CHALLENGES FACING EFFECTIVE SCHOOL MANAGEMENT OF COMMUNITY SECONDARY SCHOOLS IN NYAMAGANA DISTRICT, MWANZA TANZANIA

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES DEPARTMENT OF POLICY, PLANNING AND ADMINISTRATION THE OPEN UNVERSITY OF TANZANIA

2021

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: *"Challenges Facing Effective School Management of Community Secondary Schools in Nyamagana District, Mwanza Tanzania"* in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

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Date

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DECLARATION

I, **Zainab Hussein Mwaka,** do hereby declare that this dissertation is my own original workand that it has not been presented and will not be presented to any other University for similar or any other degree award.

………………………..

Signature

……………………….

Date

DEDICATION

I dedicate this dissertation to the departed soul of my beloved father Mr.MwakaHussen for his moral and material support in my education. I beseech Allah to grant him eternal life. Amen

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ABSTRACT

In 2000s', the Tanzania government has made considerable strides in expanding secondary education, popularly known as community secondary schools. However, accessibility to secondary education especially to the rural community remains poor and the standard of secondary education remains a problem as well. The study came up with specific objectives which are; to examine the challenges facing management of community secondary school, to determine whether the community secondary school were regularly monitored and supervised, to find out strategies that can improve the management of communities secondary schools. Also, the study employed mixed method approaches, qualitative and quantitative to get data about the study, with case study of Nyamagana District Council in Mwanza region where the results used; samples of 120 respondents consisting of the head of schools, board members, DEO, parents, students and the teaching staffs. Primary data were gathered through questionnaires and interviews to determine the capacities of school officials in the management of schools and various strategies they need to apply in managing community secondary schools. Furthermore, the study came out with the findings that 1228 of the teaching staffs do not have in-service training and management strategies which are required to manage these CSSs and the study finds out that teachers should be given enough salaries and allowences. Lastly, the study concluded by recommending government to consider in-service training to the teaching staff, improve school infrastructure, and ensuring monitoring and supervision to ensure quality management of the schools.

Keywords: Management, Management as Discipline and Management as an Art.

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LIST OF ABBREVIATIONS AND ACRONYMS

BRN	Big Result Now
CSSc	Community Secondary Schools
CSSs	Community Secondary Schools
CWT	Chama Cha Walimu
ICT	Information Communication Technology
LGAs	Local Government Authorities
MDGs	Millennium Development Goals
MoEVT	Ministry of Education and Vocational Training
NSGRP	National Strategy for Growth and Reduction of Poverty
OPRAS	Open Performance Review and Appraisal System
PEDP	Primary Education Development Plan
PMO	Prime Minister's Office
RALG	Regional Administration and Local Government
SEDP	Secondary Education Development Plan
UTS	Unified Teachers Services

CHAPTER ONE

GENERAL INTRODUCTION

1.1   Introduction

This study assessed challenges facing effective management of community secondary schools in Nyamagana district, Mwanza Tanzania. This chapter comprises of the background to the problem, research objectives, research questions, significance of the study, scope of the study and limitation of the study.

1.2   Backgroundto the Problem

The education system in Tanzania was segregative during colonial rule. At that time,very few people had an access to education, only sons of chiefs who attended secondary schools such as St Mary's (Mirambo), Tabora boys, and other schools supervised by the Catholic missionaries (Ntukamazina, 1999).

The government of Tanzania decided to eliminate this problem by introducing new schools known as community secondary schools to offers indiscriminative education to all Tanzanians who are eligible to get it (Abedi, 2010). The Educational and Training Policy of 1995 described secondary schools in the community as community-owned and/or institution-owned schools (URT, 1995).

In this circumstance, Tanzanian community secondary schools are built primarily by the people in the division, ward, or district, before being relocated to the central government for the provision of materials for teaching, learning, andschools' staff and managers (Malekela, 2004).

The Tanzanian community schools started in the 1970s when the Government agreed to liberalise private secondary schools to eliminate ethnic inequality left by colonial rulers (Mollel, 2015). In the 1980s and 1990s, a second transition was carried out and the history of secondary school in the Tanzanian community was further modified.

As a reaction to the unprecedented rise in social demands for secondary education in the aftermath of the implementation of Universal Primary Education (UPE) the first significant reform was the reintroduction of the Community secondary schools (URT,1995). In 1984, the government launched a 10-year secondary education expansion plans to address the demand.

These community schools were scheduledto run by the societiesin order to offer education to the children around them. They are run at a low cost so that all children have access to education especially for those not able to attend school elsewhere in the country. For example, community schools are referred to as the "*Harambee Schools*" in Kenya, and the "*Shuleza Kata*" in Tanzania, because of its existence of community participation, mobilisation, and support.

There have been some problems in managing these community schools for some years back. Education status was not secure and the findings of a summative assessment in particular for community secondary schools were unsatisfactory. With the opening of several new schools, inspections were brought under pressure (Msaki, 2015). Each year, the number of secondary schools surveyed grew from 539 in 2005 in 2008 to 1880 in 2008. This is just 49.5% of the total number of schools, however, indicating

an average of one school visit every two years. The rules are that at minimum once a year a school should be inspected (URT 2010).

The access improvement of secondary school education in Tanzania has been achieved regardless of quality education, which is paramount for any effective and efficient education system (Galabawa, 1991). This is because as enrollment improves the government faces serious challenges in running her education system, especially in rural areas, the fact which hinders the provision of quality education (URT, 2012). Every ward has been running schools since 2015 but there were not enough qualified teachers (Msaki 2015).

There were no teachers at all in some schools especially rural community secondary schools and the problem has grown day after day, especially in rural areas. The majority of students in a certain community secondary schools had failed or had not shown good results, which stopped them from pursuing their studies and most of them luck teaching and learning materials as well as they always have poor infrastructural facilities (Suleman& Rakesh, 2006).

This has an impact on the management of secondary schools in the community. Indeed, the administration of community secondary schools faces huge difficulties (Mhando, 2006). The academic performance of these schools has never been strong over the last five years (Madan, 2012).

So far, several criticisms have been raised against the government for the establishment of these schools without enhancing effective management and provision

of the adequate qualified teachers and equipments (Mollel, 2015). The government has responded that there were insufficient funds to employ enough teachers, although it continued with efforts to increase their numbers and purchase textbooks (Albert, 2011).

