

CORRELATES OF LEADERSHIP MENTORING PRACTICES IN SELECTED PRIVATE SCHOOLS IN TANZANIA

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ABSTRACT

This study explored leadership mentoring practices and school climate in Seventh-day Adventist (SDA) schools in Southern Tanzania Union Mission (STUM). Mixed method approach and descriptive research design were used. Dependent variables in the study were leadership career development practices, psychosocial and emotional support practices while Independent variables were social relationships, school culture and transformational leadership style. The study took a form of a survey whereby 5 heads of schools and 76 teachers from 6 schools were involved. Questionnaires and interviews were used to gather data, which was analyzed using descriptive statistics, Pearson product-moment correlation coefficient, multiple regression analysis, and content analysis. Findings indicated that SDA schools in STUM, Tanzania exercised leadership mentoring practices at an average extent and had good school climate in terms of social relationships, school culture and transformational leadership. There was a significant relationship between school climate and leadership mentoring practices. Transformational leadership style and social relationships are indicators that best determine leadership mentoring practices. This study recommended that heads of schools should promote better school climate to enhance leadership mentoring practices to a higher extent. This study covered the period from 2016 to 2019 and was conducted from May 2018 to July 2019.

Keywords: Leadership, mentoring practices, private schools, Tanzania

1. INTRODUCTION

Lochmiller (2014) posits that school principals need at least three years mentoring, coaching, and modeling programs so as to be able to execute leadership and managerial responsibilities effectively. There is indication that almost all principals in USA receive some kind of district-provided, on-the-job support through supervisory communication and mentoring for professional leadership development (Johnston, Kaufman & Thompson, 2016; Margaret, 2016). New faculty members often receive mentoring support focused on providing them with hands-on-experiences and competencies to handle administrative roles (Brondyk & Searby, 2013; Margaret, 2016). However, Scott and McNeish (2012) report that many faith-based schools in England experience difficulties in attracting qualified applicants to fill vacancies for school principalship.

Vaillant (2015) observes that principals in the Republic of Korea are recruited from teachers after going through several mentoring processes, which should be evident in their professional records. Mentoring of school leaders is regarded as a central strategy for producing efficient, excellent and highly capable educational leaders through an informal training approach (Tahir, Said, Daud, Vazhathodi & Khan, 2016).

According to Ngomane and Mahlangu (2014), organizations that run effective mentoring programs usually recruit candidates from within to fill senior positions in South Africa. Asuga, Eacott, and Scevak (2015) assert that leadership preparation and development for heads of Kenyan schools are provided through teacher education courses offered by universities and colleges, systemic authorities, professional associations and consultants. A study conducted in Shinyanga, Tanzania indicates that most Heads and deputy Heads of schools are promoted to office due to excellent classroom performance experience. They take up the leadership task without induction on how to manage and supervise different school resources and operations (Kuluchumila, 2014).

Research Problem

Teachers in Seventh-day Adventist (SDA) schools in South Tanzania Union Mission (STUM) lack adequate regular leadership development programs such as attendance at seminars, workshops and teachers' conventions, which would help them develop leadership competencies. This has led to challenges in finding teachers with leadership abilities who could be promoted to headship positions in some primary and secondary schools. A case in point is in Southern Highlands Tanzania Conference where the Director of Education has been acting in the position of Head Master for Mbeya Adventist Primary School since February 2018 to date due to difficulties in getting a suitable person among the available teaching staff to promote to headship of the school. The purpose of this study, therefore, was to explore the extent to which leadership mentoring was practiced in SDA schools in STUM, Tanzania.

Research Questions

This study sought to answer the following research questions:

1. To what extent is leadership mentoring practiced in SDA schools in STUM, Tanzania?
2. What is the school climate in SDA schools in STUM, Tanzania 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, Tanzania?

Hypothesis

Based on Research Question 3, this study tested the following null hypothesis: “There is no significant relationship between school climate and leadership mentoring practices in SDA schools in STUM, Tanzania”.

