

**LEADERSHIP INDUCTION PROGRAMMES ON PERFORMANCE OF NEWLY
APPOINTED HEADS OF PUBLIC SECONDARY SCHOOLS IN MERU DISTRICT**

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**LEADERSHIP INDUCTION PROGRAMMES ON PERFORMANCE OF NEWLY
APPOINTED HEADS OF PUBLIC SECONDARY SCHOOLS IN MERU DISTRICT**

By

Mwejuma Musa

**A dissertation submitted in partial fulfilment of the requirements for the degree of Master of
Business Administration of the Institute of Accountancy Arusha**

Institute of Accountancy Arusha

November 2020

CERTIFICATION

I, the undersigned certify that I have read and hereby recommend for acceptance by Institute of Accountancy the dissertation entitled: *“The impact of leadership induction programmes on performance of newly appointed heads of public secondary schools in Meru District”*, in partial fulfilment of the requirements for the degree of Master of Business Administration of the Institute of Accountancy Arusha

.....

Solomon Muguba, PhD

(Supervisor)

Date

DECLARATION

I, Mwejuma Musa declare that this research proposal is my own original work and that it has not been presented and will not be presented to any university for similar or any other degree award.

Signature.....

Date.....

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DEDICATIONS

I dedicate this work to my family and many friends. A special feeling of gratitude to my loving parents whose words of encouragement and push for tenacity ring in my ears. I also dedicate this dissertation to my kids Brian, Brighton and Brightness who had generously supported my education journey. Their prayers have enabled me to achieve my wishes.

LIST OF ACRONYMS

CP	Critical Pedagogy
CSEE	Certificate of Secondary Education Examination
DSEO	District Secondary Education Officer
MDG's	Millennium Development Goals
MOE	Ministry of Education
MOEVT	Ministry of Education and Vocational Training
NECTA	National Examination Council of Tanzania
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization.
SEDP	Secondary Education Development Programme
URT	United Republic of Tanzania
USA	United States of America
ZSQAT	Zonal School Quality Assurance Team

ABSTRACT

The statistics show that in 2019 public secondary schools in Meru District were below the national average (54.4%). This poor performance of public secondary schools in the district ascertain the curiosity on its cause. Performance of newly appointed heads of public secondary schools not only in Meru District but also in every part of the country can be improved through various strategies. This study assessed the impact of leadership induction programmes on performance of newly appointed heads of public secondary schools in Meru District by identifying leadership challenges faced by newly appointed heads of public secondary schools, identifying leadership induction programmes offered to newly appointed heads of public secondary schools, assessing the impact of leadership induction programmes on performance of newly appointed heads of public secondary schools and establishing the form of induction that is deemed relevant for newly appointed heads of public secondary schools prior to taking up the post. The study was guided by critical pedagogy theory initiated by Paulo Freire (1970s) which uses critique and present its impacts on the effectiveness of training programmes on performance through its principles. The study used mixed approach and adopted parallel convergent design. Validated instruments such as interview guide and questionnaires were used to collect data from respondents who consisted of 27 heads of government secondary schools and one district secondary education officer who were both purposively selected. Quantitative data were analysed using SPSS (V. 20.0) and results were presented in tables. Qualitative data were thematically analysed and presented in form of tables and paraphrasing. Findings revealed that leadership challenges faced by newly appointed heads of public secondary schools were; lack of teaching and learning resources, inadequate number of teachers, challenges for the fee free education policy, inadequate infrastructures, large class size, lack of induction, poor discipline among students and political interference. Moreover, findings on induction programmes offered to newly appointed heads of public secondary schools show that although heads of schools have attended leadership courses during their college/university studies, but the lack of a leadership training or induction course before given the headship post affect their performance mainly in few beginning years, newly appointed heads were not assigned to an experienced head of school to share experience before assuming the office and district have no mechanism to groom newly pointed heads before appointing them. Regarding the impact of leadership induction programmes on performance of newly appointed heads of public secondary schools findings show that it help new head teachers get familiar on how to handle student discipline, improves leadership capacity and supervision skills, monitor teachers discipline and improves Instructional leadership and to effectively handle financial activities in their work station. The study recommends the government should prepare the blueprint to guide the practice of induction programmes for newly appointed heads of public secondary schools and newly appointed heads of public secondary schools should positively interact with their mentors such as experienced heads of schools so that they could gain more skills and knowledge where they lack.

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CHAPTER ONE

INTRODUCTION

1.1. Introduction

This section discusses the background and the origin of induction programmes for the newly appointed heads of public secondary schools in various aspects. In order to bring together the knowledge on induction programmes, this sections contains the following synopsis: the background of the study, problem statement, research objectives, research questions, and the significance of the study, limitation of the study, study delimitation and definitions of key research terms.

1.2. Background to the Study

Induction programme has become a requirement in the area of improving work processes, employee morale and satisfaction. As such, it is a challenge for managers to identify its merits and also to comprehend the interplay between induction and job effectiveness. While containing this dynamic, the impact of an effective induction programme cannot be overlooked. Starting a new job is considered to be one of the most stressful life experiences. Usually starting a job is considered to be difficult for new employees. There are many things that new school leaders do not know about the community around the school, the school itself, the students and fellow teachers, the work itself and work procedures generally. Induction programmes are designed to address these issues for new leaders. Such programmes are also meant to ensure a new school leader settles into their roles seamlessly (Weindling & Earley, 2001). It is clearly indicated in this definition of induction that one cannot manage effectively in an organization unless he/she has gone induction process.

Induction first was developed in the United States of America (USA) early in the 1970s for effective production in business so as to gain and produce effectively. Several blue chip companies followed the policy and conducted relevant induction programmes to their new hires. Different scholars (Sergiovanni & Starratt, 1988; Daresh, 1986; Platz, 2008) have contributed a lot about the importance of induction training. The Tanzania education and training policy of 1995 introduces Education Sector Development Programme in 2001 and the Millennium Development Goals (MDGs) within this, the Secondary Education Programme II (SEDP II) is a continuation of (SEDP I) Secondary Development Programme I which was implemented between 2004 and 2009) to build on the national goals of Secondary Education whose objectives

were to improve quality management and review of (SEDPI) implementation. In spite of these achievements there are challenges of induction in school management skills for the heads of schools (URT, 1995). Literature shows that in Zanzibar there were nine training colleges (TCs) opened in 1993 in which the main objective is to improve school management by training school heads and members of committees (Ministry of Education in Zanzibar, 1995).

The purpose of induction is to help a new employee settle down quickly into the job by becoming familiar with management. Induction seeks to expose new employees to all areas of the company, to make new hires become productive to the organization quickly and adjust better. Induction build an organizational stability, foster the initiative and creativity of employees' which increase a sense of belonging. It is therefore important for managers be inducted into training programmes so as to improve both quality as well as quantity of the product in order to increase in level of performance. Also training programmes build up confidence and satisfaction among leaders and prepare them for future managerial and executive positions (Simkins, Sisum, & Memon, 2003).

In this regard, Van der Westhuizen & Erasmus, (1994, p. 209) see induction as a post and continues throughout heads of school leadership. Thus the management of an induction programme is critical and effective to school performance. Kaswathappa (2011) argues that the ease with which managers adjust to the new job and work environment is a function of the expectation they bring to the job. If expectations are realistic, adjustment will be relatively simple. If however expectations are unrealistic or unreasonable adjustment will be more difficult, in the latter case, Induction can be instrumental in modifying managers' expectation. Also Buchner and Hay (2009) argue that prevailing conditions in schools District not consider induction, low morale, stress, turnover among educators all increase the level of stress for educators as well as uncertainty above the job security. These conditions in Meru district have emphasized the assessment on need for induction for novice head of schools.

However, this statement may not be true with newly appointed head teachers because they are at times lack experiences, in top leadership and also the only requirement which are expected of them will not be seen by the society when performing their job because they lack induction training for their post (Chapman & Burchfield, 2009). Again, they face challenges when starting their job. For example, student discipline management have not been clearly stipulated by Ministry of Education. This has led to corporal punishment being used as the main means of

disciplining students. Other challenges that new school leaders face as mentioned by Chapman & Burchfield, (2009) are poor knowledge of financial management, human resource, physical facilities, public relation policy guidelines and strategic planning. If induction programme is implemented well it will likely ensure the organizations' ability to sustain its effectiveness (Chapman & Burchfield, 2009).

1.3. Statement of the Problem.

There is persistent poor performance of secondary schools in Meru District. Statistics by NECTA 2017-2019 show that community secondary schools were ranked at the bottom and majority of the students had not shown good performance in the national form four examinations (CSEE) results (Laddunuri, 2019). The statistics also show that in 2019 public secondary schools in Meru District were below the national average (54.4%). This poor performance of public secondary schools in the district worries the educational stakeholders, ascertaining their curiosity about the cause of the poor performance.

Various researches have been conducted to establish the possible causes of this poor performance in areas of: the availability of qualified teachers (Gasper, 2015), instructional materials school resources and facilities (Kinchelo, Steinburg, & Shirley, 2017), nature of leadership styles of heads of school (Ampaire & Namusonge, 2015) and nature of family background of students (Komba, 2015) as possible causes of poor performance. However, researches that relates to impacts of induction programmes to performance of head of schools are scares especially in Meru district council, Arusha. The researcher argues that issues around induction programmes could be contributing factors to the observed poor performance among schools in the district.

1.4. Research Objectives

1.4.1. General Objective

The study aimed to assess the impact of leadership induction programmes on performance of newly appointed heads of public secondary schools in Meru District.

1.4.2. Specific Objective

The specific objectives of the study are as follows;

1. To identify leadership challenges faced by newly appointed heads of public secondary schools

2. To identify leadership induction programmes offered to newly appointed heads of public secondary schools.
3. To assess the impact of leadership induction programmes on performance of newly appointed heads of public secondary schools.
4. To establish the form of induction that is deemed relevant for newly appointed heads of public secondary schools prior to taking up the post.

1.5. Research Questions

In addressing the problem, the following research questions will guide the study;

1. What leadership challenges are faced by newly appointed heads of public secondary schools?
2. What leadership induction programmes are offered to newly appointed heads of public secondary schools.
3. How leadership induction programmes impact the performance of newly appointed heads of public secondary schools.
4. What form of induction are relevant for newly appointed heads of public secondary schools prior to taking up the post.

1.6. Significance of the Study

The findings of this study may be useful to school administrators, parents, stakeholders and policy makers in public secondary schools in Meru District. Moreover, through this study, the Government may review the Policy of 2014 to enhance leadership induction programmes to newly appointed heads of public secondary schools. Similarly, results of the study can be useful to teachers and Heads of school, because they can be able to identify desirable leadership induction programmes to enhance performance of newly appointed heads of public secondary schools. Likewise, the study has accumulated knowledge; provided further information to researchers and scholars who need to understand how leadership induction programmes to newly appointed heads of public secondary schools can enhance academic performance of students in schools.

