



Head of Schools' Managerial Skills towards Effective School Management in Public Secondary Schools in Tanzania

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ABSTRACT

The study focused on the role of Heads of Schools' Managerial Skills towards effective School Management in Tanzania Public Secondary Schools. The study employed a qualitative approach. Multiple case studies applied. The study was conducted in five public secondary schools in Njombe region, particularly . The sample consisted of 40 participants. The data collected through interviews and focus group discussions. The data were analysed thematically. The results show that heads of schools have managerial skills since they use them to ensure effective school management. However, they face difficulty in school management especially soon after being appointed to hold managerial positions. This is associated with the lack of managerial skills because they are appointed without leadership training. It revealed that heads of schools are proficient in managerial duties through working experience and standing orders. It is recommended that the government should consider the importance of providing leadership training and seminars for qualified teachers to be heads of schools to avoid unethical situations such as nepotism, misunderstanding, mismanagement of school resources and indiscipline cases, which lead to ineffective school management.

Keywords: Schools, Management, Skills, Managerial skills, Head of School

1. Introduction

The provision of brilliance education is the vital aim of any education system all over the World. This goal cannot realized without engrained and effective school management and administrative system like skilled heads of schools (URT-ETP, 2014). Heads of school are an important component in successful school management such as school financial management, human resource management, physical materials and infrastructure management as well as the management of other resources (Mintzberg, 2010). Any effective school management needs heads of schools to possess and effectively use their managerial skills. Possessing skills in this sense connotes knowing-doing something well (Mintzberg, 2010).

Studies on schools' management and teachers' work performance indicate that managerial skills are an integral part for heads of schools for effective school management. Indeed, the heads of schools, teachers and other supporting staff are the driving force for successful school management. They are the catalysts to inspire the schools to be vision-oriented and smoothly achieve school vision and mission and produce quality graduates (Hannaway, and Hunt, 2010), also they reveal that the school that improves has leaders who make a significant and measurable contribution to the development of the school effectiveness. Hartati, Pepriyeni and Suryana (2019), conducted the study in Indonesia. The results showed that effective managerial skills in schools helped heads of schools to enhance effective school management like improving teachers' professionalism, encouraging all school residents to implement programs that have been planned to achieve the target goals, encouraging the involvement of school members in the school program through the activities of the committee meeting and consulting parents meeting. Arikewuyo (2011) in his study shows that different school management problems in Nigeria were resolved through appropriate managerial skills. This concerns the abilities of the school heads to collaborate with other workers to ensure smooth operation of the schools in terms of teaching, sporting and other activities in such a manner that the objectives of the school realized.

Katz (1955) identifies different managerial skills that heads of schools as educational administrators should possess the effective school management. These are; conceptual skills, technical skills as well as human skills.

Conceptual skills are the ability to use new concepts. These skills enable the managers or heads of schools to coordinate all the activities of different parts of the school. Hartati, Pepriyeni and Suryana (2019), explain that technical skills are the skills to apply theoretical knowledge into practical actions, problem-solving skills through good tactics or the ability to complete tasks systematically. Then, human skills are skills to place yourself in a work group and communication skills that can create satisfaction for both parties. Human relations gave birth to a cooperative atmosphere and created human contact between the parties involved. Postrel (2019) reveals that effective school management depends on these three skills. These skills help heads of schools to meet managerial functions like; planning, leading, organizing, controlling and the way of managing school human resources, financial resources, physical resources and curriculum effectively.

In Tanzania like other countries over the World, the task of ensuring effective school management allotted in the heads of schools. They are responsible for the day-to-day role of all aspects of their relevant schools (URT-ETP, 2014). However, one of the critical challenges facing Tanzania's public secondary school system is ineffective management in all aspects such as human resource management, physical materials and financial resources management. This has resulted in an increase in indiscipline cases in schools, misuse of school financial and physical resources, poor relationships among the school staff, poor working performance and eventually poor academic achievement (Kamete, 2014).

