DETERMINANTS OF QUALITY EDUCATION PROVIDED AT SECONDARY SCHOOL LEVEL:

CASE OF SONGEA MUNICIPAL COUNCIL

DETERMINANTS OF QUALITY EDUCATION PROVIDED AT SECONDARY SCHOOL LEVEL:

THE CASE OF SONGEA MUNICIPAL COUNCIL

By

Mwanga Elly

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Science in Accounting and Finance (Msc. A&F) of Mzumbe University

2015

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by Mzumbe University, a dissertation entitled; **Determinants of Quality of Education provided at Secondary School Level: The Case of Songea Municipal Council,** in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Science in Accounting and Finance (Msc.A&F) of Mzumbe University

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DECLARATION

I, Mwanga Elly, 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.

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DEDICATION

I dedicate this research report to my sister Tulibako Mwanga for her endless and unconditional love, care and encouragement to me during my academic struggle. God bless her.

ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
EFA	Education for All
NGO	Non-Government Organisation
HIV	Human Immune Virus
ICT	Information and Communication Technology
MS	Microsoft
OECD	Organisation for Economic Cooperation and Development
PSLE	Primary School Education Leaving Examinations
SMC	Songea Municipal Council
SPSS	Statistical Package for the Social Sciences
UNESCO	United Nations Educational, Scientific, and Cultural Organisation
UN	United Nations
URT	United Republic of Tanzania
VEO	Village Executive Officer
WEO	Ward Executive Office

ABSTRACT

The aim of this study was to assess the determinants of quality of education at secondary school level: A case study of Songea Municipal Council. Mainly the study aimed to assess the influence of various determinants of education inputs in secondary schools and the consequent intended education outputs. The study started by assessing various education input factors including, School factors, Student factors and Government factors. The study involved a sample of 223 respondents who were students and 80 teachers from 8 different schools and all respondents returned back their questionnaires. Data were analyzed by using descript statistics by the aid of SPSS and Microsoft excel.

The findings indicated that, most of the students still are not aware of the concept of education quality. The findings also indicated that at students factors most of students lack passion to study, distance to school. At school based factors infrastructures especially fittings in most of the schools seem to be a very big challenge. Other challenges are poor teachers to student ratio, poor teachers' professional qualifications, inadequacy of learning materials, and to some extent shortage of students' accommodation at schools. For the case of the government factor it was revealed that, congruence of the text books was a problem, teachers are not satisfied with their job and language of instruction was problems that require attention and most respondents suggested to use Kiswahili as language of instructions at school. The conclusion showed that among the factors infrastructures is the most challenges which affect the quality of education at secondary school level.

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CHAPTER ONE

INTRODUCTION AND PROBLEM SETTING

1.1 Background

1.1.1 Quality of education concept

Quality of education is a complex concept. UNESCO (2005), for example, contends that while all over the world there is a growing agreement about the need to provide access to education of good quality, there is much less agreement about what the term quality actually means in practice. The term “quality education” varies dramatically from country to country depending on cultural and economic priorities. Despite the near universal agreement as to what cognitive skills comprise, they are not entirely culturally neutral (UNESCO, 2005).This variability can make it challenging especially for developing nations when trying to set educational policies that provide necessary specificity and guidance for curricular and educational development.

Determinant is a factor that decisively affects the nature or outcome of something. Quality Education: "A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being.

Secondary school: A secondary school is a school which provides secondary education, after primary school and before higher education. Several studies attribute quality of education as an inclusive term that contains access and input on the one hand and

process, output or outcome on the other (Godfrey, 2013). Others consider access and input of education as distinct but equally important concepts of quality of education. For the latter, quality of education includes process and outcome of education but excludes access and inputs of education. They, however, understand these quantitative aspects as important components of education achievement.

1.1.2 Quality education: Global status

According to the Education for All global monitoring report (2015), Quality education is defined as improving all aspects of the quality of education and ensuring excellence of all so that recognizedand measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills. Moreover World Education Forum in Dakar, Senegal, 164 governments agreed on the Dakar Framework for Action, Education for All: Meeting our Collective Commitments, launching an ambitious agenda to reach six wide-ranging education goals by 2015.

In 1990, the World Declaration on Education for All (EFA) committed countries to improving quality of education. The declaration identified quality as a prerequisite for achieving the fundamental goal of equity.

Due to ambiguousness of the term quality it is yet to establish whether the quality education has been achieved by the world. Various attempts are taken by different stakeholders to achieve global education quality. According to basic education coalition, by 2030, all children and youth receive and complete a quality primary and lower-secondary education with expected learning outcomes.More and more countries are carrying out national assessments1 that provide countrywide information about learning outcomes according to nationally defined standards

1.1.3 Quality of education: Tanzania

The quality of education is declining in Tanzania, this is according to the research conducted by Suleman et al. (2014). Both independent assessments and national examinations findings have been used to make the circumstance. Uwezo findings in 2011 and 2012 show that majority of children in schools are not able to read, both Kiswahili and English, at their class levels. Results of Primary School Education Leaving Examinations (PSLE) show that a large number of children do not achieve the required knowledge and skills to pass the examination and achieve the intended learning outcomes.

1.1.4The role of education to the society

Education is a very important human activity. It helps any society fashion and model individuals to function well in their environment. According to Boit, Njoki and Chang'ach (2012), the purpose of education is to equip the citizenry to reshape their society and eliminate inequality. In particular, secondary education is an important sector in national and individual development. It plays a vital role in creating a country's human resource base at a level higher than primary education (Achoka,Odebero, Maiyo &Mualuko, 2007).Provision of quality secondary education is therefore important in generating the opportunities and benefits of social and economic development(Onsumu, Muthaka, Ngware &Kosembei, 2006).

1.1.5 Educational inputs

Educational inputs should be important determinants of educational outcomes are a proposition that appeals to common sense, but is nevertheless controversial in the

literature. Reviewing different studies we can get a stand point. Surveys by Hanushek (1986), for developed countries and (1996) for developing countries, argue that school facilities have at best tenuous effects on outcomes, particularly on test scores.

Relationship between pupil-teacher ratios, pupil-school facilities ratios (i.e. school library, laboratory, sports facilities (e.tc.) and government policy are to be examined so as to understand their contribution to education quality. Among the other controls are age urbanisation, sex, and various measures of family background, such as whether the household is headed by a woman or a man, house hold size, the education attainment of the head, and the logarithm of total household expenditure per capital.

Nevertheless, Hanushek (1995) in his research discovered that the traditional approach to providing quality-simply providing more inputs is frequently ineffective. The aim of this study was to assesses and analyse the determinants of quality Education in Songea Municipal, in Tanzania. The collection of data on classroom instruction and school management allowed this research to explore the contribution of these dimensions to advancing and constraining improvements in the quality of schooling.

This research provides an analysis of the state of teachers and education quality based on a wide range of data sources, including school censuses, assessments of student and teacher knowledge, and statutory teacher data. It uses these data to highlight trends in teacher quantity and quality and explores the policy implications of bridging the gap between the two. It gives an overview of the survey, discusses the findings of the survey and describes the potential impact of the findings for education policy in the SMC.

1.2Statement of the Problem

What do we know about factors influencing educational quality and effectiveness in developing countries? Is what we know (still) relevant? No general theory as to what determines the quality of education has been validated by empirical research. (UNESCO 2005: 228), not much is known about the determinants of quality education in Tanzania; thus, this study as aimed at finding the determinants of quality education in Tanzania, in particular SMC.

1.3Objectives

1.3.1 General Objective

The general objectives of this study wasted examine the determinants of the quality of education at secondary level in Tanzania, a case of SMC.

1.3.2 Specific objectives

1. To explore student-based factors that determine the quality of education
2. To scrutinise school-based factors that determine the quality of education
3. To assess policy makers'(Government) factors that determine the quality of education

1.4Research questions

1. Which student-based factors determine the quality of education in Secondary level?
2. Which school-based factors determine the quality of education?
3. Which Government-based factors determine the quality of education?

1.5 Signifiance of the study

The findings of this study will be of significance to Policy makers, school managers, teachers, students, parents and stakeholders as they will know the determinants of quality education so that they may be able to address the challenges and hence improve the quality of education.

1.6 Scope of the study

The study was bound in Ruvuma region specifically Songea Municipal Secondary schools. The study focused on examining the determinants of quality education and on suggesting feasible solutions to each challenge. The researcher aimed to know if some determinants have more effect than others.

