

**TEACHERS AND STUDENTS' PARTICIPATION IN CURRICULUM  
MANAGEMENT IN SECONDARY SCHOOLS IN DAR ES SALAAM,  
TANZANIA**

**LIBERATUS ROBERT BISHANGIRWA**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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**2017**

**CERTIFICATION**

The undersigned certifies that she has read and here by recommends for acceptance by the Open University of Tanzania a dissertation titled: **“Teachers and Students’ Participation In Curriculum Management in Secondary Schools in Dar Es Salaam, Tanzania”** in Partial fulfillment of the requirements for the Master’s degree of Education in Administration, Planning and Policy Studies (Med APPS) of the Open University of Tanzania.

.....

Prof. Elinami V. Swai

(Supervisor)

.....

Date

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I, **Liberatus Robert Bishangirwa**, certify that this dissertation is my own original work, and that it has not been submitted for a similar degree in any other University.

.....

Signature

.....

Date

## **DEDICATION**

This dissertation is dedicated to curriculum managers, planners and policy makers who will find it useful in ensuring efficiency and effectiveness in management of secondary education curriculum and promoting instructional effectiveness to guarantee quality education for all learners.

## **ACKNOWLEDGEMENT**

I cannot be selfish not to express my appreciations and gratitude for the blessing and support that led me to this accomplishment. Glory is to God the Almighty for his blessings and for making this tough work easier, joyful and rewarding.

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## **ABSTRACT**

This study examined the teachers and student's participation in curriculum management in secondary schools in Dar es Salaam. Specifically, the study examined the curriculum management approaches; assessed the modalities of participation of teachers and students; and determined the challenges faced in managing curriculum. Mixed research approaches were deployed and data were collected using interviews, questionnaire and Focus group discussion. Eight (8) secondary schools were involved with a total of 41 teachers and 40 students. The study found that heads of schools apply multiple curriculum managerial approaches, relying more on inspection strategies and administrative monitoring than participatory approaches. The modalities for teachers' to participation in curriculum management are such as classroom management, counseling, motivating and inspiring students, inviting and engaging parents in management and addressing student's problems. Moreover, the study found student representations in school management meetings as a modality for their participation in curriculum management. Furthermore, the challenges of curriculum management are such as; lack of teacher motivation, inadequate learning resources and large classrooms. This study concludes that, in order to sustainably address the challenges of curriculum management, teachers and students must be involved in curriculum management. Nevertheless, the study recommends contingency curriculum management with inclination to participatory approaches for effective participation of teachers and students. Consequently, the efforts to train teachers on their curriculum managerial roles are crucial. Finally more studies are recommended on the participation and roles of parents (guardians) in managing secondary education curriculum.

## TABLE OF CONTENTS

|   |            |
|---|------------|
| <b>CERTIFICATION</b> .....              | <b>i</b>   |
| <b>COPYRIGHT</b> .....                  | <b>ii</b>  |
| <b>AUTHOR’S DECLARATION</b> .....       | <b>iii</b> |
| <b>DEDICATION</b> .....                 | <b>iv</b>  |
| <b>ACKNOWLEDGEMENT</b> .....            | <b>v</b>   |
| <b>ABSTRACT</b> .....                   | <b>vi</b>  |
| <b>TABLE OF CONTENTS</b> .....          | <b>vii</b> |
| <b>LIST OF TABLES AND FIGURES</b> ..... | <b>xi</b>  |
| <b>LIST OF FIGURES</b> .....            | <b>xii</b> |
| <b>ABBREVIATIONS AND ACRONYMS</b> ..... | <b>xiv</b> |
| <b>CHAPTER ONE</b> .....                | <b>1</b>   |
| <b>INTRODUCTION</b> .....               | <b>1</b>   |
| 1.0. Introduction.....                  | 1          |
| 1.1 Background.....                     | 1          |
| 1.2. Statement of the Problem.....      | 10         |
| 1.3. Aim and Objectives .....           | 12         |
| 1.4. Rationale .....                    | 12         |
| 1.5. Significance .....                 | 13         |
| 1.6. Limitations .....                  | 13         |
| 1.7 Delimitations.....                  | 14         |
| 1.8. Definition of Key Words: .....     | 15         |
| 1.8.1 Curriculum.....                   | 15         |
| 1.8.2 Management .....                  | 15         |

|   |    |
|---|----|
| 1.8.3 Curriculum management .....   | 16 |
| 1.8.4 Secondary schools .....   | 16 |
| 1.8.5 Heads of schools.....   | 16 |
| 1.9. Organisation of the dissertation .....                                 | 16 |
| 1.10. Chapter Summary .....   | 17 |
| CHAPTER TWO .....   | 18 |
| LITERATURE REVIEW .....   | 18 |
| 2.0 Introduction.....   | 18 |
| 2.1. Theoretical Framework.....   | 18 |
| 2.1.1 Instructional Supervision Theories.....                               | 18 |
| 2.1.2 Differentiated Supervision Theory .....                               | 21 |
| 2.2 Empirical Literature Review.....  | 23 |
| 2.2.1 Curriculum Managerial approaches. ....                                | 23 |
| 2.2.2. The modalities of teachers and students in managing curriculum ..... | 26 |
| 2.2.3 Challenges in managing curriculum.....                                | 29 |
| 2.3 Gap in the literature .....   | 31 |
| 2.4 Conceptual framework.....   | 32 |
| 2.5 Chapter Summary .....   | 35 |
| CHAPTER THREE .....   | 36 |
| RESEARCH DESIGN AND METHODOLOGY .....                                       | 36 |
| 3.0 Introduction.....   | 36 |
| 3.1. Approach of the Research.....  | 36 |
| 3.2 Area of the Study .....   | 37 |
| 3.3 Population, Sample, Sampling Procedure and Respondents .....            | 37 |

|   |    |
|---|----|
| 3.3.1 Target Population .....   | 37 |
| 3.3.2 Sample .....  | 37 |
| 3.3.3 Sampling Techniques .....   | 39 |
| 3.4. Instruments.....   | 40 |
| 3.4.1 Interview guide.....  | 40 |
| 3.4.2 Questionnaire.....  | 40 |
| 3.4.3 Focus Group Discussion.....   | 41 |
| 3.5. Data Collection Procedure .....  | 41 |
| 3.6 Data Analysis .....   | 41 |
| 3.7 Ethical Considerations .....  | 42 |
| 3.8. Validity and Reliability of the Study .....  | 43 |
| 3.8.1. Ensuring Validity .....  | 43 |
| 3.8.2. Ensuring Reliability.....  | 43 |
| 3.9 Chapter Summary .....   | 44 |
| CHAPTER FOUR.....   | 45 |
| DATA PRESENTATION AND DISCUSSION .....  | 45 |
| 4.0 Introduction.....   | 45 |
| 4.1 The curriculum managerial approaches.....   | 45 |
| 4.2 The modalities of participation of student teachers and students in managing<br>curriculum..... | 48 |
| 4.3. Challenges facing the management of curriculum in secondary schools. ....                      | 53 |
| 4.4. Chapter summary.....   | 56 |
| CHAPTER FIVE .....  | 57 |
| SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS .....   | 57 |

|  |    |
|--|----|
| 5.0 Introduction.....  | 57 |
| 5.1. Summary.....  | 57 |
| 5.2 Conclusions.....   | 58 |
| 5.2.1. Curriculum Managerial Approaches .....  | 58 |
| 5.2.2.The modalities of participation of teachers and students in managing<br>curriculum ..... | 59 |
| 5.2.3. Challenges facing management of curriculum.....   | 60 |
| 5.3. Recommendations.....  | 61 |
| 5.3.1 Curriculum managerial approaches.....  | 61 |
| 5.3.2 The modalities of participation of teachers and students in managing<br>curriculum ..... | 62 |
| 5.3.3 Challenges facing curriculum management in secondary schools.....                        | 62 |
| 5.3. 4 Recommendations for further studies.....  | 63 |
| REFERENCES .....   | 64 |
| APPENDIXES .....   | 70 |

**LIST OF TABLES AND FIGURES**

Table 1: Development of instructional supervision.....17

Table 3.3: Demographic Data of respondents.....33

Table: 4.1 Curriculum managerial approaches used in secondary schools.....40

**LIST OF FIGURES**

Figure 2.1: Effective curriculum managerial approaches for education  
Quality.....28

**LIST OF APPENDIXES**

Appendix 1: Interview Guide for Heads of School ..... 70

Appendix II: Questionnaire for Teachers ..... 74

Appendix III: Focus Group Discussion Questions for Students..... 79

Appendix IV: Clearance latter from the Open University of Tanzania.....80

Appendix V: Research permit from Temeke Municipal council.....81

Appendix V: Research permit from Temeke Municipal council.....81

## **ABBREVIATIONS AND ACRONYMS**

|           |  |
|-----------|--|
| CEOs      | Chief Executive Officers   |
| DAS       | District Administrative Secretary  |
| DC        | District Commissioner  |
| DEOs      | District Educational Officer   |
| ESR       | Education for Self-reliance  |
| ETP       | Education and Training Policy  |
| LCT       | Language and Cultural Context  |
| MoEST     | Ministry of Education, Science and Technology                            |
| NACTE     | National Council for Technical Education                                 |
| NECTA     | National Examination Council of Tanzania                                 |
| NGOS      | Non-Government Organizations   |
| OUT       | The Open University of Tanzania  |
| PCK       | Pedagogical Content Knowledge  |
| PMO- RALG | Prime Minister’s Office, Regional Administration and Local<br>Government |
| RAS       | Region Administrative Secretary  |
| REOs      | Regional Educational Officer   |
| SEDP      | Secondary Education Development Plan                                     |
| TIE       | Tanzania Institute of Education  |
| URT       | United Republic of Tanzania  |
| WECs      | Ward Educational Coordinators  |
| WEO       | Woreda Education Office  |

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0. Introduction**

This study was planned to explore the participation of teachers and students in curriculum management in secondary schools as key stakeholders in curriculum implementation. As noted elsewhere in this report, the participation of teachers and students in curriculum management has not been widely studied. This chapter is the introduction of this study. It presents the introduction of the chapter detailing the background, situation and definition of curriculum management in the context of the study. This is followed by the history of management of education in Tanzanian which locates the study in its political and socioeconomic settings. The statement of the problem, aims and objectives and research questions of the study are also presented in this chapter.

#### **1.1 Background**

Curriculum management in secondary schools has become a part and parcel of educational reform in recent decades, and participatory in management including in curriculum, has grown to become a popular buzzword. Talking of accounting students, Fogarty (2010) argues that students enter into education with strong ideas about what they want and wish to receive rather than with expectations on what the teachers or school require them to study and how to study. However few curriculum planners and policy makers consider students as important voice in curriculum planning, management or even implementation. Thus, the voice of students in curriculum management has received inadequate attention in education policy and

practice. This is partly because, despite a change from teacher-centered teaching to student-centred teaching inclusion of students in the whole curriculum processes: development, implementation, management and change has been limited in scope and significance. This study explored the participation of both teachers and students in curriculum management.

Traditionally, curriculum management aimed to improve the quality of teachers but of recently, the focus is on improving quality of teaching, learning and students' achievement and thus it is expected to satisfy all the educational stakeholders including individual students, parents, and the society at large. Therefore, curriculum management focuses on enhancing quality education through instruction effectiveness. Moreover, quality education would be enhanced if curriculum management is effective and efficient, as defects in curriculum management are reflected in the provision of education, assessment mode, students' performance as well as the whole school effectiveness.

