

**INVESTIGATING HEAD TEACHERS' ROLES IN MANAGING PRE-
PRIMARY EDUCATION IN NJOMBE TOWN COUNCIL IN TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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2023

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by The Open University of Tanzania a study titled **“Investigating Head teachers’ roles in managing Pre-Primary education in Njombe Town Council in Tanzania”** in partial fulfillment of the requirements for the Degree of Master of Education Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

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.....
Signature

.....
Date

DEDICATION

This research work is dedicated to my beloved mother, Mrs. Sarah Mkumbwa Gosori (rest in eternal peace and may the Almighty God bless you). Special dedication is to my beloved husband Atto Rashid Kilwiye and family for their innumerable support they offered me as I pursued my studies from the beginning up to the completion level of this master's degree.

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ABSTRACT

The study was mainly concerned with investigating the head teachers' role in managing pre-primary education in Njombe Town Council and it was guided by three specific objectives; assessing how head teacher manage teaching personnel to enhance the quality of PPE, examining the role of head teachers in refining a learning environment for effective implementation of the PPE Curriculum and assessing the role of head teachers in monitoring the learning process toward quality PPE. The study applied a mixed research approach to study the proposed research problem, where in-depth interviews, questionnaires, documentary review and observation method were applied to collect data from 57 respondents (10 head teachers, 11 pre-primary teachers, 5 Ward Education Officers, 1 Town Council Education Officer, 10 school committee members and 20 parents). Since both qualitative and quantitative data were collected, thus qualitative and quantitative methods of data analysis were applied too. The revealed findings show that the majority of head teachers were aware of applying managerial roles. In a way to manage PPE, head teachers manage teaching personnel by instructing to prepare a proper lesson plan, supervising implementation of lesson plan, motivating teaching performance, checking standard of teaching and recommending the means of teaching. Also, head teachers were found to manage PPE through refining learning environment, especially by involving school leaders, organizing meeting with community members, mobilizing resources, ensuring accessibility of relevant curriculum, ensuring availability of qualified teachers. The study recommended the government to allocate enough budgets for smooth management of PPE

Keywords: *Education, PPE, Pre-Primary School, Pupils, Learning Facilities, Learning Environment.*

TABLE OF CONTENTS

CERTIFICATION	i
COPYRIGHT	ii
DECLARATION.....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENTS.....	v
ABSTRACT	vi
LIST OF FIGURES	xiii
ABBREVIATIONS AND ACRONYMS	xiv
CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY 1	
1.1 Introduction.....	1
1.2 Background to the Study.....	1
1.3 Statement of the Problem.....	5
1.4 Objectives of the study.....	6
1.4.1 Main Objective	6
1.4.2 Specific Objectives	6
1.5 Research Questions	7
1.6 Significance of the Study	7
1.7 Scope of the study	8
1.8 Limitations of the Study.....	8
1.9 Operational Definition of Key Terms	9
1.10 Conceptual Framework.....	9
1.11 Organization of the Dissertation.....	11

CHAPTER TWO: LITERATURE REVIEW	12
2.1 Introduction.....	12
2.2 Theoretical Literature	12
2.2.1 Transformation Leadership Theory	12
2.2.2 Leadership and Leadership Styles	15
2.2.2.1 The Concept of Leadership.....	15
2.2.2.2 Leadership Styles.....	16
2.3 Empirical Literature Review.....	17
2.3.1 Head Teachers’ Role in guiding or leading teaching Personnel to deliver Quality Pre-Primary Education.....	17
2.3.2 Leadership Styles and Management of Pre-Primary Education.....	25
2.3.3 The Role of Head Teachers in Refining the Learning Environment for Effective Implementation of Curriculum.....	31
2.3.4 The Role of Head Teachers in Monitoring the Learning Process to improve the Quality of Pre-Primary Education	34
2.4 Literature Summary and Knowledge Gap	36
CHAPTER THREE: RESEARCH METHODOLOGY	37
3.1 Introduction.....	37
3.2 Research Approach	37
3.3 Research Design.....	37
3.4 Study Area	38
3.5 Target Population.....	39
3.6 Sample and Sampling Procedures.....	39
3.6.1 Sample size	39

3.6.2 Sampling Techniques.....	40
3.7 Data Collection Methods	41
3.7.1 Interview	41
3.7.2 Document review	42
3.7.3 Observation.....	42
3.7.4 Questionnaires Survey	43
3.8 Data Analysis	43
3.9 Validity and Reliability for Research Instruments.....	44
3.9.1 Validity of Research Instruments	44
3.9.2 Reliability of Research instruments.....	45
3.10 Ethical considerations	45
CHAPTER FOUR: PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION.....	46
4.1 Introduction.....	46
4.2 Basic Characteristics of the Respondents	46
4.3 Presentation and Discussion of Findings	48
4.3.1How Do Head Teachers Manage their Teaching Personnel to enhance the Quality of Pre-Primary Education in Njombe Town Council.....	48
4.3.2.1 Instructing the Preparation of Proper Lesson Plan	50
4.3.2.2 Supervising the implementation of the Prepared Lesson Plan.....	51
4.3.2.3 Motivating Teaching Personnel in Alignment to their Teaching Activities	52
4.3.2.4 Ensuring the Standard of Teaching Relates to the Pre-Primary Educational Level	53
4.3.2.5 Providing Feedback on the Means of Delivering Teachings	54

4.3.2 The Role of Head Teachers in Refining the Learning Environment towards Effective Implementation of the PPE Curriculum.....	55
4.3.2.1 Involvement of School Leaders in Improving School Learning Environment.....	55
4.3.2.2 Organizing Meetings with Parents or Community Members	58
4.3.2.3 Mobilizing Resources for Delivering Quality Pre-Primary Education.....	59
4.3.2.4 Availability of relevant curriculum of Pre-Primary Education.....	61
4.3.2.5 Ensuring Pre-Primary Education is delivered by Qualified Teachers	62
4.3.3 The Role of Head Teachers in Monitoring the Learning Process to improve the Quality of Pre-Primary Education	63
4.3.3.1 Regular Observation of the Teaching Process inside and Outside of the Classroom	63
4.3.3.2 Recommending the Teaching Process for improving the Means of Delivering Pre-Primary Education	64
4.3.3.3 Checking the Assessment of the Children Learning Progress	65
4.3.3.4 To ensure the Proper Uses of Learning Facilities to improve the quality of Pre-Primary Education.....	66
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.....	68
5.1 Introduction.....	68
5.2 Summary of the Findings.....	68
5.3 Conclusion	70
5.4 Recommendations.....	71
5.3.1 Recommendations for Policy Practice.....	71

5.3.2 Recommendation for further studies	72
REFERENCES	73
APPENDICES	88

LIST OF TABLES

Table 3.1: A Summary of Sample Category of Respondents	41
Table 4.1: Characteristics of Participants Profile (N=57).....	47
Table 4.2: Head Teachers' Awareness and Application of Managerial Role	49

LIST OF FIGURES

Figure 1.1: Conceptual Framework..... 10

ABBREVIATIONS AND ACRONYMS

ECE: Early Childhood Education

ETP: Education and Training Policy

HT: Head Teachers

NGOs: Non-Governmental Organizations

PPE: Pre-Primary Education

PPET: Pre-Primary Education Teacher

SCM: School Committee Members

TC: Town Council

TEO: Town Council Education Officer

UN: United Nation

UNESCO: United Nations Educational, Scientific and Cultural Organization

UNICEF: United Nations International Children's Emergency Fund

URT: United Republic of Tanzania

WEO: Ward Education Officer

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

The chapter is composed of the following sections: Background to problem, statement of the problem; objectives of the study; significance of the study, scope of the study; limitation of the study; definition of key terms; conceptual framework; and organization of the study.

1.2 Background to the Study

In recent years, the provision of pre-primary education has received much attention worldwide (UNESCO, 2007; UNICEF, 2010; Rao & Li, 2007). International organization such as UNESCO and UNICEF are at forefront working in partnership with different countries around the world countries to invest in Early Childhood Education (ECE), so as to improve the standards of Pre-Primary Education (PPE), both international and national standard. Worldwide pre-primary education has been necessitated to prepare children mentally, physically and socio-emotionally for formal schooling, so as to prevent poor performance and early drop-out from schooling (Haque, et al, 2013). It is asserted that with effective management of pre-primary education delivery, there will be a smooth transition to primary education which eventually lays a foundation for a lifelong learning process. Similarly, Mabagala and Shukia (2019) mentioned that a quality pre-primary learning programme has the potential to support children to develop the skills that the child's brain is wired to learn even before primary education. Ndiujye, Mligo and Machumu (2020) postulate that children who have attended ECE tend to learn more rapidly

through an organized curriculum, teaching and learning materials, and interaction with fellow children.

Indeed, worldwide, the emphasis on pre-primary education is historically grounded. For example, the 1948 UN Article 26 (1) of the Declaration clearly states that, apart from everyone having a right to education in general, the elementary and fundamental stage of education must be offered free of charge and should be compulsory for all children within their localities. In addition, the 1989 UN Convention on the Rights of Children emphasizes on the child's right to compulsory and free primary education to all. According to Louis and Miles (1990), the world insists on the quality education, since it is through quality education that people can create a strong and competitive economy which can effectively cope with the challenges of development, and which can easily and confidently adapt to the changing market and technological conditions in the regional and global economy.

Tanzania like other countries in Africa, for many years, has abided to international efforts and commitment towards the investment and improvement of the quality education. For example, following the 1948 UN Declaration and the 1961 African commitment on Universal Primary Education (UPE), Tanzania started the campaign for Universal Compulsory Primary Education (UCPE) soon after attaining her political independence on 9th December 1961. This is also induced in the constitution which shows the government commitment in improving and the provision of quality education to its people. Also, the country has implemented Education Sector Development Programme (ESDP). The ESDP led to a three-phase programme for primary education: the Primary Education Development Programme—

PEDP I (2002-2006) – and its successors – PEDP II (2007-2011) and PEDP III (2012-2016). In common, the programmes centre on access, equity, monitoring, capacity building, and the quality provision of primary school education for all (URT, 2012). All these initiatives have resulted in increase of enrolment of children in schools.

The 1995 Education and Training Policy (ETP) stipulates that the Government should put more effort in developing the entire education spectrum which include nursery, day-care centers, and kindergartens as part of formal education and training system. Again, the revised 2014 Education and Training Policy (ETP) spells out the framework for operation and standards of the pre-primary education. The objectives of the policy are based on the achievement of increasing enrolment, equitable access, quality improvement, and optimum utilization of facilities and operational efficiency in the education system. The objectives are to be realised through enhanced partnership in delivery of education, broadening of financial base, the education cost effectiveness and streamlining education management structures through the devolution of power to Local Government Authorities, communities, and schools (MoEVT, 2009).

The 2016 PPE curriculum has considered important pronouncements in the 2014 Education and Training Policy. The policy states that, the duration of Pre-Primary Education will be one year, and the target group will be children at age three to five (MoEST, 2019). The policy allows the provision of PPE by both public schools and private centers/schools and is coordinated by the Ministry of Education, Science and Technology. Besides the 2016 pre-primary curriculum clearly highlight objectives of

pre-primary education in Tanzania; to promote the overall development of the child, that is, his or her mental, physical, social and emotional characteristics and capabilities, to promote the child's early learning skills and lifelong appreciation of learning, to develop in a child self-consciousness, self-confidence, self-esteem and respect for others, to develop creative and logical thinking skills and mainly to prepare the child for primary school education.

But attaining the set objectives of Pre-Primary Education has been a challenging case. The studies which were carried in sub-Saharan Africa, and Tanzania in particular indicate that the quality of pre-primary education is low (Ndijuye & Rao, 2018; UNESCO, 2007; UNICEF, 2010; Mtahabwa, 2010). Pence (2004) mentioned that the quality of pre-primary education in Sub-Saharan Africa has been poor and the practices in these countries have been closely related to the available policies. Other challenges includes; little attention given PPE physical infrastructures and teaching and learning materials, unqualified teachers and supervisory staff, high and low enrolment, (Mligo, 2015; Mtahabwa, 2007 & 2010; Zuze & Reddy, 2016; Cosmas, 2010).

But, one of the preferable measures to improve the quality of pre-primary education is the uses of head teachers. With the case of Tanzania, head teachers are authorized to serve as an internal instruction supervisor so as to ensure effective management of pre-primary education in the public schools. Based on such scenario, head teachers are required to implement education policy, regulations, programmes, directives and monitoring classroom instruction in a proper manner, so as to improve the quality of education (MOEVT, 2009). Contrarily to such undertaken measure, the study by

Wanden (2008) reported that many head teachers in African countries lack prerequisite management skills, hence they can not manage pre-primary education properly. Additionally, the undertaken study by Mbugua (2012) revealed that the criteria for appointing head teachers for managing pre-primary and primary education are mainly basing on the academic and professional qualification and not necessarily their school managerial skills, as the result of this, the available head teachers are incapable to manage pre-primary education.

1.3 Statement of the Problem

The previously studies assert that quality pre-primary education lay down the foundation for smooth transition to the primary education and lifelong learning process (Hague et al, 2013; Mabagala & Shukia, 2019; Mligo, 2018;Smith, 2012; Ndijuye & Rao, 2018; UNESCO, 2007; UNICEF, 2010; Mtahabwa, 2010). Such assertion has been necessary due to the fact that pre-primary education preparing children mentally, physically, and emotionally for formal schooling and prevent unnecessary difficulties to cope with primary education (Mligo, 2018; Smith, 2012). To insist on that assertion, the study by Litinchi (2018) argues that, if the initial years of early learning are ignored, the later efforts to correct such earlier default are expensive.