Ntukamaziwa (1999) suggested the consolidation and extension of the reach of basic concepts, expertise, skills, or values obtained by the improvement of the management of these schools. Besides, it strengthens and values social cohesion, reputation, and ethics, personal dignity, respect and preparation for work, and respect for human and moral principles, practices, traditions, civic duties, and responsibilities.

Ngungati (2012) said that poor improvement of the management of community secondary schools resulted in massive failure in two consecutive years, 2010 and 2011, his criticisms led to the rise of the serious debates on what to be done in order to improve academic performance of these community secondary schools.

Generally, the objective of establishing these community schools was to maximize the enrolments of many students from many expanded primary schools who need to join secondary schools. Apart from this fruitful idea, its implementation faced many challenges that have been raised against the government for the establishment of community secondary schools. Then, these challenges make the education quality provided by community schools to remain questionable.

1.3   Statement of the Problem

Makene (2014) argued that the major objective of establishing community secondary schools is to cope with the consequences of increasing primary schools' enrolment

that lead to the big number of primary school leavers to qualify for continuing with secondary education level, but who did not have the opportunity of being enrolled in Government secondary schools. Despite the role played by community secondary schools in Tanzania, the government does not put more emphasis on effective management of these schools (Albert, 2011).

This is a problem as argued again by Suleman and Rakesh (2006) that this decreases community schools' efficiency because effective secondary education is also the precondition for good human lives, job skills, and economic performance, on top of that Galabawa (1919) argued that secondary education needs effective management to improve the living standard of the people. Therefore, the study aimed at to establish data about the challenges facing effective management of community secondary schools at Nyamagana District in Mwanza Tanzania.

1.4   Research Objectives

1.4.1   General Objective

Generally, the study intended to assess challenges facing affective school management of community secondary schools.

1.4.2   Specific Research Objectives

Specifically, the study intends to:

(i)   To determine the extent to which community secondary schools are monitered and supervised.

(ii)   To examine the challenges facing school management of community secondary schools.

(iii) To find out strategies that can improve school management of community secondary schools.

1.4.3 Specific Research Questions

The study answered the following questions:

(i) To what are the constraints impacts effecting school management of community secondary school?

(ii) To what extend do monitoring and supervision is done to community secondary schools?

(iii) What strategies should be employed to improve school management of community secondary school?

1.5 Significance of the Study

The study intends to investigate the challenges facing effective school management of community secondary schools in Nyamagana District, Mwanza Tanzania.This is very useful feedback to the educational administrators, managers and other stockholders to use the study for improve teachers' salaries and allowoances, students' teachings and learning materials as well as infrastructure of thecommunity secondary schools. Also, the study is very important to help stakeholders such as school board members and Non-Governement Organization (NGO'S) to closely monitor the management of community secondary schools.

Furthermore, the study was expected to be a useful source of data for researchers and scholars of the field of education management and policy planning to use the gap identified in this study, "challenges facing effective management of community

secondary schools at Nyamagana District in Mwanza Tanzania." so as to pursue with the same study or other study relating to education administration and policy planning. Furthermore, the study would also be used as library researcher reference for giving scholars vast knowledge of understanding challenges facing effective management of community secondary schools in Tanzania.

1.6   Scope of the Study

The study carried out in Nyamagana District Council in Mwanza region specifically at the government schools.. The study confined in that area because of its easy accessibility and limited time the researcher had. Also, the study confined at Nyamagana District Council in Mwanza region for establishing information about the challenges facing effective management of community secondary schools in Nyamagana District, Mwanza Tanzania.

1.7   Limitation of the Study

The main problem experienced by the researcher was the refusal by some respondents to complete questionnaires. Some respondents were not willing to cooperate, this was overcome by explaining the purpose of the research and the information they provided was to be confidential.

Secondly, some of respondents feared to be interviewed, they tended to be positive to every matter during the research. In order to make sure that respondents provide the necessary data confidentiality were assured and other instrument such as questionnaires was used to validity the findings.

1.8 Organization of the Study

The study started wih the research proposal then followed up with the research which started from 2019 up to 2021. The study employed sample size of 110 respondents from Nyamagana District in Mwanza Tanzania.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1   Introduction

This chapter presents general view on the concept of management, general related studies about the study,the related studies of Tanzania about the study, the relationship of the literature to the study, theoretical framework, the gap in the literature and conceptual framework.

2.2   Conceptual Overview

2.2.1   Management

There are various views on the word management, as described by different sources, and some viewpoints are discussed below:

2.2.2   Management as an Art

Juneja (2015) in her article known as Management Study Guide Team, Management is regarded as an art since the management demands those credentials, which are managers' personal belongings. This art includes the practice, by assigning and exchanging roles and duties, of various social skills for personal and government relations. It also involves collaboration, problem-solving, decision-making, and change management.

2.2.3   Management as a Science

Management has an organised body of science, that contains certain universal truths. Management is therefore concerned with the development of theory, rules, concepts,

processes, and procedures that can be implemented in different circumstances, within various organizations, (Stafford, 1967).

2.2.4 Management as an Organization

Wikoff et al (1983) in their journal "Behaviour Management in Factory Setting" consider management as an organization. As It organises, plans, manages and monitors a company's operation to achieve its goals as a whole. For instance, to be efficient and beneficial, organisational management in a company must be able to make decisions and address issues.

The organisation's purpose, goals, roles, and tasks are therefore to create hierarchical processes and structures based on a mission and task. Schools are an entity that offers unique management in this regard. This is a method of organisational goals and resources design, established to achieve the preset organisation's objectives.

Furthermore, management is a method of using all the tools available to produce the desired outcome. It includes tracking, monitoring, and instruction of other individuals. Management is important because to achieve, coordinate, guide, and direct those resources to the desired result, someone should be a delegate or assume authority.

2.2.5 Management as a Person

Taylor (1956) sees management as a person who can be treated as a community of people like teachers. A teacher or student, for instance, may say. "In the middle of the term, the management of schools changed its schedule". This can apply to the school head or the members of the board or the school committee. The head of school may

also refer to the whole staff. A leading management team can be established with the school officials of various promoted workers, in the same manner as a government's ministerial cabinet.