1.7. The Scope of the Study

The scope of the study was limited to 29 selected secondary schools in Meru District; hence, the study did not include all 34 public secondary schools operating in Meru District. This research work was taken in Meru District, one of the councils of Arusha region and it has assessed the impact of leadership induction programmes on performance of newly appointed heads of public

secondary schools in Meru District. Proposed population were heads of school in Meru District who were selected respectively to make up a sample size of 30 respondents including the District Secondary Education officer.

1.8. Limitations of the Study

The study encountered a number of limiting factors. However the main limitation was that, some of the heads of school did not show maximum participation during data collection as some of them were busy with some other responsibilities. This made the process of data collection to become difficult as it took long time, and consequently at the end some of the respondents (two in particular) did not return filled questionnaires.

1.9. Operational Definition of Terms

Headmaster's Leadership Training: This involves the training of teachers in leadership skills and certification while they were still in universities or colleges, before they became head of school. It also refers to the in-service leadership training of such a head teacher after assuming headship, such as leadership short courses, seminars and workshops and refresher courses. The training also involves the type of curriculum, frequency of the training and the duration of the training.

Head of School Experience: this is the direct observation or involvement that takes place gradually as the head of school executes his/her duties and responsibilities as the head of school. It also refers to the period the head of school has stayed in leadership capacity in terms of years. It further means the way the head of school has handled leadership challenges in the school. Experience in leadership in this study will be measured as: 1-3 yrs = 1, 4-6 yrs = 2, 7-9 yrs = 3 and 10 & above = 4

Management of Teachers: Managing teachers involves helping them to develop professionally by acquiring new and advanced knowledge and skills through up grading and school organized seminars and workshops.

Enforcing Discipline: Discipline is a factor to performance. This refers to how teachers and students respond to the school standards and requirements such as school, policies, rules and regulations. It also include the approaches used by the heads of school to enforce these regulations.

School Performance: This is the school output as a result of leadership of the heads of school in managing teachers, managing the instructional process and enforcing discipline in school. The performance is measured by using national examination results, students' grades and the ranking of the school.

CHAPTER TWO LITERATURE REVIEW

2.1. Introduction

The chapter presents theoretical and empirical literature review according to the study objectives which are; to identify leadership challenges faced by newly appointed heads of public secondary schools, to identify leadership induction programmes offered to newly appointed heads of public secondary schools, to assess the impact of leadership induction programmes on performance of newly appointed heads of public secondary schools and to establish the form of induction that is deemed relevant for newly appointed heads of public secondary schools prior to taking up the post.

2.2. Theoretical Literature Review

2.2.1. Critical Pedagogy Theory

The founder of critical pedagogy theory is a Latin American, Paulo Freire. Paulo Freire was the believer of the movement of the thought of Frankfurt school (McLaren, 2000). To Freire, the induction programmes should empower beginning teacher with freedom to construct new knowledge (Mtitu, 2014). For the purpose of this theory, critical pedagogy is used to critique and present its impacts on the effectiveness of induction programmes for newly appointed heads of school' performance through its principles. Critical pedagogy principles as postulated by Giroux (2010) are as follow:

- (a). Induction programmes should create new forms of knowledge.
- (b). The induction programmes should be critical and empowering
- (c). Induction programmes and 'praxis'
- (d). Induction programmes should respect ethical issues
- (e). Induction programmes should have curriculum and curriculum materials

2.2.2. Strengths of Critical Pedagogy Theory

Application of critical pedagogy theory in this study was guided by Platz (2008) intention and beliefs that research is conducted for 'the emancipation of individuals and groups in egalitarian society. Critical pedagogy emphasizes that induction programme should enable participants to make social changes, improve democracy and social justice development (Buchner & Hay, 2009).

These things would make new environment friendly to new heads of school thus promote their performance. According to (Chapman & Burchfield, 2009) induction programme creates not only a better learning environment, but also a better working environment for newly appointed heads of school and students. The one duty of critical pedagogy is to ensure learning is free for all participants to engage in. This means that schools and school systems should deliberately bring about work environments which nurture new heads of schools' sense that they are in control of what happens (McCormick & Barnett, 2011) Such environments are likely to be more effective for schools and the teachers who work in them. In the line to McCormick and Barnett arguments, the study believed that the theory of induction programme delivered to new teachers would help them to open the new world after learning well the environment they are introduced to.

2.2.3. Weaknesses of Critical Pedagogical Theory

Despite the Critical pedagogy (CP) strengths on this topic, the theory has failed to withdraw itself on elitism (Lindsay, 2010). For example, CP has emphasized much on the importance of induction programmes as means of emancipating beginning heads of school from the challenges they face because of their newness into leadership. The problem poses here is that CP theorists have failed to illustrate vividly what happens once new teachers are emancipated by the training of induction programme. No evidence is used to support this assumption that is why Lindsay (2010) advises that CP should link its ideal in moral obligation of individuals and the organization. Johnston (1999) also criticizes critical pedagogy for its limited work on concrete teacher practices.

This theory has created a notion that a good teacher is examined for his teaching practices done in the classroom. The critical theorists fails to see induction programmes beyond the teaching practices for beginning, a question which made McCormick & Barnett (2011) to criticize CP for seeing induction for new head of school in the angle of teaching delivery only and leave things like code of conduct, integrity and perseverance (URT, 2012).

2.2.4. Recommendations for Critical Pedagogy Theory

In order to address the weaknesses of CP, this study that CP should assist beginning newly appointed heads of school through induction programme to gain more knowledge relating to the teaching practice and other aspects like integrity and perseverance. For example, method like

mentoring, study tour, workshop, orientation and small group discussion could help to develop new teachers' critical praxis (Mathias, 2014).

Mathias (2014) proposes that without employing good induction the practice for teaching and learning services and performance in other sectors done by newly appointed heads of school will not meet organization and students' demands (Mathias, 2014).

Lindsay (2010) recommends that critical pedagogues should not make the induction programmes for newly appointed heads of school not sinking on the ideas of emancipation. Rather than stressing on emancipation for society, induction programmes should provide newly appointed teachers with alternative to settle well in the environment which is challenging to them and produce development for the society (Mack, 2010)

Giroux (2010) explains that critical pedagogy theory base on the aspect of education as a means to help teachers develop consciousness of freedom, recognize authoritarian tendencies, and connect knowledge to power and the ability to take constructive action. CP was adopted by this study for its implication since it emphasizes 'the induction programme' to: be a source of developing new knowledge to newly appointed heads of school; give power to newly appointed heads of school to stand by their own as quickly as possible; raise the awareness of newly appointed heads of school on how to handle the new responsibilities they are entrusted and balance the ethics of all participants.

2.3. Induction Programmes and Heads of school Effectiveness

Heads forms the backbone of a school. They mold students' intellectual experiences, model life-long learning, forge the professional culture, and shape the school's public image (Jewish New Teacher Project, 2011). In order to maintain all these, a head of school needs to be effective. According to (Laddunuri, 2019), heads of school effectiveness is generally referred to the focus on student outcomes and the heads of school behaviors and classroom processes that promote ideal student learning outcomes. Simkins, Sisum, & Memon, (2003) contend that a head of school is effective if he/she can accomplish the planned goals and assigned tasks in accordance with school goals.

The experience shows that an effective head of school makes his students academically developed. For instance, Ampaire & Namusonge, (2015) stresses that overtime students' academic performance in both internal and external examinations had been used to determine the effectiveness of head of school and teaching. Heads of school have been known to have important influence on students' academic achievement.

According to Afe (2001) heads of school play a crucial role in educational attainment since they are ultimately responsible for translating educational policies and principles into actions based on practice during interaction with the students. Both teaching and learning partly depend on heads of school; no wonder an effective teacher has been conceptualized as one who produces desired results in the course of his/her duty as a teacher (Afe, 2001). Buchner & Hay (2009) posit that student learning is improved if the induction programme includes opportunities for heads of school to gain knowledge of and implement effective instructional practices. Studies that focused on the potential relationship between induction programmes and student achievement are most often centred on mentoring, the most common induction component (Gasper, 2015)

New heads of school supported by mentors who participated in mentor training are more likely to make changes in instructional practice, and instructional practice may be related to changes in student achievement (Lindsay, 2010). According to Breaux and Wong (2003), induction serves three basic purposes: Provides instruction in effective teaching techniques; reduces the difficulty of transition into teaching and maximizes the retention rate of highly qualified heads of school.

2.3.1. Induction Programmes Internationally

Induction programme for newly appointed heads of school globally has gained momentum to the extent whereby line ministries responsible for education attempt to ensure that the programme is effective to newly appointed heads of school. In Jamaica, the induction programme was launched by the Ministry of Education in 2004, was implemented to improve the competence of new heads of school with the expectation that would positively affect students' performance (Ampaire & Namusonge, 2015).

Nevertheless, the induction programme for new heads of school is incorporated into the Primary Education Support Programme (Ministry of Education, 2004).

Although there are a number of benefits of induction programmes to new heads of school performance, such programmes suffer many challenges like improper follow up the programme standard (Van der Westhuizen & Erasmus, 1994); programme lacks uniformity (Sergiovanni & Starratt, 1988) and lack of tools to measure the programme effectiveness (Gasper, 2015). The challenges may distract new heads of school' morale into feeling of isolation, loneliness, job burnout and attrition (Jamaica Teaching Council, 2011; Grant, 2006; Walsdorf & Lynn, 2002). In order to address these challenges in a global level, Komba (2015) advises minor adjustments to be made before attempting the practice of induction programme into the present school system. Such adjustment include planning for supervision of the programme in school should be put in place, giving mentors any release time to perform mentoring duties, and providing on-going professional development by Professional Development Unit.

In United States of America (USA) Bush, (2018) argues that although education leadership is widely understood to be the second most important factor influencing student outcomes, heads of school preparation is neglected in many countries. The Author further explain that, in the USA a teaching qualification and teaching experience are often considered to be sufficient attributes for new heads of schools and that being a head of school is a different role from classroom teaching and requires specific preparation. This involves three phases of socialization. First, aspiring leaders require professional socialization, preparing to become a heads of school. Second, they need to change their identity, from teacher to heads of school. Third, they need a period of organizational socialization, learning to lead in a specific school. Bush (2018), argues that it is important to consider the experience of new heads of schools in different settings, preparation and induction in several settings to establish what works effectively and in what contexts. More, Bush (2018) insists on the role of mentoring in successful heads of school preparation and induction, bearing mind the need for induction to be an extended process, not a 'one-off' event.

