

**INSTITUTIONAL FACTORS FROM IMPLEMENTED EDUCATIONAL  
PROGRAMMES CONTRIBUTING TO INEFFECTIVE MANAGEMENT  
OF COMMUNITY SECONDARY SCHOOLS IN LINDI DISTRICT**

**By  
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**A Dissertation Submitted in Partial Fulfillment of the Requirements for Award  
of the Degree of Master of Arts in Education (MAED) of the Mzumbe  
University**

**2019**

## CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University a dissertation entitled “*Institutional Factors from Implemented Educational Programmes Contributing to Ineffective Management of Community Secondary Schools in Lindi District*” in partial fulfillment of the requirements for award of the degree of Master of Arts in Education (MAED) of the Mzumbe University

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I, **Selina Mtumbuka**, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or any other degree award. To affirm its originality, all borrowed ideas, citations and references included in this work have been dully acknowledged.

Signature \_\_\_\_\_

Date \_\_\_\_\_

## **ACKNOWLEDGMENTS**

I am humbly grateful to God, the Almighty, most compassionate and beneficent, for endowing me with the opportunity, strength and health necessary for not only the pursuit of my studies but also successful completion. His indefinite love and mercy throughout my life have always made me victorious in most circumstances. I am deeply thankful, to my family for endless support during the whole tenure on my studies.

I am also thank my supervisor Dr. Dominick, K. Muya for his readiness to provide me with guidance, continuous support and academic encouragement right from the beginning to the moment of having this report ready on the desk. I am very grateful for him. I should not overlook the material and moral support from the rest of the lecturers from the department of education especially Dr Perpetua Kalimasi and Mr. Kapaya just to mention few. I recognize their inputs and ask God for their rewards.

Noticeable thanks are also extended to the Ministry of Education and Vocational Training for granting, my employer, for grating me permission to pursue the Degree of Masters of Arts in Education. Without her release, attaining this step would remain in vain. My sincere thanks are also directed to the Department of Secondary Education, Lindi Rural District Council for their assistance particularly during the data collection process.

## **DEDICATION**

This dissertation is dedicated to my beloved daughter, “Jesca Joseph Chogero” as well as my beloved father and mother “Mr and Mrs Mtumbuka.

## **LIST OF ABBREVIATIONS**

BRN	Big Results Now
DSEO	District Education Officer for Secondary Schools
FFE	Fee Free Education
HEIs	Higher Education Institutions
LGA	Local Government Authority
LGRP	Local Government Reform Programme
MU	Mzumbe University
PEDP	Primary Education Development Programme
PO-RALG	President Office – Regional Administration and Local Government
SAC	School Administrative Challenges
SEDP	Secondary Education Development Programme
SMT	School Management Team
SPSS	Software Package for Social Science
TTU	Teachers' Trade Union
UNESCO	United Nations Educational and Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education
URT	United Republic of Tanzania

## ABSTRACT

For a long time, ineffective school management has been perceived as a common feature of community secondary schools. The study explored the contribution of institutional factors such as rules and regulations, norms and values, as well as cognitive factors from various implemented national educational programmes towards management of community secondary schools in Lindi District. It limited itself to three educational programmes: Secondary Education Development Programme (SEDP), Big Results Now (BRN) and Fee Free Education (FFE) program. The specific objectives of the study were to: examine the level of knowledge among head of schools and departments on those educational programmes; assess the established rules and regulations by those educational programmes and identify the level of established relationship and norms between head of schools and parents during the execution of those educational programmes. The study utilized a descriptive case study design from a sample size of 120 study participants obtained through non-probability sampling and probability sampling of eight government owned secondary schools and officials in Lindi District Council. The data for this study were collected through the use of questionnaires, interview checklists, and documentary review. While the quantitative data were analyzed descriptively through a Software Package for Social Science (SPSS) version 20, and presented by using tables, charts and figures, the qualitative data were analyzed through narrative content analysis.

The study revealed that head of schools and departments were knowledgeable on the subject matter of SEDP, BRN and FFE, and imparted these to their subordinates and local community members surrounding their schools. However, due to various factors during the implementation of those programmes such as unavailability of resources, socio-economic and local context cultural factors, as well as low perceived self efficacy towards meeting targets, there were mixed feeling on the level to which those programmes improved school management. Also, it was reported that adherence to rules and regulations established during the execution of FFE compared to the earlier educational programmes helped towards addressing ineffective management their schools. Moreover, the study found a decreased trend of community participation on school affairs across SEDP, BRN Ed, and Fee Free Education policy. This in turn, has had effects on school management. Further, it observes that while there was a high level of community contribution to school feeding programme during BRN Ed, the situation has retarded in an era of Fee Free Education (FFE). During FFE era, parents have developed stereotypical images that: education is a free gift given by the Government; and this had some implication on parents' engagement to support school feeding programmes. Based on the findings, the study concludes that accommodating local needs and context in the implementation of Education programmes in local settings improves school management. The study recommends that despite several successful lessons learnt from programmes execution, there is indeed a need to integrate negative lessons from the past, and come up with a revised holistic programme intervention that reflects local needs and context, ensures participation and innovation as well.

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## **CHAPTER ONE**

### **PROBLEM SETTING**

#### **1.1 Introduction**

Tanzania like many other countries in Africa has strived towards improving the quality of secondary education through various important educational transformations such as reforms, policies and programmes. All of them aimed at addressing a number of educational challenges facing the educational systems not only at the micro, but also meso, and macro level. In Tanzania, various educational programmes have been implemented in secondary education. Among others include Secondary Education Development Programme (SEDP), Big Results Now for Education (BRN Ed) and the currently, Fee Free Education (FFE) programme. Despite their successful stories, little is known on the extent to which those implemented educational programmes have either improved or underdeveloped school management. This is the gap explored by the study while taking community secondary schools in Lindi District as the case. The study limited itself to three educational programmes: SEDP, BRN Ed and FFE programmes.

#### **1.2 Background to the Research Problem**

Academics, politicians, policy technocrats, bureaucrats, as well as researchers continue to debate about “ineffective management of community schools”. Available literatures suggest various causes of the problem of ineffective school management. According to Mosha (2006), failure or existing gaps in planning educational systems at the macro, meso, and micro level fuels ineffective school management. Also, Perera (1997) views lack of problem analysis towards identifying why improvements in inputs do not necessarily translate into enhanced efficiency or effectiveness in the educational system to be the main cause of the problem. In their analysis governance gap in public institutions, Muya and Msoka (2018) views the trend of ineffectiveness of school management to associate with both supply causes (educational policies, reforms and programmes) and demand causes (lack of managerial, leadership and administrative skills of school heads). Since school heads are individuals preoccupied

with the day –to-day institutional tasks of overseeing the implementation of educational programmes at school level, the study utilize them to explore whether those implemented educational programmes in their local settings have either improved or underdeveloped school management.

Conceptually, the term management is quite different from administration and leadership as well (Muya, 2017). According to Muya (*ibid.*), “ in management, we manage all institutional or organisational resources strategically, in administration we administer institutional rules, regulations and policies for meeting institutional objectives, and in leadership, we lead people by influencing others to take action willingly with minimum coercion (Muya, *ibid.*). As such, in schools settings, school heads are conceived to be individuals preoccupied with the managerial, leadership and administrative roles to execute functions of the secondary schools. This study, however, analyses improvement of managerial functions within the lens of implemented educational programmes.

Apart from several setbacks, available researches show that community secondary schools in Tanzania are associated with ineffective school management in response to a liberalized educational system (Lyimo, 2001; Matekere, 2003). While various educational programmes have been implemented in Tanzania’s secondary education, little is known on the extent to which those programmes have improved management of community secondary schools in particular. Specifically, the study: examines the extent to which the SEDP, BRN and Fee Free education have improved level of knowledge of school management; assess whether rules and regulations established by those education programmes have either improved or underdeveloped school management; and examines the level of ineffective school management within the lens of established relationship between schools management and parents during the implementation of SEDP, BRN and Fee Free education.

Historically, emergence of community secondary schools in Tanzania is explained by the URT (1995) as being facilitated by the liberalization of education which was a result of Universal Primary Education (UPE) objectives. The UPEs objectives of

1974 aimed at making primary education nationally available, compulsory and free to ensure equal access to all children. Another factor that contributed to the emergence of community secondary schools was competition among politicians in each ward to establish secondary schools so as to influence people to vote for them during the 2005 general elections (Matekere, 2003). Thusly, establishment of Community Secondary Schools (CSS) in each ward have taken more of political move to fulfill the Ruling Part-CCM 2005 Election Manifesto described by Section 61, Sub-section 'a' and 'b'. Since then, successful stories of CSS in terms of increasing equal access to secondary education and making it free to ensure have been explained.

Despite those successful stories, researches show that community secondary schools in Tanzania are associated with several setbacks such as: A decline in the pass percent of the students from 82.3% to 50.74% during 2006 to 2010 (Mohan-Laddunuri, 2012); poor quality of education (Paulin, 2015); poor funding on teaching materials and performance in national examinations (Makene, 2004); ineffective in the provision of education (Matekere, 2003); poor socio-economic backgrounds of households which causes substantial amount of dropouts (Millanzi, 2005); failure of decentralization to enhance quality of education (Mwampeta, 1978); as well as matters pertaining to financing of school projects (Balwetegile 1991, Dachi 1994, Lyimo 2001, and Hape 2005).

At policy level, researches show that management of both private and public schools in any country of the World are guided by the country's educational policies. Those policies set directives on what need to be achieved, how and when? In Tanzania, the road map to education transformational has followed several educational policies such as that of (1978; the amended 1995; as well as that of 2014). Further, there have been several public interventions in education which have changed enormously the landscape of educational arena since Tanzania's independence in 1961. The research limits itself between 2000s and 2010s period of the administration of community based secondary schools. This is the period covered by an era of the implementation of various educational programmes such as SEDP, BRN Ed, and FFE as well. This

raises issues for observation, has the implementation of various education interventions on community secondary schools offered the appropriate managerial skills and leadership growth of school heads for the development of schools from 2005 to 2017 period of education liberalization? What are emerging challenges in school management realized from the implementation of those programmes in Lindi District?

Historically, the contested terrain of policy shifts in Tanzania's education has become so topical. This has been evidenced by various changes in educational policies and public interventions in education from 1961 to recent. Among others include; adoption of 1967 Education for Self Reliance (ESR), and nationalization of privately owned schools. Further, there was an adoption of the 1974 Musoma Resolution on Universal Primary Education (UPE). Those reforms were in response to various national needs in education. The education reform era was further followed up by the introduction of the National Education Act No 25 by the Tanzania parliament in 1978, and its amendment in 1995 to facilitate establishment of Higher Education accreditation council. Also, the National Education Act of 1995 was discarded, and called for a new National Education Act of 2014. Apart from those transformations, policy changes were introduced since 2000s. While several strengths, weaknesses, relevancies as well as contributions of the implemented Tanzania's National Education Act of 1978, 1995 as well as 2014 have been realized, currently, there is little empirical evidence on the state of policy change associated with several educational programmes use at various levels of educational systems for school management.