2.2.6 Management as a Discipline

Discipline management refers to the branch of expertise linked to the study of the basic administration concepts and practices (Juneja, 2015). It defines certain standards of behaviour that managers must obey and also different approaches to effectively manage resources. Management collects processes from this viewpoint, including decision making, problem-solving, and setting goals. These processes include resource management aspects such as human, financial, and time management. These processes are also called management functions.

2.3 General Related Studies about the Study

According to Fry (2003) argued that there is alsoa need to educate and supervise teachers along with the aid of students,to insure that teachers are in place and teach the required lessons, a framework must be given to help teachers implement good practices. However such insection schemes in many African countries depend on the inability to recognise rather than aid, administrators or inspectors have no way of flying in classrooms in some circumstances, hence terms of supervision can be rare and risky.

Okumbe (1999) clarifies tht the education system is defined in every country as a result of the commitment of the wider goal of education that is line with the

expections of the country.To full these aspirations and to guarantee the fulfilment of educational priorities, the school spirit of the frontier, long-term attempts at more concrete short-term objectives.

Hannafin and Land (2000) continued with the discussion that major secondary education externalities were becoming more visible in the realms of family planning, child education, political commitment, and health. Strong secondary education quality requires good human life quality, technological skills, and economic efficiency. Besides, if not necessary, secondary education is a requirement for poverty eradication in the population as a whole.

Enhanced secondary education is the essential foundation for a competitive and sustainable mid-class that is critical to its anticipated economic boost among developing nations. Moreover, one among the functions of school administration and management was to control discipline of both students and teachers with much support from the school board Stanley (2014).

Lastly, Colorado (2011) put the discussion about the study by arguing that though there were several factors that affected students performance, school leadership and management as well had also a positive effecr on the students performance and for effective management at school.

2.3.1   The Related Studies of Tanzanians about the Study

The Education Sector Development Program (ESDP, 2001) and the Millennium Development Goals (MDGs). Overall, SEDP I's goal were to enhance access to

secondary education in Tanzania with equity, efficiency, management, and delivery.According to Samoff (2011) argued that the SEDP Implementation Analysis found that the policy was most effective in improving access and equity between 2004 and 2009, the number of secondary schools serving multiple underserved populations more than tripled and so did number of enrolless.

The Secondary Education Programme II (SEDP) is a continuity of the SEDP I programme, which was introduced between 2004 and 2009 and builds on the national objectives of providing secondary education. It also builds on national and international changes that have taken place over the last 15 years in the education sector. Some of these changes are focused on key policy documents, such as the Tanzania Development Vision 2025, the National Poverty Reduction and Growth Plan (NSGRP) commonly referred to as Kiswahili acronym: MKUKUTA), the 1995 Education and Training Policy, the Developmenet of the Education Sector (Galabawa, 1991).

To put the discussion about the study, Bray (2009) argued that improving management quality and good governance: this region will focus on: improving the transparency of all partners in compliance with the public sector framework; introducing the Transparent Performance Assessment and Evaluation Mechanism (OPRAS) at all levels, and institutionalizing and using the EMIS at the sametime, the main human capital in the sector will be periodically checked for progress.

Albert (2011) revealed that Tanzania has made substantial strides over the past decade in expanding secondary education, but access to secondary education remains poor

and the standard of secondary education remains an obstacle. The Ministry of Education and Vocational Training has acknowledged that the best tool to achieve the educational targets of the government is a broad program strategy. To act as a basis for promoting the advancement of secondary education, a Secondary Education Development Plan (SEDP) was thus drawn up. It is recommended that efficient and well-designed teacher oversight should be carried out to ensure teacher integrity and the consistency of teaching in classrooms. The quality of the program should represent society's immediate needs. Part and parcel of the program should be topics such as critical thought, problem-solving strategies, and entrepreneurship skills.

Ngungati (2012) concluded about the discussion by argueing that with allowances and benefits, teachers must be educated to develop a seamless teaching and learning environment. By advancing the teaching and learning process by training trained and inspired teachers and equipping them with appropriate teaching resources and equipment, essential teaching activities in classrooms must be strengthened.

2.4   The Relationship of the Literature to the Study

On reviewing the literature review the researcher had found that there was a relationship between reviewed literatures with the research title as most of literatures strongly clarified the key words, concepts and objectives of the research topic and this showed that nearly all researches are built upon the shoulders of previous studies. Also, some of related literatures used the similar methodologies that the researcher employed in his investigation. In spite of these no study or literature exactly matches with research title.

2.5   Management Theory

The study is guided by two theories which are Scientific Management Theory and Relationship Management Theory.

2.5.1   Scientific Management Theory

Scientific Management Theories were introduced by Frederick Taylor, the American mechanical engineer, a leading theorist of science management. Taylor suggested that tasks be streamlined to maximise productivity since money was the main motivation to work, which was thereason why he developed the idea of "fair daily wages for a fair day's work".

He also suggested a partnership between workers and employers. Okumbe (1999) analyzed Taylor's principles of scientific Management as, large daily task that is each person should have a clearly defined task standard terms, the high wage for performance, low reward for failure and broad organisation's knowledge.

2.5.1.1 The Application of the Theory and Relevancy of the Theory to the Study

The theory is relevant to this study since the essential key players (DEO, teachers, education managers, parents,students and board members) should be motivated to increase productivity. Teachers and other education stockholders should be well paid, given good accommodation and allowances to enable them to settle and increase their creativity.

Furthermore, good collaboration with all stakeholders is highly encouraged. These include students, parents, teachers, administrators, education officers, and the

government, hence resulting effective management will observed in community secondary schools of Nyamagana District in Mwanza, Tanzania.

2.5.2   Relationship Management Theory

Ledingham (2003) in his research paper titled Relationship Management; The Core Focus of Public Relations describes Relationship Management Theory to be compared with a contract that needs to be completed. This contract needs to be attended to in teamwork with a great focus on a relationship. The concept of contract here means an arrangement or agreement between two or more actors. This type of agreement does not always have to be legal (Macneil, 1980).

Furthermore, Ledingham and Bruning (2000) argued that the relational perspective identifies, clarifies the functions of communication within the organisational purpose of public relations, and offers a mechanism for the assessment of the contribution of public relations to the achievement of organisational objectives. Again, Ledingham & Bruning (2000) showed the relationship viewpoint is consistent with the idea that public service programmes can have both organisations and public understanding and value.

