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**Original Research Article**

# Acts of Heads of Public Secondary Schools in Teacher Professional Development: A Case Study of Ilala District

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**Abstract:** The study investigated the acts of heads of secondary schools in teacher professional development at Ilala District. The study was descriptive research and survey which employed more qualitative and small quantitative research design. Interview method used to collect data from two heads of school, four heads of department and four subjects teachers. The study employed Adult Learning Theory in analyzing and interpreting data. The findings indicated that the heads of schools had great act and potential contribution in teacher professional development at workplace in public secondary schools. The findings further revealed that the head of school contributed to teacher professional Development through facilitating teachers' collaboration, supervision, ensuring the using of the availability of teaching and learning resources, sharing of responsibilities, facilitating attendance in workshops and seminars as well as challenges facing heads of secondary school in teacher professional Development. Finally, the study recommends that, as far as heads of secondary schools have crusual act in teacher professional development they are supposed to create green pasture environment for in-door and outside training (in-service training) for teachers to develop professionally.

**Keywords:** Heads of Public Secondary Schools, Teachers Professional Development.

# INTRODUCTION

Basically, a teacher is always a learner, thus, training of qualified teachers does not end with graduation from Teachers College but continues throughout the teaching lifetime (Sheffield, 2004). Globally; governments, voluntary agencies, non-governmental organizations (NGOs) and individuals commit significant resources towards building and developing teachers' professionalism (Desimone, 2009). Teacher Professional development (TPD) is a continuous process even in the post-graduation period. TPD refers to more systematized, initial and continuous coherent processes of professional development for teachers and managers of education system (Burchell, Dyson & Rees, 2002). Much of the available literature worldwide acknowledges a disparity of consensus to address matters related to TPD. Thus, it is a multifaceted idea that is difficult to arrive at a consensus of what teacher professional development is and its necessities. It owes much to failure to realize quality issues in teacher education and teaching career (Sheffield, 2004). In order for teachers to continue working efficiently and productively towards meaningful quality education they need opportunities for professional development to keep them professionally up to date and be able to face new professional teaching challenges and global society challenges (Davies and Preston, 2002).

# LITERATURE REVIEW

The study is guided by Adult Learning Theory, that holds a set of assumptions about how adults learn. The theory emphasizes the value of the process of learning. It uses approaches to learning that are problem-based and collaborative rather than didactic, and also emphasizes more equality between the teacher and the learners (Zakaria & Daud, 2009). Adult Learning Theory shows that teachers as adults have a desire and capacity for actively participating in the learning and teaching process. Adult learners resist learning when they feel others are imposing information, ideas or actions on them (ibid). The acts of the teacher is to facilitate a students' movement toward more self-directed and responsible learning as well as to foster the student's internal motivation to learn. The theory is applicable to

this study because the heads of secondary schools have the task in meeting the Teacher Professional development needs as they perceive and understand them. This is due to the fact that, Teachers are subjected to teacher professional development programmes only when changes have been made in the school curricular (Mwakabenga and Komba (2019).

Experience around the world in developing, industrialized and information-based countries suggests that professional development is the key determining factor towards improved student performance (Zakaria & Daud, 2009). Effective professional development experiences are designed to assist teachers in developing a new understanding of teaching and learning. To be effective, professional development must provide teachers with a way to apply what they have learnt directly to their teaching (ibid).

The research conducted by Mwakabenga and Komba (2019) found that the professional development course generally occur separately from the realities of school or classroom challenges and many trainers do not follow up to see how well the teachers are implementing the Acquired skills or competencies. This shows that, In most countries, teachers have access to professional development during their tenure in the teaching profession but most acquired course is out of their reality

Kriek and Grayson (2009) state that professional development of teachers is not new, but in recent years the way in which it is structured and delivered is beingureconceptualised. Many scholars still assert the need for new approaches to professional learning that are responsive to the needs of both schools and teachers (Flecknoe, 2000). Such approaches may take various forms, such as cognitive coaching. The idea of cognitive coaching is based on the idea of the construction of knowledge rather than the transfer of knowledge.

