Shared Strategic Vision in Participative Leadership Style and Quality Education Provision in Public Secondary Schools in Arusha Region, Tanzania

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ABSTRACT: *This study examined the influence of shared strategic vision in participative leadership style on improving the quality of education in public secondary schools in Arusha region, Tanzania. Correlation survey design under quantitative approach was adopted to establish the influence of shared strategic vision on improving the quality of education. Data was collected from 291 respondents, comprising district education officers, heads of schools, academic masters/mistresses, students' leaders, and teachers. Data was analyzed using both descriptive and inferential statistics. The results of the analysis revealed that shared strategic vision is a vital approach of participative leadership style that enabled the involvement of teachers in preparing a detailed school calendar system to guide teaching and learning activities for facilitating students' achievements, provides conducive environment for motivating teachers through timely rewards systems, facilitates the sustainable implementation of education goals by ensuring that teaching strategies are guided by clear objectives for improving quality education, facilitates effective monitoring and evaluation of teaching and learning process for ensuring regular and early report of students' academic progress, increases teachers' commitment and efficiency to the attainment of students' performance especially in lesson preparation and syllabus completion. The study concluded that teacher and students' leaders are mainly implementers of the strategic vision rather than designers and thus affect the provision of quality of education. The study recommended the Ministry of Education, Science, and Technology to develop a clear policy and increase efforts in training and retraining headmasters/mistresses on the proper delegation of responsibility for improving the quality of education in public secondary schools.*

KEYWORDS: Participative leadership style, shared strategic vision, quality education, Arusha

INTRODUCTION

Shared strategic vision refers to the ability of the leader to establish the strategic vision statement, developing a macro and micro plan, and communicating the organization goals to the subordinates before making final decisions for improving of services delivery. Heads of schools expects to create a fertile ground for collaborative setting and development of school plans basing on the inputs of their teachers and students for sustainable improvement of quality education (Plasman, 2018, Amos et al., 2021). The process of preparing strategic vision by involving different stakeholders facilitates unity and solidarity, commitment, and motivation traits to the subordinates. The educational leaders

employing participative leadership style in the entire process of sharing the school strategic vision to the teachers and students in order provide a room for accommodating the changes and attainment of education goals. Radifan and Dewanti (2020) insisted on the usefulness of involving stakeholders in creation of strategic plans that essentially accommodate 4Cs of 21st skills that includes developing creativity and innovation, critical thinking and problem solving, communication, and collaboration.

The aforementioned skills are the basic elements for transforming macro economy status of the particular country. There is no doubt that heads schools leadership skills' capacity is considered before their promotion as headmasters/mistresses, thus expected to have adequate skills of ensuring development plans are influenced to the teachers and other stakeholders for smooth implementation (Amos, 2018). As leaders of an educational organization, selection of individuals and groups to be involved in the planning of school strategic vision matters in the process of improving the quality of education. Admiraal et al. (2021) pointed that among the five components of improving the quality of education such as learning leadership, change of school organization, collaborative work and learning, and professional learning opportunities for all, shared school vision on learning cannot be ignored by educational connoisseurs.

The adaption of social, economic, political and technical changes in organization determined by the extent in which heads of schools shares strategic plans. The studies done in India by Arlinwibowo et al. (2020) and England by Kim and Asbury (2020) verified that the tremendous changes that confronted the world by uncontrolled COVID-19 made education sector to adapt distance learning by putting up remote teaching and learning process. It was the duty of education sector to modify the design of learning in order to accommodate the teaching process as well as marking students' assessment. Regardless of the challenges encountered by educational sectors, heads of schools worked jointly with educational stakeholders to restructure their strategic vision in order to accommodate new changes (Ahmed & Opoku, 2022). The school leadership focuses on enhance the positive school culture without compromising the quality of education.

The government of United Republic of Tanzania recognizes the role of secondary schools in creation of competitive manpower for ensuring there is a competitive economy capable of producing sustainable growth and shared benefits, high quality livelihood; peace, stability, and unity, good governance, and well educated and learning society [Tanzania Development Vision, 2025 (2015)]. To attain the aforementioned national vision, heads of schools are expected to play the role of process engineer and facilitator by having skills of clarifying on the ways in which internal process of sharing plans by facilitating adequate participation of teachers, students and other stakeholders in re-engineering school-based plans is closely related to institutional outputs and educational outcomes.

The formal education system in Tanzania consists of two sequential cycles namely four year programme of Ordinary Level (O-Level) secondary education, and two year programme of Advanced Level (A-Level) secondary education. To attain the foregone cycles of education as according to the Education and Training Policy (ETP) of 2014 sets the Vision and Mission for education and training in the country as being; "The vision is to ensure an educated and knowledgeable Tanzanian, skilled, proficient, with ability and positive outlook so as to be able to contribute in bringing about National development; and its mission as being to enhance the quality of education and training and provide for structures and procedures that will produce many educated Tanzanians and those willing to educate themselves further so that they could contribute in the attainment of the development goals of our Nation" (ETP, 2014) , pp 18-19. This calls for the school strategic vision to be shared to the education stakeholders to enhance its implementation at the institutional levels.

At the institutional levels, secondary schools have abundances of vision and mission statements focusing on implementing ETP 2014 vision of enhancing quality of education, yet the academic performance of students in the Certificate of Secondary Education (CSEE) has not reached to the target of producing the best performance. The status of National Examinations results as indicated in Table 1 summarized the academic performance of students in the Certificate of Secondary Education Examination (CSEE) by division, from 2010 to 2020 in Tanzania (NECTA-CSEE, 2010-2020).

Table 1: CSEE Results, 2010 - 2020

Year	Division (in %)					Percent Failed	Total Number of Candidates Examined
	I	II	III	1 - 111	IV		
2010	1.5	2.8	7.1	11.4	38.9	49.6	352,840
2011	1.1	2.4	6.5	10.0	43.6	46.4	339,330
2012	0.9	2.8	5.9	9.5	33.5	56.9	397,222
2013	2.2	6.2	12.8	21.1	36.0	42.9	352,614
2014	3.1	10.5	17.2	30.7	39.0	30.2	240,410
2015	2.8	9.0	13.6	25.3	42.6	32.1	384,300
2016	2.7	9.3	15.6	27.6	42.8	29.7	349,524
2017	2.5	10.5	17.2	30.2	47.4	22.4	317,777
2018	3.8	11.1	16.9	31.8	47.5	20.7	360,510
2019	4.5	11.5	16.0	32.0	48.6	19.4	422,722
2020	7.2	12.6	15.3	35.1	50.7	14.2	435,654

Source: *NECTA - CSEE Results, 2010-2020*

Note: The percent of students that score Division 1V and those who failed from 2010-2020 ranged from 64.9% to 90.5%.

