

**EXPLORATION OF LEADERSHIP MENTORING
PRACTICES AND SCHOOL CLIMATE IN SEVENTH-
DAY ADVENTIST SCHOOLS IN SOUTHERN
TANZANIA UNION MISSION**

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APPROVAL SHEET

This thesis entitled *Exploration of leadership mentoring practices and school climate in Seventh- day Adventist schools in Southern Tanzania Union Mission*, written and submitted by **Prisca Methusela Magongo**, in partial fulfillment of the requirements for the degree of **Master of Education** (Educational Administration) is hereby accepted and approved.

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ABSTRACT

This study was conducted to explore leadership mentoring practices and school climate in Seventh-day Adventist (SDA) schools in Southern Tanzania Union Mission (STUM). Concurrent triangulation design and descriptive-correlational study design with a cross-sectional data collection method were used. Variables involved in the study were leadership career development practices, psychosocial and emotional support practices, social relationships, school culture and transformational leadership style. The study took a form of a survey whereby 6 schools, 76 teachers and 5 heads of schools were involved, making a total of 81 respondents. Questionnaire and interviews were used to acquire data from respondents. Data was analyzed using descriptive statistics, Pearson product-moment correlation coefficient, multiple regression analysis and content analysis method along emerging themes and sub themes. Findings indicated that in SDA schools in STUM leadership mentoring practices are exercised at an average extent and the school climate is good in terms of social relationships, school culture and transformational leadership. There is a significant relationship between school climate and leadership mentoring practices. Transformational leadership style and social relationships are indicators that best determine leadership mentoring practices. Findings also indicate that lack of strategic leadership succession plans and leadership development and promotion policies are challenges affecting leadership mentoring implementation in SDA schools in STUM. The study recommends that heads of schools should maintain better social relationships, school culture and practices of transformational leadership style. School Boards should ensure that strategic leadership succession plans and policies are developed and implemented to guide the preparation and promotion of leaders in schools guided by the recommended mentoring action plan.

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DEDICATION

This work is dedicated to my Lord God, the Almighty.

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LIST OF ABBREVIATED ENTRIES

ANOVA	Analysis of Variance
COSTECH	Commission for Science and Technology
CTF	Central Tanzania Field
ECD	East-Central African Division
ECT	East Central Tanzania Conference
NAD	North American Division
NTUC	Northern Tanzania Union Conference
SDA	Seventh-day Adventist
SEC	Southern East Tanzania Conference
SHC	Southern Highland Tanzania Conference
SPSS	Statistical Package for Social Sciences
STUM	Southern Tanzania Union Mission

CHAPTER ONE

INTRODUCTION

Background of the Study

The demand for quality and competency in education has created a need for effective and efficient leaders to handle the 21st century educational requirements and challenges. The widespread belief that the quality of leadership makes a significant difference to school and learner outcomes, has therefore led towards intense state or district scrutiny for accountability (Clayton, Sanzo, & Myran, 2013). Msila (2012) asserts that, in the United States of America (U.S.A) because of the emphasis of steady effective teaching and learning, there has been great interest in educational leadership development programs. A three years study conducted by Lochmiller (2014) in USA indicated that school principals needed a three years mentoring; coaching and modeling program to be able to execute leadership and managerial responsibilities with confidence and well informed leaders.

Although leadership training, preparation and development of school principals in most developed world countries such as America, England, Sweden and Australia, is formally, purposeful and institutionalized with colleges and institutions offering leadership training to principals before and after appointment to school leadership Ibrahim (2011), the Education Alliance at Brown University says that, leadership mentoring programs are currently established in most of the top companies in USA, also as a strategy that is beginning to play a role in school leadership preparation and development of school principals (Williams, 2013). Studies indicate that, almost all principals in USA receive some kind of district-provided, on-the-job

support through supervisory communication and mentoring for leadership professional development (Johnston, Kaufman & Thompson, 2016; Margaret, 2016; National Association of Elementary School Principals, 2003).

Gary Bloom, associate director of the New Teacher Center at the University of California at Santa Cruz says, mentoring individuals who aspire for school leadership is important because people come into the principal-ship with all of the innate skills to succeed, but lacking the kind of experience that prepares people to take up the job (National Association of Elementary School Principals, 2003). This interest for mentoring of school leaders has become very necessary in USA because of the emphasis of steady effective teaching and learning. Bush as cited by Msila (2012) argues that there is a great interest in educational leadership today because of the widespread belief that the quality of leadership makes a significant difference to school and learner outcomes. Mentoring has been found to be an effective and perhaps essential tool for preparing and developing effective school leaders. Research studies show that principals who are successful in their leadership roles happen to have gone through some very intentional mentoring during their early years of teaching (National Association of Elementary School Principals, 2003). Within education, mentoring occurs in multiple contexts and levels, new faculty members often receive mentoring support focused on providing them with experience and competencies to handle administrative roles (Brondyk & Searby, 2013; Margaret, 2016).

In England, The National College for School Leadership (NCSL) is an example of institutions where aspiring principals are prepared through the National Professional Qualification for Headship (NPQH) program. Fink as cited in Ibrahim (2011) says, principals are inducted through Early Headship Program (EHP) on

preparation to principal-ship and those in service are continuously developed through Head for the Future (HftF) program as cited from Brundrett and de Cuevas in (Ibrahim 2011). On the other hand, a literature review study conducted by Scott and McNeish (2012) in England on faith schools reports that many faith schools experience difficulties in attracting qualified applicants to fill vacancies for school principal-ship, they further urge that, there should be in school leadership development programs to prepare leaders from within to ensure school leadership is succeeded by persons with the same faith orientation and commitment.

In Asia, Hong Kong, and Singapore principals' preparation and development programs are institutionalized. For example, in Hong Kong the conceptual foundations for leadership education for principals were established by Hong Kong education department in 1999 after study visits to similar programs in England, Scotland, Austria and Singapore (Ibrahim, 2011). However, still newly appointed school leaders undergo a nine-day mandatory induction course offered by the Education Department (Ibrahim, 2011). The course provides them with basic knowledge of school management theory and practice.

In the Republic of Korea, Vaillant (2015) reports that principals are not trained separately, but are recruited from among teachers who are promoted after having gone through mentoring processes. To be promoted, candidates must have proven capacity and ability distinct from their professional records. In Malaysia, mentoring of school leaders has been regarded as a central strategy for producing efficient, excellent and highly capable educational leaders through an informal training approach. Novice school leaders acquire leadership proficiency at a cheap cost and without them having to leave the school premises (Tahir, Said, Daud, Vazhathodi, & Khan, 2016).

In South Africa, Ngomane and Mahlangu (2014) state that organizations that run effective mentoring programs usually recruit candidates from within to fill senior positions. In the modern highly competitive global business environment, it is becoming more difficult to find leaders who will run organizations successfully and effectively. Well-designed mentoring programs offer a powerful and strategic tool for organizations to develop and retain talent within their own workforce. In other developing countries in Africa, preparation and development of school heads is not deliberate and systematic as it is in the developed world. In fact, in most cases it is either lacking or not formal as Bush and Oduro say in (Ibrahim, 2011). In other parts of Africa, head teacher training and development through mentoring has not been given a significant interest, thus affecting the development and implementation of mentoring programs in the education sector.

A study conducted by Kamwengo in Zambia reveals that school managers lack managerial skills to organize induction and mentoring programs for newly recruited teachers (Margaret, 2016). In Malawi he found out that performance of head teachers is not pleasing because the head teachers are not well equipped with knowledge and skills to perform their work.

In Kenya, leadership preparation and development for heads of schools has been recognized through the provision of courses offered by universities, systemic authorities, professional associations and consultants (Asuga, Eacott, & Scevak, 2015). However, school leadership preparation and development has been criticized for being haphazard and not responsive to the needs of the current and aspiring school leaders. A study conducted by Nandwah as cited by Margaret (2016), reveals that structures to facilitate school administration in Kenyan schools are either malfunctioning or simply inappropriate to produce expected education outcomes.

Margaret (2016) asserts based on his study findings that, newly appointed heads of schools ought to be attached to experienced principals in their neighborhood for appropriate induction and mentoring. The study concludes that, there is a need to put in place more relevant and practical oriented leadership development strategies like mentoring to equip teachers and newly appointed school heads with leadership skills and experiences, and therefore ensure the availability of efficient and effective school heads for the 21st century in Kenya (Margaret, 2016). Ibrahim (2011) also provides a conclusive recommendation in his study that, Kenya should provide structured induction and mentoring programs to empower heads of departments with leadership skills and knowledge that they may be promoted into a deputy head teacher and from deputy to school heads.

In Tanzania, studies show that most school heads do not have any formal leadership training prior to assuming their leadership roles (Siamoo, 2013), unlike developed countries where school leaders undergo sufficient and purposeful leadership training and preparation before being promoted to school headship (Ibrahim, 2011). Kuluchumila (2014) declares that Tanzania offers leadership and educational management or administration courses at various universities, specialized colleges or teachers' colleges; workshops; seminars; annual school heads meetings; and in-service short courses which however, involve few school heads and many heads of schools lead their respective schools mainly by relying on classroom experiences. It appears that little attention has been paid to school leadership preparation in Tanzania. Eliphas (2010) says that despite the increase in the number of both public and private schools in Tanzania, there is less concern with preparation and development of school leaders. Promotion of experienced teachers into headship positions is thought to be adequate.

The insufficient preparation and development of school heads lead to most teachers getting promoted to headship without necessary leadership skills. A study conducted in Shinyanga by Kuluchumila (2014) indicates that most heads of schools and deputy heads of schools are promoted to the posts just from excellent classroom performance experience. They take up the leadership task without induction on how to manage and supervise different school resources and operations. In his problem based study conducted in Moshi, Siamoo (2013) realized that head teachers understand the instructional, financial, discipline and community relation problems affecting their schools and are longing for help, but do not know how to handle them due to lack of leadership training and preparation. In his study findings, Kuluchumila (2014) found out that a hundred percent of his respondents (head and deputy head teachers) declared that mentoring programs from experienced and trained retired teachers would help the preparation to headship and to the newly appointed heads of schools. They further indicated that, newly appointed head teachers gain confidence and experience into headship through informal consultation with experienced school heads through phone calls or other informal inquiries.

In STUM, of the SDA church, the situation is not different from what Eliphas (2010), Siamoo (2013), and Kuluchumila (2014) found happening in government schools. Promotion for headship does not regard leadership development and preparation the individual has gone through. Research indicates that, Adventist schools fail to find qualified persons for the positions of school head/ principal, to the extent of retaining individuals who ought to have retired or place in these noble positions people with appealing academic credentials but who lack the noble character or the needed grooming (Rice, 1999). Rice suggests further that, principals, superintendents and directors of education in SDA organization should identify

teachers who appear to have leadership ability to be mentored for this noble work of perpetuating Adventist education systems. As the Northern American Division (NAD) education leaders' handbook says, the faculty/staff's success in acquiring leadership skills is often in direct proportion to the quality of the mentoring programs administered to the individual (NAD Education Leaders Handbook, 2015).

Statement of the Problem

In the United States of America, the National Association of Elementary School Principals (2003) declares that successful school leaders have had some very deliberate mentoring programs. This statement is parallel to what the NAD education leaders' handbook asserts that, the faculty and staff's success in acquiring leadership skills is often in direct proportion to the quality of the mentoring programs administered to the individual (NAD Education Leaders Handbook, 2015). The East-Central African Division of the Seventh-day Adventist church (ECD) principal's handbook also recommends school principals to enhance personal and career development of teachers through coaching and mentoring (ECD Principal's Handbook, 2010).

However, teachers in SDA schools in STUM lack purposeful regular leadership development programs such as attendance at seminars, workshops and teachers' conventions to help them develop leadership competencies. This has led to a challenge in finding teachers with leadership abilities to promote to headship positions for secondary and primary schools. In Southern Highlands Tanzania Conference (SHC), the Education Director has been acting as a head master for Mbeya Adventist Primary School since February 2018 to date due to difficulties in acquiring a suitable person to promote to the position or act in the post among the available teaching staff. In the year 2016, the School board for Kitungwa Adventist

Secondary School failed to identify a teacher suitable for Deputy Head teacher position among the available teachers in the school. They had to place a service call to Agape Adventist Pre and Primary School, a much more junior school, for one of its Heads of Departments to fill the post (Agape Adventist pre and primary school, 2016). It is the purpose of this study therefore, to explore the extent to which leadership mentoring is practiced and measures to be taken to ensure sustainability of leadership development through mentoring in Seventh-day Adventist schools in Southern Tanzania Union Mission.

Research Questions

The following are research questions that guided this study.

1. To what extent is leadership mentoring practiced in Seventh-day Adventist (SDA) schools in Southern Tanzania Union Mission (STUM)?
2. What is the school climate in SDA schools in STUM in terms of:
 - a) Social relationships,
 - b) School culture, and
 - c) Leadership style?
3. Is there a significant relationship between school climate and leadership mentoring practices?
4. Which school climate indicator(s) best determine leadership mentoring practices in SDA schools in STUM?
5. What are the challenges facing the implementation of leadership mentoring in SDA schools in STUM?
6. What measures should be taken to ensure leadership mentoring in SDA schools in STUM?

Hypothesis

The study tested the following null hypothesis:

Ho: There is no significant relationship between school climate and leadership mentoring practices in Seventh-day Adventist schools in Southern Tanzania Union Mission.

Significance of the Study

The findings of this study will be beneficial to several stakeholders. To students, scholars and educators, it contributes to the body of knowledge. To practitioners; school principals and managers, it improves their scope of understanding on how to prepare future leaders through consideration of leadership mentoring programs. The study also challenges the policy makers; the education directors and officers in Conferences, Union and Division of the SDA church to develop school policies that ensure purposeful leadership mentoring programs in SDA schools and equip the stakeholders with necessary information and measures to be taken in developing competent and well grounded school leaders within an organization through leadership mentoring.

The findings from the study will be used by other Adventists, faith-based and government schools in Tanzania in highlighting significant issues affecting leadership development among teachers and measures that may be taken to facilitate school leaders' preparation through mentoring programs. Finally, the findings are an eye opener to other areas of study in Adventist education leadership development and school leadership in general that may need to be researched.

Justification of the Study

Research studies have been done on leadership development in Tanzania. Kuluchumila (2014) did a study to explore alternative methods for development and support of both beginner and experienced school heads with a focus on coaching and mentoring in public secondary schools in Shinyanga Municipality. Siamoo (2013) did a study on empowering heads of schools to be competent instructional leaders with his problem based study conducted in Kilimanjaro region. Another related study is an exploration on leadership development programs in state schools in Dar es Salaam region where Eliphas (2010) explores the need for leadership development programs of teachers before promotion to school headship.

The General Conference (GC) of the SDA church declares that, there will be no long endurance in the fulfillment of organizational purpose in schools unless leaders are in harmony with basic philosophy and committed to the attainment of organizational objectives (GC Working Policy Education Statement 2007 -2008). Scott and McNeish (2012) also say that faith- based schools need to develop school leaders from within through coaching and mentoring to ensure the maintenance of the mission and philosophy which are based on the faith of their governing churches. Carrying out a study in this area unveils the underlying issues on school leaders' preparation and provides necessary measures to be taken to ensure sustainable and competent leadership in SDA schools in STUM. It was, therefore, the desire of the researcher to explore on leadership mentoring practices conducted in SDA schools in STUM, an effort towards identifying opportunities for professionals to actively design and implement leadership developmental tools such as mentoring in STUM.

Theoretical Framework

Transformational leadership theory is a theory originally found by Burns (1978) who is applying it in the political arena (Hoy & Miskel, 2013). Building on Burns' work, Bass constructed the theory into a model for leaders in the social organizations (Fiore, 2004; Hoy & Miskel, 2013). Transformational theory is a proactive leadership theory with idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Hoy & Miskel, 2013). This theoretical framework has been used in this study due to what Smith (2013) calls a bottom up leadership approach that emphasizes collaboration, harmonious relationships, and the ability of all community stakeholders to create positive shifts in organizational culture. While appointed leaders can practice transformational leadership behaviors, individuals who have not been officially assigned duties can emerge as leaders too (Bass & Bass, 2008; Burns, 2003). The acknowledgement that any trained teacher in a school can be a head of school when is influenced, inspired, stimulated intellectually and valued, makes transformational leadership particularly beneficial to schools. For example, research indicates that when transformational leadership is used to carry out educational reforms, the reforms often continue after the school administrator leaves due to its consensus building process (Sheppard, 1996).

In this study, transformational leadership theory has been adopted to the context of mentoring teachers into school leadership by accommodating and influencing teachers to develop leadership skills through modeling influence, inspirational motivation, professional stimulation, collegial and participatory leadership approach. A bottom up approach carried out under a positive school climate in terms of social relationship, school culture and transformational leadership

style develops long lasting leadership stability of the school that may prevail even when the mentoring leader no longer exists in the organization.

Conceptual Framework

Figure 1 is a conceptual framework that has adopted a concept of transformational theory such that; individualized consideration for individual’s needs, strength, differences and values enhance the school social climate (Hoy & Miskel, 2013). Idealized influence of transformational theory that influence high standards of ethical and moral conducts forms the school culture, whereas inspirational motivations which come from leaders’ behavior forms the leadership style (Hoy and Miskel 2013). These three components of the school climate when applied in a bottom up fashion as Smith (2013) says, lead to a successful leadership mentoring program.

