

**ACCESS AND QUALITY CHALLENGES FACING COMMUNITY
SECONDARY SCHOOLS: A CASE OF KILOLO DISTRICT IRINGA,
TANZANIA**

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**DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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2014

CERTIFICATION

The Undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: “Access and Quality Challenges Facing Community Secondary Schools: A Case of Kilolo District Iringa, Tanzania”, in Partial Fulfillment 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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DECLARATION

I, WEMA MFWIMI SAGA, declare that this dissertation is my own original work,
and that it has not been submitted for a similar degree in any other University.

Signature

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ABSTRACT

The study on access and quality challenges facing community secondary schools was conducted in Kilolo District, Iringa region. Eight (8) secondary schools were selected and involved eight (8) heads of secondary schools, thirty two (32) teachers and sixty four (64) students. Structured Questionnaire was used in collecting both qualitative and quantitative data which was later analyzed basing on the objectives of the study. The study found that the main challenges that limit access to quality education are shortage of teachers, inadequate teaching and learning materials as well as school infrastructures. Other factors were associated with institution arrangement and education system.

The study recommended the following for the current status of community secondary schools: - heads of schools should ensure that they use qualified teachers and enroll students according to the resources available. For the factors that influence access to quality education the researcher recommends the following: - The government should employ more teachers, teachers should be provided with training and seminars, the government in collaboration with heads of schools should ensure that quality teaching and learning materials and supporting learning infrastructures are made available, school inspections should be done regularly to monitor smooth delivery of quality education, there should be no differences between the policy objectives and politicians' interest. Finally, school managers, heads of schools together with their teaching staff should be motivated for extra workload they are undertaking in managing their schools.

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LIST OF ABBREVIATIONS

| | |
|-------|---|
| BRN | Big Results Now |
| DED | District Executive Director |
| DEO | District Education Officer |
| ESDP | Education Sector Development Programme |
| LCDs | Liquid Crystal Displays |
| LGA | Local Government Authority |
| MoEVT | Ministry of Education and Vocational Training |
| NER | National Enrolment Ratio |
| NGOs | Non Government Organizations |
| NSGRP | National Strategy for Growth and Reduction of Poverty |
| PEDP | Primary Education Development Programme |
| RAS | Regional Administrative Secretary |
| REO | Regional Education Officer |
| SEDP | Secondary Education Development Programme |
| SEMP | Secondary Education Master Plan |
| SPSS | Statistical Package for Social Sciences |
| ToT | Training of Trainers |
| URT | United Republic of Tanzania |

CHAPTER ONE

1.0 GENERAL INTRODUCTION

1.1 Introduction

This chapter presents the background to the problem, statement of the problem, objectives of the study (general and specific objectives), research questions, scope/delimitation of the study, and significance of the study. Moreover, this chapter provides definition of key terms.

1.2 Background to the Study

Grandvaux and Yoder (2009) reported that community schools are currently an important part of the educational target policy in Sub-Saharan Africa and are frequently taken up as successful educational missions in developing countries trying to reach universal access to basic education and improve education quality. Historically, community schools were started and managed by communities and churches during the colonial period. With the coming of independence, these schools were taken over by the government and became the basis of the public school education system. Therefore community schools have a long history in many parts of Africa (World Bank, 2000).

According to Haruni (2011) in Tanzania secondary education was given immediate priority after independence due to high demand for civil servants to hold office from British colonialists. Since then many reforms had taken place to promote and improve education sector in Tanzania. Six years after independence in 1967, Mwalimu Nyerere the first President and father of the nation, launched the Arusha

Declaration outlining the version of socialist orientation to be followed by Tanzania. In education, the attempt was to build a socialist education system based on the principle of self-reliance – Education for Self Reliance (Cooksey, 1986). In 1990s, the decentralization initiatives and reforms were made in Tanzania. They formed a potential gateway for transferring the responsibility of secondary education provision to the district council (community secondary schools), which are found in all part of Tanzania (Samoff, 1987). In early 2000s, secondary education decentralization in Tanzania gained momentum with the establishment of Secondary Education Development Programme (SEDP) in 2004 (Gershberg & Winkler, 2004). This was in response to the Primary Education Development Programme (PEDP) 2002/2006, so as to absorb a bigger number of primary school leavers seeking entry to secondary education. The main objective was to enhance the quality and accessibility of secondary education to the majority of Tanzanians especially those in the rural and remote areas. As a result, more rural secondary schools were built all over the country (Anderson, 1997 & Wedgwood, 2006).

Establishment of community secondary schools in Tanzania has some positive contributions to the country's education development, such as an increase in number of public secondary schools, spread of secondary education service to the remote areas of the country, increasing access and enrollment rate to the secondary education (URT, 1995 and 2004). Despite such achievement, the multiplication of community secondary schools has mainly been challenged by acute shortage of qualified teachers, inadequate teaching and learning materials and poor school infrastructures.

1.3 Statement of the Problem

Like many other developing countries in the world, Tanzania is currently working towards increasing access as well as improving the quality of its secondary education. The country has passed through different Education Sector Development Programmes such as Secondary Education Master Plan (SEMP-2001-2005) with the main purposes of (a) Increasing access; (b) Improving equity; (c) Enhancing quality; (d) Raising internal efficiency. Another initiative was Secondary Education Development Programme I (SEDP I) which was implemented between 2004 and 2009 with overall objectives of improving again (a) access with equity, (b) quality (c) management and delivery of secondary education in Tanzania and establishment of community secondary schools.

Recently there are other proactive initiatives including Big Results Now (BRN), NSGRP II, Secondary Education Development Programme II (SEDP II), all of them aiming at improving and promoting education in Tanzania. These different initiatives have indirect relationship with the increased number of community secondary schools in Tanzania which has been reported increasing significantly (Magembe, 2008), as now there are more than 4300 community secondary schools in the country (MOE, 2013). Statistics from Iringa show that the number of community secondary schools has rapidly increased from 86 schools in 2005 to 181 schools in 2010 which is about 111% increase (Ngasongwa, 2007). Such increase is also observed in Kilolo District. According to Kilolo Social Economic Profile, the number of community secondary schools has increased from 7 in 2005 to 20 in 2010 which is about 186% increase (KDC, 2010).

Many studies have been conducted on community and related secondary schools such as Msechu (2000) in Tanzania, Mbelle and Katabaro (2003 & 2008), in Kagera, Mara, Morogoro and Mwanza - Tanzania, Hakielimu (2005) in Mbeya, Kigoma and Singida – Tanzania, Utonga (2005) in Tanzania, Chikopela (2012) in Chibombo, Mumbwa and Chadiza – Zambia, Joseph (2012) in Mathira – Kenya, Chanda (2008) in Zambia, Pule (2013) in Limpopo – South Africa and UNICEF (2012) in Burundi, Malawi, Rwanda, Chad and Congo. These studies show that the investigation was mainly centred on various problems facing community secondary schools specifically on students’ academic performance such as inadequate infrastructure, qualified and competent teachers and teaching/learning materials. Nevertheless, the aspect on access to quality education in the course of implementation is not very certain. Therefore this study sought to investigate whether community secondary schools have increased access and improved quality education in Tanzania.

1.4 Objectives of the Study

1.4.1 General Objective of the Study

The study aimed at finding out the access and quality challenges facing community secondary schools in Kilolo District.

1.4.2 The Specific Objectives of the Study

The following were the specific objectives of the study

- a) To find out the current status of community secondary schools in the study area.
- b) To assess factors that influence access to quality community secondary education in the study area.

1.5 Research Questions

The study addressed the following central research questions.

- (i) What is the current status of community secondary schools in the study area?
- (ii) What are the factors that influence access to quality community secondary education in the study area?

1.6 Scope / Delimitations of the Study

This study was conducted in Kilolo District, Iringa. The selected area of study represented other areas. The focus was on the access and quality challenges facing community secondary schools, in relation to adequate qualified teachers, teaching and learning materials and school infrastructures. Eight (8) heads of schools, thirty two (32) teachers and sixty four (64) students participated in producing and providing data and information.

1.7 Significance of the Study

It is anticipated that, the study will help Ministry of Education and Vocational Training (MoEVT), Local Government Authorities (LGAs) and Non Government Organisation (NGOs) to generate knowledge and understanding on various policies in the way, which will enable and influence the development of education sector in a country, so as to improve the access and quality education in the country.

1.8 Definition of Key Terms

The following terms have been operationally defined to enlighten the possible hidden meaning of the study theme. According to the National Bureau of Statistics (2011), **Education** is a process of teaching and learning especially in schools or colleges to improve knowledge and skills.

Challenge is the situation of being faced with something needing great mental or physical effort in order to be done successfully and which therefore tests a person's ability. Sophia (1996), defined **community** as people of the same origin, living in the same area or people with similar occupations, people who are joined by some all of these elements.

Decentralization: - According to Hammond (1990) decentralization is defined as a political system upon which majority decisions which were formally handled by relatively few people are sent down to the actors (majority of people). In this case Decentralization is regarded as a process that implies a downward shift in control.

