THE EFFECTS OF DEVOLUTION OF ADMINISTRATION AND MANAGEMENT OF PUBLIC COMMUNITY SECONDARY SCHOOLS IN TANZANIA ON QUALITY EDUCATION: A CASE OF KINONDONI MUNICIPALITY

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CERTIFICATION

The undersigned certifies that, he has read and hereby recommend for the acceptance by the Open University of Tanzania a dissertation titled: ***"Effects of Devolution of Administration and Management of Public Community Secondary Schools in Tanzania on Quality Education: A Case of Kinondoni Municipality''***, 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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Date

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DECLARATION

I, **Amina Issa,** hereby declare that this dissertation is my own original work and that it has not been submitted for a similar degree in any other University.

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Signature

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Date

DEDICATION

This dissertation is dedicated to my husband, father, mother, brothers, sisters and daughters for their tolerance and constant prayers during my absence. All of them encouraged me to successfully complete this study.

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Lastly, I would like to stress that, despite all the afore-mentioned assistance, any shortfalls, errors or omissions associated with this dissertation are entirely mine and should not be associated with any other person.

ABSTRACT

This study aimed at investigating how devolution of the administration and management of public community secondary schools has functioned. It also discusses the effects of the devolution. The study adopted a case study design. The research area of the study was Kinondoni Municipality. Random sampling procedures were used to select the sample population, including those who participated in the study by virtue of their posts. A sample of 252 respondents was realized. Questionnaires and interviews were used for data collection. Quantitative data were analyzed, tabulated and presented in terms of absolute and relative percentages. Qualitative data were subjected to content analysis and reported in terms of themes, categories and quotations. The findings show that there are positive effects, including community participation, increased enrolment of students and some of the teachers' problems were solved. Negative effects were poor performance of students, inadequate studying materials, unclear roles and responsibilities of WEO and school board chairpersons, poor school infrastructure, shortages of teachers, inadequate of school buildings and basic services. It was discovered that the devolution of powers and roles was done with inadequate provision of human and financial resources resulting to ineffectiveness and inefficiency in the management and administration of the secondary education system. It was recommended that the government should supply human, financial resources and studying materials in time, pre and in service training should be provided to all of leadership, and school inspectors' advice should be implemented. Furthermore, other studies need to be conducted on devolution of the administration and management.

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LIST OF ABBREVIATIONS

DEO   District Education Officer

ESDP   Education Sector Development Programme

ETP   Education and Training Policy

GPA   Grade Performance Average

ICT   Information and Communication Technology

MOEVT   Ministry of Education and Vocational Training

PEDP   Primary Education Development Plan

RDD   Regional Development Director

REO   Regional Educational Officer

SBM   School Based Management

SEDP   Secondary Education Development Plan

SMT   School Management Team

TSD   Teachers Service Department

URT   United Republic of Tanzania

WB   World Bank

CHAPTER ONE

1.0 INTRODUCTION AND BACKGROUND

1.1   Introduction

This chapter gives the background of the study and statement of the problem. It also presents the objectives of the study, research questions, significance of the study and the organization of the study.

Education is a basic human right. The Government of the United Republic of Tanzania, recognizing its obligation to provide this basic human right to its citizens, has for many years made intensive efforts towards achieving this goal. Tanzania is a party to many international convention and agreements concerning improving access, equity and quality of education at all levels (URT, 2001). Moreover, the desire of the Government to improve the provision and quality of education resulted in the formulation of the Education and Training Policy (ETP) in 1995.

This policy provides the overall framework governing the delivery of education at all levels in the country except tertiary and higher education. The major objectives of ETP (1995) are to improve the quality of education, to increase enrollment especially at primary, secondary and tertiary levels as well as to promote access and equity, the expansion and optimum utilization of facilities, and to enhance operational efficiency in the system (URT, 2001a).

The policy also aims at enhancing partnerships in the delivery of education, the broadening of the financial base and the cost effectiveness of education, and the

streamlining of the education management structures through devolution of administration and management to Local Government Authority (Ibid), secondary schools and local communities aspiring to achieve quality education that is equitably accessed.

1.2   Background

Following the implementation of ETP (1995), the Government introduced education reforms especially at primary, secondary and teacher training levels. One of the reforms at secondary education level is Secondary Education Development Programme (SEDP) under Education Sector Development Programme (ESDP, 1997). The implementation of the SEDP led to the introduction of community secondary schools all over the country. According to URT, (2006) communities have much stronger responsibility in secondary schools.

Today about 90 per cent of the secondary schools are community owned; following the establishment of and the implementation of the SEDP; access to secondary education has improved due to an increase of public spending on secondary education but also an official reduction of school fees at the secondary level; whereby the student is supposed to pay 20,000/= for day schools and 70,000/= for boarding schools. This policy has led to impressive increase in the enrolment rate in the context of scarce resources including classrooms, desks, laboratories and library (Galabawa and Lwaitama, 2008).

The Government in cooperation with Development Partners, initiated the Primary Education Development Programme (PEDP) the results of which have increased the

number of primary schools, which led to increased enrollment and demand for secondary education. As a result the Government of Tanzania embarked upon the expansion of secondary education through SEDP Progamme to meet the increased demand and to improve quality of education, and enhance effectiveness and efficiency through the decentralization by devolution of the administration and management of schools. Initially all secondary schools were administered and managed directly by the central Government through the Ministry of Education and Vocational Training.

For effective administration and management of education in Tanzania for all levels, the ICT is an essential tool of improving access, equity, quality, effectiveness and efficiency. In an inter-connected world, knowledge and information are corner stone's for facilitating development through communication and hence the need to take advantage of the full range of ICTs, from radio, mobile telephones, computers, to internet, to build the foundation for a well educated and learning society.

To enhance this, the Ministry of Education and Vocational Training developed Information and Communication Technology (ICT) Policy for basic education in 2007 so as to guide the integration of ICT programmes in basic Education. The introduction of ICT progrmmes in basic education offers new opportunities to enhance education and improve the quality delivery of education in all areas. The use of ICT in teaching and learning as well as administration and management represents a powerful tool with which to achieve educational and national development objectives.

The main objectives of this policy was to decentralize management of educational institutions, improve the quality of education, promote access, equity, science and technology to basic education as well as to improve and expand girls' education, assure access to education by special social and cultural groups, give appropriate education to children with disabilities, and to provide education facilities to disadvantaged areas.

The Central Government decentralized the educational administration and management to Local Government Authorities as the way of reducing the workload and problems encountered in managing secondary education. In Tanzania, decentralization by devolution of administration and management of public community secondary education begun in July, 2004 when the Hon. Joseph Mungai (MP) the then Minister for Education and Vocational Training announced the launching of the Secondary Education Development Programme (URT, 2004). The aims of SEDP were improvement of access, equity, quality and devolution of powers through decentralization to Local Government and improving education management systems.

The main priority of SEDP was to increase the overall enrolment in secondary schools. In order to achieve SEDP priority, the Government decided to build new schools and classrooms, through a system of development grants to local communities. It also reduced school fees for both day and boarding schools from Tshs. 40,000 to Tshs. 20,000 for day secondary schools and from Tshs. 140,000/= to Tshs. 70,000/= per year for boarding secondary schools respectively. The Government is currently providing financial assistance to meet part of the costs of

secondary education for children, who have been identified as coming from poor families and orphans. It also provides a recurrent grant equivalent to Tshs. 20,000 per student in public secondary schools and Tshs. 10,000 per student in private secondary schools that are not profit oriented or seminaries. Other priorities are to reduce pupil: teacher ratios and rehabilitation of schools for disabled students. The Government further has decided to improve quality through having adequate and qualified teachers in all schools, to improve teachers' in-service training and enlarge the teacher training sector.

In addition, SEDP aims at raising ordinary level pass rate and eliminating failure, have in place adequate and appropriate teaching and learning materials as well as appropriate mechanism for testing learning competencies (URT, 2004). Tanzania secured funds from World Bank for successful implementation of SEDP. The World Bank has provided 150 million US$ for SEDP, both as a loan and a grant. The latter has had a considerable influence in the design of the programme. One aspect in which their influence can be seen is in scrapping the "biases" from the curriculum, which used to include agriculture, commercial subjects, domestic science and technology; based on evidence from the early years of diversified schooling in Tanzania (Temu, 1995).

Under SEDP, almost every ward has a day secondary school. During the first year of SEDP, it was proposed to build 1,456 classrooms in existing schools (that is to say in areas that already had schools) and 458 classrooms in new schools (URT, 2004). It was projected that the number of form I-IV would be almost tripled from 2004 to 2010. The increased number of students led to the growing demand for teachers. This

led to the changes in teacher training programmes whereby the diploma course during training changed from two years to one year in college and the remaining year in on-the-job training in the schools. In addition, the Government employed retired teachers to fill the gap.

The Government further introduced crash programmes for training "licensed teachers". These are form VI leavers, who were given one month training after which they were sent to teach in the secondary schools. By 2004 there were 615 licensed teachers in secondary schools (Osaki, 2004).

According to the proposed plan of the Ministry of Education and Vocational Training, the training of licensed teachers would become the main source of new teachers, with over 30,000 licensed teachers entering into schools by 2010. This represents almost half the proposed total teaching force. All these changes in the teacher professional training and teaching could have serious implications for the provision of quality education.

Thus, the priority programmes such as improving access, quality of secondary education and efficiency in administration and management of the public community secondary schools need to be strengthened so that the goals of providing quality secondary education in community public schools are realized. So far the 0-level secondary education results do not seem to reflect quality. In the light of the above explanation this study seeks to examine how well the implementation of the decentralization by devolution of administration and management of community secondary schools has been with respect to the community public secondary schools.

1.3   Statement of the Problem

Formerly all government secondary schools were administered and managed by the Central Government through the Ministry of Education and Vocational Training. In 1995 the Government formulated Education and Training Policy (ETP) aimed at providing the overall framework governing the delivery of quality education at all levels in the country. During the implementation of this Policy, the Government introduced education reforms in primary, secondary and teacher training levels.

In cooperation with Development Partners, the Government initiated the Primary Education Development Programme (PEDP) that led to an increase number of primary schools hence increased enrollment and that demand for secondary education. To meet that demand, the government under Education Sector Development Programme (ESDP, 1997) introduced Secondary Education Development Programme (SEDP) in 2004 which led to introduction of community secondary schools all over the country.

The aim of this programme was to improve the quality of education, increase enrollment, promoting access and equity and also enhance effectiveness and efficiency through the decentralization by devolution of the administration and management of community secondary schools. In 2004 the Central Government decentralized the educational administration and management of public community secondary education to Local Government Authorities as the way of reducing the workload and problems encountered in managing.

Today about 90 per cent of the secondary schools are owned by the communities. Access to secondary education has improved due to an increase of public spending

on secondary education, also an official reduction of school fees at secondary levels. Despite of the fact that, different efforts were made by the Government of the United Republic of Tanzania to improve the access, equity and quality of education that led to the introduction of the devolution of the administration and management of public community secondary schools. Still there is a problem of its implementations in delivering of quality education. This might be resulted from the frameworks which devolved decision making to local government authorities are not well followed, and ineffective and inefficient allocation of resources towards delivery of quality education.

Therefore, this study was aimed at finding out effects of devolution of administration and management of public community secondary schools in relation to delivery of quality education and factors that hinders delivery of quality education to these public community secondary schools.

1.3.1 General Objective

The general objective of this study is to investigate the success of the implementation of the devolution of the administration and management of public community secondary schools and find out the assumed advantages in one of the designated Municipalities in Dar es Salaam.

1.3.2 Specific Objectives

More specifically, this study seeks to address the following objectives:

(i) Finding out the legal frameworks responsible for devolving the decision-making to various levels of the administrative hierarchy of the Local Government and their adequacy.

(ii)   Finding out the quantity and quality of resources allocated to public community secondary schools.

(iii)   Assessing the quality of the outputs/outcomes from the public community secondary schools for the academic year 2010, 2011 and 2012 to account for the level of performance;

(iv)   Investigating the extent of capacity building through seminars /trainings at all levels of the administrative hierarchy for the efficient execution of the requisite devolved tasks.

1.4   Research Questions

(i)   What were the legal frameworks used in devolving decision-making to various levels of the administrative and management of public community secondary schools? How adequate have they been?

(ii)   What resources have been made available to public community secondary schools? What is their quantity and quality? Have they been useful in facilitating the devolution process?

(iii)   What is the quality of outputs and outcomes in the public community secondary schools for the academic year 2010, 2011 and 2012?

(iv)   What capacity building through seminars/trainings were provided and at what levels? How long? Of what quality were they in terms of knowledge?

1.5   Significance of the Study

The findings of this study will be useful in that they will:

(i) Provide an understanding of the conditions under which devolution of administration and management of public community secondary schools work or do not work.

(ii) Provide information upon which a proper way of allocating physical and non-physical resources for the public community secondary schools to function effectively.

(iii) Help the Ministry of Education and Vocational Training, the Local Government and Regional Administration to understand the circumstances where devolution can work effectively and provide the required resources.

(iv) Help the concerned authorities recruit and allocate adequate number and quality of teachers for every subject in order to effectively and efficiently provide quality education in the public community built and managed secondary schools.

(v) Provide useful knowledge which stakeholders can use in capacity building through training, seminars and workshops to all administrative and management levels of the devolution process.

