

THE UNIVERSITY OF ARUSHA

**CHALLENGES FACING HEADS OF PUBLIC  
SECONDARY SCHOOLS IN IMPLEMENTATION OF  
SCHOOL DEVELOPMENT PLANS IN MOROGORO  
MUNICIPALITY**

Bachelor of Education (Bed) Dissertation

Arusha, 2009

THE UNIVERSITY OF ARUSHA

**Apolinary Karoli**

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SECONDARY SCHOOLS IN IMPLEMENTATION OF  
SCHOOL DEVELOPMENT PLANS IN MOROGORO  
MUNICIPALITY**

Supervisor

**Dr. Asubuhi Otieno**

A Dissertation Submitted in Partial Fulfilment of the Requirements  
for the Bachelor of Education Degree

Arusha, 2009

**CERTIFICATION**

The undersigned certifies that have read and hereby recommend for acceptance by The University of Arusha, a dissertation entitled; *Challenges facing heads of public secondary schools in implementation of school development plans in Morogoro Municipality* in Partial Fulfilment of the Requirements for the Bachelor of Education Degree

.....

Dr.Asubuhi Otieno

Supervisor.

Date ...../...../.....

.....

Dean, School of Education

Date ...../...../.....

## DECLARATION AND COPYRIGHT

I, Apolinary Karoli, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or other degree award.

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## **ACKNOWLEDGEMENT**

This work would not have reached this stage if it were not for the effort and contribution made by several people who gave their time and hard work. I thank all of them for their assistance. Above all, I thank Almighty God for keeping me safe during and throughout my study time at The University of Arusha.

Firstly, I wish to express my sincere appreciation to my supervisor Dr. Asubuhi Otieno for his constructive advice, criticism, and corrections right from the development of a proposal to the final stage of writing this report. I also wish to extend my heartfelt gratitude and appreciation to the School of Education for imparting to me the knowledge and support during the entire period of my study.

Secondly, special thanks are extended to my Dear wife Bertha Francis and my lovely kids Max A. Katurumula and Felister A. Katurumula for their calmness, patience, efforts and encouragement in the course of my studies at The University of Arusha. Also, I am grateful to my friends and classmates for their constructive ideas and advice towards the success of this work.

Lastly, I am very thankful to all the respondents from Morogoro Municipality, the DSEO, Heads of schools and teachers of the selected secondary schools for their cooperation and useful materials they gave me during my data collection.

## **DEDICATION**

I dedicate this dissertation to my lovely parents- Mr. Karoli Juvenary Katurumula and his wife Rosalia Francis Bwenda.

## **LIST OF ABBREVIATIONS**

HOD's	Heads of Department
NGO's	Non-Governmental Organisations
SEDP	Secondary Education Development Plan
SMT	School Management Team
SPSS	Statistical Package for Social Sciences
WSD	Whole School Development
CSEE	Certificate of Secondary Education Examination
BRN	Big Result Now
PO-RALG	President Office-Regional Administration and Local Government
CEO	Chief Executive Officer
SIP	School Improvement Programme
CBC	Competence Based Curriculum
FEDP	Folk Education Development Programme
ESDP	Education Sector Development Programme
MSB	Member of School Board
MSEO's	Municipal Secondary Education Officers
PEDP	Primary Education Development Programme

## **ABSTRACT**

The purpose of this study was to investigate on the challenges facing heads of public secondary schools in implementing their school development plans in Morogoro Municipality. The study was cross – sectional and employed survey method. Two instruments were developed and used to collect data for the study. They were questionnaire and interviews. The total numbers of the respondents were 100 and were selected to address the research objectives. Teachers who participated in the study were sampled from the selected schools. Others were Members of School Boards (MSB), teachers and the government. The study found that parents and members of the school boards have been involving themselves in the management and development of their schools including implementation of the development plan of their schools and improve the academic performance of the students. The study also found that lack of funds, lack of enough science and mathematics teachers, lack of facilities, managerial skills, and financial skills to be setbacks for heads of schools to be effective in implementing development plans in their schools. Based on these major findings of this current study it is concluded that while heads of secondary schools are working so hard to make their work productive to students and the schools at large execution of their duties is always challenged by in and outside forces including lack of financial management skills among Board members. The study, therefore, recommends that the government through the Ministry of Education, Science and Technology should train heads of schools and board members on how to effectively run schools. This can be done through school heads, teachers and school board members attending seminars and in-service courses aiming at capacity building.



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## CHAPTER ONE

### 1.0 Introduction

A school as an institution which needs to grow and expand in different aspects need to have a focus on what will and should be achieved in a given period of time. Heads of schools and other school development planners such as Ward Education Coordinators (WEC), School Management Board (SMB) and District Education Officers (DEO), parent and student work together to make sure schools are planned for development.

Planning is referred to as the process of preparing a set of decisions for action in the future, directed at achieving the set goals.<sup>1</sup> A school development plan is a document which details the overall strategy of the school for the proper planning and sustaining the development of a school. The school development plan usually includes the broad aims for the purpose of improving school infrastructure, Students-Teacher Ratio, Students-Textbook Ratio, teaching and learning facilities which are reinforced by more detailed policies.

This study was conducted in Morogoro Municipality, Tanzania. It intended to investigate challenges facing heads of public secondary schools in the implementation of school development plans. Morogoro Municipality is located about 195 kilometres to the west of Dar es Salaam and is situated on the lower slopes of the Uluguru Mountains. It lies at the crossings of longitudes 37.00<sup>0</sup> East of Greenwich Meridian and latitudes 4.49<sup>0</sup> south of the equator. According to the Population and Housing Census of 2002, the population of the Morogoro Municipality was 315,866 people.

The major economic activities of the people include undertaking-wholesale and retail trading (35%), subsistence farming and livestock keeping (33%), office works (16%), employment in elementary occupation (11%) and industrial production (5%).<sup>2</sup> The Municipal has a total of 23 public secondary schools with 1237 teachers.<sup>3</sup>

### 1.1 Background of the Study

The Ministry of Education and Vocational Training (MoEVT), being the sole custodian of the education sector, taps and uses the skills of school heads as key implementers of the curriculum and supervisors of the whole school program.<sup>4</sup> Empirical evidence from studies in the area of educational

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<sup>1</sup>Y. DROR, *Ventures in policy*, 20-21

<sup>2</sup>J. NGASONGWA, *Economic Activities and Employment*.

<sup>3</sup>NBS, *Population and Housing Census*, 12

<sup>4</sup>MOEVT, *Curriculum for Ordinary Level Secondary Education in Tanzania*, 24

administration globally has indicated that school heads are the most powerful and single determinants of the quality and effectiveness of the school.<sup>5</sup> Some of the functions of school heads are; instructional leadership; shaping an organisation that demands and supports excellent instruction and dedicated learning by students and staff and to connect the outside world and its resources to the school and its work.<sup>6</sup> Despite the enormous roles and functions of school heads, studies conducted even in developed countries including the USA, UK and Australia reveal that there are many challenges which heads of schools are facing in running their schools particularly in the area of school financial management, students' academic performance and teachers' training and retention. Other challenges faced are those related to solving job specific problems related to instructional programs, provision of quality education to students, personnel, financial resources, community relations and project management, As such these challenges hinder effectiveness and efficiency of heads of schools in the implementation of their roles at their respective school.

Schools needed proper development plans and planning good system of allocating and using of school funds that could be communicated to different stakeholders for effective decision and availing funds for education development purposes. Everyone, therefore, needs to be involved in every stage of funds collection and how they were used, develop a sense of commitment and shared decision on how resources at the school are allocated and used.<sup>7</sup> Globally, experts in finances are talking about the power of development planning in effecting operational framework enabling organisations to effect change and gain competitive advantage.<sup>8</sup> In implementing this, construction and to a larger extent distribution of exemplary curriculum materials as a means of improving the standard of education in their countries were given priority.

For the past three decades now, many countries Tanzania included have been struggling to improve the quality of education in their respective countries. In many of such educational reforms and policies were taken on board in order to improve schools.<sup>9</sup> This has been done through government policies which focused specifically on school improvement. Government development plans, especially in developing countries, were geared towards

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<sup>5</sup>M. KITAVI - C.P VAN DER WESTHUIZEN, "*Problems Facing Beginning Principals in Developing Countries*". 258

<sup>6</sup>Ibid

<sup>7</sup>M. SCHRAEDER, "*A Simplified Approach to Strategic Planning*", 16

<sup>8</sup>R.J. NAVARRO - O.F. GALLARDO, "*A Model of Strategic Change*", 208

<sup>9</sup>A. HARRIS, "*Works In School Improvement? Lessons from the Field and Future Directions*", 10

improving the quality of teaching and learning at all levels of schooling and teacher training.<sup>10</sup>

While in the mid-1960's the focus on school development was directed to the production and distribution of exemplary curriculum materials as a means of improving the standard of education<sup>11</sup>, in 1970's, the focus was shifted intentionally to the restructuring of the distribution of power in schools. It became apparent that lack of consultation and top-down models of authority did not work. Thus, it was concluded that the implementation of school development plans was a difficult process and needed equal sharing of power and a commitment to succeed.<sup>12</sup>

By the mid-1980's, volumes of research materials on school development focused on the process of change which expected to bring changes in school development plan, consequently positive changes in schools. Nevertheless, this was not enough to improve the quality of education in schools. This could be assessed as an initiative and it had laid the foundation to various educational policies in different countries by suggesting a change which focused on school development. Throughout this period, the development planning was not only emphasised in industries but also in service industries, such as schools but also on the partnership between schools, the communities and other promising educational stakeholders'.<sup>13</sup> Heads of schools were in these respect important personnel in executing all the school development plans.

Studies in more developed countries like Australia, Germany as well as Sweden, reveal that development planning in schools went on parallel with the introduction of electing and involving school boards in the 1980's and 1990's. These boards were given different responsibilities by the local communities including setting school policies, approve curricula, appoint or participate in the appointment of school heads and creating school development plans.<sup>14</sup> These were given different names such as School Council, Committee, and Board. However, their functions were relatively the same with scanty differences.

In countries of Latin America such as El Salvador, Guatemala, Honduras and Nicaragua school boards were given wide powers in setting school policy and managing the schools' financial resources, hire and fire teachers and non-

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<sup>10</sup>J. GLANZ, *Paradigm debates in curriculum and supervision*, 33

<sup>11</sup> H. DARLING - L.M. BULLMASTER – L.V. COBB, “*Rethinking teacher leadership through professional development schools*”, 98

<sup>12</sup>D. HOPKINS, *towards a theory of school improvement*.

<sup>13</sup>L. BELL, “*Strategic planning and school management*”, 411

<sup>14</sup> B. DAVIES - L. ELLISON, “*Futures and strategic perspectives in school planning*”, 136

academic staff. In Nicaragua, school boards had more power to establish incentives for teachers, collect school fees, design curriculum, select textbooks and allocate budgets.<sup>15</sup>

In Africa, Ghana adopted the concept of Whole School Development (WSD) which aimed to promote the following: a) Child-centered primary practice in literacy, numeracy and problem-solving with the view to improve the quality of teaching and learning in basic school classrooms; b) Community participation in education delivery; c) Competencies of teaching and learning through school-based in-service training; d) Participatory planning and resource management at school and district levels; and e) Improve efficiency in resource management.<sup>16</sup> Ghana is having the kind of impact expected from a school improvement initiative focusing its efforts on decentralised decision-making to enhance local community participation in school development planning, leadership training for head teachers, school infrastructure, local government support and capacity building to improve the quality of education.<sup>17</sup>

As in other countries, In Tanzania priority for secondary school development planning is in enrollment and physical resources which are classrooms and laboratories construction and desks. The education and training policy of Tanzania focus on education for all and increase enrollment of students in the secondary level, also Standard One up to Form Four shall be a basic education. The number of students who were enrolled in Form One must complete Form Four, to minimise the dropout of students in secondary schools.

In Tanzania secondary school development plan involves the school board, which their roles are; To approve whole school development plans and budget and submit them to the Ward Development Committee (WDC) and eventually to the local government authority for review coordination and submission to a Regional Secretariat, Facilitate planning, budgeting and implementation of schools funds, Communicate effectively education information to all parents, students, community, stakeholders to the local government authority.

This study, therefore, is relevant as it intended to assess the challenges facing heads of public secondary schools in the implementation of school development plans in Morogoro Municipality. It will also come up with conclusion and recommendations which could be adopted by the public

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<sup>15</sup> T. PLOMP – A. THIJS, “*Priorities and Strategies*”, 38

<sup>16</sup> GHANA EDUCATION SERVICE, *Whole School Development Status Report*, 5.

<sup>17</sup> M.G. OSEI, “*Teachers in Ghana: Issues of training, remuneration and effectiveness*”, 43



secondary school heads to overcome the challenges they face when implementing their development plans in their schools.