Since the thirst to deliver quality pre-primary education is still high in the country due to the continuance of the factors that deteriorating the quality of pre-primary education in Tanzania, the corrective action becomes necessary to ensure those who have completed pre-primary education in the public schools are highly qualified to start a standard one class. The matter becomes necessary, since the undertaken study

shows that 78% of the children who start standard one after completion of pre-primary education in the public schools have no difference with the children who did not attend such educational level (RTI International, 2017). In addition, the quality of pre-primary education in the private schools is regarded to be higher in comparison to pre-primary education in the public schools (Mwinuka, 2001). Since head teachers bear the ultimate responsibility for the performance of pre-primary schools, hence they have a role to play towards managing pre-primary education so as to improve the quality of such educational level. But recently, little was known due to the presence of knowledge gap about the role of head teachers in managing preprimary education. To full the left research gap, this proposed study in Njombe Town Council was conducted to investigate the role of head teachers in managing pre-primary education in the public schools.

1.4 Objectives of the study

1.4.1 Main Objective

The general objective of this study was to investigate head teachers' roles in managing pre-primary education in Tanzania, specifically in Njombe Town Council in Njombe region.

1.4.2 Specific Objectives

- i. The study was guided by the following specific objectives:
- ii. To assess how head teacher manage teaching personnel to enhance the quality of pre-primary education in Njombe Town Council
- iii. To examine the role of head teachers in refining a learning environment for effective implementation of the PPE Curriculum

- iv. To assess the role of head teachers in monitoring the learning process to improve the quality of pre-primary education in Njombe Town Council.

1.5 Research Questions

The study was guided by the following research questions:

- i. How do head teachers manage teaching personnel to enhance the quality of pre-primary education in Njombe Town Council?
- ii. What is the role of head teachers in refining a learning environment towards effective implementation of the PPE Curriculum?
- iii. How do head teacher monitor the learning process to improve the quality of pre-primary education in Njombe Town Council?

1.6 Significance of the Study

The result of this study adds knowledge to the existing literature about the role of head teachers in managing pre-primary education in Tanzania. Also, the findings of this study might be used by the stakeholders of education to improve the quality of pre-primary education through refining the role of head teachers in managing the delivery of pre-primary education in the public schools in Tanzania. The result of the study might play a significant role of creating awareness to the government particularly the Ministry of Education, Science and Technology about the necessity role of head teachers (to manage teaching personnel to enhance the quality of pre-primary education, to refine a learning environment for effective implementation of the PPE Curriculum and to monitor the learning process to improve the quality of pre-primary education) which are vital towards improving the quality of pre-primary education in the public schools of Tanzania. Finally, the findings of this study

provides a room for further researching the area of managing pre-primary education for improving its delivery in the public schools of Tanzania.

1.7 Scope of the study

This study focused in investigating the head teachers' role in managing pre-primary education in Njombe Town Council. Specifically, the study assessed how do head teacher manage teaching personnel to enhance the quality of pre-primary education in Njombe Town Council, examined the role of head teachers in refining a learning environment for effective implementation of the PPE Curriculum and assessed the role of head teachers in monitoring the process of learning to improve the quality of pre-primary education. The study was conducted in Njombe Town Council in five wards and 10 primary schools. The participated respondents in this study were head teachers, pre-primary teachers, Njombe Town Council Education Officer, Ward Education Officers, School committee members and parents with pre-primary children in the schools where this study was carried out.

1.8 Limitations of the Study

The first limitation of this study was incomplete responses from some of the respondents, since not all respondents were interested with the uses of tape recorder during interview, hence other means such as writing down their responses in the notebook were used to ensure the study capture all given responses. Also, the study may not be generalizable because of its limited sample size. The study focused only on a small population of ten (10) pre-primary schools in Njombe Town Council as its sample. Nevertheless, theories, methodology as well as findings from this study

could be a starting point for other researchers to assess the similar phenomena in other institutions.

1.9 Operational Definition of Key Terms

Head Teacher: Refers to the leader of a school, responsible for the education of all pupils, management of staff and the whole school.

Pre-primary education: Refers to organized instruction, provided to children aged 3-5 in primary schools.

Management: Refers to the process of getting things done with and through others. It is a process of planning, organizing, directing, and controlling the efforts of organization members and other resources to achieve stated organizational goals. Management can also be defined as the art of getting things done through and with people.

1.10 Conceptual Framework

The conceptual frame was designed for this study to show the relationship between independent variable and dependent variable. The independent variable of this study are head teachers' role in managing the delivery of pre-primary education (managing teaching personnel to deliver quality pre-primary education, refining learning environment for effective implementation of the PPE Curriculum and monitoring the process of learning to improve the quality of pre-primary education). The dependent variable of this study was an improved quality of pre-primary education that produces the fit or qualified children to start a standard one (primary school) as shown in the figure 1.1.

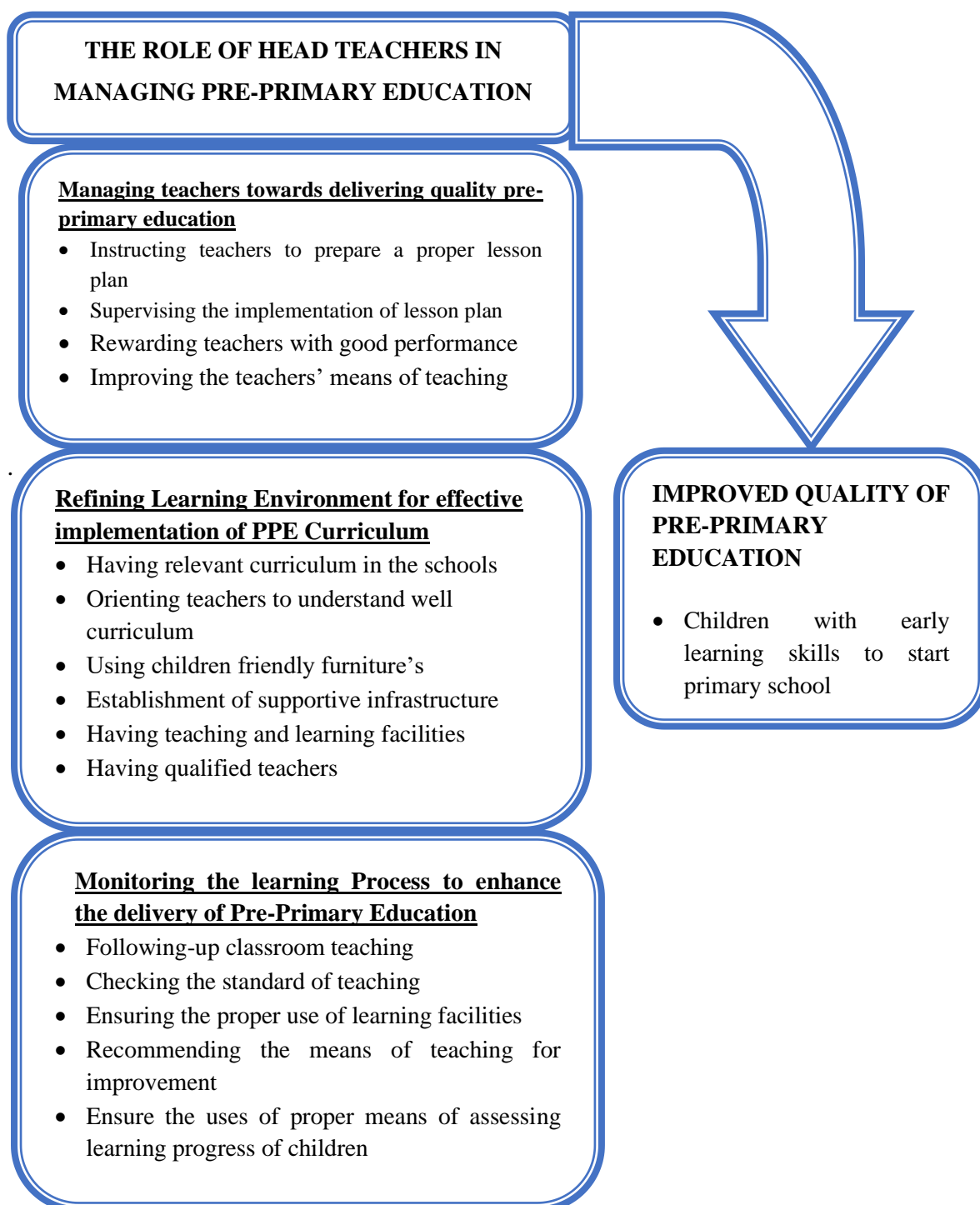


Figure 1.1: Conceptual Framework

Source: Research Findings, 2023

1.11 Organization of the Dissertation

This study has been organized into five chapters. Chapter One presents Introduction and Background to the Problem. Chapter Two provides Literature Review related to the study. Chapter Three deals with Research Design and Methodology. Chapter Four concerns with Data Presentation, Analysis and Discussion. Chapter Five presents summary of the study, conclusions and recommendations. However, the references and appendices are presented at the end of this research report.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed theoretical and empirical literature on the role of head teachers in managing the delivery of pre-primary education in the public schools of Tanzania. The chapter starts with presenting theoretical literatures, then empirical literatures on the basis of three specific objectives of this study (to assess how head teacher guide teaching personnel to enhance the quality of pre-primary education in Njombe Town Council, to examine the role of head teachers in refining a learning environment for effective implementation of the PPE Curriculum and to assess the role of head teachers in monitoring the process of learning to improve the quality of pre-primary education) and ends with literature summary and research gap.

2.2 Theoretical Literature

2.2.1 Transformation Leadership Theory

Transformational or charismatic leadership theory was applied to explain how head teachers cooperate with teachers and other educational stakeholders to manage pre-primary education in Tanzania. The concept of transformational leadership was introduced by James Macgregor Burns in 1978 in his descriptive research on political leaders, and later usage of the theory has spread into organisational psychology and management with further modifications from Bass and Avalio (Jung & Sosik, 2002). According to Burns (1985), transforming leadership is a process in which "leaders and followers help each other to advance to a higher level of morale and motivation". A transformational leader is a person who stimulates and inspires (transform)

followers to achieve extraordinary outcomes (Robbins & Coulter, 2007). Transformational leadership theory is all about leadership that creates positive change in the followers whereby they take care of each other's interests and act in the interests of the group (Warrilow, 2012). According to Avolio et al. (2004), transformational leadership refers to the effective leaders who are able to inspire their followers or subordinates and try to nurture their capability to achieve organizational goals. Transformational leadership involves ideas of empowerment, shared leadership, followers' involvement and organizational learning (Hallinger, 2003).

A transformative leader takes responsibilities of connecting the follower's sense of identity and self to the project and the collective identity of the organization. Such a leader is a role model for followers in that he/she inspires them and makes them interested in the organizational roles and challenge followers to take greater ownership of their work. A transformative leader also understands the strengths and weaknesses of his/her followers and can align with them as they execute tasks to enhance their performance (Odumero& Ifanye, 2013). Warrilow (2012) identified four components of transformational leadership style:

1. *Charisma or idealized influence*: The degree to which the leader behaves in admirable ways, displays convictions, and takes stands that cause followers to identify with the leader who has a clear set of values and acts as a role model for the followers.

2. *Inspirational motivation*: The degree to which the leader articulates a vision that appeals to and inspires the followers with optimism about future goals and offers meaning for the current tasks in hand.
3. *Intellectual stimulation*: the degree to which the leader challenges assumptions, stimulates and encourages creativity in the followers - by providing a framework for followers to see how they connect [to the leader, the organisation, each other, and the goal] to creatively overcome any obstacles in the way of the mission.
4. *Personal and individual attention*: The degree to which the leader attends to each individual follower's needs and acts as a mentor or coach and gives respect to and appreciation of the individual's contribution to the team. This fulfills and enhances each individual team member's need for self-fulfillment, and self-worth - and in so doing inspires followers to further achievement and growth.

Leithwood et al. (1999) proposed a similar idea about the seven dimensions of transformational leadership such as setting school vision and goals, giving intellectual stimulation, providing individualized support, modelling the best practices and organizational values, demonstrating high performance expectation, establishing productive culture, and developing structures to encourage staff involvement in school decision making (p. 9). In the light to the purpose of this study, the theory insist head teachers to promote solidarity with other teaching personnel by working together to perform different task that ensures school teaching and learning environment are supportive towards effective implementation of the PPE Curriculum so that pre-primary education gets improved in quality. Also,

the theory calls for head teachers to establish strong partnership with parents/communities and other educational stakeholders like NGOs to support learning environment as well as learning process so as to improve the quality of pre-primary education.

2.2.2 Leadership and Leadership Styles

2.2.2.1 The Concept of Leadership

In any school organization, leadership is broadly considered as a predetermined factor in accounting for differences in the success with which schools foster learning of their students. Thus, different scholars define leadership variously but most of these definitions agree on the idea that a leader is always the facilitator for the effectiveness of a particular organization. For instance, Rost (1991) defines leadership as the ability to influence others to act towards the attainment of organization's goal. This also is in line with the definition of school leadership posited by Oduro and MacBeath (2003) who defined school leadership as a process of leading the school to the achievement of its desired educational purposes. Gray (2006) defines leadership as the "process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives. On the same line of thinking, Northouse (2010) defines leadership as "a process whereby an individual influence a group of individuals to achieve a common goal".

