



The Influence of School Heads' Monitoring Practices on the Implementation of Competence-Based Curriculum in Public Secondary Schools in Nyamagana District, Mwanza-Tanzania

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Abstract : This study assesses the influence of school heads' monitoring practices on the implementation of Competence-Based Curriculum in public secondary schools in Nyamagana district, Mwanza-Tanzania. The study employed a mixed research approach with an explanatory sequential design. The study employed the sample size of 93 teachers, 7 school heads, 5 QAOs, 4 WEOs, and 1 DSEO. Moreover, the study collected data through questionnaires and semi-structured interviews. Quantitative data was analysed using SPSS version 26, employing descriptive statistics like frequencies and percentages, while qualitative data was thematically analysed to identify recurring patterns. The study found that school heads' monitoring practices such as classroom visits, lesson plan reviews and follow-ups positively influence CBC implementation, but these practices are applied inconsistently across schools in Nyamagana district. Teachers prefer structured monitoring methods like inspection and coercive oversight, though some also value supportive and participatory leadership approaches. The study concludes that effective CBC implementation in Nyamagana public secondary schools depends on strengthening and balancing school heads' monitoring practices. Therefore, school heads should adopt consistent, supportive and systematic monitoring strategies, including regular classroom visits, actionable feedback and delegated responsibilities to senior staff. Education authorities should enhance leadership training and provide adequate resources to support effective curriculum monitoring and delivery.

Keyword : School Heads, Monitoring Practices, Implementation, Competence-Based Curriculum

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INTRODUCTION

Competence-Based Curriculum (CBC) implementation in public secondary schools effectiveness depends on school heads' monitoring practices, which play a central role in guiding teachers to more student- and competency-focused pedagogy. Across the world, nations like England have moved away from rigorous inspection practices towards helpful and developmental monitoring practices that are focused on mentoring, empowering teachers and professional growth (Ventista & Brown, 2023; Haberlin & Burns, 2024). Similarly, Turkish education reforms are centered on mentoring and feedback instead of compliance, but inadequate monitoring training for school leaders continues to hamper successful alignment with CBC values (Erani & Baris, 2022; Altnok, 2024). Such examples demonstrate how well-trained, high-level, supportive leadership, implemented through regular and structured monitoring can aid in curriculum implementation by encouraging active learning and teacher development.

In several African countries, the role of school heads in monitoring has proven crucial to the effective implementation of the CBC, though success varies based on systemic support. In Uganda, notable progress has been achieved through the capacity building of school leaders to provide continuous feedback, coaching and classroom observation, which has improved teachers' adoption of learner-

centered methods (Nabimanya & Ssenkusu, 2023). The shift from a traditional inspection model to a partnership-based monitoring approach has underscored the importance of structured feedback and consistent monitoring. Similarly, Kenya has embedded monitoring into Continuous Professional Development (CPD) programs, enabling school heads to mentor, observe and support teachers throughout the academic year, thereby strengthening curriculum delivery (Yusuf & Ahmed, 2022). In contrast, Nigeria and Ghana continue to face significant obstacles, including high pupil-teacher ratios, limited training, inadequate funding and lack of effective monitoring tools, all of which result in irregular observations and weak feedback systems that hinder CBC implementation (Akinyele & Olorunsola, 2020; Uwaleke, 2021; Anane-Boahen, 2020; Adjei, 2021). These disparities highlight the critical need for investment in school leadership training and systemic monitoring structures to ensure CBC goals are effectively realized across the continent.

In Tanzania, CBC monitoring activities have moved towards reinforcing support, innovation and student engagement (Kira & Komba, 2020; Mwesiga & Okendo, 2018). While the government promotes participatory monitoring through education officials and school principals, systemic challenges such as limited teaching materials, large class sizes and poor

training limit effective classroom monitoring (Komba & Mwandani, 2023). These limitations, common to most countries in Africa, highlight the need for pragmatic reforms such as targeted investments in leadership development and school-level monitoring systems to ensure consistent and meaningful CBC implementation.