Also, the relationship management concept underlines the need for PR practitioners to be familiar with strategic planning and other management processes. The relationship viewpoint also offers a context for academic study, a forum for curricula creation, and a justification for professionals responsible for taking care of programme initiatives. (Ledingham & Bruning, 2000).

2.5.1.2 The Application of the Theory and Relevancy of the Theory to the Study

The theory is relevant because management activities need a team of players(DEO, teachers, education managers, students, parents and board members) because of their interrelatedness activities. The process always starts from individual staff members, departments, heads of schools, education officers from the district level, and the nation at large. All these keys players(teachers, education managers and board members) should cooperate to attain a common goal, hence resulting to effective management would be observed in community secondary schools of Nyamagana District in Mwanza, Tanzania.

2.6   Research Gap

Omari (2000, p 23) argued that the objective of introducing community secondary schools based on achieving the Millenium Development Goal (MDGs) through SEDP I and II aimed at enhancing access and equity to all children who were obliged to get it. Many schools were introduced toan increasing number of students increased. These schools performed poorly compared to other public schools. Several studies were conducted to find the reasons for the failure of these schools. They realized that factors such as poor management of these schools were not considered by the government instead it concentrated mostly on increasing the number of students regardless of its quality.

The review literature; the general literature and related studies found in Tanzania have strongly show challenges facing effective school management of community secondary schools in Nyamagana District, Mwanza Tanzania, however the review literature both general literature and the related literature of Tanzania failed to show

any related study that match exactly with the study. This is due to the fact that, scholars in revealed literature (2.3.1) and (2.3.2) haven't named the specific schools in their studies. This gives the fact that, this study is the new phenomenon that has never been discussed by any other scholars inside of Tanzania or outside of Tanzania. The researcher's intent, then, would be uniquely as revealed in the chapter one, specifically in the objectives of the study (1.4).

2.7 Conceptual Framework

The conceptual framework of this study comprises independent, intermediate, and dependent variables. The dependent variable is derived from the general objective. Various factors influence the management of the community secondary schools. Training and development affect the management of community secondary schools; moreover, the study assumes that working environment, incentives, and teaching facilities influence effective management of community secondary schools.
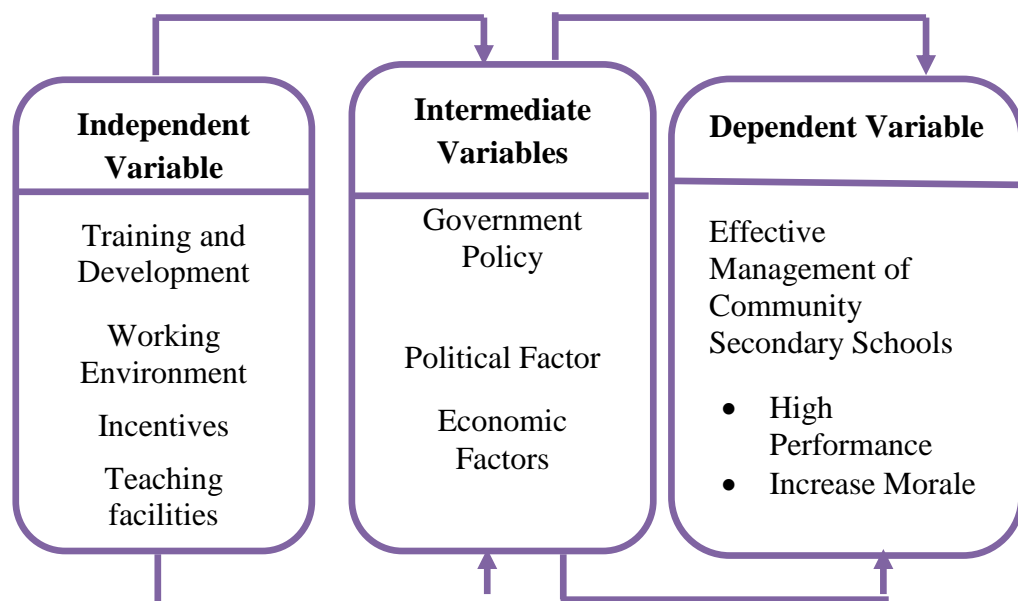
Figure 2.1: Conceptual Framework

Source: Author Own Construct, (2019)

Furthermore, the research presupposes intermediate factors affecting dependent variables. These are government policy, political factors, and economic factors. The variables are illustrated in Figure 1.1.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

The chapter presents researchapproach,research design, area of the study, population, sampling procedures,instruments for collection of data, data analysis and processing, and ethical considerations.

3.2   Research Approach

This study employed the mixed research approach in which both qualitative and quantitative approaches were used tocollect and anayze data. The study used concurrent mixed research approach were both methods are used simultaneously since no single approach suffices a research study. Qualitative and quantitative analysis methods can be used in the same research project together and in certain situations (Kombo & Tromp, 2006). In this study the data were also analysed both qualitatively and quantitatively.

3.3   Research Design

This study was guided by a case study research design. The design was chosen as it allowed the participation of respondents from a single study area. Case study design supports the application of qualitative approaches (Saunders et al., 2009). This design was opted for since it provides an opportunity for studying specific effects of management of community schools in-depth within the allocated time limit. A case study often provides fair and reliable findings in a manner that enables the researcher to access the limited documents and test the perception of the researcher by analysing evidence that is based on the case study. The case study also shows that other related

cases can be viewed intelligently (Kothari, 2004). It permits the use of different methods of data collection to achieve the validity and reliability of the analysis. It was, besides, justified given the constrained number of resources, cheapness, and time-saving.

3.4   Area of the Study

This study was carried out inNyamaganaDistrict Council in the Mwanza region.Collection of data involved ten community secondaryschools found in Nyamagana.Nyamagana district council waschosen due to havingits big number of community secondary schools compared to other districts in the Mwanza region for the aim of extending the exploration for the benefit of future researchers or academicians.

3.5   Target Population

The population is the diverse category in which several cases are sampled by a researcher for analysis (Kothari, 2004).The population is the category of potentials, artefacts, or events to which the researchers intend to generalise the findings of a study based on a population sample. The study population was respondents from ten community secondary schools; which included teaching staff, board members, headmasters, parents, students and head of schools of Nyamagana District Council.