## **1.2 Statement of the Problem**

School development planning is a key to success of a school in terms of its mission, vision, goals and objectives. It is, therefore, essential for schools to put in place mechanisms to ensure that the plans for school development are in place and followed to guide daily actions.<sup>18</sup> Different programs and plans, including Secondary Education Development Program (SEDP I of 2004-2009 and SEDP II of 2010-2014) were intended to improve, whereby better school infrastructures in schools. They included renovating and building new hostels and dormitories, laboratories, administrative blocks, houses for teachers, purchasing more teaching and learning materials.<sup>19</sup> The primary goals to be achieved in establishing such goals was to provide quality secondary school education in the country which among others is to scale up students' academic performance, poor academic performance is still observed among students' in their Certificate of Secondary Education Examination (CSEE) annually. However, such goals cannot be achieved if heads of schools are to face many and big challenges in implementing their roles that have to deal with planning development of their schools including finances, planning, and students' academic achievement. For example, results of the National Form Four Examinations for the past years in Morogoro Municipal show that almost over half of the candidates (57.0%) who sat for Certificate of Secondary Education Examination (CSEE) in the year 2012, for instance, have failed.

The school development plan should be properly designed and implemented by considering the expansion of education through increased construction and enrollment. The absence of effective implementation of the school development plan hinders the provision of quality education and in the long run will be difficult to provide quality education to the community of Morogoro Municipality. This current study, therefore, is set out to investigate the challenges facing heads of public secondary schools in their implementation of school development plans in Morogoro Municipality.

Several studies have dwelt on studying school development plans such as school budgets, school programmes, personnel and students academic achievement. Although heads of schools are the ones implementing the school's development plans, little is known on challenges facing heads of

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<sup>18</sup>W.M. NGWARE – K.D. WAMUKURU – O.S. ODEBERO, *“Total quality management in secondary schools”*, 352

<sup>19</sup>URT,MoEVT, *“ Education Sector Development Programme ”*, 37

public secondary schools in implementing school development plan, particularly in community secondary schools.

### **1.3 Purpose of the Study**

The purpose of the study was to determine the challenges facing heads of public secondary schools in the implementation of school development plans.

#### **1.3.1 General Objective**

The general objective of this study was to investigate on the challenges facing heads of public secondary schools in the implementation of school development plans in Morogoro Municipality.

#### **1.3.2. Specific objectives**

Specific objectives of the study are:

- i. To investigate stakeholders levels of participation in the implementation of development plans in secondary schools in Morogoro Municipality.
- ii. To assess the effects of resources on Heads of schools implementation of development plans in secondary schools in Morogoro Municipality.
- iii. To examine how school leadership influences the implementation of the development plans in public secondary schools in Morogoro Municipality.

#### **1.3.3. Research Questions**

- i. To what extent stakeholders' participation in school development affects heads of schools implementation of development plans in public secondary schools in Morogoro Municipality?
- ii. How do resources influence heads of public secondary schools implementation of school development plans in Morogoro Municipality?
- iii. What are the effects of school leadership on implementation of development plans in secondary schools in Morogoro Municipality?

### **1.4 Significance of the Study**

This study is significant to policymakers, parents, educational stakeholders, school boards as well as students in secondary schools in a number of ways: First, since the study is in line with the Country's Education Policy which aims at promoting quality education in the country, Morogoro Municipality included, the findings will, therefore, help the Central Government through the Ministry Education and Vocational Training to find

ways on how to deal with the challenges facing heads of secondary schools in implementing their duties related development issues of their schools.

Second, this study is significant to Morogoro Municipality heads of public secondary schools in the sense that their headship may face lots of administrative as well as financial challenges but most important for them is to abide by the principles of school leadership they have been trained to and how to overcome those challenges on their areas of jurisdictions.

Third, future researchers may find this study useful in their reveal of literature chapters since this current study will report new data and fill the knowledge gap on factors leading to challenges faced by heads of public secondary schools in Tanzania as exemplified by this study conducted in Morogoro municipality.

Fourth, this study is significant to the researcher since it will be used to evaluate the candidate in partial fulfilment of the requirement for the award of Bachelor's degree in Education of The University of Arusha.

### **1.5 The Scope of the Study**

The study will specifically investigate the challenges facing heads of public secondary schools in the implementation of school development plans in Morogoro Municipality. The Morogoro Municipality has 23 public secondary schools. Private schools were not targeted.

### **1.6 Limitation and Delimitation of the Study**

In the course of pursuing this study the researcher faced the following limitations:

The fact that during the conduct of any research work cost is incurred, the undertaking of this study was not exceptional. The researcher faced financial constraints in terms of material and cash which limited him to purchase writing materials, resources such as stationery and meeting transport costs and other needs. This limited the researcher to survey a small sample than as planned in the proposal.

Also, there was a delay in returning the questionnaires as some of the respondents failed to return the questionnaires on time hence hindered the researcher to complete this study within the prior scheduled time.

In delimiting these limitations, the researcher used some of his money from his salary to meet over expenditure costs. Regarding delays of respondents to respond to the questionnaire and return to the researcher to proceed with the surveys, the researcher hired a motorcycle and was able to

go to the schools where the questionnaire was distributed and was able collected them and proceeded to the other stages of the study.

### **1.7 Organization of the Dissertation**

This dissertation constitutes of five (5) chapters. Chapter one covers the introduction of the study. Chapter two covers literature review. This chapter was followed by chapter three which covered the research methodology presenting the entire layout of the study undertaking. Chapter four presents results and discussion of the findings. Chapter five covers conclusion and recommendations of the study. The dissertation also contains references and appendices which contain relevant information relating to this study.

## **CHAPTER TWO LITERATURE REVIEW**

### **2.1 Introduction**

This chapter covers a review of literature particularly on the challenges facing public secondary school heads in the executing school development plans. The review of literature helped the researcher to sharpen the research objectives and research questions. The Chapter also included the theories that guided the study. The review of the literature was also essential in identifying the gaps in previous studies. Thus, the chapter is divided into two major parts: Theoretical literature review and empirical literature review.

### **2.2 Theoretical Literature Review**

This section reviews the theoretical literature on challenges facing heads of public secondary schools in the implementation of school development plans.

#### **2.2.1 Concepts of Key Terms**

In this study, the word *development* implies positive change(s). It also knows that while development refers to in this study it is used to mean development in secondary schools including quality education in secondary schools such as better results in their final secondary examinations and better teaching and learning materials in schools.

In this study, *planning* includes knowledge on planning and implementation of the educational plans including School development plans. Also, it means school Boards plans to lead to school development for effective and efficient implementation of its plans for the betterment of their respective schools through implementing those decided in different levels of meetings.

The *development plan* is a comprehensive document that contains a list of items and proposed implementation actions over a particular time period drawn for development of a particular organisation. In this study, Development Plan refers to the planning and implementation of the items listed in the development of a school to move the school from where it is to where it wants to be.<sup>20</sup>

#### **2.2.2 Theoretical Framework**

This study was guided by Garber's Strategic Planning Model. According to the model, the planning process begins by gathering information about the organisation and its environment through discussion, interviews, focus

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<sup>20</sup>GOVERNMENT OF IRELAND, *School Development Planning*.

groups, or other research methods. The model is well known for its use of information leading to the identification of organisation needs that are moving it from one stage to a higher one in a certain period to be addressed for the coming three years. With this knowledge in mind, development planning team is important to be put in place for the purpose of creating or reviewing organisational values, vision statement, and mission statement. The goals set to develop the organisation so as to achieve the plan goals for a specified period and organisation in context.

The model states that in most organisations, the executive director and staff develop the annual objectives and means to achieve related goals. The board develops annual objectives and tactics related to its governance goals.<sup>21</sup> Depending on the organisation, the board, staff, or both may develop strategic objectives and tactics for fundraising. As the plan is implemented, the board monitors the performance indicators so that goals, strategies, objectives, and tactics adapt to unforeseen events, and changes in the organisation and environment. In this way, the organisation can continue to operate strategically.<sup>22</sup>

The board's role derives from its responsibility for overall governance of the organisation and the recognition that board members are volunteers with limited knowledge of the operations of the organisation. In the planning process, the board is responsible for clarifying organisational values, defining the vision and mission of the organisation as a whole, setting medium-to-long-range goals for the organisation, and selecting strategies that will enable the organisation to achieve its goals while remaining faithful to the beliefs and principles that guide organisational behaviour.<sup>23</sup> In schools, the school head with the help of assistants and the staff are responsible for preparing the development plans and discussing it with school boards. The board then makes decisions on the items laid down by the school administration.

The role of management in development planning is large to develop shorter-term objectives and operationalise the strategies. This process, which includes developing the annual major and specific objectives, budgets, service plans, and performance measures, can be called operational planning.<sup>24</sup>

The importance of strategic planning model by Garber is applicable to secondary schools development planning in Tanzania, whereby school boards are responsible for the overall governance of the schools, clarifying the school

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<sup>21</sup>S. SULLIVAN –J. GLANZ, *Supervision that improves teaching*, 27

<sup>22</sup> N. GARBER, *Strategic Planning Model and Terminology*, 41

<sup>23</sup> M. WALLACE, towards a contingency approach to development planning in schools.

<sup>24</sup> N. GARBER, *Strategic Planning Model and Terminology*, 46

values, vision, and mission, as well as setting medium and short-term goals that give direction to the school.<sup>25</sup> The management of public secondary schools is under the Prime Minister's Office, Regional Administration and Local Government (PMO-RALG). It facilitates linkage with the Ministry of Education and Vocational Training. The Government appoints a Deputy Permanent Secretary responsible for Secondary Education, and a Coordinator for Secondary Education in the PMO-RALG. Likewise, District Secondary Education Officers in each district are appointed and posted to take charge of Secondary Education in Local Government Authorities.

### **2.2.3 School development plan**

The school development plan is a road map for setting out school needs and responsible for making improvement of the schools at different levels of schooling in the country. It is also the guiding mirror for all levels of studies in secondary education in the country and overseer of students' academic achievement. Additionally, it shows how and when changes should be taken and implemented in the country.<sup>26</sup>

School development plan could also be defined as the school's strategic plan for improvement, setting the actions a school will take to improve learners' outcome.<sup>27</sup> School Development Plan is also known as the primary working document for use by the school, based on the school's analysis of current trends and future factors may impact on the school and set out priorities and targets of improvement for the period ahead.

### **2.2.4 Purpose of School Development Planning**

It is important to plan for the development of a school in order to ensure that the school's goals and objectives are met, to facilitate the proper utilisation of available resources and to help prioritise development programs to meet the urgent needs of the school. Also, it intends to draw up the workable budget by involving the members of the school board as well as the local community or stakeholders in the provision of education.<sup>28</sup>

### **2.2.5 Advantages of school development plan**

School development plan set out how the school will achieve its targets in relation to its priorities and how it will use the resources it has available including fund. It is about how the school intends to develop its staff (including those temporarily placed at the school) in order to meet the

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<sup>25</sup>S. SUMRA –R. RAJANI. Secondary education in Tanzania: key policy challenges.

<sup>26</sup> SCHOOL IMPROVEMENT COMMISSION, *Handbook for principles*,6.

<sup>27</sup>WELSH GOVERNMENT, *School development plans*.3.

<sup>28</sup> Ibid 372

school's priorities and targets.<sup>29</sup> It enables the school community to develop a clear vision of what the school is about and where it is going, a shared sense of purpose, a common set of goals, and consensus on the means of attaining them. It constitutes the school as a learning organisation that focuses on meeting the Professional needs of teachers in order to meet the educational needs of pupils.

School Development Planning enhances the professional role of teachers and promotes their professional development. School Development Planning promotes partnership in the school's development by engaging the major parties in the school community, principal, teachers, parents, pupils, Management Board of a school. School Development Planning helps the school community to manage change effectively by enabling it to control the pace and direction of internal change and to build a capacity to respond rapidly to new challenges.<sup>30</sup> School development plan facilitates the utilisation of available resources and plans on school incomes to ensure that the school goals are met.<sup>31</sup>

### **2.2.6 School Development Planning Procedure**

A development plan is a roadmap to lead an organisation from where it is now to where it would like to be in five or ten years. Development planning is one step of strategic management, which is the process of defining the purpose and pursuits of an organisation and the methods for achieving them. Development planning comprises the procedures of defining objectives and creating strategies to attain those objectives. A strategy is a long-term plan of action designed to achieve a particular goal, as differentiated from tactics or immediate actions with resources at hand. The reason for planning is to assist organisations in establishing priorities and to better serve the needs of the stakeholders. A development plan must be flexible and practical and yet serve as a guide to implementing programs, evaluating how these programs are doing, and making adjustments when necessary.<sup>32</sup>

A development plan must reflect the thoughts, feelings, ideas, and wants of the developers and mould them along with the organisation's purpose, mission, and regulations into an integrated document. The development of a plan requires much investigating, discussion, and examination of the views of those who are responsible for the plan's preparation. However, more often than not, the development of the plan is less complicated than is the implementation. Implementation, in essence, pulls a plan apart and diffuses it

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<sup>29</sup> WELSH GOVERNMENT, *School development plans*.3.

<sup>30</sup> GOVERNMENT OF IRELAND, *School Development Planning*. 12-14

<sup>31</sup> J.THUNGU, *Mastering PTE Education*. 372.