1.7 Limitations of the study

In conducting this study the researcher faced the problem of time limitation to conduct the research. Moreover, poor response of respondents was another limiting factor. Some respondents could not be ready to give appropriate information due to fear or being busy with various activities. Financial factors led to many problems including delay in writing the research report. However, to counteract those problems, the researcher chose few schools which he managed within the given time. Also, the area chosen was nearest to the living place of the researcher to help easier collection of data.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapterprésents the littérature for the study. Section two focuses on theoretical perspectives under which concepts are discussed withe vidence from practice and it focuses on findings on déterminants of quality education from previous studies.

2.2 Theoretical Review

This section involves the definitions of the key concepts and different theoretical frame perspectives as used in studies related to the topic of this study. A number of precedenttheories have been reviewed as developed and used by the number of scholars

2.2.1 Behaviourism Theory

This is among the behaviourist theories; it was propagated by various contributors including John Watson and Ivan Pavlov to mention a few. It is the view that operates on a principle of "stimulus response", that is all behaviours are caused by external stimuli. This theory assumes that, the learner is essentially passive, responding to environment stimuli. That means all behaviours can be explained without the need to consider internal mental state or consciousness. Behaviour of an individual will be shaped through both negative and positive reinforcements. Therefore, learning is defined as a change in behaviour in the learner. Both positive and negative reinforcements increase the probability that the behaviour will happen again. Positive indicates the application of stimulus and negative indicates withholding of the stimulus.

2.2.2 Social Learning Theory

This theory was propagated by Albert Bandura and has often been called a bridge between behaviourist and cognitive learning theories because it contains motivation, memory and motivation. According to Bandura, people learn from one another, via observation, imitation and modelling. It can further be explained that people learn through observing others' behaviours, attitudes, and outcomes of those behaviours. Bandura stipulated that "Most human behaviour is learned observationally through modelling: from observing others, one forms an idea of how new behaviours are performed, and on a later occasions this coded information serves as a guide for action."

He then specified necessary conditions for effective learning to be attention, Retention, Reproduction and motivation. Where by attention is either increased or decreased by various factors including complexity, arousal level and ones' characteristics to mention a few. Retention refers to remembering to what you paid attention to, includes mental images and rehearsal to mention a few. Reproduction refers to ability to reproduce the image, and motivation is something to do with having a good reason to imitate.

2.2.3 Situated Cognition Theory

Situated Cognition is the theory that was put forward by Paul Duguid and Allan Collins to mention a few. It is the theory that stipulates, "People's knowledge is embedded in activity, context, and culture in which it was learned", and it is also referred to situate learning.

This theory stresses that peoples knowledge is constructed within and linked to the activity, context, and culture in which it was learned. Cognitive training is an important

aspect of situated cognition. According to this theory, in the course of social interaction between a novice learner and expert important skills, interactions and experiences are shared. The novice learns as a beginner, and the expert often passes down the methods and traditions which the beginner can learn only from the expert and which are genuine learning. This theory has helped researchers understand more widely about people learn because it focused on what people learn in their everyday lives.

2.2.4 Constructivism theory

Constructivism theory was propagated by Vygotsky, Piaget, Dewey, Vico, Rorty and Bruner. It is the theory that stipulates that, learning is an active, constructive process. People actively construct or create their own subjective, representations of objective reality. The learner is an information constructor. Constructivism states that, learning is an active, related process of constructing knowledge rather than acquiring it. Each person has a different interpretation and construction of knowledge process.

Note: It is usually misunderstood regarding constructivism is that instructors should never tell students anything directly, but, should always allow them to construct knowledge for themselves. Constructivism assumes that all knowledge is constructed from the learners' past knowledge.

2.2.5 Education and Schooling: An Important Distinction

It is obvious that there is distinction education and schooling. Some of the literatures do make this distinction but much of it combines the two concepts, in some cases using them as though they are completely interchangeable. This is perhaps particularly true amongst those working within the quality management model, where institutional effectiveness commonly becomes a synonym for educational quality.

A broad definition of education from Hirst and Peters (1970) is a useful starting point for making the distinction. They describe education as the development of desirable qualities in people; of course, there is no agreement about the end of desirable qualities and what these are.

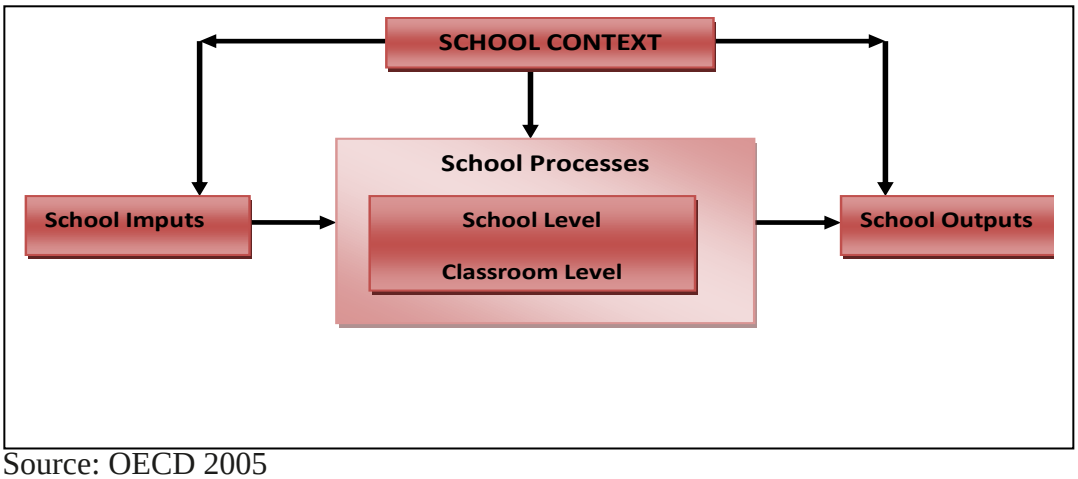
Schooling, on the other hand, is about delivering the service of education, i.e. of educating young people within institutionalised and universalised organised learning. While the universal provision of basic education has been considered a major improvement for the individual and society in the early 20th century, both in today's context and in its interpretations it remains heavily contested (Illich, 1974; Postman & Richter, 1998; Von Hentig, 1996; Harber, 2004).

Bunting (1993,) declared that, quality in education does have a bottom line and that line is defined by the goals and values which underpin the essentially human activity of education. The importance of this distinction underpins a paper by Sayed (1997), who argues that the concept quality in education is elusive and frequently used but never defined and goes on to discuss how its multiple meanings reflect different ideological, social and political values. By critiquing key approaches to education quality, Sayed highlights what he calls the value-bases of any framework for education quality.

The clear implication is that this bottom line must be the starting point for our understanding of the notion of quality in education so that we do not reify the practice of education and reduce education to a technical activity that is static and unaffected by contextual and contingent circumstances.

2.2.6Defining educational quality within schools, according to OECD

Educational quality can be defined using a conceptual framework that illustrates education within schools as a productive system in which school inputs are transferred into outcomes. School circumstances should be considered as a source of both inputs and constraints. An example of a school output is the average achievement on a test in one or more basic subjects at a certain grade level. Another example, more an attainment than an achievement indicator, would be the proportion of students who completed and received their Certificate of secondary education without any delay such as repeating class.



Source: OECD 2005

Figure1: A simple model of schools

However, school outputs are not limited to student achievement, but can also have a longer-term impact on society.

2.2.7Understanding education quality

This sets the debate in a historical context and looks at understandings of the notions of quality drawn from different traditions of educational thought: humanist approaches, behaviourist theory, critical approaches, indigenous approaches and adult education

approaches. In an attempt to reconcile the various approaches, the report provides a comprehensive framework for understanding, monitoring and improving education quality. The different variables influencing the processes of teaching and learning as contained in the framework are:

Learner characteristics: What learners bring to the learning experience can influence the quality of learning. Thus, characteristics such as: previous learning experience, socio-economic background, place of residence, health, cultural and religious background, is important determinants of quality learning.

Context: Societal values and attitudes, economic status, national policies for education provide an influential context for education.

Inputs: The success of teaching/learning is influenced by the availability of material and human resources. The management of these resources is also important in determining the quality of education provided.

Outcomes: Often expressed in terms of measurable learning objectives through test and examination performance. Proxies for learner achievement such as economic gains from employment are sometimes used.