(vi) Provide information to all stakeholders in Kinondoni Municipality on the evaluation of the teaching/learning processes, and factors which facilitate and hinder the provision of quality education in public community secondary schools in the decentralized structures.

(vii) Provides information to educational planners and policymakers on possible options which the Government can use to provide quality secondary education based on devolution of administration and management to local government authority.

(viii) Provide insights for researchers to conduct further research.

1.6   The Organization of the Study

This chapter presents the introduction and background to the problem, definition of key terms, statement of the problem, general and specific objectives of the study, the research questions, and significance of the study, delimitation and limitation of the study. The next chapter presents the literature review and conceptual framework for the intended study. It also identifies the knowledge gap. Chapter four presents the findings of the study and discussion. Chapter five presents summary, conclusion and recommendations for action and further research and followed by reference, appendices and check lists.

CHAPTER TWO

2.0 LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1   Introduction

This chapter presents the Definition of Key Terms, literature review and the conceptual frame used in the study. The review comprises literature from three parts covering decentralization in both developed and developing countries as well as in Tanzania.

2.2   Definition of Key Terms

2.2.1   Decentralization

Decentralization is the transfer of authority and responsibilities for public functions from the Central Government to subordinate or quasi-independent Government organizations and /or the private sector (World Bank, n.d). This process of decentralization is sometimes referred to as municipalisation, regionalization and localization (Tamukong, 2004).

In principle, decentralization is intended to make the educational system more flexible and responsive to actual needs by giving Local Authorities, schools, educators, and parents more say in educational decision-making. Decentralization can be classified into five types which are Deconcentration, Delegation, Devolution, Privatization and Partnership.

2.2.2 Devolution

Conyers (1986) defines devolution as the transfer of significant power, including law making and revenue rising, by law to the locally elected bodies. In other words,

devolution is the process whereby the Central Government consciously creates or strengthens the structures of the sub-national units of Government, thereby, lessening the direct control of the Central Government, local units of Government make autonomous and independent decisions that are separate from the Central Government. Devolution of Central Government functions to Local Authorities often occurs, partly, in response to political pressures for local autonomy, but also to deliver public services more effectively.

Therefore, devolution of administration and management to public community managed secondary schools is a transfer of decision – making from the Central Government to popularly elect Regional or Local Governments. Key management decisions, including naming headmasters/headmistresses and allocating regional local education budgets lie with the governor and legislature or mayor and city council. In some cases, these decisions may in turn be delegated to schools or School Boards. In some cases, the decision may in turn be delegated to schools or school boards.

2.2.3 Deconcentration

Richard Scott - harrdge (2002) defines deconcentration as a situation whereby Central Government undertakes some of its responsibilities through regional or local offices without transferring power or responsibilities to any other organization. According to Ali (1995), deconcentration is a weakest form of decentralization and is used most frequently in unitary states - redistributes decision-making authority, financial and management responsibilities among different levels of the Central Government. This may mean shifting of workload from ministry to its field or local

administration. Therefore, deconcentration is the shift of management workload from the Central Government to the low level of management.

2.2.4 Delegation

Delegation is a process where responsibility for decision-making and service delivery is transferred by Central Governments to semi-autonomous organization not wholly controlled by it, but remained directly answerable to it for functions delegated to them. These organizations may include Local Government and Parastatals, the private sectors and Non- Governmental Organizations (Rondelli and Chema, 1983). Islam, (1997) defines delegation as a more extensive form of decentralization. It involves the transfer of responsibility for decision making and administration of public functions from the Central Government to semi autonomous organization that are not wholly controlled by the Central Government, but are ultimately accountable to it.

Generally, delegation can be defined as a process by which managers, such as headmasters/headmistresses transfer part of their tasks and responsibilities to colleagues. By assigning tasks to them to perform on their behalf, they can enable the decentralization of authority or office functions, the sharing of duties/tasks within the school easily.

2.2.5   Privatization

Privatization is defined as a situation where a Government decides to transfer control of a Government public owned resources to the private business sector, either partially or totally. Sometimes the Government continues to exert a certain amount

of control over the industry or service, called Municipalisation. For example, the Government may be able to limit prices and make certain demands through contracts while private companies perform the work for a municipalized industry or service.

Ahmed, (1990) defines privatization as the transfer of function from public to Non-Government institutions. In many countries the transfer of some of the planning and administrative responsibilities of public function from the Government to private or voluntary agencies facilitates the processes of decentralization.

2.2.6   Partnership

Partnership is a legal contract entered between two or more persons, institutions, organizations or Government whereby each party agrees to furnish a part of the capital and labour for a business enterprise, and by which each shares a fixed proportion of profit or losses.   According to Butt (1985) partnership is the relationship that subsists between persons carrying on a business in common with view to marking a profit.

Generally, partnership is a strategic alliance or relationship between two or more people. The successful partnership is often based on trust, equality, mutual understanding and obligation. The partnership can be formal where each party's roles and obligation are spelled out in a written agreement, or informal, where the roles and obligation are assumed or agreed verbally.

2.2.7 Community / Ward Secondary Schools

Community secondary schools are public schools, otherwise known as ward secondary schools ("Sekondari za Kata"). These secondary schools are established

and managed by Local Government authorities. In this study, community secondary schools or ward based secondary schools will be used interchangeably to mean the same thing.

2.2.8   Outputs

Outputs are products, services or facilities that result from an organization's or project activities. They include services you offer, product you sell or give away (for example booklets) and facilities you provide. Products are what you 'put out' as a result of your activity.   The people you help may use these outputs to achieve changes they want to achieve to themselves. In general outputs are not the benefits or changes you achieve for your user, they are the interventions you make to bring about those achievement. In school context outputs are pass levels of students in internal and national examinations.

2.2.9   Outcomes

The term means changes, benefits, learning or other effects that happen as results of what the project or organization offers or provides, in school context outputs refers to application of skills and knowledge acquired at school to a particular activity

2.3   Decentralization in Developed Countries

According to Sharma, (2006) decentralization has been an integral part of the political reform process in former socialist countries throughout central and Eastern Europe. Rationale behind decentralizing government services and responsibilities to the local units of Government is that they are closer to the clientele they serve and therefore, can better understand their needs to respond more efficiently and

effectively. In more decentralized system, the central authorities delegate much of their decision-making authorities to lower tiers of the Local Government.

According to Hanson (1996) the transfer of decision - making authority and responsibility from the central down to local schools has become an increasingly popular reform around the world in 1980s. The basic premises behind decentralized schools is that educational decisions made at the local level are more quick, informed, flexible and responsive to specific needs than decisions made at the centre.

According to Kuhlmann (2011), the decentralization movement in France can be divided into two stages. The first stage (Acte 1) began in the 1980s under the Socialist Government of Lois Deffere. This stage is known as Deffere laws devolving significant powers to local and regional bodies in 1982-1983. The second stage (Acte11) took place in the 1990s and was finalized by the constitutional reform in March 2003. Decentralization in France has led to enormous increase of local government's service delivery, increase in responsibilities discharged by the local government, quality services delivery, intensification to local planning activities and local authorities gaining more autonomy (Kuhlmann, 2011; Meshack, 2012).

Apart from the positive effects of decentralization in France as reported in (Kuhlmann, 2011; Meshack, 2012) studies, there were also a number of negative effects exposed by them which include: smaller municipalities remaining dependent on the assistance of the de-concentreted state administrative, inter-local differences and even disparities, the regional variability of policy implementation, decreased efficiency of task fulfillment due to complicated negotiations and mult-level contract

procedures and high costs in decision- making and policy implementation because they require a large amount of time and effort (Ibid).

2.4   Decentralization in Developing Countries

Decentralization of education in Indonesia from 2001 to the present was stimulated by the economic and financial crisis in the late 1990s, which led to the implementation of School Based Management (SBM) in Indonesian schools. Research on SBM mainly focused on the impact of this management scheme has brought to the school administration and school finance.

Kristiansen and Pratikno (2006) conduct a study on the impact of education decentralization in three districts on administration and service delivery and looked into quality of schooling from parents' perspectives in terms of costs charged on households, and on school accessibility. The results show a number of negative consequences of the education decentralization reform, including total lack of transparency and accountability in government spending on education (Ibid, p.18), and increased costs per households.

Sumintono (2006) conducted a qualitative study on the implementation of SBM in Mataram district and analyzed it against literature on SBM. The analysis focused on policy, the devolved authority and the community involvement at the nationals', as well as stakeholders' perspective. The author found out that the regulation lacked clarity (I*bid)*.

In general, there are different reasons for decentralization, and these reasons are what determine the goals of a decentralization reforms. The goals to arrive at are often in

conflict with each other. The reform should therefore be planned carefully. Some questions were prepared to guide the planning for example who is best to make the decisions? When and how is the arrangement done to provide enough time for the process to work? Which and where should decision be made?

Despite of questions, the shape of a decentralization reform and factor related to it are varied across countries. The researchers state aspects to be met for successful decentralization which are availability of political/technical support for proposed changes, readiness of those involved in the reform (McGinn and Welsh; Hanson, 2006). Fiske (1996) and Hanson (2006) add another critical aspect such as the existence of consensus to collaborate among those involved in the process of decentralization.

2.5   Decentralization in Tanzania

The ruling Party in the early 1970s reorganized the Government administration so as to conform to the socialist development. The re-organization was to provide a system that would give more local freedom for both decision-making and participation in matters which were primarily of the local impact.

Parliament enacted the decentralization of a Government Administration (interim provisions) Act of 1972 to implement the reorganization policies. Local Government Authorities were abolished. Much larger District Development Councils and Regional Development Councils were formed under the 1972 law. The said law also removed local representative councils and increased the ruling party's power by providing overriding power to TANU leadership and Government bureaucrats.

During the period of (1972 – 1982) there was no Local Government system in Tanzania. District/Urban Development Councils replaced what might be called Local Government System. In 1972, decentralization in Tanzania affected all sectors including education. The education system which had been operating on centralized administration was decentralized. Under decentralization, Regional Education Officers (REO) became functional managers to the Regional Development Director (RDD) and the latter became the head of the Government team at regional level charged with coordinating development programmes.

According to Mckinsey (1972), and Nyerere (1972), Decentralization aimed at strengthening the Central Government by spreading the powers of planning and the control system throughout the Government. The main problem of the decentralization of the education system in Tanzania include: lack of detailed and adequate planning mechanism, poor reporting arrangement leading to excessive workload for the commissioner for education, and the under-estimation of the importance of some of the sections.

The roles of institutional heads needed to be redefined and strengthened in order to ensure effective monitoring and supervision. Reporting arrangements at the regional level were also unclear. The REO had limited powers to enhance effectiveness in his work. The administrative structure did not give the REO the power over the DEO or teachers which rendered him ineffective.

According to URT (2004), decentralization by devolution of administration and management of education, especially in public community secondary education in

Tanzania started in July, 2004 when the launching of Secondary Education Development Plan (SEDP) was announced. The SEDP aimed at improving access, equity, quality and devolution of powers through decentralization to Local Government and improving education management systems.

2.6   The Knowledge Gap

Through the review of the related literature, the researcher realized that few studies have been done in Tanzania. Babyegeya (2011) his study mainly focused on infrastructure (classrooms and laboratories), human resources (teachers and students), physical facilities and teaching and learning materials. The researcher also said that "teaching and learning can take place if there are effective teachers and motivated learners even if some of the other facilities are inadequate". While in reality, teaching and learning process towards delivery of quality education cannot be done effectively and efficiently in absence of adequate facilities.

Meshack (2012) his study based on how the devolution of administration and management of public community secondary schools to Local Government communities had been functioning in Tanzania. His study involved 26 public community secondary schools in Urambo district. His findings showed that the implementers of the devolution were lacking awareness of their roles and duties. Therefore they failed to execute their responsibilities effectively.

Literature indicated that there was no study that had been conducted on the success of the implementation of the devolution of administration and management of public community secondary schools in relation to delivery of quality education. Therefore,

this study filled that existing gap as it assessed the success of the implementation of devolution of administration and management of public community secondary schools in relation to delivery of quality of education. Delivery of quality education will enable the students to be competent in the application of their skills and knowledge in area of specialization and also will be competitive in the labour market.

2.7   The Conceptual Framework

Before displaying the way this study was conducted in the next chapter, let have a look at the Conceptual framework that used to guide the researcher's investigation. A Conceptual Framework is used in research to outline possible cause of action or to present preferred approach to an idea or thought. In other words, Conceptual Framework is a type of intermediate theory that attempts to connect all aspects of inquiry such as problem definition, purpose, literature review, methodology, data collection and analysis. Also, a Conceptual Framework can act like a road map that gives coherence to empirical inquiry.

This study is guided by a Conceptual Framework based on the merits of decentralization of the administration and management of community secondary schools in Tanzania and the functions of all levels of the administration and management from the Central Government to the Local Government, down to school level management. Decentralization is generally intended to make the educational system more flexible and responsive to actual needs by giving Local Authorities, schools, educators and parents more say in educational decision-making.

The following are merits of decentralization of administration and management to Local Government Authorities and schools in particular.

(i)   Increasing people's participation and access to decision-making at the local level.

(ii)   Bringing services closer to the people.

(iii)   Increasing the range of people's choices.

