

A Critical Review of Micro-Management Practices: Constraints and Endorsed Measures in Selected Public Secondary Schools in Morogoro Municipal, Tanzania

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ABSTRACT: *The study aims to give a broad knowledge of Micro-Management Practices focusing on constraints and endorsed measures in public secondary schools in Morogoro Municipal, Tanzania. This study adopted a convergent design under a mixed research approach. The study also grounded on contingency theory advocated by Fred Fiedler in 1958 involved 5 heads of schools and 63 teachers. Self-distributed questionnaires and semi-structured interview guides were employed to collect reliable data from respondents. Validity and reliability were ensured through the involvement of three experts from JUCo, Cronbach Alpha technique, and member checking techniques. A simple linear regression was used to test the hypothesis. The study found a shortage of financial resources, technological-related constraints, resistance to changes among teachers, and ineffective communication between school management and teachers. The study also revealed the effective utilization of resources, government support, and regular meetings as strategies employed by heads of schools in resolving the constraints above. The tested hypothesis shows no significant relationship exists between micro-management constraints and measures taken to resolve the constraints facing heads of schools in fostering micro-management in Morogoro Municipal. The study concluded that limited leadership skills among the heads of schools and resource constraints are the main challenges impeding the implementation of micro-management in secondary schools for effective student achievement in the study area. Furthermore, the study recommended capacity-building programs that enhance heads of schools' micro-management practices for quality teaching and learning.*

KEYWORDS: micro-management, head of school, management, constraints, measures

INTRODUCTION

Education institutions need serious management personnel to manage the activities within the institutions efficiently and effectively. Thus, management entails all of a manager's responsibilities, from planning and organizing to implementing and assessing, to achieve the

goals of an organization (Hitt et al., 2019). This implies that the manager is subjected to direct and supervise various activities to attain the goals. Also, Bateman & Snell, (2019) Opine that management is the process of "planning, organizing, directing, and managing resources" to achieve desired results. Planning, organization, leadership, and control are the four pillars of management that are included in this concept to optimize output and accomplish set objectives. Micro-management is the kind of leadership style in which there is close supervision and extreme control of the subordinates to complete the assigned duties effectively. The consensus (Gardanova *et al.*, 2019) describes micromanagement "as leaders who control their employees in a manner viewed as domineering and extreme and as such, it is a negative style".

In the context of public secondary schools in Morogoro Municipal in Tanzania, Micro-management has essential consequences for the overall functioning of educational settings. Consequently, heads of schools play a key role in improving school outcomes by influencing, motivating, and capacitating teachers, and creating a conducive environment for the teaching and learning process. Galarosa, (2024) emphasized the prioritize recognizing teachers' strengths and needs to foster growth in a supportive environment. Despite the exertion made still heads of schools are facing challenges in implementing micro-management practices that foster efficient learning outcomes. Some of the challenges include; improper time management for accomplishment of assigned tasks, lack of trust, poor accountability, inability to embrace technological changes, and limited resources to execute all the school activities efficiently. "Educational institutions face a variety of challenges including globalization, technological advancement, changing student demographics, and evolving societal expectations" (Moosavi et al., 2022). This specifies the kinds of obstacles that heads of schools meet when implementing their daily routine in particular educational institutions.

Hence, adaptive mechanisms are imperative in educational leadership activities as they enable leaders to adapt and respond effectively to diverse challenges and situations in the educational environment (Spillane et al., 2022). Flexibility is encouraged to find the way forward for the setbacks heads of schools encountered during the implementation of micro-management. Moreover, Day and Leithwood (2022) claim that "to effectively meet these challenges, leaders must be able to tailor their leadership styles, approaches, and practices to the specific needs and characteristics of their organization". The insistence is still made to modify the leadership style so that micro-management constraints can be tackled easily. "The behaviour of a leader has a significant influence on the success of his organization." (Harwardt, 2020), describes organizational performance depends on the behaviour of the leader that contributes to attaining the expected goals or objectives set.

However, in the context of Morogoro Municipal, there is extremely limited literature on the heads of schools' micro-management practices for enhancing the quality provision of secondary education. Likewise, Heads of schools play key roles in an institution such as school, students, and employees' growth. Tarimo and Lekule (2024) indicate that "Instructional supervision serves as a multifaceted tool, addressing both professional development and teaching effectiveness." Though the prosperity of the school as an organization is upheld in the hands of the school management, still several encounters are hindering the implementation of micro-management practices in school. Thus, the current study assessed and examined a critical review of Micro-management Practices mainly on

constraints and endorsed measures for resolving them in selected public secondary schools. The main areas for concentration were the constraints that heads of schools face in fostering micro-management practice and the measures for resolving them in fostering micro-management practice

Statement of the problem

In the institutional context, micro-management is practiced by the leaders in their daily routine, implementation of this kind of leadership style may have a negative or positive impact depending on the competence of the school head. Ramos, (2023) “Micromanagement can be further aggravated depending on the kind of complex structure the organization has” Some literature views micro-management as harmful leadership as revealed by Ridder et al., (2020) “Micromanaging hurts the individuals you work with because it inhibits their development, limits their creativity and makes them feel unappreciated” On the other hand, micro-management facilitates in attaining the expected outcome. (Stephen, 2020) opines, “micromanagement leadership can aid in achieving greater performance.” Furthermore, (Ndidi et al., 2022) reveal that “Micromanagement has shown the results of a positive impact on performance” Mishra et al, (2019) illustrate that “Micromanagement is beneficial in some short-term circumstances like handling new employees, enhancing the efficiency level of underperforming employees, managing high-risk areas” Salsabila et al. (2022) claim that “Employees who are not dedicated and serious about their work can benefit from micromanagement leadership.” These leaders are expected to exercise appropriate leadership practices to make people accountable for their assigned work. Nevertheless, school administrators come across various challenges in implementing micro-management Tarimo and Lekule (2024) state that the challenges facing instructional leaders include teacher resistance, time constraints, insufficient incentives, and a shortage of qualified supervisors. However, the available works of literature focus on the influence of headteachers' leadership style (Njuu et al, 2023), leadership mentoring practices (Magongo, 2019), and School board governance and capacity building (Mutakyamilwa, 2012). Inadequate awareness of micro-management practices probably associated with limited literature on the stated matter led to the decision to conduct this research to contribute the knowledge on the body of literature and the upcoming researchers in selected public secondary schools in Morogoro Municipal, Tanzania.