Generally, from all these definitions, the role of the leader is to direct followers toward achieving the objectives of the institution. On top of that all these definitions share several components such as leadership is a process, and that leadership

involves influencing others, leadership happens within the context of a group, involves goal attainment, and such goals should be shared by the leaders and their followers.

According to Northouse (2010), leadership as a process means that it is a transactional event that happens between leaders and their followers and such a process affects those involved (leaders and/or followers) either positively or negatively. Yukl (2006) asserts that leadership is not restricted to just the one person in a group who has formal position power, rather, it is about influencing the subordinates, in this case teachers and students towards school improvement. Therefore, in a school context, teachers motivated to work for the betterment of children achievements among other factors depends on the quality of a school leader.

2.2.2.2 Leadership Styles

Researchers have identified different types of leadership styles. Myron (2009) identifies four leadership styles namely dictatorial, authoritative, consultative, and participative. Mbiti (2009) classifies leadership styles as coercive, democratic, laissez faire and charismatic. Okumbe (1999) categorizes leadership styles into democratic, autocratic and laissez faire. D'Souza (2006) categorizes leadership styles into two that is authoritarian and democratic. Based on the classification mentioned in above literature, leadership styles can be classified into four main categories as follows: authoritarian (dictatorial /autocratic /coercive /directive), democratic (participative/ directional), laissez faire (free reign/ non leadership/most passive), and charismatic (transformational).

Among the mentioned types of leadership, most of researchers agree that democratic leadership is useful in exercising power in any organization because the leader encourages members in their groups to express their ideas and feelings freely, and it is believed that such climate leads to greater creativity and commitments (D'Souza, 2006; Okumbe, 1999). According to Kılıçoğlu (2018), in schools where democratic approaches are embraced, all school members engage to work as a team in the decision making, implementation or monitoring processes, and sense of ownership is developed with the participation of all school members. Delgado (2014) maintains that, by using democratic approaches, decision making authority is spread throughout the school by providing all school members opportunity to participate in key decisions in schools. Literature reveals that democratic approaches of leadership (Gunter, 2001; Harris et al., 2003) have been proposed to address the challenges that the schools face with (Delgado, 2014). Thus, schools in communities with democratic values and devolution of power provide a sound ground for adoption of distributed leadership (Saadi, *et al.* 2009).

2.3 Empirical Literature Review

2.3.1 Head Teachers' Role in guiding or leading teaching Personnel to deliver Quality Pre-Primary Education

In the school environment, the head of the school is at the center to ensure all operational activities are done smoothly for delivering quality education. Head of schools are responsible to guide teaching personnel to make sure that the teaching and learning process is taking place as per agreed standards especially implementing curriculum accordingly. As Fullan (2011) argued, amongst other roles, a good head

of the school should work hard to ensure that the quality of education is attained in their school. As it is known the core business of the school is to achieve good academic performance to the pupils. Thus, a professional head of school always observes the process and progress of the teaching and learning activities in the school (Bittel & Newstrom, 2002). To achieve these, heads of the schools are responsible to promote dialogue with teachers to resolve doubts and questions about pedagogical theories and their importance for teaching, giving options to teachers in the form of facilitating the teaching and learning processes effectively (Nolan & Hoover, 2011).

Wiezorek and Manard (2018) argue that school leaders who work to balance their professional and personal lives and are challenged to meet the expectations of their communities to be seen and involved. These scholars added that school leaders should focus on developing relationships and trust among teachers, students and their parents for the development of learning in schools they lead. Harris (2015) noted that the role of school leader is to set the center of attention about change and organizational development of a school. Head teachers need to have managerial skills such as the ability for coordinating, cooperating, investigating, analyzing, implementing, and evaluating educational activities and resources. Taufik and Istirsono (2020) argues that to have good managerial skills, school leader must have the passion/soul as scientists/researchers, must possess the ability to produce brilliant ideas, which can be applied to his/her institution, especially in the field of knowledge that is in line with the curriculum being implemented. This information clearly reveals that any school needs a leader with managerial skills who can provide effective leadership to motivate both teachers and learners (Wiezorek & Manard,

2018). For Onyango (2001), effective leadership for both the-teaching and non-teaching teachers is required for a school to succeed in attaining its goals. Also, Mbaabu, and Orodho, (2014) reported that head teachers are required to improve the managerial practices, so as to become educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community and public relations experts, budget analysts, and facility managers, so as to improve the performance of school academically.

In researching “How do primary school principals perceive they fulfil their administrative, managerial and educational roles in respect to pre-primary centres?” in Western Australia, Stamopoulos (1998), found that the majority of surveyed participants considered administration/management to be their most important role in relation to pre-primary education. Moreover, most school principals reported that the system should require pre-primary training for principals, provide each school with materials that outline developmentally appropriate practices; and provide early childhood professional development courses for principals. Cheung et al. (2019) examined teachers’ perceptions on the effect of selected leadership practices on pre-primary children’s learning in Hong Kong, the study revealed four dimension of leadership practices in a school setting. These include setting directions for curriculum design and development, developing people in schools, building a collaborative and reflective culture, and improving teaching effectiveness.

Another study, conducted by Chan (2014) on the leadership styles of Hong Kong kindergarten principals in a context of managerial change, it was discovered that Kindergarten principals in Hong Kong had three types of leadership practices which

are empowerment and participation, reward and recognition and role modelling and shared vision. Again, Ho (2011) investigated leadership roles for the improvement of the quality of early childhood education programmes in Hong Kong. The study discovered that teachers, members of support staff, and parents quite often viewed themselves as followers and were dependent on a single leader, the head. Furthermore, the findings revealed that the principals tended to take up three major roles; being the role model, school manager and mentor for curriculum and pedagogy.

In Okumbe (2007)'s study, it was indicated that one among the reasons of compromising the quality of education was that heads of the schools did not supervise various roles in the schools, and this affected students' performance. The study by Nyambo (2017) which was undertaken to study the role of head teacher as internal instruction supervisor of pupils' academic performance, the study reported the similar findings, where teachers are usually receiving instruction from the head to prepare a scheme of work which involves lesson notes and lesson plan so as to ensure the teaching and learning process are in line with curriculum.

Also, in Ndirangu (2015)'s study (based in Kenya too), it was established that head teachers motivated teachers through recommendation for promotion and awarding performing teachers, and this consequently impacted positively on academic achievement of pupils. Ndirangu (2015)'s study added further that head teachers involve parents in school academic programs, but some parents do not directly participate in helping their children with their schoolwork at home. Eventually, this failure impacts negatively on pupils' academic achievement. More so, Ndirangu

(2015)'s findings also indicated that, in addition to poor parental involvement in pupils' academic work, inadequate teaching/learning materials also negatively affect pupils' performance. Equally, Kosilei (2021)'s analysed head teachers' management of teaching and learning materials for learners' performance in activity areas in public pre-primary schools in Kenya. The results revealed that availing of teaching and learning materials by head teachers, adequacy of teaching and learning materials, head teachers' managerial roles in the maintenance of teaching and learning materials, head teachers' supervision of teaching and learning materials utilization had a statistically significance influence on learners' performance in activity areas.

Again Kipkoech et al. (2020) examined relationship between head teachers' supervision of teaching and learning materials utilization and learners' performance in activity areas in public pre-primary schools in Kenya. The study noted head teachers' supervision of teaching and learning materials utilization had a statistical significance influence on learners' performance in activity areas. Sulle (2015) reported that the instructions to prepare lesson plan are put into implementation by teaching personnel before entering in the classroom. Also, the study by Mpata, Okiria and Lubogoyi (2017) which studied the supervisory role of head teachers and delivery of primary education in the rural district of Uganda, the study reported that most of the public school lack physical resources and poor remuneration of teachers which consequently demotivating the teacher towards their work

Quantitatively, Ndyali (2013) examined the role of school heads in enhancing students' academic performance in community secondary schools in Mbeya region in Tanzania. Such exploration indicated that head of schools play these roles; keeping

students' academic records, financial management, supervision of teaching and learning process, ensuring students' academic performance and accountability to wider community. Manaseh (2016) investigated the role of instructional leadership style in managing schools and concluded that head of schools, school academic masters and teachers were not familiar with the concept of instruction leadership. Manaseh (2016)'s study also, he found that instructional programmes were ineffectively managed as heads of departments were not involved in curriculum coordination and head of schools did not undertake classroom observations or engage in review of curriculum materials, hence, syllabi were not covered on time. Similarly, Mwinjuma et al. (2016) examined head teachers experiences in managing primary education development programme school funds.

Also, the study by Zadock (2022) reported that through observation of classroom teaching, head teachers tend to understand the teaching strategies which eventually may give constructive feedback to the primary teachers to improve their means of teaching so as to improve the delivering quality of pre-primary education.

In another research, Ipando (2019) examined the effect of primary school head teachers' capacity building on pupils' academic performance and found that seminars, workshops, short courses, head teachers training course (on management procedures, teaching methods, teaching contents, preparation of tests and examinations, the use of ICT and school whole plan, not only affect teachers but also improve and consolidate pupils' academic performance. Tieng'o (2020) examined the perception of school management committees on community participation in education among primary schools in Tanzania. The study revealed that that

community participation in educational activities among primary schools in Tanzania was not yielding a meaningful impact in education among public primary schools, because the role played by the community was ineffective and therefore was inadequate to provide sustainability in public primary. Additionally, the findings revealed that there was a positive relationship between the perceptions of the school management committees on the role played by the community and their perceptions on the challenges they faced as pertained to their participation in educational programmes. The findings denote that for better managing of pre-primary schools, capacity building must also involve school committee members to understand their roles to work effectively with head of schools.

Moreover, other studies reveal that head of schools managing pre-primary schools in Tanzania is accompanied by many challenges. For example, Komba and Nkumbi (2008) found that poor students' academic performance was resulted by the fact that the head of schools did not effectively supervise their teachers on their daily teaching and learning processes. Doriye et al. (2020) examined the challenges facing the implementation of free education policy in Tanzania. In terms of teachings, Doriye et al. (2020)'s findings showed that under free primary education, challenges have exponentially increased whereas schools are faced with the shortage of classrooms due to the availability of large number of students in small classrooms and making it harder for teachers to facilitate crowded classrooms. More so, in terms of management-based challenges, Doriye et al. (2020)'s found that heads of schools (under the current policy of free education) worked in harder environments as compared to when the free education policy was not in operation. Doriye et al.

(2020)'s study thus recommended that the government of Tanzania should increase education funding to make free education policy relevant. Additionally, the study recommended that the government should give clear explanation of what free education is all about to make parents be willing to support schools through material and moral support.

In their study, Mtahabwa and Rao (2009) found that the pre-primary education policy has not articulated standards for teachers' professional qualifications and this has resulted to the employment of untrained or partially trained teachers. Mtahabwa and colleague further observed that the major challenge is to encourage teachers to move from seeing education and themselves as being product-oriented to process-oriented and from being transmitter of knowledge to being facilitator of learning in a shared social learning context. In terms of what children should learn in schools, Mbise (1996) observed that Tanzania both parents and teachers likes to emphasize the early mastery of literacy and numeracy skills during the pre-primary years because they regard pre-primary education as merely the preparation for formal education. In fact, it is wrong for teachers and parents to think that academic skills like literacy and numeracy skills are only useful skills during pre-primary education. Pre-primary education is beyond children's mastering of numeracy and literacy skills. Pre-primary education must address the overall development of balanced personality mentally, physically, socially, morally, and emotionally.

Other related challenges in managing pre-primary schools in Tanzania include poor physical infrastructures and teaching and learning materials for pre-primary education, uneven distribution of resources between urban and rural schools, poor

supervisory staff, high and low enrolment, (Mligo, 2015; Mtahabwa, 2007 & 2010; Zuze & Reddy, 2016; Cosmas, 2010). In terms of human resource challenges, Ndiujye and Tandika (2019) found that most qualified teachers preferred to reside and work in urban areas, resulting in unmanageable teacher-child ratios in rural preprimary schools. According to the Ministry of Education, Science and Technology (2019), there were 8,354 qualified teachers for pre-primary education, making the teacher-pupil ratio 1:124 which is against international standards ration of 1:25. This ration calls for government efforts to train and employ more pre-primary education teachers and train and set qualification standards of pre-primary education teachers and ensure there is equal supply of pre-primary education teachers in urban and rural schools.

2.3.2 Leadership Styles and Management of Pre-Primary Education

Different studies have been conducted on different types of leadership styles exercised by head of schools and their effects. The study conducted (in Kenya) by Mary (2012) found that teachers who were led by a head teacher who embraces autocratic and/or laissez faire leadership styles are demotivated to a larger extent based on the leadership characteristics singled out by the researcher. Contrarily, Mary (2012) reported that teachers who experience democratic leadership styles are highly motivated, and those who are led by a head teacher who embraces transformational leadership style, apart from being highly motivated they exhibited other characteristics such as confidence, trust and high belief in their leader, all of which steer the school to greater heights of academic excellence. From the findings, it is clear that the type of leadership head teachers apply in their schools may result

to positive or negative impacts. Chirchir and Ngeno (2014) investigated on leadership style and teachers' commitment in public primary schools in Kenya, and the study found that head teachers prefer to practice transformational leadership more than transactional leadership approaches. The study further revealed, there are positive correlations between transformational leadership and normative commitment of teachers, and a positive correlation between transactional leadership style and teachers' affective commitment. Chirchir and Ngeno (2014)'s study thus recommended that a combination of both transformational and transactional leadership attributes should be used to bring out the best positive influence on teachers' commitment.