In Nyamagana District, variability in the monitoring practices of school heads was discovered within this study. Whereas some school leaders monitor actively and review professional documents, others struggle with heavy administrative loads and lack adequate training in monitoring (William & Ligembe, 2022). Teachers reported irregular monitoring, minimal follow-ups, and poor feedback factors that undermine the effective implementation of the Competency-Based Curriculum (CBC) (Scallion & Tangi, 2025). The problem, therefore, lies in the inconsistency and inadequacy of school heads' monitoring practices, which hinder effective CBC implementation and negatively affect teacher performance and student learning outcomes. Teachers prefer direct inspection with clear expectations but also value supportive models of monitoring. These findings resonate with broader African trends and affirm the need for a balanced approach. For CBC to function effectively in Nyamagana and similar districts, there is a need for strengthened school leadership

through targeted training, systematized feedback systems, and a blended monitoring model that combines accountability with mentorship, ultimately improving teacher performance and student learning outcomes as suggested by Altnok (2024). Therefore, this study aimed to assess the influence of school heads' monitoring practices on the implementation of CBC in public secondary schools in Nyamagana District in Tanzania.

Theoretical Review

The paper employed Transformational Leadership Theory, introduced by James V. Downton in 1973. The theory emphasizes leaders' ability to inspire, motivate and support followers to exceed expectations through trust, ethical values and shared vision. The theory assumes that leaders and followers grow together by promoting innovation, collaboration, and meaningful change. Its strength lies in fostering motivation, creativity and professional growth, which are vital for educational reform like the CBC. However, a weakness of the theory is its reliance on the personal charisma of leaders, which may affect consistent implementation. In relation to the influence of school heads' monitoring practices on the implementation of CBC in public secondary schools, the theory is relevant as it underscores the importance of visionary leadership in guiding, motivating and supporting

teachers through regular monitoring and feedback, thereby enhancing the successful implementation of CBC.

EMPIRICAL LITERATURE REVIEW

The reviewed literature highlights a variety of approaches to studying school leadership, monitoring and curriculum implementation across different contexts. Tahirsylaj (2020) utilized data from PISA (2009, 2012, and 2015) in 12 OECD countries to analyze trends in Teacher Monitoring Methods (TMMs) and their relationship with student performance. The findings reveal an increase in teacher control and a greater reliance on internal monitoring methods, such as principal observation and peer evaluations, rather than external inspector visits. While this study employed hierarchical linear modeling within a quantitative framework, this paper builds upon this by incorporating mixed methods and Transformational Leadership Theory to better understand how school heads' practices influence CBC implementation in Tanzanian public secondary schools.

Studies conducted in African contexts also offer valuable insights. Mensah (2022) in Ghana found that monitoring is primarily regulatory rather than developmental, limiting its effectiveness in improving curriculum delivery. His study, based on a smaller sample and using convenience sampling and observation tools, contrasts with the current study's use

of purposive and random sampling and interviews and questionnaires. Similarly, Akinyemi and Nkonki (2021) focused on how Nigerian principals support professional development within communities of practice. While their qualitative study reveals the principals' active support and encouragement, this paper offers a broader focus on CBC supervision practices, going beyond just professional support.

In Kenya, Metuo (2014) examined the role of school leaders in monitoring curriculum delivery, focusing on the influence of assessments and classroom supervision. Both studies used descriptive survey designs and highlighted gaps in principal involvement and monitoring. However, the current study differs by applying a Transformational Leadership lens and adopting an explanatory sequential mixed-methods approach to explore how monitoring practices support CBC. Francis (2020) similarly found limited principal oversight as a key barrier to curriculum implementation, especially in using professional records and supervising learning materials. In this paper we build on these findings by integrating both qualitative and quantitative data to provide a deeper understanding of school heads' roles.