When an attempt is made to define 'curriculum', different authors have different views. Curriculum is literary defined as an integrated course of academic studies. That is, the whole made up by all the courses of study in an academic programme. Ornsteins and Hunkins (2009) define curriculum in five different ways: as a plan for achieving educational goals; as a way of dealing with the learners experience; as a system for dealing with people; as a field of study, as a subject matter: (mathematics, science, English, history, and so on) and as a content (the way information is organized and assimilated). Ebert II et al, (2013) have a different definition. To them, curriculum is the means and materials with which students interact for the

purpose of achieving identified educational outcomes. They further postulate that curriculum can be:

- *Explicit curriculum*: subjects that will be taught, the identified "mission" of the school, and the knowledge and skills that the school expects successful students to acquire
- *Implicit curriculum*: lessons that arise from the culture of the school and the behaviors, attitudes, and expectations that characterize that culture
- *Null curriculum*: topics or perspectives that are specifically excluded from the curriculum
- *Extra curriculum*: school-sponsored programs that are intended to supplement the academic aspect of the school experience.

This study adopted the definition of curriculum by Ebert et al, (2013) and conceptualizes curriculum management as managing teaching and learning to ensure that the planned subjects are taught according to the policy stipulations, in terms of time allocated, the qualification of the teachers and of the students. It is also managing school culture and students' behaviors, attitudes, and ensures that their expectations are met. Further, curriculum management in this study means managing out of classroom activities such as games, clubs and the like, which are intended to supplement the academic aspects of the school experience.

Management entails the continuous, direction of others by showing a way toward the realization of organizational goals and objectives. Management function entails an issue of clear direction of utilization of time, plan of action and resources, and execution and evaluation. Curriculum management is not a new concept in the

history of education in Tanzania. Curriculum, be it formal, informal or hidden has been managed even before the coming of foreigners (the whites) in Tanzania mainland. In order to understand the way curriculum was managed in the pre colonial era, one should have an insight on the nature of education and curriculum which existed by that time. Pre-colonial education was traditional and informal, free and compulsory, relevant and applicable into the local environment (OUT, 2013). The young learned through observing and imitating the adults, resourceful people and apprentices at home or in the production areas like in the fields or hunting bushes. Thus, curriculum managers were the adults, resourceful people and apprentices, whose role was to ensure that the young generation learnt what the community believed to be important and necessary for the preservation of the community and its culture. Although the pre-colonial education curricular was not systematically managed by trained managers, it was managed by its teachers who were the adults and apprentices in its context. For example, the elders taught different knowledge and skills to the young through doing daily activities of the community, storytelling and events like rituals and ceremonies (Mushi, 2009).

In this regard the management of curriculum was top-down, the curriculum managers were also the curriculum implementers and assessors. As noted by Mosweunyane (2013) every member of an African society was a teacher by virtue of him and her having vast experience that was worthy. This implies that, the older people managed activities and demonstrated behaviour to be learned by the young people and the quality of the knowledge acquired was measured by the competence of the learner in

solving the perceived community problems such as farming, cooking, herding and the like.

In Karagwe kingdom for example, quality implementation of curriculum was judged by the behavior of the young generation, who were expected to demonstrate their maturity by behaving according to the expectations of the community. Those who demonstrated unexpected or undesirable behaviors were sang in songs depicting how bad their behaviors were and that anybody should not repeat the same. While those who demonstrated good or common social behaviors were praised and used as examples or referred when training others. Additionally, the management of instructions especially education for adolescents, was meant to prepare them for adults' roles and responsibilities, and had some elements of formalization. The "Jando" (for boys) and Unyago (for girls) of the coastal people in Tanzania and the circumcision ceremonies practiced by some ethnic groups in Africa are some examples of the gender based formalized traditional education (OUT, 2013).

During colonial times, the role of curriculum managers did not change, but the personnel, the content and the goal of the curriculum changed. The personnel or curriculum managers shifted from the elders and the wise, to colonial masters and education experts. These could now dictate what should be taught, who should teach, how and for what purpose. Specifically, as Mushi, (2009) and Osaki (2005) observed, both the German and British rule, the focus of the curriculum or the content was to produce people who could work in the then formal institutions such as teachers, secretaries, and laborers in the colonial government.

Although the Phelps-stokes commission to Africa 1919 – 1924, proposed the management of education to be adapted from the people's way of life, i.e. the practices to follow the traditional way of managing curriculum, the curriculum managerial role remained on the colonial masters and missionaries. At this juncture, the colonial government and/or missionaries managed all schools, the syllabuses and the teachers. During that time, the curriculum managers were identified as school-inspectors (Buchert 1991 and Otiende 1992). Moreover, during both Germany rule (1885 – 1919) and British Colonial rule (1919 -1961), formal education was mainly provided by missionaries and the colonial governments (Wandela, 2014). Therefore, precisely the colonial education curriculum was managed by the colonial administration in government schools and the missionaries in mission schools. Thus, just like in pre-colonial period, the management of curriculum during the colonial era was centralized and top down, and colonial masters or missionaries had all the say on what and how to teach. Unlike during the pre colonial period where teachers were also the managers of the curriculum, in colonial period, curriculum managers were not the teacher, but specialized cadre referred to as inspectors, while teachers had no say but to follow.

OUT (2013) stresses this by stating that education in colonial Africa was influenced by what was happening elsewhere especially Europe and the Middle-East. Kopweh (2014) contends that, the curriculum and content were foreign and irrelevant to Africans as they were based on the English school system. He further postulates that the examination authority was Cambridge University, this imply that even assessment of curriculum was Europe based.

Although different authors do not explicitly describe the existence of on- the job training and technical support to teachers and teacher performance evaluation, it is believed that these important aspects of curriculum management were carefully undertaken by the colonial administrators. This is because where indigenous Africans were used as teachers; they had to be trained regularly because they were not very familiar to what they had to teach. Likewise, not all mission and European teachers understood vernacular languages or Kiswahili, thus in some ways they were assisted or trained by others like translators and experienced teachers.

Soon after independence, the management of the curriculum followed the colonial model, which was centralized and authoritarian rather than participatory and thus, sidelined teachers (the curriculum implementers) and the students (the end users). As Mullins and Christy (2010) argued authoritative management of curriculum during colonial and post colonial periods eroded teachers' and students' sense of autonomy rendering teachers unable to interpret and improve the curriculum and students deprived of the right to have any say on what and how they want to learn. Thus it can be argued that this sort of curriculum management has been one of the setbacks for effective curriculum implementation, because of the exclusion of key stakeholders, the teachers and the students. To address this challenge, the management of curriculum just like project management is ought to involve all the participants, the beneficiaries and implementers. Mullins and Christy (2010) emphasise this postulating that, when running a programme, effective management should incorporate participation of others apart from the management team at the top of the organizational hierarchy.

Of recent Tanzania is pursuing Development Vision 2025 and education is regarded as the tool for mindset transformation in achieving economic development. This realisation has led to various reforms including curriculum reviews of 2005 and 2014/2015, in an attempt to ensure quality education is provided to Tanzanians. However, education received by children in Tanzanian schools is questionable because of high failure rate (PMO-RALG, 2014). For instance, students scoring division I to III in the form four national examinations have been less than 30 percent for period of 2004 to 2014. This means that more than 70 percent of students scores division four and zero (or fail). Badly, the competency levels in Mathematics and English reading are disturbingly low in both primary and secondary level (Uwazi, 2013). This is the case as most of the secondary school leavers cannot express themselves in English language despite English being the medium of instruction in secondary schools. This point suspensions to the proper management of the praised curriculum document, where teachers and students are excluded among other things which may contribute to this problem.

These suspicions are proved by different studies which have concluded that ineffectiveness in management of curriculum hinders operations of schools especially the implementation of curriculum and the attainment of education objectives. For instance, Manaseh (2016) concluded that without an effective management of the instructional programme in favor of promoting teachers' classroom instruction and students' learning, efforts to that effect are doomed to fail. Also, Tesema, (2014) concluded that teachers' lack awareness and orientation on the activities and significance of curriculum management leads to ineffectiveness in

provision of quality education. Nevertheless, Tesema argues that ineffectiveness of the curriculum managerial approach matches with the individual teacher's developmental level and inability of supervisors to apply the necessary procedures for classroom observation properly. The overall effect is ineffectiveness of the whole school system.

Nevertheless, Oduro and Dachi, (2008) concluded that expanding access through the construction of classrooms and increasing enrolment as well as decentralizing decisions per se does not guarantee quality in education. What matters most is how teachers and pupils make sense of the curriculum and implement it in an informed manner. Thus a greater attention should be given to what happens in the classroom, with specific reference to teaching and learning time utilization. Furthermore, according to URT (2008), the strategies addressing capabilities and values for improving conducive teaching and learning environment and education provision will succeed only if there are strategies in place for addressing macro/micro-management and governance of education.

While participation is not an important concept in curriculum management literature, teachers, and students have been theorized as a critical part of the curriculum team, in terms of development, implementation, management and even change. However, Carl, (2005) points that the degree of involvement of teachers in the curriculum process depends on whether the system is centralized or decentralized. Meaning that, when education is centralized, the involvement of teachers is minimal, but when it is decentralized, a possibility of teachers' involvement is high.

However, many studies, (see for example (Carl, 2005; Oloruntegbe et al., 2010) have found that there is little or no teacher involvement in curriculum development and management, whether the education is centralized or decentralized. For example, Oloruntegbe et al. (2010) in Nigeria found that teachers were often implementers of curriculum reforms, and were rarely involved in its development and management of change processes. Similarly, Carl (2005) in a study in South Africa found that teachers were for the most part excluded from participating in curriculum development and management. This situation suggests that planners and policy makers conceive curriculum as something that should be managed and developed by specialists excluding other key stakeholders especially teachers and students. Exclusion of teachers and students in management of curriculum leads to ineffectiveness in curriculum implementation process and thus failure in attainment of intended educational objectives.

## **1.2. Statement of the Problem**

The problem of this study was that, despite the education reforms and effort to improve secondary education provision through improving school's infrastructure and decentralizing school leadership (administration). The problems of mass failure and low competence level in mathematics, science and English language are persisting and sometimes increasing. This study contended that, these problems would be addressed effectively and sustainably by adopting participatory contingency curriculum managerial approaches in the management of curriculum. This is due to the fact that participatory contingency approaches would promote adequate participation of teachers (implementers) and students (end users) of

curriculum and thereby enhance instructional effectiveness and quality of education (Lanier 1997).

On the contrary, teachers and students' voices are neglected in much of curriculum management literature (Fogarty, 2010). Most literature is concerned with how the curriculum developers and heads of schools manage curriculum and how this can impact on teachers' teaching. It is taken for granted that students will receive what has been developed for them and their voice is not important. Oloruntegbe et al. (2010) argued that teachers' voice has escaped the attention of researchers, educational planners and decision makers. As it can be seen from the above literature, not many scholars explicitly detail the modalities of participation of teachers and students in curriculum management and challenges encountered by teachers and students in secondary schools. Therefore, very little is known about the curriculum management approaches used in secondary schools in Tanzania; the modalities of participation of teachers and students in managing curriculum; and challenges faced in managing curriculum. This study intended to address this gap by proposing the appropriate curriculum managerial approaches which would sustainably address the challenges faced in managing curriculum in secondary schools in Tanzania where constructivists and child-centered approaches are advocated. This is vital because effective management of secondary education curriculum in secondary schools will resolve sad situation of mass failure and promote education achievement for all students.