The study done in Nigeria by Ogunyinka and Adedoyin (2013) established that there is no leadership style that is superior to one another. Such a study also revealed that male principals' leadership styles are more effective and have greater performance than female principals'. This discovery thus implies that effectiveness in leadership style is dictated by the principal's gender. Jay (2014) conducted the study to examine Ethiopian school principals' leadership styles in relation to teachers' performance. The findings showed that democratic leadership style was the most practiced by school principals in Ethiopia. Furthermore, Jay (2014) argued that in Ethiopian schools, principals' leadership styles had significant effects on decision-making, communication, and delegation of power which in turn improved teachers' performance. A study similar to Jay (2014) was done in Kenya by Obama et al. (2016). Obama and his colleagues examined how school principals' leadership style impacted on students' academic performance. Obama et al.'s study discovered that

school principals utilized diverse leadership styles whereas some preferred democratic and transactional styles others preferred autocratic and laissez-faire kinds of leadership. Also, Obama and friends' findings revealed that most principals' types of leadership could not support the creation of a conducive learning environment for effective teaching and the enhancement of students' academic achievement. Moreover, the study retained its null hypothesis that there was no statistically significant relationship between principals' leadership styles and students' academic performance. From these findings, it can be deduced that leadership styles, as used by administrators determine the overall performance of the school by improving teachers' effectiveness and students' academic performance.

In John and Mkulu (2020)'s research, which determined the influence of laissez-faire and democratic leadership styles on students' academic performance in public secondary schools, the study findings indicated that, most of school heads in public secondary schools employed a single leadership style amongst the two styles but none of which was adequately capable of eliciting teachers and/or students positive attitude or performance. In Budohi (2014) exploration about the effect of principals' leadership styles on the academic achievement of students, it was noted that most principals used autocratic leadership style by occasionally delegating authority, seldom involving teachers in decision making and ensured all teachers understand their roles in school. Also, the study found that personal characteristics and situational factors such as age, highest professional qualification and academic qualification had no influence on the principal's leadership style but while male principals were democratic as compared to females who were mostly autocratic. In

Tanzania, Aunga and Masare (2017) study revealed, there is a significant relationship between transformational leadership style and teachers' performance. Aunga and Masare (2017) thus recommended head teachers should use democratic and transformational leadership styles for the two styles increases teachers' performance.

In Andede (2016)'s study, it was found that in primary schools autocratic leadership style was more pronounced and so teachers were uncomfortable and were usually in panic mood when doing things in their schools. In addition to that, Andede (2016) claimed, teachers reported that their autocratic head teachers are inconsiderate of teachers' needs and so, only few teachers could contribute their opinions during meetings. A school leadership style should create a favourable environment for a school community to participate in planning and executing school programmes. As Purvanova and Bono (2009) aver, teachers' involvement in decision making is important for effective teaching and learning process and for improving the quality of education. In their study, Kumar and Scudei (2000) asserted that teachers' involvement in decision making enables them, to become active participants in school management process. This involvement provides teachers with sense of the ownership of the school's vision and priorities (Sadker & Sadker, 2003). Eventually, when all teachers in schools are given equal opportunities in planning and decisions making, there will be a joint effort decision in deciding and backing up children achievements in academic and non-academic programmes.

Serugendo (2011) conducted the study on leadership styles and teacher performance in public secondary schools in Rwanda and found that democratic and autocratic leadership styles existed in public secondary schools and were affecting service

delivery. It was further found; the democratic leadership style was the most desired by most respondents although the autocratic leadership style was mostly practiced. Additionally, Nyambo (2017) found that out that bureaucratic leadership style is rarely used whereas laissez faire leadership style was the worst in promoting teachers' performance regarding completion of their academic tasks. In Pakistan, Tatlah and Iqbal (2012) research concluded that the degree to which head teachers are participative and adopt the selling leadership style can significantly affecting the achievement of a school. That is, there was a considerable relationship between leadership styles with school effectiveness on academic performance.

The study further added that there is a significant difference between head teachers' leadership styles and this was influenced by their gender. In Kaleem (2021)'s study (in Pakistan), it was found that transformational leadership style had significantly impacted on schools' climate and students' academic achievement. Kaleem (2021) further revealed, males head of schools use transformational leadership style more often than females one. It was further noted female students had good academic performance as compared to their male counterparts.

The use autocratic leadership style affects involvement of teachers' community or parents in a school development and consequently affects children's education. As Sadker & Sadker (2003) pointed out, increasing community involvement in school's decision-making ranks among the most promising factors in the provision of quality of educational reform in the country. Darling-Hammond *et al* (2009) also indicated that community and teachers' involvement in school decisions making can positively affect student achievement and contributes to higher quality of education as well as

better performance of a school. Jointed decision making is thus is an important which significantly effects on the school operation. This concur with Lydiah and Nasongo (2009) observation that head teachers who involved parents, teachers and students in the running of the institutions enhanced the performance of their schools in the pre-primary education. In a study by Akida (2017), it was reported that among the factors that compel head teachers to use democratic leadership includes the need to promote peace and harmony in school, and that form of leadership, the head teachers testified helped them to cope with their challenging environment, to solve conflict arising at school, to build hope of work to teachers and to create a positive community perception about school. Accordingly, head of schools should strive to exercise leadership style such as democratic leadership style in order to improve quality of education offered to children for the benefit of an individual child, society and the nation in general. Head of schools thus should understand that home and schools have joint responsibility for a child's development and what happens to the child in either place affects his/her total behaviour (UNESCO, 2005).

From the research findings about head teachers' use of leadership style in managing schools, several observations can be made: first, styles of leadership heads of school employ determine the level of school achievements in terms of teachers relationship, conducive waking environment, parental involvement and children academic achievements. Secondly, democratic style of leadership followed by transformational leadership styles were mostly used by head of schools in managing schools and had positive impact on school development. Thirdly, autocratic style of leadership, which was rarely used by head teachers in managing schools, had poor impact on schools'

development. Another observation is that there is a gender preference between male and female head of schools in terms of the choosing leadership style in managing schools. Most males used democracy style of leadership compared to females who were majorly autocratic and very strictly to rules and regulations. The final observation from the reviewed empirical literature is that a combination of two or more leadership styles may work more effectively in managing schools than using a single leadership style. The last observation also echoes Emmanuel (2021) views that there is no single ideal leadership style; rather, the ability to use all of them depending on the situational demand is the key to becoming a relevant and high-performing school administrator.

2.3.3 The Role of Head Teachers in Refining the Learning Environment for Effective Implementation of Curriculum

To attain effective implement of the curriculum so as to deliver quality education, head teachers have been responsible in refining the learning environment. According to the study by Mabagala and Shukia (2019) learning environment should include relevant curriculum and head teacher have to orienting teaching personnel to that curriculum in relation to teachers' knowledge and social-context, so that instructional practice might take place easily. Since implementing curriculum accordingly the delivery of quality education at any level of education, head teachers have been responsible in seeking copies of curriculum and ensure that all teaching personnel in the school have their own copy of relevant curriculum (Mabagala et al, 2019).

Availability of qualified teachers to the relevant level of education. To ensure effective implementation of pre-primary education, qualified teachers are necessary

component in the learning environment that head teachers have put it in place. The undertaken study in 2008 showed that, total number of children who were enrolled for pre-primary education in Tanzania was 896,146 and number of qualified teachers to teach pre-primary level of education was 4,489 while the untrained teachers to teach that level of education were 12,687 and the ration of teacher-students was 1:55 (United Republic of Tanzania, 2008). Based on that circumstance, the delivered pre-primary education by unqualified was not relevant to what stipulated in the curriculum. To insist on such matter, the study by MEST (2019) reported that the main implementer of the pre-primary education curriculum are the teachers with appropriate training from recognized institution and the suitable ration to their students should be one teacher-twenty five study (1:25), otherwise curriculum would not be implemented effective.

Assuring the presence of relevant learning and teaching materials such as textbooks and other tools to facilitate learning process. According to Mtahabwa (2010) one of things that deteriorate pre-primary education in Tanzania is lack of lack of suitable learning materials, as the result of this, curriculum fails to bring about its intended results. To insist on such head teacher role of refining learning environment for effective curriculum implementation, the study by Rutter, Maugham, Mortione and Smith (2005) on the relationship between learners performance and head teacher managerial skills revealed that head teachers that assure his or her school with adequate facilities like convenient classroom, libraries, halls and relevant playing field for children are put themselves in a good position to ensure successful implementation of the curriculum. According to Ndyali (2013) the refined learning

environment by head teacher of the schools should have learning materials like laboratory, apparatus, library, textbooks, teaching aids, chalk, note books and teacher's reference books which consequently facilitate the implementation of curriculum.

Establishment of physical facilities such as child-friendly infrastructures as well as suitable furniture to learn in conveniently manner. With due consideration to this role, head teachers have to initiate sources of financial resource, so that he or she can make improvement in school infrastructures. The study by Ngole and Mkulu (2021) which studied the role of school heads' supervision in improving quality of teaching and learning in Ilemela District revealed that school with assured modern buildings and conducive environment for learning, the process of implementing curriculum tends to be easy.

The undertaken study by Ndyali (2013) which studied the role of school head in enhancing students' academic performance in community schools in Mbeya, the study insists on the importance of refining learning environment for implementing curriculum. According to Ndyali (2013), head teachers of the school have to refining learning environment through initiating construction and improvement of school buildings, painting, repairing of walls, windows, doors and school furniture, fencing, clearing and landscaping are other duties that belong to school head which contribute positively towards successful implementation of the curriculum.

2.3.4 The Role of Head Teachers in Monitoring the Learning Process to improve the Quality of Pre-Primary Education

Observing the classroom teaching and learning process. With regard to this role, the study by Kabir, Green and Chowdhury (2020) on critical analysis of the role of head teachers in securing quality primary education, such study reported that head teacher been visiting classroom to observe the teaching process on regular basis and through such observation, head teachers able to make decision so as to improve the quality of education. According to (Ndijuye, Mligo & Machumu, 2020), with regular observation of the classroom teachings, head teachers able to determine the extent to which the objectives of the curriculum have been met as well as taking the required action towards successful implementation of the curriculum.

Checking the teaching standard in relation to the requirement of the curriculum. The revealed findings from the study by Mwambo and Epah (2022) reported that head teachers of some selected public nursery and primary schools in Fako Division, South-West Region of Cameroon check the teaching standard in relation to curriculum requirement through checking how effective the curriculum contents are breakable into teachable units, checking the scheme of work, the lesson plans, lesson notes and teaching aids used by teaching personnel. In associating to this reported finding, the undertaken study by Thomas and Mkulu (2021) on the contribution of head teachers supervision in the implementation of educational quality improvement program in public schools in Musoma Municipal Council, such study reported that head teachers are required to check the teaching standard and then guide the teaching

process according to mission, vision and goal of the public schools, so that curriculum can be implemented successful.

Providing feedback to the teaching personnel regarding their teaching process. To improve the process of teaching and learning so as to attain the intended goal of curriculum, head teachers can not only interact with teaching personnel for improving the provision and actualization of learning opportunity, but also provision of feedbacks regarding teaching activities (Obagah,2001). It is asserted that with provision of teaching feedback to the teacher, the teachers tend to use such given feedback to make teaching more effective so as to improve the quality of education (Lekule, 2014).

Assessing the learning progress of the pupils or students. According to Kihombo (2015), head teachers tend to ensure that child learning progress is assessed according by their teachers through recording child's behavior, interactions and engagements with materials and other children out and within the classroom. The revealed findings from the study by Kihombo (2015), argues that assessing child learning progress is contextual, hence the use of written examinations in assessing a child learning progress is not suitable for pre-primary educational level. But the revealed findings from the study by Ndyali (2013), the role of head teachers on assessing the learning progress of the learners, head teacher was found to be responsible in ensuring the effectiveness of assessment procedures like class exercises, tests, quizzes, weekly tests, monthly test, homework assignments, midterm, terminal and annual examinations in the school.

2.4 Literature Summary and Knowledge Gap

Based on the analysis of various empirical studies in relation to this study on the head teachers' role in managing pre-primary education, the left research gap was successfully identified for undertaking this proposed study in Njombe Town Council. This is due to the fact that all those reviewed studies failed to address the problem of poor quality pre-primary education that needs addressing through studying the role of head teachers. Also, the reviewed empirical studies enlarged the research gap for this proposed study, since most of them were conducted outside of Tanzania and even those studies undertaken in Tanzania, they did not consider Njombe Town Council.

Additionally, those reviewed studies were not current, starting with the study by Mligo, 2015; Ndyala, 2023; Thomas & Mkulu, 2021; Kihombo, 2015; Mtahabwa, 2007 & 2010; Zuze & Reddy, 2016; Cosmas, 2010; Ndijuye & Tandika, 2019; Akida, 2017; due to that reason, a new study, particularly this one was highly needed to fill that left research gap. Thus, through this undertaken study, the gap of knowledge is bridged after investigating the head teachers' roles in managing pre-primary education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research design; describe the study area, target population and sampling procedures. Also, the chapter describes data collection methods, validity and reliability of the research instruments, data analysis techniques and ethical issues and considerations.

3.2 Research Approach

The study employed mixed approach, where both qualitative and quantitative approaches were used to provide in depth descriptions of the phenomena of the study. The study employed this approach because the researcher wanted to provide comprehensive interpretation of narrative data from participants' own experiences in natural settings about the head teachers' role in managing pre-primary education. Also, this approach resulted in a comprehensive understanding of the phenomenon under investigation because of the integration of quantitative and qualitative data. With reference to this study which mainly sought a prompt social action, this applied method become necessary for being applied to study the topic (Leavy, 2013).

