

**SCHOOL MANAGEMENT FACTORS AFFECTING STUDENTS'
ACADEMIC PERFORMANCE IN COMMUNITY SECONDARY
SCHOOLS: A CASE OF SELECTED SCHOOLS IN LUDEWA
DISTRICT COUNCIL**

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ACADEMIC PERFORMANCE IN COMMUNITY SECONDARY
SCHOOLS: A CASE OF SELECTED SCHOOLS IN LUDEWA
DISTRICT COUNCIL**

**By
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**A Dissertation Submitted in Partial/Fulfilment of the Requirements for the
Award of the Degree of Master of Arts in Education of Mzumbe University
2017**

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled *Management Factors Affecting Students' Performance in Community Secondary Schools: The Case of Selected Schools in Ludewa District Council*, in partial/fulfilment of the requirements for the award of the degree of Master of Arts in Education of Mzumbe University.

Major Supervisor

Internal Supervisor

Accepted for the Board of

DEAN/DIRECTOR, FACULTY OF SOCIAL SCIENCES

DECLARATION AND COPYRIGHT

I, Samson Machibya Nghonoli, 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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Since it is very difficult to mention by names all individuals who contributed to the success of this work, let it for me to say 'thanks' to all of them. I acknowledge that their comments, advice and ideas were highly appreciated in this study.

DEDICATION

This work is dedicated to my beloved sister Mija Betty Machibya currently working with the Ministry of Education, Science and Technology; my children Mussa Samson Machibya, currently second year student at Hubert Kairuk University and David Samson Machibya who has just completed his advanced level of secondary education at Tosamaganga Secondary School.

LIST OF ABBREVIATIONS AND ACRONYMS

BAM	Basic Applied Mathematics
CG	Capitation Grant
CGSSs	Central Government Secondary Schools
CSEE	Certificate of Secondary Education Examination
CSSs	Community Secondary Schools
DED	District Executive Director
DG	Development Grant
DSEO	District Secondary Education Officer
ETP	Education and Training Policy
HOS	Head (s) of School
INSET	In-service Education and Training
NECTA	National Examination Council of Tanzania
OPRAS	Open Performance Review and Appraisal System
PEDP	Primary Education Development Programme
PSLE	Primary School Leaving Examination
REO	Regional Education Officer
SAP	Structural Adjustment Programme
SEDP	Secondary Education Development Programme
TAHOSSA	Tanzania Heads of Secondary Schools Association
TAPA	Tanzania Parents Association
TSS	“Takwimu za Shule za Sekondari” (Secondary Schools Report)
UPE	Universal Primary Education

ABSTRACT

The purpose of this study was to investigate the school management factors that affect Community Secondary Schools students' performance in Certificate of Secondary Education Examination in Tanzania. Four research questions were set to guide the study. These were to explore the extent to which the school management acquired sufficient and quality staff; to analyse the extent to which the school management promoted professional staff development; to examine the extent to which the school management exercised clinical supervision in school and to assess the students' academic performance in CSEE in the sampled schools. Specific questions (as stated in chapter one) in relation to the tasks guided the collection and analysis of data. The study was conducted in Ludewa district. Three Community Secondary Schools were sampled out of 17. The sample comprised of 78 respondents including 3 heads of schools, 18 teachers, 48 students and 9 form four graduates from the three sampled schools. A descriptive research design using mainly qualitative strategy was used in data collection and analysis. The study found that students' poor academic performance in community secondary schools was mainly influenced by school management factors including unequal distribution of school working staff, both teaching and non teaching, poor planning, organising, and controlling by school management which led to poor supervision in teaching and learning activities. It was further noted that poor academic performance of students in community secondary school was contributed by unavailability of quality sufficient teaching and non teaching staff in schools. Lack of adequate subject based seminars/workshops and teachers' in-service-training to teachers, both long term and short term is another contributing factor, because most of the reached respondents revealed that some of them had stayed for more than 10 years without any seminar/washer/workshop or even short course in-service-training to make them up to date with the new technological developments. The researcher suggests school management to ensure availability of school-based plans to conduct in-service training for teaching staff, to conduct clinical supervision of the schools learning and teaching activities, the authority responsible for education to ensure sufficient and quality teaching and non-teaching staffs are allocated proportionally to the schools.