Community schools: - are the schools built from funds raised by relevant community and local council with little financial assistance from the central government (UNESCO, 2005).

Access to education: - is the ability of all people to have equal opportunity in education, regardless of their social class, ethnicity, background or physical disabilities (Digolo, 2006).

Quality education: - is a system of learning that produces well-educated individuals who can handle matters of concern within their area of study proficiently. The system should improve desirable qualities such as moral ethics in the individuals (Digolo, 2006).

School infrastructure - refers to physical facilities of the school essential for imparting education (Silvia, 2011). In this research, school infrastructure includes: - libraries, laboratories and classrooms.

1.9 Chapter Summary

Chapter one has presented the introduction of the study that gives rationale for the study. It has covered background against which the study was carried out. It focuses on the development of education system in Tanzania before, during and after colonial period with main focus on the various educational reforms to the current status. The statement of the problem sought to investigate on access and quality challenges facing community secondary schools in Kilolo District, Tanzania. This also forms the objective of the study which is discussed in the chapter. The research questions to find out the current status of the community secondary schools and factors influencing access to quality education. The significance, scope and operational definition of terms have been addressed in this chapter.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

Chapter two presents a review on literature related to the study. The chapter covers literature on the concept, evolution and dynamics of community schools worldwide, achievement of the community schools worldwide and development of education in Tanzania by reviewing literature of the Policy Paper on Decentralization 1998, Public Service Management and Employment Policy 1999 and Education and Training Policy 1995. Also, the knowledge gap which includes the concern of access and quality secondary education, root causes of problems of access and quality secondary education in Tanzania are presented.

2.2 The Concept, Evolution and Dynamics of Community Schools Worldwide

Community education is built up within the bigger concept of learning in the community, with the community, and for the community. Historically, community education came into practice since 1896. According to UNESCO (2001) the focus of introduction of community education through community schools was centred on gaining importance in spreading internationally working network of the worldwide initiatives. The concept of community schools can first be traced to the reform era of the early twentieth century in America. Leaders of that time, among them John Dewey, Jane Addams and Clarence Perry, first sketched the outlines of model schools that served as the centre of neighbourhood social life and agents of neighbourhood based on social services, as well as educating children. Facing the daunting social disruption in American cities of the industrial age, social reformers

sought ways to improve lives of the newly arrived urban residents and immigrants through community based education and development (UNESCO 2001, World Bank 2005).

The next evolution of community schools took place in the 1930's, growing out of the lighted schoolhouse of Flint, Michigan. Founders Charles Manley and Charles Steward Mott, who began the Mott foundation, developed programmes to serve children and working parents to Flint in vacant school buildings in the evenings. Under the name community education, these programmes developed into a model that drew interest all over the country. Principles taught in community education training are still in use today (UNESCO, 2001 & World Bank, 2005).

- (i) Citizens involvement in community problem solving and decision making. Citizens have the right and responsibility to be involved in determining community needs and in linking those needs and resources to improve the community
- (ii) Lifelong learning opportunities for learners of all ages backgrounds and needs.
- (iii) Use of community resources in the school/ education curriculum.
- (iv) Opportunities for parents to be involved in the learning process of their children and life of the school.
- (v) Optimum use of public education facilities by people of all ages.
- (vi) Coordination and collaboration among agencies and institutions.
- (vii) Partnership in business, industry and school. Everyone shares responsibility for educating all members of the community.
- (viii) Utilization of volunteers to enhance the delivery of community service.

2.3 Achievement of the Community Schools Worldwide

So far community education has taken diverse forms worldwide, with reference to different sources in the history of thought. The practical models of progressive education in USA and the community schools of educational priority areas in England were committed to the philosophy of community education. Principles of community education can be recognized in the public education movement in Korea at the time of the Japanese occupation. Popular education emerged from the anti-apartheid movement in South Africa. Today such education is found in different areas in Latin America as well as the Buddhist-influenced productive community schools in Thailand, Islamic oriented Pesantren in Indonesia or the youth at risk projects or neighbourhood schools in Europe (Zimmer et.al, 1998). Moreover community schools have managed to provide opportunities for increasing access to education and raise community participation in education development.

Despite the achievement in community secondary school development, great challenges of community schools are related to the quality, relevance and equity for the poor who are the majority. Thus, access and full participation to secondary education remains an unanswered challenge. Transition from one level to another has its reflective features. The transition from primary to secondary education is only 62% in Sub-Saharan Africa, compared to 99% in developed countries (World Bank, 2008), while Tanzania has only 51.6% (URT, 2009). Some programs have been adopted and used to work out these challenges faced by community schools. The programs include;- Use of facilities, Recreation, After-School/Before School Enrichment and Summer Care, Volunteers Program, Interagency Networking,

Capital Outlay and Special Programs for funding community schools (East Carolina University, 1998).

2.4 Education Development in Tanzania : Theoretical Background

In Tanzania, the policy framework sets the structure and the operation of the particular issue that need the government's attention for the purpose of attaining the goals (Anderson, 1997 & Gupta, 2001). Since its beginning in the late 1990s, the current decentralization has received the government's attention through the development of a Policy Paper for Decentralization (1998) which to some extent relates to other policies such as the Public Service Management and Employment Policy (1999) and the Education and Training Policy (1995).

2.4.1 Policy Paper on Decentralization 1998

This Paper has its origin from the ruling party (Chama Cha Mapinduzi) election manifesto of 1995, and both the recommendation for the national conference on a shared vision for local government in Tanzania and the local government reform agenda of 1996. The Policy Paper sets the broad guideline for decentralization in Tanzania. The main emphasis is to decentralize the responsibilities for social service provision, including education service to the localities, in order to improve the state of service delivery (URT, 1998).

The Policy Paper on Decentralization stipulates that the improved service delivery requires human resource function and especially that of recruitment to be governed by less cumbersome procedures and be more responsible to the actual needs of the local and grassroots institutions. The Policy Paper insists that in order to achieve the objective of decentralization, no uniform structure needs to be introduced and

imposed on the local institutions (URT, 1998). Hence the role of central institutions (from the ministries, regional administration to the headquarters of the local government authorities) is not to perform those decentralized responsibilities but rather to issue policies, guidelines and standard to be followed by the local level institutions.

2.4.2 Public Service Management and Employment Policy 1999

This Policy instrument enables the government to take strong measures to improve the management of service provision to the public. For a long time the government in Tanzania through its central institutions, has been performing almost everything in the provision of services. The system of regarding the central institutions as the sole providers has failed to meet the challenges and expectations raised by the increased demand in the service delivery in the localities. That means, as argued by Harrison & Shirom (1999), ‘when power and authority are highly centralized, control over important (human) resources and delivery of service is concentrated in the higher ranks (central institutions).’ This approach adequately solves the diverse problems occurring in the localities.

Therefore the aim of this policy instrument is to reform the role of the central institutions from being the sole providers into being enabling and facilitating institutions. While on the other hand, the decentralized responsibility for service delivery is supposed to be shifted to the local level institutions. With respect to recruitment, the policy provides that the role of the central institutions is to facilitate the process in the local institutions to ensure that the standards set in the recruitment practice that is, being competitive, transparent and based on merit principle are

adhered to (URT, 1999b). The Public Service Management and Employment Policy further point out that in order to sustain decentralization as a means to empower the local institutions, the actors in them need to be visionary and with the capacity to act. The policy notes that the highly centralized system of personnel recruitment is the reason for poor staff deployment and the unbalanced distribution of personnel in public service.

2.4.3 Education and Training Policy 1995

The policy guides the development and provision of education service in Tanzania. Its emphasis is on decentralizing education by empowering communities and educational institutions to manage and administer education service delivery. The target of the policy is to place the delivery of education service under the authority and responsibility of schools and communities. The policy stipulates that the role of the central institution(s) is to ensure equity in distribution and allocation of resources for education provision in the localities. Despite its emphasis being on education decentralization, the National Education Act No. 25 of 1978 centralizes the administration of secondary schools to the Ministry responsible for Education through REO and DEO. The outcome is the persistent centralization of decisions such as teacher recruitment in Public Secondary Schools in Tanzania (URT, 1995:25).

2.5 The Knowledge Gap

2.5.1 The Concern of Access to Quality Secondary Education and Root Causes of Problems of Access to Quality Secondary Education in Tanzania

According to Pigozzi, (2000) every learner has the right to a quality basic education. In her view of the access, dimension of the right to education is believed to be well understood, although its implementation remains an unachieved goal in the world today. According to the country report prepared by African Development Fund in 2007, the challenges facing the Tanzanian education system are many. Chief among them is the need to increase access and improve quality in secondary education, through improving provision of inputs such as qualified teachers, teaching-learning materials and school infrastructures. Weaknesses in planning and institutional arrangements also appear to be the constraints to the efficient allocation and utilization of available resources.