Research Objectives, Questions, and Hypothesis

General Objectives

The study aims to give broad knowledge on micro-management practices: constraints and endorsed measures in selected public secondary schools in Morogoro Municipal. Tanzania.

Specific objectives

- To examine the constraints heads of schools face in fostering micro-management practice.
- To determine the measures for resolving constraints heads of schools face in fostering micro-management practice

Research Question

- What are the constraints heads of schools' face in fostering micro-management practices?
- What are the endorsed measures for resolving constraints heads of schools' face in fostering micro-management practices?

Research hypothesis

There is a significant relationship between micro-management constraints and measures taken to resolve the constraints facing heads of schools in selected public secondary schools in Morogoro Municipal. Tanzania.

Theoretical Framework

This study was guided by a Contingency theory in elaborating more on micro-management as a leadership style in an organization as well as showing how the leader can adopt different styles in solving various constraints in an institution. The proponent of this theory is an Australian Fred Fiedler in 1958 during his research on the effectiveness of the leader in group situations. The theory aims to show the relationship between leadership effectiveness and situational circumstances. Fiedler believed that his effectiveness in leading depended on controlling the situation and the style of Leadership. Contingency theory became well known by 1964 due to the establishment of the contingency theory model in Fiedler's publication "A Contingency Model of Leadership Effectiveness". Anukam, & Chidinma, (2024) validate that, Contingency theory claims that there is no best way to organize a company, to lead a company, or to make decisions. This means that a leader is supposed to apply different styles in leading the institutions, depending on the situation faced. Furthermore, Shala, et al. (2021) states that the contingency theory of Management is a Leaders-Managerial-Adaptation theory, which means that the Leader tries to adapt to different situations. It is called contingent because it suggests that a leader's effectiveness depends on how well his/her style fits the context. Thus, this theory explains in detail how the leader is supposed to lead the organization depending on where it is found (environment). The essence of this theory postulates that the effectiveness of a leader depends on a combination of two forces: the leader-managerial style, and the favoured situation. According to contingency theory, different leadership styles may be more effective in certain situations, and the key to leadership success lies in adapting leadership styles to the specific needs of a situation (Northouse, 2021).

Furthermore, Anele, (2023) posits that in the context of coordination mechanisms, contingency theory suggests that leaders should tailor leadership behaviour to the specific needs and characteristics of their institution. According to Fiedler, 1964 Amiability is determined by three aspects namely; Leader-member relationships, mission structures, and positional powers. A good relationship between members and leaders promotes a favourable situation for effective leadership which is facilitated by a well-defined task and if the leader's positional authority is high hence enhancing organizational effectiveness. Anele (2023) suggests that the Contingency theory emphasizes the importance of assessing the advantages

of a situation for leaders. Moreover, contingency management states that in organizations where the task is described in detail, the leader has more influence over employees than in those organizations that do not have structured tasks. The significance of the theory is its practicability and flexibility which makes it easier to use and make changes according to the type of staff the leader works with for the achievement of the best results. In addition, there is an opportunity for the leader to change the style of leadership according to the situation to address the challenges facing an institution. Research has shown that adaptive mechanisms play an important role in enabling leaders to deal with complex educational problems and promote organizational effectiveness (Urlick et al., 2023) However, this theory consumes more time in planning where the external environment is constantly changing. This theory is relevant to this study for the reason that the heads of schools need to apply a variety of situations to solve the constraints that arise in the organization.

REVIEW OF THE RELATED LITERATURE

This section analysed the empirical studies based on the research questions guiding the study to show the way other elites have explored the knowledge relating to the micro-management constraints and endorsed measures for resolving them.

Constraints Heads of Schools face in fostering Micro-management Practices

Pisoňová et al. (2023) in Slovakia, conducted work on the reflection of Secondary School Management Key Competencies in the Slovak Republic and the main focus was on the identification of problematic areas within the management of general education high schools in the country. In addition, there was also an analysis of the dependence between the most problematic areas of school management concerning the length of management practice and the types of managerial training. Thus, the study portrays how the management faces some problems in conducting the daily operations of the organization. The data collection instrument and design used in data collection were questionnaires and descriptive research respectively. The research sample was 106 respondents working at state grammar schools in Slovakia. In the literature of Slovak authors researchers encounter the division of the internal system of micromanagement based on the management activities of the school principal to ensure accountability for each personnel. The study found that 85% of employees in school management positions in the area of school legal management is problematic; the area of grammar school principals receives significantly less support from kindergarten and primary school principals; some founders were more interested in the economic management of the school than other fields. On the other hand, the study conducted in the USA with the same theme came up with the result that 85% of secondary school principals had a problem in the area of school legislation due to inadequate knowledge. It was noted that the area of economic management was problematic. The study succeeded in pointing out the problems facing management although the approach used was not clearly stated.