Studies show that most of the heads of schools lack the relevant managerial skills. Tanzania Education and Training Policy (2014), reveals that the government aims to have productive and accountable leadership, supervision and administration (education officers and heads of schools) in the education sector. However, it not specified as to how the relevant managerial skills for the heads of schools will be sustained. The problem is even bigger for the new appointees in these positions in which the newly appointed heads of schools start to act in these managerial positions without getting any managerial training. Therefore, the current study aims to examine how heads of schools' managerial skills stimulate effective school management in public secondary schools in Tanzania. The study was guided by the following specific objectives; -

1. To examine the conceptual skills of management of heads of schools towards effective school management.
2. To find out how the human skills of management of heads of schools are used to enhance effective school management.
3. To determine the contribution of technical skills of management of heads of schools towards effective school management.

2. Literature Review

Latif (2012), conducted a study on management components of managerial effectiveness in the USA. The study focused on the management skills component of managerial effectiveness. The study recommended that middle and upper management ranks of their chosen workplace settings, managerial skills help them to become better managers of many aspects of their career. The same, heads of the school as the main target in this study may require the managerial skills to be effective in their effective school management.

Syarwani (2012), conducted a study on the influence of management skills on the effectiveness of school implementation, a study done in Indonesia. The research aimed to know the influence of the leadership and head master's management capabilities of using managerial skills on school implementation. The findings suggested that there was a direct relationship between the headmaster's managerial skills the effective school implementation.

Kinyua (2011), did a study on the factors that influence head teacher managerial effectiveness, a study of secondary schools in Nakuru Municipality, Kenya. The result indicated that there was general effectiveness in the performance of managerial functions through managerial skills of the head teachers in secondary schools in Nakuru Municipality (Mulamula, 2012).

2.1 Conceptual Skills towards Effective School Management.

Conceptual Skills refers to the ability and competence that allow an individual to better understand complex scenarios and develop creative solutions. From a management perspective, these skills help the head of the school to see the school in broad terms such as long-term plans and utilization of educational resources. Conceptual skills present knowledge or ability of a manager for thinking that is more abstract, planning, seeking different information, proper time management and bringing a vision and mission in an organization. That means the manager easily sees the whole through analysis and diagnosis of different states. In such a way they can predict the future of the business or department as a whole (Sutevski, 2012).

Based on conceptual skills, Alan (2015), conducted a study on effective financial utilization skills toward education development, the findings revealed that proper utilization of school funds is therefore critical in facilitating educational development in general but also serving institutional administration to achieve their objectives. Educational managers need to demonstrate awareness, skills and attitude in the utilization of this scarce resource to facilitate the attainment of institutional goals as key elements of strong school management.

A study done by Akpan (2011), on the fundamentals of School Business Management in Calabar city shows that proper utilization of funds as conceptual skills creates good management, transparency and accountability to stakeholders in management. Consequently, this skill enables the manager to work with ideas and to relate events or activities of resources accurately.

Micheal (2011) agreed that conceptual skills involve proper managerial planning; it accepted that the most effective organisations are those that place a great emphasis on clarifying their aims and objectives, as well as engaging in corporate, collaborative and comprehensive planning to achieve those aims and objectives. The school as an organisation and likewise needs to be effective. To do so, it needs to enable all its partners to join in the clarification and statement of its aims and objectives and to agree on strategies to achieve them. To assist the school in becoming effective and in promoting school improvement, a strategy is necessary to harmonise the sometimes differing expectations of teachers, boards of management and parents. Collaborative school planning and the production of a School Plan can provide a framework for the development of such a strategy.

For the sake of determining the role of time management, as a typology of conceptual skills in school managerial activities. Flugence (2017), conduct a study on the influence of head teachers' conceptual skills on school management, the findings show that conceptual skills particularly time management skills play a great role in effective school management, henceforth it limits heads of schools to use time effectively in managing school activities.

Moreover, conceptual skills comprise the aspect of understanding the entire school, conceptual skills identify different problems in an organization and proper decision-making. Decision-making skills involve the ability to solve problems quickly and efficiently. Whether you are interacting with co-workers or managing an issue with a project, being able to make effective decisions at all levels is important to success in management. To develop these skills, you must have good attention to detail, the ability to analyse and show resourcefulness when facing a problem (indeed editorial team, 2021).

