-Tanzania (6-7,11/10/2002)
- Utengenezaji wa Zana za Kufundishia, Klerruu T.C. Iringa-Tanzania (28-31/10/2002)
- A three-Month Tutor's Course (Tutors Education Programme (T.E.P) Morogoro T.C. Morogoro-Tanzania (11/11/2002-14/02/2003)
- Cooperative Learning Methods and Approaches. Marangu T.C. Kilimanjaro-Tanzania (20-25/02/2003) and Dar es Salaam-Tanzania (26-30/05/2003)
- "Towards making teaching practice A more effective strategy for induction of University students teachers into the teaching Profession" A professional Development Programme (PDP) for

stakeholders in Schools/Institutions in Tanzania by University of Dar es Salaam (UDSM) Faculty of Education (FOE) Klerruu T.C. Iringa-Tanzania 24-26/07/2003

- Upgrading Programme Grade B/C Teachers to Grade A Additional facilitators at Klerruu T.C Centre, Iringa-Tanzania, 03-06/05/2004
- Seminar on Training of Trainer (T.O.T) on Corruption Organized by Prevention of Corruption Bureau (PCB) held at Iringa District Council 06-07/06/2005
- Facilitator for Induction Course for Licensed Secondary School Teachers from 26-29/06/2006 Morogoro Teachers' College-Morogoro
- Curriculum Development held at Mpwapwa Teachers' College-Dodoma. Organized by Tanzania Institute of Education (T.I.E)
- Warsha ya ukuzaji mitaala 09- 11/08/2006. Iliyo andaliwa na Taasisi ya Elimu (T.I.E).Dar es Salaam.
- Preparation of Syllabuses for Diploma in Secondary Education from 14th – 26th August 2006. Morogoro Teachers' College-Morogoro
- Transforming Teaching and Learning through ICT from 30th April- 5th May 2008 at Tukuyu Teachers' College-Tukuyu.
- Revising on Diploma in Education Examinations Format and Preparation of Sample Item based on the 2007 Diploma in Secondary Education Syllabus from 17th July -27th July 2008 at Morogoro Teachers' College-Morogoro. Organized by NECTA
- Training of Trainer (TOT) on the use of "ICT Teaching and Learning Pack" from 28th – 30th July 2009 at Korogwe Teachers' College-Korogwe.

- Maandalizi ya warsha ya Sayansi, English na ICT practicals kwa ajili ya wakufunzi Vyuho vya Ualimu .tarehe 27 January hadi 4 February, 2010. St. Thomas Youth Centre, Morogoro.
- Preparation on Internal Practical Training workshop on ICT for tutors at Klerruu Teachers' College. 21st May, 2010.
- Preparation for planning workshop on Orientation Course for New Tutors of Teacher's Colleges from 14th -18th June, 2008 at Morogoro Teachers' College-Morogoro.

3. TRAINING WORKSHOPS/SEMINARS AS A FACILITATOR

- Participatory Teaching and Learning Methods for Primary School Teachers Iringa Municipal, held at Gangilonga Primary School-Iringa Organized by Tutors Education Programme (TEP) Klerruu Teachers' College 16-17/04/2003
- Training Orientation Course in Cooperative Teaching/Learning (CTLAs) to: District Education Officers (DEOs) District Academic Officers (DAOs) District School Inspectors (DSIs) Ward Education Coordinators (WECs) and Teachers Resource Centre Coordinators (TRCCs) -Iringa Rural/Kilolo 7-11/06/2004 Ilula and Iringa Municipal 14-18/06/2004 Klerruu T.C.
- Upgrading Programme Grade B/C Teachers to Grade A. Face to Face Phase III and IV Klerruu Center Iringa-Tanzania 10-17/07/2004 and 5-11/12/2004.
- Training Primary School Teachers in (CTLAs) including: The Head Teachers, the Academic Teachers and one specialist teachers for standard I-IV classes from Iringa Municipal and Iringa Rural/Kilolo :October, November 2004: 23-27/05/2005

- Training Induction Course for Licensed Secondary School Teachers. 01-31/07/2006 Monduli Teachers' College –Arusha
- Training Induction Course for Licensed Secondary School Teachers.Klerruu Teachers' College, May –June 2007
- Training for Practical Science(Physics), English and ICT for College tutors in two (2) College Centers at Klerruu T.C. from 21st – 26th April,2010 and Butimba T.C. from 29th April – 4th May 2010
- Orientation Course for New Tutors of Teacher's Colleges in Morgoro T.C. Centre from 14th – 18th June and Marangu T.C Centre from 21st – 25th June, 2010

SUPERVISION OF RESEARCH PROPOSAL/PROJECTS FOR DIPLOMA STUDENTS AT KLERRUU TEACHERS' COLLEGE

DIPLOMA IN EDUCATION

3.1. 2003/2004: *Poor Performance in Physics for girls in Secondary Schools*. A case study: Iringa Municipality

3.2. 2005/2006: *Factors relating to girls opting physics in low numbers at Ordinary Level*. Case Study: Iringa Municipality, Iringa - Tanzania

3.3.2006/2007: Wamlyoma,E. *Poor performance of Mathematics National Examination Form II in Mbarali District*. Case Studies: Chimala Secondary School and Igurusi. Mbeya - Tanzania

3.4. 2006/2007: Nzunda, Y. **Poor Performance of Physics in O-Level Secondary Schools in Mbeya Region** Case Studies: Tunduma, Ihando, J.M.Kikwete & Mpembo Secondary Schools. Mbeya – Tanzania.