

**SCHOOL PERFORMANCE: A COMPARATIVE STUDY BETWEEN
PUBLIC AND PRIVATE SECONDARY SCHOOLS IN KINONDONI
MUNICIPAL COUNCIL**

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PUBLIC AND PRIVATE SECONDARY SCHOOLS IN KINONDONI
MUNICIPAL COUNCIL**

By

Gloria Kivenule

**A Dissertation Submitted in Partial Fulfillment of the Requirement of Master of
Science in Human Resource Management of Mzumbe University**

2015

CERTIFICATION

We, the undersigned, certify that I have read and hereby recommend for acceptance by Mzumbe University, a research report on **School Performance: A Comparative Study between Public and Private Secondary Schools in Kinondoni Municipal Council**, in partial fulfillment of the requirements for award of Master of Science in Human Resource Management

Major Supervisor

Internal Examiner

External Examiner

Accepted for the Board of Public Administration and Management

Chairperson, School of Public Administration and Management

DECLARATION

I, **Gloria Kivenule**, declare that this dissertation is my own original work and it has not been presented and will not be presented to any other university for any degree award.

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DEDICATION

I dedicate this work to my beloved mother, brothers, and sisters.

LIST OF ABBREVIATIONS

BEST	-	Basic Education Statistics in Tanzania
CEP	-	Center for Economic Performance
EB	-	Epidermolysis Bullosa
FLE	-	Family Life Education
FTSEE	-	Form Two Secondary Education Examination
HBS	-	Harvard Business School
KMC	-	Kinondoni Municipal Council
MEC	-	Ministry of Education and Culture
MOE	-	Ministry of Education
MSEO	-	Municipal Secondary Education Officer
NECTA	-	National Examination Council of Tanzania
OPRAS	-	Open Performance Review Appraisal System
PPIC	-	Public Policy Institute of California
TIMSS	-	Trends in International Mathematics and Science Study
TPP	-	Trans-Pacific Partnership
USAID	-	United State Agency for International Development
WB	-	World Bank
WDE	-	Workforce Development and Education

ABSTRACT

The purpose of this study was to assess the causes of school performance difference between public and private secondary schools in Tanzania. Three research objectives were addressed namely: to assess the reasons for private secondary schools to outperform public secondary schools; to compare the resources available in public schools and private schools; and compare the teachers' motivation in public schools and private schools in Kinondoni Municipal Council.

A case study design was used. The target population included 50 secondary school students, 50 teachers, five heads of schools, one District Secondary Education Officer, and 50 parents in Kinondoni Municipality. Data were gathered from the questionnaire, observation, interview schedule, and documentary review. Qualitative data analysis method was used for analyzing the data collected.

The major findings revealed that, about 40 (80%) teachers and parents shows that private schools perform better than public secondary schools due to their recruitment of competent teachers, good pay for their teachers, making availability of teaching and learning resources, good set control system of school management team (SMT), and good students enrollment system. Also the finding indicate that the level of school managers involvement in decision making about the school issues is high in private secondary schools, 45 (90%) teachers agreed in private schools have committed teachers, financial capability, good and competent school managers, and active inspectorate personnel. Moreover, the findings revealed that the most incentives used by 5 (100%) heads of schools to enhance private secondary school teachers classroom performances were a delegation of duties.

Finally, the researcher has put forth that, the government has made more effort to steadiness education delivered by public secondary schools to its people. There is a need to make sure that the gap developed between these private and public secondary schools is removed or reduced. Hence, it is high time for the government to make sure that public secondary schools are provided with all resources as require same to private schools.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter serves as an introductory part of the study. It provides the background information, statement of the problem, the purpose of the study, specific objectives, and their respective research questions. Besides, the chapter gives the significance of the study, limitation, delimitation and definition of the key concepts.

1.1 Background of the Study

The literature on public and private school effectiveness is wide and greatly international level. Coleman and Hoffer (1987), along with others such as Chubb and Moe (1990) and Bryk, Lee, and Holland (1993) provided evidence that private institutions outperform their public counterparts. Internationally, a number of studies using a variety of methods and data attempted to test the private effect. For example, in Indonesia, Bedi and Garg (2000) and in India, Kingdon (1996) found positive private school effects on labor market earnings.

In addition, policymakers, parents, and other interested citizens often assume that private secondary schools, on the whole, are better academically than public secondary schools. However, this empirical assumption is not supported by evidence. Decisions by parents or policymakers about private secondary school choice are often rooted in the assumption that, by choosing private secondary schools, families will improve the academic preparation of their children. This notion of a positive for private secondary school effect rests on a body of research that suggests private schools outperform public schools (CEP, 2007).

Recent trends around the world also show that many developed and developing countries are seeking partnerships between the public and private sector to share costs and improve the provision of education. Governments in these countries are looking for alternative mechanisms of education delivery and financing outside of the public realm.

These initiatives are promoted by budgetary stringencies and a greater reliance on the market to correct inefficiencies (Cuellar-Marchelli, 2003). Another important aspect of public-private school dynamics is the growing competition in the private sector, and its impact on school and student performance.

In Tanzania, the public-private distinction is relatively straightforward. The public sector includes government and community schools, both of which receive full government funding for recurrent costs (some of which are defrayed through the collection of school fees and boarding fees); the only difference between them pertains to the funding of school construction costs. For government schools, such costs are borne by the government while for community schools they are borne by local communities (MoE, 1995). The private sector in Tanzania comprises a great diversity of schools, whose unifying feature is that they all depend almost exclusively on school fees and private contributions to defray both recurrent and capital costs. Although the overwhelming majority of private schools are created by religious and other community organizations, there are now a few new schools which operated by individuals or groups of individuals as for-profit institutions (Mays, 2013).

The rapid growth of private secondary schools in Tanzania in the past decades offers some interesting lessons on the impact of government policies toward private education. Excess demand was indeed a major factor motivating the government's decision in the early 1980s to remove the barriers to private sector growth. The government's policy toward private education, particularly before the mid-1980s, has been, at best, ambiguous. Private schools were nationalized in the early 1960s, but the policy was never strictly maintained. In some years, when equity goals dominated the policy agenda, the government would prohibit the opening of new private secondary schools (Samoff, 1987). In other years, the policy would be reversed when the government became concerned about the exploding excess demand for secondary education. However, in a study of relatively new private schools in Tanzania, Lassibille and Tan (2001) found that public students outperformed their private peers in terms of national assessment achievement.

In Tanzania since independence in 1961, education has been financed largely by the central government. During the first half of the 1970s, the share of education in the

government budget averaged 17 percent. Over time the share has been dropping, averaging about 15 percent between 1975 and 1980; about 13 percent between 1980 and 1985, and about 11 percent between 1985 and 1994. In subsequent years, however, the share fell to just over 4 percent in the early 1980s and then dropped to below 4 percent by the early 1990s. In general, these trends indicate that public spending for education in real terms has declined over time, with the downward trend being especially pronounced in the second half of the 1980s (Lassibille, Tan and Sumra, 1998).

In addition, the Tanzanian government's commitment to education as an integral part of its social and economic development started shortly after independence. Before independence, educational access was very restricted. The Arusha Declaration was followed in 1967 by the policy document "Education for Self-Reliance," in which education was assigned a seminal role in the transformation of Tanzania to an African socialist society. Universal primary education (UPE) was emphasized in the Musoma Declaration of 1974 as a way of transforming rural society and agriculture, from which it was acknowledged the vast majority of the population, would derive their livelihood (WB, 2010).

Moreover, education in Tanzania is provided both by the public sector and the private sector. The general structure is 2 years of pre-primary education for ages 5–6 (year 1 and 2), 7 years of primary education for ages 7–13 (Standard I–VII), 4 years of secondary ordinary level education for ages 14–17 (Form 1–4), 2 years of secondary advanced level education for ages 18–19 (Form 5 and 6), and 3 or more years of university education (BEST, 2010).

Apart from that, the government of Tanzania underscores the fact that, the quality of education is the basis for national development. Therefore, the government attempts to create necessary conditions to provide children with high-quality education. However, the policy adopted by the government mainly concerns primary education, which is free for all Tanzanian children. Secondary and tertiary education is based on tuition, making education a luxury for most citizens (WDE, 2010)

Nevertheless, Laddunuri, (2012) put forth that since independence the Ministry of Education and Vocational Training has been recruiting teachers directly from schools (clash program teachers) and giving them short training ready to overcome the catastrophe of a shortage of teachers in Tanzania secondary schools.

As the result, those teachers who had not enough teaching knowledge were forced to attend in-service training and attain either Diploma in Education or Bachelor in Education to provide the required knowledge to the students.

