

**FACTORS FOR THE ACADEMIC PERFORMANCE OF SATELLITE PRE-  
PRIMARY SCHOOLS IN KILWA DISTRICT, LINDI REGION, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE  
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**2023**

**CERTIFICATION**

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation titled “*Factors for The Academic Performance of Satellite Pre-Primary Schools in Kilwa District, Lindi Region Tanzania*” in partial fulfilment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

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Date

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Signature

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Date

**DEDICATION**

This dissertation is dedicated to my beloved husband John Ernest Maongezi and our beloved children Catherine and Alice.

## **ACKNOWLEDGEMENTS**

This dissertation is a result of various contributions and cooperative efforts of many individuals. Since it is not possible to mention all of them, I would like to mention just a few. First, I am grateful to our God for his blessings and grace. Indeed, God has been good to me throughout the period of studies. Secondly, I am particularly indebted to my supervisor, Dr. Daphina Libent-Mabagala for her kind guidance and devotion. Her scholarly advice, patience, encouragement, tireless efforts and concern for accuracy have shaped this study into its present form. Thirdly, I extend my sincere gratitude to my lovely husband John Ernest Maongezi for his tolerance, prayers, tender and passionate love all the time during my studies, and his moral support. Fourthly, I extend my heartfelt gratitude to my employer, Supervisor Michael Cheyo (Zonal Chief School Quality Assurance Officer), for generously granting me permission to pursue my studies. Fifthly, I express my thanks to all my children Catherine and Alice for their prayers, tolerance and comfort during my studies. Finally, I wish to express my thanks to all members of the Open University of Tanzania. I also thank my fellow students of 2019 intake for their cooperation, encouragement and suggestions during all time of study. They deserve appreciation for close cooperation during the study period.

## ABSTRACT

This study assessed factors influencing effectiveness of satellite pre-primary schools in Kilwa district. Four specific objectives guiding the study were to: establish the influence of school leadership on provision of education, find out the influence of teaching and learning facilities on provision of education, determine the influence of social-cultural practices on provision of education and establish strategies of improving provision of education in satellite pre-primary schools in Kilwa district. The study, grounded in Contingency Theory, employed a descriptive research design. Data were collected from 76 respondents, including teacher volunteers, standard one teachers, head teachers, WEOs, Aga Khan Foundation staff, quality assurance officers and other teachers using questionnaires and interviews. Both qualitative and quantitative data were descriptively analysed, utilising means and standard deviations. Findings revealed that leadership practices, including planning, budgeting, and resource control, significantly impact academic performance in satellite pre-primary schools. Moreover, the provision of teaching and learning facilities, such as classroom construction, book procurement, and essential resources, plays a crucial role in influencing academic outcomes. Social-cultural practices, like enrolling school-aged children, were identified as additional factors influencing academic performance. The study suggests practical strategies for improving education in satellite pre-primary schools, such as raising societal awareness about their importance, ensuring an adequate supply of teachers through government employment, and involving parents in teacher remuneration. Recommendations stress the on going role of mother schools in planning, leading, and directing satellite schools.

*Key words: School leadership, Satellite pre- primary schools, social-cultural practices*

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**LIST OF ABBREVIATIONS**

EQUIP-T	Education Quality Improvement Programme in Tanzania
GoT	Government of Tanzania
MoEST	Ministry of Education, Science and Technology
NUC	National University Commission
OECD	Organization for Economic Cooperation and Development
QA	Quality Assurer
SPSS	Statistical Package for Social Sciences
SSA	Sub Saharan Africa
UNICEF	United Nations International Children's Emergency Fund
URT	United Republic of Tanzania

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.1. Introduction**

This chapter presents the preliminary information for this study. The chapter comprises of the background to the research problem, statement of the problem, and objectives of the study which are categorized into general and specific objectives. Additionally, it includes research questions, significance of the study, limitations and the delimitation of the study and operational definition of terms.

#### **1.2 Background to the Study**

Developing countries suffer from large number of pupils in classes; the situation, which leads to disparities in achievement among schools (Organization for Economic Co-operation and Development, 2013). For that matter, efforts towards improving the effectiveness of teaching and learning have taken various ways to address the challenge all over the world. This has included improving conditions and environment in the provision of education to allow all children to access education. In response to that, an international community has put in place policies and laws from international to local levels aiming at enforcing the desire to provide access of people to quality education (Mwiinde & Muzingili, 2020). Satellite schools form one option that globally, countries have adopted to meet the demands of education. Generally, satellite schools are unregistered, and therefore, operate while closely attached to the registered schools, which are termed as ‘mother schools’ (Hlupo & Tsikira, 2012).

The developed world has sufficient arrangements for the provision of compulsory education to youth to large and small communities using satellite or pre-primary education within countries. Many experimental studies on satellite schools suggest that among school-level interventions, building satellite schools that target improving quality of education have the greatest and most consistent effect on learning outcomes (Ganimian & Murnane, 2016). Africa is not an exception in responding to the use of satellite primary schools. Zimbabwe for example, adopted this approach long way back due to rapid growth of young population from 2005 (Kabayanjiri, 2012). In Zimbabwe, the study on comparative analysis of performance of satellite primary schools and their mother schools in Masvingo Province insisted that it was inevitable to adopt satellite school system; since satellite schools were developed to control the challenge of over population in public schools (Hlupo & Tsikira, 2012).

Similarly, Nigeria had made an extensive use of satellite schools to accommodate a growing demand for formal education in the latter decades of the 20<sup>th</sup> century (OECD, 2013). Nigeria National University Commission (NUC) allowed satellite primary schools to be established near the main schools, and within the same state in which the main school is located. Their staff were required to be directly or indirectly appointed by main school in line with laid down academic standards. Nevertheless, it was argued that there is a necessity of such satellite schools in education system (OECD, 2013).

Tanzania has been implementing Universal Primary Education since the 1970s. However, the implementation of this policy is facing a number of challenges including poor learning environments characterized by overcrowded classes with inadequate teaching and learning resources. This situation negatively affects the



quality of education that pupils receive. Some schools and local communities with support from the Government of Tanzania (GoT) and organisations such as Education Quality Improvement Programme in Tanzania, constructed satellite primary schools in some parts of the country (URT, 2018).

The main purpose of establishing the satellite primary schools in Tanzania was to give equal access to quality education to all school aged children at a shorter distance from their homes as possible. Constructing satellite primary schools lays the foundation for their development into complete primary schools in the future, where population levels make this viable and necessary (URT, 2018). EQUIP-Tanzania began satellite schools' implementation in 2014 with five most educationally disadvantaged regions (Shinyanga, Simiyu, Kigoma, Lindi and Mara. It further expanded the project to reach nine regions of Dodoma, Katavi, Kigoma, Lindi, Mara, Shinyanga, Simiyu, Singida, and Tabora; covering over 5,196 primary schools and over three million pupils (URT, 2018).

The study by Mutema (2014) on the importance of satellite schools in marginalized areas in Dodoma region (Tanzania) revealed that the initiation of satellite schools has saved the majority of children from ignorance at least in their early stages of education. Moreover, parents have been relieved from hard work of having to send their children long distances to proper schools. Moreover, Mutema suggests that these schools have poor services cutting across from infrastructure, learning resources to management. It was also reported that in such schools that it is normal to find pupils seating on bricks or on the floor. Usually, teachers get the privilege of possessing text books, depriving pupils of any sources of learning materials (Mutema, 2014). However, Teaching and learning should not be seen as routine

works but should be made interesting to both teachers and pupils in order to promote their skills and talents by increasing qualified teachers, improve infrastructures (construction of classrooms, latrines), provision of learning materials and community/parents' commitments (URT, 2018).

### **1.3 Statement of the Problem**

The satellite primary schools established by EQUIP-T in Dodoma, Katavi, Kigoma, Lindi, Mara, Shinyanga, Simiyu, Singida, and Tabora are all taught by the trained teachers. However, the performance is reported to be poor, except for the Kilwa district satellite schools where pupils are taught by volunteers (Mutema, 2014).

Studies on the performance of satellite primary schools in Tanzania are limited with that background. According to Primary School Teacher's Annual Reports (2022) the situation is contrary as satellite pre-primary schools in Kilwa district have good performance. Pupils can read and write properly than pupils in mother schools even though they are being taught by volunteer teachers who are not employed by the government. These teachers are paid by the parents in collaboration with Kilwa District Council (Primary School Teacher's Annual Reports - 2022), the study aimed at examine factors influencing effectiveness of satellite primary schools in Kilwa district, Lindi region because of data accessibility and participants necessary to answer research questions.

### **1.4. Purpose of the Study**

The purpose of this study was to examine the factors for the effectiveness of satellite pre-primary schools in Kilwa district focusing on the leadership, teaching and learning materials facilities, and socio-cultural practices.

### **1.5. Specific Objectives**

The specific objectives of the study were to:

1. Establish the influence of school leadership on the academic performance of satellite preprimary schools in Kilwa district.
2. Assess the influence of teaching and learning resources on the academic performance of satellite preprimary schools in Kilwa district.
3. Determine the influence of social – cultural Practices on the academic performance of satellite preprimary schools in Kilwa district.
4. Examine the strategies of improving performance of satellite pre- primary schools in Kilwa district.

### **1.6. Research Questions**

1. What is the influence of school leadership on the academic performance of satellite pre- primary schools in Kilwa district?
2. What is the influence of teaching and learning resources on the academic performance of satellite pre- primary schools in Kilwa district?
3. How do social-cultural practices influence on the academic performance of satellite pre- primary schools in Kilwa district?
4. What practical strategies will improve the academic performance of satellite preprimary schools in Kilwa district?

### **1.7 Significance of the Study**

The results of this study are expected to add knowledge about factors influencing the academic performance of satellite pre- primary schools. In turn, this information

would raise awareness to education stakeholders including teachers, head of schools, community leaders, policy makers and the Ministry of Education Science and Technology (MoEST) at large on what specific factors to be taken into consideration in the process of providing education through satellite primary schools. Moreover, it is expected that information on the strategies to improve provision of education would form a base in establishing quality satellite primary schools. Theoretically, the findings of this study are expected to help mother schools to which satellite primary schools are attached to organize teaching and learning processes scientifically so as to increase pupils' and teachers' performance in all satellite primary schools.