The results indicated 25.9% scored the high performance of Division I-III, 43.1% scored low performance of Division IV, and 31.0% failed in their examinations. This indicates that 74% of candidates examined from 2010-2020 scored low performance or failed in their CSEE. The current

research is curious about this matter of academic performance of students in National Examinations and yet participative leadership style has been applied in secondary schools through a staff meeting, task force groups, and various school-based committees to enhance a participative decision making of resolving educational problems which will result to improvement of academic performance. Thus, prompted the current study to examine the influence of shared strategic vision in improving the quality of education in public secondary schools in Arusha region, Tanzania.

REVIEW OF RELATED LITERATURE

Sharing of school vision is a vital aspect of fostering a participative leadership style. Participative leaders are honored to involve employees in management by objectives. The school administrators and teachers jointly set the basic and specific objectives to guide them in fulfilling their responsibilities. The shared school vision enables teachers to be aware of the school development plans and the procedures of implementing them for improving the quality of education provision in public secondary schools (Belli & Mjoli, 2014). The study carried by Sagnak (2016) carried a study on school vision and mission in Turkey. The purpose of the study was to investigate the relationship between participative leadership, change-oriented organizational citizenship behavior, and intrinsic motivation in Turkey. The study used a relational model to collect data through an Empowering Leadership Questionnaire to the 850 teachers who were randomly selected from 68 elementary schools in the center of Nigde. To this end, of the total, 410 were female (48.2%) and 440 were male (51.8%). The majority of teachers (49.8%) had 1 to 10 years of professional experience. Most of the teachers (46.7) were 31-40 years old. The study collected data based on questionnaire data collection instrument under quantitative approach. The findings of the study showed that participative management through sharing school vision and objectives increases the creativity and innovation practices of schools by enhancing the intrinsic motivation of teachers. The study insisted on the role played by intrinsic motivation as a full mediator of the relationship between participative leadership and change-oriented organizational citizenship behavior.

Saleem et al. (2020) carried a study on the principal leadership styles and teacher job performance: the viewpoint of middle management in Pakistan. The study focused on the effects of private secondary school principals' leadership styles outlined in the path-goal theory. The sample of 253 middle management personnel findings revealed that the directive leadership style had a significant effect on teacher job performance in the studied schools, followed by the supportive and achievement-oriented leadership styles. The study was based on a quantitative approach. Participative leadership was identified as a significant predictor, it was not considered as a promising predictor of sharing school vision and strategies for improving teachers' job performance. The study was carried in a non-western culture, where directive leadership is beneficial for encouraging teacher job performance as opposite to Tanzania that bases on the democratic principles of leadership. For instance, the findings of the study carried by Atsebeha (2016) in Ethiopia differed with the previous study in some aspects by showing how participative

leadership empowers shared school objectives, where followers are consulted such that their ideas and suggestions are incorporated into policymaking.

Osagie and Akinlosotu (2017) carried a study on school vision and objectives in Nigeria. The purpose of the study was to evaluate the causal relationship between teachers' performance and students' academic achievement in secondary schools. The study employed an ex-post factor research design to collect data using academic achievement inventory and teachers' job performance questionnaire to the economic teachers and senior school students in class two in public secondary schools in Ekpoma Metropolis, Edo State. The research findings could appropriate if the study was based on both quantitative and qualitative approaches. The sample of the study was also not indicated by the previous researcher. The findings of the study indicated that teachers need to be aware of how seriously they need to take their instructional duties because their job performance in each term has a cumulative effect on student's academic achievement in the promotional term. The findings of the study concluded that principals and school authorities should be mindful of how they change subject teachers in their school from term to term to avoid the possible trade-off between teachers' incessant change and students' lowering performance by focusing on the attainment of school objectives as stipulated in-school vision and mission.

Lyaniva (2018) carried a study on school vision and the extent it motivates teachers in Morogoro, Tanzania. The purpose of the study was to evaluate the influence of leadership styles on staff motivation in community secondary schools in Kilosa district. The study employed a qualitative and quantitative research design to obtain data through in-depth interview, structured interview, and direct observation from the broad target population of four (4) community secondary schools, forty (40) teachers, sixty-four (64) students, and twenty-five (25) key informants. The findings of the study indicated that school heads deploy democratic and dictatorial leadership styles interchangeably. From this perspective, both democratic and dictatorial style plays the same role in sharing school vision by a school administrator to the individual teachers. The findings of this study differed from the arguments of the path-goal theory, which is based on participative style than autocratic (dictatorial) style. The findings of study recommended that the Ministry of Education, Science and Technology, and President's Office Regional Administrative and Local Government embark on the democratic leadership style.

Nyangarika and Ngasa (2020) carried study on the strategies for realizing school vision in Tanzania in Arusha region, Tanzania. The purpose of the study was to examine the effects of leadership styles on classroom instruction for secondary schools highlighted the contribution of instructional, transactional, and transformational leadership styles on classroom instruction. The study employed qualitative and quantitative techniques to collect data from a sample of 4 school heads and 90 teachers in six secondary schools in Arusha region. The study employed a mixed research method whereby quantitative data were collected by using a questionnaire and qualitative used a triangulation method by using multiple sources of evidence. The findings of the study revealed that

instructional and transactional leadership styles had positive relationships as compared to the transformational leadership styles. The findings study recommended strategies to improve classroom instruction such as training, financial and material resources, empowerment of the school head, motivation, and involvement of educational stakeholders. Therefore the current study closed the vacuum left by the previous studies by examine the influence of shared strategic vision in participative leadership style in improving the quality of education in public secondary schools in Arusha region, Tanzania.

RESEARCH METHODOLOGY

This study adopted a correlation survey research design under quantitative method approach for the purpose of investigating the relation between shared strategic vision in participative leadership style and the improvement of quality of education in public secondary schools (Cohen & Morrison, 2018). This design enabled researcher to cover a wide range of variables that are not easily produced in the laboratory and their inter relations.. The study involved a sample for the study was 18 secondary schools in 3 districts councils selected as the sample of the study. A total sample of 291 respondents comprised of 180 teachers, 72 students' leaders, 18 head masters/mistresses, 18 academic masters/mistresses, and 3 district education officers. Descriptive and inferential statistics were used for quantitative data analysis. Summary of data were presented in frequencies and percentages through tables. Hypothesis was tested at 0.05 significant levels for Multiple Regression Analysis.