2.3.2. Induction Programmes in Africa

In Africa, the need for well- and comprehensive induction programmes in schools looks similar to other parts of the world (Aswathapa, 2011; Giroux, 2010; Platz, 2008). For example, in a country like Ghana the formal educational policy on induction and mentoring for newly appointed heads of school has not been yet established (Aswathapa, 2011). According to MOE (1994), there is no stated policy on induction in Ghana since it is done informally and sporadically, through

workshops and seminars.. Nevertheless, the present induction in Ghana puts emphasis on the role of a teacher like being a good instructor, a practical teacher, and learning facilitator (Hedges, 2002; Zombwe, 2012). In Namibia, the Novice Teacher Induction Programme (NNTIP) is considered as a nurturing process in which a more skilled or experienced teacher encourages a less experienced heads of school (Republic of Namibia, 2012).

According to Republic of Namibia, (2012), the programme not only enables heads of school to grow and develop as professional but also it contributes to a more collaborative culture within their Schools. This may help to increase new teacher performance because of creation of collaborative cultured made induction programme. In corroboration to the Republic of Namibia's statements, a study by Dishena (2014) reveals that NNTIP is purposefully intended to achieve these objectives and goals: improve the teaching performance of the novice teacher by enhancing effective teaching skills; enhance capacity building through an induction and mentoring; mold and inspire professionalism among novice heads of school and promote the personal and professional growth of novice heads of school. These objectives under Namibia's policy contribute to the development of new heads of school' performance.

Studies by Hedges (2002) in Ghana reveal that induction programme lacks a formal mandatory nation-wide induction programmes. The induction programme's roles and responsibilities are not clearly defined and not owned by all stakeholders; sporadic induction and mentoring program; participation varies from district to district; thus the system lacks uniformity. In addition, there are no records of induction required prior to permanent appointment; poorly trained mentors and lack of funds to finance the programme. According to Hedges (2002), these challenges weaken the effectiveness of induction programme for newly appointed heads of school' performance in Ghana and other part of Africa of the same characteristics.

2.3.3. Induction Programmes in East Africa

In Kenya, teacher induction is a school-run and it is the responsibility of the heads of school, deputy heads of school, subject heads, senior heads of school and experienced heads of school. According to the Republic of Kenya (2003) new heads of school induction is based in seminars, workshops, in-service training, informal guidance, attachment to career teachers, uses of appraisal methods and discovery methods. It is practiced in Kenya both formally and informally and is not mandatory. However, the districts and schools determine its application and practices.

Dishena (2014) further explains that induction is based on the Teacher Service Commission charter and it focuses on teacher's disciplines, attitudes, increase in performance, conduct, administrative, legal and ethical issues.

In Uganda, school-based support to heads of school is meant to be provided by heads of school or by senior heads of school. System Approach for Better Education Results (SABER) Country Report (2012), reports that both heads of schools and senior heads of school are charged of teaching lessons in addition to their duties as mentors. Furthermore, the report described that new heads of school in Uganda go through the process of mentoring during their 6-month probation period. Induction programme in Uganda is provided to new heads of school who are in the probation. Such programme, however, has little focus on instructional support. Ministry of Education and Sports (2005) states the benefits resulted from provision of induction to 21 newly appointed heads of school in Uganda. These benefits, are induction programmes help in introducing a beginning heads of school to fellow heads of school, and school management committee members; briefing the teacher on the schools' mission and objectives, school rules, and regulations; providing the teacher with instructional materials and textbooks.

However Kinchelo, Steinburg, & Shirley, (2017) contend that there are significant weaknesses in Kenya teacher induction programme. These weaknesses are: lack of uniformity of induction programme in secondary schools because of the absence of blueprint induction programmes produced by the Directorate of Personnel Management which is being used to induct newly appointed heads of school. The induction practices offered in secondary schools misplaces objectives that do not recognise the need of their customers and so are overshadowed by the informal induction offered by heads of school for individual fulfillments. In order to address these weaknesses Kinchelo, et al. (2017), recommend that there should be constant consultations between the school mentors, heads of school, and the staff as a whole. The consultations should be on a regular basis to enable schools to meet the induction challenges as a team and to help in developing coping strategies as a team for the success of induction programmes in their schools.

In South Africa the challenges for new teacher induction programme: are lack funds for induction materials, time not set by the curriculum developers, lack of trained personnel, and lack of induction blue print to act as a guide to induction practices in schools (Chapman & Burchfield, 2009).The commission for higher education should also develop and avail a blue print document

to universities management of induction programmes to help in solving the programmes challenges like lack of induction management guidelines. Besides, Ajowi et al. recommendations, Thabo (2005) also recommends the improvement to be made on improvement of induction policy; training for school management teams; training educators at schools and reducing workload for school management teams in which together will make heads of school effective in mastery classroom management, teaching and social relationship among themselves.

2.3.4. Induction Programmes in Tanzania

According to the Public Service Standing Orders (2009), induction programme for new employees is compulsory in Tanzania. The statute states that every employer is responsible for planning and conducting induction and orientation programmes, which will provide newly appointed employees with knowledge, basic concepts and legislations pertaining to public service and work management to enable new employees adapt to the new job requirements.

Public Service Standing Orders (2009) further emphasize that every public servant who is serving in a supervisory capacity has a duty to assist in training and developing junior public servants. Mkuchu (2001) contends that, for a teacher to achieve his teaching professional competency, knowledge and understanding of subject taught and skills of teaching and learning, a well-structured programme is needed in order to maintain the quality of education. That programme is referred in this study as orientation or induction programme. Besides all, there has been no evidence justifying if it is true the intensive induction programmes for newly appointed heads of school in Tanzania are conducted. Mkuchu (2001) found that the only induction course provided was between 2005 and 2007 for licensed secondary heads of school. The programme was composed of the prepared modules to meet the requirement of induction course necessary for licensed secondary school teachers. The written modules were intended to enable individual teachers to study on their own and carry out self-assessment and reflection in the teaching profession. The programme was established in order to acquire more teachers who would cover the scarcity of teachers due to increase in community secondary schools (at least one in each ward in the country (MOEVT, 2006). The ministry of education in Tanzania explains that the induction course was offered as a short course in which newly appointed heads of schools were expected to read the modules extensively along with other relevant materials to make them dynamic and progressive in the teaching profession MOEVT (2006).

Kavenuke (2013) asserts that some countries in Sub Saharan Africa, Tanzania in particular, school leaders have not been supportive to new heads of school who strive to attend in-service training or continuous professional development programmes. This situation undermines the performance of some teacher and newly appointed heads of school in particular in handling their responsibilities. A study undertaken by Hamis (2000) at the Tanzania's Ministry of Health found that induction programme at the ministry was not effective because induction programme was not implemented and there was no training evaluation to assess acquired knowledge and skills and its translation into actual work performance. The study also revealed that the induction function has been understood only in organizations by people in managerial positions who remained silent on induction responsibilities thinking that the job is solely a responsibility of training or human resources department. In situation like this, new heads of school' effectiveness may diminish because of the poor support and complication bring in by school management (Mndeme, 2011).

In supporting on Hamis's assertion Mndeme (2011), contends that induction is a responsibility of every manager and supervisor. Though the induction activity in some organizations continues to suffer from a problem of not having well-qualified personnel to coordinate it because many organizations disregarded it. To solve these challenges, Mndeme (2011) stresses that the management should ensure a well-planned and implantable programme is in place and the induction is done and implanted effectively. In addition, the management has to develop and inculcate learning organizational culture to its employees so as to have a well-trained work force. The management also needs to study various models of induction programmes and adopt a model that they find appropriate for their staff development. Though Mndeme's (2011) and Hamis's (2000) studies were conducted in energy and health sectors respectively, they are directly related to this study because they covers the issue of induction programmes.

2.4. Empirical Literature Review

A quantitative study by Charleston-Cormier (2006) in Texas, United States examined the perception of first year heads of school on the effectiveness of induction assistance, activities, and support following participation in their induction programme. The study revealed that participants had consistent perception concerning the induction programme since they ranked ten activities they valued while in the induction programme (Charleston-Cormier, 2006). These most valued

activities were the support they received in assistance with discipline problems; feedback from observations, and the opportunity to observe other heads of school.

A study by Thigpen (2011) in Kahua Hawaii employed a qualitative phenomenological approach to investigate the teachers' responses to participation in the Kahua Induction Programme for new and new-to-district public school teachers in Hawaii. The study revealed that participants felt the need for understanding unfamiliar cultural context for their effective teaching. The study also revealed the Kahua Induction Programme provided teachers a foundation for more supportive relationships with students' families, with colleagues, and with members of the community; it also articulated a pedagogical approach that is transferrable to other cultural environments and that increased the participants' sense of satisfaction as teachers in Hawaii. Thigpen (2011) recommended that the programme should become more effective in meeting the needs of the new teachers. The researcher also proposed that an evaluation be done of the programme to provide additional information that would prove helpful in implementing the model.

A qualitative study by Thabo (2005) to assess the perception of educators with regard to the management of induction for newly appointed educators within the Ekurhuleni west district. The study revealed that, at that time there were no formal system to induct educators in South Africa and the majority of school management teams lack capacity to induct educators. The study recommended that the school management teams must be trained on how to provide induction.

A study by Robert (2014) assessed the management practices of induction for newly appointed teachers in secondary schools in Kisumu North, East and West Districts, employed a qualitative approach. The study revealed that no systematic induction process for newly appointed teachers was practiced in schools; the needs of newly appointed teachers were not considered and that a lot of disorganized information was given to newly appointed teachers in the first two days after which they are left to swim and sink. Robert (2014) added that a school-based induction programme is perceived as an important aspect necessary in the acclimatization of a novice teacher at his/her new school.

