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## The Efficiency of Head Teachers in Coordinating Curriculum Implementation in Public Primary Schools in Tarime Town Council in Tanzania

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### **Abstract:**

*This study sought to examine the Efficiency of Head Teachers in Coordinating Curriculum Implementation in public Primary Schools in Tarime Town Council in Tanzania. The study was guided by two theories namely; implementation and coordination theories. Mixed research approach was employed for gathering, evaluating and interpreting the data. Convergent parallel research design was adopted for data collection and analysis. Population of the study was 578. The sample size was 123 participants selected through probability and non-probability sampling procedures. The study applied purposive and simple random sampling techniques to get sample for the study. Questionnaires and interview guides were used for data collection. Validity of the research tools was checked by research experts from St. Augustine University of Tanzania and reliability of the questionnaire was established by using Cronbach's Coefficient Alpha. The study findings revealed that head teachers efficiently coordinated curriculum implementation in schools by ensuring that teachers worked harmoniously by improving relationships among teachers; heads also set direction and created positive school culture. They also enhanced effective communication at school. Despite their efficacy, the study also found that most of the head teachers were not encouraging teachers to enrol for professional development courses. The findings also showed that head teachers had a challenge of ensuring accountability and creativity among teachers especially in attending classes as per the timetable. The study recommends that the local government authority should support heads of schools to address areas which they are not efficient such as encouraging teachers to enrol for professional development courses. This will contribute to effective implementation of curriculum and realisation of the aims of primary education in Tanzania.*

**Keywords:** Effectiveness, coordination, curriculum implementation, head teacher and primary school

### **1. Introduction**

School leaders play a pivotal role in coordinating curriculum implementation. Head teachers are tasked with the responsibility of coordinating various activities in school and ensuring that the curricula are well implemented. They are also expected to motivate teachers, creating a positive school culture that favours effective teaching and learning at school, as supported by Mpaata (2017), who argues that the effectiveness of the school depends on the ability of the head teacher to coordinate all the resources available in the school. Coordination ensures that the vision and mission of the school are attainable in a smooth way. Basing on this concept, the term effectiveness means the capability of producing the desired output. When something is considered effective, it has an expected outcome.

Through effective coordination, head teachers should be able to change teachers' behaviour in a given school. Coordination of curriculum implementation involves teachers' professional development for effective teaching and learning in any education system. When teachers have an opportunity for continuing professional development, they are motivated and perform well in the process of teaching and learning. Therefore, it is important for head teachers to have in place a well-coordinated professional development plan in order for all teachers to fulfil the requirements of teacher effectiveness. This will encourage teachers to participate in life-long learning. It can also enhance their teaching and thus a positive impact on student learning (URT, 2017).

The available evidence from the countries such as UK, USA, Finland, and Sweden show that a capable and independent school leader is vital to achieving quality education. They coordinate curriculum implementation by promoting discipline, establishing assessment policies and managing teachers' performance (Rowland, 2017; Sebastian, Allensworth and Huang, 2016). They need to have unique leadership skills that can influence key changes required in the organisation, and understand that teachers are the most important factors in pupils' success (European Commission, 2018). To achieve the education goals and to improve the quality of education, there is a need for head teachers to coordinate all activities and to assist teachers who experience difficulties, both in teaching and learning.

In Asia, Basri (2017) and Qutoshi & Khaki, (2014) argue that coordination helps head teachers to avoid duplication of work or efforts, interpersonal conflicts, misunderstandings, delays, wastages and confusion. Further, head teachers should ensure the achievement of predetermined objectives of their schools are realised. They should also ensure effective teaching is achieved in schools through regular supervision of classroom instruction. As a school manager, the head teacher should make teaching possible by stimulating desired changes in the professional behaviour of the teachers and make sure that they have full knowledge of the curriculum and be able to lead in the curriculum implementation process.

In Africa, just like in many other developing countries, literature shows that the head teacher is the most important factor that contributes to school and learners' outcomes including levels of literacy, school-leaving examination results and progression to secondary and high education (Buhl-Wiggers, Kerwin, Smith and Thomson, 2018). In South Africa, Zambia, Ghana and Cameroon, head teachers coordinate school resources and utilization, leading to improved school achievement. The effective head teacher manages pupils and teachers' discipline. The government of South Africa and Nigeria has been developing various policies and mechanisms for strengthening school leadership capacity in coordinating as a result; there is a great gain in quality education.

