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Managerial Training Needs of School Heads for Enhancing Management Practices in Public Secondary Schools in Monduli District Council, Tanzania

LoveGod Gilibard Swai
Deputy District Chief School Quality Assurance Officer, Monduli District.
Email: nkwawiswailg@gmail.com

Patrick Olemong'i & Kennedy Omondi Otieno
St. Augustine University of Tanzania (SAUT), Arusha.
patrickngalaole@gmail.com & omondiken2016@gmail.com

Abstract: *This study explored managerial training needs of school heads for enhancing management practices in public secondary schools in Monduli District Council. Specifically, the study investigated gaps between existing managerial training programmes and practical management expectations and proposed suitable programmes for strengthening school management. The study was grounded in Transformational Leadership Theory, which views training as an investment that strengthens professional competence and organizational performance. A qualitative approach guided by a phenomenological research design was employed. The target population comprised 16 heads of public secondary schools, 432 teachers, 20 Ward Education Officers and one District Secondary Education Officer. The sample included 129 participants selected through census, criterion purposive and convenience sampling techniques. Data were collected through in-depth interviews and focus group discussions. Trustworthiness was ensured through credibility, dependability, transferability and confirmability procedures. The collected data were analyzed thematically using ATLAS.ti software. Findings revealed that the existing training programmes were considered irregular, overly theoretical and poorly aligned with practical school management responsibilities. The programmes also provided limited attention to emerging leadership challenges, follow-up support and opportunities for practical application. Participants proposed regular workshops, mentorship, peer learning, coaching and school-based training supported by district education authorities. They further emphasized practical demonstrations, case studies and continuous professional development focused on real school management problems. The study concluded that inadequate managerial preparation weakens school heads' ability to manage staff, finances, discipline and school operations effectively. It recommended regular, practical and context-sensitive managerial training supported by sustained mentorship and institutional follow-up.***

Keywords: *Management, Training needs, Teachers, School Heads, Tanzania*

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1. Introduction

Effective school management practices is fundamental for achieving educational success, as it establishes a positive school climate, fosters student achievement and supports ethical values within the school community. Schools, guided by inclusive policies and collaborative leadership act as nurturing communities where students develop empathy, responsibility, mutual respect and appreciation for diverse perspectives, while fostering trust, equitable and safe learning environments that meet evolving societal

expectations (OECD, 2023). The culture of a school, shaped by its rules, values and beliefs, is a critical element that differentiates effective schools from others and contributes significantly to organizational identity and motivation (Pekkolay, 2021).

In Europe, school management faces distinct challenges, including the integration of performance management systems and the promotion of intercultural education. For instance, in England, performance management has been critiqued for its unfairness and limited support for teacher development, which impacts leadership effectiveness (Yang, 2022). Similarly, management teams in Spain and France are challenged to foster inclusive and intercultural educational environments, highlighting the importance of continuous training for pedagogical leadership and equity promotion (Sevillano-Monje et al., 2023). Although European school leaders face significant challenges, research rarely explores how training effectively develops their skills in management, teacher support and inclusive education.

In Asia, managerial challenges often relate to promoting competency-based intellectual capital and improving people management in schools. According to Lemos et al. (2021), management quality in public schools is generally low, particularly in personnel management, which affects teaching effectiveness and student outcomes. Additionally, teacher involvement in school management in China faces obstacles linked to participatory governance models, indicating a need for training that enhances collaborative leadership and decision-making skills (Zhou, 2024). These findings point to the necessity of tailored managerial training programs that address context-specific challenges and promote competency-based leadership.

In Africa, managerial training remains critical amid systemic challenges such as resource limitations and administrative burdens. In Ghana training accessibility and content significantly influence managerial effectiveness, though frequency and efficiency of training may not always be adequate (Atiase et al., 2023). In Nigeria, school management is hindered by infrastructural deficits, administrative workload and a legacy of authoritarian leadership, which necessitates empowerment and capacity-building initiatives for school management teams (Adeoye et al., 2024). In South Africa, similar challenges exist, requiring focused training to improve leadership skills and school management practices (Mosoge and Mataboge, 2021). These realities highlight the importance of comprehensive managerial training to enhance leadership skills and school management practices.

Within Tanzania, leadership in public schools is mainly established through government appointment, where experienced teachers are promoted to headship positions based on their service records and professional performance (Nguni, 2020). After appointment, school heads are expected to develop leadership skills through induction programmes and short-term orientation courses (Komba, 2022). These programmes aim to build competencies in administrative management, instructional leadership, and staff coordination (Mrema, 2021). School heads are also responsible for supervising curriculum implementation, managing school resources, and ensuring smooth daily operations (Nguni, 2020). They are expected to maintain discipline among teachers and students while fostering a collaborative work environment (Komba, 2022). Policy frameworks emphasize ethical leadership, accountability, and strategic decision-making in school management (Mrema, 2021). Effective application of these leadership skills is considered crucial for improving school performance and achieving educational objectives.It is from this background that the study explored the managerial training needs of public secondary school heads in Monduli District to enhance management practices for better performance.

