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TERTIARY EDUCATION LEADERSHIP PROGRAMMES IN TANZANIA AND NEW ZEALAND: HIGHER EDUCATION FOR SOCIAL DEVELOPMENT

BY
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Dedication

To my mother, Amina Shabani and the more than one thousand people, whose lives were cut short by the sinking of M. V. Bukoba in Lake Victoria on 21st May 1996. May their lives not be lost in vain.

Acknowledgements

In accomplishing this work I came into contact and got involved with many people to whom I am deeply grateful. In particular I would like to thank the various educators from both Tanzania and New Zealand who provided me with information and material without which this thesis would have remained a figment of imagination. For reasons of anonymity and confidentiality, these educators remain unnamed. Apart from these, I cannot mention by name, all the people who were part of the making of this thesis because of the limitation of space and human folly. However, I would like to single out a few people and some institutions whose special roles and influence enabled me to undertake and finalise this study.

My thanks to the New Zealand Government and its Commonwealth Scholarships and Fellowships Plan, Massey University, the Tanzanian Government and the University of Dar es Salaam for the financial support that enabled me to study in New Zealand. During my stay in New Zealand I was also a beneficiary of the Clem Hill Memorial Fund; to whose Trustees I would like to extend my gratitude.

Apart from the physical health, I would like to extend my deepest appreciation to those who contributed to my intellectual well-being during my studies. In many ways I am genuinely indebted and forever grateful to Professor Wayne Edwards, my chief supervisor, who believed in me beyond belief and worked with me, untiringly, to actualise and transform a dream into reality. I would also wish to extend my thanks and gratitude to Professor John Codd, who provided insight into my work not only as my second supervisor but also as my teacher in policy analysis. I would, particularly, want to mention the encouragement and support I received from him, as the Head of Department, to attend conferences and other intellectually nourishing engagements which made my studies all the more worthwhile.

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My parents taught me to understand that, as stumbling and falling is part of the process of learning to walk, so is standing up after every fall. To them I am eternally grateful, even though, regretably, they didn't live long enough to see the completion of the journey for which they prepared me.

Abstract

This thesis, about educational leadership development, explores selected tertiary programmes of educational leadership in New Zealand and Tanzania. The aim of the study was to explore whether, and how, Tanzanian programme development could benefit from the experience of programme development which has been acquired by New Zealand's tertiary institutions. For the purpose of the study, five programmes offered by tertiary institutions in New Zealand and courses from the, then, only tertiary educational leadership programme in Tanzania, were selected for examination.

The study examined the context of educational leadership in both Tanzania and New Zealand, with particular reference to the contemporary reforms in education in the two countries and their influence on educational leadership development in recent years. The specific contents of the programmes were also examined in respect to their organisational, cognitive and affective aspects. Employing an eclectic qualitative research methodology, the study was underpinned by critical theory assumptions in advocating a framework for educational leadership programme development in the context of Tanzania, based on the concept of power diffusion, allowing for a more broad based democratic participation of teachers in leadership programmes.

Premised on the assumption that educational leadership is central to the success or failure of any educative process in its conception of leadership, the thesis advocates the development of democratic, dialogic, participative and reflective leadership as opposed to leadership based on autocratic and power-wielding authority. The main thrust of the arguments rest on the understanding that, without the teachers' enthusiasm to teach and the learners' willingness to learn, schools would be nothing but "a wilderness of wasted logic". It is argued that educational leadership can contribute significantly towards the realisation of the ideal, albeit not necessarily clinical, environment for the educative process to take place.

It is contended that, in the context of the contemporary social and political structures, especially in developing countries, such as Tanzania, educational leadership can either be for liberation or domination. Based on the findings from various New Zealand and Tanzanian programmes of educational leadership, examined in this study, it is underscored that, in order to be liberative, educational leadership requires the support of a socially critical philosophy.

The findings of the thesis highlight the centrality of the role of tertiary education institutions in the development of leadership in educational places. Thus, it is concluded that, for a developing nation, like Tanzania, the need for tertiary programmes for educational leadership cannot be overemphasised.

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Abbreviations and Glossary of Terms

Abbreviations

CIDA - Canadian International Development Agency
DoDs - Developers of developers
DANIDA - Danish International Development Agency
DSE - Germany Foundation for International Development
ERNESA - Educational Research Network for Eastern and Southern Africa
ESR - Education for Self-Reliance
IMF - International Monetary Fund
MoEC - Ministry of Education and Culture (Tanzania)
NZ - New Zealand
NZARE - New Zealand Association of Research in Education
OUT - Open University of Tanzania
PMS - Performance Management Systems
SIDA - Swedish International Development Agency
ToTs - Trainers of trainers
TZ - Tanzania
UDSM - University of Dar es Salaam
UNESCO - United Nations Education, Science and Cultural organisation
UNICEF - United Nation International Children and Education Fund
URT - United Republic of Tanzania
WB - World Bank