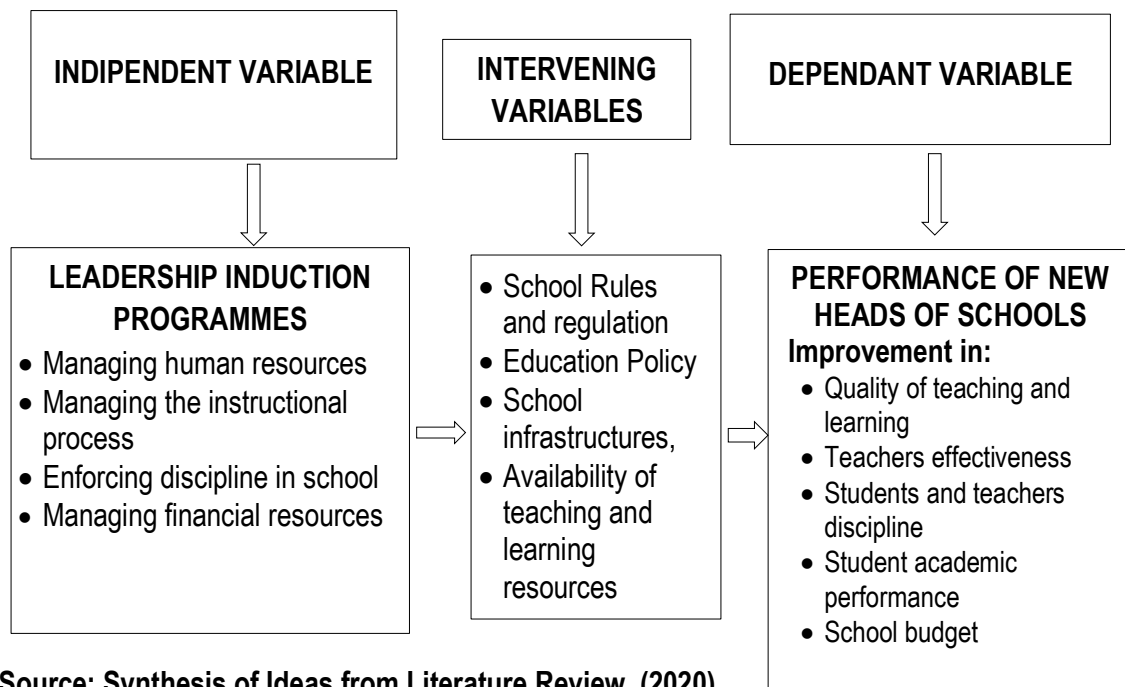
A study by Nkwamu (2009) revealed that the content components incorporated in the induction and the two year teachers training programmes provided teachers with the skills, knowledge,

attitudes and professional code of conduct that were reflected on the performance of teaching and learning process in the field. However, the two-year training programme was found to be well equipped with professional aspects in the teachers training, hence, the trainees performed their activities more effective than teachers trained under induction training programmes. The study recommended that the increase of secondary schools should concur with the expansion of teachers' colleges which will help to enroll many student-teachers to cater for the increased secondary schools. Moreover, in-service programme for the induction trained teachers should focus more on diploma than on degree programmes.

2.5. Conceptual Framework

Conceptual framework refers to the tool in research that aims at enabling the researcher develop awareness and understanding of the situation under scrutiny and to communicate it to the reader (Kothari, 2011). In this study, a conceptual framework in Figure 1.1 focus on addressing the interaction and relationship holding between leadership induction programmes and performance of newly appointed heads of secondary schools.

Figure 1: Conceptual Framework for the Study



Source: Synthesis of Ideas from Literature Review, (2020)

The dependent variable, performance of newly appointed heads of secondary schools measured by school ranking and national examination results depends on leadership induction programmes

that concerns managing human resources, instructional process, financial resources and enforcing of discipline in school. Education policies, school rules and regulations and school infrastructures, availability of teaching and learning facilities are perceived as moderating variables.

The in-service training programmes according to URT (2014), include: head of schools annual conferences, and so on. In financial management, the head of schools should have skills in budget preparation, resource mobilization, auditing of school accounts, financial control, and budget tracking. In human resource management, the head of schools should have enhanced administrative performance in staff recruitment, staff development, staff motivation, staff discipline among others. Having attained these skills, the head of school will be able to take control of management of human and financial resources, thereby improving school performance in general.

2.6. Research Gap

There is general agreement that capable heads of school make a substantial difference to the quality of education and students' achievements in their institutions. Heads of school are regarded as only second to classroom teaching when it comes to having an influence on students' achievement (Kibui, 2013). Various researches have shown that students' poor achievement in schools has been caused, among other things, by weak management capacity of heads of school (Kibui, 2013; Ngirwa, 2006; Kandasamy & Blatan, 2004). Literature about availability and use of instructional materials was reviewed (Ajuago, 2002) but did not bring out the role of heads of school, as a driving agent in the proper utilization of instructional materials to promote students' performance.

This study investigated this missing link and ascertained that the head of school has a big role to play in administering the instructional materials. In the literature reviewed, the researcher discovered that many scholars researched on poor academic performance in secondary schools from a number of angles, such as availability of quality teachers, availability of instructional materials, school resources and the study conducted by Oandah (2008) focused more on the impact of head teacher's leadership behavior on students' academic performance in secondary schools in Nyamira District in Kenya. Unlike the previous studies conducted in Tanzania and elsewhere like that of Oandah (2008), little has been done on did not focus on impact of

leadership and management towards students' performance based in Tanzania context in terms of National Examination Council of Tanzania (NECTA) results. Thus the study will be conducted in Meru District, Arusha Region - Tanzania to explore the impact of leadership induction programmes on performance of newly appointed heads of public secondary schools. It is expected to contribute much into the body of knowledge on the principles and practice of managerial functions that are implanted by heads of public secondary school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter presents research methodology for the study. It presents research approach, research design, study area, target population, sampling procedure and size, research instruments, validity and reliability of research instruments, data collection procedure, data analysis procedure and ethical considerations

3.2. Research Design

This study used a convergent parallel design in gathering data related to this study. Convergent parallel design is recommended for studies that involve collection of qualitative and quantitative data from relatively large amount of respondents, then merging the results during the analysis (Creswell, 2014). The design also adopts quick tools for fast data collection such as questionnaires and structured interview.

3.3. Research Approach

According to Creswell (2013) a research approach is the theory on how a research question must be analyzed. The current study employed a mixed research approach in order to collect information related to the study. According to Kothari, (2011) the use of both quantitative and qualitative approaches provides even better understanding of research study. Qualitative research approach considers collecting information from the participants in order to understand the phenomenon under the study from the perspectives of those involved in the research. This approach was used to have detailed account on the impact of induction programmes among the respondents. Quantitative research approach on the other hand contemplates numerical information from the participants to establish interrelation or descriptions that enable researcher to have better understand of the phenomenon under scrutiny. This approach was used to obtain numerical data on the performance of newly appointed heads of school.

3.4. Area of the Study

The study was conducted in Meru District. Meru District has been one of the areas with newly appointed heads of school whose leadership training seems wanting. Indeed, the district has

recently set up new public secondary schools that have gone along way inducting new heads (URT, 2020).

3.5. Target Population

Target population is a total number of people or object under the study. Creswell (2014) defines target population as a group of individuals with some common defining characteristics that the researcher can identify and study. The target population for this study were District Secondary Education Officer (DSEO) and newly appointed heads of public secondary schools. Such population were chosen because the researcher believes they have rich data to expound the phenomenon of induction for newly appointed school heads.

3.6. Sampling Techniques

A sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population as representative of that population (Kombo & Tromp, 2006). In this study, total population purposive sampling was used to select all heads of secondary schools in Meru district who are newly appointed within two years to 2020. According to (Kothari, 2011) since total population sampling involves all members within the population of interest, it is possible to get deep insights into the phenomenon of interest. With such wide coverage of the population of interest, there is also a reduced risk of missing potential insights from members that are not included.

3.7. Sample Size

Table 1 summarizes the expected sample size for the study. They include 29 heads of public secondary schools in Meru District and one District Secondary Education Officer (DSEO).

Table 3. 1: Sample Size for the Study

No.	Respondent	Number of respondents
1.	District Secondary Education Officer (DSEO)	1
2.	Heads of public secondary schools	29
	Sample size	30

3.8. Data Collection Methods

Data collection is the systematic approach for gathering and measuring information from variety of sources to get a complete and accurate picture of an area of interest (Creswell, 2013). To legally collect data, researcher obtained a letter from the Institute of Accountancy Arusha addressed to Arusha Region education Office, and asked permission to collect data in the study area. The same letter was submitted to the Meru District director for the approval and permitted for data collection from respondents. Having being accepted by the government authorities and got permission to collect data, the researcher visited the sampled schools and made prior arrangements with the heads of school and DSEO for data collection.

This study involved two (2) research instruments namely; questionnaires and interview guide. The researcher used this combination of methods for data collection because the use of more than one instrument helps to obtain adequate and relevant information for the study (Kothari, 2011)

3.8.1. Questionnaire

Questionnaire is the collection of items of which respondent is expected to react usually in writing (Creswell, 2014). In this study, questionnaires was used to gather data from respondents. Questionnaires was distributed to heads of public secondary school. In order to collect data from this group of respondents, researchers' self-constructed questionnaires were distributed to 29 heads of public secondary schools. The questionnaire for heads of public secondary school included both closed-ended questions and open-ended questions. According to Creswell, (2014) in closed- ended questions, the respondent is asked to select an answer from among a list provided by the researcher. The closed-ended questions were used because they provide a greater uniformity of responses and are more easily processed. In open-ended questions, the respondent were asked to provide their own answer to the question. During the data collection, each respondent was given a copy of the questionnaire to fill-in. Researcher preferred to use questionnaires because it can be administered to a large group of individuals at the same time and respondents are free to express their views without being intimidated by the researcher.

3.8.2. Interview Guide

Interview guide is the method of data collection whereby there is a verbal communication as one person asks a question, and one or more individuals responding (Creswell, 2014). Face to face interview were used to gather data from one district secondary education officer (DSEO) about his

opinions, experience, and situations regarding to the research questions. The semi-structured interview guide were designed to solicit information from DSEO. The focus was to gain an understanding of the DSEO regarding induction programmes to newly appointed heads of public secondary school. The use of interview enabled the researcher to explore responses from the person interviewed, ask additional questions to clarify points, and, in general, to mold the interview to the situation. Typically, interviews in the qualitative study are done with an unstructured or minimal structured format (Kothari, 2011).

3.9. Data Analysis Procedures

Data analysis is defined as critical examination of the assembled and grouped data for studying the characteristics of the object under study and for determining the patterns and relationship among the relating variables (Creswell, 2013). In this study, quantitative data from closed end questions in questionnaire for heads of school were analyzed with the aid of SPSS version 20 programme for descriptive statistics and the results were presented in form of tables.

Qualitative data obtained from open ended questions from heads of school questionnaires and district secondary education officer were subjected to thematic analysis. The recorded interview and responses from open-ended questions were transcribed and analyzed in a descriptive form. This means reading through the transcripts and identifying emerging themes and reoccurring ideas which were coded. Coding involves categorically marking and referencing units in the text with labels as a way of indicating similar patterns and meanings (Kothari, 2011).

3.10. Validity and Reliability of Research Instrument

3.10.1. Validity of the Instrument

Validity refers to the degree to which an instrument accurately measures what it intended to measure (Creswell, 2013). Thus, for the purpose of quality, the study instruments were refined through the comments from research experts from Institute of Accountancy Arusha, researchers' supervisor and fellow students. The expert opinions were used to make necessary correction on the instruments to ensure its validity. The purpose was to make the instruments focus on capturing required information from respondents that answered the research questions.

