



THE OPINIONS OF EDUCATION STAKEHOLDERS IN THE TABORA REGION ON STRATEGIES FOR IMPROVING DECISION-MAKING IN TANZANIA'S COMMUNITY-BASED SECONDARY SCHOOLS

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Abstract:

Background: Heads of schools make decisions on a daily basis that determine the extent to which curriculum is implemented. Those daily decisions, in a big extent, determine a school's success or failure in the curriculum implementation process. **Objectives:** The focus of this research was to find out what education stakeholders in the Tabora region thought about strategies for improving decision-making in Tanzania's community-based secondary schools. **Methodology:** Quantitative approach and survey research designs were used in the study. The information was gathered from 140 people using a questionnaire research tool. Heads of secondary schools, teachers, parents, Quality Assurers (QA) and District Education Officers (DEO) are among the respondents. **Findings:** The study findings found participatory decision-making procedures, adherence to the country's education and training policy and having an effective mentorship and pedagogical leadership programmes in schools as the main strategies to follow in order to improve decision-making in schools. The collected findings confirm the claim of the study's informant, a decision-making theory, making the important proclamation that for decision-making procedures to be effective, they must proceed step-by-step and involve a range of essential stakeholders from the outset to the conclusion. **Recommendations:** The study recommended that heads of schools should adopt a participatory decision-making process, adhere to Tanzania's education and training policy standards, and establish effective mentorship and pedagogical leadership programmes in schools.

Keywords: education stakeholder, decision making, community-based secondary schools

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1. Introduction

Making decisions from a variety of options in order to achieve the desired result is known as decision making (Jamal, 2012). Determining the nature of a problem and selecting from the possible alternatives are both steps in the decision-making process. Choosing among a variety of competing possibilities is another aspect of it. As a reason, there must be a variety of options from which to choose the best course of action and most importantly, a problem must exist before a decision is made (Okumbe, 1998). Decision-making is one of the major considerations that any school leader should do on a daily basis. To be successful in their leadership roles, school leaders must improve their decision-making, knowledge and skills, as well as their understanding of themselves, their values, and their abilities (Gerald, 2011). The main responsibility of a leader in schools, like in other non-educational institutions, is to make daily decisions in order to ensure effective curriculum implementation. One of the main responsibilities of educational leadership is making decisions. In an educational institution, decisions are made regarding such significant issues as the distribution of limited teaching and learning resources, student enrolment, employment of teaching and non-teaching staff, the introduction of a new curriculum or curriculum reform, student and staff discipline, staff training, and techniques for enhancing pedagogy and educational research. To increase teaching and learning effectiveness, educational leaders must be familiar with the basic organisational decision-making procedures (Okumbe, 1998). The success or failure of a school's curriculum implementation is intimately related to the leader's decision-making strategies (Herman and Michael, 2009). Because decision-making strategies are so important and have such a large impact on school operations, it is recommended that school leaders should have deep knowledge of rational decision-making strategies because decision-making for any head of a particular school, is a way of life (Jovinna, 2006). The education stakeholders such as parents, teachers, students and the surrounding communities of schools expect the heads of schools to adopt decision-making strategies that are effective in guaranteeing the achievement of curricular objectives.

This study aimed to find out what education stakeholders in the Tabora region thought about strategies for improving decision-making in Tanzania's community-based secondary schools, in order to uncover the current practises among heads of community-based secondary schools and propose strategies for improving school-based decision-making for effective curriculum implementation. According to United Republic of Tanzania (1995), community-based secondary schools in Tanzania are those that are owned by a local community or that are owned by an institution on behalf of a community. Throughout this case, community-based secondary schools in Tanzania were primarily established by the government with the help of local communities at the ward, division or district levels to improve lower secondary education and thus ease access to education among residents in local areas in Tanzania's mainland (Machumu, 2011).

