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RESEARCH ARTICLE

Administrative Challenges facing Headteachers in the Implementation of 2023 Innovated Curriculum in Public Primary Schools in Tarime District Council, Mara-Tanzania

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Author's Contributions

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ABSTRACT

This study aimed at examining the administrative challenges facing headteachers in the implementation of the 2023 innovated curriculum in Tarime district council, Mara-Tanzania. This study employed a mixed-methods approach with a convergent parallel design. A sample size of 103 participants was drawn from a target population of 1,369 using probability and non-probability sampling. Data were gathered through questionnaires and semi-structured interviews, analyzed using SPSS version 26 for quantitative data and for qualitative data were summarized to get categories and themes. Validity of instrument was checked with the reliability coefficient 0.8 and since it was a mixed study trustworthiness for qualitative instrument was done and ethical standards upheld throughout. The study found that headteachers face multiple management challenges in implementing the 2023 innovated curriculum, including inadequate training, limited resources, lack of support, and systemic inefficiencies. The study concludes that the success of the 2023 innovated curriculum is being undermined by structural, managerial, and resource-related obstacles that require urgent attention. The study recommends a coordinated effort by the government and stakeholders to improve teacher training, resource allocation, leadership support, and monitoring systems to ensure effective curriculum implementation.

Keywords: administrative challenges; head teachers; implementation of the 2023 innovated curriculum

INTRODUCTION

Innovation is key to curriculum transformation, helping address challenges like understaffing, poor communication, and limited resources that affect school productivity and student outcomes. Headteachers play a vital role in managing schools and supporting effective curriculum implementation through collaboration with various stakeholders (Kisovu, 2019; Birt, 2025). The innovated curriculum is flexible, dynamic, and responsive to societal and workforce needs, incorporating modern teaching methods, technologies,

and learner-centered approaches to improve engagement and learning (Yanti et al., 2023). It promotes quality education by developing practical skills, critical thinking, creativity, and collaboration, preparing students for real-life success (Thomas & Onyango, 2022; Onyango & Tangi, 2020; Mahardhani et al., 2023). Additionally, the curriculum is a key element in educational development, supporting a quality education system that helps learners gain applicable knowledge for daily life (Thomas & Onyango, 2022; Onyango & Tangi, 2020). Education systems

globally are evolving to equip students with competencies needed for personal success, career development, and societal contribution (Mahardhani et al., 2023). Consequently, teachers must facilitate more hands-on, project-based learning, foster practical skills alongside academic knowledge, adapt to diverse learning styles, and ensure equal opportunities for all students.

Historically, Competency-Based Education (CBE) originated in the 1950's and 1960's in the United States. It emerged as a response to the growing need for practical, skills-based learning. This approach gained significant momentum in the 1970's particularly in vocational and technical education. It had focus of mastering competencies rather than simply spending time in classrooms (Javed, 2025). By 1990's and early 2000's, many countries developed their own frameworks for competency-based education to align their education systems with workforce demands. For example, Finland's National Core Curriculum, the USA's Standards-Based Curriculum, Germany's Competency-Oriented Teaching, Singapore's 21st Century Competencies Framework, and South Africa's Curriculum and Assessment Policy Statements. All these reflect local adaptations of CBC principles (Wang et al., 2018). Today, CBC has been widely adopted worldwide, particularly in response to 21st century learning needs and globalization demands (Catacutan et al., 2023; Ruth & Ramadas, 2019).

CBC has gained global recognition as an approach that emphasizes skill acquisition and real-world application over rote learning (Ndiokubwayo et al., 2020). CBC aligns with outcome-based education by defining clear learning outcomes and integrating technology to support digital learning environment (Catacutan et al., 2023). However, research has revealed that many nations such as United States, Turkey, Asia, Indonesia, Pakistan, Zambia, Ghana, Cameroon, including those that implement techniques that emphasize engaging children in learning, have suffered a variety of obstacles which have prevented seamless and successful implementation of the curriculum (Isaboke et al., 2021). This does not exclude Tanzania. Since 1970's, the headteacher has been crucial in the development, organization, implementation, and evaluation of school curriculum in the United States to make sure they fit the requirements of every student. However, headteachers are under pressure to successfully manage curricular projects due to issues like the accountability standards implemented by the No Child Left Behind Act (NCLB) in

2002 and budget constraints at different levels (Chan et al., 2022).

