



# Influence of Leadership Induction Training on the Performance of Newly Appointed Heads of Public Secondary Schools in Arusha City Council

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**Abstract:** This study assessed the influence of leadership induction programme on the performance of newly appointed heads of public secondary schools in Arusha city council. The study identified leadership challenges faced by newly appointed heads of public secondary schools and assessed the influence of leadership induction programmes on performance of newly appointed heads of public secondary schools in Arusha City Council. It was grounded on contingency theory of socialization by Feldman. Contingency theory needs heads of schools to be familiar with environments for better performance of their duties. This study used mixed research approach. The study sampled 7 newly appointed heads of secondary schools, 70 teachers and one city secondary education officer, making a total number of 78 respondents. Purposive and stratified sampling techniques were employed to obtain the sample. Questionnaires and structured interview schedules were used for data collection. These instruments were validated using experts in the fields of education and research. Reliability was calculated using Cronbach alpha whereas the value of 0.87 was obtained. Data were analyzed using descriptive statistics and the results were presented in tables of frequencies and percentages while thematic analysis was used for qualitative data and direct quotations supported the presentation. The findings show that most of the appointed heads had not received any formal induction. Therefore, their performance was affected by a number of challenges, including lack of essential skills for effective management of the schools. The study recommended that every newly appointed head of school is inducted to enhance their management skills.

**Keywords:** Leadership, Induction, Training, Performance, School Heads and Arusha

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## 1. Introduction

One of the strategies to ensure effectiveness in the performance of different duties in an organization is through induction. According to Brown (2019), induction

training is a planned introduction to new teachers on the needs of the teaching profession. Induction process has been found to have significant long-term effects on the job

performance of new employees as it prepares them to become effective in the new working places (Gaikhorst et al, 2017). According to Mchilo, et al., (2021), in an education setting, induction involves the process of matching an educationist with both the content and context of the job. Armstrong (2016) sees induction as the process of providing new employees with basic information needed for them to work effectively in an organization. Therefore, induction is considered to be one of the important functions for an organization towards enhancing the performance of new employees.

The main objective of induction is to make an employee know the responsibilities, socialize with other workers, become familiar with the working environment so that together they can realize maximum output (Michelo et al, 2020). For the newly appointed heads of schools, induction serves them with three major things, these are; preparing them to become heads of schools, to make them change from ordinary teachers into heads of schools and equipping them with the managerial skills (Bush, 2018). According to Sobri et al., (2018), it is important for heads of schools to be competent both socially and professionally and therefore induction programmes for novice heads of schools are important to make them competent in performing their duties in the posted schools. Newly appointed heads of schools also need to be inducted so as to introduce them to their new responsibilities and make them to be part of the schools (Amour & Doniel, 2019). Different countries have the culture of inducting newly appointed heads of schools before assuming official responsibilities.

According to Wieczorek and Manard (2018), the management of schools in some areas is a challenging task due to limited resources and low level of education awareness among the local communities. Therefore, heads of schools need to be equipped with all the skills and knowledge for them to effectively execute their responsibilities. This can be done through induction programmes to the newly appointed heads of schools before assuming the public offices. A study conducted in Indonesia by Arifin et al., (2018) indicated that induction programmes, which integrate the culture of the place, strengthen heads of schools leadership abilities and make them to be good school leaders. However, studies conducted in African countries show concerns on the effectiveness of induction programmes whereby some programmes are perceived to be too theoretical of which heads of schools get little knowledge to be applied in the real school situations (Ndubuisi & Jacob, 2021).

A study conducted in Tanzania by Amos and Koda (2018) revealed that heads of schools have limited knowledge on their roles of clinical supervision. This suggests that heads of schools still need more knowledge and skills on their roles in the management of schools. One of the reasons limited knowledge on supervisory roles by heads of schools might be the process for their

selection (Weinstein et al, 2018). For instance, in Tanzania, heads of schools are appointed from the teaching staff. It is possible to find that some of the appointed heads of schools lack the practical part of school management. This is why the Government of Tanzania has made induction programmes to be mandatory. According to Sulemana (2018), it is important for induction programmes to be conducted for professional life of newly appointed officials.