With the establishment of community-based secondary schools on Tanzania's mainland, the Tanzanian government expects that a large number of standard seven leavers will have the opportunity to continue with ordinary level secondary education, in which students will develop competencies in accordance with the pre-determined curriculum for that level. Unfortunately, these schools' curriculum implementation practises are not very successful. According to a study by HakiElimu (2017), Caroli (2018), Jonas (2014) and Mlacha (2019), since the establishment of community-based secondary schools in Tanzania, students' performance in national based exams, specifically Form Four Certificate of Secondary Education Examination, has been declining year after year, making curriculum implementation in these schools questionable because the examination is the primary tool used to measure the effectiveness of the curriculum implementation in Tanzania. Even though unsatisfactory curriculum implementation is tightly tied to school decision-making strategies, this study aimed to identify appropriate decision-making strategies which can be used by school leaders in order to improve curriculum implementation practises in community-based secondary schools. As a reason, the goal of this study was to find out answers to the question:

- What are strategies for improving decision-making in community-based secondary schools in Tanzania?

2. Literature review

Decision-making is an important component of school administration and any other organisation.

As a response, educational leaders at all levels make decisions on how to set goals, plan, organise, coordinate and govern the educational process. Without making important decisions for themselves, their groups and their schools, school leaders are unable to administer (Gerald, 2011).

Herman and Michael (2009) assert that the quality of a school leader's decision determines his or her performance and worth to the school. As a consequence, management ability is frequently associated with the art and science of making decisions. In a nutshell, in order for any institution, such as a school, to survive, decisions must be made at some point. Therefore, in a school, decision-making is the process of identifying options and choosing one to solve a problem or realize an opportunity. The decision-making process begins with the recognition of a problem or issues worth examining, and then moves via data collection, identification of the true situation, development of alternatives, and evaluation of the final, implemented and regulated choice (Kenned, 2011). Furthermore, Lopez (2013) observed that rational decision-making was seen when schools followed the five steps. The first step is to decide what you want to achieve, which is vital in the decision-making process. The second stage is to gather relevant information, which comprises examining the available data and then making efforts to obtain any missing but critical data on the subject at hand. The third stage is to produce alternative solutions, which the leader should be able to do in a systematic manner until one is found.

The fourth stage, which should be regarded as part of the broader process, is to put the decision into action. The fifth stage is to analyse the decision, and the mind easily moves from the point of decision to the point of no return, where the leader can always backtrack if early signs show that he or she lacks all of the necessary information.

The participatory decision-making process in schools was also found to be viable especially when decision-making is supposed to take place in uncertain situations. Lomaliza and Anastazia (2011) suggest that challenges that recur regularly and are full of uncertainty may necessitate the use of a participative decision-making strategy by a school leader, while regulations, particular policies and standard operating procedures of schools are commonly used to solve problems with a high degree of certainty. Furthermore, because it is excellent for handling non-repetitive tactical or unique challenges, the participatory decision-making procedure in school is frequently used anytime a non-programmed decision is necessary. If every decision should be made separately by analysing and evaluating the nature of each problem, if every decision is different and there is no consistency if such decisions are for solving complex problems, and if such decisions require judgement in each case separately, participatory decision-making strategies can be implemented in schools (Lubengula and Aistein, 2009). Merisiana (2009) concluded participatory decision-making approaches are logical since they generate more full information and knowledge by pooling the resources of numerous individuals. It can add greater diversity to decision-making processes and increase the diversity of viewpoints, allowing for more methods and options to be explored. In line with that, Michael (2012); Ruane (2011); and Willing, (2009) stress that in uncertain conditions, participatory decision-making strategies are constantly superior to individual decision-making strategies. Whenever the question of whether a single person or a participatory decision-making process is superior is raised. The best response is that it depends because there are times when individual decisions are best handled because there are previously defined regulations on what to do, how to do it, when to do it and who should do it (Wellington and Michael, 2019).