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CHAPTER ONE

PROBLEM SETTING

1.0 Introduction

This chapter presents introductory information about the history of providing secondary education in Tanzania through Community Secondary Schools (CSSs). The main focus has been on the background to the problem and implementation of education policies in Tanzania. The chapter also explains the research problem, purpose of the study, objectives of the study, and research questions, significance of the study, conceptual framework, scope and delimitation of the study.

1.1 Background to the Problem

The history of providing formal secondary education in Tanzania includes the establishment of CSSs. These are public secondary education institutions which are constructed and run by local communities in collaboration with the government (Makene, 2004). They are constructed in relation to the history of providing secondary education in Tanzania as an alternative to central government secondary schools and they are aimed at creating more access of secondary education to primary school leavers. The history of providing secondary education in Tanzania began during the colonial era in 1933 when the missionaries firstly introduced it (Masudi, 1986). Nevertheless, the religious organisations, the colonial government and few private individuals went on opening secondary schools in different parts of Tanzania. In 1956, after more than half a century, under the discrimination of colonial rule, there were only 2,409 African students in standards IX to XII (Morrison, 1976).

In the period between the 1960s and 1970s, the development of secondary education experienced a number of changes. The major change included the nationalization policy that was implemented in 1969 that changed the private and mission schools into government schools (Matekere, 2003). The policy aimed at ending the discrimination and bias that existed before, resulting in increased opportunities of providing secondary education to all citizens. That period was characterized by a

notable increase in the social demand for secondary education due to the government's increased demand for skilled personnel to replace colonial officials (Muzo, 1985). The unmet social demand for secondary education forced the Tanzania Parents Association (TAPA) to introduce *Wazazi secondary schools* in the late 1970s (Maketere, 2003). *Wazazi secondary schools* in those days were community-based schools that involved changing a few primary schools into secondary schools in the early days of the 1970s (Kweka, 2000).

Among changes was the introduction of CSSs as a response to the increased social demand for secondary education, following the implementation of the Universal Primary Education (UPE) policy (Maketere, 2003). The policy necessitated for a new modality in expansion, ownership and management of secondary schools resulting in the formulation of the following policies which guide the provision of secondary education in Tanzania, as stated in the 1995 Education and Training Policy (ETP):

Government shall ensure that the expansion of existing secondary schools and new secondary schools adheres to set government plans for the expansion of secondary education. Urban, district, town, municipal and city councils and authorities, NGOs, communities, individuals and public institutions shall be encouraged and given incentives to establish, own manage and administer at least one secondary school in each ward (kata) in their areas of jurisdiction (URT, 1995a:40)

According to the policy, the government is committed to supplying management, teaching materials and teachers for the CSSs. From then up to the present, many districts have built CSSs at division and ward levels in order to absorb a large number of standard seven pupils passing Primary School Leaving Examinations (PSLE).

1.2 Statement of the Problem

In Tanzania, the government's efforts to ensure increased access to secondary education, through construction of CSSs, have only been noticed in terms of quantity (Figure 1.1) at the expense of improving the students' performance in CSEE (Table 1.1). Moreover, students' performance in CSEE is used as a criterion for the selection of students for further formal education, training, certification and direct

employment (URT, 1995a). Chediél (2000) saw that the performance of CSSs is affected by their increase in number that has not been accompanied by an increase in schools' infrastructure and facilities. On other side, UNESCO (2000:95) argues that "... improving the quality of education is not simply a question of injecting more resources (didactic materials, teachers, teacher training) into the system but that the management of these resources at school level is fundamental."

Earlier studies on factors affecting students' performance in secondary education have focused on the inputs perspective (Makene, 2004; Masudi, 1986; Boma, 1980; and Rwilomba, 1995); Learners' environment (Katabaro, 1992; Hamad, 1994; Lyamtane, 2004); and time management (Chediél, 1993). Despite the fact that a lot of studies have been carried out to look at the factors influencing performance, no study has been done to identify perceived management factors behind the relatively poor academic performance of CSSs in CSEE. What is not known therefore, is the contribution of the school management towards the CSSs students' poor performance in CSEE. Therefore, this study intends to examine the mentioned aspects.

1.3 Purpose of the Study

The purpose of this study was to investigate the effect of school management factors on CSSs students' performance in Certificate of Secondary Education Examinations (CSEEs) in Tanzania.