2.6 Study Conceptual Framework

The study is conceptualized within the context of increased demand for secondary schools in Tanzania. The demand for secondary schools is assumed to be caused by increased number of primary schools and pupil's enrolment. The secondary schools include both community and private schools. The focus of the study is centered to community secondary schools. Theoretically, it is assumed that, increased number of community secondary schools in one way or another may affect students' access to quality education through different influential factors such as schools infrastructure, qualified teachers and teaching/learning materials. These factors may affect access to quality education directly or indirectly that finally have impact on student academic performance and behavior change.

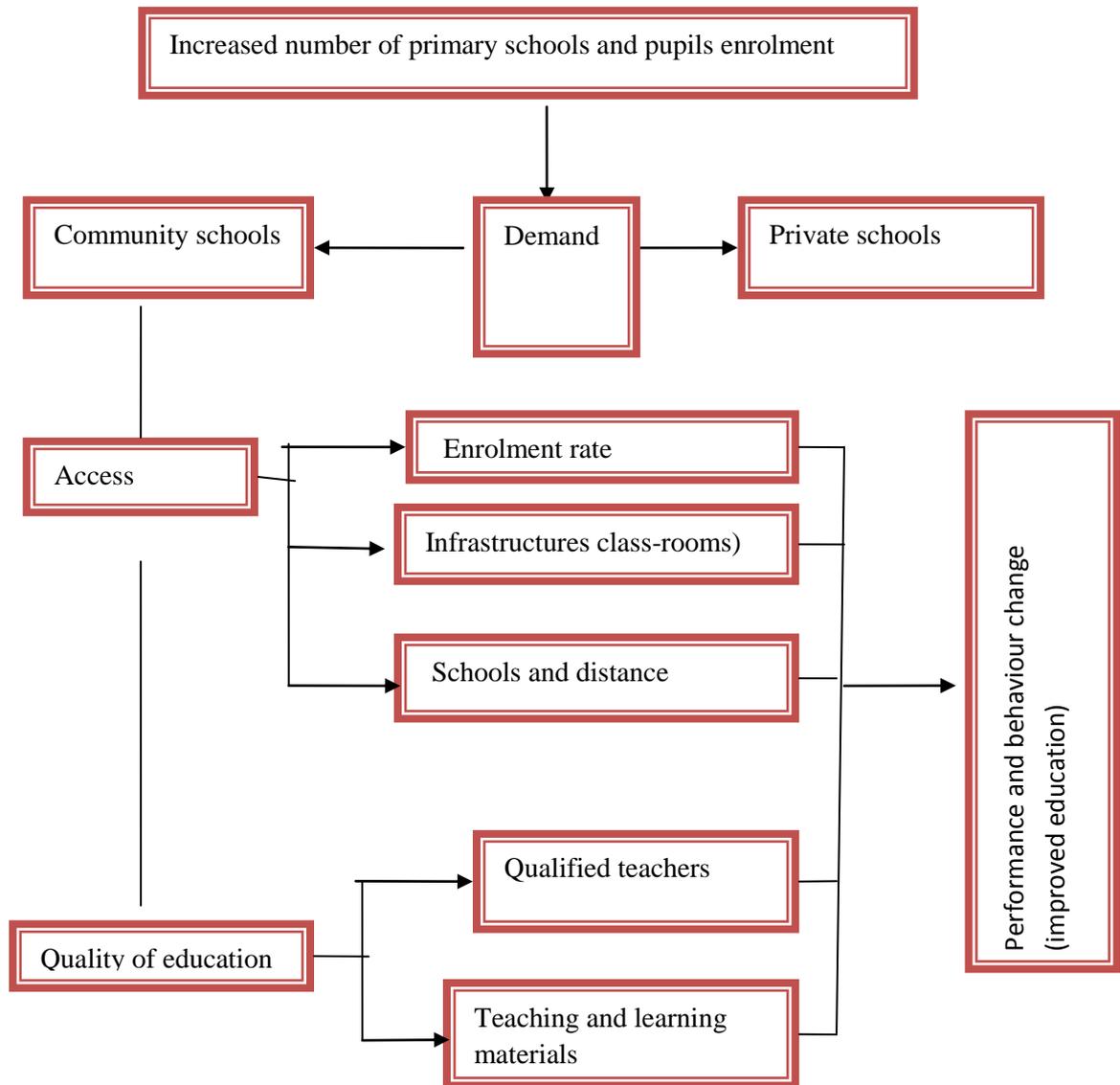


Figure 2.1: Study Conceptual Framework

Chapter two presents an overview of the related literature to the study. The reviewed literature covers major issues on concept and evolution and dynamism of community schools in the world, challenges and achievements in addressing core problems, the policy framework for decentralization of education in Tanzania, Policy Paper on Decentralization 1998, Public Service Management and Employment Policy 1999, Educational and Training Policy 1995, and the knowledge gap on the concern of

access and quality secondary education and root causes of problems of access and quality secondary education in Tanzania. Also the conceptual framework postulate that community schools aim at improving education status in Tanzania with impact on student performance and behaviour change.

CHAPTER THREE

3.0 MATERIALS AND METHODS

3.1 Introduction

This chapter presents the methodologies that were used in order to attain the objective of this study. It therefore describes briefly the research design, targeted population of the study, study area, sampling procedure and sample size determination, methods of data collection, research instruments, data analysis, ethical issues as well as limitations of the study.

3.2 Research Design

A research design is a plan or blue print of how a researcher intends to conduct a research (Mouton, 2003). Research design provides a framework for the collection and analysis of data. Thus, it is a generation of evidence that is suited both to a certain set of criteria and to the research questions in which the investigation has to answer (Bryman, 2001). According to Kombo and Tromp (2006), a research design is the glue that holds together all the elements in research project and it is used to structure the research. This research employed cross section survey design whereby both qualitative and quantitative data were collected at single point in time to respective respondents in the study area. Qualitative data is a categorical measurement expressed not in terms of numbers, but rather by means of a natural language description. Quantitative data is a numerical measurement expressed not by means of a natural language description, but rather in terms of numbers Donna (2013). The design was selected because the type of data collected was cross section, that is collected at single point of time without regard to difference in time, its strength and efficiency over other designs such as longitudinal design in evaluating

individuals or groups and ability to give picture of the situation in multiple locations, this means that researchers record information about their subjects without manipulating the study environment.

3.3 Population of the Study

According to Kombo and Tromp (2006), population refers to a group of individuals, objects or items from which samples are taken for measurements. Mugenda (1999) also defines population as a complete set of individuals, cases or objects with some common observable characteristics. The population of this study was the students and teachers from the community secondary schools in Kilolo District which included both males and females of different ages. This study consisted of eight (08) head of secondary schools, thirty two 32 teachers and sixty four 64 students from eight community secondary schools. Therefore, the total population for the study was 104 respondents. The criterion of selecting this sample was based on the proportionate representation among teachers and students to selected schools also as a rule of thumb sample which is allowed for statistical analysis. Literature suggests a minimum of 30 for cross section data but for the data which involve the control group the minimum sample required is 100. Furthermore literature indicated that, small sample can be adopted for groups which are homogeneous that is those with the same characteristics.

3.4 Sampling Procedures and Sample Size Determination

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2002). Cohen *et al.* (2000) defines sample as a

section or a part of the targeted population whose information can be generalized to the large population. It is a process of selecting number of individuals for a study in a way that the sample will represent the large group from where it was selected. This study involved eight community secondary schools within the district, which were randomly selected (Kilolo, Mazombe, Nyalumbu, Selebu, Lulanzi, Mlafu, Uhambingeto and Mawambala). Kothari (2004) defines random sampling as the method of sample selection which gives each possible sample combination an equal probability of being picked up and each item in the entire population to have an equal chance of being included in the sample. The method was preferred because it avoids biasness and gives each of the units in the population the probability of being selected. In each of the selected schools, the head of school was purposively selected, but four teachers and eight students were picked up randomly. The total sample was 104 respondents which include eight, head of schools, 32 teachers and 64 students (Appendix 4).

3.5 Study Area

This study was conducted in Kilolo District which is one of the five Districts of Iringa region of Tanzania Mainland. The District is bordered to the North and East by Morogoro region, to the South by Mufindi District and to the West by Iringa Rural District. The District was selected because of having experienced increase in number of community secondary schools since 2005 for about 186% and relatively good distribution of these secondary schools within the District wards.

3.6 Methods of Data Collection

The study employed both primary and secondary data sources. Data collected from primary sources are known as primary data and data collected from secondary sources are called secondary data. According to Rwegoshora (2006), primary data are also known as raw data. Data are collected from the original source in a controlled or an uncontrolled environment. Example of a controlled environment is experimental research where certain variables are being controlled by the researcher. On the other hand, data collected through observation or questionnaire survey in a natural setting are examples of data obtained in an uncontrolled environment. Secondary data are data obtained from secondary sources such as reports, books, journals, documents, magazines, the web and more. The methods used to collect each type of data are described below:-

3.6.1 Primary Data

In this study data were obtained by using structured questionnaires (Appendix 1, 2 and 3). Three questionnaires were designed for the study; one for the heads of schools, one for the teachers and the other one for the students. The three questionnaires sought for information on the ways by which community secondary schools use on the course of implementing the aspects of access and quality education in Kilolo District.