Further, a number of educational programmes in education have been implemented since 2000s. Those policy changes include the Primary Education Development Programme (PEDP) in 2001, Secondary Education Development Programme (SEDP) in 2004, Big Results Now (BRN) programme in 2013/14, as well as provision of Free Education (FE) in 2016. While explanations for the effects of reforms in education have been studied extensively especially at the national level (Tidemand and Msami,

2010), few researchers that I know off have analyzed the state of those programme use in educational systems for school management.

According to Gershberg and Winkler (2004), SEDP was implemented in response to the primary education development programme (PEDP) 2002/2006, in order to absorb a bigger number of primary school leavers seeking entry to secondary education. The adoption of the BRN Ed initiative in Tanzania which has its origin and relevance in Malaysia started in the 2013/2014 financial year (Nyirenda, 2013) and ended 2015. In this initiative, the government implemented the Literacy and Numeracy Educational Support Programme (LANES) which emphasised on the acquisition of basic reading, writing and numeracy skills (3Rs). Through follow up and resources provision to leaders particularly at local government authorizes (LGA) level, it was anticipated that the desired skills would have been sustained and learning improved.

Undeniably, those three educational programmes have created institutional structures at school level such as regulative, normative and cognitive. Against such observations, the current study explores the extent to which such programme interventions offered the appropriate managerial skills and leadership growth of school heads, thusly school management for the development of community secondary schools from 2005 to 2017 period of education liberalization while taking Lindi District as the case of the study.

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

Interest on “ineffective management of community secondary schools” has over the last two decades dominated the discussions of various Tanzania’s actors in education. This is due to poor trends in academic performance of those schools which are perceived to result from ineffective school management. Indeed, this is in contrary to the long established norms and values in Tanzania, which considers heads of schools since the country’s political history in 1961 to be fruitful drivers of educational successes. Heads of schools have been managing for the implementation of various educational policies and programmes, educational curriculum, fixing the past

inadequacies as well as the creation of a well-educated nation. Despite that long existed recognition, there are increased perceptions that community schools are managed ineffectively.

Available evidence from Lindi region shows that in January 2018, a number of heads of schools and their subordinates were evicted through an order of the Lindi's Regional Commissioner to other schools in the region as a means of addressing ineffective management of schools realized through poor student academic performance of schools indicated by NECTA Form Four 2017 results. Notably, heads of community secondary schools were found irresponsible for management of school affairs, which in also fuel an increased level of truancy, early pregnancy as well as poor academic performance of schools. Failure to address these perceptions can fuel negative effects in the attainment of sustainable development goals.

While explanations for the various factors fueling ineffective management of community secondary schools have been studied extensively, at the research level little is known whether those implemented educational programmes at school level have either improved or underdeveloped school management. Specifically, the research examines the contribution of institutional factors such as rules and regulations, norms and values, as well as cognitive factors from various implemented national educational programmes such as SEDP, BRN Ed and FFE programmes towards management of community secondary schools in Lindi District.

#### **1.4 General Objective**

To explore institutional factors from the implementation of SEDP, BRN Ed and Fee-Free Education programmes which contribute to ineffective management of community secondary schools in Lindi District, Lindi Region.

##### **1.4.1 Specific Objectives**

- a) **The study intended to:** Find out the level of ineffective management of community secondary schools as perceived by school stakeholders,

- b) Examine the extent to which the SEDP, BRN and Fee Free education programmes have improved level of knowledge of school management among head of schools and departments of community secondary schools,
- c) Assess whether rules, regulations and structures established by SEDP, BRN and Fee Free education programmes have improved school management,
- d) Examine the extent to which the relationship between schools management and parents during the implementation of SEDP, BRN and FFE has contributed to ineffective school management

#### **1.4.2 Research Questions**

- a) What is the level of ineffective management of community secondary schools perceived by school stakeholders apart from head of schools and department?
- b) To what extent have the SEDP, BRN and Fee Free education programmes improved level of knowledge of school management among head of schools and departments of community secondary schools?,
- c) Have the rules, regulations and structures established by SEDP, BRN and Fee Free education programmes improved school management among head of schools and departments of community secondary schools?,
- d) To what extent has the relationship between schools management and parents established during the implementation of SEDP, BRN and FFE contributed to ineffective school management?.

### **1.5 Significance of the study**

The first significance of the study revolves around contributing in a theoretical part of school management. Second, the study findings will inform various actors in a school system such as the Heads of schools and departments, officials under Lindi District, central government, as well as research institutions. This will definitely provide contiguous measures aimed at redefining policy and programmes initiatives for strengthening schools management. Third, assessing the extent to which the SEDP, BRN and Fee Free education programmes have improved level of knowledge of school management among head of schools and departments of community secondary schools will help towards mapping or profiling school management within the lens of programme interventions in their natural settings.

Equally important, by understanding whether the institutional rules, regulations and structures established by SEDP, BRN and Fee Free education programmes have improved school management among head of schools and departments of community secondary schools, the study will contribute towards bridging managerial and leadership gaps realized from implementation of various programme interventions. Lastly, the study findings will empower the school community towards proposing and implementing a comprehensive managerial plan of community schools, which is context specific, and reflects the needs of the learners, teachers, society as well as the nation. The study will also inform Tanzania's educational policy of 2014 and its related programmes, as well as an institutional theory within the schools set ups.

## **1.6 Delimitation of the Study**

In attempt to understand the contributions of various educational programmes from SEDP, BRN to Fee-Free Education in management of community secondary school, the study delimitated itself to the community secondary schools established during the implementation of SEDP, BRN to Fee-Free Education in Lindi District, Tanzania. Within Lindi District which is located in Lindi Region, three community secondary schools were taken for an in-depth analysis. The schools include: Kiwalala, Nyengedi, and Mnara secondary schools. The reasons of using them as case studies are two fold. First, all of them are state run secondary schools characterised by poor academic performance of students as per NECTA (2017) Form Four results of which amongst others, ineffective management of those schools were perceived to exacerbate the problem. Second, while explanations for the various factors fueling ineffective management of community secondary schools have been studied extensively, little is known on how the implementation of various Tanzania's educational programmes (such as SEDP, BRN and Free Education) contribute to school management.

Moreover, the study delimitated to institutional theory. Its purpose was to explain about institutional drivers (regulative, cognitive and normative) within the lens of educational programmes that fuel ineffective school management along a historical continuum during the implementation of SEDP, BRN Ed, as well as FFEs in community schools. Three dimensions of the theory: regulative, cognitive and normative as suggested by Scott 2007 are covered, nurtured and explained from the four specific objectives of this study.

## **1.7 Limitation of the study**

It was difficult to reach some respondents especially key informants because they were either too occupied with their responsibilities or the interviews overlapped with other schedules. To counteract this, most of the interviews were rescheduled to their convenient time.

Some of the head of schools and departments were reluctant in responding to questions on ineffective management of community secondary schools. However, the researcher managed to collect data for the study as she spent some time educating the respondents on the purpose of the study which made them accept to give the required data and information.

### **1.8 Organization of the Dissertation**

Chapter one contains the background to the study, statement of the problem, objectives and research questions, the significance, limitations and delimitation of the study. Its essence was to synthesize a body of knowledge of school management within the lens of educational programmes implemented in Tanzania's secondary schools between 2005 and 2017.

Chapter Two includes literature review, linked to institutional factors from the implementation of SEDP, BRN Ed and Fee-Free Education programmes which contribute to ineffective management of community secondary schools.

Chapter Three presents the methodology of the study which includes the research design, area of the study, target population, sampling and sampling techniques, data collection methods and tools, and data analysis plan. Further, chapter Four presents and analyses of data, as well as discusses the study's findings. Chapter Five is the concluding chapter. It includes the summary, conclusion, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The chapter reviews the relevant literature linked to institutional factors contributing to ineffective management of community-based secondary schools. The chapter offers both, theoretical and empirical literature reviews in line with the study's objectives.

#### **2.2 Theoretical Perspectives**

The theoretical literature reviews among others an institutional theory that informs the study. Since any theory is grounded with concepts, it goes further to survey the meanings of various concepts emerging from the research problem. Among others include: the definition of institutional factors, school management and community secondary schools as well. Apart from the conceptualization and operationalization of the key terms of the study; it also provides: an overview of community-based secondary education and a survey of various educational programmes. such as: The Primary Education Development Programme (PEDP) founded in 2001, Secondary Education Development Programme (SEDP) founded in 2004, Big Results Now (BRN) for education programme founded in 2013/14, as well as provision of Fee Free Education (FFE) which was founded in 2016. Since those programmes are outcomes of various policy documents within the Tanzania's education sector, the section also surveys the 1967 Education for Self Reliance (ESR); and the 1974 Musoma Resolution on Universal Primary Education (UPE).

## **2.2.1 Theoretical Framework**

### **Institutional Theory**

Various theories for addressing ineffective management of community schools such as: institution theory, system theory, as well as public decision making theories can be used to understand the recurring problem. However, due to their criticism, this study has laid its focus on the institutional theory. Institutional theory asserts that the behaviors of people in an institution are governed by institutional constructs. The institution theory was adopted in this study, and three key concepts of this theory; regulative, cognitive as well as normative domains were utilised to bridge the knowledge gap realised from implemented educational programmes.

Consequently, this study explored how regulative structures (established institutional rules and regulations from the implemented educational programmes such as SEDP, BRN Ed and FFE), cognitive (participants level of knowledge on implemented educational programmes such as SEDP, BRN Ed and FFE) and normative (values, morals, social obligations established by implemented educational programmes such as SEDP, BRN Ed and FFE contributes towards improving ineffective management of community schools in Lindi District.

Institutional theory focuses on the role of social, economic and political system in which school as an institution operate and its organisational behaviour is entrenched. While the political environment includes freedom and rights of stakeholder at a school level to associate, the socio-cultural environment includes established social and cultural norms, and beliefs from those implemented programmes. Muya (2018) strongly believe that managerial activities are largely shaped by social, economic and political environments established by educational programmes.

## **2.2.2 Definition of Key Terms of the Study**

### ***Institutions***

This study adopts the definition by Scott, (1990) who considers institutions as “cognitive, normative and regulative structures and activities that provide stability and meaning to social behaviour”. In this view institutions are “rules of the game or humanly devised constraints” (North, 1990) in Scott (1995). As such, regulative dimension implies compliance to the rules and regulations established in the respective institutions (Scott, 1995). According to Scott (*ibid.*) the social roles, norms and identities constitute the normative and cognitive institutional pillars respectively. The normative pillar focuses on normative roles that provide prescriptive, evaluative and obligatory dimensions in social life. At the heart of this pillar, there are norms which specify how things should be done and values defining what the community expect from the actor. The cognitive pillar on the other hand, emphasizes agency in knowledge and skills.

### ***Community Secondary Schools***

Most of the community schools are owned by the local community under the supervision of the local government. Communities have significant responsibilities in creating, constructing, financing, and managing the school, recruiting, and paying teachers, and procuring school materials (Miller-Grandvaux and Yoder, 2002). In Tanzania, the communities do not recruit and pay teachers rather the government is responsible for recruiting and paying teachers through two ministries; Ministry of Education, Science and technology is concerned with training teachers and posting them to the President’s Office, Local Government Authority (PO-LGA) which employ and pay them. In this study, the community secondary schools refer to the public schools established in the local setting through community involvement and whose affairs are guided by the government.