1.1 Research Questions

The study was guided by the following research questions:

1 What gaps exist between current managerial training programmes and the technical, human, and organizational skills required by heads of public secondary schools in Monduli District?

2 What are the suitable managerial training programmes necessary to strengthen management practices among heads of public secondary schools in Monduli District?

2. Literature Review

Transformational leadership theory developed by Burns in 1978 was reviewed.

2.1 Transformational leadership theory

The theory explains how leaders influence followers by transforming their values, beliefs and attitudes so that they perform beyond expected levels. It emphasizes four key components which are idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Burns, 1978). These components guide leaders to inspire commitment, encourage creativity and support personal development among followers. The theory assumes that leadership involves motivating individuals to align their efforts with shared goals. In relation to the current study, it suggests that effective school heads can influence teachers to improve management practices in public secondary schools in Monduli District.

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2.1.1 Strengths of Transformational leadership theory

A major strength of Transformational Leadership Theory lies in its ability to enhance motivation and commitment among followers. It encourages leaders to build trust and promote collaboration among staff members. The theory also supports the development of a shared vision that guides collective action in organizations. In educational settings,

such leadership can improve coordination of school activities. It can also strengthen professional relationships between school heads and teachers (Sevillano-Monje et al., 2023). In the context of the current study, this strength indicates that transformational leadership can improve management practices in public secondary schools.

2.1.2 Application of Transformational leadership theory

Transformational Leadership Theory is suitable for the current study. It provides a clear framework for examining how leadership behaviors influence management practices. The theory directs attention to motivation, guidance and support within school environments. It also explains how leaders can shape attitudes and performance of teachers(Yang, 2022). This perspective is relevant in understanding administrative roles of school heads. Therefore, the theory offers a useful lens for analyzing management practices in public secondary schools in Monduli District.

2.2 Empirical Review

This section presents a review of empirical studies related to the current study. The review is organized according to themes generated from the research questions.

2.2.1 Gaps between Existing Managerial Training Programmes and the Practical Management Expectations of Heads of Secondary Schools

Attaullah and Khan (2023) explored leadership and management training and its effect on principals' skill enhancement in secondary schools in Khyber Pakhtunkhwa, Pakistan. The study used questionnaires with trained principals to collect data on training experiences and challenges. It identified gaps between training content and practical school leadership demands, highlighting the need for programme alignment with real managerial challenges. Alves and Bispo (2022) studied school managers' experiences during continuing education in Paraíba, Brazil, using participant observation of a 24-hour government training program for 35 principals. The findings revealed disconnect between training content and the real-world demands faced by school leaders, exposing a theory-practice gap and political issues influencing management.Muhammad and Bolatito (2022) examined the management of school administrators' effectiveness through capacity-building programs in Sokoto State, Nigeria, using descriptive surveys with 132 school administrators. They found that regular training improved managerial effectiveness but faced challenges such as funding and program consistency. This emphasized the necessity of sustainable, relevant training aligned with administrators' needs, supporting the focus of the present study on training gaps.

The study by Mpangala and Urio (2024) in Kigamboni District highlighted the influence of leadership styles on teachers' satisfaction, and the study by Scallion and Tangi (2023) in Bukoba District identified managerial challenges such as overwhelming responsibilities, inadequate resources, and low teacher morale. Both studies fell short of addressing the specific managerial training needs of school heads. The present study addressed this gap by systematically examining key management skills needed among school leaders in Monduli through multiple stakeholder responses to enhance management practices, instructional leadership, and overall school effectiveness. Laizer et al. (2022) explored teaching and leadership practices in Monduli District through mixed methods involving teachers and school heads. They identified gaps in managerial training, particularly in leadership and teamwork promotion, which hinder effective school management. This directly highlights the existing discrepancy between training programs and practical expectations among school heads in Monduli, reinforcing the current study's investigation into these gaps.

2.2.2 Suitable Managerial Training Programmes to Strengthen Management Practices among Heads of Secondary Schools

Mulawarman et al. (2022) implemented education finance management training workshops for school principals in Indonesia, using demonstration and practice-based methods. Their study found out that experiential, skills-focused training effectively enhanced management capacity, suggesting such approaches for managerial training programmes. Attaullah and Khan (2023) assessed leadership and management training effectiveness in Pakistan, finding that while training enhanced principals' skills, improvements in training delivery and policy support are necessary to maximize impact.Nzarugarura and Ndagijimana (2025) found that professional development programs in Rwanda significantly improved head teachers' leadership effectiveness but required increased funding, flexible delivery, and mentorship. These findings supported the development of sustainable and comprehensive managerial training programs.