Education secular number 5 of 2011 mandates induction programmes for all newly appointed public servants in Tanzania. It is important for heads of schools to be inducted since leadership development is essential for school effectiveness (Naido, 2019). The existence of teachers who have not participated in induction programmes suggest that induction is not taken seriously in some districts. Therefore, there was a need for a study to be conducted so as to assess the influence of leadership induction programmes on the managerial competence of newly appointed heads of schools in public secondary schools. In Arusha city council, there has been a shifting of heads of schools and new ones have been appointed to assume offices. However, there is limited literature on how induction programmes contribute to the performance of newly appointed heads of public secondary schools. Therefore, there was a need for current study to be conducted to fill the gap.

## 1.1 Research Questions

- i. What leadership challenges are faced by newly appointed heads of public secondary schools in Arusha City Council?
- ii. How does the leadership induction programmes influence the performance of newly appointed heads of public secondary schools in Arusha City Council?

## 2. Literature Review

The theoretical and empirical literature was reviewed with reference to research objectives. The study was grounded on the Feldman's (1976) Contingency theory of socialization.

### 2.1 The Feldman's (1976) Contingency Theory of Socialization

Contingency theory of socialization developed by Feldman (1976) recognizes the importance of an individual to socialize in their new places of work. For the newly appointed heads of schools, it is important to be inducted so as to fit into their new managerial roles and the new schools in which they are posted. According to the theory, for an institution to effectively achieve its

objectives, human resource management functions must fit with the internal and external environments. Internal environment requires for collaboration between the heads of schools and other human resources so as to achieve the education objectives. External environment calls for heads of schools to use management practices that conform to the external environments, including national guidelines and regulations. In general, contingency theory calls for heads of schools to be familiar with the internal and external environments for them to perform their duties properly. For the heads of schools to understand the external and internal environments, induction training programmes are recommended.

According to Feldman (1976) induction training is essential for heads of schools to socialize with other members of the staff, managerial roles and the general school culture. The theory has three main stages which are anticipatory, encounter and acquisition stages. The first stage involves different activities that take place before the appointed head of school arrives at the new school. The theory calls for newly appointed heads of schools to be provided with relevant information about the school culture and the people expected to work with before assuming official responsibilities.

The second stage is the encounter one. This normally occurs when the newly appointed head of school arrives at the allocated school and gets to learn the school culture through experience. Finally, the newly appointed head of school acquires the culture of the place and understands the managerial and leadership roles and becomes familiar with the other human resources. The contingency theory therefore calls for induction training programmes to be conducted to teachers before arriving at the schools as well as when they have reported to the allocated schools.

The contingency theory also recognizes the consideration of different factors when planning for an implementing induction training programmes. This is because different schools may have different cultures and therefore need the heads of schools to be inducted differently. Thus, the theory suggests that there is no single strategy which can be used to induct the newly appointed heads of schools. The theory emphasizes on the recognition of different factors for effective management of schools. According to the theory, culture, globalization and size of the school for instance, might influence the application of teacher management strategies. Different culture may need different teacher management strategies. Therefore, the theory calls for heads of schools as the managers to be aware of different strategies that can be used to effectively manage their school. Hence, induction is necessary for the heads of schools to make them understand the differences existing among teachers and use appropriate management practices to enhance performance.

### **2.1.1 Application of the Theory**

The theory was applied due to the fact that it allows the consideration of the existing environment in the selection and implementation of school management strategies as well as the choice of induction training programmes for the newly appointed heads of public secondary schools. In the current study the theory helped the researcher to find out whether different induction programmes offered to newly appointed heads of public secondary schools equipped them with the knowledge and skills for effective management of the schools with different cultures and contexts. Furthermore, the theory helped the researcher to find out the extent to which the induction training offered to newly appointed heads of schools considers the needs of new school one is posted to.