RESULTS AND DISCUSSION

This study intended to determine influence of shared strategic vision in participative leadership style on improving the quality of education in public secondary schools in Arusha region, Tanzania. To determine the influence of shared strategic vision in improving the quality of education in public secondary schools the information was sought from students' leaders, teachers, academic masters, headmasters/mistresses, and education officers. The study distributed questionnaires to teachers in regards to the influence of shared strategic vision on improving the quality of education in 18 public secondary schools in Arusha region. Teachers responses on the extent in which shared strategic vision influencing the improvement of the quality of education in public secondary schools are summarized in table 2.

Table 2: Shared strategic vision influencing on the quality of education (n=180)

S/N	Statements	1	2	3	4	5	M	SD
		n (%)	n (%)	n (%)	n (%)	n (%)		
i.	Provides a clear and effective strategies for ensuring teachers and students are involved in setting of school vision and mission for improving students' academic performance	12(6.7)	36(20.0)	56(31.1)	52(28.9)	24(13.3)	3.22	1.116
ii.	Provides conducive environment for motivating teachers through timely rewards systems	14(7.8)	30(16.7)	54(30.0)	60(33.3)	22(12.2)	3.26	1.114
iii.	Enables the involvement of teachers in preparing a detailed school calendar system to guide teaching and learning activities for facilitating students' achievements	10(5.6)	32(17.8)	56(31.1)	58(32.2)	24(13.3)	3.30	1.083
iv.	Facilitates availability of teaching and learning resources which are relevant to strategic vision shared by the teachers and students	14(7.8)	34(18.9)	58(32.2)	52(28.9)	22(12.2)	3.19	1.118
v.	Provides prioritization of school academic goals by involving teachers in setting up of standards for students' academic achievement	10(5.6)	44(24.4)	52(28.9)	54(30.0)	20(11.1)	3.17	1.091
vi.	Facilitates the sustainable implementation of education goals by ensuring that teaching strategies are guided by clear objectives for improving quality education	8(4.4)	44(24.4)	50(27.8)	52(28.9)	26(14.4)	3.24	1.112
vii.	Facilitates the establishment of quality and standards for provision of quality education and thus ensures innovative teaching methods are shared among teachers to improve students' performance	16(8.9)	34(18.9)	62(34.4)	48(26.7)	20(11.1)	3.12	1.117
viii.	Enhances teachers' commitment and efficiency to the attainment of students' performance especially in lesson preparation and syllabus completion	14(7.8)	34(18.9)	48(26.7)	66(36.7)	18(10.0)	3.20	1.096
ix.	Facilitates effective monitoring and evaluation of teaching and learning process for ensuring regular and early report of students' academic progress	12(6.7)	32(17.8)	68(37.8)	48(26.7)	20(11.1)	3.18	1.063
x.	Ensures adequate provision of in-service training programs for sharing teaching strategies for improving students' performance	20(11.1)	32(17.8)	62(34.4)	56(31.1)	10(5.6)	3.02	1.078
	Grand Mean Score						*3.19*	*1.099*

Source: Field data (2021)

Key: 1=To very low extent, 2=To low extent, 3=To moderate extent 4=To high extent, 5=To very high extent; M=Mean, SD=Standard Deviation

Information from table 2 contains teachers' responses on the influence of shared strategic vision in improving the quality of education in public secondary schools in Arusha region. The findings of the study revealed a grand mean scores of M=3.19, SD=1.099. A big number of respondents indicated that, shared strategic vision enables the involvement of teachers in preparing a detailed school calendar system to guide teaching and learning activities for facilitating students' achievements(M=3.30, SD=1.083), provides conducive environment for motivating teachers through timely rewards systems (M=3.26, SD=1.114), and facilitates the sustainable

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implementation of education goals by ensuring that teaching strategies are guided by clear objectives for improving quality education (M=3.24, SD=1.112) as the highest ranked influences towards improving the quality of education in public secondary schools.

The results of this findings concurs with the study done by Nooruddin and Bhamani (2019) that confirmed that heads of schools tendency of engaging teachers and students' leaders in preparing of strategic vision facilitates the gathering of the important inputs towards improving the quality of education. This implies that sharing of ideas between teachers and students' leaders creates a crucial pattern for participative leadership style. Takyi et al. (2019) noted that teachers and students feel motivated when their engaged in design of school strategic plan and the process of implementing them. To this end, it facilitates the attainment of education goals by incorporating inputs of subordinates in the educational organizations. This is contrary to the previous study findings done by Hanafi et al. (2021) that asserted that the ministry concern with education have autonomy of imposing the teaching curriculum calendar system to the teachers and enforce them in its implementation stage.

Furthermore, the findings of the indicated lowest ranked influences of shared strategic vision in improving the quality of education such as by ensuring adequate provision of in-service training programs for sharing teaching strategies for improving students' performance (M=3.02, SD=1.078), facilitates the establishment of quality and standards for provision of quality education and thus ensures innovative teaching methods are shared among teachers to improve students' performance (M=3.12, SD=1.117), and provides prioritization of school academic goals by involving teachers in setting up of standards for students' academic achievement (M=3.17, SD=1.091). The findings of this study contradict with the study done by Feysia et al. (2022) which vowed that teachers are not directly given an opportunity for making formal plans and towards implementing their strategies of enhancing the improvement of quality education. Most of decisions concerns the in-service training programmes are made by the top authority and being imposed to the subject teachers and students during the implementation stage. This affects the process of giving priorities of important aspects that need to address a certain secondary schools across time and space (Asharaf et al., 2021; Ajani, 2018). This denotes that teachers in public secondary schools are the implementers of strategic vision designed from the top authorities especially in the setting of school-based plans for effecting capacity building, encompasses critical thinking and innovative skills necessary for improving the quality of education. In regards to the study findings from the teachers, shared strategic vision is the crucial components of participative leadership style that emphasizes on creating a conducive environment for transferring the power of making school-based plans for improving the quality of education provision. Bandur et al. (2022) and Khurniawan (2021) in their studies described that heads of schools expected to decentralize power of setting strategic vision to the subordinate in order to eliminate the elements of top down decision making approach insisted that The study distributed questionnaires to the students' leaders focusing on the influence of shared strategic vision in improving the quality of education. Thus

researcher decided to involve students' leaders as important respondents in indicating the influence of shared strategic vision for improving the quality of education in public secondary schools as summarized in table 3.