2.2.8 The importance of good quality:

This section reviews research evidence on the multiple factors that determine education quality:

Cognitive achievement: Indicators on national and international achievement tests influenced by socio-economic status. There is some evidence linking cognitive gains

from basic education to protection against HIV/AIDS, higher lifetime earnings and making informed choices about fertility. Measures of learning outcomes in areas such as values, attitudes, capacities and other non-cognitive skill are however not given.

2.2.9 Operationalisation of Research Model and Variables

2.2.9.1 Concepts Definition

Better Quality Education for all, according to UNESCO

The challenge: Education for all cannot be achieved without improving quality. In many parts of the world, an enormous gap persists between the numbers of students graduating from school and those among them who master a minimum set of cognitive skills. Any policy aimed at pushing net enrolments towards 100% must also assure decent learning conditions and opportunities. Lessons can be drawn from countries that have successfully addressed this dual challenge.

Defining quality: Two principles characterise most attempts to define quality in education: the first identifies learners' cognitive development as the major explicit objective of all education systems.

Accordingly, the success with which systems achieve this is one indicator of their quality. The second emphasises education's role in promoting values and attitudes of responsible citizenship and in nurturing creative and emotional development. The achievement of these objectives is more difficult to assess and compare across countries.

Benefits: Better education contributes to higher lifetime earnings and more robust national economic growth, and helps individuals make more informed choices about

fertility and other matters important to their welfare. For example, it reduces exposure to HIV/AIDS: research shows that cognitive gains from basic education are the most important factor in protecting teenagers from infection. Such benefits are closely linked to the education levels achieved.

Test scores: International achievement tests reveal that socio-economic status has a strong influence on levels of school outcomes. Both educational and economic policies need to address initial and ongoing socio-economic inequalities among learners.

Coordination: Stronger links among government departments responsible for early childhood care and education, literacy and health can help improve quality. In addition, gender-sensitive policies in education and broadly-based gender reforms in society can directly improve the quality of education.

Years in school: Higher quality in education improves school life expectancy, though opportunities differ widely by region. On average for all countries, pupils can expect 9.2 years of primary plus secondary education; a child in sub-Saharan Africa, however, can expect to receive five to six fewer years of schooling than one in Western Europe and the Americas. People in countries with the highest levels of school life expectancy can expect to stay in school up to five times as long as those in countries at the bottom of the range.

Resources: In low-income countries, increasing spending to provide more textbooks, reduce class size and improve teacher education and school facilities has a positive impact on learners' cognitive achievement, though the relationship is weaker in richer countries where overall standards of provision are much higher. Improvements in

quality can often be achieved at modest cost and are within reach even in the poorest countries. Where repetition rates in schools are very high, modest increases in quality can be partly self-financing because they reduce the length of time pupils take to complete the cycle.

Inclusion: Uniform models of reform that ignore the multiple disadvantages faced by many learners will fail. Educational approaches for those who live with HIV/AIDS, emergency, disability and child labour should be given more support.

Better learning: A solid body of evidence provides guidance on what makes schools effective. It emphasizes the dynamics of the teaching and learning process: how teachers and learners interact in the classroom and how well they use instructional materials.

Policies for better learning must focus on:

Teachers. Achieving UPE alone calls for more and better-trained teachers. Countries that have achieved high learning standards have invested steadily in the teaching profession. But in many countries, teachers 'salaries relative to those of other professions have declined over the past two decades and are often too low to provide a reasonable standard of living. Training models for teachers should be reconsidered, in many countries, to strengthen school-based pre and in-service training rather than rely on lengthy traditional, institutional pre-service training.

Learning time. Instruction time is a crucial correlate of achievement: the broadly agreed benchmark of 850–1,000 hours of instruction per year for all pupils is not

reached in many countries. Test scores clearly show that the amount of class time spent on mathematics, science and language strongly affects performance in these subjects.

Core subjects. Literacy is a critical tool for the mastery of other subjects and one of the best predictors of longer-term learning achievement. Reading must be considered apriority area in efforts to improve the quality of basic education, particularly for learners from disadvantaged backgrounds.

Pedagogy. Many commonly used teaching styles do not serve children well: they are often too rigid and rely heavily on rote learning, placing students in a passive role. Many educational researchers advocate structured teaching – a combination of direct instruction, guided practice and independent learning – in a child-friendly environment.

Language. The choice of the language of instruction used in school is of utmost importance. Initial instruction in the learner's first language improves learning outcomes and reduces subsequent grade repetition and dropout rates.

Learning materials. The quality and availability of learning materials strongly affect what teachers can do. Lack of textbooks can result from an inefficient distribution system, malpractice and corruption.

Facilities. To achieve UPE, unprecedented refurbishing and building of classrooms is needed in many countries. Clean water, sanitation and access for disabled students are vital.

Leadership. Central governments must be ready to give greater freedom to schools, provided that adequate resources are available and that roles and responsibilities are

clearly defined. Head teachers/principals can have a strong influence on the quality of schools.

2.2.9.2 Policies for better quality

The report maps out key policy options for improving the teaching and learning process with a focus on resource constrained countries. Emphasis is placed on formal school in the section school effectiveness. Areas to be addressed include:

Learners: as they are at the centre of learning – inclusive learning environment, distance learning for disadvantaged groups.

Teaching and learning: policy decisions about teaching/learning are to focus on: establishing appropriate goals for the curriculum, developing relevant content, using learning time well, ensuring effective pedagogy, carefully considering the language of instruction and developing a sound assessment policy, supply and distribution of learning materials, secure physical environment with adequate facilities.

Better teachers: teacher recruitment, training, salaries and conditions of service are areas for policy attention. Better schools: greater school autonomy, better leadership. Build partnerships: develop accountability and combat corruption.

2.2.9.3 Components of a Quality Framework

The literature contains recurrent references to various components of educational quality that can be taken to form a useful analytical framework for the concept. These components (which receive different degrees of emphasis from different authors) are identified as described below. These components are often in tension with each other so

that actions to improve one may have negative effects on another. In particular, attempts to increase the equity of a system may be in tension with concerns over efficiency. Some analyses of quality treat equality as a distinct issue and suggest that there are inherent contradictions in attempts to address both quality and equality (Welch, 2000).

2.2.9.3.1 Effectiveness

Refers to the degree to which the objectives of an education system are being achieved and it is conventional to distinguish between internal and external effectiveness (Hawes and Stephens 1990; Tibi 1985).External effectiveness refers to the degree to which the education system meets the needs of individuals and society as a whole. In this sense it is closely linked to the above discussion of the role of education in development. Educational economists will naturally tend to emphasise the links between education and individual income or national economic development, perhaps most clearly discussed by Psacharopoulos and Woodhall (1985).

A broader consideration of effectiveness will include considerations of personal fulfilment at the level of the individual and issues such as social cohesion, participation and human rights with respect to nation states (Chitty 2002; Delamonica et al 2004).

The term internal effectiveness is most properly applied to the functioning of institutions and appears primarily in the vast literature on school (or sometimes other institutional) effectiveness.

2.2.9.3.2Efficiency

Whereas effectiveness is concerned with outputs of education, efficiency brings in considerations of the inputs required to meet those outputs. These inputs may be measured in monetary or non-monetary terms but whichever is used efficiency refers to the ratio of outputs to inputs. That is, efficiency measures the extent to which we make best use of inputs to achieve our educational goals. The literature commonly refers to different aspects of efficiency and, confusingly, some of these are used interchangeably with effectiveness (see Lockheed and Hanushek 1988).

The external efficiency of a system refers simply to the ratio of monetary outputs to monetary inputs and appears in the well-known calculations of personal and social rates of return to education (e.g. Psacharopoulos and Woodhall 1985; World Bank 1990).Technical efficiency, on the other hand, refers to the organisation of available resources in such a way that maximum feasible output is produced (Windham, 1988) and operates with non-monetary measures such as number of teachers, examination results, classroom facilities, etc. To add further confusion, the term internal efficiency of a system looks at the ratio of non-monetary outputs to monetary inputs. Lockheed and Hanushek (1988) attempted to distinguish the various terminologies.