3.10.2. Reliability of Instruments

According to Omari, (2011) reliability refers to the degree to which an instrument yields consistent results and lesser the variation produced by an instrument on subsequent trials the more reliable it is. In this study, the reliability of research instruments was assured in two ways. First is the triangulation of data collection instruments by using questionnaires and interview guide to collect data from respondents. Second is by carrying test-retest of questionnaire and interview in a pilot study with participants from the target population, their comments were used to correct and adjust the instruments to ensure they capture the information that were needed for the study.

3.10. Ethical Considerations

Ethical considerations in the process of data collection are highly recommended. Without research ethics, trustworthiness will be questioned (Creswell, 2013). In this study, the researcher observed ethical issues such as avoiding plagiarism during the proposal and the entire research writing. The researcher ensured to get research permit during data collection and ask informed consent from respondents to participate in the study. Researcher assured all participants that the document were be readily available for them to read and that their participation was voluntary. The study ensured confidentiality to all respondents by asking them not to write their names, identify of the schools from which they operate on any part of instrument so as to safeguard the impact of the report on the respondents' carrier. This study highly observe professionalism and the researcher ensured that respondents are respected and thus personal matters were not be questioned.

CHAPTER FOUR PRESENTATION AND DISCUSSION OF FINDINGS

4.1. Introduction

This study intended to assess the impact of leadership induction programmes on performance of newly appointed heads of public secondary schools in Meru District. This chapter presents analyses of data obtained through interviews and questionnaires from the field. The chapter is organized into three sections. Section one presents the Questionnaire return rate. Section two highlights on the demographic characteristics of the respondents. Section three presents findings based on research Objectives namely; identify leadership challenges faced by newly appointed heads of public secondary schools, to identify leadership induction programmes offered to newly appointed heads of public secondary schools, to assess the impact of leadership induction programmes on performance of newly appointed heads of public secondary schools and to establish the form of induction that is deemed relevant for newly appointed heads of public secondary schools prior to taking up the post.

4.2. Questionnaire Return Rate

The study targeted thirty (30) respondents who were to respond to the questionnaires and interviews. Heads of public secondary schools were twenty nine (29) who responded to questionnaires and one district secondary education officer who responded to interview. A total of 27 questionnaires were fully filled and returned. Only 2 questionnaires from heads of school were not returned. Thus the questionnaire return rate was 93.1% which was adequate to work with.

4.3. Demographic Information of Respondents

The current study involved Heads of public secondary schools and district secondary education officer who responded to questionnaires and interviews respectively. Their demographic data are presented in Table 4.1.

Table 4. 1: Demographic Information of Heads of Public Secondary Schools

Item No	Variable	Heads of Secondary schools (n=27)		
		F	%	
1	Gender	Male	8	29.60%
		Female	19	70.40%
2	Age (years)	Between 20 -30	0	0.00%
		Between 31 -40	2	7.40%
		Between 41 -50	17	63.00%
		Above 50	8	29.60%
3	Marital Status	Married	26	96.30%
		Single	0	0.00%
		Widow / Widower	1	3.70%
		Separated	0	0.00%
4	Academic Qualification	Bachelor Degree	13	48.10%
		Master Degree	14	51.90%
		Certificate	0	0.00%
		Diploma	0	0.00%
		PhD	0	0.00%
5	Teaching Experience	Less than 3 years	0	0.00%
		Between 3-5 years	0	0.00%
		Between 6-10 years	10	37.00%
		Above 10 years	17	63.00%

Source: Field data, 2020

Table 4.1 show that participants in the current study comprised of Heads of Secondary schools. Based on gender majority 19 (70.4%) of heads of secondary schools were female while 8 (29.6%) were male. The information obtained on their age revealed that, for heads of secondary schools, majority 17 (63.0%) were aged between 41 -50, 8 (29.6%) were aged above 50 years and 2 (07.5%) were in the age groups of between 31 -40 years, while there was no respondent with the age of between 20 – 30 years. This data revealed that majority of heads of public secondary schools participated in this study were female and are older enough to qualify their appointments in their post.

Findings on their marital status revealed that majority 26 (96.3%) of heads of public secondary schools participated in this study were married and only 1 (3.7%) was a widow. There was no respondent who were single or separated. Based on academic qualification, majority 14 (51.9%) of heads of public secondary schools had master degree and 13 (48.1%) had a bachelor degree. No heads of public secondary schools participated in this study had a certificate, a diploma or

PhD. This findings show that, majority of heads of public secondary schools participated in this study were married and had academic qualifications that fits their appointments on headship positions in secondary schools.

It was necessary for the study to obtain information pertaining the experience of heads of public secondary schools in teaching public secondary schools. As depicted in Table 4.1, majority 17 (63.0%) had experience of teaching public secondary schools for above 10 years while 10 (37.0%) had a teaching experience of between 6-10 years. No head of public secondary schools with teaching experience of less than 3 years or between 3-5 years. This findings show that, majority of heads of public secondary schools participated in this study had enough experience to lead a secondary school and manage effectively administrative activities.

4.4. Leadership Challenges Faced by Newly Appointed Heads of Public Secondary Schools

The first research Question of this study was to identify leadership challenges faced by newly appointed heads of public secondary schools in Meru District. To fulfil this objective items B1 to B8 in the questionnaire guide for heads of public secondary schools in appendix III and item 'A' in the interview guide for district secondary education officer in appendix IV were prepared. Summary of heads of public secondary schools on this objective are presented in Table 4.2.

Table 4. 1: Findings on Leadership Challenges Faced by Newly Appointed Heads of Public Secondary Schools

Item No.	Variables	Heads of Secondary schools (N=27)			
		Agreed		Disagreed	
		f	%	f	%
B1	Lack of teaching and learning resources	24	88.8%	3	11.1%
B2	Inadequate number of teachers	16	59.3%	11	40.7%
B3	The fee free education policy is challenging	19	70.3%	8	29.6%
B4	Inadequate infrastructures	22	81.4%	5	18.5%
B5	Large Class size	25	92.6%	2	7.4%
B6	Lack of induction	19	70.3%	8	29.6%
B7	Poor discipline among students	23	85.1%	4	14.8%
B8	Political interference	21	77.8%	6	22.2%

Source: Field data, 2020

Table 4.2 indicate that, the majority of respondents were in agreement for Items B1 to B8 that; 24 (88.8%) Lack of teaching and learning resources, 16 (59.3%) Inadequate number of teachers, 19 (70.3%) The fee free education policy is challenging, 22 (81.4%) Inadequate infrastructures, 25 (92.6%) Large Class size, 19 (70.3%) Lack of induction, 23 (85.1%) Poor discipline among students and 21 (77.8%) Political interference are the leadership challenges faced by newly appointed heads of public secondary schools in Meru District.

The study provided room for the district secondary education officer and heads of public secondary schools to air out leadership challenges faced by newly appointed heads of public secondary schools in Meru District through interview and semi structured questions on the

No	Transcript (verbal quotes)	Code	Theme
i	<i>... there is lack of community support in the side of discipline of students (HOS1, HOS5, HOS2, HOS4)</i>	A1: Lack of community support	Lack of support from the community
ii	<i>Distance from home to school for students and staff affects school performance (HOS3, HOS4, HOS1, HOS5, HOS2)</i> <i>Remoteness of most schools hinders the effectiveness of newly appointed heads of school in their performance. (HOS11, HOS22, HOS5)</i>	B1: Distance from home B2: Remoteness of the school	School location and remoteness
iii	<i>Lack of compliance to the guidelines, directives given by the heads of school to teachers (HOS5, HOS3, HOS1)</i>	C1: Lack of compliance	Poor obedience from teachers
iv	<i>Conflicts between teachers, conflicts between students and teachers as well as teachers and parents (DSEO, HOS4, HOS1, HOS5, HOS2)</i>	D1: Conflicts between students, teachers and parents	Misunderstandings among teachers, students and parents
v	<i>Newly appointed heads of secondary schools are poorly motivated when appointed for new responsibility. (HOS1, HOS2, HOS5)</i>	H1: Lack of motivation	Lack of motivation

questionnaire guide respectively. Such findings are summarized in table 4.3.

Table 4. 2: Findings on Qualitative data for Heads of Schools and DSEO opinions on Leadership Challenges Faced by Newly Appointed Heads of Public Secondary Schools.

HOS = Head of School

Source: Field Data (2020)

Findings on table 4.3. show that other leadership challenges faced by newly appointed heads of public secondary schools as opinions of district secondary education officer and heads of public secondary school include; lack of support from the community, school location and remoteness, poor obedience from teachers, misunderstandings among teachers, students and parents and lack of motivation.

These findings explain that, newly appointed heads of secondary schools in Meru District are faced with several challenges that hinders their immediate take off as they are assuming their offices as heads. However findings have established that some of the challenges are from the community, others from the teaching staff and also some challenges are from students. Moreover, challenges that relate to management and administration such as lack of induction are even intense and impact negatively the effectiveness of novel heads of schools. These findings are supported by Weindling & Earley, (2001) who asserted that, starting a new job is considered to be one of the most stressful life experiences. Usually starting a job is considered to be difficult for new employees put aside newly appointed heads of secondary schools. There are many things that new school leaders do not know about the community around the school, the school itself, the students and fellow teachers, the work itself and work procedures generally.

4.5. Leadership Induction Programmes Offered to Newly Appointed Heads of Public Secondary Schools in Meru District

The second objective of the study was to identify leadership induction programmes offered to newly appointed heads of public secondary schools in Meru District. Researcher prepared questionnaires items C1 – C8 that was distributed to heads of public secondary schools and item B on the interview guide for district secondary education officer that solicit their opinions on the factors that influence teachers teaching characteristics in public secondary schools. The findings

presented in Table 4.4 show data from heads of public secondary schools obtained from questionnaire responses for the second objective.

Table 4. 3: Findings on Leadership Induction Programmes Offered to Newly Appointed Heads of Public Secondary Schools.

Item No.	Leadership Induction Programmes Offered to Newly Appointed Heads of Public Secondary Schools	Heads of Secondary schools (N=27)			
		Agreed		Disagreed	
		f	%	f	%
C1	I got a leadership training before given the headship post	10	37.0%	17	63.0%
C2	I attended an induction course before assuming the office	7	25.9%	20	74.1%
C3	I was assigned to an experienced head of school to share experience before assuming the office	9	33.3%	18	66.6%
C4	Education department in my district groom newly pointed heads before appointing them	8	29.6%	19	70.4%
C5	I attended leadership courses during my college/university studies	17	62.9%	10	37.0%
C6	Heads of Schools association provide training programmes to newly pointed heads	5	18.5%	22	81.5%
C7	Education department in my district usually conduct orientation programmes that help newly appointed heads of school to gain leadership experience	7	25.9%	20	74.1%

Source: Field Data (2020)

As presented in Table 4.4 findings on leadership induction programmes offered to newly appointed heads of public secondary schools revealed that majority of respondents “Disagreed” for items C1, C2, C3, C4, 66, and C7 that; 17 (63%) I got a leadership training before given the headship post, 20 (74.1%) I attended an induction course before assuming the office, 18 (66.6%) I was assigned to an experienced head of school to share experience before assuming the office, 19 (70.4%) Education department in the district groom newly pointed heads before appointing them, 22 (81.5%) Heads of Schools association provide training programmes to newly pointed heads, 20 (74.1%) Education department in my district usually conduct orientation programmes that help newly appointed heads of school to gain leadership experience. However, majority 17

(62.9%) of respondents “Agreed” for item C5, that, I attended leadership courses during my college/university studies.