3.6   Sample Size and Sampling Technique

3.6.1   Sample Size

The sample for the study involved 120 respondensts, categorically were 1 DEO,10 Board members, 10 head of the schools, 40 Teachers, 20 Parents and 39 community secondary school students.

As regards to the procedure of sampling them, those who purposely sampled were DEO, Board members, Head of schools, parents, students and Teachers. Those were sampled because they had key information on community secondary managament. Respondents who selected randomly were students and parents. Those were sampled because they had no further informations about community secondary schools management. As illustrated in the table sample Distribuation in the Table 3.1.

Table 3.1: Sample Distribution

No	Source of data	Sample size	Parcentages (%)	Method of sampling
1.	DEO	01	0.83	Purposive
2.	Head of schools	10	8.33	Purposive
3.	Board members	10	8.33	Purposive
4.	Teachers	40	33.33	Purposive
5.	Parents	20	16.66	Randomly
6.	Students	39	32.5	Randomly
	Total	**120**	**100**	-

Source: Resercher's data (2021)

3.6.2 Sampling Techniques

This study used two sampling techniques. These are purposive and random sampling techniques, for simple random sampling respondents were selected randomly without looking in order to avoid bias. In purposive sampling technique a researcher selected those individuals who were knowledgeable with the issue investigated.

3.6.2.1 Purposive Sampling Technique

The study used systematic purposive sampling to select respondants who possessed some characteristics, informatuons and knowledge about the study. Those repondents were DEO,BoardMembers,parents, students, Head of schools as well as Teachers.

3.6.2.2 Random Sampling Technique

The study used simple random sampling was used to get parents and students who would give the data about the study from theit opinions about the problem.

3.7   Data Collection

Several adata collections tools were used in this study so as to validate collected data andto enrich the understading of the research problem on the challenges facing effective management of community secondary schools in Nyamagana District, Mwanza Tanzania. The techniques included questionnaires, interviews and documentary review.

3.7.1   Questionnaire

This is an instrument of data collection from individuals using a formally designed schedule of questions (Veal, 1997). The study used structure and unstructured questionnaires whereby respondents were requested to fill in the questionnaires. The questionnaires addressed a variety of questions which can raise magnitude and awareness of the research problem. Consequently, the questionnaires generated information about the challenges facing effective management of community secondary school in Nyamagana District, Mwanza Tanzania. (i.e the 1st research objective). The information gained from 40 teachers, 20 Parents and 39 Students.

3.7.2   Interview

This is a verbal conversation between two or more people through direct contact either face to afce, through telephone or video conferencing for the purpose of soliciting information (Adam & Kamuzora, 2008). This tools used because it enabled

a researcher to probe more deeply about the research problem,encourage respondents to talk, asked sumpplementary questions and asked respondents to explain their answer, hence more information were collected (Veal, 1977).

Unstructured interview used because it enabled a researcher to probe more deeply, encourage respondents to talk, asks supplementary questions and asks DEO, Board Members and Head of school to explain about the challenges facing effective management of community secondary schools in Nyamagana District, Mwanza Tanzania.

3.7.3   Documentary Review

Schools documents that are relevant, namely lesson books, schemes of works, registers, records of works covered and attendance records were examined. It was done in obtaining the head of schools supervisory role in management of community secondary schools. In examing the records the researcher used a document analysis format. Other documentary information included reading of written resources such as dissertation and journals.

3.8   Data Analysis Procedures

The data collected from close and open questionnaires were analysed by the use od descriptive statistics with application of SPSS version 17 for close questionnaires. Basic statitstical techniques were used to analysed various items of the closed questionnaires. These included average percentages, frequencies and totals. Qualitative data such as interviews and documentation were analysed using descriptions.

3.9 Validity and Reliability of Data

Validity is referred as the extent to which an instrument measured what is claimed to measure (Ary et al, 2011). Reliability refers to consistency ad replicability over time,over instruments and over groups of respondents (Cohen et al, 2007). In the present study the validity and reliability of data was endured that data instrumentsthat used were able to produce the same results if used by other researchers. In ensuring validity, the study involved piloting, where the instrumenets were pre-tested in order to allow the researcher to improve their validity as well as familiarize with data collection process.

Furthermore, content validity was used to check the representation of the research questions in the questionnaires, where the items which were not sufficient were removed and others were corrected. Also a researcher consulted her supervisor in seeking assistance of preparing the instruments includes interviews, questionnaires and documentary reviews to see if they are valid or not. Also triangulation was used to unsure validity of data, where the researcher employed more than one method concurrently in data collection including, interview, questionnaires and documentary review.

3.10 Ethical Consideration

In this sudy the ethinicalamatter is considered to ensure all procedures are followedin conducting research as well ensuring maxim conformity to standard of conduct research. According to Omary (2011) research should be conducted with the highest standards of moral and ethical consideration. Before undertaking research work, the researcher obtained research permits from the Vice Chancellror of Open University to

acquire permission from regional, district and at school level. This also applied in the study area where the researcher obtained permits from regional, district and local authorities.

In the actual field, a researcher report to the heads of the schools and introduced herself to them about the intentionof the study as well as provide to them with permit from District Executive Director from Open University authority for research work. Therefore the researcher requested the cooperation from respondents and assured them with confidentiality of the information provided in questionnaires, where the researcher requested permission from the respondents to be recorded in audio, or to be taken in a picture during data collection. Also the study assured respondents that all rersonal information will not taken for further uses rather than only for research purposes. Therefore all information from respondent should be preserved by the researcher from disclosed to public or amy one as far as ethics of research is concerned.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1   Introduction

This chapter presents results derived from the primary information that were obtained from the field. The data from questinnaires and interviews are presented in tables and graphs for the purpose of making the outcomes clearly to reader of the report.

4.2   Demographic Characteristics of Respontents

The demographic characteristsics of respondents explained about the information of respondents focus on age,gender and education level. This characteristics is used in this study to help the researcher to identify them in relation to the study.

4.2.1   Gender of Respondets

Both male and female were involved in this study with their ages and working experience as indicated in the Table 4.1.