Furthermore, as per Scott (2011), following a country's education and training policy in regards to curriculum implementation can assist school leaders in achieving a country's desired educational aim. According to Tracy (2001), education and training policies are guidelines designed to assist school leaders in making significant decisions that would ensure successful curriculum implementation in schools. It includes guidelines on how students are educated, what they are educated about, and how schools manage students and staff. Making decisions in schools on the country's education policy is significant since it aids in the establishment of operational procedures, the creation of quality standards for learning and teaching, as well as the establishment of expectations and accountability. Schools would be unable to provide the structure and function necessary to meet children's educational requirements without it (Orlich, 2013). Moreover, Anthony (2005) claims that when school leaders' decision-making strategies are linked to a country's education policy, successful decision-making can occur. Thus,

school decision-making strategies that are in line with education and training policy can benefit all education stakeholders.

Apart from that, successful decision-making among school leaders depends on effective mentorship for new school heads. In the past ten years, numerous research has been conducted on the effectiveness of mentoring as a kind of professional assistance for new teachers and school administrators (Klasen and Clutterbuck, 2002). Everyone's first few years in a vocation are really difficult. People may have anxiety because they are unsure of what they will face when they start their new jobs (Cowan, 2006). Being at the top of the educational hierarchy makes things a little more challenging for incoming school heads (Meyer and Mabosa, 2007). In conclusion, if they do not have mentors, new leaders will have a harder time than beginning teachers finding peer support and aid to be effective as beginning professionals.

New school leaders either feel eager, enthusiastic and impatient to start their jobs, or they feel stressed, anxious and/or reluctant about the work. This depends on the type of setting they might experience at school. Finance, staff, student-parent connections and school administration duties are all potential trouble spots for a new school leader. Headteacher candidates must be well prepared before holding a leadership role in order to be able to handle all of these issues. Headteacher candidates can get the requisite administrative abilities through mentoring (Yirci, 2009).

It is obvious that today's school leadership entails more than merely overseeing the institution itself.

Because of this, mentorship is crucial to helping new school leaders build their instructional leadership skills, which is a crucial concern for governments and policymakers. Mentoring, when used to train new school leaders for professional growth, provides significant benefits to all parties involved. According to studies, many newly appointed school leadership positions experience many challenges in their first year of work, which causes them to feel alone and overwhelmed by their various obligations. The new school leaders who are paired with an experienced mentor, nevertheless, claim that they receive professional support about their concerns from the mentor and that this helps them overcome this difficult period more easily than those who do not have mentors (Jonathan and Kerr, 2012). Everyone involved in mentoring mentees, mentors, supervisors, and the school where they work gains from the practise. Mentors offer mentees the chance to learn from someone who has travelled the same path as them. Benefits for new school administrators and personal and professional benefits are two perspectives from which to assess the mentorship program's advantages. Gaining experience on the job, networking, acquiring managerial abilities, and improving communications are all considered professional benefits. Stronger self-confidence, less stress, more motivation and learning are some personal advantages of mentoring (Michael, 2011; Hellen, 2017; Jonathan and Kerr, 2012; Anthon and Thimos, 2007; William and Mosses, 2018).

Generally, effective mentoring for new school leaders is crucial as an approach to enhancing decision-making in schools. To successfully affect positive change in their

school, newly appointed heads of schools need the assistance of other experienced mentor school leaders within the school community. This can be achieved through a structured mentoring programme for school leaders, and new school leaders learn how to lead effective schools in this way.