John (2025) recommended ongoing training, peer learning, and enhanced district support to improve financial management skills among Tanzanian secondary school heads, based on a descriptive quantitative study in Meru District. These recommendations underscored the value of continual professional development, which the present study integrated when proposing managerial training programs for Monduli District. Laizer et al. (2022) conducted a study on managerial training needs among heads of secondary schools in Monduli District. The study used a descriptive design to collect information concerning school heads' managerial competencies and professional development needs. It found that school heads required stronger competencies in leadership, teamwork and instructional supervision. These findings informed the present study by identifying important managerial areas requiring suitable training programmes. However, the study concentrated on identifying training needs rather than determining programmes suitable for addressing them. It

also offered limited guidance concerning the delivery and sustainability of the recommended managerial training initiatives. The present study filled this gap by identifying practical training programmes suitable for strengthening school management practices in Monduli District.

3. Methodology

This study adopted a qualitative approach, specifically utilizing a phenomenological research design. Phenomenology is a research approach aimed at understanding and interpreting the meanings individuals assign to their lived experiences regarding a specific phenomenon (Adom et al., 2021). It enables the researcher to dig deeply into participants' perceptions, emotions, and interpretations, thus providing understandings that cannot be easily captured through quantitative methods.

The target population for this study comprised all the 16 heads of public secondary schools, 432 teachers, 20 ward education officers, and the district secondary education officer in Monduli District (PMO-RALG, 2026). School heads were the primary focus as they are directly responsible for implementing management practices and are the intended beneficiaries of training interventions. Including teachers in the study was equally important because they interact daily with school heads and are directly affected by their leadership and management practices; their responses provided valuable feedback on the effectiveness of current management. In order tocapture systemic and policy-related factors influencing training needs, it was necessary to include Ward Education Officers (WEOs) and district education officer (DEO).

The total sample size for this study was 129 participants, consisting of 16 heads of schools, 96 teachers, 16 WEOs, and 01 DEO. The sample size was determined by the principle of data saturation. According to Ahmed (2025), data saturation is the basis for qualitative studies whereby researchers stop to collect data when no new themes emerge. Therefore, the sample size of 129 respondents was considered representative and enabled the researcher to collect adequate and saturated data.Total population sampling technique was used to selectall the 16 school heads because the total population of heads of schools was small and manageable.The inclusion of all school heads helped to capture differences in leadership experience, school context, and administrative practices that might have been missed if only a portion was selected.Criterion purposive sampling was used to select WEOs and the DEO. According to Saunders (2023), criterion based purposive sampling enables researchers to select participants who meet predetermined conditions that are important for obtaining relevant and detailed information.The use of these criteria ensured that participants selected possessed relevant experience, authority, and knowledge required for the study.Convenience sampling technique was used to select teachers who participated in this study. In each sampled school, six teachers were selected to participate in the study. The selection of six teachers from each school was justified because this number is considered appropriate for conducting effective focus group discussions where each participant is given adequate time to express views while maintaining group interaction (Liamputtong, 2020).

In-depth interview guides for WEOs and the DEO and focus group discussion guidesfor teacherswere used for data collection. Credibility was ensured through prolonged engagement with participants. Trustworthiness was ensured through accurate recording of data and careful transcription of interview responses. Transferability was ensured by providing detailed description of the study context, participants and procedures so that other researchers can judge applicability in other settings. The researcher also conducted pilot testing of research instruments to check clarity and consistency of items before actual data collection. Data analysis for this study was conducted using thematic analysis, a method that involves identifying, organizing, and interpreting patterns of meaning (themes) within qualitative data (Creswell & Creswell, 2023). The process began with the transcription of all audio-recorded interviews and focus group discussions, followed by careful reading and familiarization with the data.

Using ATLAS.ti (Version 23) software (ATLAS.ti Scientific Software Development GmbH, 2023), the researcher coded the data inductively, allowing themes to emerge naturally rather than imposing pre-determined categories. Codes were reviewed and refined through iterative analysis to ensure they accurately represented participants' experiences and viewpoints. Themes were then developed by grouping related codes and interpreting their significance in relation to the study's objectives.The final themes were reported with supporting quotations to illustrate key points, providing a rich, credible account of managerial training needs in Monduli District.Both before and after data collection, ethical standards were maintained to protect the rights and welfare of all participants (Resnik, 2022; CIOMS, 2023). Prior to data collection, the researcher sought ethical approval from the relevant authorities and provided all participants with detailed information about the study purpose. Informed consent forms were signed by all participants, and assurances of confidentiality and anonymity were emphasized during and after data collection.To avoid plagiarism, all cited works were properly acknowledged and listed in the reference section following APA 7th edition guidelines and finally using Turnitinsoftware, the document was subjected to plagiarism detection foroverall similarity check.