## **1.8 Limitations and Delimitations of the Study**

### **1.8.1 Limitations of the study**

The study was conducted in Kilwa district Lindi region to only 40 satellite primary schools which perform well than other satellite primary schools in other regions. The researcher expected to be limited by time and travelling due unavailability of public transport that would simplify routes to visit the selected satellite primary schools in Kilwa District. To solve this problem, the researcher hired a motorcycle for routes which had no public transport. On the other side, the faced the challenge of willingness of respondents to spare their time to fill in the questionnaires provided to them and return on time while well filled in. To solve this situation, the researcher built strong rapport to respondents by explaining the purpose of this study and left the questionnaire to them to fill in their own time when they were free.

### **1.8.2 Delimitations of the Study**

This study was confined in Kilwa district only in which 40 satellite primary schools that were operating since 2008 to the time of this study. The study was limited to volunteering teachers, teachers from mother schools (Head teachers, class one teachers, other teachers) the Agakhan Foundation officials, Ward Education Officers and District Education Quality Assurers.

### **1.9 Operational Definition of Terms**

This study had the following key operational definitions presented as used within the context of this study:

**Effectiveness:** Refers to the success in producing desired or intended results.

**Mother School:** Refers to the registered primary school to which satellite school is attached to operate and provide services

**Satellite school:** This refers to unregistered pre-primary schools that operate while closely attached to established primary ‘mother’ schools.

**School Leadership:** This is the process of enlisting and guiding the talents and energies of teachers, pupils, and parents toward achieving common educational aims.

**Social-Cultural practices:** These are social practices distinctive of a society under study that are influential and characterize the society including spiritual beliefs

**Teaching and Learning facilities:** These are physical classroom facilities (teaching and learning materials) like, pens, manila cards, books and infrastructure like buildings, water which facilitate teaching and learning.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents literature review on relevant theories and empirical studies related to this study. It provides the research highlights on the vital and relevant explanations and concepts on the factors influencing performance of satellite pre-primary schools focusing on the leadership, teaching and learning materials facilities, and socio-cultural practices. The chapter ends by showing the chapter summary, research gap and conceptual framework.

#### **2.2. Theoretical Review**

This study was guided by the Contingency Theory. This theory postulates that effectiveness of the organization is contingent as it depends on the interplay between managerial applications and behaviours, and particular situation. Islam and Hu (2012) state that success of the organization is studied through contingency theory approach by elaborating on contingent factors namely, culture, technology and external environment affecting the functionality and design of the organisation. Sridhar (2017) argued that modern-day organisations are more complex and therefore one specific managerial strategy could not be applied to all types of situations.

Hence, the emphasis of contingency approach is on the adaption of managerial strategies as per the need of situation. In other words, each situation should be viewed separately, and the plans should be made while taking into consideration a

wide range of internal and external factors to administer the context, connectedness and complexities of the dynamic environment. Based on the scenario, a best fit of the managerial approach for the situations should be implemented. This theory emphasises on the postulate that organisational outcomes are resultant of leadership and other several factors (Islam & Hu, 2012).

The Contingency Theory acknowledges that the adaption of managerial strategies as per the need of situation is inevitable. Leaders and employees have to change their mindsets towards their organization depending on the situation. The increase of the population and the economic activities of people may lead to establishment of satellite primary schools; thus the management of these schools should depend on the current situation. The head teacher of the mother school should be responsible to organizes, direct, coordinate, report and budget, for satellite primary school to accomplishing the goal of teaching and learning in satellites primary schools. Based on this type of reasoning the researcher accepted this theory to guide this study.

### **2.3. Review of Empirical Literature**

#### **2.3.1. School Leadership and Academic Performance in Satellite Schools**

School leadership is now an education policy priority around the world. Increased school autonomy and a greater focus on schooling and school results have made it essential to reconsider the role of school leaders. There is much room for improvement to professionalize school leadership, to support current school leaders and to make school leadership an attractive career for future candidates. According to Wentzel (2012) the head of school from the mother school to which satellite pre-

primary school is attached organizes, directs, coordinates, reports and budgets for the satellite primary school. Teaching and learning process in satellite pre-primary schools takes place as in mother school by the directives of head of school from the mother school. A study conducted by LeCroy and Krysik (2013) on predictors of academic achievement and school attachment among Hispanic Primary schools indicated that school leadership and provision of education in satellite primary schools are done under the directives and supervision of the head of school to which the satellite primary school is attached.

URT (2012) report indicates that each new satellite school falls under the accreditation of an existing 'Mother School'. The Mother School is responsible for the formation of a school committee for the new satellite school. The mother school is also responsible for supplying teaching and learning facilities, and managing it until the satellite school is registered as independent school.

Existing mother school committees are responsible for managing construction of satellite schools that have unfinished classrooms. Hill (2014) articulated that school leadership in satellite primary schools is a dependent factor as the satellite schools depend on mother schools for managerial functions such as making decision and budgeting. The head of school from mother school to which a satellite school is attached has to budget the number of teachers and teaching facilities for satellite school.



In relation to the current study, effective mother school's leadership is essential to improve the efficiency and equity of pre-primary satellite schooling, as the key intermediary between the classroom, the individual school and the education system as a whole. Within each individual mother school, leadership can contribute to improve student learning at pre-primary satellite schools by shaping the conditions and climate in which teaching and learning occur.

Research has shown that school leaders supporting teacher professional learning communities use norms of collegiality, collective responsibility and shared goals (Louis & Kruse, 1995), professional development, reflective practice and quality improvement processes. They promote trust among teachers by helping to develop clarity about common purposes and roles for collaboration, and they foster continuous dialogue among school staff and provide adequate resources to support collaboration (Leithwood *et al.*, 2006). As reflected in the research, the relevant elements for this study for the performance of pre-primary satellite schools are collaboration and provision of adequate resources.

Research further shows that school leaders' ability to select their teaching staff is central to their ability to establish a school culture and capacity conducive to better student performance. This is important for the current study as heads of mother schools are aware of the localities where the pre-primary satellite schools. Research shows that lack of school leader involvement in recruiting and dismissing teachers may reduce their capacity to respond, and it is difficult to hold school leaders accountable for learning outcomes when they have no say in selecting their staff. The

effect of lack of involvement in such a critical area is illustrated by the words of one school director in Austria who compared leading a school to managing a football team: *“If I cannot choose the members of my team, I cannot be responsible for winning on the field.”* (Stoll *et al.*, 2008). Effective school leaders come in many styles and with all the variety in the human race. As a divinely created and gifted being, each school leader will embody leadership tasks in a unique way. However, leaders have much in common (Gardner, 2000). They may use long-term thinking, they may embrace the context of the school, they may influence those beyond the school, they may value intangibles, they may possess political skill, and they may think in terms of renewal.

Oyinlade and Gellhaus (2005) found that effective school leaders’ possess good listening skills, are honest and supportive, use participatory decision-making approaches, have good people skills, and are able to find solutions for problems. Even though effective school leaders are personally unique, they may share similar behaviors that show servant leadership, caring for others in and outside the school community.

Thus, effective school leadership results in improved school performance. Effective school leaders attend to the equipping of students. The relationship of the school head to the school community is a primary shaping factor in the very human endeavor of education. The effective school leader will select and lead in a faithful way, implement thoughtful decisions, and guide with a sense of personal piety.

Students in effective leadership schools will perceive their lives as a unity regardless of whether the schools are mother-schools or satellites.

### **2.3.2. Teaching and Learning Resources and Academic Performance in Satellite Schools**

The term resources according to Lyons (2012) refers to teaching methods and materials as well as the time available for instruction, the knowledge and skills of teachers acquired through training and experience. Oyugi and Nyaga (2010) argue that teaching and learning resources include, but not limited to; peripatetic services, support staff, community involvement, regular and special teachers among others.

Hill (2014) for instance, argues that apart from dealing with managerial functions, material factors such as text books, teachers' guide, and class journals are also supposed to be supplied by mother school to satellite primary schools. These material factors play part in determining level of teaching and learning effectiveness in satellite schools. If classes in satellite schools lack teachers and teaching and learning facilities from mother schools, then teachers and pupils will fail to perform effectively. Significant and enough teaching and learning resources facilitate teachers and pupils to reach higher levels of performance and attainment (URT, 2012).

Knowing the role of teaching and learning facilities for students' performance, the government has been distributing these resources to all schools including satellite schools. Through mother schools to which satellite primary schools are attached, satellite primary schools have been receiving and utilizing teaching and learning

facilities. Namwandi (2013) argued that teaching and learning facilities are essential assets in academic performance of pupils in the process of teaching and learning. Teaching and learning resources assist pupils to be acquainted with various skills. Availability of teaching and learning facilities like textbooks, teacher guides, reference books, maps and charts in satellite primary schools are obtained from mother schools to which the satellite schools are attached.

Luddunuri (2013) in the study on status of school education in present Tanzania and emerging issues articulated that satellite primary schools are not independent, they are dependent as they depend on each and every thing from the mother schools to get resources necessary for teaching and learning process. Najumba (2013) stated that satellite primary schools receive teaching and learning facilities from mother schools to which they are attached. He also discovered that satellite primary schools which are well equipped with relevant educational facilities such as textbooks, libraries do much better in examination than those which do not have resources.

Research has shown that there is a strong relationship between teaching and learning resources and students' performance. According to Miugat and Rakotamalala (2003), teaching and learning resources comprise basically three components: physical facilities, material resources and human resources. Past studies with regard to availability of teaching and learning resources in education reveal that teaching and learning resources are not always available in schools. This inadequacy of teaching and learning resources has been of serious concern to educators.

Learning is a complex activity that involves interplay of students' motivation, physical facilities, teaching resources, and skills of teaching and curriculum demands (Heward, 2003). Thus, Availability of teaching and learning resources enhances the effectiveness of schools because they are the basic resources that bring about good academic performance among the students. The necessary resources that should be available for teaching and learning include material resources, human resources like teachers and support staff and, physical facilities like laboratories, libraries and classrooms.