In addition, East African countries such as Kenya, Uganda and Rwanda have been introducing different strategies to ensure that head teachers are empowered in their positions to coordinate quality education delivery. In general, the importance of head teachers as school leaders in East African countries has been shown to be impactful in the effectiveness of their schools and could facilitate the provision of quality education and enhance the changes and sustainable development of these countries (Wolhuter, 2016). A strong team is needed for effective coordination of curriculum implementation in schools. Head teachers are the vision bearers and the ones who deal with the changes in school as well as creating an effective teaching and learning environment needed for the staff to be skilled.

In Tanzania, curriculum implementation can be traced back to the independence of Tanganyika in 1961 (Athuman, 2018). Following the effort, in 1963 a new curriculum was approved for use in primary and secondary schools. Curriculum development was planned to reinforce Universal Primary Education (UPE) in 1974. To ensure that head teachers are effective in coordinating curriculum implementation, various reforms were introduced in the education sector. To begin with, there was the education and training policy of 1995 which ushered in a new era of decentralisation of education in Tanzania. The policy shifted primary schools' management from central to local government authorities.

Moreover, Athuman (2018) argues that in order to improve curriculum implementation teachers' pedagogical skills should be enhanced by equipping them with better teaching methods and techniques in order for them to deliver curriculum effectively. In line with the Education and Training policy of 1995, it is stated that teachers need to be exposed regularly to new methodologies and approaches of teaching. This should be done constantly since the environment is ever-changing and that every serving teacher should be developed through planned and a clear schedule for in-service programs. In-service training and retraining programmes should be compulsory to ensure teacher quality and professionalism (URT, 2005).

The Ministry of Education and Vocational Training (MoEVT, 2011) specified among other duties that head teachers should be responsible for supervising, ensuring high quality, making effective use of time for the entire school day and creating a conducive teaching and learning environment. Syomwene (2018) indicates that curriculum implementation is a difficult process that its success involves realisation of various conditions such as having a clear vision, mission and goals; effective learning atmosphere, availability of physical resources and facilities, the sufficiency of teachers' continuous professional development opportunities, teachers and pupils' motivation and effective management and leadership. Each of the conditions above has great importance in the effective implementation of the curriculum. This is supported by Mbiti (2007), who argues that without proper coordination, the school timetable will not be well followed by the teachers and pupils, and can cause unlimited problems among the staff; and as a result, education goals will not be achieved.

Despite the efforts made for improving curriculum implementation in public primary schools in other jurisdictions, the implementation of curriculum in our public primary schools continues to decline. For example, in Tarime there is a shortage of in-school training at school level which affects teachers and pupils. The Education Quality Improvement Programme in Tanzania (EQUIP-T) programme was conducted at district level in Tarime town from 2014 to 2018 it directed on reading, arithmetic and writing skills (3R's) for teachers who are teaching class one up to four. The programme aimed at building capacity for teachers who teach lower classes. As a result, head teachers were given school kits to help them in coordination of the curriculum implementation at the school level. Ward Education Officers (WEOs) were given motorcycles for making follow ups, but they failed to continue to implement the programme due to insufficient funds. Regardless of their headship roles of coordinating different activities at schools as indicated above, the effectiveness of head teachers in the context of nurturing teachers' commitment in the teaching profession is low and questionable.

Furthermore, the low morale of teachers at school indicates that there is a need to discuss the effectiveness of head teachers in coordinating curriculum implementation in public primary schools so as to ensure that educational goals are achieved. As indicated in URT (2017), on the education sector development plan 2016/17 – 2020/21. The uncoordinated effort of curriculum implementation has a negative influence on educational outputs, with many teachers opting to rely on recall methods, rather than problem-solving methods. This may cause numerous obstacles in the learning process. Head teachers can help reduce or regulate the situation through coordination. The school will be able to conduct seminars, workshops and discussions within schools, which aim at updating teachers' skills and hence promote the performance of pupils.