Meanwhile, it has been found that frequent pedagogical leadership development for school administrators is essential for efficient decision-making in schools. Lambert (2011) asserts that pedagogical leadership is the capacity to exert influence over others and as a result, to guide the school toward a common objective of enhancing students' learning. No formal authority or power is used to exert influence. It also discusses how the standard of instruction provided and the learning outcomes attained by students serve as the foundation of leadership for learning. In order to effectively pursue these goals, management needs to establish settings and conditions that encourage and support regular pedagogical training for teachers and school administrators, which will ultimately lead to better curriculum implementation. Judith and Muijs (2012) assert that creating environments that support teaching, learning and assessment, and school improvement is a key component of pedagogical leadership training. Here, rather than having absolute authority, school leaders play a pivotal role. As per Muijs and Harris (2013), achievement and leadership are shared and sincerely accepted in educational leadership. Instead of being viewed as a collection of duties assigned to one person, school leadership should be seen as a role that may be performed by any member. Finding ways to promote consensus while allowing for critical thought and attention is necessary. To engage the team in the dynamics of the work of a sustained culture of learning and growth, efforts should concentrate on the roles and networks that emerge at school (Mosses and Jovin, 2011). In addition, John et al. (2018) stress that pedagogical leadership and efficient decision-making in a school are closely related. They also stress that this leadership is not based on mandates or impositions, but rather on leading by example and the ability to persuade. A pedagogical notion of leadership, not a technical-functional notion, is required for school development and school as an organic social system. Building a school that learns, or more specifically, a school that advances, is one of the primary educational objectives, according to Mosses and Jovin (2011). Without a question, school leaders play a crucial part in the improvement of the educational system and the development of schools as they are the authorities responsible for motivating, designing and facilitating goals. Change procedures have no chance of being successfully implemented if competent educational leaders are not in charge of the school administration (Muijs and Harris, 2013). Amos and Mery (2017) stress that teaching leadership is fundamentally what pedagogical leadership entails. The enhancement of teaching and learning, participatory school development, and the expansion of the school as a learning organisation are their shared objectives. Teaching leadership is a key tactic in the pedagogical leadership framework for transforming the school into a professional learning organisation. As a result, teaching leadership improves decision-making processes for implementing curriculum and contributes significantly to school development (Evance and James, 2018). Every education stakeholder is expected to play

a substantial role in ensuring that the huge potential for pedagogical leadership to improve the effectiveness of the educational system is fully realised. As such, it is crucial that they are all aware of this potential (Malisa, 2017). Political decisions that ensure that the many stakeholders in the education system are adequately educated and empowered play a significant role in the formation of pedagogical leadership and teaching leadership in educational practise. However, it is already a necessary precondition and a beginning point for it that teachers and school administrators are aware of their influential power, their vital position in educational transformation and the methods of attaining the linked goals (Kenneth, 2001).

Generally, in strengthening traditional educational practises and contribute to effective decision-making strategies in schools, regular training on pedagogical leadership should be conducted on managerial practises for heads of schools on the organisation of school activities and improve performance projects with the participation of various members of the educational community (Lopez, 2013).

3. Theory implication in the study

The decision-making theory was used in this study and acted as a reference for its conclusions. The theory looks at how rational decisions should be made, particularly in situations where there is uncertainty and a range of choices need to be thoroughly understood before making a decision (Armstrong, 2006). The decision-making theory has the following propositions: First, in order to reach a logical conclusion, the decision-making process should incorporate the application of cognition. Second, the participatory process should be taken into account whenever decisions in uncertain situations were to be made. The third assertion is that there isn't a single leadership style that works in every circumstance, as a reason, it is essential that leaders create a range of solutions, from autocratic to consultative. Fifth was that the decision-making process should have followed the seven steps of a rational decision-making model, which are: identifying the problem for the decision, gathering relevant information about the problem, identifying the alternative solutions, weighing the evidence on the alternative solutions, and selecting among the best alternative solutions. The fourth claim was that the decision-maker should review the existing policies that guide the institution that he or she is supervising (Armstrong, 2006). With regards to the claim of decision-making theory, this theory can be applied in schools to enhance decision-making practices for effective curriculum implementation which is why it was used as an informant of this study.

