

The leadership identity of Tanzanian head teachers is shaped by a range of competing factors.



PHD Title: Exploring factors which shape Tanzanian head teachers' perception of their leadership identity and to understand how this can inform policy to further improve the quality of their professional development.

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School leadership preparation in Tanzania is undertaken in the context of increased demand for quality education, an unprecedented rise in student enrolment and a realization that school leadership plays a crucial role in determining student outcomes. (UNESCO, 2010)

Reference: UNESCO (2010), World Data on Education: VII Ed. 2010/11: United Republic of Tanzania, Paris: United Nations Educational, Scientific and Cultural Organization. Available online: http://www.uis.unesco.org/Education/Issues/aphod/Publications/WDE11/201011.pdf?unesdoc/United_Republic_of_Tanzania.pdf

The population of Tanzania has more than doubled in the last 3 decades, from 25.4 million in 1990 to 59 million in 2018. There is also a significant 44 percent of the population that is under the age of 15. (World population review, 2018)

Reference: World Population Review (2018), Tanzania Population 2018. Available online: <http://worldpopulationreview.com/countries/tanzania-population/>

Demographic changes correspond to an increase in the number of schools:

Year	2000	2003	2009	2013	2016
Primary	-	12815	15727	16343	17174
Secondary	927	1083	4102	4576	4759
Total	927	13898	19829	20919	21933

Official Policy requires that headteachers have a leadership qualification but, in practice, vacant positions are filled by promoting teachers based on their teaching experience. This has led to headteachers being promoted without experience of junior leadership positions. (Kaluchumila, 2013)

Reference: Kaluchumila, R. C. (2013), 'The Implementation of Secondary Education Development Planning Tanzania: A Case Study Of Community Secondary School Heads in Shinyanga', Journal of Education and Practice, 14 (12): 198-216.

These are school leaders from Tanga, in Tanzania. A range of factors have shaped their leadership identity.



Location



Indigenous knowledge



Social relations



Gender



Educational traditions



Global themes

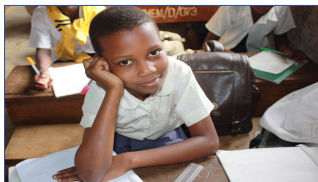


Research questions

- Where do local Tanzanian head teachers obtain their beliefs about school leadership?
- How do they act in relation to these beliefs?
- What choices have they made at different times in their professional lives about how to engage with educational processes?
- Do leaders always present the education management model as being the only and superior model available to teachers?
- Who do leaders network with? Is it a reciprocal model? What is the impact of power relationships on negotiating leaders' identity?



Main objective

My thesis aims to provide an extensive analysis of the many factors which shape the identity of Tanzanian head teachers. This research will be used to inform the direction of future training for school leaders.



Methodology

- A significant amount of research on Tanzanian school leadership is based on theoretical frameworks.
- However these studies do not recognize how features of Tanzania's locality and context, which can influence the development of leadership.
- To fill this research gap I will be using a social methodological approach based on Pierre Bourdieu's (1930 - 2002) concepts of 'field', 'habitus' and 'capital'.
- Follow this link for more information on the theories of Pierre Bourdieu.

More Information

- To download this poster and for more information on this research follow this link




Instagram Challenge

- Think of 3 factors which define your identity as an individual
- Post these on Instagram under the hashtag #ShapingIdentityExeter
- I will share all responses on the project's Instagram @TanzanianBusby
- One contributor will be selected at random to win this African Mbira - 'thumb piano'