### 1.1. Statement of the Problem

Coordination is a very important factor in positive Curriculum implementation at school level. Without proper coordination of curriculum implementation, the goal of education cannot be realised, this is supported by URT (2014), which argues that the achievement of academic performance and attainment of the goals of education depend on how head teachers coordinate various activities performed at school. To achieve efficiency coordination of schools' curriculum, head teachers should ensure school time table is well coordinated to favour active teaching and learning at school level. However, today parents and other stakeholders complain about how some standard seven pupils fail to perform simple mathematics, reading and writing. These complaints might have been caused by ineffective coordination of curriculum implementation by head teachers. As noted in URT (2017), the uncoordinated effort of curriculum implementation has a negative influence on educational outputs. This is the evidence that, coordination of curriculum implementation provided in public primary schools is still very low and yet few studies have been carried out to examine what head teachers are doing to coordinate curriculum implementation at school level. It is from this conjecture that this study was carried out to assess the effectiveness of head teachers in coordinating curriculum implementation in primary schools in Tarime town council.

### 1.2. Study Objective

To examine the efficiency of head teachers in coordinating curriculum implementation in primary schools in Tarime Town Council in Tanzania

### 1.3. Research Question

How efficient are head teachers in coordinating curriculum implementation in primary schools in Tarime town council in Tanzania?

## 2. Literature Review

There are numerous studies done on head teachers as the central pillars and prime movers in the school management process in public and private primary schools. Day and Sammons (2016) in their study on successful school leadership in UK education discuss the issue of effective leadership and conclude that head teachers can affect job satisfaction and performance for teachers, students and successful implementation of education policies. Their study is an evidence that school leaders have key roles to play in setting directions and creating a positive school culture, including coordination and enhancing staff motivation and commitment. They conclude that effective leadership is characterized by the application of instructional and transformational leadership. School leaders deal with the teaching processes for purposes of promoting better academic outcomes.

In the same line, UNHCR (2020) concurs that coordination is a critical element of any school leader since it ensures predictability, accountability and effective partnership among the staff. It allows multiple performers to organize around common priorities, approaches and helps to minimize duplication, addressing gaps. Head teacher's coordination ensures accountability to the staff and non-staff at school. Successful school head teachers should support teachers and schools in their efforts to understand and implement the curriculum. They should also enhance communication and create school cultures that reflect the principles and practices of an effective curriculum.

Effective coordination is crucial for head teachers to develop a shared understanding of the needs of teachers and students, avoid duplicating efforts identified and cover important gaps in education especially teaching and learning, to meet national goals of education (Cypres, & Breckner, 2013; Mpaata and Mpaata, 2018; UNHR 2020 and Vaillant, 2015). Effective school leaders should be responsible and committed to coordinate the school vision, mission and goals and should emphasize teaching and learning effectively (Rajbhandari, 2014). To meet the above aspects, a leader should be able to coordinate curriculum implementation. The focus should be on reviewing materials and solving daily problems that teacher's experience. They should manage to teach, provide resources as well as engage the teachers in implementing school plans.

Duze (2012), in his study of the changing role of school leadership and teacher capacity building in teaching and learning in Nigeria, established the importance of school leadership in today's global world in building teachers' capacity and making them fit and able to cope with developments in the world. Successful leader will focus largely on technical aspects which need a paradigm shift towards the great focus of human development. According to the study, leaders are the potential in fostering teachers to fulfil their responsibility. Mpaata and Mpaata (2018) indicate that only the head teacher's leadership role in routine administration and management of teachers has a significant positive effect on the educational policy implementation. It implies the dire need for head teachers to practice coordination on administration and management of teachers to enhance performance.

Mpaata and Mpaata (2018) in their study reveal that there is a significant and positive relationship between the routine responsibilities of the head teacher to administer and manage teachers and the educational policy implementation practices. It is then concluded that head teachers need to be given refresher courses on education policy and its implementation strategies so that they can be able to not only administer and manage teachers but also resources for teaching and learning. This will enable them to play their role as gatekeepers of educational reforms and central pillars on whom the effective teaching and learning process ultimately depends.

The studies conducted by Mpaata (2018), Vaillant (2015), and URT (2018), indicate that effective leadership is a key to the implementation of educational policies because any serious academic institution must have a head teacher with the ability in managing teaching resources as well as engaging the community from where the school draws its learners.

The Ministry of Education in Tanzania trusts head teachers as the most important element for improving school performance and attaining quality education through ensuring successful implementation of curricula. Through coordination, head teachers and teachers form personal and collective identities that are respected and feel fully integrated into the wider education system. Mwesiga and Okendo (2018) reveal that a strong relationship between head teachers and teachers increase teaching commitment. A good relationship will make teachers feel valued and committed to their professional development as part of a learning community. They will want to contribute positively to their successful school as a learning organization.