3.3 Research Design

This study employed a mixed research design. With application of mixed research design, both quantitative and qualitative research are combined in a research design so as to facilitate the process of studying the research topic or problem. Since with the research design, the priority or weight can be given to either quantitative or qualitative research, this study gave the priority to the qualitative research due to the

nature or purpose of the study and quantitative research was mainly for supplementing qualitative research. Thus, with that qualitative research, descriptive interpretations of participants viewpoint on the phenomenon was emphasized. According to Hancock and Algozzine (2006), if the nature of the research requires deep elaboration using words rather than numbers, a qualitative approach is the most suitable to use. Therefore, comprehensive descriptions and interpretations helped the researcher to explore the complexities and uniqueness of head teachers' role in managing pre-primary education in Njombe TC

3.4 Study Area

This study was conducted in Njombe Town Council in Njombe region, southern-highland part of Tanzania. The following were reasons for conducting this study in Njombe Town Council

- i. According to BEST data of 2018 and 2019, Njombe region was among the regions with lowest enrolment of children in pre-primary education compared to other regions like Mwanza, Kagera, Mara, Morogoro and Tanga, regions that had the highest numbers of children enrolled in pre-primary school (BEST, 2019).
- ii. The researcher had early familiarity with the area and culture of people that could help in consultation with respondents and eased access during data collection process.
- iii. No research report was found from Njombe Town Council investigating the teachers' role in managing pre-primary education.

Therefore, these reasons influenced a researcher to conduct the study in this area, to find out the head teachers' roles in managing pre-primary education in Njombe Town Council in Njombe in Tanzania

3.5 Target Population

There were 10 public primary schools attached with pre-primary classes in Njombe Town Council. The first target population comprised head teachers. The group was chosen because was directly involved in managing pre-primary education in their schools. The second target population comprised pre-primary school teachers who directly involved in teaching pre-primary children and supervising other related activities of pre-primary education. The third group comprised school committee members, Ward Education Officer and TC Education Officer who directly worked with the head of schools in planning and managing all managerial activities for improving quality of pre-primary education in schools. The fourth group comprised parents because they were able to identify the way they are involved in the school management for improving pre-primary education. Also, parents were chosen deliberately because they were part of stakeholders of school development. The total number of targeted population were 67 people.

3.6 Sample and Sampling Procedures

3.6.1 Sample size

The sample size of the population was identified regarding other factors such as expense, time, and accessibility that frequent prevent researchers from gaining information from the whole population (Cohen *et al*, 2007). The sample for this study comprised the following categories: 10 head teachers, one from each school

public primary schools, 11 pre-primary teachers, 5 ward education officers, one from each ward, 1 Town Council Education Officer, 10 school committee members, one from each school, 20 parents, two from each school, making a total of 57 respondents out of 67 respondents as shown below.

$$n = \frac{N}{1+N(e)^2}$$

Where

n = Desired Sample Size

N = Population of the Study (67)

e = Precision of Sampling error (0.05)

$$n = \frac{67}{1 + 67(0.05)^2} = \frac{67}{1 + 0.1675} = \frac{67}{1.1675} = \frac{57}{1}$$

$$n = 57$$

Therefore, the desired sample size for this study was comprised of 57 respondents

3.6.2 Sampling Techniques

This study employed two sampling techniques namely, simple random sampling and purposive sampling techniques.

Simple random sampling technique used to select primary schools attached with pre-primary classes after getting a list of schools from Njombe Town Council Educational officer. The reason of using random sampling is that it eliminates sampling bias as every individual will have an equal chance to be selected (Johnson, 2002).

Purposive sampling procedure focused on selection of head teachers, pre-primary education teachers, Town Council Education Officer, Ward Education Officers,

School committee members, and parents with pre-primary children in schools selected for the study. Lodico, Spaulding and Voegtle (2010) is of the view that the goal of purposive sampling is not to obtain a large and representative sample, but to select persons, places, or things that can provide the richest and most detailed information to help answer research questions. All these participants were selected because are part of school development and it was assumed that they would provide detailed explanations about how school leadership plan and manage pre-primary education in Njombe Town Council.

Table 3.1: A Summary of Sample Category of Respondents

Category	Sample
Njombe Town Council Education Officer	1
WEO's (1 per ward)	5
Head teachers	10
School Committee Members (1 per school)	10
Pre-primary Education Teachers	11
Parents	20
Total	57

3.7 Data Collection Methods

The researcher used four data collection methods, namely, interview, documentary review, observation and questionnaires.

3.7.1 Interview

To have deep understanding of the respondent's experiences on the role of head teachers in managing pre-primary education, interviews were the most appropriate data gathering techniques for this study.. The study used semi-structured interviews with a series of open-ended structured questions followed by probing questions to achieve additional required information. Semi-structured interviews were applied to head teachers, pre-primary teachers, school committee members, ward education

officers, Njombe Town Education Officer, and parents and each lasted between 45-60 minutes. During face-to-face-interviews, the role of researcher was to ask questions to participants and collect relevant information. Responses were tape-recorded and some cases, some notes were carefully taken by researcher without disrupting interviewees' responses during the conversation.

3.7.2 Document review

In this study written documents were also reviewed to understand that managerial delegation of power performed in schools. Bowen (2009) argues that document analysis involves systematic procedure for reviewing or evaluating documents, both printed and electronic material. Written documents observed were meeting minutes (head teachers with teachers meeting, school committee meetings, general school meetings with parents) documents such as letters to teachers related to delegation of power in schools for daily activities and letters to parents or school committee members for disseminating information.

3.7.3 Observation

Direct observation was used by the researcher to understand the context in which the participants interacted, to get firsthand experience from the setting and people. The technique enabled the researcher to gain information that other methods such as interview and questionnaires were incapable of digging them out. With regard to this study, direct observation included observing staff interactions during break time (teatime) meetings, classroom teachings and facilities available, open space and playgrounds for pre-primary children.

3.7.4 Questionnaires Survey

The study used both closed and open-ended questionnaires for gathering data. Thus, open-ended questionnaires were used to provide opportunities for respondents' freedom to express their views on head teachers' role in managing pre-primary education and closed-ended questionnaires limited respondents to specific answers. In this study, questionnaires were administered to pre- primary teachers. Dawson (2007) argues that open-ended questionnaires are used in research to find out what people think about the services (qualitative research) and closed-ended questionnaires were used in research to statistically find out how people think about the services (quantitative).

3.8 Data Analysis

To answer the research questions, qualitative data obtained from semi- structured interviews, open-ended questionnaires, observation, and documentary review were identified according to commonalities, relationships and differences and were then subjected to thematic analysis. With the thematic analysis approach, the collected qualitative data were organized based on the themes developed from research questions, where firstly researcher selected a sample of text from many or population of text for analysis, secondly was a unitizing stage where the researcher identified and applied the rules to divide each text into segment that that were treated as the separate units for analysis, thirdly was a coding stage, where researcher constructed and applied one or more concepts to each unitized text segment and finally, the coded data were analyzed qualitatively.

Furthermore, data gathered through closed questionnaires were subjected to quantitative analysis. The study used Microsoft Excel Spreadsheet to analyze such data quantitatively. The findings are presented in form of frequencies and percentages through tables and figures.

3.9 Validity and Reliability for Research Instruments

3.9.1 Validity of Research Instruments

To ensure validity of research instruments and data, the study employed triangulation technique of data collection, which involved the use of more than one data collection method (interview, questionnaire, observation, and documentary review). Triangulation enabled the researcher to countercheck given information and complement weaknesses of some methods by the strength of others and this maximized the validity of the instruments. In other words, triangulation technique tests the consistency of findings obtained through different instruments and increases the chance to control data.

Furthermore, after constructing research instruments, the researcher's supervisor analyzed them and advised areas which needed refinement or adjustment based on the relevance, accuracy, and coverage of the study. Such step concurs with Creswell (2009) argument that, a researcher should find another person who can crosscheck instruments of their study. After research experts particularly research supervisor to go through those research instruments, research questionnaire was restructured accordingly. Hence, the restructured data collection tools, together with other suggestions from research experts especially in perfecting concepts and wording in the instruments of data collection were preferred by the researcher

3.9.2 Reliability of Research instruments

To ensure consistence of research instruments a pilot study was done for testing the instruments in one of the schools in Njombe Town Council with similar characteristics to those selected for the study. The pilot study enabled the researcher to determine the suitability of instruments and identified weaknesses of some items that needed modification. After conducting a pilot study, supervisor provided comments which then resulted in the editing of the several questions. Reliability was done so as to realize how respondents would respond to those given questions as well as to see whether items in the research questions are clear enough for being understood. Thus, with the result of such reliability process, ambiguities of some items were identified and modified before the actual process of collecting data in Njombe Town Council.

3.10 Ethical considerations

With the ethical consideration, data were collected after the research permit was obtained from the Directorate of Postgraduate studies of the Open University of Tanzania, Regional and District Administrative secretaries of the Njombe region and Njombe Town Council respectively. Respondents were well informed of the purpose of the study, about the procedures of the study and were given freedom to choose to, or not to participate in the research. The researcher protected the anonymity of respondents and kept confidentially the respondents' information such as their names for they were deemed not important. Lastly, all scholarly works including field data that were used in this study were acknowledged accordingly.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents research findings regarding the exploration of the roles of head teachers in managing pre-primary education. The findings are presented and discussed in accordance with the study research objectives. With regard to those specific objectives, the study studied how head teacher guide teaching personnel to enhance the quality of pre-primary education, the role of head teachers in refining a learning environment for effective implementation of the PPE Curriculum and the role of head teachers in monitoring the process of learning to improve the quality of pre-primary education in Njombe Town Council.

4.2 Basic Characteristics of the Respondents

This section presents demographic characteristics of the sample that in one way or another had influence on the research findings. Although this part was not the primary concern of the study, its set of information was aimed at illustrating the demographic variables of the targeted sample and its influence on the study. In this research, the demographic elements that were considered were: education level of head teachers and pre-primary teachers, work experience of head teachers, gender proportion to avoid some biasness pertaining to sex representation. In this study, all designated respondents answered this part since it did not ask for any other particulars such as names. Additionally, in the entire data collection process all 57 designated participants responded positively and answered all research questions designed for the study. Table 4.1 presents respondents profiles

Table 4.1: Characteristics of Participants Profile (N=57)

Administrative level	Participants	Gender	Working experience	Education Level
DISTRICT	TEO	M	4 years	Master
WARD	WEO A	M	3 years	Bachelor
	WEO B	M	4 years	Bachelor
	WEO C	F	2 years	Bachelor
	WEO D	M	3 years	Bachelor
	WEO E	M	2 years	Bachelor
SCHOOL	HT A	F	5 years	Diploma
	HT B	M	11 years	Bachelor
	HT C	M	4 years	Bachelor
	HT D	M	5 years	Diploma
	HT E	F	3 years	Bachelor
	HT F	F	12 years	Bachelor
	HT G	M	8 years	Diploma
	HT H	M	11 years	Bachelor
	HT I	M	4 years	Bachelor
	HT J	F	3 years	Bachelor
	SCM A	M	N/A	N/A
	SCM B	F	N/A	N/A
	SCM C	M	N/A	N/A
	SCM D	M	N/A	N/A
	SCM E	M	N/A	N/A
	SCM F	F	N/A	N/A
	SCM G	M	N/A	N/A
	SCM H	F	N/A	N/A
	SCM I	M	N/A	N/A
	SCM J	F	N/A	N/A
CLASSROOM	PPET A	F	3 years	Certificate (Grade A)
	PPET B	F	4 years	Diploma
	PPET C	F	6 years	Certificate (Grade A)
	PPET D	F	1 year	Diploma
	PPET E	F	5 years	Certificate (Grade A)
	PPET F	F	7 years	Diploma
	PPET G	F	5 years	Diploma
	PPET H	F	4 years	Diploma
	PPET I	F	3 years	Certificate (Grade A)
	PPET J	F	2 years	Diploma
PARENTS	P A (2)	M &F	N/A	N/A
	P B (2)	M &F	N/A	N/A
	P C (2)	M &F	N/A	N/A
	P D (2)	M &F	N/A	N/A
	P E (2)	M &F	N/A	N/A
	P F (2)	M &F	N/A	N/A
	P G (2)	M &F	N/A	N/A
	P H (2)	M &F	N/A	N/A
	P I (2)	M &F	N/A	N/A
	P J (2)	M &F	N/A	N/A

Table 4.1 indicates greater gender disparities in some administrative positions. In the visited wards there was only one female WEO 1 out of 5. On the other hand, in the visited schools all pre-primary teachers were females. From cultural perspectives it can be argued that women are considered as individuals who can take care of the well-being of children than men, thus women were found to be prioritized in delivering pre-primary education.

Working experience of the respondents was treated as another demographic characteristic of the respondents in this study. With studying working experience, participants with different length period in service tended to respond differently due to their differences in knowledge and experience regarding pre-primary education.

But, with the case of educational level, respondents who had different level of education, from low level to higher level were participated in this study to give their views and understanding ability regarding role of head teachers in managing pre-primary education. But according to Goyder (2002) respondents who are more educated as well as more affluent people are more likely in taking part in being participants in the research than those who were less educated and less affluent as found in this study which was conducted in Njombe Town Council.

4.3 Presentation and Discussion of Findings

4.3.1 How Do Head Teachers Manage their Teaching Personnel to enhance the Quality of Pre-Primary Education in Njombe Town Council

In response to this objective, head teachers were asked to reveal they are aware of their managerial role and if so, they application of such managerial role in guiding teaching personnel towards enhancing the quality of pre-primary education.

