EDUCATIONAL QUALITY MANAGEMENT IN PUBLIC AND PRIVATE SECONDARY SCHOOLS UNDER SEDP II: A CASE OF SELECTED SECONDARY SCHOOLS IN MOROGORO REGION, TANZANIA

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ABSTRACT

In this era of globalisation and technological revolution, education is considered as a first step for every human activity. It plays vital roles in the development of human capital. The Secondary Education Development Programme II (SEDP II: 2010-2015) in Tanzania, is a continuation of Secondary Education Development Programme I (SEDP I), which was implemented between 2004 and 2009, building on the national goals of secondary education provision. The purpose of this study was therefore to analyze the Management of Educational Quality in selected Public and Private Secondary Schools in Morogoro Region. The specific objectives were to: assess schools educational quality management based on educational input under SEDP II for years 2010 to 2013; examine schools educational quality management based on educational output under SEDP II for years 2010 to 2013 and assess effectiveness of Public Secondary Schools (PuSS) and Private Secondary Schools (PrSS) management tasks in the study area. Data were collected from 400 respondents' including: 320 students, 80 teachers and 20 key informants and various documentary sources using questionnaires, researcher's diary and checklist. Quantitative data were analysed by using SPSS computer software and "content analysis" technique was used to analyse qualitative data. The study found that PuSS, which were involved in SEDP II Programme had poor and insufficient inputs, educational output and educational management tasks compared to PrSS, which were not involved in SEDP II Programme. The study also found out that PrSS had much autonomy and decentralisation compared to PuSS. It was concluded that the shortage of proper management of fiscal, human and materials resource management affected the quality of PuSS. It was, therefore, recommended that there is a need for the Central Government to allocate enough funds to its schools to cater for all necessary inputs required. Also should employ trained educational managers for proper financial, human and material resources management. Further research to undertake case studies on the relative performance of public and private secondary schools in boosting student achievement was also suggested.

DECLARATION

I, IMELDA GERVAS, do hereby declare to the Senate of Sokoine University of Agriculture, that this Thesis is my own original work done within the period of registration and that it has neither been submitted nor being concurrently submitted in any other institution for degree award.

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DEDICATION

This work is dedicated to my beloved father, the Late Mr. Gervas Kilimwomeshi, who laid down the foundation of my education with a lot of sacrifices and efforts. May his soul rest in peace forever, AMEN.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

LIST OF ABBREVIATIONS AND ACRONYMS

ADB	African Development Bank
BRN	Big Results Now
BRNE	Big Results Now Education programme
DAAD	Deutscher Akademischer Austauschdienst (Germany Academic Exchange Service programme)
DEO	District Education Officer
DSI	Development Studies Institute
EFA	Education for All
ESDP	Education Sector Development Programme
ETP	Education and Training Policy
GERs	Gross Enrollment Rates
GoT	Government of Tanzania
IMF	International Monetary Fund
JAST	Joint Assistance Strategy for Tanzania
LGAs	Local Government Authorities
MDGs	Millenium Development Goals
MKUKUTA	Mkakati wa Kupunguza Umasikini Tanzania
MoEST	Ministry of Education Science and Technology
NECTA	National Examinations Council of Tanzania
NPE	National Policy on Education
NSGRP	National Strategy for Growth and Poverty Reduction
PDO	Project Development Objective
PEDP	Primary Education Development programme

PO-RALG	President's Office- Regional Administration and Local Government
PrSS	Private Secondary School
PuSS	Public Secondary School
REPOA	Research on Poverty Alleviation
SEDP	Secondary Education Development Programme
SPSS	Statistical Package for Social Science
SSA	Sub-Saharan Africa
SUA	Sokoine University of Agriculture
SWAP	Sector Wide Approach
TQM	Total Quality Management
UMISETA	Umoja wa Michezo ya Shule za Sekondari Tanzania
UNESCO	United Nation Education, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
URT	United Republic of Tanzania
WASH	Water, Sanitation and Hygiene
WB	World Bank

CHAPTER ONE

1.0 INTRODUCTION

This study was about educational quality management in secondary schools in Tanzania.
In 2008, the Education Sector Development Programme (ESDP) was reviewed to align
with National Strategy for Growth and Poverty Reduction Programme
(NSGRP/*MKUKUTA*) and the Joint Assistance Strategy for Tanzania (JAST), as well as to
incorporate key education Programme, these Programmes were Primary Education
Development Programme (PEDP) and Secondary Education Development Programme
(SEDP) (URT, 2010). The Secondary Education Development Programme II (SEDP II:
2010-2015) is a continuation of SEDP I, which was implemented between 2004 and 2009,
building on the national goals of secondary education provision. The purpose of this study
was, therefore, to assess the management of educational quality in public and private
secondary schools during Secondary Education Development Programme Phase II (SEDP
II) in Morogoro Region; and to draw policy implications on possible ways that would be
used to improve public and private secondary school educational quality in Tanzania.

1.1 Background Information

Education plays vital roles in the development of human capital and is linked with an
individual's well-being and opportunities for better living (Battle and Lewis, 2002). In
education, quality is the desirable end result or outcome, usually measured as students'
performance in achievement tests and national examinations. URT (2010b) outlines
characteristics of a good quality schools to be: (i) a conducive teaching and learning
environment which is child friendly; (ii) regulation issues by the government are adhered
to and there is provision for guidance and; (iii) effective curriculum implementation and
management is adhered to; (iv) learner have acquired the expected outcomes; (v) repeating

a year is not common; (vi) equal opportunity for girls and boys; (vii) conducive learning environment for disabled and most vulnerable children; and (viii) proper use of learning time. Educational quality can be contributed by several things, including: quality of teachers, accommodation, food provision, and presence of teaching and learning materials, time used in class and in extracurricular activities (Mosha, 2006).

Quality in secondary school education is essential in the development of the country's economy. Different people have various thoughts in describing quality in education; the notion seems to be difficult to define precisely. This has made it a topic of discussion in various international education forums (Mosha, 2000; Sallis, 2002; Ololube, 2006; Michaelowa, 2007; Igongo, 2018). In current international research (Gropello, 2006; Filippakao and Tapper, 2008) much attention is placed on how to improve the quality of education, and especially the quality of secondary school education in developing countries (Wedgwood, 2007; Shahzad, 2007) due to its contribution to the development of the social sectors.

Quality management is the act of overseeing a performance of organisational activities in order to maintain a desired level of excellence. It includes creating and implementing quality planning and assurance, as well as quality control and quality improvement. It is also referred to as Total Quality Management (TQM). It is a relatively new concept, which is regarded as a 'first course' approach to quality assurance, as it approaches the issue of quality from many angles (Arcado, 1995). When it comes to education: quality management means creating an environment where educators, parents, government officials, community representatives and business leaders work together to provide students with the resources they need to meet current and future academic, business and societal need (Tribus, 1993).

In developing countries, education is considered as the cornerstone of economic and social development. This is because investment in education has a direct and positive effect on productivity as well as development of social-cultural activities (Dembélé and Oviawe, 2007; Mosha, 2000). It has been reported (King, 1997) that for many years in the past education was monopolised by the state in most developing countries. In recent years, there has been more recognition at the level of decision making in developing countries that, given the obvious constraints to expanding public education mainly at secondary level, private school education is being viewed as complementary to public. Hence over the last three decades, the public and private sectors in Tanzania have been on the forefront in education provision. According to URT (2010), the Government has shown a lot of commitment in encouraging private entrepreneurship in secondary education as a partner in the provision of quality education to the teeming population, which cannot be undertaken by the state alone. Many communities, private individuals, charities, religious organisations and companies have built, registered and managed schools (Sekwao, 2007).

In the Tanzanian context, management of primary and secondary education has been the responsibility of central government (Chilumba, 1994). According to Omari (2002), the 1964 Education Act abolished the racial system in education which was dominant during the colonial era and did create a uniform type of management for all primary and secondary education. Following this measure the government passed the Education Act No.50 of 1969 that nationalised all denominational and private (non denominational) schools placing them under the Ministry of National Education. This followed the introduction of Education for Self Reliance (ESR) in 1967 which guided the planning and practice of education. It emphasised the need of curriculum reform in order to integrate theory with acquisition of practical skills.

By the 1980s, external shocks (oil crises, low coffee prices, drought, and war with Uganda) and deficient economic policy caused an economic crisis that needed to be resolved through economic restructuring and recovery. Tanzania's relationship, however, with the World Bank and the International Monetary Fund (IMF) was tense because of differing perspectives on the root causes of the economic crisis and how to handle it. Tanzanian policy makers attributed the crisis to exogenous shocks, while the World Bank and the IMF stressed deficient economic policies and institutions as the root cause. For the education sector, this period faced a huge reduction in resources that lead to a reversal of progress made towards Universal Primary Education (UPE) during the 1970s and declining quantity and quality at all levels of education (URT, 2011).

Due to the recognition of the importance of quality education to the development of the country and its people in a whole, the Government and people in politics emphasise the expansion of access, which in return has created an imbalance against resources and quality (URT, 2012). Following the Millennium Development Goals formulation (MDGs) (URT 1998) and education for all (EFA) in year 2000 goals, shifted and emphasised more on expanding access than focusing on quality (Hakielimu, 2007).

From the politicians' viewpoint in the country, increasing access to education and secondary education, in particular, is a priority. In other words, when development in education is discussed primary reference is made to increased enrolment and increased number of school structures. Due to this situation the quality standards of education are noticeably declining at both primary and secondary levels, a consequence of a rapid increase in the school going population and enrolment expansion which has not been matched by a requisite supply of quality related inputs such as qualified teachers, educational materials, sufficient classrooms, investments in school infrastructure and

safety, water, sanitation and hygiene (Galabawa, 2006). Generally, schools tend to be neither healthy nor safe environments, particularly for adolescent girls. Lack of sufficient facilities especially desks, classrooms, latrines, dormitories, and housing for teachers, have undermined the quality of the teaching environment. Furthermore, low wages and poor working conditions for teachers affect their ability and motivation to deliver quality education (Ibid).

However, education as a cornerstone of socio-economic transformation is given a high priority in Tanzania. In recent years the Tanzania government has introduced education reforms that are implemented through Sector Wide Approach (SWAP) adopted in Education Sector. Following the ETP (1995), the Education Sector Development Programme (ESDP) was initiated in 1997, as a strategy towards a SWAP to education development (URT, 2010a). The main goal of SWAP was to achieve the long-term human development and poverty reduction targets and to redress the problems of fragmented interventions through projects, so as to promote collaboration and partnership among all stakeholders, using pooled human, financial and material resources. This collaboration is hinged on planning, implementing, monitoring and evaluation of education delivery. ESDP objectives for the secondary education sub-sector are derived from the major objectives of ETP (1995). Recognising the central role of the education sector in achieving the overall development goal of improving the quality of life of Tanzanians, the Government of Tanzania (GoT) has identified education as one of the strategies of combating poverty (URT, 1995).

In promoting quality education to its people, the government of Tanzania, launched the Secondary Education Development Programme (SEDP), as a national-wide Programme which is run under the umbrella of Education Sector Development Programme

implemented in phases of five years each. SEDP is being implemented by several stakeholders, including Ministry of Education and Science and Technology (MoEST); the President's Office-Regional Administration and Local Government (PO-RALG); Regional Secretariats; Local Government Authorities (LGAs); Ward Level Officers; School Boards and School Management Teams; State Actors; and Development Partners, including the World Bank (WB) (URT, 2010).

SEDP Phase 1(SEDP I) was implemented between 2004 and 2009, building on national goals of secondary education provision. It was also built on national and international reforms regarding the education sector. Some of these reforms are based on key policy documents, such as Tanzania Development Vision 2025, the National Strategy for Growth and Reduction of Poverty (NSGRP) commonly referred to by its Swahili acronym: (MKUKUTA); the Education and Training Policy of 1995; the Education Sector Development Programme (ESDP, 2001); and Millennium Development Goals (MDGs). The overall objectives of SEDP I were to improve access with equity, quality management and delivery of secondary education in Tanzania (URT, 2004). Review of SEDP I Implementation showed that the Programme was most successful in improving access and equity. The number of public secondary schools tripled between 2004 and 2009 to serve different underserved communities and so was the number of enrollees. Despite these successes, there were a number of challenges, in terms of performances, adequacy of professional teachers, equality of learning environment among different schools, adequacy of infrastructure, teaching approaches, school management and low transition rate (URT, 2010).

SEDP Phase II (SEDP II) which is a Government Project supported by loan from World Bank (WB) was implemented from 2010 to 2015. According to agreement by World Bank

and the Government of Tanzania, the overall Project Development Objective (PDO) was to improve the quality of public secondary school education with a focus on underserved areas (URT, 2017). On the other hand, the establishment of many private secondary schools has contributed in no small way in satisfying people's wants as to which school (public or private) their children should attend, but at the same time the inherent cost of private schools and the Tanzania position of free education places the low income earners who desire the best in terms of quality education for their children, but cannot at times pay for the exorbitant fees of the private schools in difficult situation. Hence the children of this class attend public secondary schools under SEDP Programme with minimum cost and tuition fee opportunity (URT, 2017).

1.2 Problem Statement and Justification

Secondary schools in Tanzania operate through systems guided by regulatory agencies of the state Ministry of Education Science and Technology to guarantee quality services by both public and private secondary schools in order to have quality output through student's success in their academic achievements (URT, 1995). The overall SEDP II Development Project Objective (PDO) was to improve the quality of public secondary school education with the focus on underserved areas. The PDO was expected to be realised through implementation of activities under four main components: upgrading existing infrastructure; improving the equitable provision of teachers and quality of teaching in mathematics, sciences and languages; ensuring adequate financing to secondary schools and improving utilisation of resources; and providing capacity building to implement current and future reforms (URT, 2010). The Government has also shown commitment in encouraging private entrepreneurship at secondary level education as partner in provision of quality education to the teeming population, which cannot be undertaken alone by the state. Thus private individuals and groups establish their own schools, albeit on

competitive basis and manage them within the framework of National Policy on Education (NPE). Private schools charge their own fees, recruit their own teachers and have their own career guidance. The management situation of school facilities in place and commitment of teaching and non-teaching personnel in secondary schools could be adduced as reasons for profitability of either public or private secondary schools by consumers of secondary education in the country. The inputs variables such as infrastructural facilities provided by secondary school for teaching and learning process, irrespective of ownership of the schools remain indispensable variables used to produce quality output.

In order to combat the problem of quality which arose during SEDP I evaluation, the Government introduced SEDP II which was implemented in its schools. However, the country still faces the problem of poor performance in National Examinations in secondary schools (URT, 2012). For instance, different studies (Monitor Correspondent, 2013; TAMWA, 2012; *Hakielimu,* 2012; Malekela, 2000) in Tanzania found out that there is a general poor academic performance in secondary schools. Where by private schools dominated the charts of best performers, with a flustered government blaming inadequate teachers and poor infrastructure (*Hakielimu*, 2012). The mass failure during the national examinations and different reports on the poor performance, and difference in performance between public and private schools to various levels of education creates the gap for this study. Therefore, the focus of this study was to assess the management of educational quality in selected public secondary schools under SEDP II and private secondary schools in Morogoro region, Tanzania.

There is a need to understand management of educational quality in public and private secondary schools in order to ensure that the education resources are used effectively and

efficiently. Understanding of management of quality education will provide guidance on how to ensure effective utilisation of human and material resources, school time as well as effectiveness of management at both school and classroom levels in promoting excellence and improving students' academic performance in the study area and beyond. The findings will help to add to the body of knowledge on how well the schools could be managed so as to improve the educational quality and inform the policy makers on what to be done as far as management of quality education in public and private secondary schools in the country is concerned.

1.3 Objectives

1.3.1 Overall objective

To assess the management of educational quality in selected public and private secondary schools during Secondary Education Development Programme Phase II (SEDP II) in Morogoro Region.

1.3.2 Specific objectives

i. To assess schools educational quality management based on educational input.

ii. To examine schools educational quality management based on educational output.

iii. To assess effectiveness of public and private Secondary Schools management tasks.

1.4 Research Questions

i. What are the necessary teaching/learning materials found within the school?

ii. What was the students' academic achievement within past three years?

iii. What Managerial tasks are performed by school management?

1.5 Operational Definition of Terms

The terms that have been used frequently in this study are defined here to provide a common basis of conveying meaning. These include: secondary education; public and private secondary school; quality of secondary education; management of educational quality, student's academic performance; and key variables used in the study.

1.5.1 Secondary education

According to the Education and Training Policy (ETP) of 1995 (URT, 1995) secondary education refers to post–primary formal education offered to persons who will have successfully completed seven years of primary education. Secondary education in this study means the first cycle of four years post-primary education. The cycle follows both a core or common national curriculum and specialised optional subjects at the end of which students sit for nationally set examinations.

1.5.2 Public and private secondary schools

According to Osaki (2004) the distinction between public and private secondary schools depends on the arrangements for schools ownership, finance and management. Countries typically choose varying degrees of government involvement along these dimensions of decision making, in some of them private schools are financed and managed to a substantial degree by non-governmental institutions, usually subject to certain government regulations. Mkamati and Ndosi (1998) noted that in Tanzania the public-private distinction is straight forward. The public sector includes government and community schools, both of which receive full government funding for recurrent costs (some of which are defrayed through the collection of the school fees). The only difference between them pertains to the funding of school construction costs for government schools

such costs are borne by the government while for community schools are borne by local communities.

The private sector in Tanzania comprise a great diversity of schools, whose unifying feature is that they all depend almost exclusively on school fees and private contributions to defray both recurrent and capital costs. Although the overwhelming majority of private schools are created by religious and other community organisations, they are now few schools which are operated by individuals or groups of individuals as for profit institutions (URT, 2012). In this study, public schools will mean both government and community secondary schools, while other types of schools are included under private category.

1.5.3 Quality of secondary education

Quality is the ongoing process of building and sustaining relationships by assessing, anticipating, and fulfilling stated and implied needs. But in education we know quality occurs when students are learning (Homeshel, 2005). Scholars create value for those they serve and those who serve them. These broad concepts can guide improved teaching and learning in ways those students, teachers, administrators and the community will notice and appreciate on a daily basis. This definition of quality of education starts with a focus on an adequate number of schools, books and trained teachers, and the number of children who finish school, it moves beyond this to consider what goes on inside and outside of school (Bregman and Bryner, 2003). In this study, educational quality will refer to the level of educational inputs (human and other material resources that are factored into production function of schools) and outputs (performance of students on achievement tests) in public and private secondary schools involved in the study.

1.5.4 Management of educational quality

Management is the process which is undertaken through coordinated efforts and activities of people to achieve a desirable result. Kiwia (1995) defines management as guidance, leadership and control of people towards some common objective. It is a social and economic process involving a sequence of coordinated events of planning, organising, co-coordinating and controlling or leading in order to use the available resources to achieve a desired outcome in the fastest and most efficient way. In this study, the terms educational quality management refer to a planned, evidence based process aiming at ensuring quality outcomes for students in the study secondary schools.

1.5.5 Student academic performance

Student academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. Improving student's academic performance implies improving the quality of school curriculum (Machumu, 2007). In this study, student academic performance means students' scores in achievement tests in public and private secondary schools involved in the study.

1.5.6 Key variables used

The definitions of key variables (background, independent and dependent variables) as used in the study are given in Appendix 1. Literature review is presented in the next Chapter.

