

**EFFECTS OF DECENTRALIZATION ON SECONDARY SCHOOLS IN  
ILALA MUNICIPALITY**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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**2013**

**CERTIFICATION**

I the undersigned certify that I have read and hereby recommends for acceptance by the Open University of Tanzania, a dissetation titled: Effects of Decentralization on Secondary Schools in Ilala Municipality, in fulfillment of the requirements for the degree of Master of Education Administration, Planning and Policy Studies (MED.APPS) of the Open University of Tanzania.

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## **DEDICATION**

There is no person without background. I hereby dedicate this work to my mother Alice, my late daddy Dawson, my husband Lukelegwa, my sister Betty, my two sons Edward and Fadhili, and to my daughter Edna. Thank you all for your encouragement, calmness and for being eager to ensure I complete my studies. What I can promise is that the journey I started is approaching to the end.

To all scholars my message is “When you believe you can, don’t listen to others discouragements, success begins with you”.

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**ABSTRACT**

This study explores the role of parents in decentralized secondary schools. It also assessed the factors within schools that contribute to students' academic performance in Ilala district; mixed method research design was used to solicit information through structured questionnaire and interviews. The findings reveal that most of the parents are not aware of their responsibility in students' secondary schooling although there are strong school boards which coordinate the efforts of parents and the schools. On the school based factors, the study found that there were many factors that schools could work on to raise students' academic performance including to ensure schools are fenced, teachers have houses near the school and students have necessary amenities such as laboratories and libraries. The study proposed that parents should voluntarily supervise secondary children to learn at school and home, should provide material support and participate well to all school activities.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

- D-by-D - Decentralization by Devolution
- ETP - Education Tanzania Policy
- MDG - Millennium Development Goals
- MoEVT - Ministries of Education and Vocation Training
- NGO - Non-Government Organization
- PMO-RALG - Prime Ministers Office-Regional and Administrative Local  
Government
- SEDP - Secondary Education Development Programme

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

#### **1.1 Overview**

Decentralization policy is an innovation in education management of secondary school education in Tanzania. This policy was put in place in 2007; after the Local Government and communities were mandated to manage and supervise secondary school education. Despite the approach having the advantage of increasing access to secondary education level, still there are many problems facing community secondary schools. The impact of the decentralization in enhancing schooling outcomes vary from place to place based on the way local government members perceive the policy and how they are involved in the management of the schools.

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

##### **1.2.1 Decentralization**

Governments around the world have introduced a range of strategies aimed to improve secondary education. When the government of Tanzania introduced the decentralization policy; the reasons were to increase efficiency in the allocation of resources (World Bank 1988); improve effectiveness of coordination and flexibility among administrative agencies (Slater, 1989) and enhance accountability (Fox and Brown 1998).

Decentralization fundamentally refers to the transfer of authority and responsibility from the centre to the periphery. Ideally, there are three forms of decentralization: political, administrative, fiscal and market decentralization. This study focuses on

administrative decentralization. Administrative decentralization, or decentralizing governance, refers to the restructuring or reorganization of authority so that there is a system of co-responsibility between institutions of governance at the central, regional and local levels according to the principle of subsidiary, thus increasing the overall quality and effectiveness of the system of governance, while increasing the authority and capacities of sub-national levels (UNDP, 1999). Decentralization is also expected to contribute to key elements of good governance, such as increase of people's opportunities to participate in economic, social and political decisions; assisting in developing people's capacities; and enhancing government responsiveness, transparency and accountability (UNDP, 1997).

Administrative decentralization seeks to create more open, responsive, and effective local government and enhance representational systems of community-level decision making. By allowing local communities and regional entities to manage their own affairs, and through facilitating closer contact between central and local authorities, effective systems of local governance enable responses to people's needs and priorities to be heard, thereby ensuring that government interventions meet a variety of social needs (UNDP, 1998).

In the education sector, decentralization means the transfer of responsibility, authority, and financial resources from the central government to the local government in order to manage schools, which involve planning, organizing, leading and motivating both the staff and the students. However, there are three forms of administrative decentralization and each form affects the level and intensity of school management.



## **1.2.2 Forms of Administrative Decentralization**

The three forms of administrative decentralization are deconcentration, delegation and devolution.

### **1.2.2.1 Deconcentration**

This is a form of decentralization that redistributes responsibility and authority, not to the local office, but among different levels of the central government. It can merely shift responsibilities from central government officials in the capital city to those working in regions, provinces or districts, or it can create strong field administration or local administrative capacity under the supervision of central government ministries. In education, it means an individual in the Ministry of Education is given power and responsibility to manage certain functions in the local government and in the schools.

### **1.2.2.2 Delegation**

Delegation on the other hand is a form of decentralization that involves transferring of responsibility and authority from the central government to semi-autonomous organizations and making the people in the semi-autonomous organizations accountable.

Governments are said to delegate responsibilities when they create semi-autonomous school districts. This kind of decentralization gives more powers to the local governments to plan and make decisions about the schools. They may make decisions like how much should students pay as school fees and how many and what kind of teachers they want.

### **1.2.2.3 Devolution**

Devolution refers to a form of decentralization that transfers responsibilities to municipalities that elect their own mayors and councils, raise their own revenues, and have independent authority to make investment decisions. In a devolved system, local governments have clear and legally recognized geographical boundaries over which they exercise authority and within which they perform public functions. It is this type of decentralization that underlies most educational systems in the developed countries (Nyimbi, 2008).

In Tanzania, decentralization of secondary education has taken many forms. The first, which started in the 1990's, was privatization and liberalization of secondary schools. This entails market decentralization of secondary schools. Market decentralization involves creating conditions that allow goods and services to be produced and provided by market mechanisms sensitive to the revealed preferences of individuals. In schools, scholars call this "marketization of education," where education is provided to only those with money to pay. This form of decentralization has become more prevalent due to recent trends toward economic liberalization, privatization, and the demise of national education systems. Under marketization of education, schools are run by private individuals and non-governmental organizations (NGO's).

This was followed by decentralization by devolution (D by D) which was affected in 2007. Among others, the objectives of decentralization of secondary schools in Tanzania were to streamline management of schools to the local governments –

regions, districts, and communities for the purpose of enhancing quality control and assurance (Tanzania Education and Training Policy (ETP- 1995).

The Local Government Reform Programme as summarized and elaborated in the Local Government Reform Agenda 1996-2000, which stipulates some features and functions for decentralization and devolution to various sectors, education being among them. Decentralization of state functions to local levels entails the devolution of powers, integration of previously centralized service sectors, and creation of real multi-functional governments at the local levels (LGRP, 1996-2000).

The intention of the government in adopting the policy was to propagate emerging education issue through involvement, commitment and accountability of all necessary educational stakeholders so as to acquire the intended national education objectives as stipulated in ETP-1995, that further surfaced in the Millennium Development Goals 2015 and Development Vision 2025; through full participation, so as to increase efficiency and effectiveness of the public secondary school system and acquire quality education. Hence design and appropriate implementation of schools and resources was necessary for decentralization to be fruitful.

### **1.2.3 Decentralization of Secondary Schools Education in Tanzania**

In Tanzania the decentralization policy for secondary school education was introduced with the main purpose to reduce bureaucratic procedures under the central system following massification of secondary education resulting from effective implementation of SEDP. The goal was to bring efficiency and effectiveness in education service provision so as to improve education quality by

giving the local community autonomy on various matters concerning secondary school operations such as decision-making, planning, resources allocation, accountability, responsiveness, responsibility, implementation, and evaluation on secondary schools operations (URT, 2008).

#### **1.2.4 History of Secondary Schooling**

The Tanzania education system has passed through three areas which are pre-colonialism, colonialism and post colonialism. Each era had differed from one to the other in part due to, the philosophy of the time, which shaped the form of the education provided, the curriculum offered, delivery modes, and the expected education outcomes.

During the pre-colonial era informal education was provided to the people with the aim to impart to society members, knowledge and skills to meet the demands of the society. A certain kind of decentralization was practiced during this time where everybody was involved in education. As Amutabi (2010) points out, learning in traditional African societies was a collective activity that involved the entire society, men, women and children. This means, in traditional African societies, education was a responsibility of everybody, each individual in his or her position was responsible to ensure that people in his or her jurisdiction accessed education. Traditional education in Africa emphasized social responsibility, job orientation, spiritual, moral values and political participation (Fafunwa, 1974; Osokoya, 2002). Its methodology, instructional objectives, content and delivery practices were practical and integrated.

From the 1880s to 1960 Tanzania experienced colonialism under German and British rule. The provision of education became centralized where colonial government was the sole provider of education. The main aim of colonial education system was to make Africans accept colonialism and to fit the needs and interests of colonial masters. As Preece, (2005) points out, colonial education emanated from an increasing awareness that the world was rapidly changing, where knowledge and skills needed constant updating “to ensure economic competitiveness in an increasingly complex and globalized world”. This constant paradigm shift had informed western education for many years, because unlike traditional education that focused on the development of human potentials, colonial education was geared toward economic development, without a realization that holistic learning went beyond education.

The assumption in many European education systems was based on an implicit link between educational attainment and economic growth (OECD, 2004). In the 1960s, many countries started to realize that economic development was not all that nations needed. They also needed to retain African values and norms. There was therefore movement from colonial centralized mode of education to national decentralization as the policy driver in many parts of the world, many of which were fighting against colonial rule.

Under German rule, Tanzania (by then Tanganyika) did not register much educational development at both secondary and primary levels. The change of colonial rule after the First World War improved the situation of education in the

country (Siwale & Sefu, 1977). The British introduced the first secondary school for Tanzanians in Tabora in 1934. The expansion of education beyond primary level became the priority in 1954. This was a reaction to the shortage of the skilled labor the British colonial regime was experiencing at the time (Siwale & Sefu, 1977).

Secondary education in Tanzania refers to the post-primary formal education offered to individuals who have successfully completed primary education (URT, 1995). The main objectives of secondary education are to provide opportunities for the acquisition of knowledge, skills, attitudes and understanding; to prepare individuals for further education and professional training; to inculcate a sense and ability for self study, self confidence and self advancement in the frontiers of knowledge and to prepare individuals to join the world of work (URT 1995: 6).

However, secondary education in post colonial Tanzania followed the colonial centralized mode, where the government was the sole provider. This initial position towards the provision of secondary education in Tanzania controlled the expansion of secondary education (Cooksey, 1986). This restriction of secondary education was based on the narrow perspective that; “secondary education was only needed to satisfy the national projected personnel demands in the formal employment rather than broadly satisfying the social demands, as well as the future projections in terms of the wider benefits of secondary education to the country (Cooksey, 1986)”.

Within the centralized mode, secondary education was managed within two co-partner ministries; MoEVT and PMO-RALG, each with responsibilities committed for the provision of secondary education in the country. On the one side of the coin

the roles of MoEVT included collaborative planning, monitoring, evaluation, determining policy, regulations, and quality assurance standards. On the other side, the PMO-RALG managed daily secondary education functions via the Local Government through council authorities (MOEC, 2004).

This situation continued up to the 1980s when the government changed its approach and attitude towards secondary education. According to Wedgwood (2005), Tanzania realized that its expansion of primary education and the control imposed on the development and expansion of secondary education in the interest of equality did not achieve what was expected. The education for self-reliance did not produce young people who stayed in the villages. Instead, the system produced young people who moved to the urban areas and unfortunately they lacked the potentiality required by the formal sector. As argued by Mulkeen *et al.* (2007), the modern sector employers' needy graduates with more advanced literacy, numeric and problem solving skills than are provided by primary education.

All these signify that centralization mode of education did not provide wide opportunities to the local government and individuals for the provision of education to the wider society. That is, without the requisite secondary education, the masses of young Tanzanians could not survive in the liberalized market (Osaki, 2004).

Moreover during that time, the communities in Tanzania had already changed and had the view that completing primary education was no longer sufficient to meet the challenges of life in the country. "Then the popular demand for both parents and

students was for secondary education (Samoff, 1987)”. Hence a radical shift from centralized mode towards decentralization of secondary education was inevitable.

Given the fact that in the 1990s, the decentralization initiatives and reforms had already started in Tanzania; they formed a potential gateway for transferring the responsibility of secondary education provision to the wards. Therefore decentralization policy in Tanzania and its emphasis on the relevance of giving the responsibilities for service delivery to the local level are regarded as the catalyst in the new development and expansion of secondary education in the 2000’s. Through these initiatives the government has come up with the programme of involving local communities in the ward to establish and develop the infrastructures (secondary schools) for the provision of secondary education in their localities.