Theoretical Framework

Transformational leadership theory was used to inform and guide this study due to its bottom-up leadership approach that emphasizes collaboration, harmonious relationships, and the ability of all community stakeholders to create positive shifts in organizational culture (Smith, 2013). The acknowledgement that any trained teacher in a school can be a head of school when influenced, inspired, stimulated intellectually and valued, makes transformational leadership particularly beneficial to schools. In this study, transformational leadership theory was adopted in the context of mentoring teachers into school leadership by accommodating and influencing them to develop leadership skills through modeling influence, inspirational motivation, professional stimulation, and collegial and participatory leadership approach.

2. REVIEW OF LITERATURE

(a) Leadership Mentoring practices

A study in Malaysia revealed that leadership mentoring had significantly improved professional values of school leaders, boosted their creativity and developed knowledge sharing culture that enhanced their confidence level and improved their practical knowledge related to school leadership (Tahir et al, 2016).

Leadership mentoring practices perform two major tasks, that is, career and psychosocial practices. According to Jyoti and Sharma (2015), career development practices include protection, coaching, exposure, sponsorship and delegation of challenging assignment, while psychosocial mentoring practices include role modelling, friendship, counselling and acceptance. Career aspects of mentoring involve giving direct career-enhancing support such as modeling leadership styles and strategies, providing coaching and directed feedback, and facilitating access to resources. Ghosh (2012) identifies leadership mentoring practices as coaching, counseling, role modeling, friendship, collegiality, acceptance, sponsorship, protection, delegation and inspiration. HRzone (2018) states that career development practices are practices that enhance career achievements and improve the skills, abilities and confidence of an aspiring leader.

In the psychosocial function of mentoring, the mentor counsels, listens to work and life-related issues of the mentee and, helps him to take correct decisions which improve the mentee’s career. The mentor also acts as a friend and a role model for protégé, which encourages him/her to achieve higher career advancement (Jyoti & Sharma (2015). Ghosh (2012) states that 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 emotional intelligence, 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 & Gazenfrantz,2016).

Lishchinsky and Gazenfrantz (2016) outline five main Emotional Intelligence attributes that may be developed through psychosocial mentoring practices 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.

(b) School Climate

School

Climate has been recognized as a vital component for personnel development achievements and is the first critical mentoring focus (Angus & Hughes, 2017). It includes trust, shared values, shared vision and respect which improve relationships. Spicer (2016) comments that principals who build warm social relationships with teachers and interact openly with staff members hold the central elements for creating a positive school climate. Spicer (2016) asserts 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.

(i) Social Relationships

Angus and Hughes (2017) argue that 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, peace, and positive atmosphere are enhanced, teachers begin to believe that their school is successfully building relationships, which should be enhanced by maximizing the positive and minimizing the negative experiences of employees in order that they may have a comfortable relationship with their principal. When the principal accepts, respects, and dignifies employees, thereby making them feel accepted for the value they bring to the school, a 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.

(ii) School Culture

According to Spicer (2016), a strong organizational culture is characterized by the following conditions: presence of a vision and values guiding norms of learning and improvement; committed and accountable employees for performance; presence of harmonious relationships and welcoming atmosphere; good team spirit among members of the school community; and highly cultivated values such as hard work, commitment and personal development.

(iii) Transformational Leadership Style

In

transformational leadership style, a leader engages people within an organization both individually and 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).

Transformational leadership style is appropriate for building a positive school climate because it does not focus solely on decision making, but also facilitates collaborative work and identifies the purpose of the institution while empowering the entire school community to become focused on achieving its goal.

Scope This study explored the extent to which leadership mentoring was practiced in SDA schools in STUM, Tanzania. It tested the relationship between school climate and leadership mentoring practices in the schools. The school climate components subjected to study were: social relationships, school culture and transformational leadership style. All teachers and heads of SDA schools in STUM, Tanzania were targeted to participate covering the period: 2016 to 2019.

3. RESEARCH METHOD AND DESIGN

This study used mixed method approach, whereby both quantitative and qualitative data were collected to represent different types of analysis within a system, with the intent of forming an overall interpretation of the system (Creswell, 2012). This study also used a descriptive research design.