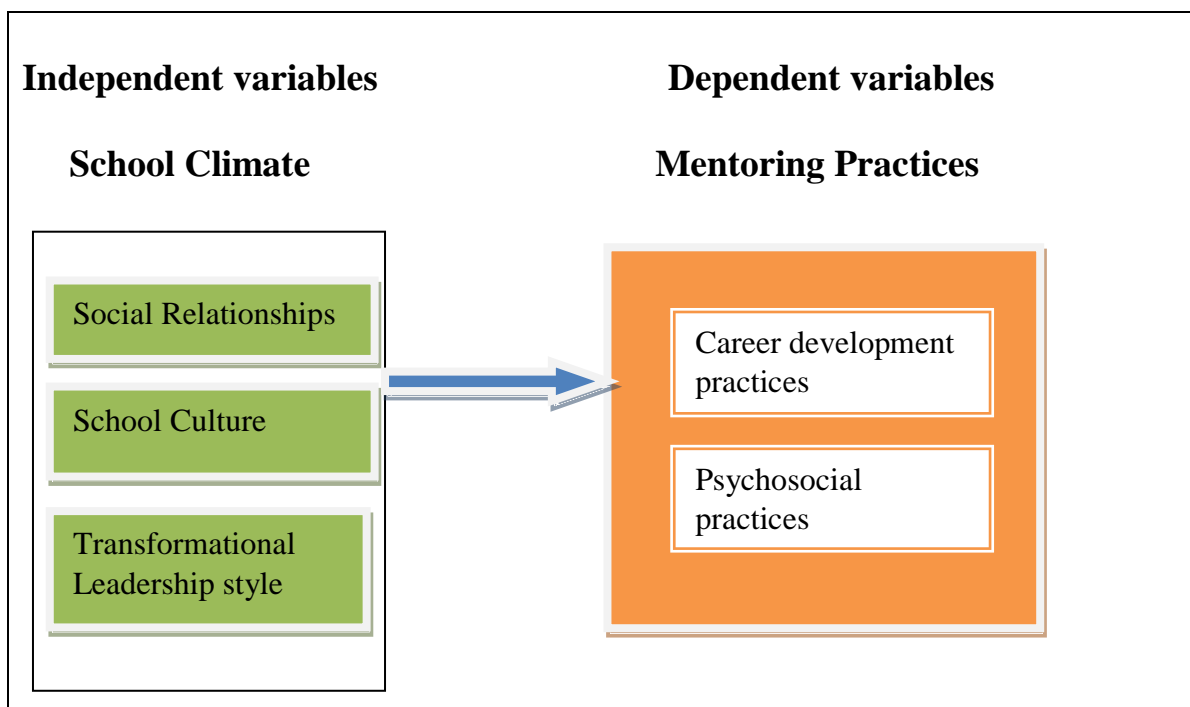


Figure 1. Conceptual framework.

The figure also describes that mentoring plays two roles in a mentee; career development and psychosocial enrichment. Career development in leadership mentoring is enhanced by practices such as coaching, delegation, exposure and sponsorship. Psychosocial enrichment is achieved through practices such as role modelling, friendship, counseling and collegiality. However for such practices to take place, a positive school climate is an important aspect in terms of the social relationships, school culture and appropriate leadership style. Norton (2008) says, a positive social organizational climate facilitates continued growth and development of the human resource through social and professional interaction and by setting opportunity for growth, allowing effective communication, creative efforts and innovation through mutual trust and respect, caring, patience and confidentiality. The school culture which includes the shared values, beliefs, assumptions, norms, goals and traditions of a school Norton (2008), sets the tone and standard of organizational behavior. Leadership style is another aspect of the school climate that enhances mentoring. Spicer (2016) comments that school leaders must lead with a style that sets a positive tone in order to provide a positive, quality education and staff growth and development. These three aspects act as catalysts to influence mentoring practices in schools and therefore enhance leadership development in terms of skills, experiences and confidence.

Scope of the Study

The study examined the extent to which leadership mentoring is practiced in SDA schools in STUM. It was concerned with testing the relationship between school climate and leadership mentoring practices in SDA schools. The components of school climate that were taken into consideration include; Social relationships, school culture and leadership style. Furthermore, the study examined challenges

facing the implementation of leadership mentoring and measures to be taken to ensure leadership mentoring practices and development. The study covered teachers and heads of schools working in SDA schools in STUM and considers the period of the year 2016 to 2019. Research instruments used were questionnaires and interviews. Questionnaires were administered to teachers whereas interviews were conducted to teachers with administrative posts and heads of schools.

Operational Definition of Terms

This section defines significant terms as used in the context of this study.

Career development practices are practices that help an individual to acquire new skills, abilities and knowledge that enhance his career competencies.

Coaching a purposeful instruction and reflection on how a particular task is to be done.

Collegiality is a mutual professional relationship that accommodates reciprocity.

Conference means a second administrative level of the Seventh-day Adventist church that comprises several local churches.

Counseling is offering personal and professional advice and guidance to subordinates

Delegation is providing duties of higher leadership rank to a subordinate.

Exploration is finding out the mentoring practices practiced in Adventist schools in STUM.

Exposure is connecting someone to information, people and groups in order to expand their leadership knowledge and get connected to potential networks.

Faith-based Schools are schools operated under religious denominational policies, guidelines and beliefs.

Friendship is a cordial and warm relationship between two individuals or groups

General Conference of Seventh-day Adventists is the highest administrative level of

the church with a worldwide jurisdiction. The General Conference conducts much of its work through its thirteen divisions, which in turn are comprised of unions in specific areas of the world. Each division of the General Conference is authorized to carry out responsibilities in the territory assigned to it.

Leadership career development and experience practices are mentoring practices that aim at professional leadership development of the mentee in terms of leadership skills, knowledge and experience, they include; coaching, delegation of challenging assignments, exposure and sponsorship.

Leadership development is a career achievement that improves skills, abilities and confidence of a leader.

Leadership style is the way a school leader relates, regard and treats other school employees.

Leadership mentoring practices are mentoring practices that enhance development of leadership skills and experiences.

Mentee is an inexperienced individual who is to be supported to develop into his or her full leadership capability and can be used interchangeably with the term protégé.

Mentor is an experienced individual who guides inexperienced person to attain leadership potentials.

Mentoring is a formal or informal process that involves supporting, motivating, shaping, guiding and encouraging an individual for professional development.

Mentoring practice are practices which influence professional development.

Psychosocial and emotional support practices are practices that aim at developing an

emotional intelligence of the aspiring leader (mentee) in terms of confidence and stability; these include counseling, role modeling, friendship and collegiality.

Role modeling is setting an example with higher standards for others to follow.

School culture is shared values, beliefs, norms and assumptions of the school.

School climate the social relationships, school culture and leadership style of the school.

Seventh-day Adventist school is a school wholly owned and maintained by the Seventh-day Adventist Church. It is governed and operated by a board constituted according to the Seventh-day Adventist Church policy. The school offers education in accordance with the Adventist philosophy of education in addition to the curriculum approved by the Ministry of Education Science and Technology.

Social relationships are patterns of relationships existing between individuals and groups.

Southern Tanzanian Union mission is one of the two unions of the Seventh – day Adventist Church in the United Republic of Tanzania which comprises three local conferences and one field.

Sponsorship is using one's influence to advocate someone for a promotion.

Transformational leadership theory is a theory viewed as the ability to deliver results by inspiring and motivating followers through the leader's idealized influence, intellectual stimulation and individual consideration.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents a review of related literature on major issues related to leadership mentoring practices which include career development practices and psychosocial enhancement practices. It also expounds about the school climate in terms of the school social relationships, school culture and leadership style and how they influence leadership mentoring in the school.

The main sources of information for this review of related literature and studies include; books, E- books, journals from search engines such as Google scholar, journals from online data base such as EBSCOhost, Emerald Insight, JSTOR and SAGE journals.

Definition and History of Mentoring

Tahir, et al.(2016) defines mentoring as a practical sharing experience approach that offers professional development, career development and psychological maturity. It is a process by which persons of superior rank, special achievements, and prestige instruct, counsel, guide, and facilitate the intellectual and or career development of persons identified as protégé (Brondyk & Searby, 2013). Mentors offer their experience, expertise and friendship to help others to gain the needed knowledge, professional development and experience (Clayton et al., 2013; Norton, 2008).

Hayes (2005) and Ehrich (n.d.) explain the history of mentoring saying that it has its origins in Greek mythology with Athena, the Goddess of Wisdom. Implied as a woman and calling herself a mentor, Athena became surrogate parent to Telemachus, whose father, Odysseus, was away during the Trojan War. Mentor-Athena guided and nurtured the boy who would become the future king of Ithaca. Ehrich (n.d) expounds that from the story of the goddess of wisdom, the word ‘mentor’ has come to mean a ‘father figure’ or perhaps a ‘mother figure’ (following Athene’s wisdom and advice) to young people. While the term mentoring has broadened over the years and become a tool for organizational and leadership development Ehrich (n.d), still some elements of its original meaning can be found in contemporary definitions. For example, just as a mentor provided encouragement and support to mentee, and acted as a sounding board for them, mentors today play these psycho-social roles (of encouragement and support) and career development roles when they work and interact with mentees (Jyoti & Sharma, 2015).

Ngomane and Mahlangu (2014) explore the history of the concept of leadership mentoring from studies on leadership mentoring patterns in the Bible which reveal that many leaders, whether by plan or by coincidence mentored the people they handled over leadership at the end of their ministries. Examples of leadership mentoring relationships in the Old Testament are as Moses and Joshua, Eli and Samuel, and Elijah and Elisha (Exodus 17: 9- 14; 1samuel 3:1- 20; 1Kings 19:19 – 21). The New Testament leaders, starting with Jesus, did not abandon the concept of mentoring leaders for leadership succession. A priority for Jesus was the recruitment of disciples even before he took his ministry to the public sphere (John 1; Mathew 4; Mark 1–2; Luke 5). New Testament leaders such as Barnabas and Paul

left a legacy of leadership mentoring for the current church to learn from (Acts 14:3-21, 1 Timothy 1:1-2, 12-17).

In educational settings, mentoring relationships play an important role in the leadership development of aspiring school leaders (Clayton et al., 2013). Within education, mentoring occurs in multiple contexts. For example, as an orientation support to new faculty members as well as programs focussed on providing experienced faculty members opportunities to be mentored into administrative roles. In primary and secondary schools, mentoring is often used to induct, develop and retain teachers in administrative roles (Brondyk & Searby, 2013). In the administrative realm, new assistant principals, senior principals, and new and education directors receive mentoring for different career needs and purposes (Brondyk & Searby, 2013).

Benefits of Leadership Mentoring

Mentoring is beneficial to the mentee, mentor and to the organization, these include psycho-social supportive outcomes such as support, encouragement, friendship, role modeling and increased confidence. The mentee is provided with meaningful feedback and support for career achievement. In leadership mentoring, the mentees develop leadership skills, strategies and knowledge, having their career affirmed and enable to be committed to their profession leading to opportunity to learn and develop and therefore the likelihood of a promotion to leadership positions (Ngomane & Mahlangu, 2014; Brondyk & Searby, 2013). A study conducted by Tahir et al., (2016) in Malaysia reveals that mentoring had significantly improved professional values as school leaders, boosted their creativity and developed knowledge sharing culture that boosted their confidence level and improved their practical knowledge related to school leadership. Mentees can be provided with the

opportunity to share their experiences, be provided with meaningful feedback and support, and increase their levels of confidence in their leadership (Clayton et al., 2013). Nick et al. (2012) report that mentoring has contributed to higher career satisfaction and increased departmental or organizational morale, mentored faculty reported professional identity and experienced a smoother bridge from practice to the leadership environment.

Organizations that run effective leadership mentoring programs usually recruit candidates from within to fill senior positions (Ngomane & Mahlangu, 2014). This helps the organization to have less work for searching a suitable candidate for leadership post and ensure smooth transition from the previous leadership. Mentors also are able to grow professionally and reflect on their own administrative practices through their interactions with their mentees as well as increase their own potential for career advancement (Clayton et al., 2013).

Factors Affecting Leadership Mentoring

Although there are several benefits of leadership development through mentoring, evidence from studies suggests that there are overwhelming factors that affect leadership mentoring. These factors range from professional preparation of aspiring school heads, policies to facilitate mentoring and the process of mentoring.

A study conducted by Siamoo (2013) reveals that most school leaders in Tanzania do not have formal leadership training prior to assuming their leadership roles. Promotion to headship is based on classroom experience (Eliphas, 2010). From this point of view therefore, school heads are not experts to carry out efficient mentoring programs to their subordinates. However, teacher training colleges in Tanzania offer teaching subjects and leadership training courses but they place more emphasis on teaching subjects than on leadership skills (Eliphas, 2010). This makes

student teachers to pay less attention to leadership courses and, therefore, graduate with no vision to become leaders in future. On the other hand, poorly prepared teachers and school managers hinder the implementation of desirable reforms in education in Tanzania (Eliphas, 2010). This evidence suggests that neither the current short term nor the long term leadership development programs offered in higher learning institutions are adequately providing the required leadership training needed to develop competent leaders who will be able to efficiently mentor others.

Another factor affecting leadership mentoring is lack of principal's on-job support for newly appointed and struggling principals. Johnston et al. (2016) suggests that newly appointed and struggling principals need to be involved in regular supervision and professional development programs in order to sharpen their leadership skills, become confident and learn how to impart the skills to subordinates. Burkhauser, Gates, Hamilton, Li and Pierson (2013) assert that tracking the school leader's competence needs supervision on regular bases and providing professional development opportunities. Johnston et al., (2016) further says that professional development opportunities are needed on monthly bases, something rarely practiced in Tanzania. Professional development opportunities would ensure a convenient platform for heads of schools to learn different approaches of addressing leadership challenges and therefore become competent and confident leaders an avenue for modeling other teachers.

Lack of policies that provide leadership mentoring and coaching opportunities to school principals is another factor hindering leadership mentoring in schools (Augustine et al., 2009). Eliphas (2010) reports that unimplemented leadership development policies affect the development of structured mentoring programs in Tanzania. Heads of schools are aware of their leadership competence deficiencies,

but they lack a formal mentoring platform which would ensure frequent support from their supervisors and mentors (Johnston et al., 2016). This implies that, studies are conducted, recommendations are provided and policies are developed but are inefficiently implemented. Recent studies on the quality of education provision and leadership development in Tanzania show that previous educational studies appear not to be impacting in practice in a manner that could help to improve school management in schools (Eliphas, 2010).

Another factor affecting leadership mentoring is leadership style by school heads. For mentoring relationship to develop, a positive school climate in terms of relationships is mandatory. Nyenyembe, Maslowski, Nimrod and Peter (2016) suggest that charismatic leadership style and individualized consideration accommodate mentoring process. The leaders focus their attention in building relationships that are necessary for staff loyalty and productivity. In transformational leadership model, leaders set high expectations and lead by example helping members of staff to think critically and creatively and get inspired to be the best they can, ensures teachers' commitment and productivity (Siamoo, 2013). These approaches to leadership shield subordinates from feelings of favoritism and being coerced and draws each follower closer to the leader for support than their counterpart; the authoritative leadership style (Mwankotwa, 2013).

Lack of principal's evaluation systems to evaluate the principals' competence and provide formative feedback for improvement is another factor affecting leadership mentoring (Burkhauser et al., 2013). Margaret (2016) asserts that newly and inexperienced heads of schools continue to work inefficiently without feedback of their deficiencies. This reinforces poor leadership practices which in a long run may become the guiding norms of a school providing a defective model to the whole team.

Lack of formal mentoring programs is another factor affecting leadership mentoring. Eliphas (2010) states that in Tanzania, inexperienced head of school's source of support is from their former head teachers and other experienced heads of schools. However, advice from experienced heads may be of only limited help in the new context. Moreover, some of the assumptions by experienced heads may be outdated in the present decade. The result of this unsuitable support may lead to the neglect of mentoring practices by the new generation leaders regarding it irrelevant.

Another factor affecting leadership mentoring is financial constrains, schools lack fund to carry out regular professional development programs and in- service training to heads of schools for empowerment (Eliphas, 2010). This corresponds to what Mwankotwa (2013) found out that financial limitations affect the initiatives to provide regular professional development opportunities to both current school leaders and aspiring leaders.

Lack of planned leadership program to train and qualify middle school leaders is another factor affecting leadership mentoring. In his study Eliphas (2010) found out that there are no attempts to expose, train and qualify middle school leaders with the purpose to empower them with leadership competencies. This corresponds to what Rice (1999) suggests that Adventist schools should make initiatives to identify teachers with leadership qualities and encourage them to attend school leadership training. This kind of intervention will enable schools to have well informed heads of schools and other middle school leaders who would appreciate the leadership mentoring initiatives.

Leadership Mentoring Practices

According to HRzone (2018), leadership development is career achievement that improves the skills, abilities and confidence of leaders. Leadership development

is evident through six performance components stipulated by Sanders and Kearney (2008) as leadership development indicators an education leader is expected to develop and demonstrate. These include vision, mission, and goals, ability to supervise teaching and learning, ability to manage organizational systems and safety, ability to collaborate with families and stakeholders, ensuring success of the school by observing ethics and integrity and building a coherent education system.

Different scholars have studied on mentoring practices that yield positive results in a leadership development through mentoring programs. Jyoti and Sharma (2015) expounds to say, mentoring practices allow the learner to acquire new skills, abilities and knowledge that enhance his competences and help in career development. Career development is the opportunity for professional development and promotion within the organization (Jyoti & Sharma, 2015). Thompson (2000) says mentoring is an intense relationship in which a senior person oversees the career development and psychosocial development of a less-experienced person. Mentoring practices performs two tasks, that is, career and psychosocial practices (Jyoti & Sharma, 2015; Brondyk & Searby, 2013; Nick et al., 2012).

According to Jyoti & Sharma (2015), career practices include protection, coaching, exposure, sponsorship and delegation of challenging assignment while psychosocial function include role modelling, friendship, counselling and acceptance. Ghosh (2012) and Bauer (1999) identify leadership mentoring practices namely as coaching, counseling, role modeling, friendship, collegiality, acceptance, sponsorship, protection, delegation and inspiration. However, a successful mentoring program is indicative when different mentoring functions are actively practiced (Bauer, 1999). Career functions aspects of mentoring involve giving direct career-enhancing support, such as by modeling leadership styles and strategies, providing coaching and directed

feedback, and facilitating access to resources (Hew & Knapczyk, 2006). In this study eight mentoring practices were considered ; four for leadership career development and experience identified as coaching, delegation, exposure and sponsoring and four practices for psychosocial and emotional support enhancement which include role modeling, friendship, counseling, and collegiality.