Furthermore, conceptual skills encompass the general understanding of the different information, which help the heads of schools build the knowledge of managerial activities. Friedland (2012), researched the role of seeking informants on effective management, the findings examined that seeking information supports a manager to work effectively since he/she realizes what problems encountered in an organization and the strength of an organization. Moreover, seeking different information helps a manager to understand where to improve.

Other studies on conceptual skills related to students' perception about seeking the different information in an organisation, and what are the values. The results reveal that Information is a fundamental concept, which includes the construction of new knowledge and new meanings, the transformative act of shaping decisions and influencing others (Chun Wei Choo, 2011).

2.2 Human Skills towards Effective School Management

Motivation is powering people to achieve high levels of performance and overcoming barriers to change. Interpersonal skills are of great assistance when it comes to dealing with the aspect of human resources. The heads of schools need to get along with the others (Massie, 1979). Human skills are good for the team building and motivation of the staff members. For the work to be coordinated and tasks shared in any institution, managers/ heads should motivate members to maintain cooperation and harmonious relationships, because the time that would have been spent on solving conflicts between members is used for productive work (Kamete 2014).

Human skills also involve styles of leading the school, these styles include authoritarian, democratic and laissez-faire. An authoritarian leader uses power and authority repressively to dominate and negatively control the juniors under him or her. In a school situation, such a head teacher will not appreciate the ideas of the teachers. This style runs the risk of the teachers alienating the head, becoming rebellious, or still sabotaging him Ashreya and Budhivaha (2004).

On the other hand, a head of school who is democratic encourages teachers to share in making decisions about school-related problems. He can also involve parents, pupils and stakeholders in making decisions that may affect the entire school community. Another style of leadership is the laissez-faire style in which the leader simply abdicates responsibilities. The manager constantly refers everything back to others rather than making decisions. This gives room for those who are loud-mouthed to win. After realizing the need to professionalize school leaders in England. Devos and Tuytens (2016), claims that human skill is therefore essential for those in headship positions. A good head cultivates a working relationship with the teachers under him/her and their pupils through motivation. This creates a healthy environment for effective school management.

Human skills allow teamwork in decision making, hence to ensure accurate decisions, heads of school may be required to consult their seniors, peers and their teachers in the decision making process. Schools have hierarchies with deputies, SMTs, heads of departments and class teachers who play an important role in a school's decision-making (Mulamula, 2012). Interacting with others as teamwork is important in management activities. Human skills present a manager's knowledge and ability to work with people; hence, it increases productivity and performance in an organization (Sutevski, 2012).

Kamete (2014), also found that interpersonal skills enable heads of school to develop a culture of teamwork with other workers that are helpful for school management, particularly for the head of school since it well-developed management skills in a position to create a stimulating learning environment and holding teachers accountable for their work. Siegall and Worth (2001), add that when people work together in identifying and solving problems, they develop greater trust in the administration. This yields more positive work outcomes among faculty members. In high trust groups, the socially generated uncertainty is minimal and problem solving is more effective.

A study was done by Hargreaves (2001), based on the influence of human skills in management, shows that teamwork creates high levels of trust, which hastens the establishment of strong networks and collaborative relations among the members and stakeholders in schools rich in social capital. Coleman (1988) notes that a group within a working environment in which there is extensive trust, can accomplish different activities much more than a comparable group without trustworthiness and trust.

Jabbari and Tohidi (2011) found that human skills enable heads of schools to develop a sense of motivation. Workers in any organization need something to keep them working. Most times the salary of the employee is enough to keep him or her working for an organization. However, sometimes just working for a salary is not enough for employees to stay at an organization. An employee must be motivated to work for a company or organization. If motivation is not present in an employee, then that employee's quality of work, in general, will deteriorate.

Based on human skills, Goswami (2012), conducted the research, the results revealed that motivation is a huge push in an institution especially for academics and managerial activities. It is the job of the main head in an institution to get the work done through the academicians working under him. Every individual needs the motivation to work, be it intrinsic motivation or extrinsic motivation. Hence, the management needs to motivate the academicians to perform. However, motivation is a concept that is not tangible and so it is not easy to measure the same.