However, the decentralization of secondary school education in Tanzania was in a form of deconcentration, where the central government redistributed responsibility and authority, not to the local governments, but among different levels in the ministry of Education. Within this form of decentralization, the central government assists the local government authorities to recruit, train and deploy a number of secondary school teachers in order to accommodate the large number of pupils’ enrolled.

Furthermore, the curriculum and textbooks are centralized. The PMO-RALG provides technical support and guidance to the regional secretariats and local government authorities, while the MoEVT monitors, evaluates, and co-ordinates regional education development plans.



Decentralization in education has also been practiced in other countries especially when inefficiency in the provision of social services is observed (The World Bank 2000). Several governments around the world including Nicaragua, Mongolia, Argentina, Mexico, and the Philippines have introduced a range of strategies including decentralization policy aimed at improving the financing and delivery of quality secondary schooling. This fosters them to change the education system from the centralized to the decentralized system of management. (Bray, 1985; Naidoo, 2005).

Various African countries such as Nigeria, Mali, Uganda, Ethiopia, and Egypt to mention few have adopted decentralization policy to their education system even though the outcome differs from country to country due to uniqueness of each country (Gershberg & Winkeler, 2003). Though decentralization commitments of secondary schooling tend to differ among various schools, advantages of decentralization have been recognized as to reduce bureaucratic procedures, increase efficiency and effectiveness, improve performance, autonomous community people participation facilitate planning, resources allocation, accountability, responsiveness, responsibility, implementation, fasten monitoring and evaluation process, management of secondary schools, reduce intervention of politics, personalized politics and motivation (Bray, 1985; Naidoo, 2005).

Globally, decentralization is mainly implemented in three forms namely devolution, deconcentration and delegation of political, economic and administrative matters (Gershberg & Winkeler, 2003).

Based on international experience, decentralization is viewed by many as offering the promise of a new and more effective mode for organizing the delivery of education under certain conditions, Gershberg & Winkler (2003). According to UNESCO (2004) “Decentralization can have disastrous effect for education system in a given country, if too much administrative responsibility is transferred with too little preparation for financial support.

Fernandez and Rogerson (2005) developed a model to analyze the behaviour of communities insisting that if schools are funded locally, wealthier communities will inevitably produce better schools. The two economists argue that if school quality is to be equal, governments should make sure that funds are redistributed in favor of poorer communities. Tanzania decided to adopt decentralization by devolution (D-by-D) in managing public secondary schools (Nyimbi, 2008).

Moreover Gershberg & Meade (2005) contributed that wealthier districts will have the capacity to offer better education opportunities for students. These two researchers Gershberg and Meade (ibid) warned that greater access to resources in wealthier districts will unfairly improve student outcomes. Decentralization has shifted the flow of educational resources especially fiscal from the central government to the district level and from the district level to the schools. The nonotonous tasks of purchasing books, teaching and learning materials are vested to the heads of secondary schools. The possibility of having teaching and learning materials which are not matching with the curriculum is high from school to school, henceforth district to district.

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

Despite the implementations of decentralization in Tanzania since 2008 to date, the performance of secondary education has been dropping tremendously. For example the students passing the Certificate in Secondary Education Examination (CSEE) has been on the decline in trend: 35.6 percent (2007), 26.8 percent (2008), 17.1 percent (2009), 11 percent (2010), and 6.5 percent students passed with division I to III (2012) while 65.5 percent got 0 division during the first announcement and thereafter the government disqualified the results after the investigation task force of results gave outcomes (NECTA 2008, 2009, 2010, 2012).

On the other hand community autonomous participation and involvement in matters related to education development seem to be inadequate among most parents, Ward Education Officers (WEO), elite groups, teachers, students. Furthermore, loss of learning hours due to difficulty in students' transportation and absenteeism was proven to hinder seriously the academic progress of some secondary schools of Ilala municipal outskirts such as Mwanagati, Nyeburu, Kitonga, Mbondole, Msongola and Mvuti secondary schools, just to mention a few. The revelation above implies that most students enrolled in community secondary schools are not well exposed to the intended curriculum; hence the present study aimed to study these phenomena.

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

The research purposes were to explore issues related to secondary schooling under decentralization policy. The goal was to document education stakeholders' commitment towards their significant roles to improve secondary schooling

outcomes students' performance. The findings would form the base for further studies and hopefully, contribute to formulation of better decentralization policy in Tanzania secondary schools.

### **1.5 Specific Research Objectives**

The specific objectives of the study were to:

- (i) Explore the roles of parents in decentralized secondary schooling in Ilala municipal Council.
- (ii) Examine school based issues that enhance students' performance in secondary schooling.

### **1.6 Research Questions**

The study addressed the following questions:-

- (i) What are the roles of parents in decentralized secondary schools in Ilala Municipal Council?
- (ii) What are the school based issues that enhance students' performance in secondary schools?

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

The research findings would influence various education stakeholders: policy makers, politicians, elite group, NGOs, school heads, teachers, parents, Ward Education Officers, school boards, school inspectors and students. The findings will help them change their attributes so as to enhance secondary schooling under decentralization policy with the purpose to meet national educational objectives, mission and vision as reflected in MDGs 2015 and Tanzania Vision 2025. This

would ultimately lead to increasing productivity (GDP level), improve health and poverty eradication, leading to national economic growth.

Although most education research reports have provided several recommendations for improving secondary schooling, there have been no similar studies on decentralization policy towards enhancement of secondary schooling (a case study of Ilala municipality) in Tanzania. For example Lihaya (2009) studied The Perceived Influence of pre-service-short term Trained Teachers on Students' Interest in Science Subjects; Marwa (2009), investigated suitable Ways of Establishing Teachers' Professional Development Programmes in Tanzania: A Case of Government Secondary School Teachers in Dar es Salaam Region; Mvungi (2009) studied, School Based Factors Influencing Science Students' Choice of Teaching Science as a Career: The Case of Government Secondary School in Ilala District; to mention a few.

### **1.8 Limitation of the Study**

Selecting different contextual environment has got cost and time to be consumed, however low return of questionnaires were expected to be encountered during data collection. The other encountered problem was the limited knowledge to the decentralization policy by some respondents. Research results were biased because of few schools involved in the chosen municipality.

### **1.9 Delimitation of the Study**

The cross-sectional survey method was applied as it has got cost and time advantages ignoring other recommended efficient and effective methods which

are costly to apply such as longitudinal study. Close administering and collection of research tools (questionnaires) were done by researcher herself, so that to edify on the concept of decentralization which was faced by respondents.

### **1.10 Overview of the Study**

The study on the effect of decentralization on secondary schools has been conducted in Ilala municipal council, where four Secondary schools; two namely Kitunda and Kerezange from Kitunda ward and Juhudi and Ulongoni from Ukonga ward were involved. The specific objectives were to explore the roles of parents in decentralized secondary schooling and to examine school based issues that enhance students' performance in secondary schooling.

Theoretical, empirical and conceptual frameworks, has been done. The exploratory research design employing cross-sectional survey strategy with structured questionnaire was administered to 100 respondents being twenty four teachers, thirty six parents and forty students whom were equally divided to all schools. Further more the quantitative data was collected and analyzed using SPSS tool and findings presented using simple summary statistics, tables and diagrams.

Findings on the role of parents to their children's learning and school based issues which enhance learning revealed that most of the parents are not aware to their responsibility under decentralization and education cost sharing. Parents' commitment for making academic follow-up, paying school fees, contribution for school developments is still at low level.

Furthermore findings on school based issues which enhance learning to some schools show improved quality while others show poor performance. Quality management under decentralization shows that there is positive attitude, strong school boards which are partly knowledgeable to their roles. School environments are not protected; all schools involved in the study were not fenced, there is incomplete of main school physical structures dominating and other supporting services such as water and electricity. Finally; summary, conclusion and recommendation has been given to the stakeholders who are students, parents, school boards, government and teachers.

### **1.11 Definition of the Key Terms**

Decentralization – Transfers of authority and responsibility from the centre to the periphery.

Devolution - Form of decentralization that transfers responsibilities from central government to the local community autonomous

Delegation - Transferring of responsibilities and authority from central government to semi-autonomous government organization and making people in semi-autonomous organization accountable.

Deconcentration – Redistributes responsibility and authority, not to local office, but among different levels of the central government.

Secondary Education – Post primary Education level and pre tertiary education level. Standard 9-14. In Tanzania usually called Form one to six.

Stakeholders – All those whom are affected in one way or another with decisions done by the organization.

Schooling – Structured/ formal way of teaching and learning which has specific objective to acquire within the stipulated time frame.



## CHAPTER TWO

### 2.0 REVIEW OF RELATED LITERATURE

#### 2.1 Overview

The URT (2010) document suggests that the main purpose of the decentralization of management, administration, and supervision of secondary schools was to increase efficiency and responsiveness in the operation of secondary education. This move entails (i) decongesting activities in MoEVT headquarters (ii) raising the level of delegation of authority to regions, districts, councils, and schools (iii) giving ownership mandates to Local Government Authorities; (iv) ensuring close and prompt supervision of education service delivery; and (v) facilitating smooth and efficient management of resources.

Leung (2003, p. 97) in his study on the politics of decentralization in the Chinese society; concluded that “the aims of the governments’ decentralization reform were to strengthen control and ensure education quality through management techniques”. However Mawhood, (1983) suggested that decentralization should be the act in which the central government formally cedes powers to actors and institutions at lower levels in a political administrative and territorial hierarchy.

He adds that; “decentralization strives to allocate decision-making powers to those who have the greatest information about a particular resource (P.201)”. Decentralized authority will lead to improvement in both expenditure and revenue in the public secondary schools by more closely relating the costs and benefits of education services.

## **2.2 Motives for Decentralization**

There are different motives towards policy reform in provision of education services contexts, (McGinn & Welsh, (1999). Naidoo (2005) argued that some motives include increased efficiency, community participation, accountability, democratization as well as boosting sensitivity and responsiveness to local needs, mobilizing resources and financial responsibility. Furthermore Bray (1985) and Naidoo (2005) provide that decentralization is often motivated by political, administrative and fiscal considerations.

## **2.3 Roles of Education Stakeholders in Decentralized Secondary Schools**

Education stakeholders include parents, students, NGOs and other people interested in education. Among these various stakeholders, everyone is having specific and interrelated roles to play in order to bring secondary schooling under the new policy which vests autonomy into their hands. Any default among these stakeholders would result into the smoothness of secondary schooling being disturbed as a result even the intended outcomes might not be achieved.

### **2.3.1 Parents' Sensitization**

Parents, family, and community involvement means different things to different people. A research-based framework developed by Epstein (1992) describes six types of involvement, parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community, that offers a broad range of school, family, and community activities that can engage all parties and help meet student needs. Successful school-parent community partnerships are not

stand-alone projects or add-on programs but are well integrated with the school's overall mission and goals. Research and fieldwork show that parent-school-partnerships improve schools, build community support, increase student achievement and success.

Naidoo (2005) argues that real schools have distinctive organizational characteristics and problems, unique students' populations as well as diverse and particular communal and institutional histories that condition policies in practice. Parents should play their roles through providing academic and financial support; develop good relationship with teachers/school and make follow-up to their children progress. Empirical research evidence on education decentralization shows that increasing parental participation in school governance, giving teachers the right to select their own textbooks, and granting school directors the authority to recruit teachers would contribute positively to education quality. (USAID's EQUIP1 vol 3, no. 4)

### **2.3.2 Parent Participation: Involvement in Decision-Making**

To promote student growth and school success at every grade and age, well thought out parent-community-school partnerships, linked to school improvement goals, are needed in every community. Some parents complain that they rarely hear from the school unless there is a problem with their child's behavior or performance. Others say the information provided by the school is not comprehensible either because of educational jargon or because the parent or family member does not read or understand English (Epstein, & Salinas.1992). Literature on parental involvement in community secondary school matters

implies in differentiated parental voice, the reality of their participation in school is quite different. Only those who are in the intermediate living class level socially are the ones who share their views more as they expect secondary schooling to be at a certain level, compared to their counterparts, who are in low class living standards, who are busy engaged with compensatory work to find bread of the family. In some cases when schools call for parental meetings which are scheduled in school calendars other parents never attend. Parental participation in school management will increase positively to education quality.

Parental involvement takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance.