## 2. Methodology

Mixed research approach was employed in order to get the deep understanding of the study phenomena hence it provides greater scope to investigate educational issues using both qualitative and quantitative approaches. The study employed convergent parallel design which enabled the researcher to collect both qualitative and quantitative information concurrently and make analysis of the information separately then merge them together. The researcher collected quantitative data through questionnaires from teachers and qualitative data (interviews) from head teachers, Ward Education Officers, District Education Officer and Chief District School Quality Assurance due to their experiences and leadership in the educational sector. The study was carried out in Tarime town council because over the years since the introduction of curriculum reforms in the education sector, there have been persistent complaints from the stakeholders about curriculum implementation in the area and several issues have also been reported with regard to curriculum implementation. For instance, at one of the primary schools in Tarime, it was reported that a teacher sliced a standard three pupil with a bush knife because of failing in a test. The sample of the study was 123 participants which comprised of 114 primary school teachers, 6 head teachers, 1 Ward Education Officer (WEO) 1 District Education Officer (DEO), and one 1 Chief District School Quality Assurance. These participants were selected because they are key stakeholders that interact on a regular basis with issues related to coordination of curriculum implementation, hence were able to provide relevant information. Validity of research tools was done through face and content validity and pilot study was done in two public primary schools and content validity done by research experts from St. Augustine University of Tanzania. Cronbach's alpha was used to calculate internal consistency of the Likert section of a questionnaire, The Cronbach's alpha rate for reliability was 0.75 which implied that there was a high degree of reliability of data (Henson, 2001). The four scales ranging from strongly agree-1 to strongly disagree-4 was employed in order to measure efficiency of head teachers in coordinating curriculum implementation. The Likert scale responses were agreement from 1 to 2 scales and disagreement from 3 to 4. Qualitative data was analyzed thematically while quantitative data was analyzed using descriptive statistics with the help of the Statistical Package for Social Science (SPSS) software, version 20.

## 3. Findings of the Study

### 3.1. To Assess the Efficiency of Head Teachers in Coordinating Curriculum Implementation in Public Primary Schools

In this objective, the researcher assessed the efficiency of head teachers in coordinating curriculum implementation in primary schools in Tarime town council in Tanzania. Respondents engaged were teachers from public primary schools, head teachers, ward education officers and district primary education officers. Table 1 highlights the findings on the relevance of efficiency of head teachers in coordinating curriculum implementation in public primary schools.

Efficiency of Head Teachers	F	SA %	F	A %	F	D %	F	SD %
A] Encourage teachers to enrol for professional development courses	18	17.1	18	17.1	45	42.9	24	22.9
B] Improve relationship in school	10	9.5	56	53.3	25	23.8	14	13.3
C] Setting direction and creating a positive school culture	12	11.4	49	46.7	37	35.2	7	6.7
D]To ensure all programmes activities is carried out with due to time table and safeguarding pupils	21	20	32	30.5	39	37.1	13	12.4
E] Enhance effective communication at school	25	23.8	63	60	7	6.7	10	9.5
F] Facilitate the inter classroom observations	21	20	32	30.5	41	39.0	11	10.5
G] Ensure predictability, accountability and effective partnership among the staff	10	9.5	20	19.0	51	48.6	24	22.9
H] Building a community of creative learning practice across the school, involving all departments	17	16.2	13	12.4	60	57.1	15	14.3

Table 1: Teachers' Responses on the Efficiency of Head Teachers in Coordinating Curriculum Implementation at School  
Source Field Data (2021)

Key: SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree, F: Frequency Encourage Teachers to Enrol for Professional Development Courses

Table 1 indicates that, 17.1 per cent of the respondents strongly agreed, 17.1 percent agreed, 42.9 percent disagreed while 22.9 percent strongly disagreed. The findings suggest that head teachers did not encourage teachers to enrol for professional development courses in selected 6 public primary schools in Tarime Town Council. The findings go against the UNHCR (2020) recommendation which explains that head teachers should support teachers in their professional development programs, as one of the efforts in understanding curriculum and its implementation. This meant teachers missed opportunity to acquire new knowledge and skills required for effective teaching and learning. Failure to encourage teachers to enrol for professional development programmes may render them unable to cope with current trends in teaching at schools. A parallel response was obtained from interviewee Four:

Teachers are not enough at our school compared to pupils. We have above 1900 pupils and 35 teachers. About 12 of them teach pupils with special needs and the remaining teachers teach normal classes which have above 1700 pupils. In this situation, you can see how we are overloaded. As we know, effective teaching and learning is proportional to the appropriate ratio of pupils in class during learning process. Pupils have enough chance to learn effectively when they are 35 to 45 in a single class and teachers will be highly motivated to mark their work and help them to understand a given topic. (Interviewee Four, Nov. 2021).