Population

According to STUM Annual Statistical Report of December 2017, the Union had seven schools. However, the target population for this study comprised all heads of schools and teachers working in SDA schools in STUM, excluding one school where the major researcher was employed. The study population was 91 in the remaining six schools which comprised 3 primary and 3 secondary schools. No sampling was done (See Table 1).

Table 1 .Population of Teachers in Southern Tanzania Union Mission (STUM)

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

Source: STUM (2017)

Validity and Reliability of Research Instrument

Validity means that the instrument accurately measures the constructs it has been assigned (Creswell, 2012). The researchers used an adequate sampling of specific domains to ensure content validity of the research instrument. Expert validation was done by giving professionals in school administration and research at the University of Eastern Africa, Baraton to examine the instruments so as to ascertain that the content accurately measured the variables under investigation.

Cohen, Manion and Morrison (2018) define reliability as dependability, consistency and replicability over time, over instruments and over groups of respondents. A pilot study was conducted to ensure internal consistency of the research instrument, whose Cronbach’s alpha coefficient was as follows: Leadership career development and experience = 0.863; Psychosocial and emotional support = 0.902; Social relationships = 0.844; School culture = 0.769; and Transformational leadership style = 0.915. These results indicated that the research instrument was very reliable and, therefore, needed no modifications (Cohen, Manion and Morrison (2018).

4. RESEARCH FINDINGS AND DISCUSSION

Research Question 1: To what extent is leadership mentoring practiced in SDA schools in STUM, Tanzania?

Scale of Interpretation of the mean score used in this question:

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

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		

Table 2 shows that leadership career development and experience practices are conducted at an average extent in SDA schools in STUM, Tanzania with an overall mean of 2.95. However, standard deviations in most variables were higher than 1.000, indicating heterogeneity of responses. While some heads of schools engaged in coaching, delegating responsibilities to teachers, exposing them to acquire leadership experiences, and sponsoring them for career and professional advancement, others did not provide such opportunities to teachers. Two interviewees with administrative positions supported the above finding as follows:

“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”.

The focus group discussion responses further supported the findings from teachers indicating that leadership career development and experience practices were exercised in SDA schools in STUM, Tanzania.

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 is friendly and approachable.	3.08	1.117
The head of school demonstrates 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 flows 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 regards him/herself as a fellow learner with teachers.	2.88	1.158
Psychosocial and Emotional Support	3.04	.77
N = 76		

The overall mean in Table 3 (M=3.04) shows that the school administration provided psychological and emotional support to teachers at an average extent. The standard deviations in most variables were higher than 1.000, which is an indication of heterogeneity of responses. While some heads of schools accommodated teachers in counseling, role modeling, friendship and collegial practices in an attempt to support them emotionally, others did not provide this support in SDA schools in STUM, Tanzania. These findings were corroborated during interviews in focus groups where respondents reported three psychosocial and emotional support practices by their heads of schools, namely: role modeling, counseling and being appreciated.

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?

Scale of Interpretation of the Mean Score used in this question

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

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		

Table 4

Shows that there was good social relationships in SDA schools in STUM, Tanzania (M=2.93; SD=0.75). Respondents expressed that they support and treat each other with respect (M=3.13; SD=.957); their schools support and appreciate the sharing of new ideas (M=3.11; SD=.946); and that their schools had a friendly atmosphere (M=3.08; SD=1.093).

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

Table 5

Indicates that SDA schools in STUM, Tanzania have a good school culture (M=3.16; SD=0.72). Respondents indicated that the school philosophy and mission are the bases of school programs (M=3.31; SD=.843) and that there is a shared commitment to implement the Vision, Mission, and Goals of the school (M=3.21; SD=1.004).

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		

Table 6 indicates that the use of Transformational Leadership Style in SDA schools in STUM, Tanzania is good (M=3.22; SD=0.67). Respondents indicated that Heads of schools use their authority appropriately towards accomplishing stipulated goals (M=3.31; SD=.885) and that they are enthusiastic, optimistic, goal oriented, and encourage team spirit (M=3.33; SD=.844), which qualities highlight the use of transformational leadership style.