Leadership Career Development and Experience Practices

According to HRzone (2018), career development practices are practices that enhance career achievements that improve the skills, abilities and confidence of an aspiring leader. Leadership development can be tested through performance indicators as important components to reveal the success of a leadership development program (Sanders & Kearney 2008). It provides strategic knowledge and skills, it helps in sharing and spreading acquired learning and know-how. It allows the learner to acquire new skills, abilities and knowledge that enhance his career competence. Career development provides opportunities for development and promotion of faculty (Jyoti & Sharma, 2015).

Coaching. Coaching is a mentoring relationship that occurs most effectively through reflective practices. In school, leadership mentoring requires the experienced principal to demonstrate his own reflective practices with the aspiring leaders. This involves taking time to discuss situations as they arise, describing the reflective processes that led to the action taken (Calabrese & Tucker-Ladd, 1991). It is a connected process whereby an individual receives an affective, behavioral and cognitive domains support through interaction with an experienced expert (Abbott, Stening, Atkins, & Grand, 2006). It involves stating implications of each alternative taken to handle a circumstance, the political forces involved and sharing both positive

and negative personal awareness about the outcome. By sharing their reflection on a particular course of action, principals model the process and establish a nonthreatening climate for the aspiring leader to practice reflection as well (Calabrese & Tucker-Ladd, 1991). Thompson (2000) describes coaching as a more focused process and usually shorter in duration, it relies on job-related tasks or skills with the aim to accomplish the goal through instruction, demonstration, and high-impact feedback. Coaches are expected to have a high level of knowledge about specific skills, ability to teach those skills by breaking them down into behaviors, modeling them, observing them, and then providing feedback (Thompson (2000). Facilitation of reflective practice requires that both the principal and aspiring leader enter the process with an open and inquisitive mind. Calabrese and Tucker-Ladd (1991) provide the following example on how coaching process may be done:

The principal and aspiring principal should set a time at the end of each school day to debrief. The mentee should review the major issues encountered during the day. The principal should focus on one of those issues and discuss it in depth. Questions should be asked. For example: Why did you respond that way? Were there any other alternatives? What if the situation were altered slightly? What were the risks of your decision? What were the possible outcomes? The principal must probe without interrogating, and become a co-learner with the aspiring principal in this process. This will cause both parties to think more deeply about issues. The principal should take care not to make value judgments concerning the mentee's responses. (Calabrese & Tucker-Ladd, 1991, p. 71).

However, Calabrese and Tucker-Ladd (1991) asserts that reflective practices take patience, intuition, and guidance. It has tremendous power because it forces the

learner to grow through self-discovery as he brainstorms responding to the questions paused by a mentor.

Delegation of challenging assignments. Jha (2004) defines delegation as a complex, multi-faceted process that involve assigning important tasks to subordinates, giving subordinates responsibility formerly handled by the supervisor. Ghosh (2012) says that, providing challenging assignments is a mentor's duty to ensure leadership development as it has the potential of contradicting the mentee perspectives by disturbing their stationary balance or status quo. To ensure a meaningful delegation, Jha (2004) expounds that delegation should be a process whereby authority is shared throughout an organization while considering three elements which are (1) assigning a function, duty or task to an employee (2) providing the subordinate or aspiring leader sufficient authority to command the resources necessary to accomplish the assignment and (3) setting accountability on the employee to complete the assignment satisfactorily. Such experiences empower and help the mentee to build confidence and self-efficacy as he or she learns to exercise power and see things happening as a result of his own decision making and initiative. Provide intrinsic motivation and opportunities for subordinates to develop leadership skills (Jha, 2004).

Havard, Morgan and Patrick (2010) suggest that mentors should involve aspiring leaders in things that real administrators do each day rather than delegate them with duties that require no synthesis or application of true leadership concepts. Such kind of delegation helps the aspiring leader to understand and become familiar with the context and expectations in a given leadership and managerial situation.

Exposure. A study conducted by Atwood, Mora, and Kaplan (2010) on factors influencing leadership behavior indicated that, high exposure to information, net works and leadership programs lead to high development of leadership behavior. Atwood et al. (2010) asserts that, increased exposure to aspiring leaders may transform every member of the organization to acquire leadership behavior by being influenced by the exposed individual under transformational leadership model. Exposure to senior decision makers also aids a mentee in the creation of his internal and external networks that result in career development (Ghosh, 2012). DiGeronimo (2013) challenges to say, one's career advancement does not depend on his competence and quality of work, but to the level of exposure to information, people and groups. Sun (2007) also advocates acquiring exposure through introducing an aspiring leader to important stakeholders and encouraging him or her to take part in professional conference.

Sponsorship. Korn Ferry Senior Executive Sponsor (n. d.) says, sponsorship has a great impact when it is prepared to mentor and coach leaders to drive strategy, innovation and growth. It helps aspiring leaders to grow productive and advance organizations, it ensures raising leaders to gain access, exposure, and opportunities. Buettner (2016) describes a sponsor as a mentor who takes the mentee to the next level by being willing to advocate on behalf with respect to advancement and strategic opportunities. Sponsorship means that someone at a higher level of influence is committed to make a junior become an executive as the junior moves through the leadership pipeline, a sponsor with his/her positional power is there to help influence advancement thus enabling promotions faster (Ghosh, 2012).

Psychosocial and Emotional Support Mentoring Practices

Jyoti and Sharma (2015) describes mentoring as a psychosocial function of mentoring where by a mentor counsels, listens to work as well as life-related issues of the mentee and helps him to take correct decisions which improve mentee's career. Mentor also acts as a friend and a role model for protégé, which encourages him/her to achieve higher career advancement. Ghosh (2012) says, mentors help in questioning their protégé's assumptions, biases, expanding their horizons by encouraging them to disagree with conventional ways of thinking, and stimulating them to develop different and unique identities. Psychosocial mentoring practices aim at developing what Lishchinsky and Gazenfrantz (2016) call emotional intelligence (EI) which is defined as the ability to distinguish different emotions and label them appropriately to guide thinking and behavior using the emotional information to drive leadership performance.

Lishchinsky and Gazenfrantz (2016) outline five main EI attributes that may be developed through psychosocial mentoring practices such as (a) Self-confidence: a strong and positive feeling of self-worth; (b) Self-regulation: controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances; (c) Social skill: managing relationships to move people in the desired direction; (d) Empathy: considering other people's feelings, especially when making decisions; and (e) Motivation: being driven to achieve for the sake of achievement. In this study we are going to consider four psychosocial mentoring practices that may help a mentee to develop emotionally and therefore enhance his leadership development comprehensively. These practices include; counseling, role modeling, friendship, and collegiality.

Counseling. Fassinger and Good (2017) say academic leadership in the 21st century has a lot of challenges, of which leadership preparation programs should include a counseling psychology in order to help aspiring leaders to be able to maintain a focus on facilitating personal and interpersonal functioning for educational, developmental, and organizational concerns. The mentor, as a counselor, listens to the protégé's work as well as life-related issues and helps him to take correct decisions which improve mentee's career and professional development (Ghosh, 2012). Mason (2010) urges school administrators to include counseling program advisory councils, designating counselors as members of the school leadership team and encourage school counselors to audit their programs and to collect data on key interventions, providing opportunities to present on leadership identity and program implementation.

Role modeling. Role models are important for the development of professional identity, personal growth and career success. They provide a source of learning, motivation, self-definition and career guidance (Sealy & Singh, 2008). Role identification theories explain that people are usually attracted to and motivated by those similar to themselves whereas Bandura social learning theories explains how important role models are in learning new skills, norms and making sense of an individual's environment (Sealy & Singh, 2008). In a leadership mentoring process, heads of schools models aspiring leaders through an organization vision (Hoy & Miskel, 2013; Mason, 2010). Mentor's role modeling encourages him/her to achieve higher career goals (Ghosh, 2012). Leadership is best learned from recognized experts through identification with the leader as a role model. What and how a leader does is transmitted through modeling (Hills, 2016).

Friendship. Berndt (2002) says, some researchers describe positive outcomes of good friendships, which include social behavior, self-esteem, support, intimacy, loyalty, improving social adjustment, and increasing ability to cope with stressors. In a friendship continuum, the definition of leadership development is to inspire and energize each other's vision into a collective view that respects the differences and celebrates the commonalities. In leadership mentoring, friendship implies a relationship of shared interests and values. Kutsyuruba and Walker (n.d.) add on trust as the cornerstone of friendship relationship. A mentor serves as a critical friend who is trusted to ask provocative questions, provide data to be examined from a different perspective. Perreault (1996) explains the military battle model of leadership, a hierarchical with the leader as commander and the followers as the troops (subordinates) that in a mentoring relationship, it keeps the mentor at a distance unlike Perreault (1996) friendship model of leadership which defines leadership for inspiring and energizing each other's vision into a collective view that respects the differences and celebrates the commonalities, implying a relationship of shared interests and values (Parker & Carroll, 2009).

Collegiality. Bush (2016) links collegiality to professional learning communities in relation to promoting professional development. Mentoring through a collegial approach helps mentees to develop their independence, to share decision-making, and to accept responsibilities while developing self-confidence, empathy and social skills. Ferrigno (2007) asserts that the quality of relationship between mentors and mentee has a significant impact on the support for development; it encourages leader-member exchange and reciprocal learning that develops in collegial relationships. Collegiality in leadership development in the school community has

three primary emphases: (1) it highlights the value of the quality interactions that develops from learning communities; (2) it situates the communities as forums for the development of reciprocity that requires time and effort; and (3) it suggests that the groups have unpredictable and extensive impacts Chang (2017). Healy and Welchert (1990) says, as the relationship blooms, mentee integrate aspects of this professional development approach in a such a way that, unequal relationship with the mentor becomes reciprocal as their practice include essential elements of their mentor's professional legacy.

School Climate

Hoy (1990) describes the school climate as the characteristics of the ecology, situation, social system and culture of the school; these characteristics form the personality of the school distinguishing it from other organizations and influence the behavior of people in the organization. Norton (2008) makes it clear that, continual growth and development of personnel in the school is dependent of the school climate. A positive school climate foster adequate communication and enhance positive human relations which lay the foundation of mentoring practices. Spicer (2016) comments that, principals who can build relationships with teachers and interact with all staff members hold the central elements for creating a positive school climate, the atmosphere that is characterized by social and professional interactions of people (Norton, 2008), setting the opportunity for growth and renewal. School Climate has been recognized as a vital component for personnel development achievement and is the first critical mentoring focus (Angus & Hughes, 2017). It includes trust, shared values, shared vision and respect which improve relationships (Spicer, 2016).

Aspects of school climate that foster mentoring include social relationship as (Norton, 2008) says, in positive organizational climate, staff enjoy extremely high morale, work well together, enjoy friendly relations and mutual respect, where by these organizational personalities are built through the influence of the school culture; the norms, values, believe and shared assumptions (Norton 2008; Mokoqo, 2013). Culture facilitates organizational learning, promotes growth, enhances learning, utilizes time effectively and emphasizes career advancement (Mokoqo, 2013). Leadership style of the school principal is another component of the school climate that influences mentoring in an organization. As Spicer (2016) comments that, school leaders must lead with a style that sets a positive tone in order to provide a positive, quality education and staff growth and development.

Social Relationships

Social relationships are social systems that deal with the patterns of relationships existing between individuals and groups in an organization (Hoy, 1990). Kiliñç (2014) suggests that, new models and practices of leadership should be developed that allow for more collaborative and democratic relationships among school community members. In his study, Kiliñç (2014) found out that supportiveness among organizational members was positively and significantly correlated with professional improvement, while instructional and professional improvement was positively and significantly related to intimacy among school members. These findings imply that, in supportive and intimate school climates, teachers tend to spend more time and effort on institutional and professional development.

Upon considering that school climate depends on the quality of interactions among school community members, Angus and Hughes (2017) argue that relationship

building should be highly-emphasized in the school. The interactions to encourage relationship building should be both formal and informal in order to enhance connectedness and a sense of belonging in the school. Angus and Hughes (2017) says, positive school social relationships ensure that people feel personally accepted, respected, included, and supported by others in the school climate. Spicer (2016) says that, when hospitality, piece, and positive atmosphere are enhanced, teachers begin to believe that their school is successfully building relationships. To enhance this, Spicer (2016) says, principals must maximize the positives and minimize the negatives of employees in order that they may have a comfortable relationship with their principal. When the principal accepts, respects, and dignifies employees, which means all employees are accepted for the value they bring to the school, the relationship is built about the person and not the person's personality. In this sense teachers get the sense of belonging and aspire for development for the benefit of the school.

Mentoring develops an environment in the work place that encourages members of staff to take risk, communicate and create horizontal relationships as a means to creating new knowledge. In order to achieve a successful mentoring program both mentor and mentee should enjoy a good relationship where a mentor takes on roles as teacher, advisor, role model, sounding board, inspirer and developer. (Ngomane & Mahlangu, 2014).

School Culture

Organizational culture refers to belief systems, values, and cognitive structure, infused beyond the technical requirements of the school (Hoy, 1990). The blending of values produces a distinctive identity of the school that flags all aspects of organizational life. Mintzberg in Mokoqo (2013) states that school culture is a system

of shared-norms, values, philosophies, beliefs, expectations, myths, ceremonies, or artifacts shared by members of the school which distinguishes it from other organizations. Norton (2008) asserts that a caring school culture builds amongst members of the school; positive relationships, a sense of belonging, and positive self-concept.

Spicer (2016) provides the following conditions that describe schools with strong organizational culture as: presence of a vision and values guiding norms of learning and improvement, committed and accountable members for performance, presence of harmonious relationships and welcoming atmosphere, good team spirit among members of the school community, values and beliefs highly cultivated are that which encourage norms of hard work, commitment and development. Such attributes are maintained by the school community in order to maintain values and beliefs considered important for the school development of a healthy and positive school climate (Hoy & Miskel, 2013).

Leadership Style

Principal's leadership style is a focal point in creating positive school climate (Williams, 2013). Hoy (1990) says; friendly, open, supportive, and collegial behaviour of the school principal influence openness of teachers and therefore facilitate development of an open school climate. Kiliç (2014) argue that, a solitary, principal-centered leadership style poses potential obstacles in developing a positive school climate and teacher's leadership development. Schools with restrictive leadership style, teachers are less likely to assume leadership behaviors at either administrative or classroom levels (Kiliç, 2014).

Successful leadership for a positive school climate requires a leader who can unify, create harmony, and produce effective results, a principal who can bring the

faculty and staff together, communicate a vision and emphasize that vision until others are inspired to embrace it (Hoy & Miskel, 2013). Principals who can build relationships with teachers and interact with all staff members hold the central elements for creating a positive school climate. To lead with an appropriate leadership style, a school leader needs to intentionally decide the leadership style needed for the success of his/her leadership (Spicer, 2016).

The following are some leadership styles with different characteristics in the way they operate and how they may influence a school climate. A transactional leadership style is focused in more micro management and less improvement (Hoy & Miskel, 2013). The desire for a transactional educational leader is to maintain the current structure through punishment and rewards (Fiore, 2004). An autocratic leadership style is an extreme form of transactional leadership, where leaders have complete power over staff. Staff and team members have little opportunity to make suggestions, even if are in the best interest of the team or organization. An authoritarian leadership style is very similar to an autocratic leadership, in that there is a distinct separation between the leader and the follower (Amanchukwu, Stanley, & Ololube, 2015). These types of leadership styles do not promote an open school climate, employee's creativity, expression of opinions and professional freedom and interaction are limited. Such an environment hinders mutual, collegial relationship important for mentoring to take place.

A democratic leadership style is one that communicates effectively and allows for teacher input though leaders make the final decisions in the decision-making process. They encourage creativity, and team members are often highly engaged in projects and decisions (Amanchukwu et al., 2015). Laissez-faire leadership style, the leader hands over responsibilities to subordinates and avoid making decisions, they

may give the team complete freedom to do their work and set their own deadlines. Laissez-faire leaders usually allow their subordinate the power to make decisions about their work (Amanchukwu et al., 2015). These two leadership styles engage and provide comfortable environment for employees. However, these leadership styles tend to leave employees unchallenged, unaccountable for improvement and development. Employees lack a steady fast model to show them the direction. Under such an environment the school culture, a basic component of the school climate loses its focus.

Transformational leadership style, a leader engages people within an organization individually as well as collectively to increase motivation and morale. Transformational leaders are proactive, raise the awareness levels of followers about inspirational collective interests, and help followers achieve unusually high performance outcomes (McCarley, Peters, & Decman, 2016). McCarley et al. (2016) asserts that, transformational leadership style is appropriate for building a positive school climate because it does not focus solely on the decision making, but also facilitates collaborative work to identify the purpose of the institution while empowering the entire school community to become focused on achieving this goal. The charismatic personality of transformational leaders makes them role models for employees (Spicer, 2016). Such attributes of transformational leadership make an open school climate which promotes individual and organizational development.

Synthesis of Review of Literature and Related Studies

The literature review indicates that, leadership mentoring is a career and professional development strategy which fills the gap created between theoretical leadership preparation acquired through training in colleges and universities and what happens in the field. Mentoring helps an aspiring leader to harmonize theory and

practice, gain experience and confidence to carry out leadership and managerial duties efficiently and with confidence.

Literature review further indicates that, leadership mentoring has been regarded more important in developed countries where purposeful initiatives have been done to equip school leaders with valuable experiences to meet instructional and managerial leadership challenges with much more confidence through leadership mentoring programs. In developing countries, research on school leadership mentoring that have recently been conducted, recommend, leadership mentoring programs to be regarded as the heart for a successful preparation of effective school leaders and therefore initiatives to implement the program are recommended.