In Sub-Saharan countries, the act of the heads of secondary schools in Teacher Professional development cannot be underestimated. Teacher Professional development plays an important role in changing teachers' teaching methods and assisting teachers to move beyond a comprehension of the surface features of a new idea or innovation, to a deeper understanding of a topic (Gerber, *et al.,* 2011). Teacher Professional development provides opportunities to explore new roles, develop new instructional techniques, refine their practice and broaden themselves, both as educators and as individuals. For Zakaria and Daud (2009), good teachers constitute the foundation of good schools and improving teachers' skills and knowledge which is one of the most important investments of time and money that local, state and national leaders can make in education.

Professional development is not a static concept in sub-Saharan Africa (Delannoy, 2000). It is a social construct and fluid in nature. In the academic circuit, teacher professional development has proved a vital source for quality and success in in teaching and learning (Shava, 2015). The emerging paradigm, constructivist professional development adopts a bottom- up approach. Darling-Hammond and McLaughlin (ibid) assert that, starting with pre-service education and continuing it throughout a teacher's career, teacher development must focus on deepening teachers' understanding of the processes of teaching and learning, as well as of the students they teach. In addition, effective Teacher Professional development involves teachers both as learners and as teachers and allows them to struggle with the uncertainties that accompany each role (ibid).

Gerber, *et al.,* (2011) conducted a study in America on designing research-based professional development for elementary school science and mathematics. The study revealed that teachers were lacking training in large class management, specialized training in individual subject areas, active learning, guidance and counseling, preparation of teaching and learning materials. The teachers also indicated that they required training on how to engender increased parental participation in the management of schools. It was suggested to develop a teacher development component to its education programmes which was designed to meet the identified needs of the teachers and to enhance their effectiveness in improving the learning outcomes of their pupils.

Kriek and Grayson (2009) studied about a holistic professional development model for South African physical science teachers. From their findings they suggest that the heads of secondary schools should be committed to develop teachers and therefore be able to design professional development activities. The teaching must be exemplary and make sure that inspections for teachers are done in order to know their teaching abilities and provide clinical supervision to them and identify the need for professional development.

The head of secondary schools in Tanzania are very important in facilitating Teacher Professional development. They have to interpret and monitor the implementation of educational policies at their levels of administration (URT 1995). They have to plan and develop teachers and to guide, direct and give advice on Teacher Professional development. Planning has to be based on teachers' needs, examination evaluations, inspectorate and monitoring of reports. Their roles include facilitating, providing resources, and encouraging teachers, to command, and to question and also to coach their subordinates (Kriek & Grayson, 2009). The head of secondary schools should be well knowledgeable and skilled on management issues (ibid).

Komba and Nkumbi (2008) conducted a study on TPD in Tanzania. The findings of their study noted the need for new approaches to professional learning that are responsive to the needs of both schools and teachers. These approaches may take various forms like cognitive coaching. Also Nyantamba (2011) conducted a study on TPD in Dar es Salaam she found that the heads of departments supervise teachers to ensure that they implement the required curriculum. However, the supervision relied on the heads of departments; the head of school was busy with other administrative tasks. Moreover, there were no organized systems for teachers to share their experiences about teaching and learning and the discussions were informal.

**Purpose of the Study**

The study was designed to examine the act of the heads of secondary schools towards TPD is not certain. This addresses the problem through investigation of the act of heads of schools to TPD at workplace in public secondary schools in Ilala District.