Behram & King (2003) explore the role of households in improving education. They argue that households make education decisions based on expected costs and benefits. By reducing problems of information asymmetry through decentralization, households may accurately calculate the expected outcomes and make better education decisions for their children.

### **2.3.3 Relationships Among Education Stakeholders**

The relationship between teacher and student has been a focus of inquiry for over 2000 years, since Plato, Socrates, and Confucius established much of the

philosophical guidelines for teaching. By emphasizing the acquisition of knowledge through dialogue, each philosopher stressed a commitment to the teacher-student relationship.

Teacher relationships with their peers, other school staff, and school administrators have been researched for decades. Increasing teacher opportunities for interaction and collegiality has been a goal of recent efforts to increase teacher professionalism. Researches shows that while teachers may participate in organizational level activities, curriculum and classroom practices are usually unaffected by participation in indirect activities such modifying budgets and/or school policies (Smylie, 1994). Other research has found a positive relationship between participative decision-making and classroom instruction, noting an increase in innovations adopted by schools, professional development activities, teacher exchange of ideas and knowledge, improved understanding of learning and classroom instruction Lieberman, *et.al.* (1991).

Professional relationships among teachers adhere to norms that govern the ways teachers ask for and provide help. Further researches indicate that increasing the quality of teachers' work-relationships requires professional and organizational change through, for example the establishment of professional communities, including professional development schools, where teachers' work is collaborative, coordinated, and interdependent.

Teacher-parent relationships impact students' learning and well-being and many teachers attempt to involve parents in school management or classroom activities.

The parent involvement efforts help establish and foster parent-teacher relationships, and include parents in educational interventions, which are significantly more effective than those without parent involvement. To create rich, nurturing educational environments in the classroom, schools need to maximize the use of resources available in their communities. Teachers can incorporate parents' skills and knowledge and local organizations and programs into their curriculum to offer students supplementary information to complement their basic educational-course work. Many teachers collaborate with local universities, museums, and community service organizations to expand the cultural resources available to students and enhance their educational experience. Teachers can forge relationships with outside agencies and community members to provide children with the best possible learning environment.

To meet the diverse needs of students in our public schools, community services and service providers are often connected to the children's school experience. As organizations, schools have the advantage of having the most frequent contact with students and therefore the potential to truly benefit children through the integration of school-linked services in meeting the children's needs (Kirst & Kelly, 1995). For the interest of this research there is a doubt of having good relationship among the core education stakeholders to facilitate the smooth teaching and learning practices that will bring excellence to the students' academic performance.

#### **2.3.4 Community Engagement**

Bishop (2005) who studied the policy and practice of education services provision for pastoralists in Monduli, Arusha using field survey strategy and collecting data

through participant observation and interviews declares that the current decentralization agenda for education in Tanzania puts more of the onus for the running of schools on local communities. The stated rationale for this shift is that of “broadening democratic participation and accountability” (URT 2001). Village level school committees are empowered to be responsible for the management and development of the school. Blank *et al.* (2003) presents that “community engagement, together with school efforts, promote a school climate that is safe, supportive and respectful and that connects students to a broader learning community’.

### **2.3.5 Students’ Commitment**

A school’s ability to add value to student learning depends on many factors, including the characteristics of its students. Students have the major roles to play to ensure their success. Study hard, commitment, accountability, obeying school rule and regulations, and more. Various researches prove that there is correlation between students’ discipline, academic performance and attainability of their expected future career. The extent to which students identify and value schooling outcomes, and participate in academic and non-academic school activities is the road towards the educational outcomes. Finn & Rock, (1997) declares that the psychological component pertaining to students’ sense of belonging at school and acceptance of school values, and a behavioral component pertaining to participation in school. The participation component of engagement is characterized by factors such as school and class attendance, being prepared for class, completing homework, attending lessons, and being involved in extra-

curricular activities. Among the aims of introducing decentralization policy is that of making students become engaged and committed to both core and extra curriculum school practices thereafter enjoying schooling outcomes.

#### **2.4 School based Issues that Enhance Students' Performance in Secondary**

##### **School**

Sumra (1999) presented that although many studies had documented that having more resources do not automatically translate into better student learning, in a resource-poor environment such as Tanzania, differences probably matter to some extent. The researcher comments further that in most secondary schools there is no access to similar pedagogical resources such as textbooks, science apparatus and chemicals, laboratories, and all other teaching and learning materials corresponding to different subject matters organized in the secondary schools curriculum expected to be implemented. However, Sumra (1999) does not provide a way out of the school-based impasse. In addition Mosha (2009) argues that quality education should be redefined as the current focus is on infrastructure and specifically construction of classrooms. He cautions on the need to be balanced with activities that improve learners' outcomes which include improved resources for teachers and students, incentives to increase teacher motivation, and teacher training. Like Sumra (ibid), Mosha (opp.cit) does not provide solution as to how the resources and incentives can be improved.

In secondary schools, there are many issues that can contribute to impede a smooth implementation of school activities. These include management structure; which is one of the tools to facilitate smooth operations to bring out the efficiency. Hanushek



& Luque (2003), in their study concluded that organizational structure and incentive frameworks play a more significant role in student outcomes than was traditionally believed. That is the factor that causes difficulty to realize positive potential of decentralization. The main question is on how to form the community autonomy through involvement of education authorities, parents, community representatives and in some cases students. Decentralization can allow decision-making and management to be truly democratized.

#### **2.4.1 School Management**

Well-managed schools and classrooms contribute to educational quality. Amuli (2008) who undertook a case study qualitative research approach on Time Management in Secondary Schools in Lindi Rural District shows that the school heads, teachers and students are less attentive to time management in their daily performance of school activities. Hence, there is highly wastage of school time among the students, teachers and the school heads, that is in many secondary schools subjects syllabi are not covered per time stipulated by the Ministry of Education and Vocational Training (MOEVT). He recommended that the school management, teachers and students should recognize time as the basic resource in teaching-learning process, so as to accomplish school activities per time.

Kakyama (2009) showed that the school board is legally responsible for all school operations; including decision-making, planning, organizing, coordinating, staffing, directing, controlling, reporting, budgeting and communication. The study continues to propagate that the School Boards have to ensure that schools become administered

efficiently and effectively by setting laws and regulations to be applied within the entire school community. Kakyama found that there is a big negative attitude from school communities toward School Boards effectiveness in implementing their school obligations. He suggested that, school boards should be well informed about their school responsibilities so as to be effective in enhancing schools performance.

However Hallinger & Heck (1996) commented that school principals may affect school outcomes by mission building, effective organizational structures and social networks, working through opportunities provided by the principal for different stakeholders. The research conducted by Leonidace (2008) recommended that where school heads were much interfered by school owners in managing teachers and motivation of teachers was low, teachers' work performance was average and students' performance in national examinations was low.

#### **2.4.2 Physical Resources**

The quality of school facilities seems to have an indirect effect on learning, an effect that is hard to measure. Studies about student academic achievement and building condition concluded that the quality of the physical environment significantly affects student achievement. 'There is sufficient research to state without equivocation that the building in which students spend a good deal of their time learning does in fact influence how well they learn' (Earthman, 2004 p. 39). Physical conditions of teaching spaces (which includes seating, furnishings, spatial density, privacy, noise and acoustics, climate and thermal control, air quality, windowless classrooms, vandalism and play-yards, light and color) has

great effect on students' engagement, attainment, attendance and wellbeing (Higgins *et al.*, 2005).

Decent facilities make additional contributions to teachers work. Siegel (1999) has found that there was a direct relationship between architecture and the collaboration of teachers. 'The arrangement of space has immediate and far reaching consequences for teacher's ability to effectively and efficiently accomplish daily activities, the formation of social and professional relationships, and the sharing of information and knowledge' (Siegel, 1999). There is a volume of research that suggests that, 'less attentive and less successful pupils are particularly affected by the desk arrangement, with their on-task behavior increasing very significantly when seated in rows instead of tables' (Higgins *et al.*, 2005).

Schools and classrooms can be more than a place to inhabit; they can also acquire an emotional significance. One perspective is that educators play an important role in constructing classrooms and schools, and therefore students' identities. An extension of this idea is that children's environments have an effect on their cognitive and behavioral development and on childhood vulnerability (Ellis, 2005).

The nature and quality of the curriculum offered in a school is closely related to the available resources, and more importantly how well they are used. A school can function only when adequate material equipments are there. For the smooth functionality of school which yield the optimum outcomes the physical resources such as; the main school building with its various sections and departments, gardens and lawns, playgrounds, hostel buildings, staff quarters are vital.

### **2.4.3 Fiscal Resources**

Education funding is like any investment undertaking with costs and benefits forming the decision variables (Mbelle & Katabaro, 2003). The study done by Kambuga (2008), found that the key actors at the primary school level were not well involved in managing the school funds due to delays caused by council officials and bank processes. The delays were noted in the information system of funds allocation and funds transferred.

Furthermore, it was found that there were ineffective democratic practices in finance administration. The key actors were denied financial data. Likewise, collective participation was inadequately practiced. Supervision visits were infrequently made by district council officials, ward education coordinators and village leaders.

Funds are valuable education resources to enhance the provision of teaching and learning materials as well as support other school consumptions. Schools without enough funds will not meet the obligated teaching-learning materials such as syllabuses, lesson plans, text books, reference books, chalks, stationeries, chemicals, apparatuses, and more; which are necessary for lesson deliverances, henceforth efficiency in teaching and learning process to students will be hard to convene.

The management of the school funds which obtained either through cost sharing (from parents) or from the government (capitation grants) should base on the directives given on its uses and avoid the fraud.

#### **2.4.4 Teachers' Commitment and Accountability**

Teachers are core stakeholders to bring efficiency in secondary education. The study carried out at St. Francis, Msolwa and Marian Secondary Schools concerning factors influencing good performance in Tanzanian schools done by Rubaha (2008) found that; commitment of teachers and student towards learning, academic foundation for the students, qualified teachers, reasonable teacher student ratio, relationship among teachers and students in the whole process of learning which influences good academic performance. Furthermore she elaborated that preparation of teaching aids and proper use of teaching and learning materials motivates students learning.

For the sake of the study, the teachers are core stakeholders to bring efficiency in secondary education; the researcher recommended that, teachers should be devoted to their professionalism. Rubaha (ibid) further suggests that government should organize the recruitment of teachers and researchers should publicize the contribution of teachers towards students' academic performance.

#### **2.4.5 Teaching Work Load**

Many countries significantly expanded access to secondary education during the 1990's, but the building of new schools has often not kept pace with the increase in the student population. A study on the impact of teacher-pupil ratio on teaching-learning process in Primary schools in Tanzania, which employed both qualitative and quantitative data collection methods, done in Temeke district shows that enrolment of pupils in schools was done without corresponding increases in the production of teachers, classrooms, teaching and learning

materials. As a result, one teacher is now teaching 90-120 pupils instead of 1:40. The study revealed that effective teaching-learning process in schools and pupils discipline has deteriorated due to hasty enrolment (Kambuga, 2008). Teaching methods should facilitate active student learning rather than promote passivity and rote memorization. Mdemu (2007) in the study using qualitative and quantitative data, revealed that class management and classroom interaction was poor in schools with large class size.