This findings from interview with district secondary education officer revealed that, leadership induction programmes to newly appointed heads of public secondary schools in Meru District are not conducted due to financial constraints, thus most fresh heads of schools finds their way to new work station a difficult transformation. District secondary education officer commented that,

...“induction and orientation for the appointed heads of school are actually important and our department use to conduct them in the past. But due to short budget, most new heads of school nowadays enter their office without those courses. But we usually organize and allow a periodic training to heads of schools after a while”...

These findings about leadership induction programmes offered to newly appointed heads of public secondary schools explain that most of the newly appointed heads of public secondary schools assume their office without induction. It was established in this study that although heads of school have attended leadership courses during their college/university studies, but the lack of a leadership training or induction course before given the headship post affect their performance mainly in few beginning years. The study findings also found that newly appointed heads were not assigned to an experienced head of school to share experience before assuming the office and district have no mechanism to groom newly appointed heads before appointing them. Additionally, heads of secondary schools association do not provide training programmes to newly pointed heads. All these can be worked out to ensure at least newly appointed heads of school assume their offices while being oriented or groomed to the situations and challenges that are routine and pre-determined solutions. These findings are supported by a study conducted by Robert (2014) which assessed the management practices of induction for newly appointed teachers in secondary schools in Kisumu North, East and West Districts, Kenya. The study revealed that no systematic induction process for newly appointed head of school was practiced in schools; the needs of induction to newly appointed head teachers were not considered and that a lot of disorganized information was given to newly appointed head of school in the first two days after which they are left to swim and sink. Robert (2014) added that a school-based induction programme is perceived as an important aspect necessary in the acclimatization of a novice head of school at his/her new school.

4.6. Impact of Leadership Induction Programmes on Performance of Newly Appointed Heads of Public Secondary Schools

The third objective of the study was to assess the impact of leadership induction programmes on performance of newly appointed heads of public secondary schools. To answer this objective researcher prepared items D1 to item D7 in part D for in the questionnaire guide for heads of school and in dcv Appendix III as well as Item C on the interview guide for district secondary education officer. Findings on this objective from heads of school are presented as in Table 4.5.

Table 4. 4: Findings on Impact of Leadership Induction Programmes on Performance of Newly Appointed Heads of Public Secondary Schools

Item No.	Impact of Leadership Induction Programmes on Performance of Newly Appointed Heads of Public Secondary Schools	Heads of Secondary schools (N=27)			
		Agreed		Disagreed	
		f	%	f	%
D1	Induction help me get familiar on how to handle student discipline	27	100.0%	0	0.0%
D2	Induction programmes improve my leadership capacity	24	88.9%	3	11.1%
D3	Induction programmes orients newly appointed Heads of school on how to supervise and monitor teachers discipline	27	100.0%	0	0.0%
D4	Induction improves Instructional Leadership (Management of the teaching-Learning process) to new heads of school	26	96.3%	1	3.7%
D5	With induction programmes new heads of school can learn how to effectively handle financial activities in their work station	27	100.0%	0	0.0%
D6	Induction helps to understand how to work with parents and community around the school.	26	96.2%	1	3.7%

Source: Field Data (2020)

Table 4.5 indicate that heads of public secondary schools in the study area are in the agreements on the impact of leadership induction programmes on performance of newly appointed heads of

public secondary schools for all items D1 to D6 that; 27 (100%) Induction help me get familiar on how to handle student discipline, 24 (88.9%) Induction programmes improves leadership capacity, 27 (100%) Induction programmes orients newly appointed heads of school on how to supervise and monitor teachers' discipline, 26 (96.3%) Induction improves Instructional leadership (management of the teaching-learning process) to new heads of school, 27 (100%) with induction programmes, new heads of school can learn how to effectively handle financial activities in their work station and 26 (96.2%) Induction helps to understand how to work with parents and community around the school.

Furthermore, findings from qualitative data obtained from open end question in item D7 in the questionnaire guide for heads of schools and item C on the interview with District secondary education officer are presented in table 4.6. In item D7 respondents were asked to write down any

No	Transcript (verbal quotes)	Code	Theme
i	<i>... It is a clear picture that induction help new heads to be familiar with their actual working environment. (DSEO, HOS2, HOS15, HOS22, HOS14)</i>	A1: Help to orient new heads to familiarize their new station	<ul style="list-style-type: none"> • Familiarize to the new job and the working environment
ii	<i>These programmes as I said, they impart not just experience in handling administrative matters but also remove that anxiousness and negative perceptions preoccupied by these new heads of schools (DSEO, HOS13, HOS24, HOS11, HOS35, HOS2)</i>	B1: Sharing of experience B2: Remove that anxiousness and negative perceptions	<ul style="list-style-type: none"> • Sharing of experience • Remove that anxiousness and negative perceptions
iii	<i>The experience new heads of schools from Universities does not really help them to build confident in their headship post. However, new heads of schools who had been inducted became confident and deliver good results (HOS5, HOS3, HOS1)</i>	C1: make new heads of school be confident	<ul style="list-style-type: none"> • Induction build confidence to newly appointed heads of school
iv	<i>'My mentor during induction digested to me all the written instructions on the letter of my appointment. This made me to avoid collision with other staffs, students and parents since I got knowledge of how my responsibility should be. (HOS4, HOS1, HOS5, HOS2)</i>	D1: Help to avoid collision with other staffs	<ul style="list-style-type: none"> • Induction programme helps to minimize collision among school members

other impact of leadership induction programmes on performance of newly appointed heads of public secondary schools, while in item C a respondents were asked to give opinion on how

leadership induction programmes impact the performance of newly appointed heads of public secondary schools in Meru District.

Table 4. 5: Qualitative data on the Impact of Leadership Induction Programmes on Performance of Newly Appointed Heads of Public Secondary Schools

HOS = Head of School

Source: Field Data (2020)

Qualitative findings presented in table 4.6 show that, induction programmes improves performance of newly appointed heads of public secondary schools in a way that; it helps new heads of school familiarize to the new job and the working environment, sharing of experiences, remove anxiousness and negative perceptions, build confidence to newly appointed heads of school and helps to minimize collision among school members.

These findings explain that, performance of newly appointed heads of secondary schools can be improved by induction programmes in various ways. This study established that, Induction helps new head of school get familiar on how to handle student discipline, improve leadership capacity orients newly appointed Heads of school on how to supervise, monitor teachers discipline and improves Instructional Leadership (Management of the teaching-Learning process) and help them learn how to effectively handle financial activities in their workstation. Furthermore findings from this study established that, Induction helps to understand how to work with parents and community around the school, helps new heads of school familiarize to the new job and the working environment, sharing of experiences, remove anxiousness and negative perceptions, build confidence to newly appointed heads of school and helps to minimize collision among school members. These findings are supported by Kavenuke (2013) who asserts that some countries in Sub Saharan Africa, Tanzania in particular, school leaders have not been supportive to new heads of school who strive to attend in-service training or continuous professional development programmes to improve their performance at work. This situation undermines the performance of some teachers and newly appointed heads of school in particular in handling their responsibilities.

4.7. Form of Induction that Deemed Relevant for Newly Appointed Heads of Public Secondary Schools Prior to Taking up the Post in Meru District.

The fourth research objective was to ascertain the form of induction that deemed relevant for newly appointed heads of public secondary schools prior to taking up the post in Meru District. To solicit data from respondents, the study gathered information from respondents through items E1 to E8 in the questionnaire guide for heads of school in appendix III and item D on the interview guide for district secondary education officer in appendix IV. Findings from heads of schools on the form of induction that deemed relevant for newly appointed heads of public secondary schools prior to taking up the post in Meru District are presented in table 4.7.

Table 4. 6: The Form of Induction that Deemed Relevant for Newly Appointed Heads of Public Secondary Schools Prior to Taking up the Post in Meru District

Item No.	Form of Induction that Deemed Relevant for Newly Appointed Heads of Public Secondary Schools Prior to Taking up the Post	Heads of Secondary schools (N=27)			
		Agreed		Disagreed	
		f	%	f	%
1	Induction should consider financial leadership skills	27	100.0%	0	0.0%
2	Induction programme should consider Management of students discipline	26	96.3%	1	3.7%
3	Induction should be done prior to taking up the post	27	100.0%	0	0.0%
4	Induction should be conducted by qualified personnel	25	92.6%	2	7.4%
5	Induction should equip novel heads to familiarize their school environment	27	100.0%	0	0.0%
6	Induction should allow novel heads to ask questions on things that need clarification in leadership	27	100.0%	0	0.0%
7	Induction should allow training of newly appointed heads of school on leadership skills in supervision and management of teaching and learning activities	21	77.8%	6	22.2%

Source: Field Data (2020)

Table 4.7 indicate that heads of public secondary schools in the study area are in the agreements form of Induction that deemed relevant for newly appointed heads of public secondary schools prior to taking up the post for all items E1 to E7 that; 27 (100%) Induction should consider financial leadership skills, 26 (96.3%) Induction programme should consider Management of students' discipline, 27 (100%) Induction should be done prior to taking up the post, 25 (92.6%) Induction should be conducted by qualified personnel, 27 (100%) Induction should equip novel heads to familiarize their school environment, 27 (100%) Induction should allow novel heads to ask questions on things that need clarification in leadership and 21 (77.8%) Induction should allow training of newly appointed heads of school on leadership skills in supervision and management of teaching and learning activities.

Qualitative data from open end question, E8 in the questionnaire guide of heads of school and item E on interview guide district secondary education officer were collected from the field. In this aspects respondents were requested to suggest the form of induction that deemed relevant for newly appointed heads of public secondary schools prior to taking up the post in Meru District. Data collected are summarized and presented in table 4.8.