### **1.3. Aim and Objectives**

The main aim of this study was to examine the teachers and students' participation in curriculum management in students' learning and performance in secondary schools in Dar es Salaam.

#### **Research Objectives**

1. Examine the curriculum management approaches used in secondary schools in Dar es Salaam.
2. Assess the modalities of participation of teachers and students in managing curriculum
3. Determine the challenges faced in managing curriculum.

#### **Research Question**

1. What curriculum management approaches are used in secondary schools in Dar es Salaam?
2. What are the modalities of participation of teachers and students in managing curriculum?
3. What are challenges faced in managing curriculum?

### **1.4. Rationale**

The overall rationale of this study was to improve the management of secondary education curriculum in Tanzania. This is viable because the study explored and detailed effective curriculum management practices and suggested the ways to address or avoid challenges of managing curriculum in secondary schools. It was worthy doing because improving management of curriculum promotes effectiveness, efficiency and equity in the management and implementation of curriculum. This is

true because curriculum management is a causative agent and a purposive tool for quality education. If the curriculum is not effectively managed, it leads into failure of schools or education system, teachers and students to achieve their objective and aspirations (Plessis and Erika, 2005). As the result the country's resources allocated for education provision will be wasted for nothing. Badly, the nation suffers from setbacks of technical ignorance of its people and consequently faces the associated socioeconomic effects of poverty, diseases and poor standard of life as well as political and social instabilities.

### **1.5. Significance**

This study adds up to the existing body of knowledge on management of curriculum in developing countries, particular Tanzania in which curriculum objectives are not effectively attained. Specifically, the study: Exposes gaps in the management of curriculum in Tanzania and suggest appropriate curriculum managerial approaches which facilitates constructivism perspectives and student-centered approaches to curriculum management and implementation in changing economy and socio-cultural environment, Generates information and data on the challenges facing the management curriculum as well as strategies for avoiding or addressing them, provides a useful base for teachers in managing a constructivist and student-centered curriculum, and act as a basis for further research on the management, administration and supervision of curriculum,

### **1.6. Limitations**

It is obvious that research work cannot be completely free from limitations. Some limitations were faced while conducting this study. The lack of contemporary and

relevant specific literatures on the history of curriculum management in Tanzania was the first challenge which was faced during development of proposal. The available literatures detail the history of education in general, rather than the history of curriculum management in the country. The other challenges which were faced during research were such as busyness among heads of secondary schools as some were not found in their offices when the researcher visited their schools. Moreover, some heads of schools and teachers were not cooperative as they were unwilling to fill in and return the questionnaires within the convenient time. Some teachers returned the questionnaires unfilled or half-filled while others asked for reward when they were asked to participate in research.

Nevertheless, the researcher faced a challenge of costly and time consuming protocols required to get research permits, where the researcher had to request research permits from the Regional Administrative Secretary (RAS), District Commissioner (DC), The District Administrative Secretary (DAS) and the heads of secondary education departments in each municipal (Temeke and Ilala). For each office the researcher had to visit at least twice to get a permit which was to be presented to the next office as per order and hierarchy. These setbacks were resolved or otherwise tolerated by the researcher to ensure this study was conducted effectively.

### **1.7 Delimitations**

Among several activities which are performed to enhance effectiveness and efficiency of schools and enhance education quality is curriculum management. This study is delimited to assessing the curriculum management in secondary schools of

Dar es Salaam region particularly in Ilala and Temeke. The focus was on curriculum management approaches used by heads of schools, the modalities of participation of teachers and students, and challenges faced in managing curriculum in relation to the highly advocated constructivist and student-centered approaches to curriculum management. The study emphasis curriculum managerial approach that effectively involves/engage teachers (the implementers) and students (end users) by examining heads of schools, teachers and students.

### **1.8. Definition of Key Words:**

The key terminology associated with this study are such as; Curriculum, Management, Curriculum management, Heads of School, Secondary schools. These terminologies are contextually defined as here below.

#### ***1.8.1 Curriculum***

The term curriculum has been defined differently by different scholars, in this study the term curriculum is used to refer to all activities and/or experiences that happen in school to enable the students to learn new competences (knowledge, skills and attitude). The activities may be planned or unplanned.

#### ***1.8.2 Management***

The term management is widely used in the management of organization or projects. In this study, the term management is referred to as the supervisory activities performed in schools to promote instructional effectiveness and attainment of educational goals efficiently and effectively.

### ***1.8.3 Curriculum management***

In the context of this study the term curriculum management refers to the efforts or activities of using teachers and learning resources to facilitate learning for all students in schools. It entails the supervision of curricular and extracurricular activities for quality education. It involves planning, organising, coordinating, controlling and monitoring curricular and extracurricular activities and resources for effective learning for all learners. In this essence, the school based curriculum managers are; heads of schools, assistants/second heads of schools, academic masters/mistresses, teachers and students because all of them have a role to play in facilitating learning.

### ***1.8.4 Secondary schools***

These are education institutions or organisation in which secondary education is provided. Secondary education is the level of education preceded by primary (elementary) education. In Tanzania secondary education includes 4 years of ordinary level secondary education (form I to IV) and two years of advanced level secondary education (form V and VI).

### ***1.8.5 Heads of schools***

Also referred to as principles/headmasters and headmistresses, are top leaders of secondary schools. The heads of school acts as both institutional leaders and curriculum managers (instruction supervisors).

## **1.9. Organisation of the dissertation**

This study consists of five (5) chapters. The first chapter is the Introduction which introduces the study, detailing the background, definition of curriculum management

and history of management of education in Tanzania. It also postulated the statement of the problem, aims and objectives, and research questions answered in this study. The second chapter presents the literature related to this study. It is divided into two parts; the theoretical literature which is framed within theories and the critical review of empirical literature.

Moreover, the third chapter presents the methodological approaches explicating the plan of the study. It also, describes important aspects of the research process including the area of study, population, sampling procedures, sampling techniques, data collection instruments, data analysis procedures, the ways for ensuring validity and reliability of the study, as well as issues of ethical consideration. Chapter four present data obtained from the field presented as per objectives of research. Finally, chapter five presents the summary, conclusions and recommendation of this study.

#### **1.10. Chapter Summary**

This chapter presents the introduction of the study. It starts with the description of the situation and definition of curriculum management. This is followed by the history of management of education in Tanzanian which locates the study in its political and socio-cultural settings. Then follows the statement of the problem which is also followed by the aims and objectives of the study and key research questions this study intends to answer. Finally, the chapter describes rationale, significances, potential challenges or limitations, delimitation of the study and definition of key terms used in the study. The next chapter presents different literatures related to this study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter presents the literature related to this study. The first part presents the theoretical literature which is framed within theories: Instructional supervision and Differentiated Supervision theories. The second part presents a critical review of empirical literature that revolves around the three objectives developed in chapter 1: precisely, the focus of the review is on:

1. Curriculum Managerial approaches.
2. The modalities of participation or role of teachers and students in managing curriculum
3. Challenges in managing curriculum.

#### **2.1. Theoretical Framework**

There are different theories and models of instructions supervision and managing educational organisation (academic institutions). These models are applicable in the curriculum management. In this study, two models of instructional supervision that is Instructional supervision theory and differentiated supervision theory have been used because of their applicability in the management of curriculum.

##### **2.1.1 Instructional Supervision Theories**

Instructional supervision theories were developed to improve instruction and the quality of classroom through the integration of scientific and artistic methods (Schwartz, 1987).

The instructional supervision theories have evolved through different periods in different places of the world, taking different forms and focus. Tesema, (2014) summarizes the historical development of instructional supervision as shown in the table below.

Table 1: Development of instructional supervision through different periods

| <b>Period</b> | <b>Type of supervision</b>   | <b>Purpose</b>   | <b>Person Responsible</b>   |
|---------------|--|--|---|
| 1620-1850     | Inspection   | Monitoring rules looking for deficiencies  | Parents, clergy/selectmen, citizens committees  |
| 1850-1910     | Inspection, instructional improvement  | Monitoring rules, helping teachers improve   | Superintendents, principals   |
| 1910-1930     | Scientific, bureaucratic   | Improving instruction and efficiency   | Supervising principals, general and central office supervisors <sup>cc</sup> superintendent |
| 1930-1950     | Human relations, democratic  | Improving instruction  | Principals, central office supervisors  |
| 1950-1975     | Bureaucratic, scientific, clinical, human relations, human resources, democratic | Improving instruction  | Principals, central office supervisors, school-based supervisors                            |
| 1975-1985     | Scientific, clinical, human relations, human resources, collaborative/collegial  | Improving instruction, increasing teacher satisfaction, expanding students <sup>cc</sup> understanding of classroom events               | Principals, central office supervisors, school-based supervisors, peer/coach mentor         |
| 1985-Present  | Scientific, clinical, human resources, collaborative/collegial/mentor            | Improving instruction, increasing teacher satisfaction, creating learning communities, expanding students <sup>cc</sup> classroom events | School-based supervisors, peer/coach/mentor, principals, central office supervisors         |

Source: Tesema (2014)

The instructional supervision theory guided this study because it serves as a guideline for explaining the effective approaches for managing classroom interactions. As postulated in Schwartz (1987), for effective classroom interactions there ought to be the integration of scientific, artistic, and clinical supervision methods while focussing on observable behaviour of teachers and students. This is a clear direction that this study will focus on, that is; determining whether curriculum managers in secondary schools integrate scientific, artistic, and clinical supervision methods, and if the focus is on teachers and students or otherwise. Also, instructional supervision theory provided a useful standard or criteria in explaining the roles of teachers and students in managing curriculum. This is due to its emphasis that teachers and students are not to be ignored in the management of curriculum for quality education if the efforts to manage the curriculum are to be successful.

### **2.1.2 Differentiated Supervision Theory**

Differentiated Supervision theory is the theoretical approach to supervision of schools and promoting teachers' professional development in order to enhance instruction effectiveness and attainment of educational goals. It advocates the consideration of teacher's needs, uniqueness and choices, level of experience, effectiveness, and professionalism as well as the intensity and time commitment in managing curriculum. Differentiated Supervision Theory was proposed by Glatthorn Allan in 1984, as a system of supervision that meets the developmental needs of the teacher. Glatthorn postulated that "Differentiated supervision provides teachers with options about the kinds of supervisory and evaluative services they receive" (Glatthorn, 1984 & 1997). The options from which teachers can choose are termed

by some scholars as types of instructional supervision. Glatthorn, (1984) proposes the four options to include clinical supervision, cooperative professional development, self-directed development, and administrative monitoring. Of all these option the most prominent is clinical supervision.

### ***Clinical supervision***

Clinical supervision is the process designed to improve instruction by conferring with a teacher on lesson planning, observation of the lesson, analyzing the observed data, and giving the teacher feedback about the observation. The processes can be repeated several times in a year, and the option is effective if the supervisor (head of school in this study), is well trained to undertake the aforementioned activities. Clinical supervision is mostly needed by beginning teachers, who are lacking experience and still in the process of acquiring the basic skills of teaching, as well as by experienced teachers who are encountering serious difficulties in the classroom (Glatthorn, 1984).