CHAPTER TWO

2.0 LITERATURE REVIEW

This Chapter reviewed literature of other studies in order to provide a theoretical framework which guided the development of the study model on which analysis of data for the present study is based. It is based on empirical literature: educational quality, public versus private schools and, educational quality, educational quality management, factors affecting secondary school students' academic performance, knowledge gap; theoretical framework; and conceptual framework.

2.1 Empirical Literature

2.1.1 Educational quality

The issue of quality education has many dimensions (Mosha, 2000). While some people look at quality in terms of availability of teaching and learning materials and teachers, others would look at infrastructure, text books, examination results and learning outcomes. Many approaches towards quality focus on relevant curriculum, improved learning environment, adequate number of teachers, classrooms, teaching and learning materials which ultimately shape the individual and those around him/her.

The quality and relevance of teaching is held by many observers to be the single most important factor that determines secondary school effectiveness. Bregman and Bryner (2003) maintain that this implies that teachers with solid knowledge of the subject, interactive pedagogy, keen classroom management and the ability to provide students with helpful feedback and evaluation. Sufficient supplies of teaching and learning materials and up-to-date student text books also augment the teaching and learning process.

According to Homeshel (2005) the quality and relevancy of teaching, however, is embedded in a quality national education system, which in turn requires supporting government policies. These will affect the way in which resources will be allocated and whether they will be sufficient for achievement of the set goals. Governments that allow regional and local flexibility in adaptation of curriculum to local needs, in recruitment of staff or in involvement of communities, students, parents and teachers in educational decisions create relevance and ownership. Policies that provide accountability mechanisms also encourage quality services.

The debate on improving the quality and provision of secondary education in developing countries has often revolved around the questions of relevance of the curriculum (Schwab, 1973). Schwab suggests that in order to remain relevant, the curriculum at all levels should follow cycles of 10 years or less, sufficient time to take account of new approaches, technologies and knowledge as well as other emerging issues that need attention. Mulford (2003) note that interestingly, the demand for change in secondary school curriculum has been amplified by its awkward position within the hierarchy of educational development: secondary education, being in the middle of primary and tertiary levels has been identified as weakest link in education development. Poor results at that level, has two consequences. First, those who do not proceed to tertiary education tend to be unproductive and contribute little to the development of the economy and social life. Second, those who do not proceed to tertiary education have not gained the relevant skills that the contemporary world needs.

Bregman and Bryner (2003) observe that the irrelevance of the curriculum has been accentuated by the emerging calamities that Africa has been experiencing. HIV/AIDS, increasing sexual harassment and youth violence, wide spread degradation of renewable

resources and attempts to improve cultural homogeneity are all issues that need to be reflected in the curriculum, since education has key role to play in overcoming the threats. To the extent that curriculum fails to address these challenges, many experts have described it as outdated and overloaded.

According World Bank (2007) secondary education is crucial because it is this formative years that young people begin to make career related decision. Access to appropriate education is the key to their being meaningfully engaged, leaving little time for social evils prevalent today. Attempts to improve educational access and appropriateness are therefore important. Murphy (1996) note that several assessments suggest that access, quality and relevance of learning are currently not sufficient to support economic and social development in Sub-Saharan Africa (SSA). Mulford (2003) observe that although there are some increases in gross enrolment rates (GERs), female participation has consistently lagged behind that of males. The 2002 Education for All (EFA) initiatives report projects out that 22 percent girl and 26 percent boys have access to secondary education.

Tsang (1995) notes that special concern are for marginalised groups on which information is hardly available. It is reported, for example, that 65 percent of SSA population live in rural areas. There is therefore a clear need to disintegrate education statistics to see whether there are rural-urban discrepancies. The same applies to socio-economic indicators or children with special needs. It is well known that secondary education tends to be available mostly to elite: most secondary school pupils are likely to come from comparatively well-off families. Parts of SSA also have nomadic populations, whose participation in secondary education is presumably fairly low. At present most statements about the various marginalised groups that are left out of statistics and analysis would have to be based on conjecture and assumptions.

Several studies (Barret, 2007; Brown and Conrad, 2007; Day *et al.,* 2008) highlight that in achieving quality, there is the need for the country to define clearly quality indicators that will meet its developmental needs and at the same time fit into global indicators. Quality indicators should move beyond inputs governments provide in terms of infrastructure, teachers and materials. Greater attention should be given to what happens in the classroom, with specific reference to teaching and learning time utilisation. There is the need for policy makers to be guided by the fact that providing expanding access through the construction of classrooms and increasing enrolment as well as decentralising decisions per school does not guarantee quality in education. What matters most is how teachers and pupils make use of the resources available to promote teaching and learning. Ensuring effective utilisation of human and material resources as well as school time in promoting quality education depends largely on effectiveness of leadership at both school and classroom levels. Literature on education quality, therefore suggest school quality is, for the most part, measured either in terms of educational inputs or outputs. Educational inputs are human and other material resources that are factored into the production function of schools while outputs are the performance of students on achievement tests or the number and type of graduates coming out of educational system.

2.1.2 Public versus private schools and educational quality

Studies that have assessed the relative quality of public school over their private counterparts in terms of input variables do not provide conclusive answers yet. In Columbia, Psacharopoulos (1987) found out that public secondary schools (that aim for vocational and academic objectives) have better educational inputs, such as teacher-student ratio and teacher qualifications compared to private schools. Yet, the same study shows that these schools have a higher operating cost relative to private schools and other

conventional public schools. According to Psacharopoulos, the standard that these schools were designed to meet is the reason for higher cost associated with these schools.

Peano (1997) found out that, in Tanzania public schools score better in three conventional measures of quality; they employ more teachers per student, their teachers are better qualified and they spend more per student. In terms of external outcomes, researchers assess the relative performance of public and private schools on the basis of the quality of graduates and their earning potentials. Findings are that private school students appear to be better off in finding employment after graduation from secondary schools, although there is virtually no difference in earnings received by graduates of the two types of schools (Psacharopoulos, 1987). The performance of private versus public schools in terms of mean scores in various achievement tests is rather mixed. In Columbia and Tanzania, private schools are better at enhancing academic achievements while public schools are better in boosting students' performance in vocational subjects.

Bashir (1997) hold that private schools attempt to satisfy the demands of their customers, which is stronger for academic rather than vocational subjects. The reason for such demand preference is that students and their parents view academic subjects as leading to more opportunities after graduation, such as entering universities or following non-manual career. Therefore through the power of fees they pay, analysis (Bashir, 1997) do tacitly emphasise the academic subject matter. Thus, as far as element of choice is concerned, as in the case of private schools, the customers obtained what they wanted. An alternative view of the relationship between families' schooling choices also influences the effectiveness of school Programme. Control over admission and dismissal policies may not only help school to attract talented students but also improve school's programme by

making it easier to attract quality teachers, many of whom do not want to work with disruptive students.

2.1.3 Educational quality management

The literature on school leadership and quality in developing countries focuses on the role of principals, addressing their role in managing schools with basic resources challenges (e.g. quality of school facilities, teaching and learning materials, funding) and in the enactment of basic management tasks (budgeting, planning, resource management), as well as the perceived need for instructional leadership in the context of external reform initiatives promoted by governments and donor agencies. Systemic changes in school governance in developing countries have dramatically altered the role of principals and local educational authorities (Ibrahim, 2012). Studies (Chapman *et al.,* 2001) in these countries explore decentralisation in the form of different types of school based management.

Regarding school principals, the literature suggests that these types of reforms increase their responsibilities and accountability, shifting expectations from a bureaucratic administrative role focused on carrying out orders and complying with administrative regulations from supervisory authorities toward a role that includes leadership to improve and sustain school quality. Studies that explore changes related to school governance in developing countries demonstrate that along with the changes in responsibilities and autonomy, principals still face challenging practical constraints to carry out their work effectively (Oplatka, 2004). Overall, there is less research evidence available on the characteristics and practices of effective school leaders in developing countries, particularly on how principals are enacting instructional leadership and school improvement (Ayeni, 2012).

Globally, the importance of leadership beyond the school at the local educational authority level (e.g., school district) is recognised. The initial evidence in developed countries suggests school district leadership effectiveness has a moderate impact on students' achievement. There is agreement about some common characteristics of successful leadership at the local education authority or school district level, including: collaboration in goal setting with different stakeholders (e.g. district officials and supervisors, professional staff, community governors); agreement on goals for achievement and instruction; alignment of district support with district goals; monitoring goals for achievement and instruction; and use of resources to support achievement and instruction goals (Anderson, 1998). Leadership at the immediate level has not been the focus of research in developing countries, and as a consequence, evidence on the effectiveness, characteristics of supports, and relations that local education authority agents establish with schools to enhance improvement represents a significant gap in knowledge about education leadership and management in those contexts.

It has been observed by several authors (Temponi, 2005; Agustinus, 2008; Clark, 2009; Ayeni, 2012) that educational quality management to be a process of devolution of power and ability to significant stakeholders to perform statutory responsibility in the administration, monitoring, evaluation and review of education policy issues for sustainable goal-oriented governance and effective teaching and learning activities to achieve set standards and quality learning outcomes in schools. The decentralisation of decision-making process in educational policy issues entrenches democratic principles, community participation, equity, as well as integration of diverse local interests and needs in schools management. Quality assurance-oriented school-based management is a pro-active intervention management strategy for improving the quality of institutional governance, resources inputs, and curriculum implementation, and students' academic

achievement in schools. The societal quest for quality education delivery and product value (output) underscores the relevance of quality assurance-oriented school-based management in the school system. The decentralisation policy on school management is premised on the fact that local communities are closer to the schools and understand their problems and needs better and therefore are more effective in decision-making on educational policy issues in schools.

2.1.4 Factors affecting secondary school students' academic performance

This part focuses on factors affecting secondary school students academic performance under three elements that intervene in education: students (personal causal factors); parents (family causal factors); and teachers (academic causal factors).

(a)   Students (personal causal factors)

Among personal variables mostly studied are motivation and self-concept. Motivation is considered to be the elements that initiate the subject's own involvement in learning: when a student is strongly motivated, all his/her effort and personality are directed toward the achievement of specific goal thus bring to bear all his/her resources. According to Gonzalenz (2002), a consensus exists among the diverse motivational theories and approaches inasmuch as they conceptualise motivation in various beliefs and values. In the arena of motivation there exist all kinds of opinions and results, some research claim that motivation maintains a circular relationship with the level of information processing and this in turn with the performance. Gonzalenz further notes that motivation has been found to be one of the elements that most distinguishes those required to repeat a school year from those being promoted, the repeaters being those who are most bored in class.

Other authors (Atkinson, 2010; Adell, 2012) have found that subjects themselves contribute low performance to low ability and to luck and improvement in performance to

motivation (task goal orientation), to self-regulating behaviours, and to competence as a function of task characteristics. In recent research (Marches and Martin, 2002) positive correlation were found between the value given to the task perceptions of auto-efficiency and performance. However, in the recent theoretical review, Gonzalenz (2002) shows how there have been a branching off towards the study of academic goals, to the detriment of those of social nature, even though these have been shown to be specifically important in the most disadvantaged social context.

According to Malila (2003), children with intrinsic motivation in academic would have higher self-perceptions of competence in academics and that children who are extrinsically motivated would have lower perceived academic competence. Intelligence is not the only determinant of academic achievement. High motivation and engagement in learning have consistently been linked to reduced dropout rates and increased levels of student success (Osaki, 2004). Development of academic intrinsic motivation in students is an important goal for educators because of its inherent importance for future motivation as well as for student's effective school functioning.

Malila (2003), assets that, academic self-concept is at the base of future academic success or failure being formed in early childhood education from peer contact and teacher attitude and expectations. One interesting study (Gonzalenz, 2002) indicates positive concept as one risk-reducing factor against academic failure in case of unfavourable family situations, using causal explicative model, emphasise that academic self-concept briefly influences the global performance of pupil.

Malila (2003) found that the greater the pupil's self-concept, more learning strategies will he/she use, facilitating deep information processing. In other studies (Zsolnai, 2002) self-

concept was found to better predict performance than variables such as age or students gender. Zsolnai further observe that self-concept influences performance indirectly by means of influence on intrinsic motivation.

(b)   Parents (family causal factors)

Another group of performance determining factors is the social/family factors. The educational condition contributed by the family is beyond all doubt or discussion, as there is an ever increasing awareness of importance of the parents' role in the progress and educational development of their children. Georgiou (2002) concluded that chances of schooling, especially in poor households increase where there are strong family networks (as the extended family share burden of educating children). Georgiou consider family background the most important and most weighty factor in determining academic performance attained by the student. Among family factors of greatest influence are social class variables and education and family environment. The influence of family educational climate is defined by the amount and the style of help that children receive from the family, thus is determined by elements of family context, like the dynamic of communication and effective relationships, attitudes towards values, expectations, etc. Along these same lines, Marches and Martin (2002) note that personal expectations have a notable influence on academic results, even when controlling for initial knowledge and socio-economic context.

Bregman and Bryner (2003) found that high level of illiteracy, poverty and low socio-economic status coupled with high rate of paternal and maternal deprivation of student academic needs, which was necessitated by poor socio-economic situation of the country has thrown many farmers and old rural dwellers into financial problems such as poverty, lack of money to purchase necessary textbooks and working materials for their kids. Also

many rural and suburban dwellers can no longer pay the school fees of their wards. These ugly situations have promoted young school students to drop out of school to engage in subsistence farming and become housemaids or engage in other menial jobs to support their academic pursuit. Hence, many students have since taken schooling as a secondary assignment and school attendance on rotational basis. The resultant problem posed by this, is poor academic performance in national examination.

Castejon and Perez (1998) found indirect relationship with performance from student perceptions of how much importance his/her parents assign to study at home. Other studies (Buote, 2001) show that the level of family cohesion and family relationship prove themselves capable of predicting performance. The parenting style (democratic, authoritarian, etc.) is also influential both in students' academic process as well as family-school relations. Buote further note that a positive family climate favors the development of well adapted mature and integrated subjects, and unfavorable family climate promotes non-adaptation, immaturity, lack of balance and insecurity.

(c)   Teachers (academic causal factors)

The last group of academic performance determining factors is made up of school variables, principally the student's teachers and his/her peers. Marches and Martin (2002) note that the pupil's socio-cultural level and his/her previous aptitudes indirectly influence the result of learning since they admit classroom procedures. As for characteristics of the teacher, this is considered a key element for pupils personal and academic development, the value given from teacher to pupil and vice-versa are usually reciprocal, highlighting additionally the personal relationship (Marches and Martin, 2002). These same authors found that teacher expectations significantly influence student results.

Teachers assessment is mediated by two variables: (i) the students intelligence, that is the greater the intelligence the better the academic results and the better reciprocal appreciation between teacher and student; and (ii) family support for study also makes the student value his/her teacher more highly. Other studies (Atkinson, 2000) also have found positive relationship between teacher motivation and that of student. Teacher–pupil relationships are also mentioned by teachers' attribution of poor performance to the student.

Malila (2003) found that student performance is affected by different factors such as learning abilities because new paradigm about learning assumes that all students can and should learn at higher levels but it should not be considered as constraint because there are other factors like race, gender, sex that can affect student's performance. Some of the researchers even tried to explain the link between students achievements, economic circumstances and the risk of becoming a drop-out that proved to be positive (Ross and Zuze, 2004). They further explained the effects of age, qualification, and distance from learning place etc. on student performance. They concluded that performance of students on the module is not affected by such factors as age, sex and place of residence but is associated with qualification in quantitative subjects. It is also found that those who live near the school perform better than other students.

Peer influence on the child's development occurs by similar mechanisms as those used by results: reinforcement, modelling and direct teaching and skills. Interaction with peers also promotes acquisition of social competencies such as controlling aggressive impulses and the expression of personal behaviors. In relation to academic performance, the socio-metric status of the student influences performance both directly and indirectly, since it is influenced by intelligence (Castejon and Perez, 1998). Buote's (2001) research showed

that positive correlations exist between performance and peer relationships, demonstrating that students failing in school are those most rejected by their group class.

2.1.5 The knowledge gap

Several studies concerning educational quality in Tanzania have been done, including: the impact of decentralisation in enhancing quality education (Mlaki, 2005); the implementation of educational quality in low income countries (Nguni, 2005); challenges affecting the quality of education in Tanzania (ADB, 2007); access and quality challenges facing community secondary schools (Wema, 2014); teachers qualifications, motivation and commitment to teach and their implications on quality education (HakiElimu, 2011); challenges facing the provision of quality education in Tanzania (Maghembe, 2008); educational leadership and quality educational in disadvantaged communities in Ghana and Tanzania (Oduro *et al.*, 2008); enhancing school performance through the management of quality assurance and control mechanisms (Chua, 2012). The study done by TWAWEZA, 2013 suggests that, the general cause of poor educational quality in Tanzania is lack of teaching and learning materials and shortage of teachers mostly in government schools. The general findings from the above studies found out that, the major factor which was affecting education quality in Tanzania was the shortage or absence of either physical or human resources which SEDP II programme was introduced to address this problem in PuSS. Therefore this study was done to find out if SEDP II programme introduced have improved the situation in Morogoro region for years 2010-2013 in PuSS compared to PrSS which were not involved in the programme.

2.2 Theoretical Framework

Management is an executive function concerned with vision and policy formulation, planning, organising, co-ordinating, financing, and directing operations in an education

system to realise cherished goals and objectives (Okumbe, 1998). This study centres on the Systems Theory of Educational Management, as presented by Draft (2008) and the principle of quality control cum assurance at the secondary level of education. A system is a set of interrelated parts that function as a whole to achieve a common purpose. A system functions by acquiring inputs from external environment, transforming them in some way and discharging outputs back to the environment. Students are admitted into secondary schools from the society and transformed as output back to society. According to Draft (2008) the basic System Theory of Educational management consists of five components: (i) inputs; (ii) transformation process; (iii) outputs; (iv) feedback and (v) environment.

Quality of any education system is influenced by many factors and context. The systems theory can easily and clearly describe the quality of education. System means complexes of elements standing in interaction. A system can either be closed or open due to its ability to allow taking in and emitting its matter to the society (Bertalanffy, 1976). However, it is pertinent to note that the application of systems theory in education will assist the educational administrator in several ways: (i) fostering educational issues and how it affects the output of the students; (ii) it is important to secondary schools in accomplishing their mission of all students learning process; (iii) it is also important for later development of inputs into the secondary schools system; and (iv) systems theory gives a relevant framework for academic performance of secondary schools in Tanzania. The above five factors in a systems theory are to a large extent, the essence of the benefits reported by the literature on the standard in all types of implementations of input variables to generate a better output of secondary education.

The System Theory of Educational management by Draft (2008) was found useful in this study as it ensures quality products that meet user requirements. It provides an orderly

plan of action with personnel having clearly defined responsibilities that overlap and interlock to ensure that absence of one member results in minimal loss of expected results. By improving workflow, it frees the management of the routine details of operations management. Feedback provides a good basis of control. Where by a negative feedback indicates a problem that should be corrected, for example a shortage in teaching and learning materials indicates that, there is a need to do something in the area of management who are responsible in making sure that all teaching and learning inputs in schools are present. Positive feedback implies that the system have worked well, for example, the presence of reduced truancy and dropout rates, indicates that there is success in system operation.