4. Results and Discussion

This section presents responses from quantitative and qualitative instruments followed by the discussion on the managerial training needs of school heads for enhancing

management practices in public secondary schools in Monduli District.

4.1 Gaps between Existing Managerial Training and Practical Management Expectations

The firstresearch question examined gaps between current managerial training and the realities experienced by heads of public secondary schools. School Heads described the preparation they had received and the demands they met after appointment. Education officers explained the same gaps from the supervisory side while teachers described how the gapsaffectsschool work. After transcription, five themes were generated, namely Absence of Formal Induction Training, Theory-Based Directives Instead of Practical Training, Weak Preparation in Administrative Documentation and Record Management, Limited Training on Policy Implementation and Compliance, and Insufficient Training in ICT Integration for School Management.

Absence of Formal Induction Training

Absence of Formal Induction Training was presented as a gap that affects day-to-day school management. A school head described entry into headship without formal preparation as a serious gap. The SH one pointed out that:-

> I have not undergone any formal training. I have been in this position since 2017 up to this moment, and I have received no formal management training apart from meetings where management issues are only mentioned briefly. This shows why training on formal induction isnecessary(Personal interview with SH, 13thMay, 2026).

Another school head noted that:

> I have never received any formal training at all. My colleagues who were appointed in the past used to receive it, but we newly appointed heads have not received formal trainingand we just push through based on our personal experience after appointment into headship (Personal interview with SH, 9thApril, 2026).

The statements from heads of schools show that formal induction training is necessary considering the conditions under which public schools operate. Such preparation would enable school heads to prepare newly appointed heads before they carry full administrative responsibility. Weak formal induction training may also reduce confidence because the head remains unsure when several interests compete. Attaullah and Khan (2023) supports this finding by linking formal induction training competence with stronger school management performance. Where the skill is absent, new heads may learn by trial and error while managing finance, staff and discipline immediately. Thus, formal induction training should be treated as a core competence for improving management practices in public secondary schools in Monduli District.

Education officers also approached formal induction training as a training need because they supervise the results of headship decisions. Their evidence treated induction as early prevention against mistakes made during first appointments. In this regard, the DEO pointed out that:

> In ward supervision, formal induction training appears necessary when heads begin duties without enough guidance. Training would help them act early, keep evidence, and prevent avoidable cases from becoming complaints that disturb the school during early headship practice and reduce confusion early (Personal interview with DEO, 15thApril, 2026).

The head of school's perspective recognize formal induction training as a measure of helping heads manage schools before problems become serious. This view was expressed through the following statement:

> At district level, formal induction training is needed because a head must carry administrative responsibility immediately after appointment. Without induction, officers' correct matters that should have been settled earlier if the leader had received proper entry preparation in advance from authorities before one is assigned duties (Personal interview with SH, 28thMay, 2026).

The respondents' accounts extend the meaning of formal induction training from individual ability to institutional accountability. Their concern shows that the head of school is expected to handle entry preparation before assuming headship duties so that challenges are handled before they escalate to the ward or district office. Consequently, formal induction training serves as early professional guidance because it reduces errors that require official intervention.The education officers also imply that formal induction training is judged by how well local matters are settledat the source. This finding is consistent with Komba (2022) who reported that training is viewed as an investment in professional capability. In contrast, weak preparation may cause new heads to learn by trial and error while managing finance, staff and discipline matters. For this reason, district and ward supervision should be connected with structured training on formal induction training.

Teachers in the focus group discussion (FGD) related formal induction training to the way school leadership affects their daily work. Their views show that induction affects teachers when a new head begins directing school routines. From FGD, it was noted that:

> Teachers need to work with school heads who have received formal induction because daily teaching depends on decisions made during the first months of leadership. When training

> is missing, new heads learn by trial and error while managing finance, staff issues and discipline matters in school (Response fromFGD, 13thMay, 2026).

Another teacher supported the statement by saying that:

> A trained school head can use formal induction to enter office with clearer professional direction. Teachers benefit because decisions are explained, duties become clearer, and disagreements are reduced before they affect lesson preparation, students' learning or staff cooperation during daily school leadership Practice (Response fromFGD, 11thMay, 2026).

Teachers describe formal induction training as a measure to prevent classroom interruptions, improve staff relations and the predictability of school routines. Their responses show that need for formal induction training is also felt by staffs who implement school decisions. When the head has this skill, teachers receive clearer support in matters involving curriculum implementation. In this line, John (2025) is relevant because it shows that training gaps affect practical leadership demands within schools. The teachers' responses also suggest that formal induction training shouldnot only improve staff experience but also administrative reporting. If a schoolhead lacks this preparation, new heads may learn by trial and error while managing finance, staff and discipline immediately. Preparation would enable the head to prepare newly appointed heads before they carry full administrative responsibility without making teachers feel ignored or blamed. Thus, teachers confirm that formal induction training is a necessary area for managerial training in public secondary schoolsin Monduli.