### **2.2.3 Management of Community Secondary Schools**

Community secondary schools are government schools with divided responsibilities between local communities on one hand and the central government on the other (URT, 1995), their management are conceived by this study to be guided through established school boards. The school bodies confers their authority to school heads with responsibilities to manage all institutional resources and affairs strategically, to administer schools rules, regulations, procedures, and policies as well as lead people, that is school community in a fair manner.

### **2.2.4 Historical Overview of Secondary Education in Tanzania**

Since 1961 there have been reforms to address education sector in Tanzania. Since 1980s the country has experienced an increase of community secondary schools.. The schools are both government and parents owned

The government provides financial support more to boarding schools as compared to the community ones. Students whose performance is lower as it is justified by the primary school leaving examinations (PSLE) are all posted to community schools.

The two tiers of secondary school are known as ordinary O'level and A' level. Assessment and evaluation procedures include continuous assessment which involves Tests, assignment, and the Certificate or Advanced Certificate of secondary school Examination. Three decades ago, you could find one or just two secondary schools in a region, usually found in an urban area; they were boarding schools in most cases, since students homes were far from the schools (Omari, 2000, p.23).

In 2004, the government of Tanzania implemented the Secondary Education Development Plan (SEDP) to achieve EFA goals and Tanzania Development Vision 2015. In 1996, the Government undertook to develop the Education Sector Development Programme (ESDP) to address the existing problems and face the new challenges resulting from ongoing socio economic reforms initiated in 1986 and the increasing demand for human resource development in line with fast changing

technological advancement. It aimed at operationalizing the various policies pertaining to sub sectors in education and training policy.

The rapid expansion of Secondary education is a result of the increase in enrollment in primary schools. This move received tremendous support from community members, donors and world agencies Secondary education decentralization in Tanzania gained momentum with the establishment of SEDP in 2004. **2.2.6 The Education for Self Reliance (ESR)**

Julius Nyerere, the first president of Tanzania emphasised on education for development. In his view, education was meant to prepare citizens for service to build a self-reliant nation,” rather than taking it for mainly improvement of an individual’s life, (Dolan, 1970, pp. 155-156).

Education for Self-Reliance (ESR) was reinforced to make students “self-reliant” citizens of the new society. Thus the main policy thrust was to establish a ‘practical’ education elements that would prepare students for work through vocational education through participatory productive work. (Nyerere, 1968). ESR’s primary school reform was a response to the reality that the majority of students would not continue to secondary or higher education because of shortage of schools, therefore, they needed a comprehensive primary education. (Nyerere, 1968).

As proposed by Machange (2004) and Mushi (2009) the Education for Self Reliance policy had the following strengths: It enhanced the integration of theory with practice. It means that what pupils learns in the classroom as a theory later on was practiced in the field through self-reliance projects and school farms. Also, there was introduction of agricultural secondary schools. Some of these schools are Katalamba, Ifakara, Iyunga and so on which were government schools up to present. Apart from that, workshops were established in schools. This means that students were required to learn different vocational studies such as pottery, masonry, carpentry and sewing.

Lastly, graduates from the education system were self-confident and could take various developmental roles in society immediately after school. It means students were able to employ themselves through the vocational studies obtained from schools.

### **2.2.7 The 1974 Musoma Resolution**

In 1974, there was the so called Musoma Resolution it emphasized on expansion of primary and secondary education and the integration of education with work. The Musoma Resolution aimed at increasing the number of schools for disabled children and special schools for the handicapped (blind, deaf and the crippled) were established in Mwanza, Singida, Mara, Kilimanjaro, Mtwara Tanga, Lindi, Rukwa and Morogoro. It is in 1974 that the government of Tanzania launched the Universal Primary Education Policy (UPE) to attain universal primary education in Tanzania. Primary Education was made compulsory for every child who was seven years. This went together with nationalisation of all schools, with exception of very few religious owned seminaries. In fact, under this policy, no private primary schools were allowed to operate. All school fees were abolished resulting in a massive enrolment such that in 1980 the enrolment rate had reached 98% (URT, 2001).

Despite all the achievement made by Musoma resolution, the following challenges were found during its implementation; there were shortage of financial resources, shortage of teachers, and shortage of facilities, like desks, teachers' houses, classrooms, textbooks, as well as poor remuneration for teachers. In response para-professional teachers were recruited to tackle the massive increase of pupils though many of them had poor educational backgrounds and short time training period. Furthermore, the government was forced to build many schools with low standards (Mushi, 2003).

### **2.2.8 The Tanzania's National Education Act No 25 of 1978**

The education Act No.25 was enacted in 1978 which brought about several changes in the education system (URT, MoEC 2001). The changes involved the introduction of a centralized administration of schools which empowered the Ministry for education to promote National Education.

Other changes included the introduction of schools into categories such as the national schools and regional schools, the primary school enrolment and attendance at the ages of 7 and 13 years was made compulsory, it also included the centralisation of curricula and syllabi, licensing of teachers, the establishment of school boards and committees, and the the inspectorate department in the Ministry. In forward mapping the government leaders were using the traditional approach to policy analysis. This entailed the top-down process that assumes a straightforward relationship between policy creation and outcomes and assumes that a clear delineation of goals from policy makers will lead to well-organized support, effective implementation, and greater success.

In this process the policy maker's power to affect local implementation processes is uncertain (Munoz, 2005). According to Van Niekerk (1996) maintains that a new education Act does not mean automatic appearance of a new system of education and new education policy. The top-down approach to policy making even complicated the implementation of the education policy such that even the achievements that were made in Tanzania could not be sustained. The situation was even worsened by the economic difficulties that were fueled by several factors such as the war between Uganda-Tanzania in 1978, break of East African community, as well as the oil crises that occurred in 1979 which retarded the performance and productivity of the local industries (Galabawa and Senkolo, 2000).

### **2.2.9 The Tanzania's National Education Act of 1995**

The Education and Training Policy focusing on decentralisation of education, establishment of schools and expansion of education training opportunities, access and equity, curriculum, examination and certification, teacher's education, tertiary and higher education and training was introduced in 1995.

As such, the ETP implementation had the following achievements; Cost sharing; this was done through participation among private and public organization) URT, 2004) . The financial base has been broadened whereby various individuals and organisations are involved in contributing to educational development as part of cost-sharing mechanism (Ishengoma, 2012). Another achievement was the promotion of private organization in ownership of schools and provision of education in participation with government (URT, 2001). Also Tanzanian curriculum was reviewed in such a way that learners has to be able to intergrate their studies to science and technology so that they can be able competent in the world market. Apart from that the authority of making decision on educational development was shifted to local authorities (Sotta, 2012).

The attitude of people to employ themselves in various field of work was increased. Lastly an increasing access to education and thus an equity issue with respect to women disadvantaged groups and areas in the country was evidenced. It can be witnessed that number of girls in schools has increased and in some schools or classrooms girls are more than boys.

#### **2.2.10 The Trend from SEDP to BRN and currently Free Education**

The right to education is universal and does not allow for any form of exclusion or discrimination. The Rights of the Child (CRC), in Tanzania the Rights of the Child has been translated proactively. In the early 2000s, secondary education decentralization in Tanzania gained momentum with the establishment of the secondary education development programme (SEDP) in 2004 (Gershberg and Winkler, 2004). This was in response to the primary education development programme (PEDP) 2002/2006, in order to absorb a bigger number of primary school leavers seeking entry to secondary education. This contributed for the building of more rural secondary schools in the country (Wedgwood, 2006). The transition from SEDP to BRN Ed also offers a new paradigm of understanding Tanzania's educational programmes at its breadth. BRN is conceived as a process and the practice of making the 3Rs programme from Big Results Now (BRN) programme, bring desired learning outcome on Tanzania's nomadic-pastoral girls measured by the

indicators such as the examination performance of pastoral girls in selected public primary schools of Mvomero district.

Literally, in the process of implementation of the 3Rs programme from BRN, the ministry of Education Science and Technology planned for the implementation of Literacy and Numeracy Educational Support Programme (LANES). This was conducted through training of head teachers (HTs) and ward education officers (WEOs). The training had been planned through big result now (BRN) initiatives with the aim of building a new culture of valuing three 3Rs skills. Reports shows that the total number of 2480 WEOs and 10870 HTs were trained in the programme. The key roles that needed to be played by HTs and WEOs revolved at ensuring acquisition of learning achievements as the key focus in their leadership. Through follow up and resources provision to leaders particularly at local government authorizes (LGA) level it is anticipated that the desired skills have been sustained and had improved learning.

Critical analyses of BRN reveal several observations. Among others include: lack of conducive Teaching and learning environment, the teachers students ration was not proportional. Others were lack of staff quarters and hostels for students and teachers; the inadequate teaching and learning materials inadequate facilities, lack of teachers as well as the shortage of qualified staff. Others have been associating the challenges facing the government in reaching the marginalised communities to provide educational services, with inequality across districts in public spending per capital on education.

### **2.3 A Review of Empirical Literature**

Among the reviewed studies from the developed world but also in developing countries which show positive and negative issues related to community schools which include: Okoye (1986); Kibona (2013); Komba, Hiza and Jonathan (2013); Paulin, 2015; Mohan- Laddunuri (2012) Matekere, 2003; Millanzi, 2005; Balwetegile 1991, Dachi 1994, Lyimo 2001, and Hape 2005 as well.

Okoye (1986) explored community secondary schools within the lens of innovation in self-help in Nigeria. The findings show that when the economic, political and social development patterns change they tend to bring about innovations in the educational sector, as the system focuses at adjusting to the needs of the current situation. The literatures indicate that when Eastern Nigeria experienced the aftermath of civil war, new educational and as well as political policies contributed producing an overwhelming demand for secondary education. The research presents a case-study of Anambra State, where the local communities joined hands with the Government in the running of schools., providing schools for the Government to run. The current study concurs with the Okoye's findings, however realizes lack of policy orientations towards explaining innovations in self-help.

As a critique, innovation is possibly related to established institutions either at the formal or informal lens. This is a reason why I intended to establish in the current whether formally established institutions by educational programmes have anything to do with school management. Thusly, it is pertinent to develop educational policies that fosters innovation within the lens of context specific issues that can be sustained.

Kibona (2013) conducted a study in Moshi Rural District in Tanzania to examine the engagement of local communities in handling the community-based secondary schools. The study revealed that leaders at community levels were not fully involved in managing the schools. Their communities were highly involvement at initial stages that involved the planning such as mobilization for voluntary and obligatory contribution of funds, building materials, labour force donation and allocation of construction sites. The current study supports the Kibona's study findings. As a critique, however, those findings are neither situated in any national policy nor in theoretical prism.

Paulin (2015) worked on the quality of education in community secondary schools established under SEDP trying to compare them to 46 private schools in Karagwe District, out of which 4 were community based. The study was exploratory, it used a cross-sectional approach. It employed structured questionnaire, interview and observation schedules, likert scale, Focus Group Discussion (FGDs), checklist and documentary review. The study revealed positive attitude to community secondary schools despite the poor environment in the schools. It showed a better academic performance in form two secondary education examination in the rural community based schools than the urban community schools. In private schools the urban performed much better than the rural private schools. Mohan- Laddunuri (2012) assessed the prevailing factors responsible for the present education system in Arusha Municipalm Council, The study shows several factors responsible student's failure in their final examinations, some of them are lack of trained teachers, poor infrastructure and inadequate books in the schools.