2.3 Conceptual Framework

The literature for the present Chapter has been reviewed from a wider perspective for the management of public and private secondary school in Tanzania. In the context of the present study the purpose of which was to assess the management of selected public and private secondary schools in Morogoro Region, the conceptual framework shown in Fig. 1 was developed. This model provides a framework for analysing a large volume of data and is oriented towards establishing findings which fulfill the objectives of the study. It allows drawing policy implications on possible ways that would be used to improve management of secondary schools educational quality. The conceptual framework suggests that the task of providing quality education for the citizenry is highly demanding and requires a robust capacity of the school management to organise the human and material resources to meet the various needs and challenges facing school administration in curriculum implementation, so that the education aims and objectives can be achieved. An attempt has therefore been made to build a conceptual framework for the inter-relatedness of independent and dependent variables in school-based management for quality assurance in

Background Variables   Independent Variable   Dependent Variables

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┌──────────────────────────┐
│  School-Based Management │
│        Committee          │
└──────────────────────────┘
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Transformational process

Students' characteristics:
- Personal
- Situational

Teachers' characteristics:
- Personal
- Situational

Inputs
- Infrastructure
- Learning resources
- Financial support
- Community norms and resources
- Parental contribution

Learners' Potential Development
- Cognitive intelligence
- Attitudinal change
- Career interest

Teacher's Instructional Tasks
- Subject knowledge
- Curriculum delivery
- Pedagogical styles
- Learners assessment
- Motivation

Educational Quality
- Improved academic performance
- Increased number of graduates/ completion rates
- Availability of teaching and learning materials in schools

Headmaster's Leadership Tasks
- Deployment and time allocation
- Instructional supervision
- Administrative duties & work ethics
- Record keeping and feedback
- Professional development

School-Based Management Tasks
- Interpretation, adaptation and operationalizing national education policies
- Formulating, reviewing and regulating school based policies, procedures and practices
- Facilitating implementation of internal and external evaluation reports
- Mobilizing resources of infrastructural development and capacity building

Figure 1: Conceptual Framework

Source: Modified from Draft (2008)

resource inputs, teachers' instructional task performance, headmasters' supervisory roles and students' academic performance.

The operational structure and components of the school-based management conceptual framework is as shown in Fig. 1. The learners' training and potential development is the central focus in the transformation process. This is ensured through goal-oriented activities, effective and efficient operations of the key transformational agents (teachers and headmasters). The role of the teacher is pivotal to the intellectual, skill and character development of the learners. The teaching-learning process is supervised and enhanced by the headmaster through instructional modeling, mentoring, monitoring and evaluation, record keeping and feedback. The supervisory process enables the headmaster to gather necessary information on teachers' cognate knowledge, teaching styles, appropriateness of the instructional materials, and learners' skills and participation. These provide the bases for determining the level of progress being made in the implementation of the curriculum and the challenges that need to be addressed in teachers' capacity for effective transformational process to achieve the educational policy goals. In a bid to translate the educational objectives into reality, the headmaster gives accurate feedback on school activities to the school-based management committee and seeks for inputs in form of expert opinion, and other relevant support in human resource, finance, facilities and materials to bridge the identified gaps in teaching and learning processes, and promote public accountability in the use of resources that are provided for quality development of the learners' potentials. The next chapter focuses on the study methodology.

CHAPTER THREE

3.0 METHODOLOGY

This Chapter describes the methodology that has been adopted in the study under eight main parts: study area; study design; sampling procedures; sample size; data collection instruments; data collection procedures; data processing and analysis; and limitations of the study.

3.1 Study Area

The study was carried out in selected secondary schools in Kilosa District and Morogoro Municipality in Morogoro Region, (Fig. 2 and Fig. 3). Morogoro Region is one of Tanzania's 31 administrative regions. The region is administratively divided into seven districts and one municipality namely: Gairo, Kilombero, Kilosa, Morogoro, Mvomero, Ulanga, Malinyi and Morogoro Municipality. The region had 226 secondary schools, where by 177 were public secondary schools and 49 were private secondary schools when data for this study were collected. The Region was chosen purposively to represent other regions with the same characteristics, due to the presence of different categories of both public and private secondary schools and their locations (rural and urban districts), and poor performance and dropout of secondary school students in consecutive four years (2009-2012), despite the presence of good and sound objectives of SEDP II (URT, 2012).

3.2 Research Design

The study employed a cross sectional study design. In this design data are collected on different kinds of respondents in a relatively short period of time in a single point (Kothari, 2004). The design was considered useful and appropriate for this study as it required people's views on the prevailing situation on management of educational quality. The design allows combination of various survey methods for gathering a body of both

qualitative and quantitative data and offer quick results with low costs (Agrest and Finlay, 2009).
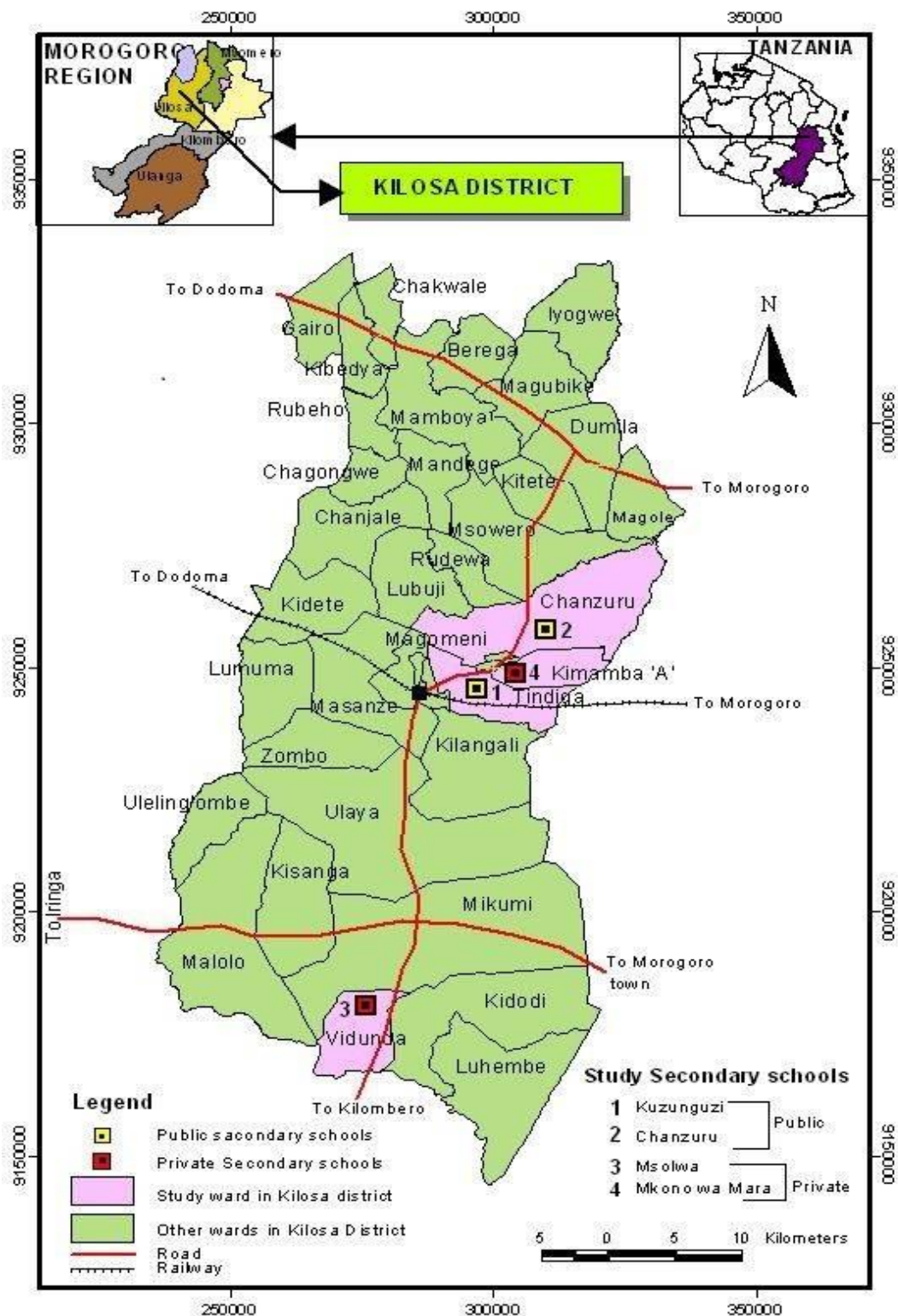
Figure 2: Map of Morogoro Region showing Kilosa District and the study schools
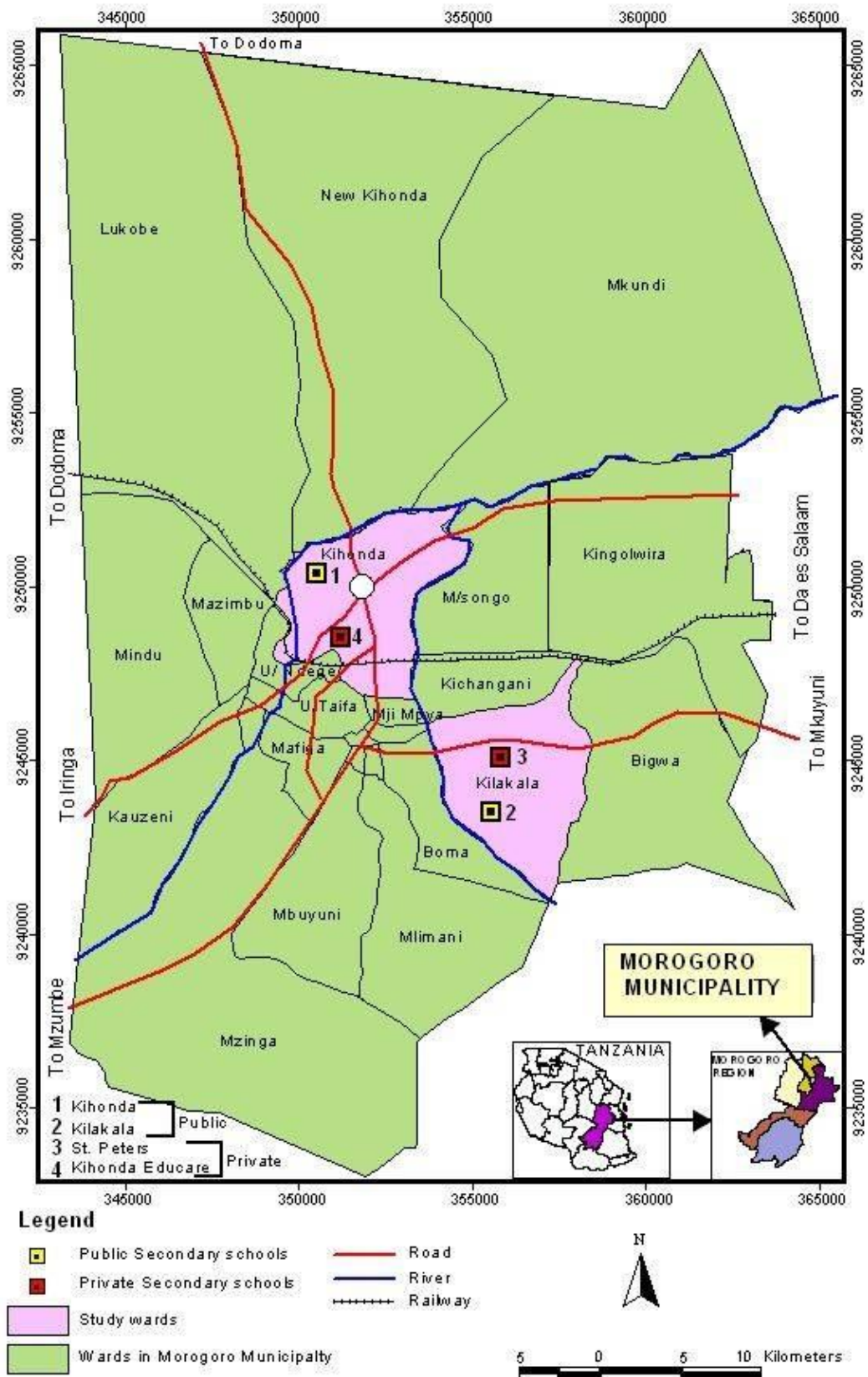
Figure 3: Map of Morogoro Region showing Morogoro Municipality and the study schools

3.3 Sample and Sampling Procedures

The study used multistage sampling technique, which allows more than one sampling method to be used, and involve sampling in phases (Bailey, 1998). It involved selection of study area and respondents basing on the availability of public and private secondary schools under two main stages, as follows.

First sampling stage involved stratification of secondary schools in Morogoro and Kilosa Districts into public and privately owned and purposive sampling technique was used to select two public and two private secondary schools from a list of existing public and private secondary schools from each district. In Morogoro Municipality two public and two private schools were selected, namely: Kilakala and Kihonda secondary schools (Public), Educare and St. Peter secondary schools (Private). Same procedure was used to select public and private secondary schools in Kilosa district, namely: Kizunguzi and Chanzuru secondary schools (Public) as well as Msolwa and Mkono wa Mara secondary schools (Private).

A second sampling stage involved selection of study respondents. The sampling frame involved students and teachers in the selected schools. A sample of 320 student respondents (170 males and 150 female students) were selected from the eight selected secondary schools. To get that sample, random sampling procedure was used to select forty (40) students from form four classes which had a minimum number of 45 students. Two kinds of slip papers having two options YES or NO were made and students were given opportunity to pick only one slip. Those who picked YES slip were included in the sample thus making a total sample of 320 student respondents. Form four cohort classes of students were purposively selected due to their long stay in school, thus expected to have enough information to provide regarding the study subject. In turn, 40 teachers 'were

purposively selected based on their involvement in SEDP II since year 2010 in case of public schools from the four study schools. The same procedure was used to select teacher respondents from the four private secondary schools which were not involved in SEDP II in the same period. Thus making a total sample of 320 students and 80 teacher respondents. In addition, a total number of 20 key informants were selected using snowball technique basing on their positions and potentials as far as education quality is concerned. It included individuals from school administration, school management committee members and other influential people who were knowledgeable on the study subject.

3.4 Data Collection Instruments

(a)   Questionnaires: two types of questionnaires were used to collect primary data from students and teachers respondents, namely: i) students questionnaires were used to collect primary data from students in each school (Appendix 4) and (ii) Teachers questionnaire were used to collect primary data from teachers (Appendix 5).

(b)   Researcher's diary: This was used to collect secondary data from different sources including books, journals, official reports, library, school reports, district reports, internet, research reports from various institutions, and other relevant literature both within and outside Tanzania; as well as recording researcher's observations of the schools environment and activities. This was done to verify some of the responses during student and teachers questionnaire survey.

(c)   Observational Checklist: Was used to collect data on the availability of teaching and learning inputs in the study schools (Appendix 3).

(d)   Directed Discussion Checklist: Was used to collect primary data from directed discussions with key informants to supplement information gathered through questionnaires/and researcher's diary (Appendix 6). Key informants included

school administrators, education officers and other individuals who are in position to provide relevant information about the study.

3.5 Data Collection Procedures

Field work was conducted during August to November 2014 in Morogoro Municipality and Kilosa secondary schools in Morogoro region. The permit for data collection was obtained from the office of Regional Administrative Secretary in Morogoro region after getting an introductory letter from the Director of Research and Post-graduate Studies, at Sokoine University of Agriculture (SUA). In each of the selected secondary schools from Morogoro Municipal and Kilosa district, one research team lead by researcher was formed to collect primary data. One research assistant assisted the researcher to collect primary and secondary data. The researcher was responsible for training and guiding the research assistant during data collection. Much care and foresight were given in legitimising the research in the eyes of the relevant school leaders, students as well as government leaders and other officials in the district. This was first done by reconnaissance survey to allow the researcher to orient and familiarise to the study area and then acquire general information on the Management of educational quality in the study area. The students and teacher questionnaires were pre-tested among few students and teachers, respectively, who were not involved as study respondents for reliability and validity; and then corrections and modifications were done accordingly.

Structured questionnaires were used as a tool for interviewing students and teachers. The questionnaires were designed to permit acquisition of both qualitative and quantitative information. Open and close ended -questions were used. In the open-ended questions, respondents were supposed to give their own views while in close-ended questions they were supposed to choose among the given alternatives. The focus was to assess the

management of educational quality in both public and private secondary schools. To ensure reliability and validity, the first draft of the student's and teacher's questionnaire were pre-tested in 10 students and 5 teachers, respectively, from the study schools not included in the study sample. Furthermore, necessary changes were made on the basis of the pre-testing results before the final administration, which included restructuring and omission of some questions. Of the 320 questionnaires, which were meant for student respondents, all were properly completed, constituting a return rate of 100 %. Likewise, all the 80 questionnaires meant for teacher respondents were also completed. Data collection was conducted in respondents' environment using both English and Swahili language and each lasted for at least 30 minutes. Direct researcher's observations were made on the availability and sufficiency of teaching and learning materials by the use of resource observation checklist. In addition, primary data were collected using checklist from key informants through directed discussions. Secondary data were also collected through review of documentary information from SUA library, district and school files, websites and other documentary sources using researcher's diary. Observations made on quality of educational management based on educational inputs were also recorded.

3.6 Data Processing and Analysis

3.6.1 Data processing

The data from completed student's 320 and 80 teacher's questionnaire were coded for computer analysis. Data from interviews with key informants, observations and documentary sources were summarised manually to single sheets of paper. In summarising the data, great care was taken to ensure that it accurately reflected the original meanings of the statements made and what was observed.

3.6.2 Data analysis

Data processed from students' and teachers' questionnaires were analysed using programme for the Statistical Package for Social Science (SPSS) Version 20 where

descriptive statistics computed to determine frequencies, percentages, means, maximum and minimum values of individual variables. The responses between school categories were compared using Chi-square as non-parametric contingency test. In using this test no category of school was considered as a control rather it looked at whether one category of schools differ in their response from the other, thus PuSS schools were compared with PrSS schools. Data from interviews with key informants, observations and documentary sources were summarised manually to single sheets of paper. In summarising the data, great care was taken to ensure that it accurately reflected the original meanings of the statements made and what was observed. Content analysis was used to interpret qualitative data from key informants. Detailed analysis by objective are described here under:

Objective 1: To assess schools educational quality management based on educational input under SEDP II for years 2010 to 2013.

Data gathered on school educational quality management based on educational input were analysed by grouping the resources according to their availability and their requirements or status condition in each school. Adequacy of physical facilities like classrooms, desks, and teachers, laboratories, toilet facilities, recreational facilities, water and electricity and library. With exception to textbooks, desks, classrooms, toilet facilities' and teachers the curriculum is silent on the standard requirement. For the rest of resources, such as library, laboratory, recreational facilities, water and electricity, the curriculum stated that they should be well equipped without stating exactly what should be there. Thus the adequacy of such resources in this study was judged according to the requirements of teaching predetermined by the syllabus. Thus sufficiency of books was judged if 1 book is shared by 1 student only (1:1 ratio) and not sufficient is when 1 book is shared by more than 1 student (URT, 2007). Sufficiency of classrooms was judged if one classroom occupied 45 or less students (1:45) and insufficient if 1 class occupied more than 45 students.

Sufficiency of desks and chairs was judged if in the class one desk is shared by 2 students and one chair is used by 1 student only, and was judged to be insufficient if one desk is shared by more than 2 students and a chair is shared by more than 1 student (URT, 2007).