Further research shows that teaching and learning resources help improve access, equity and educational outcomes, since pupils are less likely not to attend schools that provide interesting, meaningful and relevant experiences to them. However, these resources should be of quality and quantity in schools for effective teaching-learning processes. A number of studies have been conducted on the impact of instructional materials on pupils' performance. According to Jenjekwa (2013) who conducted a research on the effects of instructional resources on students' performance in West Africa School Certificate Examinations, the achievements of students in were related to the resources available for teaching. He made a conclusion that material resources have a pronounced effect on pupil's performance since they facilitate the learning of abstract concepts and ideas, as well as discouraging rote-learning. If the inadequacy of teaching and learning materials in education is compromised, it inevitably reflects in low academic performance, high dropout rates, problem behaviors, poor teacher motivation and unmet educational goals.

In addition, Mavhunga and Madondo (2009) discovered a very strong positive significant link between instructional resources and academic achievement. According to Mavhunga and Madondo, schools with more materials performed better than schools less materials. This was in line with the study by Tsikira (2012) that private schools performed better than public schools because of the availability and adequacy of teaching and learning resources. Karabo and Natal (2013) also support that pupils' achievement is affected by the quality and quantity of teaching and learning resources. He noted that schools with adequate resources such as textbooks stand a better position of performing well in examination than poorly equipped schools. Thus, poor pupils' performance could be a result of inadequate teaching and learning resources.

According to Department for International Development (DFID) in (Guidance note, a DFID practice paper, 2007) studies confirm that the most consistent characteristics in improving student achievement are the availability of (a) textbooks and supplementary teaching and learning materials, (b) well trained, prepared, supervised and motivated teachers (human resources, and (c) adequate physical facilities. DFID further asserts that Tanzania is on the verge of reintroducing sole source textbook supply from the private sector and perhaps recreating a new state textbook provision system.

Adequacy of teaching and learning resources, according to Padmanabhan (2001) determines an educational system's efficiency. For effective teaching and learning, textbook and resource materials are basic tools, their absence or inadequacy makes

teachers handle subjects in an abstract manner, portraying it a dry and non-exciting teaching and learning. Therefore, scarcity of textbooks, libraries and physical facilities according will constraint educational system from responding more fully to new demands. In order to raise the quality of education, its efficiency and productivity, better learning materials, physical facilities and human resources are needed.

According to DFID (2007), adequacy of instructional materials such as textbooks which is the main instruction material is the most cost-effective input affecting student achievement. In this context, adequate supply is usually assumed to be a minimum of one textbook per three students at secondary school, and at primary level enough reading books so that every child has the opportunity to read at least one new book every week.

### **2.3.3. Social-Cultural Practices and Academic Performance in Satellite Schools**

Sociocultural factors are shared values, norms and attitudes among a people that form a community (Apsalone & Sumilo, 2015) Academic achievement of students is important because it is used to judge the effectiveness of schools besides affecting the future of youths (Dev, 2016). Moreover, poor school performance leads to serious negative psychological, social, and economic outcomes (Siqueira & Gurge-Giannetti, 2011). Therefore, in an academic set-up, sociocultural factors are those factors that affect the academic performance of students but originate from the unique circumstances surrounding their school or home. A study into the effects of sociocultural factors on students' academic performance is important because

Karande and Kulkarni (2005) and Reche, Bundi, Riungu and Mbugua (2012) found that certain sociocultural factors could promote poor academic performance in a school.

According to a study by Maric and Sakac (2014), students' sociocultural factors affected their academic performance. They studied social factors related to students' academic achievement in Serbia and found that social factors were related to students' academic achievement. Subsequently, Fite, Rubens, and Cooley (2014) evaluated the influence of social context factors, which were neighborhood violence and peer rejection, on academic performance in the USA. Findings suggested that social context factors of neighborhood violence and peer rejection were negatively associated with academic performance. This meant that when students were engaged in the neighborhood violence and peer rejection, their academic performance declined.

On the other hand, Peto (2013) in Romania investigated the impact of socio-cultural environment on students' levels of failure in school. The study results indicated that a large part of the school achievements of students might not be explained solely by resorting to their sociocultural environment. The study argued that this is because weak students are under the influence of several unfavorable conditions and a single factor cannot be responsible for students' failure. Consequently, Pető (2013) reported that the sociocultural factors in students' environment could not fully explain their performance in school.



Again, In Kenya, Reche, Bundi, Riungu and Mbugua (2012) and Abdinoor (2012) investigated the sociocultural factors affecting student's performance in national examinations in Machakos and Isiolo Counties. Their studies used descriptive surveys in design and analyzed the data quantitatively to reveal that sociocultural factors affected students' academic performance in national examinations. However, these studies did not identify the aspects in the sociocultural that affected students' academic performance.

In addition, Nguyen (2005) in Vietnam studied the role of cultural factors affecting the academic achievement of students. The findings indicated that cultural values emphasizing school achievement predicted academic performance in school. This highlighted the impact of favorable sociocultural on students' academic performance without pointing out the negative impact of negative sociocultural.

Moreover, in Ghana, Agyeman, Frimpong and Ganyo (2016) sought to determine whether sociocultural factors influence the academic performance of students. Data was collected from a convenient sample using questionnaire and analyzed inferential statistics to reveal that sociocultural factors such as church, social group and place of residence influence the academic performance of students. Therefore, Chukwuemeka (2013), Njok and Edinyang (2014) and Agyeman, Frimpong and Ganyo (2016) not only found out that sociocultural factors affect students' academic performance, but the studies also highlighted the particular aspects of sociocultural that affected students' academic performance.

The factors that Chukwuemeka (2013), Njok and Edinyang (2014) and Agyeman, Frimpong and Ganyo (2016) pointed out were parental socioeconomic status, home environment, religious differences, social group and place of residence. Moreover, Zyl-Schalekamp and Mthombeni (2017) who studied the sociocultural factors affecting the academic success of students confirmed the findings by Chukwuemeka (2013), Njok and Edinyang (2014) and Agyeman, Frimpong and Ganyo (2016). In South Africa, Zyl-Schalekamp and Mthombeni (2017) did inferential analysis using Chi-square tests to reveal that sociocultural factors such as home language, type of high school and living/study space influenced students' performance. However, there remained the need for studies conducted to investigate the effect of East African sociocultural factors on students' academic performance in the East African region.

Subsequently, Akessa and Dhufera (2015) investigated factors that influence students' academic performance in Ethiopia. The study found that there was a strong association between the academic performance of students' and the sociocultural background, which was parental education level and family economic status. Also, in Tanzania, Nyandwi (2014) and Komunte (2011) assessed sociocultural factors that influence the academic performance of secondary school students. The findings of the studies by Nyandwi (2014) and Komunte (2011) revealed that sociocultural factors of parents' income, occupations and education, distance to and from school and students' time spent on doing domestic chores, influenced students' academic performance. However, the studies did not consider the effects of sociocultural factors such as witchcraft and spiritism, which are widespread in Africa in general and Kenya in particular with its unique sociocultural factors.

Various studies about social-Cultural practices and provision of education have been conducted. A study conducted by Mushi and Mauki (2012) on the contribution of socio- cultural and economic factors to schooling in Sub-Saharan Africa (SSA) identified various social-cultural practices in provision of education at different levels in SSA and other developing countries. The identified factors include parents encouraging early marriage of their daughters before the age of 18 years and most schools especially in rural areas being located some distance from the pupils' residence.

These factors have been identified as the hindering factors for provision of education in mother and satellite primary schools. Whiteley, et al. (2014) stated that cultural factors have affected women's education for a long time because culturally women have been marginalized and hence become vulnerable in getting education. At a time, opportunities to enroll girl children to school were extremely limited for the majority of girls in Asian and African countries Tanzania being with no exception due to different socio-cultural factors. Consequently, fewer girls than boys were enrolled in schools the situation which cannot exempt satellite primary schools.

According to Mkonongwa (2012) the cultural beliefs and societal norms have brought disparity between male and female access to education which exists in the majority of developing countries including Tanzania although nowadays female enrolment has actually been increased at a faster rate than those of males in recent years. This increase can also be seen in satellite primary schools which have been built to save the purpose of children who are living far distance from mother schools to be enrolled to school.

#### **2.3.4. Strategies of Improving Academic Performance in Satellite Schools**

There are several strategies that can be employed in order to improve the performance of pupils in schools. UNICEF (2011) identified that one factor associated with strategies of improving provision of education in satellite primary schools is distributing enough teaching and learning resources to mother schools to which satellite primary schools are attached so as to enable school management to arrange, coordinate and implement the plan of teaching and learning process.

A study by URT (2012), suggested raising awareness of the community on the importance of satellite primary schools to enable all children who are far from school including those with special needs to go to school. This awareness will encourage the people to establish satellite primary school to the nearness of the pupils' homestead, creating community consciousness (especially for traditional leaders) on the significance of satellite-primary schools (through meetings, seminars and advertisements).

Peer tutoring is a well-documented strategy used to increase the academic performance of pupils. Peer tutoring has been employed in several formats including reciprocal peer tutoring, cross-age and cross-grade peer tutoring, as well as classwide peer tutoring. Wexler, Reed, Pyle, Mitchell and Barton (2015) made analysis on the literature related to peer-mediated reading and math interventions for secondary struggling learners, and found that it was a moderately to highly effective technique for struggling students at the secondary level. Pupils who have a fixed mindset and diminished confidence can be selected and trained as tutors, to either work with the

younger learners who have weaker skills, or to work with same-age peers, and dispense verbal praise to tutees who are on-task, and making development toward successful completion of assignments.

Another strategy is self-evaluation training. This is one type of metacognitive activity that can promote both academic and social performance (Ardoin & Martens, 2004). Self-evaluation training for learners who typically do not persist in meeting academic task demands teaches them to identify the criteria that will be used for evaluation in a given setting and the perspective of the significant other(s) in the situation who will serve as raters of their performance (Polirstok, 1989). In self-evaluation, pupils can be taught by teachers to monitor specific academic behaviours that detract from academic performance by providing them with feedback concerning the frequency, accuracy, appropriateness, and completion of assigned tasks and how they were rated by the teacher.