## **2.2 Leadership Challenges Faced by Newly Appointed Heads of Public Secondary Schools in Arusha City Council**

Wieczorek & Manard (2018) conducted a study on Instructional Leadership Challenges and Practices of Novice Principals in Rural Schools, USA. The researcher sampled 6 principals from rural school settings in a Midwestern state in the United States who were interviewed. Content analysis was used to analyze the qualitative data by generating themes occurring from the collected data. The study found that the principals described how their positional stature and visibility in the rural community brought feelings of pressure to meet their community's expectations. They were expected to participate in all school and community events and shared how they strived to find professional balance and fit into the community culture. Second, the principals explained how their school communities experienced resource constraints that influenced their abilities to recruit teachers and maintain instructional programs. These fiscal matters were beyond their immediate positional control, so they focused on strategies to bolster school-community connections, develop school-community partnerships, recruit quality teachers, and maintain positive public relations with their communities. Third, in response to these resource constraints, districts worked to become more efficient and consolidate inter-district administrative roles and positions. The principals experienced significant time constraints and role uncertainty and sought to work within the structure of districts efforts to consolidate human and capital resources.

Another study was conducted by Arifin et al., (2018), on Islamic Crash Course as a Leadership Strategy of School Principals in Strengthening School Organizational Culture, Indonesia. The study used a qualitative approach via theoretical phenomenology orientation and a multi case design. The data collection was done through

observation, documentation, and in-depth interviews. Validity of the data was measured by data reduction, data presentation, and conclusion. The study found that three models of Islamic crash course performed: *tashih*, that is, *Al-Qur'an* reading competence, *taushiyah* (Islamic lecture) of leadership values, and apprenticeship for the application of a *santri's* (Islamic crash course student) character values. The benefits for the teachers are the preservation of their *Al-Qur'an* reading competence and the improved intensity of the leadership and application of Islamic values, which form the school organizational culture. An integration of values rooted from the three models into the institutional vision could strengthen the school organizational culture to improve school achievement.

In Africa, there was a study conducted by Ndubuisi & Jacob (2021) on Challenges Facing Administrators of Public Higher Institutions, Nigeria. Descriptive and thematic analyses were used to analyse quantitative and qualitative data respectively. The identified challenges included the following; inadequate funding, inadequate infrastructural facilities, inadequate personnel, corruption, strike actions, political influence, insecurity, lack of motivation, institutional autonomy. The study recommends that government should put in more effort towards ensuring that the identified factors hindering the effectiveness of Nigerian higher institutions' administrators are addressed and resolved accordingly for desired growth and development to be made possible in public higher institutions.

Amos & Koda (2018) conducted a study on Supervisory Role of Head of Schools in Enhancing Teacher's Professional Development in Public Secondary Schools, Tanzania. Descriptive survey design and phenomenology research design were used to collect data from eighteen (18) public secondary schools in Moshi District in which 272 respondents were involved. Questionnaire was used to collect data from teachers while interview guide and documentary analysis was used to collect data from heads of school, DSEO and ZCSQAO. Quantitative data collected was analyzed by using descriptive statistics. The study revealed that some heads of school needed to acquire further skills in supervision of teachers. It was also found that supervisory activities such as checking of teachers' records, classroom visits and team teaching were often delegated to head of department and deputy heads. The role of the heads of school in supervision of teachers was limited. School-based workshops or seminars were rarely organized by head of schools while majority of heads of schools relied solely on outside school professional development programme to enhance teachers' capacity. The study also established that the most common hindrances to heads of schools supervisory role including financial constraint, teachers' negative attitude towards supervision and limited opportunities to attend professional development among teachers.

## 2.3 Influence of Leadership Induction Programmes on the Performance of Newly Appointed Heads of Public Secondary Schools

A qualitative study by Tekir (2021) explored the principals' perceptions of their induction program in USA. The study used single case design to collect data from 10 respondents by using interview. Qualitative data was analyzed thematically. The study found out that new principals have gained more knowledge about key components of effective practice and felt better equipped to carry out their role as school leaders, to establish positive learning environment for all students, and to navigate through the range of challenges associated with being a new principal.

