Decision making Practices on the Implementation of Curriculum in Community-Based Secondary Schools in Tabora Region, Tanzania

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ABSTRACT

The main purpose of this study was to examine the opinions of educational stakeholders concerning the practices of decision-making on the curriculum implementation in community-based secondary schools in Tabora region in Tanzania. Thirty interviewees took part in the study. A qualitative research methodology was used in the investigation. Purposive sampling was utilised as a method of sampling. Thematic data analysis was used to analyse the data after they had been acquired using a semi-structured interviewing method. Findings found out that most community-based secondary schools used decision-making techniques that did not conform to every step and procedures that needed to be followed in order to make rational decisions about teaching, learning, and evaluation in schools. The findings thus corroborated the main argument of the bounded rationality model of decision-making, which assert that whenever a leader engages in decision-making without adhering to proper procedures starting with problem identification and ending with review and evaluation, the decisions made frequently fail to address the real problems that exist in an organization. Finally, the study makes the following recommendations for Tanzania's local authorities who are in charge of overseeing the community-based secondary schools: ensure that heads of schools regularly participate in training on school pedagogical leadership; ensure that there is effective monitoring and evaluation of how heads of schools make daily decisions regarding teaching and learning; and ensure that there are effective mentorship programmes in place.

Keywords: Decision making practices, decision-making, curriculum implementation, community-based secondary schools

INTRODUCTION

Different academics have provided several definitions of decision-making. According to Kerry (2011), decision-making is the process of selecting one choice from a variety of alternatives in order to reach a desired outcome. Armstrong (2006), defined decision-making as a process that contains multiple steps that are set up by the leader in order to find relevant information about the problems that are already there and decide what to do to resolve them. While Lunenburg and Ornstein (2009), defined decision-making as the process of selecting a course of action after considering many options and acquiring relevant information. According to Kerry (2011), decision-making is typically defined as the cognitive process that leads to the choice of a belief or a plan of action from a variety of viable alternatives. Based to the definitions given above, reasoning that is founded on the values, preferences, and beliefs of the decision-maker constitutes the process of making decisions. A final decision is thus reached at the conclusion of every decision-making process, which may or may not result in action. The strategies used by school leaders are similar to those used by leaders of non-academic organisations, but they concentrate more heavily on teaching, learning, and assessment. Because of the strategies they used, they might not have made rational or irrational decisions, which might have affected how the curriculum is implemented (Lewis, 2014).

There are two main categories of decision-making practices used in schools and in other non-academic organisations: rational decision-making practices and irrational decision-making practices. A systematic process for making decisions that requires a leader to think more clearly before acting can be referred to as a rational decision-making practice. In this decision-making practice, in a school context, a leader first determines the nature of a problem, seeks out potential solutions, implements the best ones, then reviews and assesses the entire process in collaboration with other education stakeholders like teachers, students and parents (Draft, 2010). While an irrational decision-making practice is referred to as an unsystematic plan of decision-making whereby a leader make decisions without adhering to the crucial steps of making coherent decisions, which are: forming a goal(s), identifying the criteria for making the decision, identifying alternatives, performing analysis and coming to a final decision (Draft, 2010). Thus, in a school setting the choice made by school leaders between rational and irrational decision-making practices will have a significant impact on how the curriculum is implemented

in schools. In schools the task of implementing an authorized study course and syllabi is known as the curriculum implementation process (University of Zimbabwe, 1995). This procedure entails the use of a structured set of learning experiences that students should be able to achieve through the school. Parents, in particular, have a crucial role to play because the school is unable to provide those learning opportunities on its own therefore, a large number of stakeholders, both inside and outside the school's facilities, should be involved in the implementation of the curriculum (Cross & Johnson, 2009). The heads of the schools, the teachers, the students, the parents and the communities around the schools make up those essential stakeholders (Bishop, 1986). For the benefit of all parties involved, schools should consult with teachers, students, parents and the local community whenever making decisions about teaching, learning and assessment. In Tanzania, by 2006, the Government of the United Republic of Tanzania (URT) decided to build a community-based secondary school in each administrative ward on the country's mainland in order to politically renew the 2004 Secondary Education Development Plan (SEDP).