(iv)   Improving innovation and creativity arising from improved interaction between people and their Governments.

(v)   Delivering effective, sustainable services in time

(vi)   Transfer of powers, rights and responsibilities to Local Government authorities and

(vii) (ix) Conform to a wider administrative reform or to the general principle that administrative responsibility should be vested in the lowest capable level of management (Work, 2002).

Viewed from a purely public management and administration perspective (Roux *et al,* 1997), contend that decentralizing of executive functions has the following practical advantages:

(i)   Activities can be completed more rapidly (response time) consequently, delays at the service delivery point can be avoided.

(ii)   Adaptability and flexibility of activities (responsiveness - needs based) can be enhanced because offices on the lower organizational level are better informed about local conditions in which the services need to be delivered.

(iii) Centralized regional or branch offices can free the head office personnel of routine (operational) activities. The very personnel will be afforded the opportunity to spend more time on strategic. Long-term planning and over-all policy-making (Romeo, 2000).

On the other hand, there are a host of constraints to enabling decentralization to live up to its potential. Some can be traced back to history, especially relating to the level of centralization inherited from the colonial period (work, 2002). Apart from the merits, there are disadvantages of decentralization of administration and management to Local Government Authorities as follows:

(i) Decentralization remains subject to political manipulation and central control.

(ii) Possibility for subversion through disruptive interference by power and undemocratic local elites.

(iii) Dissatisfaction of people if insufficient financial resources are made available from the Central Government and

(iv) Lack of local institutional capacity to fulfill their given mandates (Ibid)

Viewed from a purely public management and administration perspective (Roux *et al.,* 1997) point out that decentralizing of executive functions has the following practical disadvantages.

(i) Decentralization of activities to regional or branch offices may cause coordination and control problem as a result of extended lines of communication.

(ii) Decentralization may make specialization more difficult because activities are deconcentrated to various lower levels of officers, often with divergent needs.

(iii) Personnel, who are scattered over large geographical areas and need to function within particular local circumstances can hardly be expected to be treated on an equal basis with the personnel of head office.

(iii) Standardization of activities can be more difficult due to the fact that utilization of labour-saving devices and aids are expensive and difficult to provide to all lower level offices.

The following Conceptual Framework illustrates how the Central Government devolved the roles and responsibilities to various levels of administration hierarchy while the role
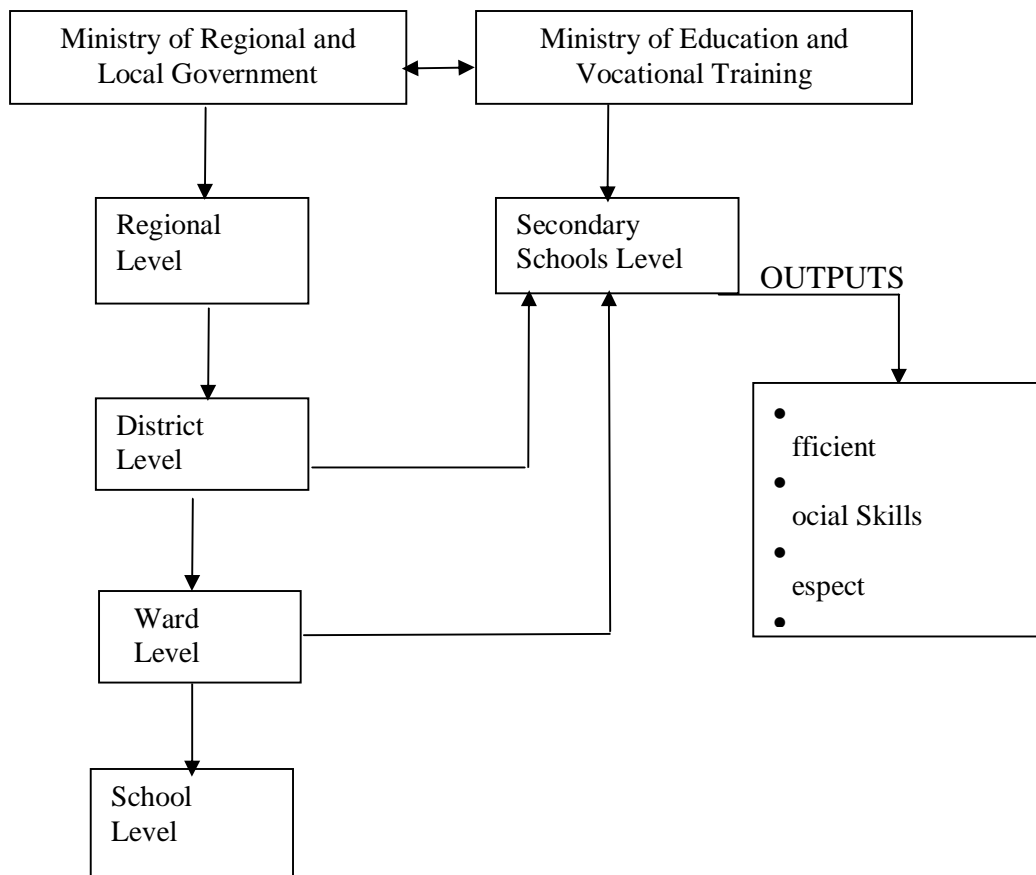
Figure 2.1: Conceptual Framework

Source: Researcher, 2014

The following are the roles and responsibilities of the Central Government which devolved to various levels of administration and management.

(i)   Facilitating Local Government Authorities in their service provision in secondary education.

(ii)   Developing and managing the policy and regulatory frameworks.

(iii)   Monitoring accounting by Local Government Authorities.

(iv)   Providing adequate grants.

(v)   Auditing finances and performance.

(vi)   Preparing and distributing curricula's and learning materials for students

(vii)   Providing Local Authorities with adequate teachers' salaries and other benefits Mmari, (2005).

1.   Functions of the Regional Council level

(i)   Coordinating education development plans of their respective districts.

(ii)   Supervising education development in the region.

(iii)   Appointing School Board members.

(iv)   Processing appeals of students; coordinate and supervise national standards VII, Form 4 and 6 examinations.

(v)   Selecting Form one students.

(vi)   Dealing with students' repetitions and transfers.

(vii)   Coordinating employment and transfers of teachers within their respective regions (SEDP 1, 2004 to 2009).

2.   Functions of District Council

(i)   Coordinating with Chief Education Officer on the establishment of new schools.

(ii)   Monitoring construction of school buildings.

(iii)   Coordinating requests from wards of students to be supported under the Government scheme.

(iv)   Hiring and firing non-technical, non-teaching staff for schools. (SEDP 1, 2004 to 2009).

3.   Functions of Municipal Personnel

(i)   Interpreting laws, rules and regulations governing employees and advice Municipal Director and various Council committees on matters concerning personnel.

(ii)   Dealing with recruitment, confirmation and promotion of employees.

(iii)   Carrying out annual performance appraisal of staff.

(iv)   Carrying out disciplinary action to the employees.

(v)   Dealing with staff development (long and short term training plan).

(vi)   Prepare and maintain employees' records.

(vii)   Preparing personnel emoluments budget and

(viii) Preparing monthly, quarterly and annual report for Human Resources section. (SEDP 1, 2004-2009).

4.   Functions of Ward Education Officers/ Coordinators

(i)   Identifying locations for schools construction.

(ii)   Mobilizing the community for construction, enrolment and retention of students.

(iii)   Supervising school construction and providing feedback to education stakeholders (SEDP 1, 2004-2009).

5.   Functions of the School Board

A School works well when the community and parents are fully involved in its functioning. The School Board on behalf of community works together with the headmaster/headmistress and other teachers to prepare a whole school development plan and oversee the day to day affairs of the school. The roles of a School Board are to:

(i)   Oversee implementation of school development plans.

(ii)   Advise Councils and Regions on schools management.

(iii)   Approve school development plans and budgets.

(iv)   Deal with students disciplinary cases and

(iv)   Advise the MoEVT and TSD on disciplinary cases of teachers and non-teaching staff (SEDP 1, 2004-2009).

6.   Functions of Headmasters/Mistresses

The headmasters/mistresses play the role of the 'internal supervisor' of the school to ensure quality education at the school level and as the supervisor leader performs the following functions:

(i)   Ensuring smooth functioning of the school day to day activities.

(ii)   Overseeing proper implementation of the curriculum, policies and directives.

(iii)   Ensuring official norms, rules and regulations are upheld.

(iv)   Mobilizing school resources.

(v)   Inspiring the implementation of the school's vision.

(vi)   Overseeing the formulation and implementation of the Whole School development Plan.

(vi)   Being responsible for the building teachers' competencies through initiating courses for the professional development of teachers within the schools on subjects or topics that need current knowledge updating practices (MoEVT, 1997).

7.   Functions of the School Management Team

School management team comprises headmasters/mistress and their assistants senior academic master/mistress, senior discipline master/mistress, sports and cultural affairs, school accountant and the school's maintenance senior master/mistress. The School Management Team is required to:

(i)   Manage the day to day affairs of the school.

(ii)   Prepare and implement school development plans and budgets.

(iii) Ensure proper implementation of the education and training policy (SEDP 1, 2004-2009).

8.   The Roles of Teachers

A teacher is a person who provides education for pupils (children and students). Also, a teacher is a person who teaches skills and tasks so that kids can grow up and get decent jobs. The importance of a teacher is that, he /she prepares young people to take their places in the nation and the world at large. They are taught valuable skills they need for their future, others are to:

(i)   Facilitate and encourage students' active participation in the teaching /learning processes.

(ii)   Help students to learn and apply their knowledge to real life experiences.

(iii)   Provide students with sufficient knowledge about the course content, enhance their understanding.

(iv)   Update themselves with developments in their subject areas, the use of new resources and methods and national objectives.

(v)   Plan lessons to achieve subjects' objectives.

(vi)   Build a network with other professionals, parents, and career option both formally and   informally (MoEVT, 1997).

9.   The Roles of Prefects /Student government leaders'

(i)   Playing the role model for students and promote school's ethics.

(ii)   Enabling the school system to operate smoothly and helping to organize fun events for other students.

(iii)   Assisting and support both staff and students in daily operation of the school activities;

(iv)   Seeing to it that students obey school rules and discipline is observed by all concerned (MoVET 1997).

10. The Roles of Students

(i)   Obey school authorities, teachers, school non- teaching staff and parents.

(ii)   Respect their rights to learn and be educated by staying prepared with school regulations.

(iii)   Avoid school violence and other activities that are illegal and inappropriate of students.

(iv)   Take decisions concerning academic plans, understand educational requirements, and obey them and

(v)   Do all assignments given by teachers and in time (MoVET 1977).

2.8   Relevance of the Conceptual Framework

The Government of Tanzania has set out clear policy, passed enabling legislation, and has embarked on the decentralization journey. It has adopted, inter alia the principle of subsidiary, which states that public services responsibilities must be exercised by the lowest level of Government unless a cogent and convincing case can be made for higher assignment. It has taken a holistic approach to decentralization, covering political, administrative and fiscal aspects, as well as service delivery aspects. Its approach involves radical changes in central – local relation (Mmari, 2005).

The conceptual framework is relevant to this study because the researcher needs to examine if the decentralization by devolution of administration and management of community secondary schools is effectively implemented in terms of functions that devolved to various levels of the administration and management, financial and human resources, adequate teaching/learning materials, and conducive environment for teaching and learning for delivery of quality education. This chapter covered the decentralization in developed countries, developing countries, in Tanzania, the knowledge gap and the conceptual framework. The next chapter presents the research methods used in the study.

CHAPTER THREE

3.0 RESEARCH METHODS

3.1 An Overview

This chapter describes the methods used in carrying out the study. The description includes the research design, approaches to the study, research settings, the population, sample and sampling techniques, development of data gathering instruments, issues of validity and reliability of instruments, data collection and analysis procedures, ethical considerations, delimitation and limitations of the Study.

3.2 Research Design

A research design is a plan showing the systematic arrangements and strategies used by the researcher to gather data for accomplishing the research (Gall, Walter and Gall, 1996). The purpose of a research design is to help the researcher to control the process of data collection and interpretation. This study adopted a case study design which is defined as an empirical investigation that investigates a phenomenon within its real life context (Yin, 2003; Bryman, 2004). The researcher used a case study design because it is reputed for investigating a phenomenon in great depth and within a small but manageable area and a rich sample (Yin, 2003).

3.3 Approaches to the Study

Bryman (2004) defines a research approach as a general orientation to the conduct of social research. There are two types of research strategies namely; quantitative and qualitative research approaches respectively. The former research approach is concerned with quantification in the collection and analysis of data, and it entails a

deductive approach to the relationship between theory and research, in which the accent is placed on the testing of the theories. The qualitative strategy is inductive in the sense that, a researcher develops concepts, insights and understanding from the patterns in the data rather than collecting data to assess preconceived models, hypotheses or theories (Bryman, 2004; Silverman, 2001). Judging from the nature of the topic and objectives of this study, a strategy used to generate dense description for better understanding of the research phenomenon was adopted.