In Tanzania, the Arusha Declaration of Education for Self-Reliance (1967) laid the foundational philosophy for Tanzania's education system by advocating for practical skills, self-sufficiency, and national development through a curriculum rooted in local realities. This approach positioned education as a vital tool for socio-economic transformation (Okanda, 2024). In alignment with this version, the 2023 innovative curriculum builds upon these original principles by integrating competency-based learning, creativity, entrepreneurship, and digital literacy, aiming to equip learners with skills relevant to real-life challenges and the modern job market. Both eras reflect a shared commitment to using education as a transformative force in national development (Isabirye et al., 2025). Moreover, Hakielimu (2021) claims that in order to develop the 2014 education and training policy, Tanzania government examined the 1995 Policy of Education and Training, the 1996 Policy of Technical Education and Training, and the 1999 National Policy for Higher Education. The policy indicated inadequate physical facilities, lack of instructors' instructional aids, and teaching-learning facilities, as the challenges that the policy sought to solve.

To help execute the 2023 innovated curriculum, the government has been providing workshops and seminars to headteachers and other implementers through the Ministry of Education, Science, and Technology. Additionally, textbooks, curriculum copies, syllabuses, and instructor manuals have been sent to schools by the government. However, the 2023 innovated curriculum implementation in Tanzanian public primary schools, and Tarime District Council specifically, appears to be ineffective despite those efforts. This is demonstrated by the concerns made by several headteachers over their incapacity to properly oversee the curriculum's implementation, as well as the fact that some instructors still appear to lack enough curricular understanding (TDSQA, 2024). Tanzania's Education Quality Improvement Programme (EQUIP-T) was designed to directly educate teachers in lower-level courses in the 3Rs. This indicates the need to study headteachers' managerial challenges in implementing the current 2023 innovated curriculum. Thus, the study assessed administrative challenges that face headteachers in the implementation of the 2023 innovated curriculum in Tarime District Council, Tanzania.

REVIEW OF LITERATRE

Theoretical Review

This study was guided by Scientific Management Theory, established by Frederick Winslow Taylor in 1911, which offers a framework for improving organizational efficiency through systematic task analysis, proper worker selection, clear task assignments, and the provision of necessary tools (Gull, 2017). Applied to education, the theory suggests that headteachers should plan, delegate, and manage resources efficiently to support effective curriculum implementation (Liu & Liu, 2023). A core principle of Taylor's theory is that "the more they work, the more pay will be offered," emphasizing that employee motivation and productivity can be enhanced through performance-based rewards. In the educational context, this highlights the importance of incentivizing teachers to perform better through fair compensation and recognition. However, challenges such as inadequate staffing, insufficient training, and limited resources may hinder the full application of these principles in public schools (Peek, 2025). While the theory promotes planning, cooperation, and division of labor, one of its key weaknesses is its tendency to emphasize productivity over equitable compensation, which can lead to teacher dissatisfaction and burnout (Peek, 2025). Despite these limitations, Scientific Management Theory remains highly relevant to the implementation of the 2023 innovated curriculum in Tarime District Council, as it underscores the importance of structured leadership, ongoing teacher development, and efficient resource utilization in overcoming school-level challenges and ensuring effective curriculum delivery (Liu & Liu, 2023).

Empirical Review

Administrative challenges facing headteachers in the implementation of the 2023 innovated curriculum

The implementation of the 2023 Innovated Curriculum in Tanzania presents a range of management challenges for headteachers. Yunitasari et al. (2023) conducted a systematic literature review using the PRISMA method to explore the challenges of implementing the Merdeka curriculum in Indonesian primary schools. Their findings revealed several obstacles, including students' limited understanding of the curriculum, inadequate teacher behavior, and teachers' lack of knowledge, skills, and preparedness to teach certain subjects. These challenges hindered effective curriculum implementation by head teachers.

However, the study also highlighted that head teachers with strong managerial knowledge and skills were able to mitigate these issues by mentoring teachers and motivating them to enhance their competence and readiness. Similarly, Tamadoni et al. (2021), through a descriptive quantitative systematic review of 169 studies published between 2001 and 2020 across international databases (WoS, SCOPUS, and ERIC), examined the contextual challenges faced by Iranian school principals during curriculum implementation. The results indicated that principals grappled with ambiguous educational policies, inadequate funding, limited government support, poor infrastructure, and political interference. These systemic issues significantly impaired head teachers' ability to perform their roles effectively, resulting in weak curriculum execution.