For example, Mbelle and Katabaro (2003) in their study of the national examination performance observed that the public secondary schools did not perform better compared to private schools in 2000. Their data are shown in table 1 below:

Table 1.1: Performance by Division and Type of Ownership Secondary Schools (O'Level) in Tanzania, 2013, N=1080 (From 5 schools each)

DIVISION	PUBLIC SCHOOLS	PRIVATE SCHOOLS
I	0 (0.0%)	110 (26.1%)
II	50 (7.6%)	60 (14.3%)
III	70 (7.6%)	60 (14.3%)
IV	450 (68.2%)	130 (31.0%)
O	90 (13.6%)	60 (14.3%)

Source: Mbelle and Katabaro, 2014.

Students in private schools students are most represented at highest divisions (1 and 2) compared to those in public schools in terms of numbers though not as proportion within the group.

Furthermore, one result of the new policy has been a dramatic increase in the number of private schools (which are largely financed by student fees), with nearly 860 private schools in 2014 registering with the government after 1985 (MEC, 2015). At the same time, the government has also expanded the public sector, adding more than 2500 new public secondary schools in the same period. These patterns indicate that the Tanzanian secondary education system is at an early stage of development, with many more new schools than established ones. Private schools currently enroll about 55

percent of all secondary school students, a much higher percentage than the average of 30 percent in other African countries (Lassibille, Tan and Sumra, 1998).

It can be argued that, factors such as the family socio-economic status of students in which they learn in private secondary schools as well as the student background, may account for higher private secondary school performance relative to their public secondary school. This study explored the factors which cause the private secondary schools to perform better than public secondary schools in Kinondoni Municipal Council.

1.2 Statement of the Problem

Various literatures such as Mtana (2003), Bennel (2004), Barth (2009), Omari (2011) holds that there is a direct relationship between students studying in private and public secondary schools, teachers' classroom performance, and their students' academic performance. It appears that there is a great problem in public secondary schools in their students' academic performance. Several studies have been carried such as Dollman (1996), Mbwambo (2005), Levacic (2009), Omari (2011) and Hossain (2012) they found out that students studying in public secondary schools are most likely to perform poorly in their classrooms academic performance. However, some studies counter this position by suggesting that there is no relationship between students' academic performance and students being in studying in public secondary schools by Omari (1995) and Osaki (1999) have revealed this. The former perspective is that students from public secondary schools can also perform well academically in classrooms. Studies on the factors causes for better students' academic performance used by private secondary schools to enhance teachers' classroom performance and students' academic performance are very few. It is becoming apparent that available evidence from Tanzania has not been definite and conclusive in identifying specific factors causes' better academic performance in secondary schools that have great impacts on students' classroom performance. Due to this gap the study will narrow down and bridge the gap by examining the types of factors causes outperform of private than public secondary schools that enhance students' academic performance

hence come up with strategies of reducing the problem of public secondary schools in Kinondoni Municipality.

1.3 The Purpose of the Study

The purpose of the study was to examine the factors causes for private secondary schools to perform better than public secondary schools in Kinondoni Municipality.

1.4 Specific Objectives of the Study

Specific objectives of the study were as follows:-

- i. To assess the reasons for private secondary schools to outperform public secondary schools in Kinondoni Municipal Council.
- ii. To compare the resources available in public schools and private schools.
- iii. To compare the teachers' motivation in public schools and private schools.

1.5 Research Questions

There were three main research questions in this study that are:

- i. Why does private secondary schools perform better than public secondary schools in Kinondoni District Council?
- ii. What are the resources matters used by private secondary schools for better school performance in Kinondoni Municipal Council?
- iii. What is private secondary school teachers' motivation provisions compared with that provided in public secondary school teachers in Kinondoni District Council?

1.6 Significance of the Study

The study is significant in many ways. They include:

- i. The study contributes knowledge to the existing body of knowledge on the reasons of private secondary schools outperform public secondary schools through viable incentives and the ways of enhancing students' classroom performance.

- ii. The study informs the Regional and District Educational Officers the types and the ways through which factors causes outperform in public secondary schools so as to improve their classroom performance and hence students' academic performance.
- iii. The study also finds room to attract further studies on issues related to ways of outperforms components for public secondary school teachers in Tanzania and other levels of education.
- iv. The empirical results from the field will help as an immediate indicator of what is the situation in private and public secondary schools which can be directly taken to address the situation in case there is a need to do so and utilize the recommendations to further improvements in secondary education in Tanzania.

1.7 Scope of the Study

The study was delimited to investigate factors causes private secondary schools outperform than public secondary schools. The study was conducted in Kinondoni (urban) district that consists of 184 public and private secondary schools out of 506 public secondary schools in Dar es Salaam region. Ten secondary schools namely Kawe, Biafra, Mbezi Beach, Msewe, Makongo, Ubungu, Feza Boys, Feza Girls, Loyola, and Alpha, were studied as the sample for the study. Despite the fact that the study was carried out in Kinondoni (urban) district as the sample area and limited to the private and public secondary schools, the study expects that the outcome of the study may be valid and helpful to stakeholders in Dar es Salaam region and other areas in Tanzania.

1.8 Limitation of the Study

The study encountered some limitations while conducting the study; first the researcher was perceived as an official from the ministry who came to inspect them, thus efforts were made to hide some information. To offset the situation, the study used triangulation method of data collection. Second, it takes a long time to get previous tests and examination past papers for analysis because not all tasks were available in secondary school examinations banks. As a result, it demanded seeking previous assessment tasks from students and subject teachers that were time-consuming.

1.9 Organization of the Study

Structurally this study is organized into five chapters; chapter one to chapter five. Chapter one is concerned with the description of the problem that informed the study and its context and defines the need for this study. Chapter two focuses on the review of literature relevant to this study. The major concern of this chapter was to identify the knowledge gap. Chapter three is about methodological procedures for the study. Chapter four discusses the research findings presented and analyzed according to the research objectives and questions. Chapter five provides the summary, conclusions and recommendation of the study. References and appendices inform the end part of the organization format of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of related literature that is related to the study on the secondary schools academic performances. It addresses theoretical framework of school performance whereby Systems theory and the principle of quality control cum assurance at the secondary level of education guided the study. It also presents empirical studies conducted previously on school performance between public and private secondary schools. The strategic importance of secondary education is examined, and lastly, the knowledge gap is established.

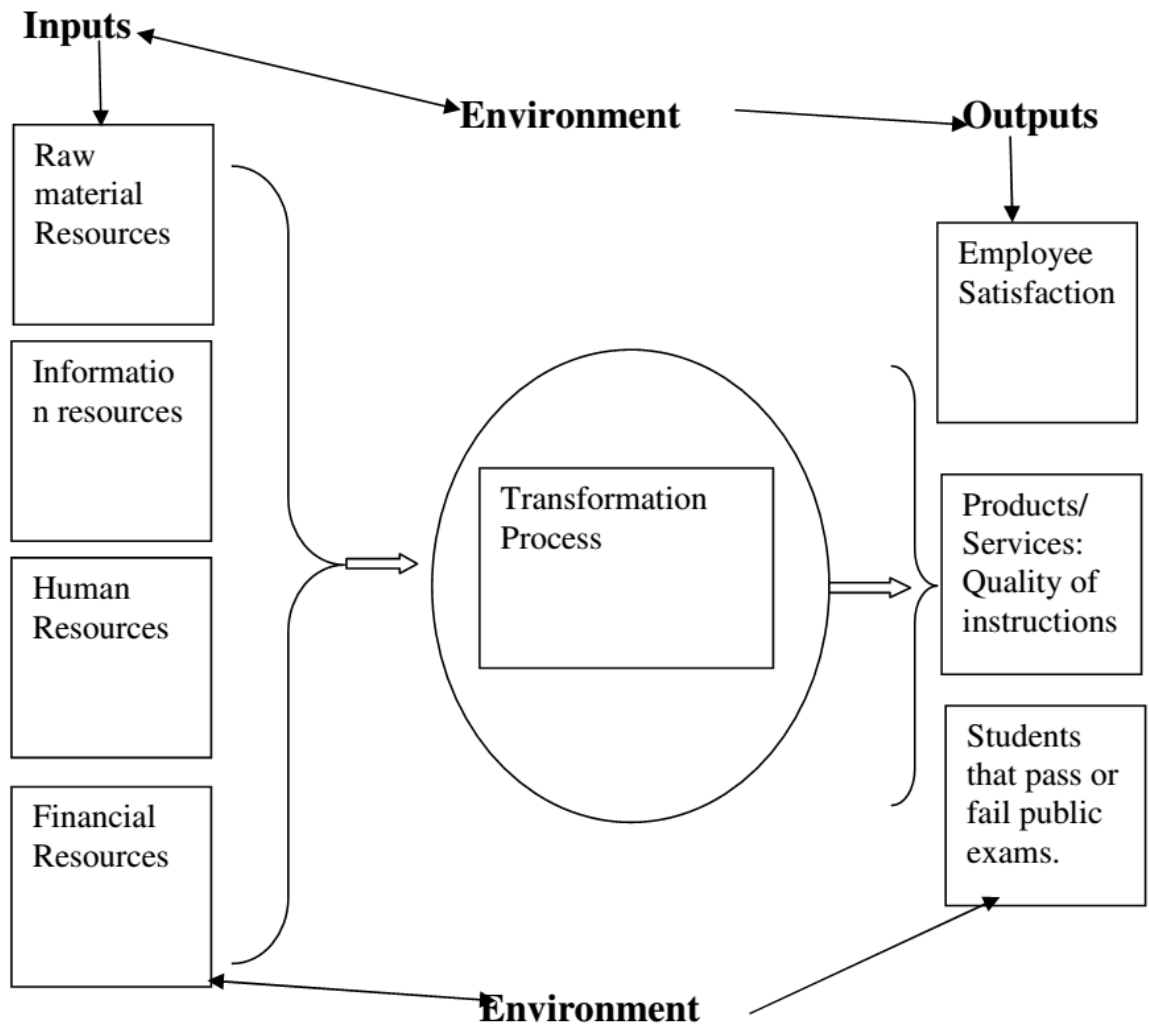
2.1 Theoretical Framework of the Study

Different authors have considered the theoretical approach as an important starting point for research on human behavior because theories make simpler the complex phenomenon under the study by telling which factors should be into consideration in particular. This comparative study between the public and the private secondary schools in Kinondoni Municipal Council, the following theories have been adopted to explain the phenomenon, the Systems theory as presented by Draft (2008) and the principle of quality control cum assurance at the secondary level of education as presented by Abari and Odunayo (2012)