Table 4. 7: Findings from Qualitative data on The Form of Induction that Deemed Relevant for Newly Appointed Heads of Public Secondary Schools Prior to Taking up the Post in Meru District

No.	Form of Induction that Deemed Relevant for Newly Appointed Heads of Public Secondary Schools Prior to Taking up the Post	HOS (X/27)	DSEO (N = 1)	Total	%
1	Introducing induction week for newly appointed heads to get training on matters regarding their position	15	-	15	53.6
2	Arrange for grooming programmes from experienced heads of school to share experience on the headship activities	16	1	17	60.7
3	District to prepare a programme to train newly appointed heads of schools	24	-	24	85.7
4	District secondary education officer should arrange invite professional trainers to train the newly appointed heads of school regarding their responsibilities and how to handle them	20	1	21	75.0

Source: Field Data (2020)

Findings in table 4.8 depicts that, other form of induction that deemed relevant for newly appointed heads of public secondary schools prior to taking up the post in Meru District include; Introducing induction week for newly appointed heads to get training on matters regarding their position, arrange for grooming programmes from experienced heads of school to share experience on the headship activities, district to prepare a programme to train newly appointed heads of schools, and district secondary education officer should arrange invite professional trainers to train the newly appointed heads of school regarding their responsibilities and how to handle them.

These findings explain that, there are several ways in which newly appointed heads of public secondary schools can be enhanced by induction to improve their performance in schools. Such ways included; Introducing induction week for newly appointed heads to get training on matters regarding their position, arrange for grooming programmes from experienced heads of school to share experience on the headship activities, district to prepare a programme to train newly appointed heads of schools, and district secondary education officer should arrange invite professional trainers to train the newly appointed heads of school regarding their responsibilities and how to handle them, such induction programmes should consider financial leadership skills, management of students' discipline and should be done prior to taking up the post by qualified personnel to equip novel heads to familiarize their school environment and allow for training in supervision and management of teaching and learning activities.

These findings supports the study of Nkwamu (2009) whose findings revealed that the content components incorporated in the induction and the two year teachers training programmes provided head of schools with the skills, knowledge, attitudes and professional code of conduct that were reflected on the performance of teaching and learning process in the field as well as in the management and administrative areas. However, the two-year training programme was found to be well equipped with professional aspects in the head of schools training, hence, the trainees performed their activities more effective than head of schools trained under just induction training programmes. The study recommended that the increase of secondary schools should concur with the expansion of head head of schools' trainings which will help to enroll them in to new schools to cater for the increased secondary schools.

4.8. Summary of the Key Findings

The current study assessed the impact of leadership induction programmes on performance of newly appointed heads of public secondary schools in Meru District. The study specifically sought to identify leadership challenges faced by newly appointed heads of public secondary schools, to identify leadership induction programmes offered to newly appointed heads of public secondary schools, to assess the impact of leadership induction programmes on performance of newly appointed heads of public secondary schools and to ascertain the form of induction that is deemed relevant for newly appointed heads of public secondary schools prior to taking up the post.

On leadership challenges faced by newly appointed heads of public secondary schools in Meru District, the study found that; Lack of teaching and learning resources, inadequate number of teachers, challenges for the fee free education policy, Inadequate infrastructures, large class size, lack of induction, poor discipline among students and political interference were the main challenges faced by newly appointed heads of secondary schools in Meru District that hinders their immediate take off as they are assuming offices as heads.

Moreover, findings on leadership induction programmes offered to newly appointed heads of public secondary schools show that most of the newly appointed heads of public secondary schools assume their office without induction. The study established that although heads of schools have attended leadership courses during their college/university studies, but the lack of a leadership training or induction course before given the headship post affect their performance mainly in few beginning years. The study findings also found that newly appointed heads were not assigned to an experienced head of school to share experience before assuming the office and district have no mechanism to groom newly pointed heads before appointing them. Additionally, heads of secondary schools association do not provide training programmes to newly pointed heads.

Regarding the impact of leadership induction programmes on performance of newly appointed heads of public secondary schools findings show that performance of newly appointed heads of secondary schools can be improved by induction programmes in various ways. The study established that, Induction helps new head teachers get familiar on how to handle student discipline, improve my leadership capacity orients newly appointed Heads of school on how to

supervise, monitor teachers discipline and improves Instructional Leadership (Management of the teaching-Learning process) and help them learn how to effectively handle financial activities in their work station. Moreover, further findings show that, Induction helps to understand how to work with parents and community around the school, helps new heads of school familiarize to the new job and the working environment, sharing of experiences, remove anxiousness and negative perceptions, build confidence to newly appointed heads of school and helps to minimize collision among school members.

Lastly, suggested form of induction that is deemed relevant for newly appointed heads of public secondary schools prior to taking up the post included Introducing induction week for newly appointed heads to get training on matters regarding their position, arrange for grooming programmes from experienced heads of school to share experience on the headship activities, district to prepare programmes to train newly appointed heads of schools, and district secondary education office should arrange invite professional trainers to train the newly appointed heads of school regarding their responsibilities and how to handle them, such induction programs should Induction should consider financial leadership skills, management of students' discipline and should be done prior to taking up the post by qualified personnel to equip novel heads to familiarize their school environment and allow for training in supervision and management of teaching and learning activities.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter ends the study report that 'assessed the impact of leadership induction programmes on performance of newly appointed heads of public secondary schools in Meru District'. The chapter starts by drawing out conclusions, it then list policy implications, gives recommendations and lastly it provides critical evaluation of the entire study.

5.2. Conclusions

Performance of newly appointed heads of public secondary schools not only in Meru District but also in every part of the country can be improved through various strategies. This study established one of the strategies to be through proper and effective leadership induction programmes to newly appointed heads of public secondary schools.

Newly appointed heads of public secondary schools in Meru District are faced with leadership challenges faced such as lack of teaching and learning resources, inadequate number of teachers, challenges for the fee free education policy, Inadequate infrastructures, large class size, lack of induction, poor discipline among students and political interference. Such challenges can be faced by any new employee in education organization being a teaching or a non-teaching staff. This study calls for leadership induction programmes to be offered to newly appointed heads of public secondary schools as the findings show that although new heads of schools have attended leadership courses during their college or university studies, but the lack of a leadership training or induction course before given the headship post affect their performance mainly in few beginning years.

Leadership induction programmes have a positive impact on performance of newly appointed heads of public secondary schools. This study concludes that, performance of newly appointed heads of secondary schools can be improved by induction programs in various ways such as; it helps new head teachers get familiar on how to handle student discipline, improve leadership capacity, orients new heads of school on how to supervise and monitor discipline and improves instructional it also helps to understand how to work with parents and community around the

school, helps new heads of school familiarize to the new job and the working environment, sharing of experiences, remove anxiousness and negative perceptions, build confidence to newly appointed heads of school and helps to minimize collision among school members.

5.3. Recommendations

To enhance the performance of newly appointed heads of public secondary schools, the study suggested empirical ways. To list some, they included Introducing induction week for newly appointed heads to get training on matters regarding their position, arrange for grooming programs from experienced heads of school to share experience on the headship activities, district to prepare a program to train newly appointed heads of schools, and district secondary education office should arrange invite professional trainers to train the newly appointed heads of school regarding their responsibilities and how to handle them, such induction programmes should Induction should consider financial leadership skills, management of students' discipline and should be done prior to taking up the post by qualified personnel to equip novel heads to familiarize their school environment and allow for training in supervision and management of teaching and learning activities.

In the light to the findings from this study, the study produces the following recommendations:

5.3.1. Recommendations for the Government

The study recommended that;

- (a). The government should prepare the blueprint to guide the practice of induction programmes for newly appointed heads of public secondary schools. This means that the blueprint must contain various elements that direct education stakeholders to facilitate the practice of the induction programmes in their localities.
- (b). The government should develop a curriculum based on induction programmes for implementation during training and induction of newly appointed heads of schools being primary or secondary schools. This will help beginning heads of schools to obtain prior knowledge and experience about their new responsibilities and tasks
- (c). The Government should provide enough funds for the district to conduct the induction programmes to newly appointed heads of public secondary schools. The whole process

of induction process needs enough money which will slow down the haste running of induction programme done by district officials

- (d). Regional and district officials should be given a mandatory power to fully supervise the induction programmes and hold accountable reluctant leaders who fail to induct effectively newly appointed heads of secondary schools in their localities

5.3.2. Recommendation for Newly Appointed Heads of Public Secondary Schools

- (a). There should be a report filled by newly appointed heads of public Secondary schools to show their satisfaction or dissatisfaction with the induction process. By doing so, the government and district education administration will realize the extent to which beginning teachers are inducted before they are assigned some duties to do in their new working station.
- (b). The newly appointed heads of public secondary schools should positively interact with their mentors such as experienced heads of schools so that they could gain more skills and knowledge where they lack. This will increase their confidence to the work they are assigned
- (c). The newly appointed heads of public Secondary schools should take serious consideration of the induction programme and value it because it is for their own good and better performance in their work

5.3.3. Recommendations for Areas for Further Studies

- (a). The study focused assessing the impact of leadership induction programmes on performance of newly appointed heads of public secondary schools in Meru District using a mixed research approach. Therefore, there is need to carry another study of the same topic by employing one research approach especially qualitative and examine this phenomenon in Meru District or other districts in Tanzania.
- (b). The focus of this study was mainly set on public secondary schools found in Meru District and not in other district. Therefore, this suggests that there is need for other studies to be conducted in other kinds of school especially private school in Meru District and other districts in the country to see if the findings for these studies are reliable.
- (c). Lastly, the study obtained its data from to main categories of respondents or participants (newly appointed heads of public Secondary schools, and district secondary education

officer) who in this study are basically few. In this case, the current study suggested that other studies of the same topic should be conducted by using other participants especially secondary and primary school head teachers found in Meru District or in other districts of Tanzania.

5.4. Policy Implications

The Tanzania education and Training policy of 2014 (URT, 2014 Educational and Training Policy: Government Printers., 2014, p. 19) acknowledges the provision of induction to all the appointed heads of public secondary schools. But the government hasn't formulated the framework on how to implement this novel practice that aim at improving the performance of heads of public secondary schools. Based on this reality this study suggest that, the government should prepare the blueprint to guide the practice of induction programmes for newly appointed heads of public secondary schools. This means that the blueprint must contain various elements which direct education stakeholders to facilitate the practice of the induction programmes in their localities. Furthermore, the government should develop a curriculum based on induction programmes to be implemented during training and induction of newly appointed heads of schools being primary or secondary schools. This will help beginning heads of schools to obtain prior knowledge and experience about their new responsibilities and tasks.

5.5. Critical Evaluation of the Study

This study aimed to assess the impact of leadership induction programmes on performance of newly appointed heads of public secondary schools in Meru District by identifying leadership challenges faced by newly appointed heads of public secondary schools, identifying leadership induction programmes offered to newly appointed heads of public secondary schools, assessing the impact of leadership induction programmes on performance of newly appointed heads of public secondary schools and ascertain the form of induction that is deemed relevant for newly appointed heads of public secondary schools prior to taking up the post.