The findings also indicate that head teachers were afraid of encouraging teachers to enrol for professional development courses because they would lose manpower in their schools. Duke (2012) emphasized the need for capacity building for teachers in order to cope with changes in knowledge. Similarly, Mpaata (2018) opined that teachers who regularly attend professional development programmes are able to tailor their teaching to meet contemporary learners' needs by employing diverse methods of teaching which motivate learners to learn effectively. Therefore, to ensure effective coordination of curriculum implementation, head teachers need to encourage and help teachers to register for refresher courses which will enable them acquire new ideas and skills in developing their teaching careers.

### *3.2. Improved Relationships in School*

Further, Table 1 indicates that, 10 (9.5percent) of the respondents strongly agreed 56 (53.3percent) agreed, 25 (23.8percent) disagreed and 14 (13.3percent) strongly disagreed that improved relationships among the staff members in school enables head teachers to effectively coordinate curriculum implementation. The findings suggest that the head teachers ensured there was improved relationship among the teachers in the selected primary schools in Tarime Town Council. The findings concur with Mwesiga and Okendo (2018) who demonstrate that head teachers are engaged in the formulation of a good relationship among teachers and students for the effective implementation of the curriculum. Good relationships not only build self-confidence in teachers, but also in the process of learning, teachers and pupils have a good relationship among themselves. They are able to identify or discover the teaching gaps, prepare the lesson plans in such a way that they deliver the process that helps pupils to perform different activities and enjoy learning. Consequently, and when a teacher is not able to handle an area, they can get assistance from colleagues. Good relations among staff improve teachers' ability to perform their tasks during implementation. In responding to a question asked during the interview on the contribution of good relationships among teachers in effective coordination of curriculum implementation, interviewee one replied:

Teachers have good relations and they help each other to improve teaching and learning of the different subjects. We share different views and work as a team to accomplish our tasks. Without good relationships, it is hard to implement curriculum simply because we share different teaching materials that without good relations, one can be afraid to ask for materials when one is in need to use it (Interviewee One, Nov. 2021).

These findings concurred with Mpaata and Mpaata (2018) who indicated that a positive relationship between the routine responsibilities of the head teachers and teachers helps in administration and managing teachers and educational policy and its implementation. In the same vein, UNHR (2020) emphasizes the importance of partnerships in effective teaching and learning. Therefore, it is important for head teachers to build good relations and to create a positive culture at school so as to allow teachers to share their teaching experiences and solve difficulties they encounter in classroom during curriculum implementation (Day and Summons, 2016). Shared knowledge among pupils and their teachers creates self-confidence in them and encourages positive attitudes that lead to good performances.

### *3.3. Setting Direction and Creating a Positive School Culture*

On the other hand, table 1 indicates that 12 (11.4 percent) respondents strongly agreed, 49 (46.7 percent) agreed, 37 (32.2 percent) disagreed while 7 (6.7 percent) strongly disagreed that head teachers set direction and create a positive school culture at school. Clearly, majority respondents agreed that head teachers set direction and create a positive culture when coordinating curriculum implementation at school. When a culture of hard work is established and teachers and students have a sense of direction, teachers and pupils will compete each other for better service delivery and performance respectively. A sense of direction and positive culture will drive teachers for career development, encourage competitive culture and develop spirit of hard work among pupils. Besides, data obtained from the interviewee Three stated that:

Without setting direction, it is hard to utilize time, teachers and other resources available at school in the process of teaching and learning. It helps learners to have full participation and be able to interact with their teachers and their fellow pupils. Planning helps in monitoring teachers and pupils' interaction in a class during the instructional process hence, attainment of educational goals (Interviewee Three, Nov 2021).

The above excerpts concur with Day and Summons (2016), who recommended that head teachers should create a positive school culture to realise improved results. UNESCO (2018) also reported that it is the prerogative of the heads of

schools in their pursuit of excellence to introduce changes and lead in their actualisation. This ultimately results into improved performance in schools.