Sufficient teachers was judged if there were enough teachers for every subject and the ratio of number of teachers to students in a school is 1 teacher to 45 students (1:45) and judged as insufficient if the ratio is more than 45 students per 1 teacher. Science subjects' laboratories were judged as well equipped if it was well stocked with furniture, chemicals and apparatus such as test tubes, petri dishes, watch glasses, measuring cylinders and storage containers as well as samples and specimens, such as insects, stored animals, skeletons and it was not sufficient if it was not well stoked. Sufficiency of toilet facilities was judged if in a school 1 hole is shared by 20 girls and 1 hole is shared by 25 boys (URT, 2006), and was judged as insufficient if one hole is shared by more than 20 girls per 1 hole and more than 25 boys shared 1 hole. Physical condition of classroom was judged to be sufficient if the classes' doors, windows and floors are kept in good order so as not distracting students from concentration. Also the class have enough size, good arrangement of desks, good aerated, have bulletin boards, favorable temperatures (not too hot/cold) and appealing atmosphere that is a place where students would want to spend time. Insufficient was judged due to the absence of the qualities mentioned above.

Sufficiency of health services was judged due to the presence of school dispensary well equipped with furniture, medicines and a trained doctor and a nurse, and insufficient health services if the school lacked a dispensary well equipped with furniture, medicines and a trained doctor and a nurse. Sufficiency of financial support was judged if schools get enough funds to support in acquisition of material inputs and motivation for schools workers, hence lack of enough material inputs was judged as insufficiency of financial support. Sufficient parental involvement was judged if in a given school parents perceive

the responsibility of training their children is also their responsibility, by making sure their students get quality education and making follow ups of their students to schools and communicate to teachers frequently, and insufficient when parents leave completely the responsibility of educating their kids to teachers. Recreational facilities were judged as sufficient if in the school there are important facilities for students' enjoyment, amusement or pleasure. The facilities may include swimming pools, tennis courts, television and similar facilities. The insufficient was the absent of the facilities. Sufficient water and electricity was judged basing on the presence and availability of reliable water facilities and electricity in the school, and insufficiency was judged on the absence of these facilities.

Sufficient security environment was judged on the presence of well protected school area, out from outsiders' interference such as having walls around the school and having security guards. The insufficient of security environment was judged due to the absence of secured school area. Lastly the library condition was judged as adequate or good if it was well stocked with textbooks, reference books, modules, manuals and supplementary textual materials, and judged as insufficient if it lacked these materials. Teachers, students and key informants opinions on availability and sufficiency of educational inputs were also collected to complement the information gathered by resources observational checklist. Qualitative data were summarised according to emerging themes while data from secondary documentary sources were summarised in tables.

Objective 2: To assess schools educational quality management based on educational output under SEDP II for years 2010 to 2013

Data gathered from this objective were those of number of graduates/completion rates, and performance in national examinations in the selected study schools. Data analysed were

from different documents, including national examinations council (NECTA), basic education statistics, school heads office, notes boards and those from district education offices, they were grouped into their respective meaning into tables. Information for completion rates was found by taking the number of cohort students joined form one and divided by those sat for form four examination, in the same cohort, times 100. The examined completion years were those of before and after the implementation of SEDP II. Therefore, in order to see if there is completion rate improvement in those PuSS where SEDP II was implemented and PrSS where SEDP II was not implemented, the cohort of year 2008 and 2009 completion rate was compared with the cohort of year 2014 and 2015 in both PuSS and PrSS under study.

For performance in National examinations, the study assessed the academic performance trend of students after SEDP II completion in study schools in the selected years in core subjects (Biology, English and basic mathematics for years 2014 and 2015) in form four examinations national results. This was done in order to see if the implementation of SEDP II has effect on students' performance in PuSS where the implementation of SEDP II took place, compared to their fellow PrSS which were not involved in SEDP II programme. With regard to this, students' academic performance was considered good if students got A, B and C and poor if students got D and F in the selected core subjects and summarised by Histogram. Moreover content analysis was used to analyse and interpret qualitative data from checklist and researchers diary to provide meaning in relation to the objective. Different qualitative data from interviews with key informants were carefully interpreted to get their meaning in relation to the study topic.

Objective 3: **To assess effectiveness of public and private Secondary Schools management tasks.**

Data from questionnaires from teachers were based on interpretation, adaptation and operationalizing national education policies; formulating, reviewing and regulating school based policies, procedures and practices; facilitating implementation of internal and external evaluation reports and mobilizing resources of infrastructural development and capacity building. The sources of data were teachers, documentary sources and observation. Questionnaires, checklist, and researcher's diary instruments were used to collect data. Descriptive statistical analysis was used to analyse quantitative data from teachers questionnaires to yield frequencies and percentages and summarised by Histogram. Content analysis was used to analyse and interpret qualitative data from checklist and researchers diary to provide meaning in relation to the objective.

3.8 Limitation of the Study

In attempt to carry out the study, the researcher encountered several limitations.

i. In some schools, especially the private ones, the administrators were somehow reluctant in providing the permission for the researcher, as they had fear as it could have negative impact to them, because these schools are conducted also as business. In solving this problem, the researcher gave some extra explanation that data which were to be collected were only for academic purposes and had nothing to do with any administrative work from the Ministry of Education.

ii. In doing interviews with key informants the researcher encountered the problem of time as it required more time to get selected respondents in order to cope with the time table of respondents, thus the researcher was more patient and used more time in order to get them all.

3.9 Reliability, Validity and Ethics in Research

Reliability and validity are common terms used in quantitative studies (Golafshani, 2003). When used in qualitative research, the terms may hold different meaning, and hence it is important to define them. Patton (2002) states that validity and reliability are two factors which also a researcher in qualitative studies should be concerned about while designing a study, analyzing results and judging the quality of the study (Golafshani, 2003).

3.9.1 Reliability

Kvale (1996) refers reliability to the replicability of results, which is ensured through appropriate methodological procedures to obtain consistency in data interpretation. This is difficult in phenomenographic research because of the 79 inter-subjective approach during data analysis and interpretation. However, in phenomenographic research reliability is ensured by the use of several researchers to analyze the data. When using a research team, Kvale (1996) suggests two strategies to improve reliability. First, the researchers independently code the data and second develop categories through dialogue or discussion in a team. In this study, I adopted the second strategy, where four master's students were given the initial developed categories and discussed referring them to the sample statements. The formed categories were also time to time presented to fellow doctoral students and with my supervisors, in different discussions. The discussions in these groups helped in renaming some of the categories. Even if the agreement between my categories and those resulting from the team was not calculated in percentages, the difference was rather small.

Ratcliff (1995) suggests two ways of obtaining reliability in qualitative studies: multiple reading of transcripts and multiple transcribing of the data. The two methods relate to each other, as multiple reading leads to multiple transcriptions of data. These were employed

through the rest of the data analysis to complement the agreed categories. In the analysis I spent most of the time in grouping and regrouping as a result of multiple reading and transcriptions until the data were stable. The multiple reading and transcription helped in improving the categorization.

3.9.2 Validity

In qualitative research, validity is a tool for bringing justice to the study. It refers to the degree to which findings reflect the phenomenon investigated (Åkerlind, 2004). According to Marton and Booth (1997), data in phenomenographic research are reflected as they are experienced by the researchers. To bring valid reflection, researchers are cautioned to use appropriate validity measures. Kvale (1996) suggests two validity measures that are appropriate in phenomenographic studies. These are communicative and pragmatic validity. Communicative validity is ensured if the researcher is able to argue his or her research findings. As explained above, the analysis of data in this study involved a research team. It also involved discussion with my fellow doctoral students, and with my supervisor and co-supervisor. During guidance their comments were argued accordingly (Ratcliff, 1995). The findings have been presented in different local meetings to different people in that are not involved in the study. These events gave me the opportunity to defend and argue my findings. 80 Pragmatic validity is based on the usefulness of the research outcome to the group under study. Furthermore, pragmatic validity is ensured from the acceptance of the research findings by the intended audience (Uljens, 1996).

According to Åkerlind (2004), the study is considered useful if the findings can be applied to the situation under investigation. This study aims at adding knowledge about the educational quality management of secondary school education in Tanzania. The findings therefore are expected to benefit not only educational managers but also

curriculum developers, examiners as well as educational planers. Ratcliff (1995) states that validity is seen if the results converge to other sources in the literature review, and also by the use of member check. In the analysis I have several times referred to findings in other research as are discussed in the literature review. This has shown that even though this study was done in a different context, the data obtained still reveals similar results to earlier studies (Hakielimu, 2007; Makombe *et al.,* 2010). As has been stated, the data collection was done in two phases. The second phase had two functions; getting insights and consistency in the answers and checking whether I got the statements in the first phase correctly. Sharing with the respondents the answers collected in the first phase helped in correcting any misconceptions. The answers are presented in the form of statements or phrases to represent the respondent as another way to ensure validity (Ratcliff, 1995).

3.9.3 Ethical considerations in research

Ethical protection is an important issue in any scientific study, especially when human beings are involved. In research, mainly in education and social sciences, ethics are concerned with protecting from harm individuals and groups who participate in giving information (Lankshear and Knobel, 2004). Harm can be defined as both physical and psychological injury. Psychological harm in research can range from experiencing being offended to being publicly undermined by the data collected, and the results drawn and interpreted from them. Physical harm means body damage or injury.

In phenomenographic studies, for example, individuals may feel depressed or guilty from the results or interpretations made from the data collected from them (Mtika, 2008), especially when the results reveal specific features. Hence, two standards can be applied to protect the privacy of research objects: confidentiality and the principle of anonymity.

In scientific studies, the researcher is charged with the obligation of assuring that the confidentiality and anonymity of the research objects is guaranteed and upheld (Patton, 2002). This is done to make sure that the objects are not easily identified in the research and as a way of minimizing any repercussions or consequences on them as a result of the data given or result of the study, particularly when the results present some controversial and sensitive issues. It should be noted that the need to protect the individuals in this study was paramount. In assuring that participants remain unrecognized, in the present study pseudonyms were assigned to each respondent. The use of pseudonyms is a traditional ethical criterion aimed at minimizing negative repercussions for individuals in qualitative studies (Meena, 2009).

However, in some cases assuring confidentiality and anonymity is difficult. Protection is difficult for schools or teachers with unique characteristic that make them easily identifiable. They may have specific features that are easily recognized when the researcher describes the settings of the study and the profiles of the research participants (Mtika, 2008; Meena, 2009). To protect such cases in this study, efforts were made to ensure that the presentation of the findings does not give specific feature for readers to easily identify or relate the respondents with the statements or quotes included in the report. Since the focus was on conceptions, the specific characteristics of an individual are not included in this report. The use of pseudonyms was consistently maintained throughout the study to ensure anonymity. Furthermore, interviews and questionnaires were on an individual basis, and not in groups, which made it simple to maintain the anonymity of the teachers and students (Shahzad, 2007). Informed consent is another traditional guideline of ethics in research with human subjects. According to Kvale (1996), informed consent requires informing the research participants about the overall aim of the study and the possible features of the design and the possible benefits and risks that may

result from the study. It is based on giving relevant information to the participants so they can voluntarily participate (Silverman, 2006). This was done during the introductory stage of data collection. Meeting with the head of schools was done so as to get permission to meet an audience with the teachers and students. Later on, in the process of data collection purpose of the study, together with the method of data collection was explained.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

This part presents the major results and discussion arising from the data analysis related to management of educational quality in selected public (PuSS) and private (PrSS) secondary schools in Morogoro region, Tanzania. This part is organised basing on the research objectives, except for the first section which explores the respondent characteristics. The respondents' characteristics were considered necessary because every target group has its own characteristics which may affect the way information is perceived and interpreted (Creswell, 2012). This discussion is, therefore, organised under: students and teacher respondents characteristics; educational quality management based on educational inputs; educational quality management based on educational output; and educational quality management based on effectiveness of management tasks.

4.1 Students and Teachers Respondents' Characteristics

Analysis of students and teachers respondents' characteristics was of great importance because it helped in providing statistical information of study population, most useful in planning and administrative purposes in the study area. These involved personal and situational characteristics of both students and teacher respondents. This section is therefore organised under two parts, namely: students respondents' characteristics and teachers respondents' characteristics.

4.1.1 Students respondents' characteristics

The student' respondents' characteristics investigated were personal and situational characteristics. The students respondents' personal characteristics included: sex, age and

area of specialisation, whereas situational characteristics included family size and parents/guardians occupation as shown in Table 1.

Table 1: Distribution of student respondents' characteristics (n=320) by type of school

Characteristics	Types of School	
	PuSS (n=159) %	PrSS (n=161) %
Sex: -Male	45.9	58.2
-Female	54.1	41.6
Age: -16-18	60.4	63.4
-19-22	39.6	36.6
Specialisation :-Science	37.1	50.9
-Arts	62.9	49.1
Family size: - <5	73.0	75.8
- 6-10	22.6	22.6
- > 10	4.4	1.9
Parents/guardian occupation:		
-Farmer	40.9	25.5
-Employed	40.9	52.8
-Business	18.2	21.7

Key:
PuSS-Public secondary schools
PrSS-Private secondary school

Examination of student respondents sex revealed that of the 320 respondents, 167 were male and 153 were female (73 male and 86 female from PuSS; and 95 male and 67 female from PrSS). This implies that the distribution of the sample size by sex was almost similar in the two categories of study schools and could not significantly influence study findings. Further examination of students respondents' characteristics is organised under the

following sub-headings: age, area of specialisation, family size and parents/guardians occupation.

(a)Age

Considering that cognitive development and maturity (which are associated with age) are necessary for worthwhile performance of students, PuSS and PrSS students respondent's age was sought as given in Table 1. Results in Table 1 show that age distribution of student student respondent was between 14 and 19 years. The findings further revealed that 60% and 63% of the respondents from PuSS and PrSS respectively, were 18 years of age and below and the situation was not very different when it came to the age between 19-22 years. This implies that the age status in both categories of study schools was almost similar.

(b) Area of specialisation

Students respondents, all of whom were in form four, were asked on their area of specialisation. The findings in Table 1 show that almost equal proportions of students respondents from PrSS were specialising in science and arts (50.9 and 49.1, respectively) compared to those from PuSS, who had less percentage (37.1%) specialising science subjects and the majority (69.9) in arts subject. The major reason given by key informants was that arts subjects were preferred by students from PuSS due to general lack of science teachers and necessary facilities required for teaching science subjects despite the implementation of SEDP programmes in PuSS.

(c) Family size

The size of the family in which the child grows may affect students' intellectual development. The findings in Table 1 show that the majority (73% for PuSS and 75.8 for

PrSS) had family size which ranges from 5 and below. This shows that there was no major different of family size of student respondents from PuSS and PrSS, which implies that family size was not an important factor that influenced the study findings.

(d) Parents/guardians occupation

Considering the fact that school and classroom environment as well as location and surrounding environment are important factors for students' academic achievement, there is also an ever increasing importance of parents'/guardians major occupation, as shown in Table1. The purpose was to determine economic activities done by their parents/guardians and see if these influence in supporting student education. The findings in Table 1 show that great proportion (40.9%) of the student respondents from PuSS and 52.8% of those from PrSS reported that their parents/guardians were farmers and employed, respectively. This indicates that farming and employment were important occupations for student parents/guardians from PuSS and PrSS, respectively.

4.1.2 Teachers respondents' characteristics

Teachers respondents' characteristics were those personal and situational characteristics which were expected to influence secondary education quality. Personal characteristics included sex, age and professional qualification, whereas situational characteristics focused on respondents' involvement in SEDP I and II, as given in Table 2. The examination of teachers respondents' sex revealed that of 80 respondents, 39 (33% male and 66% female) were from PuSS and 41 (70.7% male and 29.3% female) were from PrSS. Further examination of teacher respondents, characteristics is presented under age, professional qualification and involvement in SEDP.

Table 2: Distribution of teachers respondents' (n=80) characteristics by type of school

Characteristics	Types of Schools	
	PuSS (n=39) %	PrSS (n=41) %
Sex		
-Male	33.3	70.7
-Female	66.7	29.3
Age		
-25-40	79.5	58.5
-41-60	20.5	41.5
Professional qualification		
-Diploma	17.9	53.7
-Degree	82.1	46.3
Involvement in SEDP		
-SEDP I	64.0	NA
-SEDP II	100.0	NA

Key:
PuSS-Public secondary school
PrSS-Private secondary school

(a)Age

Results in Table 2 show that all the PuSS teacher respondents were involved in SEDP II which was based on achievements of SEDP I. The findings in Table 2 further indicate that there were respondents who had been involved in SEDP I and II programmes (64% from PuSS), which was a rich source of information on management of educational quality in the study area. Also the results in Table 2 revealed that, in PrSS there was no teacher who participated in neither SEDP I nor SEDP II implementation. This situation suggests that SEDP programme was not implemented in PrSS.

(b)Professional qualification

Results in Table 2 show that most (53.7) of the PrSS and 82.1% PuSS teacher respondents had a diploma and degree qualifications, respectively. These results suggest that secondary school teaching force in PrSS was dominated by diploma holders. This is not surprising as diploma is the minimum professional qualification that one could possess to teach in an ordinary level secondary school in Tanzania.

(c) Involvement in Secondary School Development Programme (SEDP)

Results in Table 2 show that all the PuSS teacher respondents were involved in SEDP II which was based on achievements of SEDP I. The findings in Table 2 further indicate that there were respondents who had been involved in SEDP I and II (64% from PuSS), which was a rich source of information on management of educational quality in the study schools.

4.2 Educational Quality Management Based on Educational Inputs

School educational quality management based on educational inputs assessment focused on three SEDP II components which were complementary and directly related to the overall SEDP II Project Development Objective (PDO), namely: upgrading school infrastructure; in-service training of teachers and ensuring adequate financing (capitation grants) (URT, 2010). In order to compare the situation of PuSS involved in SEDP II and PrSS which were not involved, resource observation checklist was used to assess the availability of specific educational inputs related to the above SEDP II PDO components. Also teachers and students respondents opinions were sought on the sufficiency of teaching and learning materials in their respective schools. Key informants views were used to provide additional information on availability and adequacy of inputs, namely: sufficient books; enough classrooms; sufficient desks and chairs; enough teachers; presence of well-equipped laboratories; presence of toilet facilities; physical condition of classrooms; health services; financial support; recreational facilities; water and electricity; security environment and availability of laboratory.

4.2.1 Resource observational checklist on the availability of educational inputs

In order to compare the situation of the availability and sufficiency of teaching/learning inputs, the researcher did own observation to see the situation of inputs in the selected

Table 3: Observational distribution of inputs facilities for teaching/learning activities

in the study schools

Type of Input	School category	Availability	Situation	
			Sufficient	Not sufficient
Sufficient	PuSS	α	×	√
books	PrSS	α	√	×
Enough	PuSS	α	×	√
classrooms	PrSS	α	√	×
Sufficient	PuSS	α	×	√
desks and	PrSS	α	√	×
chairs				
Enough	PuSS	α	×	√
teachers	PrSS	α	√	×
Presence of	PuSS	α	×	√
well- equipped	PrSS	α	√	×
laboratories				
Presence of	PuSS	α	×	√
toilet facilities	PrSS	α	√	×
Physical	PuSS	α	×	√
condition of	PrSS	α	√	×
classroom				
Health	PuSS	α	×	√
services	PrSS	α	√	×
Financial	PuSS	α	√	√
support	PrSS	α	×	×
Parental	PuSS	α	×	√
involvement	PrSS	α	√	×
Recreational	PuSS	α	×	√
facilities	PrSS	α	√	×
Water and	PuSS	α	×	√
electricity	PrSS	α	√	×
Security	PuSS	α	×	√
environment	PrSS	α	√	×
Availability of	PuSS	α	×	√
Library	PrSS	α	√	×

Key:

PuSS-Public secondary schools (Kilakala, Kihonda, Chanzuru and Kizunguzi secondary schools)

PrSS-Private secondary schools (St. Peters, Educare, Mkono wa Mara and Msolwa secondary school)

α: available in all PuSS and PrSS

√: Sufficient (all PrSS)

×: Not sufficient (all PuSS)

PuSS and PrSS as summarised in Table 3. The researcher used the observational checklist which guided her to assess the teaching and learning materials availability and sufficiency.