Umar (2024) investigated the challenges faced by secondary school teachers in implementing the new curriculum in Nigeria's Katsina Local Government Area and identified key barriers such as inadequate material, financial, human, and physical resources. Although teachers generally embraced the competency-based curriculum for its potential to develop students' entrepreneurial skills, the study noted that capacity-building workshops lacked practical application. Umar recommended a collaborative approach to resource mobilization, emphasizing the government's central role in funding to reduce inequality and enhance educational access. Likewise, Buleque (2020), using a mixed-methods approach with concurrent triangulation, examined curriculum management styles in government and private schools in Mozambique and found that successful implementation was hindered by overcrowded classrooms, low teacher motivation, poor infrastructure, and limited financial resources. Despite these challenges, the study highlighted that committed and skilled headteachers could still motivate staff and adopt effective strategies for teaching large classes, thereby improving curriculum delivery.

Coleman (2021) looked at the challenges school officials in the Bahi District Council, Dodoma, had when attempting to adopt fee-free secondary education. Using a descriptive survey design as a guide, the study employed a mixed research strategy, gathering data via focus groups, interviews, and questionnaires. The results revealed a number of administrative difficulties facing school administrators in implementing the curriculum, such as insufficient government funding, a lack of community awareness, high student enrollment,

and political meddling in education. The study also indicated the inadequacy of resources, like shortage of chairs and tables for pupils, insufficiency of books, classrooms and laboratory chemicals and specimens, as another challenge for implementing the curriculum. These hindered heads of school from achieving the set educational goals. However, the effective head teacher could solve some of the challenges himself/herself. For example, the head teacher can establish sound relationship with non-governmental organizations which could then assist in improving the availability of resources like furniture and funds for constructing classrooms, laboratories or funds for buying other resources missing. The head teacher could also establish good relationship with the community to secure more support for school improvement. Resource reallocation again could enhance the achievement of educational goals.

METHODOLOGY

The methodology of this study was structured around a mixed research approach, integrating both quantitative and qualitative methods to provide a comprehensive understanding of the management challenges faced by headteachers in implementing the 2023 innovated curriculum in Tarime District Council. The convergent parallel research design enabled simultaneous data collection from both methods, followed by independent analysis and comparison to enhance the validity and depth of findings. The target population comprised 1,369 individuals were involved in this study due to the fact that they are involved in the whole process of implementation of 2023 innovated curriculum. A sample size of 103 including 92 teachers, 6 headteachers, 3 WOE, 1 SQAQ and 1 DPPEO was drawn using both Yamane's (1967) formula and Kothari's (2004) percentage method, with proportionate teacher samples from six selected schools determined using Bowley's (1926) formula. Sampling procedures combined probability techniques such as simple

random sampling for school and ward selection and non-probability techniques, including purposive sampling for key education officers and convenience sampling for teachers. Data were collected using questionnaires (for teachers) and semi-structured interviews (for headteachers and WEO, SQAQ, DPPEO), with instrument validity established through expert review and reliability confirmed via test-retest ($r = 0.8$). A pilot study involving ten teachers ensured refinement of tools before the main research. Quantitative data were analyzed using SPSS v26 with descriptive statistics like frequencies and percentages, while qualitative data underwent thematic analysis to identify patterns and triangulate findings. Ethical standards were rigorously upheld through official permissions, informed consent, confidentiality, and adherence to APA 7th edition for academic integrity, ensuring the research was credible, reliable, and ethically sound.

FINDINGS AND DISCUSSION

The Administrative Challenges Facing Head Teachers in the Implementation of the 2023 Innovated Curriculum

This was the second specific objective which aimed to explore the management challenges facing headteachers on the implementation of the 2023 innovated curriculum. It looked into areas such as training, resource management, teacher support, and curriculum monitoring. The goal was to understand what factors might make it difficult for headteachers to fully carry out the curriculum in their schools. Teachers were given questionnaires to respond to and participants/respondents were interviewed to provide information concerning the objective. Therefore, the results are presented in table 1.

Table 1 indicates the findings on the management challenges facing headteachers in the implementation of the 2023 innovated curriculum.