Benjamin (2003) argues that matching supervisory approaches to individual needs has great potential to increase the motivation and commitment of teachers at work. Sullivan and Glanz (2000) revealed that the proper use of various approaches to supervision can enhance teacher's professional development and improve instructional efficiency. It is also noted in Kwong (1992), that a successful matching of options to teacher's results in enhanced professional development, increased work motivation, and more effective teaching and learning.

The differentiated supervision theory guided this study because it gives an insight on effective approaches for managing curriculum. The theory provides the curriculum

managerial options which heads of schools can apply depending on nature of teachers they are managing and situation. It forms the base for judging managerial approaches used in secondary school. Precisely, according to this theory curriculum managers are ought to integrate contingency and multiple approaches in managing curriculum for quality secondary education. These theories together helped to make sense of the quality of curriculum managerial approaches employed in schools, and the reasons for the challenges in managing curriculum in schools.

## **2.2 Empirical Literature Review**

### **2.2.1 Curriculum Managerial approaches.**

Manaseh (2016) investigated the curriculum management practices followed by heads of secondary schools of Iringa urban. The study focused on the informants' understanding of the concept of curriculum management and the role played by heads of schools in managing the curriculum. The qualitative approach was deployed where six Heads of Schools, six Senior Academic Masters/Mistresses, twelve teachers and twelve students were interviewed. Manaseh found that teachers and students were not familiar with the concept of curriculum management. He also found that curriculum was not effectively managed; heads of departments were not involved in coordinating curriculum leading to syllabi not covered on time. Furthermore, Manaseh found that heads of schools did not undertake classroom observations or engage in review of teaching and learning materials. He finally concluded that without an effective management of the curriculum by promoting teachers' and students' involvement, efforts to manage curriculum are doomed to fail.

Moreover, Tesema, (2014) studied the practices of school-based supervision in government secondary schools of Kamashi Zone (Ethiopia). The study focused on the extent to which teachers understand about the management of curriculum, supervisory options applied by curriculum managers in schools, the procedures employed in classroom observation, the extent to which curriculum managers discharge their responsibilities and the challenges existing in the implementation of school-based supervision. He used the descriptive survey research design and both quantitative and qualitative approaches to study; 5 principals, 5 unit leaders, 25 heads of department, 84 teachers, 25 WEO experts and 1 Zone Education Office supervision coordinator. Tesema found that teachers lacked awareness and orientation on the activities and significance of curriculum management, ineffectiveness of the practices of supervisory options matched with the individual teacher's developmental level, and school based curriculum managers were unable to apply the necessary procedures for classroom observation properly. For successful curriculum management, Tesema recommended provision of necessary resources such as supervision manuals and an adequate budget.

Oduro and Dachi, (2008) adopted a comparative approach to examine country context perspectives of quality education and leadership challenges of basic education quality improvement policy initiatives within Ghana and Tanzania. The interest was on identifying the major similarities and differences in the way Ghanaians and Tanzanians educators perceive and conceptualize curriculum management in the context of quality education. Oduro and Dachi concluded that greater attention should be given to what happens in the classroom, with specific

reference to teaching and learning time utilization: that is curriculum management. The study further recommends that expanding access through the construction of new classrooms and increasing enrolment as well as decentralizing decisions per se does not guarantee quality in education. What matters most is how teachers and pupils make use of the resources available to promote teaching and learning, that is a due emphasis on management of curriculum. Ensuring effective utilization of human and material resources as well as school time in promoting quality education depends largely on effectiveness of curriculum management.

Kopweh (2014) conducted a study on the formulation, management and implementation of the 2005 secondary education curriculum in Tanzania with special emphasis on disadvantaged localities. Concerning the management of curriculum he, sought to answer the question: How was management carried out and with what effect to actual classroom teaching? He investigated 3 CEOs for non-state institutions, 2 education specialists / coordinators for International institutions, 11 School Heads, 74 Teachers, 69 Students, 13 members of school committee, 1 college principal, 4 trainees, 16 district level Educational Officers, 6 Subjects Coordinators and ministerial senior decision makers. The findings suggested that, the management of the 2005 secondary education curriculum was authoritarian rather than participatory and thus the best use of other people's skills to arrive at more effective decisions was not made. Kopweh recommends for participatory or democratic management of curriculum arguing that curriculum management should involve consensus in goals identification, facilitation by the managers, and making the best use of team members' skills to arrive at decision.

Furthermore, Mtitu (2014) conducted a study on the management of learner-centred teaching among Geography teachers in Tanzania. The study utilised the interpretive and constructivist qualitative case study approach to investigate the perceptions and experiences of secondary school geography teachers towards Learner-Centred Teaching in secondary schools. Mtitu's study focused on the extent to which pedagogical reasoning and decision-making during the planning, teaching and assessment of curriculum engages learners. Mtitu found that curriculum management practices by teachers is influenced by awareness of constructivist view of knowledge construction, language and cultural context in LCT, teacher-students' power relation, the nature of the curriculum, teachers' substantive and syntactic knowledge and classroom management.

### **2.2.2. The modalities of teachers and students in managing curriculum**

For the goal of ensuring effective management of curriculum teachers cannot be ignored. In their day to day activities of enhancing learning, teachers play roles of curriculum managers.

Hassan and Ibrahim (2016) used quantitative research methods to investigate the effectiveness of teacher's roles in classroom management and enhancement of learner's achievement in Taibah University, Saudi Arabia. Hassan and Ibrahim interviewed 25 teachers (18 males and 7 females) in their study. Hassan and Ibrahim found that; the teacher is a planner, manager; facilitator, counselor and a diagnostician. They concluded that the activation of teacher's duties improves the process of classroom management and students performance. Hassan and Ibrahim recommended that; teachers should exploit the available opportunities to study their

pedagogical problems in curriculum management and prepare a clear plan for solutions.

Maryani and Martaningsih, (2015) employed a quantitative approach with Ex-post facto design to interview 32 teachers and 82 students in investigating the correlation between teacher's Pedagogical Content Knowledge (PCK) and Student's Motivation in Primary School. Maryani and Martaningsih found that the improvement of teacher's PCK results into the improvement of students' learning motivation, and thus teachers play a fundamental role in improving student's motivation. Maryani and Martaningsih recommends that in order to play the aforementioned role, teachers are ought to have combination of pedagogical and professional competency. In terms of pedagogical competency teachers should have the abilities of: 1) students characteristic, 2) curriculum development, 3) the development of communication and technology, 4) the development of students' potential, assessment system, and learning evaluation, 6). Effort to develop fun learning. In the professional competence, the teacher must be able to: 1) mastering the learning material, structure, concept, knowledge mindset that support the lesson subject, 2) master the competence standards and basic competences of teaching subjects, and 3) developing the teaching learning materials effectively.

Rudhumbu, (2015) reviewed different literatures to discuss the management of curriculum change from the middle focusing on how Academic Middle Managers enacted their roles in higher education. Rudhumbu found that although the role of academic middle managers is still misunderstood phenomenon and hence work in progress, the academic middle managers play vital roles in curriculum management;

such as relationship building, championing alternatives, synthesizing curriculum change information, facilitating adaptability, implementing curriculum change, and building internal and external communities of practice. Rudhumbu concluded that the academic middle manager position is important for the smooth flow of both strategic and operational information within schools. Rudhumbu recommends that middle managers should understand their roles and use this understanding to effectively carry out their curriculum management roles.

Shahadan and Oliver, (2016) conducted a case study to investigate nine elementary school leaders' perceptions of their roles in managing school curriculum in a State of Selangor, Malaysia. Shahadan and Oliver found that; the roles of head teachers are such as to develop the school program, to develop curriculum planning, to develop and create the school mission and vision, and to develop the school strategic plan. Other roles of had teachers are such as to encourage good teaching, increase student academic achievement, ensure effective teaching and learning, and, supervise curriculum management. Shahadan and Oliver concluded that a school leader is an instructional leader who is responsible to guide and supervise the school curriculum and finance.

### ***The modalities of student's participation in managing curriculum***

Despite few studies on the roles and modalities participation of students in curriculum management, students have crucial roles to play in the process. According to World Bank, (2010) students play a key role in the development of a favourable learning environment.

Kopweh (2014), in his investigation of the formulation, management and implementation of the 2005 secondary education curriculum in Tanzania found that students had a significant role to play in curriculum management. He found that students consider themselves as clients in curriculum management business, thus expecting the teachers and policy makers to consider them as clients who should be consulted on what needs to be in the school curriculum. Kopweh recommends effective involvement of all stakeholders, and students included in the management of curriculum.

Also, Lanier (1997), in her article titled; ‘Redefining the Role of the Teacher: It's a Multifaceted Profession’, analysed the question what is being an educator really means. Lanier argues that “Students aren't consumers of facts but active creators of knowledge”. Lanier recommends for effective involvement of students in the management of curriculum by reinventing the role of teachers inside and outside the classroom.

### **2.2.3 Challenges in managing curriculum**

Different scholars have identified number of challenges facing curriculum managers in performing their duties and responsibilities.

Nthenya, (2012) employed descriptive survey to study the challenges facing head teachers in managing teachers and the impact on teaching and learning in secondary schools of Nzau District-Makueni County, Kenya. Nthenya administered questionnaire to forty five head teachers, and found that head teachers are constrained with lack of time due to work overload, teacher's resistance and lack commitment towards change and learning. Nthenya recommends the reduction of the

work load to head teachers and second head of schools and the use of appropriate motivations to induce teacher's participation in professional development programs.

Also, Tesema (2014) in his study on the practices of school-based supervision in government secondary schools of Kamashi Zone (Ethiopia); He identified the challenges of managing curriculum. The challenges include; lack of awareness and orientation on the activities and significance of curriculum management, inability of curriculum managers to appropriately apply the necessary procedures for classroom observation, lack of relevant training programs for curriculum managers, scarcity of experienced curriculum managers in school-based supervision activities, lack of curriculum management manuals in the schools and insufficient budget allocated for curriculum managerial roles. To alleviate these challenges, Tesema recommended; the provision of training programs for teachers on the significance of curriculum management for effectiveness, provision of adequate resources such as supervision manuals and adequate budget for the successful implementation of curriculum managerial roles and reduction of the workload of curriculum supervisors.

Moreover, Kopweh (2014) did a study on the formulation, management and implementation of the 2005 secondary education curriculum in Tanzania as discussed under curriculum managerial approaches. Kopweh identified the use of authoritative management approaches as one of the challenges facing the management of curriculum in secondary schools. He concluded that, because of using authoritative approaches, the 2005 curriculum featured rigid syllabuses that were to be translated using State-vetted textbooks and teachers guide. Kopweh suggested that, using authoritative approaches in managing curriculum erodes

teachers' sense of autonomy rendering them unable to manage the curriculum effectively. Kopweh recommends for participatory or democratic management of curriculum in secondary schools.

Furthermore, Eliphas (2010) explored the challenges facing school leaders in managing curriculum in secondary schools of Dar es Salaam. He found, insufficient budgets and lack of skills among the school managers as key impediments to smooth curriculum management. Eliphas recommended training to school based curriculum managers so as to improve their curriculum managerial skills.