Table 3: Shared strategic vision on the quality of education (n=72)

S/N	Statements	1	2	3	4	5	M	SD
		n (%)	n (%)	n (%)	n (%)	n (%)		
i.	Provides a clear and effective strategies for ensuring teachers and students are involved in setting of school vision and mission for improving students' academic performance	-	9(12.5)	33(45.8)	21(29.2)	9(12.5)	3.42	0.868
ii.	Provides conducive environment for motivating teachers through timely rewards systems	6(8.3)	6(8.3)	18(25.0)	33(45.8)	9(12.5)	3.46	1.087
iii.	Enables the involvement of teachers in preparing a detailed school calendar system to guide teaching and learning activities for facilitating students' achievements	15(20.8)	9(12.5)	21(29.2)	18(25.0)	9(12.5)	2.96	1.316
iv.	Facilitates availability of teaching and learning resources which are relevant to strategic vision shared by the teachers and students	6(8.3)	9(12.5)	27(37.5)	27(37.5)	3(4.2)	3.17	0.993
v.	Provides prioritization of school academic goals by involving teachers in setting up of standards for students' academic achievement	3(4.2)	12(16.7)	27(37.5)	24(33.3)	6(8.3)	3.25	0.975
vi.	Facilitates the sustainable implementation of education goals by ensuring that teaching strategies are guided by clear objectives for improving quality education	6(8.3)	12(16.7)	27(37.5)	18(25.0)	9(12.5)	3.17	1.113
vii.	Facilitates the establishment of quality and standards for provision of quality education and thus ensures innovative teaching methods are shared among teachers to improve students' performance	6(8.3)	3(4.2)	24(33.3)	27(37.5)	12(16.7)	3.50	1.088
viii.	Enhances teachers' commitment and efficiency to the attainment of students' performance especially in lesson preparation and syllabus completion	6(8.3)	-	24(33.4)	27(37.5)	12(16.7)	3.57	1.064
ix.	Facilitates effective monitoring and evaluation of teaching and learning process for ensuring regular and early report of students' academic progress	3(4.2)	6(8.3)	21(29.2)	24(33.3)	18(25.0)	3.67	1.075
x.	Ensures adequate provision of in-service training programs for sharing teaching strategies for improving students' performance	-	12(16.7)	33(45.8)	21(29.2)	6(8.3)	3.29	0.846
	Grand Mean Score						*3.35*	*1.043*

Source: Field data (2021)
Key: 1=To very low extent, 2=To low extent, 3=To moderate extent 4=To high extent, 5=To very high extent
M=Mean, SD=Standard Deviation

Data from table 3 contains the responses from the students' leaders on the influence of the shared strategic vision in improving the quality of education in public secondary schools in Arusha region. The results of the study showed the mean scores (M=3.35, SD=1.043) of students' leaders responses. The findings revealed that shared strategic vision facilitates effective monitoring and evaluation of teaching and learning process for ensuring regular and early report of students' academic progress (M=3.67, SD=1.075), enhances teachers' commitment and efficiency to the attainment of students' performance especially in lesson preparation and syllabus completion (M=3.57, SD=1.064), and facilitates the establishment of quality and standards for provision of quality education and thus ensures innovative teaching methods are shared among teachers to

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improve students' performance (M=3.50, SD=1.088) were indicated as the highest ranked influence of shared strategic vision in improving the quality of education.

The findings of this study agrees with the study findings done by Nooruddin and Bhamani (2019) that contended that teachers and students expected to be involved in the process of preparing school strategic vision in order to foster high standard achievements in academic arena. This entails that the contemporary teaching and learning process demand the educational sector to meet the 21st century skills that focused on the collaboration and team working spirit. Teachers' commitment to their profession can be determined by the effectiveness of school management system in ensuring that their demands are resolved at the right time. Ayeni and Amanekwe (2018) noted that teachers feel respected if their requests are considered positively by their superiors especially in maintain of instructional workload and provisional of regular feedback to the students achievements.

Moreover, quality and standards for provision of quality education supposed to be shared by the school administration, teachers and students' leaders in order to foster innovative teaching methods. Madani (2019) insisted that quality education programs must be compatible to the demands of the macro-economic contexts of the countries. This can be attained through embarrassing innovative approaches of involving teachers and students' leaders in design and implementation of strategic vision in order to boosts the standards and quality of education in the educational sectors (Miller, 2022; Kapur, 2018). However, the findings of the study also indicated that shared strategic vision enables the involvement of teachers in preparing a detailed school calendar system to guide teaching and learning activities for facilitating students' achievements (M=2.96, SD=1.316), facilitates the sustainable implementation of education goals by ensuring that teaching strategies are guided by clear objectives for improving quality education (M=3.17, SD=0.113), facilitates availability of teaching and learning resources which are relevant to strategic vision shared by the teachers and students(M=3.17, SD=0.993), and ensures adequate provision of in-service training programs for sharing teaching strategies for improving students' performance (M=3.29, SD=0.846) were ranked as the lowest influence of shared strategic vision on improving the quality education.

The findings of the study implies that students' leaders are inadequately involved in setting of school calendar system, autonomy of acquiring teaching and learning resources and they are not aware on the issue of in-service training programs for their teachers. This contract with the findings of the study done by Mitra (2018) that proclaimed that information sharing at institutional level is a cornerstone of implementing the process of sharing strategic vision to facilitate creativity culture among the educational stakeholders, that is teachers and students' leaders inclusively. The students' leaders' voice in the school strategic vision should not be underestimated as they have a special role to play towards the entire process of improving the quality of education. Yeh (2018) described that school administration expected to involve students' leaders' voice in setting and sharing of strategic

vision so as to attain the desirable education goals. This shows the necessity of involving teachers and students' leaders in resolving academic problems through adequate plans of the educational programmes. The process of adapting changes in the education institutions depends on the manner in which subordinates and students are involved by the supervisors, heads of schools, creating or sharpen the existing strategic vision. In line to the aforementioned influence of shared strategic vision as indicated by the respondents of the study, this finding enforced the researcher to collect information from academic masters/mistresses in regards to the influence of shared strategic vision on improving the quality of education in public secondary schools as summarized in Table 4.