3.6.2 Secondary Data

Apart from questionnaires, the study also reviewed different documents such as, text books, censuses, organisational records and data collected through qualitative methodologies or qualitative research. These were used as written evidences, and

helped the researcher to supplement questionnaires. Secondary data analysis saves time that would otherwise be spent collecting data and, particularly in the case of quantitative data, provides larger and higher quality database that would be unfeasible for any individual researcher to collect on their own.

3.7 Research Instruments

The main tool of data collection for this study was questionnaires. A questionnaire is simply a 'tool' for collecting and recording information about a particular issue of interest. It is mainly made up of a list of questions, but should also include clear instructions and space for answers or administrative details (Crawford, 1990). The questionnaires were used for data collection because they offer considerable advantages in the administration, the opinions of respondents can be obtained in a structured manner. It also presents an even stimulus potential to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. Gay (1992) maintains that, questionnaires give respondents freedom to express their views or opinion and also to make suggestions unlike for interview schedule. The questionnaires were used to collect data from head of schools, teachers and students (Appendix 1, 2 and 3).

3.8 Data Analysis

Analysis of data is a process of inspecting, cleaning, transforming, and modeling data with the goal of discovering useful information, suggesting conclusions, and supporting decision making (Kothari, 2009). After the fieldwork, before data analysis, all questionnaires were adequately checked for completeness. The information was coded and entered into a spreadsheet. It was analyzed using SPSS

(Statistical Package for Social Sciences), with the help of the SPSS application different frequency tables and pie chart based on research objectives were developed. The SPSS was used because of its ability to handle wide spectrum of cross section data. Qualitative analysis involved data from documentary. This research yielded both qualitative and quantitative data. Qualitative data was analysed qualitatively using content analysis based on analysis of meanings and implications emanating from respondents information and documented data. As observed by Gray (2004), qualitative data provides rich descriptions and explanations that demonstrate the chronological flow of events as well as often leading to serendipitous findings. On the other hand, quantitative data was analysed using simple descriptive statistics such as percentages.

3.9 Limitations of the Study

Basing on dynamic nature of the study environment, the researcher encountered some difficulties during implementing the study. Some of these problems include; financial problem (self sponsoring) and time constraint. The researcher tried to minimize unnecessary expenses to solve the problem of finance. As for the case of time as the constraint, the researcher sampled only 104 respondents due to the fact that the sample was relatively homogenous.

3.10 Ethical Issues

In order to adhere to research ethics, a research clearance letter was obtained from the Director of Postgraduate Studies of the Open University of Tanzania. The letter introduced the researcher to the Regional Administrative Secretary (RAS). Then the researcher was given a letter by RAS which introduced her to the District Executive

Director (DED). The letter from this office allowed the researcher to collect data from the heads of secondary schools, teachers and students within Kilolo District. The questionnaire method was used to collect data from selected respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the responses. Moreover, all respondents were asked for their consent prior to taking their pictures/photographs and using them in this work and filling in of the questionnaires. Lastly, the respondents' confidentiality was observed in the sense that their official names were not included in the whole process (from data collection to report writing). Head of secondary schools, teachers and students were given about two days to fill in the questionnaires after which the filled in questionnaires were collected.

3.11 Chapter Summary

Chapter three looked at the materials and methods that were used in the study. The Chapter therefore describes briefly the research design, population of the study, study area, sampling procedure and sample size determination, methods of data collection, research instruments, data analysis, limitations of the study as well as ethical issues.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

4.1 Introduction

This chapter covers analysis of data and discussion of the major findings from the study. The general objective of the study was to find out access and quality challenges facing community secondary schools in Kilolo District. The discussions of the major findings include;

- Characterization of sampled community secondary schools in Kilolo District.
- Current status of community secondary schools in the study area.
- Factors that influence access to quality community secondary education in the study area.

4.1.1 Characterization of Sampled Community Secondary Schools

The study was carried out in eight selected community secondary schools in Kilolo District of Iringa region. These schools are Kilolo, Mazombe, Nyalumbu, Selebu, Lulanzi, Mlafu, Uhambingeto and Mawambala and they are at different stage of development. Each school has a minimum of 25 teachers with different levels of education (from form six leavers - first degree holders). The results (Table 4.1) show that majority of them about 61% have diploma level of education which is one of the requirement as instructed by the Ministry of Education and Vocational Training that secondary school teachers should have at least diploma level of education. The study interviewed eight (08) heads of schools, thirty two (32) teachers and sixty four (64) students. The students involved in this study vary from form one to form four classes and included both males (48.4%) and females (51.6 %) (Table 4.1).

Table 4.1: Teachers' Level of Education

| Level of education of teachers | Number of teachers | Percent |
|---------------------------------------|---------------------------|----------------|
| Masters | 00 | 0.00 |
| 1st degree | 86 | 38.22 |
| Diploma | 137 | 60.89 |
| Form 6 leaver | 02 | 0.89 |
| Total | 225 | 100.00 |

| Students involved | Number of students | Percent |
|--------------------------|---------------------------|----------------|
| Form 1 | 15 | 23.4 |
| form 2 | 17 | 26.6 |
| form 3 | 18 | 28.1 |
| form 4 | 14 | 21.9 |
| Total | 64 | 100.0 |

| Sex of student | Number of students | Percent |
|-----------------------|---------------------------|----------------|
| Female | 33 | 51.6 |
| Male | 31 | 48.4 |
| Total | 64 | 100.0 |

Implementation of community secondary education requires adequate skills especially for the management. School administrators and teachers need various skills in order to cope with the demand of their management and teaching tasks. Such skill can be attained through formal training, and it is not encouraging to note that most head of the schools did not have Masters Degree. Robbins (2003) notes that, the skills needed for effective management can be grouped into three broad categories, namely technical skills, human skills and conceptual skills. Technical skills refer to

the category of skills which enable the manager to use resources and scientific knowledge and apply techniques in order to accomplish the objectives of the organization. Human skills refer to the ability to work well with other people and achieve results through them. Conceptual skills refer to the cognitive capacity to perceive the organization in its totality and the relationship between parts thereof. The skills manifest themselves in educational administrators being able to analyse and diagnose relatively complicated situations whilst at the sometime being able to visualize the interrelationships of various units of an organization (Robins, 2003). Training of school administrator and teachers is essential in enabling them acquire these skills and thereby implement educational programmes competently.

The results from this study show that, in the previous three years (2011-2009), majority of teachers (about 88%) did not attend training on either major subjects or administration disciplines (Figure 4.1).

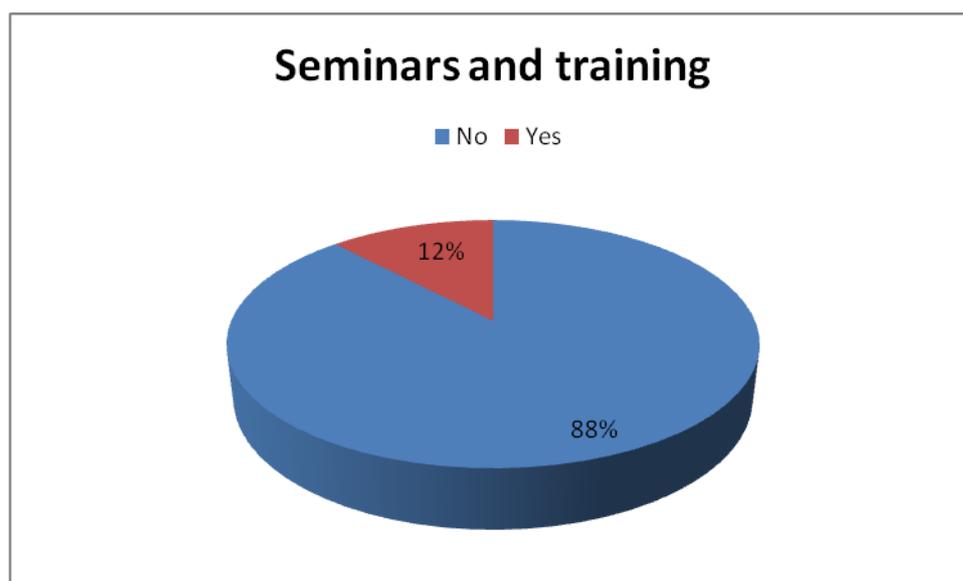


Figure 4.1: Teachers' Training in the Past Three years (2011- 2009)

The results from this study show that, in the previous three years (2011-2009), 88% of teachers did not attend any training on either major subjects or administration disciplines.

4.1.2 The Current Status of Community Secondary Schools

Teachers in Surveyed Schools

From table 4.1, it is learnt that majority of teachers are diploma holders, however, the Education and Training Policy (ETP) of 1995 requires diploma teachers to teach form one and two while degree holders to teach form three up to six. Moreover, one of the objectives of the Secondary Education Development Programme (SEDP) was to increase access and improve quality of education through training, recruiting and retaining teachers. The qualification and well trained staffs has implication to provision of quality education that is required to students. (i.e. knowledge, skills and values).