# MATERIAL AND METHODS

The study was conducted at Ilala District in Dar es Salaam Region. Ilala District, Officially the Ilala Municipal Council is one of five districts of the Dar es Salaam Region of Tanznia. The district is bordered to the north and northeast by Kinondoni District and Ubungo District, to the east by Zanzibar Channel, the west by Pwani Region and to the south by Temeke District. It covers an area of 364.9 km$^2$. The district is comparable in size to the land area of U.S Virgin Islands. The administrative seat is Mchafukoge. The 2022 National Tanzania Census states the population for ilala as 1, 649, 912. Also the district involve two ethinic groups which are Swahili and Zaramo who is the native. The main economic activities include retailing businesses such as small and medium-sized shops, hotels, bars, restaurants, transportation services, clearing and forwading, agro businesses, medical businesses, handcraft businesses. The activities employ around 45% of Ilala Municipality's total population. The selection of the study area was based on some reasons. The first one is that there is no study that had been conducted concerning the roles of heads of schools to TPD at workplace in the public secondary schools in this council. Another reason was the fact that the researcher is more familiar with Ilala District where she has worked for twoyears. Lastly the district was more accessible to the researchers as they are currently residing near Ilala District which made data collection process easier. The population of this study included all teachers of secondary schools, secondary school heads and heads of departments. To obtain the requisite sample size, the study used Purposive sampling technique was used in this study in selecting sample schools and to pick a sample of heads of public secondary schools, heads of departments. The study comprised 12 respondents; two heads of public secondary schools, four heads of departments and four subject teachers. These were included in the sample because they engaged more in workplace professional development. The study composition is as shown in Table 1.

**Table 1: Sample Composition by Categories and Sex**

| Schools | 1 | | 2 | | Total |
|---|---|---|---|---|---|
| | M | F | M | F | |
| Heads of schools | 1 | 1 | 1 | 1 | 04 |
| Heads of departments | 1 | | | 1 | 02 |
| Subject teachers | 2 | 1 | 1 | 2 | 06 |
| TOTAL | 03 | 02 | 02 | 03 | 12 |

Data was collected using interviews and documentary review method. Before coding the collected data, all the answered questions in interviews and documentary were cross-checked for error, and then the data were classified into meaningful categories.

# FINDINGS AND DISCUSSION

The findings from interviews with heads of secondary schools, heads of departments, teachers and document review revealed that, the heads of public secondary schools contributed to TPD through facilitating teachers' collaboration, supervision, ensuring the using of the availability of teaching and learning resources, sharing of responsibilities, facilitating attendance in workshops and seminars as well as challenges facing heads of secondary school in TPD. The next subsections give a detailed information of all these.

**Heads of the School Facilitating Teachers' Collaboration**

Detailed interviews held with heads of public secondary schools and heads of departments showed that heads of secondary school facilitate collaboration among and between the teachers in their respective schools. Both heads of schools insisted on teachers' working together. Participant's interview revealed that, the school heads and heads of departments advised teachers to work together particularly within their departments in order to exchange experiences, knowledge and skills. A teacher who was not conversant in particular topic was advised to seek assistance from another teacher who was conversant with that topic. To reveal this, one head of school said that:

*"I advise teachers to learn from each other through collaboration. This helps them to learn from each other within their departments and the whole staff members, because I know that when we collaborate all things become simple and easier. Moreover, it enhances teachers' learning and capabilities" (1/12/2022)*

In addition, one head of department of the studied school, revealed his role in promoting collaboration within the department as he asserted that:

*"....always in my department, I assist and insist teachers to work together by helping each other and to share knowledge because teachers have different experiences, skills and knowledge and even different capability in*

*applying teaching strategies among them, so as to make sure that we fulfill our duties accordingly in order to achieve our goals"(5/ 12/ 2022).*

This was confirmed by another teacher who said that, usually the head of school and the head of departments advise teachers to share knowledge and cooperate with each other. Co-operation was said to be very important to those teachers teaching the same class level so as to improve teaching and learning processes.

Furthermore, from the document analysis of the science stream departmental meeting minutes, it indicated that, the head of the department had been insisting on sharing knowledge, skills and teaching and learning resources. It was noted that 'I advise you to continue with collaboration in teaching and learning for better performance of students in our department'. Similarly, the study through the document analysis of the arts stream departmental meeting minutes disclosed the head of department agreeing with teachers about the importance of cooperation among themselves. It was seen as the cornerstone of their daily duties within their working environment.