2.3 Technical Skills towards Effective School Management

Technical skills are concerned with expert knowledge in a given field, particularly involving methods and techniques and the ability to analyse issues. It is with the right way of doing things using the correct techniques like techniques of solving problems (Massie, 2018). Heads of schools need to know current issues and trends in education. They should also be competent in their subject areas to set standards for the rest. Technical skills help the heads of schools/managers to use various procedures and techniques in managerial activities. Since they tasked with the different managerial activities (Kamete, 2014).

In relation to that, Kamete (2014) researched Tanzania on the managerial skill used by the school heads the findings showed that in technical skills, school heads use participation techniques in performing a job, all staff members involved in managerial and academic matters to attain the goals. Implementing participative management practices also known to yield a sense of control over staff members own working lives, power balance and additional resources become available to the organization. Moreover, it enhances Trust in Schools for better results in school management.

Marzano (2003), researched techniques used in school development, the findings found that practising participatory technique in management has long acknowledged as an essential ingredient in the mission for effective school management. In characterizing successful schools, which include collaborative planning participation. In addition, Golarz (1995), assert that participatory techniques involve high levels of teachers in planning, sway school autonomy and flexibility hence it upsurges effective school management.

A study conducted by Strauss (2013), in America on the roles of technique skills toward sustainable development in primary school, the findings showed that school principals do always use delegation approach to allocate authority as a way of bringing sustainable development, hence all workers helping to deal with leadership challenges in managerial issues.

In a study done by Malhotra (2019), on delegation of power in management, the results revealed that delegation techniques lighten the burden of the executives by assigning the routine matters to their subordinates. Thus, the executives can concentrate on important policy matters. Delegation techniques facilitate quick decisions. Since the subordinates need not go to their supervisors' every time for taking decisions regarding routine matters.

Magebe (2017), conducted a study on the significance of delegation of authority in administration, the results show that delegation of authority develops team spirit, efficient communication amongst the superiors and subordinates. The subordinates are answerable to superiors and the superiors are responsible for the performance of employees. This improves relations and builds teamwork in an organization. Moreover, delegation techniques help to improve the job satisfaction, motivation and morale of subordinates. It also satisfies their need for recognition, responsibility and freedom.

Farhad, Ahmed and Kakabadse (2010), conducted a study on the parameters of managerial effectiveness, using senior managers in the Muscat Municipality, Oman. The research sought to report on the finding of the techniques used in management that explores the way/ factor, which influences and/ or determine the effectiveness of the senior management in the Muscat Municipality. The researcher obtained that managers always follow principles such as standing orders settled in an institution for effectiveness in an organization. Standing order helps managers or principles to consider and fulfil the planned goals. It plays a part as an organization direction.

2.4 Knowledge Gap

Although most research focused on school management, very little has conducted in Tanzania on the role of heads of schools' managerial skills toward effective school management. At present, it is evident that most studies as per the literature reviewed were focused on leadership style and teachers' motivation, leadership style and teachers' job satisfaction and job performance as well as conflict resolution.

Indeed, after going through the literature, some questions remain unanswered, such as in managerial issues;

1. Are Managerial skills acquired from training in schools and college or through experience?
2. Is ineffective school management caused by lack of managerial skills or the education system in Tanzania

This study, therefore, aims to bridge the knowledge gap by exploring the role of heads of schools' managerial skills toward effective school management and finding the answers to the above questions.

3. Research Methodology

This study employed a qualitative research approach. The qualitative approach helped the researcher to collect and analyse participants' views, feelings and recommendations under their natural setting.

3.1 Research Design

According to Kothari (2004), articulates research design is the conceptual structure within which research is conducted. It is the logical sequence in which the study is to be carried out, and it constitutes the blueprint for the collection, measuring and analysis of data. This study, case study design employed.

3.2 Area of Study

The study was conducted in Njombe region particularly . Njombe region is one of the regions in the southern Highland Zone of Tanzania and comprises four districts namely, Makete, Njombe Town, Ludewa and Wanging'ombe. This area was chosen because Njombe is characterised by good academic performance. It reported that academic performance rate increase from year to year. National Examination results show that in 2016 the performance was 50%, 2017 was 52%, 2018 was 56, 2019 was 59% and 2020 was 61%. This fascinates the researcher to examine how heads of schools consider and use managerial skills to manage their schools, which lead to the increase of performance.