Throughout this study, majority of head teachers by 7(70%) of all head teachers reported to be aware of managerial roles and they have been applied such managerial role in guiding teaching personnel towards delivery of pre-primary education so as to enhance it. But, other head teachers who were 3(30%) of all head teachers reported to have no or little knowledge regarding managerial role, but they have been engaging in guiding teaching personnel so as to enhance the quality of pre-primary education in the public schools of Tanzania as shown in the table 4.1 below.

Table 4.2: Head Teachers' Awareness and Application of Managerial Role

Awareness and Application of Managerial Role			
Awareness and Application of Managerial Role		Frequency	Percent
	Yes	7	70%
	No	3	30%
	Total	10	100%

Source: Field Data, 2023

With regard to the findings that presented in the table 4.2, having managerial skills as well as ability to practice managerial role in managing pre-primary education is still unsatisfactory matter among head teachers in the public schools in Tanzania. Hence, it is clear there are some of head teachers in the public schools who cannot manage well pre-primary education.

In associating such revealed findings to other prior studies, the study by Mbaabu, and Orodho, (2014) reported that head teachers are required to improve the managerial practices, so as to become educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community and public relations experts, budget analysts, and facility managers, so as to improve the performance of school academically. But the revealed findings are consistently to the findings revealed by

Wanden (2008) which reported that many head teachers in African countries lack prerequisite management skills to manage pre-primary education while the undertaken study by Mbugua (2012) revealed that the criteria for appointing head teachers for managing pre-primary and primary education are mainly basing on the academic and professional qualification and not necessarily their school managerial skills. Thus, the available head teachers may be incapable to manage pre-primary education

4.3.2.1 Instructing the Preparation of Proper Lesson Plan

To ensure teaching personnel enhance the quality of delivering pre-primary education, one of the revealed managerial role of head teachers to meet such objective was to instruct teaching personnel to prepare a proper lesson plan. The study found such managerial role to be practiced by almost all head teachers of pre and primary schools in Njombe Town Council. One of the head teacher from school A reported to put emphasize on such role, as asserted that a proper lesson plan determines the quality of pre-primary education, if it is implemented well. Also, the interviewed head teacher of school B in Njombe Town Council said that,

My instruction regarding the preparation of lesson plan are very clear to the teaching personnel and academic teachers. With my instruction, they prepare a proper lesson plan with teaching goal, learning objectives and the mean to achieve those objectives, so as to make sure pre-primary education attain its intended goal (Interview, HT, School B)

In discussing such revealed findings in associating to other studies; the study by Nyambo (2017) which was undertaken to study the role of head teacher as internal instruction supervisor of pupils academic performance, the study reported the similar findings, where teachers are usually receiving instruction from the head to prepare a

scheme of work which involves lesson notes and lesson plan so as to ensure the teaching and learning process are in line with curriculum. Additionally, another revealed findings from the study by Sulle (2015) reported that the instructions to prepare lesson plan are put into implementation by teaching personnel before entering in the classroom. Hence, it is clear that with instructing teachers to prepare a proper lesson plan, pre-primary schools under such head teacher may deliver education which is relevant to the curriculum which eventually may improve the quality of education in Njombe Town Council. According to Nyambo (2017), head teachers have to check the correctness of the prepared lesson plan; otherwise the intended lesson may not be delivered in the classroom.

4.3.2.2 Supervising the implementation of the Prepared Lesson Plan

Another found managerial role in managing teaching personnel towards improving the quality pre-primary education is supervisory role over teacher, so as to ensure a well-prepared lesson plan is implanted effective. To ensure the effectiveness of this head teachers' managerial role, some of the activities like visiting classroom regularly, checking the means of delivering teaching and other activities were found to be done by head teachers of the primary schools in Njombe Town Council. With consideration to this role, the interviewed head teacher of school A had this to say to the researcher;

If we want to get a quality pre-primary education, the implementation of lesson plan should be supervised closely, so as to capture the wrongness and correct it accordingly. Otherwise, the implementation of lesson plan may go against PPE Curriculum and quality pre-primary education may not be obtained in our council (Interview, HT, School A)

In discussion, the revealed findings find similarity to the revealed findings from the study by Nyambo (2017) which reported that after lesson plan being prepared, head teachers should make a regular visiting class to observe how lesson plan and lesson are implemented by teaching personnel and taking necessary measure once found necessary, other academic performance may not get improved. Similarly to the revealed findings of this study, most of the participated head teachers were found to supervise the process of teachings so as to ensure the teaching match with lesson plan.

4.3.2.3 Motivating Teaching Personnel in Alignment to their Teaching Activities

Motivating teaching personnel in alignment to their teaching activities was found to be one of the managerial role of head teachers in the primary schools in Njonbe Town Council. The revealed findings shows that head teachers of many primary school in Njombe Town Council use mostly non-financial motives to ensure teaching personnel are highly motivated to perform the duty. To get the insight regarding this role, one of the interviewed head teacher of school G was quoted saying this;

The activity of teaching, especially teaching pre-primary educational level is not easy. Due to the toughness of such activity, as a head teacher of this school, I find myself responsible in motivating teaching personnel, so as to make them motivated in executing their duties. Some of the workable motives here include; words of appreciating their duties and friendly working environment and other alike (Interview, HT, School G)

To discuss the revealed findings in association to other studies, the study by Mpaata, Okiria and Lubogoyi (2017) which studied the supervisory role of head teachers and delivery of primay education in the rural district of Uganda, the study reported that most of the public school lack physical resources and poor remuneration of teachers

which consequently demotivating the teacher towards their work, hence head teachers have to ensure school facilities and working environment are safe for the teachers. Contrary to this undertaken study in Njombe Town Council, head teachers were found to motivate their teaching personnel through developing a culture of appreciating the dedicated efforts of their teachers, as the result of this, the problem of demotivation among teacher has been minimized in Njombe Town Council.

4.3.2.4 Ensuring the Standard of Teaching Relates to the Pre-Primary Educational Level

Another role of head teacher is guiding or checking the standard of teachings are relevant to the pre-primary educational level. The role was found to be necessary toward attainment of quality pre-primary education, the process of teaching or delivering pre-primary education differ with other level of education such primary or secondary education. To make this role possible, the one teaching personnel was found being congratulated by head teacher for engaging children in a playful learning activity, as she said *“with that style of teaching, children manage to understand in conveniently manner, since the applied standard of teaching is relevant to them (Interview, teacher, School B)”*. In relating this revealed finding to the studies; head teachers role of ensuring the standard of teaching was reported by the study of Mpaata et al (2017). According to that prior study, to ensure the delivered education are relevant to certain level of education, head teachers tend to be responsible in checking the standard procedures of teaching by looking at syllabus building; execution of new programs; and follow-up of pupil’s achievements. Another study that revealed similar findings is the study by Doriye et al.(2020) which reported that

the head teachers' role of ensuring standard of teaching tends to be associated with other teachers at low level especially through employing instructional approaches that accommodate the children's developmental needs, setting limits, acquiescing to demands for developmentally inappropriate practices and materials, engaging in proactive education and outreach, accepting additional responsibilities and making concessions. Thus, with regard to revealed findings from other studies, ensuring the standard of teachings needs emphasize so as to ensure the quality delivery of pre-primary education in Njombe Town Council.

4.3.2.5 Providing Feedback on the Means of Delivering Teachings

To achieve the objective of curriculum which mainly intends to deliver quality pre-primary education that equipping children with desirable competence to start standard one class, head teachers of pre-primary schools have been providing feedback to the teaching personnel for adjusting their means of delivering teachings. With regard to this managerial role of head teachers, the means of delivering teachings were found to be scrutinized critically by head teachers so as to give feedback or recommendations, that eventually tend to improve the quality of delivery pre-primary education in the public schools. With regard to this role, the interviewed head teacher of school E had this to say to the researcher;

We have official timetable to guide our duty of delivering education, the timetable outline time and things to be covered within a certain timeframe. Hence, I used to following through all teaching and learning activities teachers and then feed backing them accordingly, once found necessary so as to ensure the conduct teaching activities are in line with timetable (Interview, HT, School E)

In discussion, the revealed findings are in line with the revealed findings from the study by Zadock (2022) which studied the instructional supervision practice in Tanzania Public Pre-Primary Classes where the head teachers' role of providing feedback was considered to be necessary in improving the quality of teaching the pre-primary classes. The study by Zadock (2022) revealed that through observation of classroom teaching, head teachers tend to understand the teaching strategies which eventually may give constructive feedback to the primary teachers to improve their means of teaching so as to improve the delivering quality of pre-primary education. To make such role potential, the participated respondents in this study reported the matter of providing feedback on the means of teaching to involve mentoring, coaching, and allowing teaming among head teachers and other teachers so as to improve teaching skills and having effective implementation of pre-primary curriculum (Nyambo, 2017).

4.3.2 The Role of Head Teachers in Refining the Learning Environment towards Effective Implementation of the PPE Curriculum

To refine the learning environment so as to attain effective implementation of the Curriculum for Pre-Primary Education, the study revealed the role head teachers to achieve such refinement.

4.3.2.1 Involvement of School Leaders in Improving School Learning Environment.

The findings indicated that head teachers were responsible to initiate things and organizing other school leaders like school committee members and WEO's in improving school learning environment for pre-primary education. In response to this

aspect, the researcher obtained data from head teachers and school committee members. During interviews, one head teacher reported:

I do understand my roles as head teacher at school like involving other school leaders to plan and design activities to improve learning environment for our children. I cannot do alone because in our school we have committee members. Also, you know my role as head teacher is to lead pre-primary and primary children because they all belong in one school (Interview, HT, School F)

Another head teacher added that:

Yes, I understand schools managerial roles. I have guidelines directing me how to manage the school. I am also responsible for teaching activities (Interview, HT, School C)

These anecdotes reveal that head teachers had an understanding about managerial roles in managing pre-primary education like working together with school committee members to improve school learning environment for pre-primary children. Also, managerial guidelines helped them to how to exercise their leadership power in schools. Moreover, as noted, apart from the managerial roles, head teachers participated in teaching activities in their schools. Such observation concurs with Oduro et al (2010) postulation that despite the increase in administrative responsibilities, head teachers still view themselves as responsible for supervising teaching and learning activities in the school, including teacher professional development. Findings imply that head teachers have multiple roles to play in school. They teach like other teachers, but also perform managerial functions.

The researcher also notes, as reported by school committee members, that head teachers were also involved themselves in school planning and management for pre-

primary education. During interviews with school committee members, the following was highlighted:

Yes, I am involved by the head of school because I am a member of school management. Therefore, I understand everything taking place in school like planning for fund allocated for the school development (Interview, SCM, School B)

Another member of School Committee narrated:

We have regular three meetings per year, and I attend because parents selected us to speak on their behalf. Also, if there is something that needs much attention, the head teachers tell us to find ways to address it. There is no problem regarding our involvement. (Interview, SCM, School H.)

These recitations imply that head teachers involved school committee members in planning and managing school activities. Head teachers' involvement of school committee members reflect the use of democratic leadership style in managing schools whereas different stakeholders are involved in planning for the school development. As Delgado (2014) mentioned that by using democratic leadership approaches, decision making authority is spread throughout the school by providing all school members opportunity to participate in key decisions making in schools. Akida (2015) reported that democratic leadership promote peace and harmony in school, help teachers to cope with environment and challenges, and it too solves conflict arising at school, build hope to teachers and create positive community perception about school. Thus, head teachers' involvement of other stakeholders in planning for school development brings the sense of shared responsibilities in managing schools.

4.3.2.2 Organizing Meetings with Parents or Community Members

Through interviews, head teachers reported that they worked together with school committee members to organize for parents' meetings and to discuss different matters pertaining to children affairs and school development in general. Head teachers reported that during meetings parents were informed about their responsibilities like buying uniform for their children, stationaries, and had to contribute food items for their children to eat while at school. Also, parents during meetings were given information about financial report on how the fund allocated by the government for the school used or will be used. During interviews, a head teacher had this to say:

In my school we have two meetings per year with parents, at the beginning of the year and at the end of the year. The meeting held at the beginning of the year helps us to inform parents about the plan of the school and other stakeholders' involvement in the plan. And we use the annual meeting to inform parents about success and failure from what we planned and plan for the next year (Interview, HT, School G)

Another head teacher reported:

Parents need to know what is going in schools. Parents must know what their responsibilities for their children are. For example, the policy of the government now is that all children must eat at school, so parents must be informed about contributing food items for the children. Also, parents must know about the fund allocated by the government for the school and how the fund will be used (Interview, HT, School F).

Also, during interviews with parents and where they were asked if the school management involved them in school activities for their children development in pre-primary education, one parent had this to say:

Yes, we are involved ... this year all parents with pre-primary children had meeting with the head teacher and teachers who are teaching our children. The head teachers told us to ensure

that we buy uniform for our children, ensure our children eat before they go to school and should go to school as per calendar. (Interview, Parent, School E)

The narrative here reveals that head teachers considered parent involvement was important for the implementation of pre-primary education. Through school meetings with parents, head teachers were able to inform parents about their responsibilities to their children. The recited narrative here is resonant with transformational leadership theory insistence on the view that leaders should create positive change in their followers and can do so by taking care of each other's interests and act in the interests of the group as a whole (Warrilow, 2012). Also, UNESCO (2005) points that the school climate should be inviting to parents, it should convey warmth as well as sincerity and parents should feel welcome and comfortable when they visit the school.