The set standards for availability and sufficiency was as those as described in methodology. With reference to Table 3, it was revealed that in both PuSS and PrSS there were teaching and learning materials, but the main difference was on the sufficiency level. It was also found out that, the teaching and learning materials were insufficient in all PuSS and sufficient in PrSS. Also views from teachers, students and key informants were sought to supplement on what was observed by the researcher.

(a) Sufficiency of books

The availability of teaching and learning books in secondary schools improves provision of quality education. Texts books and reference books help teachers and students by supplying them with information which simplifies the teaching and learning process (Hakielimu, 2007). Sufficiency of books in this study means: an adequate number of books as stipulated in national secular requirement which stipulates that, 1 book to be shared by 1 student (1:1 ratio) (URT, 2007). In the study schools, it was found out that there was insufficiency of books. It was noted that in PuSS, one book is shared by more than one student (Table 3). This situation implies that, students in PuSS lack the opportunity of using the books efficiently as sharing affects own exploration hence limited self-learning.

One student from public school had the following to say regarding the sufficiency of books:

> " *we are always having problems when the teacher gives us some assignments to*
>
> *do or when someone wants to have some revision, because in my class for example*

in biology class we share one book to 12 students, this situation affects us on following what the teacher is teaching".

These results are in line with the study done by the Ministry of Education and technology (2011) which found out that 75% of the required textbooks were not available in the studied schools. Also the study done by Hakielimu (2011) found out that funds allocated for the schools were smaller than what was annually planned whereby only 50% was disbursed in schools. This situation observed is contrary to what was expected during the introduction of SEDP II as the projects aimed at providing teaching and learning materials, books inclusive.

(b) Enough classrooms

In regard to classroom, the researcher observed that despite of the presence of SEDP II programme, there is still a shortage of classrooms in some PuSS (Table 3) which resulted in concentration of many students in one class, where in some PuSS schools up to 120 students sat in one class, and more than that the teachers made some local arrangements to have two sessions. This observation is in line with study conducted by the World Bank (2012) and Igongo (2018) which found that, on average, there were 81 students per classroom; 92 in rural areas and 70 in urban areas. This implies that the number of students observed was due to the availability of few classrooms in the rural area and enough classrooms in urban areas. The SEDP II report asserted that in construction of the buildings also there are some percent contributed by the community in order to have enough classrooms: "Community contribution for construction of classrooms, hostels, laboratories, libraries, ablution blocks and teachers houses was expected to be 30% of total construction costs. Development Grants were made available based on specific school

plan (URT, 2010). One student from PuSS school also had the following to say regarding the sufficiency of classrooms:

> "*In our class we are more than, 100 students, this situation affects us much in learning, whereby if you sit behind the class it's not easy to hear properly what the teacher is saying, so affects our learning*".
>
> .

This situation is contrary to what is stipulated in SEDP programme, and National circular which requires a ratio of 1:45 (one classroom to be occupied by 45 students). Moreover, some classrooms were poorly constructed with broken floors and some without ceiling board and those having it were heavily damaged. This indicates that there is shortage of classrooms in most of the government secondary school which act as the hindrance for the provision of quality education from government secondary schools. Availability of enough classrooms, enable students to learn comfortably as far as everyone has enough space to seat and enjoy the studies. The explanations from the above respondent implies that, in the studied PuSS, there was the shortage of classroom to accommodate the selected students to join the schools. This situation is contrary to what was expected during the introduction of SEDP II programme in public schools. With good quality management it was expected that public schools should have more classes to accommodate their students, but they are left behind, had not yet coped with private schools which were not involved in SEDP II programme.

(c) Sufficient desks and chairs

The results from researcher's personal observation revealed that, PrSS had enough desks and chairs compared to PuSS (Table 3). Further it was observed that in most PuSS students were found fighting for seats, and in some classes up to 4 students were found to share one desk or 2 students sharing 1 chair, which normally was supposed to be 1:1

(URT, 2007). The situation was very different in private schools, whereby it was observed that, every student had a chair and desk and no one was scrambling for a desk.

These findings suggest that, private secondary schools provide quality education as far as important infrastructures were enough to enable students to perform well in their studies. The study is in line with study findings by Eliza (2010) which showed that the availability of desks and chairs were the main school inputs which influenced students' academic performance in the private secondary schools. The study conducted by REPOA (2008) affirmed that desks, chairs and classrooms furniture was still a major constraint to quality learning in public school.

Adding to what was observed, one student had the following to say:

> " *We are always scrambling for chairs, because we have very few chairs and desks, this situation makes us not to have permanent place to sit in a class, we are always scrambling at the door to be first to enter into the class so as to have somewhere to sit comfortably. Really I hate this situation but we have no any way out! We sometimes can even share one chair per 3 students!*"

Explaining the situation one key informant said:

> "*Most public schools have a problem of desks and chairs; this is due to large number of students they receive. These public schools always are full of students, they don't have fixed number of students enrolled, and they just wait for those finishing standard seven and pass the examination. The situation is different from those enrolled in private schools, which have their fixed number of students they want depending on resources they have*''.

These results suggests poor quality provision of education in PuSS, as students cannot learn properly if they don't have comfortable places to sit in the class.

(d) Enough teachers

Teachers in Tanzania, as elsewhere, are considered the most important determinants in the provision of quality of education in schools (Davidson, 2006). Therefore, governments have a responsibility to ensure that teachers perform to the best of their abilities. The most important factor to consider for the better performance of teachers in the teaching is the number of teachers employed should be enough. The findings from researchers own observation (Table 3), revealed that in PrSS there was enough number of teachers than in PuSS. Explaining about the situation one teacher respondent had the following to say:

> "*I cannot provide more exercises to my students, due to large number of students, in a class, because, more exercises means more job in marking, which overworks me! I tried sometimes but I ended up failing to mark the exercise, where by if sometimes I provide exercise I just write the answers on board and ask my students to exchange their exercise books and every one mark a friend's work, this approach reduces work on my side but is not effective*"!

Talking to the situation of enough teachers in schools, one District Education Officer (DEO) said:

> "*In public schools, especially those found in rural areas there is a problem of shortage of teachers, especially those of science teachers, which makes most students in public schools to opt for arts subjects. Whereby in private schools it's very different, they have enough teachers and utilise them effectively*".

According to this explanation from the DEO, it implies that, sometimes the problem is not few teachers, but the distribution. This situation can be improved by the education managers who are concerned with allocation of teachers to make sure that the available teachers are distributed equally in all schools depending on the needs and specialisation. The situation found in the PuSS was very different from the expectation due to the

presence of SEDP II programme, whereby it was expected the ratio of 1:45 teacher student ratio. Instead PrSS which were not under SEDP II Programme were found to be much better than PuSS by having either 45 or less students' ratio to one teacher. The overburden that is given to few teachers employed lead to poor teaching as far as the teacher might be tired /overworked due to big workload. These results are in line with the study conducted by Glennerster *et al.* (2011) which showed that the shortage of teachers in the public schools is not because there are no enough teachers but that there is no enough money to employ teachers graduating from national system of teacher training college. This situation overloads teachers hence affecting their working performance.

(e) Presence of well-equipped laboratories

Laboratory has been conceptualised as a room or a building specially built for teaching by demonstration of theoretical phenomenon into practical terms. Farombi (1998) argued saying that "seeing is believing" as the effect of using laboratories in teaching and learning of science and other science related disciplines have big effect in students learning, as students tend to understand and recall what they see more than what they hear. The success of any science course is much dependent on the laboratory provision made for it. Affirming to this, Ogunniyi (1983) says that the laboratory occupies a central position in science instructions. It could be described as a place where theoretical work is put into practice.

In regard to the presence of well-equipped laboratory, it was observed that, all studied PrSS had well equipped science laboratories compared to PuSS. Seeking more information on the issue of laboratory, the researcher talked to one science student who aided that:

> "*I am in the science stream, but I don't expect to do better in my examinations, this*
>
> *is due to lack of practical experience. I sometimes meet with my friends who some*

are in best private schools, they tell me how they do practical's in their schools, really I feel lagged behind, because in my school we only go to the room which we call laboratory, we have very few equipment's, and because we are very many in the class really we get nothing! This situation makes many of us to dislike science subjects and even opt for arts class which does not require practical classes!"

Aiding to what was explained above, one key informant had the following to say about the situation of the laboratory in their area

"*…With the issue of laboratory, it's a little bit complex and worse, almost all government schools in our area have no laboratory. Where you find one, it's only a class with few apparatus. The move which was stated to build laboratories, it's almost dead now!*''

Explaining the situation one teacher from PuSS in a very discouraged way had the following to say:

" *in this school I teach chemistry, but I am not doing any proper practical due to lack of proper chemistry room, we have got only one class which all science practical's are conducted , and we don't have enough and all required apparatus, we don't have the proper store thus, we just put them in one room! This situation affects my teaching hence students cannot get what they were supposed to learn, and affects our schools performance when compared to other schools*".

This situation implies that, the schools with well-equipped laboratories are in the position of performing well in science subjects, than those which had no laboratories. This implication is in line with the study conducted by David (2014) who revealed that schools with well-equipped laboratories had better results in the school certificate science examinations than those which were ill-equipped. Thus practical work forms an important feature in any science and mathematics course (UNESCO, 2012).

From the above results and explanations, it was found out that, in PuSS, which were engaged in SEDP I and SEDP II, there was still the problem of laboratory shortage. This might have affected the teaching and learning process of science subjects in PuSS, compared to PrSS which were not involved in SEDP programmes.

(f) Presence of toilet facilities

A school without toilet facilities, taps and hygiene education is meaningless: "WASH (Water, Sanitation and Hygiene) must be part of every school". Adaptation of national, regional and local standards for WASH in Schools and enforcement of standards are critical to ensure children's right to access to WASH (UNICEF, 2013) WASH in Schools fosters social inclusion and individual self-respect. By offering an alternative to the stigma and marginalisation associated with hygiene issues, it empowers all students and especially encourages girls. Girls are particularly vulnerable to dropping out of school, partly because many are reluctant to continue their education when toilets and washstands are not private, not safe or simply not available. When schools have appropriate, gender-separated facilities, an obstacle to attendance is removed. Adequate WASH facilities and menstrual hygiene education improves the quality of education experience for both female students and teachers (UNICEF, 2013).

With regard to toilets, the researcher observed the situation of toilets in the studied schools, whereby it was found out that the toilets buildings were not in good condition and the holes were very few (Table 3) for students to use comfortably. It was observed that one hole was shared by more than 40 students. This situation is contrary to the Ministry of health standards which requires 1 hole to be shared by 20 students for girls and 25 students for boys (1: 20, 1: 25) as per national policy (URT 2007). It was observed that during break time students seemed to rush towards the toilets, and many waiting outside for their

fellows to come out so as to get the chance to use the toilets. Worse enough it was observed in boys' toilets some were rushing behind the toilet building to urinate because of the long queue of waiting. Talking to one of girl student respondent it was revealed that: girls are victims of the situation, whereby she said:

> "*In the days where I am in my menstruation periods, I feel very bad, and sometimes I even don't come to school, if we don't have tests. When I think about the problem of toilets and lack of water to school! Sometimes I go to neighbors' toilets if I find it very necessary to come to school*".

This situation implies that, in most PuSS which were implementing the SEDP II programme there was still a serious problem of toilets compared to PrSS. This may affect students and teachers' health status as it is difficult to maintain toilets cleanness when there are very few holes, whereby the toilets will be continuously under use. Talking to one of the head teachers and looking on reports, it was noted that, there was no plan or report which showed the project of toilets expansion in relation to number of students' expansion.

(g) Physical condition of classrooms

This is the way the classroom is set; the classroom must always be safe. Some of the elements are accessibility, visibility and distractibility. By accessibility it means that, materials in the room should be accessible to the students as needed, also the students should have the ability to see the teacher, board, projections, screen etc, and the teacher should be able to see the students all the time. Distractibility refers to the inherent distractions of a classroom. Things such as windows, doors, floors must be kept in good order so as not destructing students from concentration. Physical conditions of classroom concerns everything about a classroom including but not limited to classroom size,

arrangement of desks, bulletin boards, temperature, number of students in classroom, windows; it is a room overflowing with good books, art supplies, animals and plants, science apparatus, tasks, appealing atmosphere that is a place where people would want to spend time.

In regard to physical conditions of classrooms, through personal observation of the researcher it was found out that, most PuSS were in bad conditions when compared to those of PrSS. Classes in PuSS most of them had very poor floors, windows and even most of them had no ceiling board. The classes were full of dust due to broken floors and very hot (Table 3) compared to PrSS which had classrooms which are in good physical condition. Also the researcher observed concentration of many students in one class, where in some PuSS schools up to 120 students sat in one class. This situation is contrary to what is stipulated in SEDP Programme, and National circular which requires a ratio of 1:45 (one classroom to be occupied by 45 students). Moreover, it was observed that, some classrooms were poorly constructed with broken floors and some without ceiling board and those having it were heavily damaged. This indicates that there was shortage of classrooms in most of the government secondary school which act as the hindrance for the provision of quality education from government secondary schools.

(h) Heath services

Poor health services have been shown to impede educational access, attainment, and achievement for students in developing countries. School-based health initiatives could be introduced across all levels of the education system to boost the educational outcomes of students (Holla *et al*., 2008). The results from the researcher's own observation (Table 3), suggest that PrSS have sufficient health services compared to PuSS by having well equipped health services and trained doctor and nurse. It was revealed that, PuSS have got

poor health services by having few and insufficient medicine and shortage of health practitioners. It was also found out that, all the four PuSS studied had no priority in providing health services, where it was observed that in one of the schools, they had a teacher responsible for health services, but mostly was there to give permission to students to go for treatment and not treating the students. One key informant had the following to say regarding health services:

> "*What I know in most public day schools the issue of students' treatment lies on student's parent care, where by some lack even a small dispensing room to provide first aid for their students. In public boarding schools there are small dispensaries which offer only some health services to students. This situation costs students in terms of time whereby sometimes they are required to go out of school for more treatment*".

(i) Financial support

According to Table 3, the findings reveal that PrSS students receive more financial support from their families to help them compared to those from PuSS. The results suggested that PrSS receives more support from families than PuSS where most of the funds to run the school come from the government. With SEDP Programme, the government of Tanzania has received financial support from World Bank (US$ 400 million) to support its PuSS, to improve its infrastructures so as improve the teaching and learning environment (URT, 2010). With this kind of support, it was expected that PuSS to be well equipped with all necessary infrastructures and teaching/learning materials, compared to PrSS.

(j) Parental involvement of education

Furthermore, the researcher was interested to understand if there was parental involvement in students learning, this was done by observing the presence of parents or guardians in the study schools. Results in Table 3 suggests that, in PrSS parents/guardians seem to visit schools more often compared to PuSS. It was also observed by the researcher that several parents in PrSS were coming to school for different issues, and even the researcher had a fortune to meet one parent in one PrSS who had the following to say about the situation:

> "*I always come to school, to get progress of my child's development! This situation helps me to know what is going on at school. I also get the opportunity to know the behavior of my kid and take action as a parent whenever it's necessary*".

These results suggest that in PuSS parents are poorly participating in the process of their children's learning. This situation have negative impacts in students learning where by the study done by Mosha (2011) suggests that parental commitment in contributing in schools learning materials motivates teachers and students learning. Explaining the situation, one academic teacher respondent from PrSS had the following to say:

> "*In our school we always have meetings with parents to discuss academic issues of students, after every six months. This gives us opportunity of telling the parents of what is going on their students learning, and they give us their views and strategies on how we can improve our school performance*".

Explaining the situation in PuSS one teacher from these schools said:

> " *I am a class teacher, but I don't get parents cooperation completely! Sometimes I find a student, behaving badly and engaged in bad peer groups, in order to help such a student it needs also a parent support. Unfortunately I can call a parent till 3 times but will never appear. A parent can appear to school only when you*

suspend a student from a school! This may happen to students who a little bit have a fear but for those who are completely spoilt they can't even tell their parents if they are suspended. So it becomes very difficult for teachers alone to help students".

The teacher added more by saying:

"The parents have left the responsibility of raising students and shaping their behavior on teachers' hands!"

The findings are against what has been found by other authors (Epstein, 2001; Hixon, 2006) who revealed that parental involvement is active when they read with their children/students at home, encourage and monitor them in doing their homework/assignment, tutor them using materials and instructions provided by teachers and pay visits to the school to interact with the teachers on their children's activities at school. Patrikakou (2004) also asserted that parental involvement at this stage of their lives in collaboration with teachers' effort at school is very crucial. It is a powerful and positive source of influence for achievement of adolescents, in that it affects students' motivation, their increased sense of competence and development of positive attitudes about school.

(k) Recreational facilities

Recreational facilities are those which are used activities of leisure, leisure being discretionary time. The "need to do something for recreation" is an essential element of human biology and psychology. *Recreational activities* are often done for enjoyment, amusement or pleasure and are considered to be "*fun*". The researcher noted that larger numbers of schools which have recreational facilities are PrSS. This is one of the factors which enabled the private schools to have good performance. It is observed that a good

number of PuSS which were involved in SEDP II Programme, have no recreational facilities, compared to PrSS which were not involved in SEDP II Programme (Table 3). Explaining the situation of recreational facilities in schools, one key informant said:

"*Some years back, schools had special time, teachers and even equipment's for leisure and sports. To make the situation more strong there was even some competitions within school level to national level (UMISETA). Recently in some few years back the Ministry of Education stopped sports and competition in schools, this left PuSS sports less and nobody bothered to have anything for recreation in schools, this is very different in PrSS, whereby they still maintain everything for their students' recreational time*".

This implies that students in private schools have a big chance of doing well in their studies when compared to those in public secondary schools as they provide good environment for refreshing their body and brains.

(l) Water and electricity

The findings show that water and electricity services are available mostly in private secondary schools than in public secondary schools (Table 3). The presence of water and electricity contribute much on the students' performance. However, without presence of these services there is a great possibility of students to perform poorly. It was observed that all the PuSS schools which involved in the study from urban areas the availability of water and electricity were available. But as for the PuSS secondary schools which are found in rural areas water and electricity were not available. This situation found in PuSS was different to what was found in private schools regardless of the location.

(m) Security environment

The security environment is very important for the students to perform well in their studies. Helps teachers and students to stay in peace and harmony and be able to fulfill their responsibilities in order to achieve academic excellence. From the observation done by the researcher, it was found out that private schools have more secured environment, than public schools (Table 3). It was found out that in most PrSS there was a wall surrounding the school. Unsecured environment has direct effect on students schooling, as thieves can easily access the school and sometimes students can go outside the school for social issues which can have negative effects on their studies.