2.1.1 Systems theory

A system has been defined in a different perspective, for the purpose of this study it is a set of interrelated parts that function as a whole to achieve a common purpose. A system usually functions by acquiring inputs from the external environment, transforming them in some way, and discharging outputs back to the environment, for example, students are admitted into secondary schools from the society and transformed into output back to the society. According to Draft (2008), the basic systems theory of organizations consists of five components: inputs, a transformation process, outputs, feedback, and the environment.

Figure 2.1: System Theory



Source: Draft (2008:52)

- i. Inputs are the materials, human, financial, or information resources used to produce goods and services. In the secondary education system, the material inputs include infrastructural facilities provided by the school for teaching and learning process. Human inputs are the various mix of teaching and non-teaching staff.
- ii. The transformation process is management's use of production technology to change the inputs into outputs.
- iii. Outputs include the organization's products and services. In the secondary school system, the output elements include students' academic performance in public examinations, student's level of discipline and activities in the society.

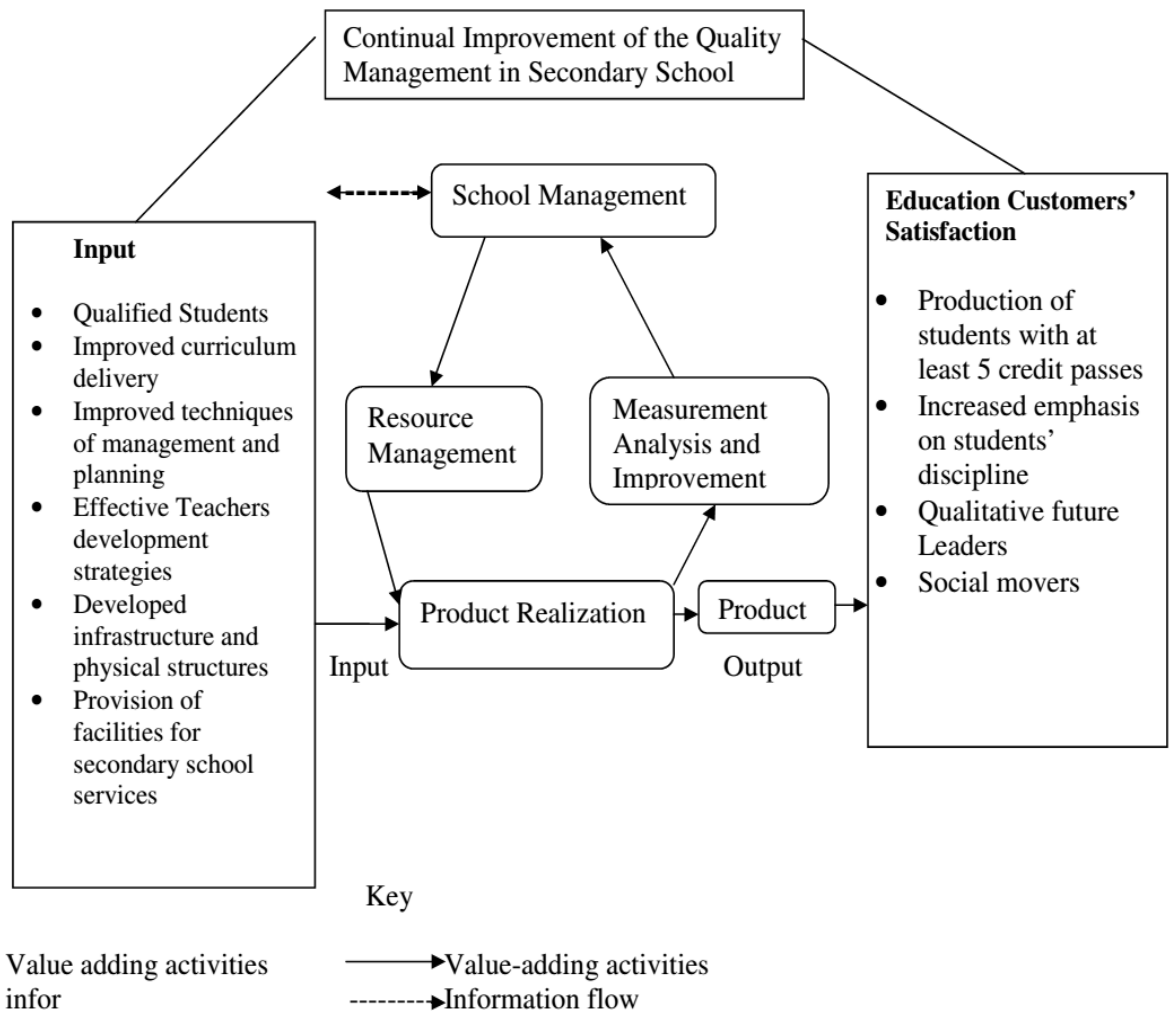
- iv. Feedback is knowledge of the results that influence the selection of inputs during the next cycle of the process. This entails standards for secondary school enrollment and,
- v. The environment surrounding the organization includes the social, political, and economic forces.

However, it is relevant to note that the relevance of systems theory in education will assist the educational supervisor to:

- Promotion educational issues and how it affects the output of the students;
- It is important to secondary schools in accomplishing their mission of all students learning process;
- It is also important for later development of inputs into the secondary schools system;
- systems theory gives a relevant framework for the academic performance of secondary schools in Kinondoni Municipal Council.

The five factors in a systems theory are to a large extent, the essence of the benefits reported by the literature on the standard in all types of implementations of input variables to generate a better output of secondary education.

Figure 2.2: Model of a Quality System of Secondary Education



Source: Adopted from Abari and Odunayo (2012:88)

- i. In secondary education system, the material input includes infrastructural facilities
Provided by the school for teaching and learning the process. Human inputs are the various mixes of teaching and non-teaching staff.
- ii. The transformation process is the school management and teachers' use of new teaching methods to change the inputs to outputs.
- iii. In the secondary school system, the output elements include students' academic performance in public examinations, students' level of discipline and activities in the society.

Feedback is knowledge of the examination results that influence the selection of inputs during the next cycle of the process. This entails standards for secondary school enrollment and,

- iv. The environment surrounding the school includes the social, political, and economic forces that will engage the output from secondary schools.
- v. Concerning the figure 2.2, the process-based quality system of secondary education denotes that quality inputs into secondary education will yield a value – adding activities from stakeholders’ requirements to product realization to education customers/stakeholders satisfaction (output).

2.2 Empirical Review

2.2.1 The Concept of School Performance

Carlson, (1996) defined performance as a specific event with its luminous nature for grounded, clearly separated from the rest of life, presented by performers and attended by audiences both of whom regard the experience as made up of material to be interpreted, to be reflected upon, to be engaged in emotionally, mentally, and perhaps even physically. This particular sense of occasion and focus, as well as the overarching social envelope, combine with the physicality of theatrical performance to make it one of the most powerful and efficacious procedures that human society has developed for the endlessly fascinating process of cultural and personal self-reflex ion and experimentation.

Komba, Hizza, and Jonathan, (2013) asserted that School Performance refers to the accomplishment of a given task that is measured against predetermined standards of accuracy, completeness, cost, and speed. In this study schools performance refers to the act of academic in which students deal with studies and how well they meet the standards set out by the responsible authorities responsible. The performance of secondary schools means the rate of schools’ students passing grades in national examinations (Students’ overall examination scores).

2.2.2 The Strategic Importance of Secondary Education

The Government of Tanzania has set strategic importance for the Secondary Education which occupies a pivotal role in the functioning of the economy and the education system itself. Experience from Tanzania shows that the majority of the people in both the private and public sectors are expected to be secondary education leavers. The whole primary education system relies on teachers who are a product of the secondary education system. Candidates for higher and tertiary education and training are products of the secondary education system. This seems like the essence of being pivotal, or the lynchpin (URT, 2010).