In Tanzania, the research conducted in leadership development and preparation indicate that different educational reforms for education improvement such as universal free basic education, improvement of school infrastructure would not help Tanzania realize its educational goals if no purposeful measures are to be taken to equip the school leaders with relevant experiences, exposure and confidence to help them handle instructional leadership problems effectively. Literature reveals that, faith based schools experience difficulties to find school heads that fit the faith orientation and commitment according to the doctrines of the governing churches, and therefore urge such schools to mentor their teachers and promote them to leadership roles from within. Consequently, the researcher embarked on exploring leadership mentoring practices and school climate in Seventh – day Adventist Schools in Southern Tanzania Union Mission as an initiative to address the ongoing challenge of failing to acquire teachers with leadership competencies who should be promoted to school headship positions.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter focuses on the overall research plan and the methodological procedures which were used in this study. It describes the research design, population and sampling techniques, research instruments, data gathering procedures, statistical treatment of data and ethical considerations.

Research Design

The study used concurrent mixed methods triangulation design, whereby both quantitative and qualitative data are collected to represent different types of analysis within a system, with the intent of forming an overall interpretation of the system (Creswell, 2012). In this design, a researcher collects quantitative and qualitative data concurrently. Both data are given equal weights and findings from each set of data are merged together into one overall interpretation during discussion of findings (Tashakkori & Teddlie, 1998). The rationale for this approach as Creswell (2012) asserts is that the understanding of the research problem involves an overall interpretation of the system. The study used also a descriptive research approach with a cross-sectional data collection method. According to Dulock (1993), descriptive research often involves the use of surveys and seeks to describe the characteristics of the phenomena under study and helps to discover associations or relationship between or among selected variables. Correlational research design was also used to test the relationship between school climate and leadership mentoring practices while multiple regression research method was used to determine indicators that best predict leadership mentoring practices. A cross-sectional data gathering method was desirable and

appropriate for this study as it allowed data collection from different elements at the same period of time (Gall, Gall, & Borg, 2007).

Population

According to STUM annual statistical report, by December 2017 the union had seven schools with a total of 116 teachers (including heads of schools). The target population for this study consisted of all heads of schools and teachers working in SDA schools in STUM excluding one school where the researcher works, making the study population to have 97 respondents from the remaining six schools. The six schools; three primary and three secondary schools involved in the study were located in four SDA church administrative constituencies namely South East Tanzania Conference (SEC) with two primary schools, East Central Tanzania Conference (ECT) with one secondary school, Southern Highlands Conference (SHC) with one primary and one secondary school and Central Tanzania field (CTF) with one secondary school. Due to the small population size of 97 people, this study took a form of a census, where all members were expected to participate. Therefore, there was no sampling.

Only 5 heads of schools and 76 teachers, making a total of 81 respondents, were available and ready to take part in the study as Table 1 indicates. Teachers with administrative roles such as second master and heads of departments were considered among the teachers.

Table 1

Population of Teachers in Southern Tanzania Union Mission (STUM)

No. of Schools	No. of Principals	No. of Principal Respondents	No. of Teachers	No. of Teacher Respondents	Total No. of Respondents
6	6	5	91	76	81

Source: STUM (2017)

Response Rate

Upon requiring respondents to fill in the questionnaire, eighty (80) questionnaires were distributed to teachers among which the researcher was able to collect seventy-six (76) of them making a response rate of 95%.

Research Instruments

In this study, primary data was collected. A self-constructed questionnaire written in English language was used as a research instrument to gather the data from teachers. The questionnaire was developed from the review of related literature, particularly some related survey instrument tools.

The questionnaire contained close-ended questions and it consisted of three parts; the first part was related to general demographic information like gender, age range, educational qualification and title. The second part consisted of questions related to leadership mentoring practices as dependent variable, and the third part consisted of questions about the school climate as an independent variable. The questionnaire used a four-point scale to measure the degree of agreement: 1 – Disagree; 2 - Tend to disagree; 3 - Tend to agree; 4 - Agree.

An interview schedule was developed for the heads of schools and teachers with administrative roles such as second master, academic master, and heads of departments. Interviews with teachers having administrative positions and heads of departments were in a form of focus group discussion where by four focus group discussions were conducted. Interviews with five heads of schools were held separately on one to one conversation with the researcher.

Validity of the Research Instruments

Validity means that scores of an individual respondent of an instrument are meaningful and allow the researcher to draw good conclusions from the sample population being studied (Creswell, 2005). This implies that the instrument truly and correctly measures the concepts to which it has been assigned and therefore it measures the construct it says it is measuring. To ensure content validity of the research instrument, the researcher used an adequate sampling of specific domains. Expert validation was done by giving professionals in school administration and research the opportunity to go through the instruments to ascertain that the content accurately measures the variables under investigation.

Reliability of the Questionnaire

Mohamad, Sulaiman, Sern, and Salleh (2015) define reliability as stability and consistence of the scores of a research instrument, the ability of an instrument to measure something consistently and repeatedly. Mohamad et al. (2015) further say that for the research instrument to be reliable, the scores should remain the same when the instrument is administered repeatedly at different times, and it should remain consistent. An assessment can be reliable but not valid because validity is the ability of a research tool to obtain the needed data while reliability is the extent to which a data gathering process gives consistent results under constant conditions.

To ensure internal consistency of the research instrument, a pilot study was conducted at Tanzania Adventist primary and secondary schools in Arusha. Using the pilot study findings, reliability was measured with a statistical test called Cronbach's alpha coefficient. This was done by the statistician of the University of Eastern Africa, Baraton (UEAB).

Results indicated that the Cronbach's alpha reliability coefficient of the research instrument for leadership career development and experience questions was 0.863 while for psychosocial and emotional support questions was 0.902. The Cronbach's alpha reliability coefficient for social relationships questions was 0.844, and for school culture questions was 0.769 while for transformational leadership style questions it was 0.915. According to Cohen, Manion and Morrison (2018), these results indicate that the research instrument was very reliable and therefore no modifications were needed.

Data Gathering Procedures

Upon approval of the thesis proposal, the researcher applied for ethics clearance from the University of Eastern Africa, Baraton Research Ethics Committee. After the proposal was ethically cleared, the researcher was issued with an introductory letter from the University of Eastern Africa, Baraton (UEAB) Director of Graduate Studies and Research which was issued to the Southern Tanzania Union Mission (STUM) headquarters for seeking an approval to conduct a research study among its constituencies. The researcher was given an authorization letter which facilitated the researcher in making appointments with conference and school authorities and processing for research permit from the Commission for Science and Technology (COSTECH) of the Government of the United Republic of Tanzania.

Questionnaires and interviews were the instruments by which data was collected. The researcher in person administered the research instruments by visiting each school. The researcher sought for an appointment with each particular school ahead of time so that questionnaires would be filled at a common time followed by interviews in a form of a focus group discussion with second masters and heads of departments, and a face to face interview with the heads of schools. The researcher

conducted an oral interview by asking questions to the respondents and recording responses. Interviews were conducted at each school after the completion of filling of questionnaires and discussion with five heads of schools and four focus groups were carried out. The researcher recorded responses of the interviewees by taking short notes.

Statistical Treatment of Data

Data from the primary source was verified and coded before analysis. Data for demographic information, research question number one and research question number two were treated quantitatively using Statistical Package for Social Science (SPSS) computer software. Descriptive statistics, charts and graphs were used to present the results. Research question number three was analyzed using Pearson - product moment correlation coefficient data analysis. Data for research question number four was analyzed using multiple regressions. Research question number five and six were treated qualitatively using content analysis method along emerging themes and sub themes.

Ethical Considerations

The researcher clearly explained the purpose of the study and anticipated ethical issues to the respondents. Research procedures were followed as required such as: clearance by the Supervisors; Head of Department; Dean of School of Education Humanities and Social Sciences; Research Ethics Committee Clearance; recommendation from the Director of Graduate Studies and Research to the Union President's office STUM; permission from STUM; and a research permit from the Commission for Science and Technology (COSTECH) of the Government of the United Republic of Tanzania. The respondents were assured that participation was voluntary and that they had a free will to withdraw their participation or any information given up to the point of data analysis.

The researcher assured the respondents that, responses were to be used for the purpose of this study only and were to be held in a highly confidential manner in order to maintain the confidentiality of the respondents. For confidentiality, respondents were not required to write names or any identification number on the questionnaire. No sensitive questions were asked which would affect the feelings of the respondents. The respondents were clearly informed that withdraw of consent for the researcher to use their responses at any time was without penalty. It was also stated clearly that, the study did not involve payment, either by the researcher or by the respondents. Before participating in the study each respondent signed a consent form indicating his/her signature, full name and date to ensure informed consent to participate in the study. Upon reporting of research findings, the researcher honestly presented the findings.

CHAPTER FOUR

PRESENTATION OF FINDINGS, ANALYSIS AND INTERPRETATION

This chapter contains the presentation, analysis and interpretation of data gathered to explore leadership mentoring practices and school climate in SDA schools in STUM. The introductory part describes the demographic profile of the respondents. The rest of this chapter deals with the statistical treatment for research question number one, two, three and four, hypothesis, and the subsequent analysis and interpretation of interview findings for research question number five and six. Figures and tables are provided to illustrate the statistical patterns of the findings derived from data and respondent's responses from interviews. The findings are presented, analyzed, and interpreted in order of the identified research questions in this study.

Demographic Profile of Respondents

This section presents the demographic profile of the teachers who took part in the study. The demographic profile is presented in terms of gender, age group, education qualification, job title and working experience.

Gender Profile

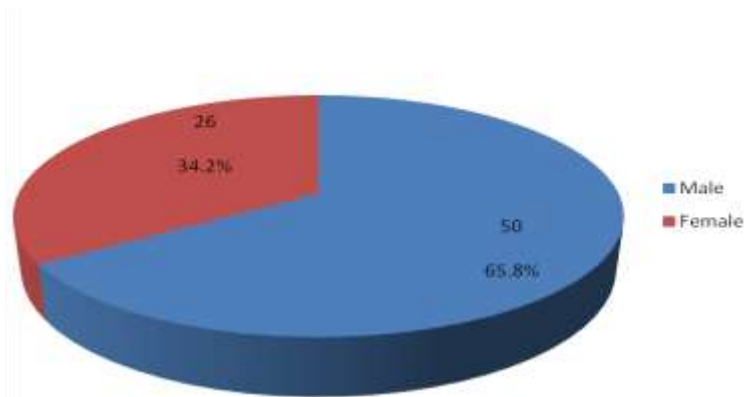


Figure 2. Gender description.

According to the questionnaire results, 65.8% of the respondents were male, and 34.2% were female as Figure 2 illustrates. This indicates that, in this particular study, there were more males than females. There was only one female head of school in this population selected for the study.

Age Profile

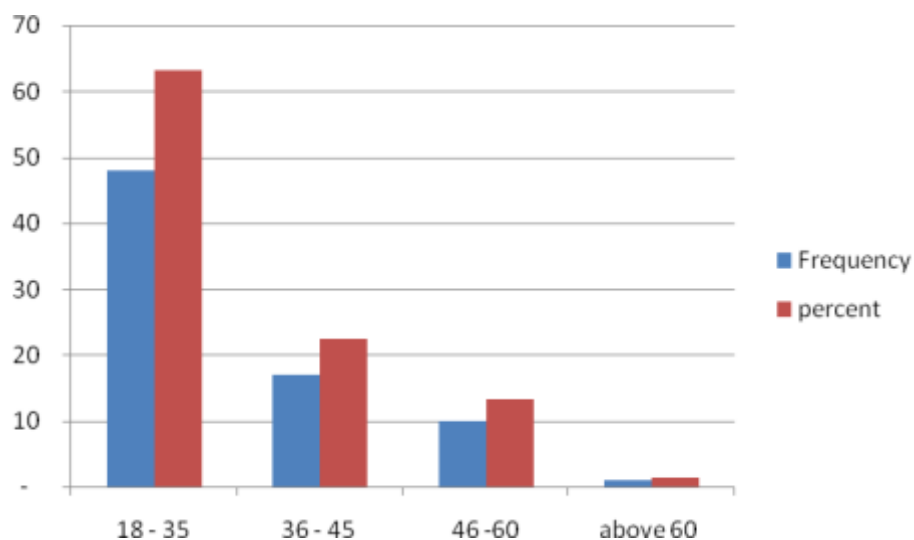


Figure 3. Age group description.

Figure 3 shows the age description of the respondents (teachers) whereas 63.2% fall between the ages of 18 - 35 years, 22.4 % fall between the age of 36 – 45,

while 13.2% are of the age between 46 – 60 and 1.3% are those above 60 years of age.

Educational Qualification

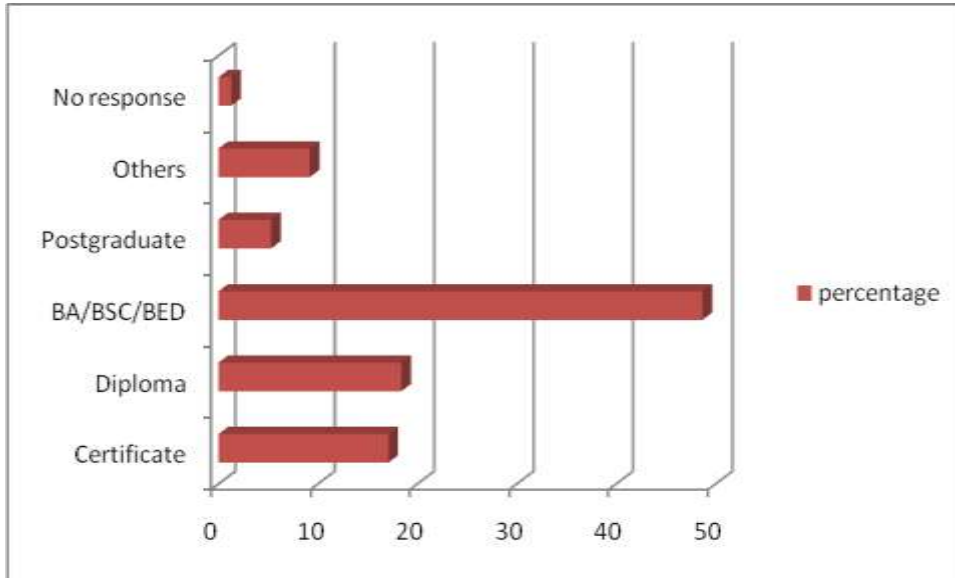


Figure 4. Educational qualification description.

The above mentioned categories in Figure 4 describe the education qualification of teachers in SDA schools in STUM as follows; teachers with certificate and diploma in teaching have almost same percentages of 17.1% and 18.4% respectively. 48.7% are teachers with bachelor degree, while 5.3% are teachers with postgraduate in education, 9.2% are people with no teacher training education but work as teachers and 1.3% never responded.

Job Title

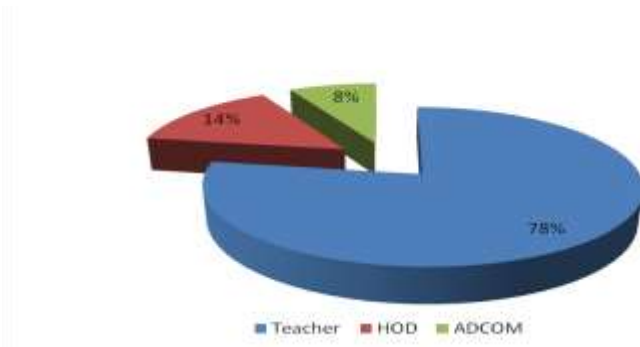


Figure 5. Respondent's job title description.

Figure 5 indicates that 14% of the teachers that took part in the study hold administrative duties as heads of departments and 8% are members of the school administrative committee. 78% are normal teachers with classroom responsibilities only.

Work Experience

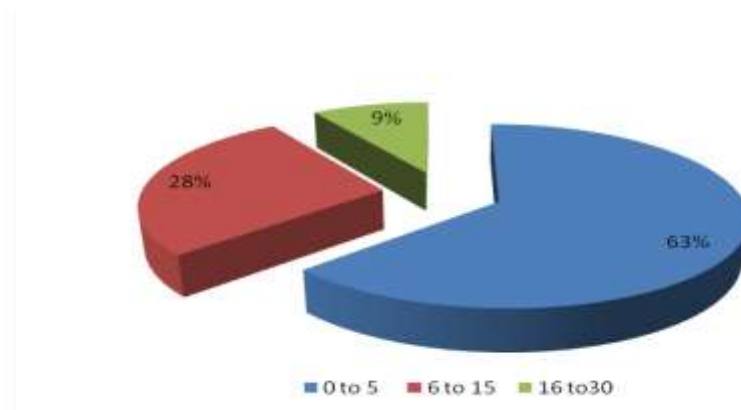


Figure 6. Respondents' work experience description.

Survey results of this study indicate that, majority (63%) of teachers in SDA schools in STUM have up to five years teaching experience. 28% of the teachers have working experience ranging from 6 to 15 years whereas 9% of teachers have a rich experience in the field from 16 years and above.

Practice of Leadership Mentoring

Research question 1. To what extent is leadership mentoring practiced in Seventh-day Adventist schools in Southern Tanzania Union Mission (STUM) in terms of;

- a) Leadership career development and experience?**
- b) Psychosocial and emotional support?**

This section discusses the ratings provided by respondents on various factors that positively contribute to leadership development through mentoring in terms of leadership career development and experience as well as psychosocial and emotional support. Seventy-six respondents were requested to indicate their level of agreement on these factors. Their opinions were assessed on a four-level scale of; disagree (1), tend to disagree (2), tend to agree (3) and agree (4). In answering research question one, the total mean score for teachers were used to determine the extent leadership career development practices are exercised in SDA schools in STUM using the scale of interpretation of the mean as indicated below.

Scale of Interpretation of the Mean

1.00 – 1.49	Low extent
1.50 – 2.49	Fair extent
2.50 – 3.49	Average extent
3.50 – 4.00	High extent

Leadership Career Development and Experience

Teachers were asked fifteen questions about leadership career development and experience whose responses are presented in Table 2.