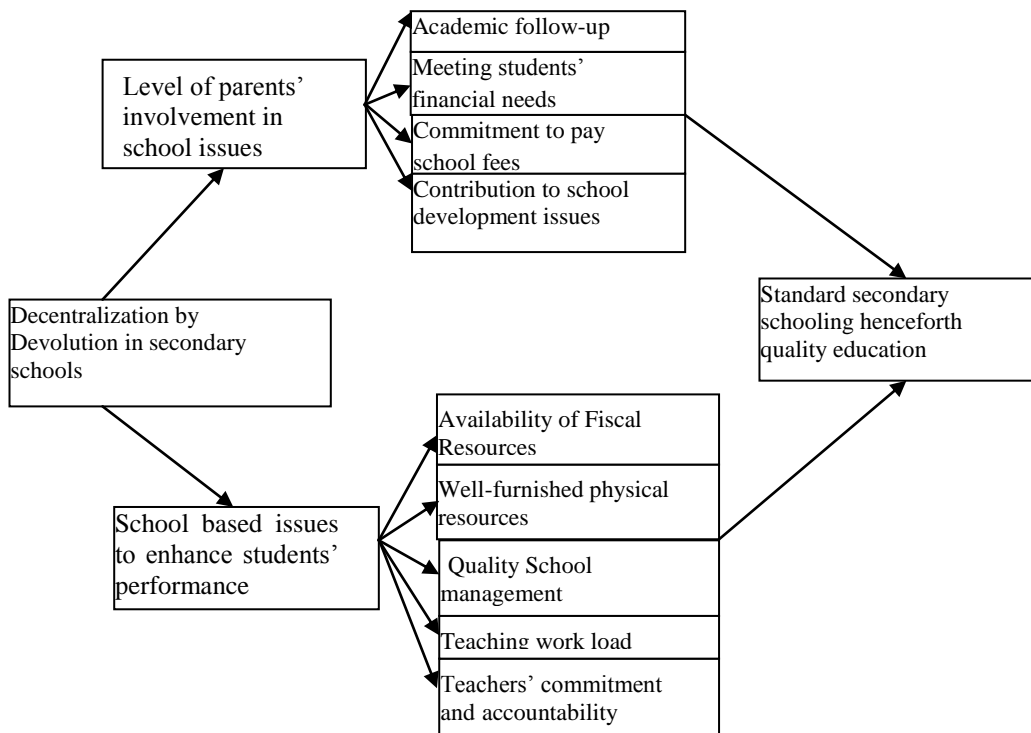
It was also revealed that teachers in schools with large class size did not provide enough quizzes in classrooms compared to their counterparts teaching in smaller size classes. The classroom with few students tends to ensure that learning takes place better as the teacher will be familiar with his/her students and be able to offer specific students needs in different subject matter presented and vice versa is true. However it is easier for the teacher to identify students' individual needs, characters/behaviors and manage to work upon it accordingly and by doing so there will be harmonization in teaching-learning process.

## **2.5 Conceptual Framework**

The conceptual framework of the study is delivered using key facets identified in the review of literature. These facets are diagrammatically summarized in figure 1. The framework shows the way variables are supposed to be interrelated to implement the policy thereafter applied in the secondary schooling for henceforth quality education. The policy as a stand alone would be meaningless as the necessary factors would not be considered in its implementation for the intended educational objectives to be met. These variables comprised the key elements or focus in the study.

## 2.6 Synthesis and Research Gap

There are thoughts from education stakeholders who worry that after decentralization secondary education has been damped. New education innovation has been indicated in the policy and requires the stakeholder to participate. Parents and communities seems not ready to undertake their new roles; to ensure the students learn at school and home, contributes to the school developmental programmes, and ensures that there is conducive and supportive environment within and surrounding the school to support education performance. There is doubt of secondary education academic performance whose administrative responsibilities under D-by D being successfully since its implementation.



**Figure 2.1: Conceptual Framework on Variables Henceforth Schooling under Decentralization**

**Source: Field Data**

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Overview**

In the previous chapter, various literature concerning the research topic have been highlighted and discussed. The research questions relating to the objectives of the study were presented. Research design, study area and population, sample size, sampling technique, data collection, data analysis, reporting and generalization will be discussed in this chapter.

#### **3.2 Research Design**

The study adopted the exploratory research design employing a cross-sectional survey strategy to the selected schools due to differences in contextual environment and space within the sample area. The study involved population from Ukonga and Kitunda wards at the local community school levels. One research method - structured questionnaire was administered to some selected secondary school teachers, parents, students and others people. The selected research method served time, cost and scope binding.

##### **3.2.1 Study Area and Population**

The study was carried out in Ilala municipal council. The good relationship and interaction of the community in the selected research area were the motives for Ilala municipal being selected as study area of research. The researcher had worked at Kitunda Secondary school within the given community for six years. Permission to collect data was obtained from the Municipal Council.



Given limited time, cost and data access it was impracticable to survey the entire population. Few data make easier organization, cost-effective, saves time and leads to accuracy (Saunders et al., 2003). In Kitunda ward there were about 60 teachers from Kitunda and Kerezange Secondary Schools, 2,500 parents (fathers and mothers) and 1,250 students. For Ukonga wards there were about 70 teachers for Juhudi and Ulongoni Secondary Schools, 3000 parents (fathers and mothers) and 1,500 students. Therefore, the study involved a population of about 130 teachers, 5,500 parents and 2,750 students implying a population of 8,380 elements or cases.

### **3.2.2 Sample Size**

Kotler (2006) recommends that sample of less than 1 percent of a population can provide a good reliability with a credible sampling procedure. Although a sample of 250 elements was recommended by Saunders et al (2003). Chary (2008) provided that a thesis of masters' student should range between 100-350 respondents. The sample size of 100 respondents as recommended by Chary was adopted in which 24 respondents were teachers; 6 teachers from every school were involved, 36 parents among them 9 from the community of each school, lastly 40 students; 10 from each school were involved in the study. Even though the sampling was convenient the consideration of gender balance was vital.

### **3.2.3 Sampling Technique**

The selection of the respondents was based on the researcher's choice (convenient and judgmental sampling) as provided by Saunders, *et al.* (2003). The decision was considered because of timing, cost, simplicity, popularity and minimization of

respondents' errors. Although probability sampling: clustered, systematic, randomly stratified, cluster and multistage technique are commonly used in survey researches, they had not been deployed in this study because of the time barriers, cost involved and accessibility to the sample as the sample selected was in diverse locality.

Although non-probability sampling technique was applied in which personal elements give great chances of one being entered into a sample area; however the unrestricted elements selection technique which was convenient to the researcher's attribute had been useful. Twenty four teachers were selected with the attributes of those with ten or more years working experience as they had experiences of secondary education during centralized and decentralized policy, 36 parents 9 from each school were selected, while selection of students was based on those who were schooling at a particular school and location where students lived; whereby those living nearby and far from school catchment area were considered. The sample selected enhanced the validity of the study, making sure that the findings were really about what they appear to be about. Great care was taken to ensure that findings reflected the real situation. That was considered as a threat to validity.

### **3.3 Data Collection Method**

Data was collected using structured questionnaire whereby the Likert scale was used as recommended by Kothari (2009); Saunder, *et al.* (2003). The questionnaire was administered by the researcher. The students were used to send and return

questionnaires from the selected parents. The use of questionnaires had an advantage over other instruments as it was timely, cost effective and scope binding.

Despite that the data collected are considered as respondents' opinions, perceptions, attitudes, behaviors, Likert scale data have been considered as integers (numerals) for applying statistical analysis (Saunders *et al.*, 2003). The Likert scale consists of a number of statements which express either favorable or unfavorable attitudes towards the given object to which the respondent is asked to react. Each response is given a numerical score, indicating its favorableness or unfavorableness and the scores are totaled to measure the respondent's attitudes (Kothari, 2009). Reliability on the research tools to measure what they are supposed to measure basing on time and respondents was taken into consideration. On the other hand, subject/participant error, subject or participant bias, observer error, and observer bias had been handled with great care to ensure the findings were reliable.

### **3.4 Data Analysis**

Data processing and analysis were carried out in relation to the responses from research questions stipulated into the questionnaires (appendix i). Therefore, the following planning and data analysis processes were involved; preparation of data, drawing appropriate tables and diagrams, formation of statistics to examine relationship or shapes. The quantitative data were collected by using structured questionnaires for which each variable was assigned a corresponding numeric data types for ease of statistical analysis. The analysis involved creating simple summary statistics, tables and diagrams that show frequency and percentage of occurrences

and measure of shapes (Skewedness and Kurtosis). Statistical Package for Social Science (SPSS) was used as the major tool for analyzing the collected data.

### **3.5 Reporting and Generalization**

For each variable corresponding best practice had been gauged against findings in order to determine consistency or inconsistency. These results would be used as a base to determine the conclusion and recommendations.

### **3.6 Ethical Considerations**

Wells (1994) defines ethics in terms of code of behavior appropriate to academics and the conduct of research. Key issues are about the nature of the research, requirement of taking part, implications of taking part and participants' rights, and the use of data collected and the way in which it is reported with strong emphasis on confidentiality requirements (Saunders et al 2003). In the present study all ethical issues and items were observed. Respondents were briefed in advance about the research purpose. i.e. this research work is for academic purpose, provision of assurance of confidentiality and anonymity had been made.

### **3.7 Chapter Summary**

The research methodology had been discussed where by the research was conducted by cross sectional survey in which the respondent gave their opinions on the roles of education stakeholders and school factors enhancing secondary school learning from selected research areas Kitunda and Ukonga Wards in Ilala Municipality. The data collected were quantitative; the application of Likert scale enabled to quantify them and makes the research being structured. Furthermore the reliability, validity and ethical consideration had been taken into account.

## **CHAPTER FOUR**

### **4.0 FINDINGS AND DISCUSSION**

#### **4.1 Overview**

The tools used for data collection was structured questionnaire in which respondents' opinions were gauged using Likert Scale. The major data analysis tool was SPSS (Statistical Package for Social Science). The analysis involved creating simple summary of statistics tables and diagrams that show frequency and percentage of occurrences and measure of shapes (Skewedness and Kurtosis).

#### **4.2 Respondent Characteristics**

The questionnaires were administered to a selected sample from Kitunda and Ukonga wards from each of which two schools were involved. Kitunda ward, Kitunda and Kerezange community secondary schools were involved in the study while for the case of Ukonga ward the respondents were from Juhudi and Ulongoni secondary schools. Equal distributions of chances were done whereby in each school 25 respondents were involved. The main variables, i.e.; age experience, career development, locality and education qualifications of the respondents involved in the study will be discussed in the following paragraphs.

##### **4.2.1 Respondents' Categories**

The categories of respondents involved in the study were 42 students, 34 parents and 24 teachers among whom 51 were female and 49 male making a total of 100 respondents. Administering of questionnaires to these respondent categories was based on the researchers' convenience. Table 2.1 presents respondent categories that were involved in the study.

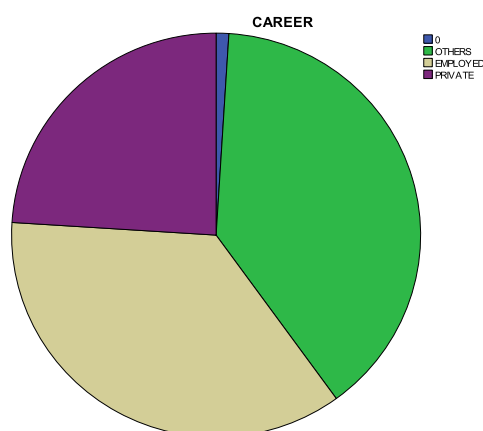
**Table 4.1: Presentation of Respondents' Categories (n=100)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Student	42	42.0	42.0	42.0
	Parent	34	34.0	34.0	76.0
	Teacher	24	24.0	24.0	100.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>100.0</b>	

**Source: Field Data**

#### 4.2.2 Respondents' Careers

However, the responses show that 24% of the respondents originated from Kitunda ward, 32% from Ukonga ward while the rest 44% were from other localities. Not only that but also respondents' careers considered in the study were 36% employed in public enterprises, 24% privately employed, 39% other occupations while 1% didn't indicated their careers. Figure 4.1 is the pie chart representing the distribution of respondents' careers.



**Figure 4. 1: A Pie Chart Presenting the Distribution of Careers Involved (n=100)**

**Source: Field Data**

### 4.2.3 Respondents' Ages

The age experience of the respondents involved in the study were between 11 to over 43; the respondents within the age range between 11-18 years were 43%, the group within the age range between 19-34 years were 14%, those within 35-42 years were 34%, and the respondents with the age above 43 were 9%. Table 4.2 shows the respondents age distribution.

**Table 4.2: Respondents' Ages**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	11-18	43	43.0	43.0	43.0
	27-34	14	14.0	14.0	57.0
	35-42	34	34.0	34.0	91.0
	>43	9	9.0	9.0	100.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>100.0</b>	

**Source: Field Data**

### 4.2.4 Respondents' Educational Qualifications

However the respondents were having different educational qualifications, those who possess other educational levels were 6, secondary education 55, college 26 and university 13. The analysis of respondents' educational qualifications is presented in Table 4.3.

**Table 4.3: Education Qualification of Respondents (n=100)**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Others	6	6.0	6.0	6.0
	Secondary	55	55.0	55.0	61.0
	College	26	26.0	26.0	87.0
	University	13	13.0	13.0	100.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>100.0</b>	

**Source: Field Data**

In the following paragraphs the findings relating to research question one and research question two are presented.

### **4.3 Roles of Key Stakeholders in Decentralized Secondary Schools**

Teachers, parents, opinion leaders, government, NGOs and students are key stakeholders obliged to contribute to performance in secondary schools. Teachers are obliged to translate intended curriculum objectives into workable instructional process, guide and counsel students, shape behaviors, mentally, socially, physically and emotional characters to make them become productive members of the society.