An unusual variation on these considerations of outputs to inputs, which brings in the notion of quality more explicitly, appears in Heyneman and White (1986). This begins by asking the question: How much money is available (or is actually being spent) per primary school pupil? It then goes on to suggest how much quality can be bought for such an input. That is, it is taking the definition of efficiency in terms of outputs per unit input but assuming that the available inputs are pre-determined, or limited by other

considerations, and stating the limit of what can be achieved for any given input. Or, putting it more bluntly, it adopts the position that the most you can get is what you pay for.

2.2.9.3.3Equality

As a component of educational quality commonly arises from a position that takes a quality education as a human right (see, Sayed 1997, UNESCO 2000). This in turn builds on the relationship of education to development models based on human development and poverty reduction, social cohesion, social diversity, peace, etc. (Michaelowa 2001; Chapman et al., 1996). A key element in the discussion of equality in education is the identification of groups that are disadvantaged in terms of access and achievement. Although certain groups can be identified as being commonly disadvantaged across a range of countries (e.g. girls, the poorest, the disabled), it is important to analyse each context and understand both the sources of disadvantage and their complex interaction (e.g. between gender, ethnicity and social class) (UNESCO 2000; Watkins 2000). A tension between concerns over efficiency and equality appear in the literature (Welch 2000), often in relation to the high costs of bringing education to disadvantaged groups such as those in remote areas.

2.2.9.3.4 Relevance

Consideration of the relevance of education inevitably brings us back to the earlier discussions of the relationship between education and development and the central question of the purposes of education. A synthesis of various sources in the literature brings us to a brief categorisation of the educational quality concerns of different categories of nation states.

2.2.9.3.5Sustainability

The fifth element in our framework for educational quality, sustainability, is probably the least addressed in the literature, both in terms of its meaning and how it is to be achieved. Sustainability essentially implies that all of our considerations in relation to the other elements must bring in thoughts not just of the present but of the future. The UN (UN, 2000) emphasises the need for sustainability in all development options, but even what this might look like in broad terms remains an area of debate. Its translation into educational systems and practice remains even more in its infancy (UN, 2003). Some possibilities are, however, outlined by Lawrence and Tate (1997), building on capability and livelihood approaches to development and drawing on Chambers (1993, 1997). From these perspectives, quality education emerges in the context of the obligation to establish and sustain the conditions for each and every individual, irrespective of gender, ethnicity, race, or regional location, to achieve valued outcomes. A suggested aim for quality education is given as building „human capacity not only for employability, but for broader lifelong learning as well as for adaptive and coping" livelihood strategies in a fast moving and complicated world.

2.3Empirical Literature review

The .empirical literature review is a critical discussion and summary of statistical Literature that is general and specialised relevant to particular area and topic of the research problem, it describes how the proposed research is related to previous studies; it shows the originality and relevance of a research problem specifically and justifies the proposed methodology(Callaghan and Schonborn, 2004).Studies on quality of education have been conducted in various countries all over the world by different researchers. Various researchers came out With various findings from their studies.

Those findings are thus useful to new researches on quality of education. Here are some of the studies, which had a substantial contribution.

The study by Godfrey (2013), who studied how quality of education should be re-defined for education achievements in Tanzania? What are stakeholders' opinions? This study aimed at finding out the perspectives of key education stakeholders on how they view and define quality of education in Tanzania. People from all walks of life who have special ties with education policy and practice in Tanzania were interviewed. In his study the researcher found that, quality of education is a complex concept. Though numerous studies attribute quality of education as an inclusive term that contains access and input on the one hand and process, output or outcome on the other. Others regard access and input of education as separate but equally important concepts of quality of education. For the latter, quality of education includes process and outcome of education but excludes access and inputs of education. They, however, understand these quantitative aspects as important components of education achievement.

Through the use of qualitative data analysis this study contributed to, and provided new insights into the ongoing debate on the quality of education definition and concept. The study was conducted in Tanzania between November 2011 and March 2012. The total of 27 education stakeholders (13 female and 14 male) in five districts across Tanzania participated in the interviews. The study involved policy makers, teachers, parents, and activists.

The study found out that definition of quality of education is broad and inclusive. The new definition that entails several aspects of quality of education was recognised. These aspects are access, inputs, process and output or outcome of education. Each group of stakeholders put their emphases on different aspects of quality that they feel are more important to them than others. Despite their differences in opinions, all of them agree that all aspects of quality are important for education achievement in the Tanzanian education system.

The other study is by Abby (2008), studied Factors Influencing Educational Quality and Effectiveness in Developing Countries: A Review of Research. This study reviewed research on educational quality and effectiveness in developing countries. It suggested that partner countries can be assisted in constructing policies and interventions which can improve educational outcomes through a three-step process. Firstly, by gathering and analyzing data that exist - from their own Education Management Information System, household surveys and if available, national achievement assessments, as well as the research evidence or experience of development agencies and NGOs; Secondly, by identifying what needs to be known through further analysis of disparities and pockets of excellence in their education systems, (a) as evidenced by variation within and among schools attributable to levels of school resources as well as school and classroom policy and practice and, (b) through encouraging and supporting school improvement planning that brings to the table the qualitative classroom-level data typically missing from these other data sources; and thirdly, by investigating for possible inclusion or contextualization many of the 'promising' variables which emerge from the research reviewed.

The researcher came up with the following conclusions, a more inclusive model of education quality that combines qualitative and quantitative approaches and that is more tailored to the differentiating factors present in the particular country, and be the basis for developing implementation plans for raising educational quality. Insider knowledge is required so that a process of filtering of potential variables is undertaken to develop and test hypotheses surrounding the impact of different educational interventions in different countries. We know that education is not merely a technical exercise. Rather, whatever we do, when we try to maximize certain outputs, we will produce others, because we don't have control over all the factors, nor can we model them all.

The study by Anne and Angus, dealt with educational inputs and educational outputs in South Africa. The study was after the end of apartheid regime in South Africa and it examined the educational inputs versus consequent resultants. The study was when inputs to the Blacks' schools were limited compared to inputs to Whites' schools. The study used data from household and school surveys and individual questionnaires. The research examined school enrollment by race, teacher-student ratio, and numeracy and literacy test scores. The researcher found that school inputs mattered much in school outputs. Whereby the inputs in the white's schools were able to give better outputs as compared to blacks' schools.

In this chapter, we have reviewed key texts that have shaped notions of education quality, referring to key academic texts, World Bank, UNESCO and EFA documents. We have then suggested an extended framework. The approaches to education quality

reviewed cover the three main educational goals that Chitty (2002) identified, namely human fulfilment, preparation for the world of work and contributing to social progress and social change. We have identified five key dimensions of quality: effectiveness, efficiency, equality, relevance and sustainability. These five dimensions can serve as a basis for analysing the quality of educational innovations aimed any aspect of the education system (e.g. policy changes, national administration, local administration, classroom interventions). However, it is possible on the basis of this review to conceive of other ways of conceptualising quality. We will finish by suggesting questions that also might be asked of the literature on the quality of primary education in low income countries:

The various frameworks for conceptualising quality place central importance on different aspects, such as agreed goals, the learner, outcomes, and processes. Which of these is an appropriate focus for the initiatives that equal aims to develop through its programme of research?

What do the five dimensions of quality imply for pedagogic classroom practice, language policy, curriculum, introduction of ICTs, school leadership and teacher development?

Is it possible to establish universal indicators of effectiveness, equality, relevance and sustainability? What might they be? What principles might be applied to identify relevant indicators of quality for a particular context?