The strategy focused on better understanding of the social reality naturally and how the social order was formed and organized. It is also suitable to get peoples' insights about their world view (Miles and Huberman, 1994). Patton (2002) adds that qualitative research is a naturalistic inquiry in the sense that the researcher studies the real-world situations as they unfold naturally; it is non- manipulative and non-controlling and provides openness to whatever emerges. Thus, this approach is good since it allows the researcher to observe and hear views from different informants about the effects of devolution of administration and management of public community secondary schools.

3.4   Research Setting

Research setting is a place where the study is conducted (Bryman, 2004). Dar es Salaam region has three Municipalities Ilala, Temeke and Kinondoni. Any of the Municipalities could be selected but Temeke and Ilala had already been selected in the sense that other researchers were already working on Ilala and Temeke Municipalities and so the researcher selected the remaining one which is Kinondoni Municipality. The Municipality has a network of the transport system, which is

relatively accessible and so visiting the field sites, was easily done. The Municipality has a large number of secondary schools including those built through community efforts.

3.5   The Population

A population refers to people or units that a researcher has in mind from which the researcher draws the sample for the study. Best and Kahn (2006) define a population as a group of individuals or units or entities having, one or more characteristics in common that are of interest to the researcher. Bryman (2004), on the other hand defines the population as the universe unity from which the sample is drawn for investigation.

After the selection of Kinondoni Municipality in this study, the sample of respondents was drawn from the Ministry of Education and Vocational Training, Kinondoni Municipality, Wards and the Schools. Included in the sample were all public community secondary schools in Kinondoni Municipality, Education Officers from the Ministry of Education and Vocational Training, Ministry of Local Government and Regional Administration through Councils and Kinondoni Municipality, secondary school inspectors from Dar es Salaam Zone, Ward Educational Coordinators, Heads of schools, School Board chairperson/members, school counselors, teachers, student's government leaders and students.

3.6   Sample and Sampling Techniques

A sample is a selected portion of individuals or items that represent the target population of the study (Cohen, Manion and Marrison, 2000). Sampling technique is

a procedure used to select some elements of the population in such a way that they represent the actual characteristics of the total population (Cohen *et al.,* 2000). Sampling enables the researcher to concentrate on a specific area that represents the population.

According to Patton (2002), purposive sampling is a powerful strategy for the selection of information rich cases for in- depth study. According to Creswell (1998), information rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research and hence the Kinondoni Municipality. In this study, the researcher employed this strategy whereby public community secondary schools were purposively selected based on their performance levels of the national four examinations results for the year 2011.

The sample of this study was 9 public community secondary schools from Kinondoni Municipality. They were selected according to their performance after being rank ordered from the top to the lowest performed school. The top three schools being the highest performing schools and the bottom three being the poorest performing schools, as well as the middle three schools were selected for the study. Concerning the middle three the researcher selected the median, and then added one school above the median and another one below the median.

The secondary schools were purposively selected. Other members of the sample included 1 Chief Inspector of Schools, who was selected by virtue of her post, one Director of Secondary Education, who was also selected by virtue of his post, as well as the District Secondary Educational Officer. Nine Headmasters/Mistresses were

selected by virtue of them being heads of the selected secondary schools because each school has one headmaster/mistress.

All 22 zonal secondary school inspectors were included in the sample as quality assurer. Ninety teachers were selected according to gender through purposive and strategic sampling. Some pieces of paper of equal size matching the number of male and female teachers were prepared and five of each gender was written "pick me" and the rest were left blank. All the pieces of paper were rolled to hide their identities.

Those for males were put in different container from those for female teachers. The two containers were shaken thoroughly and each teacher was requested to pick one piece of rolled paper unrolled them to read what was written there. Those who read "pick me" were included in the sample. The process was repeated in all sampled schools to attain the overall total of ninety teachers.

Others were three Ward Educational Officers were selected because they constituted the Wards from which all the selected schools are located, nine school board chairpersons by virtue of their posts, eighteen school counselors by gender were selected from the sampled schools two each per school, ninety student's government leaders by gender and by virtue of their responsibilities to school operations, ninety students by gender forty five from Forms three and four respectively. They all amounted to 325 respondents. The forms three and four students were selected purposively but the individual students were selected randomly as described in the case of teachers Table 3.1 indicates the sample of the study.

Table 3.1: The Composition of the Study Sample

Category	Population	Expected	Actual by Gender		
			Male	**Female**	**Total**
Chief inspector of schools	1	1	-	0	0
Director of secondary education	1	1	1	0	1
Zonal secondary school inspectors	22	22	2	11	13
District education officer	1	1	1	-	1
Headmasters/Mistresses	45	9	5	4	9
School board chairperson	45	9	9	-	9
School counselors	90	9	3	6	9
Ward education officers	34	3	1	2	3
Teachers 10 per school by gender	1258	90	15	54	69
Students' government leaders 10 per school per gender	180	90	30	23	53
Students 10 per school by gender	37969	90	40	45	85
Total	**77615**	**325**	**107**	**145**	**252**

Source: Field Data, 2014

3.7   Development of Data Gathering Instruments

Four instruments i.e. interviews, field observations, questionnaires and documentary reviews were used for primary and secondary data collection. The researcher used more than one instruments because the researcher aimed at getting deep understanding of the implementation of the devolution of public community secondary schools on the provision of quality education and also helped the researcher to cross check the authenticity and relevance of data collected and maximized validity and reliability of the data.

3.7.1 Interviews

According to Kvale (1996), an interview is an essential tool in qualitative research and is defined as a conversation for the purpose of obtaining relevant information, focused on content specified by the research objectives. Patton (opcit) views an interview as a method that enables the researcher to find out things that cannot be directly observed such as feelings, opinions and the way the interviewees view their world. In order to collect relevant data the researcher prepared an interview guide (semi-structured).

According to Patton (2002) an interview guide comprises lists of questions or issues that are to be explored in the course of the interview, which enables the interviewees to express their views of their convictions and to pursue issues not included in a pre-devised schedule. The researcher used this instrument, including probing questions, to attain detailed explanations to the question under investigation. The importance of an interview guide is that it helps to direct the conversation such that the researcher covers the topics and issues related to the research objectives and attains the required level of interactions between the researcher and the respondents.

The semi-structured interview guide was prepared in both English and Kiswahili languages so that each interviewee responded in the language that he/she best understood. Consequently, it was easy for the respondents to answer questions on the basis of accurate understanding. Also, the instrument was used to collect data from the participants with a deeper understanding of the phenomena. This method was specifically selected because it provides opportunities to probe further into issues that need in-depth information as it has the needed flexibility.

According to Bryman (2004), flexibility helps in varying the order of questions and clearing up discrepancies in responses. A semi structured interview involves open-ended questions; its use gave freedom and opportunity to interviewees to express their feelings and thoughts. To encourage respondents to answer the interview guides clearly, the interview guides were designed in a simple and direct language, open and clear but not leading questions. The Advantage of using interview is that, it enables the researcher to understand the feelings, motives and thinking of the respondents. The limitation of interview is time- consuming and expensive.

The interview for educational officers and the headmasters/mistresses was administered in their respective offices. Before commencing, the interviews with participants, the researcher sought their preference of the language to use during the interview because the language was critical for understanding and responding. The researcher interviewed respondents to obtain complete and meaningful information by checking and correcting respondents' misunderstandings and enabled to probe when needed. The researcher established rapport through exchanging greetings and engaging in some initial talks before full scale engagement in the interview exercise gathered momentum.

The researcher wrote the responses given by interviewees during the interview process in each theme and sub theme. At the end of each session, the researcher transcribed each respondent's responses. The transcription is presented in such a way that no person can decide what information was provided by whom and therefore confidentiality was strictly observed.

3.7.2   Questionnaires

The researcher used questionnaires to obtain data from students, teachers and secondary school inspectors. The questionnaire has an advantage over other techniques in data collection because it is easier to administer to respondents for instance it was possible to provide questionnaires to all concerned and obtained responses at a short time which is economical with respect to cost and time of data collection. Having a big number of participants the instrument enabled the researcher to obtain data in a short time. The instrument limited the researcher's possible biases, which would have distracted the participants. This was important because the nature of data sought such as personal experiences and explanations.

However, there were limitations of using the questionnaires. Data obtained through questionnaires were restricted to the demands of the questionnaire. Both open and closed-ended questions were used. Open ended questions were important since participants were free to give their views and therefore the instrument helped the researcher to get detailed data. Open ended questions enabled the researcher to collect broader range of experiences from participants. On the other hand, closed ended questions were easier to fill in and required the researcher to collect only the required data.

3.8.3   Field Observation

The researcher employed non-participant observation technique in the study to observe the real environment in schools because it produces the kind of data, which other methods like documentation cannot. Cohen *et al.* (2000) contend that observational data are attractive as they afford the researcher an opportunity to gather

live data from live situations. Patton (opcit) and Bryman (2004) argue that observations help the researcher to look at what is taking place on site which portrays the setting that is observed, the actions (activities) that take place, the participants and meanings of what is observed. The researcher physically visited the schools so as to witness the physical environment such as the school buildings, where teaching and learning takes place, classroom interaction between teachers and pupils, available educational materials and that observation was also used to verify the information from interviews and documents.

3.8.4 Documentary Reviews

The documentary review technique covers a range of different kinds of sources of data thus enabling the researcher to gather interesting and useful data about the study. In this study the researcher used official documents in the respective schools to check the number and quality of resources available and the examination results for the past three years. The resources included buildings, teachers, furniture and instructional materials and equipment.

The major advantage of documentary reviews according to Lincoln and Guba (1985) is that analysis is stable and can be reviewed repeatedly. The main fundamental points of this study was to elicit views, opinions, thoughts and suggestions from the Government officials, headmasters/mistress, teachers, school board members, student Government leaders and students about the functioning of the decentralization of the administration and management of public community built and managed secondary schools by devolution.

3.8   Validity and Reliability of Instruments

According to Cohen *et al*. (2000), Validity refers to the ability of the research instruments to measure what they claim to measure and the degree to which the results can be generalized to the wider population, cases or situations. To insure validity, the researcher prepared the instruments and gave them to peer researchers to comment on them and after accommodate their observations were subsequently reviewed by my supervisor and returned them to the researcher for refinement, reflecting on the relevance, coverage, content, clarity and consistency through various rigorous measures including piloting before their ultimate administration.

All useful comments were incorporated. To encourage respondents to respond to the questions without fear, the researcher assured respondents of confidentiality of information provided and anonymity of their identity. Respondents were assured that no one would access the information the researcher obtained from them. This was done prior to interview session and written on the instruments themselves. In the case of anonymity, the researcher used letters to represent the schools and the names of participants were represented by numerical numbers.

In order to ensure high ecological validity, as suggested by Brock- Utne (1996) many characteristics were involved as much as possible to understand the research area. The researcher used various respondents with different characteristics so as to attain high ecological validity. Finally, the researcher enhanced respondents' confidence by being in the field work, interviewing respondents with the same profession as a (former teacher) and an inspector. As a teacher and a school inspector, the

researcher's experience about the society as well as the education system itself was an advantage to carry out the research.

According to Yin (2003), reliability refers to getting the same or similar results when data collection procedures are repeated to a part of the sample. To ensure the reliability of this study, each item in the questionnaire was critically analyzed by the researcher and the necessary language amendments was made and submitted to the supervisor for reviews before the questionnaires were administered to the study sample.

The researcher used more than one method of data collection such as interview, observation, questionnaires and documentary reviews. Studies that use only one method are more vulnerable to errors linked to the particular method than studies that use multiple methods (Marshall and Rossman, 1993).

The use of various instruments (triangulation) helped the researcher to cross check the authenticity and relevance of data collected and maximized validity and reliability of the data as one instrument complemented the other. To ensure reliability of instruments, the researcher prepared the research instruments in Kiswahili and English language and then the Kiswahili version was given to a Kiswahili/English expert to translate it to English.

Then the researcher gave the same Kiswahili version to another peer expert to translate in English. The two English versions were compared and where they differed was discussed together with the researcher until we reached consensus.

Then, the Kiswahili version along with the final English version was given to my supervisor who reviewed them and finally agreed on the correctness of the versions before their use.

During data collection, the researcher used Kiswahili written version to conduct the interview to respondents and the responses were written in a notebook in Kiswahili language, also, Kiswahili version questionnaires were used to collect data from teachers, student' leaders and students for the sake of effective communication. Finally, the researcher wrote the report in English language and submitted it to the supervisor for review and comments.

3.9   Data Analysis Procedures

Data collected through qualitative means were analyzed qualitatively through content analysis. Patton (2002) describes content analysis as identifying coherent and important examples, themes and patterns in the data related to issues dealing with a particular research question. Quantitative data were analyzed, tabulated and presented in terms of percentages using scientific calculator to calculate the data.

3.10   Ethical Considerations

An introduction letter was secured from the Open University of Tanzania. The researcher took the letter to the Regional Administrative Officer, District Educational Officer, Ward Educational Coordinator and the Headmasters/mistresses of schools. They gave the researcher a letter of approval. The researcher went to the research sites to meet with research respondents and make appointment with them. The researcher explained the objectives of the study, assured them of privacy,

confidentiality and anonymity. It is important to note that the objectives were explained in a simple and understandable language. In all cases, participants were allowed to ask questions and were free to participate in the study or not. Finally, the researcher and respondents arranged a schedule for the interviewing exercise and for responding to other instruments.