4.3.2.3 Mobilizing Resources for Delivering Quality Pre-Primary Education

Through interviews with head teachers, it was reported that they were responsible for mobilizing necessary resources for pre-primary education such as physical facilities, financial and human resources. It was found that quite several schools received financial resources towards the provision of pre-primary education. Schools mainly relied on parents' contributions, capitation grants from the government, school projects and donors/ NGOs support. Regarding capitation grants from the government, one of the head teachers responded that:

As you know education now is free, so we are receiving capitation fund from the government each month. So, we depend much on capitation grant because parents now only contribute food. Of course, the capitation grant from the government is not enough taking into consideration many things we must do. But I must manage by prioritizing things (Interview, HT, School E).

The findings imply that although the government provided school with capitation grants but were not enough to run all school activities smoothly. In mobilizing financial resources, head teachers had to prioritize things and others deemed not necessary were left out. The researcher view is that head teachers' tendency to prioritize things while leaving others may deter teaching and learning activities and the betterment of children growth holistically. In school, pre-primary children need to engage in academic and non-academic activities for holistic education. It has been a tendency; many head teachers do not give priority to non-academic activities like children's extra-curriculum activities. As Okwach and Odipo (1997) pointed out the government played a key role in financing education such as secondary education to implement both core-curriculum and extra-curriculum activities, but not always the government fulfilled this questionable promise. With regard to head teachers supervision of human resources, during interviews one head teacher reported that:

I have assigned roles to different teachers for easy follow up. Some as classroom teachers for different streams, academic teachers, discipline teachers, school project teachers and sports and games teachers. For pre-primary classes I have two teachers and there are two streams and for each stream I have assigned one class teacher (Interview, HT, and School B)

Similar claims were obtained through questionnaires administered to pre-primary schoolteachers. Through questionnaires pre-primary teachers were asked if the management involved them in planning and executing pre-primary education programs in schools. It was found that 8(72.7%) pre-primary teachers confirmed that they were involved in planning and executing pre-primary education programs, whereas (27.3%) teachers disclosed that they were not fully involved in planning and executing pre-education programs in schools. This implies that head teachers

consider participation of teachers in pre-primary education programs as being important for effective implementation of pre-primary education. As UNESCO (2005) suggested the school administration should create a conducive environment for voluntary participation of learners and teachers.

4.3.2.4 Availability of relevant curriculum of Pre-Primary Education

In an attempt to refine the learning environment conducive for learning and teaching activities, head teachers of pre-primary school were found to be responsible to ensure teachers have accessibility to pre-primary curriculum within the working environment. To ensure the workout of this head teacher role, the study found the head teachers of primary schools like Ihnaga, Lugenge, Luponde, Iwungilo na Uwemba encouraging their teaching personnel to make a regular review of pre-primary curriculum so as to ensure those objectives of lesson plan are in line with pre-primary education. According to one of the interviewee, Council Education Officer;

Having curriculum as well as knowing the objectives of learning that are stipulated in the curriculum of pre-primary education may facilitate the learning process. Thus, we must make sure all teaching personnel have accessibility to such relevant curriculum for them deliver relevant trainings to the children of pre-primary educational level (Interview, Council Education Officer)

In associating to other studies, the study by Mabagala et al (2019) reported the similar results where refining the learning environment, head teachers were reported to be responsible especially by ensuring that the school environment has relevant curriculum and then head teachers has to take the responsibility to orienting teaching personnel to that curriculum in relation to teachers' knowledge and social-context, so

as to facilitate the instructional practice of implementing curriculum. Also, the study by Kihombo (2015) revealed that with regular reviewing curriculum, the activities of teaching personnel may affect direct the effectiveness of curriculum implementation which is necessary for improving quality of pre-primary education. Hence, with regard to what found in Njombe Town Council, head teachers are in right truck to ensure their school have relevant curriculum for review, so as to deliver education according to that curriculum.

4.3.2.5 Ensuring Pre-Primary Education is delivered by Qualified Teachers

In a way to ensure learning environment are supportive to enhance the delivery of quality education, head teach of pre-primary education were found to struggle in ensuring pre-primary education is delivered by qualified teachers who know how to deliver such level of education accordingly. This managerial role of head teachers was found to be necessary due to the possibility of using any teacher to deliver such kind of education. Throughout the conducted interview, one of the school committees member was quoted saying this;

Teaching the children of pre-primary education is not hard, but to make the teaching understood to the children is real hard. Therefore, head teachers have to ensure only qualified teachers are given a chance to deliver that education to our children. Other children will graduate that level of education with nothing in their head (Interview, School Committee Member, School A)

In discussing the revealed findings in association to other prior studies, the study by Litinchi (2018) reported that the delivery of pre-primary education needs qualified teacher, since qualified teachers of such educational level are positive, sensitive and responsive interactions. According to revealed findings by Litinchi (2018) a school qualified teachers tend to provide children with richer language and cognitive

experiences, and are less authoritarian, punitive and detached and it is why almost all public schools in Njombe Town Council use female teachers to deliver pre-primary education.

4.3.3 The Role of Head Teachers in Monitoring the Learning Process to improve the Quality of Pre-Primary Education

The third objective of this study was to find out the role of head teachers in monitoring the learning process so as to improve the quality of pre-primary education in Njombe Town Council. To achieve this objective, the study used interview method of data collection where responses from respondents were collected and analyzed accordingly as presented and discussed below.

4.3.3.1 Regular Observation of the Teaching Process inside and Outside of the Classroom

To ensure the learning process goes according to the curriculum of pre-primary education, some of the head teachers were found to monitor the learning process through making observation of the learning process inside and outside of the class room. With regard to the revealed findings, such role was found to be necessary toward determination of quality pre-primary education. To evidence such matter, reviewed curriculum of pre-primary education insists that pre-primary education should be delivered by using both indoor and outdoor learning environment, so as to provide the child with opportunities to learn by doing. Throughout this head teachers' role, the interviewed Council Education Officer was quoted saying this, *“With observing teaching process, pre-primary education teachers tend to take the*

class attentively especially by being punctual to complete the required syllabus in efficiently manner (Interview, Council Ward Officer)”

To discuss the revealed findings in relation to other prior studies, the study by Nyambo (2017) reported that after lesson plan being prepared, head teachers should make a regular visiting class to observe how lesson plan and lesson are implemented by teaching personnel and taking necessary measure once found necessary. Contrary to this study, participated head teachers in this study reported to observe teaching activities both indoor and outdoor, so as to ensure quality education is delivered by teaching personnel.

4.3.3.2 Recommending the Teaching Process for improving the Means of Delivering Pre-Primary Education

To ensure the means of teaching resulting quality pre-primary education in Njombe Town Council, head teachers reported to play a role of recommending on the means of delivering teachings and then, pre-education class teachers have to work on those given recommendation. Also, the revealed findings show that the means of delivering pre-primary education play a significant role in improving the quality of such educational level. According to one of the interviewed head teachers,

The method of delivering pre-primary education should encourage children participation in the class and playful means are high encouraged to facilitate teaching and learning process. Therefore, lacks of that necessity thing, head teacher have to recommend for class teacher to modify her means of teaching so as to facilitate the learning process (Interview, HT, School F)

In discussing the revealed findings in association to other previously revealed findings, the study by Zadock (2022) revealed the necessity of head teacher to recommend on the means of teaching to improve the quality of teaching the pre-

primary classes. According to Zadock (2022) through observation of classroom teaching, head teachers tend to understand the teaching strategies which eventually may be able to provide constructive feedback to the primary teachers to improve their means of teaching so as to improve the delivering quality of pre-primary education which is also revealed in the public schools in Njombe Town Council.

4.3.3.3 Checking the Assessment of the Children Learning Progress

To ensure the means of assessing learning progress of the children bring desirable results, head teachers were found to be responsible in checking the usefulness of such means. According to one of the interviewed pre-primary education teacher, *“the means of assessing the learning progress of the pre-primary pupils and primary pupils are different. And the means of using written tests or exams is not suitable for pre-primary educational level”*. Based on that reason, head teachers were found to check the right means of assessing the learning progress of the children, so as to ensure the learning progress of children is well assessed. To assert such role of head teacher, the reviewed curriculum of pre-primary education of Tanzania wrote this; assessing Pre-Primary Education involves making a follow-up on the child’s development and learning from the time the child is enrolled in a school until the time he/she completes the Pre-Primary class and that can be checked by head teachers for its accuracy. Additionally, the interviewed head teacher had this to say;

Assessing the learning progress of the children is checked in different angles, starting with cognitive, physical, emotional and social. Thus, it is not easy to assess all those things by using a written test or exams, hence any assessment means should be checked by head teachers to ensure that awarded marks are relevant and encouraging instead of discouraging (Interview, HT, School D).

In discussion, the revealed findings are quite different to the revealed findings from the study by Ipando (2019) which reported that the learning progress of the children have to be assessed by the use of teacher's ratings, tests, and examinations. With regard to pre-primary educational level, assessing the learning should not necessarily involve the use of written test or exams as revealed by this study in Njombe Town Council.

4.3.3.4 To ensure the Proper Uses of Learning Facilities to improve the quality of Pre-Primary Education.

In attempt to ensure the learning facilities are in line to improve the quality of pre-primary education, head teachers was found to be responsible in ensuring the proper use of available learning materials whether are used indoor or outdoor. With regard to this role, one of the interviewed respondent reported that "learning facilities or materials are necessary for supporting learning process, due to that reason head teachers have been responsible to ensure accessibility of relevant learning materials and proper uses of those materials so as to improve the quality of delivering pre-primary education in Njombe Town Council". Also, throughout the study, head teachers reported to help of academic masters/mistress to prepares plans for teaching (scheme of work and lesson plans) with due consideration to those learning facilities or materials. Below are some views of the interviewed head teachers:

I am responsible in ensuring that all teachers prepare teaching and learning plan and attend classes on time. Because it is an academic matter, I work together with academic office to make follow up to know whether teaching personnel use learning materials or facilities in a manner that determine the improvement of pre-primary education. (Interview, HT, School I)

Another head teacher remarked

Teaching is our core business, and for me after every Monday, I request all academic staff to submit their lesson plans and I crosscheck their plan and provide feedback. Also, during classroom sessions I can go around classroom and see whether responsible teachers are in the classroom. I do this for both pre-primary and primary classes (Interview, HT, School, E).

In discussion the revealed findings in association to other studies, the study by Rutter, Maughan, Mortione and Smith (2005) reported that with head teacher assuring adequate facilities like convenient classroom, libraries, halls and relevant playing field for children, the schools are put in a good position to ensure successful implementation of the curriculum. Similarly, to that revealed findings, the study by Ndyali (2013) reported that head teachers have to ensure the proper use of facilities laboratory, apparatus, library, textbooks, teaching aids, chalk, note books and teacher's reference books which consequently facilitate the implementation of curriculum and improvement of pre-primary education quality. But with the case of public schools in Njombe Town Council, head teachers are striving to ensure the available learning facilities are used properly to improve the delivery of pre-primary education, even though the available facilities are insufficiently due to schools' limited resources to invest in buying those required learning facilities.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENTATIONS

5.1 Introduction

This chapter concerns with presenting summary of the findings, conclusion reached through the revealed findings of this study and recommendations so as to improve the quality of pre-primary education in Njombe Town Council and Tanzania in general.

5.2 Summary of the Findings

The study on the head teachers' role in managing pre-primary education in Tanzania, particularly Njombe Town Council was guided by three specific objectives. To achieve those specific objectives of this study, the study used three specific research questions.

The first research question towards meeting the first specific objective of this study asked that; how do head teachers' manage teaching personnel to enhance the quality of pre-primary education in Njombe Town Council? In an attempt to meet this specific objective, the study asked question so as to reveal whether head teachers are aware of managerial role and if so, to know whether they are applying managerial role to manage their teaching personnel. Contrarily, the study found that 70% of the head teachers in Njombe Town Council were aware of managerial role and they reported to apply it in managing their teaching personnel while 30% of head teachers reported to be unaware of managerial role and thus, they were not applying it in managing their teaching personnel. Since all head teachers are required to manage their teaching personnel so as to enhance the quality of pre-primary education, the

following were the revealed role of head teachers in managing teaching personnel; instructing teaching personnel to prepare a proper lesson plan for delivering pre-primary education, supervising teaching personnel in implementing lesson plan, motivating teaching personnel in performing their teaching activities so as to improve their performance, ensuring the standard of teaching relate to the pre-primary educational level and provision of feedback on the means used by teaching personnel to deliver pre-primary education.

The second research question to achieve the second specific objective of this study asked that; what are the roles of head teachers in refining learning environment to ensure effective implementation of the curriculum of pre-primary education. Throughout that research question, various responses were collected and analyzed accordingly so as to meet the second specific objective of the study. Thus, the revealed role of head teachers in refining learning environment for effective implementation of PPE curriculum were; involvement of school leader in the process improving learning environment, organizing meeting with parents or community members with intent to improve learning environment, mobilizing resources for delivering quality pre-primary education, ensuring accessibility of relevant curriculum to the teaching personnel in their school environment and ensuring the delivery of pre-primary education is done by qualified teachers.

The third research question toward meeting the third specific objective asked that; how do head teachers monitor the learning process to improve the quality of pre-primary education in Njombe Town Council? Throughout that research question, various responses were also collected and analyzed accordingly so as to meet the

third specific objective of the study. Thus, in a way to monitor the learning process toward improve quality pre-primary education, the study found several role of head teachers; regular observation of teaching process both inside and outside the classroom, providing recommendations on the means of teaching, checking and correcting the means of assessing child learning progress and lastly, ensuring the proper uses of learning facilities or materials towards improving the quality of pre-primary education.