2.4 Conceptual Framework

The conceptual framework that guided the thinking and the conduct of the study as well as data analysis and interpretation is presented in Figure 2 as follows:

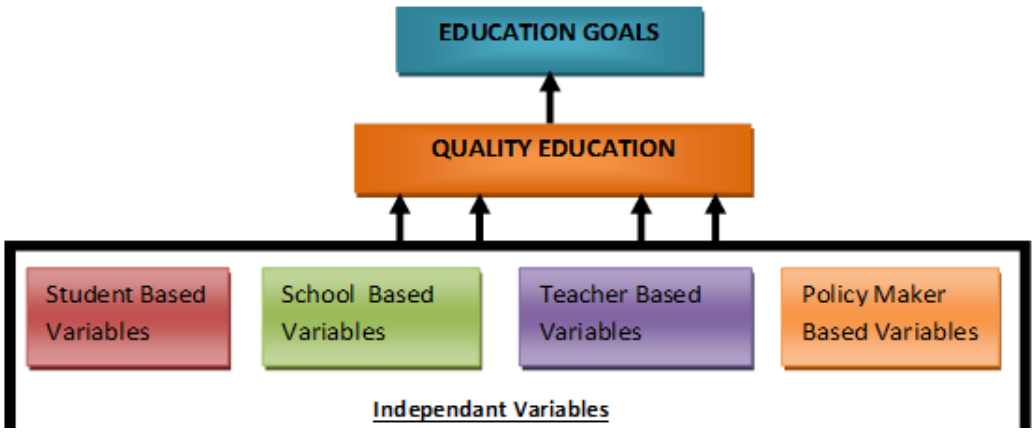


Figure 1: Conceptual Framework

This conceptual framework model was used to indicate the existing relationship between the dependent variable and a number of several other independent variables. Also, the model shows the influence of background factors/variables to the independent variable. The model is specified in Figure 2. 2. Under this study the independent variables are Student based variables which include, Social economic status, Personal Passionate interest in study, Type of school, and Distance (Geographical location); school-based variables include: Adequacy of classrooms and furniture, Teacher-student ratio, Teachers professional qualifications and experience, Presence of learning materials, Students accommodation facilities; Teacher-based variables include teachers' satisfaction and policy makers' variables which include, Congruence of text books, Teachers' satisfaction and Language of instruction. In an attempt to explain the dependent variable which is quality of education, Figure 2above shows the

interrelationship between the above mentioned dependent factors and independent factors.

2.5Research Gap

After critical analysis of literature related to quality education, most of them explain on education effectiveness, methods for assessing education quality and few have based their objectives on the determinants of quality education but looking at students' perception. In this study, the researcher looked at both students' and teachers 'perceptions and the approaches were qualitative and quantitative. However, in SMC the researcher did not find any study related to quality education. So that was the first time such a study was conducted in SMC.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research design and measures used in the research. Research variables, questionnaire design and the data analysis procedures are also discussed.

3.2 Research Design

Under the research design, the methods and procedures for getting and analysing the required information are discussed. The components of a research design include the type of study, unit of analysis and population, and sampling technique.

3.2.1 Type of Study

This research was an analytical cross-sectional qualitative and quantitative case study. It entailed investigating the determinants of quality education in government schools at secondary level.

3.2.2 Population

The study concentrated on public sectors in Songea Municipality, in the Ruvuma region of Tanzania. The population of the study were students and teachers in public schools of the Songea Municipality.

3.2.3 Sampling

The use of samples in educational research is usually followed by the calculation of sample estimates with the aim of either:

(a) Estimating the values of population parameters from sample statistics, or

(b) Testing statistical hypotheses about population parameters.

These two aims require that the researcher to have some knowledge of the accuracy of the values of sample statistics as estimates of the relevant population parameters. The accuracy of these estimates may generally be derived from statistical theory – provided that probability sampling has been employed. Probability sampling requires that each member of the defined target population has a known, and non-zero, chance of being selected into the sample.

In this study, we adopted the probability or representative sampling because with probability samples the chance, or probability, of each case being selected from the population is known and is usually equal for all cases. This means that it is possible to answer research questions and to achieve objectives that require estimating statistically the characteristics of the population from the sample.

Multi-level Stratified sampling technique was used for the selection of sample.

- Level 1: Ward
- Level 2: School
- Level 3: Teachers

Wards sampling

Having the exhaustive list of Songea's wards, we used the Simple Random Sampling with MS Excel.

The selected wards were: Msamala, Ruhwiko, Mahenge and Mfaranyaki.

Schools sampling

Having the exhaustive list of schools in each selected ward, we used the Simple Random Sampling with MS Excel.

The selected schools are found in Table 1below:

Table3. 1: Selected schools and wards

Msamala	Mfaranyaki	Ruhuwiko	Mahenge
• Msamala Secondary School, and • Depaul Secondary school	• Mfaranyaki Secondary School, and • Lizaboni Secondary School	• Ruhuwiko Secondary School, and • Ruvuma secondary school	• Mashujaa Secondary school, and • Centenary Secondary School

Table 1 :Selectedwards and schools

Teachers Sampling

The sample size was calculated by using the formula below;

$$n = \frac{N}{1 + N(e)^2}$$

Where,

n=sample size

N=Total population 320

e =Error of detection (10%)

In the formula, 10% is maximum error that was used to solve all errors that were likely to occur so as to come up with accurate data and avoid interference from non-respondent within an area of study.

$$n = \frac{320}{1 + 320(0.1)^2}$$

n = 76.1≡80

The total sample size for Responding Teachers was80.

From each school, 10 teachers were selected using the MS Excel Random Sampling Number from the alphabetically arranged teachers' lists.

Students Sampling

The sample size was calculated using the formula

$$N^a = \frac{Nx100}{Re\%}$$

Where:

N^a : represents the actual sample size required,

N : represents the minimum (or adjusted minimum) sample size

Re% : represents the estimated response rate expressed as a percentage.

In this study,

N= 200

Re%=90/100

Then n = 223

The total sample size for responding studentswas223.

From each school, 28 students were selected using the MS Excel Random Sampling Number from the alphabetically arranged students' lists.

Table 3.2: Students selection

Grades	Number of students
Form VI	38
Form V	37
Form IV	37
Form III	37
Form II	37
Form I	37
Total	**223**

Table 3.3 : Students distribution per school

Grades	Number of students
Form VI	5
Form V	5
Form IV	5
Form III	5
Form II	4
Form I	4
Total	**28**

3.3 Instrumentand Measurements

The study adopted structured questionnaire developed by the author. The questionnaire was designed according to the study requirements. Thirty nine (39) questions were included for identifying the determinants of quality education.

The questionnaire comprised two sections:

1. The first section contained questions regarding socio-demographic characteristics of the respondents
2. The second section comprised the assessment of education's quality and its determinants

The instrument contained pertinent questions regarding the study objectives, hypothesis and variables.

3.3.1 Pilot Testing

To validate the instrument, a pilot test was carried out at a convenience sample of 5 respondents. The returned questionnaires helped refine the survey instrument. To improve the comprehensibility and clarity of the questionnaire, difficult words were substituted with simpler words where possible. Also, a few other items were reworded to ensure that the understanding level was more appropriate.

3.3.2 Extent of Researcher's Interference

Researcher ensured by all means possible that the data collected were unbiased and reliable data. However, researcher had to intervene during the collection of data especially where some respondents tended to remain careless in filling the mentioned fields, therefore the researcher had to help them in filling in the questionnaire.

3.4 Data Collection Procedure

With the source of information being the sampled staff and students, the data collection procedure adopted was the interview with an administered questionnaire by the researcher. The respondents to these questionnaires were free to answer the questions according to their own conscience without being compelled to satisfy the researcher.

Information from these questionnaires constituted the primary data for the research.

3.4.1 Procedure

The survey instrument was distributed among the targeted respondents using school officials. Sufficient support as provided to school officials who were going to share it with teachers to understand and answer the asked questions accurately. Only one questionnaire was given to each respondent. Questionnaire comprised questions related to all independent and dependent variables. Demographic characteristics section covered questions related to age, gender, education and job experience. Respondents were facilitated during questionnaire filling process for correct data acquisition. The use of closed ended as well as opened-ended questions allowed the researcher to make easy categorisation of data and analysis.

3.5 Data Analysis

Both qualitative and quantitative techniques were used to analyse data. Statistical Package for Social Sciences (SPSS) version 20 was employed for data analysis. Descriptive frequencies, percentage, standard deviations, mean, average, correlation, regression and ANOVA were drawn using the SPSS.

Demographic data was reported by using frequencies and percentages.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1Introduction

This chapter presents and discusses the results of the study on Effectiveness of determinants of quality education: a case study of Songea Municipal Council. The results presented rely on information obtained from sample respondents as well as secondary data. The rest of the chapter is subdivided into four sections .The first section explains the general information of sample respondents followed by student-based factors which influence the quality of education. The third section explains the school-based factors that influence the quality of education, and the last section explains the Government-based factors that influence the quality of education.

4.2 General Information

4.2.1 Age of Respondents

The foremost age-group among the respondent was between 13-17years (70.9%), the second age-group was 18-21 years (26.9%), the third group was22 and above (2.2%).This implies that ages with high percentage were the teens and were the ones who were at the secondary education level. Nevertheless, the number of adults currently taking secondary education was still significant and was not ignored as they existed.