The primary goal of the Government was to ensure that after finishing standard seven, all qualified children may access secondary school education. The Government also sought to guarantee that the curricula at those schools had been effectively implemented so that the students would acquire an excellent education and the knowledge and abilities necessary to survive in an era of globalisation. However, a number of studies carried out in Tanzania, including Mtui (2009), Edgar (2011), Mjungu (2016) and Haki Elimu (2017), revealed that most of community-based secondary schools are characterised by a variety of factors that prevent the efficient implementation of the curriculum. Insufficient teaching and learning resources, low student attendance, low parental involvement in school concerns and low teaching morale among staff members were all highlighted as barriers to curriculum implementation. This is so that effective curriculum implementation processes can be either ensured or hindered, according to the review literature, about how decision-making practises were carried out in schools. Thus, the aim of this study is to examine the opinions of education stakeholders on the practises of decision-making and evaluate if they are appropriate or not for the implementation of curricula.

Literature Review

The core objective of a school is to ensure that the students who are admitted receive a quality education in accordance with the curriculum that is in place at a specific level of education (Marco & Hellen, 2009). Heads of school should practice rational decision-making practices so that the curriculum may be implemented efficiently. By using rational decision-making practices, a school can ensure that many school stakeholders are included in the identification of what to do, by whom, and how in order to achieve the desired curriculum objectives (Anne, 2012). In the past, making decisions in a school was considered to be solely the responsibility of the leader of the school. However, in this day of globalisation, it has been found out that the managerial duty of the school leader has changed because most tasks are now carried out by the school leader in collaboration with other school stakeholders, particularly parents and the school community (Somech, 2010). Michael et al. (2014) found out that school leaders are in charge of making daily decisions that ensure all extracurricular activities and programmes are carried out in accordance with the school's short- and long-term goals. Thus, the school leader's decision-making practices have a significant impact on whether the curriculum implementation process is successful or unsuccessful. As seen by Elizabeth (2013), the choice of instructional strategies, instructional materials and assessment tools is made at the school level; as a function, school leaders need to be able collaboratively with other stakeholders to determine the best way to carry out that task.

Therefore, teachers and the head of school should apply their professional skills and knowledge to make smart decisions that will benefit the school's educational programme and instructional system. As a tool to make rational decisions, it is necessary to encourage the participation of significant stakeholders, including teachers, students and parents (Anthony, 2009). Lewis (2014) discovered that education organisations that set up time and space for staff meetings and discussions have a very good likelihood of successfully implementing the curriculum. Also, the study found out that organisational commitment, work satisfaction and organisational transformation all have strong links to decision-making and the outcomes of curriculum implementation in schools. Apart from that Sifuni and Joel (2015) found out that involving students in school decision-making, increases communication between teachers and other important stakeholders like parents, enhances the standard of teachers' working lives and contributes to the professionalization

of teaching and the democratisation of education. Rational decision-making practices are an organised and chronological approach to making decisions with the goal of employing precise procedures to find precise answers to well-defined problems. When a decision needs to be made in an uncertain scenario, the school leader who uses rational decision-making practices is the one who uses participative strategies (Levina & Kerr, 2009). Meshack (2009) on the other hand, asserted that the decision-maker who chose rational decision-making practices is the one who adhered to seven crucial steps, including identifying the problem for the decision, gathering pertinent information about the problem, identifying the alternative solutions, weighing the evidence on the alternative solutions, choosing among the best alternative solutions and implementing the best alternative solutions, as well as reviewing and evaluating the decision. The first step in a rational decision-making process for a school leader is to identify the ideal problem for the decisions. A school administrator must acknowledge that a choice must be made. A leader should then provide a precise definition of the problem, which could affect how well the decision is made. A school leader must also rank the problem in order of priority, look for cause-and-effect relationships and decide who will participate in the decision-making process (Innocents, 2011). The second step in making a rational decision is to gather pertinent information about the problem. A school administrator should first identify the issue and then acquire some relevant information before thinking about potential solutions.