The study done by Beam et al., (2016), on challenges for novice school leaders: facing today's issues in school administration. The study reveals that present novice school leaders faced the following challenges; managing students' discipline, balance of duties and time management. Additionally, they face the difficulty in maintaining parent relation, working with staff and managing school finances. Furthermore, they lack support from superiors, and their effort to seek for assistance is bordered with fear that it may be interpreted as weakness and might jeopardize their new position. Similarly, credibility was another challenge, credibility with superior, parents, students and faculty, the study alleged that, because leaders were new or worked in the school as former teachers, others did not provide respect for them in their new role, therefore they lack credibility in the eyes of their colleagues. Even those who obtained leadership positions in schools other than where they were previously teachers still sensed that many teachers questioned their qualification, background and ability to lead.

Tahir et al. (2021) conducted a study on initial challenges and possible useful countering strategies: Perspectives from Malaysian novice principals. The study reveals the following challenges; first, dealing with a previous principal's legacy was a challenge, teachers were frequently comparing the new style of leadership with that of previous principal. Second, heavy workloads and travel a long distance to their school, third, lack of knowledge about leading their schools and lack of experience in solving their school problems. Fourth, lack of parental support, it is difficult to get parental participation or contacting a parent. In addition, they face problem in integrating theory into practice. Moreover, difficulty in adapting to the culture of new schools and isolation are challenges faced by the new principal. The study found that most of the beginner principals feel anxious when their deprived of the support, warm relationships and companionship with teachers, also novice principles were

treated as new member of the school left alone, and felt unable to rely on others for assistance.

In Africa, there was a study conducted by Ndubuisi & Jacob (2021) on Challenges Facing Administrators of Public Higher Institutions, Nigeria. Descriptive and thematic analyses were used to analyze quantitative and qualitative data respectively. The study found that the challenges facing higher institutions' administrators in Nigeria. The identified challenges include the following; inadequate funding, inadequate infrastructural facilities, inadequate personnel, corruption, strike actions, political influence, insecurity, lack of motivation, institutional autonomy. The study recommends that government should put in more effort towards ensuring that the identified factors hindering the effectiveness of Nigerian higher institutions' administrators are addressed and resolved accordingly for desired growth and development to be made possible in public higher institutions.

Kouhisar and Bush (2020) conducted a study on problems facing novice principals in Iran. The study revealed that novice principals experienced several psychological stresses including anxiety, tension, boredom and undue caution. The psychological stress is caused by job worries, role ambiguity, fear of failure, job requirement, inappropriate work relationships, financial problems, insufficient confidence and organizational process and changes. In addition, novice principals experience lack of readiness, lack of instructional leadership skills and inadequate self-management skills. Moreover, they are facing challenges such as social harm from students due students' low motivation to learn. Furthermore, contradiction between the policy and the reality, whereby the policy state that the government must provide free education to all citizen, however due to lack of funds school principals have to get money from parents for recurrent expenditure. This cause contradictions and complains among parents. Another problem was lack of resources, limited budgets, human resources related problems, administrative problems and political interference. They sometime do not have the right to select their deputies.

Another study by Martin (2016) was conducted in USA on Kansas public schools principals' induction practices and new elementary principals' perceptions of satisfaction and preparation. The study adopted quantitative research approach whereby data were collected from 327 respondents. The study revealed out that few Kansas elementary principals participated in a formal induction program. The study also revealed out that new elementary principals were satisfied with induction program package provided to them and a majority of new elementary principals did not feel well prepared for the leadership. The findings show that the induction programme had great influence on new elementary principals as they were not prepared for leadership.

According to (AIR) American Institute of Research (2021), induction program should provide seamless support to new principals, from preparation program to the school. Local education agency (LEA) should design and implement induction programs that expand on and complement what principals learned in their preparation programs. LEA should be aware of what new principals did and did not learn in their preparation programs. Providing new principals with mentors can improve principal effectiveness and retention. Mentor can help a principal to address on-the- job challenges. Moreover, the study reveals that there are three factors to be considered when implementing principal mentoring; first, mentor selection, a mentor should have history of effectiveness as a principal, demonstrating strong communication and listening skills and similar style of thinking. Secondly, role definition there must be a clear definition of mentor and principal roles in their relationship. Third, mentor training, mentors may need training on topics such as principal standard and instructional leadership.