Nevertheless, Mtitu (2014) in the investigation of the management of learner-centred curriculum, he identified the challenges of managing learner centred curriculum in Tanzania. These included language barrier, large class size; curriculum design, teacher shortage, shortage of instructional resources, lack of in-service training for LCT and cultural aspects. Mtitu recommends redesigning curriculum to allow flexibility and teachers' need of mastery in the substantive and syntactic knowledge, and providing in-service training to teachers regarding the managing learner-centred curriculum. He further recommends further research on aspects around the management of learner centered curriculum, taking into consideration different theoretical orientations and methodological approaches.

### **2.3 Gap in the literature**

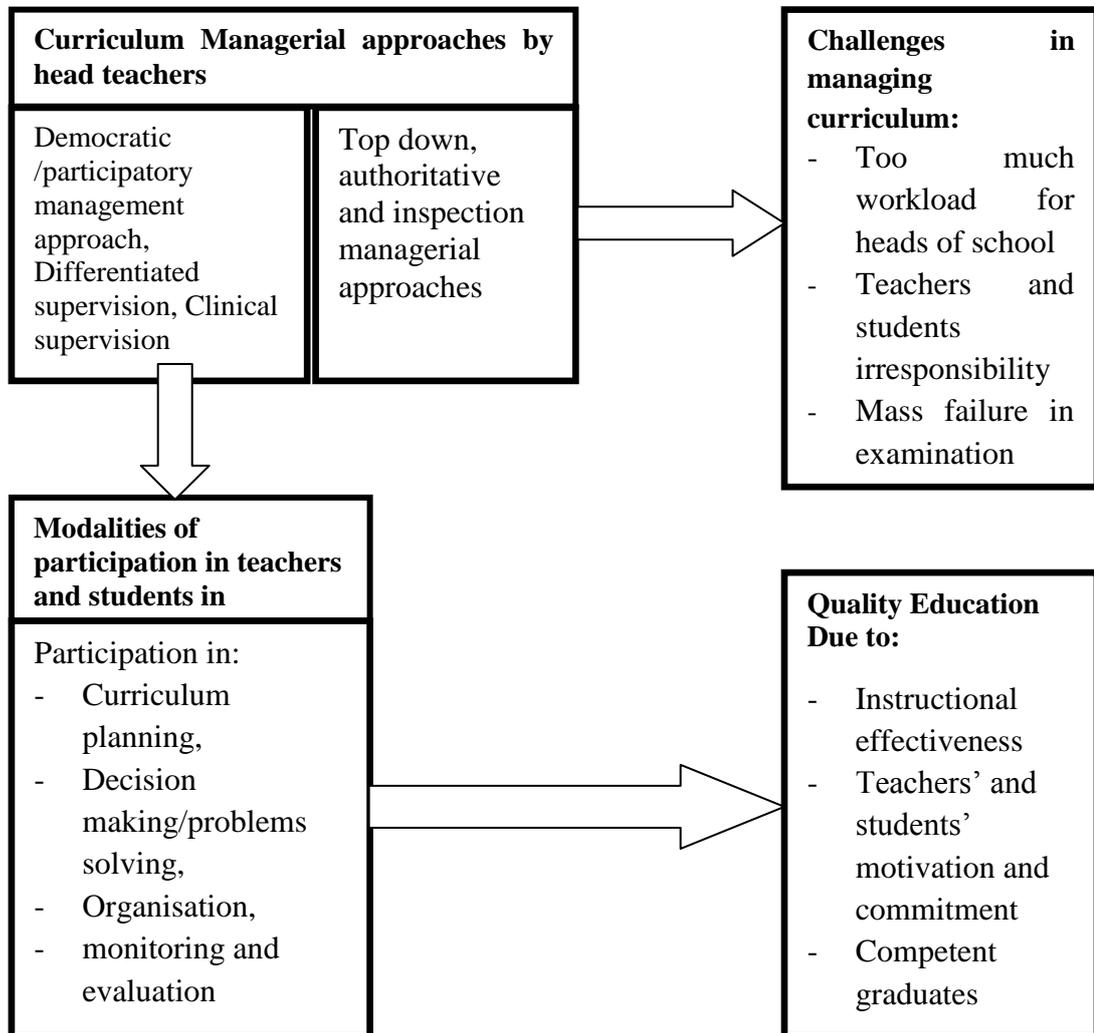
From the above literature, it is noted that previous studies do not explicitly link the roles of teachers and students in managing curriculum and the challenges they face as they try to do so. Thus, this study fills up this gap by examining the participation of teachers and students in managing secondary education curriculum. Specifically the

study details the appropriate curriculum managerial approaches, modalities of teachers and students' participation and challenges faced in curriculum management

#### **2.4 Conceptual framework**

The conceptual framework of this study shows the link between the roles and challenges of teachers and students in classroom management and the curriculum managerial approaches. It is the simplicity of the realistic complex interaction between head teachers, teachers and students in managing curriculum for quality education in schools.

Figure 2.1: Effective curriculum managerial approaches and education Quality



The framework is meant to imply that participatory curriculum managerial approaches which involve teachers and students in curriculum management are the key to avoiding or addressing the challenges facing curriculum management. This is due to the fact that the participation of teachers and students in curriculum management enhances education quality by improving instructional effectiveness because promotes teachers and students' sense of autonomy and responsibility in performing their respective roles. That is to say, the challenges facing curriculum management would be addressed or avoided if teachers and student participate in curriculum management by effectively performing their roles. This will result into instructional effectiveness and enhancement of education quality in schools assuming adequate and reliable resources.

On the other hand, the curriculum managerial approaches like top down, authoritative and inspection approaches which inadequately involve or excludes teachers and students, would lead to curriculum managerial challenges. These challenges are such as too much workload to heads of school as they manage curriculum alone, teaches and students' irresponsibility of the outcome/results of education and consequently mass failure in examination. Definitely, the roles and involvement of all curriculum managers are very crucial for the effectiveness and efficiency of the whole system. If all the curriculum managers including students and teachers fully realize this and thereby perform their roles effectively and efficiently, it is no exaggeration to argue that the adopted curriculum will be implemented effectively and quality education enhanced. Of course, that is likely if the assumption

of adequate and sufficient availability of resources (human and physical facilities) holds.

## **2.5 Chapter Summary**

This chapter presents the literature related to this study. It starts with the theoretical literature which details two theories guiding this study: Instructional supervision and Differentiated Supervision theories. This is followed by a critical review of empirical literature revolving around the objectives of this study. And finally, follows a gap in literature, which this study intends to address and a theoretical framework which is a structural illustration of a research problem.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methodological approaches employed in this study. It explicates the plan and methodological approaches deployed to investigate the curriculum management approaches in secondary schools in Tanzania. The chapter describes important aspects of the research process including the area of study, population, sampling procedures, sampling techniques, data collection instruments, data analysis procedures and the ways for ensuring validity and reliability of the study. The chapter also details issues of ethical considerations before presenting the chapter summary.

#### **3.1. Approach of the Research**

The study used mixed research approach. The convergent parallel mixed methods in which quantitative and qualitative data were merged to provide a comprehensive analysis of a research problem. Qualitative approach was used to collect opinions and perceptions of heads of schools, teachers and students about curriculum management approaches, teachers and students', and challenges encountered in managing curriculum. On the other hand, quantitative approach was used to handle descriptive data which are expressed in numbers, tables and graphs so as to provide immediate picture of obtained data. The use of both qualitative and quantitative methods helped to make sense of the data and ensure validity and reliability as the methods correct the limitations of each other.

### **3.2 Area of the Study**

The study was conducted in Dar es Salaam region. Two districts namely Ilala and Temeke were involved in the study because of their proximity, which would promote intensive exploration under resources constraints. In each district four (4) secondary schools will be studied. The sample schools from each included two private schools and two public schools. The reason for this choice is to ensure equal representation of schools of all forms of ownership in the study.

### **3.3 Population, Sample, Sampling Procedure and Respondents**

#### **3.3.1 Target Population**

According to Patton (2000) the targeted population is the group of potential participant's to which researchers want to generalize the results of a study. The population targeted by this study includes; heads of secondary schools, teachers and students in Dar es Salaam, who were expected to have relevant views and recommendations about the management of secondary education curriculum.

#### **3.3.2 Sample**

This study selected unbiased sample with the intention of arriving at an accurate conclusions. The study involved respondents from the selected 8 sample schools, constituting six heads of school (head master/mistress), 35 teachers and 40 students. The sample respondents are represented in the Table 3.3 below.

Table 3.3: Demographic Data of respondents

| <b>Groups of Respondents</b> | <b>Expected no: of Respondents</b> |                               | <b>Actual no: of Respondents</b> |                |              |
|------------------------------|------------------------------------|-------------------------------|----------------------------------|----------------|--------------|
|                              | <b>Respondents per school</b>      | <b>Total from each school</b> | <b>Male</b>                      | <b>Females</b> | <b>Total</b> |
| Heds of schools              | 1                                  | 8                             | 4                                | 2              | 6            |
| Academic masters/mistresses  | 1                                  | 8                             | 5                                | 3              | 8            |
| Teachers                     | 4                                  | 32                            | 12                               | 15             | 27           |
| Students                     | 8/12                               | 64                            | 20                               | 20             | 40           |

The deviation between the expected number of respondents and the actual one is due to the number of factors. For instance two head teachers said they were very busy and therefore they did not want to be involved in the study but they directed the researcher to the academic masters. For teachers, as mentioned in limitations of the study, some teachers collected questionnaires unfilled or half-filled thus their responses were ignored thereby, reducing the number of teachers involved in the study. Whereas, in some schools the head teachers requested that students in candidate classes (for II, IV and VI) should not be involved as their time table did not allow thus reducing the number of students.

### **3.3.3 Sampling Techniques**

Sampling is the selection of some part of an aggregate on the basis of which a judgment or inference about the aggregate is made (Kothari, 2004). A sampling technique means the ways in which the representative of a population is selected. This study employed cluster, random and purposive sampling techniques. The secondary schools were classified into different clusters of private and public schools, and then sample schools were selected randomly from each cluster.

Nevertheless, purposive sampling technique was used to select heads of schools and academic masters who were selected by virtue of their positions. Also, stratified random sampling was used to select representative teachers and students. The teachers were stratified into two groups according to their sex and then two teachers were selected randomly from each group. Likewise, students were stratified into groups according to their class or form and then according to sex. Thereafter one student was selected randomly from each sex group in each class/form. This

stratified random selection helped to analyse the involvement of teachers and students of different sex and different class levels in curriculum management.

### **3.4. Instruments**

The study used different research instruments to collect data from different respondents. The instruments used in the study and the respective respondents are explained below.

#### **3.4.1 Interview guide**

Interviewing is determined as standard instrument of qualitative research where data are collected through conversation between the researcher and respondents. According to Depoy and Gitlin, (2011) interviews are conducted through verbal communication; face-to-face, or by telephone, or through virtual communication, and may be either structured or unstructured. In this study, Semi-structured interview was administered face to face to the heads of schools. It obtained specific and comprehensive information about management of secondary education curriculum. During data collection process, probing was used in order to elicit more information about the approaches and challenges of managing secondary education curriculum.

#### **3.4.2 Questionnaire**

This study used close-ended (or structured) questionnaires so as to gather specific information about the approaches and challenges of managing curriculum in secondary schools. The questionnaires were administered academic masters/mistresses and teachers, as these groups consisted large number of respondents.

### **3.4.3 Focus Group Discussion**

Focus group discussion was used to collect primary data from small group of students concerning the management of curriculum. The method was used with the intention of allowing exhaustive discussion about the management of curriculum in relation to research objectives.