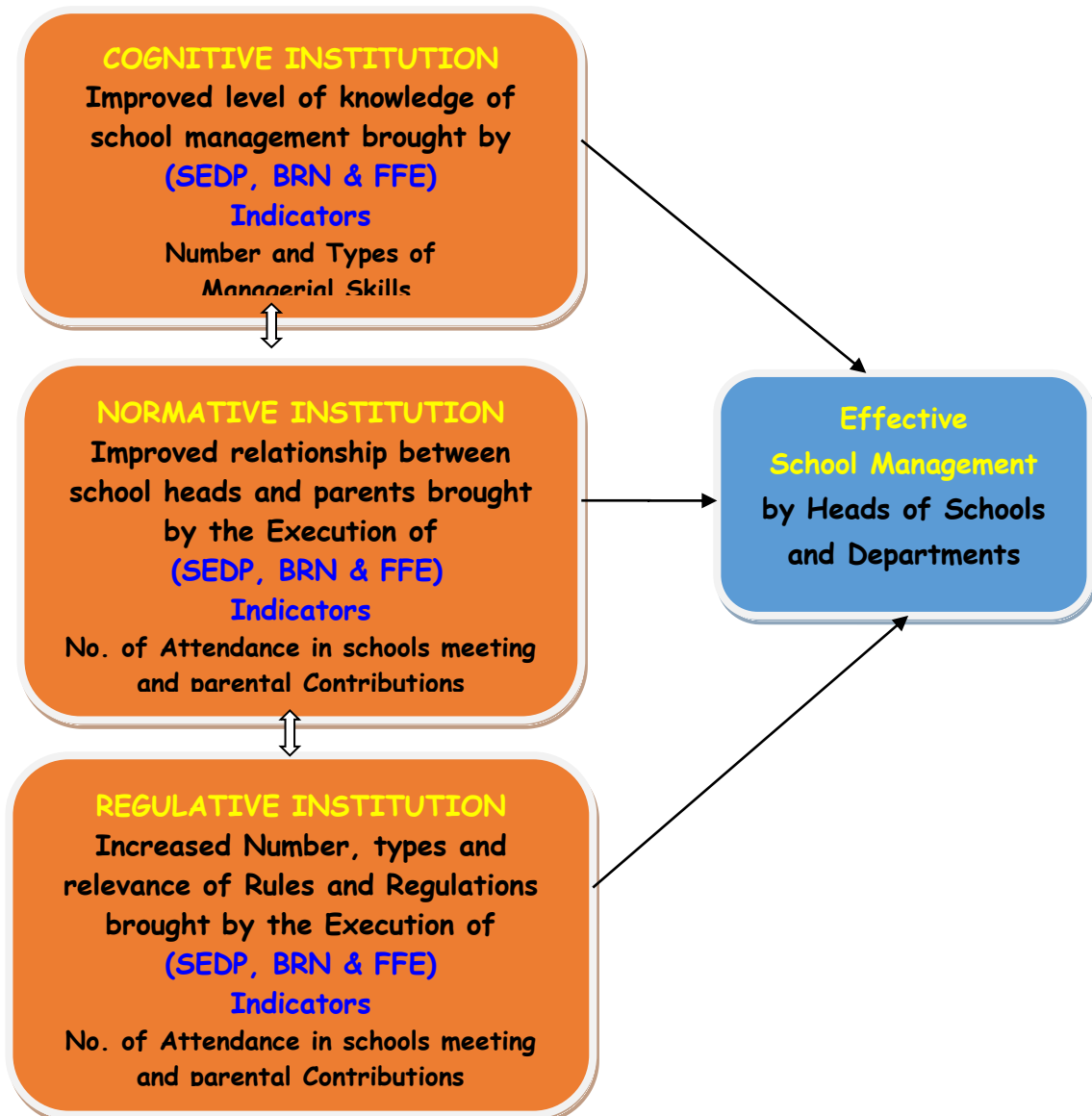
Lloyd (2009) conducted a study to investigate student retention in community secondary schools within the gender perspective. Lloyd found that girls experience a lot of challenges which contribute to drop outs in schools such as earlier marriage and pregnancy. This study agrees with the Lloyd study's findings, however, it critique the study from two issues: First, Lloyd study is silent on the methods utilized to reach such a conclusion, and second, Lloyd study is not grounded in any theory. The current study on contrary is situated on a system theory to explain the nature of the research problem. Null, Cosentino, Sridharan, and Meyer (2017) conducted a review of policies and programs to improve secondary education in developing countries. They found out that secondary education systems in developing countries are under pressure to serve more students and to do so more effectively. The Education for All movement and the adoption of free primary education in many countries resulted in remarkable progress in boosting enrollment at the primary level. In contrast, secondary enrollment rates remain stubbornly low in South Asia and Sub-Saharan Africa. However, they normatively assert that this is likely to change rapidly in the coming years as today's primary school students become old enough for secondary

school and as countries strive to meet the targets set forth under the Sustainable Development Goals led by the United Nations and held by more than 190 countries.

#### 2.4 Conceptual Framework of School Management from Executed Programmes

The conceptual framework utilized by this study is in line with the adopted institutional theory which explains the study objectives and, thusly the designed variables of this study. It is demonstrated by Figure 2.1. The diagram conceptualizes how the various institutional indicators from community secondary schools are sharpened by the execution of programmes from SEDP, BRN and FFE.

**Figure 2.1: Conceptual Framework**



**Source:** Adopted and modified from Muya's (2015)

The diagram does not focus on the causal-effect relationship between independent and dependent variable, rather shows how execution of various educational programmes from SEDP, BRN Education and Fee Free Education (FFE) improved enhancement of managerial skills of school heads, head of departments as well as school boards. Specifically, it analysed how execution of various educational programmes from SEDP, BRN Education and Fee Free Education (FFE) improved the normative institution such as the established relationship between heads of school and parents on school matters, possibly school management. Also, the study examined how execution of various educational programmes from SEDP, BRN Education and Fee Free Education (FFE) led into enhancement of cognitive institutions such as managerial skills of school heads and head of departments in community schools and an understanding of established pattern of schools managerial challenges. Moreover, the study assessed regulative institution by exploring the increased number, types and relevance of established rules and regulations brought by the execution of SEDP, BRN & FFE.

## **2.5 Synthesis and Knowledge Gap**

The assessment of both, the reviewed empirical and theoretical literature have found that despite successful stories of implementation of educational programmes in secondary education, community secondary schools in Tanzania are associated with several setbacks. Among others include: A decline in the pass percent of the students from 82.3% to 50.74% during 2006 to 2010 (Mohan- Laddunuri, 2012); poor quality of education (Paulin, 2015); poor funding on teaching materials and performance in national examinations (Makene, 2004); ineffective in the provision of education (Matekere, 2003); poor socio-economic backgrounds of households which causes substantial amount of dropouts (Millanzi, 2005); failure of decentralization to enhance quality of education (Mwampeta, 1978); matters pertaining to financing of school projects (Balwetegile 1991, Dachi 1994, Lyimo 2001, and Hape 2005) as

well as ineffective school management response to a liberalized educational system (Lyimo, 2001).

It can thusly be concluded that transition from various educational programmes have been essential tools for successful realization of the progress of community secondary schools. While explanations for the various factors fueling ineffective management of community secondary schools have been studied extensively, at the research level, little is known whether those implemented educational programmes at school level have either improved or underdeveloped school management. Specifically, the research examines the contribution of institutional factors such as rules and regulations, norms and values, as well as cognitive factors from various implemented national educational programmes such as SEDP, BRN Ed and FFE programmes towards management of community secondary schools. Consequently, this study sought to fill this knowledge gap.

## **2.6 Summary of Chapter Two**

The chapter reviewed the literature from various implemented national educational programmes such as SEDP, BRN Ed and FFE programmes towards management of community secondary schools. The overall assessment of empirical debates and studies succeeded in documenting a number of key inadequacies. As such, they have made important contributions to our understanding of measures and mechanisms for improving academic performance, effectiveness, efficiency as well as productivity of school systems. Despite those achievements, there was a scant literature on whether those implemented educational programmes at school level have either improved or underdeveloped school management through various established institutions.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The chapter discusses the research methodology and profile of the study area that was utilized to explore whether the implemented educational programmes at school level have improved school management through established institutional structures. The methodology explains not only the choice of the area, but also the research design, approach, tools and justification for the choice. In terms of structure, the chapter is organized into: the research design (sub section 3.2); description of the study area (sub section 3.3); study population (sub section 3.4), sample and sampling techniques (sub section 3.5), sources of data (sub section 3.6), data collection tools (sub section 3.7); data collection process and analysis (sub section 3.8); as well as research ethics, validity and reliability of research instruments (sub section 3.9).

#### **3.2 Research Design**

It was necessary to employ exploratory design with regard to the nature of the study, The reason behind its use centers at answering the question “what is the case” in the process of understanding acquired managerial skills due to execution of SEDP, BRN Ed and FFE. In particular, the study to explore the case of community secondary schools that is characterized by a recurring poor performance from the released form four secondary examinations. Although the design in a cross-sectional time horizon was employed for this study. A number of steps were conducted to ensure trustworthiness of the findings. Among others included giving a fair, credible, honest, and balanced account of social life experienced from the community being studied in an attempt to explore the contribution of educational programmes in improving secondary school management through established institutional structures via execution of SEDP, BRN and Fee-Free Education programmes at different times. Basically, the study used a case study design whereby a qualitative research approach was employed for an in-depth understanding of the phenomena under the study .

### **3.3 Research Approach**

The study utilised a mixed research approach built from both, qualitative and quantitative researches. In this mixed approach, the qualitative research features dominantly and quantitative data features at a very low level. This is due to the nature of designed research questions that informs the study. While qualitative research method views human social life as qualitatively different from other things studied by science by asserting that truth depends upon socially- constructed beliefs, norms and perceptions, and thus, there is no universal objective truth in social life, quantitative research method on the other hand is premised on describing a specific population in numerical values and test hypotheses (Cresswell, 2003).

### **3.4 The area of the study**

This study was conducted in Lindi Rural District. The unit of analysis was people responsible for school management particularly from selected community secondary schools. As such, the study included the population composed up of school heads, head of departments from three community secondary schools sampled for this study, parents and representatives from the school boards, as well as all officials from the department of secondary education in Lindi District.

Lindi Rural District is one among the six districts of the Lindi Region of Tanzania. Lindi Rural District comprises 132 villages surrounding Lindi Town (NBS 2012) and covers a total area of approximately 6,979km<sup>2</sup>. Administratively it is divided into 10 divisions, totalling 28 wards, which are represented by the parliamentary constituencies of Mtama and Mchinga. The District is bordered by the Indian Ocean to the east, Kilwa District to the north, Ruangwa and Masasi to the west, Tandahimba and Newala to the south-east and Mtwara Rural to the south. According to population census of 2012, Lindi Rural District has a population of 194,143 people, of which the number of male population is 91,647, and the number of female population is 102,496.