4.2.2 Sex of Respondents

The study findings revealed that, majority (52%) of respondents were male while (48%) were female. This means that number of male students in secondary schools was higher than the number of female students, nevertheless, the difference was very

minimal so it was evident that enrollment of female students into secondary education has increased nowadays compared to previous years such as early 1980s and 1990s.

4.2.3 Marital Status

The results in Table 4.1 below reveal that 0% of the respondents were married. This implies that most of the students in secondary level were still under the guidance of parents and guardians this is probably due to the regulations existing within the societies and the country as a whole.

4.2.4 Education Level

The results indicated that 16.6% of the respondents were form one, 16.6% were form two, 16.6% were form three, 16.6% were form four, 16.6% were form five, 17% were form six. This means that the research had given equal opportunity to each class at secondary education level.

4.2.5 Family Size

The distribution of household size of respondents is as shown in Table 4. The results indicated that 44.4% had family size ranging from 1-4 members in their households, 49.3% of respondents had a family size between 5-8 members, 7.5% of the respondents had a family size ranging from 9-12. A Few (1.3%) of respondents had household size of more than 12 members. This implies that family sizes are declining nowadays.

Table 4.1 : Distribution of Respondents by General Information of Respondents

Variable	Frequency	Percent
Age		
13-17	158	70.9
18-21	60	26.9
22 and above	5	2.2
Sex		
Male	116	52.0
Female	107	48.0
Marital status		
Married	0	0
Divorced	0	0
Widowed	0	0
Single	223	100
Educational level		
Form one	37	16.6
Form two	37	16.6
Form three	37	16.6
Form four	37	16.6
Form five	37	16.6
Form six	38	17
Family size		
1-4	99	44.4
5-8	110	49.3
9-12	11	4.9
Above 12	3	1.3
Total	**223**	**100.0**

Source: Field data

4.3. Student-based determinants of quality education

This specific objective explained the student determinant factors which affect the quality of education. It included the following variables, Student awareness of the concept of the "quality of education" which was measured by aware and not aware, Social economic status of the family which was measured by poor, good and better, Personal passionate interest which was measured by interested and not interested, Family structure which was measured by single parent family, nuclear family, step family, extended family and grandparent family, Type of school which was measured by private and public, Distance(km) to school which was measured by less than two, two to four, four to six and more than six, These were variables which helped a researcher in this study to get the findings and make discussions as elaborated below.

4.3.1 Awareness of the concept of "quality of education"

The findings showed that 39.9% of the respondents were aware while 60.1% of the respondents were not aware about the concept of "quality of education". This means that most of the students do not understand the quality of education and how it is likely to be. Hence, they are studying without an understanding of what is education supposed to make them and how this education was supposed to be in order that it becomes more beneficial to them.

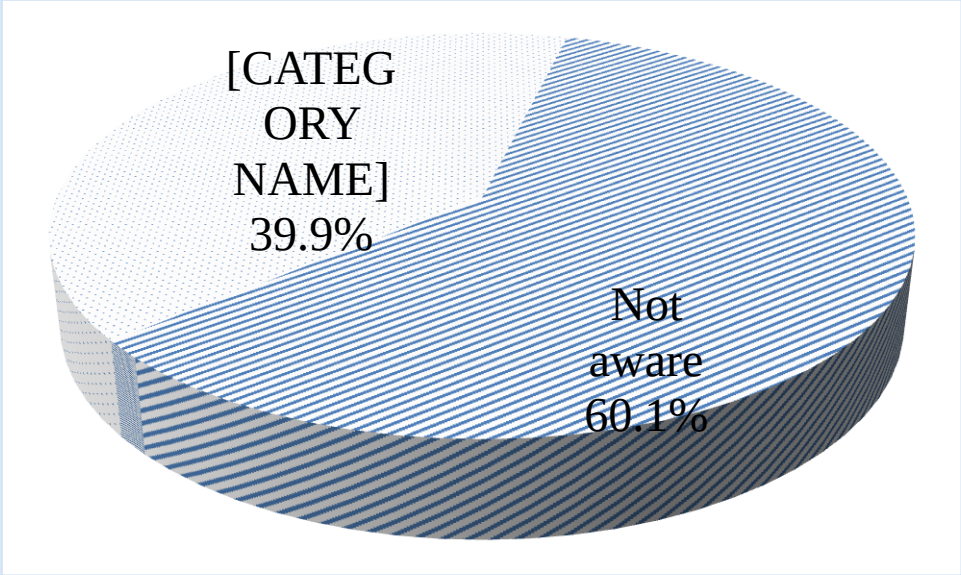


Figure 2: Students awareness of the concept "quality of education

Source: Field data, 2013

4.3.2 Social-economic status of the family

The results in Table 5show that 64.6% of the students come from the poor families, while 25.1% of the students come from good families, and 10.3% of the families come from better families. This implies that, most of the students come from the poor families hence it is very difficult for them to get the necessary finance needed to pay for secondary education. Hence, without the government support they are attending schools with shortages in school needs. Hence, financially poor socio-economic status of the families poses difficulties to students in attaining the "quality of education".

Table 4.2 : Socio-economicstatus of the families

Social economic-status	Frequency	Percent
Poor	144	64.6
Good	56	25.1
Better	23	10.3
Total	223	100.0

Source: Field data, 2013

4.3.3 Student's Passion for education

Student's passion to education has great implication in student's enthusiasm to dedicate plenty of time and other resources to studies. According to the findings in Table 4.3 below, the results show that 83% of the students reported to have interest in studying, whereas 17% reported to have no interest in studying. For instance, in a focus group discussion one of the students reported;

> *I don't have passion for secondary education, I don't understand teachers in classes, I can hardly read books, and I usually fail my exams, I would prefer attending garage mechanics rather than secondary schools, but my guardians compel me to attend secondary school.*

This implies that, most of the students in secondary school have the passion for education, but still there is the group of students who have no passion or education. Therefore, regardless of the effectiveness of other factors still students' passion to study is something that cannot easily be ignored.

Table 4.3 : Student's passion for education

Student's passion for secondary education	Frequency	Percent
Interested	185	83
Not interested	38	17
Total	223	100

Source: Field data, 2015

4.3.4 Type of school enrolled

The results from Table 4.4 below revealed that, 60.1% of the students were enrolled into private secondary schools, whereas 39.9% of the students were enrolled into government secondary schools. This implies that despite government's efforts to offer secondary education, the efforts of the private sector into education is highly remarkable.

Table 4.4 : Type of school enrolled

Type of school	Frequency	Percent
Private	134	60.1
Government	89	39.9
Total	223	100

Source: Field data, 2015

4.3.5 Distance to school (km)

According to the research findings, 41.3% of the students reported to reside approximately less than two kilometers from school, 27.8%of the students reported to reside approximately two to four kilometers from school, 15.2% of the students reported to reside approximately four to six kilometers from school, and 15.7% of the students reported to reside approximately more than six kilometers from school. This

implies that, distance to school is currently decreasing due to various factors, such as an increase in secondary schools in wards and schools establishment of accommodation services for their students; such services include construction of dormitories. Nevertheless, still some students opt to study at distant schools away from ward secondary schools due to various preferences such as the valuethey have on quality of education offered by different schools. In a focus group discussion one student reported;

> *I was once enrolled into a ward school near my home, but the quality of education offered by the ward school was so poor such that it had few teachers and other important resources such as books and teachers; my parents decided to transfer me to the other distant school which is somewhat better.*

Table 4.5 : Distance to school (km)

Distance (km)	Frequency	Percent
Less than two	92	41.3
Two to four	62	27.8
Four to six	34	15.2
More than six	35	15.7
Total	223	100

Source: Field data, 2013

4.3.6 Students' awareness of the prevailing syllabus

Syllabus is a summary outlineof a discourse, treatise, or course of study or of examination requirements, or is a list of topics and books that will be studied in a course. According to the research results in Table 4.6 , itwasfoundthat68.6% of the students were not aware of the prevailing syllabus, while 31.4% of the students wereaware of the prevailing school syllabus. This implies that, most of the students do study blind folded only with expectations to learn what teachers will teacht hem and not what the school syllabus requires them to learn. This hinders the attainment of quality education.