Dotres (2020) carried out a study on effectiveness of new principal induction programs in large urban school districts. The study reveals that new principal induction program helped novice principals in their growth as leaders by addressing their needs from an emotional, knowledge and skills perspectives. Interaction with other novice principal peers provided participants with significant support system. The opportunities provided by professional development sessions helped participants to deal with many challenges they faced during their first year on the job as principals. Similarly, mentorship was particularly impactful and instrumental towards participants' success provided a non-threatening and trusting climate and shared their many years of experience and knowledge through their insight and recommendations.

Mchete and Shayo (2020) conducted study to investigate the role of induction training on performance of new employees at workplace: case study of the open university of Tanzania. The study adopted qualitative research approach and case study design to collect data from 19 respondents through interview and document analysis by which purposive sampling technique was used to select the sample. The study revealed out that induction training was of great value to the University as it served to inform new staff of the important aspects of their new working environment. The study recommended that top management should provide enough support and exert their full power on it and reasonable and realistic budget should be allocated. Moreover, there should be a continuous follow-up to get feedback from the trainees. There should be sufficient time allocation to orientation training to allow the program to cover all aspects. Though a qualitative method provided information on induction program however, it was small sample of (19) respondents and it focused on one university, limits to be generalized for other part of Tanzania.

Buberwa (2018) examined the effect of leadership knowledge on performance of the newly appointed primary schools head teachers in Kahama Town, Tanzania. Study adopted qualitative research approach using a descriptive survey design to collect data by using questionnaire. The study revealed out that head teachers had no leadership knowledge since no any special training was offered to them when they were appointed to their new posts. The results of the finding cannot be generalized due to previous study focused only on one district.

### 3. Methodology

This study used mixed research approach. According to Creswell and Creswell (2018), mixed methods is the type of the research that combines or integrates both qualitative and quantitative research in a single study. Mixed approach is appropriate for collecting qualitative and quantitative data for the purpose of having credible and triangulated conclusions about a social phenomenon (Denscombe, 2014). The sample for the current study consisted of seven newly appointed heads of public secondary schools (who have been in the position not more than three years), 70 public secondary school teachers and one city secondary education officer to make

a total number of 78 respondents. Since the current study was guided by the descriptive survey design, the sample size of 78 respondents was considered to be representative of the population. Reliability was ascertained in a pilot study through test re-test and calculated using Cronbach Alpha whereas the value of  $r=0.87$  was obtained. Collected data were analyzed using descriptive statistics and the results were presented in mean rating and tables of frequencies and percentages while thematic analysis was used for qualitative data and direct quotations supported the presentation.

### 4. Results and Discussion

The findings were discussed with regard to research objectives.

#### 4.1 The Findings on the Challenges Facing Newly Appointed Heads of Public Secondary Schools

On the research objective, to identify the challenges facing Newly Appointed Heads of Public Secondary Schools, table 1 summarizes the findings.

**Table 1: The findings on the Challenges Facing Newly Appointed Heads of Secondary Schools**

Challenge	Mean score of teachers	Mean scores of heads
i. Lack of skills for supervising teachers	3.61	1.71
ii. Lack of Financial management skills	3.17	2.00
iii. Lack of conflicts solving skills	3.42	1.43
iv. Lack of skill on working with the police and other emergency services to ensure the safety of everyone on the school grounds	3.27	1.71
v. Lack of management of teacher discipline skills	3.45	1.43
vi. Lack of skills for developing and maintaining school policies and rules.	3.2	1.43
vii. Lack of entrepreneurship skills	3.39	2.29
viii. Lack of communication skills for communicating with parent and community	3.11	1.29
ix. Poor knowledge on distribution of resources	3.71	1.43
x. Lack of guidance and counseling skills	3.49	1.57
<b>Total</b>	<b>3.38</b>	<b>1.69</b>

Mean Scores for Teachers' and Newly Appointed Heads of Public Secondary Schools on the Challenges  
Source (Field data, 2022)

The newly appointed heads of schools who participated in the study were also asked to indicate the extent to which they experience the challenges due to lack of some skills needed for effective management of their respective schools. Table 1 presents the comparison

mean score for teachers and newly appointed heads of schools on the challenges facing the newly appointed heads of public secondary schools in the management of schools.