Table 2

Leadership Career Development and Experience

	Mean	Std. Deviation
The head of school provides clear instructions when assigning unfamiliar work assignments	3.35	.951
The head of school require briefing on ongoing work assignments	3.44	.874
Reflection on work performance is regularly conducted between head of school and teachers.	3.29	.964
The head of school encourages self-discovery for teachers to arrive at solutions for problems.	2.95	1.057
Teachers get assignments or tasks that help them develop leadership skills and experiences	3.01	1.007
Administrative roles are shared at different levels of the school system	2.96	1.205
Head of school gives authority to accomplish delegated duties.	3.01	1.113
The head of school sets accountability to employees to accomplish delegated assignments.	3.25	.910
Head of school provides teachers with leadership professional information regularly	2.88	1.070
Head of school connects teachers to different professional networks that enhance development of leadership skills	2.63	1.118
Head of school connects teachers to different people and groups to enhance networking	2.85	1.123
Members of staff are considered first when promotion chances occur	2.51	1.150
The head of school encourages teachers to advance professionally	2.71	1.148
The head of school recommends his members of staff for promotions	2.58	1.129
The head of school speaks well of the teachers in and out of the school.	2.92	1.152
Leadership Career Development and Experience	2.95	0.66
N = 76		

Seventy-six teachers were involved in responding to variables on leadership career development and experience practices. Table 2 presents the mean rating and

standard deviations on each variable as well as the mean rating on the entire factor of leadership career development and experience. Respondents tend to agree that heads of schools provide clear instructions when assigning unfamiliar work assignments; heads of schools require briefing on ongoing work assignments; reflection on work performance is regularly conducted between heads of school and teachers; heads of schools encourage self-discovery for teachers to arrive at solutions for problems; heads of schools delegate leadership duties to teachers; teachers get assignments or tasks that help them develop leadership skills and experiences; administrative roles are shared at different levels of the school; heads of schools give authority to accomplish delegated duties and that heads of schools set accountability to employees to accomplish delegated assignments.

Teachers also indicate that heads of schools provide leadership exposure to the teachers as respondents tend to agree that head schools provide leadership professional information regularly; heads of schools connect teachers to different professional networks that enhance development of leadership skills; heads of schools connect teachers to different people and groups to enhance networking. Results also show that teachers' leadership development through sponsorship is enhanced at an average extent. Respondents tend to agree that members of staff are considered first when promotion chances occur; heads of schools encourage teachers to advance professionally; heads of schools recommend their members of staff for promotions; heads of schools speak well of the teachers in and out of the school.

Teachers tend to agree on all the fifteen variables indicating that leadership career development and experience practices are conducted at an average extent in SDA schools in STUM with means ranging from (M= 2.51 – 3.44). However, the standard deviations in most variables were greater, (SD = 0.87 to SD= 1.15)

indicating heterogeneity of responses. This heterogeneity of responses imply that, in SDA schools in STUM, while other heads of schools engage in coaching, delegating responsibilities to teachers, exposing teachers to acquire leadership experiences and sponsoring teachers for career and professional advancement, some do not provide such opportunities to teachers. Hew and Knapczyk (2006) argue that career development activities of mentoring involve giving direct career-enhancing support, such as modeling, providing coaching and directed feedback. Denying teachers such opportunities minimize chances for such teachers to develop leadership abilities and experiences.

The variables which had the highest means; heads of schools provide clear instructions when assigning unfamiliar work assignments (M=3.35; SD = 0.95), heads of school require briefing on ongoing work assignments (M= 3.44; SD = 0.874), reflection on work performance is regularly conducted between heads of schools and teachers (M= 3.29; SD = 0.964) and heads of schools set accountability to employees to accomplish delegated assignments (M= 3.25; SD = 0.91)) also had lower standard deviations which indicate homogeneity of responses. This suggests that such practices to an average extent are exercised among SDA schools in STUM.

Furthermore, teachers with administrative positions and heads of departments were asked to provide mentoring practices conducted in their schools through interview question number two which stated; *what leadership development practices are conducted in this school?*” These were the responses given by the focus group discussions;

“We are involved in decision making through the Administrative Committee Meetings and Staff meetings”

“The head of school delegates some of his duties to the second master and academic master such as monitoring the workers’ attendance book, checking schemes of work and lesson plans and attending meetings”

“There is division of labor into departments; departments are given room to plan and implement activities”

“Teachers’ talents and interests are identified and utilized when selecting teachers for particular school activities”

The focus group discussion responses support the findings from teachers indicating that leadership career development and experience practices are exercised in SDA schools in STUM.

Psychosocial and Emotional Support

Table 3 presents the study results on the ratings of respondents for each variable on psychosocial and emotional support practices. The table presents teachers’ responses to sixteen variables that were asked. The study generally shows that psychosocial and emotional support practices are exercised in SDA schools in STUM at an average extent at a mean rating and standard deviation ($M= 3.04$; $SD= 0.77$)

Teachers tend to agree that they regard heads of schools as their supervisor as well as advisor; they can share freely their work and life related issues with heads of schools; heads of schools possess counseling skills; heads of school provide both, professional and life related guidance; the working behavior of a head of school is a good model for teachers; school heads lead by example; heads of schools share personal experiences as an alternative perspective to problem solving; heads of schools are expert instructional leaders.

Table 3

Psychosocial and Emotional Support

	Mean	Std. Deviation
I regard the head of school as my supervisor as well as my advisor	3.45	.890
I can share freely my work and life related issues with the head of school	2.97	1.058
The head of school possesses counseling skills	2.96	1.006
The head of school provides both, professional and life related guidance	2.97	.906
The working behavior of the head of school is a good model for teachers	3.18	1.055
Our school head leads by example	3.14	1.071
The head of school share personal experiences as an alternative perspective to problem solving	3.08	.903
The head of school is an expert instructional leader	3.14	.998
I get encouraged to talk openly with the head of school about my anxiety and fears associated with my work	2.92	1.038
The head of school if friendly and approachable	3.08	1.117
The head of school demonstrate good listening skills in conversations	3.16	1.007
The head of school inspires and energizes teachers towards the school vision	3.31	.885
There is a mutual professional interaction between the head of school and teachers	3.05	.920
Information flow in our school is a two way traffic	2.57	1.206
I am comfortable to seek professional assistance from the head of school	2.87	1.057
The head of school regard him/herself as a fellow learner with teachers	2.88	1.158
Psychosocial and Emotional Support	3.04	.77
N = 76		

Respondents tend to agree further that they get encouraged to talk openly with the heads of schools about their anxiety and fears associated with their work; heads of schools are friendly and approachable; heads of schools demonstrate good listening skills in conversations; there is a mutual professional interaction between the head of

school and teachers; information flow in schools is a two way traffic; teachers are comfortable to seek professional assistance from the heads of schools; heads of schools regard themselves as a fellow learner with teachers.

Teachers tend to agree on all the sixteen statements indicating that psychosocial and emotional support practices are conducted at an average extent in SDA schools in STUM with means ranging from (M= 2.57 – M= 3.45). However, the standard deviations in most variables were greater, ranging between (SD = 0.89 to SD= 1.21) indicating heterogeneity of responses. This heterogeneity signifies that in SDA schools in STUM, while other heads of schools accommodate teachers in counseling, role modeling, friendship and collegiality practices to help them develop and support them emotionally some heads of schools do not engage their teachers in such practices. Jyoti and Sharma (2015) connote that counseling, role modeling, friendship and collegiality practices develop an Emotional Intelligence (EI) of teachers.

Furthermore, the heterogeneity of responses is supported by findings from teachers with administrative positions and heads of departments. During focus group discussions when teachers were asked about the mentoring practices conducted in their schools through interview question two which stated; *what leadership development practices are conducted in this school?* Respondents reported only three psychosocial and emotional support practices; role modeling, counseling and being appreciated. This implies that in SDA schools in STUM most heads of schools do not exercise psychosocial and emotional support practices.

Four variables appeared to have high means and lower standard deviations these are: teachers regard heads of schools as their supervisor as well as advisor (M= 3.45; SD= 0.89); heads of schools inspire and energize teachers towards the

school vision ($M = 3.31$; $SD = 0.89$); heads of schools share personal experiences as an alternative perspective to problem solving ($M = 3.08$; $SD = 0.90$) there is a mutual professional interaction between the head of school and teachers ($M = 3.05$; $SD = 0.92$). These results indicate homogeneity of responses suggesting that such practices to an average extent are exercised among SDA schools in STUM. This implies that teachers in SDA schools in STUM regard their heads of school as source of inspirations and support for both personal and professional advancement.

School Climate

Research question 2. What is the school climate in SDA schools in STUM in terms of:

- a) Social relationships**
- b) School culture**
- c) Transformational leadership style?**

This section discusses the ratings provided by respondents on various factors that determine the school climate in terms of social relationships, school culture and transformational leadership style. Seventy-six respondents were requested to indicate their level of agreement on these factors. Their opinions were assessed on a four-level scale of; disagree (1), tend to disagree (2), tend to agree (3) and agree (4). The analysis considers the mean of each variable and the following is the scale of interpretation.

Scale of Interpretation of the Mean

1.00 – 1.49	Poor
1.50 – 2.49	Fair
2.50 – 3.49	Good
3.50 – 4.00	Excellent

Social Relationships

Table 4 presents the study results on the ratings of respondents for eight questions which were asked on social relationships aspect of the school climate. The table presents the mean rating for each variable and the mean rating on the entire factor of social relationships.

Table 4

Social Relationships

	Mean	Std. Deviation
Our school has a friendly atmosphere	3.08	1.093
The spirit and morale of the school is high	2.92	1.112
Teachers in this school trust one another	2.92	.997
Teachers and administration have close professional relationships with one another.	2.74	1.050
We support and treat each other with respect	3.13	.957
Teachers and staff visit/talk/meet outside of the school to enjoy each other's company.	2.58	1.169
Our school reflects a true sense of community.	2.95	.914
Our school supports and appreciates the sharing of new ideas	3.11	.946
Social Relationships	2.93	.75
N = 76		

The study results indicate that teachers tend to agree that the condition of social relationships in SDA schools in STUM is good; schools have friendly atmosphere; the spirit and morale of the school is good; teachers trust for one another; teachers and administration professional relationships are good; teachers support and treat each other with respect; teachers and staff visit/talk/meet outside of the school to enjoy each other's company; schools reflect a true sense of community and schools support and appreciate the sharing of new ideas. Findings indicate that social

relationships among teachers and school administrators in SDA schools in STUM is good at an average mean rating and standard Deviation (M= 2.93; SD= 0.75).

Teachers tend to agree on all sixteen variables indicating that social relationships in SDA schools in STUM are good with means ranging from (M= 2.74 – M= 3.13). However, the standard deviations in most variables were greater ranging between (SD = 0.91 to SD= 1.17) indicating heterogeneity of responses. This heterogeneity of responses implies that the condition of social relationships in some SDA schools in STUM is good while in others is fair or poor. It may also imply that some teachers within the same school view that social relationships are good while others perceive them to be fair or poor. It is important for each SDA school in STUM to focus on building good social relationships among members of staff and school administration; good social life that extends from school environment to building families. Angus and Hughes (2017) connote that the quality of interactions among school community members need to be highly emphasized in order to build positive school climate.

School Culture

Table 5 presents the study results on the ratings of respondents for each of the eight questions teachers were asked on school culture. The table presents the mean rating for each variable as well as the mean rating on the entire factor of school culture.

Results indicate that teachers tend to agree that the school culture in SDA schools in STUM is good; the school philosophy and mission are the bases of school programs; there is a shared commitment to implement the Vision, Mission, and Goals of the school; teachers and administrators discuss instructional strategies and curriculum issues; teachers and administrators work together to develop the school

schedule; teachers and staff are involved in decision- making process with regard to materials and resources; schools have strong professional strategies to support learning; schools use sound assessment and accountability strategies to achieve the vision, mission, and goals are good; student’s success is enhanced by ethics and integrity as expected by the profession.

Table 5

School Culture

	Mean	Std. Deviation
The school philosophy and mission are the bases of school programs	3.31	.843
There is a shared commitment to implement the Vision, Mission, and Goals of the school	3.21	1.004
Teachers and administrators discuss instructional strategies and curriculum issues	3.23	.967
Teachers and administrators work together to develop the school schedule.	3.15	.953
Teachers and staff are involved in the decision- making process with regard to materials and resources.	2.87	1.147
The school has strong professional strategies to support learning	3.19	.954
The school uses sound assessment and accountability strategies to achieve the vision, mission, and goals.	3.07	.991
The success is enhanced by ethics and acting with integrity as expected by the profession.	3.40	.753
School Culture	3.16	.72
N = 76		

The above findings indicate that teachers in SDA schools in STUM tend to agree that the school culture in their schools is good at a mean rating and standard deviation of (M= of 3.16; SD=0.72). However, the standard deviations for six variables among eight were greater ranging between (SD = 0.95 to SD= 1.15) indicating heterogeneity of responses. This heterogeneity of responses implies that the condition of school culture in some SDA schools in STUM is good while in others

is fair or poor. It may also mean that some teachers within the same school view that the school culture of their school is good while others perceive it to be fair or poor.

These results imply that in some SDA schools in STUM school program supervision and assessment are in accordance to the school philosophy, mission, vision and goals of the school, teachers work according to stipulated guidelines and school administrators lead by policy and not by personal insights, integrity and professionalism are ingredients of school success while in some schools these aspects of school culture are given less regard. Spicer (2016) asserts that strong organizational culture is characterized by presence of vision and values, committed and accountable members for performance which are guiding norms of learning and improvement.

Two variables had high means and lower standard deviations; the success is enhanced by ethics and acting with integrity as expected by the profession ($M= 3.40$; $SD= 0.75$) and the school philosophy and mission are the bases of school programs ($M = 3.31$; $SD = 0.84$) indicating homogeneity of responses. This imply that in SDA schools in STUM student's success is enhanced by ethics, integrity and honesty, cheating is discouraged. School philosophy and mission is the base for all school programs, in this case, the Seventh –day Adventist education philosophy with an emphasis on wholistic development of the individual is upheld.

Transformational Leadership Style

Table 6 presents the study results on the ratings of respondents for each variable on transformational leadership style. The table presents the mean rating for eight variables and the mean rating on the entire factor of transformational leadership style.

Findings indicate that teachers tend to agree that heads of schools' state of practicing transformation leadership style in SDA schools in STUM is good; the heads of schools exhibit high standards of ethical and moral conduct; heads of schools uses authority appropriately towards accomplishing stipulated goals; heads of schools are enthusiastic, optimistic, goal orientated and encourages team spirit; heads of schools are change oriented; heads of schools encourage teacher's creativity in problem solving; heads of schools promote professional development for teachers; heads of schools recognize and accept individual differences among members of staff and acknowledges needs and strength of others.

Table 6

Transformational Leadership Style

	Mean	Std. Deviation
The head of school exhibit high standards of ethical and moral conduct	3.35	.801
The head of school uses his authority appropriately towards accomplishing stipulated goals	3.31	.885
The head of school is enthusiastic, optimistic, goal oriented and encourages team spirit	3.33	.844
The head of school is change oriented	3.19	.932
Head of school encourages teacher's creativity in problem solving	3.25	.946
Head of school promotes professional development initiatives for teachers	3.09	.912
The head of school recognizes and accepts individual differences among members of staff.	3.11	.946
The head of school acknowledges needs and strength of others	3.19	.968
Transformational Leadership Style	3.22	.67
N = 76		

The above findings indicate that teachers tend to agree that the practice of transformational leadership style by heads of schools in SDA schools in STUM is good with an average mean rating and standard deviation of (M= 3.22; SD= 0.67). The mean score for each of the eight variables ranges between (M = 3.09 – M= 3.35) indicating that in all aspects of transformational leadership style, teachers tend to agree that such practices prevail in SDA schools in STUM at a good state. Furthermore, all the standard deviations for the eight variables range between (SD = 0.80 – SD = 0.97) indicating homogeneity of responses.

Findings in this study imply that, heads of schools in SDA schools in STUM practice transformational leadership style; institutions carry a culture of enthusiasm, optimism and are open to accommodate changes; authority and power are used appropriately; ethics, professionalism and creativity are emphasized and encouraged; individual differences and needs are taken into consideration in decision-making. This coincides with McCarley et al. (2016) who assert that transformational leadership style is appropriate for building a positive school climate since it facilitates collaboration and empowers the entire school community to become focused on achieving organizational goals.

Relationship between School Climate and Leadership Mentoring Practices

Research question 3. Is there a significant relationship between school climate and leadership mentoring practices?

Table 7 indicates the statistical test that, there is a moderate positive relationship between leadership career development practices and experience and social relationships ($r = 0.603$), school culture ($r = 0.588$) and transformational

Table 7

Relationship between School Climate and Leadership Mentoring Practices

		Social Relationships	School Culture	Transformational Leadership Style
Leadership Career Development and Experience	Pearson Correlation	.603**	.588**	.673**
	Sig. (2-tailed)	.000	.000	.000
	N	76	76	76
Psychosocial and Emotional Support	Pearson Correlation	.800**	.641**	.820**
	Sig. (2-tailed)	.000	.000	.000
	N	76	76	76

** . Correlation is significant at the 0.01 level (2-tailed).

leadership style ($r = 0.673$). Results show further that there is a strong positive relationship between psychosocial and emotional support towards social relationships ($r = 0.800$) and transformational leadership style ($r = 0.820$) and a moderate relationship towards school culture ($r = 0.641$). The results also provide an exact probability of ($P = 0.000$) which indicates that the null hypothesis which states that, “there is no significant relationship between leadership development and the school climate” is to be rejected at ($P < 0.001$). The alternative hypothesis is accepted therefore that “there is a significant relationship between the school climate and leadership mentoring practices.

The relationship between dependent and independent variables therefore indicate that, the more the positive the social relationships, the good the school culture and practiced the transformational leadership style in SDA schools in STUM, the well the leadership mentoring practices are to be conducted. This finding supports what Angus and Hughes (2017) say that school climate is recognized as a vital component for personnel development achievement and is the first critical mentoring focus.

This finding implies that, for leadership career development and experience practices to take place in SDA schools in STUM, building positive school climate is a vital role each school leader and faculty needs to observe. Leaders need to select an appropriate leadership style which will act as a vessel to accommodate warm social relationships among members of staff but also between the members of staff and the heads schools while observing the school culture and its components gladly.