Table 4.1: Respondent's General Information

Participants	Gender		Age	Working Experience
	Male	**Female**		
DEO	01	-	41+	6+ yrs
Board Members	06	04	41+	3+ yrs
Heads of Schools	07	03	35+	35+ yrs
Teaching Staff	40	55	18+	2+ yrs
Parents	10	10	45+	

Source: Field Data (2021)

4.3   Constraints Impacts Affecting School Management of CSSs

The study findings from the questionnaires indicates that, the respondents argeed that they are contraints impacts effecting school management of community secondary school as they argued that about 30% of the respondents said is due to lack of training, 33.3% of all respondents, argued that is due to poor working environment, 21.7% of all respondents, 21.7% of all respondents argued that is due to lack of teaching staffs as well 15% of all respondents argued that is due to lack of incentives. As illustrated in the Table 4.2.

Table 4.2: Constraints Impacts Affecting School Management of CSSs

Participants	Responses	Percentage
Lack of training	36	30
Poor working environment	40	33.3
Lack of teaching staffs	26	21.7
Lack of incentives	18	15
Total	**120**	**100**

Source: Field Data (2021)

These findings implied that, challenges affecting school management of CSSs is a poor working environment or infrastructure, lack of training in teaching staffs, the lack of houses for teaching and dormitories for students, there are no standard houses for teachers, electricity, and transport network, also community interference in school matters, transport and communication, students's indiscipline cases, Therefore, this affects the attendance of both teachers and students. Interviews from DEO revealed that, challenges affecting school management of CSSs is due shortage of enough funds from central government, hence schools managers face challenges to manage their schools.

As noted:

> *Shortage of enough funds that central government Provides for administration and management lead Managers to face challenges in mananging these Community secondary schools (Interviewed DEO on 23rd February. 2021).*

Also, the interview from heads of the schools revealed that challenges affecting school management of CSSs are shortage of science and business teachers. Head of schools argued that most of these schools have very few Biology, Food and Nutrition, Chemistry, Physics, Physical Education, Commerce, Economics and Accounts Teachers, Low administration and managamenet funds supplied by the central government, also poor cooperation between CWT, parents, Non government Organization as well as eduvation officers.

As one noted from the interview below

> *We have been given low financial support from the central government at the same time we have very few teaching staffs. Hence it is a challenges to us and still we cannot present this challenge to our bosses because we can fired (Interview from a certain head of the school on 05th March, 2021).*

Furthermore, the interview from board members revealed that challenges affecting school management of CSSs is due to poor cooperation of some parents and low contribution of funds from some parents. Hence head of schools experienced challeneges in maning these CSSs.

As noted some of the interview

> *Some parents do not know that they have to contribute some money for food and managing of school and for academic purpose.*
> *''Hiielimu bure sio bure kwa kila kitu Ata ujenzI wa shule zetu awataki kabisa hii maanayake nini, awa wakuu wa shule wataendesha je hizi shule''(Interviewed on 23rd February 2021)*

4.4 Extent to Monitoring and Supervision of CSSs

The study findings from the questionnaires indicates that, the respondents argeed that they are monitoring and supervison of CSSs but to whatextent.As the result the findings showed that, 5% of the all respondents argued that monitoring and supervision is done frequently, 20% of the all respondents argued that monitoring and supervision is done occasionally,50% of the all respondents argued that monitoring and supervision is done rarely and 45% of the all respondents argued that monitoring and supervision is done hardly. As illustrated in the Figure 4.1.
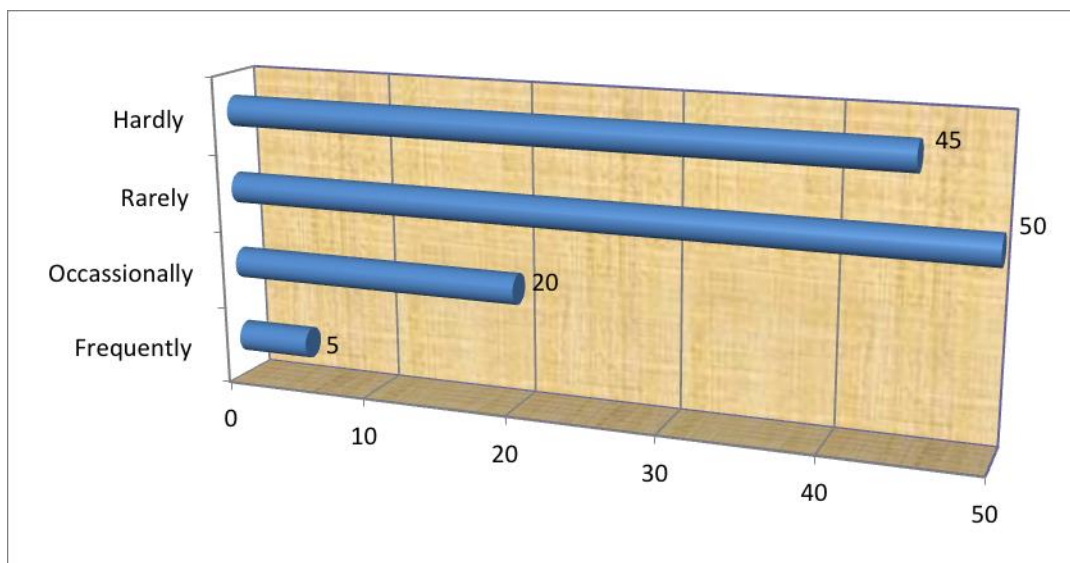
Figure 4.1: Monitoring and Supervision of CSSs
Source: Field Data (2021)

These findings implied that, there are minimal monitoring and supervision in CSSs but majority of those schools are not inspectedregulary. Interviews from DEO revealed that, these schools monitoring and supervision is not regulary done due to financial criterion, lessness of some ward Education officers, Head of schools as well as board members of the schools.

As noted:

> *Many CSSs ward Education officers, Head of Schools as well as board members are not monitoring and supervising regularly these schools, also some head of the school are not using their teachers to assess administering examinations.* (Interviewd done on (23rd February, 2021)

Also, the interview from heads of the schools revealed that the extend to monitoring ad supervison of CSSs are due to shortage of science and business teachers. Head of schools argued that most of these schools have very few Biology, Chemistry, Phyiscics, Physical Education, Food and Nutrition as well as Business subjects like Commerce, account and Booking.Also one argued that some of the teaching staffs are few in term of the number of the students.Hnece teaching load becomes big to the students.

As noted in the interview

> *We have very few teachers at our schools especially science teachers, hence monitoring and supervision become difficult to implement at school.* (Interviewed done on 24th February, 2021).