A school leader should now specify who should be involved in the decision-making process because the information necessary may require input from internal or external school stakeholders (Blincken, 2012). The third step in rational decision-making is the finding of alternative options. As a school leader gathers knowledge, he or she will probably find a number of potential answers or alternatives. By leveraging their creativity and new facts, a leader can also come up with new solutions. A leader should now compile a list of all feasible and desired options (Mosses, 2008). The fourth step is comparing and evaluating alternatives in accordance with a decision's predetermined objective is to weigh the evidence regarding those alternatives. A school leader must use knowledge and emotion to visualise what it would be like to carry out each option through to the very end. Determine whether each option would be able to satisfy or otherwise address the need that was discovered in the first phase. A leader starts to favour specific alternative options as they go through this

challenging internal process: those that appear to have a higher likelihood of achieving their goal (Michael, 2018). Choosing the best alternative options is the fifth step in the rational decision-making process. A school leader is prepared to choose the alternative options that seem to be the best fit for him or her once they have considered all the available evidence. He or she might possibly select a mix of several options (Anastazia & Kelvin, 2019). Implementing the optimum alternate options is the sixth step in making rational decisions. A school leader is now prepared to begin putting the alternative solutions they have selected into practise. At this point, it's critical to keep in mind that even the best idea can backfire if it's carried out improperly. Consequently, it makes sense to consider certain implementation ideas (Anastazia & Kelvin, 2019). Making a review and evaluation of the decision-making process is the seventh step in the rational decision-making process. The last stage is when a school leader assesses the effects of his or her choice and determines whether or not the issues mentioned in the previous stage have been fixed. A school leader may choose to re-examine significant issues from earlier stages of the process if the decision does not address the indicated need before coming to a new conclusion (Innocents, 2011). Adherence to education and training policy is another factor that should be taken into account to ensure that decisions made in schools are sensible.

Mtaka, (2017) observed that when it comes to applying curriculum in classrooms, school leaders who adhere to national education and training policy requirements make sound decisions, while Lewis (2014) study shown that when schools make decisions that go against the guidelines of a country education policy, they typically fall short of the standards set for the execution of the nation's curriculum. In a nutshell, a school can create policies and procedures that raise the bar for wise decision-making in educational settings by adhering to education policy while making decisions. Paul (2011) discovered, however, that administrators who follow education policy and training can help a school create a participatory decision-making environment where students, teachers, parents and other stakeholders can focus on how to improve teaching, learning and assessment methods in classrooms. On the other side, World Bank (2019) discovered that a school leader who respects a nation's education policy helps learners make wise decisions about their own teaching and learning. This is due to the fact that the school maintains students' safety, upholds the law constantly and offers the greatest education

available. However, Rindsley (2010) found out that school leaders who adhere to education policy and training help a school to create a productive learning environment where students, teachers and parents can concentrate on lessons rather than getting bogged down in arguments over things that are not particularly significant. Also Cranston and Ehrich (2009) observed that a school leader cannot build rules and procedures that produce standards of quality for learning and safety as well as expectations and accountability if decision-making in the school disregards the norms of the existing education policy. Without these schools, it would be impossible to make the arrangements and carry out the tasks required to meet the educational needs of the children. Generally, according to the literature review, it has been discovered that a school leader's decision-making practices mostly impact how successfully the curriculum will be implemented. The identification of the decision's problem, gathering pertinent information about it, identifying potential solutions, weighing the evidence supporting those solutions, selecting the best alternatives, implementing the best alternatives and reviewing and evaluating the decision-making process are the seven key steps that rational decision-making practices have been found to include. Additionally, the reviewed literature indicates that while making important decisions, teachers and administrators should follow the directives of the education and training policy. However, the reviewed literature shows that schools' decision-making would be irrational in the sense that it would attempt to solve the ideal problem that triggered the decisions if they did not go gradually, in steps, and involve numerous education stakeholders along the process.