<sup>32</sup> M.R. GRANT, *Contemporary Strategy Analysis*. 69



throughout an organisation. Every unit within the organisation which is involved must then accept the plan, agree to its direction, and implement specific actions.<sup>33</sup>

In order to effectively and efficiently implement a development plan, all individuals involved in its implementation must function as a whole or the plan is chosen for failure. In this respect, planning describes results that will probably take place. Development planning aims to build more desirable upcoming results either by adjusting current programs and proceedings so as to have more favourable outcomes in the external environment or by influencing the outside world. Strategic planning is essentially the determination by administrators of an enterprise to draw a picture of what they would like the organisation to become, perform an environmental scan on resources it has or must acquire to become what they have envisioned, then formulate actions that will provide a pathway to the envisioned future. It is, fundamentally, a statement of belief that an institution can shape its own destiny by controlling the change it encounters daily.<sup>34</sup> Development planning, based on an analysis of available information, is something organisations use in order to establish its position in the world of competitive rivalry. It is what makes a firm unique, a winner or a survivor and is intended to give an organisation a competitive advantage over its rivals.<sup>35</sup>

Development planning, therefore, can best be understood as matching the activities of an organisation to its environment and to its resource capabilities.<sup>36</sup> It has been argued that, in schools, developing strategy is a key management process, which draws together institutional values and goals and provides a framework for the quality of provision and the deployment of resources.<sup>37</sup> Important information about the school, that is: School aims which should relate to the national goals; the school motto, vision and mission statements; A description of the school and the community it serves; School priorities arrived at through discussions with the stakeholders; An action plan for the next five years obtained as a result of a whole school review; Information about the schools, such as the number of pupils by gender and age, enrolment, number of streams, retention and dropout rates and other important features.

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<sup>33</sup>L. BELL, "Strategic planning and school management" 420

<sup>34</sup>L.E. FOX, *A Study of the Extent to Which Institutional Strategic Planning*,

<sup>35</sup>H. THOMAS, "Perspectives on Theory Building in Strategic Management", 8

<sup>36</sup>G. JOHNSON – K. SCHOLES, *Exploring Corporate Strategy*, 33

<sup>37</sup>M. PREEDY – R. GLATTER – R. LEVACIC, *Educational management*, 78

### **2.2.7 Roles and Contributions of Stakeholders in school development planning**

Participation of stakeholders in development plans is important for the plan to gain acceptability and support in the implementation phase. Stakeholder participation encourages everyone in the organisation to work harder for their benefit and hence for the benefit of the school as an organisation. Participative management, when viewed optimistically, is perceived as a necessary and inevitable change to organisational structures to improve employee productivity and satisfaction.<sup>38</sup> Since the late 1970's many companies have implemented some form of employee participation program designed to improve workplace policies and develop and effect operational changes advantageous to both management and workers. In some school development plans different programs, are planned and implemented and managed through managed work teams, quality of work life groups, action committees or worker-manager committees For example when discussing the presented Development Plan of a school which is also a forum in which employees may present proposals or ideas to management concerning workplace issues and obtain a management response.<sup>39</sup> Many managers believe that this type of worker-employer cooperation is highly beneficial to both parties and useful for the organisation itself to compete in a global economy. Employee participation is defined as a process of employee involvement designed to provide employees with the opportunity to influence and where appropriate, take part in decision-making on matters which affect them.<sup>40</sup> Participatory planning is not new to schools and businesses. Writings began to emerge as early as the 1930's and by the fifties and sixties, a number of authors were critical of the more traditional bureaucratic methods of management.<sup>41</sup> In a school, therefore, teachers and Non - academic workers need to be included in the planning of the school development even from the initial stages mainly for the purposes of having the sense of owning it. This helps during the implementation stage of the plan because they will be implementing a plan which is theirs.

Studies of the organisational and performance characteristics of management systems found that regardless of area, the best performing groups learned toward the participative end of his scale, which extended across a continuum from exploitive-authoritative to participative practices. It

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<sup>38</sup>B.M.B. LICHTENSTEIN, "*Generative knowledge and self-organizaed learning*", 51

<sup>39</sup>K. SISSON, *Direct participation and the Modernisation of Work Organisational*,

<sup>40</sup>T.L. QUAGRAINE, *Employee involvement as an effective management tool in decision-making: A case study of Merchant Bank (Ghana) limited*.

<sup>41</sup>T. LAWLER, *The Ultimate Advantage, Creating the High-Involvement Organization*.

is found that the more participative the group, the more successful it was. Characteristics such as group involvement, mutual trust, information sharing, high degrees of teamwork, and group decision-making were evident in the most successful groups it is studied.<sup>42</sup>

One of the key stakeholders in a school is the teacher. Teachers are important actors as they are the ones who directly affect students' achievement, mediate student encounter with content, control and manage classroom activities most directly related to learning; in the absence of them, even technology-based-innovations have little success of working.<sup>43</sup> Consequently, teachers are the ones who play a vital and central role in the educative process through implementing the purposefully designed curriculum to achieve the desired national educational goals. In this case, a curriculum is the academic development plan of the school which needs to be executed by heads of schools. They are therefore needed to be involved in all stages of development planning of a school for smoother implantation of it.

Teacher involvement in school development plan is closely connected to teacher teaching and learning and that such an approach may result in involvement becoming a part of the "normal" duties of teachers. Thus, leadership and involvement opportunities should be available to all teachers regardless of title or position.<sup>44</sup> The implication of that in this current study is that teachers like other stakeholders are supposed to thus participate in secondary school development planning of their respective schools.

### **2.2.8 Effects of Leadership in Implementation of Development Plans**

Another factor that could influence the success of development plan is school leadership. Often, when a school performs well the head of the school or leader, is the first person to be congratulated. If there is a poor performance the head of the school will be blamed. The head of a school is the most important person in a school setting. As the chief executive of a school, he/she is charged with the responsibility of managing the day to day affairs of the institution, and ensuring that all members of the school community are moving in the right direction.

One of the major and most difficult tasks of school heads is to exercise a kind of leadership that results in a shared vision of the directions to be

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<sup>42</sup>R.LIKERT, *The Human Organization*. 56

<sup>43</sup>D.W. CHAPMAN – C.W. SNYDER JR - S.A. BURCHFIELD, *Teacher incentives in the Third World*.

<sup>44</sup>D.L.HAMMOND – M.L. BULLMASTER – V.L. COBB, “ *Rethinking teacher leadership through professional development schools*”. 97

pursued by the school and to manage change in ways that ensure that the school is the successes in realising the vision of the school.

In a world of increasingly rapid change, the ground on which a strong concept of the school head as a leader and manager of change can be built, The profession should adopt school improvement as its centre of gravity. This means that the school head has to make school-related decisions desired for school improvement in mind.

Placing school improvement at the centre of the profession ensures that the job of the head is pedagogically and educationally grounded, one needs also to bear in mind that these functions of the heads of schools are in themselves core to the business of schooling. It requires heads to have a solid knowledge of the learning process and of the conditions under which students learn in the school setting.<sup>45</sup> Moreover, it places a premium on knowledge about educational change and school improvement. To this end, it emphasises the role of the head as a knowledge manager with respect to the core business of the school namely teaching and learning, in a context of change and the ongoing imperative for school improvement.<sup>46</sup>

The most important role of the head of a school is to ensure that each of the elements that contribute to improved student learning outcomes is present, working effectively and in alignment with all other elements.<sup>47</sup> Basing on them, the head of a school is thus, as it were, the chief architect of the school development, the one who has the overview of systems, processes, and resources and how they combine to produce intended student learning outcomes. Thus, the head of a school plays an important role in the development of a school development planning. It further implies that the head of a school should have the abilities and capabilities to articulate the significance of all key elements of the development plans of the school as outlined and set in the school development plan. School heads need therefore leaders who can justify their design and configuration, and to be in a position to make judgments regarding the operational effectiveness of each element as well as bring about the total impact of all of the elements as they function in combination with one another.

When development plans do not bring up success, outcomes are not being realised, or when evidence accumulates that particular elements are not working effectively, the head of a school is to be responsible for ensuring that the redesign work is carried out.<sup>48</sup> This could mean minor readjustments but,

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<sup>45</sup>S. SULLIVAN –J. GLANZ, *Supervision that improves teaching*, 43

<sup>46</sup>J. GLANZ, *Paradigm debates in curriculum and supervision*, 54

<sup>47</sup>P.W. HILL, *What heads need to know about teaching and learning*, 51

<sup>48</sup>Ibid 87

in cases of academic failure, to reach required standards is more likely to involve transforming the whole ecology of the school in order to obtain the desired results. Such roles are important and crucial to be played by the head of a school since they are pillars of school development and signals that the proposed development plans for a school are to be implemented.

### **2.2.9 Challenges Facing Implementation of School Development Plans**

Development planning in school settings, just like in the business sector, is dependent on leadership in terms of knowledge, commitment, and skills to duties of head of a school. Additionally, head of schools needs to be the most important persons in determining school development planning effectiveness.

In spite of such very important roles played by the head of schools in school planning and general management, least developing countries do not offer adequate training for their school heads.<sup>49</sup> The head of school often works in poorly equipped schools and with teachers who are not adequately in-serviced.

Yet, after the employee has been recruited, he or she must next be developed to better fit the job and the school he/she is working since no one is a perfect fit at the time of hiring. Based on the facts that the majority of the novice teachers do not have adequate knowledge and experiences, some educational training including leadership must be offered to them. There is rarely any formal leadership training and head of schools are appointed on the basis of their teaching record rather than their leadership potential. Thematic induction courses coupled by mentor support have proved to be effective to novice heads of schools in playing their roles but are in most cases limited. Head of schools has instead to adopt a practical approach to school leadership and management which are crucial in their school daily routine functions.

Investing in the training of school managers would help by equipping them with necessary skills for school planning.<sup>50</sup> Another challenge that heads of schools could face in development planning revolves around role conflicts between the head of school and the School Board. Head of schools usually is the Chief Executive Officer (CEO) of the school. The differentiation of function between the Member of School Board (MSB) and the head of the school is a very simple one - the board is to formulate policy, the head of the school is to administer it. This formulation has a certain gross usefulness but when examined together they become apparent that most heads of schools

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<sup>49</sup>G.M. OSEI, *Teachers in Ghana: Issues of training, remuneration and effectiveness*, 41

<sup>50</sup>Ibid 46

influence policy and that most School Boards take some hand in administration.<sup>51</sup>

Both heads of schools and the higher educational authorities are partners in the development and management of the school each with distinctive contributions to make. The head of the school is for example expected to cement this partnership and doing so is very challenging to the extent that the staff of the school organisation and the School Board hold different expectations of the head of school, it is clear that the head of the school is caught in the middle of the issues. The head of the school role is in this way complicated further by the fact that he/she is expected to assist each group in understanding the positive and reasoning of the other during, for example, negotiation on salary and other welfare matters of say of a teacher.<sup>52</sup>

Such situations are further complicated when School Board holds meetings to pass resolutions and leave the head of school to implement what has been recommended. The head of school as the person solely responsible for day-to-day running of the school is expected to guide the Members of School Board (MSB) on what to do. This is not easy for the head of school especially when the board members have very little time for meetings. At times School Board members may attend meetings and pass resolutions in a hurry. Some matters may be left hanging leaving the head of school more confused than they were before. This confusion may be passed to the entire school administration and in turn affect school performance. Inadequate decision-making authority is one challenge that could affect school planning authority. This is the case for countries with highly centralised education systems.<sup>53</sup>

Decentralisation of management responsibility for secondary education and diversification of sources of funding for schools are ways of transforming the way public schools operate, making them more accountable to students, parents, and communities. These reforms go by different names – school-based management, school autonomy reform, school improvement programs – but they all work toward administrative decentralisation. The evolving approaches to governance and management of secondary education are resulting in the recognition of the school as the focal point for quality improvement and the unit of change in the drive toward the development of

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<sup>51</sup>S. GITHONGO, “Challenges Facing Secondary School Head teachers as Chief Executive” 38

<sup>52</sup>Ibid 42

<sup>53</sup>A. VERSPOOR, *At the Crossroads, Choices for Secondary Education in Sub Saharan Africa*, 65

more effective schools, increased autonomy and decision-making power at the school level, and a new context for central direction and support.

School planning in Africa is faced with a number of challenges.<sup>54</sup> While some school planning initiatives have succeeded others have not been successful. In most of these countries, there was much interest from different educational constituencies in finding out the characteristics of effective and improving schools. A number of school development plans, school effectiveness, and school improvement initiatives were initiated, both by the government utilising donor funding, and by non-governmental organisations. The programmes touched different aspects of school life in individual schools - school management, teacher development in subject content and teaching methodology, learner assessment, and organisational development.<sup>55</sup>

However, studies in school development projects in Africa South of the Sahara have revealed that they have not had a significant impact on teaching and learning and subsequent learners' performance. One of the main reasons for the relative failure of such development projects as has been the case in South Africa, despite their good intentions and excellent content in many cases, was the implementation of single change programmes or the lack of integration of many programmes initiated in schools.<sup>56</sup> Additionally, it was generally found that those schools that did make improvements in some aspects, and whose learners subsequently improved their performance, could not maintain that improvement in subsequent years consistently.