### **3.4.1 The Scope of the study**

The study limited itself to the community secondary schools that were established in the implementation of SEDP in Lindi Rural District. Within Lindi Rural District, eight community secondary schools were to be taken for an in-depth analysis. However, bearing poor performance criteria in terms of NECTA form four results, the current study limited its observations in terms of only three community secondary schools. As such, the NECTA form four results of 2017 became the basis of sampling frame for the respective chosen schools. The schools include: Kiwalala, Nyengedi, and Mnara secondary schools. Those schools provided explanations for the various factors fueling ineffective management of community secondary schools besides the implementation of various Tanzania's educational programmes (such as SEDP, BRN and Free Education) contribute to school management.

## **3.5 Study Population**

### **3.5.1 Total population**

Within Lindi Rural District, populations of individual human beings such school heads, head of departments, parents and representatives from the school boards, as well as all officials from the department of secondary education from eight (8) community secondary schools run by the Government were considered. As such, the total population for this study was 10,736 study participants from eight community secondary schools. These were gleaned from the Head of Department (HoD) office of secondary education in Lindi Rural District.

### 3.5.2 Target population

The current study limited its observations only into three community secondary schools that performed poorly from the NECTA form four results of 2017. As such, NECTA 2017 form four results became the basis of sampling frame for the respective chosen schools. The schools include: Kiwalala, Nyengedi, and Mnara secondary schools. Those schools provided explanations for the various factors fueling ineffective management of community secondary schools besides the implementation of various Tanzania's educational programmes (such as SEDP, BRN and Free Education) contribute to school management. This accessible population covered all three (3) school heads, (12) head of departments from each community secondary schools thus making a total of 36 of them for all three schools, 962 parents from those three schools and 63 school boards representatives from all three surveyed schools.

### 3.6 Sample and Sampling Techniques

#### 3.6.1 Sample size

The sample size for this study was 120 study participants. This is equivalent to a little above 10% of the target population. A sample size is defined by Bailey (1987) as the representative number of study participants selected for interview from a given population that depends on the accuracy needed, population size and heterogeneity.

**Table 3.1: Sample size**

<b>Participants</b>	<b>Target Population</b>	<b>Sample Size</b>
School Heads from 3 Secondary Schools	3	3
Head of Departments from 3 Schools	36	36
Parents from 3 schools	542	54
Representatives from 3 School Boards	48	24
Key Informants: from DEO Sec office	9	3
<b>Total</b>	<b>638</b>	<b>120</b>

### **3.6.2 Sampling techniques**

The non-probability techniques was used to sample 3 key informants from the office of District Education Officer (DEO) department of secondary education, three (3) head of secondary schools in Lindi Rural District council and thirty six (36) head of departments from three (3) community secondary schools.

The study also utilised probability sampling to select a list of parents and school-boards representatives from those community secondary school with whom questionnaires were administered. Stratified sampling, as one of the probability sampling technique was utilised to generate two strata composed up of 54 parents and and 24 school-boards representatives from those three surveyed secondary schools based on various indicators such as gender, leadership position, and representation. Once the sample size of the respective strata in each school, was established, the study participants (refer, parents and school board representatives) were selected randomly by using the lottery methods. The selected participants were informed by their respective leaders on the purpose of the study. Hence, observations were made.

### **3.7 Sources of Data**

#### **3.7.1 Secondary sources**

Although various documents, reports, books and journal articles were reviewed in this study, yet, secondary data were also reviewed. Secondary data included data that are already available, and which have already been collected and analysed, for example those data from Basic Education Statistics of Tanzania (BEST) of 2016. The study utilized a documentary review for analysis of documents related to the topic under study. In this study, official documents such as brochures and programme guidelines for SEDP, BRN and FE were critically reviewed to understand whether there are any provisions that develops school management. Likewise, web-based documents from social networks and hard copy documents were collected. These documents were examined and entered into the qualitative data analysis software ATLAS ti. This process allowed for organisation and coding of the data that emerged from these documents. The information obtained from these sources were used to check for consistency of information generated through the use of questionnaires and interview.

#### **3.7.2 Primary sources**

Primary sources of data are conceived by this study to refer to the collection of original data from the study area through the use of data collection techniques such as the questionnaires, face-to-face interviews, and Focus Group Discussion.

### **3.8 Data Collection Tools**

This research employed three types of data collection tools. The data collection tools were: Structured questionnaire, face-to-face interview guides and Focus Group Discussion (FGD) guide. The Structured questionnaires were directed to staff, parents and representatives of community secondary school for a purpose of collecting quantitative information in line with the objectives of the study. The structured questionnaires were used to justify causal explanations for the findings and comparing responses in subgroups of a large population.

The FGDs guide on the other hand aimed at obtaining in-depth information on the objectives of the study. In addition, the study utilised interview guides to supplement data from key informants. Informed consent were sought to the study participants before conducting the study.

### **3.8.1 Questionnaires**

The study administered 114 structured questionnaires to various study participants. Among others include: Fifty four (54) structured questionnaires to parents from three schools, twenty four (24) structured questionnaires to representatives of school boards from three schools, and thirty six (36) structured questionnaires to head of departments from those three schools. As such, the total number of structured questionnaires administered in this study was 114. The structured questionnaires were used to collect quantitative information from those groups of sampled study participants. A questionnaire is a group or sequence of questions designed to elicit information from an informant or respondent when asked by an interviewer or completed unaided by the respondent. Questionnaires were used because they are more appropriate for collecting a lot of information within a relatively short time. The study was also sensitive in pre-testing of the questionnaire.

### **3.8.2 Focus Group Discussion guide**

A total of six FGDs were conducted in the study area. Of those FGDs, one was for a group of parents and the other one for head of departments of in each of the community school, thus making a total of six FGDs per three surveyed schools. Each FGD was composed up of six (6) participants, and utilized a maximum of 60 minutes per group discussion session. The FGD guide was used to obtain in depth information from the study participants in line with the objectives of the study. A set of open-ended questions in Kiswahili served as a guide for the FGDs conducted in Lindi Rural District Council. **3.8.3 Interview guide for key informants**

A total of six (6) semi-structured interviews were conducted for this study. It includes three (3) interviews for school heads and another three (3) for key informants from the local government level. Whereas a structured interview has a rigorous set of questions which does not allow diversion, a semi-structured interview is open, and allows new ideas to be brought up during the interview as a result of what the interviewee says. This freedom in a semi-structured interview helped me to tailor questions during the interview context/situation in order to meet the needs of the people in line with the study objectives.

The purpose of using the interview guide or schedule is to enable the researcher to get more information directly and clarify some questions and arguments regarding the implementation of policy shift in secondary school education and the closure of gender gaps in schools enrollment. Oral consent formalised through the use of consent forms were sought from the respondents before the interviews were conducted.

### **3.9 Data Collection, Capturing and Analysis**

The data collection process began with the administration of the pilot study. This took place during a three days period per school, based on various considerations. This was followed by an intensive data collection process which took 15 days. Moreover, since both quantitative and qualitative research methods were employed in this study, a sequential data analysis was preferred whereby qualitative data were analysed before quantitative data. Generally, qualitative data analysis begins early in a research project when collecting data (Berg, 2007). The results of early data analysis guided the subsequent data collection. Thematic content analysis was the approach employed in the analysis of qualitative data. On the other hand, when the field exercises was completed, all quantitative information collected were coded, organised, analysed descriptively. The study utilised percentages, tables, and figures through the use of the Statistical Package for Social Sciences (SPSS) version 20 to demonstrate the relations between and among input and environment variables.

### **3.10 Validity and Reliability of Research Instruments**

In quantitative research, validity or correctness of the study findings is assessed from the observed indicators and instruments nexus (Muya, 2018), in qualitative studies, validity or correctness of the study findings is assessed by Creswell (2003) as best described the “participants authenticity”, via giving a fair, credible, honest, and balanced account of social life experienced by the people being studied. Since this study is largely qualitative in nature, it ensured validity by enhancing “authenticity”, giving a fair, credible, honest, and balanced account of social life experienced by the people being studied.

This study employed internal consistency reliability. Internal consistency reliability is a measure of consistency between different items of the same construct. If a multiple-item construct measure is administered to respondents, the extent to which respondents rate those items in a similar manner is a reflection of internal consistency. This reliability can be estimated in terms of average inter-item correlation, average item-to-total correlation, or more commonly, Cronbach’s alpha. To calculate average item-to-total correlation, I first created a “total” item by adding the values of all six items, and compute the correlations between this total item and each of the six individual items, and finally, average the six correlations.

**i) Coefficient alpha (Cronbach’s alpha)**

Basically, it calculates the averages of all possible split-half reliability coefficients. Nunnally (1978) suggests a cut-off point of 0.70. This means that when a Cronbach’s alpha is greater than 0.70 then the instrument is reliable with regard to the internal consistency of the items. Coefficient alpha ranges from 0-1. More precisely, the following Rule of thumb about Cronbach’s alpha coefficient size was used;

**Table 3.2: Rule of Thumb about Cronbach’s alpha coefficient**

<b>Alpha coefficient Range</b>	<b>Strength of association</b>
Less than 0.6	Poor
Between 0.6	Moderate
Between 0.7 and 0.8	Good
Between 0.8 and 0.9	Very good
Above 0.9	Excellent

**Source:** Hair, J.F Babin, B., Money, A.H and Samouel P, (2003:172); Mbura, O.K, (2007:159)

Further, this research also assured reliability by facilitating proper training of researchers, formulating precise level of measurement such as questionnaires and interview guides which are explicit, unambiguous and less complicated. The study also utilised pilot tests before undertaking data collection in the field. The use of pilot study helped to adjust the questionnaire from unambiguous words and time for the process.

### **3.11 Summary of Chapter Three**

This chapter has presented the research methodology and profile of the study area that was utilized to explore acquired managerial skills due to implementation of various educational programmes in community secondary schools. The methodology discusses not only the choice of the area but also the reseach approach, design, and tools, as well as the justification for the choice. As such, the section has made important contributions to our understanding of conceptualization, operationalization of study's variables related to execution of various educational programmes in community secondary education from SEDP, BRN to Fee-Free Education and acquired managerial skills.

## **CHAPTER FOUR PRESENTATION OF RESULTS AND FINDINGS**

### **4.1 Introduction**

This chapter presents and analyses data from a study that explored acquired managerial skills due to implementation of various educational programmes such as SEDP, BRN to Fee-Free Education in community secondary schools. It also

discusses the study findings in line with the study objectives. The objectives of this study were four folds: first, to find out the level of ineffective management of community secondary schools as perceived by school stakeholders; second, to examine the extent to which the SEDP, BRN and Fee Free education programmes have improved level of knowledge of school management among head of schools and departments; third, to assess whether rules, regulations and structures established by SEDP, BRN and Fee Free education programmes have improved school management and lastly, to examine the established relationship between schools management and parents due to execution of SEDP, BRN and FFE within the school management lens.