On the other hand opinion leaders and NGOs are obliged to query on the efficiency and effectiveness (quality) of education provided through various dialogues and opinions, offering educational material support and rise awareness to educational concerning issues. Parents on their part should be supportive of their children through provision of material things, financial resources, make academic follow-up, cooperate with the schools in academic, developmental and disciplinary issues concerning their children and being able to undertake the rising school issues which need support; lastly students are the heart of schooling, they are the ones upon whom the whole process of teaching-learning is focused on; on their part they are supposed to obey school rules and regulations, be committed to their studies as well as engaging themselves in the extra curriculum activities.

#### **4.3.1 Parent Involvement**

Under this variable the question was: How are parents involved in their children's secondary education? The majority of the responses show that most parents were



making academic follow-up on their children, paying for their children's school fees and other financial demands. The following are the responses of parents on academic follow up (Table 4.4).

McLaughlin and Shields (1987) reported that there were two facts that are "fairly well settled" in the literature regarding the link between parent involvement and student achievement. First, students whose parents were involved in their schools performed better in their academic subjects and were less likely to drop out than those students whose parents were less involved (McCormick, 1989; Rood, 1988; Stevenson and Baker, 1987; Henderson, 1987). Second, those schools where parents were well informed and highly involved were most likely to be effective schools (Brandt, 1986; Chubb, 1988; Henderson, 1988b).

Findings from various scholars prove that parents' efforts on academic follow-up for their children have got an impact towards their schooling performances. Investigation findings prove that 66% of the parents were not committed to make academic follow-up of their children's performance. Only 12% were committed on following up their children's academic progress while 22% were moderately committed.

**Table 4.4: Summary of Parents' Involvement on their Children (n=100)**

Arent Involvement	Very Weak	Weak	Good	Strong	Very Strong
Academic follow-up	34%	32%	22%	9%	3%
Paying School Fees	27%	35%	26%	10%	2%
Parents in School Issues	22%	33%	32%	9%	4%

**Source: Field Data**

Igo (2002) suggests that the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities leads to activation and raises academic performance. However Margaret & Geneva (n.d) commented for caring parents and teachers who act in concert can strengthen the effects of educational and social interventions. When there are positive relations among parents and teachers, the resources of the home and school contexts are amplified, providing a greater likelihood of positive outcomes for children.

Positive skewdness of 0.709; 2.15 mean; 1.179 variance; standard deviation of 1.086 and the kurtosis of -0.205 to the particular variable is observed. The findings reveal that most of the parents over 50% are not making follow-up of their children at schools. As students' performance becomes low, the possibility of drop-out is also high and other indiscipline behavior may rise as all responsibility concerning the progress of students mentally, emotionally, socially and psychologically seems to be vested on the hands of teachers without co-partners' support.

However, the follow up question on the parents' payment of school fees was: To what extent are parents capable of paying school fees for their secondary school children? Findings show that parents who could not afford to pay their children's school fees amounted to 62% whereas only 12% were in position to satisfy their children school funds support and the remaining 26% are in moderate position of meeting the schools financial demands. The mean of 2.25, standard deviation of 1.029, positive skewdness of 0.501 and kurtosis of 0.385 are observable.

The total cost to parents, including uniforms, writing materials and other costs is over 200,000 TSh (URT MoEC, 1999a). From January 2005 school fees for day students were reduced from Tsh. 40,000/= to 20,000/= (about USD 15) so that many parents could afford to take their children to school. The government is expected to provide the topping up difference. (URT MOEVT 2010). The said school fees structure for public secondary school is still the same in 2013. Furthermore, the government presents other complimentary educational resources such as teachers, capitation grants and more; parents are obliged to provide funds to support their children in paying for schooling costs such as uniforms, travelling, books expenses and support school infrastructure development such as building classrooms and other infrastructures.

When the researcher interviewed parents on why they fail to pay school fees and other contributions for their children they responded as follows; “the money for paying schooling costs is surplus. It is difficult for me to afford even the daily three meals for the family, so it is quite difficult for me to pay for all school demands”. The majority of people in Tanzania live on less than Tshs. 2,000 a day; the cost of secondary education is highly prohibitive to average income Tanzanian households.

Heads of secondary schools also nitpick that “despite of schools being forced to seek further contributions from parents, students are studying without school necessities, other students takes all their schooling time (four years) without paying school fees amounting to Tshs. 80,000.00; some cannot afford even the compulsory payments for National Examinations”.

Samoff and Carrol (2003) have described the donor community as “a small animal with a large roar” as the influence they have on educational development tends to be disproportionate to their contribution to the overall education budget. Although the government provides the capitation grant amount of 25,000/= per secondary school student annually, this fund has instructions attached to its usage which is not supposed to be violated as is as per donors contract. There is also a delay in its provision (researchers’ field experience).

The secondary schools funds are insufficient and to meet daily operational costs, which makes it difficult to manage. More effort is required to enhance sensitization using various Public media sources, educationalists, NGO’s and all stakeholders. They should all advocate change of parents’ mindset so that they understand their obligation to pay compulsory and supplementary schooling costs for their children, including those more able parents supporting the less able.

Tanzania’s 1995 ‘Education and Training Policy’ (URT, 1995), which has no reference to civil society or local participation, the Primary Education Development Plan outlines that civil society is a “key stakeholder”, with roles in “planning, implementation, monitoring and evaluating education” (URT, 2001b, p. 3). More specifically, civil society organizations are expected to “facilitate meaningful community participation, collect and communicate educational information (and) conduct analysis and advocacy” (URT, 2001b, p. 22).

For schooling objectives to be attained parents should play their roles as are stipulated under the policy. The findings show that parents contributed to payment

schooling costs. The question was: What is the state of contribution of parents in school issues? Findings from respondents' show that while 13% indicated the state of contribution of parents in school issues was very strong and strong, 32% were in average and the remaining 55% indicated very weak and weak levels of collaboration. Furthermore the Skewdness of 0.454, kurtosis of -0.213 mean with 2.4, variance of 1.111 and standard deviation 1.054 was experienced.

**Table 4.5: Parents Involvement in School Issues (n=100)**

Parents Involvements	Mean	Variance	Standard Deviation	Skewdness	Kurtosis
Academic follow-up	2.15	1.179	1.086	0.709	-0.205
Paying School Fees	2.25	1.058	1.029	0.501	0.385
Parents in School Issues	2.4	1.11	1.054	0.454	-0.213

**Source: Field Data**

Blank (2003) presents that 'community engagement, together with school efforts, promotes a school climate that is safe, supportive and respectful and which connects students to a broader learning community'. The findings from Bishop (2005) in the study on the policy and practice of education services provision for pastoralists in Monduli, Arusha using field survey strategy and collecting data through participant observation and interviews declares that the current decentralization agenda for education in Tanzania puts more of the onus for the running of schools on local communities, that being the case, more collaboration of parents and community in school issues should be given special consideration. The success of schooling will not be attained unless the collaboration in all school spectrum issues is stabilized at

the peak level. The findings further reveal that most parents are not committed in participating on the school issue. Even though the selected community schools have been established in the community environment, they operate on their own as an isolated island. As a result even the safety of school equipments, school boundaries, and the school community as a whole are in danger.

Behram & King (2003) explore the role of households in improving education. They argue that households make education decisions based on expected costs and benefits. However Naidoo (2005) argues that real schools have distinctive organizational characteristics and problems, unique student populations, as well as diverse and particular communal and institutional histories that condition policies in practice. Parents should play their roles through providing academic support, financial support; develop good relationship with teachers and schools, makes follow-up of their children's progress. The empirical research proves that parental participation in school governance contributes positively to education quality.

Generally the research question asked on the roles of parents in decentralized secondary schools has been discussed by considering some variables relating to parents involvements in secondary schools. The findings have proved that most parents are not committed to making academic-follow up for their children despite of the likely result of causing drop-out and low school outcomes. However the issue of school fees has shown that most of the parents cannot afford to pay the school direct and indirect costs due to low standard of living. The responsibility of collecting school fees and contributions and the debts owed by students are vested on school

heads. Furthermore there is insufficiency of secondary school funds to meet daily operational costs, a fact that causes difficulty on managing.

Moreover more efforts are required to enhance sensitization using various public media, educationists, NGO's and all stakeholders advocating change of the parents' mindset and emphasizing their obligation to meet compulsory and supplementary school funds for their children. The obligation for operating community secondary schools is now in the hands of parents and the surrounding community. It is important to note that success of secondary schools will not be attained unless there is full parents' commitment to participate in school issues and not leave them to operate as an isolated island.

#### **4.3.2 School Based Issues that Enhance Students' Performance in Secondary Schools**

This is the second research question was on the school based issues that enhance students' performance. The reason for including this variable is that, many studies that have been conducted to understand secondary education within decentralized mode attach decentralization with low performance of students. This study has looked at this problem the other way round, and studied the strengths of decentralized mode in secondary schools, instead of simply focusing on the weakness.

##### **4.3.2.1 Quality Management**

Quality management was considered to be among the indicators of quality implementation of decentralization. The most colorful and glowing reason for

decentralization is “efficiency in management and governance” (McGinn & Welsh, 1999). The indicator concerning this particular variable and their findings include quality of school management. The question was: What school based issues enhance students’ performance? The indicators considered were quality school management, active school board, availability of resources and quality of infrastructures and commitment of teachers. Table 4.6 presents the findings.

**Table 4.6: School Based Issues that Enhance Students’ Performance (n=100)**

<b>School Based Issues enhancing Performance</b>	<b>Percentage</b>
Quality School Management	53%
Active school board	60%
Availability of resources	40%
Quality infrastructures	38%
Teachers’ commitment	62%

**Source: Field Data**

#### **4.3.2.2 Quality of School Management**

Clase *et al.* (2007 p.67) state that, “The success of any country’s education system is dependent to a great extent on the mutual trust and collaboration existing between all partners”. Well-managed schools and classrooms contribute to educational quality. The factors considered in this part are practicing of collaborative management, roles of school board, activeness of school boards, contribution of school boards to academic performance, and transparency in functionality of different school organs. The research conducted by Leonidace



(2008) “Management of Teachers in Private Secondary Schools in Tanzania” recommended that schools where school heads were much interfered by school owners in managing teachers, teacher work performance was average and students’ performance in national examinations was low. The follow up question was: How does school management practice collaborative management?

**Table 4.7: Practicing of Collaborative Management (n=100)**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	very weak	16	16.0	16.0	16.0
	weak	31	31.0	31.0	47.0
	good	16	16.0	16.0	63.0
	strong	29	29.0	29.0	92.0
	very strong	8	8.0	8.0	100.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>100.0</b>	

**Source: Field Data**

From the findings 47% of indicated weakness in practicing of collaboration management, 37% of respondents revealed the strong and very strong collaboration management, while the remaining 16% of respondents showed moderate collaboration management. The standard deviation of 0.54, variance 1.111, skewness 0.454 and kurtosis -0.213 are noticeable from the findings.

Participatory school management by equipping valuable ideas from various stakeholders is of necessity in bringing efficiency on the secondary education than top-down management. Public-Private-Partnership (PPP) should be incorporated in

managing schools as there is a need to involve ideas from all education partners for the efficiency and effectiveness of education quality provided in secondary schools under the stipulated policy.

#### **4.3.2.3 Active School Board**

The School board was indicated as among the school based factors that can contribute to students' performance. The school board as the main organ to present parents and community should be active enough to undertake its responsibilities for the efficiency and effectiveness management of school educational resources so as to bring best outcomes.

The findings illustrate that 40% of respondents called out for an inactive school board, 35% provide moderate activeness while only 25% declares that the school board are strongly and very strongly active. However the mean of 2.71, standard deviation of 1.166, variance of 1.359, kurtosis amounting -0.805 and skewdness of 0.42 has been experienced as presented in Table 4.8.

**Table 4. 8: Active School Board (n=100)**

	<b>Mean</b>	<b>Variance</b>	<b>Standard Deviation</b>	<b>Skewdness</b>	<b>Kurtosis</b>
Active School Board	2.71	1.359	1.166	0.42	-0.805

**Source: Field Data**

The follow up question was: What makes the school board important in contributing to students' academic performance? One respondent remarked that “the school board assists in blessing some school academic bylaws and contributions which all those

who are concerned are obliged to obey.” When the students from Kerezange Secondary school were asked about the assistance of the school board to their studies, one among them responded that “I realized the role of the school board in our study when some of our fellow students committed violence last year and disturbed the school time table; the Chairman announced to us that all those who were involved will be suspended from the school for three months, the schooling situation settled; since then studies have progressed well, both teachers and we students are comfortable”.