This finding is similar to that of Elseveier *et al.,* (2010) in their study about Collaborative Teacher Professional development systems in Malaysia. They found that, collaborative learning environments enable individuals to share information and learn collaboratively to enhance maximum learning. It makes lives of individuals easier by providing flexibility of learning by making learning more reliable and more portable. When teachers work collaboratively, share and distribute information; there is always professional development which include Teacher Professional development.

Also this finding is in line with Flores (2004) who conducted a study about the impact of school culture and leadership on new teachers' learning at workplace in Portugal. She found that heads of schools can promote professional development for teachers by making school as learning context and encouraging the culture of collectiveness, unity and harmony where teachers learn with and from each other. This is done within their schools while doing their professional roles. This is the same as Zeichner (2003) who investigated the role of collaboration in TPD in America and found that collaborative activities amongst teachers were an effective method of professional development to improve teachers' efficacy within their schools.

The observations in the field indicated that, all heads of schools facilitated teachers' learning from each other through collaboration. The study further found that, the heads of schools advised teachers to work together by consulting each other whenever they encounter any problem. This means that the heads of schools understood the importance of working together as a team

since this lead to effective teaching and learning. Retallick and Farah (2005) assert that, leadership in a school context promotes the culture of collectiveness, where teachers learn with and from each other. In addition, Leithwood (1992) supports that school leaders should launch a school culture that encourages teachers to examine and improve their teaching collaboratively.

Moreover, the current findings implies that although the heads of secondary schools and heads of departments insisted on sharing of knowledge and skills among teachers so as to help teachers to develop professionally; there were no organized systems for staff members to share their teaching and learning experiences. The study also revealed that, school leaders mostly prefer inexperienced teachers' learning by consulting experienced teachers to assist inexperienced to develop professionally. This could perhaps indicate that the school leaders understood sharing to mean individual teacher consultations whereby teachers with teaching problems seek assistance from others within the same department and those who teach the same class level.

Furthermore, the school leaders did not understand the meaning of sharing of teaching and learning experiences among teachers themselves, whereby inexperienced and experienced teachers learn from each other. In this case knowledge, skills and experiences are shared among them within a school. Anderson (2000) affirms that, in peer coaching, the two teachers discuss about teaching before, during and after the lesson. He adds that, in peer coaching teachers observe each other's lesson and teaching approaches, and then the two teachers work collaboratively to build new skills concerning teaching. Teachers' engagements in mutual observation of one another's teaching as well as sharing classroom practice through collaboration leads to TPD (ibid).

Despite the limited knowledge about mutual sharing in teaching and learning, the teachers at studied secondary schools, in some challenging ways had learnt from each other. This possibly indicates that the school leaders created a workplace environment which provided some informal opportunities for teachers to learn from each other. This is consistent with the prior studies by Richardson and Placier (2001) and Clarke and Hollingsworth (2002) where it was found that, since student outcomes depend greatly on teacher quality; governments, local politicians and school managers need to foster teachers' continuous professional development in order to cope effectively with ongoing changes and improve the quality of education. Moreover, to promote teachers' professional development and strengthening internal school conditions is considered an important prerequisite for addressing a continuous stream of changes in their environments.

**Heads of the School Facilitating Supervision of Teachers**

Supervision is another contribution of leadership to Teacher Professional development. It was found from the interviews with the respondents that, heads of secondary schools and heads of departments supervised teachers to make sure they implement the recommended curriculum in the classroom. This was captured when one head of department said that:

*".... I make follow up to see if teachers are teaching. I make sure that teachers prepare schemes of work, log-books and lesson plans. I collect them and sign if they are written, then I send them to the academic office for check up…"(15/12/2022).*

Findings from the current study also revealed that sometimes the heads of departments went through the examinations prepared by teachers for moderation. This was done so as to see if teachers followed the syllabus or not. The heads of departments could sit together with subject teachers and modify or change the whole examination if it was not according to syllabus. This was captured during the interview with the head of arts department who revealed that when teachers have prepared the examinations, the head of department had to go through them for moderation so as to see if they followed all requirements of standard examinations. If it was not appropriate to the level of the students it was modified to get the required quality.