5.3 Conclusion

Generally, the undertaken study in Njombe Town Council was mainly concerned with investigating the role of head teachers in managing pre-primary education. Based on the purpose or general objective of the study, the revealed findings from this study found several roles which conducted by head teachers in the process of managing pre-primary education. In a way to manage pre-primary education, head teachers manage teaching personnel to deliver quality education through instructing them to prepare a proper lesson plan, supervising their implementation of such lesson plan, motivating to improve their teaching performance, ensuring the standard of teaching activities and providing feedback on the means of teaching for improvement.

Apart from that head teacher manage pre-primary education through refining learning environment for effective implementation of the curriculum, where roles like involving school leaders in improving learning environment, organizing meeting with community members, mobilizing resources for delivering quality pre-primary education, ensuring accessibility of relevant curriculum to the teaching personnel and

ensuring the delivery of pre-primary education by using qualified teachers are conducted. With regard to that alignment, head teachers manage pre-primary education through monitoring the learning process, especially by doing role like observing regularly the teaching process both inside and outside the classroom, recommending on the means of teaching, checking and correcting the means of assessing child learning progress and ensuring the proper uses of learning facilities or materials so as to improve the quality of pre-primary education in Njombe Town Council.

5.4 Recommendations

From the study findings and conclusions, two categories of recommendations are made. These are recommendations for policy and practice and recommendation for further study, as elaborated in the next subsections.

5.3.1 Recommendations for Policy Practice

First, for head teachers to have updated managerial skills there is a need to establish mechanism for frequent training to equip them with necessary managerial skills and leadership styles. Head teachers with these skills will create conducive climates for educational stakeholders such as teachers, school committee members and parents/community members to be part of school development. Second, the government should employ a sufficing number of pre-primary teachers and those already employed should receive frequent in-service training to change or rather update their teaching practices time to time. Third, the government should allocate enough financial resource for pre-primary education for smooth management of schools and avoid burden of contribution endured by parents. Moreover, parents/

community members should be conscientized on the importance of pre-primary education and their roles as parents toward such education.

5.3.2 Recommendation for further studies

Since the study concentrated on ten public pre-primary schools with limited sample, the researcher recommends that a similar study can be conducted in other regions of Tanzania using quantitative or mixed approach to test the replicability and reliability of the results for countrywide generalizations. Another recommendation is that a comparative study between rural and urban head teachers on the effectiveness of managing pre-primary education in Tanzania should be conducted. Lastly, there should be a study on roles or the contributions of NGOs on effectiveness of managing and implementing pre-primary education in rural and urban schools in Tanzania.

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APPENDICES

Appendix A: Interview Guide Question for Parents

1. Do you think pre-primary education is important for your child? If Yes/No, why?
2. What role do you play for your child pre-primary education?
3. To what extent are you involved by school administration in planning for your child education?
4. Do you have regular meetings with the school management to discuss about school related plan for betterment of pre-primary children learning
5. Do you think that parents can be more effective in fostering the development of pre-primary education in schools? Why?
6. Can you say something about parents' awareness of sending children for pre-primary education around this community?
7. Do you think the available school infrastructure available are adequate for delivering pre-primary education?

Appendix B: Interview Guide Questions for school committee members

1. What are your own opinions about the provision of pre-primary education?
2. What role do you play as school committee member in facilitating the smooth management of pre-primary education in your school?
3. To what extent does the school committee consider the provision of pre-primary education during committee members meetings?
4. Can you say something about how do you work in partnership with the head teachers and other teachers to improve primary education in your school?

5. What would you say about the head teacher role of managing teaching personnel in delivering pre-primary education?
6. Do you think public schools have a refined learning environment?
7. If not, what have been done by head teachers to refine the learning environment?
8. What are your general views on the leadership style the head teacher uses in managing pre-primary education in your school?
9. How do you organize school funds for managing the provision of pre-primary education in your school?
10. Can you say something about the enrolment rate of children in pre-primary education in your school?
11. How do head teachers monitor the learning process in public schools?
12. Do you think the available school infrastructure is adequate for pre-primary children?
13. What are your comments about parental involvement in the management of pre-primary education in your school?
14. What are your general recommendations to other level authorities in promoting and managing pre-primary education in schools?

Appendix C: Interview Guide Questions for Head teachers

1. Name of school.....
2. Gender: Male [] Female []
3. Education status: Certificate [] Diploma [] Degree [] Masters []
Other, specify.....
4. Working experiences on the current position: Less than 1 year [] 1-5 years
[] 6-10 years [] 11-15 years [] Over 15 years. []
5. What are your views about the importance of pre-primary education to children aged 5-6 years old?
6. Can you say something about the enrolment rate of children in pre-primary education in your school?
7. What roles do you play in managing teaching personnel in delivering pre-primary education in your school?
8. In managing pre-primary education in your school, which leadership style do you use? Is it democratic leadership, autocratic leadership laissez faire (free reign/ non leadership/most passive), and charismatic (transformational) etc.
9. To what extend the leadership style you use or apply influence other teachers, parents and school committee members to participate in management of pre-primary education in your school?
10. Are learning environment suitable for delivering pre-primary education?
11. What have been your role in refining learning environment?
12. What are the sources of fund in managing the pre-primary education in your school?

13. To what extent do you think the available physical facilities are sufficient to facilitate the management of pre-primary education in your school?
14. Who is responsible for teaching pre-primary children in your school? Do you have enough and qualified teachers for teaching pre-primary children?
15. What are your views on parental involvement in managing pre-primary education in your school?
16. What do you monitor learning process to achieve the desired learning outcomes?
17. If yes, what do you do during the process of monitoring learning process in your school?

Appendix D

Interview Guide Questions for WEO's

1. Name of school.....
2. Gender: Male Female
3. Education status: Certificate Diploma Degree Masters
Other, specify.....
4. Working experiences on the current position: Less than 1 year 1-5 years
 6-10 years 11-15 years Over 15 years.
5. What are your views about the importance of pre-primary education to children aged 5-6 years old?
6. Can you say something about the enrolment rate of children in pre-primary education in schools under your supervision?
7. How do you monitor the management of pre-primary education in schools under your supervision?
8. From your experience, which leadership style (s) head teachers apply in managing pre-primary education in schools under your supervision? Is it democratic leadership, autocratic leadership laissez faire (free reign/ non leadership/most passive), and charismatic (transformational) etc.
9. To what extend leadership style (s) head teachers apply in schools under your supervision influence better management of pre-primary education?
10. Do you think there is/are leadership style (s) that may suit smooth management of pre-primary education? Why?
11. What have been done by head teachers to improve the learning environment?

12. Do you think the available infrastructures in schools under your supervision are adequate for pre-primary education?
13. Can you tell the current status (in terms of number and qualification) of teachers for pre-primary education in schools under your supervision?
14. Do head teachers monitor the learning process, if so, tell me how?
15. From your experiences, how head teachers involve parents in planning the development of pre-primary education in schools under supervision?

Appendix E

Interview Guide Questions for Njombe Town Educational Officer

1. Name of school.....
2. Gender: Male Female
3. Education status: Certificate Diploma Degree Masters
Other, specify.....
4. Working experiences on the current position: Less than 1 year 1-5 years
 6-10 years 11-15 years Over 15 years.
5. Why do you think, it is necessary for children aged 5-6 years to attend pre-primary education?
6. Can you say something about the enrolment rate of children in pre-primary education in schools under your in Njombe Town Council?
7. In your capacity what strategies do you take to ensure that there is proper management of pre-primary education in schools in Njombe Town Council?
8. Based on your experience, which leadership style (s) often used by head of schools in managing pre-primary education in Njombe Town Council? Is it democratic leadership, autocratic leadership laissez faire (free reign/ non leadership/most passive), and charismatic (transformational) etc.
9. As an Educational of Officer of Njombe Town Council, which style (s) of leadership would you recommend head teachers to apply for smooth management of pre-primary education?
10. How to allocate fund for the pre-primary education in Njombe Town Council?

11. What is the current status (in terms of number and qualifications) of teachers for pre-primary education in Njombe Town Council?
12. How often head teachers and pre-primary teachers receive training to improve the management of pre-primary education in Njombe Town Council?
13. What is the general status of school infrastructures for pre-primary education in Njombe Town Council?
14. What are challenges the school management face in provision of pre-primary education?
15. What do you recommend on the improvement of provision and management of pre-primary education in schools?

Appendix F

Observation Checklists Guide

Examples of PPE facilities	Available	Quantity	Not available	Comments
Classrooms				
Open space classrooms				
Outdoor playing area				
Nature corner area				
Creation area				

Appendix G: Questionnaires for Pre-Primary Teachers

The purpose of this questionnaire is to investigate head teachers role in managing pre-primary education in Njombe Town Council in Tanzania. Hence you are kindly requested to give full and genuine responses for all questions to the best of your knowledge. Your responses will be treated with the highest confidentiality and used only for academic purpose. No need of writing your name. For closed answer questionnaires you will be required to put the tick mark (√) in the box provided and for opened-ended questionnaires you will be required to provide answers in brief.

1. School name..... Date.....
2. Gender: Male Female
3. Education status: Certificate Diploma Degree Masters
Other, specify.....
4. For how long have you been teaching pre-primary children in this school?
Less than 1 year 1-5 years 6-10 years 11 above
5. In your pre-service training did you specialized for pre-primary education? Yes
] No .
6. Are you permanent employed by the government or it is for the short term contract between you and the school? Permanent employed by the government
] Short contradict
7. From your experience, which leadership style (s) head teachers apply in managing pre-primary education in schools under your supervision?
Democratic leadership , autocratic leadership laissez faire transformational leadership instructional leadership

8. Which style of leadership would you recommend your head teacher to use for smooth management of pre-primary education? Democratic leadership [] autocratic leadership [] laissez faire [] transformational leadership [] instructional leadership []

9. Based on leadership style your school head teacher use, are you involved in the planning and executing the program of pre-primary education? Yes [] No []

If yes, what are the roles of pre-primary teachers in managing pre-primary education?

.....
.....
.....
.....
.....

10. Do you believe the school administrators give appropriate attention for the pre-primary education in your school? Yes [] No [].

If yes, describe how the school administrators put efforts on pre-primary education.

.....
.....

11. How do you evaluate the available facilities for proper management of pre-primary education? Adequate [] Inadequate []

12. Do you receive regular training for improving your teaching practice in pre-primary education? Yes No

If yes, how often? Each year after one year after two years after three years

13. How do you evaluate parental involvement in planning and executing programs for pre-primary education in your school? Very poor Poor

Average Good Very good

Appendix H

Questionnaires for Head Teacher

The purpose of this questionnaire is to investigate head teachers role in managing pre-primary education in Njombe Town Council in Tanzania. Hence you are kindly requested to give full and genuine responses for all questions to the best of your knowledge. Your responses will be treated with the highest confidentiality and used only for academic purpose.

1. School name.....Date.....
2. Gender: Male Female
3. Education status: Certificate Diploma Degree Masters
Other, specify.....
4. For how long have you been teaching pre-primary children in this school?
Less than 1 year 1-5 years 6-10 years 11 above
5. In your pre-service training did you specialized for pre-primary education?
Yes No
6. Are you aware of managerial skills or managerial role? Yes No
7. Do you apply managerial skills or managerial role in managing your teaching personnel? Yes No

Appendix I
Research Clearance letter

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF 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: dpgs@out.ac.tz

04/03/2019

Regional Administrative Secretary,
Njombe Region,
P.O. Box 688,
Njombe.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of the Parliament no. 17 of 1992. The act became operational on the 1st 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 1st 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 **Gosori, Ingianael; Reg # PG 201507402** who is a Master student at the Open University of Tanzania. By this letter **Gosori, Ingianael**, has been granted clearance to conduct research in the country. The title of her research is **“Roles of Head Teachers in the Management of Pre-primary Education in Njombe Region”**. The research will be conducted in Njombe region.

The period which this permission has been granted is from 04/03/2019 to 03/05/2019.

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 J

Research Permit from Local Government Authority

**JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA**

MKOA WA NJOMBE

Simu Na: (026) 2782912
2782913

Nukushi: (026) 2782914

Baruapepe: rc@njombe.go.tz

ras@njombe.go.tz

info@njombe.go.tz

Tovuti : www.njombe.go.tz

Unapojibutafadhaitaja:



OfisiyaMkuuWaMkoa

S.L.P. 668

NJOMBE

22 Machi, 2019

Kumb.Na. **AB. 301/326/01E/26**

Wakurugenzi

Halmashauri za Miji

NJOMBE NA MAKAMBAKO

Wakurugenzi Watendaji

Halmashauri za Wilaya

NJOMBE, LUDEWA, MAKETE NA WANGING'OMBE

YAH: KUMTAMBULISHA GOSORI INGIANAELI

Tafadhali husikeni na somo tajwa hapo juu.

Mtajwa hapo juu ni Mwanafunzi wa Masters katika Chuo Kikuu Huria Tanzania tawi la Njombe kwa kipindi hiki anapaswa kufanya utafiti (**Research**) ili kukamilisha masomo yake. Atafanya utafiti kuhusu "**Majukumu ya walimu Wakuu katika uongozi wa utoaji wa Elimu ya awali (Pre-Primary) katika Mkoa wa Njombe**"

Kwa barua hii namtambulisha kwako mtajwa hapo juu ili umtambulishe katika Mamlaka husika kwa utekelezaji.

Nakutakia kazi njema.

J. A. Lupogo

Kny; **KATIBU TAWALA MKOA**

Nakala:- GOSORI INGIANAEL