However, the head of schools showed ways of coping with the shortage of teachers in their schools. 75 % of the head of schools allow their teachers teach combined classes. This is observed among all sampled community secondary school (Table 4.2) and is noted as the contributing factor to the ineffectiveness of community secondary education because combined classes that are overcrowded inhibit teacher-student interaction to promote good learning in schools. The reason behind is that, teachers will not be able to give ample attention to individual students, which is required for good performance. Another strategy which is used is through volunteer teaching (25%). Use of volunteer teachers is also ineffective and not advisable because they may not be fully committed as would those who are permanently

employed, and will not fill the gap of shortage of teachers effectively. Moreover, this is not and a permanent solution. For example, in one of the visited schools, some had facilities which were clearly inadequate and poorly maintained, whilst overcrowding in some schools is a serious problem. However, it was noted during fieldwork, that other problems related to overcrowding in schools were caused by shortage of educators. In some setting more than 60 learners were congested into one classroom because of a shortage of relevant qualified educators and/or classrooms. The head of schools were asked to indicate how they coped with the inadequate number of teachers in which they responded as shown in Table 4.2.

Table 4.2: Coping Strategies for Shortage of Teachers

| Name of School | Main Coping strategies | Schools | Percent |
|---|-------------------------------|----------------|----------------|
| Kilolo, Lulanzi, Mazombe, Mlafu, Nyalumbu, Selebu | Combine classes | 6 | 75.0 |
| Mawambala, Uhambingeto | Use volunteer teachers | 2 | 25.0 |
| Total | | 8 | 100.0 |

Number of Students per Class Stream

According to the Tanzania Ministry of Education and Vocational Training, the number of students per stream is supposed to be 40, which means one teacher to forty (1:40) students. The results for this study show that the average number of students in the schools is relatively high (72 students per stream) compared to the standard (Table 4.3). This would be a problem if important resources such as teachers, teaching and learning materials and school infrastructures will not be increased too. Hence, it will negatively affect the access to quality education because students will not be as attentive as the teaching is in progress.

It was also important to find the number of students in each stream in the schools, as it was noted that community secondary education gave more students an opportunity to attend school, this is why the rise of enrolment in the streams is high. Enrolment was notably high in the community schools implying their significant contribution towards enhancing access to education in the marginalized areas. In order to understand the students' enrolment and the average number of students in each stream in community secondary schools in Kilolo District, head of schools were asked to provide data on students' enrolments an average number of students in each stream in their schools. Figure 4.2 portrays how class streams are overcrowded.

Table 4.3: Number of Students per Class Stream

| Name of School | Number of students | Number of students in each stream | Surplus number of students per stream |
|-----------------------|---------------------------|--|--|
| Kilolo | 579 | 72 | 32 |
| Lulanzi | 607 | 75 | 35 |
| Mawambala | 570 | 71 | 31 |
| Mazombe | 585 | 73 | 33 |
| Mlafu | 580 | 72 | 32 |
| Nyalumbu | 598 | 74 | 34 |
| Selebu | 596 | 74 | 34 |
| Uhambingeto | 520 | 65 | 25 |

Standard, 1 stream=40 students



Figure 4.2: A Congested Class in one of the visited Community Secondary Schools

Number of Classrooms and Coping Strategy for the Shortage

Also the study reveals that, the number of classrooms required in the school ranged from 16 to 19 per school. On the other hand, available classrooms ranged from 10 to 14. Combining classes and completing classrooms buildings through government support and community efforts were opted so as to ensure that access to quality education of students is achieved. In order for a school to advance the learning opportunities offered to the students, has to adequately utilize the facilities available. School facilities include the administrative office, staff rooms and offices, classrooms, laboratories, workshops, equipment, stocked libraries, hostels, staff

houses and the school play grounds. If such facilities are inadequate then the school fails to provide access to quality education. In the study area, it emerged that most schools did not have adequate classrooms to accommodate the large number of pupils enrolled in the community schools. For instance, classrooms appeared to be generally congested (Figure 4.3) and there was hardly any space for free movement during lessons. Also a number of classrooms condition were poor, for instance, the only source of light was sunlight which was sometime inadequate. Therefore, access to quality education was not possible when large number of students were packed into small classroom.

4.1.3 Factors that Influence Access to Quality Community Secondary Education

Shortage of Teachers

The teacher's resource is one of the most important inputs in the education system and therefore, efficient management and utilization of teachers is critical to the quality of learning outcomes. Continuous improvement in the quality education services should entail continuous skills upgrading for teachers. However, this has not been the case as lack of adequate opportunities for in-service training has denied most of practicing teachers the chance to enhance their skills beyond those acquired during pre-service basic training (Republic of Tanzania, 2004).

All schools from the study area suffer from shortage of teachers in relation to students' ratio (1:40). Teacher-pupil ratio for instance, it emerged that in some schools the ration was 1:70 which was far beyond the recommended maximum rate of 1:40. Such a high ratio has got its own challenges, as teachers find it difficult to pay attention to all learners especially the slow ones. Also teachers are not able to

give adequate assignments to the students, as they could not cope with the marking and teaching workload. The reason for shortage of teachers in the surveyed schools (reallocated in rural areas) is that majority want to move and to live in or around the urban areas, as a result the few teachers that are in these schools handle huge classes and at the same time taking other responsibilities such as: - class teacher, academic teacher or discipline teachers. Therefore, if there is a shortage of teachers in secondary schools, the access to quality education will not be achieved as there will be no quality of instructions provided by the teachers as they are the most influential factor affecting the learning characteristics of the students. Having a qualified teacher in respective discipline has significant influence on access to quality education among students. The study shows that majority of the teachers 60.89% had diploma, followed by 38.22 %, who had a 1st degree. Only a small number 0.89 % of the teachers were form six leavers.



Figure 4.3: More than 40 Students in the Classroom

In one of the visited schools, respondents argued that there was a high shortage of experienced and competent teachers in some subjects like Commerce, Book-keeping, Biology and Mathematics. So teachers had to combine classes. Figure 4.3 above shows the Commerce teacher who decided to combine classes as she is alone in the whole school. Hence, this limits academic background whereby to some extent contributes to poor teaching and learning process, so access to quality education will not be achieved.

Training and Seminar for Subject Teachers (Training of Trainers, ToT)

In-service training to some extent has got a very significant contribution to teachers in learning new skills and knowledge. The results from this study show that about 88% of the teachers did not learn new skills and teaching techniques in their respective subjects that they taught for three conservative years (2011-2009). The new skills the study is referring, includes ability to refresh old skills, to gain more information about various topics, the use of digital equipments (installed to solar power) such as computers and projectors (LCDs) during teaching that easily facilitate teaching and learning process.

Hence, it is clear that most of the teachers have no in-service training in the study area, to enable them to learn new skills and teaching techniques. Head of schools indicated that most community schools do not receive most of the supervisory service of the Ministry of Education and Vocational Training. Teachers in community schools do not attend in – service – training provided by the inspectorate, because they are not usually informed about such training activities. They do not receive inspection visits and this has a serious implication for the access to quality

education delivered by those teachers who are not only under qualified in teaching, but also lack all pedagogical support. In case where head of schools or other teachers in schools are trained teachers, they organize their own training sessions for the untrained ones in the use of the syllabus, curriculum and teaching materials and in preparing lessons. These training activities for unqualified teachers in community schools are irregular, and insufficient for efficient delivery of good quality education. Hence, it leads to poor performance of the National Examinations.

Teaching and Learning Materials

It was noted in the area of study that many schools did not have teaching and learning materials. The dearth of teaching and learning materials in this study includes text books, illustrative charts, and writing materials in the classroom pose a serious problem. All interviewed students revealed that, schools didn't have enough text books to enable every student to get his or her own copy. The teaching and learning environment is not learner friendly. It emerged that textbooks were being shared in the ratio of one textbook to eight students 1:8 (Figure 4.4). Sharing of textbooks affected their accessibility to the books because while at home many fail to do their homework early, so as to submit them the following day when they arrive at school. They fail to do homework due to this situation. Shortages of supplementary reading books were also identified in the study.



Figure 4.4: Students Sharing Textbooks in one of the Visited Schools

Community schools follow exactly the same national formal curriculum as the public schools. Teachers at the community schools buy syllabus, teaching guide and other pedagogical materials appointed by the Tanzania Institute of Education (TIE). However, given the limited resources in the schools, the teaching and learning materials are not usually sufficient for the subjects. Some teachers have to borrow teaching guides from colleagues in the neighbouring public schools in order to reproduce copies. Apart from that the study reveals that, the number of desks required in the school ranged from 520 to 607 per school. On the other hand, available desks ranged from 400 to 550. However teachers coped with the shortage of desks by allowing crowded sitting (Table 4.4), since there were no sufficient desks

compared to the number of students. This situation impedes access to quality education as there is no effective learning due to overcrowded classrooms. Thus teachers fail to give ample attention to students who require for good performance. Table 4.4 shows the number of desks in the selected secondary schools.