Kiswahili Terms

Elimu - Education
Jamhuri - Republic
Kiongozi - Leader
Mapendekezo - Recommendations
Mfumo - System
Mkutano - Conference/Meeting
Mkuu - General
Mtawala - Administrator
Muungano - Union/United
Mwaka - Year/Annual
Na - and
Raisi - President
Ripoti - Report
Taarifa - Report
Tume - Commission
Ujamaa - Communalism (Tanzanian brand of socialism)
Wa/Ya - Of
Waziri - Minister
Wizara - Ministry

Maori Terms

Aotearoa - New Zealand
Iwi - Tribe
Hapu - Clan
Hui - Meeting/gathering

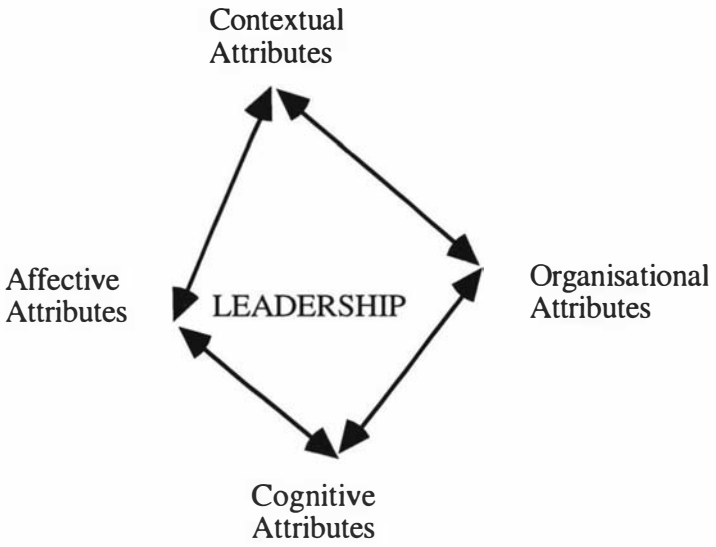
Kaumatua - Elders
Kohanga Reo - Total Maori immersion pre-school
Kura Kaupapa - Total Maori immersion primary school
Kura Tuarua - High School
Maoritanga - Maori culture
Marae - Meeting place (normally gathering place for Hapu (clan))
Matauranga - Philosophy
Noho - Period of residence
Pakeha - New Zealander of European descent
Reo - Language (used commonly for Maori language)
Tangata - People
Taonga - Treasure
Tapu - Holy
Tumuaki - Principal
Whakahaere - Manage/manager
Wananga - Maori institution of higher education
Whanau - Family
Whenua - Land
(Note that in Maori "wha" is pronounced "fa")

Prologue

It is the position of the researcher that social development entails the evolution of social processes that ensures that people are happy, healthy and productive. It follows that exploited and dominated people cannot be happy; people without knowledge, skills and appropriate techonolgy cannot be properly productive; likewise people lacking proper nutrition, adequate housing and security cannot be healthy. In this, it is argued that education has a significant role to play. However, for education to play its role, it needs to be nurtured, harnessed and organised in such a way that the necessary attributes for a healthy productive and happy society are reflected and accentuatated. Such organsiation of human intentionality, it is argued, may be achieved through the strength and position taken by the leadership of education in each and every society. The reader will find it postulated that leadership development is imperative for the leaders to achieve greater awareness and insight into their internal and external contexts, their organisational mainstay, their cognitive understanding as well as the norms and values espoused in their educational establishments.

Employing a qualitatitve critical theory approach in examining the notion of leadership, the researcher has, by design, refrained from offering, yet, another definition of the term, deciding instead, to describe and give attributes surrounding the notion. The reluctance to define the term, leadership, stems from the researcher's philosophical inclination that definitions are 'snapshots' that capture, consign and confine social phenomena in time and location, thus, effectively denying and ignoring the dynamism and flux that, invariably, attends to all human organisations and processes. The diagram below, call it a diamond if you will, indicates the researcher's notion of leadership in flux, it may be instructive for the reader to come back to it from time to time.

The interactive attributes through which leadership is concieved and described in this thesis.



It is the researchers view that one would be hard pressed to find any fundamental human process that stands still, long enough, to warrant an acurate and valid definition. In the same vein, in grapling with the notion of the methods and approach to research, the researcher is of the view that the greater balance of huma activity and intentionality is difficult to capture in numbers and models. Thus a choice for the qualitative approach was made. However, even within the qualitative approach one is confronted with a plethora of choices amongst opposing and counter-opposing methodologies and techniques. In the present case, the researcher was of the view that what is important is to tell one's story; rather than to haggle and despate one's energy on deciding and claiming royalty to any one given approach. Thus, an eclectic approach of methods and techniques within the qualitative paradigm, was employed by the researcher in order to tell his story authentically and credibly. Since this is a comparative work, the researcher felt the need to include appendicies which provide useful backgrounds for the understanding of Tanzania's educational history and New Zealand's educational setting, with specific reference to Maori education. It is the researcher's hope that this brief prologue would set the reader in the right direction to understand and place the thesis in its proper perspective.