Amato-Zech, Hoff, and Doepke (2006) successfully increased student on-task time by more than 50% using a cueing procedure and reinforces as part of a self-monitoring program. Interventions using self-monitoring have been greatly reported as useful in making pro academic and prosocial behaviours strong. However, these interventions are not typically generalized across settings and over time because they are seen as situation specific.

“Verbal self-instruction,” a form of “self-talk” is another strategy used by teachers to help learners learn to manage their time on-task and/or limit their own self-defeating

thoughts around academic performance. Margolis and McCabe (2006) suggest that to increase self-efficacy among pupils, the teacher has to use verbal persuasion to convince them that they are competent and can succeed if they use a particular strategy. In other words, the goal is to determine “. . . what to say to strengthen struggling learners’ beliefs in their academic abilities and how to increase their willingness to engage in academic tasks” (p. 218). Teachers can provide learners with key phrases and/or questions that can be trained through active rehearsal.

Another strategy is the effective leadership by the school heads. The issue heads of school had been a debate among researchers around the world. Heads of schools have been blamed of being the central cause of learners’ poor academic performance. Several scholars around the world have been continuously studying if it is the fact that styles of leadership employed by heads of schools have the impact on pupils, academic performance.

Pashiardis and Brauckmann (2009) studied professional development needs and found that leadership styles play a significant role in improving pupils’ performance. They added that academic performance has led to an increase in expectations of the role and the increasing recognition that the professional development of school heads could improve their managerial practices. Still on the significance of heads of schools’ leadership, another related study by Rautiola (2009) on the effects of leadership styles and secondary schools found that, in America, schools focus much on the effectiveness of the classroom and of the school at large. Majority of school heads in America use participatory leadership style which includes stakeholders like

teachers and parents to play roles in an organisational structure, curriculum, and instruction process, hence, learners' academic performance.

Motivation also helps in developing a positive school climate that may lead into learners' academic performance. Motivation is a fundamental recipe for academic success. It involves internal and external factors that stimulate desire and energy in people to be continually interested and committed to job, role, or subject, or to try to attain a goal. Furthermore, motivational beliefs are very important to the academic performance of learners because they help to determine the extent to which learners will consider, value, put in effort, and show interest in the task (Mousoulides & Philippou, 2005).

Furthermore, a number of schools have award programs in place, but unfortunately, they are set up to honour only those pupils who do better in a given area. If awards are to positively influence the school environment, they have to impact a wide variety of learners. Learners who are working to improve their performance, those who extend support and assistance to others who are struggling to perform, and those who exert energy to perform even if the results are not promising, all need to be recognised. For instance, awards can be given to the performers of the week, the most improved learners in math, science, language arts, etc., learners who contribute the most to the performance of others, the peer tutors of the week award, and so forth (Brown, 1999).

One of the most powerful but neglected factors that support learners' learning and development is parental or family involvement both in and out of school endeavours. Researchers have been accumulating evidence, for many years, to demonstrate that parental involvement is one of the most important predictors of learners' school achievement, and that families play a critical role in their children's cognitive, social, and emotional development from birth through adolescence. Research supports what scholars have long researched: parent involvement as an important factor in student performance (Brown, 1999).

Parents with high commitment to their children, set high standards, maintain a conducive home environment, support achievement and become upset when grades are low, suggest that academic success brings honour to the family, and continuously monitor their children's progress have children who succeed in school. Either, parents who accept the absolute authority of the teacher, maintain homes in dangerous neighbourhoods, are poor, and are not proficient with the academia, have children who perform at a lower level than others. Schools can involve parents through parent consultation, parenting skills, and by advocating for parents and learners to stick on studies. They can also help to keep the parents of learners who are having difficulty in school apprised of their progress by encouraging teachers to communicate more frequently with parents.

Communication is the hallmark of successful parental involvement in the children's school success. Savasci and Tomul (2013) believe that parental academic socialization is the way in which parents influence students' academic success by



shaping children's skills, behaviors and attitudes towards school. Furthermore, parental academic socialization can be influenced by parents' socio-economic status as highly educated parents tend to have a more stimulating home learning environment (Meece, 1997). In most cases, parents provide a warm, responsive and supportive home learning environment which in turn stimulates exploration and encourages curiosity; provide play and learning materials which accelerate children's intellectual development. It has been pointed out that when schoolwork involves parents, students learn more (Meece, 1997).

Classroom management also plays a good role in improving pupils' academic achievement. It is every teacher's wish to help learners to benefit from their teaching, a task which needs a lot of effort and varied techniques in managing pupils' behaviour in the classrooms. It is clear that classroom administration strategies take on an important part in enhancing pupils' learning, which involves the exercise to constitute and lead classes to realize specific objectives (Martin, 2019). In order to achieve these goals, every teacher has to preserve a positive learning atmosphere in the classroom, which is done through strategies he or she uses. According to (Zhang & Zhao, 2010), there are five traits of an effective classroom, which are; security, open communication, collective enjoying, mutual objectives and connectedness. In the opinion of Jones and Jones (2012) and Van der Lans, Van de Grift and Van Veen (2018), effective teaching and learning for effective performance can only take place in a well-managed classroom.

Additionally, the quality of education has been found to relate directly to the quality of teaching and learning (Caprara, Barbaranelli, Steca & Malone, 2006); that is, quality of teachers. There are several factors that determine the quality of teaching, and these include factors like teacher qualification and experiences (Caprara, Barbaranelli, Steca & Malone, 2006). Thus, it can be concluded that the recruitment of qualified teachers is one of the factors that may lead to students' academic performance. Kristonis, Herrington and Salinas (2006) assert that the growing interest in the quality of teacher is not a new theme in the educational atmosphere as there is increased pressure for school accountability.

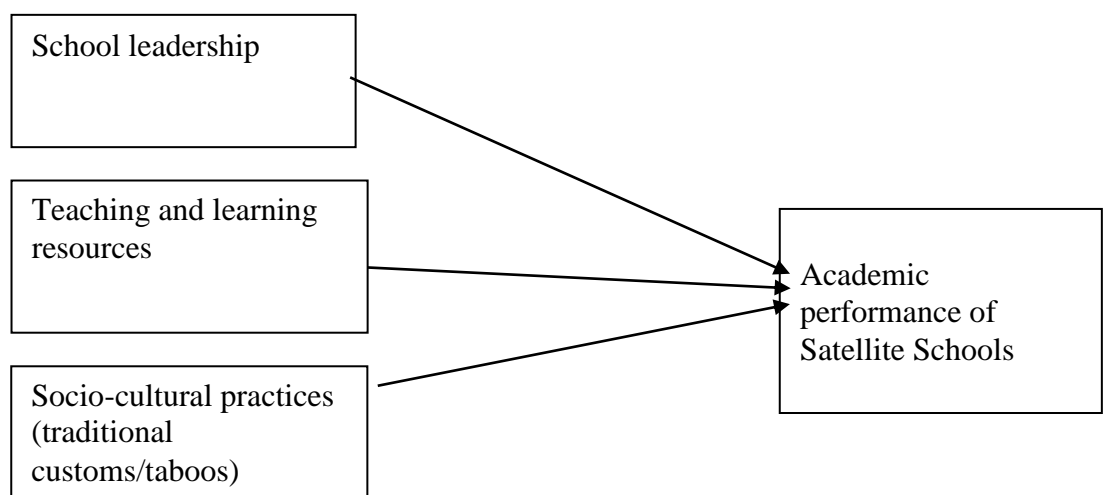
#### **2.4. Literature Summary and Gap**

The previous conducted studies reviewed by the current researcher have deficiency which calls for the need to conduct this study in Kilwa district. A study conducted by LeCroy and Krysik (2013) in Hispania on Predictors of Academic Achievement and School Attachment among Hispanic Primary schools focused on school leadership and provision of education in satellite primary schools but this study was not conducted in Kilwa Tanzania and did not examine factors influencing effectiveness of satellite primary schools focusing on the leadership, teaching and learning materials facilities, socio-cultural practices in relation to provision of education and strategies of improving provision of education in satellite schools. A study by Duflo, Dupas and Kremer (2015) which was conducted in Kenya was about school governance, teacher incentives, and pupil–teacher ratios not about factors influencing effectiveness of satellite primary schools. To bridge the gap the current study will be conducted in Kilwa to examine factors influencing effectiveness of satellite primary

schools focusing on the leadership, teaching and learning materials facilities, and socio-cultural practices.

## 2.5 Conceptual Framework

The conceptual framework demonstrates a set of relationships between independent and dependent variables. Independent variables influence dependent variable. Independent variable is the one that might influence the outcome measures. Figure 2.1 presents the conceptual Framework for this study.



**Figure 2.1: Conceptual framework on factors influencing effectiveness of satellite schools in Kilwa district**

**Source:** Researcher's own framework design (2021)

In this study the independent variables are school leadership, teaching and learning facilities, and socio-cultural practices, whereas academic performance in satellite primary school is the dependent variable. The researcher believes that the presence of good school leadership, teaching and learning facilities, when community awareness

on issues related to satellite pre- primary schools is raised, when enrolment is increase and discouragement of bad socio-cultural practices led to effectiveness of satellite primary schools.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents research methodology that includes the approach, research design, area of study target population, sampling techniques and sample size, data collection methods, validity and reliability of the study instruments, data analysis, as well as ethical consideration.

#### **3.2 Research Approach**

This study employed Mixed method as it has combined elements of qualitative and quantitative approaches in order to answer research questions of the study. Also, mixed method to gain more complete picture than standalone quantitative (correlational relationship between variables using numerical data) or qualitative (understanding of phenomenon by describing in real context) study as integrated benefits of both methods. Mixed method (combined quantitative and qualitative) increased the ability of data triangulation in the study.

#### **3.3 Research Design**

This study used descriptive design so as to describe the distribution of variables with disregard to any causal or other hypotheses. This design called for comprehensive and elaborated description of events or people necessary to convey the complexity of situation so as to provide the reader with sufficient information for judging the researcher's interpretation of the phenomenon in soliciting the factors influencing effectiveness of satellite pre-primary schools.