Table 4.6 : Students' awareness of the prevailing Syllabus

Prevailing syllabus	Frequency	Percent
Aware	70	31.4
Not aware	153	68.6
Total	223	100

Source: Field data, 2015

4.4School-based determinants of quality education

This specific objective explains school-based determinant factors of quality education. With the help of variables such as adequacy of infrastructures, Students teacher ratio, Teachers professional qualification and experience, School time table and students accommodation facilities.

4.4.1 Availability of infrastructure

Infrastructures are necessary inputs to facilitate schooling activities; they include buildings and furniture to mention a few, these provide comfort to students while in

school. Field results revealed that, 14.8% of the students reported that their schools had adequate furniture only, 55.2% of the students reported that their schools to had adequate buildings only, 22.9% of students reported that their schools to had adequate both buildings and furniture, and 7.2% of the students reported that their schools had inadequate buildings and inadequate furniture as well. This implies that there is still a big problem regarding necessary school infrastructure. Nevertheless, much problem is inadequacy of furniture, followed by inadequacy of buildings. Therefore, students' comfort ability is very low while in classrooms; this in one way or another affects students' ability to learn.

Table 4.7 : Infrastructure adequacy

Infrastructure	Frequency	Percent
Adequate furniture only	33	14.8
Adequate buildings only	123	55.2
Adequate both	51	22.9
Inadequate both	16	7.2
Total	223	100

Source: Field data, 2013

4.4.2 Teacher student ratio

Results from Table 4.8 below reveal that, 75.3% of the students reported that the number of teachers was adequate while 24.7% of the students reported that the number of teachers was not adequate. Nevertheless, the researcher employed cross tabulation analysis technique and the results revealed that, 91.0% of the students from private schools reported that teachers were adequate, while 9.0% of the students from private schools reported that teachers were inadequate. Moreover, 51.7% of the students from

public schools reported that teachers were adequate whereas 48.3% reported that teachers were not adequate. This implies that, teachers' shortage problem is not yet finished, though it is diminishing slowly. Nevertheless, teachers' hostage problem manifests itself very much in public schools as compared to private schools.

Table 4.8 : Cross tabulation for type of school and teachers adequacy

			Teachers adequacy		Total
			Yes	No	
Type of school	Private	Count	122	12	134
		% Within type of school	91%	9%	100.0%
	Government	Count	46	43	89
		% Within type of school	51.7%	48.3%	100.0%
Total		Count	168	55	223
		% Within type of school	75.3%	24.7%	100.0%

Source: Field data, 2015

4.4.3Teachers'Professional qualification and experiences

Teacher's professional qualification and experience determines the capability of teachers to impart knowledge to their students. According to the research results in Table 4.9, it was found that, 81.2% of the students reported that their teachers had requisite professional qualifications and teaching experience, 14.2% of the students reported that their teachers had no professional qualifications and teaching experiences, while 4.6% of the students reported that they were not sure. This implies that, to a great extent most of the teachers teaching in various schools have professional qualifications

and experience but nevertheless there are still teachers in various schools who teach without professional qualifications and teaching experiences.

Table 4.9 : Teachers Professional qualifications and experiences

Qualification and experience	Frequency	Percent
Yes	177	81.2
No	31	14.2
Not sure	10	4.6
Total	218	100

Source: Field data, 2015

4.4.4 Learning materials availability

Learning materials facilitate the learning processes by enabling students to learn. These may include computers and books to mention a few, something like library is very crucial. According to the research results in Table 13below, 46.6% of the students reported that learning materials available at school were scarce while, 53.4% of the students reported that learning materials were adequate at their schools. This means that availability of the learning materials is still a challenge to most of the schools. Even where available still they may not be enough to accommodate all the students at a time.

Table 4.10: Availability of learning materials

Qualification and experience	Frequency	Percent
Yes	104	46.6
No	119	53.4
Total	223	100

Source: Field data, 2015

4.4.5Students accommodation facilities

This refers to school facilities that house students and enable them to study while staying at school or near school, they include dormitories. Accommodation facilities enable students to spend most of their time at school with their fellows and near teachers' supervision. According to the research results in Table 4.11 below, 29.6% of the students reported that accommodation facilities at their school were scarce while, 70.4% of the students reported that accommodation facilities at their school were adequate. This implies that, most of the schools have tried to their level best to provide accommodation service to their schools by building enough dormitories, but still it remains to be a challenge to some few schools to provide accommodation services to their students.

Table 4.11: Availability of accommodation facilities

Accommodation facilities	Frequency	Percent
Scarce	66	29.6
Adequate	157	70.4
Total	223	100

Source: Field data, 2015

4.5 Government-based determinants of quality education

This part analyses the influence of the government in ensuring education system offers the best possible quality. Hence, specifically this part deals with the actions of the ministry of education and the parties under its jurisdiction.

4.5.1 Congruence of text books

School text books are the books used by teachers and students in the learning process, text books are prepared by several stakeholders. This part examines whether the text books in secondary schools are congruent with the syllabi provided that spell out the competences required to be developed among learners and the topics to be covered at each level in school. This analysis checks congruence in terms of themes (content) contained within the books. According to the research results in Table 4.12 below, 30.9% of the students reported that books were not congruent while 69.1% of the students reported that books were incongruent. This implies that students are getting confused by studying different themes in different books. This is due to market-driven education policy on material resources that emerged after liberalizing the book publication: Currently, in Tanzania, we are experiencing market-driven material resources. In fact, this may not inevitably damage the quality of education, much as there is a control of the quality of materials including textbooks. Different books

written by different authors have different contents regarding the same subject matter. In one school, we found that one topic has been covered in four different books. This was a Civic education textbook. On one topic known as ‘types of government’, the four books indicate that there are seven, five, four and two types of government respectively. The teachers responsible for the subject were indifferent about the appropriate book to be used to teach.’, ‘which book will be used to set an exam’? The four textbooks have been allowed to be used in secondary schools.

Table4.12: Congruence of text books

Accommodation facilities	Frequency	Percent
Congruent	69	30.9
Incongruent	154	69.1
Total	223	100

Source: Field data, 2015

4.5.2 Teachers satisfaction

The government of Tanzania is the main employer; currently there exists some sort of misunderstandings between teachers and the government. The researcher decided to take survey regarding teachers’ satisfaction. According to the research results below, 85% of the teachers reported that they were not satisfied with their job, while 15% of the teachers reported to be satisfied with their job. This implies that, the government shall take deliberate actions in order that teachers get satisfied and happy with their job, so that they can dedicate enough efforts to education sector.

Table4.13 : Teachers satisfaction

Teachers satisfied	Frequency	Percent
Yes	68	85
No	12	15
Total	80	100

Source: Field data, 2015

4.5.3 Language of instruction

There is tremendous research evidence that children learn best when they are taught in their mother tongue (Bisong, 1995; Poth 1997; Ufomota, 1999). The issue of language of instruction is totally different; it is using English in classrooms to teach other subjects such as History, Geography, and Biology and so on. Especially when this is done when majority of the students, and of teachers, do not have the required language competency to teach and learn in English. According to the research findings in Table 4.14 below, regarding language preference, 79.4% of the students reported to prefer Swahili language to be the language of instruction while 20.6% of the students reported to prefer English language. This implies that, most of the students prefer Swahili language to English. Therefore, it may be assumed that, this large group of students would understand better if they were taught through their mother tongue language. This may in turn affect the quality of education.

Table 4.14: language of instruction Preference

Language preference	Frequency	Percent
Kiswahili	177	79.4
English	46	20.6
Total	223	100

Source: Field data, 2015

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusion

The study showed that most of the students still are not aware of the concept of education quality. Nevertheless, poor socio-economic backgrounds of most of the students hinder them from acquiring quality education; this is due to the fact that education services require money to pay school fees, and accommodating student in classes and at home so that one can study comfortably. Some students lack passion to study and they would opt out of secondary education for other interventions like vocational training and business. Moreover, distance to school is still a problem though has been highly reduced by massive construction of Ward secondary schools, yet students opt to study away from their ward secondary schools due to the perceived differences in quality of education offered between different schools.

At school, the study reveals that infrastructures especially fittings in most of the schools seem to be a very big challenge. There are poor teachers to student ratio and teachers' professional qualification is a problem since some teachers are employed while they were just form six leavers or holders of other certificates, diplomas and degrees that were not education-based. Learning materials were not enough for all the students, and to some extent shortage of students' accommodation at schools were still a challenge. For the case of the government it was revealed that, congruence of the text books, teachers' satisfaction and language of instruction was problems that require attention.