3.3 Research Population

Creswell (2012) defines the term population as a group of people having common characteristics. The population of this study was heads of the secondary schools and teachers from the same secondary schools.

3.4 Sample and Sampling Techniques

3.4.1 Sample

According to Kombo and Tromp (2006), a sample is the set of respondents or participants selected from a larger population for a survey. In this study, five public secondary schools at Makambako municipal were sampled to represent all public secondary schools for qualitative information. Five heads of schools were selected, while for teachers, the sample size was 35.

3.4.2 Sampling Technique

Sampling is a procedure that a researcher uses to gather people, places or things to study. The study used a purposive sampling technique.

3.4.3 Purposive Sampling

According to Kothari (2004), purposive sampling is an occasion based on previous knowledge of a population, and the specific purpose of the research investigators for use in personal judgments to select a sample. In this study, purposive sampling was used because it aided the researcher to obtain the relevant data. Purposive sampling was used to select the schools and the heads of schools. Heads of schools were selected because they are responsible for school management roles, also teachers were selected because they benefit directly with managerial skills of the heads of schools. Thus, the researcher collected pertinent information from participants.

3.6 Data Collection Methods

Data collection refers to gathering specific information to serve or prove some facts Kombo and Tromp (2006). Data were collected by using interviews and focus group discussions.

3.6.1 Data Analysis Plan

Data analysis is a process that implies editing, coding, classification and tabulation of collected data (Kothari, 2004). This study used only primary data to collect information from heads of schools and teachers, through focus group discussions and interviews. Data were analysed thematically and manually. A summary and direct quotation from the participants focusing on the objectives of the study.

4. Results and Discussions

4.1 Conceptual Skills of heads of the school toward effective School Management

Under the set of conceptual skills, the researcher wanted to see the types of conceptual skills used by heads of schools to ensure effective schools management. The findings from the participants revealed that the heads of schools considered time management, utilization of school funds, seeking different information on their schools to pursue different activities, general understanding of school matters and planning for different targeted goals as conceptual skills. However, the findings from the interviewees revealed that a large number of heads of schools have an understanding of conceptual skills as they ensure effective school management by managing their time properly as it was supported by the that; "In my school, time management is a crucial thing. To manage time, I always consider school timetable, personal timetables to make sure that all activities in my school are accomplished on time."

According to the above quotation, it denotes that proper time management becomes the impetus of effectiveness in school management whereby both heads of schools and teachers accomplish tasks on time. In addition, it helps heads of schools to understand teachers' commitment and punctuality in

every activity assigned to supervise or perform this succour the heads of schools to select the right person who will help him/her in academic and administrative issues.

However, the findings from interviews show that not all heads of schools used effective time management, but others face difficulties in managing time for running school activities effectively due to a lack of conceptual skills especially new appointees. One of the teachers reported; “There is a challenge for few new appointees whereby they fail to use proper time management either due to the lack of managerial skills of school management or due to their experience of the new position.”

Refer to the above quotation; it seems that not all heads of schools have the skills on time management as among the conceptual skills of school management because they appointed without managerial training. However, both newly appointed and the ones who have a long time as administrators, use working experience and standing orders to manage the schools. This consumes time for new appointments to cope with the proper managerial issue. This implies that lacking time management skills lets-down managing school activities on time that failed effective school management.

On the other hand, the researcher found out from both interviews and focus group discussions that heads of schools consider the proper utilization of school funds. They always direct the school money on the targeted requirements, since they embroil the school management team and staff members for planning. It is reported that, if the government provides the funds with direct instruction, heads of schools direct it properly to the respective area. Moreover, if they receive the funds with no instructions, heads of schools call the School Management Team (SMT) to plan and arrange appropriate usage by prioritising the demands. Then after heads of schools informs the staff members on what is planned by SMT through staff meetings.

Furthermore, one of the teachers from Focus Group Discussions said that; “The Head of school utilizes school funds properly, always the head of school involves the School Management Team and staff meeting to plan and decide on what should be done since they direct it according to the demand. Proper use of school funds, used to fill the gap of the shortage of some school equipment”.