### 3.4 Area of study

The study was conducted in Kilwa district Lindi region in the Southern part of Tanzania. This area was chosen because it is among the areas that had satellite primary schools that needed critical assessment of their effectiveness. Satellite pre-primary schools in Kilwa district performed better than the mother schools as observed by the researcher from Primary School Teacher's Annual Reports (2022). This situation was contrary to what was happening in other regions like Dodoma where satellite schools performed poorly as reported by Mutema (2014). The researcher as one of the educational stakeholders, who was working in the study area, was interested to know how the satellite pre-primary schools were managed.

The target population for this study included 40 mother school head teachers, 7 Ward Education Officers, 40 Standard one teachers, 40 volunteer teachers from the communities, 7 school quality assurance officers, 4 education stakeholders from Aga Khan Foundation, and 44 other teachers as presented in Table 3.1.

**Table 3.1: Target Population**

Category	Total
Volunteer teachers	40
Head teachers	40
WEOs	7
Aga Khan Foundation	4
Quality Assurance	7
Standard one teachers	40
Other teachers	44
<b>Total</b>	<b>182</b>

**Source:** Researcher, 2022

### **3.5 Sampling Techniques and Sample Size**

#### **3.5.1 Sampling Technique**

The study involved 10 satellite primary out of 40 schools which were under Agakhan Foundation. The reason behind using those schools was to get knowledge how those schools which were under Agakhan Foundation managed their satellite pre-primary schools. 5 pre-primary schools were from Kivinje ward, 2 pre-primary schools were from Mingumbi ward, 2 pre-primary schools were from Chumo ward and 1 pre-primary school was from Tingi ward.

#### **3.5.2 The Sample Size**

In this study, two sampling techniques were used; purposive. Purposive sampling method was used to select mother school head teachers, Ward Education Officers and Standard one teachers basing on researcher's judgment that they had desirable characteristics. The reason for using this technique was their positions or titles.

In this study a sample of 10 randomly pre-primary satellite schools out of 40 under Agakhan foundation were engaged in the study. 76 respondents were selected from 10 pre-primary schools including 20 standard one teachers; 20 volunteer teachers from the communities; 10 head teachers of pre-primary schools; 4 ward education officers, 5 school quality assurer officers and four 4 education stake holders from Agakhan Foundation. Also, 13 teachers were randomly selected from pre-primary schools.

The sample of staff to be engaged was determined by using a formula provided by Mugenda (2008). The formula involved the computation of all the study samples. In

this study, the recommended final sample estimate (nf) was calculated using the following formula:

$$nf = \frac{n}{1 + \frac{n}{N}}$$

Where 'nf' is the desired sample size (when the population is less than 10,000), 'N' is the estimated population and 'n' is the desired sample size (when the population is more than 10,000) which is 384. Mugenda (2008). In this study the estimated population sample was 96. However, the calculated sample was 76 as shown o Table 3.2.

$$nf = \frac{384}{1 + \frac{384}{96}} = 76.8. \text{ Thus } 76 \text{ respondents}$$

**Table 3.2: Sample Size**

Category	Total
Volunteer teachers	20
Head teachers	10
WEOs	4
Aga Khan Foundation	4
Quality Assurance	5
Standard one teachers	20
Other teachers	13
<b>Total</b>	<b>76</b>

Source: Researcher, 2022

### 3.6 Methods of Data Collection

#### 3.6.1. Questionnaires

Questionnaires were administered to all respondents. The reason behind using questionnaires to respondents was a simple approach to accommodate. The researcher employed closed ended questions, which were in Likert scale form to



respondents to get the information about factors for the effectiveness of satellite pre-primary school. The questionnaire is attached in Appendix 1

### **3.6.2 Interviews**

Interviews were done using semi structured questions guide (Appendix 1). These were used to capture data from the key informants like school head teachers and quality assurers (QA). This was because much detail about the presence of good infrastructure, books and teaching and learning aids were needed from school head teachers and quality assurers. Indeed, the key informants provided more information on how the factors like traditions, customs and taboos affect effectiveness of the satellite pre-primary schools. While interviewing (probing) were used in cases respondents not provided in-depth answers or where ambiguous meanings were given to the question.

## **3.7 Validity and Reliability of Research instruments**

### **3.7.1 Validity of Research instruments**

An instrument is validated by ensuring that its items are representative of the skills and characteristics to be measured. Validity has also been construed as the degree of evidence that a theory support interpretation of test scores entailed by the proposed use of the test (Cresswell 2003).

To maintain validity, all research tools were developed and self – administered as apre – test in one of schools within Kilwa District, and after corrections the Per-test in virtually similar to the actual study sample in its major characteristics. The researcher also requested to advice from the supervisor to see if there was content

validity on the tools used to get desirable results. Furthermore, the researcher ensured that external source of variation such as boredom and fatigue were minimized to the great extent.

### **3.7.2 Reliability of Research Instruments**

To ensure reliability of the research instruments, a pilot study was conducted to test the ability of research instruments to produce the same answers. Reliability of research instruments helped the researcher to establish the truth and credibility of the results.

### **3.8 Data Analysis**

Data collected by using both interviews and questionnaires were analyzed descriptively. The data were exported to a Statistical Package for Social Sciences (SPSS) version 22 which is more powerful software system to manage statistical analysis easily through data sorting and representation of frequencies, percentages and mean to analyze the level of agreement to generate mean (M) and standard deviation (SD) basing on objectives. Data from interviews were analyzed by using thematic analysis whereby identified themes are important and used to address about the issues.

### **3.9 Logistics and Ethical Considerations**

Before conducting a research, the researcher requested for clearance and go-ahead from the supervisor. When the clearance and go-ahead was granted, the researcher requested for permission from local government authorities, that was, Lindi Regional

Administrative Secretary and Kilwa District Administrative Secretary to conduct the study in the area.

The researcher observed the rules, norms and principles of research during the research process including maintaining confidentiality of the responses from the respondents. On the other hand, the researcher held anonymously any identity from the respondents. Thus, no names, ID numbers or any identification was collected and disclosed from the respondents. The respondents were told before the purpose of the research and no one was forced to participate if he or she was not willing to participate.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION, AND DISCUSSION OF THE FINDINGS**

#### **4.1. Introduction**

This chapter analyses data presents and discusses the findings of the study. The study examined the factors for effectiveness of satellite pre-primary schools in Kilwa district. Findings of the study are presented according to the specific objectives, which were Establish, the influence of school leadership on the performance of satellite pre- primary schools in Kilwa district. Find out the influence of teaching and learning facilities on the performance of satellite pre- primary schools in Kilwa district, determine the influence of social-cultural practices on the performance of satellite pre-primary schools in Kilwa district and examine the strategies of improving the performance of satellite pre- primary schools in Kilwa district.

#### **4.2. General Information and Demographic Data of Respondents**

This section presents the general information and demographic characteristics of the respondents.

##### **4.2.1. General Information**

The study involved 10 satellite pre-primary schools and 76 respondents from these schools who were given questionnaires, which were all, returned making the analysis base on 76 responses.

##### **4.2.2 Demographics Data of Respondents**

The respondents' characteristics varied and are reflected across gender, age, educational levels and work experiences. Table 4.1 presents Demographic information of respondents

**Table 4.1. Respondents' Demographic Information**

<b>Demographic Information</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>		
Male	58	76.3
Female	18	23.7
<b>Age</b>		
18-30	12	15.8
31-40	12	15.8
41-50	23	30.3
<b>Education Level</b>		
University Graduate	22	28.9
Diploma	12	15.8
Advanced Secondary Education	12	15.8
Ordinary Secondary Education	30	39.5
<b>Working experience</b>		
1-4 years	6	7.9
5-9 years	42	55.5
10-14 years	5	6.6
15-19 years	23	30.3
<b>Total</b>	<b>76</b>	<b>100.0</b>

**Source:** Field Data, 2022

Table 4.1 shows the majority of study respondents who participated in the study were males. Concerning the level of education of respondents, field data revealed that most of respondents had ordinary secondary education, and very few had advanced certificates as their highest level of education. Findings on age groups of respondents indicated that the majority of respondents were in the age group of 31-40 years, and the minority was in the age group of 18-30. On the period spent by respondents working in the field of education, the findings of the study showed that the majority of respondents had worked in this field for 5-9 years and very few respondents had worked for 10-14 years.

### 4.3. Findings and Discussions

This section presents and discusses the findings based on the study objectives.

#### 4.3.1 The influence of School leadership on performance of satellite pre-primary schools

The first objective intended to establish the influence of school leadership on the performance of education in satellite pre-primary schools in Kilwa district. To achieve this specific objective, five elements were studied: mother schools' leadership plans for satellite schools; mother schools leadership to controls satellite schools, mother schools leadership budgeting for satellite schools, mother schools' leadership to direct pre-primary satellite schools and mother schools' leadership to lead satellite schools to provide education. The summary of the findings is presented in Table 4.2.

**Table 4.2: Descriptive data on school leadership and provision of education in satellite preprimary schools**

S/N	Items	SD	D	N	A	SA	Mean	SD
1	Mother school's leadership plans for satellite schools to provide education.	12(16)	6 (8)	-	47(62)	11(14)	2.2	1.89
2	Mother school's leadership controls satellite schools in provision of education.	-	12 (16)	6 (8)	47(62)	11(14)	2.2	1.89
3	Mother school's leadership budgets for satellite schools.	12(16)	6(8)	12(16)	40(52)	6(8)	2.7	2.22
4	Mother school's leadership directs pre-primary satellite schools.	6(8)	-	18(24)	29(38)	23(30)	2.17	1.11
5	Mother school's leadership leads satellite schools to provide education.	6(8)	-	6(8)	41(54)	23(30)	2.01	1.05

\* \*5= Strongly Agree, 4=Agree, 3= neutral, 2 =Disagree, 1= Strongly Disagree

\*Numbers in brackets show percentage of response

**Source:** Field Data, 2022

Table 4.2 reveals that 47 (62%) of all respondents agreed that mother schools' leadership have plans for pre-primary satellite schools to provide education effectively. Moreover, 62% agreed that mother schools' leadership controls satellite schools in provision of education. On the other hand, 52% of respondents agreed that mother schools' leadership budgets for satellite schools. Finally, 54% and 30% of respondents agreed and strongly agreed respectively that mother schools' leadership leads satellite schools to provide education.