Determinants of Leadership Mentoring Practices

Research question 4. Which school climate indicator(s) best determine leadership mentoring practices in Seventh-day Adventist schools in Southern Tanzania Union Mission?

To determine the school climate indicators that best determine leadership mentoring practices in SDA schools in STUM, a multiple regression analysis was conducted to determine indicator(s) that best predict career development practices as well as psychosocial and emotional support practices.

The three school climate indicators (independent variables) that were considered of predicting leadership career development practices (Dependent variable) are transformational leadership style, social relationships and school culture. A positive relationship between transformational leadership style (X) and the dependent variable leadership career development practices (Y) is to be tested.

The formulated hypothesis is as follows:

$$H_0: \beta_1 = 0$$

$$H_1: \beta_1 \neq 0$$

Where β_0 , and β_1 are coefficients for variable X.

From these variables, a multiple regression equation is formulated as

$$Y = \beta_0 + \beta_1 X \dots\dots\dots (1)$$

From Table 8, transformational leadership style explains 44.6% of the variability in leadership career development and experience.

Table 8

Determinant of Leadership Career Development and Experience

Multiple Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.673 ^a	0.454	0.446	0.493

a. Predictors: (Constant), Transformational Leadership Style

Also, transformational leadership style significantly predicts leadership career development and experience, $F(1, 74) = 61.410, p < 0.05$ as shown in Table 9.

Table 9

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14.939	1	14.939	61.410	.000 ^b
	Residual	18.002	74	0.243		
	Total	32.942	75			

a. Dependent Variable: Leadership Career Development and Experience

b. Predictors: (Constant), Transformational Leadership Style

From Table 10, a linear regression equation is formulated as

$$Y = 0.802 + 0.667X \dots\dots\dots (2)$$

From the hypothesis ($H_0: \beta_1 = 0, H_1: \beta_1 \neq 0$) we reject H_0 since β_1 (0.667) is statistically significantly different from 0 at $p < 0.05$.

Table 10

Coefficients

Model		Unstandardized		Standardized		
		Coefficients		Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	0.802	0.280		2.863	0.005
	Transformational Leadership Style	0.667	0.085	0.673	7.836	0.000

a. Dependent Variable: Leadership Career Development and Experience

The study has found that, among the three aspects of school climate; social relationships, school culture and transformational leadership style, it is transformational leadership style that determines the occurrence of leadership career development practices and experience in SDA schools in STUM. This matches Hoy and Miskel (2013) who comment that transformational leadership style provides a proactive organizational environment, inspirational motivation and intellectual stimulation which promote professional development to members of staff. However, in SDA schools in STUM social relationships and school culture appear to have no impact on leadership career development and experience contrary to Mokoqo (2013) who argues that school culture facilitates and promotes organizational leadership development.

The three school climate indicators (independent variables) that were considered of predicting psychosocial and emotional support (dependent variable) are transformational leadership style, social relationships and school culture. A positive relationship between transformational leadership style (X_1) and social relationships (X_2) and the dependent variable psychosocial and emotional support (Y) are to be tested.

The formulated hypotheses are as follows:

H₀: β₁ = 0

H₁: β₁ ≠ 0

H₀: β₂ = 0

H₁: β₂ ≠ 0

Where α₀, α₁, and α₂ are coefficients for variables X₁ and X₂ respectively.

From these variables, a multiple regression equation is formulated as

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 \dots\dots\dots (3)$$

From Table 11, transformational leadership style and social relationships explain 74.5% of the variability in psychosocial and emotional support, where transformational leadership style accounts for 66.8% and social relationships accounts for 7.7% of the variability.

Table 11

Determinants of Psychosocial and Emotional Support (Multiple Regression Analysis)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.820 ^a	0.672	0.668	0.44193
2	0.867 ^b	0.752	0.745	0.38695

a. Predictors: (Constant), Transformational Leadership Style

b. Predictors: (Constant), Transformational Leadership Style, Social Relationships

Transformational leadership style and social relationships significantly predict psychosocial and emotional support, F (2, 73) = 110.647, P < 0.05 as shown in Table 12.

Table 12

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	29.612	1	29.612	151.622	.000 ^b
	Residual	14.452	74	.195		
	Total	44.064	75			
2	Regression	33.134	2	16.567	110.647	.000 ^c
	Residual	10.930	73	.150		
	Total	44.064	75			

a. Dependent Variable: Psychosocial and Emotional Support

b. Predictors: (Constant), Transformational Leadership Style

c. Predictors: (Constant), Transformational Leadership Style, Social Relationships

From Table 13, a linear regression equation is formulated as

$$Y = -0.078 + 0.576 X_1 + 0.432 X_2 \dots\dots\dots(4)$$

Table 13

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	.015	.251		.060	.952
	Transformational Leadership Style	.940	.076	.820	12.313	.000
2	(Constant)	-.078	.221		-.353	.725
	Transformational Leadership Style	.576	.100	.503	5.745	.000
	Social Relationships	.432	.089	.425	4.850	.000

a. Dependent Variable: Psychosocial and Emotional Support

From the hypothesis ($H_0: \beta_1 = 0$, $H_1: \beta_1 \neq 0$), we reject H_0 since β_1 (0.576) is statistically significantly different from 0 at $p < 0.05$. Regarding the second

hypothesis ($H_0: \beta_2 = 0$, $H_1: \beta_2 \neq 0$) we reject H_0 since β_2 (0.432) is statistically significantly different from 0 at $p < 0.05$.

This study finding implies that for psychosocial and emotional support mentoring practices to take place in SDA schools in STUM, transformational leadership style exercised and social relationships be strengthened. Smith (2013), supports that transformational leadership approach emphasizes collaboration and harmonious relationships within the organization. Kiliñç (2014) suggests that new models and practices of leadership should be developed which allow for more collaborative and democratic relationships among school community members.

Challenges Facing Implementation of Leadership Mentoring

Research question 5. What are the challenges facing the implementation of leadership mentoring in Seventh-day Adventist schools in Southern Tanzania Union Mission?

Research question number five was intended to gather findings through interview sessions. The researcher conducted an interview with heads of schools separately in their offices and focus group discussions with heads of departments and teachers with administrative roles. Five heads of schools (Head 1, Head 2, Head 3, Head 4, and Head 5) from five schools were interviewed out of six intended head of school, while four focus group discussions were held, (Focus group 1, Focus group 2, Focus group 3 and Focus group 4).

The general understanding of the respondents about leadership mentoring was explored through questions on the interview instrument before asking about the challenges facing the implementation of leadership mentoring. Respondents were then asked to identify challenges facing the implementation of leadership mentoring in SDA schools in STUM through a question which was phrased as ... *“In your*

opinion, what are the challenges facing the implementation of leadership mentoring in Adventist schools in STUM? Respondents' responses were as indicated in table 14.

From table 14, lack of leadership seminars and orientation to empower heads of schools on how to effectively lead and mentor people was reported by 80% of the respondents. This indicates that leadership seminars and advisory for heads of schools are rare in STUM for both the experienced and the inexperienced. These are some responses given by respondents.

Table 14

Challenges Facing Leadership Mentoring in SDA schools in STUM

Respondent's response	N	Frequency	Percentage
Lack of leadership seminars and orientation for heads of school.	5	4	80
Nepotism	5	4	80
Higher organization leaders having less regard to wards educational institutions	5	3	60
Lack of mandatory leadership mentoring policy in schools	5	3	60
Lack of teacher retention strategies	5	3	60
Lack of involvement of heads of school in promoting someone to headship	5	3	60
Financial constrains to conduct regular seminars for heads of schools	5	2	60
Lack of school leadership strategic planning	5	3	60
Egoistic and leadership monopoly spirit of some school leaders	5	2	40
Lack of written guidelines on leadership mentoring for heads of school.	5	1	40

Source: Interview with heads of schools, 2019

Head 2: "Orientation and regular seminars for heads of schools are missing in our schools to help school heads understand important policies and principles which would help them to lead efficiently while mentoring the followers."

Focus group 3: “When one is appointed to be a head of school, he straightly begins working without orientation on important policies, principles and duties”.

This result implies that orientation and regular seminars for heads of schools are rare in SDA schools in STUM to help school heads understand important policies and principles of school leadership. These findings correspond with what Kuluchumila (2014) found out in his study that, heads of schools in Tanzania lack seminars and orientation on important managerial issues upon appointment. This practice contradicts what Lochmiller (2014) recommends that school principals need three years mentoring; coaching and modeling programs to be able to execute leadership efficiently.

Nepotism was another factor reported by 80% of the respondents that hinders leadership mentoring in SDA schools in STUM, here are some responses given by heads of schools.

Head 4: “Church leaders in higher organizations desire to promote people to school headship based on their personal interest and familiarization; qualifications and competence at times are compromised”.

Head 5: “Leaders in higher organizations do not mind to seek information from heads of school if there is a teacher competent for headship or deputy head’s promotion among the available staff, they just appoint people out of interest and familiarization”.

This challenge was also raised by teachers in the focus group discussion;

Focus Group 3: “It’s of no use to learn leadership because leaders do not trust in teachers available in schools for leadership” “*Vyeo ni vya wenyewe bwana*”

(Ohh!!Positions are meant for the renown.). Teachers also feel that nepotism is exercised in SDA schools in STUM when appointing school leaders.

These findings imply that appointment of school leaders by higher organizations without seeking recommendations from school heads leave school communities in dilemma whether the appointee real qualifies for the position or its nepotism. Feelings of nepotism have deep rooted effects to school organizations in SDA schools in STUM; young teachers are not motivated to strive to acquire leadership skills because they think opportunities for promotion to headship are limited to those with personal relationships with church leaders in higher organization. Spicer (2016) argues that school leaders must lead in a way that sets a positive tone in order to provide positive staff growth and development. Feelings of nepotism among teachers in SDA schools in STUM discourage them to strive for professional development.

Higher church organization leaders having less regard towards educational institutions was reported by 60% of the respondents as table 14 indicates. Respondents reported that, most leaders in higher organizations in SDA church do not regard the ministry through schools to be equally important as evangelism.

Head 3: “Leaders get startled when tremendous failure happens; they blame and demote the leadership as if the one to be promoted next is well prepared”.

Focus group 4: “Church leaders are completely ignorant of which kind of teachers and of which competence are available at their schools, because they visit their schools nor is there a forum to make teachers and their capabilities noticeable”

This study finding implies that some conference church leaders in STUM minimize the evangelistic impact schools have in spreading the gospel. This make

them have less regard about the welfare of schools, no programs to prepare future leaders are put forth, whenever tremendous failure occurs, the current leadership get demoted and rummaging for replacement begin, ending up appointing another unprepared individual. This corresponds to what Scott and McNeish (2012) comment that many faith schools experience difficulties in attracting qualified applicants to fill vacancies for school principal ship because of lack of leadership development programs to prepare leaders from within.

Another challenge reported by 60% of the respondents is lack of policy that makes leadership mentoring mandatory. Despite of this challenge of lack of leadership mentoring policy, findings in research question number one indicate that mentoring practices are conducted in SDA schools in STUM at an average extent. This may be due to what heads of schools in SDA schools in STUM reported that they mentor subordinates out of interest; some because they love to see young people growing to become good leaders, and some because were once mentored so they also want to mentor but not because there is a policy requiring them to do so. Here is a sample response from one of the respondent;

Head 5: “I was soon appointed to be a second master shortly after my first appointed, I was to succeed a second master who was hated by everyone in the school community, I was reluctant to accept the appointment, but my good head master encouraged me to accept the post and indeed I learnt school leadership from him, he advised, counseled and trusted me. He is my mentor, I follow his footsteps.”

This study implies that SDA schools in STUM have no policy that call for mandatory leadership mentoring of teachers; heads of schools mentor teachers out of their personal initiatives. The informal leadership mentoring done by school heads

out of interest indicates that leadership mentoring is a need in SDA schools in STUM but has not been given significant importance by the SDA education system. Bush and Oduro in Ibrahim (2011) also affirm that, head teacher training and development through mentoring has not been given a significant interest, thus affecting the development and implementation of mentoring programs in the education sector. However, Johnston et al., (2016) suggest that newly appointed and struggling principals need to be involved in regular supervision and professional development programs like mentoring to sharpen their leadership skills. Such practices help the leaders build confidence and ability to make proper leadership decisions.

Lack of teacher retention strategies is another challenge facing leadership mentoring in SDA schools in STUM reported by 60% of the respondents.

Focus group 4 comments, “Competent and qualified teachers who would be aspiring school leaders leave employment from SDA schools to other forms of employment due to poor teacher retention factors which involve extreme delay of salaries and incentives and lack of motivation”

This result corresponds with the results from the demographic information; Figure 3 and Figure 6 which indicate that in SDA schools in STUM 63.2% of the teachers are young ranging between 18 – 35 years of age with less working experience between 0 -5 years (63.0%). The more experienced teachers ranging at 16 -30 years of experience were only 9%.

This study implies that teachers in SDA schools in STUM leave denominational employment as they appreciate in terms of experience. This indicates that employment conditions in SDA schools in STUM are not suitable to retain teachers ending up losing the benefits of expertise they accrue as they gain more

experience. Boniface R. (2016) also asserts that, teachers' retention is a critical problem in Tanzania which has not found an appropriate solution.

Lack of involvement of heads of schools during headship promotion was reported by 60% of the respondents as a factor facing leadership mentoring in SDA schools in STUM, head five comments;

Head 5: "Church leadership through committees, appoint school heads and deputy heads without seeking recommendations from the current heads of schools to know whether among the available teachers within the organization would be one fit for the post".

However, when teachers were asked to indicate the extent to which members of staff are considered first when promotion chances occur in research question one, they reported that it is at an average extent. This implies that although heads of schools are not involved in the searching process during promotion of school heads, they are willing to give such opportunities to their teachers if given chance. This would give opportunity to aspiring teachers within the school to be considered in the promotion.

Ngomane and Mahlangu (2014) urge that organizations that run effective mentoring programs usually recruit candidates from within to fill senior positions. From this view, lack of leadership mentoring programs in SDA schools in STUM might be a factor why church leaders do rummage for whom to promote to headship without seeking recommendation from heads of schools because they think teachers in schools are not prepared for leadership.

Financial constrains to conduct regular seminars and leadership advisory for heads of school and teachers was reported by 60% of the respondents.

Head 2: “It is expensive to hold seminars and advisory, unless good planning is done”.

Focus group 3: “No budget is set for teachers’ development programs”.

The study noted that resources in SDA schools in STUM are scarce, but if developing school leaders would be considered important, affordable budget would be set to accommodate such business yearly.

Lack of school leadership strategic planning is another factor reported by 60% of the respondents that affects leadership mentoring in SDA schools in STUM.

Head 2: “SDA Schools in STUM do not have school leadership succession and strategic plan, have no strategies prepare future school leaders.”

Focus Group 4: “School leadership existence is inclined to the five-year church leadership pattern. When new conference leaders enter into authority try to change school leadership too.”

This study finding reveals that SDA schools in STUM lack formal strategic programs for leadership preparation, no strategies are put forth to develop teacher’s capabilities to fit for school leadership now and for future existence of the school. Change of school leadership depends on who leads the higher church organization. This corresponds to what Eliphas (2010) says in his study that, both public and private schools in Tanzania, have less concern with the preparation and development of school leaders. Ibrahim (2011) also recommends that, schools should be provided with structured induction and mentoring programs to empower heads of departments with leadership skills and knowledge that they may be promoted into a deputy head teacher and from deputy to school heads.

Egoistic and leadership monopoly spirit of some school leaders was mentioned by minority of the respondents, only 40% of the respondents reported about this

factor. This finding implies that majority of the heads of school are selfless and free to expose teachers to acquire leadership skills and experience. This corresponds to the results of teachers' rating on the condition of school climate in terms of transformational leadership style. In research question one teachers reported that heads of schools involve the whole team in realizing the stipulated goals and cherishes teachers' abilities and talents. This concurs with what Nyenyembe et al. (2016) suggests that charismatic leadership style and individualized consideration should be accommodated by school leaders whereby leaders focus their attention in building relationships that are necessary for staff loyalty and productivity. Siamoo (2013) further says that transformational leadership help members of staff to think critically and creatively and get inspired to be the best they can, ensures teachers' commitment and productivity. It is important to encourage heads of schools to consider professional advancement of teachers through individualized consideration and inspiring them to grow professionally by sponsoring them for promotions.

Lack of written guidelines on leadership mentoring for heads of schools, is a challenge which was mentioned by only 20% of the respondents. This study finding reveals that, there is no leadership mentoring guidelines in SDA schools in STUM to help school heads to conduct leadership mentoring to their subordinates. However, most respondents did not regard this aspect to be most important. This implies that if other factors are taken care of, guidelines can easily be developed. However, Augustine et al. (2009) connotes that lack of policies that provide guidelines on provision of leadership development opportunities may hinder any initiative for leadership development programs including mentoring.

Measures to Ensure Leadership Mentoring

Research question 6. What measures are to be taken to ensure leadership mentoring in Seventh-day Adventist schools in Southern Tanzania Union Mission?

Research question number six was intended to gather findings through interview sessions. Respondents were asked to provide measures to be taken to ensure the implementation of leadership mentoring in SDA schools in STUM. Respondent's responses are presented in Table 15.

As table 15 indicates, 100% of the respondents reported leadership seminars, in service training and advisory be conducted annually to empower heads of schools on how to effectively lead while mentoring the followers.

Head 5: "Seminars, in-service training and advisory will empower the experienced and the inexperienced heads of schools with skills, strategies and experiences for successful school leadership help us become good models for the rest of the teachers.

This study finding reveals that, heads of schools in SDA schools in STUM need seminars, in-service training and advisories for capacity building to empower them with skills, strategies and experiences for successful school leadership that models the rest of the teachers and thus ensure sustainable mentoring programs in SDA schools in STUM. This study finding corresponds with Vaillant (2015) who found out that in the Republic of Korea the principals are not trained separately, but are recruited from among teachers who develop leadership competency through leadership mentoring and other career development programs like seminars and advisory.