In South Africa, Naidoo (2021) presented the work on instructional leadership roles of school management teams: an exploratory study of five township secondary schools in the Metro North and East Education Districts in the Western Cape, among of issues described was the serious challenge facing the South African education system which is learner under-performance in the township schools. The study has applied a qualitative approach as a

method of collecting data and Interviews, observations, and qualitative questionnaires as instruments for data collection. On contrary the findings which were obtained from the field includes; the School Management Team (SMTs) operated at different levels of efficiency, correlating with the systems for accountability so there was a need for professional development of the SMTs in the establishment of systems for accountability; schools confront numerous systemic issues, including limited infrastructure and resources, as well as a lack of finances to upgrade infrastructure and lower learner educator ratios by employing School Governing Board (SGB) paid educators; the contextual factors, such as poverty, crime, alcohol and drug abuse, as well as teenage pregnancies, have a massive impact on the emotional and cognitive well-being of learners; lack of parental involvement in their children's education and Circuit Manager focuses mostly on administrative issues and offers very little support in instructional leadership and support from the social and psychological services pillar is tantamount to being non-existent. It was a great job done however the use of the qualitative method narrowed the information collected instead mixed method was most suitable for this study.

In Tanzania, Njuu et al. (2023). Assessed the influence of headteachers' leadership styles on students' academic performance in public secondary schools in Dodoma urban district, Tanzania. The study employed a mixed research approach with a concurrent mixed-method design whilst closed and open-ended questionnaire was used on teachers and interviews were used with head teachers as the research instruments for data collection. And the data was analysed using Statistical Package of Social Science (SPSS) version 26. The target population that participated in the study was seven (7) head teachers and 110 teachers from seven (7) public secondary schools in Dodoma Urban District and the mode of sample selection was based on random sampling and purposive sampling. The findings observed from the study were improving students' academic performance, head teachers encourage team members to express their ideas or suggestions ensure work is done independently, and provide the opportunity to make decisions. Moreover, revealed that supervision is done to the team members to meet school objectives and achieve better academic performance in schools. The study was conducted through the use of in-depth interviews was also appropriate for the detailed information and thus informed the current study on the worth of a mixed research approach.

In Tanzania, Magongo, (2019) depicted the exploration of leadership mentoring practices and school climate in Seventh-day Adventist schools in Southern Tanzania Union Mission. The study used a Concurrent triangulation design and descriptive-correlational study design with a cross-sectional data collection method. The target population was the sum of 81 from 6 schools; 76 teachers and 5 heads of schools were part of the research. Questionnaires and interviews were instruments used. Descriptive statistics, Pearson product-moment correlation coefficient, multiple regression analysis, and content analysis methods are the techniques applied in data analysis. The study found challenges affecting leadership mentoring implementation in SDA schools in Southern Tanzania Union Mission (STUM) were; a lack of strategic leadership succession plans and leadership development and promotion policies. Moreover, the study also, indicated that in SDA schools in STUM leadership mentoring practices are exercised to an average extent and the school climate is good in terms of social relationships, school culture, and transformational leadership. The study has a beneficial

contribution to the educational field however, the philosophy used on the part of the methodology is not highlighted.

Measures for Resolving Constraints Heads of Schools face in fostering Micro-Management Practices

A reviewed study from Nigeria from Anele (2023) researched adjustment mechanisms: a 21st-century recipe for educational leadership and effectiveness in Nigeria. The research adopted a critical literature review to study the adjustment mechanism for 21st-century leaders. This denotes that the researcher only used the existing literature such as journals and web-based publications in this study. This is contrary to (Singh 2024) who claimed that the research relying on existing studies cannot bring new knowledge thus creating a need for the current study. Moreover, according to the study, the suggested mechanism includes; compensation, identification, rationalization, and repression. This implies that, should adopt a variety of mechanisms suitable for accommodating challenges for effective school operations. However, in Morogoro municipal settings, the aforementioned mechanisms are not the only solution for enhancing effective micro-management practices thus the current study is imperative.

Chepngetich (2023) in Nakuru County Kenya, assessed the strategy implementation and performance of private secondary schools due to the underperformance of private schools in Nakuru County which made them out of the top ten institutions. Descriptive survey methodology was used as a design of the study. 184 was the target population who participated in the research where; the director, principal, deputy principal 43, and the accountant were the sample of the population from 46 private secondary schools in Nakuru. In this study, the researcher proposes various strategies for tackling the constraints facing the management such as access to quality and adequate resources, effective coordination, and collaboration. “Resources include financial, technological, human, and physical assets, (Moyo, 2020).” Moreover, Coordination involves aligning efforts, sharing information, and working collectively toward common goals (Leburu & Mosweunyane, 2019). Findings from the study revealed that effective organization structure helps in noticing mistakes during strategy implementation, adequate human resource management enhances the implementation of strategy and coordination helps discover risks during strategy implementation. A presentable work however the research relied much on human resources as a strategy for implementation and neglected effective use of time as also the main contributor to school performance.

Mutakyamilwa conducted a study in Tanzania (2012) on school board governance and capacity building in selected public secondary schools in Bukoba Municipal, Tanzania. A descriptive correlation design and non-standardized questionnaires were employed in the study. Data analysis was made through frequency counts for the profile of the respondents and the relationship was computed by correlation coefficient. The findings of the previous study illustrate that there was a low level of school board governance and capacity building in these schools. It was further noted that there is a weak significant relationship between the level of school board governance and capacity building. The study suggests board members receive Training/Development and orientations for new members hence school members should be empowered for the development of the school.