Theoretical Framework
A theoretical framework is a review of accepted theories that acts as a guide for the study's own arguments. Once the study has established its main research findings, a theoretical framework enables consideration of the theoretical contribution(s) to recent scholarly work in the study discipline. Adow (2015); Adebayo and Francis (2009) and Grant and Osanloo (2014), recommend that the study examine its theoretical foundations when describing the theoretical contribution(s) of the study findings. In this study the rational model of decision- making and the bounded rationality model of decision-making were used as the two theoretical descriptions of a decision-making process used as the study's primary informants. The rational decision-making

model is a practice for removing emotion from decision-making and using logical stages to go towards a resolution. The model entails contrasting many possibilities or alternatives while making a decision utilising factual information and other non-biased investigation (Bernard, 2009). While the bounded rationality model of decision-making emphasises how humans deviate from perfect economic rationality, our ability to be rational is restricted by our capacity for thought, the information that is available to us, and the amount of time that we have. We frequently choose actions that are pleasant rather than choices that are the "best" (Amandina, 2007). According to March (2010) and Towler (2010), A school leader who adopts a rational model of decision-making is one who is aware of the alternatives, outcomes and decision criteria before implementing the chosen alternative solutions. In addition, Grant (2011); Hastle (2010); Mendel (2011); Ahmed (2011) and Schoenfeld (2011), suggest that a leader who utilises a rational model of decision-making should indeed perform seven crucial steps: identifying the problem that needs to be resolved, gathering relevant information about it, identifying potential solutions, weighing the evidence for those solutions, choosing the best alternatives, implementing the best alternatives and reviewing and evaluating the decision.

On the other hand, according to Hellriege and Slocum (2011), a leader is a person who searches for important details about a problem before making decisions for a workable solution as opposed to an ideal one has chosen the bounded rationality model of decision-making. Instead of choosing an ideal goal or decision, the main purpose of a decision maker who uses the bounded rationality model of decision-making is to be satisfied. Kourdi (2003) and Lunenburg (2010) assert that when it has been stated that a decision should be acceptable, this could suggest that it is simpler to determine and implement, less contentious, or in some other way safer than the best alternative. Managers feel comfortable making decisions without considering all viable options for resolving the current problem. Thus, according to Hellriege and Slocum (2011); Thaler and Sunstein (2009) and Lunenburg (2010), organizational leaders that choose a bounded rationality model of decision-making process make non-programed decisions quickly and without input from a variety of organisational members, which makes the process to be unplanned and unsystematic. In order to determine the practise of decision-making pertaining to curriculum implementation in community-based

secondary schools in the Tabora region, this study generally concluded its findings with specific reference to the rational model of decision-making and the bounded rationality model of decision-making process.

Methodology

This study employed a qualitative research approach which entailed gathering and studying non-numerical information in order to comprehend ideas, viewpoints, or experiences. Creswell (2014) claims that qualitative research is "a way of examining and comprehending the value that individuals or groups assign to a social or human problem. The data were provided by 30 respondents who were dispersed over six districts in the Tabora region in Tanzania. Methods known as purposeful sampling were employed to make sure that each demographic group was fairly represented and selected for the sample. A total of five respondents from each of the six districts in the Tabora region were chosen, with two teachers, one District Educational Officer (DEO), one parent, and one Quality Assurer (QA) making up the sample. Semi-structured interviews were used as the main tool for gathering the data for this investigation. This tool (See appendix 1) includes questions that frequently have multiple options, allowing for flexibility. It's simple to compare responses when questions are asked in a specific order. In this study, a thematic data analysis method was used. Due to its primary focus on identifying, assessing, and capturing patterns or themes within the data, it is one of the most often used methods for qualitative data analysis (Braun & Clarke, 2006).

Data Presentation, Analysis and Discussion of Findings

The main objective of this study was to assess the practices of decision-making practices for curriculum implementation in community-based secondary schools in Tabora region. Below are a presentation and discussion of the study's findings, which are divided into six major themes in accordance with specific questions and the study's main objective.

The Identification of Teaching, Learning and Assessment Problems

This section presents the opinions of the respondents regarding the involvement of education stakeholders in identifying problems with teaching, learning and assessment. Different responders from different backgrounds offered their opinions, which are presented below.