Many of these projects, aside from having single change programmes, tended to be "supply-push" interventions, either focusing on inputs or on improved schools processes and that was natural; they generally did not focus on "demand-side" and on accountability for final results.<sup>57</sup> They were based on the notion that there was some input or process deficit, and that fixing that deficit would more or less automatically lead to better final results.<sup>58</sup>

Ghana is another example and adopted the concept of Whole School Development (WSD). WSD aimed at promoting the following: Child-centered primary practice in literacy, numeracy and problem-solving with the view to improve the quality of teaching and learning in basic school classrooms; Community participation in education delivery; Competencies of teaching and learning through school-based in-service training; Participatory

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<sup>54</sup>Ibid 68

<sup>55</sup>B. CHINSAMY, *Successful School Improvement*, 19

<sup>56</sup>P. CHRISTIE –M. POTTERTON, "School Development in South Africa" 34

<sup>57</sup>B. CHINSAMY, *Successful School Improvement*, 25

<sup>58</sup>S. GITHONGO, "Challenges Facing Secondary School Head teachers as Chief Executive" 44

planning and resource management at school and district levels; and Improve efficiency in resource management. At the centre of the WSD supported the provision of support to head of schools and teachers to improve the quality of teaching and learning in schools. In addition, WSD in Ghana has kind of impact expected from a school improvement initiative focusing its efforts on decentralised decision-making to enhance local community participation in school development, leadership training for school heads, school infrastructure, local government support and capacity building to improve the quality of education.<sup>59</sup> School heads are in this respect responsible for executing what has been decided in the School Boards for school improvement.

### **2.3 Empirical Studies**

This section reviews various other studies related to challenges facing heads of public secondary schools in the implementation of school development plans. This review is important because it provides information about what was done in the related study, how it was done and what results were generated.<sup>60</sup>

Studies in Ethiopia including Assessed Practices and Challenges of Implementation of School Improvement Program in Secondary Schools of Metekel Zone, Ethiopia revealed that the difficulty of understanding of school improvement program, shortage of educational finance, lack of school facilities, limited support from education office, cluster supervisors, Parent-Teacher-Association and lack of practical training on the use of School Improvement Program Guidelines were the major challenges that hindered implementation of development programs in secondary schools of Metekel zone.<sup>61</sup> Study further revealed that the involvement of Parent - Teacher - Association, Kebele Education and Training Board Members and School Improvement Program Committee in the implementation of School Improvement Program (SIP) was low and the provision of technical support by Woreda district education office, cluster supervisors, Parent- Teacher - Association and Kebele Education and Training Board Members were not found to be adequate to support the implementation of School Improvement Program in the district. The study concluded that the contribution of stakeholders for effective implementation of School Improvement Program was not adequate and not successful.

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<sup>59</sup>K. AKYEAMPONG, *Whole School Development*, 72

<sup>60</sup> S. TAYIE, *Research Methods and Writing Research Proposal*, 48

<sup>61</sup> A. MEKANGO, -T. ABERA, “*Practices and Challenges of Implementation of School Improvement Program*”, 59



Investigated Development Planning in Public Secondary Schools in Kenya; Challenges and Moderation study was conducted in Kenya which revealed that most school head teachers lacked relevant leadership skills, leadership qualities and commitment to development planning to the extent that development planning in schools was reported to greatly hindered by inadequate resources in terms of physical facilities, finances, and human resources; that ignorance of existing policies, high headship turnover and lack of training hinders development planning in schools.<sup>62</sup> Thus development projects are not implemented as outlined in the development plans of the schools.

Another study titled; determined the Challenges Facing Public Secondary School Managers in the Implementation of Strategic Plans in Gatundu North District, Kenya was the study which employed thematic and descriptive statistics and revealed that most of the schools lacked enough finances to implement their development plans as drawn in the school strategic plans.<sup>63</sup> The study found that lack of resources adversely affected the implementation of development plans as well as the strategic plans in their respective schools. Other findings were that such challenges affected heads of schools in executing their roles including those associated with executing development projects in their schools.

Determined Challenges Facing Public Secondary School Heads in the Management of School Projects in Mathira Constituency was also carried out in Kenya.<sup>64</sup> The descriptive statistics revealed that school heads faced a number of challenges in the management of the school projects. However, having been trained as teachers, school heads are not specifically prepared for the management of school projects than having taught in short courses during their pre-service training. The study concluded that school heads needed to be trained and utilise managerial skills for such skills are crucial in the management of school projects. Lack of resources particularly finances is a hindrance to preparation and development of heads of schools for the management of school projects. The study also found out that the school heads need specific professional training in areas of project management, financial management and programme monitoring and evaluation. However, experiences at their workplaces, seminars, and workshops they have attended as well as personal initiatives have equipped some principals with excellent

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<sup>62</sup> C.J. KIPROP – E.J. BOMETT – J.J. MICHAEL, “*Strategic Planning in Public Secondary Schools*”, 54

<sup>63</sup>M.D. KAMAU, “*Challenges Facing Public Secondary School Managers in the Implementation of Strategic plans*”, 51

<sup>64</sup>J.K. WAMUNYU, “*Challenges Facing Public Secondary School Heads in the Management of School Projects*”, 64

management skills necessary for school leadership. This implies that school heads need to have managerial skills needed to execute development plans including the strategic plans of their schools. They also need the support of stakeholders in implementing development projects in their schools.

A study which examined the Challenges Facing Teachers in Implementing Competence-Based Curriculum (CBC) in Morogoro Municipality, Tanzania revealed that teachers face various challenges which impede on the successful implementation of CBC during the teaching and learning process.<sup>65</sup> Particularly the study revealed that when heads of schools were in the process of implementing it at their respective schools the majority of teachers were not cooperative because they were not involved in the initial stages of planning this teaching and learning program in schools. Additionally, the programme lacked funds for implementing it. For example, teachers were supposed to be trained in the theories and practical knowledge and skills but this was not done. The government in this respect did not avail money for the seminars and workshops which were planned in the development plan through the development plan of the responsible Ministry. School heads were in one way or another affected by their jobs due to this external factor of the government delay or failure to provide the money to them on time.

## **2.4 Research Gap**

Different studies which were reviewed, such as Mekango, and Abera (2003), Kiprop, Bomett, and Michael (2005), Kamau (2002), Wamunyu (2002), Makunja (2006) focused on the practices and challenges of implementation of school improvement program in Secondary Schools as well as challenges facing public secondary school managers in the implementation of Strategic Plans. All these studies and others of their kind dealt with challenges facing Public Secondary School Heads in the Managing public and school projects. However, none of these studies revealed focused on the challenges facing heads of public secondary schools in the implementation of school development plans. Additionally, there are scanty studies that have specifically studied challenges faced by school heads in the implementation of development plans at their respective schools. Therefore, this current study intended to bridge this gap by investigating the challenges facing heads of public secondary schools in the implementation of school development plans by using Morogoro Municipality as a case study.

## **2.5 Conceptual Framework**

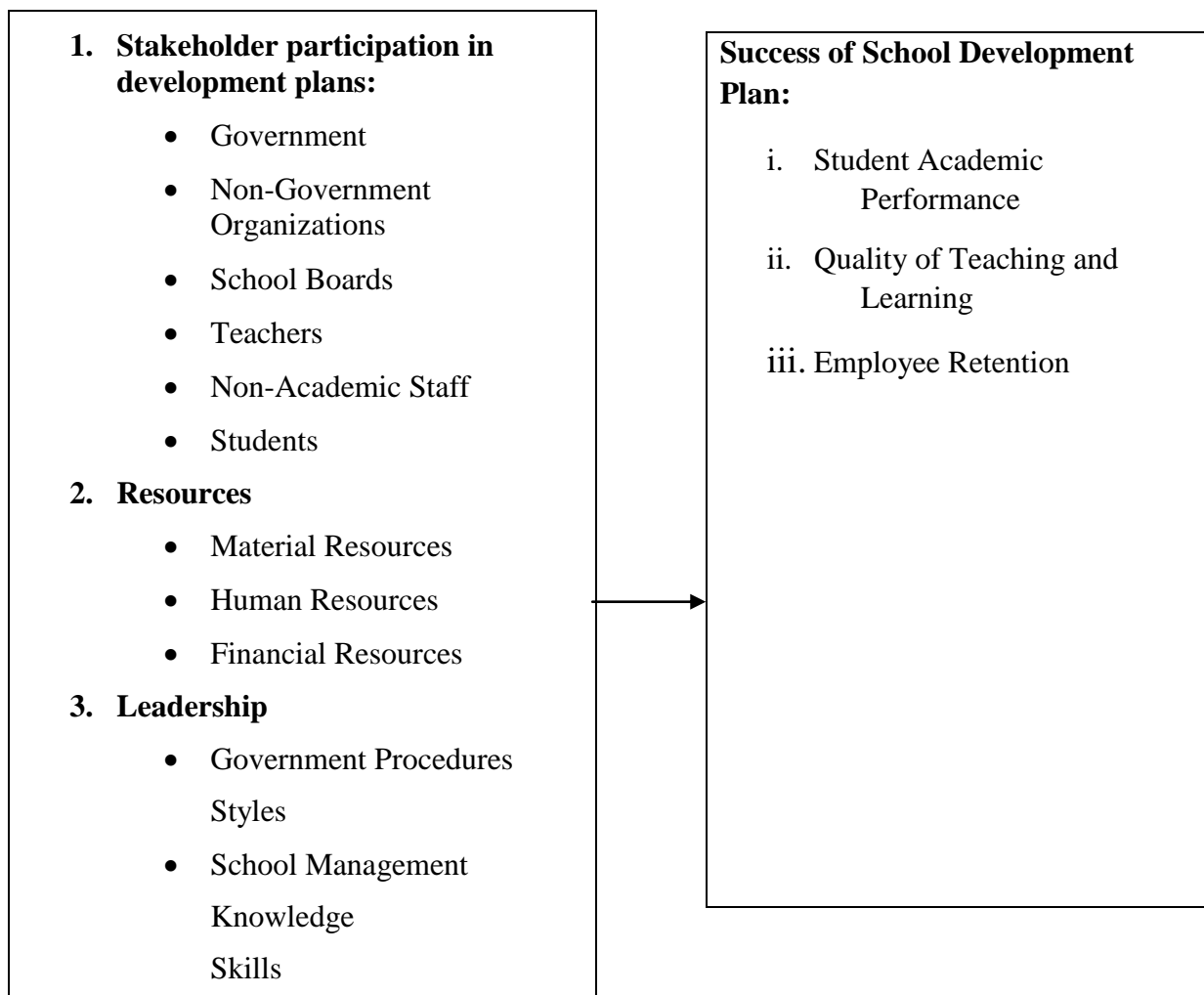
This section presents a conceptual framework from which the analysis of

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<sup>65</sup>G. MAKUNJA, “*Challenges Facing Teachers in Implementing Competence-Based Curriculum*”, 33

this study was made. The purpose of this study is to investigate on the challenges facing public school heads in the execution of school development plans in Morogoro Municipality. The study developed a framework that indicating a relationship between and among the independent and dependent variables based on the assumptions derived from the reviewed literature. That, Head of schools as well as various stakeholders can successfully execute school development plans if they are involved in school development planning from the initial stages as early as during establishing stage of the strategic plan which guides school leader including Board members to plan the development of their respective schools. Short of that head of schools will find it difficult to execute their roles associated with the implementation of development plans established in the irrespective schools.

**Figure 2.1: Conceptual Framework**



**Source: Researcher (2009)**

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1. Introduction**

This chapter presents the methodology of the study in which the research design, area of study, target population, sample and sampling techniques, data collection methods, and instrumentation, validity, and reliability of research instruments, data analysis techniques, and research ethics are explained.

#### **3.2 Study Design**

A research design refers to the way the study is planned and conducted, the procedures and techniques employed to answer the research problem or research question.<sup>66</sup> Also, the research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose.<sup>67</sup> Thus, research design is the conceptual structure within which research is to be conducted and provides a picture of the whole research project before starting the research.

In this study, a case study design was adopted because it allows intensive study of the social unity over a range of variables while maintaining its unitary nature. The study thus obtained enough information for drawing correct inferences. Additionally, the design provided a space of flexibility in the use of the survey data instruments which included questionnaires and interviews.