Theory-Based Directives Instead of Practical Training

The concern about Theory-Based Directives Instead of Practical Training pointed to a difference between formal responsibility and actual preparation. One school head criticized brief meetings that mention management without practical exercises. The viewsfrom the school head present the weakness of meetings that do not provide practical exercises.

> Honestly, the sessions are not highly relevant because we are usually called for a general meeting, and the facilitator may inject a tiny bit about management. It is not a dedicated workshop focused on leadership and school management. This shows why training on practical hands-on managerial skills are needed (Personal interview with SH 22ndApril, 2026).

Another head of school explained that:

> Many newly appointed heads arrive in station and face intense administrative duties like handling staff conflicts or managing government funds without foundational training. They are forced to learn through costly trial and error instead of guided practice in schools (Personal interview with SH 23rdApril, 2026).

Through this lived experience, practical hands-on managerial training can be seen as an exercise that protects both the head and the institution. They did not speak about the skill as a general leadership quality but as preparation for short directives, general meetings and limited practice on real school problems. For practical hands-on managerial training, headship training should move beyond appointment and deal with short directives to real school casesexperienced. Such preparation would enable school heads to practice solutions using real scenarios from public secondary schools. In this area, untrained leaders may misread situations where short directives and real school cases require careful judgment. Alves and Bispo (2022) support this finding by linking managerial competence with stronger school management performance. If the skill remains weak, leaders may know instructions but fail to apply them when cases become complicated, and the school may depend too much on external guidance. Thus, practical hands-on managerial training should be treated as a core competence for improving management practices in public secondary schools in Monduli District.

Teachers in the focus group discussion related practical hands-on managerial training to the way school leadership decisions affects their daily work. Their contribution connects practical training with the handling of difficult school cases.

> In our work, practical hands-on training is seen through how the head handles directives, meetings and real school challenges. Training is needed because teachers follow decisions daily and weak decisions can make complicated situations harder to solve in daily schoolwork through school committees (Response fromFGD,13thMay, 2026).

In addition, another teacher pointed out that:

> Managementskill should be part of headship training because teachers experience its absence from the management decisions made by some school heads. Where the head is unsure, teachersmay have an idea but fail to apply them when cases become complicated. Therefore, adequate preparation makes school routines more predictable in practice (Response fromFGD,9thApril, 2026).

The statementsfrom teachers show that practical hands-on managerial training has instructional consequences even when the skill appears administrative. Their responses show that needs for practical hands-on managerial training is also felt by staff who implements school decisions. When the head has this skill, teachers receive clearer support in matters involving directives, general meetings and limited practice on real school problems. The teachers' responses

also suggest that practical hands-on managerial training should improve staff experience and not only administrative reporting. While giving support to this finding, Laizer et al. (2022) is relevant here because it shows that training gaps affect practical leadership demands within schools. Adequate preparation would help the head practice solutions using real scenarios from public secondary schools while protecting professional relationships in the school.

Weak Preparation in Administrative Documentation and Record Management

Participants discussed Weak Preparation in Administrative Documentation and Record Management as an area where school heads need clearer administrative preparation. The discussion perceives administrative documentation and record management as a training need that requires practical preparation rather than general approval. The accounts demonstrate how weak record skills affect fairness, evidence and administrative continuity. A school head observed that:

> The biggest unaddressed area is official documentation and leadership records, for example knowing exact regulations about staff leave or how to structure and maintain personnel files. I fill those gaps by reading guidelines and leadership books. This shows why training on administrative documentation and record management is mandatory for us as heads of schools (Personal interview with SH,13thMay, 2026).

Another school head remarked that:

> A major challenge is knowing how to organize a comprehensive school development plan and properly maintain administrative and filing records. We lack baseline skills, and this affects how confidently we organize records and stakeholder involvement in school management practices (Personal interview with SH,15thMay, 2026).

The school head views present administrative documentation and record management as a training need that grows from real administrative pressure. They did not speak about the skill as a general leadership quality but as preparation for personnel files, leave records, development plans, reports and official correspondence. For administrative documentation and record management, headship training should move beyond appointment experience and deal with files, reports and official evidence. Such preparation would enable school heads to keep reliable files that support fair decisions and official accountability. In this area, untrained leaders may misread situations where files, reports and official evidence require careful judgment. Mrema (2021) supports this interpretation by linking managerial competence with stronger school management performance. Where the skill is absent, decisions may lack evidence and follow-up from higher offices may become difficult. Thus, administrative documentation and record management should be treated as a core competence for improving management practices in public secondary schools in Monduli District.

Limited Training on Policy Implementation and Compliance

Limited Training on Policy Implementation and Compliance was reflected in the study as a competence area that protects schools from avoidable errors. One head of school connected policy compliance with the risk of being held accountable.