The importance of secondary education is increasingly being recognized in family planning, education of the off-springs, political participation, and health. Good quality secondary education is a prerequisite for good quality human life, labour skills, and economic productivity. Thus, it is considered that Secondary Education is necessary, though not sufficient, condition for poverty reduction in the entire population. In effect, a robust and comprehensive secondary education will create the necessary foundation for a vibrant and viable middle class essential for the contemplated economic boost placing the country among middle-income countries.

2.2.3 Public Schools and Private Schools

The issue of private versus public education has been of great significance both to the developed as well as developing countries. The study of the dynamics that occur between public and private schools is attracting educational researchers around the world (Thapa, 2011). The concept of private and public may also vary depending on different education systems; and, for comparisons it should be defined in a broad sense (Walford, 1999). Schools need not be categorized as fully public or fully private, and could be a combination of both. For example, community-managed schools are schools funded by the government but managed by some non-government body, such as a community.

Thapa, (2011) defined public schools as those which are owned managed and financed by the state. Public schools have a uniform curriculum district-wide, and sometimes even statewide. However, the public school may suffer from funding issues that private

schools do not have. On the other side *Garrett-Hatfield, (2013)* private schools as those owned, managed and financed by parents' association, business, non-profit organization or a religious institution and sometimes by the government.

In Tanzania context, the public secondary schools include government and community schools, both of which they receive full government funding for recurrent costs (some of which are defrayed through the collection of school fees and boarding fees). The only difference between them pertains to the funding of school construction costs: for government schools such costs are borne by the government while for community schools they are borne by local communities.

The private sector in Tanzania comprises a great diversity of schools, whose unifying feature is that they all depend almost exclusively on school fees and private contributions to defray both recurrent and capital costs. Although the overwhelming majority of private schools are created by religious and other community organizations, there are now a few very new schools that are operated by individuals or groups of individuals as for-profit institutions (Gérard Lassibille, Jee-Peng Tan and Suleman Sumra, 1999). For the purpose of this study, public and private secondary schools are schools which owned by government and non-government respectively.

2.2.4 School performance in Developing Countries

The study carried out in Nigeria by Olasehinde and Olatoye (2014), compared the performance of pupils in private and public in Secondary School Students' Science achievement in Katsina State, Nigeria. The findings revealed that there is a significant difference between public and private school students in science achievement ($t = -3.537$, $p < 0.05$). There was a significant difference between the mean scores of the private school students' achievement in science; this indicates that the private school students are better than the public school students in science achievement. There are several factors that could cause this include small class size, the safe, neat and welcoming environment in private schools as compared to public schools. Teachers tend to devote more time for the teaching of the students. In public schools, there is a poor attitude to the teaching of the teachers. The findings indicated that the average private school mean score was higher than the average public school mean score, and that the difference was statistically significant.

The study carried out by Igbinedion and Epumepu (2011) in Nigeria comparing students' academic performance in business studies in public and private Junior Secondary School Certificate Examinations (JSSCE) it was revealed that there was a significant difference in the academic performance in business studies between the public and private schools from 2008 to 2011. The percentage performance trend of public schools was higher than those of the private both males and females. Consequent upon the discussion above, more parents and guardians who can afford it are daily withdrawing their children and wards from the public schools to the private fee-paying primary schools despite its expensive nature even in this hard time. Many of the private schools are growing bigger and fatter at the expense of the public ones whose enrollment is daily dwindling.

2.2.5 School performance in Tanzania

Lassibille, Tan and Sumra (2008) conducted a research in Tanzania on “Expansion of Private Secondary Education: Experience and Prospects in Tanzania”. It was revealed that They argued that after decades of restricting private secondary education, the Government of Tanzania embarked on new policies in the mid-1980s to support its expansion. The non-government sector expanded rapidly in response to high excess demand, raising transition rates to secondary education sharply. But the new policies had little impact on student learning or school effectiveness and were accompanied by widening social inequities and increased competition among schools for teachers and school heads. They realized that fundamental problem faced all secondary schools, whether government or non-government, is that most students enter Form One without a strong foundation for subsequent learning, as evidenced by relatively low scores on the primary school leaving examinations even among the best students who enter sought after places in government schools. Thus, beyond the interventions within secondary education, policies to upgrade learning at the primary level also warrant attention in any strategy to strengthen secondary education.

The study of the efficiency of private as compared to a public school conducted by Gérard, Lassibille, and Tan (2010) revealed that private schools are less efficient differ from those reported elsewhere for Tanzania. A study conducted by Sumra and Katabaro (2014) on the declining quality of Education in Tanzania revealed that one of

the factors that explain such steep rise in failure rate is the increased establishment of community schools.

When looking at the performance of pupils by ownership of schools, the study found that best performing schools are seminaries that are privates followed by government schools, non- government and community schools that are public. The community schools have historically performed poorly because of the nature of their modalities of the establishment, and most of the community schools were constructed hurriedly to cater for the expanded intake at secondary due to PEDP I & II. Consequently, no teachers or other related inputs were put in place *a prior*. Coincidentally, most of the children selected to join these schools had lower pass rates and could not be helped quick enough to catch up with advanced studies, let alone language problems. As such a child selected to join a community, the school has a much lower chance of passing the CSEE (URT: 2008) as shown in Table 2.1.

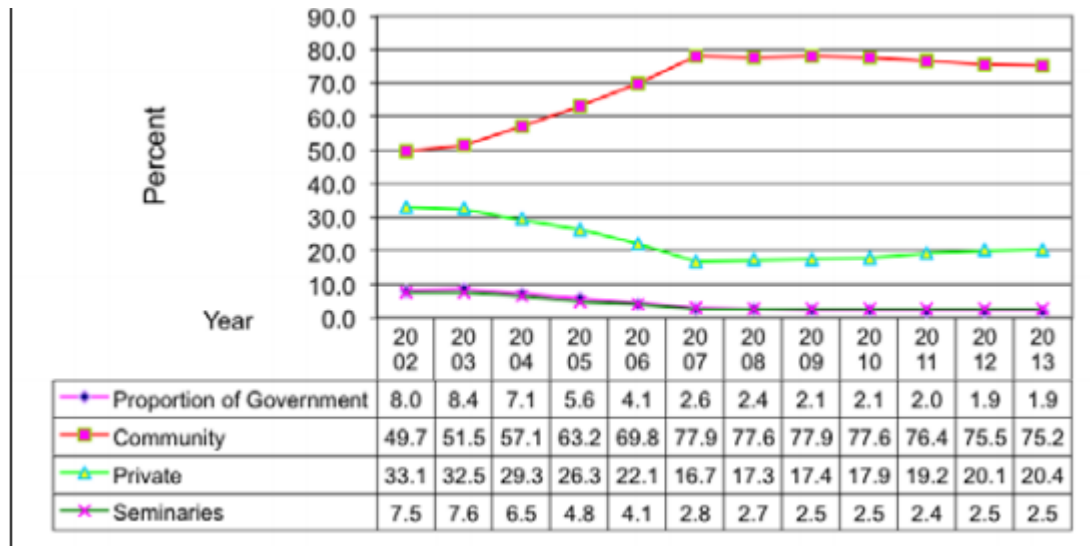
Table 2.1: Performance of CSEE by Ownership of school 2007

Status	Division						Total
	I	II	III	I-III	IV	Failed	
Government	9.70	12.67	25.52	47.89	45.37	6.75	17,103
Community	2.88	7.58	20.08	30.54	57.29	12.17	44,390
Private	5.10	8.25	22.31	35.66	55.32	9.02	51,991
Seminaries	14.75	14.83	27.20	56.78	39.01	4.22	3,912

Source: URT (URT; 2008, 65)

The researcher has used data from 2007 to make a point as the BEST in subsequent years do not analyze the CSEE performance by type of school and by gender. Table 2.1 clearly indicated that that students in community school perform poorly than in any other type of school. Seminaries are the best performing schools. This situation persists today. In recent years, with the policy of having one secondary school in each ward has increased community secondary schools at a rapid pace.

Figure 2.3: Percentage of Secondary school by categories 2001 - 2013



Source: BEST 2001 to 2014

Therefore by referring to the empirical reviews above, I can argue that the researchers of the above studies concentrated much-looking performance statistics of the private and public schools in general. Also, the findings show that there is no direct evidence whether private schools perform better than public secondary schools. They didn't concentrate much on the reasons influencing the private schools to perform better than public secondary schools or why public secondary schools perform better than private secondary schools. The study tried to diverge in the real situation of Tanzania. Hence, this study will focus on the reasons of private schools to perform better than public schools especially in Kinondoni Municipal Council of Tanzania.