### **3.5. Data Collection Procedure**

Data was collected systematically by examining interviews to heads of schools, questionnaires to teachers, and focus group discussion to students. The researcher conducted face to face interviews with heads of schools and took notes of their responses in the writing handbook along the way. Moreover, the researcher distributed questionnaires to the academic masters and teachers, thereafter the researcher briefed the respondents about the aim of the study. The researcher asked the respondents to read the questions and ask for clarification wherever the respondents find unclear. After all the doubts and misconceptions were cleared, the researcher spared time for the respondents to feel their responses in the provided questions sheets. Moreover the researcher gathered data using focus group discussion, where the researcher discussed the questions with a group of 4 to 8 students.

### **3.6 Data Analysis**

Data analysis was done systematically in order to ease the interpretation of data collected from the field. Therefore, data were coded, summarized and fed into computer programs to enable the researcher to make sense of the obtained data. Quantitative data were analyzed using exploratory analysis to clean data. The

descriptive statistics, such as percentages and number of individuals were used to summarize data and cross tabulation was used to identify relationship between variables in the study. Nevertheless, data were summarized in the form of tables and graphs where applicable. Microsoft Excel Spreadsheet was used to analyze quantitative data because of their simplicity, popularity and availability. On the other hand, qualitative data collected through interviews and focus group discussion were subjected to content analysis and organized into categories of themes then interpreted and quantified where applicable.

### **3.7 Ethical Considerations**

Ethical issues cannot be ignored, as they relate directly to the integrity of a piece of research and of the disciplines that are involved (Bryman and Bell, 2007). This study has no excuse but to conform by the ethical principles of research. The principles are such as; ensuring research participants are not subjected to any harm, respecting the dignity of research participants and obtaining full consent from the participants prior to the study. Other ethical principles include; ensuring the protection of privacy of research participants, ensuring adequate level of confidentiality of the research data, anonymity of individuals and organizations participating in the research and avoiding deception or exaggeration about the aims and objectives of the study.

Moreover, as an assurance to the respondents the sample study information sheet has been prepared detailing the objectives and purposes of this study to the research participants. The information sheet was presented on the first page of questionnaires and recited before conducting interviews. Also, the researcher provided full

information and where required additional clarification about the study to the participants to enable them to make informed decision about their involvement in the study.

### **3.8. Validity and Reliability of the Study**

#### **3.8.1. Ensuring Validity**

This study validly measured the participation of teachers and students in managing secondary education curriculum in Dar es Salaam Tanzania. This was achieved through careful development of research instruments. Also, the instruments were shared with the supervisor and then cautiously checked and improved in relation to the comments and research objectives. Moreover, the research instruments were piloted in one secondary school which was not involved in the actual study. After piloting the instruments were edited and improved with regards to the responses of the pilot study to ensure each question in the instruments elicited the solicited responses. Additionally, data were collected vigilantly, and the researcher provided additional clarification to ensure the respondents clearly understand the questions before they gave their responses. Moreover, the study involved different respondents from different secondary schools with different background, experience and daily curriculum duties.

#### **3.8.2. Ensuring Reliability**

In the words of Glassow (2005) reliability is the consistency of survey responses over time. To ensure reliability in this study, multiple methods of data collection were used. Moreover, Data collected by one method of data collection were cross-checked with those collected by other instrument. For instance, data obtained through

questionnaire were cross-checked with those from interviews and focus group discussion.

### **3.9 Chapter Summary**

This chapter presents the methodological approaches to be employed in this study. This is followed important aspects of the research process including the area of study, population, sampling procedures, sampling techniques, data collection instruments, data analysis procedures and ethical consideration before presenting the ways for ensuring validity and reliability.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND DISCUSSION**

#### **4.0 Introduction**

This chapter presents the data obtained from the field. The first part presents the data as per objectives of research developed in chapter one. It starts with the curriculum managerial approaches in secondary schools, the modalities of participation of teachers and students in managing curriculum and finally the challenges facing curriculum management in secondary schools. The last part is the summary of the chapter.

#### **4.1 The curriculum managerial approaches**

The first objective was to investigate the curriculum managerial approaches used by head teachers in managing secondary education curriculum. Questionnaires were used to collect information from 35 teachers. The approaches were framed into statements of managerial actions and respondents were required to indicate (put a tick) to show the extent to which a particular approach was applied by head teachers in their schools. The scores were obtained on a scale of 1 to 5 where 1= Avoided, 2= Not applied, 3= occasionally applied, 4= Prominent and 5= Most prominent. The data obtained are summarized in the table 4:1 below

Table: 4.1 Curriculum managerial approaches used by heads of schools in Dar es Salaam

| <b>Managerial approach</b>                          | <b>Average scores by teachers</b> |
|---|-----------------------------------|
| Top down management                                 | 4.5                               |
| Authoritative management                            | 4.4                               |
| Inquiry based management                            | 4.1                               |
| Informal management                                 | 4.1                               |
| Collaborative curriculum management (Participatory) | 3.3                               |
| Self-directed management                            | 3.0                               |

From the data in table 4.1 above, it is revealed that the prominent curriculum managerial approaches used by the heads of secondary schools are top down and authoritative management. Whereas, collaborative (or participatory) and self-directed curriculum management are occasionally applied.

Nevertheless, an interview with the heads of schools and open questions to teachers on the curriculum approaches also produced some data. The question was: What are the curriculum management approaches followed in your school? The following were the responses:

**Head of school 1:** I manage curriculum by ensuring that all my teachers have lesson plans I also occasionally observe their teaching in classroom and give them feedback.

**Head of school 2:** I monitor compliance to the rules, ethics and cords of conduct as well as adherence by the teaching protocols like scheme of work, lesson plans and time table looking for deficiencies in order to improve them.

**Head of school 3:** I provide clear direction to teachers and students, and remind teachers of their stipulated professional roles in school.

Teachers on their side had this to say:

**Teacher 1:** The school's efforts are on ensuring the curriculum is implemented as stipulated in the subjects' syllabi. Therefore, the head of school and academic masters judge teachers in reference to the syllabus directives.

**Teacher 2:** We teachers, receive instructions and duties from the head of school, her assistance or academic office. Then we assign students and supervise them to do the work. Teachers must fulfill the assigned responsibilities to avoid the inconvenience or conflicts with school leaders. Also students must obey to avoid punishments.

**Teacher 3:** There are always uninformed inspection of teaching materials like scheme of works and lesson plans, sometimes and lesson notes. Also for class masters, the class attendance may be inspected anytime. Thus, for us teachers, to avoid inconveniences these documents must be prepared and submitted whenever required.

The data from interviews cement the fact that, head teachers rely more on top down curriculum managerial approaches in managing secondary education curriculum. That is teachers and students are not given chance in planning and decision making for curriculum implementation. However, teachers are expected to implement the assigned duties and students have to obey to avoid punishments. These findings are in line with the findings by Manaseh (2016) and Kopweh (2014) whose studies are discussed in chapter two. Manaseh (2016) postulates that when heads of departments and teachers are not involved in curriculum management the syllabi are not covered on time. While Kopweh (2014) suggested that, authoritarian curriculum managerial approaches in which the best use of teacher's and students' skills to arrive at more effective decisions is not made, erodes teachers' and students' autonomy, leading to ineffectiveness in curriculum implementation.

#### **4.2 The modalities of participation of student teachers and students in managing curriculum**

The second objective was set to collect information about the modalities of participation of teachers and students in managing secondary education curriculum. Because there is not much written in the literature on teacher's and students' curriculum managerial roles, interview was used to solicit information from the six heads of schools, questionnaires from 35 teachers and focus group discussion from 40 students. The question was: Do the teachers and students have a role to play in the management of curriculum? If they do, what are their roles? The following were some of the responses;

**Head of school 1:** I believe teachers and students have a role to play in the management of the curriculum just like in the school management. Teachers can participate effectively by supporting the head of school in the implementation of curriculum by teaching and supervising students' learning.

**Head of school 2:** Yes. Teachers manage curriculum in many ways. When they help and guide students in learning and material search, they are managing the curriculum in some ways. Also, teachers counsel students; motivate them to learn and work hard to succeed in life. These are significant curriculum managerial roles played by teachers.

**Head of school 3:** Definitely, teachers have got a role to play in managing curriculum, even beyond teaching in the classroom. For example, they are responsible to communicate effectively with parents and involve them in students' issues especially academics and discipline. Just like students, there are so many parents and the head of school cannot attend them all on one-to one. Therefore teachers should help in managing parents' involvement in education.

**Teacher1:** In my opinion we, teachers have a role to play in the management of curriculum. Our fundamental curriculum managerial role is to ensure that teaching, learning, and assessment activities are done well within and outside the classroom. Therefore I would say, yes we have a big

role to play by doing what we are supposed to do, to teach and ensure that students learn.

**Teacher 2:** Of course, teachers are central to curriculum management. Their role is to manage the learning environment, to ensure the environment and teaching processes attract and involve students effectively and efficiently.

**Student 3:** If my understanding of management is correct, yes teachers have got a role to play in managing our learning. For example they are responsible to understand and address student's problems. They are also responsible to communicate with students using polite language and with a sense of humor so that students can find it easier to approach teachers for help.

### **The modalities of participation of students in managing curriculum**

On the other hand, respondents commented on the modalities of participation or roles of students in managing the secondary education curriculum. The following are some of responses;

**Head teacher:** The students are occasionally involved in curriculum management; however their main role is to behave as per expectation of teachers and parents. When this is fulfilled teachers don't waste time on indiscipline cases, thus devote their time to the effective management of curriculum.

**Teacher 1:** Yes students play some roles in managing curriculum. In short their role is active participation in learning process through; private study,

information search, group discussion and field visits. If students actively participate in learning by cooperating with teachers, the curriculum will be effectively managed.

**Teacher 2:** Absolutely yes. Students have a role to play in managing curriculum. They are ought to have self awareness, discipline and self motivation to learn. Otherwise the efforts to teach them will be wasted.

**Student 1:** I think we have a role in the management of curriculum, even if we don't do it directly. Students indirectly manage it by representations of monitors and prefects. For example, the head boy and head girl represent other students in school board, which is a part of school management, which manage the curriculum. There, I can say, is where students are involved in managing the curriculum.

**Student 2:** The role of students in managing curriculum are such as facilitating communication between parents and teachers and to counsel fellow students who are facing problems.

The data reveal that, teachers are perceived as instructors than curriculum managers while students are perceived as disciplined receivers of information, although they have a huge role to play in managing curriculum. According to the findings, the most basic roles of teachers in managing curriculum such as classroom management, counseling, motivating and inspiring students to succeed as well as inviting and engaging parents or guardians in management of curriculum for quality education.

These facts means that teachers are yet to realize their curriculum managerial roles which are stipulated in previous studies by Maryani and Martaningsih (2015), Hassan and Ibrahim (2016), and Rudhumbu (2015) which were discussed in chapter three.

Maryani and Martaningsih, (2015), postulate that teachers play a fundamental role in improving student's motivation and they are ought to have combination of pedagogical and professional competency to takeover this managerial role. Also, Hassan and Ibrahim (2016) found that the teacher is a planner, manager; facilitator, counselor and a diagnostician and the activation of teacher's duties improves classroom management and students performance. On the other hand Rudhumbu (2015) found that teachers play vital roles in curriculum management such as relationship building, championing alternatives, synthesizing curriculum change information, facilitating adaptability, implementing curriculum change, and building internal and external communities of practice.