During the review of the arts departmental meetings minutes, it was found that heads of departments reminded teachers to bring the lesson plans, log-books, schemes of work and lesson notes so as to be checked and signed at the right time. The same was observed in science departmental meeting minutes. It was noted that 'everybody should make sure that he/ she has prepared lesson plans, schemes of work, log-books and lesson notes accordingly'. These findings concur with what Garret *et al.,* (2001) in their study about effective professional development in America. They discovered that school leaders who support the development of their schools continuously by supervising the implementation of the recommended curriculum effectively are more successful in their leadership. Those who can improve their organizations by providing effective and targeted professional development for teachers at the school context are more likely to see changes in classroom practice.

It was also observed that when heads of science and arts departments got information from academic master through class journals report from class monitors about a teacher who was not teaching well, they investigated secretly to find out the truth. This was captured in the interview at one of the studied schools where one head of department had this to say:
*"...sometimes when I hear there is a teacher who is not teaching, I walk around the classrooms to see if he or she is teaching or not. I enter the class when the teacher is not there, I take the students' exercise books to see what they have learned and compare with the scheme of work, lesson plan and his/ her signature in the class journal"(15/12/2022).*

These finding entail that supervision was mostly done for teachers who were suspected of not teaching. According to Mulkeen *et al.,* (2007) this kind of supervision is a mistake. Supervision is supposed to help teachers to improve in their teaching and learning whereby the supervisor and the supervisee discuss after the lesson and agree on alternative ways of handling the next lesson. Doing this would lead to the development of some skills and knowledge of teaching and learning process as well as Teacher Professional development. Moreover, the finding from the current study showed that teachers were supervised by the heads of departments to improve their quality of teaching and learning. When teachers are supervised in their work they get encouraged to learn more and improve the quality of teaching.

The current findings coincide with the views of Hallinger (2003) who recommended that the head teacher must be deeply involved in the school's instructional development. However, in both studied secondary schools the supervision of teachers relied on the heads of departments and academic masters or mistresses. They monitored, evaluated and provided feedback to the head of school regarding the teaching and learning activities. The heads of schools were so occupied by other administrative issues that they had limited time for making a follow up of the teaching and learning process. Herriot *et al.,* (2000) commented that there is a challenge when most of the head teachers concentrate more on finance and administration rather than supervision, monitoring and evaluation of academic matters.

This finding of the current study also relate to those of Gates & Watkins (2010); Hord (2004); Huffman & Hipp (2003) who having conducted their studies about Teacher Professional development through professional leaning communities in USA found that positive results in schools become evident when a culture of continuous improvement is supported through collaborative, relevant, goal-driven, and teacher-directed capacity building activities. Besides, Fernandez (2002) remarked that, leadership contributes to TPD by effectively administering issues of teaching and learning. Therefore, according to these writers duty of the school heads determines Teacher Professional development growth and quality of teaching and learning process.

**Heads of the School Facilitating Workshops and Seminars**

The information from interviewed respondents established that, the school leaders encouraged more external (off-site) than internal (on-site) workshops and seminars. The study found that internal seminars and workshops were not done frequently (or periodically) as

compared to outside seminars. To confirm this one head of schools had this to say:

*"...I advise teachers to attend outside and in-house training. Last month I paid fund so as to enable science teachers to attend outside seminars. I do the same to other subjects when requested. Moreover, we have not planned to have in-house seminars because we have no funds to conduct them, but if it will happen that some educational stakeholders assist us some funds for that purpose, we will plan to conduct it."(14/12/2022).*

This was supported by one of the heads of the science department when she has this to add:

*"...Last month I received a letter from the District Education Officer who invited us to attend a science workshop on the use of teaching materials...what I did was to choose teachers to attend... when they came back they gave a brief feedback from workshops. I assist all teachers in my department to attend..."(17/12/2022).*

Also, one of the interviewed teachers from another studied school added this:

*"...There are in-house and out-side seminars but I can say in-house seminars are not done frequently in this school. I have attended certain seminars outside which improved my skills especially on the topic of magnet in Physics which students find very boring..." (12/12/2022).*

Furthermore, since not all teachers could attend the external seminars; the head of the school and heads of departments make sure that, those who attended shared what they learnt with the rest of teachers in their departments. The head of the school insisted that, when some teachers attend seminars and learn something new they should tell others the knowledge they got from the seminars during departmental meetings, after the seminars.

The findings showed that heads of schools contributed to Teacher Professional development since they motivated and inspired others to pursue learning opportunities. The study found that heads of schools connected teachers to the sources of professional development which were organized either inside or outside the school. Sometimes heads of departments of some subjects such as civics, social matters and accounts invited guests to the school to present some topics like HIV and AIDS, parliament issues and environment preservation issues.

This current finding is in line with that of Leithwood, Jantzi and Steinbach (1999) who affirm that, school leadership should provide opportunities for teachers to gain access to sources of professional assistance inside and outside the school. However, the teachers preferred outside seminars because of the monetary value attached to them. Teachers were given lunch and transport allowances which they highly valued. Additionally, external seminars were seen more

beneficial because they enabled the teachers to share their experiences with other teachers from other schools. This corresponds with what Webb (2005) postulates. This writer clearly shows that external seminars grant opportunities to liaise with staff from other schools and exchange ideas. In addition, Fullan (1993) points out that since things in the world are changing every day; there is need for school leaders to equip teachers with skills and knowledge of those changes through outside seminars and workshops. Furthermore, he added that the school leaders should insist on those teachers who went for external seminars to explain to their fellows who did not attend the seminars, what they have learned during their training, so that the new ideas would reach all teachers within their school contexts.

Barth (1990) points out that internal seminars and workshops are also good alternative for developing teachers professionally and has great untapped opportunities for teachers' learning reside within the school. They are likely to enable more teachers in a school to access professional development as opposed to external seminars which are only attended by few teachers. Moreover, internal seminars and workshops are important because they assist in identifying areas of need in a school context (ibid).

**Heads of the School Ensures Availability of Resources**

This study interviewed heads of schools and heads of departments so as to tap their responses related on ensuring the availability of teaching and learning resources in their respective schools. The findings showed that school leaders ensured that teachers learn from the available resources in the school context, which include resource persons, well equipped laboratory, enough and relevant books. The school leaders understood the importance of using available resources in developing teachers professionally. Apart from being overall in-charge of the whole school, heads of secondary schools and heads of departments agreed that, having sufficient teaching and learning resources in their schools was a vital aspect of Teacher Professional development. One head asserted that:

*"...shortage of teaching-learning resources, teachers, classrooms, teachers' houses, textbooks and school library force us to call several parental meetings, to discuss and agree the amount for each student to contribute for books, paying part-time teachers and buying of teaching and learning materials."(20/12/2022).*

The findings correspond with those of Leitwood *et al.,* (1999) who investigated changing leadership for changing times in Buckingham where they recommended that, school leaders should ensure adequate resources such as time, personnel and funding for Teacher Professional development. According to them, school leaders have to make sure that resources like books, educational newspapers, magazines and

resources people are used in effective ways so as to keep teachers informed about recent trends in education. This indicates that availability of enough and relevant teaching and learning resources in a school are crucial for Teacher Professional development in their workplace. Furthermore, the school leaders encouraged teachers to use available books for preparing themselves before going to teach.