In the Tanzanian context, Lema and Otieno (2022) and Marco (2023) examined supervisory practices and M&E in primary and secondary

schools, identifying improvements in academic outcomes through effective supervision. However, these studies lack a specific focus on CBC or use limited sampling designs. Mlenge et al. (2025) provided valuable qualitative insights into CBC implementation strategies but emphasized resources and community support over supervision. In contrast, this paper specifically investigates how supervision practices influence the implementation of CBC in public secondary schools in Nyamagana district, using Transformational Leadership Theory and a robust mixed-methods approach to provide a more holistic and context-specific understanding.

METHODOLOGY

This paper employed a mixed-methods approach with an explanatory sequential design. A total sample of 110 participants was selected from a population of 1,358, including 93 teachers, 7 school heads, 5 Quality Assurance Officers (QAOs), 4 Ward Education Officers (WEOs), and 1 District Secondary Education Officer (DSEO). Simple random sampling was used to select teachers and QAOs, while purposive sampling was employed for school heads, WEOs and the DSEO due to their leadership roles. Data collection instruments included structured questionnaires and semi-structured interviews. The validity of instruments was ensured through expert review for content and face

validity, while reliability was confirmed through a pilot study yielding a Cronbach's alpha of 0.7, and qualitative trustworthiness was established via credibility, transferability, dependability and confirmability. Quantitative data was analysed using SPSS version 26, employing descriptive statistics like frequencies and percentages, while qualitative data was thematically analysed to identify recurring patterns. Ethical considerations included obtaining institutional and governmental permissions, informed consent, data confidentiality, transparency in reporting, and proper citation using APA 7th edition, ensuring the study upheld academic integrity and participant rights.

RESULT AND DISCUSSION

This section presents, interprets, and discusses the findings of the study based on the research objectives. The analysis focuses on data collected from school heads, teachers, and education officers in public secondary schools.

School Heads' Monitoring Practices in the Implementation of CBC

The researchers assessed school heads' monitoring practices in the implementation of CBC in public secondary schools. They determined school heads monitoring practices through; showing the teachers' responses to 5-likert scale statements that teachers were required to indicate whether they 1-strongly agree, 2-agree,

3-undecided, 4-disagree or 5-strongly disagree concerning monitoring practices which school heads apply in different public secondary schools and showing the type of supervision (monitoring) that teachers prefer most for effective implementation of CBC.

Teachers' Response on Monitoring Practices in the Implementation of CBC

This first part to be discussed in this paper. The researchers were interested in evaluating the monitoring practices that school heads apply during the implementation of CBC in public secondary schools. The responses are presented in Table 1.

Table 1.
Teachers Responses Concerning Monitoring Practices in the Implementation of CBC (n=93)
Key: 1-strongly agree, 2-agree, 3-undecided, 4-disagree, 5-strongly disagree

Items	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
The school head regularly monitors CBC implementation by visiting classrooms	19	20.4	46	49.5	9	9.7	18	19.3	1	1.1
Monitoring by the school head improves CBC teaching	16	17.2	55	59.1	14	15.1	6	6.5	7	7.5
The school head ensures adherence to CBC goals	19	20.4	46	49.5	1	1.1	20	21.5	12	12.9
The school head follows up the issues(lesson preparation, schemes of work, proper use of teaching and learning	24	25.8	31	33.2	1	1.1	10	10.8	23	24.5

materials) identified during monitoring	1	14	2	31	1	15	2	25	1	1
Monitoring is conducted consistently throughout the academic year	3		9	.2	4	.1	4	.8	3	4
The school head checks participatory practices and provides feedback on teachers' professional documents (scheme, lesson plan, log book)	1	19	3	35	1	10	2	25	8	8
	8	.4	3	.5	0	.8	4	.8		6

Source: Field Data (2025)

Table 1 presents teachers' responses concerning monitoring practices in the implementation of CBC.