Nevertheless, the fact that students are perceived as disciplined receivers of information who can rarely and indirectly participate in curriculum management, implies that students are not given adequate chance to manage what and how they learn. This is an indication that curriculum managerial practices are not student centred as it should be. Such practices were discouraged by Lanier (1997) that students aren't consumers of facts but active creators of knowledge who should decide how to learn it. The management of curriculum is out to involve students as partners in curriculum management as recommended by Kopweh (2014) that

teachers and policymakers should consider students as clients who should be consulted on what needs to be in the school curriculum.

#### **4.3. Challenges facing the management of curriculum in secondary schools.**

The third objective was to collect information about the challenges faced in managing curriculum. Interview was used to gather information from the six heads of schools, questionnaires from 35 teachers and focus group discussion from 40 students. The question was: What are the challenges faced in managing curriculum for quality education? The following were some of the responses, starting with respondents by head teachers, followed teachers and students.

**Head teacher 1:** I think the management of curriculum is impeded by lack of commitment and cooperation among teachers and parents. Some teachers and parents are very busy, in short they forget their roles in education, may be its because of the nature of the city and life hardship, they devote their time to other income generating activities rather than managing education for children.

**Head teacher 2:** There is a problem of transport which consumes a lot of students' time and lead to lateness. Day scholars suffer from transport problem which is exacerbated by traffic jam, as the result long time is spent on the way to and from school. Also while walking around or on the bus stops the destructions are many because students get to interact with people in unguided/uncontrolled manner and get time to connect in bad groups.

**Teachers' responses**

**Teacher 1:** I think the biggest challenge is inappropriate use of mobile phones and internet by students. Students use mobile phones and internet for nonacademic purposes, thus wastage of time and lack of concentration or focus on studies. For instance if you give them examination soon after the holiday, students will fail severely as they do not get time to study because they spend their time on social media.

**Teacher 2:** The challenge we face mostly is the nature of learners. Learners who are enrolled in secondary schools tend to have low capacity and lacks self awareness. Because of this challenge sometimes teachers spend their time managing indiscipline cases.

**Teacher 3:** The management of curriculum faces a lot of challenges including shortage of teaching and learning resources especially books and practical equipments, over clouded classrooms which are difficult to manage and problem of noisy environment.

**Students 1:** In my opinion the aggressiveness and harshness among teachers and overuse of corporal punishment impends curriculum management. The over use of corporal punishment creates fear among students and even when they have a question they cannot ask the teacher.

**Students 2:** I think the challenges facing curriculum management are such as lack of self awareness, internal motivation and realisation of the significances of education among students and shortage of learning materials especially laboratory equipments

The data reveal multiple challenges facing the management of curriculum in secondary schools. The more prominent challenges as perceived by head teachers are transport problem and shortage of teaching and learning resources, while in teacher's perspective, indiscipline, low capacity and lack of self awareness are the notable challenges of curriculum management. Nevertheless, most of the students believe that teachers' aggressiveness and overuse of corporal punishment are the main impediments.

The challenges obtained by this study are additions and emphasis on the challenges obtained by previous studies. For example, Nthenya, (2012) found that head teachers are constrained with lack of time due to work overload, teacher's resistance and lack of commitment towards change and learning. Also, Tesema (2014) found that, the challenges facing curriculum management are such as lack of awareness and orientation on the activities and significance of curriculum management, inability of curriculum managers to appropriately apply the necessary procedures for classroom observation, lack of relevant training programs for curriculum managers, scarcity of experienced curriculum managers in school-based supervision activities, lack of curriculum management manuals in the schools and insufficient budget allocated for curriculum managerial roles.

Moreover, Kopweh (2014) identifies the use of authoritative management approaches as one of the challenges facing the management of curriculum in secondary schools as it erodes teachers' sense of autonomy rendering them unable to manage the curriculum effectively. Eliphaz (2010) found that insufficient budgets and lack of skills among the curriculum managers are the key impediments to smooth

curriculum management. Nevertheless, Mtitu (2014) identified the challenges facing curriculum management to include language barrier, large class size; curriculum design, teacher shortage, shortage of instructional resources, lack of in-service training and cultural aspects.

#### **4.4. Chapter summary**

This chapter presents and discusses data obtained from the field. The data are presented as per objectives as developed. It starts with the curriculum managerial approaches of heads of secondary schools, then the roles of teachers and students in managing curriculum and finally, the challenges facing curriculum management in secondary schools.

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents the summary of the study and conclusion drawn from the data presented in chapter four and associated recommendations. The conclusions and recommendations are as per objectives thus it starts with the conclusion and recommendations on the managerial approaches used by heads of secondary school. This is followed by the conclusion and recommendations on roles of teachers and students, and finally the challenges in managing curriculum.

#### **5.1. Summary**

This study explored the involvement of teachers and students in curriculum management. The first chapter introduced the study, detailing the background, definition of curriculum management in the context of the study and history of management of education in Tanzania. It also postulated the statement of the problem, aims and objectives, and research questions answered in this study. Specifically, the study objectives were to examine the curriculum management approaches used in secondary schools in Dar es Salaam; assess the modalities of participation of teachers and students in managing curriculum; and determine the challenges faced by heads of schools in managing curriculum. The second chapter presents the literature related to this study. It is divided into two parts; the first part presents the theoretical literature which is framed within theories: Instructional supervision and Differentiated Supervision theories. The second part presents a critical review of empirical literature that revolves around the study objectives.

Moreover, the third chapter presents the methodological approaches explicating the plan and methodological approaches of the study. It describes important aspects of the research process including the area of study, population, sampling procedures, sampling techniques, data collection instruments, data analysis procedures, the ways for ensuring validity and reliability of the study, as well as issues of ethical consideration. Chapter four present data obtained from the field. It starts with demographic data of the respondents, followed by presentation of data as per objectives of research. Finally, chapter five presents the summary, conclusions and recommendation of this study.

## **5.2 Conclusions**

### **5.2.1. Curriculum Managerial Approaches**

This study found that schools apply multiple curriculum managerial approaches, relying more on top down and authoritarian curriculum management based on inspection strategies, while collaboration in managing curriculum is applied occasionally. This implies that the management of curriculum is considered to be from the top management and the teachers and students have to receive and implement instructions. The top down curriculum managerial approaches leads to ineffectiveness in managing curriculum because it results into more workload to the school management specifically the heads of schools (Nthenya, 2012).

On the other hand according to Kopweh (2014) overreliance on top down and authoritative approaches in managing curriculum erodes teachers' and students' sense of autonomy rendering them unable to internalize and manage the curriculum effectively. All of these facts imply that the management of curriculum should

involve collaborative and participatory approaches in order to give teachers and students a chance to manage the business in which they are implementers and end users respectively. The effective participation of teachers and students would promote teachers' and students' sense of autonomy and important, thereby motivate and make them feel responsible for the outcome of the curriculum. The overall impact of teachers and students involvement in curriculum management is increased commitment towards management and attainment of education goals, thus, enhancing instructional effectiveness and attainment of quality education.

### **5.2.2. The modalities of participation of teachers and students in managing curriculum**

This study found that, the role of teachers and students is that of supporting the heads of school by executing or implementing his plans and decisions. Precisely, the data depicted that teachers are perceived as instructors and implementers of assigned duties than managers while students are perceived as disciplined receivers of instructions. This response implies that the management of the curriculum is not considered as a concern to the teachers and students. This makes the teachers and students feel irresponsible for the outcome of the curriculum implementation process.

This is unhealthy to the management of secondary education curriculum because the work of managing curriculum is left to heads of school to do it alone. As the result head teachers faces time shortage because of work overload leading to inefficiency and ineffectiveness in managing curriculum. For effectiveness and efficiency, teachers and students should work and feel like curriculum managers rather that just instructors and receivers of information respectively. This can be achieved by

training teachers to realize their curriculum managerial roles and to adopt teaching strategies that involves students as partners in curriculum management (Lanier, 1997).

Moreover, this study argues that when teachers and students realize and effectively perform their curriculum managerial roles, the problem of mass failure in form four examinations will be minimized to greater extent. This is because teachers and students will focus on using the available resources to achieve excellence rather than lamenting for resources shortage and other challenges. Also teachers will be relieved from the workload of managing curriculum alone, and thereby help them to perform their roles effectively and efficiently. The bottom line is teachers and students to fully realize and perform their curriculum managerial roles such as participation in developing the school program, developing curriculum planning, developing and creating the school mission and vision, and developing the school strategic plan (Shahadan and Oliver, 2016).

### **5.2.3. Challenges facing management of curriculum**

This objective found many challenges that the heads of school face as they manage the curriculum by themselves without involving the teachers or the students. The challenges are such as lack of commitment and cooperation from teachers and students, shortage of teaching and learning resources and high workload to heads of school. These responses imply that effective management of curriculum and consequently quality education is still far from being enhanced in secondary schools. Thus, the efforts geared towards improving school infrastructure in secondary

schools are more likely to fail to address the problem of mass failure in form four examinations.

Oduro and Dachi (2008) reinforce this fact by postulating that expanding access through the construction of classrooms and increasing enrolment per se, does not guarantee quality in education. It is thus suggested that, heads of schools should adopt curriculum managerial approaches that engage teachers and students so as to reduce work load, and focus on curriculum management with reference to teaching and learning time utilization. The involvement of teachers and students will not only relieve head teachers of the workload but also improve the use of the resources available to promote teaching and learning, and enhance quality education.

### **5.3. Recommendations**

#### **5.3.1 Curriculum managerial approaches**

This study recommends that curriculum managers should adopt contingency approaches with a disposition to democratic or participatory approaches in managing curriculum for quality education. The contingency approaches enhance the atmosphere for applying constructivist and teacher centred pedagogy. Also, the heads of schools should collaborate with teachers to oversee the management of curriculum from the ground. The study recommends school based departments for education quality assurance, in service training and coordination of parents' involvement in education. These departments especially the education quality assurance department should include active, committed and competent teachers of the school who are capable of effectively engaging other teachers and students in the business of managing curriculum for quality education.

### **5.3.2 The modalities of participation of teachers and students in managing curriculum**

This study recommends that teachers should be trained through regular in-service training to make them aware of their curriculum managerial roles beyond managing classroom interactions. Such roles counseling and motivating students, managing students behaviour, managing parents involvement in managing curriculum and solving students problems for quality education. Similarly, the curriculum managers like heads of schools and teachers should be made aware that students are partners in curriculum management rather than just active disciplined learners. Thus they should be effectively engaged in curriculum management, students can work with other curriculum mangers in lesson planning implementation and assessment for improvement as well as in making all sorts of decisions that affects their learning.

### **5.3.3 Challenges facing curriculum management in secondary schools**

Nevertheless, this study makes relevant recommendations on the identified challenges facing curriculum management. The recommendations are such as; the government and schools should continue working with all education stakeholders in addressing the problems of insufficiency of resources like building school infrastructures and training teachers to promote effective management of curriculum.

Moreover, curriculum managers should focus on efficient use of available resources for effectiveness in managing curriculum for quality education. While the stakeholders are working to address the challenges of infrastructure and learning environment to accommodate the needs of all learners, the curriculum managers should focus on efficient use of what is already available for effectiveness in

attainment of education goals. Nevertheless, there should be effective management of secondary education curriculum to ensure secondary school leavers are competent and ready for tertiary education and life in general. This will be possible if all stakeholders of education including teachers, students and parents work together as interdependent elements of one system in managing curriculum.