3.11 Delimitation of the Study

Delimitation for a research paper is the limitations defined by the researcher including where the study will take place, who will participate and how the participants will be defined or selected. Therefore, this study was limited to the public community built and managed secondary schools in the Kinondoni Municipality. It is focused on how well the decentralization by devolution of administration and management of the public community built and managed secondary schools have been implemented.

3.12 Limitation of the Study

This study was limited to the public community secondary schools in Kinondoni Municipality of the Dar es Salaam Region.

CHAPTER FOUR

4.0 FINDINGS, INTERPRETATION AND DISCUSSION

4.1   Introduction

This chapter presents the findings of the study regarding the effects of devolution of administration and management of public community secondary schools in Kinondoni Municipality.   The findings are presented according to the study objectives and research questions set in Chapter One. The presentation is divided into four sections corresponding to the four objectives of the study.

These sections include legal frameworks which devolved the decision-making to various levels of the administrative hierarchy of the Local Government and their adequacy, quality and quantity of resources allocated to public community secondary schools, quality processes, quality of outputs/outcomes from public community secondary schools from 2010 to 2012 and provision of capacity building seminar/training to administrative hierarchy.

4.2   Legal Frameworks Facilitating Devolution

The newly appointed Assistant Director of Secondary Education and District Secondary Education Officers were asked to indicate the legal frameworks used to devolve the powers and responsibilities to various levels of administration and management of public community secondary schools. The respondents referred to the Education Act No. 25 of 1978 and its amendment No. 10 of 1995, Education and Training Policy of 1995, Decentralization Acts of 1982. Other frameworks reported were the Local Government Reform Programme of 1996, Local Government Act No.

7 of 1982 for District Authorities, Local Government Act No. 8 of 1982 for urban Authorities, Regional Administration Act No. 19 of 1997, Local Government Finance Act No. 9 of 1982, Local Government Laws Act No. 9 of 1999, Local Government Act of 2002, Local Government Act of 1989 and Secondary Education Development plan (SEDP) of 2004, which aimed at improving education management and devolution of powers to Local Government Authority and regulations formulated by the Ministry of Education and Vocational Training are assisted in day to day management of school activities.

In their responses it was noted that some of the provisions in the frameworks were outdated and suggested that there is a need to be revised to match the current devolution policy. Other observations were that, there are some of the regulations which were set by the Ministry of Education and Vocational studies in 2002, 2003, 2004 and 2013 that have assisted in the implementation of the devolution of administration and management of public community secondary schools not only in Kinondoni Municipality but all over the country. Examples included regulations pertaining to schools inspection, corporal punishment, expulsion and exclusion of students from schools and the duration of the school year.

Other regulations reported as having contributions for school inspection, were those on examinations, establishment of guidance and counseling services, class size, and establishment of school boards, reduction of the number of examinations to be done in schools, encouragement of the habit of reading books for teachers and students and management of school funds. The DEO reported that all these regulations assisted in the implementation of daily school administration and management.

4.3   Quality and Quantity of Resources

Teachers, students' Government leaders and students through questionnaires were asked whether they have adequate resources in their schools. Their responses are categorized into: teachers, buildings and furniture and teaching/learning materials.

Teachers

The availability of teachers in the nine sampled schools are shown in Table 4.1.

Table 4.1: Teachers in Sampled Public Community Secondary Schools

Qualification	SEX	A1	A2	A3	B1	B2	B3	C1	C2	C3
Masters	M	-	-	-	-	-	-	-	-	-
	F	-	1	2	3	-	2	-	-	-
1st Degree	M	3	5	7	3	18	5	5	3	2
	F	12	23	15	15	11	18	1	1	3
Diploma	M	6	9	15	9	5	8	3	4	4
	F	17	18	28	26	14	11	3	15	5
Lisence	M	2	3	3	1	5	2	-	-	-
	F	-	1	1	1	-	1	-	-	-
Total		40	60	71	58	53	47	12	23	14
Total Students		1321	1480	1185	1300	1391	1682	540	728	650
TSR		1:23			1:28			1:39		

Source: Field Data, 2014

TSR= Teacher/Student Ratio,   The symbol '– 'means none

As indicated in Table 4.1, the number of teachers in A1, A2, A3, B1, B2, B3 and C2 were adequate and qualified in the sense that they had the required credentials. The teacher: student ratio ranged from 1:39 in the lowest performance to 1:23 for the top performance secondary schools.

The ratio shows that the higher it is the lower is the quality of performance of the schools implying that the adequacy of qualified teachers is an important factor influencing the level of performance. As Table 4.1 show that all sampled schools

belonging to category A and B had licensed teachers. However, they had admitted at Open University of Tanzania for further studies as directed by the Ministry of Education and Vocational Training.

Also, all sampled schools had diploma and 1st degree teachers and that the former were competent in their teaching subjects compared to few degree teachers who lacked competences in teaching their subjects as reported by some of the heads of schools. The inability of some of teachers in teaching their subjects was among the factors which affected the performance of students in their national examinations for the years 2010, 2011, and 2012 respectively.

The teacher: student ratio shown in Table 4.1 indicates that all sampled schools meet the national standards set by the Government of the ratio of 01 teacher to 40 students. However, shortage of classrooms as shown in Table 4.2, has led to a big number of students per classroom, which ranges from 80 to 120 students. This means that one class contains 2 to 3 streams of 40 students each set, a situation that leads to teaching ineffectiveness as well as the inability of teachers to monitor and evaluate their lessons at the end of each teaching period.

The result shows that because of the situation, poor quality education is provided and hence poor performance in national examinations. This in turn leads to poor outputs/outcomes as a result the societal expectations are not met. Another aspect that was looked into was buildings which include classrooms, administration block, laboratories, libraries, Administration Block and toilets. Table 4.2 shows the State of Classrooms, Laboratories, Toilets, Libraries, and Administration Block in the Sampled Schools.

Table 4.2: The State of the Art of Classrooms, Laboratories, Toilets, Libraries and Administration Block in the Sampled Schools

Sch	TYPE OF BUILDINGS																					
	CLASSROOM					LABORATORIES				TOILETS					LIBRARIES				ADM. BLOCK			
	Reg	Prs	Sht	%sht	CSR	Reg	Prs	Sht	Sht%	Reg	Prs	Sht	%sht	TSR	Reg	Prs	Sht	%sht	Reg	Prs	Sht	%sht
A	100	47	53	53	1:85	9	0	9	100	176	44	132	75	1:91	3	0	3	100	1	0	1	100
B	106	80	28	26	1:55	9	0	9	100	144	34	110	76	1:129	3	0	3	100	1	0	1	100
C	45	31	23	51	1:52	9	0	9	100	76	34	42	55	1:56	3	0	3	100	1	0	1	100
Tot	251	158	104	130	1:192	18	0	18	300	396	112	284	206	1:276	9	0	9	300	1	0	1	300

Source: Field Data (2014)

Key: Req=Required, Prs=Present, Sht=Shortage, %Sht=Percentage shortage, CSR=Classroom/ student ratio, TSR=Toilet/ Student ratio,   Sch =Schools, Tot = Total

Table 4.2 portrays the availability of classrooms, laboratories, toilets, libraries and administration block. Seven out of nine sampled public community secondary schools which are categorized into three groups of three schools each, have shortages of classrooms. The classroom/student ratio ranged from 85 to 52 students per class as shown in Table 4.2. Two schools (category B and C) had adequate number of classrooms. the schools are located far away from the city center and have no transport facilities to send teachers and students to and from schools.

The school also does not have dormitories or hostel facilities where students can stay. As a result the school attendance of both teachers and students lead to poor performance in the National Form Four examinations for the years 2010, 2011 and 2012. Other reason for their adequacy is that students who enroll in the schools report to the school and later seek transfers to other schools nearer to their respective homes or never report to the school at all.

The findings show that the teaching/learning in the sampled schools are not done effectively hence poor quality of performance in their Form Four National Examinations as depicted in the years 2010, 2011 and 2012 respectively. Table 4.7 shows that the quality of outputs/outcomes of the majority of students is not satisfactory as most of the students passed within division four and zero category. Only a few were between divisions one and three.

The findings also show that only one school in category C had a science laboratory while 8 schools had no science laboratories. The heads of schools improvised laboratories by using classrooms. The used few available laboratory equipment and

chemicals. One school in category C had a mobile laboratory with few laboratory equipment and chemicals for demonstration only, which was inadequate and could not satisfy teachers and students requirements. The general performance of students in science subjects was not encouraging. Consequently some of students' lost the morale of studying the subjects which led to most of students' opt for Arts subjects.

All the 9 sampled public community secondary schools had acute shortage of toilet holes. The first category of schools had an average ratio of 1:91 meaning one toilet hole for 91 students while the average category of schools had an average ratio of 1:129 implying that one toilet hole served 129 students and the least category of the performer schools had an average ratio of 1:56, implying that one toilet hole served 56 students. In reality each category of schools have not met the standards prescribed by Ministry of Education and Vocational Training (MOEVT) of 01 toilet hole for 20 girls or a urinal chamber for 30 boys respectively. The shortage of toilet holes as shown in Table 4.2 can affect the teaching and learning at school as well as may cause health problems to students.

Data obtained through interviews, questionnaires and field observations demonstrate that the administration block, staffrooms and library for all nine sampled public community secondary schools were yet to be constructed. However, the heads of schools did partition some of the classrooms so as to have offices for heads of schools and their respective assistants, academic staff, accounts assistant and book stores and the other one as teachers' staffrooms, however small they might have been.

(ii) Furniture

Table 4.3 shows the availability of furniture in nine sampled public community secondary schools.

Table 4.3: Availability of Furniture in Sampled Schools

Name of schools	Type of furniture							
	Tables				Chairs			
	Req	Prs	sht	%	Reg	Prs	sht	%
A1	1321	634	687	52	1321	634	687	52
A2	1480	1200	1200	50	1480	1200	1200	50
A3	1185	649	536	45	1185	649	536	45
AVERAGE	1329	828	808	49	1329	828	808	49
B1	1300	890	410	31.5	1300	890	410	31.5
B2	1391	1050	341	24.5	1391	1050	341	24.5
B3	1682	554	1128	67	1682	554	1128	67
AVERAGE	1458	831	626	41	1458	831	626	41
C1	540	280	260	48	540	280	260	48
C2	728	386	342	46.9	728	386	342	46.9
C3	650	720	-	-	650	720	-	-
AVERAGE	639	462	301	47	639	462	301	47

Source: Field Data, 2014

Key: Req = Required, Prs = Present, Sht = Shortage, %Sht = Percentage shortage,

CSR = Classroom /student ratio, the sign '-'mean no shortage of the iterms.

As indicated in Table 4.3, 8 out of 9 sampled public community secondary schools had acute shortages of tables and chairs. The shortages differed according to the

number of students per each school such as the average of category A schools shortages is 808 (49%), the second category had an average of 626 (41%) and the third category had an average of 301 (47%) for both tables and chairs. This implied that the majority of sampled schools had acute shortages of furniture, which means half of the students did not have tables and chairs.   In addition to that, only 01 school out of 09 sample schools had access to tables and chairs.

In general, there is inadequate number of tables and chairs which do not match with the enrollment of students in nine sampled public secondary schools. Consequently students have to share tables and chairs. Sometimes the situations limit students to do their assignments given by teachers. There is also poor attendance of students to schools as well as ineffective teaching/learning all leading to poor quality of education. The situation also leads to poor performance in their National Form Four Examinations hence the poor outputs/outcomes.

To improve the students' performance in all sampled schools, the school owners should ensure that the schools are well equipped with the required furniture so that each teacher and student has his/her own chair and table. This will increase the morale of teaching/learning and students will be able to do their assignment well hence less truancy. In so doing, students will be serious with studies and perform better in their internal and external examinations which in turn improve the outputs/outcomes. As a result there will be quality education.

(iii) Financial resources

Table 4.4 shows the availability of financial resources in 9 sampled public community secondary schools for the years 2010, 2011 and 2012.

Table 4.4: Financial Resources of Sampled Schools

Schools	T.Shs Received Each Year Per School						3 Yrs Average	Average Per Student
	2010		2011		2012			
	No. of Stu	Amount rec	no. of stu	Amount rec	no. of stu	Amount rec		
A1	1050	11,238,799	1075	4,400,272	1323	10,312,161	8,650,411	2,883,470
A2	1150	1,938,725	1205	23,762,441	1480	6,206,927	10,636,031	3,545,344
A3	1065	00	1110	7,169,954	1185	6,586,789	6,878,371	2,292,790
AV	1088	6,588,762	1130	11,777,556	1329	7,701,959	8,721,604	2,907.202
B1	1102	9,343,529	1130	6,668,767	1300	10,705,580	8,905,959	2,968,653
B2	730	183,8938	1055	14,032,627	1391	11,452,375	9,107,980	3,035,993
B3	1074	00	1327	14,381,858	1682	18,168,295	16,275,077	5,425,026
AV	969	5,591,233	1171	11,694,417	1458	13442214	11,429,672	3,809,891
C1	475	3,656,970	550	3,511,167	540	4,491,686	3,886,607	1,295,554
C2	545	00	578	4,019,729	728	11,443,415	7,731,572	2,577,191
C3	373	328,140	434	2,451,713	650	9,141,709	3,973,854	1,324,618
AV	464	1,992,555	521	3327536	639	8,358,937	17,118,991	5,706,330
TO	7564	28,344,901	8464	80,388,529	10279	78,508,937	76,045,862	6,337,155
OV RA AV	840	3,149,433	940	8,932,059	1142	8,723,215	8,449,540	704,128

Source: Field Data, 2014

Key: 00 = no capitation grant allocated to such school, AV= Average, TO – Total,

OV RA AV = Overall Average, No. of Stu = Number of students, Amount rec = Amount Received

Table 4.4 shows the amount of capitation grant allocated to each of the sampled schools in three successive years. The data show that in all nine sampled schools, no school received the actual amount of capitation grant expected according to total number of students they have in their schools. The average amount of capitation grant received per student for three years ranged from 5,425,026 in B3 to 1,295,554 in C1. The main reasons for variations, as reported by the concerned officials, is that the actual amount of capitation grant received from the Treasury was not adequate enough to allocate to all schools according to their number of students. What the

official did was to allocate the funds to schools with respect to the amount received so that each school received fund without using the criteria prescribed by the Ministry of Education and Vocational Training of Tshs.20000 per student. As Table 4.4 shown, in year 2010, three schools did not receive the capitation grant, then the official personnel allowed the heads of schools to use part of the school fee for school management purposes.