Regular Monitoring of CBC Implementation by the School Head

The result shows that most respondents agreed that their school heads regularly monitor the implementation of the CBC. Specifically, 46 respondents (49.5%) agreed, and 19 respondents (20.4%) strongly agreed. However, 17 respondents (18.3%) disagreed, 1 respondent (1.1%) strongly disagreed, and 9 respondents (9.7%) were undecided. This suggests that while many teachers see active monitoring by school heads, a significant number feel that it is either lacking or inconsistent. The school head plays an important role in ensuring the success of CBC. However, the mixed responses show that monitoring is not happening equally in all schools. Strengthening regular monitoring could improve

implementation. Likewise, one of the school heads said during interview:

"I make sure I observe CBC implementation at least twice every term. I also check teachers' lesson plans every week to make sure they follow CBC guidelines. However, because of my busy administrative work, it is sometimes hard to visit every classroom regularly. When I am not available, I ask senior teachers and department heads to help with monitoring" (Interviewee school A, HoSS 2, July 2025).

This response shows that the school head values CBC monitoring but faces challenges due to competing responsibilities. While efforts are being made including delegation, lack of consistent may contribute to the perception among teachers that monitoring is inconsistent. Strengthening delegation systems and scheduling regular classroom visits could help improve the monitoring process and ensure uniform CBC implementation across all classes. This agrees with Mensah (2022) study which found that school monitoring often focuses more on enforcing rules than on developing staff, which affects how well the curriculum is implemented. Mensah suggests the use of performance appraisals, better coordination among departments, and regular classroom observations to improve the process. This also supports the idea of using a Transformative Leadership Theory that focuses on improving staff and school practices.

Monitoring by School Head Improves CBC Teaching

When asked whether monitoring improves CBC teaching, 52 respondents (55.9%) agreed and 15 respondents (16.1%) strongly agreed. A smaller number, 13 respondents (14%) were undecided while 6 (6.5%) disagreed and 7 (7.5%) strongly disagreed. Most teachers believe that when the school head monitors their work, it positively affects how CBC is taught. This shows that school leadership can directly influence the quality of teaching and learning. Moreover, one of the interviewees indicated:

"Effective monitoring by school heads is essential for the successful implementation of CBC. When teachers know their work will be reviewed, they tend to prepare better and apply CBC strategies more seriously. We encourage school heads to offer constructive feedback that guides improvement, not just criticism. Regular monitoring also helps us identify training needs and allocate support where it is most needed" (Interviewee, DSEO, July 2025).

This highlights that school head monitoring not only influences teacher performance but also supports broader system-level planning. When done well, monitoring motivates teachers, improves lesson delivery and ensures accountability. It also serves as a tool for identifying gaps in teacher capacity, which can be addressed through

targeted professional development. This aligns with the teachers' view that leadership involvement enhances CBC teaching. Likewise, Akinyemi and Nkonki (2021) found that principals give moral and physical support, encourage teamwork, and supervise learning by overseeing meetings and making sure tasks are done. This also fits with the idea of a Transformative Leadership Theory that focuses on supporting and developing teachers and school processes.

School Head Ensures Adherence to CBC Goals

Teachers were also asked whether the school head ensures that CBC goals such as critical thinking, real-world learning and student-centered approaches are followed. 43 respondents (46.2%) agreed, and 18 (19.4%) strongly agreed. Meanwhile, 19 (20.4%) were undecided, 12 (12.9%) disagreed and 1 (1.1%) strongly disagreed. A majority of teachers feel that their school heads help them stay focused on CBC goals. However, the relatively high number of undecided responses shows that some teachers may not be sure about how well these goals are being followed in practice. Similarly, during the interview, one of the respondents said:

"One of the key responsibilities of the school head is to ensure that CBC goals like critical thinking, creativity and learner-centered teaching are fully integrated into classroom practices. We expect

heads to lead by example and guide teachers through regular discussions, lesson plan reviews and classroom observations. In some schools, however, this alignment is not consistent, often due to lack of training or follow-up. We are working to strengthen capacity building and accountability at the school leadership level" (Interviewee WEO1, July 2025).