### *3.4. To Ensure All Programmes and Activities Are Carried Out as Timetabled*

In addition, table 1 shows that 21 (20 percent) strongly agreed, 32 (30.5 percent) agreed, 39 (37.1 percent) disagreed and 13 (12.7 percent) and strongly disagreed that head teachers ensure all programmes are carried out as timetabled. From the findings, majority of the head teachers ensured that all activities performed at school were accomplished as timetabled and that learners' interests were safeguarded. When all the planned activities are executed as planned and the resources are available for execution of the said activities, efficiency arises. The school time-table is crucial in coordinating teachers, pupils, classes. Effective coordination ensures that every member in school has a task to perform, is allocated time to perform the task. In coordinating curriculum implementation head teachers should make sure that all pupils are taught as per timetable available at school.

School timetable incorporates both curricula and co-curricular activities which cater for holistic development of the learner hence effective coordination of curriculum implementation. Non-teaching timetable includes all other activities carried out at school such as cleaning of classes, and school environment. Also, non-teaching timetable coordinates games and sports in a school. All these should be coordinated well so as to support classes. In ensuring curriculum coordination, head teachers should assign work to every teacher in school. This will encourage pupils and teachers to be committed in teaching and learning respectively. In the same vein, interviewee Six observed that division of labour enhanced efficiency as he put;

Division of labour helps me to coordinate curriculum implementation in my school. Without division of labour where I assign every teacher to teach a class and to perform other activities related to teaching and learning, it is difficult to coordinate curriculum implementation in schools. Division of labour helps teachers to be accountable. Academic department notes those teachers who have not taught a subject according to the subject identified in the timetable, and those teachers must provide clear explanation of why they did not teach (interviewee Six, Nov. 2021).

The findings are supported by Benedict (2013), who argued that head teachers need to do supervisory activities such as checking of records of work, visiting classrooms and team teaching by delegating to heads of departments and subject heads.

### *3.5. Enhancing Effective Communication at School*

Furthermore, Table 1 shows that 25 (23.8 percent) respondents strongly agreed that head teachers enhanced effective communication at school, 63 (60 percent) agreed, 7 (6.7 percent) disagreed while 10 (9.5 percent) strongly disagreed. These findings correspond with UNHCR (2020) which argues that the head of a school creates a communication channel which ensures the effective coordination and implementation of curriculum. The findings imply that there was effective communication in selected schools in Tarime town. Effective communication at school is important as it helps individuals to benefit from each other by sharing new ideas and developing their skills. Pupils benefit from their teachers when taught in class by acquiring knowledge and skills that will help them in future. Consequently, teachers exchange ideas and methods of teaching in the classroom. They also develop their professional ability.

Interviewee one pinned that communication helps to resolve issues that arise from time to time:

Communication helps me to coordinate curriculum implementation at school. I am able to share and discuss problems teachers and pupils face in and outside the classroom that would hinder the implementation. Through communication we remove biases which may occur when there was poor communication. I am not interfering with someone's responsibilities after being assigned to perform it. I wait for a report from the one who is responsible for that task. This helps to increase good communication among the staff hence everyone knows how to communicate with each other (Interviewee One Nov. 2021).

These findings are in concurrence with Ali (2011) and OECD (2019), who observed that a friendly environment would foster team work and motivation for workers hence enabling them to achieve higher educational outcomes.

### *3.6. Facilitate the Inter Classroom Observations*

Similarly, table 1 shows that 21 (20 percent) respondents strongly agreed, 32 (30.5 percent) agreed, 41 (39 percent) disagreed while 11 (10.5 percent) strongly disagreed that head teachers facilitated inter classroom observation in their schools. The findings reveal that most head teachers facilitate inter classroom observation in the six selected primary schools in Tarime Town Council. In coordinating curriculum implementation, facilitating inter classroom observation is very important as it provides the full picture of what is going on in the class and ensures that pupils are taught according to their syllabuses. This is supported by Duze (2012), in a study on the changing role of school leadership and teacher capacity building in teaching and learning in Nigeria. The study underscored the importance of school leadership in today's global world in building teachers' capacity and making them fit to cope with socio-economic changes. Manasseh (2016) further agrees that head teachers should acquire skills and knowledge on change management and be able to steer their teams accordingly and help the team to align themselves to such changes which may arise from time to time.

Head teachers and academic department are basically tasked with making follow-ups on pupils learning by checking their classroom work, behaviour and attendance. The inter classroom observation is one way to understand whether pupils are learning effectively. Therefore, there is a need for head teachers to emphasize inter classroom observation through inter-school seminars and workshops so as to know if pupils are well taught during the

implementation of the curriculum. As a result, the community would attain quality education in public primary school in Tarime Town Council.