These findings concur with Duflo, et al. (2015) who established that the establishment of satellite schools in Kenya gives the mandate to the mother schools leadership to plan for satellite schools to provide education effectively. Teachers in satellite schools receive all the directives from mother schools for implementation. McEwan (2015) supports these findings as he states that because satellite schools are not independent schools, head of schools from mother schools have to plan for satellite schools and the staff in satellite schools have to implement the plans. These findings are supported by responses of one of head of school during interview who said that;

*“It is true, head of school from mother school plans for everything in our preprimary satellite school except the plan of teaching which remains for the class teacher. The administration and management actions are from mother schools. We teachers in satellite schools just implement the plans from mother school” (Head Teacher, from Kivinje primary school).*

It is vivid from these responses that mother schools' leadership plan for satellite schools to provide education effectively. Findings on Table 4.2 further revealed that mother schools' leadership controls satellite pre-primary schools to provide

education effectively. These findings are similar to the World Bank (2015) report, which articulated that mother schools have to take the role of management of controlling and directing the satellite pre-primary schools as the satellite schools are not independent schools. However, the community members should not be left behind in planning and implementing the agreed issues for the provision of effective education in satellite schools. One head teacher in the interview concurred to these findings as she reported that;

*“The head teacher from mother school controls all the resources like the contributed food for children in the pre-primary satellite school, and he also monitors the teaching and learning resources and the consumption of resources like money contributed by parents for food. It is the role of head of school to control all the resources needed in pre-primary satellite schools” (Head Teacher, from Matandu Primary School).*

From these responses, it is clear that mother schools’ leadership controls the satellite pre-primary schools to provide education effectively.

Further findings reveal that mother schools’ leadership set budgets for satellite pre-primary schools to provide education effectively. One quality assurer supported these findings in the interview as he responded that;

*“Yes, head of school in satellite pre-school provides administrative and management support as they budget and plan for the satellite schools. Teachers in satellite school report the deficit of any resource to head of school then the head of school budgets for them”. (Head teacher from Mzizima Primary School).*

From this supporting evidence, it is evident that mother schools’ leadership budgets for satellite schools to provide education effectively.

These findings are in line with Banerjee, et al. (2016) who stated that the Report of the Thematic Committee on Millennium Development Goals on the provision and



supervision of education in satellite schools in the government of India has been left to the head teachers of mother schools. These will budget for teaching and learning resources and plan for the construction of satellite schools in association with the community members of the concerned areas.

On the other side, these findings are contrary to Desiere, Vellema and D’Haese (2015) who suggest that satellite schools should be managed by community management committee which should be composed of parents, teachers of mother schools and the head of school of mother school who will be responsible for budgeting on issues of satellite schools.

Table 4.2 disclosed further that mother schools’ leadership provides administrative directives to satellite pre- primary schools to provide education effectively. These findings were also supported during interview by one volunteer teacher when she reported that.

*“Head of school from mother school provides various administrative and managerial supports. The head of school directs satellite pre-primary schools what to do with our children. Because some of us (volunteer teachers) are not qualified teachers we always ask directives from the head of school who is at mother school” (Volunteer teacher from Namatandi pre-primary satellite school).*

These supporting responses verify that mother schools’ leadership directs satellite schools to provide education effectively.

This is similar to Muzingili et al. (2017) who established that satellite schools are normally unregistered; they operate when attached to registered schools. Their enrolments are part of the mother schools and are headed by the heads from mother schools.

It was also revealed that mother schools' leadership leads pre-primary satellite schools to provide education effectively. In support of this, in the interview one volunteer teacher said;

*“The head teacher from mother school is the one who leads this pre-primary satellite school. Teachers at satellite school receive order and directives from mother school. Any difficulty issues are reported to head teacher at mother school and he leads us what to do for a particular issue” (Volunteer teacher from Nnungundwa pre-primary satellite school).*

It is evident from these responses that mother schools' leadership leads pre-primary satellite schools to provide education effectively.

These findings are similar to Muzingili et al. (2017) who assert that both mother school and satellite school are led by the head of school from mother school and this is because satellite schools are not legally registered schools, thus they are attached to a registered school the so-called mother school.

#### **4.3.2. The influence of teaching and learning facilities on performance of satellite pre-primary schools**

The second objective of this study was intended to find out the influence of teaching and learning facilities on performance of satellite pre-primary schools in Kilwa district. To achieve this specific objective, five elements were examined: teaching and learning resources; classrooms for effective education, library to enable pupils and teachers get study materials, as well as desks and a number of teachers to enable pupils be taught effectively. Findings are presented in Table 4.3.

**Table 4 3: Descriptive data on teaching and learning facilities in satellite pre-primary schools**

S/N	Items	SD	D	N	A	SA	Mean	SD
1	Satellite schools have enough teaching and learning resources.	6(8)	6(8)	10(13)	32(42)	22(29)	2.7	1.08
2	Satellite schools have enough classrooms for effective teaching and learning.	6(8)	18(24)	-	52(68)	-	3.9	0.85
3	Satellite schools have library to enable pupils and teachers get study materials.	23(30)	24(32)	17(22)	12(16)		3.76	1.06
4	Satellite schools have enough Desks.	12(16)	24(32)	17(22)	12(16)	11(14)	3.18	1.29
5	Satellite schools have enough teachers to enable pupils be taught effectively.	24(32)	6(8)	22(29)	12(16)	12(16)	3.24	1.45

**Source:** Field Data, 2022

From Table 4.3 above, the findings revealed that 42% and 30% of respondents agreed that satellite schools have enough teaching and learning resources. In addition, 68% agreed that Satellite schools have enough classrooms for effective teaching and learning. Also, majority of respondents strongly disagreed (30%) and disagreed (32%) that Satellite schools have library to enable pupils, and teachers get study materials. Moreover, 15.7% strongly disagreed, 31.6% disagreed, 22.4% were neutral, 15.7% agreed and 14.5% strongly agreed on the statement Satellite schools have enough desks. Finally, about 50% disagreed that Satellite schools have enough teachers to enable pupils be taught effectively; while 30% were neutral on that item.

Moreover, findings on Table 4.3 revealed that satellite pre- primary schools have enough teaching and learning resources to influence good performance in 10 satellite pre-primary schools, (namely Miramba, Mkenda, Bonde, Lingaula, Kilembe, Banduka, Nnungundwa, Namatandi, Nambondo and Ndandamala). These findings

are supported by one volunteer teacher when he was asked if there were enough and proper teaching and learning facilities in satellite pre-primary schools; “... *yes, we have enough books and other learning resources prepared by teachers themselves. Teachers prepare storybooks, and there are big story books provided by Agakhan Foundation to influence effective teaching and learning in satellite pre-primary schools*”(Volunteer teacher, Lingaula pre-primary school). These responses from the field justify that satellite pre-primary schools in Kilwa district have enough teaching and learning facilities may be this is due to Agakhan Foundation sponsorship in these schools.

These findings are contrary to Yousefi (2016) who asserts that in satellite schools, the teacher is the one who is privileged of being in possession of a text book, which means that pupils are deprived of individual exposure to such learning materials. Table 4.3 also disclosed that satellite pre-primary schools have enough classrooms to influence the performance of satellite pre-primary schools in Kilwa district. One volunteer teacher in the interview supported these findings when he said, ‘*our classes in pre-primary satellite school have good classes and pupils sit on mats. They don’t use bricks as chairs*’ (Volunteer teacher, from Bonde pre-primary satellite school). These responses are enough evidences to justify that satellite pre-primary schools in Kilwa district have enough classrooms to influence effective provision of education, hence good performance.

These findings are contrary to Tarisayi (2015) who observed that the accommodation of infrastructure in satellite schools as a whole is still poor as long as teaching and learning in satellite schools take place under the trees. and pupils sit on bricks or pieces of timber.

Further findings revealed that satellite pre-primary schools have no library to enable pupils and teachers get study materials. These findings were supported by one volunteer teacher during interview as he said;

*“We don’t have a library for pupils and teachers to access teaching and learning materials. We put our books and other learning resources in our classes. When it comes the time for the pupils to use the available learning resources they go to the learning corners and find the materials” (Volunteer teacher from Miramba pre-primary satellite school).*

From these findings, the researcher concludes that the success of satellite pre-primary schools in the study area is contributed by other factors but not the presence of libraries for teachers and pupils to access teaching and learning materials.

It was also revealed that satellite pre-primary schools have no enough desks to enable pupils sit and be taught effectively. One head teacher in the interview supported these findings as he reported that, *“we don’t have enough desks but our pre-school children do not sit down or on bricks. Instead they sit on mats bought by the contribution of parents in collaboration with Agakhan foundation which also provided supports to volunteer teachers”* (Head teacher Nanurukuru Primary School). It is clear from these findings that satellite pre-primary schools face a problem of having no desks for students.

These findings are similar to Muzingili and Muchanako (2016) who assert that there is an acute shortage of resources in satellite schools. It is very common to find pupils learning while seated on timber, bricks or on the floor.

Finally, it was found that that satellite pre-primary schools have no enough teachers to enable pupils be taught effectively. One of ward education officer also in line with these findings as he said, *“there are few government’s employed teachers in pre-primary satellite schools in this district. Most of teachers who are teaching in satellite pre-primary schools are volunteers who are supported by Agakhan Foundation program”* (ward education officer from Tingi ward).

This is a clear evidence that satellite pre-primary schools have no enough teachers to enable pupils be taught effectively. This situation is not only for satellite schools but also for most primary schools found in the rural areas.

These findings are similar to Snilstveit, et al (2015) who established that satellite schools have difficulties to attract good, enough and suitable teachers because there are fewer financial resources available in areas where satellite schools are established. Poor funding in rural schools is one of the greatest challenges faced by rural education.