This shows the view that school heads play a central role in upholding CBC goals, but also acknowledges that inconsistencies exist. While many teachers recognize the efforts of their school heads, the number of undecided and disagreeing responses may stem from lack of clear guidance or visibility of CBC goals in daily teaching. Strengthening leadership training and increasing oversight could help ensure that all school heads actively promote and monitor adherence to CBC objectives. This aligns with Otieno and Magoma (2022) who demonstrate that principals' active monitoring significantly influences school performance despite inconsistencies. The implication is that targeted investment in leadership capacity building and accountability frameworks is critical for realizing the full benefits of CBC as effective school leadership directly impacts curriculum delivery and student outcomes.

Follow-up Issues Identified during Monitoring

From this statement, 29 respondents (31.2%) agreed and 23 (24.7%) strongly agreed that school heads follow up issues identified during monitoring. However, 22 (23.7%) disagreed, 9 (9.7%) strongly disagreed, and 10 (10.8%) were undecided. This mixed feedback suggests that even if monitoring is happening, follow-up actions are not always taken. Without proper follow-up, it is difficult to improve teaching practices and solve ongoing challenges. Meanwhile, the interview response from one of the interviewees is quoted:

“Monitoring without follow-up is incomplete. After identifying gaps during supervision, school heads are expected to offer guidance and support to help teachers improve. Unfortunately, some school heads stop at observation and fail to take action, often due to time constraints or lack of clear follow-up plans. We are now emphasizing the importance of actionable feedback and ongoing support during our training sessions for heads of schools” (Interviewee QAO, July 2025).

This confirms that follow-up is a critical yet sometimes neglected part of the monitoring process. While many school heads do follow up, the inconsistency highlighted by teacher responses may result from systemic challenges such as workload or inadequate planning. Ensuring that school heads are trained and held

accountable for follow-up actions is essential to improving teaching quality and addressing challenges in CBC implementation. Supporting this, Metuo (2014) reveals that although most head teachers review teachers' work records at least once a month, the majority only check students' lecture notes once per term, and many have never requested peer observations of teaching. These findings imply a need for more structured and regular follow-up practices to enhance instructional supervision and ultimately improve curriculum delivery.

Consistency of Monitoring Throughout the Academic Year

Regarding whether monitoring is done consistently across the academic year, only 29 respondents (31.2%) agreed and 13 (14%) strongly agreed. In contrast, 24 respondents (25.8%) disagreed, 13 (14%) strongly disagreed, and 14 (15.1%) were undecided. This response indicates that many schools do not monitor CBC teaching regularly. Inconsistent monitoring can make it harder to track progress and maintain quality teaching throughout the year. Otieno and Magoma (2022) assert that principals' active monitoring significantly influences school performance, despite inconsistencies in implementation. From the perspective of Transformative Leadership Theory, consistent monitoring is essential because transformative leaders motivate and empower staff to engage continuously

with curriculum goals, embedding accountability and improvement into daily practice. Therefore, inconsistent monitoring may reflect gaps in transformational leadership, indicating the need for school heads to strengthen their leadership practices to ensure sustained oversight and support for CBC implementation.

Feedback on teachers' lesson plans

When asked whether school heads check and give feedback on lesson plans, 33 respondents (35.5%) agreed and 18 (19.4%) strongly agreed. However, 24 (25.8%) disagreed, 8 (8.6%) strongly disagreed, and 10 (10.8%) were undecided. While some teachers receive support and feedback from school heads, others do not. Lack of feedback can affect planning quality and limit opportunities for professional development. Furthermore, one of the interviewees added:

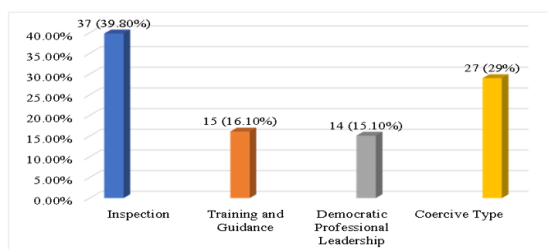
"I review lesson plans at the start of every week to ensure they align with CBC requirements and learning outcomes. When time allows, I provide written or verbal feedback, especially if I notice areas for improvement. However, due to workload, I may not be able to give feedback to every teacher consistently. I'm now working on involving heads of departments to assist in reviewing and supporting lesson planning" (Interviewee school B, HoSS 4 July 2025).