4. Methodology

This study used a quantitative research approach, which involved collecting and analysing data in numerical form. The survey research design was applied, in which the majority of the data was gathered by a single point-in-time self-completion questionnaire. According to Creswell (2014), the research design was employed as a framework for the

methods and procedures selected to effectively tackle the problem being investigated. This study used a quantitative research approach to gather a variety of numerical data that painted a clear image of the viewpoints needed from a larger audience regarding the strategies that may be implemented and applied to enhance decision-making in Tanzania's community-based secondary schools. 140 respondents, scattered throughout seven districts in the Tabora region, provided the data. Additionally, stratified sampling was used to ensure that each population subgroup was properly represented in the sample, which included District Educational Officers (DEO), teachers, parents and Quality Assurers (QA). The survey questionnaire data collection method was also used in this study because it has a relatively low cost per respondent, is beneficial in characterising the characteristics of a big population, and enables respondents to provide a more honest and reliable reply. During the data gathering, surveys were conducted in seven districts in the Tabora region: Tabora Municipality, Urambo, Sikonge, Uyui, Kaliua, Igunga, and Nzega districts. In the data analysis methods, the Likert scale method was also utilised. According to Vagias (2006), a Likert scale is a frequent tool used for assessing changes in attitudes, knowledge, perceptions, values and behaviour. In order to rate their responses to evaluative questions, respondents may select from a sequence of statements on a Likert scale. A Likert scale is utilised because it provides a more comprehensive response than a simple strongly agree, agree, neither/nor agree, disagree, and strongly disagree result. A Likert scale is essential when feedback is supplied from a variety of viewpoints, it assists a researcher in properly understanding it.

5. Presentation of findings and discussion

Opinions on the strategies for enhancing decision-making at Tanzania's community-based secondary schools were obtained from the survey. According to the objective of the study, the research issues were covered by the opinions obtained: the use of participative decision-making strategy; following logical decision-making procedures; observing education and training policy; mentoring new school leaders in an efficient manner and continual development of pedagogical leadership. More details about the strategies for improving decision-making in Tanzanian secondary community-based schools are provided below, along with a discussion of the opinions that have been gathered.

5.1 The use of participative decision-making strategy

Findings about the use of participative decision-making in schools are presented in this subsection.

The respondents were asked about the extent to which they believed participatory decision-making should be used in schools. More detailed data from the respondents are shown in the table below.

Table 1: Participative decision-making strategy

Statement	Scale	Range value	Item description	Frequency (N)	Percent (%)	Verbal interpretation
Schools should frequently use the participatory decision-making strategy.	5	4.50-5.00	Strongly agree	90	64.1	Highly Acceptance
	4	3.50-4.49	Agree	17	12.1	Acceptance
	3	2.50-3.49	Neither/ Nor agree	11	7.1	Moderate Acceptance
	2	1.50-2.49	Disagree	12	8.1	Fairly Acceptance
	1	1.00-1.49	Strongly disagree	10	7	Not Acceptance
Total				140	100	

Source: Field data, (2021).

The majority of respondents (64.1%), as indicated in Table 1, strongly disagreed that schools should frequently adopt the participatory decision-making strategy. Provided how strongly respondents agreed that schools should frequently use participatory decision-making strategies, it is obvious that the majority of educational stakeholders held this belief. If any head of a school wants to succeed in the decision-making process, they must use participatory decision-making strategies. This finding supports the findings of Biden and Orivel (2015), who found that participatory decision-making is a key strategy for bringing together various education stakeholders to discuss what needs to be done, how it should be done and by whom and when. This ensures that decisions made in schools are efficient in the sense that they can improve efficient curriculum implementation. Moreover, these findings also corroborated Creamer and Peter's (2013) assertion that collaborative decision-making strategies are a crucial method that can assist a head of school in gathering a broad range of opinions from various stakeholders regarding what to do with the school's matters.

5.2 Following logical decision-making procedures

The findings on logical decision-making processes are presented and discussed in this subsection. The respondents were asked about their opinions on the necessity of a step-by-step decision-making process. The table below provides more details about the respondents' opinions.

Table 2 shows that almost 70% of respondents strongly agree that decisions in schools should be made in a step-by-step way. These findings show that the majority of education stakeholders strongly advise that step-by-step decision-making be used as a way to enhance decision-making practises in schools. These findings are consistent with Lopez (2013), who revealed that when a decision-making process proceeds step-by-step, there is a high likelihood of success because a decision-maker has the opportunity to think of the options that he or she wants to make.