Table 1. Teachers responses on the administrative challenges facing head teachers in the implementation of the 2023 innovated curriculum (n=92)

No	Statement	SD		D		N		A		SA		Total
		F	%	F	%	F	%	F	%	F	%	
1.	Inadequate training for teachers on the new curriculum.	1	1.1	1	1.1	7	7.6	48	52.2	35	38	100
2.	The school lacks sufficient resources to implement the innovated curriculum effectively.	1	1.1	-	-	13	14.1	40	43.5	38	41.3	100

3.	Some teachers resist adopting the new teaching methods.	-	-	3	3.3	9	9.8	46	50	34	37	100
4.	Headteacher struggles to find enough time to focus on the proper	2	2.2	2	2.2	14	15.2	50	54.3	24	26.1	100
5.	Headteacher does not receive enough support from the government	1	1.1	8	8.7	21	22.8	43	46.7	19	20.7	100
6.	Innovated curriculum does not fully address the diverse learning needs of all pupils.	1	1.1	-	-	10	10.9	44	47.8	37	40.2	100
7.	Headteacher finds it difficult to monitor and evaluate the progress	1	1.1	1	1.1	7	7.6	48	52.2	35	38	100

Source: Field Data (2025)

Key: SD-Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA- Strongly Agree

Inadequate Training for Teachers in the 2023 Innovated Curriculum

In this statement, 52.2 percent of teachers; respondents agreed, 38 percent strongly agreed that there was not enough training for teachers on the new curriculum. A few were unsure 7.6 percent, only 1.1 percent disagreed and strongly disagreed. This shows that many teachers felt unprepared to implement the curriculum properly. There is a clear need for more teachers training to ensure that the innovated curriculum is understood and applied effectively in classrooms. One of the interviewees commented that:

Unfortunately, only a very few of our teachers got trained for the new 2023 innovative curriculum. This leaves most staff members feel quite lost about how to teach it properly. It means teachers are really struggling to put the new ideas into practice, which is a shame for our students (HT5, June 2025).

The implication that most teachers lack the necessary knowledge and confidence to effectively implement the 2023 Innovated Curriculum suggests that students may not be fully benefiting from its intended outcomes. These findings contrast with Thomas and Onyango (2022) who emphasize the need for increased government funding for educational innovations and advocate for targeted seminars and workshops to build the capacity of school administrators, thereby enhancing curriculum implementation in secondary schools. However, as one respondent noted, only a few lower-class teachers per school attended the initial training, and the expectation that they would train their peers has proven ineffective, leading to inconsistent

teaching quality across schools (W3, June 2025). This inconsistency reveals a critical flaw in the implementation strategy, where the absence of standardized procedures has resulted in unequal teaching practices and learning experiences. From the perspective of scientific management theory, which advocates uniform training and systematic procedures to ensure efficiency, this reliance on informal peer training undermines the curriculum's effectiveness. These observations align with Mgaya's (2024) findings, which point to additional barriers such as insufficient ICT resources, limited digital literacy, and teacher resistance to change. Combined, these challenges contribute to the uneven delivery of the 2023 Innovated Curriculum, underscoring the need for structured, well-resourced, and standardized approaches to ensure equitable implementation and improved learning outcomes across all schools.

Lack of Sufficient Resources

A large number of teachers, which is 43.5 percent agreed and 41.3percent strongly agreed that the school lacked enough resources such as materials and technology. 14.1 percent were unsure, while only 1.1 percent strongly disagreed. This shows that limited resources were a common concern. Schools struggle to fully implement the innovative curriculum without the necessary teaching tools and equipment. In this perspective one of the respondents alluded that:

Schools consistently struggle because teachers simply do not have enough basic learning materials like textbooks or essential teaching aids. This scarcity makes it extremely difficult for our teachers to effectively explain lessons and engage all the children in the

classroom. Teachers often find themselves in situations where a very limited number of items must be shared among many learners, which inevitably slows down the entire learning process for everyone involved (HT4, June 2025).