This response illustrates that while school heads recognize the importance of reviewing lesson plans,

practical challenges like limited time affect consistency. The variation in teacher responses likely reflects differences on how schools manage this task. Involving departmental leaders in the feedback process could ensure more consistent support, leading to better lesson quality and more effective CBC implementation. Supporting this, Metuo (2014) states that although most head teachers review teachers' work records randomly at least once a month, the majority only checked students' lecture notes once per term, and many had never requested peer observations of teaching. From the perspective of Transformative Leadership Theory, effective leaders inspire collaboration, shared responsibility and continuous professional development among staff. By fostering a culture of collective accountability through departmental involvement, school heads can ensure more systematic lesson plan review and instructional improvement which are critical for sustaining curriculum goals.

Types of Monitoring that Teachers Preferred for Effective Implementation of CBC

This is the second aspect in the discussion. The researcher intended to look at the types of monitoring that teachers prefer for effective implementation of CBC. Teachers provided their responses and they are presented in figure 1.



Source: Field Data (2025)

Figure 1.

Teachers' Response on Types of Supervision (Monitoring) that Teachers Preferred for Effective Implementation Of CBC (N=93)

The figure 1 presents teachers' preferences for different types of supervision (monitoring) to effectively implement the CBC. A large number of respondents prefer inspection as their main supervision method. Specifically, 37 (39.80%) favor inspection because it involves direct observation, checking their work and giving feedback. This method helps teachers stay on track with implementing the CBC and ensures they follow the set standards. Another supervision style that some teachers prefer is coercive supervision, with 27 respondents (29%) choosing it. Coercive supervision involves strict oversight, which teachers might find effective for making sure they meet expectations and follow rules strictly. Additionally, one interviewee argued:

"Inspection gives me a chance to directly observe teaching, assess lesson plans and provide real-time feedback. Most teachers respond well to this approach because it keeps them accountable and encourages them to maintain high standards. I've noticed that when

teachers know I might inspect their lessons, they come better prepared. However, I try to make these inspections supportive rather than intimidating" (Interviewee school C, HoSS 3, July 2025).

This aligns with the teachers' preference for inspection. It shows that when inspection is done regularly and constructively, it encourages teachers to prepare better and stay committed to CBC standards. The emphasis on making inspections supportive also suggests that positive supervision rather than fault-finding can promote a more professional and motivated teaching environment. However, Francis (2020) reveal that most principals do not adequately supervise curriculum implementation. Additionally, principals are often denied access to teachers' professional records, and educators reported that the majority of principals rarely provide oversight of educational materials. These findings highlight the need to shift supervision practices towards more transparent and supportive models that can effectively enhance curriculum delivery.

Meanwhile, another interviewee added:

"It is interesting that some teachers prefer coercive supervision. It shows they associate strict monitoring with improved performance. While structure and discipline are important, we encourage school heads to balance firmness with support. Effective

supervision should build trust and help teachers grow not just enforce compliance" (Interviewee WEO 4, July 2025).