METHODOLOGY

The study used a mixed Approach based on pragmatism philosophy to carry out the research. Convergent research design was involved in conducting the research. This design acts as a guide for collecting, analyzing, and interpreting the data. Thus, Dawood (2020:50) insisted that through the research design, the researcher communicates to others the design of the study, how the information was collected, the selection of respondents, analysis of data, and communication of findings. According to Sileyew (2019) also a research methodology serves as a guide for the researcher, showing how the researcher formulated the research objectives based on the problem statement and how the findings and results are presented, founded on the data that was collected. To this end, Morogoro Municipal has a target population of 29 public secondary schools, the current study encompassed five selected public secondary schools with a total sample of 68 respondents; 5 heads of schools and 63 teachers. The study applied non-probability sampling based on random sampling and purposive sampling to sample respondents, whereby heads of schools were directly involved in the face-to-face interview through a purposive sampling technique, and a stratified random sampling technique was applied to select teachers for responding to questionnaires. Purposive sampling was chosen to indicate the association between the research objectives and the research questions thus enhancing the research study's validity and trustworthiness building upon its credibility, transferability, dependability, and confirmability of both data and results (Campbell et al., 2020). Statistical Package of Social Science (SPSS) version 20 was used to analyze quantitative data and presented by the use of frequencies, tables, and percentages. The reliability of the questionnaire was found through Cronbach's inter-item consistency technique. The value of alpha was found 0.858 which is considered adequate for actual data collection concerning the threshold value (Kothari, 2020) which is (0.70) statistically acceptable (Hamour, 2023). This implies there is consistency in the reliability of the data.

On the other hand, the interview technique and interpretative techniques are used in qualitative research to describe, decode, and then translate concepts and phenomena (Basias & Pollalis, 2018). The interview guide was semi-structured allowing probing of the questions when attending the questions. All 5 five heads of schools signed the informed consent form to confirm their readiness to participate in the activity. The research obtained an introduction letter for data collection from JUCo and then sent it to the Regional Administrative Secretary and district Administrative Secretary, the letter from DAS was also sent to the Municipal director for confirming and realizing permission for data collection in five public secondary schools found in Morogoro Municipal. The informed consent for asking heads of schools and teachers to participate in research was handled by the targeted participants to ensure anonymity and confidentiality. Participants must demonstrate an understanding of the elements described in the informed consent process (Shah et al., 2022). On the other hand, Vuban and Eta (2018:2) cite Marshall and Rossman (1999:566) to emphasize the importance of ethical considerations in conducting high-quality research, stating that research ethics refers to the "application of moral rules and professional codes of conduct to the collection, analysis, reporting, and publication of information about research subjects." Similarly,

Sivasubramaniam et al., (2021) denote that maintaining ethical behavior is essential to limit misconduct allegations and increase study validity in academic and research activities.

FINDINGS AND DISCUSSION

The study aims to give a broad knowledge of Micro-management Practices focusing on constraints and endorsed measures in public secondary schools in Morogoro Municipal, Tanzania. The researcher used self-administering Five Points Likert Scale Questionnaires to collect data from teachers and information from heads of schools was gathered through a semi-structured interview method. Table 1 presents the data from the field concerning micro-management constraints that face heads of schools in administering micro-management practices.

TABLE 1: Teachers' Responses on Micro-management Constraints (n=63)

Statements	Responses (%)					Mean
	SD	D	U	A	SA	
1. Lack of clear communication among heads of schools and teachers due to various reasons	17.5	28.6	3.2	44.4	6.3	2.94
2. Teachers are resistant to being closely monitored in their daily activities	12.7	30.2	3.2	30.2	23.8	3.22
3. Inadequate budget allocation for implementing micro-management strategies efficiently	7.9	9.5	7.9	52.4	22.2	3.71
4. The head of the school has limited authority in making- decisions	19.0	22.2	6.3	39.7	12.7	3.05
5. The present school structure does not support micro-management practices	11.1	34.9	7.9	31.7	14.3	3.03
6. The head of the school lacks sufficient time to manage each teacher individually	17.5	23.8	7.9	30.2	20.6	3.13
7. Presence of conflict regarding the level of involvement in monitoring teachers by the school administration	12.7	46.0	15.9	19.0	6.3	2.60
8. The head of school has limited time to provide instructions	20.6	34.9	9.5	25.4	9.5	2.68
9. Inadequate support from higher management discourages the head of the school from enforcing micro-management practices effectively	11.1	25.4	4.8	39.7	19.0	3.30
10. Lack of student positive engagement in school activities when implementing micro-management	9.5	33.3	6.3	31.7	19.0	3.17
11. Technological changes make it difficult to implement Micro-management	7.9	17.5	17.5	41.3	15.9	3.40

Key: 1. SD =Strongly Disagree; 2. D=Disagree; 3. U=Undecided; 4. A=Agree; 5. SA=Strongly Agree; Source: Field Data (2024)

Data in Table 1 shows a half (50.7%) of respondents agreed and strongly agreed that there is a lack of clear communication between heads of schools and teachers due to various reasons with a low mean of 2.94. This signifies that the failure of HOS and teachers to communicate effectively makes it difficult for collaborative planning which could result in improvement in teaching and learning processes. This finding suggests clear communication to be emphasized

by ensuring communication channels are appropriate for effective communication to take place. This finding aligns with Makundi, (2024) who conducted a study on laissez-faire leadership and suggests that “teacher never gives feedback about teaching and learning process”. This implies that poor communication can hinder an institution’s performance due to failure in the provision of feedback at a specific time. This is supported by HOS D, who said that; *sometimes there is a challenge in communication in decision-making regarding matters which need each individual to be part and parcel of the decision-made. (HOS D, Personal Communication, 13 May 2024)*. The information from HOS D indicates that this finding denotes a challenge in clear communication which makes it difficult in decision-making in line with the Contingency Theory which emphasizes in the context of coordination mechanisms Anele (2023).