The implications of this resource shortage are significant. Students cannot fully grasp concepts or practice skills adequately when they lack sufficient materials, directly compromising the quality of their education. This also leads to increased strain on teachers, who face considerable challenges and stress trying to deliver lessons effectively without the necessary tools, potentially leading to burnout and reduced job satisfaction. Furthermore, the absence of resources severely limits the types of interactive and hands-on activities that can be conducted, hindering the development of a dynamic and engaging learning environment. The resource shortages described align with Yunitasari et al. (2023), who found that students' poor understanding and teachers' lack of knowledge and preparation create major challenges for effective curriculum implementation. Without adequate materials and teacher readiness, it becomes difficult for headteachers to ensure quality teaching, directly impacting student learning and the overall success of the curriculum.

In addition, one of the respondents observed that schools across the district are grappling with a severe shortage of essential resources including textbooks, laboratory equipment, and classroom furniture making it extremely difficult to provide all students with an equitable and quality education (Interviewee D1, May 2025). This chronic lack of critical materials places immense strain on teachers, who must work under challenging conditions with limited support. Such resource-related barriers significantly undermine effective curriculum implementation. Similarly, Coleman (2021) identified several administrative challenges that school leaders face, including inadequate government funding, limited community awareness, overcrowded classrooms due to high enrollment, and political interference in education. His study further highlighted the lack of basic teaching and learning materials such as books, desks, classrooms, and lab supplies as major obstacles to achieving curriculum goals. These findings emphasize that without adequate infrastructure and resources, school heads are constrained in their ability to deliver the 2023 Innovated Curriculum effectively, ultimately compromising educational quality and equity.

Lack of Support from Authorities

A good number of teacher respondent's 46.7 percent agreed and 20.7 percent strongly agreed that there was insufficient support from the government or education authorities during the implementation of the 2023 Innovated Curriculum. Additionally, 22.8 percent were unsure, 8.7 percent disagreed, and only 1.1 percent strongly disagreed. This lack of support from higher authorities poses a serious challenge for headteachers, who are expected to lead the effective implementation of the curriculum. One headteacher highlighted this issue, explaining that when schools face pressing needs such as additional buildings or staffing their requests to authorities often go unanswered or are addressed only after long delays, making it difficult to improve facilities or resolve urgent issues affecting students' learning environments (HT6, June 2025). This lack of timely and adequate support undermines efforts to create the interactive and learner-centered spaces required by the new curriculum. It also hampers staffing improvements, resulting in overcrowded classrooms where individualized attention central to the success of the innovated curriculum is nearly impossible. Over time, the continued absence of meaningful backing from authorities risks demotivating school leaders and teachers, ultimately compromising their ability to effectively manage change and improve education quality. In light of such challenges, Umar (2024) advocated for a collaborative approach to resource mobilization, emphasizing the government's key role in addressing funding gaps and reducing inequalities to support the region's long-standing educational goals.

Resistance from Teachers in Adopting New Teaching Methods

Around 50 percent of teachers' respondents agreed, 37 percent strongly agreed that some teachers were resisting the new teaching methods. A few were unsure whereby 9.8 percent and 3.3 percent disagreed. No one strongly disagreed. Teacher resistance slows down or blocks the success of the curriculum, making it important to address their concerns and provide support. One interviewee added that:

When teachers try to introduce new ways of teaching or new school policies, they sometimes face resistance from some teachers. They might be comfortable with older methods or feel overwhelmed by too many changes at once. This makes it challenging to implement new programs smoothly across the whole school, as a few hesitant teachers can

slow down progress for everyone else (HT5, June 2025).

This resistance has several implications for the school environment. This creates delay in adopting new educational initiatives, preventing the school from adapting to modern teaching standards or curriculum requirements. Furthermore, it can lead to a divide within the teaching staff, where some are eager for change while others are not, potentially impacting team morale and collaboration. Ultimately, this resistance hinders the overall improvement of teaching quality and student learning outcomes if not addressed effectively. Likewise, Thomas and Onyango (2022) discovered that among the challenges facing school administrators are; unclear implementation guidelines, the complexity of managing the curriculum, the inability of school heads to oversee curriculum delivery, lack of fiscal infrastructure, overcrowded classrooms, heavy workloads, and teachers' lack of commitment. This resistance to change, compounded by systemic challenges can significantly hinder effective curriculum implementation and reduces the overall quality of education. Kikomelo (2024) shows that the curriculum itself, and government support are important for effective implementation and better student learning. Addressing both resistances to change and systemic challenges, while strengthening curriculum design and government support, is essential to improve curriculum implementation and enhance student learning outcomes.