Research Question 3: Is there a significant relationship between school climate and leadership mentoring practices?

Table 7 .Relationship between School Climate and Leadership Mentoring Practices

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

Table 7

Shows a moderate positive relationship between leadership career development practices and experience and social relationships (r = 0.603), school culture (r = 0.588) and transformational leadership style (r = 0.673). Table 7 further reveals 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). Table 7 also shows an exact probability of (P = 0.000) which indicates that the null hypothesis stating that “there is no significant relationship between leadership development and school climate” is to be rejected (P < 0.001). Consequently, the alternative hypothesis is accepted that “there is a significant relationship between school climate and leadership mentoring practices”.

Research Question 4: Which school climate indicator(s) best determine leadership mentoring practices in SDA schools in STUM, Tanzania?

Multiple regression analysis was conducted to find out the school climate indicators that best determine leadership mentoring practices in SDA schools in STUM, Tanzania. The three school climate indicators were transformational leadership style, social relationships and school culture. A positive relationship between transformational leadership style (X) and leadership career development practices (Y) was tested. The formulated hypothesis was as follows:

$$H_0: \beta_1 = 0$$

$$H_1: \beta_1 \neq 0$$

Where β_0 , and β_1 were coefficients for variable X.

From these variables, a multiple regression equation was formulated as:

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

Table 8 Determinant of Leadership Career Development and Experience Multiple Regression Analysis

Model Summary					
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	
1	0.673 ^a	0.454	0.446	0.493	
a. Predictors: (Constant), Transformational Leadership Style					

Table 8

Shows that transformational leadership style explains 44.6% of the variability in leadership career development and experience.

Table 8

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						

Table 9

Shows that Transformational leadership style significantly predicts leadership career development and experience, $F(1, 74) = 61.410, p < 0.05$.

Table 9

Coefficients						
Model		Unstandardized Coefficients		Standardized 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						

In Table 10, a linear regression equation was 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 rejected H_0 since β_1 (0.667) was statistically significantly different from 0 at $p < 0.05$.

Table 10 also shows that transformational leadership style determines the occurrence of leadership career development practices and experience in SDA schools in STUM, Tanzania.

A positive relationship between transformational leadership style (X_1) and social relationships (X_2) and psychosocial and emotional support (Y) were tested.

The formulated hypotheses were as follows:

$H_0: \beta_1 = 0$

$H_1: \beta_1 \neq 0$

$H_0: \beta_2 = 0$

$H_1: \beta_2 \neq 0$

Where $\alpha_0, \alpha_1,$ and α_2 are coefficients for variables X_1 and X_2 respectively.

From these variables, a multiple regression equation was formulated as:

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

Table 10 Determinants of Psychosocial and Emotional Support (Multiple Regression Analysis)

Model Summary				
Model	R	R Square	Adjusted Square	R 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				

Table 11

shows that 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 12 ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	29.612	1	29.612	151.622	.000 ^b

2	Residual	14.452	74	.195	110.647	.000 ^c
	Total	44.064	75			
	Regression	33.134	2	16.567		
	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						

Table 12

also shows that Transformational leadership style and social relationships significantly predict psychosocial and emotional support, $F(2, 73) = 110.647, P < 0.05$.

Table 11

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
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 Table 13, a linear regression equation was formulated as:

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

From the hypothesis ($H_0: \beta_1 = 0, H_1: \beta_1 \neq 0$), we rejected H_0 since $\beta_1 (0.576)$ 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 rejected H_0 since $\beta_2 (0.432)$ is statistically significantly different from 0 at $p < 0.05$.

This finding implies that for psychosocial and emotional support mentoring practices to take place in SDA schools in STUM-Tanzania, transformational leadership style should be used and social relationships be strengthened.

5. DISCUSSION

Findings show that leadership career development and experience practices were realized in SDA schools in STUM-Tanzania at an average extent. Teachers were involved in decision-making

committees and staff meetings, albeit to an average extent. Hew and Knapczyk (2006) posit that career development activities of mentoring involve giving direct career-enhancing support such as modeling and providing coaching through committee engagements. Denying teachers such opportunities minimizes their chances to develop leadership abilities and experiences.