> School heads need training in policy implementation and compliance to ensure uniformity in performance and conflict management. Without such training, it becomes difficult to know how to respond to people and maintain institutional standards. This shows why training on policy implementation and compliance is needed (Personal interview with SH,9thApril, 2026).

A second school head noted that:

> We have directives which tell us that when administering punishment, we must adhere to regulations. When someone violates those regulations, the head may be held accountable because the required compliance skills were never developed properly through training and practice (Personal interview with SH,11thMay, 2026).

From the school head narratives, policy implementation and compliance appears as an area where responsibility is heavier than existing preparation. They did not speak about the skill as a general leadership quality but as preparation for government directives, staff conduct, discipline rules and procedural compliance. The finding indicates that policy implementation and compliance training should use policy compliance cases instead of leaving heads to learn informally. Such preparation would enable school heads to apply policies correctly while protecting teachers, students and the institution. In this area, untrained leaders may misread situations where government directives and procedural decisions require careful judgment. Komba (2022) supports this finding by linking managerial competence with stronger school management performance. Where the skill is absent, heads may act with good intention but still create administrative mistakes. Thus, policy implementation and compliance should be treated as a core competence for improving management practices in public secondary schools in Monduli District.

Insufficient Training in ICT Integration for School Management

The issue of insufficient training in ICT integration for school management imply that modern school management also requires digital and procedural readiness. A school head associated digital communication with urgent meetings and quick clarification. The statement below connects digital communication with urgent administrative needs.

> We are adopting technology through phone conferences and digital communication platforms to host urgent virtual meetings, address queries and clear misunderstandings instantly. This modern approach helps us build shared understanding with parents and other stakeholders. This shows why training on ICT integration and digital communication is important (Personal interview with SH,22nd April, 2026).

Another school head related ICT skills to communication with parents and timely response to student concerns by suggesting that:

> The school head should know how to use communication platforms such as WhatsApp because some issues cannot wait for physical meetings. Digital tools help us contact parents, share academic progress and respond quickly during distress in school or when a serious student's problem occursin school (Personal interview with SH,9thApril, 2026).

The statements from heads of schools show that ICT integration and digital communication is demanded by the conditions under which public schools operate. They did not speak about the skill as a general leadership quality but as preparation for digital meetings, parent communication, reporting systems and quick information sharing through WhatsApp pages. For ICT integration and digital communication, headship training should move beyond appointment experience and deal with digital meetings, reports and quick messages. Such preparation would enable school heads to use digital tools for communication, reporting and timely administrative follow-up. Weak ICT integration and digital communication may also reduce confidence because the head remains unsure when several interests compete. Zhou (2024) supports this interpretation by linking managerial competence with stronger school management performance. Where the skill is absent, messages may arrive late and distant schools may remain difficult to supervise. Thus, ICT integration and digital communication should be treated as a core competence for improving management practices in public secondary schools in Monduli District.

4.2 Suitable Managerial Training Programmes for Strengthening Management Practices

The research question focused on training programmes that could strengthen management practices among heads of public secondary schools. School heads proposed arrangements based on their experience of appointment, meetings and daily leadership demands. Ward education officers, the district education officer and teachers added views on how such programmes should be organized and sustained. After transcription, five themes were generated, namely; pre-service induction programme before assuming headship, regular refresher courses for serving school heads, zonal and district-based practical workshops, training for school management teams, and cost-sharing and district-led training frameworks.

Pre-Service Induction Programme before Assuming Headship

Pre-service induction programme before assuming headship was presented as a programme option for preparing school heads before responsibilities become overwhelming. One school head proposed preparation before a newly appointed leader begins official duties. The view below explains why preparation is needed before a head assumes full office duties.

> The best approach would be after a person is appointed to be a head of school, they should be taken through a one, two or three-month management training programme before they actually start acting. This shows why training on pre-service induction before assuming headship is necessary (Personal interview with SH,13thMay, 2026).

A second head teacher argued that;

> The government system should be structured so that once a person is appointed as school head, they are placed into a specialized management programme to learn the ropes before they officially assume office and begin handling complex school responsibilities from the start (Personal interview with SH,23rd April, 2026).

Through these accounts, pre-service induction before assuming headship is seen as a competence that protects both the head and the institution. That is, pre-service induction before assuming headship is necessary. Such preparation would enable school heads to enter headship with initial competence in school administration. In this area, untrained leaders may misread situations where preparation before office and core procedures requires careful judgment. Attaullah and Khan (2023) support this finding by linking pre-service induction before assuming headship with stronger school management performanceand competence. If the skill remains weak, newly appointed leaders may enter office without knowing core procedures, and the school may depend too much on external guidance. Thus, pre-service induction before

assuming headship should be treated as a core competence measure for improving management practices in public secondary schools in Monduli District.

Education officers also approached pre-service induction before assuming headship as a training need because they influence the results of headship decisions. Their statements framed pre-service induction as a safer route into headship responsibilities.