4.5 Strategies to Improve School Management of CSSs

The respondents such as DEO, Board Members, Head of schools, Teachers, Parents as well as Students were asked to propose strategies to iprove school managamenet of CSSs. Views they provided among others, included the following.

Response from the respondents said that there were minimal monitoring and supervision in community secondary schools. The majority of these schools have not been inspected for a long time. It was discovered that even assessment in terms of administering examinations, is done only twice per year that is terminal and annual examinations. Therefore, this is not enough to make students excel academically. Also

from the interview, respoendts argued that monitoring and supervision need funds to make teaching and learning process to be conducetd smoothly.

As one said in the intervie

> *We fail to conduct monitoring and supervison at our school because we do not have enough capital to conduct this actitivity. Also we have very few workers who can conduct this activity. Hence many schools experience monitoring and supervision once per year.* (Interviewd on 23rd March, 2021).

The researcher passed across the Necta results of the schools where her research was conducted and he found the following results that came out as the way to improve school management of CSSs.

Table 4.3: NECTA Results Form Four 2016 – 2018, Nyamagana District

School	Year	Division					National Position
		I	II	III	IV	Zero	
School A	2016	0	6	7	38	22	1517/3280
	2017	1	10	29	41	13	682/3039
	2018	1	6	12	58	18	1850/3482
School B	2016	1	3	9	23	48	2524/3280
	2017	0	2	5	19	28	2707/3039
	2018	0	4	18	98	28	1895/3482
School C	2016	0	11	15	51	13	829/3280
	2017	1	3	19	67	32	1917/3039
	2018	2	11	27	82	20	1119/3488
School D	2016	3	2	24	49	13	918/3280
	2017	2	2	22	86	56	2461/3039
	2018	0	2	8	52	38	3113/3488
School E	2016	1	6	15	62	8	958/3280
	2017	8	15	24	57	43	928/3039
	2018	0	3	19	50	21	1992/3488
School F	2016	0	1	3	42	14	2063/3280
	2017	0	3	13	58	17	2832/3039
	2018	0	3	8	39	34	3028/3488
School G	2016	0	2	9	41	78	3080/3280
	2017	1	10	14	44	51	2117/3039
	2018	2	12	16	66	33	1780/3488
School H	2016	0	2	12	34	16	1444/3280
	2017	1	9	13	61	33	1652/3039
	2018	0	9	22	78	49	2399/3488

Source: NECTA, 2016 – 2018

From the Table 4.3, the researcher found out, these schools of Nyamagana District need to improve monitoring and supervison for improving better academic pereformance.

4.6   Summary of the Chapter

This chapter has been an account of the presentation of findings, analysis, and discussion of research findings. The findings have revealed the correlation with the research problem, having been compiled with the research objectives and research questions. The next chapter was focused on providing a summary of the study, drawing conclusions, and making recommendations for the study.

CHAPTER FIVE

CONCLUSIONS, AND RECOMMENDATIONS

5.1   Introduction

This chapter presents conclusions from the main findings focusing on the research objectives and provides recommendations. It ends with area for further studies or researches.

5.2   Summary of the Study

The purpose of the study was to investigate challenges facing effective school management of community secondary schools in Nyamagana district, Mwanza Tanzania. Three research questions were set to guide the study. They were to determine the extent to which community secondary schools are monitered and supervised, to examine the challenges facing school management of community secondary schools, to find out strategies that can improve school management of community secondary schools.Specific questions (as stated in chapter one) concerning the tasks guided the collection and analysis of data.

Chapter two which talks about the literature reviews covered all related concepts about the study and the theories that relate with the study then the gap of the research, Followed by the chapter three which was about research methodology where the researcher used mixed approach, with sample size of 120 respondents were the research used method of collecting data such as questionnaires, interviews as documentary review. After that the research collected the data and analysize them using SPSS version 17 descrpritive statistical processes were used to analysis the

collected data and by tabling the data and analysing of the content, Then chapter four showed the research findings revealed that CSSs suffer a lot from managerial issues.

It was discovered that challenges facing effective school management od CSSs are due to; lack of enough teaching staff said that the problem of not having in-service training, school and interschool seminars caused them to remain out of date in teaching methodologies. The CSSs also lacked close monitoring and supervision that caused other problems of irresponsibility to some individuals.

Furthermore, the researcher found that the communities around these schools interfere with school matters or decisions, this brought some kind of conflicts between school management and their neighbors. The respondents said that the reason for this interference is that they feel that they own these schools. Not only that but poor school infrastructures or working environment affects both teaching staffs and students because they do live off-campus or school environment, hence it becomes too difficult to control student's behaviour.

Therefore, most of the students from these schools have indiscipline cases.Furthermore, The results of the study indicate that teaching, classroom management, and learning reports were not supervised sufficiently., partly contributed to by the shortage of staff members.

5.3   Conclusion

Management is a key component of a successful school. Teaching and learning management consequences can impact school teaching and learning effectiveness.

Therefore conclusions on challenges fancing school management in CSSs are going to be discussed according to research objectives.

The study revealed that all sampled CSSs face various contraints impact affecting school management of CSSs.The government prohibited individuals to contribute anything to their schools. The schools face many problems including food for students. Most of these schools are day schools, therefore students should be offered breakfast and lunch. Missing all these make teaching and learning processes to be difficult.

The second objective was to assess that they were monitoring and supervision at CSSs. It was noted that CSSs lack proper monitoring and supervision. This contributes a lot to poor academic performance in NECTA examinations. Most of these problems are common in almost all CSSs in the country. However, there some variations in the performance in CSSs in the sampled schools that could not easily be related to the studied management factors. It was identified that the performance can be influenced by several factors apart from management factors including teacher's commitments and the availability of inputs.

The last objective was the strategies to be employed to improve school management of CSSs. The respondents advised that the government needs to implement some strategies to solve problems in CSSs. The suggested strategies include acknowledging high performers, administering monitoring and supervision, provision of awards, offering in-service training, increasing incentives, and improving working environments.

5.4   Recommendations

In the light of the findings and conclusions of this study, the researcher has some recommendations to the following groups: to the government, DEO, heads of schools (HOS), board members, parents, to the teaching staffs,to the students and to the future researchers.