#### **5.3. 4 Recommendations for further studies**

This study recommends that more studies be conducted on the participation and roles of parents (guardians) in managing secondary education curriculum. Moreover, scholars should find out the reasons for lack of motivation and people's interest to participate in research.

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## APPENDIXES

### Appendix 1: Interview Guide for Heads of School

My name is Liberatus Robert, a postgraduate student at The Open University of Tanzania. Currently I am conducting a research (for writing a dissertation) which is a part of my postgraduate studies.

- ✓ This study is conducted on my request and nobody is obliged to participate.
- ✓ The purpose of the study is to examine the curriculum managerial approaches in secondary schools of Dar es Salaam. This study will contribute to the existing knowledge and practices for improving instructional effectiveness for quality education in Tanzania.
- ✓ Your names and name of school will not be mentioned anywhere in the study and the findings of this study will be presented in form of collective tables with general or codes rather than names.
- ✓ The information acquired through the study will be used for academic purposes such as bridging the knowledge gap on management of curriculum in secondary schools.
- ✓ This school has been selected through the process of random sampling so it can be replaced, if for some good reasons it has to.
- ✓ I kindly ask for your cooperation by responding to my few and short questions. Besides I have questionnaires to be filled by academic master and 4 teachers and 6 students, please organise them for me.

**SECTION 1: IDENTIFICATION OF SCHOOL**

|                        |                    |                   |                |
|------------------------|--------------------|-------------------|----------------|
|                        |                    |                   |                |
| Q1                     | Name of the school |                   |                |
| Q2                     | District           |                   |                |
| <b>Please Tick (√)</b> |                    |                   |                |
| Q3                     | Type by Ownership: | Government school | Private school |
|                        |                    |                   |                |

**Respondent**

|                        |                  |      |  |        |  |
|------------------------|------------------|------|--|--------|--|
| <b>Please Tick (√)</b> |                  |      |  |        |  |
| Q4                     | Respondent Title | 1    | Head Teacher /Principal                    |        |  |
|                        |                  | 2    | Second Head Master/Mistress/Vice principal |        |  |
|                        |                  | 3    | Others<br>[Specify].....                   |        |  |
| Q5                     | Sex              | Male |  | Female |  |

## 2.1 School Quality Assurance (Inspection) and Education officers

Now I would like to ask you about the monitoring system of this school

| No. | Question   | Answers: <b>Please Tick (√)</b> |                |  |
|-----|--|---------------------------------|----------------|--|
| Q6  | During the 2016/17 education year how frequently did a school quality assurers (inspectors) visit this school? | 1                               | Never          |  |
|     |  | 2                               | Once           |  |
|     |  | 3                               | At least twice |  |

**How satisfied are you with the level of guidance and support provided to you by the Education officers and school quality assurers in relation to the following?**

|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
| Q7 | 1= Very poor, 2=Poor, 3=Average, 4=Good and 5= Very good                                      |  |  |  |  |  |
|    | Drafting, reviewing and providing feedback on school Management and instructional supervision |  |  |  |  |  |
|    | Providing in service training to teachers   |  |  |  |  |  |
|    | Advising on school infrastructure, setting and environment                                    |  |  |  |  |  |

Q8. What is the curriculum management approaches followed in your school?

Q9. Do the teachers and students have a role to play in the management of curriculum? If they do, what are their roles?

Q10. What are the challenges that impede provision of quality education in your school?

**Appendix II: Questionnaire for Teachers**

My name is Liberatus Robert, a postgraduate student at The Open University of Tanzania. Currently I am conducting a research (for writing a dissertation) which is a part of my postgraduate studies.

- ✓ This study is conducted on my request and nobody is obliged to participate.
- ✓ The purpose of the study is to examine the curriculum managerial approaches in secondary schools of Dar es Salaam. This study will contribute to the existing knowledge and practices for improving instructional effectiveness for quality education in Tanzania.
- ✓ Your name and name of school will not be mentioned anywhere in the study and the findings of this study will be presented in form of collective tables with general or codes rather than names.
- ✓ The information acquired through the study will be used for academic purposes only such as bridging the knowledge gap on management of curriculum in secondary schools.
- ✓ You have been selected through the process of random sampling so you can be replaced, if for some good reasons you decide not to cooperate.
- ✓ I kindly ask for your cooperation by filing this short questionnaire

**SECTION 1: IDENTIFICATION OF SCHOOL**

| Please Tick (√) |                    |                   |                                      |        |
|-----------------|--------------------|-------------------|--------------------------------------|--------|
| Q1              | Name of the school | (Optional)        |                                      |        |
| Q2              | District           |                   |                                      |        |
| Q3              | Type by Ownership: | Government school | Private school                       |        |
|                 |                    |                   |                                      |        |
| Please Tick (√) |                    |                   |                                      |        |
| Q4              | Respondent         | 1                 | Head Teacher/Principal               |        |
|                 | Title              | 2                 | Head Master/Mistress /Vice principal |        |
|                 |                    | 3                 | Academic Master                      |        |
|                 |                    | 4                 | Head of department                   |        |
|                 |                    | 5                 | Teacher                              |        |
|                 |                    | 6                 | Others [ <b>Specify</b> ].....       |        |
| Q5              | Sex                | Male              |                                      | Female |

**Class environment and management,**

| Please Tick (✓) |   |   |          |  |
|-----------------|---|---|----------|--|
| Q6              | How many students are in your class on average? | 1 | Below 40 |  |
|                 |   | 2 | Below 50 |  |
|                 |   | 3 | Above 50 |  |

**School Quality Assurance (Inspection) and Education officers**

|    |  |   |  |
|----|--|---|--|
| Q7 | How often did you host a school quality assurer in your class in 2016/17 education year? | Never   |  |
|    |  | Once  |  |
|    |  | At least once   |  |
| Q8 | What did the school quality assurer do in the class, before and after class?             | Observe lessons and make recommendations after class                |  |
|    |  | Assist on areas of difficulty                                       |  |
|    |  | Inspected teaching materials such as lesson notes and teaching aids |  |
|    |  | Participated in classroom interaction                               |  |
|    |  | Inspected schemes of work and lesson plans                          |  |

|     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| Q9  | How satisfied are you with the level of guidance and support provided to you by the head of school in relation to these aspects? 1= Very poor, 2=Poor, 3=Average, 4=Good and 5= Very good | 1 | 2 | 3 | 4 | 5 |
|     | Improving classroom interaction   |   |   |   |   |   |
|     | Improving lesson planning   |   |   |   |   |   |
|     | Improving assessment methods and procedures   |   |   |   |   |   |
| Q10 | To what extent do heads of secondary school apply the following managerial approaches? 1= Avoided, 2= Not applied, 3= occasionally applied 4= Prominent, 5= Most prominent                | 1 | 2 | 3 | 4 | 5 |
|     | Top down management   |   |   |   |   |   |
|     | Authoritative management  |   |   |   |   |   |
|     | Inquiry based management  |   |   |   |   |   |
|     | Informal management   |   |   |   |   |   |
|     | Collaborative curriculum management (Participatory)   |   |   |   |   |   |
|     | Self-directed management  |   |   |   |   |   |

**Please comment on the following regarding curriculum management in your school.**

Q11. What is the curriculum management approaches followed in your school?

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Q12. Do the teachers and students have a role to play in the management of curriculum? If they do, what are their roles?

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Q13. What are the challenges that impede provision of quality education in your school?

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**Appendix III: Focus Group Discussion Questions for Students**

**SURVEY ON CURRICULUM MANAGEMENT APPROACHES  
IN SECONDARY SCHOOLS OF  
DAR ES SALAAM 20017**

1. Are students involved in school management? What management issues are student mostly involved?
2. Please comment on the role of teachers in ensuring quality of education
3. Please comment on the role students in ensuring they get quality education
4. What challenges do students face in learning/school?

## Appendix IV: Clearance letter from the Open University of Tanzania

### THE OPEN UNIVERSITY OF TANZANIA

### DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

  
P.O. Box 23409 Fax: 255-22-2668759 Dar es  
Salaam, Tanzania,  
<http://www.out.ac.tz>

Tel: 255-22-2666752/2668445 ext.2101  
Fax: 255-22-2668759,  
E-mail: [drpc@out.ac.tz](mailto:drpc@out.ac.tz)

23/6/2017

TO WHOM IT MAY CONCERN

#### RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1<sup>st</sup> March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1<sup>st</sup> January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Mr. Robert Liberatus, PG 201610518** who is a Master student at the Open University of Tanzania. By this letter, **Mr. Liberatus** has been granted clearance to conduct research in the country. The title of his research is "**CURRICULUM MANAGEMENT AND STUDENTS' LEARNING AND PERFORMANCE IN SECONDARY SCHOOLS IN DAR ES SALAAM**". The research will be conducted in Dar es salaam. The period which this permission has been granted is from **26/6/ 2017 to 25/07/2017**.

In case you need any further information, please contact:  
The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.  
Yours sincerely,



Prof Hossea Rwegoshora

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

## Appendix VI: Researcher permits From Temeke Municipal Council

### TEMEKE MUNICIPAL COUNCIL

[All letters should be addressed to the Municipal Director]

Tell: +255 22-2851054  
 Fax: +255 22-2850640  
 E-mail: temekemanispaa@tmc.go.tz  
 website: www.tmc.go.tz



P.O.Box: 46343,  
 Mandela Road  
 DAR ES SALAAM,  
 TANZANIA.

Ref. No. TMC/MD/ U.21/30

Date: 30/06/2017

HEAD TEACHER'S

RE: RESEARCH PERMIT ROBERT LIBERATU

Please refer to the heading above

This is to inform you that, permission is granted to the above mentioned student/Researcher from ..... to conduct research on Curriculum Management and Student Performance in secondary schools in Dar es Salaam.

case study of Temeke and Itala.  
 This permit will effect from the date of this letter.

Please give with necessary assistance.

  
 HABELI J. WLEDI  
 For: MUNICIPAL DIRECTOR  
 TEMEKE  
 For: MUNICIPAL DIRECTOR  
 TEMEKE

Copy to: - Researcher ROBERT LIBERATU  
 From THE OPEN UNIVERSITY OF TANZANIA

**Appendix VI: Researcher's permit request to heads of schools**

ROBERT LIBERATUS,  
P.O. BOX, 2329,  
**DAR ES SALAAM.**

21/06/ 2017

THE HEADMASTER/HEADADMINISTRRESS,  
.....

P.O. BOX.....

**DAR ES SALAAM.**

**RE: REQUEST FOR CONDUCTING RESEARCH IN YOUR SCHOOL**

I am a postgraduate student at The Open University of Tanzania, pursuing Masters of Education. Presently I am collecting data for dissertation on the topic: "**Curriculum Management and Students' Learning and Performance in Secondary Schools in Dar es Salaam**". I have requested and received permission from the district executive director to conduct this study in Ilala/Temeke district. Your school has been selected to participate in this study on random bases.

I hereby request your responses and assistance to administer the questionnaires to the teachers and students. The data obtained in this study will be used for academic purposes only.

I thank you so much for your kind assistance.

Yours sincerely,

\_\_\_\_\_

Liberatus Robert