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study was to assess the contribution of school management factors on CSSs students' performance in CSEEs in Tanzania.

1.4.2 Specific Objectives

The study was guided by the following specific objectives in relation to the general objective:

1. To explore the extent to which school management acquire and maintained sufficient and quality staff.

2. To analyse the extent to which the school management promote professional staff development.
3. To examine the extent to which the school management exercise clinical supervision in schools.

1.5 Research Questions

The study was guided by the following research questions:

- a) To what extent does the school management obtain sufficient and quality working staff?
- b) What modes of In-service Education and Training (INSET) are commonly used to facilitate professional staff development and how are the needs for INSET obtained?
- c) To what extent is classroom preparation and teaching and learning process supervised?

1.6 Significance of the Study

The findings of this study are expected:

To improve the provision of secondary education in CSSs by identifying the management factors those contribute to poor students' academic performance in CSEE. This is expected to benefit schools, students in CSSs, parents/guardians and Tanzanian society as a whole, as good examination results would be an encouragement and an initial positive return on investing in education.

To provide information that may assist education officials to rectify the management problems contributing to poor performance of CSSs in CSEE and improve the management of CSSs.

1.7 Scope of the Study

The study was confined to explore three community secondary schools in Ludewa district council in Njombe region, involving form three and form four students, form four graduates, teachers and heads of schools, all from the three selected CSSs.

Therefore, the generalization of the findings will not be applicable to non-CSSs or other locations outside the three studied schools.

1.8 Definition of Terms

1.8.1 Community Secondary Schools

According to this study, Community Secondary Schools are schools constructed and run by the community in collaboration with the local and central governments. The schools are constructed as an alternative to central government secondary schools in order to create more access to secondary education for primary school leavers in Tanzania.

1.8.2 Management

In this study this term refers to the tasks of school educational managers or heads responsible for planning, organising, directing, coordinating and controlling school affairs in order to enable the school achieve its objectives of easing teaching and learning process.

1.8.3 Academic performance

In this study, the term means the ability of students to display through speaking or writing what one has learned in the classroom. Academic performance is usually designated by grades or marks as well as divisions assigned by teachers or the examination board, basing on stipulated standards.

1.9 Organisation of the Study

This study is organised in five chapters. The first chapter presents the background of the problem, statement of the problem, objectives of the study, research questions, scope and delimitation, limitation of the study, operational definitions of terms and summary of the chapters. The second chapter presents the review of the related literatures. It explains empirical reviews which were conducted in different countries and research gap. The third chapter describes the research methodology was used in data collection, sample and sampling techniques and data analysis techniques. The fourth chapter presents the findings and discussion of the study whereby chapter five

presents summary of the study, conclusions, recommendations to authorities responsible to education, and suggestions of areas for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to management factors that influence students' academic performance in Certificate of Secondary Education Examination in Community Secondary Schools (CSSs). The chapter reviews the management of CSS as educational institutions, management functions, and management factors that influence performance of teaching and learning process.

2.2 The Management of CSS as Educational Institutions

Literature on improving the quality of learning in recent studies sees management capacity to be an essential component in enabling the school to meet the needs of students and parents effectively (Bakhada, 2004; Everard et al, 2004; UNESCO, 2000; Carnoy, 2006; Bush and Middlewood, 2005; and Bush and Bell, 2003). According to UNESCO (2000), the main policy conclusions of some countries for improving the efficiency of schools have led to strategies which focus on school functioning, which are targeted at: the process of teaching and decision making in particular schools which is crucial in explaining the difference in school performance; the contextual improvement of individual components of a school that depend upon the capacity of each school to become an effective organisation and adapting reform to the varying needs of the individual school, due to the fact that schools do not function in the same way.

The conclusion has been associated with educational decentralisation reforms in a number of countries in the world with a focus on learning outcomes (UNESCO, 2000). Tanzania adopted the conclusion about it in the 1995 Education and Training Policy (ETP) through the Primary Education Development Programme (PEDP) and Secondary Education Development Programme (SEDP), both of which were developed within the context of the Educational Sector Development Programme (ESDP) with inter alia, the target of improving the quality of education (URT, 1995a; URT, 2004c).