2.2.6 Knowledge Gap

From the literature review, a lot has been written on school performance but public secondary school performance problems are still persistent in schools. Various scholars focused mainly on extrinsic variables such as pay, benefits as well as working conditions while giving little attention on intrinsic and extrinsic factors that are deeper and influencing a teacher internally that lead secondary schools performance (Mtana, 2013). It is becoming apparent that available evidence from Tanzania has not been definite and conclusive in identifying specific factors that have a great cause on private

secondary school compared to public secondary school. Due to this gap the study will narrow down and bridge the gap by examining the reasons that influence private secondary school students' academic performance hence come up with strategies of reducing the problem of students' poor performance in public secondary schools in Tanzania

2.3 Determinants of School Performance

2.3.1 Class Size

These influences are reading achievement in the elementary grades, especially among English Learners, but no evidence found that class size matters in middle and high schools. The class size in public school is big as it does not regard the set standard of the class size (PPIC, 2003).

2.3.2 Political interference

There is the possibility of political influence on school performance. Political interference in teacher appointments and transfers has contributed towards the low morale and disenchantment found in the public education system (Carney, 2003). Public schools teachers, as well as students, are more involved in politics than teachers and students from private schools (Thapa, 2011).

2.3.3 Teacher's Education

About teacher qualifications, there are sporadic and varying effects between elementary, middle, and high schools, as well as between math and reading achievement (PPIC, 2003). There is the a tendency in public school to employ direct the school leavers like form six leavers to teach in school (Laddunuri, 2012). These may lower the education level in the country. In most states, private school teachers can teach without a teaching certificate. According to Kennedy, (2013) most private schools prefer teachers to become certified as a condition of employment. Private schools tend to hire teachers with a bachelor's or masters degree in their subject.

2.3.4 School Management

Most private schools adopt autocratic management systems where community stakeholders are kept away from discussions about how their children's education relates to broader national educational goals (Carney, 2003).

2.3.5 Parents' Role

The relationship between teachers and parents is very important. The families pay a lot of money to send their child to the school and expect to be kept in the loop. Both public and private school teachers are expected to contact the parent if there is a concern with a child in the classroom. However, in a private school, parents are keen to know this information not only to help their child in the present but also to ensure their future. Eventually, their kids will attend other private schools. The parents need to be aware if there are any problems because it could mean the child may have difficulty getting into other private schools later (FLE, 2010).

2.3.6 Accountability

Public schools must comply with a host of federal, state and local laws and regulations. The number of regulations with which a public school must comply is vast. Also, public schools must also comply with all the state and local building, fire and safety codes just as the private schools must. Private schools must observe federal, state and local laws, maintenance of state-required attendance, curriculum and safety records and reports, compliance with local building, fire and sanitation codes (Mbelle and Katabaro, 2003).

2.3.7 Discipline

According to Kennedy, (2013) discipline is handled differently in private schools and public schools. Discipline in public schools is somewhat complicated because students are governed by due process and constitutional rights. This has the practical effect of making it difficult to discipline students for minor and major infractions of the school's code of conduct. Private school students are governed by the contract that they and their parents sign with the school. It clearly spells out consequences for what the school considers unacceptable behavior. Therefore to ensure effective performance in

schools the discipline should be the major areas to be considered. A school with students who are not well disciplined is likely to have poor performance.

2.3.8 Type of School

Under certain circumstances, certain types of private schools influence student achievement or scores. But this advantage is highly personal. If students attend a religious school, they are much more likely to attend a Catholic school regulated by the diocese, or a Protestant, or Muslim private school. And while this one type of school does consistently improve student performance, it does not positively influence the other outcomes studied here. There is no effect on scores, educational attainment, civic-mindedness, or job satisfaction, except insofar as attending this type of school increases high school achievement (CEP, 2007).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents procedures, and methodological aspects that were employed for data collection from the field on the study about reasons for private secondary school outperform public secondary schools in doing CSEE. The chapter presents research approach and design, the area of study, target population; sample size and sampling techniques, and instruments for data collection. Lastly the chapter details on data analysis procedures and issues of ethical consideration.

3.1 Research Design

In this study, holistic case study design was employed because case study design facilitates the in-depth investigation of the problem (Creswell, 2005). The researcher preferred this type of a case study because private, and public secondary schools integrate both assessment practices and tools as institutions and provide assessment course to students. Students in these schools are awarded certificates to go advanced studies and if one fails the examinations then he/she losses the further studies. Therefore, it was expected that from the particular case study detailed information about school assessment practices and expected skills to be developed among students will be gathered and this will help in improving their performance in CSEE.

3.2 Study Area

The study was conducted in Kinondoni district in the Dar es Salaam region. Dar es Salaam is among the 25 regions of Tanzania mainland. It lies on the eastern part of the country and located on the eastern education zone. The Dar es Salaam region has 184 registered private and public secondary schools.

The researcher selected the particular study area because of the weak performance of public secondary school students in CSEE this is according to the analysis of CSEE results of 2011-2014 in which Kinondoni was among them. Also, Kinondoni was

selected because it was the only district that consisted of a reasonable number and experienced teachers compared to the rest of the districts in the region.

3.3 Target Population

Enon, (1998) defined population as people that a researcher has in the mind from whom he/she can obtain information. According to Ary, Jacobs & Razavieh, (2010) population is the large group about which group is made. Target population is the population for whom the findings will be generalized or for which information is desired (Msabila and Nalaila, 2013). The target population of this study was all the public and private secondary schools in Kinondoni Municipal Council.

3.4 Sample Size

The sample size is the subject of measurement selected from the targeted population (Eczel, 1995). A sample size of this study was five public secondary schools and five private secondary schools of Kinondoni Municipal Council. Teachers, students and other stakeholders (parents and education officer) were the respondents of this study. The sample size has 50 students, 50 teachers and five head of schools from selected schools. Municipal education officer and 50 parents were also respondents of the study.

3.5 Sample Technique

The study employed purposively sampling, stratified sampling and simple random sampling, techniques in determining the sample from the population.

(i) Sampling of the secondary schools

The studied schools was purposively selected; it was due to its unique characteristics compared to the rest of the schools in the region. namely Kawe, Biafra, Mbezi Beach, Msewe, Makongo, Ubungu, Feza Boys, Feza Girls, Loyola and Alpha secondary schools were the only private and public secondary schools which was old and had experienced teachers, also had sufficient number of teachers and students as key informers to the study compared to the rest of schools in the Region.

(ii) Sampling of parents

Parents were purposively included in the study because of the position they held from the selected schools. They were sampled because they were expected to give first-hand information about the schools experiences concerning assessment practices and how they facilitate students' skill development in doing CSEE. In that case, 50 parents' from ten selected secondary schools were sampled.

(iii) Sampling of teachers

In this study, the teachers' were very important as they were expected to provide information on how they conduct assessments, how they develop assessment tools in schools based assessment and mention how they promote their teaching process. Teachers were purposively selected from all subjects that showed poor performance in CSEE this is according to NECTA results. A total of 50 teachers were found to teach these subjects and after that, teachers were stratified in ten strata on subjects they teach and then used simple random sampling to select one subject teacher from each stratum to get ten teachers that is one from each subject who were then observed in their classrooms. In the process, twenty pieces of paper were cut, and six of them were written yes and the rest were not written anything. Those papers were folded and added one piece of paper with yes in each stratum then the teachers were required to pick one piece of paper those who got yes were observed.

(iv) Sampling of students

Stratified sampling was used to select students to get two strata that are form three and the form four students. Then form four student teachers were purposefully drawn as the sample because they had experience on the issues of assessment practices and tools used in the particular college compared to form three students. Form four students were considered to have been participating in doing different assignments, tests, and examinations, so they were expected to have adequate information about assessments and they could identify some of the skills learned.

Again stratification was done to get male and female participants from all form four. This was followed by simple random sampling within the male and female groups to

obtain a total of 50 students from the particular schools that are 25 males and 25 female. In that case, each school had to provide ten students' five males and five females. The process involved cutting pieces of papers regarding the total number of students on the particular strata, and five of them had a tick symbol, and the rest had a cross symbol. The papers were folded and mixed; each student were required to pick one paper those who picked papers with a tick symbol were involved in the study and those who picked papers with a cross symbol were not involved in the study. Students were expected to provide useful information concerning the schools based assessment practices and their influence on skill acquisition and also in their performance in CSEE.

Table 3.1: Sample size used in the study

S/N	Name of respondents	Expected number of respondents	Actual number of respondents	Males	Females	Work experience in yrs
1.	Parents	50	50	24	26	7 -20
2.	Teachers	50	50	25	25	1 – 30
3.	Students	50	50	26	24	0
	Total	150	150	75	75	0 – 30

3.6 Data Collection Method

This study used documentary review, observation, and questionnaire as instruments for data collection.

3.6.1 Questionnaire Guide

The questionnaire is a carefully designed instrument (written, typed or printed) for collecting data from respondents of the research questions (Ogula, 1998). This is the one of the method of data collection in which some questions printed or typed in a definite order on a form or set of forms. The researcher used both close and open-ended questions. The researcher decided to use this method to allow respondents to be free in giving their views and also it gives adequate time to the respondents that led to getting clear answers since they have time to respond to consult some records for more clarification. The method used to collect data from teachers, students, and parents.