Inadequate Time for Curriculum Implementation

Over half of the teachers' respondents which is 54.3 percent agreed, while 26.1 percent strongly agreed that headteachers had limited time to focus on the 2023 innovated curriculum. 15.2 percent and only 2.2 percent disagreed and strongly disagreed respectively. This shows that time management is a challenge. Headteachers may need more time or support to properly guide and manage curriculum implementation in their schools. Moreover, interview responses show the following. One of interviewees said that:

Teachers are under pressure to cover all the new content in the shortest amount of time. Many of them have said they feel rushed and don't have enough time to teach each topic properly. Because of this, it becomes very hard for them to help pupils understand and apply what they are learning (QA1, June 2025).

This situation suggests that students may struggle to fully grasp the new curriculum, as teachers might feel

pressured to rush through lessons or omit important content, ultimately compromising the quality of learning and hindering the development of key skills the curriculum aims to foster. From the perspective of 19th-century scientific management theory, this reflects a breakdown in efficiency and standardization, which the theory addresses by emphasizing clear procedures and effective time management. The tendency to rush or skip lessons indicates a lack of structured planning and oversight, reducing both curriculum delivery effectiveness and student outcomes. One participant noted that while the 2023 Innovated Curriculum encourages creative and practical teaching methods, teachers' heavy workloads and limited preparation time make it challenging to implement these approaches fully. As a result, many revert to traditional methods that are quicker and easier to manage, despite efforts by a few schools to adopt the new style (Interviewee D1, May, 2025). This underscores that hands-on, student-centered teaching is not consistently applied, leading pupils to miss out on the curriculum's full benefits. Supporting this, Buleque (2020) identified factors such as overcrowded classrooms, low teacher motivation, poor school infrastructure, and insufficient financial resources as significant barriers that, if unaddressed, will continue to impede successful curriculum implementation.

Curriculum Not Meeting Diverse Pupils Needs

Teachers' responses showed that 47.8 percent agreed and 40.2 percent strongly agreed that the 2023 Innovated Curriculum did not fully address all pupils' diverse learning needs, with 10.9 percent unsure and only 1.1 percent strongly disagreeing no respondents disagreed outright. This suggests a need for curriculum adjustments to better accommodate different learning styles, especially since many workshops focus more on theoretical than practical learning. One respondent noted that school leaders are increasingly aware of the need for a more flexible curriculum that incorporates hands-on activities beyond textbook learning, an ongoing effort aimed at helping more students connect with the material in meaningful ways (Interviewee D1, May 2025). This positive shift has led to greater student engagement and encouraged teachers to innovate their methods, fostering a dynamic and inclusive classroom environment that better supports diverse learners. Unlike traditional scientific management theory which emphasizes standardization and efficiency this approach values adaptability and teacher creativity to meet individual student needs. The move toward

flexible, experiential learning reflects the proactive role of headteachers as implementers striving to align teaching practices with national educational goals. However, Coleman (2021) cautions that frequent curriculum changes can sometimes cause challenges or inconsistent implementation, highlighting the need to balance innovation with clear guidance to ensure effective and uniform delivery.

Difficulty in Monitoring and Evaluation

Many teachers' respondents' which were 52.2 percent agreed and 38 percent strongly agreed that headteachers found it hard to monitor and evaluate the curriculum's progress. A few which was 7.6 percent were unsure and only 1.1 percent disagreed and strongly disagreed. More tools and support may be needed to help headteachers track and assess how well the curriculum is working in their schools. One of the interviewees asserted that:

Leaders often encounter significant difficulty in effectively monitoring and evaluating the actual quality of teaching and learning within schools. This is largely due to insufficient staffing for the evaluation teams and a lack of modern tools to track progress systematically. It becomes challenging to provide timely and precise feedback necessary for continuous improvement across the educational system (QA1, June 2025).