One teacher had this to say:

> *I think it is crucial for a school administration to collaborate with a variety of education stakeholders to identify problems with teaching, learning, and assessment, but at our school, things aren't moving in that direction, thus teaching and learning are in turmoil.*

An additionally respondent, a retired teacher, provided the following suggestions:

> *In my experience, numerous school leaders understand the value of working with different stakeholders to identify issues with teaching, learning, and evaluation. But they do so in violation, and that's why we will continue to witness ineffective teaching and learning in our schools.*

Similar comments were made by another respondent who served as a district education officer.

> *Although our school leaders are aware of the importance of working with various stakeholders, they frequently act in a different way because they want their decision-making process to go as quickly as possible.*

Thus, this study discovered that school leaders frequently failed to work effectively with teachers, students and parents to identify the issues affecting teaching and learning in schools. These findings supported those of Johnathan and Mery (2018), who found out that schools ultimately fail to deliver the intended curriculum when a variety of school stakeholders are not heavily involved in the process of identifying problems that impede teaching and learning. This is because most decisions made do not address the ideal problem. The study's findings are also consistent with those of Anderson (2013), who revealed that parents' involvement in the identification of teaching and learning problems facilitates classroom instruction and learning as well as parents' involvement in monitoring students' learning in a home environment.

Searching Alternative Solutions on Teaching, Learning and Assessment

In this section, the respondents' opinions on the participation of education stakeholders in the search for alternate solutions to the problems affecting teaching, learning and assessment are presented and discussed.

> *What I keep observing is that leaders in my schools do not foster a culture of working with stakeholders like parents to find alternative solutions to issues affecting teaching, learning, and evaluation.* (District Education Officer).

Alike, One quality assurer had this to say:
> *Every time we visited a school, we observed that the majority of school leaders did not make decisions about teaching and learning in a collaborative manner. Nevertheless, we have persisted in encouraging them to do so because we recognise the value of collaborative decision-making when it comes to the problem of coming up with alternative solutions.*

On the other hand, One teacher had this to say:
> *When the school head asks me and my other teachers to help develop alternate solutions to the identified teaching and learning problems we occasionally participate, but sadly, our opinions are generally disregarded. This, in my opinion, is not an appropriate way to decide how to improve the effectiveness of the school's curriculum implementation.*

This study discovered that, as a result of these responses, the majority of community-based secondary schools' heads made decisions without effective consulting key stakeholders like teachers, students and especially parents. Additionally, the study indicated that even when important stakeholders are somewhat involved, their opinions are typically not very well implemented. These findings correspond with those of Elwood and Julius (2018), who discovered that school administrators never succeeded in fixing problems in a school when they disregarded parents' and students' involvement in searching for alternative solutions. Additionally, the findings are comparable with those of Kelvin and Kennedy (2017), who found that schools more frequently failed to accomplish their intended goals without effective collaboration with teachers, students and parents in looking for alternative solutions to problems related to curriculum and instruction.

The Selection of best Alternatives on the Identified Teaching, Learning and Assessment Problems

The opinions from the study respondents pertaining the selection of best alternatives on the identified teaching, learning and assessment problems are presented and discussed in this section. The narratives that follow provide further details on the respondents' views.

> *We don't have that time to waste often we don't have that tendency of involving stakeholders such as students and parents in searching alternative solutions but likewise in choosing best alternative solution for implementation also we skipped them but we know it is not a good practice.(*A head of school)

> *We are already aware that present-day school leaders do not value participative decision-making, which is why they frequently overlook important stakeholders when looking for and choosing the best alternative solutions to obstacles with teaching and learning* (A regular teacher)

> *It is usual for us to select the options that, as a leader, we thought may be effective rather than calling another meeting to discuss and select the best option. Despite not being the greatest option among several available options, we still put into practise what we believe might work. (*A head of school)

According to these narratives, it shows that key education stakeholders believed that school leaders had not yet formed a habit of working together with different school stakeholders to discover best alternate solutions for problems with curriculum and instruction. Meanwhile, heads of schools occasionally choose the option that they believe will work even though it is not the ideal one. They also believe that holding frequent meetings is a waste of time because it delays the decision-making process. These findings are comparable with Hood (2015) study, which found that while decentralisation of publicly owned schools aimed to ensure that local communities participated closely in school decision-making, problems arose at the schools when heads of schools neglected the role of local communities in school decision- making, which led to ineffective curriculum implementation in schools. Additionally,

the similar to the study conducted Julieth (2018) study, which showed that schools are more likely to make poor decisions when different stakeholders are not included in the process of looking for ideal alternate solutions to problems.