3.6.2 Observation Guide

Classroom observations were conducted to investigate various assessment practices in a classroom situation, to assess how teachers provided feedback and ability to integrate assessment into teaching and learning processes. Non-participant type of observation was applied so as to reduce the level of interaction between the researcher and participants also it helped the researcher to record easily information and observations (Kothari, 2004). Ten Teachers from lower performing subjects were observed twice in the selected schools and hence making a total of 20 classroom observations. The assessment rubric was prepared to guide the process and to record the results.

3.6.3 Documentary review

A documentary review was done by perusing and reviewing different documents including curriculum materials, NECTA examination format and CSEE examinations past papers from 2011 – 2014. These were analyzed to identify expected skills required by NECTA from the students. The specified years were used because it was when competence-based curriculum in ordinary secondary education was operational. Also, schools assessment tasks such as quizzes, tests, project reports, and examinations were reviewed to analyze if devised assessment tasks represent expected skills by NECTA and if they represent the learning skills according to Bloom's taxonomy. Also assessment policy/ circular were analyzed to identify what could be the suggestions made by the MoEVT on the use of assessment tools to students and what were the expected skills. The researcher prepared a rubric that was used to record the obtained results.

3.7 Data Analysis Procedures

According to Krishnaswami (2009), data analysis means a critical examination of the assembled and grouped data for studying the characteristics of the object under study and for the determining the pattern of relationship among the variables relating to it. The purpose of analyzing the data is to summaries large mass of information to more understandable and meaningful way. In this study, the researcher used the qualitative method of data analysis. The data were analyzed by using frequencies and percentages

for easy interpretation. Then the tables and figures were made for better presentation. The interpretation of data was data by looking the ideas and arguments.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction

This study investigates the reasons for private secondary schools to perform better than public secondary schools in Kinondoni Municipal Council (KMC). The study was guided by three specific objectives. The first objective is to assess the reasons for private secondary schools to outperform public secondary schools in Kinondoni Municipal Council. The second objective is to compare the resources available in public schools and private schools. The third objective is to compare the teachers' motivation in public schools and private schools. The study took place in KMC whereby the study report reveals that private secondary schools are still outperforming the public secondary schools.

4.1 Factors for private secondary schools to outperform public secondary schools

The first objective of the study was aimed to investigate the possible reasons for private secondary schools to perform better compared to public secondary schools in KMC. This is because for many years private schools have been performing better in academic issues than public schools. These study findings were reported by respondents of questionnaire and interview guides. The result from the respondents of questionnaire and interview is summarized regarding each tool.

Table 4.1: Factors for the private secondary schools to outperform the public secondary schools based on parents perspectives (N=50)

Factors	Total respondents	Frequencies	Percentages (%)
Competent teachers	50	45	90
Good pay and incentive	50	45	90
Availability of resources	50	40	80
Good control system	50	40	80
Good enrollment system	50	40	80

Source: field data, 2015

Table 4.2: Factors for private secondary schools to outperform public secondary schools based on teachers perspectives (N=50)

Factors	Total respondents	Frequencies	Percentages (%)
Competent teachers	50	40	80.00
Good pay and incentive	50	45	90.00
Availability of resources	50	45	90.00
Good control system	50	30	60.00
Good enrollment system	50	40	80.00

Source: field data, 2015

From the result above, it was found that both parents and teachers of the study strongly pointed those factors to play a great part for the private secondary schools to perform better than public secondary schools.

Competent teachers

The study report shows that (45)90% of questionnaire respondents were of the view that the private secondary schools usually recruit and employ competent man power for teaching activities. This result is relating to interviewees' response in which (40)80% suggested that culture of private secondary schools recruit competent teachers enable them to outperform secondary schools owned direct by government and community. Giving clarification to this, one of the respondents by interview claimed that, public secondary schools usually employ teachers by looking the certificates while private secondary schools look on certificates and also measure the competence of that teacher in delivering materials. This opinion was supported by many respondents especially those who were interviewed.

Good pay and incentive

The study report shows that good pay and incentives provided to teachers and other workers in private secondary schools added an opportunity for private secondary schools to outperform public secondary schools. This is supported by (45)90% and (40)80% of a questionnaire for parents and teachers respondents respectively. Both parents and teachers of the study were of this view. It reported that many teachers run from public secondary schools for the search of good pay. Responding to this one of the interviewed from private secondary school reported that, they have been receiving many teachers from public schools. This statement conforms to the report that teachers

in KMC leave public secondary schools to join private secondary schools for good salary offered by owners of private secondary schools.

Availability of resources

Most of students, teachers and parents who were respondents of this study commenced that, private secondary schools have sufficiency and adequate teaching and learning resources. There are enough books, laboratory apparatus and other necessary materials for teaching and learning. From the study, 80 %(40) of parents and 90 %(45) of teachers respondents were of the view that, private secondary schools have enough resources compared to public secondary schools. Some respondents reported that most of private secondary schools were established and owned by rich people or companies that can finance each and every thing in the schools.

Good control system

The study findings show that pass mark setting and pruning of failed students are used as a control system. This control system was claimed by 80%(40) and 90%(45) of parents and teachers respondents respectively. Explaining to this control tools, one the headmaster of private secondary school through interview commenced that the school set pass mark for students to work hard in their studies. He added that those who fail to reach the pass mark are pruned for class repetition or to transfer to another school. This also conforms to one of the parents who responded the interview question by claiming that private school students work hard for fear of pass mark and pruning.

Good enrollment system

Forty (80) % of parents respondents of the study findings were of the view that private secondary schools usually enroll students by looking those superior performers. The respondents claimed that these schools does look on students with the ability to perform better. There is little different from public secondary schools that some time enroll students with political affiliation. On the other hand, 80.00% (40) of teachers' respondents were greatly supporting the factor. This result indicates that public secondary schools do not take great care in enrolling students to join the school. Responding to this one head of public secondary schools claimed that, sometimes

students who don't know to write and read properly have been joining their secondary schools. She claimed that 'this is not obvious in private secondary schools. Therefore, these indicate that there is a good system of enrolling students in private secondary schools.

4.2 The comparison of resources available in public schools and private schools

The second objective of the study was aimed to compare the resources in both private and public secondary schools. The resources intended to be investigated include books, laboratories, teachers, students, buildings and other school requirements. The study findings show that private secondary schools have good resources that enable them to outperform the public secondary schools.

From the study results in the resources available to make private secondary schools perform better than public schools are competent and committed teachers, enough learning and teaching materials, financial capability, good and competent school managers, and active inspectorate personnel. These resources were said to be the great causative of private secondary schools to keep remain at peak when it comes to the issue of academic performance. In making more to this, most of the interviewees were of the view that even in other sections like sports and games there is high performance in private schools. The reason behind to all these to happen is these mentioned resources available in most of the private schools. These data were suggested by both interview and questionnaire respondents of the study as the tables below demonstrate.

Table 4.3: Resources available in private schools based on parents perspective

Resources	Total respondents	Frequency	Percentage (%)
Competent and committed teachers	50	45	90
Enough learning and teaching materials	50	40	80
Financial capability	50	45	90
Competent school managers	50	35	70
Active inspectorate personnel	50	35	70

Source: field data, 2015

Table 4.4: Resources available in private schools based on teachers perspective

Resources	Total respondents	Frequency	Percentage (%)
Competent and committed teachers	50	40	80.00
Enough learning and teaching materials	50	50	100.00
Financial capability	50	35	70.00
Competent school management	50	30	60.00
Active inspectorate personnel	50	50	100.00

Source: field data, 2015

Competent and committed teachers

The research data show that the private secondary schools in Kinondoni Municipal Council (KMC) outperform public secondary schools because of the resource incongruity. These include competent and committed teachers present in private schools. The teachers working private schools are content oriented, competent and willing to deliver knowledge to students. They are those with high ability with teaching activities. It was also argued that most private schools employ teachers with high performance in their certificate and are interviewed to prove their abilities.

From the research findings, 90% (45) of parents mentioned competent and committed teachers to be the resource possessed by private secondary schools. According to the study report, this plays a great role to make private schools perform better compared to public schools. This idea was of the same to that of interview respondents in which 90.00% (45) of teachers agreed with fact. Responding to the research question one of the teachers reported that private secondary schools usually employ competent teachers for students' performance.

Adequate learning and teaching materials

From the study findings, private schools found to have well-equipped laboratories, many books in the library, conducive classrooms compared to public secondary schools. There public schools with laboratories but with a shortage of chemicals to run the laboratories, few books classrooms with rough floors. This observation was of the same to responses of interview and questionnaire respondents. The study report shows that 80%(40) of parents are respondents, and 100%(50) of teachers respondents reported private secondary schools to have enough learning and teaching materials. The

respondents reported that there was a good ratio of one book per students in private schools than in public schools.