> The ward level receives many concerns that could be reduced if heads were trained in pre-service induction before assuming headship. Such training would enable them to deal with training before official assumption of headship responsibilities before the matters move beyond the school (Personal interview with DSEO,9thApril, 2026).

Another education officer argued that;

> A school head requires pre-service induction before assuming headship to manage responsibilities before they become district problems. The training should show real procedures because newly appointed leaders may enter office without knowing core administrative procedures and expectations in their new leadership position (Personal interview with WEO,28thMay, 2026).

The views from education officers show that pre-service induction before assuming headship is necessary for orderly coordination across the education system. Their concern shows that the head of school is expected to handle training before official assumption of headship responsibilities in order to be able to address challenges beforethey are reported to the ward or district office. Training in pre-service induction before assuming headship therefore becomes preventive support rather than a response after mistakes have occurred. For pre-service induction before assuming headship, Transformational Leadership Theory supports the development of a shared vision through training that guides collective action in organizations (Bass, 1985).

Regular Refresher Courses for Serving School Heads

The findings on regular refresher courses for newly appointed school heads showed that headship preparation should not end after appointment. A head of school emphasized repeated training because management requirements aredynamic.

> Training should be structured as a continuous cyclebeyond the initial training upon appointment. Heads should attend refresher courses every three to five years so they can retain and build upon the training instead of forgetting important matters. This shows why training on regular refresher courses (Personal interview with SH,11thMay, 2026).

Another school head added that:

> Refresher courses should be mandatory every two to three years to keep up with changing educational policies. A head of school needs continuous exposure because school management changes and old knowledge can quickly become insufficient for current leadership practice in practice (Personal interview with SH,22ndApril, 2026).

The responses present a need for regular refresher courses as a training that prepares school heads for real administrative pressure. Such preparation would enable school heads to keep serving professionally throughout their leadership tenure. On the contrary, untrained leaders may misread situations where updated policies and changing management routines require careful judgment. Muhammad and Bolatito (2022) acknowledge this finding by linking regular refresher courses with stronger school management performance. Where there is lack of skill, heads of school may continue using outdated approaches long after requirements have changed. Thus, regular refresher courses should be treated as a core competence requirement for improving management practices in public secondary schools in Monduli District.

In the focus group discussion teachers had this to say:

> Teachers need a head who is trained in regular refresher courses because daily teaching depends on decisions about updated policies, changing school demands and management procedures. When that preparation is missing, heads may continue using outdated approaches long after requirements have changed (22ndApril, 2026).

Another teacher reported that:

> A trained head can use regular refresher courses to remain updated and professionally alert throughout leadership. Teachers benefit when decisions are explained, duties become clearer and disagreements are reduced before they affect lesson preparation or student learning activities in schools during policy changes (11thMay, 2026).

Teachers' voices connect regular refresher courses with the daily environment in which teaching and learning take place. Their responses show the need for regular refresher courses are also felt by staff members who implement school decisions. When the head has this skill, teachers receive clearer support in matters involving updated policies, changing school demands and management procedures. The finding aligns with Mwita (2021) who reported that gaps in regular refresher courses affect practical leadership demands within schools. Muhammad

and Bolatito (2022) gives support to this position by showing that regular refresher courses improvesmanagement when training responds to real demands.

Zonal and District-Based Practical Workshops

Zonal and District-Based Practical Workshops emerged as a practical arrangement for making training accessible to school heads. One head teacher argued that practical workshops should be brought closer to schools.

> Training should be organized during school holidays in June or December breaks so that it does not disrupt the school calendar. District or regional levels can coordinate the sessions and reduce unnecessary movement by using nearby centres. Also, managerial training programmes can be designed atzonal and district-based to save on cost and time (22nd April, 2026).

A second school head maintained that:

> We do not need to travel far for management training every time because that creates massive costs. The District Executive Director can bring operational experts and policy facilitators directly to us during regular school heads meetings in the district (15th April, 2026).

From the school heads' narratives, zonal and district-based practical workshops appear as an area where responsibility is heavier than existing preparation. Such preparation would enable school heads to bring practical training closer to schools and use examples from the district context. Asuquo et al. (2023) supports these findings by linking managerial competence with stronger school management performance. Where the skill is absent, training may fail when distance, accommodation and transport costs become too high. Thus, zonal and district-based practical workshops should be treated as a core competence measure for improving management practices in public secondary schools in Monduli District.

Education officers also registered their accounts that connected local workshops with access for heads working far.

> From the ward office, zonal and district-based practical workshops are not an optional matter because heads can attendlocal workshops in the nearby venues toreduced travel costs. When preparation is weak, training may fail particularly when distance, accommodation and transport costs become unbearable (9th April, 2026).