The study also revealed that 54% of the respondents agreed and strongly agreed that teachers are resistant to being closely monitored in their daily activities at an average mean (3.22). This denotes that teachers need to be given the freedom to do their work independently without excessive monitoring. This finding is in agreement with Wang, (2023). who stated through the findings, *“I have always acted as a controller in class, now I realize that I should give students more freedom”*. This indicates that heads of schools also should delegate power to teachers in doing their activities to enhance creativity. Besides, the extreme majority (74.6%) of the respondents agreed and strongly agreed on inadequate budget allocation for implementing micro-management strategies efficiently with a mean of 3.71. This shows that it is difficult to implement some of the activities within the school which act as an obstacle to rapid school improvement. This finding is in line with Anele, (2023) specifies that limited financial resources can hinder the delivery of quality education. This describes that the presence of a limited budget affects the education that is being provided in school. The explanation is supported by HOS B and C, who stated that:

Sometimes, there is insufficient budget to meet the school's needs, such as adequate capital for purchasing enough rem papers and other teaching and learning materials. This makes it difficult to achieve the set goals or objectives as planned (HOS B & C, Personal Communication, 9 & 10 May 2024).

This notes that schools face a budget shortage compared to the school needs. Sah et al, (2024). “The government budget allocation for education remains low, and many schools lack adequate funding for basic supplies and infrastructure”. Meaning that the capital provided by the government is not sufficient compared to the school demands.

The study further indicated that 52.4% of the participants agreed and strongly agreed that the head of the school has limited authority in making- decisions with a mean of 3.05. This implies that leadership has several departments in which decisions are made to ensure its reliability, this aligns with Singerin, (2024) who proposed that there is limited authority of school principals. The suggestion from this statement implies; that leadership is an aspect shared with various organs in grasping the expected outcome. *HOS A, there is support from higher management that helps in implementing some of the duties assigned (HOS A Personal Communication, 9 May 2024)*. This emphasizes the provision of various assistance from the higher management for the school to run the activities within the institution. This is the same

with Gülsen & Çelik (2021) who emphasize that “empowered school leaders can create a culture of high expectations for teacher performance.” Indicating that supported leaders will build a strong culture for stimulating the attainment of the goals

The study also noted that 53.9% of respondents disagreed and strongly disagreed that the present school structure does not support micro-management practices at the mean of 3.03. This implies that some of the school’s micro-management is not given priority. This is contrary to Umana-Ramírez (2023) who claims, it is determined that leadership is the most directly related to micro-management. This clarifies that leaders support micro-management practices for the attainment of the best outcome. In addition, 50.8% of the teachers agreed and strongly agreed that the head of the school lacks sufficient time to manage each teacher individually with a mean of 3.13. this is due to activities the head of school is subjected including supervision that might lead to a shortage of time in assisting every individual. Galarosa, (2024) highlights time constraints may limit the depth and breadth of instructional differentiation. Insufficient time may hinder some of the tasks not completed on time. The study also gathered information using face-to-face interviews with HOS A who claimed that,

time may be a challenge regarding the activities to be accomplished. There are activities to work on in school such as making sure that every activity is done according to the plan and maintaining students’, Personal Communication discipline as well as their well-being. (HOS A, 9 May 2024).

Likewise, the conversation denotes that there might be several activities to be accomplished at a specific time. Detalla, M. D. (2024). underscores, “The instructional leaders are responsible for setting clear objectives, allocating resources to education, overseeing the curriculum, reviewing lesson plans, and evaluating teachers.” This highlights that leaders have various functions to be performed per the specified time.

The data from Table 1 also illustrates that 58.7% of the respondents disagreed and strongly disagreed on the presence of conflict regarding the level of involvement in monitoring teachers by the school administration with a relatively low mean of 2.60. This contradicts the study by Saiti (2015), who elaborates that conflict may occur in any organization (and hence school). This supposes conflict may exist in an institution that can lead to positive or negative impacts on the school's expectations. The same Table also shows that 55.5% of the respondents disagreed and strongly disagreed that the head of school has limited time to provide instructions. This means that the head of schools can not be too occupied, failing to give instructions. Similarly, Delaña (2024) suggests that the school administration can enhance its effectiveness in guiding both staff and students. This means the head of school provides instructions and also, checks the well-being of the subordinates hence knowing how to manage time for accomplishing all the assigned tasks. The findings confirm the information given by HOS A during a face-to-face interview who insisted that; *Guidance and counselling are necessary for an institution to solve problems that may arise while executing curricular and extracurricular activities. (HOS A, Personal Communication, 9 May 2024).* This recommends that the role of the head of the school be managed to accomplish the available work at a specific time. The findings align with Buagas and Ching (2023) concluded that school administrators significantly contribute to improving instruction and the

teaching-learning process through effective supervision. Meaning that school leaders do balance their time making sure all the duties are accomplished according to the plan.

The same Table also shows that 58.7% of the respondents agreed and strongly agreed that inadequate support from higher management discourages the head of the school from enforcing micro-management practices effectively with a mean of 3.30. This contrasts with Rahayu, (2021) who revealed that Various attempts have been made to improve education such as curriculum development, and increased teachers' competence through training and procurement of books. This finding is also supported by the information given by HOS A during a face-to-face interview who inserted that; *there is a high demand from the higher management to support institutions in the implementation of micro-management issues for school development. (HOS A, Personal Communication, 9 May 2024)*. This means that heads of schools receive support from high management for the school's continuous improvement. This finding aligns with Aron & Amos (2024), who claimed that support from top leadership enables the head of schools to manage the school efficiently. This implies that school heads need constant support from educational administrators for efficient implementation of micro-management practices.