#### **3.3 Research Approach**

A research approach is a general orientation to how research should be conducted. It can be quantitative, qualitative or mixed.<sup>68</sup> The qualitative approach to social research seeks to explain social phenomena or cases in qualitative terms by employing methods that do not rely on numerical measurements.<sup>69</sup> In this approach, the researcher uses qualitative methods to collect then analyse and interpret the data, mainly relying on visual and verbal (conceptual or thematic) data-handling techniques to draw out the subjects'

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<sup>66</sup>J.H. McMILLAN–S. SCHUMACHER, *Research in education*, 44

<sup>67</sup> S.F. RAJ, *The qualitative-quantitative*, 19

<sup>68</sup>J.W. CRESWELL, *Research Design Qualitative, Quantitative and Mixed Methods Approaches*, 59

<sup>69</sup>G. KING – R.O. KEOHANE – S. VERBA, *Designing Social Inquiry*, 67

knowledge and perceptions and explore the context in terms of social settings and culture.<sup>70</sup>

Moreover, qualitative research answers the ‘why’ and ‘how’ questions which are important in seeking and providing an in-depth understanding of why things are the way they are in people’s social surroundings, why people behave the way they do<sup>71</sup> and how society is thought to operate in relation to historical, cultural, social, and political contexts.<sup>72</sup> On top of that, the quantitative approach to social research involves applying natural science principles, particularly, a positivist/empiricist approach in explaining social phenomena.<sup>73</sup> Examples of such principles include stipulating operational definitions to concepts, ensuring objectivity by detaching from the subjects, and striving for replication and establishing causality.<sup>74</sup>

Whereas qualitative research approaches the subjects in their natural settings, quantitative research does not. Instead, it employs a procedure similar to that of a controlled experiment.<sup>75</sup> A quantitative approach usually employs a variable-oriented strategy to assess the relationship between aspects of cases across a large sample of observations, thus to specify general patterns that hold for a population.<sup>76</sup> Basically, quantitative research methods are useful when searching for laws and principles that can help predict how the world works. Both approaches, however, have limitations that leave them exposed to criticisms. Quantitative research is criticised for relying too much on directly observable quantitative indicators and establishing causal relationships, thus failing to capture the studied phenomena in their full complexity and contextual manifestation.<sup>77</sup>

On the other hand, Qualitative research is criticised for being overly concerned with researcher-subject interactions, hence risking greater researcher bias. It is also criticised for lacking reproducibility since there is no

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<sup>70</sup>A.F. LONG – M. GODFREY, “*An Evaluation Tool to Assess the Quality of Qualitative*”, 183

<sup>71</sup>C. MARSHALL - G. ROSSMAN, *Designing Qualitative Research*, 49

<sup>72</sup>S. DHARAMSI – I. SCOTT, *Quantitative and qualitative research*. (Accessed on 12/01/20017)

<sup>73</sup>A. BRYMAN, “*The Debate about Quantitative and Qualitative Research*”, 81

<sup>74</sup>K. ERCIKAN – W.M. ROTH, “*What Good is Polarizing Research into Qualitative and Quantitative*”, 19

<sup>75</sup>O.S. MASUE – I.L. SWAI, - M.G. ANASEL, “*The Qualitative-Quantitative 'Disparities' in Social Science Research*”, 217

<sup>76</sup>C.C. Ragin, *The Comparative Method Moving Beyond Qualitative and Quantitative Strategies*, 76

<sup>77</sup>A. BRYMAN, “*The Debate about Quantitative and Qualitative Research*”, 87

assurance that a different researcher would end up with the same conclusions.<sup>78</sup>

Owing to the limitations of qualitative and quantitative methods, researchers are increasingly resorting to mixing the methods. Mixed methods research is now becoming a popular paradigm in social and behavioural science.<sup>79</sup> Mixed methods research approach have been defined by some researchers as ‘the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches such as the use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques for the broad purposes of breadth and depth of understanding and confirmation’.<sup>80</sup>

The data collected in this study were both descriptive and numerical, therefore mixed research approach (qualitative and quantitative) approaches were employed. Thus, the study used the interview as an instrument to collect descriptive information and thematic technique to analyse the qualitative data. The questionnaire was employed to collect numerical information whereas statistics descriptive technique was in that respect used to analyse quantitative data.

### **3.4. Area of the Study**

This study was specifically conducted in Morogoro Municipality of Morogoro Region, Tanzania. Morogoro Municipality is located about 195 kilometres west of Dar es Salaam city. It is situated on lower slopes of Uluguru Mountains. It lies at the crossings of longitudes 37.00<sup>0</sup> East of Greenwich Meridian and latitudes 4.49<sup>0</sup> South of the equator.

Morogoro Municipality has 23 public secondary schools. There are 1,237 teachers and four Municipal Secondary Education Officers (MSEO’s). Morogoro Municipality was selected for the study because it is one of the districts in Tanzania with public secondary school heads facing challenges in the implementation of their development plans including mass failure in National Examinations for instance for such reason.<sup>81</sup>

### **3.5. Target Population**

The study population is a collection of elements that share same specific characteristics. It can be people or object from which a sample is to be

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<sup>78</sup> N. Mays –C. Pope, “Qualitative Research: Rigour and Qualitative research”, 111

<sup>79</sup> R.B. JOHNSON – A.J. ONWUEGBUZIE – L.A. TURNER, “*Toward a Definition of Mixed Methods Research*”, 121.

<sup>80</sup> Ibid 123

<sup>81</sup>NECTA (2008). Certificate of Secondary Education Examination Results. (Accessed on 15/03/2009)

drawn.<sup>82</sup> The study population for this study included all heads of public secondary schools, all teachers and all Municipal Secondary Education Officers (MSEO's) in the Municipality. They were 1,730 people in total.

### **3.6. Sampling and Sampling Techniques**

The objective of any sampling procedure is to secure a representative sample with same characteristics of the study population. Therefore, sampling in social research is an important tool for generalisation of information this is because it is difficult to study the entire population in the study area. Similarly, due to limited time and financial constraints, a sampling of the study population allows the researcher to have a thorough physical observation of the respondents and study area to provide an explanation within a short time.<sup>83</sup>

#### **3.6.1 Purposive Sampling Technique**

A purposive sampling technique is a type of non-probability sampling techniques which do not give an equal chance for every unit in the population to be selected for the study.<sup>84</sup> This implies that some units of the population will have zero chance to be selected for the study. This study employed purposive sampling technique to sample respondents for interviews, whereby the following key informants have selected purposefully: 10 Heads of Schools, 6 Member of School Board (MSB) and 4 Municipal Secondary Education Officers (MSEO's). Purposive sampling technique was employed to select key informants for the reasons that by virtue of their positions have a responsibility to ensure successful implementation of the school development plans in Morogoro Municipality. The following information was collected from the key informants: the extent to which stakeholders participate in the implementation of development plans in secondary schools in Morogoro Municipality, the effect of resources on the implementation of development plans in secondary schools in Morogoro Municipality, and how school leadership influences the implementation of development plans in secondary schools in Morogoro Municipality. Also, the researcher used a purposive sampling technique to select 5 public secondary schools with poor academic performance and 5 public secondary schools with better academic performance.

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<sup>82</sup>R.K. YIN, *Case Study Research: Design and Methods*,

<sup>83</sup>F. CHAMBUA, *The Research Process*, 22

<sup>84</sup>A. BHATTACHERJEE, "Social Science Research: Principles, Methods, and Practices", (Accessed on 11/12/2008)

**Table 3.1: Purposive Sampling**

No.	Respondents	Sample	Percent (%)
1	MSEO's	4	20
2	Heads of Schools	10	50
3	MSB	6	30
	TOTAL	20	100

**Source: Field data 2009**

### 3.6.2 Simple Random Sampling Technique

Simple random sampling technique is the type of sampling whereby every member of the population has a chance of being selected to form a sample.<sup>85</sup> This means that simple random sampling provides an equal chance for every unit of the study, random sampling is where each unit in the population has an equal chance of being selected; this type of sampling technique gives every member of the population equal chances of being selected for the study.

For the purpose of this study, simple random sampling technique was employed to select 80 public secondary school teachers for the study; sampling technique was used to avoid bias in collecting information from teachers in public secondary schools in Morogoro Municipality.

All teachers had an equal chance to be selected for the study. Sampling frame (list of public secondary school teachers) was obtained from the District Secondary Education Office. To minimise the selection bias the numbered slips of papers were systematically shuffled in a box. Then each respondent was asked to pick one of them of a piece of paper was randomly picked at a time. The process was repeated until a required sample of 80 teachers was obtained.

The following information was collected from the teachers: the extent to which stakeholders participate in the implementation of development plans in secondary schools in Morogoro Municipality, the effect of resources on the implementation of development plans in secondary schools in Morogoro Municipality and how school leadership influences the implementation of development plans in public secondary schools in Morogoro Municipality.

### 3.7. Sample Size

The sample is the selected members or units such as individual groups and organisations found in the population of the study.<sup>86</sup> The sample size is a

<sup>85</sup> A. JAMAL –F. KAMUZORA, *Research Methods for Business and Social Studies*.

<sup>86</sup> K.O. THARENOU –G. DONOHUE, *Mixed Methods Research: From data Triangulation to Mixed Model Design*, 39



portion of the population that is studied to learn about something in the population.<sup>87</sup> The portion chosen to represent the population will become the sample size that a researcher will use to obtain first-hand information. The sample size for this study consisted of 100 respondents. This sample size total is higher and suffices to be a correct sample based on the argument that a sample of 30 elements and above is sufficient for any study, particularly when survey method is chosen is employed.

**Table 3.2: Sample Size**

No.	Respondents	Sample	Percentage (%)
1.	MSEO's	04	04
2.	Heads of Schools	10	10
3.	Teachers	80	80
4.	MSB	06	06
	TOTAL	100	100

**Source: Field data 2009**

### 3.8. Methods of Data Collection

This section describes methods that were used to collect data. The study employed the triangulation approach whereby interview and questionnaire were the instruments used to the survey method for data collection. Triangulation of data collection method ensured the validity of the data collected.

### 3.9. Instrumentation

The study used questionnaire and interview guide as the study instruments for data collection.

#### 3.9.1. Questionnaire

A questionnaire is a formalised set of questions for obtaining information from respondents.<sup>88</sup> Both closed-ended and open-ended questionnaires were used to collect data from the respondents. The questionnaire consisted of fact-oriented questions and questions about subjective experiences.<sup>89</sup> Fact-oriented questions were used to elicit objective information on issues such as the respondents' background (example age and level of education), while questions related to subjective experiences were used to gain information on

<sup>87</sup> M.C. MILANZI, "Research methods in social sciences", 43

<sup>88</sup> N.K. MALHOTRA, *Questionnaire Design and Scale Development*, 87

<sup>89</sup> C. FRANKFORT-NACHMIAS, -D. NACHMIAS, *Research Methods in the Social Sciences*, 66

the challenges facing public school heads in the execution of school development plans in Morogoro Municipality.

The English language was used in preparing and administering the questionnaires. It was important to ensure that every single questionnaire dispatched to a respondent was filled in and collected as soon as it was completed. For this to be possible, it was necessary for the researcher to make prior arrangements for respondents to have time and place to sit for half an hour or so to fill out the questionnaires. The data collected through questionnaire method was very successful and resulted in a return rate of 100% (Appendix i).

### **3.9.2. Interview guide**

Interview refers to a one-on-one conversation with one person acting in the role of the *interviewer* and the other in the role of the *interviewee*. This study employed interview as an instrument to collect primary data mainly from the Key Informants (Heads of schools, MSB and MSEO's) about the challenges facing heads of public secondary school in the execution of school development plans in Morogoro Municipality. The conducted interviews were successful, whereby the interview took place face-to-face and in person. It involved spoken conversation between researcher and interviewees. The interview guide was prepared to direct the two ways systematic conversation between the researcher and the respondent. During the interviews, the researcher was the first person to initiate the interview process in order to obtain relevant information for the study.

The interview as one of the study instruments for this study was chosen because of its simplicity and suitability for getting in-depth information concerning the study from the Key Informants who were selected into the study by employing purposive sampling technique. The information from the Key Informants through the interviews supplemented the data which were gathered through a questionnaire (Appendixes ii and iii).

### **3.10. Validity and Reliability**

Validity and reliability of the collected data should be checked in order that the findings depict the reality and the desired outcome.<sup>90</sup> The validity and reliability were highly considered in this study.

#### **3.10.1. Validity of the study**

The term validity refers to the conceptual and scientific soundness of the research study or investigation and the primary purpose of all forms of

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<sup>90</sup>SAUNDERS -al., *Research methods for business students*, 71

research is to produce valid conclusions.<sup>91</sup> It refers to the trustworthiness, credibility or how truthful the research results are. Several approaches were used to ensure the validity of the study:

The appropriate sampling technique (Simple Random Sampling) and method of data collection (questionnaire) were used to enhance the trustworthiness of the findings.<sup>92</sup> Also, the study used relevant literature to construct the research objectives, questions, and conceptual framework so as to enable the collection of relevant data for the study. Moreover, appropriate data analysis technique (thematic analysis technique) was employed to ensure trustworthiness of the study.

Lastly, questionnaire, as an instrument used to collect data for this study, were subjected to tests for validity to determine whether they need improvement or not. The researcher conducted a pilot study at two secondary schools with the same characteristics but was not included in the actual research activities. Twenty respondents participated in establishing the validity of the study. After the pilot study, some questionnaire instruments were modified to ensure the accuracy of the instrument for analysing the challenges facing heads of public secondary schools in the implementation of school development plans in Morogoro Municipality.