Table 4.4: Number of Desks in the School and Coping Strategies

| Name of School | Desks required in the school? | Desks available in the school-with good condition to be used | Coping strategy for shortage |
|----------------|-------------------------------|--|------------------------------|
| Kilolo | 579 | 540 | crowded sitting |
| Lulanzi | 607 | 550 | crowded sitting |
| Mawambala | 570 | 480 | crowded sitting |
| Mazombe | 585 | 500 | crowded sitting |
| Mlafu | 580 | 500 | crowded sitting |
| Nyalumbu | 598 | 540 | crowded sitting |
| Selebu | 596 | 400 | crowded sitting |
| Uhambingeto | 520 | 470 | crowded sitting |



Figure 4.5: Overcrowded Sitting due to the Shortage of desks in one of the Visited Community Secondary Schools

School Infrastructure

On one hand, the efforts by the community and the government to construct new and as many classrooms to accommodate students is a credible achievement, however, on the other hand, having supportive learning infrastructures in place is very vital to ensure right kind of quality education (knowledge, value and skills) is imparted to all children. Supportive learning infrastructures like libraries and laboratories are very crucial to ensure excellence not only theoretically, but also in practical aspect which supplement the understanding of subjects, or science and technology aspect. Schools which motivate students by positive environment play a strong base for their full participation in school life. Thus, government and education professionals should provide a friendly and safe learning environment that not only recognizes student successes, but also challenges their individual learning style and talents (Reid, 2000). In order for a school to advance the learning opportunities offered to the students, it has to adequately utilize the facilities available. School facilities include the administrative office, staff rooms and offices, classrooms, laboratories, workshops, equipment, stocked libraries, hostels, staff houses and the school ground. If such facilities are inadequate then the school fails to provide access to quality education.

It is the responsibility of the head of schools to ensure that there is adequate classroom space to enable the teaching and learning process to take place without any hitches. He/she should ensure that the facilities are used efficiently and effectively. One of the school infrastructures is classrooms, the results from this study show that, among all surveyed community schools there is a deficit of classrooms ranging from two to nine classrooms i.e. 05% to 21%. In all schools the total number of classrooms that were required was 137 but only 98 were available,

meaning that there was a deficit of 39 classrooms (Table 4.5) which have a negative impact on access to quality community secondary education in the study area.

Table 4.5: School Classrooms

| Name of School | Classrooms | | Deficit | |
|----------------|------------|-----------|-----------|---------------|
| | Required | Available | Deficit | % Deficit |
| Kilolo | 18 | 10 | 8 | 20.51 |
| Lulanzi | 19 | 14 | 5 | 12.82 |
| Mawambala | 16 | 13 | 3 | 7.69 |
| Mazombe | 19 | 10 | 9 | 23.08 |
| Mlafu | 16 | 12 | 4 | 10.26 |
| Nyalumbu | 16 | 12 | 4 | 10.26 |
| Selebu | 16 | 14 | 2 | 5.13 |
| Uhambingeto | 17 | 13 | 4 | 10.26 |
| TOTAL | 137 | 98 | 39 | 100.00 |

Another school infrastructure is school libraries. During the study the researcher noted that some schools keep few textbooks they had in the head of school's offices, due to the lack of libraries (Figure 4.6 and 4.7). The lack of modern libraries is affecting the teaching and learning in the schools as students depend on teacher's pamphlets which are not enough. Therefore, this affect a student's attitude towards education, as a result the access to quality education will not be attained.



Figure 4.6: Headmaster's Office Used to Store Textbooks in one of the Visited Schools



Figure 4.7: A cupboard used to keep textbooks in the headmaster's office

School laboratories are also one of the school infrastructures which can affect access to quality education in the community secondary schools. The study carried out in the sampled community secondary schools showed that there was lack of laboratories which limited teachers in performing a simple laboratory activity, as a result it increased students' under-achievements levels and made a negative impact on students' attitude towards science subjects, hence there will be no access to quality education on science subjects. The concept of "learning by doing" (Bruner, 1990) is certainly not new. However, allowing students to learn by doing within the classroom context is a departure from traditional methods. In this context, laboratories are important components of education to make students gain experience.

Institution Arrangements

The study revealed that most of the schools are managed by school committees comprised of parents, heads of schools and local administrator (Councilors). Members are both men and women, and the committees meeting are held at least once a term and when need arises. The level of education of the members depends on the catchments and hence ranges from least educated to those who have attained at least a secondary level of education. The role of the school committees includes, planning and implementation of the school programme on behalf of parents and overseeing curriculum implementation.

In the visited community secondary schools, the management teams are very weak and this creates a problem for the delivery of quality education. In some cases, the management teams, in attempt to protect their own dubious interests and privileges,

deliberately neglect to promote their relationship with the District Education Department. One of the reasons for this is that the managers may lose their jobs if their weaknesses are uncovered by school inspectors or advisors from the government. They complain that inspectors and advisors from the District Council ask for payment by the school before such services are delivered. Given the limited resources of the schools, it was difficult for them to pay for advisory services from the District Education Department. School inspections are done to monitor the delivery of quality education and to determine if the schools properly adhere to the stipulated curriculum and standard set in order to safeguard access to quality education. If the school is not inspected, there will be no opportunity for inspectors to learn, monitor and assess the running of the school administration, the teachers' efficiency and delivery of the curriculum and the students' performance and achievement. School inspection is a vital means for monitoring the delivery of quality education according to stipulated curriculum and set standard ensuring efficiency and quality education.

Education System

There is a difference between the education policy objectives and politicians' interests. Whereas secondary development policy aims at maximum growth of 50% NER, political leaders' interest was to undertake mass enrolment, regardless of the availability of the required facilities and human resources. This influenced the implementation of the policy of building schools in every ward under no proper technical preparations. Education development programs aim at increasing access, hence enrolment increased but state investment has not coincided with the number of students. Under-investment in the inputs has erected barriers to access that emerged

in aftermath of fees abolition in schools (Fredricksen, 2009:2). On one hand, the government's decision to reduce day secondary school fees from Tsh.40, 000 to Tsh.20, 000 seems to be a motivation to parents. However, other school costs are huge and a barrier to poor children subjected to low state invested schools. On the other hand, education policy put forward the state provision of scholarship grants for children from low income households, however it has been difficult for them to access according to interviewed heads of schools.

The study shows that all head of schools had no relationship with political leaders e.g. Councilors and Member of Parliament (MPs). Heads of schools should seek to foster a good working relationship with the political leaders simply because they are the ones who inform parents about school activities as well as rendering important services to the students in the school. Since the introduction of community schools, some parents have had the corrupt that the government is fully responsible for the provision of school to maintain good working relationship with the community and ensure that they are actively involved in school activities.

Also the research sought to find out on how the site where a school is built affects or promotes access and quality education. The head of schools responded that students' achievement is greatly affected by the areas where the schools are located simply because in the area of study all schools are located in remote areas. The rural schools lack qualified teachers, teaching and learning materials as well as schools infrastructures. As a result this situation makes rural students be at par with their urban counterparts. Hence, this factor affects access to quality education. For example, the study by Hakielimu (2010) revealed that community secondary schools,

particularly those in rural areas receive relatively fewer financial support resources, qualified teachers, text books and other teaching and learning material than those in urban areas. In the country government supports community efforts to ensure some facilities are available as stated in education policy and development plans, however in some community schools text books, teachers' houses, laboratories and libraries are not available and in some cases are not sufficient or received on time.

This unfavorable and unfair government support towards rural, poor and the needy communities affect their full right of participation in education and development, which is deepened by exclusion of younger generation from preparing qualified population necessary for socio – economic development. Poor supply of textbooks and other teaching and learning facilities result in poor delivery of teachers and poor students' performance. Usman (2006) describes how financial cutbacks to education affects running of nomad schools in northern Nigeria. Another example is that of China, although China is rapidly approaching Universal Primary Education, progress on secondary education access and quality is uneven across gender and income. States obligatory role to invest and support education in terms of equity, quality and enhance relevance is very important. A similar case is reported in Mali where Ministry of Education lacks capacity to serve and supervise community schools effectively (Kente, 2001). For schools having both human and physical resources is vital for learning, so as to achieve access to quality education.

Also, it was revealed that 68% of respondents indicated that distance from home to school is one of the causes of low performance. Head of community secondary schools, teachers and students, said that, this was due to failure by politicians to

consider distance and lack of involvement of parents in proposing site and location of schools. The researcher interviewed the heads of secondary schools, teachers and students in one school which was 17km away from Kilolo town and the school was used by more than 75% of students coming from Kilolo town daily. No school transport or reliable public transport as students have to ask for lifts from lorry drivers and buses serving Kilolo – Iringa route, *‘the situation is full of risks not only to boys who are the majority but also girls who are affected physically, socially and psychologically’*, one teacher commented.