The presentation and analysis of data as well as discussion of the findings is organized under seven main sections: Section 4.2 provides socio-demographic characteristics of respondents; Section 4.3 identifies the level of ineffective management; section 4.4 examines improved improved level of knowledge of school management due to programmes execution and section 4.5 assesses improved school management due to established structures by SEDP, BRN and FFE. Likewise, section 4.6 analyses established relationship between schools management and parents fueled by SEDP, BRN and FFE within the lens of school management. The last part, section 4.6 provides the summary of the chapter.

## **4.2 Socio-demographic characteristics of the Respondents**

Although the expected sample size of the study was 120 study participants, only a total of 100 administered questionnaires and 6 administered interview guides were found valid for analysis. This is because, by the end of data collection, the study managed to analyse 100 out of 114 administered questionnaires and all 6 administered interview guides from school heads and key informants. In essence, the response rate was  $106/120$  equals to 88.3 percent. Since the study participants utilized were selected from varying demographic characteristics such gender, age and level of education, it is important to understand for wide perspectives of responses that informed the findings of this study.

**Table 4.1: Socio-demographic characteristics of the Respondents (N=100)**

		<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>	Male	43	43
	Female	57	57
	<b>Total</b>	<b>100</b>	<b>100</b>
<b>Age</b>	18-25	38	38
	26-35	29	29
	36-45	19	19
	46-60	14	14
	<b>Total</b>	<b>100</b>	<b>100</b>
	<b>Education</b>	At least first degree	36
A College Diploma		44	44
Other academic certificate		9	9
Non-academic certificate		11	11
<b>Total</b>		<b>100</b>	<b>100</b>

**Source:** Survey data, 2018.

#### **4.2.1 Respondent's Distribution by Gender**

As can be seen from Table 4.1, more than a half fifty seven (57 percent) of the respondents were female while forty three (43 percent) of the respondents were male. One reasonable explanation of these gender differences could be that few males than female have more interests on educational issues such as teaching in secondary schools. As such, more females than males were engaged to explain about the administrative skills and emerging challenges in school administration that emerge as a result of execution policy shift in secondary education. This is indeed, not a surprising finding considering the many efforts at both policy and practice level mainstreamed by the Tanzania's government and other educational stakeholders to empower girls students to disentangle from various societal inequalities that previously limited their access to basic education.

#### **4.2.2 Respondent's Distribution by Age**

Basically, the study participants were asked to indicate their levels of age using a scale ranging from: 10 to 17 years; 18 to 25 years; 26 to 35 years; 36 to 45 years; as

well as 46 to 60 years. Overall, the findings presented in Table 4.1 show that more than a half, sixty seven (67 percent) of the study participants were young people in the age group of between 18 and 35 which fall in the productive age. This is an indication that although people of different age groups were represented, interests on closing enrollment gap between boys and girls across various age group were prioritized by this age group. The dominance implication of this age structure in the administration of community secondary school systems, is that the young generation of leaders and school administrators are easily to cope with newly established rules, regulation and procedures by each policy change towards improving the quality of education. The argument is in line with Qorro (2007) who argued that since education prepares one for productivity through providing the required essentials for life, it is the responsibility of the government to invest more in education since early childhood assure good values for the future of the young generation.

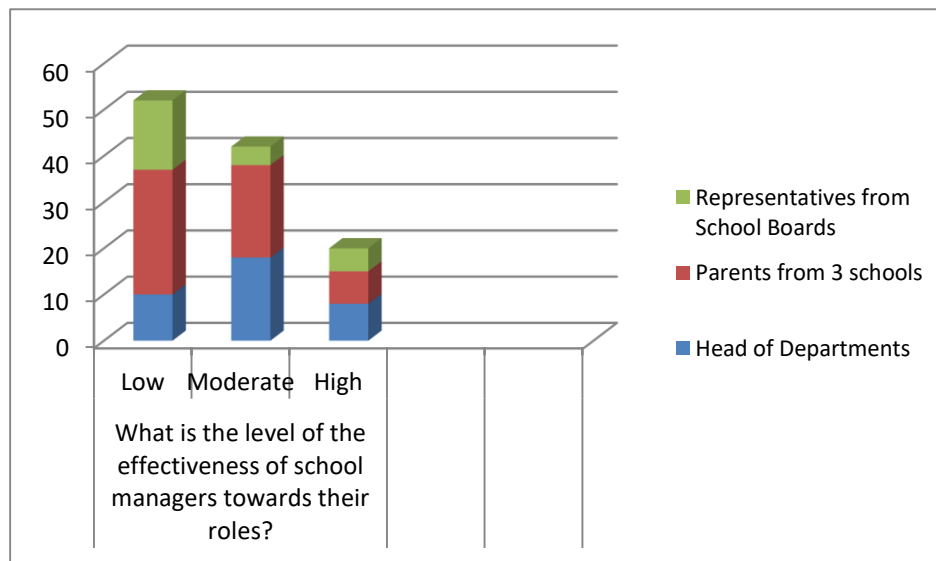
#### **4.2.3 Respondent's Distribution by Education Levels**

The participants were asked to show their levels of education. The study's findings revealed that individuals with college diploma dominated the study. This is evidenced by the presence of 44 (44 percent) respondents out of 100 involved in this study (refer Table 4.1). Also 36 (236 percent) respondents out of 100 possessed at least a Bachelor degree. Significantly, this is an illustration of the fact that most respondents had substantial formal knowledge, and thusly easily to understand not only administrative skills but also emerging challenges accrued from execution of SEDP, BRN Education and Free-Fee Education in community schools.

#### **4.3 Stakeholders Perceptions on the level of effectiveness of School Management**

Study participants were asked to explain about the level of effectiveness of school management. Figure 4.1 provides a summary of the respondents' responses.

**Figure 4.1: Level of Effectiveness of School Management in the Research area**



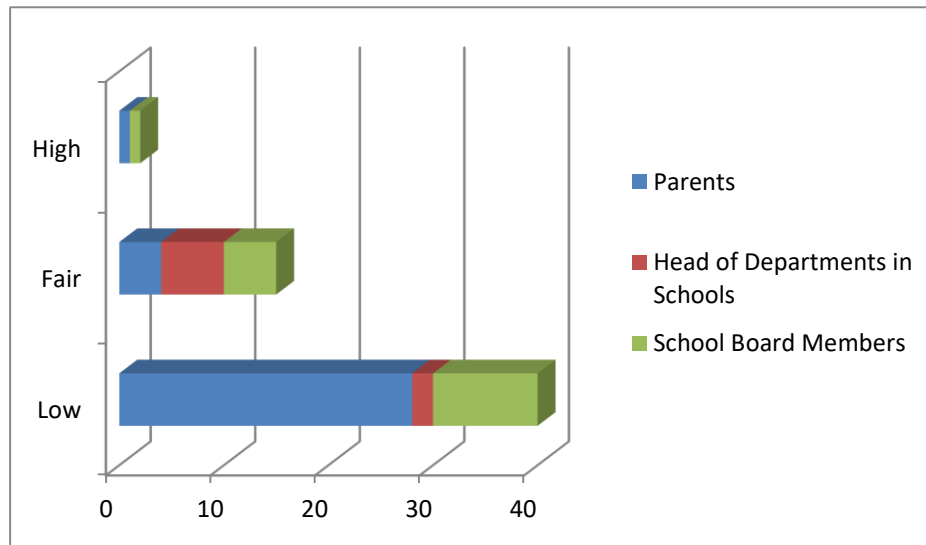
As can be seen from Figure 4.1, more than a half, fifty two percent of the respondents perceived a low level of effectiveness of school management. Likewise, a minority, 18 percent of the respondents perceived a high level of effectiveness of school management. The observations infer a low level of effectiveness of school management in the study area. One reasonable explanation of these differences could be that few head of departments and representatives from school boards than parents had more interests to explain about school management. This is indeed, a surprising finding considering the arguments raised by all three (3) school heads who claimed that the irresponsibility of parents is the root cause of the problem. One among the school heads had this to say:

*“...Mh! Quite often majority of parents do not follow the academic development of their children. Even their attendance in school meetings is a challenge. However, they do not forget to fetch students every year and send them to traditional norms and dances. How do you expect the school head to manage school in a better way?”*

#### **4.4 Improved Managerial skills due to Execution of Educational Programmes**

Study participants were also asked to explain their level of managerial skills realized after implementation of national programmes such as SEDP, BRN and FFE in education. Figure 4.2 provides a summary of the respondents’ responses.

**Figure 4.2: Level of Managerial Skills Established by Educational Programmes**



**Source:** Survey Data (2018)

As can be seen from Figure 4.2, there are mixed feelings about the level of managerial skills established following execution of SEDP, BRN Ed, and finally FFE. While all educational stakeholders including parents, head of departments of schools and school board members ranked a fairly acquisition of managerial skills as a result of execution of those programmes in education, a high proportion of parents perceived it low. This infers that majority 26 (77.7 percent) out of 32 parents did not realize any improvement of administration skills of school administrators as a result of implementation of policy shift in community secondary schools. The results from the documentary analysis, however, revealed that most of the head of schools had knowledge about school management.

The study's findings are supported by Null, Cosentino, Sridharan, and Meyer (2017) findings from a review of policies and programs to improve secondary education in developing countries. They found out that although secondary education systems in developing countries are under pressure to serve more students and to do so more effectively, school administrators are able and have capabilities of handling school affairs.

This is also supported by Nyerere's view of education which considers education as a "method of preparing citizens for service to other citizens in order that all the citizens together might engage in the task of building a self-reliant Tanzania," and should not be viewed as a route to improvement of an individual's life, but rather in the context of the entire country's improvement (Dolan, 1970, pp. 155-156). In essence, Education for Self-Reliance (ESR) fits within the Ujamaa policy as a key instrument in building the new Tanzania envisioned within the Arusha Declaration, as schools were given the mission to prepare students to become exemplary and "self-reliant" citizens of the new society. Thus the main policy thrust of ESR was to develop a curriculum that would include so-called 'practical' education elements that would prepare students for work through vocational education through participatory productive work by the students, primarily in agriculture (Nyerere, 1968).

On contrary, the findings of this study are against Kibona (2013) study conducted in Moshi Rural District in Tanzania to examine the involvement of communities in managing community-based secondary schools. Kibona's study revealed that leaders at community levels were partially involved in some managerial functions except in implementing school plans despite having head of schools who were knowledgeable about school administration. Basically, community involvement was limited to preliminary stages of school planning such as mobilization for direct voluntary and obligatory contribution of funds, materials, labour force as well as donation and allocation of construction sites.

#### **4.5 Improved School Management due to Established structures of SEDP, BRN and FFE**

The research also intended to identify whether implementation of those educational programmes in secondary education had translated into improved school management in school settings. Among issues include: Improved positive relationship among actors in schools; increased trust among actors with the national

& local government; as well as improved collaboration among actors in a school system. Table 4.2 provides a summary of the study findings to that question.