Results in table 1 show that the mean scores for all the ten statements responded by teachers are higher than the ones responded by heads of schools. The total mean score for teachers is 3.38 while the ones for newly appointed heads of secondary schools is 1.69. This difference implies that while the newly appointed heads of public secondary schools do perceive themselves as being less challenged, the teachers acknowledge the existence of a number of challenges. The study established that these challenges are due to lack of induction training at the time of appointment. It worth noting that the training at the universities and colleges does not prepare teachers adequately for leadership role hence induction training is necessary. Despite the difference in the mean scores, the researcher in the current study opted to consider the responses by teachers due to the fact that the teachers are the ones in regular contact with the heads of schools,

therefore, they were in a better position of indicating different challenges the newly appointed principals face.

## 4.2 The findings on the Influence of Leadership Induction Programmes on the Performance of Newly Appointed Heads of Public Secondary Schools

On the research objective to assess the influence of induction programmes on the performance of newly appointed heads of public secondary schools in Arusha city, the responses are shown in table 2. A scale of Very Large Extent=5, Large Extent=4, Moderate Extent=3, Small Extent=2 and Not at All=0 was adopted.

**Table 2: The findings on the Influence of Leadership Induction Programme on Performance of Newly Appointed Heads of Public Secondary Schools**

Statement	Not at all	Small extent	Moderate extent	Large extent	Very large extent	Mean score
Induction programmes improve my leadership skills	0.0	0.0	1.2	32.1	66.7	4.65
Induction helps me get familiar on how to manage student discipline.	0.0	0.0	1.2	34.5	64.3	4.63
Induction helps newly appointed Heads of school to be familiar on how manage teachers' conduct.	0.0	0.0	9.5	32.1	58.3	4.49
Induction helps to understand how to work with emergency	0.0	8.3	1.2	47.6	42.9	4.25
Induction helps to understand how to solve conflict among teacher and community.	8.3	1.2	0.0	57.1	33.3	4.06
Induction programme helps me to adapt and perform well my duties as head	0.0	0.0	9.5	59.5	31.0	4.21
Induction expands my knowledge on how to manage of the teaching-Learning process	0.0	8.3	1.2	66.7	23.8	4.06
Induction programme help new heads of school to learn how to manage financial activities	8.3	1.2	0.0	66.7	23.8	3.96
Induction helps to understand how to work with parents and community around the school	0.0	0.0	1.2	77.4	21.4	4.20

The responses of Newly Appointed Heads of Public Secondary Schools on the Influences

Source (field data, 2022)

Table 2 show that 66.7% of the newly appointed heads of schools indicated that leadership induction programmes improves their leadership skills to a very high extent. 32.1% of them indicated that leadership induction programmes improve their leadership skills to a large extent while 1.2% of the heads responded that such programmes improve their leadership skills to a moderate

extent. The mean score of the responses to this statement was 4.65, which indicates that most of the newly appointed heads of schools indicated that leadership induction programmes improve their leadership skills to a large extent. These responses imply that leadership induction programmes are perceived to be of great influence to the newly appointed heads of schools as it

improves their leadership skills. These findings are in agreement with Arifin et al (2018) study which indicated that induction programmes strengthen heads of schools' leadership abilities and then makes them to be good school leaders.

Data in table 2 also shows that the mean scores for newly heads of schools' responses on how leadership induction programmes make them to be familiar on how to manage students' discipline and teachers' professional conduct were 4.63 and 4.49 respectively. The values of the mean scores indicate that majority of the newly appointed heads of schools rated the two variables to be influenced by leadership induction programmes at very high extents. These findings imply that leadership induction programmes are considered to have a big influence on the performance of newly appointed heads of schools as it equips them with skills on how to manage students' discipline as well as to ensure professional conduct among the teachers. Similar observation was made by Sulemana (2018), who found out that leadership induction programmes for newly appointed heads of schools were essential as it enabled them to acquire skills for effective management human resources in their respective schools.