#### **4.3.3. The influence of social-cultural practices on in the performance satellite pre-primary schools**

The third objective intended to determine the influence of social-cultural practices on in the performance of satellite pre-primary schools in Kilwa district. To achieve this specific objective, five elements were examined school aged girls not enrolled to school because of doing domestic activities, initiation ceremonies discourage school aged girls to be enrolled to school, most parents find no need of educating girl children and most parents encourage school aged girls to go for market days “minada”. Findings are presented in Table 4.4

**Table 4 4: Descriptive data on social-cultural practices and provision of education in satellite pre-primary schools**

S/ N	Item	SD	D	N	A	SA	Mean	SD
1.	School aged girls are not enrolled to school because of early marriage practices	18(24)	24(32)	2(30)	6(8)	5(6)	3.58	1.13
2.	School aged girls are not enrolled to school because of doing domestic activities	17(22)	15(20)	6(8)	38(50)	-	3.22	1.25
3.	Initiation ceremonies discourage school aged girls to be enrolled to school	-	6(8)	18(24)	29(38)	23(30)	2.09	0.93
4.	Most parents find no need of educating girl children	29(38)	17(22)		12(16)	18(24)	2.55	1.57
5.	Most parents encourage school aged girls to go for market days “minada”	24(32)	-	5(7)	36(48)	11(13)	2.87	1.53

**Source:** Field Data, 2022

Findings from Table 4.4 revealed that, Of all respondents 24% and 32% strongly disagreed and disagreed respectively on the statement school aged girls are not enrolled to school because of early marriage practices. While about 50.0% agreed on the statement school aged girls are not enrolled to school because of doing domestic activities. In addition, about 68% of respondents agreed on the statement initiation ceremonies discourage school-aged girls to be enrolled to school. Moreover, 38.2% strongly disagreed and 22.4% disagreed on the statement most parents find no need of educating girl children. Lastly, 36% agreed and 14.5% strongly agreed on the statement most parents encourage school-aged girls to go for market days “minada”.

One of the quality assurers aligned with these findings as she reported that;

*“Yes, there are some socio-cultural factors but not early marriage. Pre-primary girl pupils are too young to be married thus early marriage is not a factor for a school aged girl to be enrolled to school. But some parents do not send their school aged girls to because they use them in doing domestic activities” (One quality assurer, Kilwa District).*

It is evident from these field responses that schools aged girls were enrolled to school early marriage practices was not a reason for not enrolling school aged girls to

school. These findings are contrary to Mole (2017) who conducted a study in Mtwara district and revealed that initiation and traditional ceremonies (unyago) and social perception are among the key socio-cultural factors that hinder girls' education in Mtwara District.

It was also revealed that school aged girls were not enrolled to school because of doing domestic activities. During interview, one quality assurer had similar views to these findings as she reported;

*“Yes, there are some socio-cultural factors but not early marriage. Pre-primary girl pupils are too young to be married thus early marriage is not a factor for a school aged girl to be enrolled to school. But some parents do not send their school aged girls to because they use them in doing domestic activities” (quality assurer, Kilwa District).*

These responses verify that in Kilwa district, school aged girls are not enrolled to school because of doing domestic activities. These findings are concurrent to Molel (2017) who established that school aged girls in Mtwara District were denied their right of education because of social roles such as doing domestics activities a socio-cultural factor which hinder girls' education.

It was further revealed that initiation ceremonies discouraged school aged girls to be enrolled to school. These findings are also supported by one ward education officer as he reported that;

*“There are various socio-cultural factors that discouraged school aged girls to be enrolled to school. Some of these factors are initiation ceremonies and school aged children to be used by parents doing domestic activities and helping parents in farm works” (ward education officer from Chumo ward).*

It is clear from these findings that initiation ceremonies discourage school aged girls to be enrolled to school. The society has to be educated on the importance of sending



school aged girls to school and leave away initiation ceremonies. Mole (2017) is in line with these findings as she established that in Mtwara District early marriage, traditional ceremonies (unyago) or initiation ceremonies are among the key socio-cultural factors that hinder girls' education in Mtwara District.

These findings are contrary to Young Lives (2016) who asserts that cultural norms and beliefs prove to restraint girls acquiring education. The older individuals mainly possess this viewpoint that girls should be trained regarding the household management and in taking care of the needs and requirements of the family members. Education and academic learning are not meant for them, as they will not be able to utilize their education, skills and abilities in an effective manner in any area. However, people should change their mind sets with time that can be said. The society is changing; nowadays people know the importance of educating girls, and that is the reason most parents find there is a need of educating girl children. These responses are clear indication that some parents encouraged school aged girls to get marriage and deny their right of education.

The fourth objective intended to establish the strategies for improving the performance in satellite pre-primary schools in Kilwa district. To achieve this specific objective, four elements were studied: These were awareness to the society about the importance of satellite schools, the Government to employ enough teachers, Private sectors to be encouraged to support the provision of teaching and learning facilities and finally parents and society be involved in paying teachers to teach satellite schools. The findings are presented in Table 4.5

**Table 4 5: Descriptive data on the strategies of improving provision of education in satellite pre-primary primary schools**

S/N	Item	SD	D	N	A	SA	Mean	SD
1.	Raising awareness to the society about the importance of satellite schools	6 (8)	6 (8)	18(24)	12(16)	34(44)	2.18	1.3
2.	The Government to employ enough teachers	-	12(16)	18 (24)	17(22)	29(38)	2.17	1.11
3.	Private sectors to be encouraged to support the provision of T/L facilities	12(16)	12(16)	12(16)	12(16)	28(36)	2.58	1.51
4.	Parents and society be involved in paying teachers to teach satellite schools	18(24)	5(6)	7(9)	30(40)	16(21)	2.74	1.49

Source: Field Data, 2022

Table 4.5 shows that majority of respondents (60%) agreed on the statement raising awareness to the society about the importance of satellite schools. Additionally, 22.4% agreed and 38.2% strongly agreed on the statement the Government to employ enough teachers. Furthermore, 15.8% agreed and 36.8% strongly agreed on the statement private sectors to be encouraged to support the provision of T/L facilities. Finally, about 61% of respondents agreed that parents and society should be involved in paying teachers to teach satellite schools.

Moreover, the findings established that raising awareness to the society about the importance of satellite schools could be one of the strategies of improving performance in satellite schools in Kilwa district. One of the ward education officers in the interview concurred with these findings as he reported that;

*“There are various practical strategies that are used to improve the provision of education in satellite pre-primary schools. Some of these strategies are giving awareness to parents on the importance of these schools on the access of education to their children and that is why they involve in buying food for their children” (ward education officer from Mingumbi ward).*

Based on these findings, it is important for the community to be educated and get awareness on the importance of pre-primary satellite schools.

These findings are aligned with Lumadi (2019) who asserts that communities in Zimbabwe in which satellite schools have been established need to be educated so as to give them the awareness of the importance of these schools. Their participation in providing piece of land for building satellite schools needs education in order to give their children access to education.

Findings on Table 4.5 also revealed that the government need to employ enough teachers and distribute them to pre-primary satellite schools as one of the strategies of improving performance in satellite schools in Kilwa district. One head teacher from Ingirito Primary School during interview also supported these findings as she said, *“to improve the provision of education in satellite schools, the government has to employ teachers to teach in these schools. At the moment parents and Agakhan Foundation support these schools by contributing money to pay the volunteer teachers”*

These findings are in concurrent to Cropley (2019) who established that satellite schools were poorly equipped with teachers and other educational resources. To avoid poor situation in these schools, the government has to employ enough teachers and distribute them to these schools so as to enable availability of good services. This is the reliable solution of reducing the deficit of teachers in not only satellite schools but also mother schools which are found in Tanzania.

The findings further established that private sectors to be encouraged to support the provision of teaching and learning facilities to satellite schools as also one of the strategies of improving performance in satellite schools in Kilwa district. These

findings were also supported in the interview when one head teacher from Njia Nne Primary School said, *“One of the strategies used is to encourage private sectors to support the provision of teaching and learning facilities and a good example is Agakhan foundation which is the private sector is now supporting pre-primary satellite schools”*.

These findings are similar to Enos and Francis (2016) who assert that the government, the private sectors and other educational stakeholders have to put efforts to support the provision of teaching and learning facilities in pre-primary satellite schools to improve the provision of education in satellite schools. These schools are neglected largely in such a way that they fail to provide education to clients.

Finally, the findings revealed that parents and society being involved in paying teachers to teach satellite schools could be one of the strategies of performance in satellite schools in Kilwa district. One head teacher from Chapita Primary School who in the interview said that also supported these findings,

*“We normally have parents’ meeting to discuss the issue of contributing money to pay teachers who volunteer to teach our children because these teachers are not employed and paid by the government”*

It is clear from these findings parents and society being involved in paying teachers to teach satellite schools is one of the strategies of improving performance in satellite schools in Kilwa district. Tanzanian communities should be educated to adopt this system to improve provision of education in satellite schools.

These findings are in line with Kambuga (2013) who in the study conducted in Tanzania stated that communities can be involved in contributing payment of teachers or/and in the construction of classes by either contributing cash or a labour

contribution. These findings are also in agreement with Chidanya (2011) who established that in Zimbabwe parents and the community in large are involve in paying teachers through their contribution and they provide labour for construction or renovation of school buildings in improving provision of education in their satellite schools.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the findings, conclusions and recommendations of the study based on the findings of the study.

#### **5.2. Summary of the Findings**

This study examined academic status of satellite schools in Kilwa district. Its focused on the influence of school leadership on in the performance of satellite pre- primary schools, the influence of teaching and learning facilities on the performance of satellite pre- primary schools, the influence of social-cultural practices on the performance of satellite pre- primary schools and the strategies of improving performance of children in satellite pre- primary schools in Kilwa district.

The first study objective was to examine academic status of satellite schools in Kilwa district found that leadership of the mother schools to which satellite pre-primary schools are attached had great influence on planning, controlling, budgeting, directing and leading satellite pre-primary schools for good performance.

The second objective was to examine factors leading to effectiveness of satellite schools in Kilwa district. The study revealed that satellite pre-primary schools had good performance because they had enough teaching and learning facilities and enough classrooms to influence effective provision of education, but had no qualified teachers, library and desks.

The third objective was to determine the challenges that are encountered in satellite schools in Kilwa district. School aged girls were not enrolled to school because of doing domestic activities, initiation ceremonies, and parents discouraged school aged girls to be enrolled to school. Parents in Kilwa found the need of educating girl children.