The statistics in Table 1 specified that 50.7% of the participants agreed and strongly agreed on the lack of student positive engagement in school activities when implementing micro-management. This indicates that when micro-management is applied, there is a poor response to students' involvement in school activities. Nevertheless, the findings contradict the information from the study by Chichon (2022) who depicts the strategies for encouraging greater student engagement in learning. This also shows that the application of effective strategies can influence students to be involved in various activities in and outside the classroom. Similarly, with contingency theory, leaders apply a variety of styles in handling a certain condition and claim there is no best way to organize a company, lead a company, or make decisions (Anukam, & Chidinma, 2024). The same Table also indicates that 57.2% of the respondents agreed and strongly agreed that technological changes make it difficult to implement micro-management with a mean of 3.40. The findings related to the discussion made by Moosavi et al. (2022) who informed that educational institutions face a variety of challenges including globalization, technological progress, changing student demographics, and evolving societal expectations. Additionally, changes in technology have brought impact on society so there is a need to find mechanisms to accommodate the changes as HOS B insisted;

Advancement of technology is another challenge heads of schools face in the implementation of micro-management issues. Technology has brought many changes in various aspects including; the way of teaching and learning in the classroom and in the aspect of administration or management in which the integration of technology is very crucial. Thus, inadequate devices and the knowledge of the use of the equipment are also part of the challenges. (HOS B Personal Communication, 9 May 2024).

The quotation displays that school effectiveness is being hampered due to rapid changes in technology. This aligns with contingency theory by Urlick et al. (2023) who state that "research has shown that adaptive mechanisms play an important role in enabling leaders to

deal with complex educational problems and promote organizational effectiveness". Consequently, adaptive mechanism plays a key role in solving challenges facing the organization. Correspondingly, Table 2 illustrates the information collected from the field concerning micro-management mitigations relating to micro-management constraints.

Table 2: Teachers Responses on Micro-Management Endorsed Measures (n=63)

Statements	Responses (%)					Mean
	SD	D	U	A	SA	
1. The school administration encourages open communication among teachers	1.6	3.2	4.8	50.8	39.7	4.24
2. The head of the school trusts teachers to manage their classrooms effectively	0.0	4.8	3.2	54.0	38.1	4.25
3. The school provides adequate resources for implementing micro-management	12.7	15.9	9.5	41.3	20.6	3.41
4. The head of the school demonstrates a high level of flexibility in the supervision of various activities	3.2	11.1	6.3	54.0	25.4	3.87
5. Teachers have access to necessary materials to carry out their tasks efficiently	6.3	12.7	6.3	49.2	25.4	3.75
6. Conflict resolution strategies are applied to address complicated issues that may be aroused in your school	4.8	7.9	11.1	58.7	17.5	3.76
7. School leaders actively support teachers in implementing the effective micro-management strategy	3.2	11.1	11.1	57.1	17.5	3.75
8. Teachers feel appreciated for their efforts in managing the classroom effectively	4.8	15.9	3.2	42.9	33.3	3.84
9. There is transparency in the decision made by the head of the school	9.5	11.1	7.9	44.4	27.0	3.68
10. Adaption of different strategies to accommodate technological changes to meet school needs	1.6	12.7	12.7	57.1	15.9	3.73
11. Teachers receive support to enhance their skills in classroom management	7.9	12.7	9.5	44.4	25.4	3.67

Key: SD=Strongly Disagree; D=Disagree; U= Undecided; A=Agree; SA=Strongly Agree

Source: Field Data (2024)

Data in Table 2, shows that the extreme majority (90.5%) of the respondents agreed and strongly agreed that the school administration encourages open communication among teachers with a mean of 4.24. This means that effective communication exists among the

educational stakeholders which is the effort made by the good administration the school has. This finding is supported by Coles (2022) who suggests that effective managers Strive to establish transparent communication. The statement content that a leader encourages open communication among their followers to build a strong culture in enlacing organizational growth. This description is supported by the information given by HOS B during a face-to-face interview who commented that;

Open communication is one of the aspects used to mitigate the challenges that arise. Conducting regular meetings for the aim of addressing miscommunication that may exist within the institution that may hinder the attainment of quality education and hence facilitate effective performance (HOS B, Personal Communication, 9 & 10 May 2024).

This notifies that clear and open communication is emphasized within the institution. In line with Kilag, (2024). "Clear and timely communication with all stakeholders is essential to promoting a positive school culture" The insistence is still made on the cruciality of open communication as the key factor for collaboration in the institution.

The study also designated the extreme majority 92.1% of the respondents agreed and strongly agreed that the head of school trusts teachers to manage their classroom effectively with a mean of 4.25. This finding infers that teachers have autonomy in managing classrooms with high efficiency and effectiveness. This concurs with Shapira and Horsager (2022) revealed that establishing trust is how organizations gain employee loyalty. On the other hand, (Van de Ridder et al., 2020) have the same theme by emphasizing the issue of trust and autonomy as it is stated that "trust, and autonomy" is a key aspect of better leadership. These ideas connote that having faith in the subordinates manifests the organization's attainment. The HOS C asserted that;

Believing teachers in what they do, by assigning them tasks, managing a classroom, and engaging themselves in extra-curricular activities found around the school such as sports and games. Teachers will demonstrate Creativity from the work done due to the trust built." (HOS C, Personal Communication, 10 May 2024).

The conversation describes trust between the head of the school and teachers as highly considered. "Leaders idealize their influence by communicating the organizational vision to gain followers' trust and respect to workers." (Afshari, 2022). The statement portrays that heads of schools have strong beliefs regarding teachers on what they do as a part of the school routine.

Another data in Table 2 indicates majority (61.9%) of the respondents agreed and strongly agreed that the school provides adequate resources for implementing micro-management with an average mean of 3.41. This finding concludes that there is good provision of the necessary resources which are needed for school improvement. This aligns with Kilag, (2024) states the community can also help in providing resources and support for the school. This statement indicates that the school does influence educational stakeholders to participate in

the provision of resources to the school hence the availability of reliable resources for the development of an organization. These findings concur with the information given by HOS B who emphasized that:

Using the available resources for the school's daily activities such as textbooks, supplementary books, computers, and materials from the surrounding environment contributes to efficiency in the teaching and learning process that enhances the implementation of micro-management practices in the daily duties. (HOS B, Personal Communication, 9 May 2024).

This conversation acclaims that resources are prudently optimized to meet the school's requirements. This is in line with the contingency theory, “the key to leadership success lies in adapting leadership styles to the specific needs of a situation” (Northouse, 2021).