5.4.1   Recommendations to the Government

The government of the Republic United of Tanzania through its ministry of Education, Science and Technology should make sure that all physical facilities needed to make teaching and learning to be done smoothly are available. The problems of in-serving training in teaching staffs should be organized to make teachers up to date in teaching methodologies.

5.4.2   Recommendations to the DEO

DEO should make sure that he monitor and supervise these CSSs effectively and make sure these schools have compent and educative head of school who have knowledge on school management. He or she should make sure that he or she solve teachers' problems and challenges that hinder them to implements their daily activities affectively.

5.4.3   Recommendations to the Board Members

Board members are recommended to help the heads of schools to establish strategic direction and priorities for the school, monitoring and review school academic performances, and report to the Director Generals for immediate solutions. They should also make sure that the relationship between schools and the communities is

maintained. Not only has that but also to encourage parent's participation in their children's learning process.

5.4.4 Recommendations to the Heads of Schools

The Heads of Schools (HOS) should make sure that all school management factors are administered. They must concretize in motivation and supervision to all teaching staff so that everyone fulfils his or her responsibilities. They must act as good connectors between the school and the community around them. This will create a sense of friendship and ownership to eradicate the constant conflicting situation.

5.4.5 Recommendations to Parents

They should make sure that they parcipate effectively in monitoring and supervision of the CSSs especially to parcipate in schools parents meetinsg, contributing to the funds for construction and for performing academic activities. Also they should guide head of the schools on how to manage schools especially in the case of dealing with the choosing schools board members. Furthermore, they should give all the need their students are supposed to have to effective teaching and learning at school.

5.4.6 Recommendations to Teaching Staffs

They should make sure that the teaching and learning process is done as required. Also, they should make sure that they help their heads of the schools and board members to make sure that the schools are were supervised and monitored when the heads of the school are absent. They should also make sure that they moniter and supervise their students in term of discipline.

5.4.7 Recommendations to Students

They should make sure that they obey their teachers and respect their teachers. They should also make sure that they study harder and obey they parents especially on the matters of the academic. Lastly, they should make sure that they participate fully in monitoring and supervision of the school especially on the matters of academic.

5.4.8 Recommendations to the Future Researchers

The researcher recommends the futureresearchers who will work on this topic to try to find out how good management on community secondary schools enhances efficiency in quality of education.

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APPENDICES

Appendix 1: Questionnaire for Teachers, Parents and Students

Dear respondent,

I am pleased to offer you this questionnaire designed to explore the factorsaffecting management in community secondary schools. Your answers will be kept strictly confidential. No information about you or your organization will be released to anyone and only reported in aggregation after being combined with answers from other respondents.

Your participation is highly appreciated.

Section A: General Information

Age	18-25
	26-33
	34-41
	Over 41
Gender	Male
	Female
Occupation	

Section B:Constraints impact affecting school management of CSSs

1. What are the constraints impacts affecting school management of CSSs?

   a) Lack of training

   b) Poor working environment

   c) Lack of incentives

   d) Lack of enough staffs

2. Apart from the above, list other contraints impacts affecting school management of CSSs (please explain)……………………………………….

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3. How can contrainsts impacts affecting school management of CSSs can be resolved (please explain)…………………………………………………………

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Section C: The extent to monitoring and supervision of CSSs

1. What are the barriers impede monitoring and supervision of community secondary schools?

   a) Small budget

   b) Lack of staff

   c) Working environment

2. Identify other barriers impede monitoring and supervision of CSSs(Please explain)…………………………………………………………………………

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3. How budget limitations impede monitoring and supervision of CSSs (Please explain)..

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Section C: Strategies to be employed to improve school management.

1. What are the strategies that can improve the management of community secondary schools?

   a) Offer training

   b) Provide incentives

   c) Improve selection techniques

2. What are the outcomes of the strategies implemented by the community secondary schools?

   a) Increase performance

b) Maintain discipline

c) Maintain staffs

d) Improve working environment

3. How incentives improve the management of community secondary schools?(Please explain)

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THANK YOU FOR YOUR COOPERATION AND MAY GOD BLESS YOU

Appendices II: Interview Guide for DEO, Head of School and Board Members

My name is Hussein, ZainabMwaka the M.A student at Open University of Tanzania. I am currently conducting a research on "Challenges facing effective school managemenyt of community secondary schools in Nyamagana District, Mwanza Tanzania". Please note that this research has been cleared by Open University of Tanzania. Therefore, I kindly request you to respond freely and openly to the study since all information gathered will be strictly confidential and will be used for academic purpose only.

PART 1

1. What are the measures be employed to solve the contraints impacts affecting school management of CSSs?

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2.   What are the measures to employed to sure effective and efficiency monitoring and supervision of school management of CSSs?

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3. What are the strategies to be employed to improve the school management of CSSs?

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Appendix III: Research Clearance Letter

HALMASHAURI YA JIJI LA MWANZA
(Barua zote zitumwe kwa Mkurugenzi wa Jiji)

Simu: Mkurugenzi: 225 28 250137
FAX : 255 028 2500785;
E.mail: mwacity@thenet.co.tz

Idara ya Elimu Sekon
S. L.P. 1333,
MWANZA.

Kumb.Na. CS.2/41/59

19/11/2019.

Wakuu wa Shule za Sekodari,

Nyegezi, Mkuyuni, Mirongo, Nyakabungo, Mlimani,

Igogo, Nyamagana, Mapango,Luchelele na Nyakabungo,

MWANZA.

YAH: **KUMTAMBULISHA ZAINAB MWAKA HUSSEIN REG. HD/E/459
KUFANYA UTAFITI "CHALLENGES FACING EFFECTIVE SCHOO
MANAGEMENT OF COMMUNITY SECONDARY SCHOOLS IN NYAMA(
DISTRICT" MWANZA TANZANIA**

Rejea somo tajwa hapo juu.

2   Mtajwa hapo juu ni mwanafunzi wa Open University of Tanzania anay
shahada ya Uzamili (MED APPS).

3   Tafadhali mpokee na mpangie kituo ili aweze kufanya mafunzo kwa v

Mchele Kasakulilo
**KNY: MKURUGENZI WA JIJI,
MWANZA.**

K.n.y, MKURUGENZI WA JIJI LA MWANZA
MWANZA

Appendix IV: Plagiarism Report

FACTORS AFFECTING MANAGEMENT OF COMMUNITY
SECONDARY SCHOOLS A Case of Nyamagana District Council

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