**Table 4.2: Outcome of Policy Shift Execution in Community Secondary Schools**

<b>An Outcome of a programme</b>	<b>SEDP</b>	<b>BRN Ed</b>	<b>Fee-Free Policy</b>
Improved Positive Relationship among actors in a school system	35	56	9
Increased Trust among parents with the Government	31	23	46
Improved collaboration among actors in a school system	66	30	4

**Source:** Survey Data (2018)

As can be seen from Table 4.2, there are mixed results with regard to the outcome of policy shift execution in community secondary schools. While SEDP was highly suggested to have improved collaboration among actors in a school system, BRN Education was highly ranked to have improved positive relationship among actors in community secondary schools. Likewise Fee Free education policy was ranked high for increased government trust among actors in a school system. The findings infer that during execution of SEDP, the level of collaboration among actors was relatively high compared to other era. Possibly, this could be explained by Gershberg and Winkler (2004) who had a view that SEDP was implemented in response to the primary education development programme (PEDP) 2002/2006, in order to absorb a bigger number of primary school leavers seeking entry to secondary education.

Similarly, the study finding infers that of all policy interventions implemented in community schools, BRN Education realized a more positive relationship among actors in community secondary schools. This is because, in this initiative, the government implemented the Literacy and Numeracy Educational Support Programme (LANES) which emphasised on the acquisition of basic reading, writing and numeracy skills (3Rs). Also, BRN went together with the training of head

teachers (HTs) and ward education officers (WEOs) to ensure the acquisition of learning achievements as the key focus in their leadership.

Alongside with those observations, study participants observed an increased government trust among actors in a school system due to execution of Fee-Free education policy. Such kind of an increase is supported by Grant and Behrman (2010); UNESCO (2016) who demonstrated that in 2016 Gender Review accompanying UNESCO's annual Global Education Monitoring Report stated that, “in 2014, gender parity was achieved globally, on average, in primary, lower secondary and upper secondary education” (UNESCO 2016b). Importantly, these global estimates included high-income countries, where school enrollment is nearly universal but where boys are sometimes disadvantaged relative to girls.

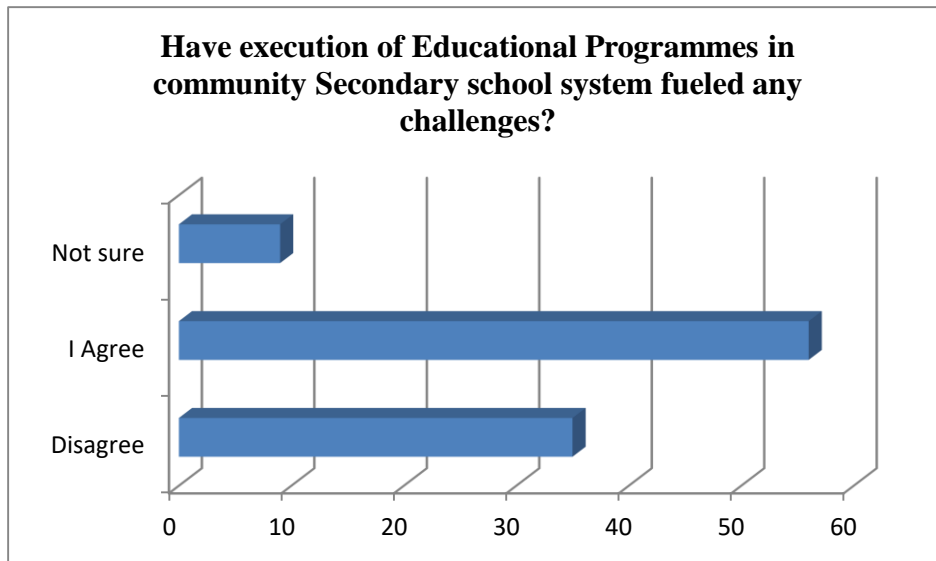
On contrary, the study findings do not collaborate with the study findings of Van Niekerk (1996) who maintains that a new education Act does not mean automatic appearance of a new system of education and new education policy. The study findings are also critiqued by the system theory as propounded by Muya (2014) who asserts that an institution called secondary school is composed of teachers, students, content, and contexts among its components. Removing either of the component leads to the systemic breakdown. Non-participation or involvement of parents in systemic affairs either purposively or otherwise could also be taken as dysfunction in the system which will invariably lead to failure to close enrollment gap in an organization. Evidently, a relative high number of parents in study area did not participate effectively in school affairs, thus fueling the problem at hand.

#### **4.6 Type and Pattern of School Management Challenges fueled by Programmes**

Key informants were also asked to indicate the type and pattern of school management challenges fueled through the execution of SEDP, BRN and FFE in education. The rating was conducted using a Likert scale ranging from 1= low, 2= moderate, and 3= High. Figure 4.3 provides a summary of the key informants’

responses with respect to the type and pattern of school administrative challenges fueled through the execution of Policy Shift in education

**Figure 4.3: Pattern of School Management Challenges fueled by Educational Programmes**



**Source:** Survey Data (2018)

All key informants interviewed agreed that changes in educational programmes from SEDP, BRN and FFE in secondary education posed several challenges in school management. Among others include:

**Box No 4.1**

*In my view, he argued: “There is an increased trend of conflict between young “new blood teachers” with either school management or boys student on school” (First Key Informant, RAS Office, Lindi Region 4/4/2018).*

#### **Box No 4.2**

*You know” ... It is difficulty to run a school at this era. Since execution of Fee-Free Education era, parents have developed stereotypical images that: education is a free gift given by the Government; and this had some implication on parents’ engagement to support school affairs” ...narrations from the head of school.  
(Second Key Informant, Lindi Rural District 10/4/2018).*

#### **Box No 4.3**

*Previously, BRN Ed assisted in establishing school feeding programmes. Since most of our students originate from poor families, the school feeding programme was a good strategy towards retaining them. In the current era, parents are not allowed to contribute anything! Because of that the level of truancy has erupted”..Third key Informants, CSO-on Women Empowerment, (17/4/2018).*

#### **Box No 4.4**

*Well, to put it mild, I find out that the social returns of those policy intervention in education are higher, in part because of increased enrollment rate. However, I am skeptic on their full potentials simply because those policy interventions were not context specific.” Fifth key Informant, PO-RALG, (19/4/2018).*

To sum up their views, it could be argued that there are increased trend of conflict between young “new blood teachers” with either school management or boys student on school. This emerging trend realized in almost all schools compromises with school administration. As such, head of schools need to be exposed to various styles of curbing conflicts. Also, existence of societal stereo- typical images within the executed educational policy intervention such as Fee-Free Education policy retards the long reserved Tanzania’s culture of involving the community in school affairs. The study findings are supported by Nishimura (2017) study that investigated community participation in school management in developing Countries. He found out that community participation in school management has great potentials for

removing mistrust and distance between people and schools. The behavioral changes at Individual and organizational levels are essential in the increase of the level of participation. In countries where the administrative structures are not strong the bottom-up approach to expand educational opportunity may be the only option. However, when community participation is implemented through top-down approach the consequences are in most cases conflicts between actors. Further, it is crucial to link the previously implemented policy structures and the needy ones. For example, if BRN established school feeding programmes to improve students learning, bearing students socio-economic background from poor families, the next policy such as FFE needs to find a way to accommodate such values.

#### **4.7 Summary of Chapter Four**

This chapter presented and analysed data as well as discussed key findings according to the study objectives. Among the issues discussed include: identification whether there are improved managerial skills due to execution of policy shift in schools; examinations whether there are improved issues in community schools due to execution of those programmes in schools and lastly assessment of the established type and pattern of managerial challenges in community schools due to execution of those programmes.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND POLICY IMPLICATIONS**

#### **5.1 Introduction**

The study successfully explored the acquired administrative skills and emerging challenges in school administration due to implementation of policy shift in community secondary schools in Lindi Rural District Council between 2011/2012 and 2016/2017. This chapter presents the summary of study, and key study's findings, the conclusions drawn, policy implications, and the recommendations of the study as well.

#### **5.2 Summary of the study**

Various educational programmes such as SEDP, BRN and FFE have been implemented in Tanzania for improving the quality of education in Tanzania. Currently there is little empirical evidence on the state of changing those programmes for improved school management. The study explored whether the execution of various education programmes on community secondary schools offered the appropriate managerial skills and leadership growth of school heads and community as well for improving school management. Further, it explores emerging challenges in school management during implementation of various educational programmes in secondary education from Secondary Education Development Programme (SEDP), Big Results Now (BRN) to Fee-Free Education (FFE) while taking Lindi Rural District (LRD) as the case. The study utilized a descriptive case study design from a sample size of 120 study participants found in government owned secondary schools located in Lindi Rural District Council (LRDC). However, by the end of data collection, the study managed to analyse 100 questionnaires out of 106 administered and 6 interview guides from key informants. Both, purposive and stratified sampling techniques were employed in the selection of the study sample. The data for this study were collected through the use of questionnaires, interview checklists, Focus Group Discussions (FGDs) guide, and documentary review.

While the quantitative data were analyzed descriptively through a Software Package for Social Science (SPSS) version 20, and presented by using tables, charts and figures, the qualitative data were analyzed through narrative content analysis. The findings of the study were then presented and discussed in accordance with specific objectives.

### **5.3 Summary of the Study's Key Findings**

Although the expected sample size of the study was 120 study participants, only a total of 106 were found to be valid for analysis. This is because, by the end of data collection, the study managed to analyse 100 out of 114 administered questionnaires and all 6 administered interview guides from key informants.

In terms of respondents' distribution by gender, the study found that more than a half fifty seven (57 percent) of the respondents were female while forty three (43 percent) of the respondents were male. One reasonable explanation of these gender differences could be that few males than female have more interests on educational issues such as teaching in secondary schools. As such, more females than males were engaged to explain about the managerial skills and emerging challenges in school management that emerge as a result of execution policy shift in secondary education. This is indeed, not a surprising finding considering the many efforts at both policy and practice level mainstreamed by the Tanzania's government and other educational stakeholders to empower girls students to disentangle from various societal inequalities that previously limited their access to basic education.

Within the lens of age, the study participants showed their age using a scale ranging from: 10 to 17 years; 18 to 25 years; 26 to 35 years; 36 to 45 years; as well as 46 to 60 years. Overall, the findings show that more than a half, sixty seven (67 percent) of the study participants were young people in the age group of between 18 and 35 which fall in the productive age. This is an indication that although people of different age groups were represented, interests on closing managerial gap between

boys and girls across various age group were prioritized by this age group. The dominance implication of this age structure in the management of community secondary school systems, is that the young generation of leaders and school head are easily to cope with newly established rules, regulation and procedures by each policy change towards improving the quality of education. The study's findings revealed that individuals with college diploma dominated the study. This is evidenced by the presence of 44 (44 percent) respondents out of 100 involved in this study (refer Table 4.1). Also 36 (236 percent) respondents out of 100 possessed at least a Bachelor degree. Significantly, this is an illustration of the fact that most respondents had substantial formal knowledge, and thusly easily to understand not only administrative skills but also emerging challenges accrued from execution of policy shift in education.

### **5.3.1 Perceptions on the level of effectiveness of School Management**

Study participants were asked to explain about the level of effectiveness of school management. Findings of the study show that more than a half, fifty two percent of the respondents perceived a low level of effectiveness of school management. Likewise, a minority, 18 percent of the respondents perceived a high level of effectiveness of school management. The observations infer a low level of effectiveness of school management in the study area. This is indeed, a surprising finding considering the arguments raised by all three (3) school heads who claimed that the irresponsibility of parents is the root cause of the problem.