Walking or travelling a long distance result into tiredness to students and reduces their ability to learn, hence the access to quality education will not be attained effectively and efficiently. Therefore, those who come far away from these schools might end up in being losers and in some cases may result into truancy or dropout as said by one head of school. The district education officer complained that some of the schools were constructed under political pressure without proper selection, positioning and student admission mechanism. This is portrayed by being geographically inaccessible to students and teachers.

Chapter Summary

This chapter four covers analysis of data and discussion of the major findings from the study. The discussions of the major findings include; characterization of sampled community secondary schools in Kilolo District, current status of community secondary schools and factors that influence access to quality community secondary education in the study area.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to examine access and quality challenges facing community secondary schools, using a case of community secondary schools in Kilolo District – Iringa Region in Tanzania. The study explores ways to which young generation is denied the right to enjoy access and quality education across Tanzanian population. Therefore, this chapter provides summary of key findings of the study, draw conclusion, gives suggestions or recommendations for further studies.

5.2 Summary of key Chapters

Chapter one has presented the introduction of the study that gives rationale for the study. It has covered background against which the study was carried out. It focuses on the development of education system in Tanzania before, during and after colonial period with main focus on the various educational reforms to the current status. The statement of the problem sought to investigate on challenges facing community secondary schools in Kilolo District, Tanzania. This also formed the objective of the study which is discussed in the chapter. The research questions to find out the current status of the current community secondary schools and factors that influencing access to quality education. The significance, scope and operational definition of terms have been addressed in this chapter.

Chapter two presented an overview of the related literature to the study. The reviewed literature covers major issues on concept and evolution and dynamism of community schools in the world. challenges and achievements in addressing core

problems, the policy framework for decentralization of education in Tanzania, Policy Paper on Decentralization 1998, Public Service Management and Employment Policy 1999, Educational and Training Policy 1995, and the knowledge gap on the concern of access and quality in secondary education and root causes of problems of access and quality secondary education in Tanzania. Also the conceptual framework postulate that community schools aim at improving education status in Tanzania with impact on students' performance and behaviour change.

Chapter three looked at the methodology that was used in the study. The chapter looked at the research design, targeted population of the study, study area, sampling procedure and sample size determination, methods of data collection, research instruments, data analysis, limitations of the study as well as ethical issues. Chapter four provided results and discussion in sub categories of factors which show access and quality challenges facing community secondary schools. Chapter five provided summary, conclusion and recommendations of the study findings for the provision of quality education.

5.3 Conclusion

5.3.1 Current Status of Community Secondary Schools in the Study Area

Teachers in Surveyed Schools

The study revealed that majority of the teachers (60.89%) were having diploma level of education, 38.22% had bachelor degree level of education, which is very necessary for a teacher. There was no master degree holder among respondents. With poor education one cannot cope up with changes in the curriculum. Certainly, it contributes to poor quality of education.

Number of Students per Class Stream

The results for this study show that, the average number of students in the school is relatively high compared to the standard number (40 students per classroom). Overcrowded classrooms have more negative effects on access to quality education than any positive, if important resources such as teachers, teaching and learning materials and school infrastructure will not be increased too.

Number of Classrooms and Coping Strategy for the Shortage

The study revealed that, the numbers of students became bigger while the numbers of classrooms remained the same. The statistics showed that classrooms required ranged from 16 to 19 while available ranged from 10 to 14. Due to this situation, teachers were supposed to combine classes. By so doing, some students at the back had difficulties, in concentrating on the discussion effectively, hence access to quality education could not be achieved.

5.3.2 Factors that Influence Access to Quality Community Secondary Education in the Study Area

Shortage of Teachers

The study noted that all the visited schools suffer from shortage of teachers in relation to students' ratio 1:40. It was observed that the ration was 1:72 instead of 1:40. Hence access to quality education will not be achieved, as large classes limit teachers to attend individual students.

Training and Seminar for Subject Teachers

It was also noted that highest percentage of the respondents 88% did not attend seminars due to various reasons such as lack of financial assistance from the

government. Most respondents are not informed about seminars as a result teachers do not learn new skills and teaching techniques which could enable them to improve the quality of education. Only 12 % attended seminars on various subjects.

Teaching and Learning Materials

Research findings have shown that there were shortages of books where the ratio was 1:8 students and other teaching and learning materials as a result provision of quality education to students is relatively lower due to the fact that students are capable of understanding abstract ideas if they are provided with sufficient materials.

School Infrastructures

It was also found that all visited secondary schools had no libraries, laboratories, enough classrooms and other necessary facilities in place. Some few books used by teachers for reference, were kept in the headmasters' offices, where students had no access to books for independent study. Learning environment explained does not show a good future of access to quality education in these secondary schools unless some feasible and strategic efforts are done to curb the situation.

Institution Arrangements

In the community secondary schools visited the management teams are very weak and this creates a problem for the smooth delivery of quality education. In some cases, the management teams in order to protect their own interests and privileges deliberately neglect to promote their relationship with the District Education Department. One of the reasons for this is that the managers believed that may lose their jobs if their weaknesses are discovered by the inspectors or advisors from the

Ministry of Education and Vocational Training. They complain that inspectors and advisors from the District Council ask for payment by the school before their services are delivered. Given the limited resources to the schools, it was difficult for them to pay for advisory services from the District Education Department.

Education System

Politicians have a conflict of interest with the education policy objectives. Whereas secondary development policy aims at maximum growth of 50% NER, political leaders' interest was to undertake mass enrolment, regardless of the availability of the required facilities and human resources. This influenced the implementation of the policy of building schools in every ward under no proper technical preparations, as a result there is no access to quality education.

Government Support

The findings indicated that the government fails to ensure that community secondary schools get enough support so as to enhance access to quality education. Hence, based on the findings of the study as summarised above, it can be concluded that community secondary schools education is as worthy initiative as it enhances access to education despite the challenges it goes through. The study established that more students were able to attend school as a result of community secondary education and contributes to equity in secondary education. The first objective of the study was to explore the status of community secondary schools with their impacts on access to quality education in the study area and the second objective was to assess factors that influence access to quality community secondary education in the study area. From the findings it was noted that community secondary schools education experienced a serious deficiency of school resources.

5.4 Recommendations

Based on the conclusions above, for the current status of community secondary schools, the researcher wishes to recommend the following:-

Teachers in Surveyed Schools

Head of schools should make sure that they use qualified teachers rather than the volunteering form six leavers, because these volunteer teachers do not often construct detailed lesson plans. Their poorly designed lesson plans make it more difficult for evaluators to assess teachers efficiently and also prevent the school from fully understanding what the teachers will do in the classroom. Hence the access to quality education will not be achieved, as they tend to pass students too easily, causing the students to graduate with high school grades but with inadequate skills.

Number of Students per Class Stream

Head of schools should enroll students according to the resources and teachers they have, to avoid overcrowding school and overworking teachers. The study revealed that most schools had large number of students per class stream, as a result of overcrowded classes teachers were experiencing big work load which made them not effective in their work.

Number of Classrooms

It is the responsibility of the head of schools to ensure that there is adequate classrooms space to enable the teaching and learning process take place without any hitches. By so doing access to quality education will be enhanced. He or she should ensure that the facilities are used efficiently and effectively.

Also, for the access to quality community secondary education the researcher recommends the following:-

Shortage of Teachers

The researcher recommends that government should employ more teachers to accommodate all shortage in secondary schools, since lack of enough teachers made most teachers teach too large classes which weakened compromising their effectiveness in the process of delivering access to quality education.

Training and Seminars for Teachers

Teachers should be provided with training and seminars simply because by so doing every teacher will become not only efficient but also effective and competent. . Their attendance to these training and seminars will help to create an effective learning environment, improve teaching-learning situations, keep updated on modern instructional devices and inspire them to become better teachers in the modern world.

It is in this mission that, a lot of training and seminars conducted will improve access to quality education in the schools, and develops the craft of each mentor in school.

Teaching and Learning Materials

Government in collaboration with head of schools should ensure that, quality teaching and learning materials are made available to the teachers and students in adequate quantities to support the teaching and learning processes for the provision of access to quality education. Apart from that, the government should release enough funds in time and resource to schools to ensure that community secondary school education runs smoothly. The study established that lack of adequate funds

and resources was the biggest challenge affecting effective implementation of community secondary education in public secondary school.

School Infrastructure

Efforts should be made by the government and the community to make sure that, supporting learning infrastructures like libraries, laboratories and classrooms are available so as to ensure excellence not only in theoretical but also in practical aspects which supplement the students' understanding of subjects. If these facilities are available it is likely to provide access to quality education.

Institution Arrangement

School inspections should be conducted to monitor, promote and maintain the delivery of quality education and to determine whether school adhere to the stipulated curriculum and standard set or not in order to safeguard access to quality education. If the schools are not inspected there will be no opportunity for inspectors to learn about the schools, the heads of the schools, the teachers, the curriculum, the students and to indicate which way forward, as it will lead to poor understanding of schools on whether there is efficiency and delivery of quality education. School inspection is a vital means for monitoring the delivery of quality education according to stipulated curriculum and set standard ensuring efficiency and quality in education.