Table 4.5: Availability of Books in the Sampled Schools

Sc Per Ca	Act No Stu	Texbooks											Ove Total	Ove Ave Rat.
		Civics	B/Keeping	Histroy	Geograpy	Kiswahili	English	Physics	Math	Commerce	Chemistry	Biology		
A	3265	674	88	543	426	1085	630	1138	866	120	727	542	6839	622
B/SR		1:5	1:37	1:6	1:8	1:3	1:5	1:3	1:4	1:27	1:4	1:6		1:5
B	2906	325	90	200	243	661	526	732	1291	130	579	641	5418	494
B/SR		1:9	1:32	1:15	1:12	1:4	1:6	1:4	1:2	1:22	1:5	1:5		1:6
C	1393	78	52	98	50	207	329	396	346	55	197	170	1978	180
B/SR		1:18	1:27	1:14	1:28	1:7	1:4	1:4	1:4	1:25	1:7	1:8		1:8

Source: Fied Data, 2014

Key: B/SR = Book/Student Ratio,   Sc per Ca = Schools per Category,   Actu no. of stu = Actual number of students, Ove total = Overall Total,   Ove ave Rat = Overall Average Ratio.

(iv) Teaching and learning materials

Table 4.5 shows the availability of books in the 9 sampled public community secondary schools. The findings indicated that, almost all subjects except Sciences,

Kiswahili and English have acute shortage of books in all categories of sampled schools. Each category comprises three schools, the top, middle and the bottom performers, however, the overall average per each category shows that, the book/student ratio ranked from 1:8 to 1:5 which means one book was shared by eight to five students respectively. This situation leads to ineffective students reading books and understanding the subject contents so as complement teachers' summary given during the teaching and learning process, as a result students perform poorly in their internal and external examinations, hence poor quality of outputs/outcomes. These findings are supported by questionnaire findings administered to teachers, student leaders and students on the status of books in their schools. Table 4.6 summarizes the research findings.

Table 4.6: Availability and Adequacy of Books in the Sampled Public Community Secondary Schools

Respondents	Yes		No		Total %
	No. of respondents	%	No. of respondents	%	
Teachers	08	44.5	10	55.5	100.0
Student leaders	06	11.3	47	88.7	100.0
Students	30	28.6	75	71.4	100.0
Total	**44**	**25.0**	**132**	**75.0**	**100.0**

Source: Field Data, (2014)

Data in Table 4.6 show that the majority of respondents 132(75%) reported that in their schools there were insufficient books almost in all subjects while only 44 (25%) reported that their schools have adequate books, which implies that 9 sample public community built and managed secondary schools have inadequate number of books almost for all subject.

School inspectors, DEO, WEO; heads of schools, school board chairpersons, and school counselors were interviewed on the same questions as to whether or not the public community secondary schools had adequate books for all subjects. All the thirteen (100%) secondary school inspectors reported that the number of books in public community secondary schools in Kinondoni Municipality had only a few books almost in all subjects except the Science, Kiswahili and English. The ratio ranged from 1:80 to 1:08 for Arts and Commercial subjects respectively and 1:5 to 1:2 for Science, Kiswahili and English subjects. The reason for their adequacy was that the capitation grant received by each school for each year was based on the directive to use between 50 and 48 per cent to buy books for those subjects.

The school inspectors further reported that some of the books available in public community secondary schools did not match the subjects' syllabuses. This was the basis for problems to both teachers and students as to which books should be used in the absence of the concrete guidelines. Teachers use all available at the school without bearing the contents of the books and of the subject syllabi thus necessitating students using materials which are irrelevant to their subjects while the examination questions test different content and hence rendering the schools to perform badly.

All the nine (100%) heads of schools from the sampled schools reported that, in their schools there were few books procured for each subject, due to the fact that funds allocated to them were not enough to procure adequate books to all subjects in time. Furthermore, it was reported that they faced challenges during the implementation of their duties which included interference by politicians and the Municipal Director in the implementing their roles and responsibilities, especially in decisions made on

students disciplinary cases whereby some in disciplined students expelled from school were ordered to return to school immediately contrary to decisions of discipline committees, to mention a few. They also reported that those challenges hinder effective and efficient management of schools as commented by one Head of School as following:

> "To be head of these community secondary schools is a burden and punishment because you always deal with school problems such as indiscipline of teachers and students become conceited and feel as if they are school owners and the authority has less responsibility" (Head of School B1).

The DEO, WEO, school board chairpersons and school counselors while responding to the same question, reported that in public community secondary schools, the number of books per subject are very few because the funds allocated to them officially and the school fees collected from students are insufficient to cater for all the school requirements. As a result, the heads of schools are unable to procure adequate books for all subjects and students.

All teachers, students and their leaders reported that in their respective schools they have inadequate number of books in nearly every subject. Teachers reported that they are confused as to which books they should use in preparing lessons due to some of the available books being unrelated to subject syllabi. The situation is due to the fact that there are no specific textbooks recommended by the Ministry of Education and Vocational Training to be used for all subjects.

What the Ministry of Education and Vocational Training does is to direct heads of schools through the School Management Team, to procure books which have EMAC stamp. However, some of the books did not match the subjects' syllabuses and not

related to the subjects contents. Consequently, some teachers use their own funds to procure books which they think they can get more materials to complement their lessons and which are related to the subject content as well as the syllabi. Students and their leaders responded that due to inadequate books in schools, they depend on the teacher's notes. They also reported that they cannot buy books due to the poor financial positions of their parents.

4.4   The Quality of Outputs/Outcomes

Through questionnaires administered to teachers, students and their leaders the researcher sought views on the quality of outputs/outcomes of the public community secondary schools for the academic year 2010, 2011 and 2012 especially the students' academic performance.

Table 4.7: Students Performance in National Examinations for the Years 2010, 2011 and 2012 in Sample Schools

| Year | Div | SCHOOLS IN CATEGORIES | | | Total | Ave | Ave % | Total |
		A	B	C				
2010	i-iii	167	70	00	237	119	10.8	
	iv	503	341	-	844	281	25.4	100
	0	685	728	-	1413	707	63.8	
2011	i-iii	109	57	00	166	55	9.4	100
	iv	431	305	13	749	250	42.7	
	0	387	399	57	843	281	47.9	
2012	i-iii	76	67	02	145	48	8.6	
	iv	276	237	28	541	180	32.0	100
	0	287	453	263	1003	334	59.4	

Source: Field Data, (2014)

Key: A = Top three schools,   B = Middle three schools,   C = Bottom three schools,

Ave =Average,   Ave % = Average in percentage,   Div = Division,

The symbol '– '   The schools without students who sat for National Examinations in the named years.

The actual performance of students in the Form Four National Examinations in the nine sampled community secondary schools are summarized in Table 4.7.

Table 4.7 shows the actual performance of candidates in the sampled schools in Kinondoni Municipality. Respondents were asked to comment on the students' performance for the years 2010, 2011 and 2012 through questionnaires and interviews. The findings indicate that the majority of students' attained divisions four and zero, while a few of them attained divisions one to three as indicated in the Table. This implies that the quality of education provided in public community secondary schools is poor.

The findings from the questionnaires administered to teachers, students and their leaders are summarized in Table 4.8.

Table 4.8: Respondents' findings of the Quality of Schools Outputs/Outcomes

Respondents	No.	Respondents views on the quality of outputs/outcomes					
		Good		Average		Poor	
		n	%	n	%	n	%
Teachers	69	0	0	24	34.8	45	65.2
Student gvt. leaders	53	0	0	16	30.2	37	69.8
Students	85	0	0	20	23.5	65	76.5
Total	**207**	**0**	**0**	**60**	**29**	**147**	**71**

Source: Field Data, 2014

The data in Table 4.8 show that the majority of respondents 147(71%) reported that the quality of outputs/outcomes in public community built and managed secondary schools for the academic year 2010, 2011 and 2012 were poor whereas others 60 (29%) reported that they were average. The students' performance during the identified years was not encouraging, implying that the quality of education provided in all the sampled schools in Kinondoni Municipality were poor.

The Assistant Director for Secondary Education, DEO, WEO, School Board Chairpersons and School Counselors were interviewed concerning their views on the same question. All interviewees reported that the quality of outputs/outcomes from public community secondary schools in Kinondoni Municipality were bad. All the respondents reported that factors which hindered the provision of quality education in the public community secondary schools were poor quality of some of the standard seven pupils who were selected to join secondary education. Their pass rates were very low. In 2012 for instance pupils who scored 80 out of 250 were enrolled in secondary schools. Further inadequate number of teachers in every subject, inadequate teaching/learning materials, and minimal readiness of students towards their studies has contributed to poor academic performance.

School Board Chairpersons and School Counselors reported other factors such as communication technology development, which was said to have induced students to chatting with their friends through the internet, face book, telephones and twitter, lack of transport facilities and dormitories/hostel, especially for those public community secondary schools built far away from the city center and inadequacies of physical infrastructure.

Through questionnaires, teachers were asked to comment on the general students' performance during 2010, 2011 and 2012. They reported that the general performance was not good as shown in Table 4.7. Some of the main factors for the bad results, apart from those mentioned above, included lack of motivation to teachers for un conducive working environment, change of teaching/learning technique from content based to learner centered or participatory teaching /learning approach without training to the implementers, inadequate basic needs such as water, electricity and meals for teachers and students, ineffective medium of communication for both teachers and students and truancy which negatively affected teaching /learning.

> One head of school commented as follows: "I can't encourage teachers
> to use learner centered teaching approach as advised by school
> inspectors due to the big number of students in class such that one class
> contains between 80 to 120 students. How can the method be applied?"
> (Head of school C2).

To overcome these challenges, all stakeholders, from the Central Government to the community are responsible for minimizing the challenges reported by the respondents so as to improve the provision of quality education to all schools and enable students to perform better in their national Form four examinations.

4.5 Capacity Building Seminars and Training

One of the research questions sought information regarding the training of implementers at all levels of the educational administrative hierarchy for the efficient execution of the requisite devolved tasks. The Assistant Director for Secondary Education, DEO, WEO and heads of schools were asked whether they had attended any training or seminars to enable them execute their roles and responsibilities

effectively. The findings show that the Assistant Director of Secondary Education attended the training for one month while the DEO, WEO and heads of schools attended one week training at the Agency for the Development of Educational Management (ADEM) in Bagamoyo.

A Questionnaire was administered to school inspectors, asking them to provide information regarding their training for efficient implementation of their roles and responsibilities devolved to them. Twelve (92%) out of the thirteen (100%) school inspectors reported that they had attended training for one month at ADEM in Bagamoyo, and that from the training was useful and assisted them in their daily implementation of their roles and responsibilities. Only 1 (8%) newly appointed school inspector reported to have attended neither the training nor seminar for better implementation of her tasks. All in all, this meant that the majority of the school inspectors had attended the training on capacity building.

Teachers and students leaders, who were appointed to be heads of various sections at school level, were asked to indicate whether or not they attended any seminar/training for effective implementation of their newly appointed roles and responsibilities. The findings regarding the 69 teachers and 53 students' leaders, only 2(3%) of the teachers had attended seminar on capacity building while 67 (97%) did not attend neither training nor seminar for the roles and responsibilities devolved on them.   One of the teachers said:

> "I am not satisfied with the Central Government introducing decentralization without our prior involvement on the change and having in place seminar/training to the implementers. This has resulted to ineffective implementation of the administration and management of public community secondary schools" (One teacher from A2).

Nearly all teachers who were appointed to carry out certain devolved responsibilities at school level did not attend any seminars/ training for effective and efficient implementation of their tasks. They further reported to have used their own previous experiences.

Student leaders' responses show that about half of 27(50.9%) of the student leaders attended seminars on how to implement their responsibilities for one day while 26(49.1%) did not attend any seminars. The latter have been using their experiences in leadership without training. It can be concluded that, insufficient capacity building through seminars/training was provided to the low level administrators which could be one of the reasons why the implementation of devolution process was weak. Their responses are summarized in Table 4.9.