The Review and Evaluation of Decision-Making Process

The respondent's opinions on the significance of the school doing a review and evaluation of the decision-making process are presented and discussed in this part. Below is further information regarding the opinions of the respondents. One head of school had this to say:

> *School administrators have to evaluate their decision-making process to see whether the various solutions they have chosen and put into practise have been successful or unsuccessful. If they find that they have failed, they have to begin the decision-making process over again.*

Another head of a school had a similar insight:
> *The head of the school may determine what goes well and what needs to be improved by evaluating the decision-making process. A head of school can gain a lesson by evaluating the outcomes of a decision-making process that will help him or her become better at making decisions in the future that will benefit the school.*

In contrast, one teacher had a different perspective:
> *In my opinion, school leaders still need to monitor and evaluate how decisions are made, even though they are aware of how important it is to do so. And even if it is done, heads of schools typically do it on their own, which indicates that the majority of recently built secondary schools that call themselves community-based do not have very effective teaching and learning strategies.*

These views show teachers don't witness their school leaders reviewing and evaluating previously made decisions about curriculum and instruction in classrooms. According to heads of schools, they are aware of the importance of reviewing and evaluating their decisions, but they choose to do so alone without consulting other parties involved in education. These findings support Tompson (2018) finding that school leaders who developed a habit of isolating themselves from other stakeholders during the reviewing and evaluation of decision-making processes more frequently fail to achieve the objectives of

the curriculum. The decision-making process is therefore reviewed and evaluated if the school leader is to be effective. On the other hand, Theopister (2001) contends that if the decision-maker does not review and assess the entire process, the decision-making process is not complete. By reviewing the decision-making process, the leader can amend some procedures while the chosen alternatives are being put into effect, ensuring that the decision-making process produces the desired outcomes.

A Step-by-Step Decision-Making Procedure

In this section, the respondent's views on whether the decision-making process should be carried out step-by-step are presented and discussed. This is what one district education offer said:

> *Based in part on what I observed in my district, heads of schools made decisions in an orderly way. However, they frequently skip a crucial stage, which is performing a review and evaluation. However, in my view, it is preferable for a school leader to make decisions while paying attention to all essential criteria.*

In addition, parallel advice was given by a different respondent who was a regular teacher:

> *Although it is necessary for the decision-making process to proceed step by step, our leaders frequently disregard this rule, which indicates that the majority of decisions taken in our schools throughout the years have fallen short of ideal outcomes. Therefore, I advise school leaders to adhere to all necessary procedures when making decisions, but to remember to conduct a review and evaluation.*

One quality assure officer, In the meantime, offered comparable observations and advice.

> *With regard to what I know, a step-by-step decision-making procedure is required. Some school leaders choose the best option and put it into practise, but they don't have the habit of including key stakeholders like parents and pupils throughout the entire process. But in my opinion, it is critical that all parties with an interest in education be involved in the process of making decisions relating to instruction and learning in schools.*

These viewpoints believed that their schools' decision-making procedures mainly adhered to the norms for making reasonable decisions, but frequently they failed to do reviews, evaluations, and involve a range of stakeholders. These results are consistent with those of George (2018), who discovered that whenever crucial decision-making steps were skipped, from the identification of the problem that prompted the decision to be made to the final step of conducting a review and evaluation, a leader frequently failed to achieve the ideal objective that he or she desired. In addition, Anthony (2015) found out that one of the many reasons why improper decision-making processes occur in Kenya's public middle schools, is that some school administrators fail to make decisions that follow a step-by-step process and this raises concerns about how the curriculum is implemented in those schools.

Aligning Decision-Making Practices with Educational and Training Policy
The respondent's opinions on how well the school's decision-making process adhered to education and training policy are presented and discussed in this section. Below is more details on the respondents' opinions.