The study used mixed approach and a parallel convergent design to collect data from heads of secondary schools and district secondary education officer using questionnaires and interview guide respectively. The study was conducted in Meru District and the population was newly

appointed heads of secondary schools and district education officer. It was noted during the study that, the study could even include all the heads of public secondary schools as it is a fact that they were newly appointed before their experiences as heads of school.

Moreover, it was difficult to get all the respondents in an expected time especially heads of school as majority of them were so busy with work and are often on transit and the location of schools are so scattered that make the researcher to incur much cost for trips to the field to look for respondents in data collection. The data collection was successful besides the mentioned limitations, the analysis was conducted with help of SPSS programme for quantitative descriptive statics, and qualitative data were thematically analyzed using the coding techniques to obtain main themes.

Lastly, as the chance arise to re-do this study, there will be changes in the choices of the population to include both heads of schools, using qualitative approach and descriptive survey to collect data, using telephone to conduct interview to heads of schools apparat from visiting them physically in their schools.

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APPENDICES

Appendix I: QUESTIONNAIRE FOR TEACHERS

Dear Teacher,

I am **Mwejuma Musa**, a student from Institute of the **Institute of Accountancy Arusha** carrying out a study on the topic “**The Impact of Leadership Induction Programmes on Performance of Newly Appointed Heads of Public Secondary Schools in Meru District**”. I kindly request you to participate in this study by filling in this questionnaire. The information you provide will remain confidential to the researcher. You may not write your name anywhere on this questionnaire.

Thank you very much.

PART A: Personal information

Please put a tick (√) in the space provided for your response on each question asked.

- A1. Gender:** 1. Male 2. Female
- A2. Age (in years)** 1. Between 20 – 30 3. Between 31 – 40
2. Between 41- 50 4. Above 50
- A3. Marital Status:** 1. Married 2. Single 3. Widow
4. Widower 5. Separated
- A4. Education level:** 1. Bachelor Degree 2. Master Degree 3. Certificate
4. Diploma 5. PhD
- A5. Teaching experience:** 1. Less than 3 years 2. Between 3-5 years
3. Between 6 – 10 years 4. Above 10 years

Directions: For the statements that follows in each part, please circle the number of the response which you think it best represents your choice on to each item. Kindly note the rating index in the table below

Rating	Response mode	Description
5	Strongly Agree (SA)	You agree with no doubt
4	Agree (A)	You agree with some doubt
3	Undecided (U)	You are not sure
2	Disagree (D)	You disagree with some doubt
1	Strongly Disagree (SD)	You disagree with no doubt at all

PART B: Leadership Challenges Faced by Newly Appointed Heads of Public Secondary

ITEM	Leadership Challenges Faced by Newly Appointed Heads of Public Secondary Schools	RESPONSES				
		SA	A	U	D	SD
B1	Lack of teaching and learning resources					
B2	Inadequate number of teachers					
B3	The fee free education policy is challenging					
B4	Inadequate infrastructures					
B5	Large Class size					
B6	Lack of induction					
B7	Poor discipline among students					
B8	Political interference					

Schools

B8: Any other challenge, please specify.

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PART C: Leadership Induction Programmes Offered To Newly Appointed Heads Of Public Secondary Schools.

ITEM	Rate the leadership induction programmes offered to newly pointed heads of public secondary schools in Meru District.	RESPONSES				
		SA	A	U	D	SD
C1	I got a leadership training before given the headship post					
C2	I attended an induction course before assuming the office					
C3	I was assigned to an experienced head of school to share experience before assuming the office					
C4	Education department in my district groom newly pointed heads before appointing them					
C5	I attended leadership courses during my college/university studies					
C6	Heads of Schools association provide training programmes to newly pointed heads					
C7	Education department in my district usually conduct orientation programmes that help newly appointed heads of school to gain leadership experience					

C8. Any other Leadership Induction Programmes, please specify.

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PART D: Impact of Leadership Induction Programmes on Performance of Newly Appointed Heads of Public Secondary Schools

ITEM	Rate Impact of Leadership Induction Programmes on Performance of Newly Appointed Heads of Public Secondary Schools.	RESPONSES				
		SA	A	U	D	SD
D1	Induction help me get familiar on how to handle student discipline					
D2	Induction programmes improve my leadership capacity					
D3	Induction programmes orients newly appointed Heads of school on how to supervise and monitor teachers discipline					
D4	Induction improves Instructional Leadership (Management of the teaching-Learning process) to new heads of school					
D5	With induction programmes new heads of school can learn how to effectively handle financial activities in their work station					
D6	Induction helps to understand how to work with parents and community around the school.					

D7. Any other comment on the impact of leadership induction programmes on performance of newly appointed heads of public secondary schools.

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Appendix II: INTERVIEW GUIDE FOR DISTRICT SECONDARY EDUCATION OFFICER (DSEO)

I am **Mwejuma Musa**, a student from Institute of the **Institute of Accountancy Arusha** carrying out a study on the topic “***The Impact of Leadership Induction Programmes on Performance of Newly Appointed Heads of Public Secondary Schools in Meru District***”. I kindly request you to participate in this study by answering the interview questions. The information you provide will remain confidential to the researcher. You may not mention your name anywhere on during the interview. Thank you very much

INTERVIEW QUESTIONS

- A. What leadership challenges are faced by newly appointed heads of public secondary schools in Meru District?
- B. What leadership induction programmes are offered to newly appointed heads of public secondary schools in Meru District?
- C. How leadership induction programmes impact the performance of newly appointed heads of public secondary schools in Meru District?
- D. What form of induction you think are relevant for newly appointed heads of public secondary schools prior to taking up the post?

THANK YOU FOR YOUR COOPERATION

Appendix III: Research Permit I



Institute of Accountancy Arusha

P.O. Box 2798, Njiro Hill, Arusha, Tanzania

Telephone: +255 27 2970232 Mobile: +255 763 462109 Telex: 50009 IAA TZ

Fax: +255 27 2970234 Email: iaa@iaa.ac.tz Website: www.iaa.ac.tz

Ref. No.: MBA/0048/T.2019

24th September 2020

REGIONAL EDUCATION OFFICE
ARUSHA REGION
P.O. Box 3040,
ARUSHA

Dear Sir/Madam,

RE : REQUEST FOR DATA COLLECTION

The purpose of this letter is to introduce to you **Mr. Mwejuma Musa Msangi** who is our student pursuing Masters of Business Administration with registration number (MBA/0048/2019). Currently, the aforementioned student is conducting a study on "THE IMPACT OF LEADERSHIP INDUCTION PROGRAMMES ON PERFORMANCE OF NEWLY APPOINTED HEADS, OF PUBLIC SECONDARY SCHOOLS: A CASE OF MERU COUNCIL". We would like to highlight here that this study is part of the requirement for the award of the above mentioned programme of study.

We therefore request you to extend to the above-mentioned student of our Institute any help that may facilitate her to achieve study objectives. We further request permission for her to see and talk to the staff of your Institution in connection with her study. The period for this request is granted from June to end of September 2020.

Thank you for your continuing support.

Yours Sincerely,

INSTITUTE OF ACCOUNTANCY ARUSHA


Dr. Leticia Rwabishugi
FOR: RECTOR

INSTITUTE OF ACCOUNTANCY ARUSHA
P.O. BOX 2798, ARUSHA
TELEPHONE: +255 2501415 / 254 9606
iaa@iaa.ac.tz website: www.iaa.ac.tz

All Communications to be addressed to the Rector

Appendix IV: Research Permit II

ARUSHA REGION:
ADDRESS TEL. "REGCOM"
TEL: NO 254-5608/2502272/2502289
Fax Na. 254-5239/254-4386
E-Mail: rasarusaha@tamisemi.go.tz
E-Mail:rasarusaha@yahoo.com



REGIONAL COMMISSIONER'S
EDUCATION DEPARTMENT
P.O. BOX 3032
ARUSHA

In Reply Please Quote:
Ref. No.ED.292/344/01/08

15 Oktoba, 2020

Executive Director,
Meru District,
ARUSHA

REF: RESEARCH PERMIT

The Office has received a letter with Ref. No.MBA/0048/T.2019 dated 24TH September, 2020 from the Institute of Accountancy Arusha concerning the above caption.

I would like to introduce to you Mr. **Mwejuma Musa Msangi** a Masters Student in Business Administration with Reg. No. MBA/0048/2019 Institute of Accountancy Arusha who is due to finish his studies of Masters in Business Administration, has been granted permit to access Data on "**The Impact of Leadership induction programs on performance of newly appointed heads of Public Secondary Schools**" in your District.

The research will be conducted within three months (October 2020 – November 2020).

Kindly provide him necessary assistance required to fulfill the task.

Yours,


E. Mahundo

FOR: **REGIONAL ADMINISTRATIVE SECRETARY**
ARUSHA



Copy: Mr. Mwejuma Musa Msangi
ARUSHA

Appendix V: Research Permit III



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JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA WILAYA YA MERU



Unapojibu tafadhali taja:

Kumb Na: MM/MER/N.10/5VOL.III/96

20/10/2020

Mwejuma Musa Msangi,
Chuo cha Uhasibu Arusha,
S. L. P.,
Arusha.

YAH: RUHUSA YA KUFANYA UTAFITI

Mada tajwa hapo juu yahusika.

2. Ofisi imepokea barua kutoka kwa Katibu tawala Mkoa yenye Kumb. Na. ED.292/344/01/08 ya tarehe 15/10/2020 ya Kibali cha kufanya utafiti katika shule za sekondari za Halmashauri ya Wilaya ya Meru.

3. Kwa barua hii, kibali kimetolewa hivyo unatakiwa kufanya mawasiliano na wakuu wa shule husika kabla ya kuanza utafiti huo.

Nakutakia utekelezaji mwema.



Emmy T. Mfuru
Emmy T. Mfuru

Kny: MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA YA MERU

Nakala:

- Mkuu wa shule ya sekondari Muungano,
- Mkuu wa shule ya sekondari Uraki,
- Mkuu wa shule ya sekondari Poli,
- Mkuu wa shule ya sekondari Maji ya Chai,
- Mkuu wa shule ya sekondari Akheri,
- Mkuu wa shule ya sekondari Ngongongare
- Mkuu wa shule ya sekondari Kitefu
- Mkuu wa shule ya sekondari Nkoanekoli
- Mkuu wa shule ya sekondari Sing'isi
- Mkuu wa shule ya sekondari Kikwe

Ofisi ya Mkurugenzi Mtendaji Wilaya, Halmashauri ya Wilaya ya Meru, S.L.P 462, Usa River, Arusha, Simu: +25527 297 0482, Nukushi: +25527 297 0483, Barua pepe: ded@merudc.go.tz, Tovuti: www.merudc.go.tz