This makes it hard to truly know if schools are getting better or where they need help. Without good oversight, it is difficult to make sure all pupils are getting a good education and that teaching methods are improving. This is encountered by Tamadoni et al. (2021) who showed that headteachers met a number of difficulties while putting the curriculum into practice, such as unclear educational regulations, a lack of funding, insufficient government assistance, subpar (low quality) facilities, and political pressure. These issues can lead to headteachers' inability to carry out their duties, which ultimately results in poor curriculum implementation. Thus, inability to effectively monitor and evaluate, compounded by various implementation difficulties, means that the full benefits of any curriculum, including the 2023 innovated curriculum, cannot be guaranteed for pupils. Nonetheless, respondents were asked to provide other management challenges that face headteachers in the implementation of the 2023 innovated curriculum in Tarime District Council. Their responses are shown below:

One additional challenge facing the implementation of

the 2023 Innovated Curriculum in Tarime District is the high teacher workload combined with frequent absenteeism. Due to staff shortages, many teachers are assigned multiple classes and responsibilities, leaving them little time to prepare the innovative, student-centered lessons required by the new curriculum. Absenteeism, whether due to personal reasons or involvement in non-teaching duties, further disrupts the consistency of curriculum delivery and places additional pressure on present staff and headteachers to fill gaps. This situation reduces the overall effectiveness of the curriculum, as overworked or frequently absent teachers are less likely to adopt new teaching strategies. Headteachers are often forced to adjust schedules, lower lesson quality, or assign unqualified personnel, which negatively affects pupils' performance and long-term educational goals. From the lens of scientific management theory, such high workloads and absenteeism represent systemic inefficiencies that prevent standardization and consistent quality in teaching, thus hindering predictable and effective curriculum implementation. Supporting this view, Mgema (2022) found that even low levels of absenteeism contributed to poor syllabus coverage and student indiscipline, further undermining curriculum delivery and learning outcomes.

Another major obstacle is the lack of motivation among teachers coupled with poor communication between school management and staff. When teachers feel overwhelmed, unsupported, or undervalued, their willingness to embrace curriculum changes diminishes. Weak communication often results in misunderstandings about expectations, responsibilities, and timelines, leading to inconsistent curriculum delivery and resistance to change. This situation makes it difficult for headteachers to foster a unified team or promote a shared vision for the curriculum, slowing overall progress. Additionally, systemic issues such as overcrowded classrooms, dilapidated infrastructure, insufficient financial resources, and the extremely high pupil-teacher ratio reaching up to 1:150 in some schools compared to the recommended 1:45 further strain school management and impede curriculum rollout (Buleque, 2020). Limited involvement of school committees and delays in funding disbursement compound these problems, as local support for planning and monitoring is weak, and delays hinder timely provision of teaching materials and teacher training. These challenges align with findings from Tamadoni et al. (2021) and Yunitasari et al. (2023), who

reported that unclear policies, inadequate funding, poor government support, political interference, and teachers' lack of preparation all obstruct effective curriculum implementation, underscoring the need for stronger leadership, better resource allocation, and enhanced stakeholder engagement to realize the goals of the 2023 Innovated Curriculum.

CONCLUSION

The study concludes that the implementation of the 2023 innovated curriculum in Tarime District Council faces significant administrative challenges that hinder its effectiveness. Headteachers are struggling with inadequate teacher training, limited resources, lack of government support, and resistance to change among teaching staff. Time constraints, insufficient monitoring and evaluation mechanisms, and a curriculum that does not fully cater to diverse learners further complicate the situation. Additionally, systemic issues such as high teacher workloads, absenteeism, poor communication, and delays in funding disbursement have undermined curriculum rollout across schools. These challenges reveal gaps in planning, coordination, and support at multiple levels of the education system. As a result, the intended benefits of the innovated curriculum are not being fully realized, and disparities in curriculum delivery are emerging across schools. For the curriculum to succeed, these deep-rooted structural and managerial issues must be urgently addressed.

RECOMMENDATIONS

The study recommends that the government and education stakeholders adopt a holistic and coordinated approach to address the challenges identified. Priority should be given to comprehensive teacher training programs that equip all educators with the skills needed to implement the new curriculum effectively. Timely and adequate funding must be ensured to provide essential teaching and learning materials, improve infrastructure, and support continuous professional development. Recruitment of more teachers is necessary to reduce workload and improve classroom management. Moreover, headteachers should be empowered with leadership training and the tools required to effectively monitor, evaluate, and support teaching practices. Strengthening communication between school management, teachers, and education authorities will foster collaboration and reduce resistance to change. Involving school committees and local communities more actively can enhance decision-making and

accountability at the school level. Ultimately, successful curriculum implementation will depend on strategic planning, consistent support, and shared commitment across all levels of the education system.

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