> I have been a school leader for ten years; I have made several decisions by *referring to our education policy in Tanzania emphasizes that school decision-making should involve parents and the school community. I succeed in my leadership, so I advise my fellow heads of schools to adhere to the directives of education policy if they want to succeed in their leadership* (A head of a school)

Furthermore, one teacher put it:
> *Every aspect of school decision-making is covered by the education policy of every nation. Therefore, if a school leader wants to be successful, they should review it.*

In connection with that, another school leader said the following:
> *When education policy is respected at school, it should succeed in everyday operations since it instructs school leaders on what they should do in their roles as educational leaders.*

On the other hand, one teacher concured with school administrators that adherence to the educational policy was essential for good decision-making in school. He said the following:

> *A school leader who adheres to the principles of education policy should be successful in the planning process because, when he or she plans and makes decisions on numerous issues, he or she already has a direction that outlines the objectives the school will work towards, the resources that will be employed, and who will carry out each necessary task.*

Based to the testimony of the above respondents, it has been determined that, in order for a school leader to be successful in the entire process of implementing the curriculum, alignment of decision-making processes with education and training policy is extremely important. These findings support Richard's (2011) observation that schools that fail to make decisions that yield better results frequently do not follow the country's education and training policy guidelines. As a result, in most cases, they failed to make significant decisions regarding curriculum and instruction in schools. Samson (2016), on the other hand, came to the conclusion that a school leader who is found to be not abiding to the country's education policy is likely to fail in his or her leadership. As a result, the study advised school leaders to abide by the country's education policy for the benefits of all parties involved in education since the daily decision-making process will be successful, leading to successful curriculum implementation in schools.

Conclusions

The findings of the study led to the conclusion that the vast majority of community-based secondary schools in Tabora's region do not follow the guidelines of rational decision-making in their school administration. It has been observed that school leaders frequently make decisions without taking students' and parents' input into account at all stages, from problem identification to review and evaluation. Additionally, according to the study's findings, school administrations frequently make decisions without carefully considering what is required under Tanzania's current education and training policy requirements. As a consequence, in relation to the rational model and the bounded rationality model of decision-making examined in this study, it is discovered that school leaders make decisions without adhering to the correct procedures in order to produce rational decisions, which is why the implementation of the curriculum is still in doubt. However, the study

concluded that most school administrators were unaware of the importance of the local community in school affairs, which was why parents and the local school community were largely excluded from key decisions like planning for teaching, learning, and assessment. If, however, parents were included, they could help the school combat school dropout, prevent low classroom student attendance, and the provision of teaching and learning materials in terms of labour and material.

Recommendations

This study recommends the Ministry of Education, Science and Technology (MoEST) to continue its efforts to recognise the significance of having school leaders who have received training in both practical and theoretical domains. Since a well-prepared school leader understands the benefits of utilising the proper decision-making practices when planning for teaching, learning, and assessment. The study further recommends local authorities in Tanzania, who are in charge of supervising community-based secondary schools, to regularly plan workshops and seminars to help newly appointed heads of schools become familiar with their daily responsibilities. Additional local quality assurance offices should frequently examine and evaluate the heads of schools. They should also provide feedback to all parties involved in the education system and offer rescue practises whenever a problem is found. Thus, by doing so, the practises for implementing the curriculum would be improved, and it would be ensured that secondary students admitted to community-based schools receive the best education possible, which is in line with the Tanzanian government's intended goal when community-based secondary schools were established since 2006.

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Appendix 1
Interview schedule for District Educational Officers (DEO), teachers, parents and Quality Assurers (QA)

1. What are the importance for the head of your school collaborates with different school stakeholders in decision-making process pertaining teaching and learning and assessment matters?

2. Does the head of your school continually search for alternative solutions to problems with teaching, learning, and assessment in collaboration with significant stakeholders like parents? If yes, or if no, please explain.

3. Why it is thought that the school head should select the best alternative solutions to school problems and engaging in the implementation by working with significant school stakeholders.

4. Do you think it is essential for a school head to regularly review and evaluate the decision-making process? If you answered yes or no, please explain why.

5. It is commonly claimed that making decisions should be done in stages; could you help explain this?

6. Do you think it is important for a school's head to continuously follow the existing Tanzania's education and training policy while making decisions? If either yes or no, please explain.