Results in table2 also show that 59.5% of the newly appointed heads of secondary schools, agreed that leadership induction programmes, at a very large extent, help them to adapt and perform well their headship duties. The mean score of their response in this item was 4.21, indicating that most of them opted for very high extent. These responses imply that leadership induction programmes are perceived by newly appointed heads of schools to have significant influence on their performance since such programmes help them to perform their headship duties effectively.

Therefore, both the newly appointed heads of schools as well as the teachers acknowledged the influence of leadership induction programmes on the performance of newly appointed heads of schools.

During interview, the city secondary education officer confirmed that;

It is true that induction training plays an important role on the efficiency of the heads of schools in governing and managing the schools. In the past, induction programmes were conducted and we had no problems concerning the performance of newly appointed heads. But currently a number of concerns are being raised regarding their performance due to lack of training (Personal interview, 7<sup>th</sup> May, 2022)

Responses from the city education officer agreed to what was indicated by the newly appointed heads of schools as

well as the teachers. Such agreement in the responses implies that different education stakeholders consider leadership induction programmes to be of great influence to the performance of newly appointed heads of schools. According to Kılınç and Gümüş (2021), induction programmes help the newly appointed head of schools to socialize into the schools and their managerial skills.

These findings are in agreement to Wieczorek and Manard (2018) who put forward that the challenging roles of school management requires the heads to be inducted so as to acquire skills and knowledge which will make them to manage the schools at easy.

The overall means score for newly appointed heads of schools was 4.28 which imply that most of them responded to most of the statements at a very high extent. Such responses imply that leadership induction courses are perceived to have a high influence on the performance of newly appointed heads of schools. These findings are in agreement to Susilowati (2021) who also found out that induction programmes are important for preparing newly appointed heads of schools as it makes them capable of performing their roles effectively. According to Martin (2016), some of the newly appointed heads of schools may not be prepared for the job and therefore, it is important for them to be inducted so as to equip them with all the required skills and knowledge for them to effectively perform their headship duties.

## **5. Conclusion and Recommendations**

### **5.1 Conclusion**

Based on the study findings, the following conclusions are drawn. Newly appointed heads of public secondary schools are faced by a number of challenges. These challenges are attributed by the lack of some essential skills needed for effective management of schools. Lack of communication, conflict resolution; financial management and discipline management skills makes the newly appointed heads of schools to find difficulties in managing their schools. Though the newly appointed heads of schools perceived themselves not to be challenged, the teachers in their respective schools do experience that their heads of schools do not perform well especially the ones who were not inducted before assuming the headship responsibilities.

Leadership induction programmes are not well conducted to the newly appointed heads of public secondary schools. There are no official leadership induction programmes organized by the department of education. Most of the newly appointed heads of schools depend on getting leadership experiences from the previous heads of schools. The lack of leadership induction programmes to the newly appointed heads of schools negatively affects the performance of these heads in the management of the schools.

Leadership induction courses have great influence on the performance of newly appointed heads of schools. Through induction, newly appointed heads of schools are equipped with different skills needed for effective running of the schools. Leadership, financial management and supervisory skills are all needed to the teachers and such skills can be learned through induction programmes before the newly appointed heads of schools assume the headship roles.

## 5.2 Recommendations

Based on the conclusions of the study, the following recommendations were made;

- i. The government of Tanzania through the ministry of education, science and technology should set up policies to make induction programmes to the newly appointed heads of schools to be compulsory. By making leadership induction programmes to be compulsory, all the newly appointed heads of schools will attend, hence acquire the skills needed for effective managing of their schools. Furthermore, the induction programmes themselves should include all the aspects of school management, administration and leadership.
- ii. The city department of education should conduct frequent seminars and workshops to the newly appointed heads of schools so as to make them gain more skills and knowledge needed for school management. This can be done by arranging seminars and involving experts in the field of educational management to facilitate such seminars.
- iii. The newly appointed heads of public secondary schools on their side should strive to seek professional development programmes so as to update themselves on different aspects of school management. This will enable them to acquire the required managerial skills.
- iv. Tanzania Heads of Secondary Schools Association (TAHOSSA) should play part to make sure that all newly appointed heads of secondary schools are being inducted before starting their new responsibility.

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