(n) Availability of the library

Library provides students with access to materials and equipment that facilitate and promote learning. The data obtained from the researchers own observation (Table 3) revealed that almost all PrSS have enough and well equipped library than PuSS. It was also observed by the researcher that both PrSS and PuSS have rooms called libraries but the difference was in the room infrastructures and materials found. Further the researcher observed more students using libraries in PrSS than in PuSS. One librarian in PuSS aided on the situation of their library, she said:

> *"In our library we have few books which are outdated and the library room physical condition is poor. So, most students are using this library as a study room than a library"*

Explaining the situation one teacher from PuSS said that, they don't use library for their personal studies and preparation of the periods, different reasons were given for such situation. One of the teachers said that the rooms were not enough that is why he didn't use the library. Another teacher adding to that, said:

> "*The books are not enough, for example, if I want to prepare the lessons for the students, I could go in the library for the purpose of using different kinds of books, but they are not available. Therefore, the library becomes meaningless for me*".

The findings and discussion implies that PrSS have sufficient and well equipped libraries compared to PuSS which were involved in SEDP II programme. This situation suggests that the government needs to make more efforts to improve its schools so as to compete with the private sector. This argument is in line with Mosha (2000) who asserted that the presence of several important things contributes to the quality of a school where by the presence of well and equipped library is one of them. Also Igongo (2018) noted that, effective school libraries provide additional reading skills comprehension and writing of expression which in turn support students' performance in all other curriculum subjects.

4.2.2 Students' opinions on availability of educational inputs

Students' respondents' opinions on the availability and sufficiency of educational inputs for years 2010-2013 were sought so as to see if their schools had enough inputs to support the teaching and learning process. The results from students respondents opinion as shown in Table 4 and summarised in Fig. 4, suggest shortage of inputs in PuSS when compared to PrSS. The study findings are in line with study findings by REPOA (2008) which affirmed that, desks, chairs and classrooms were still a major constraint to quality learning in public schools.

This situation indicates that the management of quality education in private secondary schools is better than in government secondary schools. This situation was also observed by Best (2013), whereby there was a significant difference in the required number of teachers in PuSS compared to the number of teachers of PrSS.

Table 4: Percentage distribution of student respondents opinions (n=320) by availability of educational inputs

Type of Input	Students opinions (positive) respondents									
	PuSS					PrSS				
	Kih (n=40) %	Kila (n=40) %	Cha (n=40) %	Kizu (n=40) %	Av %	Edu (n=40) %	Mkm (n=40) %	Ms (n=40) %	S.P (n=40) %	Av %
Sufficient books	13.9	10.8	3.4	13.1	**10.3**	20.5	3.6	18.8	16.5	**14.9**
Enough classrooms	12.6	16.4	7.4	10.5	**11.7**	20.1	8.4	14.8	9.5	**13.2**
Sufficient desks and chairs	14.3	16.9	6.5	3.9	**10.4**	16.9	6.5	14.3	20.8	**14.6**
Enough teachers	12.1	10.1	8.0	12.6	**10.7**	18.5	7.5	15.0	16	**14.3**
Presence of well-equipped laboratories	10.4	14.6	2.0	5.5	**8.1**	24.4	3.4	21.6	17.4	**16.7**
Presence of toilet facilities	7.0	5.4	2.3	14.8	**7.4**	18.7	10.9	20.3	20.3	**17.6**
Physical condition of classrooms	11.9	17.1	9.3	7.8	**11.5**	17.6	8.8	13.4	13.9	**13.4**
Health services	15.1	14.5	7.9	3.9	**10.4**	20.4	4.8	15.1	18.4	**14.7**
Financial support	9.4	17.3	5.8	10.1	**10.7**	18.7	7.9	14.4	16.5	**14.4**
Parental involvement of education	10.5	15.5	14.0	6.3	**11.6**	15.7	7.6	15.5	14.9	**13.4**
Recreational facilities	13.8	13.2	3.3	9.4	**10**	15.1	13.8	14.5	17.0	**15.1**
Water and electricity	20.2	22.2	1.3	13.0	**14.2**	8.4	6.5	5.8	22.2	**10.7**
Security Environment Availability	15.5	12.5	5.0	13.5	**11.6**	16.5	7.0	14.0	16.0	**13.4**
Availability of library	9.3	15.5	3.1	5.7	**8.4**	16.1	16.1	18.7	15.5	**16.6**
Average	**12.6**	**14.4**	**5.7**	**9.3**	**10.5**	**17.7**	**8.1**	**15.4**	**16.8**	**14.5**

Key:

PuSS-Public secondary school
-Kih –Kihonda Secondary
-Kila-Kalakala Secondary
-Cha-Chanzuru Secondary
-Kizu-Kizunguzi Secondary

PrSS-Private secondary schools
-Edu-Educare Secondary
-Mkm-Mkono wa Mara Secondary
-Ms-Msolwa Secondary
-S.P- St. Peters Secondary
Av-Average

The overburden that is given to few teachers employed in PuSS lead to poor teaching as far as the teacher might be tired/overworked due to big workload. One of the study conducted by Glennerster *et al*. (2011) showed that the shortage of teachers in the public schools is not because there are no enough teachers but that there is no enough money to employ teachers graduating from national system of teacher training college.
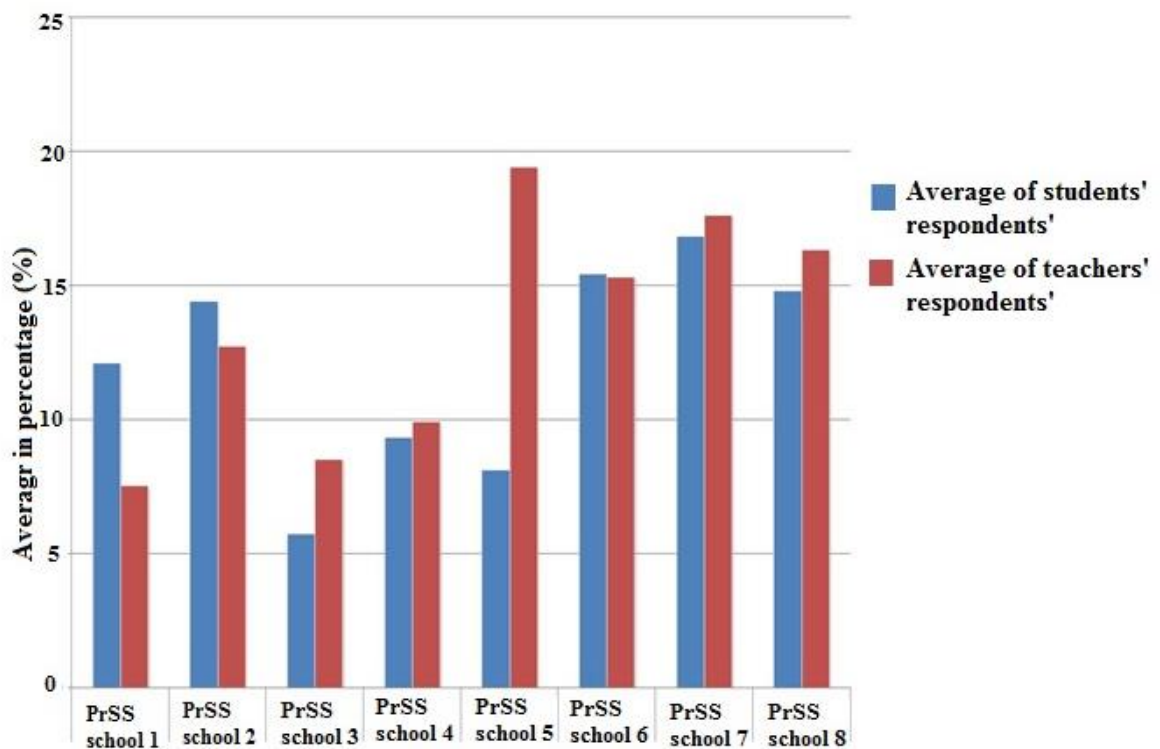
Figure 4: Percentage distribution of students and teachers' respondent's opinions by availability of educational inputs

Key:
1 – 4 PuSS – 1 -Kihonda, 2-Kilakala, 3-Chanzuru,4-Kizunguzi secondary school
5 – 8 PrSS- 5-Educare, 6-Mkono wa Mara, 7-Msolwa, 8-St.Peter's secondary school

The results suggest shortage of inputs in PuSS despite the implementation of SEDP II in PuSS. The results revealed that, PuSS which are old and boarding schools had reasonable sufficient number of inputs compared to those new schools (Fig. 4).

4.2.3 Teachers' opinions on availability of educational inputs

The study required to seek teachers' respondents' opinions on the availability of educational inputs in both PuSS and PrSS. Teacher respondents were given the same questionnaires as those given to students. Teachers' respondents' responses are summarised in terms of percentages as shown in Table 5 and summarised in Figure 4.

Generally it can be concluded that educational inputs were available in all PuSS and PrSS at various levels. On the other hand such inputs were sufficient in all PrSS and not generally sufficient in all PuSS. Fig. 4 suggests sufficient of inputs in PrSS and shortage of inputs in PuSS. This situation was also reported by Best (2013) and Haule (2015), whereby there was a significant difference in the required number of teachers, classes and even toilets in PuSS compared to PrSS schools.

4.3 Educational Quality Management Based on Educational Output

Considering that SEDP II overall Project Development Objective (PDO) was to improve quality of secondary education with a focus on underserved areas (URT, 2010), the project was expected to improve learning environment in public schools through more qualified teachers and their improved availability; better infrastructure; increased resources and teaching and learning materials. In order to compare the situation of PuSS involved in SEDP II and PrSS which were not involved, documentary reviews, students and teacher respondents opinions, from both school categories were sought on specific issues related to focus on SEDP II output, namely: number of graduates/completion rates and performance in national examination in their respective schools.

Table 5: Percentage distribution of teachers respondents opinions (n=80) by availability of educational inputs

| Type of Input | Teachers opinions (positive) respondents | | | | | | | | | |
| | PuSS | | | | | PrSS | | | | |
	Kih (n=10) %	Kila (n=10) %	Cha (n=10) %	Kizu (n=10) %	Av %	Edu (n=10) %	Mkm (n=10) %	Ms (n=10) %	S.P (n=10) %	Av %
Sufficiency of books	7.3	4.9	7.3	12.2	**7.9**	21.9	14.6	14.6	17.1	**17**
Enough classrooms	8.36	14.2	13.2	7.4	**10.5**	16.9	13.2	15.1	11	**14**
Sufficient desks and chairs	9.2	13.1	8.9	6.7	**9.5**	20	14.5	16.6	11.1	**15.6**
Enough teachers	9.3	16	9	10.9	**11.3**	20.9	17	16.7	16	**17.7**
Presence of well-equipped laboratories	9.8	14.6	5.9	14.6	**11**	19.8	12.2	23.5	17.6	**18**
Presence of toilet facilities	14.3	15.8	7.7	2.4	**10**	20.4	15.8	14	19.2	**17**
Physical condition of classrooms	4.6	7.3	4.5	4.9	**5**	21.9	17.1	14.6	22.7	**19**
Health services	8.3	11.6	12	6.9	**9.7**	19	16.2	23.1	20.8	**20**
Financial support	4.8	9.5	10.8	7.5	**8**	18	16	21	19	**18.5**
Parental involvement of education	11	14.8	7.4	11.2	**11**	18.4	15.3	23.8	14.3	**18**
Recreational facilities	3.8	15.6	3.8	15.4	**9.7**	26.9	16	12	9.3	**16**
Water and electricity	5.6	8.9	7	13.3	**8.7**	15	12	11	16	**13.5**
Security Environment Availability	5.5	19.2	11	19	**13.7**	16.7	19	25	15.4	**19**
Availability of library	3.2	12	10	6.1	**7.8**	14	15	16	19	**16**
Average	**7.5**	**12.7**	**8.5**	**9.9**	**9.6**	**19.3**	**15.3**	**17.6**	**16.3**	**17.1**

Key:

PuSS-Public secondary school
-Kih –Kihonda Secondary
-Kila-Kalakala Secondary
-Cha-Chanzuru Secondary
-Kizu-Kizunguzi/Kilosa Secondary

PrSS-Private secondary schools
-Edu-Educare Secondary
-Mkm-Mkono wa Mara Secondary
-Ms-Msolwa Secondary
-S.P- St. Peters Secondary
Av-Average

4.3.1 Number of graduates /completion rates

This refers to the number of students or graduates when compared to the number of those registered from the beginning of the course or class as shown in Table 6. The data in Table 6 as summarised in figure 5 show that the average completion rates is poor in PuSS which were involved in SEDP II programme compared to PrSS which were not involved in SEDP II. This situation implies that PrSS had more completion rate in all schools involved in the study. This could be due to strict screening test before form 1 admission which is not the case in PuSS. Those PuSS which have higher completion rates to be more equipped with teaching and learning materials which motivates students to schools environment hence low dropouts. For example Kilakala and Kizunguzi secondary schools (boarding schools) show higher completion rates and Chanzuru secondary school (ward-day school) shows poor completion rate (Table 6).

Table 6: Percentage distribution of student completion rates by type of school and year

| School category | Completion Year | | | |
	2008	2009	2014	2015
PuSS	%	%	%	%
-Kizunguzi/Kilosa	73.30	80.00	75.03	79.90
-Chanzuru	65.06	70.02	69.40	74.05
-Kihonda	75.20	72.40.	70.01	73.74
-Kilakala	86.46	84.50	81.20	83.46
Average percentage	**77.50**	**76.60**	**73.90**	**77.70**
PrSS				
-Msolwa	85.53	83.71	90.24	91.17
-Mkono wa mara	74.46	76.94	73.33	78.71
-Educare	86.71	83.22	88.14	87.08
St. Peter's	75.21	848.90	87.02	89.60
Average percentage	**80.50**	**83.20**	**84.70**	**87.00**

Source: School documentary review

Key:
PuSS- Public secondary school
PrSS- Private secondary school

The results from Table 6 were also summarised in Fig. 5 which revealed that, PrSS, completion rate was higher than PuSS involved in SEDP II programme.
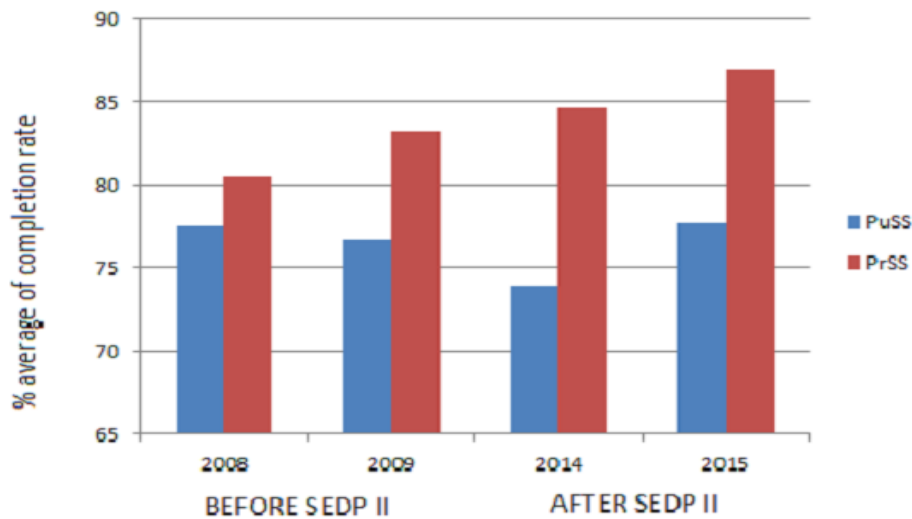
Figure 5: Average Percentage distribution of student completion rates by type of

school and year

Key:

PuSS- Public secondary school

PrSS-Private secondary school

Moreover, the researcher also had the opportunity to talk to key informants who dropped from studies they had several reasons for their decision. Some said they were not able to cope due to their poor intelligence, some due to pregnancy and some just said they don't want to go to school whereby for girls opted to work in nearby township as house girls. Explaining the situation, one girl student key informant who dropped from studies said:

> "*For me and my family it was a bit funny and surprise to be selected to join secondary school, because I was poor in every subject when I was in primary school. So it was very hard for me to cope with secondary education as I had problems with Swahili reading in primary school, hence it was more complex for me to learn in English in secondary school. Due to this, I found myself not fit for the school hence I decided to quit secondary education*".

Moreover, talking to one male key informant, it was revealed that, in most day PuSS the completion rate is affected by the dropout caused by the failures of form two students, whereby those who are required to retake form two class feel shy to be seen lagged behind, hence decides either to be transferred or leave studies, he also added that in recent years there is some decrease in dropout compared to several years back which he thought can be due to the introduction of SEDP Programme which was practiced in PuSS.

4.3.2 Students' academic performance in national examinations

Students' academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. Improving students' academic performance implies to improving the quality of school curriculum (Machumu, 2007). General opinion from many researchers suggest that private schools are better in terms of the availability of human and physical facilities and consequently students' performance is better than public schools. This situation has made many parents to enroll their children in private secondary schools. Basing on the aforesaid fact, SEDP II and BRN (Big Results Now) in Education Programme (BRNED) introduced, had the objective of improving education quality in Tanzania primary and secondary schools. One of the objectives was to improve teaching and performance in core subjects namely, mathematics, language and biology, in making sure these subjects performance is improved, SEDP II supplied books of these subjects into PuSS (World Bank, 2014).

In order to see the contribution of SEDP II programme in PuSS the researcher found the necessity of having a look on students' performance in core subjects in selected secondary schools. The findings revealed that, in the selected PuSS, National Examination performance results were poor when compared to PrSS in the years where it was expected the effects of SEDP Programmes to be apparent (Table 7 and Figure 6).

Table 7: Percentage distribution of students' school performance in core subjects in national examinations by school category 2014

School category		Biology					English					B/Maths				
		A %	B %	C %	D %	F %	A %	B %	C %	D %	F %	A %	B %	C %	D %	F %
PuSS	- Kilosa	2	9.5	40.5	25.5	23	0	4	38	26.5	31.5	2.5	4	14	12	68
	- Chanzuru	0	0	22.7	27.3	50	0	0	15.2	22.7	62.1	0	0	0	1.5	98.5
	- Kihonda	3	5.1	22	28.5	44	0	2.24	22.4	35	40	0	0.32	2	6.4	90.24
	- Kilakala	4.6	23.8	30.24	8.64	2.2	24	37.8	27	9.7	1.1	6.5	16.2	36	16.2	25
PrSS	- Msolwa	42.4	49.5	8.1	0	0	44.4	46.5	9.1	0	0	23.2	32.3	11.1	0	0
	- Mkono wa mara	0	0	6.3	31.5	60.9	0	0	6.3	29.4	63	0	0	0	2	98
	- St. Peter's	21.6	41.4	36	0	0	0	25.2	73.8	0	0	3.6	12.6	46.8	19.8	16.2
	- Educare	0	8.8	61.5	26.5	4.4	1.5	17.6	60.3	17.6	2.9	0	0	10.3	20.6	69.1

KEY: PuSS- Public secondary school

PrSS- Private secondary school

Figure 6: Percentage distribution of students' school performance in core subjects in national examinations by school category 2014

Key: PuSS- Public secondary school
PrSS-Privatesecondaryschool

In year 2014 PrSS national form four examination results were much better compared to PuSS. Whereby 50% of students in Chanzuru secondary school (PuSS) got F in biology, 62.1% got F in English and 98.5% got F in maths. In the same year 2014 in Msolwa secondary school (PrSS) in biology subject 42.4% got A and 49.5% got B and none of the students got D nor F, in English subject 44.4% got A and 46.5% got B and none of the students got D nor F (Table 7).