Table 15

Measures to Ensure Leadership Mentoring in SDA Schools in STUM

Respondent's response	N	Frequency	Percentage
Leadership seminars, in service training and advisory for heads of school be conducted annually	5	5	100
Nepotism should be avoided	5	3	60
Annual teacher and school heads' performance appraisal be conducted	5	3	60
Develop and implement leadership mentoring policy in schools and at all church levels	5	4	80
Develop and implement teacher retention strategies	5	3	60
Formal training on educational leadership and administration be criterion for promotion to school headship	5	3	60
Orientation to newly appointed school leaders should be regarded mandatory	5	3	60
Every school should develop and implement a leadership school strategic plan	5	3	60

Source: Interview with heads of schools, 2019

In this study, 60% of the respondents reported that, to ensure successful leadership mentoring nepotism should be discouraged.

Head 5: "Avoiding nepotism will motivate young teachers to strive to acquire leadership skills because opportunities for promotion will be made available for whoever qualifies."

Head 4: "...Heads of school's initiative for mentoring will seem relevant and beneficial to both, the school and teachers."

This finding implies that avoiding nepotism in SDA schools in STUM will make promotion to headship or deputy head to consider qualification and competency. This will encourage young teachers in SDA schools in STUM to strive to acquire leadership skills because opportunities for promotion will be available for whoever qualifies and not based on familiarization and favoritism. Heads of schools will be

encouraged to mentor their teachers knowing that their effort will one day be awarded.

Performance appraisal was reported by 60% of the respondents. This study reveals that conducting annual teacher and head of school's performance appraisal is another measure to ensure leadership mentoring in SDA schools in STUM. Teachers in focus group discussions also supported the idea as indicated below.

Focus group 1: "Appraisals will provide the right measure of an individual's competency which may be used as a fair base for promotion to headship and therefore encourage teachers to seek ways to develop their leadership competences"

Focus group 4: "appraisals will determine what to be included in the annual leadership seminar and advisory, if leadership mentoring has not been achieved, appraisals will trace to which extent and remedies instituted"

This finding implies that performance appraisals are needed in SDA schools in STUM. Teachers urge that appraisals will provide the right measure for individual's competency as a fair base for promotion to headship and therefore encourage teachers to develop professional and leadership competences. Appraisals for heads of schools may act as an evaluation tool to find out the extent to which mentoring practices are being conducted in the school annually.

Developing and implementing a leadership mentoring policy and guidelines in schools and at all church levels to make leadership mentoring mandatory was reported by 80% of the respondents.

Head 5: "Leadership mentoring policy outlining the program, guidelines and performance evaluation processes will make the program serious and mandatory."

Focus group 4: “Leadership mentoring policy should be extended to all levels of the church organization because if not considered important from such levels, leaders at higher organizations will not support the program.

Both heads of schools and teachers suggest that leadership mentoring policy should be put in place to make mentoring practices in SDA schools in STUM formal, scheduled and measurable. The policy’s description, outline, guidelines and performance evaluation processes will make the program purposeful and meaningful.

Development and implementation of teacher retention strategy is a measure reported by 60% of the respondents. Respondents commented that, the church is losing competent and qualified teachers who would be aspiring school leaders due to lack of retention strategies. This measure was also backed up by teachers in the focus group discussion as stated below.

Focus group 4: “Teachers go for three months without salary while at the governing conference people are enjoying even spending money lavishly on other issues which are not so important; no one cares of what teachers go through, *kanisa liangalie hali za walimu bwana* (The church should care for teacher’s welfare)”

This finding reveals that teacher retention strategy should be put in place in SDA schools in STUM. According to this finding, it appears that in some SDA schools in STUM working conditions do not motivate teachers to stay in denominational employment or underperform due to discouragements brought forward by poor working conditions and low morale. It’s important for schools to find ways to meet the basic employment requirements for teachers because the school performance and leadership success lies on the morale of teachers.

The strategy should consider improved teachers' conditions, salary and incentives and other factors that lead to poor working environment causing qualified and competent teachers quit denominational employment. Das and Baruah (2013) comment that management needs to pay attention to factors such as compensation and rewards, job security, training and developments and work environment in order to help retain employees.

The study reveals that 60% of the respondents suggest that formal training in educational leadership and administration be a criterion for promotion to school headship in SDA schools in STUM. This study finding implies that an aspiring school leader in SDA schools in STUM should either have been trained in school management and administration or should attend a short course in such area of study soon after appointment. This corresponds to what happens in Kenya where leadership preparation and development for heads of schools has been recognized through the provision of courses offered by universities, systemic authorities, professional associations and consultants (Asuga, Eacott, & Scevak, 2015). Formal leadership development training and leadership professional development opportunities will equip young teachers and the experienced school leaders with necessary leadership competencies and experiences for successful school supervision. Efficient school leadership and supervision will be an avenue for teachers to learn leadership skills through purposeful mentoring processes and by being modeled by the existing competent leaders.

60% of respondents pointed out that, leadership orientation programs should be conducted as soon as an individual is appointed to be a head of school. This study finding show that heads of school in SDA schools in STUM are normally not oriented

to the new task. Members in focus group discussion also supported about this measure.

Focus group 2: “Heads of schools are normally not oriented to the new task, when they make mistakes or fail to lead the school appropriately they get demoted”

Focus group 1: “New heads of schools upon appointment should be given a check list of responsibilities, leadership mentoring be exclusively highlighted”

Leadership orientation needs to be regarded mandatory for newly appointed school leaders in SDA schools in STUM. This will provide opportunities for the individual to understand well about the responsibilities expected of them. Ibrahim (2011) found out in England, Scotland, Austria and Singapore that newly appointed school leaders undergo a nine day mandatory induction course offered by the Education Department. Leadership orientation soon after one has been promoted to headship makes the candidate confident to assume the new role and set a ground for whom to ask in case of any challenge or clarification on particular leadership issues. It is a moment where a new leader gets exposed to the organizational policies and guidelines for decision making in a friendly manner other than at the point when a mistake has been committed out of ignorance, yet not to be excused.

60% of the respondents reported that having a school leadership development strategic plan could help every school to have a purposeful way of developing leaders. The following were some of the comments given by respondents.

Head 2: “School leadership strategic plan, will provide available alternatives on how to develop school leaders ahead of time before need arise”

Head 5: “School leadership strategic planning will state how a school leader is to be found and therefore, rummaging for someone to promote to headship will be avoided”.

The study finding shows that SDA schools in STUM either do not have stipulated strategic leadership succession plans where human resource development mile stones are well described and forecast or the available plans are dysfunctional. Heads of schools and department heads are convicted that implementation of a strategic leadership succession plan that describes human resource leadership development plan would be a reliable means of preparing leaders before needs arise. Halladay (2016) defines a strategic plan as a blueprint that guides future decisions. It is a powerful and effective way to build consensus and motivate resource support and priorities with a focus on the future. From this view, schools need a strategic leadership succession plan through which the need and preparation of future school leaders is identified and realized. A step by step implementation of action plans to realize the goal may include a study plan for leadership training for teachers who are interested and indicate leadership qualities. This may be embedded with a continuous leadership mentoring program. Designing and implementing such a plan would equip the Adventist schools with a pool of competent leaders at each management level, thus, in case a vacancy for school headship arise it would be a matter of appointing one among the best candidates.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The main purpose of this study was to explore leadership mentoring practices as conducted in SDA schools in STUM in Tanzania. Leadership mentoring was presented in terms of leadership career development and experience and psychosocial and emotional support practices. The condition of the school climate was regarded as determinants of leadership mentoring practices in terms of social relationships, school culture and transformational leadership style.

The challenge experienced by SDA schools in STUM to find competent heads of school and deputy head teachers for secondary and primary schools indicated a lack of purposeful leadership development strategy such as mentoring to help teachers acquire leadership skills and experiences. The purpose of the study was to explore the extent to which leadership mentoring is practiced and measures to be taken to ensure sustainability of leadership development through mentoring in SDA schools in STUM.

In this study, transformational leadership theory was used, adapted to the context of mentoring teachers into school leadership by accommodating and influencing teachers to develop leadership skills through modeling influence, inspirational motivation, and professional stimulation, collegial and participatory

leadership approach which develops long lasting leadership stability of the school that may prevail even when the mentor leader no longer exists in the organization.

The researcher used Concurrent Triangulation Multilevel model and descriptive study design with a cross-sectional data collection method. The study took a form of a survey whereby 6 schools, 76 teachers and 5 heads of schools were involved. Questionnaire and interviews were used to acquire data from the respondents. Five heads of schools and four focus group discussions were conducted and respondents' opinion noted by the researcher. Data for research question one, two, three and four was analyzed using SPSS while research questions number five and six content analysis methods along emerging themes and sub themes was employed.

Summary of Findings

1. The study revealed that leadership mentoring in SDA schools in STUM is practiced at an average extent; leadership career development and experiences and psychosocial and emotional support practices are exercised at an average extent.
2. The condition of the school climate in SDA schools in STUM in terms of social relationships, school culture and transformational leadership style is good.
3. There is a significant relationship between school climate and leadership mentoring in SDA schools in STUM. The study shows that there is a moderate positive relationship between Leadership Career Development and Experience and Social Relationships, School culture and Transformational Leadership Style. Furthermore, there is a strong positive relationship between Psychosocial and Emotional Support towards social relationships and

transformational leadership style as well as a moderate relationship towards school culture.

4. This study found out that among the three aspects of school climate; social relationships, school culture and transformational leadership style, it is transformational leadership style that determines the occurrence of leadership career development practices and experience while psychosocial and emotional support mentoring practices are determined by the practice of transformational leadership style and strengthened social relationships.
5. The study found out ten challenges that hinder leadership mentoring practices in SDA schools in STUM which include; lack of leadership seminars and orientation for heads of schools, nepotism, some Union and Conference leaders having less regard towards educational institutions, lack of mandatory leadership mentoring policy in schools, lack of teacher retention strategies, lack of involvement of heads of schools in promoting someone to headship positions, financial constrains to conduct regular seminars for heads of schools, lack of strategic leadership succession planning, egoistic and leadership monopoly spirit of some school leaders, lack of written guidelines on leadership mentoring for heads of schools.
6. The study found out eight measures which are to be taken to ensure leadership mentoring in SDA schools in STUM as follows; conducting leadership seminars, in-service training and advisory for heads of schools annually, avoiding nepotism when promoting teachers to headship, conducting performance appraisals for teachers and school heads annually, developing and implementing a leadership mentoring policy in schools and at all church levels, developing and implementing teacher's retention strategy, formal

training on educational leadership and administration to be a criterion for promotion to school headship positions, orientation to newly appointed school leaders to be regarded mandatory and developing and implementing a leadership school strategic plan for every school.

Conclusions

The following conclusions are drawn from the findings:

1. Leadership mentoring in SDA schools in STUM is practiced at an average extent.
2. The school climate in SDA schools in STUM in terms of social relationships, school culture and transformational leadership style is good.
3. The relationship between school climate and leadership mentoring in SDA schools in STUM indicates that the more positive the social relationships and the better the school culture and practices of transformational leadership style, the better is leadership mentoring practiced.
4. The school climate indicators that best determine leadership mentoring practices in SDA schools in STUM are transformational leadership style and social relationships.
5. The challenges facing the implementation of leadership mentoring practices in SDA schools in STUM are lack of strategic leadership succession plans and leadership development and promotion policies to facilitate the development and promotion of leaders in schools.
6. Leadership mentoring in SDA schools in STUM requires strategic leadership succession plans and policies to be developed and implemented to guide the development and promotion of school leaders.

Recommendations

In order to facilitate leadership competence development among teachers in SDA schools in STUM, it is recommended that:

1. Heads of schools should promote leadership mentoring practices to a higher extent by putting into place more purposeful and formal mentoring programs in schools.
2. Heads of schools should promote better school climate in terms of social relationships, school culture and transformational leadership style.
3. School Boards of SDA schools in STUM should promote better school climate in terms of social relationships, school culture and practices of transformational leadership style to enhance leadership mentoring practices at a higher extent.
4. School Boards of SDA schools in STUM should encourage the practice of Transformational leadership style and good social relationships in order to enhance the occurrence of leadership mentoring practices at a higher extent.
5. STUM and Conference Education Boards should encourage School Boards of SDA schools to develop strategic leadership succession plans and leadership development and promotion policies to facilitate the development and promotion of leaders in schools.
6. School Boards of SDA Schools in STUM should ensure that strategic leadership succession plans and policies are developed and implemented in the preparation and promotion of school leaders. The researcher recommends a mentoring action plan to guide the initiatives of developing a formal mentoring program in schools (see appendix I).

Recommendations for Further Studies

1. Leadership mentoring practices and their influence on the school climate
2. Teachers' needs assessment on leadership mentoring in SDA schools.
3. Analysis of factors affecting leadership mentoring in SDA schools.
4. Effectiveness of policy implementation in SDA schools as it applies to leadership mentoring.
5. Impact of leadership mentoring programs in developing leadership competence among teachers in SDA schools.

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APPENDICES

APPENDIX A: Questionnaire for Teachers

Dear Respondent,

This survey is intended to explore leadership mentoring practices as conducted in Seventh day Adventist schools in Southern Tanzania Union mission. Your school is among the schools which will take part in this study. The following aspects will be asked; your demographic profile, leadership mentoring practices and school culture. You are sincerely requested to carefully and honestly as possible fill the questionnaire. Personal information will be treated confidentially and survey results will be analyzed and presented anonymously, therefore do not write your name on this questionnaire.

Thank you for your willingness and honesty.

Name of a researcher: Prisca Methusela Magongo: University of Eastern Africa
Baraton

PART I: DEMOGRAPHIC INFORMATION

Indicate which category you belong by circling the appropriate letter.

1. Your Gender: a) Male b) Female

2. Age:
 - a) Between 18 to 35
 - b) Between 36 to 45
 - c) Between 46 to 60
 - d) Above 60

3. What is your formal education/professional qualification?
 - a) Certificate in teaching
 - b) Diploma in teaching
 - c) BA/BSc with Education
 - d) Post graduate studies
 - e) Others

4. What is your job title?
 - a) A teacher
 - b) A head of department
 - c) A member of a school administrative committee
 - d) A head of school

5. What is your experience in teaching in Seventh day Adventist schools?
- Between 0 to 5 years
 - Between 6 to 15 years
 - Between 16 to 30 years
 - Above 30 years

PART II: Leadership Mentoring practices

Instructions: Please, circle the number that best describe the extent of leadership mentoring practices in your school. **Circle only number** for each statement using the following scale:

1) Disagree -D 2) Tend to disagree- TD 3) Tend to agree- TA 4) Agree -A

SN	Leadership Career Development and Experience	D	TD	TA	A
1.	The head of school provides clear instructions when assigning unfamiliar work assignments	1	2	3	4
2	The head of school require briefing on ongoing work assignments	1	2	3	4
3	Reflection on work performance is regularly conducted between head of school and teachers.	1	2	3	4
4	The head of school encourages self discovery for teachers to arrive at solutions for problems.	1	2	3	4
5	Teachers get assignments or tasks that help them develop leadership skills and experiences	1	2	3	4
6	Administrative roles are shared at different levels of the school system	1	2	3	4
7	Head of school gives authority to accomplish delegated duties.	1	2	3	4
8	The head of school sets accountability to employees to accomplish delegated assignments.	1	2	3	4
9	Head of school provides teachers with leadership professional information regularly	1	2	3	4
10	Head of school connects teachers to different professional networks that enhance development of leadership skills	1	2	3	4
11	Head of school connects teachers to different people and groups to enhance networking	1	2	3	4
12	Members of staff are considered first when promotion chances occur	1	2	3	4
13	The head of school encourages teachers to advance professionally	1	2	3	4
14	The head of school recommends his members of staff for promotions	1	2	3	4
15	The head of school speaks well of the teachers in and out of the school.	1	2	3	4

	Psychosocial and Emotional Support	D	TD	TA	A
16	I regard the head of school as my supervisor as well as my advisor	1	2	3	4
17	I can share freely my work and life related issues with the head of school	1	2	3	4
18	The head of school possesses counseling skills	1	2	3	4
19	The head of school provides both, professional and life related guidance	1	2	3	4
20	The working behavior of the head of school is a good model for teachers	1	2	3	4
21	Our school head leads by example	1	2	3	4
22	The head of school share personal experiences as an alternative perspective to problem solving	1	2	3	4
23	The head of school is an expert instructional leader	1	2	3	4
24	I get encouraged to talk openly with the head of school about my anxiety and fears associated with my work	1	2	3	4
25	The head of school is friendly and approachable	1	2	3	4
26	The head of school demonstrate good listening skills in conversations	1	2	3	4
27	The head of school inspires and energizes teachers towards the school vision	1	2	3	4
28	There is a mutual professional interaction between the head of school and teachers	1	2	3	4
29	Information flow in our school is a two way traffic	1	2	3	4
30	I am comfortable to seek professional assistance from the head of school	1	2	3	4
31	The head of school regard him/herself as a fellow learner with teachers	1	2	3	4

PART III: The school climate

Instruction: Please, circle the number that best describes the way you feel about your school. **Circle only one number** for each statement using the following scale:

1) Disagree -D 2) Tend to disagree TD 3) Tend to agree -TA 4) Agree -A

SN	Social Relationships	D	TD	TA	A
1	Our school has a friendly atmosphere	1	2	3	4
2	The spirit and morale of the school is high	1	2	3	4
3	Teachers in this school trust one another	1	2	3	4
4	Teachers and administration have close professional relationships with one another.	1	2	3	4
5	We Support and treat each other with respect	1	2	3	4
6	Teachers and staff visit/talk/meet outside of the school to enjoy each other's company.	1	2	3	4
7	Our school reflects a true sense of community.	1	2	3	4
8	Our school supports and appreciates the sharing of new ideas	1	2	3	4
	School Culture				
9.	The school philosophy and mission are the bases of school programs	1	2	3	4
10.	There is a shared commitment to implement the Vision, Mission, and Goals of the school	1	2	3	4
11.	Teachers and administrators discuss instructional strategies and curriculum issues	1	2	3	4
12.	Teachers and administrators work together to develop the school schedule.	1	2	3	4
13.	Teachers and staff are involved in the decision- making process with regard to materials and resources.	1	2	3	4
14.	The school has strong professional strategies to support learning	1	2	3	4
15.	The school uses sound assessment and accountability strategies to achieve the vision, mission, and goals.	1	2	3	4
16.	The success is enhanced by ethics and acting with integrity as expected by the profession.	1	2	3	4

	Transformational Leadership Style	D	TD	TA	A
17.	The head of school exhibit high standards of ethical and moral conduct	1	2	3	4
18.	The head of school uses his authority appropriately towards accomplishing stipulated goals	1	2	3	4
19.	The head of school is enthusiastic, optimistic, goal oriented and encourages team spirit	1	2	3	4
20.	The head of school is change oriented	1	2	3	4
21.	Head of school encourages teacher's creativity in problem solving	1	2	3	4
22.	Head of school promotes professional development initiatives for teachers	1	2	3	4
23.	The head of school recognizes and accepts individual differences among members of staff.	1	2	3	4
24.	The head of school acknowledges needs and strength of others	1	2	3	4

APPENDIX B: Administrators Interview Schedule

Dear Sir/ Madam,

This survey is intended to explore leadership mentoring practices as conducted in Seventh day Adventist schools in Southern Tanzania Union mission. Yours is among the schools which will take part in this study. You are sincerely requested to answer the interview questions as honestly as possible. Personal information will be treated confidentially and survey results will be analyzed and presented anonymously. Thank you for your willingness to participate.

