

**ROLE OF PUBLIC SECONDARY SCHOOL PRINCIPALS IN
MANAGEMENT OF EDUCATION DURING EMERGENCIES IN
RORYA DISTRICT, TANZANIA**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
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JULY, 2017

DECLARATION

I declare that this research project is my original work and has not been presented in any other university/institution for consideration of any certification. This research project report has been complemented by referenced sources duly acknowledged. Where text and data have been borrowed from other sources including the internet, these are specifically accredited and references cited using the current APA system and in accordance with anti-plagiarism regulations



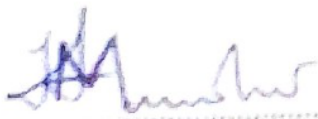
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This project has been submitted with our approval as university supervisors.



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ABSTRACT

The purpose of this research was to identify the role of public school principals in management of education during imminent emergencies in Rorya District, Tanzania. Rorya District has been facing calamities in terms of lack of infrastructure, tribal clashes, HIV/AIDS scourge, lack of adequate personnel to name but a few. These have led to serious challenges faced by the principals in terms of management. This study was guided by the following objectives: find out the strategies, methods and prevention tactics that have been developed by principals to manage emergencies in their schools; identify communication structures, identify the level preparedness and response measures and finally the impact of emergencies on education in Rorya District. The study was based on Input Output Systems Theory by Liliensfeldt (1978) which stipulate a set of interrelated components which are relevant to this study. The study adopted descriptive survey research design which involved descriptive and interpretation of circumstances prevailing at the time of the study. The researcher employed purposive sampling in selecting schools and their respective principals basing on frequency of emergency cases. The research instruments were questionnaires and interview schedules to collect data. The research instruments were piloted and validity verified. Reliability was also verified where the correlation coefficient of +0.72 was established. The population of the study was 7,913 comprising of Principals, Parents, Students and DSEOs. The sample size was 448 respondents through simple random sampling and purposive sampling. Quantitative data was analyzed by use of, percentages, frequencies and presented through tables. Qualitative data was analyzed by establishing the categories and themes, relationships/patterns and conclusions in line with the study objectives. From the findings principals had not undertaken disaster management courses. All the principals also confirmed that the teachers and students were not trained on emergency preparedness. However according to the responses there were effective specific measures put in place for handling emergencies. The conclusion is that schools had methods of dealing with emergencies that arise in the district and have an effective communication network.