

Mapping principal preparation in Kenya and Tanzania.

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Abstract

Purpose – The purpose of this paper is to present an overview of the principal preparation programming available to school leaders in Kenya and Tanzania.

Design/methodology/approach – The authors analyzed information about the educational leadership programmes offered by a range of public and private institutions in East Africa. Data were gathered primarily through document analyses based on publicly available information describing certificate, diploma, and degree programs related to principal preparation in Kenya and Tanzania.

Findings – A description is offered of the intended client group for leadership preparation programmes along with an overview of programme content, structure, delivery modes, and credentialing. Gaps were noted in the areas of instructional leadership, educational technology, and visioning. Further, the authors noted the insufficient capacity of educational institutions in East Africa to prepare new principals or to offer ongoing professional development.

Research limitations/implications – The study was limited to publicly available documents. There is a marked need for more detailed empirical reports of principal preparation in sub-Saharan Africa.

Practical implications – The suitability of the content of existing principal preparation programs warrants closer examination.

Originality/value – This report contributes to the understanding of principal preparation in sub-Saharan Africa in terms of its capacity, content, and delivery modes.

Keywords: Principals, Kenya, Tanzania

Full text: <https://www.emerald.com/insight/content/doi/10.1108/09578230810908307/full/html>