It was the interest of this study to obtain from respondents about the contribution of internet and computers to Teacher Professional development. During the interview session, the head of school indicated that, although she recognized the importance of the internet as a source of Teacher Professional development, funding was a challenge. On top of that, the school had not source of electricity power. However, the biggest obstacle was lack of fund. Therefore, insufficient financial resources limited heads of schools in playing their roles to support teachers scientifically and technologically so as to develop their skills and knowledge.

Similarly the minutes of staff meeting indicated that 'the next year in our school calendar, when we receive money from our education stakeholders, the first plan is to make sure that our school is connected to national grid of electricity. This will enhance and simplify the teaching and learning processes for teachers as well as our students'.

Similar observation can be seen in Villegas (2003) work in Paris who conducted the study on TPD. This scholar states that the funding of Teacher Professional development is a major challenge faced by teachers worldwide. He added that funding is a key resource in ensuring that schools run their daily programmes smoothly and effectively.

Despite inadequate funding, the heads of schools had established the culture that facilitated TPD by using the minimal available resources. Through interview with teachers it was revealed that the minimal resources such as teaching aids like wall charts, maps, laboratory equipments and resource persons available in the school were shared and helped teachers to develop professionally in their teaching career. The school used other staff members as resources to contribute to Teacher Professional development to other teachers. The school leadership used experienced teachers as resource persons to assist less experienced teachers to develop professionally. For example one of the interviewed teachers explained this:
*"…I have been in teaching career since 1998…and since 2007 I have been teaching in this school when it started. Always the head of department and the head of the school reminded me to help inexperienced or novice teachers who are teaching same subjects with me, if they have any problem in teaching some topics and I do so…"(14/12/ 2022).*

This was also allied with one novice teacher who said:
*"The head of the department conducts several departmental meetings and allow the teachers to ask any questions or raise any challenging issues. Thus, we listen to what experienced or knowledgeable teachers are saying so as to learn from them"(12/12/2022).*

Again these findings are similar to the findings of Leitwood *et al.,* (1999) who illustrated that heads of schools encouraged their teachers to grow professionally, through provision of available resources within their schools. They added that, from the time teachers begin any initial preparation or teaching, provision needs to be made for ongoing development of their subject matter knowledge, content and methodology for their career growth. They noted that teachers should also be enabled to form linkages to other teachers (supervisors) so as to help them support each other and solve challenges through discussion; modeling, coaching and involvement in other issues in school and educational change (ibid). Isolation and lack of communication between teachers should be reduced in school context.

**Heads of the School Facilitating Sharing of Responsibilities**
Findings from the interviews revealed that the heads of school delegated responsibilities to all staff members. One school had one deputy head of school, one head of academics, nine heads of departments and different school committees. This was revealed during the interview with head of school at one studied secondary school who said this:
*"I share my leadership role with the staff; through delegating power to them, I know when I share my roles with somebody it saves the time and the works become easier, at the same time improve the teachers' knowledge and skills…"(12/12/2022).*

Similarly the head of arts stream department had this to add:
*"…our headmaster delegate's power to the staff, I am responsible for academic issues and we share other responsibilities such as administration issues with other heads of departments, sometimes we share all responsibilities with the head of school like listening parents' problems …" (12/12/2022).*

The current findings corroborated with the study of Lindahl (2008) in Alabama about shared leadership which found that school leadership shares responsibilities, power and authority to enhance teachers' capacity and build a more collegial culture among teachers. The role of school management is to promote and encourage this culture to prevail in the school and among schools. To clarify this, Galabawa (2001) argues that, managerial roles are: organizing, supervising, planning, monitoring and evaluating. All these are the indicators of the presence of a responsible school manager in the school. In planning, for example,

the setting of goals and objectives with activities to be done at the specified time is one of the main roles of the school manager. Therefore, setting of school timetable and how to implement it through daily routine should involve all staff members so as to simplify tasks by sharing of responsibilities. The effective participation of staff members leads to a feeling of ownership and easy implementation of plans (ibid). Heads of the schools are very important in capacitating the school management. They have to interpret and monitor the implementation of educational policies at their levels of administration (URT, 1995). Moreover, heads of schools have to plan and develop teachers as well as to guide, direct, and advise staff members on the importance of Teacher Professional development to their carrier.