The above explanations reveal that proper utilization of school funds elucidates different problems like the shortage of classes, shortage of teaching and learning materials, labour-power particularly science teachers hence heads of school use it to hire temporary teachers. In addition, it is used to fulfil other school requirements. Furthermore, proper utilization of school funds ensures a friendly environment for teaching and learning activities, which contributes to effective school management.

The researcher found out that heads of schools keep their skills on struggling with challenges in their schools. This is an important aspect of managerial skills and conceptual skills in particular. The findings from the interviewees revealed that sometimes heads of schools strive for assistance to ensure effective school management. As a result, they report chronic challenges like political interference to a higher authority for further assistance. Furthermore, heads of schools used request approach by writing different proposals to education stakeholders for further support. This was supported by one of the Head of school who said that, “To ensure effective school management in this school, I use a request method to satisfy our necessities, for example, we wrote a proposal to the education stakeholders from America, hence they assist us to build two (2) classes, one (1) office. In addition, they volunteered to teach in this school before the COVID 19 pandemic. Furthermore, they provided 200 tables and 200 chairs for students”.

Furthermore, the findings from Focus Group Discussions show that heads of schools use the participatory method with staff members and parents regarding their responses through the meetings to discuss different problems facing their schools and decide how to rescue their schools.

This implies that overcoming the challenges by using participatory tactics and seeking assistance from education stakeholders supports the heads of schools to minimize some difficulties in their schools; also, it helps to maintain good relationships with the internal and external partners. Furthermore, this tack help to build the base of togetherness in managerial activities, since it enhances success for not only school management but also it increases better conducive environments in academic activities

4.2 Human Skills toward effective School Management

Under the scope of human skills, the researcher wanted to see relationship between heads of schools and their subordinates in different management issues. The findings from the interview show that heads of schools interact with others (staff members) in managerial activities, also they interact with others through motivation, encouraging teamwork as well as generating and sharing different information with staff members. This deemed to help the heads of schools to accomplish the academic and managerial activity.

The information provided above implies that good interaction of other workers or subordinates creates a good relationship between heads of school and staff members since it helps to accomplish managerial activities in optimal performance. In addition, participants from Focus Group Discussions have the thought that head of school interacts with them through social welfare.

The reputes of the information above reveal that good interaction with both staff members and community within the working environment enhances the good relationship, cooperation, social welfare and solidarity since it promotes peace and love, which accelerate effectiveness in school management and academic activities.

Another way of maintain relationship with subordinates is through motivation. The findings from both interviews and Focus Group Discussions show that heads of schools motivate their subordinates as a way of enhancing teachers’ attitudes. It revealed that heads of school motivate teachers not only those who come up with creative ideas and good performance but also all staff members as a way of stimulating teachers’ commitment. Moreover, during Focus Group Discussions it revealed that the Head of school motivates teachers by preparing different ceremonies soon after opening the schools as a

way of welcoming and stimulating teachers' attitude to work in optimal performance. Also, they motivate teachers who did better in different academic and managerial activities to attend subjects and project seminars to widen their knowledge and skills in their working activities.

This implies that motivating staff members creates patriotism in the working environment, escalation workers' commitment through different opportunities such as District, Regional and National activities which open up the door of interacting with others as a way of strengthening external relationships, gaining different skills and stimulating hard-working attitude. In this context, people are motivated towards achieving goals of accomplishment, which enhances effective school management since the workers implement their activities accordingly.

On the other hand, the researcher found that heads of schools encourage teamwork in their schools to ensure effective school management. The findings from the interview with teachers revealed that heads of schools build a common base of the agreement through School Management Team (SMT) and staff meetings before moving forward to accomplish the task alone. This was supported by one of the Head of School that; "I always make team agreements by seeking others' ideas since it helps to build a common base of agreements through discussion, decision and implementation as a team. This means that we discuss as a team what should be done, how should be done, where and who will do it. Finally, we implement what we have decided for the benefit of our school".

The above information annotates that, building a base of agreement, as teamwork is important in effective school management since it influences cooperation and discourages misunderstanding and conflicts in an institution like schools and others. Also, it helps to make an acute and proper decision in different managerial issues, not only that but also to enrich harmony and good relationships among the teachers. Moreover, teamwork helps accomplish tasks on time as an impetus of school management.