Table 4.9: Teachers' and Student Leaders' Views on the Level of Seminars/Training Attended

Statement	Teachers				Students			
	Yes	%	No	%	Yes	%	No	%
Seminars/training attended	02	03	67	97	27	50.9	26	49.1

Source: Field Data, 2014

The Assistant Director of secondary education, heads of schools and teachers were interviewed on what they consider to be the good things which emanated from the devolvement of administration and management of public community secondary schools. Responses showed that the devolution of administration and management reduced administrator's workload because some roles and responsibilities they were involved in got shifted to other administrators in the Local Government or school level.

Heads of schools (90%) reported that the devolution brought positive changes in that there are services which are currently nearer to them and that school issues are reported to the Municipal Directors and get decisions of some of the cases in time such as indiscipline of teachers, endorsement of cheques for payments to suppliers who supply stationeries, and overtime payments for teachers who did special tasks at the school after working hours.

Apart from the reported positive effects there were also some challenges which hindered the effectiveness of school administration and management such as politicians interfering with students regarding school decisions, lack of adequate human and financial resource, inadequate teaching /learning materials, delays of some of the decision takers to act on the disciplinary cases and irresponsibility of teachers, lack of adequate basic buildings such as classrooms, laboratories, libraries, toilet holes and administration buildings.

Other challenges reported include the enrollment of form one students not being based on the performance and pass rate of the standard seven examinations. The admission of students to secondary schools was based on the available vacancies thus resulting in having students who were unable to read and write being selected. In addition to that, they also reported that some teachers were not knowledgeable with their teaching subject content and were less committed to their duties.

Eighty percent of the teachers said that the devolution helped them to get their services in time such as promotions, salary arrears and transport allowances whenever they were due for leave.

Apart from the positive effects of devolution, there were challenges which affected the implementation of various activities, such as fulfill various duties their duties; such as inadequacy of teaching/learning materials, lack of transport facilities, especially to schools built far away from the city center or main road, big number of students in classrooms, lack of motivation for bad working environment, especially for schools built in remote areas, truancy, inadequate teacher houses and libraries, and basic utilities such as water, electricity and meals.

4.5.1 Discussions

Through documentary reviews and face to face interviews, it was found that the decentralization by devolution of administration and management of public community built and managed secondary schools was facilitated by acts, policies, laws and reforms which included among others: Education Acts, Education Policy, Local government reforms, Education development plans, Local Government Act No, 7 of 1982 for District Authorities, Local Government Act No. 8 of 1982 for Urban Authorities, Regional Administration Act No. 19 of 1997, Local Government Finance Act No. 9 of 1982, Local Government Laws Act No. 9 of 1999 and regulations set by the Ministry of Education and Vocational Training.

The findings from interviews with the Ministry and District administrative officers indicated that some of the provisions were outdated and they suggested the need for reviewing them so as to facilitate the current devolution policy effectively and efficiently. In addition to that, through field observation done by the researcher, it was revealed that the implementers of the devolution lacked awareness on it hence ineffectiveness in the implementation process.

Kuhlmann (2011) and Meshach (2012) show a number of factors facilitated by devolution. There was for instance, increase of the Local Government service delivery, increase in responsibilities discharged by Local Government, quality services delivery, intensification of local planning activities and local authorities gaining more autonomy.

The literature concurs with what is reported in this study, because there is an improvement of the quality of service delivery in that there are currently services near to the client, increased community participation, and local Government gaining more autonomy.

Apart from the positive effects of devolution, there are challenges which affect the implementation of the devolution of administration and management of public community secondary school which include political interference with educational issues, inadequate human and financial resources, shortage of teaching /learning materials, lack of essential buildings, lack of motivation for bad working environment, inadequate basic services and transport facilities as well as teachers not being knowledgeable on their subjects matter contents.

The findings of this study concur with those of Kristiansen and Pratikno (2006) and Mckinsey (1972) whose findings show that there were a number of challenges affected the implementation of the devolution including; lack of transparency and accountability in Government spending on education and lack of detailed and adequate planning mechanism, poor reporting arrangement and work load for the commissioner for education.

With regard to the quality and quantity of resources allocated in sampled schools, Table 4.1 shows the availability of teachers, which indicated that almost all sampled schools had adequate qualified teachers with different levels of education accept C1 and C3. However, the performance of candidates in the national examinations for the years 2010, 2011 and 2012 was not good as indicated in Table 4.7 because of factors such as poor teaching, shortage of classrooms, furniture such as tables, chairs and also laboratories and libraries as indicated in Table 4.2.

Others factors were inadequate financial resources and teaching and learning materials, especially books as shown in Tables 4.4 and 4.5. The shortages have an impact on the academic performance of students, hence affecting the quality of education. The students' performance in schools A category was good compared to others due to the fact that the schools have adequate qualified teachers and books which enable them to interact with and gain more materials compared to other schools with a few qualified teachers as well as books.

The findings of this study concur with those of Babyageya (2011) his findings showed that there were inadequate teachers and facilities such as books and basic services in the community secondary schools which affected effects the teaching and learning to take place effectively and efficiently.

Meshack (2012) declares that devolution leads to inefficiency which is similar to the findings of this study that the devolution of administration and management of public community built and managed secondary schools leads to inefficient because most the devolution implementers attended capacity building training for a short period

which was inadequate to equip all planned progrmmes so as to enable them to discharge their duties effectively. For effective and efficient implementation of devolution, the prospects for devolution should be realized.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

This chapter presents the summary of the study focusing on the purpose of the study, the conceptual framework, literature review, research methodology and the summary of the findings, conclusions and recommendations for both action and further research.

5.2   Summary of the Research Findings

The study aimed at examining the implementation of the decentralization by devolution of the administration and management of public community secondary schools in Kinondoni Municipality. Four research questions were set to guide the study. They focused on the legal frameworks, quantity and quality of resources, quality of outputs/outcomes from the public community secondary schools for the academic year 2010, 2011, 2012 and provision of capacity building seminars/training at all levels of the educational administrative hierarchy.

The conceptual framework of this study was based on the merits of devolution of the administration and management of public community secondary schools in Tanzania and the functions of all levels of the administrative and management from the Central to Local Government down to school level.

The review of related literature dealt with decentralization in developed countries, in developing countries and in Tanzania. The literature reviewed indicate that proper

devolution of administration and management process is likely to improve the provision of the quality of education in public community secondary school, improvement of performance and hence better outputs/outcomes. Effective training programmes are important for all implementers of the devolution process from the Central Government to the school level for improved performance.

The study was conducted in Kinondoni Municipality. Nine public community secondary schools were involved in the study. Three schools each from the identified strata i.e. top, average and low performing schools in Form national examinations results for the years 2010, 2011, and 2012. Data were gathered using interviews, questionnaires, field observations and documentary reviews. Qualitative data were subjected to content analysis and Quantitative data were analyzed using scientific calculator, tabulated and presented in terms of absolute and relative percentages.

5.3   The Findings

As noted in chapter three of this study, a multiple approach of methods in the process of data collection was used as mechanism of data triangulation. The following are the results of the findings.

1. The devolution of the administration and management of public community secondary schools was facilitated by acts, policies, laws reforms and regulations formulated by the Ministry of Education and Vocational Training. The frameworks were adequate to facilitate the effective implementation of the devolution. However, some of the provisions needed to be reviewed so as to meet with the current devolution process.

2. Devolution of administration and management of public community secondary schools improved the quality of service delivery, community participation, Local Government gained more autonomy and increased the enrolment rate of form one students such as in 2008, 395,930 students joined form one while in 2012, 457,321 students were enrolled, which was a big improvement.

3. Devolution of administration and management of public community secondary schools was hindered by many factors including interference of politicians on the implementation of the educational decisions made by School Management Team and School Board members, inadequate human and financial resources and lack of seminars and training for the implementers.

4. Performance in the sampled schools for year 2010, 2011 and 2012 was not good. The reasons for poor performance were instability of curriculum, inadequate teaching and learning materials, technology development and lack of teachers' motivation. Others were poor cooperation among parents, teachers and students, some teachers were not very much knowledgeable in their specialized teaching subjects, lack of adequate trained teachers for science and commercial subjects and poor school infrastructure. This led to poor delivery of quality education in public community secondary schools.

5. The advice given by school inspectors to heads of schools, teachers and students was implemented and there was an improvement in areas of administrative and curriculum implementation while the advice given to stakeholders at National

and Municipal levels was not implemented in time due to financial resources constraints.

6. Failure to provide seminars/training programmes for capacity building to relevant personnel hindered the effective implementation of the devolution of administration and management of public community secondary schools. Thus affects the provision of quality education in those schools.

7. Lack of motivation to un conducive working environment seemed to undermine retention of teachers in their schools a situation which affects the delivery of quality education in the schools whereby the quality of material obtained by students is not supportive of attaining good performance in their national examinations.

Generally, this study has shown how well the devolution of the administration and management of public community secondary schools has been implemented in Kinondoni Municipality and its effects, which have been a mixed lot; promising at some levels of administrative hierarchy in some schools while in others the results, have had negative effects due to poor implementation.

5.4 Conclusion

On the basis of the findings, the following conclusions are drawn.

(i) The devolution of administration and management of public community secondary schools has to some schools improved the quality of service delivery and increased community participation and Local Government gaining more autonomy.

(ii) The devolution process was implemented with insufficient human, financial and physical resources and teaching /learning materials.

(iii) School inspection advice given to stakeholders was not effectively and efficiently implemented to enhance the quality of educational outputs and outcomes.

(iv) The provision of training/seminars attended by various administrators has contributed to inadequate implementation of the devolution due to the time for training was too short to accommodate all programmes planned.

5.5   Recommendations

Based on the research findings, interpretation, discussion, summary and conclusions of this study following recommendations suggested for action and for further research.

5.5.1   Recommendations for Action

1. Allocation and supply of human, financial resources and teaching/learning materials should be improved and secured in time so as to facilitate the administration and management of the public community secondary schools.

2. Pre- Service and In-Service training /seminars should be provided at various intervals and levels of leadership to enable administrators at all levels to enhance their capacities to administer and manage public community secondary schools whenever weaknesses are discovered.

3. School inspectors' advice should be effectively and efficiently heeded and implemented by the Government via Municipal Directors and other educational stakeholders.

5.5.2   Recommendation for Further Research

Since the present study covered only one Municipality in Dar es Salaam, it is recommended that a study be conducted focused on a wider coverage including rural areas of the public community secondary schools in Tanzania. Such a study will provide more varied results that will provide a general picture of how well the devolution of the administration and management of public community secondary schools has been done and what is yet to be done so as to harness the fruits of devolution more abundantly.

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APPENDICES

Appendix 1: Interview Guide for Educational Officers from Ministry of Education and Vocational Training

Introduction

This interview intends to collect information from education officers in the MoVET regarding the devolution of administrative and management duties to community schools and its implementation. The idea is to seek information on how well the devolution has worked. The researcher kindly asks for your co-operation to make this work a success. All the information provided will be treated confidentially and will be used for the intended research purpose only.

1. What is your official position in this ministry?

2. Since when have you been in this position?

3. Have you ever attended any seminar or training related to your post regarding devolution of administration and management of community secondary school? If you have, provide an in-depth explanation on what the training all about.

4. What do you understand by the devolution of powers and responsibility to local government authorities?

5. Why has the Central Government devolved powers and responsibilities to local government authorities?

6. Is the government devolving all responsibilities to the local authorities? Yes/No   If the response is 'yes' explain and in the case of not why?

7. Has devolvement of powers and responsibilities to Local Government authorities improved the provision of quality education in community secondary schools?

8. Does the Central Government recruit adequate professional teachers for all subjects offered in secondary schools? Yes/No if not? what is the reason?

9. Does the Central Government provide capitation grant to community secondary schools in time? Yes/No If it does, how is it done?, when and how much when money was given in 2010, 201I and 2012? What was the students' population in each year?

10. Is the capitation grant provided to schools adequate for the procurement of books for all subjects?

11. What are your personal views about the national Form Four Examinations results in years 2010 and 2011 in the community secondary schools in Tanzania?

Are the results encouraging? Yes/No? Give reason for your response.

12. Suggest ways of improving the provision of quality education in community secondary school in Tanzania.

13. Suggest means that the Central Government can apply so as to facilitate the devolution of powers and responsibilities to local authorities?

Appendix 2: School Inspectors' Questionnaires

Introduction

This questionnaire intends to collect information from school inspectors in Dar es salaam Zone regarding the devolution of administrative and management to community schools and its implementation. The idea is to seek information on how well the devolution has worked. The researcher kindly asks for your co-operation in this task. All the information provided will be treated confidentially and will be used for the intended research purpose only.

Instruction

Put a tick (v) where appropriate response in the space provide

   A. Personal information

1.   Sex: (i) male ( )(ii)female ( )

2.   Which subject do you inspect? Name it (   )

3.   For how many years have you been in this post?

   (a)   1-10 ( )   (b) 11-20 ( )   (c) 21-30 ( )   (d) 31-40 ( )   (e) above 41 ( )

4.   What is your qualification? Put a (tick (v) for the highest level of academic

      education reached.

   (a) PHD ( )   (b) masters ( )   (c)1st degree ( )   (d) Form six secondary

      education ( )

   (b) What responsibilities do you have in your post?