The district education officer weighs in by pointing out that:

> The district expects heads to attend local workshops in the nearby venues toreduced travel costs. Training through zonal workshops is necessary because leadership learning must be clear, affordable and useful for school improvement (28th May, 2026).

The education officers' responses place zonal and district-based practical workshops within the broader chain of cost cutting. Their concern shows that the head of school is expected to attend local workshops in the nearby venuesin order reduced travel costs before problems escalates to the ward or district office. Training in zonal and district-based practical workshops therefore becomes preventive support rather than a response after mistakes have occurred. This interpretation is consistent with Atiase et al. (2023) because training is viewed as investment in professional capability.

Training School Management Teams

The theme of Training School Management Teams was found to be necessary because it shifted attention from a single leader to the whole management team. A head of school explained that:

> Training should not be limited to the head of school alone because second masters, academic masters and members of the School Management Team also manage the school. They collaborate daily and need leadership knowledge to support supervision and implementation of curriculum (Personal interview with SH,9th April, 2026).

Another school head supported team training as follows:

> A head of school cannot superviseschool activities alone. We delegate tasks through departments, and each departmental head supervises a specific section and compiles reports, so training the whole management team would strengthen daily school operations (Personal interview with SH,11th May, 2026).

The statements from heads of schools show that training for school management teams is demanded by the conditions under which public schools operate. They noted that preparation for second masters, academic masters, department heads through shared supervision is necessary. Weak training for school management teams may also reduce confidence because the head remains unsure when several interests compete. These findings are in agreement with Transformational Leadership Theory that link managerial competence with stronger school management performance (Burns, 1978; Bass, 1985). Where the skill is absent, different school leaders may give conflicting instructions to teachers. Thus, training for school management teams should be treated as a core competence measure for improving management practices in public secondary schools in Monduli District.

Teachers in the focus group discussion reported that:

> The need for training school management teams becomes clear because teachers receive guidance from second masters, academic masters, department heads and share their

> experience as well. If the head lacks training, different school leaders may give conflicting instructions to teachers, and teachers may feel that management is not helping them (11thMay, 2026).

Another teacher remarked that:

> Teachers may not sit in the head office, but they feel the results of training school management teams. Training would help the head manage second masters, academic masters and departmental heads without fear, confusion, or unfair treatment of staff (15thApril, 2026).

Their responses show that knowledge and skills acquired by trained school management teams is also felt by staff members who implement school decisions.Across the responses, training for school management teams appears as a bridge between headship authority and practical school functioning. Venalia et al. (2024) is relevant here because it shows that training gaps affect practical leadership demands within schools.Thus, teacher experiences confirm that training for school management teams is a necessary area for managerial training in Monduli public secondary schools.

5. Conclusion and Recommendations

5.1 Conclusion

Based on the study findings, the following conclusions were made.

The existing managerial training arrangements do not adequately prepare school heads for the practical expectations of their offices. The findings showed that many heads of schools assume leadership duties without formal induction and later depend on experience, brief meetings and self-directed learning. The available training support was found to be too short and often focused on general directives instead of practical school management tasks. Gaps were identified in administrative documentation, record management, policy implementation, compliance and ICT integration. These gaps make it difficult for heads to handle school records, apply regulations, communicate digitally and defend administrative decisions with evidence. The current training programmes are not sufficiently aligned with the daily realities of school leadership. The study concludes that lack of structured training increases reliance on trial and error in managing public secondary schools in Monduli District.

The study further concludes that suitable managerial training programmes should be practical, continuous, inclusive and locally organized. The pre-service induction programmes are required so that new school heads can acquire basic managerial competence before starting official duties. Regular refresher courses are also necessary because school leadership demands change with policies, curriculum, technology and administrative expectations. Zonal and district-based workshops are suitable because they reduce travel costs and allow training to reflect on the conditions of schools within Monduli District. Training school management teams is also important because school heads work with second masters, academic masters and heads of departments in implementing decisions. Cost-sharing and district-led frameworks are needed because they can support sustainability and reduce dependence on irregular funding arrangements. Therefore, there is a need for training programmes that combine entry preparation, periodic improvement, local practice and institutional teamwork.

5.2 Recommendations

Based on the conclusion, the study recommended that:

1. The District Education Office should establish a formal induction programme for newly appointed heads of schools so as to prepare them before they assume full management responsibilities. This can be done by organizing short intensive courses on finance, human resources, documentation, communication, discipline and policy implementation immediately after appointment.

2. School management teams should be included in selected managerial training programmes so as to strengthen collective responsibility in the implementation of school decisions. This can be done by involving second masters, academic masters, heads of departments and other key members whenever training concerning planning, supervision, records, discipline and stakeholder engagement are organized.

3. Education authorities and school boards should develop a cost-sharing framework for managerial training so as to sustain professional development activities without overburdening individual schools. This can be done by allocating small contributions from school development budgets, district education funds and approved stakeholder support for training logistics and facilitation.

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