Additionally, teachers interviewed agreed that their head of schools involved them in leadership roles and in decision making especially in solving students' problems, budgeting and setting goals. In their explanations all interviewed teachers, agreed that, they like the way their heads of schools led. They involved them in decision making and had established different committees in which almost every teacher had leadership position. The committees included environmental, food, sports cleanliness and discipline committee. Also through incidental observation at studied schools the researcher witnessed the deputy head teachers and the heads of departments working together as teams in various responsibilities in the school. The responsibilities included listening to students and teachers' problems and ensuring teaching and learning was smoothly done as scheduled in the school time table.

These findings relate to that of Retalick and Farah (2005) who conducted a study about transforming schools in Karachi. Their findings illustrate that leaders distributed and empowered teachers in leadership position to enhance teachers' learning. This implies that, the school leaders understood the importance of sharing leadership which in turn helped teachers to grow professionally. Therefore, the considerable power granted to the deputy head teacher and all heads of departments in studied secondary schools influenced the shaping of professional development among teachers. Harris (2009) clarified that shared leadership improves teachers' skills and knowledge, promotes collegiality and help to solve emerging problems within the school context.

It was viewed that collective leadership enhances school improvement because different ideas from different people result in more informed decisions making for school development. Retalick and Farah (2005) viewed that focusing on one particular person for leadership roles increases workload and limit other teachers from learning new things. They added that in undistributed leadership leaders exercise authority instead of working collaboratively.

This was also observed by many empirical studies such as that of Bass (1985) and Howell *et al.,* (1993). These confirmed that Teacher Professional development have a greater relationship with the followers' commitment, expectation and job satisfaction. This indicates that when teachers perceive their school leaders as articulating a realistic vision of the future that can be shared, who mobilize commitment to these visions, stimulate subordinates intellectually and pay attention to the differences among the subordinates; they are more likely to experience higher levels of job commitment and satisfaction (Bass *et al.,* (2003).

Whether or not management and leadership styles influences workers professional growth and performance depends on (a) whether the person finds a suitable context or opportunity for expression of that motivation, (b) the extent to which the environment provides suitable contexts, and (c) the extent to which the environment recognizes and rewards the visible products of that motivation. Thus, the path from motivation to professional growth and performance is not a linear one, and obstacles can prevent highly motivated and professional persons to perform poorly (Amabile *et al.,* 1994).

Students/ teachers with high intrinsic motivation for example, may fail to perform at high levels if they are given tasks that do not allow creativity or if their creative task-solutions are not appropriately recognized and rewarded. In the same line, students high in extrinsic motivation may fail performing at high levels if they are not given sufficient incentives or if they are required to produce creative task-solutions which are poorly assessed. Thus, the effects that intrinsic and extrinsic motivations have on professional growth can be greatly modified by the characteristic of the institution environment within which students/ teachers operate. It implies that the employer should also create a situation whereby employees can get short seminars or workshops in their workplace and local areas which could cost less. Workers should also be well motivated whether intrinsically or extrinsically. When teachers are re-educated they can manage to deliver the relevant materials to their learners, hence increase their professionals and performance.

## CONCLUSION AND RECOMMENDATIONS
In conclusion, the findings reflected in this article suggested that the heads of secondary schools have potential contribution for the provision of teacher professional development at their respective schools. This is because they are overall in charges of the whole school daily routine. Therefore, school leaders with corporation and contribution of different education stakeholders such as government, voluntary agencies, charity groups and the community, have influence to make conducive environment and supportive such as collaboration among staff members, adequate resources that include enough teaching and learning materials, in-

door and outside training (in-service training) for teachers to develop professionally. There is the need of other research which will find out the way forward on how teacher professional development shall overcome global education challenges and perpetuate it for education development.

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