Table 4: Shared strategic vision on the quality of education (n=18)

S/N	Statements	1 n (%)	2 n (%)	3 n (%)	4 n (%)	5 n (%)	M	SD
i.	Provides a clear and effective strategies for ensuring teachers and students are involved in setting of school vision and mission for improving students' academic performance	2(13.3)	4(22.2)	5(27.8)	5(27.8)	2(13.3)	3.67	1.017
ii.	Provides conducive environment for motivating teachers through timely rewards systems	2(13.3)	3(16.7)	7(38.9)	5(27.8)	1(0.67)	3.00	1.043
iii.	Enables the involvement of teachers in preparing a detailed school calendar system to guide teaching and learning activities for facilitating students' achievements	2(13.3)	3(16.7)	7(38.9)	4(22.2)	2(13.3)	3.06	1.066
iv.	Facilitates availability of teaching and learning resources which are relevant to strategic vision shared by the teachers and students	1(0.67)	2(13.3)	6(33.3)	6(33.3)	3(16.7)	3.44	1.080
v.	Provides prioritization of school academic goals by involving teachers in setting up of standards for students' academic achievement	2(13.3)	2(13.3)	6(33.4)	6(33.3)	2(13.3)	3.41	1.101
vi.	Facilitates the sustainable implementation of education goals by ensuring that teaching strategies are guided by clear objectives for improving quality education	1(0.67)	3(16.7)	5(27.8)	7(38.9)	2(13.3)	3.33	1.066
vii.	Facilitates the establishment of quality and standards for provision of quality education and thus ensures innovative teaching methods are shared among teachers to improve students' performance	1(0.67)	3(16.7)	8(44.4)	5(27.8)	1(0.67)	2.78	1.112
viii.	Enhances teachers' commitment and efficiency to the attainment of students' performance especially in lesson preparation and syllabus completion	1(0.67)	4(22.2)	7(38.9)	5(27.8)	1(0.67)	3.06	1.066
ix.	Facilitates effective monitoring and evaluation of teaching and learning process for ensuring regular and early report of students' academic progress	1(0.67)	4(22.2)	6(33.3)	5(27.8)	2(13.3)	3.17	1.137
x.	Ensures adequate provision of in-service training programs for sharing teaching strategies for improving students' performance	1(0.67)	3(16.7)	7(38.9)	5(27.8)	2(13.3)	3.22	1.072
	Grand Mean Score						*3.21*	*1.076*

Source: Field data (2021)
Key: 1=To very low extent, 2=To low extent, 3=To moderate extent 4=To high extent, 5=To very high extent
M=Mean, SD=Standard Deviation

The data in table 4 contains the responses of academic masters/mistresses on the influence of shared strategic vision in improving the quality of education in public secondary schools in Arusha region. The findings of the study indicated the grand mean scores of M=3.21, SD=1.076, where by shared

strategic vision provides a clear and effective strategies for ensuring teachers and students' leaders are involved in setting of school vision and mission for improving (M=3.67, SD=1.017), facilitates availability of teaching and learning resources which are relevant to strategic vision shared by the teachers and students' leaders (M=3.44, SD=1.080), and provides prioritization of school academic goals by involving teachers in setting up of standards for students' academic achievement (M=3.41, SD=1.101) were highly ranked by respondents. The findings of this study implies shared strategic vision facilitates the design of effective strategies for enhancing quality education and ensures that the prerequisites of educational sectors are met by secondary schools before being implemented in the teaching and learning setting. This result confers with the findings of the studies done by Muleya et al., 2020, Ikram, 2021 that described the strategic plans need to be shared by educational stakeholders to enhance the improvement of teaching and learning process. The strategy of involving teachers and students' leaders in implementing vision of an institution fosters their commitment in resolving education challenges.

Moreover, the findings of the study indicated that shared strategic vison facilitates the establishment of quality and standards for provision of quality education and thus ensures innovative teaching methods are shared among (M=2.78, SD=1.112), provides conducive environment for motivating teachers through timely rewards systems (M=3.00, SD=1.043), and enhancing teachers' commitment and efficiency to the attainment of students' performance especially in lesson preparation and syllabus completion and enables the involvement of teachers in preparing a detailed school calendar system to guide teaching and learning activities for facilitating students' achievements (M=3.06, SD=1.066) were ranked at the lowest position in influencing the improving of quality of education. Otieno and Magoma (2022) noted that the quality of education can be enforced by the teachers' commitment in ensuring that assessments are done as required by considering different factors including the validity, reliability and fairness. This implies that most of the decisions concerns with the development of schools and curriculum execution in public secondary schools are imposed to teachers without adopting a bottom approach communication system (Alsharija & Walters, 2021).

This probably may affects the implementation of strategic vision at the institutional level as the primary stakeholders are not directly involved at the design stage. From this juncture the research found it was appropriate to collect information from DEOs and HOSs in regards to the influence of shared strategic vision on improving the quality of education in public secondary schools in Arusha region. Table 5 summarizes the information obtained by interview schedule on the shared strategic vision on the quality of education.

Table5: Shared strategic vision on the quality of education (n=3 DEOs, n=18 HOSs)

S/N	Responses	DEOs		HOSs	
		n	**%**	**n**	**%**
i.	It enable teachers to formulate teaching projections focusing on implementing the strategic vision through enhancing team work	3	100	14	73.8
ii.	It instills a sense of responsibility and accountability among the teachers in their teaching and learning processes	2	66.7	11	73.3
iii.	Enables teachers to have a benchmark of improving their teaching and learning process for improving students' performance	-	-	3	16.7
iv.	Enforce time management among teachers in teaching process by focusing on the syllabus coverage and improving students' academic performance	2	66.7	15	83.3
v.	Stimulate effective monitoring and evaluation of teaching and learning processes for stance by making follow-up on teaching and learning activities and results analysis.	1	33.3	14	73.8
vi.	Increases the level of competition among teachers in attain the shared strategic vision for improving the quality of education in secondary schools due to the rewards upon their achievements	2	66.7	16	33.3
vii.	Improving the well-being of the student, teaching and supporting staff	-	-	4	22.2
viii.	Facilitates the availability of teaching and learning physical facilities	1	33.3	1	0.67

Source: Field data (2021)