Moreover, the average performance of students from PuSS and PrSS under study from the three core subjects were analysed (English, Biology and Basic mathematics) and presented in Figure 6. The result in Fig. 6 revealed that, an average of 70% of students from PuSS failed Basic mathematics by getting F, while their fellows from PrSS 45% got F in basic mathematics. Basic mathematics subject is very important subject, as it is a basis for all

science subjects. In a Tanzanian context, is a determinant for being selected to join A-level science streams and have a direct effect on determining the grade/division of form four results of a student. On failing mathematics, even if a student scores A in all subjects, will be penalised to division 3. In Biology as a compulsory, core subject and a priority in SEDP II, an average of 30% of students from PuSS failed by getting F score and only an average of 15% of students from PrSS got F. Further in the same year data in Fig. 6 indicate poor performance in English subject in PuSS, where by an average of 34% of all form four students set for national examination, got F and only 15% from PrSS got F.

In year 2015 the results revealed that, in most PuSS the results for form four national examinations in core subjects were poor, compared to PrSS in the selected studied secondary schools (Table 8). These results show negative implication compared to what was expected during the introduction of SEPD Programmes, which aimed at improving the quality of PuSS. Data from Fig. 7 revealed that in both core subjects, PrSS performed well compared to PuSS. The results showed that in basic mathematics, average of more than 65% of students from PuSS sat for national form four examination scored F, while their fellows from PrSS 45% scored F. These results suggest that in the year 2015 the failure in mathematics was higher in both school categories even though there was much failure in PuSS. In the same year the results of PrSS in biology subject was much better compared to PuSS, whereby only an average of 15% from PrSS got F and 35% from PuSS got F. Furthermore, Fig. 7 suggests good performance in English subject in year 2015 in
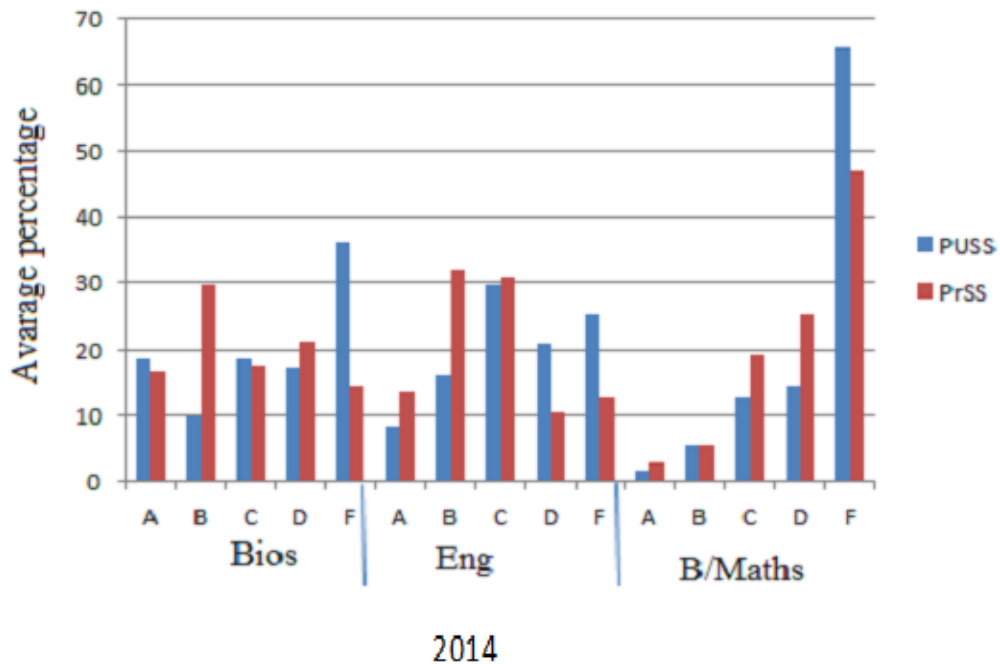
Table 8: Percentage distribution of students' school performance in core subjects in national examinations by school category 2015

School category		Biology					English					B/Maths				
		A	B	C	D	F	A	B	C	D	F	A	B	C	D	F
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
PuSS	- Kilosa	9.1	12.9	32.3	25.8	18.6	0	9.5	43.7	29.3	16.3	1.14	3.8	11.8	19.4	62.7
	- Chanzuru	0	0.83	10.8	12.5	76.4	0.83	2.5	14.1	22.4	60.6	0	0	1.6	2.4	96.2
	- Kihonda	0	2.9	18	30	49.7	0.72	6.5	38.9	30.24	24.2	0	0	2.2	10.6	87.4
	- Kilakala	65.5	22.4	12.6	0	0	32.2	44.8	22.4	1.4	0	5.6	18.2	35	25.2	15.4
PrSS	- Msolwa	31	52.4	16.5	0	0	23.3	58.2	18.4	0	0	8.7	10.7	27.2	39.8	13.6
	- Mkono wa mara	0	0	19.8	26.4	52.8	0	0	26.4	23.1	49.5	0	0	0	6.7	92.4
	- St. Peter'	35.2	59.4	4.4	0	0	30.8	59.4	8.8	0	0	2.2	11	41.8	35.2	8.8
	- Educare	0	6.6	28.6	58.3	5.5	0	10.9	69.3	18.7	1.1	0	0	7.8	19.7	72.6

KEY: PuSS- Public secondary school

PrSS-Private secondary school

PrSS whereby only average of 13% of students sat for national form four examinations failed (scored F) while their fellows from a PuSS about 25% scored F (Fig. 7). This situation implies that something more than the provision of books is needed, whereby, there should also be a means to make sure these books provided are being properly used and hence assist students in learning. These results are in line with the results found by TWAWEZA (2013) and HAKIELEIMU (2012) which observed poor academic in perfomance in public secondary schools..
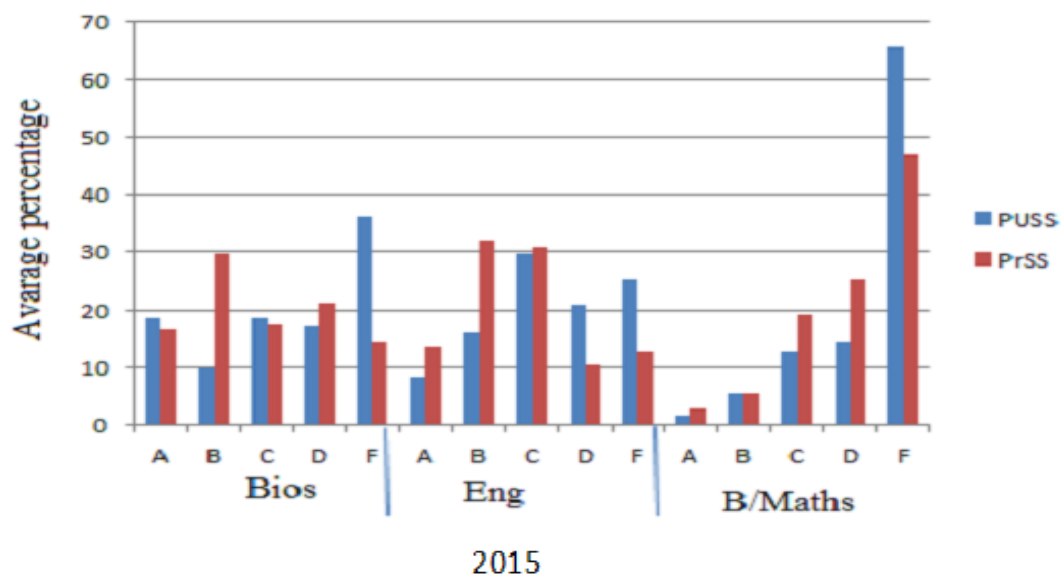
Figure 7: Percentage distribution of students' school performance in core subjects in national examinations by school category 2015

Key: PuSS- Public secondary school
PrSS-Private secondary school

During the time of data collection, several reasons were given by the respondents during the directed discussions with key informants due to poor performance. Some of the reasons given were lack of science subject teachers, syllabus were not completed on time, poor teaching techniques, lack of good libraries and poor school management. But on the

other hand, reasons that were given for good academic performance were availability of conducive environment of teachers; good moral values provided by the school and availability of enough teachers. All observations on the performance depends on the type of school that students had been enrolled although it is not the necessary factor.

Talking to one of the key informants, it was revealed that, the introduction of free education and removal of class repetition for those who fail national examinations in form two class in PuSS could have being the cause of many failures in form four National examination results. Aiding to what was said by key informant one head teacher from PuSS had the following to say:

> "*The increased number of PuSS schools failures in form four national examinations is also a result of standard seven completion examination results whereby almost all students who sit for examination are selected to join secondary education including those who are very weak academically. This is caused by the punishments which are being practiced to educational leaders in schools and district levels, if there are failures in their areas. This situation makes them sometimes to arrange and assist cheating in examination, hence very weak students join secondary education, and when these students are allowed to go direct to form four classes without screening during form two, results into mass failure in PuSS compared to PrSS which choose best students and screen their students in every academic year*".

From the results obtained from the time of data collection it was revealed that, in public schools, there is still a problem of failures in core subjects, completion rates are still poor regardless the presence of SEPD II programme. It is, therefore, recommended that in order to maintain good school quality, quality management should be ensured making sure that

all facilities necessary for schooling are available. The entire school facilities recommended to be available for the improvement of academic performance are enough trained teachers, block of classrooms, staffrooms, laboratories, workshops, libraries, laboratory equipment's, electricity, water, chains, tables, stationeries and play ground. Also it is recommended that in order to maintain good school quality, in both PuSS and PrSS, the government must make sure that if there is a certain programme introduced, efforts should be made so that it is enforced in both types of schools because both schools develop the human capital of the country, so as the effect can be seen in both schools.

4.4 Educational Quality Management Based on Effectiveness of Management Tasks

Educational Management is the process of planning, organising, directing and controlling the activities of an educational organisation. Managing educational organisation requires well-organised and systematic processes for effective achievement of organization objectives, whereby in educational organization is quality education for students. (Okumbe,1998). Educational quality management based on effectiveness of management tasks assessment focused on SEDP II overall Project Development Objective (POD) component four which involved providing capacity building and technical assistance to implement current and future reforms (URT, 2010). In order to compare the situation of PuSS involved in SEDP II and PrSS not involved, teacher respondents opinions, from both school categories, as well as key informants views were sought on specific management tasks related to the above component, namely: Interpretation, adaptation and operationalizing national education policies, formulating, reviewing and regulating school based policies, procedures and practices, facilitating implementation of internal and external evaluation reports and mobilizing resources of infrastructural development and capacity building as shown in Table 9 and summarised in Fig. 8.

Table 9: Percentage distribution and level of significance of teachers' respondents

(n=80) opinions on the effectiveness of management tasks

Type of management task	Public(n=39) %	Private (n=41) %	X^2	P values
• Interpretation, adaptation and operationalising national educational policy	55.0	45.0	2.971	0.226*
• Formulating, reviewing and regulating school based policies, procedures and practices	47.2	52.8	13.280	0.001*
• Implementation of internal and external evaluation reports	46.2	53.8	4.045	0.132***
• Mobilising infrastructural development and capacity building	39.3	60.7	4.338	0.114***
• **Average**	**46**	**53**		

Key:

 N = Neutral

A = Agree

D = Disagree

* = significant P≤0.05), **= significant at p≤ 0.01   *** = Significant at P≤ 0.001

(a) Interpretation, adaptation and operationalizing national educational policies

It was noted that, there is higher interpretation, adaptation and operationalization of national education policies in government secondary school than in private secondary schools. About 55% of teachers from government secondary schools agreed that in their schools there is implementation of national education policies while in private secondary schools 45% of teachers agreed (Table 9). This implies that in public secondary schools

there is more likelihood of managing quality education than in private secondary schools based on implementation of national education policies.
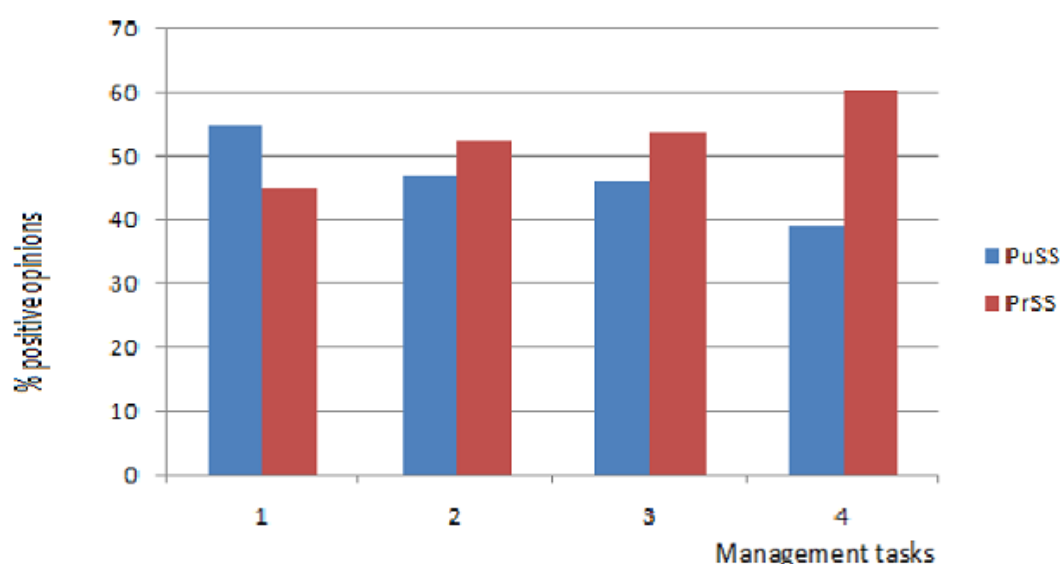
Figure 8: Percentage distribution and level of significance of teachers' respondents' opinions on the effectiveness of management tasks

Key:

1. Interpretation, adaptation and operationalising national education policies
2. Formulating, reviewing and regulating school based policies, procedures and practices
3. Facilitating implementation of internal and external evaluation
4. Mobilizing resources of infrastructural development and capacity building

This situation might have been resulted due to the introduction of SEDP I and SEDP II programmes that were more implemented in PuSS than in PrSS. This explains why many teachers from PuSS have positive perception on implementation of national educational policies than in PrSS. Many teachers from PuSS were involved in SEDP I and SEDP II implementation. For example, currently there is free education policy, which is implemented in PuSS but in PrSS there if still charging their own set school fees. This

situation does not allow those students from poor families who can't afford to pay school fees to join PrSS, this is not the case in PuSS which athere to free education policy.

According to Homeshel (2005) the quality and relevancy of teaching, however, is embedded in a quality national education system, which in turn requires supporting government policies. These will affect the way in which resources will be allocated and whether they will be sufficient for achievement of the set goals. Governments that allow regional and local flexibility in adaptation of curriculum to local needs, in recruitment of staff or in involvement of communities, students, parents and teachers in educational decisions create relevance and ownership. Policies that provide accountability mechanisms will also encourage quality services. However, interpretation, adaptation and operationalizing national education policy is very crucial for the encouragement of quality services.

(b) Formulating, reviewing and regulating school based policies, procedures and Practices

In the area of formulating, reviewing and regulating school based policies, procedures and practices it was noted that PrSS are better in formulating reviewing and regulating school based policies and practices (Table 9). It was found out that, the owners of these schools set their own rules and school based procedures so as to attain the quality they want, than their fellow PuSS which are owned by the government, and the management changes overtime as the Head of schools can be transferred at any time when required.

More than fifty percent (52.8%) of teachers from PrSS confirmed that, in their schools there is implementation of school based polices procedures and practices (Table 9). These findings show that in PrSS there is more management of education quality than in PuSS

(Fig. 8). This might be due to the fact that PrSS are run basically in the context of business so in order for them to excel in academic grounds they have to lie much on owned laid school polices. That is why in private secondary schools there is number of rules and regulations to be followed than in PuSS, and the rate of practicing it in PrSSis very high compared to government secondary schools. These school based regulations and policies are very strong in controlling the fate of their schools.

. Explaining this situation one key informant said:

> *"Two years back, one of PuSS around our locality had a very strong and committed Headmistress; she had very good plans to raise the quality of our school. After one year students attendance improved and students' performances in internal examination improved. We were very happy with what was going on in the school, unfortunately they transferred her into another region, and everything she stated phased out when she left".*

(c) Facilitating implementation of internal and external evaluation reports

With regard to facilitating implementation of internal and external evaluation reports, the findings revealed that, in PrSS there is higher facilitation of implementation of internal and external evaluation reports than in PuSS (Table 9). This shows that there is close checkup of schools work done in PrSS which contribute to good performance in academic compared to PuSS. Findings reveal that Managing of quality education is higher in PrSS than in PuSS (Figure 8). About 53.8% of teachers in private secondary schools agree that there is facilitation of implementation of internal and external evaluation, while on PuSS only 46.2% of teachers agreed (Table 9). This situation shows that there was close checkup of schools work done in PrSS which contribute to good performance in academic compared to PuSS. This increase efficiency in the teachers as they become more efficient

and observe punctuality and the effect is observed on the good performance of students in their final national examination. This situation attracts many parents to send their children to PrSS than in PuSS because teachers seem to be more committed to their work and they are inspected regularly.

Talking to the situation of evaluation in schools one key informant from the quality assurance office said:

> "*We are normally required to inspect schools regularly and all schools regardless of their ownership are required to be inspected. Aiming at finding problems encountered by teachers in the process of teaching/learning, unfortunately we are facing the financial problems for paying inspectors when they travel and also we don't have reliable transport to reach required schools. Due to this situation we just inspect very few schools which we manage to access according available funds and transport*".

Another key informant talking to the situation of internal/external evaluation aided:

> "*In case of evaluation especially internal the PrSS are very seriously because these schools are privately owned hence they are very sensitive to the results which are the ones which motivate parents to bring their kids in the school which performs better*".

She went further giving an example of Msolwa secondary school (PrSS) whereby there is someone who is a quality assurer of a school; making sure teachers are always in classes and enters the classes without notifying the teachers. This kind of internal follow-up is rarely found in PuSS. These results are in line with the results from studies done by Nzigilwa (2010) and Kilasi (2011) which showed that external inspection was rarely done in schools and found that, only few schools had established effective in school systems for

monitoring quality. The findings above and discussions from key informants implies that, PuSS which were involved in the implementation of SEDP Programmes are not doing well in internal evaluation and generally the external evaluation which is done/ conducted by quality assurance department from the Ministry of Education is still not effective as they cannot reach all schools and perform the required assessment of school.

(d) Mobilizing resources of infrastructural development and capacity building

According to Table 9, the findings reveal that, in PrSS there is more mobilization of resources of infrastructure development and capacity building than in PuSS where SEDP II programme was implemented. About 60.7% of teachers in PrSS agree that there is mobilization of resources, while only 39.3% of teachers from PuSS agree. This show that the likelihood of managing quality education in private schools is higher in PrSS than in PuSS (Fig. 8), since in private secondary schools teachers get capacity building which enable them to be more competent than teachers from government secondary schools. Also the infrastructures in private schools create comfortable environment for studies.