Table 2: Logical decision-making procedures

Statement	Scale	Range value	Item description	Frequency (N)	Percent (%)	Verbal interpretation
Schools should follow a step-by-step process when making decisions.	5	4.50-5.00	Strongly agree	98	70	Highly Acceptance
	4	3.50-4.49	Agree	9	6.5	Acceptance
	3	2.50-3.49	Neither/ Nor agree	11	7.5	Moderate Acceptance
	2	1.50-2.49	Disagree	10	7	Fairly Acceptance
	1	1.00-1.49	Strongly disagree	12	9	Not Acceptance
Total				140	100	

Source: Field data, (2021).

These findings also are comparable to that of Orlich (2013), who found that by collecting relevant data and identifying alternatives, a leader who follows a step-by-step decision-making process can assist in making more careful, thoughtful decisions. With this strategy, there is a greater likelihood that a leader will decide on the best decision. These findings further support Lopez (2013) observation that a step-by-step decision-making process promotes improved decision-making through a repeatable and consistent framework, hence improving the effectiveness of innovation by accurately describing requirements and problems. A step-by-step decision-making process increases the likelihood that many stakeholders will be involved and assures that the decision has been carefully reviewed. This is due to a large number of perspectives and opinions accessible and this makes the decisions even more assured to be smart and effective.

5.3 Observing education and training policy

The research findings that are provided and discussed in this subsection focus on how important it is for schools to follow the guidelines of education and training policy. Respondents were asked whether a school's decision-making procedure needs to be in accordance with Tanzania's education and training strategy for effective decision-making schools. The table below provides further information about respondents' opinions.

Table 3 results demonstrate that 65% of respondents strongly agreed that a school's decision-making strategy should be in line with Tanzania's education and training policy. These findings demonstrated that the majority of respondents believed that following the country's education and training policies were crucial to an efficient implementation of the curriculum.

Table 3: Observing the policy on education and training

Statement	Scale	Range value	Item description	Frequency (N)	Percent (%)	Verbal interpretation
A school's decision-making strategies should be in line with Tanzania's education and training policy.	5	4.50-5.00	Strongly agree	91	65	Highly Acceptance
	4	3.50-4.49	Agree	21	15	Acceptance
	3	2.50-3.49	Neither/ Nor agree	3	2.1	Moderate Acceptance
	2	1.50-2.49	Disagree	12	8.6	Fairly Acceptance
	1	1.00-1.49	Strongly disagree	13	9.1	Not Acceptance
Total				140	100	

Source: Field data, (2021).

These results are consistent with those of the Woods (2009), who discovered that school leaders who support national education and training policy standards make wise choices when it comes to implementing curriculum in classrooms. The findings are also in accordance with Tracy's (2001) findings that schools frequently fail to live up to the goals set for the country's curriculum implementation when they adopt decisions that are against the advice of education policy guidelines. In a nutshell, following education policy while making decisions aids a school in creating policies and procedures that enhance the level of smart decisions in educational settings. Robinson (2010) discovered, however, that school leaders who adhere to education policy and training can effectively assist a school in creating a participatory decision-making environment in which students, teachers, parents and other stakeholders can concentrate on what to do with teaching, and learning and assessment methods in schools.

5.4 Mentoring new school leaders in an efficient manner

The study findings that are presented and discussed in this subsection concentrate on how significant it is for newly appointed heads of schools to have efficient mentorship programmes. The respondents were asked about the issue of effective, ongoing mentorship for newly appointed school leaders. More details regarding the opinions of the respondents are shown in the table below.

According to the findings in Table 4, 63% of respondents strongly agreed that newly appointed school leaders should get effective ongoing mentoring. These findings indicated that the majority of respondents thought one of the ways to improve decision-making in schools was to have an effective mentoring programme for newly appointed heads of schools.