Key: HOSs=Heads of Schools, DEO= District Education Officer

Information in table in 5 contains the responses of DEOs and HOSs on the influence of shared strategic vision on improving the quality of education in public secondary schools. The findings from DEOs , 100% of respondents revealed that shared strategic vision enable teachers to formulate teaching projections focusing on implementing the strategic vision through enhancing team work, 66.7%of respondents revealed shared strategic vision instills a sense of responsibility and accountability among the teachers in their teaching and learning processes, enforce time management among teachers in teaching process by focusing on the syllabus coverage and improving students' academic performance, and increases the level of competition among teachers in attain the shared strategic vision for improving the quality of education in secondary schools due to the rewards upon their achievements. The findings of the study correspond with the study findings done by Lacerenza (2018) which delineates that creation of team working sprit and time management is the crucial step towards the success of student academic achievement. This shows that shared strategic vision is an important element of participative leadership style that bring together stakeholders in setting and implementing of education activities. Sheperis and Bayles (2022) confirmed the findings of the study by describing that the ownership of school strategic vision is essential in carrying out different reforms focusing on the improving the quality of education. This in turns provides a channel to the educational stakeholders at the institutional levels to develop their strategies of attain vision and mission of teaching and learning strategies.

On the side of the HOSs, the findings of the study indicated, 83.3% of respondents showing the influence of shared strategic plan in enforcing time management among teachers in teaching process by focusing on the syllabus coverage and improving students' academic performance, 73.8% of respondents revealed that shared strategic vision enables teachers to formulate teaching projections focusing on implementing the strategic vision through enhancing team work and stimulate effective monitoring and evaluation of teaching and learning processes for stance by making follow-up on teaching and learning activities and results analysis (Malunga, 2020; Mukwevho, 2018). This findings corresponding with the study done by Leithwood et al. (2020) that accounted that effective leadership system must focus on facilitating the availability of cognitive resources to enhance problem-solving expertise, domain specific knowledge, and system thinking which are the basic prerequisites of competence-based curriculum approach for improving the quality of education provision.

However, items viii and iii were given low priorities by the respondents from all categories in this table, for instance item 8 and 3 indicated by 0.67% and 16.7% respectively by the HOSs. This implies that probably there is dominance of directive decision making from top authorities in regards to the facilitation of availability of teaching and learning physical facilities (Adom, 2021; Setiawan, 2020). In regards to the contribution that can be obtained from the shared strategic vision is improvement of teaching and learning facilities. This has been insisted by the study done by Barrett (2019) who delineated the significance of setting priorities in improving the school facilities so as to provide enabling environment for quality education improvement through application of shared strategic vision. Thus, the researcher found that, it was therefore appropriate to employ observation checklists data collection instrument in order to determine the magnitude of the situation. Students and teachers needs conducive environment that facilitates the acquisition of relevant skills, attitudes, knowledge, and values. Findings of the study from the observation checklist enabled the study to signpost the availability and condition status of school physical infrastructures in public secondary schools in Arusha region. Table 6 specifies the availability of school physical infrastructures in 18 sampled public secondary schools in Arusha region.

Table 6: Physical infrastructures in public secondary schools in Arusha region (n=18)

School code	Library	Laboratory	Assembly Hall	Play Grounds	Hostels/Dorms	Water Supply	Classrooms	Administration Block	Electricity supply	Toilets	Percentage of Available (%)
1	X	√	X	X	X	√	√	X	X	√	40
2	X	√	X	√	√	√	√	X	√	√	70
3	√	√	X	√	√	√	√	X	√	√	80
4	X	√	X	X	X	√	√	X	√	√	50
5	X	√	X	√	X	√	√	X	√	√	60
6	√	√	√	X	X	√	√	X	√	√	70
7	X	√	X	√	√	√	√	X	√	√	70
8	√	X	X	X	√	√	√	√	√	√	70
9	X	√	√	X	X	√	√	√	√	√	70
10	√	√	X	√	X	√	√	√	√	√	80
11	√	√	X	X	X	√	√	√	√	√	70
12	X	√	X	X	X	√	√	X	X	√	40
13	√	√	√	X	X	√	√	X	√	√	70
14	√	√	X	X	X	√	√	√	√	√	70
15	√	√	√	√	√	√	√	√	√	√	100
16	X	X	X	X	X	√	√	X	√	√	40
17	√	√	√	√	√	√	√	√	√	√	100
18	√	√	X	X	X	√	√	√	√	√	70
Mean	**55.6**	**88.9**	**27.8**	**38.9**	**33.3**	**100**	**100**	**44.4**	**88.9**	**100**	**67.8**

Source: Field data (2021)

Key: √- Available   X- Not Available

Responses from table 6 revealed that most of the public secondary schools had moderate availability of physical infrastructures. The findings of the study indicated 9 (50.0%) of public secondary schools (as indicated in item 2, 6, 7, 8, 9, 11, 13, 14, & 18) have 70% of the availability of physical resources, 3(16.7%) of public secondary schools (as shown in item 1, 12, & 16) had 40% of the availability of physical infrastructures, 2(11.1%) of public secondary schools (as indicated in item 3 & 10) had 80% of physical infrastructures availability, 2(11.1%) of public secondary schools (as indicated in item 13 & 17) have 100% of physical infrastructures. The findings of the study indicate that most of public secondary schools had availability 70% of physical infrastructures. The finding of this study implies that most of the public secondary schools have established important infrastructures for improving the quality of education. The studies done by Simiyu et al. (2020) and Saruma and Mgimba (2021) confirm the current study findings by arguing that, physical infrastructures have a great impact on the students' academic performance as they promote teaching and learning processes. Therefore the school strategic vision expected to focus on ensuring that there adequate and quality supply of physical infrastructures. Moreover, the table also indicate that, 1(5.6%) of public secondary schools (as indicated in item 4) had 50% of availability of physical infrastructures, and finally1 (5.6%) of public secondary schools (as indicated in item 5) had 60%

of availability of physical infrastructures. This finding of the study creates an alarming situation to the education stakeholders especially on the effectiveness of the school strategic vision and procedures followed in sharing and implementing the aforementioned school development plans (Musyoka, 2018, Langwenya-Myeni, 2017). However the availability of assembly halls, playgrounds, hostels, and administration blocks remained a critical debate among the educational planners. In reaction to the foregone findings of the study the researcher found it was appropriate to determine the condition status of the physical infrastructure as summarized in the Table 7.