### **3.10.2. Reliability of the study**

Reliability refers to the consistency of the measurement technique.<sup>93</sup> Reliability refers to the degree to which there is consistency in results when different observers or the same observer on different occasions uses the same measuring instrument.<sup>94</sup>

The researcher used the test-retested method to measure the reliability of the questionnaire instruments. The same questionnaire instruments were administered twice to the same 20 respondents on two different occasions within a week. Then the responses of the same questionnaire instruments measured on two different occasions were correlated to determine to which extent the responses were consistent. The researcher found that responses were similar, thus the instruments were reliable.

### **3.11. Data Analysis Plan**

Data analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data group.<sup>95</sup> In this

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<sup>91</sup>D. FESTINGER, *Essentials of Research Design and Methodology*, 47

<sup>92</sup>K. CALDER, *Nursing research: principles, process and issues*, 32

<sup>93</sup>C. KOTHARI, *Research Methodology*, 74

<sup>94</sup>M. HAMMERSLEY, "What's Wrong with Ethnography?", 602

<sup>95</sup>C. KOTHARI, *Research Methodology*, 122

study employed both qualitative and quantitative data analysis techniques to analyse the data for each research objective. Thematic analysis technique was used to analyse qualitative data, whereby the qualitative data were be deciphered, coded and analysed to recognise the basic subjects in connection to the challenges facing heads of public secondary schools in the implementation of school development plans in Morogoro Municipality.

The basic subjects were merged into large themes for the conclusion; the qualitative data were presented in form of direct quotations. Likewise, the descriptive statistical technique was employed to break down quantitative information. The information was coded and analysed through Statistical Package for Social Sciences (SPSS version 16.0) computer programs. The findings were then presented in the form of frequencies and percentages.

### **3.12. Ethical Considerations**

Social science research involves data collection from people commonly referred as respondents. It is therefore very important to hold on ethical standards in order to guarantee the protection of participants' rights and for establishing the truthfulness of the study findings. Ethical standards were observed from the initial stages of planning and conducting of the study. Participation of the respondents in the study was on a voluntary basis and it was after they were informed about the purpose of the study. Questions were carefully constructed and asked in a sequential arrangement to avoid causing psychological harm to the participants.

The researcher then collected research clearance letter from the Postgraduate Studies Directorate of Jordan University College to request for research permit from the Department of Human Resource Management at the Morogoro Municipal Council. The Human Resources Officer of the Municipal then wrote an approval letter for the researcher's request to collect data from the participants in the selected schools of the study (Appendix IV and V). The intention of the letter was to introduce the researcher to the heads of schools also asking them all to assist the researcher in all endeavours pertaining the study.

## **CHAPTER FOUR PRESENTATION OF THE FINDINGS**

### **4.1 Introduction**

This chapter presents the analysis of data and discussion of the findings of the study. The proposed study was to investigate on the challenges facing heads of public secondary schools in the implementation of school development plans in Morogoro Municipality. The study findings are presented based on the three research objectives:

- i. To investigate stakeholders level of participation in the implementation of development plans in secondary schools in Morogoro Municipality.
- ii. To establish the effects of resources on the implementation of development plans in secondary schools in Morogoro Municipality.
- iii. To establish how school leadership influences the implementation of development plans in public secondary schools in Morogoro Municipality.

The findings of the respondents are presented first then discussed based on each specific research objective and questions.

### **4.2 Demographic Characteristics of Heads of Schools**

The demographic characteristics of respondents examined were sex, age, working experience and level of education

#### **4.2.1 Age of respondents**

The age of the respondents was studied in order to find how old they are and swap the information with other findings of the study to find out if age is a factor leading to the head of secondary schools in Morogoro Municipality not executes their roles in development plans of their schools.

The study found that the majority of teachers that is 75 of them (93.75%) agreed that age is an important factor leading to heads of schools not to execute development plans of their respective schools. Three (3.75%) of the respondents said no and two (2.5%) of them said they don't know. This information from the respondents as found in the questionnaire implies that being young makes the teacher be not involved much in the development plans of the school than involving and implementing own development plans.

One Key Informant from the Municipal Council office said in support of the findings by saying that:

*'Planning and implementation of school development plans as laid down in the development plan of a secondary school is not an easy task. Actually, it needs the head of the school to spend much time at the school doing it. But this cannot be the case with many of the young head of schools that spend a little time at schools and spend much time doing their own development projects outside their offices. Being a youth is a leading factor for them to work on development plans of the schools entrusted to them to be head for they say that this is age and time to look for money than when they will be old. Age will bar them from being energetic and look for money for their families. The best age is now: Use the public time for implementing own development plans.'*

Another key informant who was one of the aged (57 years old) Head of a secondary school had this to say:

*' I have been Head of secondary school for the past 24 years in different schools here in Morogoro region and over ten years now in the Municipal secondary schools but none of my superiors has complained about me for absenteeism at my office as head of school or for not attending my duties well. I started as Sports master but I am nowhere at the top level of school administration because I keep time and respect my office. There are young teachers who do not respect their duties. They say they are still young and time will come for them to be punctual at work when the time will tell, that is when they will be old like us. That is not right because they need to start now with tender age to experience school administration. Mr Researcher how can they have time for school work including participation in meetings for discussing school development plans? They are troubled by their being young and fewer are good in that respect'*

The findings imply that the majority of the young teachers are having no time to help the head of school in developing and implementing development plans of the school.

#### **4.2.2 Sex of Respondents**

Sex of the respondents was studied in order to find out if it is a factor leading to heads of secondary schools in the implementation of development plans in Morogoro Municipality. Those who said yes were very few and they were only 8(8%). Those who said no were the majority. They were 92 (92%). One head of school said that:

At this time of gender consideration and gender balance even in leadership, sex of a person is not an issue anymore. Though we still have few people who still despise and make a mockery to women who are elected to be school leaders, with time they become few and change their mindset to be positive to women to be leaders. As such women have been good in leading their schools. For example, they are good in developing school development plans in their schools they lead.

### 4.2.3 Heads of Schools Working Experience

Table 4.1 shows that respondents with working experience between 1-5 years were 3(30%), 6-10 years were 6(60%) and 11 and above was 1(10%). The findings imply that majority of heads of public secondary schools in Morogoro Municipality have enough years of working experience in the same position, This means that most of the heads of schools were not that much aware of the challenges facing them in the execution of school development plans in Morogoro Municipality since the majority have been in the leadership for short period of time.

Due to such short period of been leaders, thus inexperienced in been head of schools. This is, therefore, a factor for them leading are also in experienced in working as heads of secondary schools. Since they do not have enough experience they cannot execute well in implementing development plans of schools.

During the interviews, one head of school stated that;

*'I qualified to be appointed to be head of a secondary school here in the Municipal but I don't have enough experience of being a head of a secondary school and unable to execute school development plan. However, I am still learning and believe it will not take long for me to be able to do so, indeed very well.'*

**Table 4.1: Heads of Schools Working Experience**

Characteristics	Frequency	Percent (%)
<b>Teaching Experience</b>		
1-5 years	3	30
6- 10 years	6	60
11- above	1	10
Total	10	100

**Source: Research data (2009)**

### 4.2.4 Level of Education of Heads of Schools

Education of selected heads of secondary school was studied in order to find out if they qualified to be heads of schools. The level of education with other criteria such as commitment to duty is used in promoting teachers to be

heads of schools in the country. Education of a person is supportive and as well as a measure for one to be a head of a school.

The study found that heads of schools with Diploma level of education were 6(60%), Bachelor's degrees were 4(40%), and none of them had Master's degree. The findings (Table 4.2) implies that the level of education for the majority of heads of public secondary schools in Morogoro Municipality is a diploma. Few of them were holding bachelor's degree level of education. This reflects that most of the heads of school do not have enough knowledge and skills in the management of the schools.

During the interviews one head of school with a Diploma in the education level of education commented:

*'Yes, my highest level of education is Diploma in Education but I have been leading this school and others where I have worked earlier as a head of a school very well. What I am saying is that Yes, one needs to be more educated especially in our Ministry. However, I consider myself to be competent because I also took a course on Educational Management and Leadership course w which I passed very well and thus I have both knowledge and skills in school management. I know what to do, when and to whom I am supposed to do it. '*

Another school head added:

*When I was the second master of one school, the headmaster there gave me in - house training which helped me when I became full head of school. I also attended many educational management seminars and short course as well attended the MANTEP programs at Bagamoyo. Thus I know how to implement development plans of my working place; I mean the school development plan. I am committed to duty, responsible and hard working person even before I became Headmaster I work as a mentor to my fellow teachers and counsellor to my students. One needs to take on board not only the level of my education but my experience counts too. Look even the parents like me because their children pass well in their National Examinations. What else do my stakeholders need?*



**Table 4.2: Level of Education of Heads of schools.**

<b>Level of Education</b>	<b>Frequency</b>	<b>Percent (%)</b>
Diploma	6	60.0
Bachelor' degree	4	40.3
Master's degree	0	00.0
Total	10	100

**Source: Research data (2009)**

### **4.3. Stakeholders Participation in the Implementation of Development plans.**

Success in implementing any school development plan depends on the participation of the stakeholders in all initial stages. Thus, the first objective of the study aimed to determine the extent to which stakeholder's participation in the implementation of school development plans so as to plan in public secondary schools in Morogoro Municipality as a factor leading to heads of schools in executing them.

Finding as gathered through the interviews revealed that stakeholders have been actively participating in the implementation of the development plans of different secondary schools in Morogoro Municipality. This was reported by all Key Informants (100.0%) who stated that stakeholders are important in school development and need to be included in all stages that are from the inception to the evaluation of it.

Teachers (90.0%) responded by stating that the role of stakeholders in the preparation and implementation of development plans in schools need to be giving suggestions and ideas when planning up to the implementation of the plan, guide the heads of school with ideas on how to improve the school and provide financial support when needed. One of the respondents had the following to say:

*'In my school, the stakeholders; parents, members of the school board have been participating in the development through the implementation stages of the school development plans. For example, our school development plan is aiming at improving the academic performance of the students and the parents have been contributing the money to pay teachers' overtime allowances for those involved in teaching in the remedial program. In this program teacher continuing teaching students till 1700 hours. Also, the governments the major contributor and potential stakeholder have been providing fund every month to make sure that the school has enough teaching and learning materials'.*

A respondent from the Municipal Office commented as followings:

*Stakeholders have been actively participating in the preparation and implementation of development plans in public secondary schools in my municipality. Different stakeholders ranging from individuals, parents and former students, organisations and all well-wishers of our schools have been participating by giving ideas or suggestions to school heads on starting and implementing development plans. They also give suggestions leading to school improvement and general development of the schools apart from giving financial and materials to support the implementation of the school development plans.*

Findings on parents, teachers and government participation in school development plan further reveal these groups have been very active and great supporters of schools development plans in all stages including the implementation stages of the development plans in the public secondary schools in Morogoro Municipality.

Whereby, parents and members of the school board have been involved in all stages of development plans as well as the designed strategic plans for improving the academic performance of the students. One Key Informant who introduced oneself as a parent further explained that:

*'Parents have been contributing funds and materials for teachers' overtime allowance, Beside that the government has been involving in the implementation of the development plan by providing funds to make sure that the school has enough teaching and teaching materials The government, for example, support the schools through granting the capitation grants, books, paying examination costs and through implementation of the free education policy these days of free education for primary and secondary education'.*

Teachers were asked to rate their agreement levels with the items on a four-point Likert scale ranging from strongly agree to strongly disagree if the involvement of stakeholders leads to heads of schools development and implementation of development plans as found in the development plans of schools. The findings as presented in Table 4.3 from the questionnaire revealed that 60(75%) of respondents strongly agreed that parents are involved the implementation of the development plans in the public secondary schools in Morogoro Municipality, 10(12%) agreed, 7(9%) disagreed and 3(4%) strongly disagreed. Also, 55(69%) of respondents strongly agreed teachers are involved in the implementation of the development plans in the public secondary schools in Morogoro Municipality, 14(17%) agreed, 11(14%) disagreed and 0(0%) strongly disagreed.

Moreover, 45(56%) of respondents strongly agreed that members of the school board are involved in the implementation of the development plans in the public secondary schools in Morogoro Municipality. Lastly, 63(79%) of respondents strongly agreed that the government is consulted during school development planning, 9(11%) agreed, 6(7%) disagreed and 3(4%) strongly disagreed.