The fourth and the last objective was about strategies of improving performance of children in satellite pre-primary schools in Kilwa district. The study revealed that raising awareness to the society about the importance of satellite schools, the government to employ enough teachers and distribute them to pre-primary satellite schools. It was found that private sectors should be encouraged to support the provision of teaching and learning facilities and involving parents and society in paying teachers to teach pre-satellite pre-primary schools could be among the strategies of improving provision of education in satellite pre-primary schools.

### **5.3 Conclusions**

Based on the findings of this study, firstly, mother school leadership has a great influence on the performance of satellite schools in Kilwa district. It is logical to conclude that mother school leadership should keep on planning, controlling, budgeting, directing and leading satellite pre-primary schools to provide education effectively.

Secondly, teaching and learning facilities like enough books, enough desks, enough classrooms, well-equipped libraries and qualified teachers have a great influence on

the performance of satellite schools. However, there were neither libraries nor desks in the study area, yet, the performance was good.

Thirdly, School aged girls were enrolled to school except for few who were not enrolled because of doing domestic activities, Initiation ceremonies discouraged school aged girls to be enrolled to schools. However, parents in Kilwa district found the need of educating girl children except for few parents who did not on the Tanzania education policy and enrolment laws.

Finally, raising awareness to the society about the importance of satellite schools and the government to employ adequate number and quality teachers and distribute them to satellite pre-primary schools were of great importance for improving education as well as the performance of satellite pre-primary schools. In addition, private sectors are to be encouraged to support the provision of teaching and learning facilities as well as involving parents and society in paying teachers to teach satellite schools were found among the strategies suggested by respondents to improve provision of education in the satellite pre-primary schools.

#### **5.4 Recommendations**

Based on the findings of this study and the drawn conclusion, the following recommendations were made;

##### **5.4.1 Recommendations for Action**

The government was recommended to employ enough and qualified teachers to teach in satellite schools. The government in collaboration with community members was recommended to build school libraries in the satellite schools to enable teachers and pupils to access teaching and learning resources for effective education of satellite



pre-primary schools. Also, the government was once again recommended to take actions to parents who do not send their school aged girls to school because of giving them domestic activities, take actions to the few parents. Lastly, parents in collaboration with the government were recommended to procure desks for children to sit on, at satellite schools.

#### **5.4.2 Recommendations for Further Research**

The researcher recommends the same study to be replicated in other parts of the county to establish the actual status of satellite pre-primary schools in the country. If so done, then the findings would assist in policy formulation, review and decision making on satellite schools.

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## APPENDICES

### Appendix 1

**Questionnaire for respondents (Head teachers, Volunteer Teachers, Standard teachers, School Quality Assurance Officers, Ward Education Officers, Agha Khan Staff and other Teachers**

Dear respondent, my name is Rabeka Amani a post graduate from Open University of Tanzania, pursuing Masters Degree in education management, planning and policy studies. The aim of this questionnaire is to examine factors influencing effectiveness of satellite primary schools focusing on the leadership, teaching and learning materials facilities, and socio-cultural practices.

I kindly request you to answer the questions below by filling the necessary information in the blanks provided. I assure you all the information will be kept with high degree of confidentiality as your opinions are so important in accomplishment of my study.

Put a tick where appropriate.

#### DEMOGRAPHIC PROFILE

1 Respondent's sex

(a) Male            [     ]

(b) Female        [     ]

2 Respondent's age

Age groups				
1	2	3	4	5
18-30	31-40	41-50	51-60	Above 60

## 3 Respondent's level of education

Education levels				
1	2	3	4	5
University Graduate	Diploma	Advanced secondary education	Ordinary secondary education	Primary

## 4 Respondent's working experience

Working experience				
1	2	3	4	5
1-4 years	5-9 years	10-14 years	15-19 years	20 and above years

**Instructions:-**

Indicate by putting a tick whether you strongly agree (1), agree (2), undecided (3), disagree (4) or strongly disagree (5) with the factors influencing effectiveness of satellite primary schools.

**The influence of school leadership on provision of education in satellite primary schools in Kilwa district**

S/N	Statement	1	2	3	4	5
1	Mother school leadership/administration plans for satellite primary schools to influence satellite primary schools provide education effectively					
2	Mother school leadership controls satellite primary schools to provide education effectively					
3	Mother school leadership budgets for satellite primary school to provide education effectively					
4	Mother school leadership directs satellite primary schools to provide education effectively					
5	Mother school leadership leads satellite primary schools to provide education effectively.					

**The influence of teaching and learning facilities on provision of education in satellite primary schools in Kilwa district**

S/N	Statements	1	2	3	4	5
1	The satellite primary schools have enough text books, teacher's guide and classroom journals facilities to enable teachers provide education effectively					
2	The satellite primary schools have enough classrooms to enable teachers provide education effectively					



3	The satellite primary schools have library to enable teachers and pupils get study materials					
4	The satellite primary schools have enough desks to enable pupils sit and be taught effectively.					
5	The satellite primary schools have enough teachers to enable pupils to be taught effectively					

**The influence of social-cultural practices on provision of education in satellite primary schools in Kilwa district.**

S/N	Statements	1	2	3	4	5
1	Most girl school aged children are not enrolled to school because of early marriage practices					
2	Most girl school aged children are not enrolled to school because of doing domestic activities					
3	Initiation ceremonies discourage girl school aged children to be enrolled to school					
4	Most parents find no need of educating girl children					
5	There are parents who encourage school aged girl children to get marriage.					

**Strategies of improving provision of education in satellite primary schools in  
Kilwa district**

Statements	1	2	3	4	5
Raising awareness to the society about the importance of satellite primary schools is among the strategies of improving provision of education in satellite primary schools					
The government to employ enough teachers who will be distributed to satellite primary schools in difficult and hard-to-reach areas is among the strategies of improving provision of education in satellite primary schools					
Private sector to be encouraged to support the provision of teaching and learning facilities to satellite-primary schools to improve provision of education to satellite schools is among the strategies of improving provision of education in satellite primary schools					
Parents and the society at large to be involved in paying teachers to teach in satellite primary schools when there are no teacher is among the strategies of improving provision of education in satellite primary schools					

## **Appendix 2**

### **Interview Guide for Key Informants**

1. Do head of schools in satellite pre primary schools provide administration and managerial support in satellite primary schools?
2. If the answer is yes in 1 above, what administrative and managerial support do head of schools provide in satellite primary schools?
3. Are there enough and proper teaching and learning facilities to enable provision of education in satellite pre primary schools?
4. If the answer is yes in 3 above, what are the teaching and learning facilities which are available in satellite pre primary schools to enable teaching and learning process?
5. Are there any social cultural practices that influence provision of education in satellite pre primary schools in Kilwa district?
6. If the answer is yes in 5 what are the social cultural practices influence provision of education in satellite pre primary schools?
7. Are there any practical strategies that are used to improve the provision of education in satellite pre primary schools in Kilwa district?
8. If the answer is yes in 7 above, what these practical strategies that are used to improve the provision of education in satellite pre primary schools in Kilwa district?

### Appendix 3

## Research clearance letter from The Open University of Tanzania

### THE OPEN UNIVERSITY OF TANZANIA

### DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409  
Dar es Salaam, Tanzania  
<http://www.out.ac.tz>



Tel: 255-22-2668992/2668445  
ext.2101  
Fax: 255-22-2668759  
E-mail: [dpgs@out.ac.tz](mailto:dpgs@out.ac.tz)

**Our Ref: PG201800453**

6<sup>th</sup> September 2022

Regional Administrative Secretary (RAS),

Lindi Region,

P.O.Box 1054,

**LINDI.**

#### **RE: RESEARCH CLEARANCE**

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1<sup>st</sup> March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1<sup>st</sup> January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms. AMANI, Rabeka, Reg No: PG201800453** pursuing **Master of Education in Administration Planning and Policy Studies (MEDAPPS)**. We here by grant this clearance to conduct a research titled **"Factors Influencing the Effectiveness of Satellite Primary Schools: A Case of Kilwa District, Lindi Region Tanzania"** She will collect her data at your area from 7<sup>th</sup> September 2022 to 7<sup>th</sup> October 2022.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours,

**THE OPEN UNIVERSITY OF TANZANIA**


Prof. Magreth S. Bushesha  
**DIRECTOR OF POSTGRADUATE STUDIES.**

## Appendix 4

### Research Permit letter from District Administrative Secretary

**JAMHURI YA MUUNGANO WA TANZANIA  
OFISI YA RAIS  
TAWALA ZA MIKOA NA SERIKALI ZA MITAA**

Anwani ya Simu "ADMIN"  
Simu Nambari: 023 -2013057  
Email: [das.kilwa@lindi.go.tz](mailto:das.kilwa@lindi.go.tz)  
Tovuti: <http://www.lindi.go.tz>



OFISI YA MKUU WA WILAYA  
S.L.P 12  
KILWA MASOKO.

Unapojibu tafadhali taja:

Kumb. Na AB 218/351/01A/89 13 Oktoba, 2022

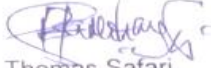
Mkurugenzi Mtendaji,  
Halmashauri ya Wilaya ya Kilwa,  
S.L.P 160,  
KILWA

**YAH: KIBALI CHA KUFANYA UTAFITI**

Tafadhali husika na mada tajwa hapo juu.

2. Napenda kukujulisha kuwa **Ms Rebeka Amani** ambaye ni mwanafunzi wa Chuo Kikuu Huria cha Tanzania (OUT) ameruhusiwa na ofisi hii kufanya utafiti kuhusu **"Factors Influencing the Effectiveness of Satellite Primary Schools: A Case of Kilwa District"** kwa ajili ya shughuli za mafunzo.
3. Mtafiti huyo atatembelea maeneo yenye shule shikizi ili aweze kukusanya takwimu za kutosha kwa ajili ya utafiti anaoufanya.
4. Kibali hiki kitatumika kuanzia tarehe 01.09.2022 hadi tarehe 31.10.2022 na tunaomba apewe ushirikiano unaostahili.

Nashukuru kwa ushirikiano wako.

  
Thomas Safari  
KATIBU TAWALA (W)

Nakala: Ms Rebeka Amani,  
Chuo Kikuu Huria cha Tanzania,  
S.L.P 23409,  
DAR ES SALAAM