      ……………………………………………………………………………

      ……………………………………………………………………………

5. Have you ever attended any seminar or training related to your post? Yes/No. If you have attended a seminar/training how long did it take?……………………..

…………………………………………………………………………………………

………………………………………………………………………………………….

6. What difficulties do you experience in discharging your responsibilities?

…………………………………………………………………………………………

…………………………………………………………………………………………

B. General information

7. Does the office have adequate transport facilities which allow the school inspectors to inspect each school yearly? Yes/No. If it does not, what is the reason for that?

…………………………………………………………………………………………

…………………………………………………………………………………………

8. Comment on Form Four National Examinations results in the community secondary school for the years 2010, 2011 and 2012?

…………………………………………………………………………………………

…………………………………………………………………………………………

9. In your own views, what can you say about the type of education provided in the community secondary schools in Tanzania?

…………………………………………………………………………………………

…………………………………………………………………………………………

10. Suggest ways of improving the provision of quality education in the community secondary schools in Tanzania.

   ……………………………………………………………………………………

   ……………………………………………………………………………………

11. Suggest ways by which devolution of powers and responsibilities to Local Government could be more effectively implemented.

   ……………………………………………………………………………………

   ……………………………………………………………………………………

Appendix 3: Interview Guide for the District Secondary Educational Officer from Kinondoni Municipality

Introduction

This interview intends to collect information in the district educational officer regarding the devolution of administrative and management to community schools and its implementation. The idea is to seek information on how well the devolution has worked. The researcher kindly asks for your co-operation to make this work a success. All the information provided will be treated confidentially and will be used for the intended research purpose only.

1. What is your official position in this Municipality?

2. For how long have you been in this post?

3. Have you ever attended any seminar or training related to your post?

4. What do you understand the devolution of powers and responsibilities to local government authorities?

5. Do you know your roles and responsibilities as District education officer? Give the answer for your response.

6. Do you guide and enforce the proper use of SEDP funds in community secondary schools in your Municipality? Give the reasons for your answer.

7. Is the Central Government allocated capitation grant to community secondary schools in your Municipality since 2009, 2010 and 2011? Give the reason for your response.

8. Is the capitation grant allocated to community secondary schools in your Municipality adequate to procure books for all subjects? Give reason for your answers.

9. Comment on the Form Four National Examinations results for the year 2010, 2011and 2012 in community secondary schools in your Municipality.

Are the results encouraging? Yes/No. Give reason for your response.

10. Suggest means of improving the delivery of quality education in community secondary schools in your Municipality.

11. Suggest ways by which devolution of powers and responsibilities to Local Government could be more effectively implemented.

Appendix 4: Interview Guide for Ward Educational Officers

Introduction

This interview intends to collect information in Ward Educational Officers from Kinondoni Municipality regarding the devolution of administrative and management of public community secondary schools and its implementation. The idea is to seek information on how well the devolution has been implemented. The researcher kindly asks for your co-operation in this task. All the information provided will be treated confidentially and will be used for the intended research purpose only.

1.   What is your official position in this Ward?

2.   For how long have you been in this post?

3.   Have you ever attended any seminar or training related to your post?

4.   As Ward Educational Officer, what is your responsibility?

5.   What do you understand the devolution of roles and responsibilities to local government?

6.   Do all subjects in the public community secondary schools in your Ward have professional teachers?

7.   Comment on Form Four National Examinations results for the year 2010, 2011 and 2012 in public community secondary schools in your ward.

8.   Suggest ways of improving the delivery of quality education in the community secondary schools in your Ward.

9.   Suggest means that the Government can do so as to facilitate the devolution process.

Appendix 5: Interview Guide for Headmasters/Mistresses

Introduction

This interview intends to collect information from the Headmasters/Mistresses regarding the devolution of administrative and management to the community secondary schools and its implementation. The idea is to seek information on how well the devolution has been implemented. The researcher kindly asks for your co-operation in this task. All the information provided will be treated confidentially and will be used for the intended research purpose only.

1. What is your official position in this school?

2. For how long have you been in this post?

3. Have you ever attended any seminar or training related to your post?

4. Do you understand the devolution of powers and responsibilities to local government authorities imply?

5. As a head of school what is your responsibilities?

6. Do you have adequate number of professionally teachers for all subjects?

7. What are the teachers' qualifications?

8. Do you have adequate number of textbooks for all subjects? Yes/No, if yes

9. How many are they? against students?

10. Are they recommended by the MoEVT?

11. Did the school obtain capitation grant for years 2009, 2010 and 2011 from the Central Government? Yes/No, if yes how much for each of the years?

12. xi. Is the capitation grant received adequate to procure books for all subjects?

13. Comment on the Form Four National Examinations results of the year 2010, 2011and 2012 in your school.

14. Suggest ways of improving the provision of quality education in you school.

15. Suggest means by which powers and responsibilities can be devolved to Local Government.

Appendix 6: Interview Guide for School Chairperson/Board Members as

Parents Representatives

Introduction

This interview intends to collect information from parents from Kinondoni Municipality regarding the devolution of administrative and management to community schools and its implementation. The idea is to seek information on how well the devolution has been implemented. The researcher kindly asks for your co-operation to make this work a success. All the information provided will be treated confidentially and will be used for the intended research purpose only.

1. As School Board Chairperson what is your responsibility?

2. Since when you have been in this position?

3. Have you attended training regarding to the devolution of administration and management of public community secondary schools?

4. Do you monitor the daily management of school operations?

5. Do you have adequate qualified teachers in your school?

6. Comment on Form Four National Examination results for year 2010, 2011 and 2012 in your school.

7. Suggest ways of improving the provision of quality education in the public community secondary schools?

8. Suggest means that the Central Government can apply in devolving powers and responsibilities to the Local Government effectively.

Appendix 7: Interview Guide for School Counselor

Introduction

This interview intends to collect information from parents in Kinondoni Municipality regarding the devolution of administrative and management to community schools and its implementation. The idea is to seek information on how well the devolution has been implemented. The researcher kindly asks for your co-operation to make this work a success. All the information provided will be treated confidentially and will be used for the intended research purpose only.

1. When have you appointed to be a school counselor?

2. As a school counselor what is your responsibility?

3. Have you been trained for your responsibilities?

4. How many times do you meet with students for counseling services?

5. Is the counseling service given to students implemented? If not why?

6. Do you make a follow up to check whether the counseled students changed his or her behavior?

7. There are adequate eligible teachers for all subjects in your school?

8. Remark on textbooks available in your school?

9. Comment on the Form Four National Examinations results for the year 2010, 2011 and 2012 of your school?

10. Suggest ways of improving the provision of quality education in public community secondary schools.

11. Thank you for your cooperation and time for responding to the question.

Appendix 8: Teachers Questionnaire

Introduction

This questionnaire intends to collect information from teachers regarding the devolution of administrative and management of public community secondary schools and its implementation. The idea is to seek information on how well the devolution has been implemented. The researcher kindly asks for your co-operation to make this work a success. All the information provided will be treated confidentially and will be used for the intended research purpose only.

Instruction

 Put a tick (√**)** in correct response in the space provide

A.   Personal Information

1.   Sex: (i) male ( )   (ii) female ( )

2.   Which subject do you teach?

 …………………………………………………………………………………

 ………………………………………………………………………………….

3.   For how many years have you been teaching?

   (a) 1-10 ( ) (b) 11-20 ( ) (c) 21-30 ( )   (d) 31-40 ( )   (e) above 41 ( )

4.   What is your qualification? Put a (tick (v) for the highest level of academic

   education reached.

   (a) PHD ( ) (b) Masters ( ) (c) Degree ( ) (d) Diploma in education ( ) (e)

     License .( )

5. What responsibilities do you have in this school?

    ....

    ....

6. Have you attended seminar or training for the implementation of your roles in

    devolution process? Yes /No, if yes for how long?

    ....

    ....

7. What difficulties have you experienced in discharging your responsibilities?

    ....

    ....

B.   General Information

8. Do you have adequate books in your subject? Yes/No. If yes how many are

    there? Against students?

    ....

    ....

9. Please comment on the Form Four National Examinations results in your school

    for the year 2010, 2011 and 2012?

    ....

    ....

Are you happy with the school results? If not Why?…………………………..

10. As a teacher state the kind of education provided in the community secondary schools?

....

....

11. In your own views suggest ways of improving the delivery of quality education in your school? ……………………………………………………………..……..

....

....

Thank you for your cooperation and time for responding to the question.

Appendix 9: Student Government Leaders' Questionnaire

Introduction

This questionnaire intends to collect information from students' government leaders regarding the devolution of administrative and management of public community secondary schools and its implementation. The idea is to seek information on how well the devolution has been implemented. The researcher kindly asks for your co-operation to make this work a success. All the information provided will be treated confidentially and will be used for the intended research purpose only.

1. Are all subjects taught in your school? Yes /No

    …………………………………………………………………………………

    …………………………………………………………………………………

2. If not which subject are not taught? and in which Form?

    …………………………………………………………………………………

    …………………………………………………………………………………

3. Are you a leader in this school? Yes/No

    …………………………………………………………………………………

    …………………………………………………………………………………

4. If yes what kind of leadership are you involved in

    …………………………………………………………………………………

    …………………………………………………………………………………

5.   Have you ever attended any training regarding to your newly appointed

    responsibility? Yes/No

…………………………………………………………………………………

…………………………………………………………………………………

6. If yes, for how long?

    …………………………………………………………………………………

    …………………………………………………………………………………

7. Do you have enough books in all subjects in your class? Yes/No

    …………………………………………………………………………………

    …………………………………………………………………………………

8. If not, which subjects have no books?

    …………………………………………………………………………………

    …………………………………………………………………………………

9. Do teachers teach their respective subjects as shown in the school time table?

    …………………………………………………………………………………

    …………………………………………………………………………………

10.   Comment on the Form Four National Examinations results for the year

    2010, 2011 and 2012 in your school?

    …………………………………………………………………………………

    …………………………………………………………………………………

11. Suggest ways of improving delivery of quality education in your school?

    …………………………………………………………………………………

    …………………………………………………………………………………

Thank you for your cooperation and time for responding to the question.

Appendix 10: Students' Questionnaire

Introduction

The purpose of this questionnaire is to access the effectiveness of devolution of powers and responsibilities to local government authorities special for the management of community secondary schools. You are requested to participate in this research. Please fill in the questionnaire as sincerely as you can. You do not need to write your name in this form and your replies will remain strictly confidential and to the researcher alone nobody will know what your responses were and so feel confident to say the truth.

1. Are all subjects taught in your school? Yes /No

    …………………………………………………………………………

    …………………………………………………………………………

2. If not which subject are not taught? and in which Form?

    …………………………………………………………………………

    …………………………………………………………………………

3. Do you have enough books in all subjects in your class?

    Yes/No.……………………………………………………………………

    …………………………………………………………………………

4.   If not, which subjects have no books?

    …………………………………………………………………………

    …………………………………………………………………………

5.   iv. Do teachers teach their respective subjects as shown in the school time

    table?

………………………………………………………………………………………

………………………………………………………………………………………

6. Comment on the Form Four National Examinations results for the year

2010, 2011 and 2012 in your

school?...

………………………………………………………………………………………

7. vi. Suggest ways of improving delivery of quality education in your

school?

………………………………………………………………………………………

………………………………………………………………………………………

Thank you for your cooperation and time for responding to the question.

CHECK LIST

Checklist 1: **For Teachers**

NAME OF SCHOOL …………………………………………

QUALIFICATION	SEX		TOTAL
	ME	**KE**	
Masters			
Degree			
Diploma			
License			
Form six lever			
OVERAL TOTAL			

Checklist 2: School Buildings

NAME OF SCHOOL ……………………………………

TYPES OF BUILDINGS	NUMBER OF STUDENTS	NUMBER OF AVAILABLE
Classrooms		
Laboratories		
Toilets		
Libraries		
Administration Block		

Checklist 3: School Furniture

NAME OF SCHOOL ……………………………………………

TYPES OF FURNITURE	TOTAL NO. OF STUDENTS	NO. OF FURNITURE REQUIRED	NO. OF FURNITURE AVAILABLE	SHORTAGE
Tables				
Chairs				

Checklist 4: School Financial Resources (Capitation Grant)

NAME OF SCHOOL …………………………………………

NUMBER OF STUDENTS	AMOUNT RECEIVED PER YEAR			TOTAL	AVERAGE FOR 3 YEARS	AVERAGE PER STUDENT
	2010	2011	2012			

Checklist 5: Books Available at School

NAME OF SCHOOL ……………………………………….…………………

SUBJECTS	TOTAL NO. OF STUDENTS	NO. OF BOOKS PER SUBJECT	BOOK: STUDENT RATIO
Civics			
B/keeping			
History			
Geography			
Kiswahili			
English			
Physics			
Basic Mathematics			
Commerce			
Chemistry			
Biology			

Checklist 6: School Performance for Three Years 2010 – 2012

NAME OF SCHOOL …………………………………………

YEAR	DIVISION	NO. OF CANDIDATES	AVERAGE
2010	1-3		
	4		
	0		
TOTAL NO. OF CANDIDATES			
	1-3		
2011	4		
	0		
TOTAL NO. OF CANDIDATES			
2012	1-3		
	4		
	0		
TOTAL NO. OF CANDIDATES			