Aiding to what was found from the field, one key informant said:

> *"Parents in PrSS are ready to make big contributions for construction and any charity work than in PuSS. Parents in PuSS are not willing to pay and contribute for development of the school, even not ready to buy books! this situation affects the development of PuSS when compared to their fellow PrSS".*

The overall implication that can be drawn from this section is that, PrSS are more effective in management tasks than PuSS. By having effective management of the day to day activities in schools the attainment of educational objectives will be enhanced hence high quality education. This situation which was found in the field is contrary to what was

expected during the introduction of SEDP II which was introduced to improve the management situation in PuSS.

4.5 Summary of the Discussion

The overall objective of this study was to assess the management of educational quality in public secondary schools (PuSS) and private secondary schools (PrSS) in Morogoro region under SEDP II Programme. The study found that, private schools which were not in SEDP Programmes are much better in quality management basing on school inputs compared to public schools. It was observed that private secondary schools had sufficient teaching and learning inputs compared to PuSS which were under SEDP II implementation. Further the study revealed that in the area of performance in national examinations, PrSS were performing better than PuSS. This situation brings alarm to educational managers to think more on what can be the main cause of poor performance in PuSS. The following chapter gives conclusions and recommendations based on major results of the study. Possible areas where similar research can be done and major contributions of the study are also presented.

CHAPTER FIVE

5.0 CONCLUSIONS AND RECOMMENDATIONS

Based on the study findings, a number of lessons regarding management of educational quality in public and private secondary schools in selected secondary schools in Tanzania were drawn. These lessons are important because of their policy implication on quality management in the study schools and beyond. The conclusions and recommendations from this study are presented hereunder.

5.1 Conclusions

(a) With the introduction of SEDP programme, recently more parents feels comfortable to send their children to PuSS than before the introduction of SEDP programme. This is due to different efforts which are done by the government to support and make much improvement in its schools.

(b) PrSS had sufficient teaching and learning inputs compared to PuSS which were under SEDP II implementation. This situation affects the process of teaching and learning in PuSS hence degrades the quality of PuSS.

(c) PuSS, have a problem of failures in core subjects, completion rates are still poor and there is inadequate teaching and learning materials which affects the process of teaching and learning regardless the presence of SEPD II Programme. This encourages well off parents to take their children to private schools.

(c) PuSS are good in the area of interpretation, adaptation and operationalising of educational policy than in private secondary schools. However, PrSS were better in the

area of formulating, reviewing and regulating school based policies, procedures and practices than PuSS. It was also revealed that, PrSS are much better in mobilising infrastructural development and capacity building as well as implementation of internal and external evaluation than PuSS despite the presence of sound objectives of SEDP II programmes. This situation marks the difference among the two categories of schools which in turn affects their effectiveness and efficiency whereby the PrSS expresses strong management ability which have positive relationship with quality of the schools.

5.2 Recommendations

(a) To alleviate the inadequacy of educational inputs in PuSS the Government through the Ministry of Education, Science and Technology, should allocate enough funds to cater for all necessary inputs for better teaching and learning environment. Furthermore, the government should equip PuSS with the needed trained personnel for fiscal and human resources management. Moreover, more efforts should be done by local educational officers to use locally available resources to cater for inputs which are affordable to them so as to equip PuSS in proper manner.

(b) To improve PuSS outputs the Ministry of Education, Science and Technology and local educational leaders should ensure that the schools have conducive environment to help students learn, being motivated to continue with studies and all important resources including human resources are enough in all schools. The entire school facilities recommended to be available for the improvement of academic performance are: trained teachers, block of classrooms, staffrooms, laboratories, workshops, libraries, laboratory equipment's, electricity, water, chairs, tables, stationeries and play ground.

(c) In fostering the adherence of management tasks in both PuSS and PrSS the Ministry of Education Science and Technology should make sure that the set Educational Training Policy management standards tasks are being followed by all secondary schools regardless of their category. Moreover Local education authorities need to encourage all surrounding education stakeholders to feel that they belong to school and hence indebted to contribute for the betterment of PuSS.

5.3 Suggestion for Further Studies

This study has not exhausted all aspects concerning educational quality management in public and private secondary schools. It is clear that a lot more needs to be done. Two suggestions are therefore made concerning specific areas that should further be studied.

(i) To undertake case studies on job satisfaction of teachers in public and private schools. The major purpose of this study would be to elicit more reliable clues about the motivational factors of teachers which may affect their teaching activity either positively or negatively.

(ii) To study the effects of educational policy changes on teachers work performance. The major purpose will be to undertake an in-depth study on different changes on educational policy in relation to teachers' job performance.

5.4 Major Contributions of the Study

This study revealed important knowledge necessary to improve the quality of PuSS. These contributions include:

(i) More than the introduction of several educational programmes, PuSS needs more strong and efficient management system so as to be in the position to compete with the private sector.

(ii) The government needs to increase its education budget in the area of secondary schools so as to engulf all necessary needs and requirement for schools or to allow the cost sharing system so as the schools can have enough funds to run the schools.

(iii) The government should decentralise more power to local leaders who are in position to understand the needs of a particular area, in terms of human resources and material resources. For example, the issue of employment of teachers, should be left to local leaders, instead of the allocation from the Ministry which creates very big inconveniences whereby immediately after employment then requests of transfers start.

(iv) Also the government needs to develop a system which will help, the parents and the community of PuSS to feel they are part and parcel of those schools they need to feel as the school belongs to them than seeing it as a government property and teachers responsibility is to train their kids, they need to develop a sense of belongingness.

(v) For the System Theory of Educational Management to be successful all four components must be available, Input, Process, Output and Outcome. When one component is missing the achievement of educational quality becomes impossible.

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APPENDICES

Appendix I
Key variables used
The definitions of key variables (background, independent and dependent variables) as used in the study are given in Appendix 1 below.

Appendix 1: Operational Definition of the key variables used

Variable	Operational definition
Students characteristics	Refers to personal students factors that may have either positive or negative impact on their schooling. Can be either personal i.e. Age and sex, or situational which means the environment where the student comes from, for example number of children in a family, parents education or occupation, economic status of the family etc.
Teachers characteristics	Refers to personal teachers factors that may have either positive or negative impact on their teaching work. Can be either personal i.e. Age and sex, marital status, level of education and professional training received, or situational which means the environment where the teacher is living and their working conditions and if engaged in administration or not and motivational packages s/he receives.
Inputs	Refers to infrastructure, learning resources, financial support correspondence of norms and recourses and personal contributions.
Learner's potential Development	These are inbuilt abilities of students to learn or acquire Knowledge. It mainly refers to personal intelligence of students, ability to change, willingness, willingness to learn and interest.
Teachers Instructional tasks	This refers to the work of the teachers and ability to deliver materials successfully to students.
Headmaster's leadership tasks	These are the administrative tasks which may facilitate learning to students. They include allocation of time, local supervision of what is going on in the particular school and supporting teachers in professional development.
School-Based management Tasks	These are those tasks which are mainly done within the school so as to provide an environment in which individuals are working together in groups and efficiently to accomplish educational goals as stipulated in an educational policy.
Educational Quality	This refers to improved academic performance of students, increased completion rates and the presence of enough teaching and learning materials.

Appendix 2: Variables that were analyzed

Information Investigated	Variables that were analyzed Qualitatively	Variables that were analyzed Quantitatively
Objective 1: To assess schools educational quality management effectiveness based on educational input under SEDP II for years 2010 to 2013. **Question asked under this objective** 1.What was the sex of the respondents	Teaching and learning inputs -	 ▪ Male ▪ Female
2.What was age of the respondents	-	▪ 14-17 years ▪ >17 years
3.What is the occupation of your parents/guardians	-	▪ Farmer ▪ Employed ▪ Business
Objective 2: To assess schools educational quality management effectiveness based on students' academic performance (output) under SEDP II for years 2010 to 2013. **Questions asked under this objective** 1.What are the Students' perception on secondary educational quality based on educational output	 -	• Students academic performance • Number of grandaunts or completion rates • School teaching and learning materials in schools
2. What is your opinion on school performance in national examinations? Give reasons for your answer	- **Reasons for good performance** • Availability of competent teachers • Availability of learning and teaching materials • Completing syllabus on time • Good cooperation between teachers and students **Reasons for bad performance** • Lack of teaching and learning materials	• Good performance • Bad performance -

	• Not completing syllabus on time • Language problem for teachers and students(English) • Lack of commitment for studies for some students • Practical studies are not taught on time	-

3. Basing on your school academic performances in National examinations can you recommend your school for other people to join? Give reasons for your answer.	**Reasons for the recommending other people to join**
	   • Availability of conducive environment for studying
	   • Good teaching techniques of teachers
	   • Good moral value
	   • Availability of enough teachers both of science and arts
	   • Good cooperation between students and teachers
	
	Reasons for not recommending other people to join
	• Syllabus are not completed on time
	• Lack of science teachers
		• Yes
		• No
		
		-

Objective 3: To assess effectiveness of public and private Secondary Schools management tasks. **Questions asked under this objective** 1.What are your perceptions on School-based Management tasks for effective management of quality education in SEDP II	-	• Interpretation, adaption and operationalizing national education policies • Formulating, receiving and regulating school based policies, procedures and practices • Facilitating implementation of internal and external evaluation reports • Mobilizing resources of infrastructural development and capacity building
2.In your school do you finish Syllabuses in Appropriate time?	-	• Yes • No

3. How many times in a year do the teaching or learning process is inspected.	-	• Once • Twice • Thrice • 4times
4. In your opinion what are the most important problems facing secondary education in your school that the government should address?	-	• Syllabus to be completed on time • Insufficiency of Science teachers • Concentration of students on phones and internet instead of studies • Lack of teaching facilities • Availability of good teachers • Laziness of teachers
5. In your opinion state the factors which contribute to your academic Performance	-	• Student social background • Financial status • Quality of teachers • Teaching/learning materials and equipment • Students' career interests • Teaching/learning materials • Student/teacher ratio • Language • Lack of practical work
6. What do you think should be done in order to improve your academic performance?	• Provision of capable and well experienced teachers • The syllabus should be completed before national examination • Students should work hard and cooperate with their teachers • Effective supervision • Cooperation among students and teachers • Good teaching and conducive environment • Lazy teachers should be dismissed.	

Appendix 3: Checklist for input facilities for teaching/learning activities

- **Observational schedule**

- Study topic: Management of Educational Quality in Public and Private Secondary Schools in Tanzania: A Case of Selected Secondary Schools in Morogoro Region

- Region...... District.....Division.....Ward..... School........ (Public/Private)

- Date

Distribution of inputs facilities for teaching/learning activities in the study

Type of Input	School category	availability	Situation	
			Sufficient	**Not sufficient**
Books	PuSS			
	PrSS			
Classrooms	PuSS			
	PrSS			
Desks and chairs	PuSS			
	PrSS			
Teachers	PuSS			
	PrSS			
laboratories	PuSS			
	PrSS			
Toilets	PuSS			
	PrSS			
Classroom condition	PuSS			
	PrSS			
Health services	PuSS			
	PrSS			
Financial support	PuSS			
	PrSS			
Parental involvement	PuSS			
	PrSS			
Recreational facilities	PuSS			
	PrSS			
Water and electricity	PuSS			
	PrSS			
Security environment	PuSS			
	PrSS			
Library	PuSS			
	PrSS			

Key:

PuSS-Public secondary schools: Kilakala, Kihonda, Chanzuru and Kizunguzi/Kilosa secondary schools

PrSS-Private secondary schools: St. Peters, Educare, Mkono wa Mara and Msolwa secondary school

*Standards ratio of input to students

Books 1:1; Teacher 1:45; Classroom 1:45; Desks 1:1; Laboratories; 3 laboratories per school, Toilets Girls 1:20, Boys 1: 25

Number of student per school should not exceed 650 (URT 2006)

Appendix 4: Students' questionnaire

Confidential

Questionnaire: Personal interview

Study topic: **Management of Educational Quality in Public and Private Secondary Schools in Tanzania: A Case of Selected Secondary Schools in Morogoro Region**

Region...... District.....Division.....Ward..... School........ (Government/Private)
Respondents' number........................ (Day/Boarding)   Date ………/………/2014

1.0 Students' characteristics
1.1 Personal characteristics
1.1.1 Sex of respondent: 1 = Male, 2 = Female...……………………..………. [   ]
1.1.2 What is your age? 1 = 14-17 years, 2 = >17 years ...……… [   ]
1.1.3 Indicate your area of subject specialization................
    (Science/Arts) and any additional subjects.........................
1.2 Situational characteristics
1.2.1 How many are you in the family? 1 = 0-5, 2 = 6-10, 3 = more than 10…. [   ]
1.2.2 What is the occupation of your parent/guardian?
      1 = Farmer
      2 = Employed
      3 = Business
1.2.3 What is the highest level of education that your father (or the male person responsible for your education) has completed? (Please tick one box only)
        1. Never went to school
        2. Completed some primary school
        3. Completed all of primary school
        4. Completed some secondary school
        5. Completed all of secondary school
        6. Completed some education/training after secondary school
        7. Don't know
2.1 What is your opinion on school performance in national examinations?
      1. Good performance
      2. Poor performance
Give reasons for your answer
2.2 Basing on your school academic performances in National examinations can you recommend your school for other people to join? Give reasons for your answer.

3.3 In your school do you finish syllabuses in appropriate time? Give reasons for your answer.
3.4 How many times in a year does the teaching/learning process is inspected. By whom the inspection is done.

4.0 Students' perception on factors affecting secondary school students' academic Performance

In your opinion state the factors which contribute to your academic Performance?

s/n	Factor	Rank 1(high) to 5 (low)				
		1	2	3	4	5
	Personal causal factors (Students)					
1.	Student social background					
	Family causal factor (parents)					
2.	Financial status					
	Academic causal factor (teachers)					
3.	Quality of teachers					
4.	Teaching/learning materials and equipment					
5.	Student's career interest					
6.	Teaching/learning environment					
7.	Student/Teacher ratio					
8.	Language					
9.	Lack of practical work					

Key: 1=strongly agree, 2=Agree, 3= neither agree nor disagree
4=Disagree, 5=strongly disagree

4.0 Does your home and school environment provide conducive conditions for personal/private study? YES ( ) NO ( )

5.0 In your opinion what are the most important problems facing secondary education in your school that the government should address? ....

6.0 What do you think should be done in order to improve your academic performance?

....

Thank you for your good cooperation

Appendix 5: Teachers' Questionnaire

Confidential

Questionnaire: Personal interview

Study topic: **Management Of Educational Quality In Public And Private Secondary Schools In Tanzania: A Case Of Selected Secondary Schools In Morogoro Region**
Region...... District.....Division.....Ward..... School........ (Government/Private)
Respondents' number........................ (Day/Boarding)   Date ………/………/2014

1.0 Teachers characteristics

1:1 Personal characteristics
1:1:1 Sex………………………Male/Female
1:1:2 Age……………….. (Years)
1:1:3 Marital status………………….. (Single/Married)
1:1:4 Level of formal education........................ (Final level obtained)
1:1:5 Professional training? Complete as follows.

Level of training	Final qualification	Specialization	Graduation year
Diploma			
Degree			
Other (Specify)			

1:1:6 In-service training? Complete as follows

Organized by	1-2	3-4	>4	Last time attended (Month/Yr)
District Education Officer(DEO)				
Others (specify)……………….				

1:1:7 Length of tenure in teaching service**…………………………..** (Years)
1:1:8 Length of tenure in present school**……………………………** (Years)

1:2 Situational characteristics

1:2:1 Indicate major school activities in which you are engaged**………...........................**

1:2:2 Were you involved in implementation of SEDP I. in this school? 1. Yes 2.No.

 If Yes, what were the main achievements? **…………..……….…….………………**

1:2:3 Are you engaged in implementation of SEDP II   in this school? 1. Yes 2. No.

 If Yes, what are the main achievements? **…………........……………...........………**

1.2.4 Which subjects do you teach?

(a) Language subjects (b) Arts subjects (c) Mathematics

(d)Book-keeping and Commerce

(e) Science (Biology, Physics and Chemistry)

2.0 Teachers' perception on secondary educational quality based on educational output

s/n	Perceived quality	Rank 1(high) to 5 (low)				
		1	2	3	4	5
1.	Improved academic performance					
2.	Increased number of graduates/completion rates					
3.	Availability of sufficient teaching and learning materials					

Key: 1=strongly agree, 2=Agree, 3= neither agree nor disagree
4=Disagree, 5=strongly disagree

2.1   What is your opinion on school performance in national examinations?
       1. Good performance   2. Poor performance   Give reasons for your answer

2.2 Basing on your school academic performances in National examinations can you recommend your school for other people to join? Give reasons for your answer.

3.0 Managerial Tasks performed by school management with implementation of quality education

3.1 What are your perceptions on School-based Management tasks for effective management of quality education in SEDP II

Perceived quality	Opinion				
	1	2	3	4	5
Interpretation, adaptation and operationalizing national education policies					
Formulating, reviewing and regulating school based policies, procedures and practices					
Facilitating implementation of internal and external evaluation reports					
Mobilizing resources of infrastructural development and capacity building					

Key: 1=strongly agree, 2=Agree, 3= neither agree nor disagree
     4=Disagree, 5=strongly disagree

3.2 In your school do you finish syllabuses in appropriate time? Give reasons for your answer.
3.3 How many times in a year does the teaching/learning process is inspected. By whom the inspection is done.

4.0 Teacher respondents' perception on factors affecting secondary school students' academic performance

s/n	Factor	Opinion				
		1	2	3	4	5
	Personal causal factors (Students)					
1.	Student social background					
	Family causal factor (parents)					
2.	Financial status					
	Academic causal factor (teachers)					
3.	Quality of teachers					
4.	Teaching/learning materials and equipment					
5.	Student's career interest					
6.	Teaching/learning environment					
7.	Student/Teacher ratio					
8.	Language					
9.	Lack of practical work					

Key: 1=strongly agree, 2=Agree, 3= neither agree nor disagree
4=Disagree, 5=strongly disagree

5.0 What are your Perceptions on your school improvement in the previous 3 years in the following aspects?

S/N	Item	Opinion				
		1	2	3	4	5
1.	Buildings					
2.	Number of classrooms					
3.	Teachers performance					
4.	Number of teachers					
5.	Availability books					
6.	Cost of education					

Key: 1=strongly agree, 2=Agree, 3= neither agree nor disagree
4=Disagree, 5=strongly disagree

5.1 Does your students' home and school environment provide conducive conditions for personal/private study? YES ( ) NO ( )

Thank you for your good cooperation

Appendix 6: Key informants' checklist

Confidential
Checklist: Directed discussion

Study Topic: **Management of Educational Quality in Public and Private Secondary Schools in Tanzania: A Case of Selected Secondary Schools in Morogoro Region**
Region....................District...................
Respondents' number......date…/…/2014 Sex….F/M   Respondents' position/….

1. What are the sources of funds for purchasing teaching and learning materials in schools?

2. Are the teaching and learning materials in schools sufficient? (E.g. books, laboratories).

3. What is your perception concerning academic performance in National Examinations from year 2011 to date?

4. What are your views about those results?

5. How do you compare the performance of students in National Examinations in public and private schools? Give reasons for your answer.

6. Who is responsible for school quality assurance ofschools in your area?

7. What can you say about the quality of inputs in PuSS and PrSS during the SEDP program, compared to years before the introduction of SEDP?

8. What is your perception about SEDP II in improving educational quality?

9. What factors do you think affects students' academic performance in the area?

10. How should Secondary school students' academic performance be improved?

Thank you for your good cooperation