5.2 Recommendations

Based on the findings and conclusion drawn from this study, the following recommendations are put forward in order to improve quality of education:-

Infrastructure is something that requires attention, since much effort was put in building classes then more efforts should also be put in making fittings enough to accommodate all students at school. On the other hand, efforts should be put forward to ensure that, a favorable teacher to student ratio is met such that students can be taught all subjects including science and art subject at need. Moreover, teachers should be employed based on their professional qualifications required and learning materials should be readily available for students at their schools at need. Accommodating all the students at school is more advantageous for the good of education if and only if accommodation facilities are created in the manner to bring about a better studying environment than that at home.

The government should to a great extent create strong bodies to check the integrity of the published books, and should find ways to settle the disputes between teachers and the government. Where possible, trainings or seminars for book authors and publishers should be conducted in order to help them to write and publish text books that possess the required content as per the requirement of the syllabi. Last but not least, the government should take deliberate actions to enable teaching in Swahili language which will facilitate the learning process. This should be done in such a manner that the existence and learning of other languages like English and French are not compromised as these languages are also important bearing in mind that the world is now globalised and highly interactive.

5.3 Areas for Further Studies

The aim of this study was to assess the determinants of quality of education at secondary school level: a case study of SMC. Mainly the study aimed to assess the influence of various determinants of educational inputs in secondary schools and the consequent intended educational outputs.

Further studies should be undertaken in the following areas:

i) To understand the inter relationship between government funding on students education and the quality of education. Researches should be conducted in order to understand whether government funding has effect to the education quality.
ii) To examine the extent of teachers' professional proficiency on the quality of education in Tanzania.

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APPENDICES

APPENDIX I: COPY OF STUDENTS QUESTIONNAIRES

Dear respondent,

Mr Mwanga Ellyis conducting an academic research on the determinants of the quality of education at secondary level in Tanzania, a case of SMC. The researcher is a student at Mzumbe University pursuing Master of Science in Accounting and Finance; the case study can help the education department in the Council to improve education quality. You are therefore kindly requested to complete this questionnaire by ticking against the appropriate answer and by filling in the space provided. Your responses will be used only for research purposes and shall be confidentially handled.

Thank you very much for your contributions and cooperation you are going to make for this research.

PART A: GENERAL INFORMATION

Questionnaire for students

1. Name of school	
2. Age	
3. Sex	i) Male { } ii) Female { }
4. Marital status	i) Married{ } ii) Single{ } iii) Divorced { } iv) Widowed { }
5. Current Education level	i) Form three { } ii) Form four { } iii) Form five { } iv) Form six { }
iv) Family size	i) 1-4 { } ii) 5-8 { } iii) 9-12 { } iv) Above 12 { }

PART B: STUDENT BASED DETERMINANTS OF QUALITY EDUCATION

1. Are you aware of the concept of quality education?

   i. Aware { } ii. Not aware. { }

2. What is the social economic status of your family?

   i) Good { } ii) Better { }

   ii) Poor { }

3. Do you have passion to study in secondary education?

   i) Interested { } ii) Not interested

4. What is the type of the school which you are enrolled?

   i) Private { } ii) Government { }

5. How distant (km) is your school from home?

   i) Less than two { } ii) Two to four { }

   iii) Four to six { } iv) More than six { }

PART C: SCHOOL BASED DETERMINANTS

1. Ho available are the infrastructures at your school?

   i) Adequate furniture only { } ii) Adequate buildings only { }

   iii) Both adequate { } iv) Both inadequate { }

2. Was the ratio of teachers relative to students?

   i) Yes { } ii) No { }

3. Are your teachers professionally qualified?

   i) Yes { } ii) No { }

   ii) Not sure

4. How was the availability of the learning materials at your school?

   i) Adequate { } ii) Scarce { }

5. How are the students' accommodation facilities provided by your school?

   i) Adequate { } ii) Inadequate { }

PART D: GOVERNMENT BASED DETERMINANTS

1. Are the school text books congruent?

   i) Congruent { } i) Incongruent { }

2. Which language would you prefer to be the language of instruction?

   i) Swahili { } ii) English { }

APPENDIX II: COPY OF TEACHERS QUESTIONNAIRES

Dear respondent,

Mr. Mwanga Ellyis conducting an academic research on the determinants of the quality of education at secondary level in Tanzania, a case of SMC. The researcher is a student at Mzumbe University pursuing Master of Science in Accounting and Finance; the case study can help the education department in the Council to improve education quality. You are therefore kindly requested to complete this questionnaire by ticking against the appropriate answer and by filling in the space provided. Your responses will be used only for research purposes and shall be confidentially handled.

Thank you very much for your contributions and cooperation you are going to make for this research.

PART A: GENERAL INFORMATION

Questionnaire for Secondary school teachers

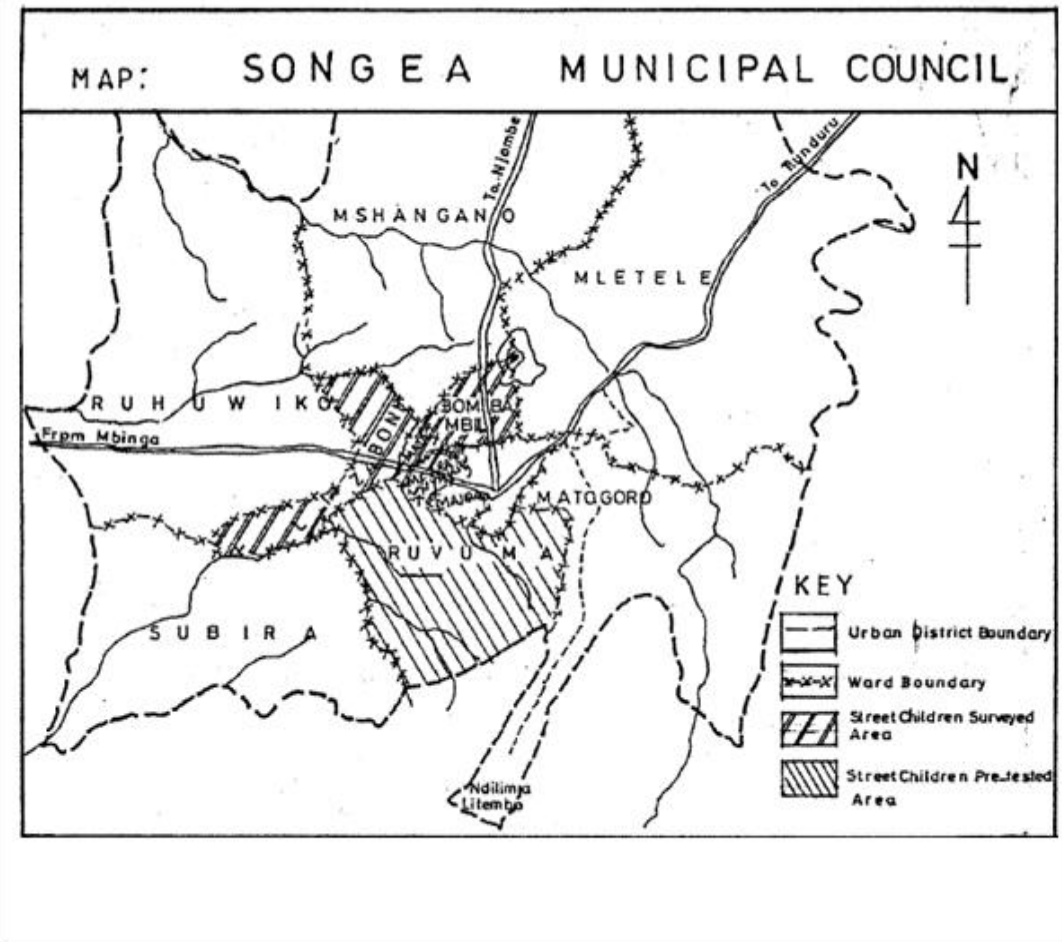
6. Name of school	
7. Age	
8. Sex	ii) Male { } ii) Female { }
9. Marital status	ii) Married{ } ii) Single{ } iii) Divorced { } iv) Widowed { }

PART B: TEACHER BASED DETERMINANTS

1. Regarding the current situations are you satisfied with your work?

   i) Yes { } ii) No { }

Appendix iii: SMC Map



Source: Enterberth Joachim Nyoni (2007)