Financial capability

The study report shows that 90%(45) of parents respondents reported that private secondary schools are well off financially. In correspondence to this 70%(35) of teachers had the same suggestion to that of good financial competence than public secondary schools. In explaining to this fact, one of the interviewees argued that private school owners usually are rich people or companies. Also, one of teacher added that *“there are high fees that meet the costs of running school as well as aids and donation from patrons.....”*

These views were also put forth by some questionnaire respondents. In general, the study report shows that private schools are better in financing their schools than public schools.

Competent school management

The managers of private secondary schools were reported by the respondents of the study to be more competent. The study findings show that 70%(35) of parents and 60%(30) of teachers respondents reported private secondary schools to have competent managers than public secondary schools. This view was put forth by both private and public school students and teachers. Respondents reported that private school managers are consistence, fair, advisors, consultants and involve others in decision making. This was vice versa to most public school managers who have been dictatorial, arrogant and selfish in school resource matters.

Active inspectorate personnel

There is a close and effective inspection in private schools compared to public schools. The inspection is done effectively to teachers and students. The study findings show that everything taking place in private schools are inspected to ensure that are done extremely. From the study findings, 70%(35) of parents respondents and 100%(50) of teachers respondents were of the view that private schools are well inspected. The inspection is frequently done to ensure efficiency. One of the interviewees reported that

inspection in public schools is done irregularly. He added that most of public secondary schools were not inspected especially those outside the urban areas. Therefore inspection is done in those schools along the road and those located near or in the center.

4.3 Teachers' motivation in public and private secondary schools

The third research objective was aimed to know between private and public secondary schools that motivate more the teachers. The study findings came out with an answer that both private and public secondary schools motivate teachers although at a different rate and level. The motivation reported by respondents include paying a high salary to teachers, providing performance related pay, taking teachers to study tour, and sponsorship of their study. These were reported during the study by both interview and questionnaire respondents. The frequencies and percentages of response are here below:

Table 4.5: Motivation provision in private secondary school based on parents perspective

Motivation type	Number of respondents	Frequency	Percentage (%)
High salary	50	45	90
Incentive pay	50	40	80
Study tour	50	35	70
Study sponsorship	50	35	70

Source: field data, 2015

Table 4.6: Motivation provision in private secondary school based on teachers perspective

Motivation type	Number of respondents	Frequency	Percentage (%)
High salary	50	45	90.00
Incentive pay	50	35	70.00
Study tour	50	35	70.00
Study sponsorship	50	35	70.00

Source: field data, 2015

High salary

From the study findings, 90% (45) of parents' respondents and 90.00%(45) of teachers respondents reported that private schools motivate more than public schools because of high pay of salary provide to teachers. There are many teachers who shift from public

schools to private schools for the search of these green pastures. This study report is of no doubt that private secondary schools motivate more their teachers compared to public secondary schools.

Incentive pay

Performance related pay (incentive pay) is mostly taking place in business firms although private schools cannot be directly judged. But from the study findings, 80% (40) of parents respondents viewed incentive pay provided by private schools motivates more teachers to join and work in those schools. On the other hand, 70% (35) of teachers respondents were of the same view to that 80% (40) parents respondents. One of the teachers explained that *“private schools do pay regarding the work done; teaching load and profit the teacher have brought to schools.....”*

The profit is that of making the school seem to perform better through students' performance especially external examinations like mock examinations, NECTA, and FTSEE.

Study tour

From the study findings, 70% (35) of parents respondents reported that study tour is mostly done in private schools than in public schools. Sixty (60%) of teachers' respondents reported study tour to attract many teachers to remain in private schools and enjoy been there. In elaborating the importance of study tour, some of the teachers of this study were of the view that, study tour offers both group and self-directed activities that enable learners to explore new territories, culture, and people. It increases perception and sensory awareness to people concerned like teachers.

Study sponsorships

From the study findings, this motivation was reported to be provided by private schools to large extend. 70% (35) of parents' respondents reported that private school does sponsor its teachers more than public schools. The rest of them reported this to be done by public schools. The teachers respondents on the other side 70% (35) put forth that private schools do motivate teachers by sponsoring their studies. The 70% (35) of teachers were on the side of public schools that sponsor most the teachers once want to

pursue studies. In giving clarification o this interviewees argued that private schools employ competent teachers whom they thought to be fit with their activities. While public schools sometimes face teacher's incapability to teach properly, hence took responsibility of taking them to training for rising work performance. One of the teachers reported that,

“Public schools through OPRAS control tool, usually realize the need for training to their teachers. These public schools sponsors teachers studies as a plan of government that is usually done every year. This situation occurs very rarely in private secondary schools, but it is obvious in public schools. Therefore, the study findings reveal that public schools motivate more their teachers in the issue of studies”.

CHAPTER FIVE

DISCUSSION

5.0 Introduction

This chapter presents a discussion that was analyzed from the previous chapter on the study about reasons for private secondary school outperform public secondary schools in doing CSEE. The discussion was guided by three objectives of the study that were to assess the reasons for private secondary schools to outperform public secondary schools in Kinondoni Municipal Council, to compare the resources available in public schools and private schools, to compare the teachers' motivation in public schools and private schools.

5.1 Reasons for private secondary schools to outperform public secondary schools

The study reported the factors for private schools to perform better than public secondary schools to be the recruitment of competent teachers, good pay for teachers, teaching and learning resources availability, good set control system, and good enrollment system. The findings concurred to Nchimbi (2012) of the view that public schools lack enough learning materials, teachers' problems (incompetent, immoral behavior, shortage of them in schools) and poor economic base to parents of public school students.

Starting with competent teachers of private secondary schools, the study findings indicate that to great extent private schools teachers are competent than those in government schools. This report conforms to Laddunuri (2012) who viewed that there is the a tendency in public schools to employ direct the school leavers like form six leavers to teach in schools. To him, this lowers the education level in the country as most of these kinds of teachers lack teaching methodology and still incompetent. To support the view Kennedy (2013) concurred with the report in which he argued that most private schools prefer teachers to become certified as a condition of employment. Private schools tend to hire teachers with a bachelor's or masters degree in their subjects.

Apart from that private secondary schools reported paying high salary to teachers than public schools. This is true as I witnessed good pay for teachers in those private schools in their pay slips. This is because private schools are well funded and hence have the ability to pay attractive salary to teachers. This also was agreed by other writers like Mays, (2013) who viewed private schools as generally well-funded, not only by tuition but also by donations, and they often have well-kept and well-appointed facilities.

Additionally, resources availability in private secondary schools is high than in public secondary schools. The ratio of one book to students is good compared to that in public schools. The private schools is well equipped with laboratories from its beginning while public schools usually start with no laboratories and even with two teachers only. Libraries in private schools are full of books, journal, articles, magazines and other important learning and teaching materials. Sports and games items in private schools are most available than in public schools. This report conforms to Braun, Jenkins & Grigg, (2006) with commencement that private schools usually have better teacher – student ratio which is slightly lower for private schools than for public schools.

Moreover, the control system applied in private secondary schools reported to be of well organized. Discipline is reported to be highly maintained in private schools compared to public schools. This study finding is conventional to Rutkowski & Rutkowski, (2003) of the view that this makes expelling a student both difficult and expensive. In a private school the reverse is the case. A troublesome student upsets teachers and fellow students and can cause others to drop out if he or she is not expelled immediately. Parents are suddenly involved. They have paid money for their son or daughter to attend the school in question and they will become more insistent in assuring that their children cooperate.

Finally, there is good enrollment system reported in private secondary schools. A private school accepts any student it wishes according to its academic and other standards (TPP, 2008). This is quite different to public secondary schools whereby enrollment is currently done by political influence. Students, who don't know how to write, read and count can be found in public secondary schools.

5.2 The comparison of resources available in public schools and private schools

The respondents of the study reported that, the resources available in private schools and public schools can be compared by looking competence and commitment of teachers, availability of learning and teaching resources, financial capability, school management and activeness of school inspectorate personnel.

Concerning competence and commitment of teachers, the field report revealed that 90%(45) of parents respondents reported private schools to have competent and committed teachers than public schools. Likewise, 80%(40) of teachers' respondents reported the same. Laddunuri, (2012) argued that there is the a tendency in public school to employ direct the school leavers like form six leavers to teach in school. These may lower the education level in the country. The private schools teachers are interviewed before employment. They also suppose to show competence in teaching activity.

Another is the availability of learning and teaching resources, in which private secondary schools reported having enough books, laboratories and other materials for learning and teaching. This is true as the private secondary schools are forced to have laboratories, library, and enough teachers when established.

The government forgets its schools to demand them to have those entire requirements. Teaching and learning materials such as text book, chalks, laboratory equipment, chemicals, and models are good predictors of academic performance of students in schools.