The statistics opined that validates (79.4%) of the respondents agreed and strongly agreed that the heads of schools demonstrate a high level of flexibility in the supervision of various activities with a mean of 3.87. This implies the school administrator is suppleness on monitoring different assigned tasks making sure are implemented following the given instruction. There is alignment with Simms (2023) who proposed that Leaders need to be self-aware and remain flexible with the agility to shift in today's world. This concept means the leaders are required to be updated with the current changes happening in the universe for the better management of the institution. The interview done with HOS C supported the statement by notifying that; *Delegation of responsibility to the subordinates is one of the mechanisms used in ensuring activities are accomplished on time (HOS personal communication, 9 May 2024).* This reveals that heads of schools are not rigid in adopting aspects that are beneficial to the organization, such as delegation emphasis participation, involvement, and creativity to the subordinates. (Parker, 2019) states that collaboration increases “innovation and creativity” This demonstrates that delegation of responsibilities shows that there is the existence of collaboration between leader and subordinate which promotes creativity and innovation among them.

Furthermore, Mainstream from the findings indicates that 74.6% agreed and strongly agreed that teachers have access to necessary materials to carry out their tasks efficiently with a mean of 3.67. This notion presages that teachers are equipped with essential resources required for assigned work including; textbooks and supplementary materials. This finding is in line with Kiogolo's (2022) study which dialogs about the adequacy of teaching and learning material for maintaining effective classroom management. This describes the presence of enough materials to simplify the task in classroom management. The information given by HOS E posed that;

Teachers have access to the available resources such as printed learning materials, softcopy materials, the availability of computers and tablets, private smartphone ownership, school meetings, and student gatherings. These enable teachers to prepare themselves before the actual lesson for effective teaching and learning (HOS E, Personal Communication, 13 May 2024).

This clarifies, that teachers are provided materials for facilitating effective teaching and learning processes. The same with Robiah et al, (2024) illustrate that “Leaders develop and provide resources for appropriate strategy implementation” implying that teachers are equipped with a variety of resources that are necessary to perform their work accurately

Another finding exposed that the majority (76.2%) of the respondents agreed and strongly agreed that conflict resolution strategies are applied to address complicated issues that may be aroused in your school with a mean of 3.76. this shows school administration uses various strategies to solve misunderstandings that may arise in the workplace for the aim of creating peace and harmony for each employee. This finding is supported by the study by Teixeira (2024) who stated that a primary focus of leaders is the sense of ownership they foster in their followers by investigating multiple approaches to problem-solving from many perspectives. HOS C and D contented that; *meetings are conducted to solve challenges that may occur in the school. It is done to create a conducive environment in the workplace. (HOS C & D, Personal Communication, 9 & 10 May 2024)*. Regular meetings are one of the strategies applied in addressing challenges facing the school. This is corroborated by the assertion of Munir et al. (2021), who found that “an improved learning environment correlates with enhanced student performance.” This can be the product of conducting regular meetings that led to the creation of suitable working conditions for the teaching and Learning process

The statistics in Table 2 also state that 76.2% of respondents agreed and strongly agreed that school leaders actively support teachers in implementing effective micro-management strategies with a mean score of 3.76. This signifies school management cooperates with teachers in exercising positive micro-management to achieve the desired outcome. Alblooshi, (2020) demands that leaders offer chances for workers to enhance their abilities and, furnish them with all the necessary tools, and training. This entails that teachers do receive the support needed for effective implementation of the micro-management. This concept aligns with the ideas from *HOS B, which denoted that;*

Cooperation is encouraged among the teachers aiming to achieve success. Collaboration is emphasized in helping each other in some works. For instance; discussing the suitable techniques or methods to apply in influencing students' active participation in the classroom context (HOS personal communication, 9 May 2024).

This stresses on team working among workers and other stakeholders. Similarly, Alblooshi et al, (2020) underscore “Transformational leaders set an example, articulate a vision, push employees to think creatively and foster teamwork to a high standard of performance” This emphasizes the importance of having cooperation among the leader and employees.

The finding shows greatest 76.2% of the respondents agreed and strongly agreed teachers feel appreciated for their effort in managing the classroom effectively with a mean of 3.84. This illustrates that teachers feel valued when the energy engaged in the teaching and learning process is recognized. This finding concurs with the study by Keese et al. (2023) who acknowledged that induction and mentoring programs are effective at increasing teacher quality and student academic achievement. The description portrays, that the provision of training to teachers acts as a motivation to them but also equips them with skills and

knowledge which make the facilitations of the lesson and classroom management easier as well as lead to positive student achievement. The interview done with HOS C indicated that

The provision of motivation for teachers and students enhances better performance for the school stakeholders such as teachers and students. Motivation is provided for good work and creating a suitable working environment raises teachers' and students' morale in working as well as studying hard for better school prosperity (HOS C Personal Communication, 10 May 2024).

The quoted statement from HOS implies that school administrators have created a conducive environment for teachers in working places, making teachers feel more respected. Kurniasari et al. (2023) focus on “improving the professional competence of teachers so that there is progress and development of teachers' competencies.” Shows that teacher's development and training make them up to date and hence act as a motivation to work hard for better success

Data in Table 2 shows the majority (71.4%) of respondents agreed and strongly agreed that there is transparency in the decision made by the head of the school with a mean of 3.68. This demonstrates that teachers are highly involved in decision-making regarding various issues happening at school. There is agreement with Merida-Lopez, (2020). teachers with a strong commitment to the school will be more productive at work. This necessitates that, the presence of transparency will motivate teachers to be hard workers for the sake of the organization and sustain their life. The study finding is in line with HOS D who supported the statement by saying that;

Transparency is very important to the institution, teachers, and other stakeholders including members of school boards involved in the school activities for decision-making. For instance; a meeting can be conducted to know school progress in which some weaknesses can be spotted and the decision is made on how to solve them. (HOS personal communication, 13 May 2024).