Table 7: The condition status of school physical infrastructures (n=18)

S/N	Item Observed	Condition of Item Observed	Condition Status										Not Available		Mean
			4-Excellent		3-Good		2-Fair		1-Poor						
			n	%	n	%	n	%	n	%	n	%			
i.	Library	Presence of textbooks	1	5.6	4	22.2	4	22.2	1	5.6	8	44.4			1.22
ii.	Laboratory	Presence of facilities	1	5.6	8	44.4	6	33.3	1	5.6	2	11.1			2.22
iii.	Assembly Hall	Presence	1	5.6	1	5.6	2	11.1	2	11.1	13	72.2			0.72
iv.	Play Grounds	Presence of fields pitch and size	0	0	1	5.6	4	22.2	2	11.1	11	61.1			0.78
v.	Hostels/Dorms	For students	3	16.7	2	11.1	0	0	1	5.6	12	66.7			1.06
vi.	Water Supply	Presence	6	33.3	3	16.7	5	27.8	4	22.2	0	0			2.94
vii.	Classrooms	Presence of secure (door, window, walls, roofs)	5	33.3	6	33.3	4	22.2	3	16.7	0	0			2.72
viii.	Administration Block	Presence	1	5.6	1	5.6	3	16.7	3	16.7	10	55.6			1.07
ix.	Electricity supply	Presence	3	16.7	9	50.0	3	16.7	1	5.6	2	11.1			3.07
x.	Toilets	For teachers, boys and girls (Students)	3	16.7	5	27.8	8	44.4	2	11.1	0	0			2.50
	Grand Mean Scores														*1.83*

Source: Field data (2021)
Key: 1= poor, 2=fair, 3=good, 4=excellent

Data in table 7 contains information collected by observation checklist on the status of physical infrastructures. The findings of the study indicated 10% of the physical infrastructure namely electricity supply had good status, 40% of physical infrastructure including laboratories, water supply, classrooms, and toilets had fair status, and 50% of physical infrastructures such as library, assembly hall, playgrounds, hostels/dormitories, and administrative block had poor status. The study findings revealed the existence of high rate of poor condition of physical infrastructures affects the provision of quality reduction. This implies that there is need of improving the conditions for the basic infrastructures in order to foster the improvement of the quality of education. The findings of the study concurs with the study done by Darlig and Cook-Harvie (2018) and Majd et al. (2019) that argued that poor physical infrastructures compromises with the success of academic performance of students in studying and assessments process. The findings depicts the immediate

action plan of enhancing the improvement of poor status rated physical infrastructures is designed in order to ensure adequate provision of quality education.

By having unreliable teaching and learning facilities makes the professional vague due to contradictory role of providing quality education in the immature learning environment. Teaching and learning process cannot take place in unconducive platforms, hence serious remedial measures to be applied in order to improve the existed or creating new school-based physical resources. In regards to the responses obtained from the open-ended questions from the distributed questionnaires to students' leaders, teachers, and academic masters/mistresses, table 8 summarizes findings on the influence of the shared strategic vision on improving the quality of education public secondary schools.

Table 7 Shared strategic vision on quality of education in public secondary schools

S/N	Responses	Students' leaders (n=72)		Teachers (n=180)		Academic Masters (n=18)	
		n	**%**	**n**	**%**	**n**	**%**
i.	Facilitates the provision of in-services trainings among the teachers on the school vision and mission	44	61.1	168	93.3	12	66.7
ii.	Enhance setting of rewarding system to the successful student or teachers	66	91.2	120	66.7	10	55.6
iii.	Enables monitoring and evaluation of school goals and objectives	50	69.4	125	69.4	10	55.6
iv.	Provision of remedial measures to challenges confronting the implementation of strategic vision	53	73.6	160	88.9	15	83.3
v.	Enhance the competitive culture among teachers and students	63	87.5	116	64.4	14	77.8
vi.	Facilitates teachers to abide with professional code of conducts	57	79.2	62	34.4	3	16.7
vii.	Creates a platform for conducting regular meeting basing on implementation of shared strategic vision	66	91.2	169	93.9	16	88.9
viii.	Enforce time management in implementation of school-based curriculum calendar system	54	75.0	104	57.8	12	66.7
ix.	Facilitates the development of relevant school-development programs for achieving strategic vision	30	41.7	102	56.7	9	50.0
x.	Facilitates competence-based teaching and assessment procedures	45	62.5	162	90.0	14	77.8
xi.	Instills a sense of accountability among students and teachers	49	68.1	111	61.7	5	33.3
xii.	Empowerment of teachers and students in improving the quality of education	60	83.3	128	71.1	8	44.4

Source: Field data (2021)

The data in table 8 gave the summary of the findings from students' leaders, teachers, and academic masters/mistresses in regards to the influence of shared strategic vision on improving the quality of education in public secondary schools in Arusha region. Information from the 72 students' leaders indicated that, 91.2% indicated the setting of rewarding system to the successful student or teachers and creates a platform for conducting regular meeting basing on implementation of shared strategic vision, 87.5% showed the competitive culture among teachers and students, and 83.3% indicated the competitive culture among teachers and students as the main influence of shared strategic vision

in improving the quality of education. However, the respondents also indicated Facilitates the development of relevant school-development programs for achieving strategic vision by 41.7% as the minor influence of shared strategic vision in improving the quality of education. This implies that shared strategic vision facilitates the process of setting the system of giving rewards to the best performing teachers and students in order to increase their commitment and hardworking towards improving the quality of education. This concurs with what is stipulated by Andriani et al. (2018) that described the benefits of giving rewards to the teachers and students to motivate them in their teaching and learning process. The engagement of educational stakeholders in shared strategic vision creates effective relationships between the school administration and the entire school community.

The data from teachers from Table 8 indicates data on teachers responses in the influence of shared strategic vision in improving the quality of education, the results revealed out of 180 respondents, 93.9% indicated creates a platform for conducting regular meeting basing on implementation of shared strategic vision, 93.3% indicated facilitation of the provision of in-services trainings among the teachers on the school vision and mission , 90.0% indicated facilitates competence-based teaching and assessment procedures and 88.9% revealed provision of remedial measures to challenges confronting the implementation of strategic vision as the main influence of shred strategic vision. This implies that most of the respondents indicated the influence of shared strategic vision in facilitating the establishment of regular meetings for discussing matters relating to the school development plans for improving the quality of education. The findings of the study concurs with study done by Ahmed and Opoku (2022) that insisted on the application of regular meetings for continuously improving teaching and learning activities in education sector. The finding also denotes the significance of shared strategic vision in setting in-service training programs for teachers to boost their teaching and learning activities.