### *3.7. Ensure Predictability, Accountability and Effective Partnership among the Staff*

Table 1 reveals that 10 (9.5 percent) respondents strongly agreed that head teachers ensured predictability, accountability and effective partnership among the staff, 20 (19 percent) agreed, 51 (48.6 percent) disagreed with the statement while 15 (14.3 percent) strongly disagreed. The findings revealed that head teachers did not ensure predictability, accountability and effective partnership among the staff. However, head teachers and teachers set different strategies to help all learners at school to meet their expectations. This was also pointed out by interviewee Two who said: ...for ensuring teachers are accountable, we divide work and periods to individual teachers at school. Teacher on duty makes sure that the timetable is well followed by teachers and pupils as well as other routine at school. Subject teachers should enter the classes for teaching according to the timetable. Without school timetable, it is difficult to ensure accountability at school (Interviewee Two, Nov. 2021).

Without accountability, predictability and partnerships, individuals get demotivated to work or they work half-heartedly because they lack a sense of the future. Some individuals even lose focus when they discover that a system is unpredictable and unaccountable. Literature supports this by demonstrating that effective leadership and ability to engage the community are key pillars in ensuring effective curriculum implementation (Valiant, 2015). Similarly, UNHR (2020) report is of an opinion that partnerships, predictability and accountability are essential for a school leadership to achieve improved performance.

### *3.8. Building a Community of Creative Learning Practice Across the School, Involving All Departments*

Table 1 further depicts those 17 (16.2 percent) respondents strongly agreed 13 (12.4 percent) agreed 60 (57.1 percent) disagreed and 15 (14.3 percent) strongly disagreed that head teachers coordinated curriculum implementation by building a community of creative learning practice across the school that involves all departments. The findings imply that head teachers did not coordinate curriculum implementation by building a community of creative learning practice across the school that involves all departments. When a community of well-established creative learning practice is in place, strong teams are built that will help society to utilize resources available such as land and human resources. Head teachers in coordinating curriculum, should ensure positive school outcomes. Knowledge and skills acquired by the learners should contain different techniques of performing various tasks. Today, some primary school leavers are unable to perform simple activities such as farm cultivation, gardening activities and even washing their clothes due to poor curriculum implementation. This finding is supported by Mpaata and Mpaata (2018) who identify the head teacher to be responsible for providing leadership in routine administration and management of teachers. Benedict (2013) further proposes that head teachers should acquire skills on supervision to effectively carry out this function. Implementation theory also emphasizes on participation, communication and competencies in effective curriculum implementation. It implies the urgent need for head teachers to practice coordination on administration and management of teachers to enhance performance.

Generally, it is true that head teachers play a great role in ensuring effective coordination and implementation of curriculum through the role played. It is where the efficiency of the head teacher in coordinating curriculum and implementation of the curriculum is observed through different strategies. These strategies include encouraging teachers to enrol for professional development courses, improving relationships in school, setting direction and creating a positive school culture, to ensure all programmes and activities are carried out as timetabled while safeguarding pupils; enhancing effective communication at school, facilitating the inter-classroom observations and ensuring predictability, accountability and effective partnership among the staff as well as building a community of creative learning practice across the school by involving all departments.

## **4. Conclusions of the Study**

The study established that head teachers were efficient in coordinating curriculum implementation by improving relationships among teachers in the school, setting direction and creating positive school culture enhancing effective communication among teachers and pupils. The school time tables were well communicated hence there were no interference in classrooms, because every teacher in most of the schools followed the time table as indicated. The head teachers were also competent in improving relationships among teachers and pupils and in observing class attendance, which in turn helped them in coordinating curriculum implementation. Despite their efficacy, the study found that most of the head teachers were not encouraging teachers to enrol for refresher courses. The head teachers did not enhance accountability and creativity among teachers. These are likely to contribute to poor implementation of primary education curriculum and hence non-realisation of objectives of primary education in Tanzania.

## **5. Recommendations**

Based on conclusions of the study, the study recommends that local government authorities which are in charge of primary education should provide support to heads of schools so that they are able to address areas which they are not efficient in coordinating curriculum implementation in primary schools such as encouraging teachers to enrol for professional development courses, encouraging teachers to be accountable by attending classes as scheduled in the timetable and ensuring that teachers under them are creative and innovative.

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