Finally, more than three-quarter of the respondents disagreed with the statement that the involvement of stakeholders in the development and implementation of development plans of a secondary school leads to heads of schools not execute their headship roles and general functions as heads of schools. When conducting the interviews, one head of school stated that:

*'Stakeholders are our friends and school development, partners. How can they betray themselves by been lead agents against heads of schools execution of school development plans? Stakeholders are fair and committed to their words and deeds. It is when the other side..... the economic personal gains and going against what was agreed in the meetings ..... Remember the Strategic plan for school development plan ..... when stakeholders are labelled interferers of heads of schools execution of development plans implementation.'*

A senior head of school further said that:

*'Well, saying that stakeholder's participation in developing and implementation of school development plans leads to heads of secondary school not to execute their headship duties particularly at the implementation stage. My experience shows that heads of schools sometimes think that if there is a financed school development project at a school, one may believe that he or she is now rich. .... . Ameukata..... translated that he or she has become rich. When the fund donors involve themselves in the project implementation such school heads say they are interfered in executing their duties. This is very wrong and sends a bad signal to our education donors that the implementation of the project will be difficult'*

Another Key Informant commented by saying that:

*I have been attending meetings with agenda items such implementation of the development of schools including students' academic performance in such schools. It is true that sometimes the government may interfere with school development plans by sending circulars to say prohibiting some programs to be run in schools but you find some schools may have such same programs. For example,*

*many school heads planned to collect money through parent's contribution to building classrooms and teachers' houses. With the coming up of the Free Education policy, such projects had to temporarily stop. Many heads of schools thought the policy has interfered heads of schools in the implementation of their duties. It is not such those circulars or policies do not lead heads of schools.*

These findings suggest that stakeholders are not a challenge to heads of secondary schools implementation of school development plans. Further, this study found that there are fewer heads of schools that are not honest to donor's funds in terms of using them for personal gains and development.

**Table 4.3: Stakeholders Participation in School Development Plan**

Statement:	Agree:	Strongly Agree:	Disagree:	Strongly Disagree:
Parents' involvement in the development plan.	10(12%)	60 (75%)	7(9%)	3(4%)
Teachers' involvement in the implementation of school development plan.	14(17%)	55(69%)	11(14%)	0(0%)
School board members' involvement in the implementation of school development plan.	18(23%)	45(56%)	9(11%)	8(10%)
The government is consulted during school development planning.	9(11%)	63(79%)	6(7%)	2(3%)

**Source: Field Data 2009**

The findings of the study from both questionnaire and interview have revealed that the school stakeholders; School Board members, parents, teachers, and government have been actively participating to the large extent in the implementation of the development plans in the public secondary schools in Morogoro Municipality. An officer from the Municipal office had this to say:

*‘Like other stakeholders, School Board members are very important stakeholders in all stages of the development plan. They are the ones who know about the school better than another stakeholder. They know what the school needs as well as what has been accomplished in the past development plans.’*

These findings are consistent to one of the scholars who argued that successful implementation of the development plan of the organisation is contributed by the participation of many stakeholders in their totality.<sup>96</sup> Also, the study by another scholar revealed that participation of stakeholders in development plans to be important for the plan to be accepted and supported during the implementation phases.<sup>97</sup> In the implementation phase, Stakeholder participation encourages everyone in the organisation to work harder for their benefit and hence for the benefit of the organisation.

#### **4.3.1. Effect of Resources on the Implementation of Development Plans**

To address the second research objective on the effects of resources on the implementation of development plans in the public secondary schools in Morogoro Municipality, the researcher conducted the interviews with the key informants. The study found that 11(55%) of the respondents mentioned lack of enough fund, 2(10%) lack of managerial skills, 3(15%) financial management skills, 3(15%) lack of facilities and 1(5%) lack of science teachers have been challenges facing heads of secondary schools in implementing of their headship roles.

**Table 4.4 Effect of Resources on the Implementation of Development Plan. (a)**

	<b>Frequency:</b>	<b>Percentage (%):</b>
Lack of financial management	3	15
Lack of fund	11	55
Lack of science teachers	1	5
Lack of managerial skills	2	10
Lack of facilities	3	15
<b>Total:</b>	<b>20</b>	<b>100</b>

**Source: Field data 2009.**

One school head stated that:

*‘Our schools, particularly the ward secondary schools lack teaching and learning facilities, for improving students’ academic*

<sup>96</sup>R.LIKERT, *The Human Organization*,71

<sup>97</sup>B.M.B. LICHTENSTEIN, “*Generative knowledge and self-organized learning*”, 63

*performance as the development plan of the school has indicated. Whereby teachers remain with the students for more two hours after normal school hours. The programs have been faced by the lack of laboratory; students fail to learn by practice. Also, the fund contributed by stakeholders has been not enough to support the program in hundred percent'*

One Key Informant from the Municipal office stated:

*'I admit that the majority of the heads of public secondary school in Morogoro municipality lack of managerial skills, since many of them have diploma level of education, therefore to some extent fail to translate the development plans in the practice. Also, most of the public secondary schools in Morogoro Municipality do not have profession bursar, thus there has been a misallocation of funds which may have contributed to the poor implementation of some of the programs, such as the construction of staff house and remedial classes.'*

Another one added by saying that:

*'Shortage of basic mathematics and science teachers has been a common problem in my school for a long period of time, just imagine with the absence of teachers for the subject of physics how could a development plan be successful? Lack of enough mathematics and science teachers makes it impossible for the students to pass mathematics and science subjects in their CSEE'*

The findings from the interview show that lack of funds, lack of science and mathematics teachers, lack of facilities, managerial skills, and financial skills had an effect on the effective implementation of development plans in public secondary school in Morogoro Municipality. For example, lack of enough mathematics and science teachers has been negatively affecting students to pass mathematics and science subjects in their Certificate Secondary Education Examinations. Also, the lack of financial skills among heads of schools contributed to misallocation of funds which contributed to the poor implementation of some of the programs, such constructions of staff house at Tushikamane Secondary School and remedial classes at Bondwa Secondary school.

Teachers were given a list of items in a table regarding the effect of resources on the implementation of development plans in the public secondary schools in Morogoro Municipality. They were required to rate their agreement levels using the Likert scale ranging from strongly agree to strongly disagree.

The findings from the questionnaire revealed that over half of the respondents that is 63(79%) strongly agreed that the shortage of mathematics and science teachers has been an effect on the implementation of the development plans in the public secondary schools in Morogoro Municipality, 10(12.5%) agreed, 6(7.5%) disagreed and 1(1%) strongly disagreed. Also, 57(71%) of respondents strongly agreed that shortage of facilities has an effect on the implementation of development plans in Morogoro Municipality 12(15%) agreed, 9(11%) disagreed and 2(3%) strongly disagreed.

Moreover, 54(68%) of respondents strongly agreed that shortage of funds had an effect on the implementation of the development plans in the public secondary schools in Morogoro Municipality, 16(20%) agreed, 6(7%) disagreed and 4(5%) strongly disagreed. Furthermore, 67(84%) of respondents strongly agreed that lack of managerial skills had an effect on the implementation of the development plan in public secondary schools in Morogoro Municipality, 5(6%) agreed, 8(10%) disagreed and 0(0%) strongly disagreed. Lastly, 70(88%) of respondents strongly agreed that lack of financial skills had an effect on the implementation of the development plan in public secondary schools in Morogoro Municipality, 8(10%) agreed, 2(2%) disagreed and none (0%) strongly disagreed (Table 4.5).

**Table 4.5: Effect of Resources on the Implementation of Development Plan. (b)**

Statement	Agree	Strongly Agree	Disagree	Strongly Disagree
Mathematics and Science teachers.	10(12.5%)	63(79%)	6(7.5%)	1(1%)
Building facilities	12(15%)	57(71%)	9(11%)	2(3%)
Funds	16(20%)	54(68%)	6(7%)	4(5%)
Managerial skills	5(6%)	67(84%)	8(10%)	0(0%)
Financial skills	8(10%)	70(88%)	2(2%)	0(0%)

**Source: Field Data (2009)**

The study findings from the questionnaire and interview revealed that the resource had effect on the implementation of development plans in the public secondary schools in Morogoro Municipality; lack of funds, lack of science and mathematics teachers, lack of facilities, managerial skills, and financial skills had effect on effective implementation of development plans in public

secondary school in Morogoro Municipality. For example, lack of enough mathematics and science teachers has been negatively affecting the students to pass mathematics and science subjects in their Certificate Secondary Education Examination, also a lack of financial skills among heads of schools contributed to misallocation of funds which contributed to the poor implementation of some of the programs, such constructions of laboratories.

The findings could imply that lack of enough mathematics and science teachers might have led to failure on any development plan for raising the academic performance of the science. Thus discourage students from taking science subjects; if this challenge won't be solved there will be a great shortage of scientists in Tanzania in the near future. Also, the findings imply that lack of facilities, such as teaching materials and laboratories might have made it hard for the Heads of public secondary schools in Morogoro Municipality to accomplish their goals, which impacts negatively on the schools' academic performance; lack of financial resources makes it difficult for the heads of the schools to run the schools effectively. The point behind these findings is that lack of resource in Morogoro Municipality leads to heads of secondary schools in implementing development plans of their respective schools.

Results of this study are like one by Mekango, and Abera and that of Kiprop, Bomett and Michael in Ethiopia and Kenya respectively, revealed that most school leaders lacked relevant skills, and leadership qualities thus fail to implement development plans of their schools. Implementation of development plans in schools is greatly hindered by inadequate resources in terms of physical facilities, finances, and human resources.

#### **4.3.2. The Influence of Leadership in the Implementation of Development Plans.**

The third study objective focused on establishing the effect of school leadership on the implementation of development plans in public secondary schools in Morogoro Municipality. To address the study objectives, the heads of schools, MSEO's and Members of the School Board (MSB) were interviewed. 79% of the respondents revealed that the leadership had the positive influence in the implementation of the development plans in the public secondary schools in Morogoro Municipality, whereby heads of the schools have been articulating the development plan to all teachers, the hard-working teachers have been rewarded to motivate them and others toward effective implementation of the development plan, the heads of schools have been using participatory leadership; teachers and other stakeholders have been involved in the preparation and implementation of the school development plan, and the heads of schools have been communicating their commitment to



teachers. The followings were comments from the respondents during the interview:

*I am convinced that the leadership applied by the heads of the schools have positive effects on the implementation of the development plan, for example the headmistress of Tushikamane secondary school had involved teachers, parents and the members of the school board to prepare the development plan on improving students' academic performance; the use of participatory leadership style helped the headmistress to raise funds from parents and influence the teachers to start remedial classes as one of the strategies to raise students' academic performance, whereby teacher teach students for more two hours from Monday to Thursday (MSB1).*

*The heads of schools have been articulating the development plan to all teachers, and the hard-working teachers have been rewarded to motivate them and others toward effective implementation of the development plan. For example, when the certificate secondary education examination results are out, the heads of the schools have been rewarding teachers who enabled students to score A-B grades in their subjects, some schools have been rewarding teachers with 10,000/- for every 'A' and others 5,000/=*

Teachers were also asked to rate their agreement levels on eight statements in the Likert scale ranging from strongly agree to strongly disagree about the influence of leadership in the implementation of development plans in Public Secondary Schools in Morogoro Municipality. The findings in Table 4.6 reveal that 49(61%) of respondents strongly agreed that the heads of schools always ensure that teachers and are aware of the school mission and vision, 23(29%) agreed, 3(4%) disagreed and 5(6%) strongly disagreed; 58(72%) strongly agreed that the heads of schools communicate their commitment to teachers, 12(15%) agreed, 4(5%) disagreed and 6(7%) strongly disagreed; 62(77%) of respondents strongly agreed that the heads of the schools articulate the development plan to all teachers, 10(12%) agreed, 6(7%) disagreed and 2(2%) strongly disagreed; 51(64%) of respondents strongly agreed that the heads of the schools regularly measure performance outcomes in line with the development plan, 19(24%) agreed, 2(2%) disagreed and 8(10%) strongly disagreed.

Over half of the respondents that is 65(81%) strongly agreed that the heads of schools have been ensuring there is a continuous revision of the development plan for effective implementation, 11(14%) agreed, 4(5%)

disagreed and 0(0%) strongly disagreed. About more than half of the respondents that is 55(69%) strongly agreed that the heads of schools measure school success by the quality of programs and services provided rather than the unit cost, 15(19%) agreed, 9(11%) disagreed and 1(1%) strongly disagreed; More than half of the respondents that is 60(75%) of respondents strongly agreed that the hardworking teachers are rewarded to motivate them and others toward effective implementation of the development plan, 10(13%) agreed, 17(21%) disagreed and 13(16%) strongly disagreed; 60(75%) of respondents strongly agreed that the heads of schools use participatory leadership, whereby teachers and other stakeholders have been involved in the preparation and implementation of the school development plan, 12(15%) agreed, 5(6%) disagreed and 3(4%) strongly disagreed.