Moreover, the department of School Inspectorate within the Ministry of Education and Vocational Training should be more empowered with resources to enable it to carry out their work more effectively. It is expected that their regular visits to school would be beneficial to schools as through their guidance, school would be able to

maintain the expected standards for effective teaching and learning to take place. As a result provision of quality education will be high.

Education System

There should be no differences between the policy objectives and politicians interest of building schools in every ward under no proper technical preparations, simply because this situation will lead to mass enrolment, regardless of the availability of the required facilities and human resources. As a result it will hinder access to quality education. Finally, ways of motivating schools managers or heads of schools and teachers should be devised so as to motivate them for the extra workload they are undertaking to manage their schools. The government should encourage the private sectors and missionaries to invest on education. Collaborative projects should be carried out with government and the private sector in order to reduce the burden of the government.

5.5 Areas for Further Research

The researcher suggests that:-

- A study should be conducted on the strategies being employed by school administrators to cope with the challenges faced in the implementation of community secondary education.
- A study on the effects of community secondary education on academic performance of students in Kilolo District and the rest of the country.

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4. Are there any Departmental seminars in your school? Yes No
5. (i) Are there any teaching-learning materials in your school? Yes No
- (ii) Are they used during the teaching-learning process? Yes No
6. (i) What is the total number of students in your school?.....
- (ii) What is the average number of students in each stream?
- 7.(i) How many classrooms are required in the school?.....
- (ii) How many classrooms are available?
- (iii) How do you cope with the shortage if any?
- (iv) How many classrooms are incomplete?
- (v) If there are incomplete classrooms how do you intend to complete them?
.....
8. (a) How many desks are required in the school?.....
- (b) How many desks are available?
- (c) If there is any shortage how do you cope with it?
- Crowded sitting
 - Sitting on the floor
 - Multi-shift teaching
- Others (specify)
-
-
9. (a) Does the Government disburse any funds to support the running costs of your school? Yes No

- (b) If the answer is negative, is the token fees of the amount 20,000/= for each student in day community school enough to meet all school running cost?
.....
 - (c) If the school fee is not enough, do you usually ask parents of students to contribute more money in order to sustain the upkeep of the school?
.....
 - (d) Do all your students often afford to pay the given inflated token fees if you usually opt this measure? () Yes () No
 - (e) In your view how does an inflated school fee affect realization of mandatory access secondary school?
10. Do you have any mutual relationship with political leaders e.g. Councilors and Member of Parliament (MPs)?
11. Does the given relationship with the political readers (if you have) help to enhance quality of education given in your school?
12. Does the site where your school is built affect or promote access and quality of education?
13. Who dictated that the school should be built where it is now?
.....
14. Which challenges do you see to be inherent in implementing decentralization of secondary education?
15. How do the challenges affect promoting access and quality of education?
.....
16. Which tangible problems affect greatly the quality of education in community secondary schools?

Appendix II

Student's Questionnaire

Class Name of school

Date Gender: Female () Male ()

- A. Here are some statements, which reflect your attitudes towards community secondary schools. Please indicate whether you agree (A), disagree (D) the statement by putting a (Tick (✓)) to the appropriate position after each statement.

| SN | STATEMENT | A | D |
|----|--|---|---|
| 1 | Our classroom has enough chairs and tables which implies that no shifting of desks from one class to another | | |
| 2 | Our school has enough text books in such a way that every student gets his/her own copy | | |
| 3 | Our school has enough classrooms, in such a way that there is no over crowing in classes | | |
| 4 | Our school has enough subject teachers in such a way that we are not left untaught | | |
| 5 | Our school has laboratories with enough furniture and equipment | | |
| 6 | There has been an increase of students in the classroom | | |
| 7 | Our school has library with enough furniture | | |
| 8 | Community secondary schools face a lot of challenges | | |

Appendix III: Questionnaire for teachers

Assessment of access to quality education (put only 1 (tick ✓) where appropriate)

| Factors for quality education | Not a problem | a problem | Somehow a problem | Major problem |
|-------------------------------|---------------|-----------|-------------------|---------------|
| Qualified teachers | | | | |
| Teaching/learning materials | | | | |
| Schools infrastructure | | | | |
| Institution arrangements | | | | |
| Education system | | | | |

Appendix IV: Sampling frame

| Community Schools | Head of school | Teachers | Pupils | Total |
|-------------------|----------------|----------|--------|-------|
| School 1 | 1 | 4 | 8 | 13 |
| school 2 | 1 | 4 | 8 | 13 |
| School 3 | 1 | 4 | 8 | 13 |
| School 4 | 1 | 4 | 8 | 13 |
| School 5 | 1 | 4 | 8 | 13 |
| School 6 | 1 | 4 | 8 | 13 |
| School 7 | 1 | 4 | 8 | 13 |
| School 8 | 1 | 4 | 8 | 13 |
| Total | 8 | 32 | 64 | 104 |

Appendix V: Research Clearance

**THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH, PUBLICATIONS, POSTGRADUATE
STUDIES**

P.O. Box 23409
Dar Es Salaam, Tanzania
<http://www.openuniversity.ac.tz>
Ref. no. HD/E/116/T.09



Tel: 255-22-2668992/2668445 ext.2101
Fax: 255-22-2668759
E-mail: drpgs@out.ac.tz

31st May, 2013

The Regional Administrative Secretary,
Iringa Region,
P.O. Box ,
IRINGA.

RE: RESEARCH CLEARANCE

This is to certify that the bearer of this letter, **Ms. Wema Mfwimi Saga** is a bona fide student of the Open University of Tanzania who is currently pursuing a Master of Education degree program in Administration, Planning and Policy Studies in the Faculty of Education. The student has successfully completed the course work, defended the research proposal and has been given permission to go into the field and collect data. Her research title is "**The Challenges Facing Community Secondary Schools in Tanzania: A Case Study of Kilolo District, Iringa Region.**" The student's itinerary includes visits to secondary schools, District Education Office and interviews with stakeholders.

You are, hereby, kindly requested to allow the student to carry out the research in Kilolo District. The field work is scheduled to start on the 31st May, 2013 and end in July 2013. Any assistance in this endeavour will be highly appreciated.

Yours faithfully,

OPEN UNIVERSITY OF TANZANIA

pp.

Prof. Shaban A. Mbogo

Director – Research, Publications and Postgraduate Studies

Appendix VI: Research Permit

THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

IRINGA REGION:



Regional Commissioner's Office.
P.O. Box 858,
IRINGA.

Tele: 2702021/2702715
Fax: 2702082
For Reply please quote:

Ref. No. RAS/IR/E10/64/.....45..... Date 11th July, 2013
To District Executive Director,
P.O. Box 2324,
Kilolo

RE: A RESEARCH PERMIT FOR ONE WEMA MFWIMI SAGA
A BONAFIDE MED APPLS STUDENT OF THE OPEN
UNIVERSITY OF TANZANIA
I hereby humbly inform you that THE AFOREMENTIONED PARTY
has/have been granted a permit by The Regional Administrative Secretary to
conduct an Educational Research/ ~~a Tracer Study/ an Evaluation~~ in your
AREA of jurisdiction-namely Ccouncil/School/College/University/Institute .

The title of this Research/Study/Evaluation is :-

" THE CHALLENGES FACING COMMUNITY
SECONDARY SCHOOLS IN TANZANIA: A CASE
STUDY OF KILOLO DISTRICT IN IRINGA REGION "

I kindly ask you to grant him/her/them any needful support in order to make
this cherished task a great success.

I beg to remain yours sincerely,

(Signature) (E.B. Mwavangwa)

For: REGIONAL ADMINISTRATIVE SECRETARY
IRINGA

For REGIONAL ADMINISTRATIVE SECRETARY
IRINGA

HALMASHAURI YA WILAYA YA KILOLO

Telephone:0262968010/0785261723
 Fax:0262968010
 Website:www.kilolodc.go.tz



P.O. BOX 2324,
 KILOLO,
 Tanzania

Ref.No.KDC/S.20/4.VOL.II/178

12/07/2013

HEADS OF SECONDARY SCHOOLS,
 LULANZI, KILOLO, MAWAMBALA, MAZOMBE,
 UHAMBINGETO, SELEBU, NYALUMBU AND MLAFU
 P.O.BOX 2324
KILOLO

RE: A RESEARCH PERMIT

This is to inform you that the District Executive Director has granted permission to **WEMA MFWIMI SAGA** from **THE OPEN UNIVERSITY OF TANZANIA** to carry out a research in your School. The title of her Study is **"THE CHALLENGES FACING COMMUNITY SECONDARY SCHOOLS IN TANZANIA"**.

The period for which this permission has been granted is from 22, July to 22, September 2013.

Kindly please give her any necessary assistance during the time she will be doing her research.

Yours sincerely,

YAHYA M.SALUM

**For: DISTRICT EXECUTIVE DIRECTOR
 KILOLO DISTRICT COUNCIL**

All Correspondence should be addressed to District Executive Director