It was argued that quite often majority of parents do not follow the academic development of their children. Majority of parents neither attend nor contribute issues related to their students affairs. However, they do not forget to fetch students every year and send them to traditional norms and dances. How do you expect the school head to manage school in a better way? Indeed, without parental care, dedications and commitment, it is hard to ensure effectiveness of school management towards meeting their prescribed roles and functions.

### **5.3.2 Improved School Managerial skills due to Execution of SEDP, BRN and FFE**

Study participants were also asked to explain their level of managerial skills realized after implementation of those programmes in education. The study findings show that there are mixed feelings about the level of managerial skills established following execution of those programmes from SEDP, BRN Ed, and finally FFE. While all educational stakeholders including parents, school heads and school board members ranked a fairly acquisition of managerial skills as a result of execution of those programmes in education, a high proportion of parents perceived it low. This infers that majority 26 (77.7 percent) out of 32 parents did not realize any improvement of their managerial skills as a result of implementation of those programmes in community secondary schools.

The results from the documentary analysis, however, revealed that before execution of various policy interventions in secondary education, most of the head of schools had knowledge about school management. The study's findings are also supported by Null, Cosentino, Sridharan, and Meyer (2017) findings from a review of policies and programs to improve secondary education in developing countries. They found out that although secondary education systems in developing countries are under pressure to serve more students and to do so more effectively, school administrators are able and have capabilities of handling school affairs.

This is also supported by Nyerere's view of education which considers education as a "method of preparing citizens for service to other citizens in order that all the citizens together might engage in the task of building a self-reliant Tanzania," and should not be viewed as a route to improvement of an individual's life, but rather in the context of the entire country's improvement (Dolan, 1970, pp. 155-156). In essence, Education for Self-Reliance (ESR) fits within the Ujamaa policy as a key instrument in building the new Tanzania envisioned within the Arusha Declaration, as schools were given the mission to prepare students to become exemplary and "self-reliant" citizens of the new society.

Thus the main policy thrust of ESR was to develop a curriculum that would include so-called 'practical' education elements that would prepare students for work through vocational education through participatory productive work by the students, primarily in agriculture (Nyerere, 1968).

On contrary, the findings of this study are against Kibona (2013) study conducted in Moshi Rural District in Tanzania to examine the involvement of communities in managing community-based secondary schools. Kibona's study revealed that leaders at community levels were partially involved in some managerial functions except in implementing school plans despite having head of schools who were knowledgeable about school management. Basically, community involvement was limited to preliminary stages of school planning such as mobilization for direct voluntary and obligatory contribution of funds, materials, labour force as well as donation and allocation of construction sites.

### **5.3.3 Improved Issues in Community Schools due to Execution of SEDP, BRN and FFE**

The research also intended to identify whether implementation of those programmes in secondary education had translated into a number of improved issues in school settings. Among issues include: Improved positive relationship among actors in schools; increased trust among actors with the national & local government; as well as improved collaboration among actors in a school system. Accordingly, there are mixed results with regard to the outcome of policy shift execution in community secondary schools. While SEDP was highly suggested to have improved collaboration among actors in a school system, BRN Education was highly ranked to have improved positive relationship among actors in community secondary schools. Likewise Fee Free education policy was ranked high for increased government trust among actors in a school system. The findings infer that during execution of SEDP, the level of collaboration among actors was relatively high compared to other era. Possibly, this could be explained by the need to absorb a bigger number of primary school leavers seeking entry to secondary education (Gershberg and Winkler, 2004).

Similarly, the study finding infers that of all policy interventions implemented in community schools, BRN Education realized a more positive relationship among actors in community secondary schools. This is because, in this initiative, the government implemented the Literacy and Numeracy Educational Support Programme (LANES) which emphasised on the acquisition of basic reading, writing and numeracy skills (3Rs). Also, BRN went together with the training of head teachers (HTs) and ward education officers (WEOs) to ensure the acquisition of learning achievements as the key focus in their leadership.

Alongside with those observations, study participants observed an increased government trust among actors in a school system due to execution of Fee-Free education policy.

On contrary, the study findings do not collaborate with the study findings of Van Niekerk (1996) who maintains that a new education Act does not mean automatic appearance of a new system of education and new education policy. The study findings are also critiqued by the system theory as propounded by Muya (2014) who asserts that an institution called secondary school is composed of teachers, students, content, and contexts among its components. Removing either of the component leads to the systemic breakdown. Non-participation or involvement of parents in systemic affairs either purposively or otherwise could also be taken as dysfunction in the system which will invariably lead to failure to close enrollment gap in an organization. Evidently, a relative high number of parents in study area did not participate effectively in school affairs, thus fueling the problem at hand.

#### **5.3.4 The School Management Challenges fueled by SEDP, BRN and FFE**

Key informants were also asked to indicate the type and pattern of school management challenges fueled through the execution of Policy Shift in education. The objective number three could be summed up as follows: It could be argued that there are increased trend of conflict between young “new blood teachers” with either school management or boys student on school. This emerging trend realized in almost all schools compromises with school administration. As such, head of schools

need to be exposed to various styles of curbing conflicts. Also, existence of societal stereo- typical images within the executed educational policy intervention such as Fee-Free Education policy retards the long reserved Tanzania's culture of involving the community in school affairs.

it is crucial to link the previously implemented policy structures and the needy ones. For example, if BRN established school feeding programmes to improve students learning, bearing students socio-economic background from poor families, the next policy such as FFE needs to find a way to accommodate such values.

#### **5.4 Conclusion**

Based on the study findings, the study concludes that failure to accommodate local needs (normative factors) and context specific cultural factors, in the implementation of SEDP, BRN Ed, and Fee Free Education programmes, school management will often realized ineffectively. Further, a decreased trend of community participation on school affairs across SEDP, BRN Ed, and Fee Free Education policy characterized with developed stereotypical images such as education is a free gift given by the Government calls for a reversal process. This is because community participation has great potentials for removing mistrust and distance between people and schools. Equally important, school management cannot ignore the increased trend of conflict between young "new blood teachers" with either school management or boys student on community secondary school. There is indeed a need to develop not only pedagogical skills but also conflict management skills and styles to curb the upheavals at school settings.

#### **5.5 Policy Implications and recommendations**

There is need to improve the level of awareness of people towards execution of FFE through public meetings and seminars. This is due to existence of several stereotypical images during the execution of FFE, which in turn implicates the level of parents' engagement to support school affairs such as school feeding programmes.

Equally important, Execution of those policy interventions in education needs to be context specific reflecting history of a given area, geographical disparities in access to education, socio-economic as well as socio-cultural aspects. Integrating those aspects will foster improvement of school management

### **5.6 Suggestions for further research areas**

The completion of this study is not an end in itself; it paves the ways for other researcher to learn more about the school management through policy lens. It would be worth to conduct other studies somewhere else in Tanzania using either same or different methodology.

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## APPENDICES

### APPENDIX I: INTERVIEW WITH KEY INFORMANTS

FORM NO. .... Date of the Interview .....  
Name of the village: .....Sign of interviewee consent: .....

Good day Sir/Madam! I am Selina Mtumbuka, A student of Mzumbe University. I hold this interview as a way of attaining my academic research for the *Master of Arts in Education (MAED) Degree Programme*. I would like to assure you of my confidentiality and secrecy anonymity for any of the information you are going to provide. The interview seeks to collect information on the “Institutional Factors From Implemented Educational Programmes Contributing to Ineffective Management of Community Secondary Schools in Lindi District”. The interview is expected to take at least 1:30 hours.

**APPENDICES**

**APPENDIX 1**

**STRUCTURED QUESTIONNAIRE FOR PARTICIPANTS**

FORM NO.....Date of the Interview:.....

Code Number of respondent:.....Place.....

**Informed Consent:**

Good day. I am Selina Mtumbuka, a candidate pursuing Masters of Arts in Education Degree at the Mzumbe University. This discussion is being conducted to get your inputs in a research study titled: “Institutional Factors From Implemented Educational Programmes Contributing to Ineffective Management of Community Secondary Schools in Lindi District” The aim of the study is to inform evidence-based school administration practices and policy restructuring in Tanzania’s community schools. I am especially interested in your feelings/attitudes/perceptions about the study and any suggestions you may have.

Please note that your participation is voluntarily, and that it will not cause any harm as whatever information you provide will remain strictly confidential between you and me. We pledge to ensure anonymity where required and as agreed between us through the use of code names. There are no foreseeable risks for your participation in this study. You are free to withdraw from this study at any time of your choice without any negative or undesirable consequences to you. Please sign below as an indicator of your consent and voluntary participation in this study.

\_\_\_\_\_  
Signature of the Study Participant

\_\_\_\_\_  
Signature of researcher

**SECTION A: Social – Demographic Characteristics of Respondents:**

Please mark with an (√) in one box only with your most appropriate response.

1. What is your gender?

Male    Female

(1)    (2)

2. What is your occupation?

Head of departments	Representatives from school boards	Parents	others
(1)	(2)	(3)	(4)

3. How old are you?

11-20 yrs	20– 30 yrs	31-40 yrs	41-50 yrs	51-50 yrs	Others
(1)	(2)	(3)	(4)	(5)	(6)

4. What is your educational level?

Primary Education	Secondary Education	Diploma	Bachelor Degree	Postgraduate
(1)	(2)	(3)	(4)	(5)

5. Could you please rank the level of your participation in administration of community secondary school

Low Fair High

(1) (2) (3)

#### Section B: Participants experiences/Knowledge in running Community Schools

On a scale of 1=Never, 2=Sometimes, and 3=Often, please rank a statement with your most appropriate response by putting a number in one box only.

6. During your local setting experience, how often do you pay attention to matters related to administration of community schools?

7. During your local setting experience, how often have you seen stakeholders involved in running community schools?

8. During your local setting experience, how often have you taken part for

Any affairs of community schools

9. Do you think poor academic performance of students in these schools have anything to do with school administration? Please explain

#### Section C: Policy Shift and Emerging Challenges in Schools Administration

10. Could you please explain the extent to which newly established rules, regulation and procedures by SEDP either supported or constrained the administration of community secondary school systems in Lindi Rural District from 2008 to 2018

11. Could you please explain the extent to which newly established rules, regulation and procedures by BRN either supported or constrained the administration of community secondary school systems in Lindi Rural District from 2008 to 2018
12. Could you please explain the extent to which newly established rules, regulation and procedures by Free Education either supported or constrained the administration of community secondary school systems in Lindi Rural District from 2008 to 2018?
13. Could you please explain about the nature of relationship between heads of school and other school stakeholders established during the implementation of SEDP
14. Could you please explain about the nature of relationship between heads of school and other school stakeholders established during the implementation of BRN
15. Could you please explain about the nature of relationship between heads of school and other school stakeholders established during the implementation of Free Education Programme
16. Could you please explain about the pattern of administrative gap/challenges established in community secondary school systems during the implementation of SEDP
17. Could you please explain about the pattern of administrative gap/challenges established in community secondary school systems during the implementation of BRN
18. Could you please explain about the pattern of administrative gap/challenges established in community secondary school systems during the implementation of Free Education Programme

19. What are your opinions on the best mechanisms or strategies to improve administration of community schools

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20. Is there anything else I can add to beef up my study?.....

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Thanks for Participation