This highlights the need to balance control and support in supervision. The preference for coercive supervision by some teachers may stem from a desire for clearer expectations and accountability. However, the response points out that overly strict approaches can discourage open communication. A more balanced supervision model firm but supportive fosters both discipline and professional growth, improving the quality of CBC delivery. Mlenge et al. (2025) found that head teachers support CBC implementation through in-service training, provision of teaching materials, improved learning environments and strengthened school-community relationships. Nonetheless, challenges such as resource shortages, overcrowded classrooms and a lack of qualified teachers hinder consistent progress. From the perspective of Transformative Leadership Theory, effective leaders empower teachers, build trust and cultivate a shared vision. By applying such leadership practices, school heads can provide structured yet supportive supervision that motivates staff while addressing systemic challenges in CBC implementation.

On the other hand, fewer teachers prefer less direct forms of supervision. Training and guidance are selected by only 15 teachers (16.10%),

suggesting that many teachers may not see this approach as enough to support their teaching or may prefer more active supervision. Democratic professional leadership is favored by 14 teachers (15.10%), indicating that some teachers, value supervision that involves collaboration, participation, and shared leadership. Generally, the data show that teachers prefer supervision methods that include direct checking and some level of strict oversight, but there is also a desire for supportive and participatory leadership styles to help them to effectively implement the CBC. In addition, one interviewee argued:

"While many teachers prefer inspection and stricter forms of supervision, I believe training and democratic leadership are just as important. I try to create an environment where teachers feel free to share their challenges and take part in decision-making. However, some teachers still expect close oversight to stay on track. My goal is to balance support with accountability so that every teacher feels both guided and empowered " (Interviewee, School D, HoSS 7, July 2025).

This highlights a key leadership challenge balancing strict supervision with participative and supportive approaches. Although fewer teachers prefer training and democratic leadership, these methods are essential for long-term professional growth and teacher ownership of the CBC process. The mixed preferences among teachers

suggest that school heads should adopt a flexible leadership style, using both directive and collaborative strategies to meet the diverse needs of their staff and improve CBC implementation effectively. Likewise, Mlenge et al. (2025) support this by showing that head teachers advance CBC through in-service training, improved school-community relationships, and better learning environments approaches aligned with participative leadership. However, the study also acknowledged ongoing challenges, such as overcrowded classrooms and resource shortages, which may require more directive leadership interventions. A flexible, context-sensitive leadership model can therefore help navigate these complexities while empowering teachers to deliver the CBC effectively.

CONCLUSIONS

The study concluded that school heads play a significant role in the implementation of the CBC through various monitoring practices such as classroom visits, lesson plan reviews, and follow-up actions. However, the study also found that these practices are not applied consistently across all schools. While many teachers acknowledged the positive impact of school head monitoring on CBC implementation, challenges such as limited time, inadequate follow-up, and inconsistent feedback were identified. Furthermore, the study revealed that teachers prefer more structured forms of supervision like

inspection and coercive oversight, although some value supportive and participative approaches. These findings suggest that effective CBC implementation requires a balanced and flexible leadership approach grounded in transformative leadership principles.

Recommendations

To enhance the effective implementation of the CBC in public secondary schools, it is recommended that school heads strengthen their monitoring practices by adopting a more consistent, systematic, and supportive approach. This should include regular classroom visits throughout the academic year, timely and constructive feedback on teachers' professional documents, and diligent follow-up on issues identified during supervision to ensure continuous improvement. School leadership training programs should emphasize transformative leadership skills that balance firm accountability with collaboration, motivation, and capacity building. Additionally, school heads should delegate monitoring responsibilities effectively to senior teachers and department heads to manage workload challenges, ensuring that monitoring is comprehensive and sustained. Furthermore, fostering a culture of participatory leadership and professional development will empower teachers to take ownership of CBC goals while maintaining high standards through transparent and

constructive supervision. Policy-makers and education stakeholders should also provide adequate resources and support to schools, including training, teaching materials, and manageable teacher-student ratios, to facilitate this enhanced leadership role and ultimately improve the quality and consistency of CBC delivery.

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Investigation: All Authors ;

Writing – original draft preparation: All Authors ;

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Writing—review and editing: All Authors ;

Visualization: All Authors ;

All authors have read and agreed to the published version of the manuscript.