Name of a researcher: Prisca Methusela Magongo: University of Eastern Africa, Baraton

Interview questions

1. How do you understand leadership mentoring?
2. What leadership development practices are conducted in this school?
3. In what ways can leadership mentoring help teachers to develop leadership skills and experiences?
4. Would you please share with me your experience on how you have acquired leadership skills to help you lead at the leadership capacity you are now?
5. What measures in your opinion, are to be taken to ensure leadership mentoring in Seventh-day Adventist schools in Southern Tanzania Union Mission (STUM)?
6. In your opinion, what are the challenges hindering the implementation of leadership mentoring in Adventist schools in Southern Tanzania Union Mission (STUM)?
7. What can the Southern Tanzania Union Mission do to ensure consistent and reliable ways of developing school leaders?

Thank you very much and may God bless you!

APPENDIX C: Ethics Clearance for Research



**OFFICE OF THE DIRECTOR OF GRADUATE STUDIES
AND RESEARCH
UNIVERSITY OF EASTERN AFRICA, BARATON**
P. O. Box 2500-30100, Eldoret, Kenya, East Africa

May 25, 2018

Prisca M. Magongo
School of Education, Humanities and Social Sciences
University of Eastern Africa, Baraton

Dear Prisca,

Re: ETHICS CLEARANCE FOR RESEARCH PROPOSAL (REC: UEAB/16/5/2018)

Your research proposal entitled "*Exploration of Leadership Mentoring Practices and School Climate in Seventh-Day Adventist Schools in Southern Tanzania Union Mission*" was discussed by the Research Ethics Committee (REC) of the University and your request for ethics clearance was granted approval.

This approval is for one year effective May 25, 2018 until May 24, 2019. For any extension beyond this time period, you will need to apply to this committee one month prior to expiry date. Note that you will need a research permit from, and clearance from the study site before you start gathering your data.

We wish you success in your research.

Sincerely yours,

A handwritten signature in blue ink that reads "Jackie K. Obey".

Prof. Jackie K. Obey, PhD
Chairperson, Research Ethics Committee



APPENDIX D: Letter for Pilot Study



OFFICE OF THE DIRECTOR OF GRADUATE STUDIES AND RESEARCH

UNIVERSITY OF EASTERN AFRICA, BARATON
P. O. Box 2500, Eldoret, Kenya

11 May 2018

TO WHOM IT MAY CONCERN:

Re: PILOT STUDY OF RESEARCH INSTRUMENT

Prisca Methuselah Magongo is a graduate student pursuing the degree **Master of Education in Educational Administration** at the University of Eastern Africa, Baraton. She is currently writing her thesis entitled *Exploration of leadership mentoring practices and school climate in Seventh-day Adventist schools in Southern Tanzania Union Mission*.

To establish the reliability of her research instrument, Prisca is conducting a pilot study. Please allow her to administer her questionnaires to teachers in your school.

Any assistance you will grant her will be greatly appreciated. May God richly bless you in all your undertakings.

Sincerely yours,


Prof. Elizabeth M. Role, PhD
Director



Cc: Chair, Department of Education
Office File

APPENDIX E: Letter For Data Gathering



OFFICE OF THE DIRECTOR OF GRADUATE STUDIES AND RESEARCH

UNIVERSITY OF EASTERN AFRICA, BARATON
P. O. Box 2500, Eldoret, Kenya

25th May, 2018

Director General
Tanzania Commission for Science and Technology (COSTECH)
P.O. Box 4302
Dar es Salaam
Tanzania

Dear Sir/Madam,

RE: REQUEST FOR PERMISSION TO GATHER RESEARCH DATA

Prisca Methuseleh Magongo is a graduate student pursuing the degree **Master of Education in Educational Administration** at the University of Eastern Africa, Baraton - Kenya. She is currently writing her thesis entitled *Exploration of leadership mentoring practices and school climate in Seventh-day Adventist schools in Southern Tanzania Union Mission*.

Please allow her to administer her questionnaires to teachers in Seventh - day Adventist schools in some regions in your country where the Southern Tanzania Union Mission of the Seventh- day Adventist Church covers. She will also conduct interviews with the heads of schools and teachers with administrative roles. She will gather her research data within the period of May 2018 to May 2019.

Any assistance you will grant her will be greatly appreciated. May God richly bless you in all your undertakings.

Sincerely yours,


Prof. Elizabeth M. Role, PhD
Director



Cc: Chair, Department of Education
Office File

APPENDIX F: Research Authorization Letter by STUM



SEVENTH-DAY
ADVENTIST
CHURCH

Southern Tanzania Union Mission
Headquarters
EDUCATION DEPARTMENT

26th May, 2018

P. O. Box 32556, Mkwani, Dar es
Salaam - Tanzania
Web: www.stadventist.org

To Whom It May Concern:

RE: RESEARCH AUTHORIZATION FOR PRISCA M. MAGONGO

I greet you in the name of Jesus:

The above heading is concerned, the named above is a Masters Degree student at the University of Eastern Africa, Baraton – Kenya. She has been authorized to carry out a research on *“Exploration of Leadership Mentoring Practices and school climate in Seventh- day Adventist schools in Southern Tanzania Union mission (STUM)”*

Her research will involve all primary and secondary schools in the Southern Tanzania Union Mission territory.

Please grant her all the necessary support.





Yours sincerely



Devotha Magere Shimbe

Education Director – STUM

APPENDIX G: COSTECH Research Permit

UNITED REPUBLIC OF TANZANIA	
TANZANIA COMMISSION FOR SCIENCE AND TECHNOLOGY (COSTECH)	
	
	
RESEARCH PERMIT	
Permit No.	2019 - 218 - NA- 2019 -180
Date	17 th May 2019
Researcher's Name	Prisca Methusela Magongo
Nationality	Tanzanian
Research Title	Exploration of Leadership Mentoring Practices and School Climate in Seventh-day Adventist (SDA) Schools in Southern Tanzania Union Mission (STUM)
Research Area(s)/Region(s)	Dar es Salaam, Pwani, Iringa, Mbeya, Morogoro
Validity	From: 17 th May 2019 to 18 th May 2020
Local contact/collaborator (with affiliated institution)	Dr. John R. Mbwambo, Director Tanzania Forestry Research Institute (TAFORI), Lushoto Silvicultural Research Centre, P. O. Box 95, LUSHOTO
 PROGRAM OFFICER	 DIRECTOR GENERAL
IMPORTANT REQUIREMENTS	
<ul style="list-style-type: none">• Research permit that involve collecting human, plant or animal materials / data that will be exported outside Tanzania must submit a signed Material Transfer Agreement (MTA), Data Transfer Agreement (DTA) between Tanzania host institution and the foreign counterpart. The MTA/DTA will indicate terms for collecting, storing/managing, transporting, disposal or returning of the materials/DATA to Tanzania after the closure of the research project.• Any patent or intellectual property and royalty emanating from any research approved by the National Research Registration Committee (NRRC) shall be owned as stipulated in the research proposals and in accordance with the IP policy of the respective research institutions.• All researchers are required to report to a Regional Administrative Secretary (RAS) of the study area and present the introduction letter and activity schedule(plan) prior starting any research activity.• All researchers are required to submit quarterly progress reports and all relevant publications made after completion of the research.• All communications should be addressed to COSTECH Director General through clearance@costech.or.tz, do@costech.or.tz or +255222700749; +255 (022) 2771358. Terms and conditions of the permit are found at www.costech.or.tz	

APPENDIX H: Reliability Analysis

Reliability (LEADERSHIP CAREER DEVELOPMENT AND EXPERIENCE)

Reliability Statistics

Cronbach's Alpha	N of Items
.863	15

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The head of school provides clear instructions when assigning unfamiliar work assignments	38.07	75.764	.340	.862
The head of school require briefing on ongoing work assignments	37.86	74.132	.461	.857
Reflection on work performance is regularly conducted between head of school and teachers.	38.00	71.385	.566	.852
The head of school encourages self discovery for teachers to arrive at solutions for problems.	37.93	75.456	.330	.863
Teachers get assignments or tasks that help them develop leadership skills and experiences	38.36	71.940	.512	.855
Administrative roles are shared at different levels of the school system	38.43	67.802	.611	.849
Head of school gives authority to accomplish delegated duties.	38.14	69.363	.632	.848
The head of school sets accountability to employees to accomplish delegated assignments.	38.43	75.802	.297	.864
Head of school provides teachers with leadership professional information regularly	38.71	76.374	.180	.873
Head of school connects teachers to different professional networks that enhance development of leadership skills	39.50	74.115	.451	.858
Head of school connects teachers to different people and groups to enhance networking	38.93	68.533	.623	.849
Members of staff are considered first when promotion chances occur	38.93	64.841	.664	.846
The head of school encourages teachers to advance professionally	38.29	68.681	.630	.848
The head of school recommends his members of staff for promotions	38.57	68.110	.728	.844
The head of school speaks well of the teachers in and out of the school.	37.86	71.209	.546	.853

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
41.14	81.363	9.020	15

Reliability (PSYCHOSOCIAL AND EMOTIONAL SUPPORT)

Reliability Statistics

Cronbach's Alpha	N of Items
.902	16

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I regard the head of school as my supervisor as well as my advisor	50.07	66.352	.336	.903
I can share freely my work and life related issues with the head of school	50.33	66.238	.243	.909
The head of school possesses counseling skills	50.47	61.838	.643	.894
The head of school provides both, professional and life related guidance	50.53	58.552	.666	.893
The working behavior of the head of school is a good model for teachers	50.00	65.143	.532	.898
Our school head leads by example	50.27	59.495	.768	.889
The head of school share personal experiences as an alternative perspective to problem solving	50.27	61.352	.625	.894
The head of school is an expert instructional leader	50.27	62.495	.830	.890
I get encouraged to talk openly with the head of school about my anxiety and fears associated with my work	50.13	65.695	.392	.902
The head of school if friendly and approachable	50.20	58.600	.828	.886
The head of school demonstrate good listening skills in conversations	50.13	61.410	.608	.895
The head of school inspires and energizes teachers towards the school vision	50.13	64.695	.570	.897
There is a mutual professional interaction between the head of school and teachers	50.33	64.095	.566	.896
Information flow in our school is a two way traffic	50.47	65.838	.380	.902
I am comfortable to seek professional assistance from the head of school	50.27	58.352	.782	.888
The head of school regard him/herself as a fellow learner with teachers	50.13	64.410	.504	.898

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
53.60	70.971	8.424	16

Reliability (SOCIAL RELATIONSHIPS)

Reliability Statistics

Cronbach's Alpha	N of Items
.844	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Our school has a friendly atmosphere	19.41	16.882	.499	.837
The spirit and morale of the school is high	19.94	16.934	.685	.815
Teachers in this school trust one another	20.41	17.007	.537	.831
Teachers and administration have close professional relationships with one another.	19.82	16.154	.711	.809
We Support and treat each other with respect	20.00	16.750	.541	.831
Teachers and staff visit/talk/meet outside of the school to enjoy each other's company.	20.35	16.493	.499	.840
Our school reflects a true sense of community.	19.76	18.441	.523	.834
Our school supports and appreciates the sharing of new ideas	19.65	16.368	.726	.809

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
22.76	21.566	4.644	8

Reliability (SCHOOL CULTURE)

Reliability Statistics

Cronbach's Alpha	N of Items
.769	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The school philosophy and mission are the bases of school programs	22.00	12.235	.151	.792
There is a shared commitment to implement the Vision, Mission, and Goals of the school	22.17	11.676	.463	.752
Teachers and administrators discuss instructional strategies and curriculum issues	21.94	10.408	.685	.716
Teachers and administrators work together to develop the school schedule.	21.94	10.997	.518	.740
Teachers and staff are involved in the decision- making process with regard to materials and resources.	22.22	9.124	.598	.720
The school has strong professional strategies to support learning	22.17	9.324	.533	.735
The school uses sound assessment and accountability strategies to achieve the vision, mission, and goals.	22.39	10.016	.583	.724
The success is enhanced by ethics and acting with integrity as expected by the profession.	22.11	10.928	.355	.765

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
25.28	13.389	3.659	8

Reliability (TRANSFORMATIONAL LEADERSHIP STYLE)

Reliability Statistics

Cronbach's Alpha	N of Items
.915	8

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The head of school exhibit high standards of ethical and moral conduct	22.61	24.016	.780	.900
The head of school uses his authority appropriately towards accomplishing stipulated goals	22.78	23.595	.646	.912
The head of school is enthusiastic, optimistic, goal oriented and encourages team spirit	22.56	23.438	.763	.901
The head of school is change oriented	22.50	26.029	.432	.928
Head of school encourages teacher's creativity in problem solving	22.56	23.203	.875	.892
Head of school promotes professional development initiatives for teachers	22.61	25.310	.787	.903
The head of school recognizes and accepts individual differences among members of staff.	22.67	22.706	.829	.895
The head of school acknowledges needs and strength of others	22.56	22.967	.759	.901

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
25.83	30.853	5.555	8

APPENDIX I: Leadership Mentoring Action Plan

Setting up a formal mentoring program is an important aspect an organization needs to consider. This may include incorporating a mentoring program for new employees as part of their induction and an ongoing leadership developing program (Ehrich, n.d). The following is an action plan that describes how a formal mentoring program can be intergrated in the SDA school systems to develop teachers' leadership competencies during their working life.

PLANS	ACTIVITIES	ACTOR	TIME LINE
Leadership Mentoring policy development	Articulation of goals/objectives of the program Developing Leadership mentoring guidelines Stating mode of implementation	Union/ Conference Education boards	Preparatory stage
Policy approval	Official approval of the policy	Union and Conference Executive committees	Preparatory stage
Leadership mentoring program policy awareness	Adopting the leadership mentoring policy Development of leadership succession plan Developing leadership development and promotion policies	School boards, School Administrative Committees	Sensitization stage
Linking the program in an organization system	Integrating the program in the school system and operations	School Administrative Committees	Implementation stage
Program orientation and training	State goals, purpose and objectives. Highlight concepts of leadership mentoring. State roles and responsibilities of each	Conference Education Directors	Implementation stage

	mentoring part. State modes of implementation and evaluation	Recruited/ Invited Experts	
Program implementation	On the job implementation of the program; Coaching Delegation of duties Exposure Sponsorship Counseling Role modeling Friendship Collegiality	Second masters and Heads of schools	Continuous implementation of the program
Program Evaluation	Program monitoring Appraisals	Education Directors Heads of schools	Formative assessment
	Program evaluation	Audit and Evaluation team	Annual audit and Summative evaluation

APPENDIX J: Curriculum Vitae

A: PERSONAL PARTICULARS AND CONTACTS

FULL NAME: Prisca Methusela Magongo
DATE OF BIRTH: 19th January, 1978
NATIONALITY/CITIZENSHIP: Tanzanian
MARITAL STATUS: Married
RELIGION: Christian: A Seventh- day Adventist.

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E-mail: pmethusela@yahoo.co.uk

B: EDUCATION BACKGROUND AND QUALIFICATIONS

YEAR	INSTITUTION	AWARD
2003- 2007	Spicer Memorial college, Pune – India	Bachelor of Elementary Education
2004 -2005	Central Institute of Management and Technology, Ambala India.	Diploma in Educational Administration
1998- 2000	Nganza high School, Mwanza, Tanzania	Advanced Certificate of Secondary Education
1994 - 1997	Nyampurukano secondary School, Mwanza, Tanzania	Certificate of Secondary Education
1986- 1993	Nyakahako Primary school, Mwanza, Tanzania	Certificate of Primary Education

C: WORKING EXPERIENCE

2013- To Date: **Headmistress**, Agape Adventist Primary school, Morogoro Tanzania
2009– 2013: **Headmistress**, Temeke Adventist Primary School, Dar es Salaam Tanzania
2008: **Headmistress**, Mbeya Adventist Primary School, Mbeya, Tanzania
2007: **Teacher**, Mbeya Adventist Primary School, Tanzania
2002 - 2003: **Teacher**, Parane Adventist Secondary School, Same, Tanzania

D: AWARDS: An award of the student with the highest cumulative GPA of 3.93 for the 2007 academic year at Spicer Memorial College.

E: INFORMATION TECHNOLOGY LITERACY SKILLS

Literate in the use of computer application software such as MS-office and electronic

communication (internet, e-mails and forums)

F: LANGUAGE PROFICIENCY

Fluent in English and Swahili languages, both, written and spoken

REFEREES

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