Findings on psychosocial and emotional support for teachers in SDA Schools in STUM, Tanzania is supported by Jyoti and Sharma (2015) who are categorical that counseling, role modeling, friendship and collegial practices develop the emotional intelligence of teachers, thereby contributing to their ultimate preparation for leadership. Respondents cited role modeling, counseling and being appreciated as some psychosocial and emotional support they received from their heads of schools, although at an average extent.

There was good social relationships in SDA schools in STUM, Tanzania with respondents expressing that they support and treat each other with respect; their schools support and appreciate the sharing of new ideas; and that their schools had a friendly atmosphere. Angus and Hughes (2017) postulate that when the quality of interactions among school community members are emphasized, a positive school climate occurs such as the case in SDA schools in STUM, Tanzania. There was good school culture in SDA schools in STUM, Tanzania. Respondents singled out commitment to school Philosophy, Mission, and Vision statements as being the bases of school programs. Spicer (2016) asserts that strong organizational culture is characterized by members' commitment to institutional vision and value statements.

The use of Transformational Leadership Style in SDA schools in STUM, Tanzania is good. Heads of schools are goal oriented and encourage collaboration among members. McCarley, Peters, and Decman (2016) assert that Transformational leadership style is appropriate for building a positive school climate since it facilitates collaboration and empowers the entire school community to focus on achieving organizational goals.

The probability ($P = 0.000$) indicates that the null hypothesis which states that, "there is no significant relationship between leadership development and the school climate" is to be rejected ($P < 0.001$). Consequently, the alternative hypothesis is accepted that "there is a significant relationship between the school climate and leadership mentoring practices". The relationship between dependent and independent variables, therefore, reveal that the more positive the social relationships, the better the school culture, and the greater use of transformational leadership style, the more leadership mentoring practices are realized in SDA schools in STUM, Tanzania. This finding supports Angus' and Hughes' (2017) assertion that school climate is a vital component for the achievement of personnel development and should be the first critical mentoring focus. This finding implies that, for leadership career development and experience practices to take place in SDA schools in STUM-Tanzania, building a positive school climate is a vital role each teacher needs to observe. Leaders need to embrace transformational leadership style which acts as a vessel for building warm social relationships not only among members of staff but also between members of staff and heads of schools while observing the school culture and its components.

Of the three school climate variables under investigation in this study, it is transformational leadership style and social relationships that determine the occurrence of leadership mentoring practices in SDA schools in STUM, Tanzania (see Tables 11, 12 and 13). This finding matches that of Hoy and Miskel (2013) who assert that transformational leadership style provides a proactive organizational environment, inspirational motivation and intellectual stimulation, which promote professional development of the teaching staff. Smith (2013) also is categorical that transformational leadership style emphasizes collaboration and harmonious social relationships within the organization. Latcher and Ruland (2018) expose that leadership is enhanced through mentorship relationships in the work place. However, this finding is contrary to that of Mokoqo (2013) who argues that school culture facilitates and promotes organizational leadership development the most.

6. CONCLUSIONS

1. The study shows that leadership mentoring in SDA schools in STUM is practiced at an average extent.
2. 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 the positive the social relationships, the better the school culture and practices of transformational leadership style; the better the leadership mentoring practices.
4. School climate indicators that best determine leadership mentoring practices in SDA schools in STUM, Tanzania are transformational leadership style and social relationships.

7. RECOMMENDATIONS

1. Heads of SDA schools in STUM, Tanzania should promote leadership mentoring practices to a higher extent by putting into place more adequate, purposeful and formal mentoring programs.
2. Heads of SDA schools in STUM, Tanzania should promote better school climate in terms of social relationships, school culture and transformational leadership style.
3. School Boards of SDA schools in STUM, Tanzania 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, Tanzania should encourage the practice of Transformational leadership style and strengthen good social relationships in order to enhance the occurrence of leadership mentoring practices at a higher extent.

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