4.3 Technique Skills toward effective School Management

The study sought to know the contribution of Technique Skills of heads of schools in different school managerial activities. The findings show that heads of schools use different techniques such as participatory techniques, sticking to the school order like a school calendar and delegation of power. These approaches help them to manage school activities for instance in setting daily routine activities and solving problems as the inventiveness of effective school management.

The researcher found out that heads of schools attempt to solve different problems by using participatory techniques since heads of schools involve School Management Team (SMT), School Discipline Committee (SDC), staff meetings and students' government to elucidate different problems facing them. This was supported by one of the teacher who said that; "Techniques used by the head of school to solve different problems like indiscipline cases, academic challenges and managerial issues help to create togetherness, solidarity among the staff members and administrators as well as making an appropriate decision, hence all teachers involved for the benefit of school development".

The information given above implies that allowing teachers and stakeholders to take part in decision-making yields salutary results. Employee participatory foster commitment and loyalty and trimmings conflicts in school management. Also Participatory solving problems in public secondary school helps to remove a gap between teachers and heads of school since it creates a good mentality (peace of mind) in the working place. This may accelerate effective school management in public secondary schools.

It was noted through interviews with heads of schools that; heads of schools stick to the school orders such as school calendar, schools' rules and regulations as well as standing orders, this approach guides them in managing schools' activities, like setting daily routine activities. They use school orders and regulations to instruct and proclaim all staff members to be vigilant with their activities to perform duties accordingly for the aims of accomplishing the goal.

The two quotations above infer that school orders for instance observing the school calendar and school rules and regulations help the heads of schools in managerial activities. Since it stands as a guideline to supervise and watch out for different managerial activities in optimal performance. Moreover, it supports consummate managerial activities on time as among the motives of effective school management.

The finding from both the interview and Focus Group Discussion reveal that the heads of schools are endeavouring to delegate approaches toward allocating authority in their school. In this technique, the authority and powers divided and shared amongst the subordinates. Delegation of authority becomes an important approach in school management. Through delegation, heads of schools multiplying themselves by dividing the work to the subordinates. In addition, one of the teacher during the interview said that; "Delegation of authority is helping both heads of school and teachers. This in a way gives stability to a concern's working. With effective results, a concern can think of creating more departments and divisions of working. This will require the creation of more experts that can be fulfilled by shifting the experienced and skilled teachers to these positions. Also, it helps the subordinates get a feeling of importance. They get motivated to work and this motivation provides appropriate results to a concern".

Moreover, one among the teachers from Focus Group Discussion said that, "Delegation of authority helps the head of the school to develop their talents and skills. Since the manager gets enough time through delegation to concentrate on important issues, their decision-making gets strong and in a way, they can flourish the talents, which are required in managerial positions. Granting powers and getting the work done, helps the manager to attain communication skills, supervision skills, effective motivation and leadership traits are flourishing".

The excerpt above indicates that delegation of authority in a way gives enough room and space to the heads of schools and subordinates to flourish their abilities and skills. Through delegating powers, heads of schools reduce the workload since they can concentrate their energy on critical issues of concern. This way can bring effectiveness in school management. This technique helps the heads of schools to prove their ability and skills most finely. In addition,

it helps the subordinates get a feeling of working. They get motivated to work and this motivation provides appropriate positive results in school management.

5. Conclusion and recommendation

The study findings indicated that the majority of heads of school in public secondary schools possess the required managerial skills, which help them to manage their school. Although it seems that heads of school face difficulties in managerial duties, especially soon after appointment, because they are appointed without leadership training since 2009 for the newly appointed. Still, the heads of schools seem to have the skill, which enables them to accomplish educational goals. That comes after appointment, since they use experiences, standing orders and give seminars. This means that heads of schools employ managerial skills to ensure effectiveness in their school, though most of them face different challenges soon after being appointed because they are appointed to hold managerial positions without leadership training. It recommended that for having effective management in public secondary schools in Tanzania, the government should consider the importance of providing leadership training and seminars for qualified teachers to be head of school to avoid an unethical situation such as nepotism, misunderstanding, and mismanagement of school resources and indiscipline cases, which led to ineffective school management.

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