This has been noted also by Ayvaz-Tuncel (2018) and Baecher and Chung (2020) studies that recommends the provision of capacity building programs to the teaching staff and students' formation seminars so as to sharpen their level of implementing the shared strategic vision. The information on table 7 indicates academic masters' responses on the influence of shared strategic vision in improving the quality of education in public secondary schools, the findings indicated that out of 18 respondents, 88.9% indicated creation of a platform for conducting regular meeting basing on implementation of shared strategic vision, 88.3% provision of remedial measures to challenges confronting the implementation of strategic vision , and 77.8% indicated enhancing of the competitive culture among teachers and students and facilitates competence-based teaching and assessment procedures as the main influence.

This implies that shared strategic vision influence the improvement of quality of education mostly on the aspect of ensuring shared strategic vision meetings are regularly conducted in order to design the school development action plans and setting remedial measures of resolving challenges relating

to their effective implementation. The findings of the study concur with what is postulated in the study done by Nyangarika and Ngasa (2020) that timely involvement of educational stakeholders in developing of action plans for implementing the strategic vision of educational institutions provides a room of reshaping the structures of action to be taken in resolving the challenges. From this point of view, it is therefore important for school strategic vision to be shared by teachers, students, parents, and supporting staff in order to create a room for improving the quality of education.

The study tested hypothesis which stated that *"There is no significant relationship between teachers' education, teaching experience, and age means scores and setting of shared strategic vision for improving students' academic performance in public secondary schools in Arusha region"* in order to determine the relationship between the variables with regards to shared strategic vision as summarized on Table 9.

Table 9: Multiple Regression Analysis

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.490	3	1.830	5.463	.001(a)
	Residual	58.954	176	.335		
	Total	64.444	179			

a Predictors: (Constant), Education level, Teaching experience in years, Age in years
b Dependent Variable: 3. Setting of shared strategic vision for improving students' academic performance
Source: Field data (2021)

The data in table 9 indicates that the P-Value for multiple regression analysis statistical tests is 0.001 which appeared to be less than the significant level of 0.05 (2 tailed) and hence permits the rejection of null hypothesis. Therefore, the Null hypothesis was rejected which implied that there was a significant relationship between teachers' education, teaching experience, and age means scores and setting of shared strategic vision for improving students' academic performance. This finding concludes that the study heads of schools expected to involve all stakeholders in process of sharing school based strategic vision for improving the quality of education in public secondary schools in Arusha region. Therefore, the provision of quality education depends on the extent in which teachers and students are involved in design and implementation of school development plans.

This finding of the study concur with the study done by Huong (2020) that emphasized on the incorporating shared strategic vision in order to foster the formulation of shared mission and clear goals by ensuring participation of teachers regardless of the affiliation status in improving the quality of education. There is a need of robustly involvement of all stakeholders in the process of creating conducive environment for teaching and learning that is compatible relationship among them. The finding of this study supports the study done by Naidoo (2019) that insisted on the

increase of participation of stakeholders in education improvement by eliminating conservative approaches of giving directives to the subordinates. Strategic reforms should therefore focus on correcting disparities in students' academic performance with the purpose of increasing the labour forces for internal and external markets.

In a nutshell, basing on the data obtained through administering of questionnaire, interview schedule, and observation checklist from research participants. The findings of this study specified that shared strategic vision influence to a great extent on improving the quality of education by provision of enabling environment for the involvement of teachers in preparing a detailed school calendar system to guide teaching and learning activities for facilitating students' achievements, motivating teachers through timely rewards systems, facilitates the sustainable implementation of education goals by ensuring that teaching strategies are guided by clear objectives for improving quality education, facilitates effective monitoring and evaluation of teaching and learning process for ensuring regular and early report of students' academic progress, and enhances teachers' commitment and efficiency to the attainment of students' performance especially in lesson preparation and syllabus completion. The tested hypothesis revealed the existence of significant relationship between teachers' education, teaching experience, and age means scores and setting of shared strategic vision for improving students' academic performance in public secondary schools in Arusha region agreement of stakeholders as far as shared strategic vision concerns the process of sharing the school based strategic vision for the development of the quality of education in public secondary schools.

CONCLUSION AND RECOMMENDATIONS

Basing on foregoing findings, the study concluded that shared strategic vision is a vital approach of participative leadership style that enabled the involvement of teachers in preparing a detailed school calendar system to guide teaching and learning activities for facilitating students' achievements, provides conducive environment for motivating teachers through timely rewards systems, facilitates the sustainable implementation of education goals by ensuring that teaching strategies are guided by clear objectives for improving quality education, facilitates effective monitoring and evaluation of teaching and learning process for ensuring regular and early report of students' academic progress, increases teachers' commitment and efficiency to the attainment of students' performance especially in lesson preparation and syllabus completion. The study also concluded that shared strategic vision, facilitates the establishment of quality and standards for provision of quality education and thus ensures innovative teaching methods are shared among teachers to improve students' performance, provides a clear and effective strategies for ensuring teachers and students are involved in setting of school vision and mission for improving, facilitates availability of teaching and learning resources which are relevant to strategic vision shared by the teachers and students. Basing on the tested hypothesis, the study concluded that there was a significant relationship between teachers' level of education, teaching experience, and age mean scores and setting of shared strategic vision for improving the quality of education. This revealed

the great link of stakeholders' engagement in shared strategic vision and the quality of education improvement in public secondary schools.

Based on the conclusion of the study, the study recommended the following;
Ministry of Education, Science, and Technology should provide proper document addressing the significance of deploying shared strategic vision in the participative leadership style by heads of schools in improving the quality of education in public secondary schools in Tanzania. This will simplify the duties and responsibility of heads of schools by involving teachers in decision making and resolving issues confronting the educational; sector.

Similarly, the study recommends that the policy-makers should develop policies that support application of the shared strategic vision in public secondary schools by empowering teachers and students in decision making in secondary schools. The study recommend that the decision-makers and other stakeholders to make well-informed decisions on how to establish support systems for implementing shared strategic vision in public secondary schools for quality education in public secondary schools. Moreover, the study recommends that the heads of schools to adopt a shared strategic in resolving their challenges that are similar to those that have been addressed in this study. The study also recommends that the individual teachers to be aware of their ability, interest, and needs, as they will be involved in school-based strategic vision.

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