The above respondent’s comments prove that an active school board helps to bring about a school environment which is conducive for teaching and learning, hence resulting into excellent academic performance. These findings collaborate with those of Kakyama (2009), which showed that the school board is legally responsible for all school operations; including decision-making, planning, organizing, coordinating, staffing, directing, controlling, reporting, budgeting, communication and taking disciplinary action for the students and giving recommendation to the concerned bodies on management and teachers’ disciplines’.

A follow up question was: How active are the school boards in secondary schools? The summary of findings is presented on Table 4.9. The findings show that despite of all schools involved in the study having school boards but 50% indicate very weak and weak levels in understanding their roles, 32% moderately understand their roles and only 18% are qualified as being strong and very strong in performing their roles/responsibilities as it is elaborated on Table 10. The mean of 2.55, standard

deviation of 1.114, variance of 1.359, kurtosis -0.805 and the skewness of 0.042 has been demonstrated from the findings.

**Table 4.9: Activeness of School Board in Managing Secondary Schools (n=100)**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	very weak	20	20.0	20.0	20.0
	weak	20	20.0	20.0	40.0
	good	35	35.0	35.0	75.0
	strong	19	19.0	19.0	94.0
	very strong	6	6.0	6.0	100.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>100.0</b>	

**Source: Field Data**

The school board as the main organ in presenting parents and community should be active enough to undertake its responsibilities for the efficiency and effectiveness management of school educational resources so as to bring best educational outcomes. It is an essential body and acts as the heart of secondary school operations. However, school board members must understand that their roles and responsibilities; including making follow-up on the functioning of all organs in the organization chart; demand for transparency in school operations; practice effective collaboration in the school related management matters. It should be committed and confidential in the decisions they undertake. The board symbolizes the good future of secondary schools, despite some board members being involved in conflict of interests.

The following question was: Do school board members understand their roles? School boards have to ensure that schools become administered efficiently and effectively by setting laws, rules and regulations to be applied within the entire school community. It is the intermediary between the community and schools and in some case it is taken as “the school owners”. The school boards are responsible for taking disciplinary actions and supervision of school procedures to students and teachers by giving punishments or recommendations for further disciplinary actions to be taken by high level education management bodies. Not only that but also they are supposed to be involved in managing school resources especially financial resources as presented in Table 4.10.

**Table 4.10: Level of School Board Members Understanding their Roles**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	very weak	19	19.0	19.0	19.0
	weak	31	31.0	31.0	50.0
	good	32	32.0	32.0	82.0
	strong	12	12.0	12.0	94.0
	very strong	6	6.0	6.0	100.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>100.0</b>	

**Source: Field Data**

However Senge (2000) suggests that a school board that wants to operate as a learning community needs to practice talking about its values and take steps to ensure that discussions occur with calm consideration. Through the presented findings it means that most of the secondary schools in the selected sample are not

managed well because the school board members do not know what to do. There is a need for sensitization and capacity building for school board members to equip them with ability to undertake their roles and responsibilities as the future development and performance of secondary schools are vested into their hands.

Findings prove that school heads of who also hold the position the secretary in School Board meetings are sometimes burdened with board members. When asked how the board members managed their roles, one school head declared that; “in my school even though they knew their roles/functions, still you can’t call for any board meeting if you don’t have funds, the first question they will ask during meeting invitation is availability of payment and not agendas, venue and the date for a meeting”; not only that but the other respondents cemented that “school board members are not active in attending to school issues which involve fund raising or funding assistance”.

Senge *et al.* (2000) emphasize on enhancing trusting relationships rather than a functional structure as the basis for board-district interaction. In order to establish a trusting relationship, Senge (ibid) suggests that it is good practice to make public as much information as possible, including creating a public record of private conversations. He stresses that if school board members model the civil behavior they would like schools to demonstrate, their own tendency to disagree for the sake of public drama will be eliminated.

The finding of this indicator shows that the level of transparency is strong and very strong by 14% only, moderate by 36% and the remaining 50% of the respondents

reveal weak and very weak in transparency as it is presented on Table 4.11. Furthermore the standard deviation of 1, Variance 0.9999, Skewness 0.177 and kurtosis - 0.504 are presentable.

**Table 4.11: Transparency in Functionality of Organs in the Organization Charts (n=100)**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	very weak	19	19.0	19.0	19.0
	weak	31	31.0	31.0	50.0
	good	36	36.0	36.0	86.0
	strong	12	12.0	12.0	98.0
	very strong	2	2.0	2.0	100.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>100.0</b>	

**Source: Field Data**

The school management is responsible for encouraging development of the culture of openness and transparency in the schools. This will lead to bringing up new ideas; overcome unnecessary challenges and collisions, which may arise due to lack of awareness on what is going on in the operation of schools. The school organization chart is the hierarchical structure showing the interrelatedness and functioning of various school organs. It is through the functions of these organs that the 'school culture' of the organization is built. There is no smooth functioning if the communications among these organs are not well managed, and boundaries between one organ and another respected.

However transparency is a vital condition in overcoming collision as every part will be aware on what is going on all over the schooling time. Hallinger & Heck (1996) mention that school principals may affect school outcomes through mission building, effective organizational structures and social networks, working through opportunities provided by the principal for different stakeholders.

#### **4.3.2.4 Physical Resources**

School physical resources are mainly categorized into consumable and non-consumable and can be again subdivided into tangible and intangible. No matter which category but all together do contribute directly or indirectly to efficiency and effectiveness of the teaching and learning process. The indicators to be covered by the variable for the scope of the study included supportive school environment and the level of current school physical infrastructures.

##### **4.3.2.4a Supportive School Environment**

Supportive school environment was indicated as being among school based issues that contribute to students' academic performance. The follow up question was: How Supportive the school environment is?

Findings as it has been presented in Table 4.12 shows that 52% of the schools involved are in very weak and weak supportive environment while 16% are experiencing moderate support and 31% revealed that the school environmental support is better. Furthermore the mean of 2.74, standard deviation of 1.228, the variance of 1.543, skewness 0.092 and kurtosis of -1.171 was experienced.



**Table 4.12: Supportive School Environment (n=100)**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	very weak	15	15.0	15.0	15.0
	weak	37	37.0	37.0	52.0
	good	16	16.0	16.0	68.0
	strong	23	23.0	23.0	91.0
	very strong	9	9.0	9.0	100.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>100.0</b>	

**Source: Field Data**

In a safe and supportive school, the risk from all types of harm is minimized, diversity is valued and all members of the school community feel respected and included and can be confident that they will receive support in the face of any threats to their safety or wellbeing. It is essential that all schools promote and provide a supportive learning community where all students feel safe. Students have a fundamental right to learn in a safe, supportive environment and to be treated with respect.

Similarly, parents and other local community members have the right to feel safe, supported and respected in the school context. School communities working together with staff, students and families can recognize, challenge and address issues that arise within the school.

The study of Berry in Higgins *et al.* (2005) commented that significant improvements in the learning environment were attributed to the better attitudes to

teaching and learning and improvements in the physical environment created amongst all users.

However, Siegel (1999) in his study found that there was a direct relationship between architecture and collaboration of teachers' performance. He advocated that 'the arrangement of space has immediate and far reaching consequences for teacher's ability to effectively and efficiently accomplish daily activities, the formation of social and professional relationships, and the sharing of information and knowledge'.

From observation, it was interesting to find that all schools involved in the study were not fenced and each was surrounded by community houses. This was clear evidence that even if the students obtained all the support in school, the fact is that their school was not enclosed; students were exposed to other threats from the outside school environment. These may include extremes of environmental elements (for example, poor ventilation or excessive noise) and could have negative effects on their learning.

Studies about the relation between students' academic achievement and building conditions indicate that the quality of the physical environment significantly affects student achievement. 'There is sufficient research to state without equivocation that the building in which students spend a good deal of their time learning does in fact influence how well they learn' (Earthman, 2004).

#### **4.3.2.5 Level of Current School Physical Infrastructures**

School physical infrastructure comprises school main buildings, classes, toilets, water and electricity, school pavement roads, playgrounds, garden and lawns, staff

quarters, laboratories, department buildings, kitchen and more. For the sake of this study, few infrastructures were investigated basing on reality that the selected schools were day schools. Ellis (2005) suggested that schools and classrooms can be more than a place to inhabit: they can also acquire an emotional significance. One perspective is that educators play an important role in constructing classrooms and schools, and therefore students' identities.

An extension of this idea is that children's environments have an effect on their cognitive and behavioral development and on childhood vulnerability. The nature and quality of the curriculum offered in a school is closely related to the available resources, and more importantly how well they are used. A school can function only when adequate material equipments are there.

There is a plethora of research that examines the effect of the physical conditions of teaching spaces (which includes seating, furnishings, spatial density, privacy, noise and acoustics, climate and thermal control, air quality, windowless classrooms, vandalism and play-yards, light and colour) on students' engagement, attainment, attendance and wellbeing (Higgins *et al.*, 2005;). Earthman (2004) concludes that while inadequate school buildings cause health problems, lower student morale also contributes to poor student performance; he is not convinced that schools need necessarily be any more than adequate. For smooth functioning of a school, that yields optimum outcomes; the physical resources such as, main school building with its various sections and departments, garden and lawns, playgrounds, hostel building, staff quarters are vital.

#### 4.3.2.5a Availability of School Main Buildings

The school main building can have a significant positive or negative effect towards fostering a productive learning environment. Despite of all schools involved in the research having classrooms, they face the problem of not having the school main building comprising with head of school office, academic, office, second masters' office, discipline office, guidance and counseling office, staff room stores and more. About all schools engaged in the study changed the usage of some classrooms and treated them as staffrooms and head of school's offices. Moore and Lackney (1993) note the inefficiency of school buildings being closed much of the time while Clark (2002) argues that as well as making more efficient use of buildings, community involvement should benefit the school by enhancing social cohesion and reducing vandalism.

**Table 4.13: Availability of Main School Building (n=100)**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	very weak	23	23.0	23.0	23.0
	weak	36	36.0	36.0	59.0
	good	31	31.0	31.0	90.0
	strong	7	7.0	7.0	97.0
	very strong	3	3.0	3.0	100.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>100.0</b>	

**Source: Field Data**

The findings presented on Table 4.13 indicate that the situation is weak and very weak by 59% moderate 31% strong and very strong by 10%. Moreover the 2.31 Mean, 1.002 standard deviation, 0.508 Skewdness and kurtosis -0.013 is observed.

In spite of continuing to build classrooms it is now the time for the government to start investing on the school main buildings for all the community secondary schools as the heart of the schools; these will reduce the boredom among the school staffs especially teachers who are supposed to utilize most of their time to schools with the students. To have a good place to stay while working is also the motivating factor which will raise educational productivity.

#### **4.3.2.5b Availability of Toilets**

This is a very special infrastructure for the hygiene and health of the students, teachers and other community members who in one way or another will be at school for a long time. It is important to keep school toilets hygienic and sanitary. Clean school toilets reflect well upon a school's hygiene standards and the proper upbringing of its students.

The finding indicates 50% weak and very weak, 16% moderate and 34% strong and very strong to availability of toilets as it is illustrated on Table 4.14. By having high percentage indicating weak and very weak, it means that toilets in schools are not enough and even when they are available, they are not clean. The further findings show that the mean of 2.71, standard deviation 1.351, variance 1.824, Skewness 0.220 and kurtosis -1.228 are presented.

Arnie Wilke, (2003) suggested, "To create a healthier and safer environment, the first step is in the washroom." The school hygienic level will be in position of distortion and without confidentiality especially when toilets are not enough. However the

presence of toilet rooms is one side of the coin, if they are not accompanied with its facilities such as hand soap, toilet flushes; observations proves that they not readily available or faulty, resulting in unhygienic conditions.

**Table 4.14: Availability of Toilets (n=100)**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Very weak	24	24.0	24.0	24.0
	Weak	26	26.0	26.0	50.0
	Good	16	16.0	16.0	66.0
	Strong	23	23.0	23.0	89.0
	Very strong	11	11.0	11.0	100.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>100.0</b>	

**Source: Field Data**

#### **4.3.2.5c Availability of Water and Electricity**

The evidence from Table 4.15 reveal that 36% of respondents indicate weak and very weak; 21% moderate; 43% strong and very strong as shown in Table 16. Moreover the mean 3.11, standard deviation 1.302, variance 1.695, skewdness -0.096 and kurtosis -1.129 are knowledgeable.