Furthermore, competent school management and activeness of school inspectorate are another reported resource to compare public schools and private schools. In this study reported having competent school management than public schools. Private schools are competitive in nature and hence school management is much orderly and organized. In contrast, studies show that many public schools are not properly managed. For example, although public schools are endowed with bigger pieces of land and buildings in many cases, the lack of use and wastage of resources is rampant in public school (SMAERC, 2008). In private schools, the school runs on its specified schedules, and the various departments of the school usually have a teacher or person in charge that is

responsible for ensuring the smooth functioning of the departmental activities. The teachers and the students follow the rules, and hence there is a proper learning environment in the schools.

Moreover, financial capability is reported resource to compare the private and public schools. Most of 90%(45) and 70%(35) of parents and teachers respondents respectively reported private secondary schools to be well funded than public secondary schools. This report coincides to Mays, (2013) who viewed private schools are generally well-funded, not only by tuition but also by donations, and they often have well-kept and well-appointed facilities.

Therefore, the resources available in public and private can be of the same appearance but they differ in term of application and performance. In private school teachers are forced and assisted to develop competence in their work. There are effective mechanisms set in private schools to make the school perform better.

5.3 Teachers' motivation in public and private secondary schools

In comparing motivation between private and public secondary schools, the study findings show that the motivation compared to private and public secondary schools are salary paid to teachers, performance related pay at school, study tour and study sponsorship.

On the salary paid to teachers, the study information shows that private schools motivate more teachers through paying a high salary. The findings show that private schools have been paying better their teachers. This has been done to retain them and increase the morale of doing work. This finding does not conform to other researchers' outside the country like Garrett-Hatfield, (2013) of the view that salaries for public school teachers' average higher than those of all private school teachers. Also, TPP, (2008) argued that average salaries for public school principals are nearly double that of private school principals. But the real situation in Tanzania the salary paid to teachers in private schools is higher compared to that of public schools.

Again the issue of performance related pay was reported to be more implemented in private schools than in public schools. In this system, teachers are paid an extra amount

of money when they perform superior. The system does not always apply in public schools. Even when applied in public schools, there is full subjectivity to obtain the superior performer. So this is most applied in private schools than in public schools.

Nevertheless, study tour is also reported to be the motivation to teachers. From the study findings, private schools are dominant of taking their teachers with students in the study tour. It is very rare for public schools to take teachers and students to study tour. The reason for this is financial constraints in public schools.

Finally, the issue of study sponsorship to teachers was given a chance. The field report indicates that private schools do not engage much in sending their teachers for further studies.

This is because they do employ competent teachers. Public schools usually supposed to take their teachers for training especially when there is poor work performance. The government through OPRAS form realizes teachers' need for training or not.

CHAPTER SIX

SUMMARY AND CONCLUSION

Secondary education is a key to development for Tanzanians as it cements the basic education provided at the primary level. For any meaningful development to happen in Tanzania, people have to use their abilities and skills to bring about success. Tanzania has a lot of opportunities for work and development. The task left is to improve the secondary schools present for better education of the young people who are working force today and tomorrow.

The purpose of this study was to assess the causes of school performance difference between public and private secondary schools in Tanzania. Three research objectives were addressed namely: to assess the reasons for private secondary schools to outperform public secondary schools; to compare the resources available in public schools and private schools; and compare the teachers' motivation in public schools and private schools in Kinondoni Municipal Council.

A case study design was used. The target population included 50 secondary school students, 50 teachers, five heads of schools, one District Secondary Education Officer, and 50 parents in Kinondoni Municipality. Data were gathered from the questionnaire, observation, interview schedule, and documentary review. Qualitative data analysis method was used for analyzing the data collected.

The major findings revealed that, about 40 (80%) teachers and parents shows that private schools perform better than public secondary schools due to their recruitment of competent teachers, good pay for their teachers, making availability of teaching and learning resources, good set control system of school management team(SMT), and good students enrollment system. Also the finding indicate that the level of school managers involvement in decision making about the school issues is high in private secondary schools, 45 (90%) teachers agreed in private schools have committed teachers, financial capability, good and competent school managers, and active inspectorate personnel. Moreover, the findings revealed that the most incentives used

by 5 (100%) heads of schools to enhance private secondary school teachers classroom performances were a delegation of duties.

Again, it is now time to initiate sweeping reforms, with a clear definition of competencies as the key success. Due to globalization and trade liberalization, rapid reforms are needed, education is increasingly more needed, and form four is the basic level of education which is one of the most important determinants of sustainable development. It is therefore highly time to implement effectively the public-private partnership policy so as to eradicate the education gap between public and private secondary schools.

Furthermore, the findings revealed that private secondary schools are outperforming than public secondary schools. This is because the private secondary schools are business oriented want to remain marketable in every corner of the country and outside the country. Their registration criteria set by the government are enough to make it well established with all necessities for running schools. This is the difference from public schools that are established and registered with political interest.

Moreover, although both private and public secondary schools face challenges to a great extent the challenges of public secondary schools are very serious to make them perform poorer. This is because those challenges are political, economically and socially based. That is to say, there are political, economic and social factors hindering education performance in those schools.

Therefore, I can conclude by saying that, there is a great need to develop investment in secondary education is crucial in any nation because programmers to universalize primary education have increased demand. Access to secondary school should become a major political and social concern in a country so that the desire of the people is accomplished.

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APPENDICES

Appendix I:

QUESTIONNAIRE FOR TEACHERS, STUDENTS AND PARENTS

I, **Gloria Kivenule**, a postgraduate student at Mzumbe University (Main Campus). I am doing a research on the **School Performance: a Comparative Study between Public and Private Secondary Schools in Kinondoni Municipal Council**. You are well come to fill this questionnaire. Please note that the information you provide will be treated confidentially and shall be used for research purpose only.

Thank you for your time and commitment

A: Personal Information

1. Your sex

Male ()

Female ()

2. Your educational qualification

Primary education ()

Secondary education ()

Certificate holder ()

Diploma holder ()

Degree holder ()

Others ()

None of the above ()

3. Your working experience (only teachers)

One year ()

Two years ()

Three years ()

Above three years ()

4. Your position

Teacher ()

Student ()

Parent ()

B: Research Questions

1. Why private secondary schools are performing better than public secondary schools in Kinondoni Municipal Council? Give at least three reasons.

.....
.....
.....
.....
.....

2. How performances of private secondary schools differ with public secondary schools in Kinondoni Municipal Council? Give two differences

(a).....
.....
....

(b).....
.....

3. What differentiate the learning environment of private secondary schools with that of public secondary schools in Kinondoni Municipal Council? Give three differences.

a).....
.....

b).....
.....

c).....
.....

4. How learning and teaching resources influence school performance in Kinondoni Municipal Council?

.....
.....
.....
.....

5. Why private secondary schools and public secondary schools differ in term of performance? Give only two reasons

(a).....
.....

(b).....
.....

6. Which secondary schools pay better salary to the teachers? (Tick the appropriate)

(i) Public secondary school ()

(ii) Private secondary school ()

(iii) Both ()

(iv) None above ()

Give two reasons of your answer above

(a).....
.....

(b).....
.....

7. Which environment of secondary schools do motivate more than the other environment in Kinondoni Municipal Council? (Tick the appropriate)

(a) Private school environment ()

(b) Public school environment ()

(c) Both ()

(d) None above ()

Give two reasons of your choice

.....

.....

.....

.....

Thank you for your time and commitment

APPENDIX II

CLASSROOM OBSERVATION CHECK LIST

Please put a tick (✓) the appropriate activity that teachers and students do in class to facilitate teaching and learning goals.

S/N	Key observation criteria	Status	Comments
1.	Teacher introduces the lesson by assessing the previous lesson.		
2.	The teacher encourages students to ask questions on presented themes.		
3.	Specific learning outcomes are shared to give student opportunity to assess them (self-assessment).		
4.	Peer assessment is properly exercised in the classroom.		
5.	Class works are provided to student teachers.		
6.	The oral presentation is exercised in the classroom.		
7.	Teaching is composed with a variety of assessment methods in this lesson.		
8.	There is room for dialogue on the feedback given in the classroom.		
9.	The feedback given to student teachers enables them to identify what to improve on their responses.		
10.	Students are given a chance to explain the meaning of their responses.		

APPENDIX III

DOCUMENTARY REVIEW GUIDE

In this instrument, the researcher will document all the assessment tools used by Private and Public Secondary Schools such as project reports, student portfolios to gather the assessed skills mentioned in the tools in the particular schools. Devise school assessment tasks will be analyzed to identify if they enhance the development of required skills from a student in CSEE. CSEE past papers of 2011, 2012, 2013 and 2014 and NECTA format will also be analyzed to identify some expected skills from the students in CSEE on Bloom's taxonomy.

Analysis of school assessment tasks (Formative assessment)

Theme to be analyzed	Quizzes	Tests	End of the term examinations	Project reports	Micro-teaching and single lessons assessment forms
Setting of items					
Quality control (format, purpose, time, length, validity and reliability, content versus objectives)					
Assessed domain and level according to Bloom's Taxonomy					
Developed skills					