One head of school further gave the following information in supporting the others by saying that:

*'Teachers like any other group of workers need to be respected and involved in all stages of the development plan. If we are planning, for example, our students to pass at the level of As and Bs then we must effectively plan for that. When it comes to paying them for the extra time they have committed to teach the students then there should be no delays or false promises. When there is a rewarding mechanism for teachers then it should be followed and teachers are rewarded. It is more than motivating them. It is their right'.*

Another head of school added by saying that:

*'As a school leader, I implement what has been agreed in the teachers meeting and approved by the School Board immediately. Some may say that I am a dictator but not so because if you have been entrusted to lead a school then you must work hard for the development of the school by showing how strong you are. Do not wait to be blamed by your fellow teachers. Let the students pass. That is the management of a school: Value your teachers and the students, build and work in a team to implement development plan of a school. Motivate teachers and the students in various ways. I am not afraid of blames so long it's something good for my school development'*

**Table 4.6: Leadership and Implementation of Development Plan**

Statement	Agree	Strongly agree	Disagree	Strongly Disagree
Awareness of Mission and Vision	23(29)	49(61%)	3(4%)	5(6%)
Communication to teachers.	12(15)	58(72.5)	4(5%)	6(7.5%)
Articulation of the development plan	10(12)	62(77.5)	6(7.5)	2(2.5%)
Measure performance outcomes	19(24)	51(64%)	2(2%)	8(10%)
Continuous revision	11(14)	65(81%)	4(5%)	0(0%)
Provision of quality programs	15(19)	55(69%)	9(11)	1(1%)
Rewarding hard workers	10(12)	40(50%)	17(25%)	13(16.25%)
Usage of participatory leadership,	12(15)	60(75%)	5(6%)	3(4%)

**Source: Field Data (2009)**

The findings from questionnaire and interview show that good leadership had a positive influence on the implementation of development plans in secondary schools. Articulation of development plan to teachers, rewarding hardworking teachers, motivating teachers to effective implementation of the development plan and using participatory kind of leadership have been reported to be the most effective ways of implementing development plans in a secondary school in Morogoro Municipality.

The study further found that teachers and other stakeholders have been involved in the preparation and implementation of the school development plan and that heads of schools have been communicating their commitment to teachers, parents, and members of the school board in preparing development plans of their schools.

The study further found that leadership in public secondary schools in Morogoro Municipality has a positive influence in the implementation of the school development plans. For example, the participatory leadership style exercised by many heads of schools has helped heads of the school to cut down anticipated resistances that could have come from teachers and parents if they were not included in all stages of the development plans in their schools. For example, one Head of the school had this to say during the interviews that:

*'Teachers at this school had the opportunity to go through the Mission and Vision of the School with the Head of the school during our academic and professional development week organised at each last Friday of the month. The Chairperson of the School Board was also invited to attend the meeting. It was evident that from the speech of the Chairperson of the School Board the headmaster followed the procedure pertaining developing up to implementing development plan at a school'.*

Another Head of the school said very happily that:

*'I'm asked questions regarding communication and channelling matters to higher authorities and who is to be blamed when students do not do well in their form four examinations. I reply that it is we the teachers to be blamed for the past years but this year.....' I have come with sweets for all of you. ... for you teachers. I want this school to have As and Bs..... Here is the money for you to buy the sweets... in cash. Please work for the school development and promote good name and quality education for my children as from now'*

These results suggest that inclusive and participatory school leadership do not lead toward heads of secondary schools fail to implement school's development plans. These findings are consistent with findings of a study conducted by Okumbe (1998) who found that participatory leadership encourages and helps different stakeholders to work enthusiastically towards objectives. In this regard, therefore, depending on the type of leadership used by the school head. Conclusively, participatory and inclusive types of leadership do not lead to heads of secondary schools not execute their work related to school development plans including articulation of the mission and vision of the schools as laid down in the development plans.

Also, it has indicated that there is a general consensus that leadership is at the core of development plan implementation. While the plan may have good ideas and guidelines, the challenge is in translating the ideas and following the guidelines that lead to a concerted well-guided effort to lead the change. This infers that challenges to performing a duty may be there but a leader needs to struggle to kerb them for the development of the organisation, for this case secondary schools in Morogoro Municipality.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the study findings, conclusion and recommendations. The chapter also presents suggestions for an area for further research.

#### **5.2 Summary of the Study**

The purpose of this study was to investigate on the challenges facing heads of public secondary schools in the execution of school development plans in Morogoro Municipality. Case study design was employed in the study. Questionnaire and interview guide were used as instruments to collect data for the study. The sample size of the study was 100 respondents. The information was sorted from 100 respondents. They were 6 Members of School Boards (MSB), 4 Municipal Secondary Education Officers (MSEO's), 10 Heads of schools and 80 teachers.

Based on the objectives and the responses of to the questions asked the following are the major findings of the study:

First, the majority of the participants were young with their years ranging between 28-35 years. Being young many of them were found neither not responsible to duty as were much involved in implementing own development plans rather than those of the schools. They claimed that was the period for them to search for money than when will be with old age. They were therefore found to be leading factor toward heads of schools in not implementing development plan due to the fact that they were always late to school or absent.

Second, regarding the sex of the respondent, the study found female teachers were more than males. Sex was not found to be a leading factor toward heads of schools in the implementation of the development plan of a school.

Third, the level of education of a head of a school was not viewed as a leading factor against the head of a school to the implementation development plan of a school. The study found that the majority of school heads were, however, holders of Diploma in Education which is the lowest level of one to teach and to be head of a secondary school in the country.

Fourth, the length of the head of a school in the teaching profession and school headship was studied. The study found that the majority of heads of schools had a good number of years in the profession and leading schools in Morogoro municipality. Thus, heads of schools had reasonable experiences to

enable them to lead schools. The length of a teacher in the job was therefore not viewed a leading factor to heads of schools in implementing development plans. The experience of a teacher in leading schools was found to be an additional qualification of one to be head of a school and increase the chance for that head of a school to execute development plan of a school without many hindrances.

Fifthly, the study found that different stakeholders mainly the government, NGOs, parents, teachers, School Board members have been actively engaged in all stages of development plans in public secondary schools in Morogoro Municipality. They have been, for example participating in fund raising of the schools, donating money and materials as well as participating in meetings related the development of schools. Their participation in the development plans of schools was found not to be a factor leading towards heads of schools not to execute development plans of the schools.

Sixthly the study found that the absence of resource at schools greatly affects implementation of development plans in the public secondary schools in Morogoro municipality. Resources such as human resources in terms of teachers especially Science and Mathematics teachers, infrastructures such as laboratories, classrooms, houses for teachers and teacher's offices have been found to be hindering factors leading to heads of secondary schools in implementing development plans of their respective secondary schools in Morogoro Municipality.

Seventhly, and lastly, the style of leadership for leading a school was studied to find out if could be leading a hindering factor toward heads of secondary schools in the Municipal to implement development plans in their schools. The study found that inclusive and participatory leadership styles were mainly used and resulted in teachers and other stakeholders to comment heads of schools for using them in implementing development plans in their schools.

### **5.3. Conclusions**

Based on the findings of the study, it is concluded that participation of stakeholders in the development plans of secondary schools has been to give suggestions and ideas on how to implement the plan, guide the heads of school with ideas on how to improve the school and provide financial support when needed. Their involvement in development plans is not a hindering factor leading to heads of schools to implement development plans in their schools.

Also, lack of enough resources such as funds, science and mathematics teachers, facilities, managerial skills and financial skills were found to be

hindering blocks for heads of schools to implement development plans of their respective secondary schools in Morogoro Municipality. For example, lack of enough mathematics and science teachers has been negatively affecting the students to pass the subjects in their Certificate of Secondary Education Examination. Likewise, lack of financial and management skills among heads of schools to poor implementation of some of the programs including construction of buildings and remedial classes programs at some studied secondary schools in the Municipal.

Moreover, the type of leadership style the head of a school opts to use for leading a school was studied and the findings were that participatory and inclusive styles were found to be useful and do not challenge head of school's implementation of development plans in their schools

Finally, it is concluded that teachers are key stakeholders and leading factor in implementing development plans in the public secondary schools in Morogoro Municipality. They are not hindering factors to heads of secondary schools in implementing development plans of respective secondary schools.

#### **5.4 Recommendations**

The following recommendations are put forward to different organisations and groups basing on the conclusion of the study calling them to:

- i. The Central Government through the Ministries responsible for secondary education to strengthen the use of stakeholders to enable heads of schools in implementing development plans in secondary schools they are leading. This recommendation is put forward to the Government based on the conclusion of the study that merger or lack of resources has been hindering factor leading to heads of schools not to implement to development plans effectively and realise positive outcomes. Additionally, the Government needs to train more teachers in Mathematics and Science subjects to fill the existing shortage of teachers in the studied secondary schools.
- ii. The Morogoro Municipality office to consider age, level of education as well as the experience of a teacher when recommending or appointing one to be head of a school. In addition to that, the Municipality Office should from time to time encourage heads of secondary schools to provide in-house and in-service training to their assistants as well as common teachers to the pursuits of school leadership and management as part of preparing them to be future heads of schools.
- iii. School Boards to actively involve different stakeholders to participate in fund raising exercises encourage heads of schools to employ

inclusive and participatory leadership styles in leading schools as have provided to be useful in implementing school development plans.

- iv. Teachers to work hard in teaching students so that they pass high in their National Examinations as part of helping heads of secondary schools implementation of development plans particularly in the promotion of quality education and students attainment of higher grades in their National Examinations.

### **5.5. Area for Further Research**

Since the study was conducted in only public secondary schools in Morogoro municipality it is highly recommended that private secondary schools are also studied in order to make a comparison of the findings and generalise the findings on the challenges facing heads of public secondary schools in implementing development plans to the districts of Morogoro region and Tanzania at large.



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## APPENDICES

### Appendix i

#### QUESTIONNAIRE FOR TEACHERS

I am a student at The University of Arusha. I am doing a research study as a compulsory part of my programme (BEd). The purpose of the research is to investigate on the challenges facing heads of public secondary school in the implementation of school development plans in Morogoro Municipality. Thus, I would be very grateful if you would spare some few minutes to fill in this questionnaire. The information that you provide will be treated confidentially for academic purpose only and your identity will not be exposed.

##### **A. Demographic Characteristics of Respondent**

1. Gender (Please tick one)
  - a. Male ( )
  - b. Female ( )
2. Level of education (Please tick one)
  - a. Secondary ( )
  - b. Certificate ( )
  - c. Diploma ( )
  - d. Bachelor degree ( )
  - e. Master degree ( )
  - f. Other (specify).....
3. Number of years you worked in the same position (please tick one)
  - a. 1- 5 years ( )
  - b. 6- 10 years ( )
  - c. 11- 20years ( )

**B. The Extent to which Stakeholders Participate in the Implementation of Development Plans in Public Secondary Schools in Morogoro Municipality**

5. Below are the statements indicating Stakeholders Participate in the Implementation of Development Plans in Public Secondary Schools in Morogoro Municipality (Please tick where is appropriate).

S/N	Statement	Agree	Strongly Agree	Disagree	Strongly Disagree
i.	Parents are involved in development plan implementation				
ii.	Teachers are involved in the development plan implementation				
iii.	The members of the school board are involved in development plan implementation				
iv.	The government is consulted during school development planning				



**C. Effect of Resources on the Implementation of Development Plans in Public Secondary Schools in Morogoro Municipality**

6. Below are the statements indicating Effect of Resources on the Implementation of Development Plans in Public Secondary Schools in Morogoro Municipality (Please tick where is appropriate).

S/N	Statement	Agree	Strongly Agree	Disagree	Strongly Disagree
i.	Shortage of Mathematics and Science teachers				
ii.	Shortage of facilities				
iii.	Shortage of funds				
iv.	Lack of managerial skills				
v.	Lack of financial skills				

**D. The Influence of Leadership in the Implementation of Development Plans in Public Secondary Schools in Morogoro Municipality.**

7. Below are the statements indicating the Influence of Leadership in the Implementation of Development Plans in Public Secondary Schools in Morogoro Municipality (Please tick where is appropriate).

S/N	Statement	Agree	Strongly agree	Disagree	Strongly Disagree
i.	The heads of school always ensure that teachers and are aware of the school mission and vision				
ii.	The heads of schools communicate their commitment to teachers				
iii	The heads of the schools articulate the development plan to all teachers				
iv.	The heads of the schools regularly measure performance outcomes in line with the development plan				
v.	The heads of school ensure there is a continuous revision of the development plan for effective implementation				
vi.	The heads of schools measure school success by the quality of programs and services provided rather than the unit cost				
vii.	The hardworking teachers are rewarded to motivate them and others toward effective implementation of the development plan				

viii.	The heads of schools use participatory leadership, whereby teachers and other stakeholders have been involved in the preparation and implementation of the school development plan				
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**Thanks for your cooperation**

Appendix ii

**INTERVIEW GUIDE FOR HEADS OF SCHOOLS AND  
MEMBERS OF SCHOOL BOARD**

1. How old are you?
2. What is the level of your education?
3. For how long have you been working in the same position?
4. To what extent stakeholders have been participating in the implementation of development plans in your secondary school?
5. How have stakeholders been participating in the implementation of development plans in your secondary school?
6. How have resources been an effect on the implementation of development plans in your secondary school?
7. How school leadership influences the implementation of development plans in your secondary school?

### **Appendix iii**

#### **INTERVIEW GUIDE FOR MUNICIPAL SECONDARY EDUCATION OFFICERS**

1. How old are you?
2. What is the level of your education?
3. For how long have you been working in the same position?
4. To what extent stakeholders have been participating in the implementation of development plans in public secondary schools in your municipality?
5. How stakeholders have been participating in the implementation of development plans in public secondary schools in your municipality?
6. How have resources been an effect on the implementation of development plans in public secondary schools in your municipality?
7. How school leadership influences the implementation of development plans in public secondary schools in your municipality?