There is a considerable amount of literature relating to lighting in the classrooms. There is research relating to different kinds of lighting, from daylight to artificial, and there is a disagreement among researchers on which form of lighting is the most suitable for the classroom. Benya (2001) suggested that for 'lighting to be effective, daylight must be supplemented by automatically controlled electric lighting that dims

in response to daylight levels'. On the other hand Barnitt (2003) commented that good lighting can only be achieved by a combination of direct and indirect lighting.

**Table 4.15: Availability of Water and Electricity (n=100)**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Very weak	13	13.0	13.0	13.0
	Weak	23	23.0	23.0	36.0
	Good	21	21.0	21.0	57.0
	Strong	26	26.0	26.0	83.0
	Very strong	17	17.0	17.0	100.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>100.0</b>	

**Source: Field Data**

In Heshong (2003) it is demonstrated that teachers desire more space, a good location and quiet environment, and have lots of storage and water in the classroom. The facility for drinking water in schools should also be more available. Walters & Cram (2002) argue that fresh, clean drinking water is essential to maintain good health, especially in children.

Even though these two resources are necessary for making the running of school become easier, only parts of the two schools had electricity, these include the portion which is treated as administration block, and the water drills which were available for the two secondary schools in Kitunda Ward; Kerezange and Kitunda.

#### **4.3.2.5d Availability of Playgrounds**

After-school programs have long been considered a key part of the leisure activities of school students all over the world. Curriculum intends to develop

core and extra curriculum. Schools are source of developing different talents from students through equipping them with technical skills to the talents they hold. Very little space for playgrounds can be observed in the schools except Kerezange secondary school; all other schools are surrounded by close community residential houses.

**Table 4.16: Availability of Playgrounds (n=100)**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Very weak	30	30.0	30.0	30.0
	Weak	30	30.0	30.0	60.0
	Good	13	13.0	13.0	73.0
	Strong	14	14.0	14.0	87.0
	Very strong	13	13.0	13.0	100.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>100.0</b>	

**Source: Field Data**

The findings as presented on Table 4.16 indicate the availability of playgrounds in which 60% of respondents indicate weak and very weak, 13% moderate, and 27% better and best. Sports and games are allocated within the school timetables (researcher observation) as formalities without being executed. Furthermore the findings reveal the mean of 2.50, standard deviation 1.389, variance 1.929, skewness 0.565 and kurtosis -0.970.

Sports activities such as football, golf, tennis, volleyball, netball and basketball are popular after-school choices among students. Manaf & Fauzee, (2002) comments



that sports help students to gain new knowledge and skills as well as educating them against developing unhealthy activities during their leisure time. It has also been found that extra-curricula activities help to reduce academic stress and tension, help students to become more alert and productive in their learning (Arip & Yusof, 2002).

Most studies of leisure activities have focused on specific leisure perspective models or theories and have given their attention to barriers to participation and sedentary habits and lifestyles (Salman, 2001). Lack of playgrounds to 60% of the schools involved in the research provides the evidence that most of the students of secondary schools are stacked in developing their sports and games talents.

#### **4.3.2.5(e) Availability of Garden and Lawns**

Gardens and lawns make the environment shine; attract students, teachers and community to live, reduce stress after long classroom concentration especially during break time and after classes. It is only at Kitunda secondary school where gardens, lawns and pavements can be observed directly without asking. Few garden pavements with flowers could be observed in the rest of other investigated schools.

From Table 4.17 the findings indicate that 44% declared availability of gardens and lawns to the sample schools, while 23% showed moderate and 33% declared weak and very weak to the availability of gardens and lawns. Further investigative findings provide the mean 3.09, standard deviation 1.272, variance 1.618, Skewdness -0.232 and kurtosis -1.019.

**Table 4.17: Availability of Gardens and Lawns (n=100)**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Very weak	15	15.0	15.0	15.0
	Weak	18	18.0	18.0	33.0
	Good	23	23.0	23.0	56.0
	Strong	31	31.0	31.0	87.0
	Very strong	13	13.0	13.0	100.0
	<b>Total</b>		<b>100</b>	<b>100.0</b>	<b>100.0</b>

**Source: Field Data**

Lack of water, interests of teachers and management are the factors that hinder the availability of these valuable shining environments in our secondary schools.

#### **4.3.2.5(f) Availability of Staff Quarters**

At all schools one or two houses could be observed, most of the teachers were renting in various places to the community. Mushi, Penny *et al.* (2003) commented that teachers' houses are important for staff retention, especially in remote areas. This implies that the staff quarters are necessary for retaining and motivating teachers to perform their roles excellently.

The findings demonstrate that 85% of the respondents indicate weak and very weak for availability of staff quarters, only 10% show that the availability is good while the remaining 5% argued that the staff quarters are strong and very strong as presented in the Table 4.18.

**Table 4.18: Availability of Staff Quarters (n=100)**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Very weak	50	50.0	50.0	50.0
	Weak	35	35.0	35.0	85.0
	Good	10	10.0	10.0	95.0
	Strong	4	4.0	4.0	99.0
	Very strong	1	1.0	1.0	100.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>100.0</b>	

**Source: Field Data**

The mean of 1.71, Standard deviation 0.880, variance 0.774, skewdness 1.334 and kurtosis 1.700 are exposed by the findings. Lack of staff quarters mean that incentives motivating teachers are minimal, possibilities of turnover especially for those who are newly recruited is high as they are not retained.

#### **4.3.2.5(g) Availability of Laboratories**

Although constructivism is a learning theory that describes the process of knowledge construction; it is the application of what are often referred to as ‘constructivist practices’ (Zemelman, Daniels, & Hyde, 1993) in the classroom and elsewhere that provide support for the active knowledge-construction process. Since, most of the contents of science lessons are abstract topics, to make students to understand such topics it is necessary to use constructivist based student centered instructional methods.

Bruner (1990) argued that the concept of “learning by doing” is certainly not new; however, allowing the student to learn by doing within the classroom context is a

departure from traditional methods. Innovation has been done in the involved schools through changing some available classrooms and supplying them with chemicals, apparatuses and equipments to enable students learn science subjects by both theory and practice.

**Table 4.19: Availability of Laboratories (n=100)**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Very weak	25	25.0	25.0	25.0
	Weak	17	17.0	17.0	42.0
	Good	29	29.0	29.0	71.0
	Strong	25	25.0	25.0	96.0
	Very strong	4	4.0	4.0	100.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>100.0</b>	

**Source: Field Data**

From the field the findings show that 29% of the respondents indicated very strong and strong in the use of laboratories, while the weak and very weak amounted to 42% and those indicating moderate amounted to 29% as it is expressed in Table 4.19. Moreover the mean of outcomes is 2.66, Standard deviation 1.216, variance 1.479, skewness -0.038, and kurtosis -1.161.

The findings imply that since availability of laboratories for science subjects is low, topics involving learning by practice so as to have constructivism into mind will not be taught well, hence the possibility of passing the respective subjects is low as the result even the future of those who are excelling in science arena will continue to diminish if necessary measures were not take into account.

#### **4.3.2.6 Human Resource**

Human is the most valuable education resource as it translates educational goals and objectives into reality. It is mainly divided into teaching and non-teaching staff. Moreover it is a difficult resource to manage as all the time it is dynamic, for the scope of the study the indicators concerning the particular variable kept into consideration were teachers' commitment and accountability, teaching workload and the time spent in teaching and learning process as it is examined herein.

##### **4.3.2.6(a) Teachers' Commitment and Accountability**

Teachers are core stakeholders in bringing efficiency in secondary education. Any education innovation or policy adjustments require that teachers re-evaluate their beliefs, accept new commitments, develop new skills and adopt new forms of practice. The study carried out at St. Francis, Msolwa and Marian Secondary Schools concerning factors influencing good performance in Tanzanian schools done by Rubaha (2008) revealed that teachers' and students' commitment towards learning was essential. Besides, academic foundation for the students, committed and qualified teachers, reasonable teacher student ratio, relationship among teachers and students in the whole process of learning do influence good academic performance.

As regards to teacher commitment and accountability, the findings show that the level of commitment from the study area is 30% indicating strong and very strong while 38% reveals that the commitment and accountability of teachers is below the standard indicating very weak and weak while the remaining 32% proves moderate

level of commitment as it is presented in Table 4.20. The practice shows the mean of 2.85, standard deviation of 1.114, variance 1.240, skewness -0.011 and kurtosis -0.751.

**Table 4.20: Teachers' Commitment (n=100)**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Very weak	13	13.0	13.0	13.0
	Weak	25	25.0	25.0	38.0
	Good	32	32.0	32.0	70.0
	Strong	24	24.0	24.0	94.0
	Very strong	6	6.0	6.0	100.0
	<b>Total</b>	<b>100</b>	<b>100.0</b>	<b>100.0</b>	

**Source: Field Data**

This finding indicates that even though the policy has changed; teachers who are key stakeholders in changing educational goals and objectives to bring education efficiency and effectiveness are not much devoting their professionalism through commitment and accountability. Rubaha (ibid) suggests that government should organize the recruitment of teachers and researchers should publicize the contribution of teachers towards students' academic performance.

Generally, school based issues enhancing secondary schooling are at least better off to the selected research area. There is active school board even though the members are not conversant enough to their roles; the school environment is much affected

with the nearby community as it is not protected with fences; the level of availability of electricity in selected schools is not good while lack of water not only affects the school to shine with pavements and flowers but also hampers good use of toilets. However the commitment of teachers to their profession has been observed to be good.

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Overview**

The background and meaning of decentralization has been presented in chapter one. Decentralization types which include administration, political fiscal and marketing were elaborated. Moreover, the administrative decentralization forms which are deconcentration, delegation and devolution; and their consequences in various nations in managing secondary schools have been examined. Deconcentration involves redistribution of responsibility and authority, not to the local office, but among different levels of the central government. Delegation on the other hand embraces transferring of responsibility and authority from the central government to semi-autonomous organizations and making the people in semi-autonomous organizations accountable. Devolution involves transferring responsibilities to local government/ communities to manage and allocate their own available resources. The history of secondary school management in Tanzania under pre-colonialism emphasized on social responsibilities, job orientation, spiritual, moral values and political participation. Colonialism education focused on making Africans' to accept colonial masters' interests and fit their needs. Post-colonialism education gave rise to the adoption of decentralization by devolution (D by D). The main purpose was to explore how decentralization can facilitate handling of the increased number of students, teachers, schools and to cater for differences in schools environmental support needs. The policy objectively intends to improve management, resources allocation, monitoring, and increase educational performance. The specific objectives were to explore the roles of parents in



decentralized secondary schooling in Ilala municipal council and examine school based issues that enhance students' performance in secondary schooling.

Review of related literature focused on the theories developed by other researchers to theoritize the research, the conceptualization of the research variables to get the concrete ideas and the empirical literature was also observed. These included Epstein (1992) which emphasized involvement, parenting, communicating, volunteering, learning at home, decision making and collaborating with community, offers a broad range of school, family and community activities that can engage in all parties and help meet students needs.

However Higgins *et al.* (2005) comments on physical conditions of teaching spaces (which includes seating, furnishings, spatial, density, privacy, noise and acoustics, climate and thermal control, air quality, windowless classrooms, vandalism and play-yards, light and color) has great effect on students' engagement, attainment, attendance and wellbeing.

Research methodology was exploratory research design employing cross-sectional survey strategy. The study was conducted at Ilala municipal Council and the sample were drawn from Kitunda, Kerezange, Ulongoni and Juhudi secondary schools in which judgmental/convenience sampling techniques was administered. The structured questionnaire was the main instrument used for data collection. It was in form of Likert Scale and self administered (by a researcher) in order ascertain its validity and reliability. Data were analysed using Statistical Package for Social Science (SPSS).

## **5.2 Major Findings**

The findings revealed that the majority of the parents were more concerned with other life responsibilities and left their children to proceed with their studies as routine without support. Moreover it has been revealed that the level of academic-follow up is low; very few parents pay school fees for their children in the required time; parents do not voluntarily offer material support to school development and are less committed to other school issues which need their assistance.

Other objectives of decentralization by devolution emphasize on community autonomy to ensure excellent performance of secondary schools; parents being the core stakeholders are supposed to be voluntarily accountable for their children's academic progress. They should ensure that students have material support such as books, uniform, writing materials to mention few. They are also expected to monitor the school functions well so that the expected secondary school educational outcomes are met.