Table 4: Mentoring new school leaders

Statement	Scale	Range value	Item description	Frequency (N)	Percent (%)	Verbal interpretation
Newly appointed school leaders should get effective ongoing mentoring.	5	4.50-5.00	Strongly agree	89	63	Highly Acceptance
	4	3.50-4.49	Agree	26	19	Acceptance
	3	2.50-3.49	Neither/ Nor agree	6	4	Moderate Acceptance
	2	1.50-2.49	Disagree	11	8	Fairly Acceptance
	1	1.00-1.49	Strongly disagree	8	6	Not Acceptance
Total				140	100	

Source: Field data, (2021).

These findings are in line with those of Meyer and Mabosa (2007), who discovered that mentoring is a very effective strategy for offering information, skills and experiences from more experienced heads of schools to those who have just been appointed. This approach was found to have a significant impact on all school stakeholders who are directly impacted by the educational services, not just school leaders themselves. On the other hand, the findings supported Saunders (2008) findings that school principals develop quick self-confidence in making significant decisions as soon as they are given a position of authority because effective mentoring enables them to carry out a number of tasks that they are unable to do in the absence of effective mentoring programmes in schools.

5.5 Continual development of pedagogical leadership

This part presents and discusses the study findings on the ongoing development of pedagogical leadership. The respondents were asked about the necessity of providing teachers and school administrators with regular pedagogical leadership training. More information regarding the respondents' viewpoints is found in the table below.

Table 5: Development of pedagogical leadership

Statement	Scale	Range value	Item description	Frequency (N)	Percent (%)	Verbal interpretation
Regular pedagogical leadership training should be made available to teachers and heads of schools.	5	4.50-5.00	Strongly agree	77	55	Highly Acceptance
	4	3.50-4.49	Agree	28	20	Acceptance
	3	2.50-3.49	Neither/ Nor agree	14	10	Moderate Acceptance
	2	1.50-2.49	Disagree	12	9	Fairly Acceptance
	1	1.00-1.49	Strongly disagree	9	6	Not Acceptance
Total				140	100	

Source: Field data, (2021).

Based on the data in Table 5, 55% of respondents strongly agreed that school administrators and teachers should regularly have access to pedagogical leadership training. According to the intensity of respondents' responses, it is evident that pedagogical leadership development for teachers and school administrators is a key technique for enhancing decision-making in schools. These results are in line with those of Andrews (2009) who discovered that pedagogical leadership training influences children's learning by encouraging family engagement, ensuring adherence to the organization's curricular philosophy, using data to evaluate the effectiveness of the learning programme, and meeting standards set up to maximise learning environments. Atkinson et al. (2017) found school administrators who are pedagogical leaders are more likely to encourage teachers' use of reasoned decision-making, professional responsibility and supportive judgments.

While Hargreaves et al. (2001) observed that in an intervention-based professional learning programme, pedagogical leaders were assisted through mentoring to make wise decisions regarding various school-related issues. Additionally, Fink and Resnick (2001) discovered that pedagogical leadership content knowledge plays a crucial role in decisions regarding the teaching and learning process because it involves teachers' competences in delivering the conceptual approach, relational understanding and adaptive reasoning of the subject matter.

6. Conclusions

The findings of the study showed that the absence of effective participatory decision-making, ineffective adherence to the logical steps of the decision-making process, ineffective adherence to the guidelines of Tanzania's education and training policy, the absence of effective mentoring, and ineffective pedagogical leadership development programmes are the main barriers to effective decision-making in the majority of community-based secondary schools in Tanzania.

7. Recommendations

This study strongly recommended that local authorities who are in charge of local school supervision make sure that heads of schools are making decisions in compliance with the standards of Tanzania's education and training policy. Also, decision-making processes should involve a variety of education stakeholders and ensure that mentorship and pedagogical leadership programmes are sufficiently active to equip school administrators and teachers with the knowledge and abilities necessary to implement effective decision-making strategies in their schools.

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According to the authors, there is no conflict of interest.

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