The information from HOS D shows that school operations are conducted openly hence transparency is observed. (Babakus et al., 2003, p. 34 in Bibi & Akhtar, 2020) “It has been suggested in the studies about management literature that top management commitment may have a great impact on organizational practices” This portrays that the presence of commitment influences transparency in the institution.

Data in Table 2 also shows extreme majority 73% of the respondents agreed and strongly agreed on the adoption of different strategies to accommodate technological changes to meet school needs with a mean of 3.73. This implies that the utilization of different approaches is highly adapted to meet the changes brought by the advancement in technology. This is in line with Spillane et al. (2022) adaptive mechanisms are critical in educational leadership as they enable leaders to adapt and respond effectively to diverse challenges and situations in the educational environment. Adoptive mechanisms including the strategies and practices will assist in solving different obstacles facing the institution. The findings are also similar to those of Spillane and Lowenhaupt (2019) who argued that; We believe that many of the

challenges that principals confront can be solved, while others should be managed. Moreover, the interview with HOS A confirmed that;

The emphasis must be put on the good use of technology for the best achievement. The available materials such as computers with internet access, Central Processing Units (CPU), storage devices, and projectors are supplied for easy facilitation of Teaching and Learning. (HOS A, Personal Communication, 9 May 2024).

The information given by HOS A signifies that the efficiency of micro-management practices depends on the availability of resources. This finding corresponds to the contingency theory and Shala et al. (2021) which insists on the effective application of technology and the adaption of mechanisms that are crucial for school heads.

Data in Table 2 indicate that 69.8% of the respondents agreed and strongly agreed that teachers receive support to enhance their skills in classroom management at the mean of 3.67. This demonstrates that teachers receive cooperation from school administration for adding skills, knowledge, and attitude about classroom management. The findings relate to the study carried out by Muyunda (2022) states that the school must have a budget that covers teacher professional development. In addition, Muyunda (2023) secondary school teachers are engaged in Professional Development (PD) activities. The findings also confirm the study by Nkundabakura et al. (2023) who emphasized the importance of teachers continuously updating their subject content to accommodate a competency-based approach. This means that teachers are given support in enhancing effective classroom management. These findings concur with the information given by HOS A who described that;

There is guidance and counselling to improve efficiency and effectiveness within the institution. Meetings are held to provide awareness of the changes occurring in the educational sector. For example; curriculum changes to accommodate societal needs hence training is vital for updating teachers' professional development. (HOS A, Personal Communication, 9 May 2024).

The information from HOS A contends that there is provision of various programs on developing teachers' skills, knowledge, and competence in classroom management. Correspondingly, Sumapal and Haramain (2023) accentuated the interconnectedness between instructional supervision and teachers' guidance. This demonstrates that Teachers receive support from the educational administrators in adding skills knowledge and competence suitable for their profession.

To describe how micro-management constraints relate to micro-management measures taken in resolving the challenge, researchers used a simple linear regression statistical technique to test the Null Hypothesis (Ho), which stated that there is no significant relationship between micro-management constraints and measures taken in resolving the constraints facing head of schools in fostering micro-management in Morogoro Municipal. The decision rule was established at the significant level of 0.05 (2-tailed), guided by the assumption of normal distribution of data with no significant outliers. The output of the test is displayed in Table 3;

Table 3: Simple Linear Regression Hypothesis test

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	.169	1	.169	1.871	.204 ^b
Residual	.811	9	.090		
Total	.980	10			

a. Dependent Variable: Micro-management constraints

b. Predictors: (Constant), Micro-management measures

Source: Field data (2024)

Data in Table 3 indicates that the p-value of this test was 0.204 at a significant level of 0.05. This signifies that the p-value is greater than the significant level, therefore, the stated H_0 was accepted and thus there is no significant relationship between micro-management constraints and measures taken in resolving the constraints facing heads of schools in fostering micro-management in Morogoro Municipal. This connotes that, there is a serious problem facing the heads of schools in fostering micromanagement which needs to be addressed. Efforts are needed to be employed to resolve the problems (Gordon, 1996 as cited by Dinibutun, 2020). This implies that leaders are required to adopt various strategies for resolving the challenges arising the in educational context.

SUMMARY, CONCLUSION, AND RECOMMENDATION

This section presents the summary, conclusion, and recommendation of the findings from the study conducted to examine micro-management challenges heads of schools encounter when implementing their duties.

Summary

The finding indicates that heads of schools face several constraints when implementing micro-management within the school context mainly limited resources, lack of clear communication, and technological changes. Moreover, the study found the head of the school adopts different measures in solving the constraints namely; conducting regular meetings with teachers and parents to address the problem; providing education and insistence on the use of technology appropriately; Administering guidance and counselling; assistance from the government and encouraging open communication among the workers in nurturing micro-management practices.

Conclusion

Based on the findings, this study concluded that heads of schools face constraints such as scarcity of resources, inadequate communication channels, and technological stagnation. Moreover, the study also concluded using regular meetings, the creation of awareness, and the adaption of technology as measures for resolving the aforementioned constraints. The null hypothesis is accepted, signifying that there is no significant relationship between micro-management constraints and measures employed in rescuing the situation.

Recommendations

The study recommended the following;

School administrators should be empowered with micro-management practices to attain more skills and knowledge for the effective supervision of school activities. Moreover, setting a good school development plan for implementing the school daily routine, and provision of Information Communication Technology (ICT) training to teachers for the acquisition of new competencies in accommodating technological changes. Furthermore, the study recommended school management team enhance regular monitoring and evaluation procedures for identifying the area of weakness on the spot, this will enable them to resolve the problem as early as possible.

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