The findings on school based issues enhancing learning have revealed that the secondary school as the indicator/parameters of observation is good. There were practices of collaboration management. The school board members understand their roles only sparsely. School environments in secondary schools are not protected (not fenced) to ensure the wellbeing of school community; still there is sufficient school infrastructure, which in most cases include; the main building, staff quarters, play grounds, garden and lawns, laboratories, water and electricity although inadequately provided. It has been revealed also that teachers being the valuable resources are committed to their roles and responsibilities.

### **5.3 Conclusion**

Student learning is supposed to be supported and supervised by parents, the community and all education stakeholders. The time set for school learning is not sufficient to full-fill all school activities; private learning, remedial activities, homework should be done during spare time, especially when students are at their homes. Parents who inspect their children exercises books will be able to notice the progress of teaching and learning process, scrutinize how schooling process is supervised. When parents do not make follow-up of their children's academic work, they raise the chance of causing low level of academic achievement, moreover teachers work will never face immediate challenges hence making learning is taken as a mere routine work. Most parents leave all responsibilities for secondary schooling in the hands of the teachers. Moreover parents should strive to find part-time support teachers for remedial classes for their students in order to make them academically excellent. The students who know that their parents make follow up of their academic progress attain high retention, and maintain high discipline compared to their counterparts.

School fees and contributions are the major sources of funds for community secondary schools. Low parents' responsiveness in paying school fees causes a deficit in school running budget. Learning will not be achieved unless educational materials are available; parents who do not provide books, pen, exercise books, and pocket money to their students make it difficult to attain high academic progress. Moreover schools need developmental contributions support from the parents; be it in terms of material support, effort and money. Most of community secondary

schools do not have good learning environment because parents do not voluntarily offer much support to them. Unfavorable school environmental factors also discourage students from learning well.

Parents should devote their time and efforts all the time to secondary schools in which their students are admitted. Good relations among parents and teachers will raise schools' performance and build active school community; also it will help to solve immediate school problems which need immediate solution. This can be done during parents day, graduations, building classes, and others. These need not to be left hanging waiting the central government intervention; especially when it is known that government has got a lot of commitments to undertake.

The collaborative management being practiced in community secondary school means that a multiple of ideas in management process are available which strengthen opportunities for resolving educational matters within the school. The presence of an active school board as the engine of secondary school management is considered a wealth to schools. The role and responsibility of school board members will increase efficiency and effectiveness hence the academic performance and school development in general.

Students studying in unprotected schools achieve low performance as they are affected with vandalism, violence, and the like from the surrounding community. Moreover scarcity of education resources has negative impact in achievement of core and extra curriculum objectives. When educational resources are few, students will

acquire only part of the intended curriculum thus making the results of their academic performance to remain low and lacking skills (from extra curriculum) which is strong potential for making unproductive future citizens.

#### **5.4 Recommendations**

In the light of the purpose of the study and the specific objectives the following recommendations are made:

Effort should be made toward increasing sensitization, and development of awareness. Also capacity building should be done through various advocating agencies which are governmental and non-governmental in order to improve the situation of community secondary schools. This would help to enhance community awareness on obligation toward fulfilling their roles and responsibilities. Most importantly, all education stakeholders should bear their responsibilities as recommended herein:

Parents must enroll their children in secondary schools. They should also make close follow up of their progress instead of leaving them to study as a routine. In this way students will have good outcomes from their schooling. Parents are also obliged to be accountable to the following:

- (i) Make voluntary supervision of students' learning both at home and at school by making follow-up. Lack of it will lead to low student performance, and possibly increase the rate of drop-out. If this occurs children will continue to be a burden to the parents, community and the nation as a whole as they will not be productive human capital.

- (ii) Provide material support to their children's schooling which will enable them to concentrate well during teaching and learning process.
- (iii) Pay fees and other legal school contributions which will be used to buy teaching and learning materials such as chalks, modals, chemicals, apparatus, cleanlining equipment and other requirements.
- (iv) Creating rich, nurturing educational environments so that teachers and students may be motivated to work in a conducive teaching and learning environment.
- (v) Being involved in all school issues which need their presence and assistance such as support for classroom building, attending school meetings and other activities.

On the part of students, it is recommended that they should undertake the following measures in order to facilitate their schooling and thereafter enjoy the schooling outcomes under the decentralization policy; they should:-

- (i) Be committed to their studies both at home and schools. They must be serious in acquiring academic excellence with all their efforts.
- (ii) Obey school rules, regulations and directives voluntarily as they enable them to develop emotionally, socially, psychologically, and mentally so they become good future citizens of this country.
- (iii) Be a good link between schools, community and parents.

School boards being the heart of school progression should

- (i) Be aware of their role and be well committed for the success of education and the nation. Failure to hold board meetings due to lack of funds should not be entertained.

- (ii) Be innovative to facilitate students' academic progress.
- (iii) Represent well the parents in all school aspects.
- (iv) Be a good model in guiding the success of community secondary schools.

Teachers have the responsibility to ensure that students are developed mentally, socially, psychologically, academically, physiologically through application of the professionalism procedures and within the principles and codes of ethics.

- (i) Develop students emotionally, socially, psychologically and mentally.
- (ii) Develop students' other talents through extra-curriculum activities which most teachers do not pay serious attention to.
- (iii) Obey and participate fully in managing the schools, so as to make them good places to belong for themselves, students and community at large.

The government on its part should handle all issues which are beyond the school and local community level; therefore it is obliged to full-fill the following:

- (i) Conduct sensitization and capacity building for school board members to equip them with ability to effectively undertake their roles and responsibilities.
- (ii) Emphasize on the incorporation of Public-Private-Partnership (PPP) in managing the schools.
- (iii) Assist in provision of education technical support.
- (iv) Assist in building and completion of school infrastructures.

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## APPENDICES

### Appendix I: Questionnaire

#### A: PERSONAL PARTICULARS

Please tick (√) into the corresponding bracket provided:-

<b>Sex:</b> Female ( )      Male ( )	<b>Locality:</b> Kitunda ( ) Ukonga ( ) others ( )
<b>Career:-</b> Employed ( ) Private ( ) others ( )	<b>Respondent category:-</b> Teacher ( ) Student ( ) Parent ( ) Others ( )
<b>Residential:-</b> Permanent-owned ( ) Temporary-rented ( ) Others ( )	<b>Age experience:-</b> 11-18 ( ) 19-26 ( ) 27-34 ( ) 35-42 ( ) >43 ( )
<b>Education qualifications:-</b> Secondary level ( ) College ( ) University ( ) Others ( )	

#### B: Roles of parents in decentralized secondary schooling

Basing to the research question (i) the following structured questionnaires was asked

Please tick (√) into the corresponding box space provided below:

QUESTIONS	Very weak				Very strong
	1	2	3	4	5
Voluntary attendance of parents to school making academic progressive follow-up to their students performance					
Parents and community sensitization to their roles in secondary schools under decentralization policy					
Collaboration of parents and community in various secondary school issues					
Capability of parents to meet the school funds needs for their children					
Level of the students commitment to their studies					
Involvement of students to the extra curriculum activities					
Students obeying school rules, conducts and regulations					
Intensity of relationship among teachers and non-teaching staff					
Presence of teacher-parents-community affiliation					
Closeness of students to their teachers					

**C: School based issues that enhances academic performance in secondary schooling**

For the research question (ii) the following questionnaires were administered.

Please tick (√) into the corresponding box space provided below:

QUESTIONS	Very worse				Very excellent
	1	2	3	4	5
Availability of school organization charts					
Activeness of School Board in managing secondary school					
Transparency in functionality of all organs of the organization chart					
Level of school board members understanding their roles					
Practicing of collaborative management					
Teachers commitments to their roles and responsibilities					

Time taken by students and teachers for teaching and learning process				
Position of teaching work load				
Commitment of the government to secondary education				
Supportive community school environment				
Level of current school physical infrastructures:-				
main school building				
toilets				
water, electricity				
playgrounds				
garden and lawns				
staff quarters				
laboratories				
departments buildings				
Accessibility of fiscal resources				

## 1. Budget and Resources

ITEM	COST
Stationeries	450,000/=
Typing and Printing	800,000/=
Transportation	300,000/=
Internet services	100,000/=
Distribution of questionnaire	300,000/=
Meals (Lunch)	250,000/=
<b>TOTAL</b>	<b>1,300,000/=</b>

## 2. Time Frame

DATE	ACTIVITY	LOCATION
July – September 2012	Literature review, Preparing the research proposal	Library, Kitunda
October, 2012	Submitting the research proposal	The Open University of Tanzania
November- December, 2012	Start working with the supervisor (Proposal adjustments)	OUT HQ, Tanga-Mkinga
Jan - February 2013	Data collection	Kitunda and Ukonga Ward
March-April, 2013	Data organizing and analysis, Report writing	Tanga



May, 2013	Submission of the first draft to the supervisor	OUT HQ
May, June, 2013	Corrections of adjustments from supervisor	Tanga
July 2013	Report submission to the editor	Dar es Salaam
July 2013	Submission of four copies of final draft	Faculty of Education, OUT HQ
August 2013	Corrections from External supervisor (if any)	OUT HQ, Tanga

#### 4. CURRICULUM VITAE

##### A. PERSONAL PARTICULARS

###### NAMES:

Surname	First Name	Middle Name
Banele	Shima	Dawson

###### BIRTH INFORMATION:

Birth Date	Sex	Place of Domicile	Tribe	Nationality
03 Dec.1973	Female	Ngara-Kagera	Hangaza	Tanzanian

###### OTHER STATUS:

Marital Status	Number of Children	Religion	Professional

Married	Three (03)	Christian	A Teacher
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**CONTACTS:**

<b>Residential Address</b>	<b>Permanent Address</b>	<b>Phones</b>	<b>E-Mail</b>
Kitunda Secondary School, P.O.Box 14765, Dar Es Salaam	P.O Box 129, Ngara Kagera	0718 787 428 0788 196 693	Shimadb@Yahoo.Com

**B. Academic Particulars**

<b>Year</b>	<b>School/College/University</b>	<b>Award</b>
2010-2007	The Open University of Tanzania Dar Es Salaam	Bachelor Of Business Administration With Education (Hon).
2006-2004	Morogoro Teacher's College <b>Morogoro</b>	Diploma In Teaching With Specialization In Mathematics And Geography
Sept-Dec 2001	Tanzania Civil Services Training- Magogoni- <b>Dsm</b>	Certificate: In Higher Standard Personnel Management
1997-1996	Business Care Services, Dsm	Certificate: Basic Computer Applications
1995-1992	Zanaki Secondary School Dar es Salaam	Certificate: Advanced Level Secondary Education –Egm

		(Economics, Geography And Mathematics)
1992-1989	Taqwa Secondary School, Mwanza	Certificate: Ordinary Level Secondary Education
1988-1982	Bwiru Primary School, Mwanza	Certificate: Primary Level Education

### C. Working Experiences:

Year	Organization	Designation
July 2012 To-date	Mkinga District, Tanga	District Secondary School Logistic And Statistics Officer.
Feb. 2010 – June 2012	Kitunda Secondary School	2 <sup>nd</sup> Mistress, Mathematics Teacher. Discipline Mistress, Mathematics Teacher.
Jan. 2010-Sept. 2008		
Octob. 2008-Aug. 2006	Tandika Secondary School	Academic Mistress, Mathematics Teacher.
Jun. 2004-Mar. 1996	Business Times Limited	Administrative Secretary

**D. OTHER AWARDS:**

<b>Year</b>	<b>Organization Awarding</b>	<b>Award</b>
2012	Tokyo-Gakugei University	Certificate- Participation in Seminar for Mathematics Lesson Evaluation and Lesson Study
2010	The Open University of Tanzania	Certificate – Good academic performance
2007	TAHOSSA	Certificate – Participating Teaching Aids Exhibition, Dar es Salaam.  Certificate 1 <sup>st</sup> winner in Basic Mathematics Teaching Aids Exhibitions- Temeke Region.
2006-2005  2005-2004	Morogoro Teacher's College	Certificate- Minister of Constitution and Law Students Association.  Certificate- Vice Prime Minister Students Association.
Nov. 1996	Freudrick Norman Foundation	Certificate- Attending the workshop.

**E. REFEREES:**

<b>FIRST</b>	<b>SECOND</b>	<b>THIRD</b>
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