The provision of secondary education in Tanzania is currently supervised according to the SEDP policy in which a school is provided with funds in the form of Development Grant (DG), Capitation Grant (CG), and recurrent expenditure (URT, 2004a; URT, 2004c). The role of the school-based management among others (URT, 2004a) is to:- Develop the school development plan which identifies priority activities that the school wishes to accomplish in a three-year cycle and to prepare the annual school budget, which is a financial plan prepared prior to a given financial year expressing the annual plan in monetary terms, following existing government guidelines (URT, 2004a).

The budget is to be developed within the framework of the Ministry of Education Science and Technology. The inputs of the budget include (URT, 2004a): travelling of teachers to attend school-related activities, such as inter-school seminars and workshops; repair of locks of doors, and painting expenses; in house seminars as school- based staff development; teaching materials such as textbooks and reference books; as well as teaching aids, wall maps, globes, charts and science kits. Others are laboratory equipment and chemicals, classroom construction and major rehabilitation of buildings. Also it includes large-scale furniture that comprise classroom and office furniture, desks, Tables, chairs, shelves, teachers' houses and hostels. Therefore, the schools are given autonomy to organise school and community resources to make it function more efficiently and more cost effective (UNESCO 2000).

2.3. Management Functions

Literature has used different terms to refer to functions of management, namely management functions (Okumbe, 1998; Galabawa 2001; Gupta 1990), leadership skills (Kapena, 2003), and Management tasks (Mathur, 1994). The most commonly discussed functions of management are planning, organising, directing, coordinating, and controlling. In the context of a secondary school, the task of management is to be done or coordinated by the heads of school (HOS) called headmasters or headmistresses. The HOS has the role of applying the management functions in the process of designing, developing, and effecting the school objectives and resources so as to achieve the predetermined school goals (Okumbe, 1998). The main target of

applying management functions is to perform the mainstream activities of instructional programmes that involve teaching and learning for students' academic achievement.

2.3.1 Planning

This involves a school manager determining the goals and objectives to be achieved as well as the course of action to be followed to achieve them (Gupta, 1990; Okumbe, 1998; Kapena 2003). According to Babyegeya (2002), educational planning is about the relevance, appropriateness and attainability of the educational goals, aims and objectives; the implementability of the curriculum; the obtainability of the required resources and the way the resources are managed and administered to implement the curriculum in order to achieve the goal of education in schools. The resources in the school context refer to physical, human, financial and time. In planning, a manager has to identify the resources and restraints, generate alternatives, and make selections of the best alternatives to suit the organisational goal.

Further, Okumbe (1998) argues that educational organisation has two kinds of goals, which are the outcome or performance goals, and the organisational maintenance goals. In decentralised management of the educational field in particular, planning is a participative task of the school management, the staff and the community. UNESCO (2000) asserts that experience has shown that schools function better and students improve their achievement score when communities and parents in particular are actively involved in the planning and management of the school activities through school management committees/boards.

2.3.2 Organising

Regarding the organising part, the management is concerned with the task of assembling and arranging the resources required for the task (Kapena, 2003). In the context of the school, human resources refer to teachers, non-teaching staff and students (Babyegeya 2002). Material resources refer to physical resources that are classrooms, libraries, and laboratories, teaching and learning materials which involve stationery, laboratory equipment and teaching aids. The HOS has to organise

materials with the aim of achieving the school objectives with the maximum efficiency and effectiveness. To achieve the task of the organisation, the HOS needs an adequate supply of staff in number and quality. In the case of Tanzania, the staffs are supplied by the MOEVT. The HOS also needs teaching and learning facilities which he/she has to ensure are organised in such a way that each staff member is assigned a duty and provided with the necessary facilities to enable him or her to perform the assigned duties effectively (Lyamtane, 2004). The educational manager ensures that both the staff (teachers and non-teaching staff) and students are allocated duties in accordance with their expertise and abilities (Okumbe, 1998). Not only that, but also the educational manager should ensure that the material resources are allocated in the most appropriate manner.

2.3.3 Directing

According to Gupta (1990), the directing process takes place after plans have been formulated and the structure of the organisation has been determined. The process involves a number of sub-functions, which are leading, guiding, communicating, supervising and motivating. The manager guides the activities of subordinates to ensure that the activities are in line with the goals and objectives of the institution (Kapena, 2003). Moreover, the tasks involve giving specific instructions and examples of how actually to do the required activities and to supervise the employees towards meeting the organisational goal. In terms of supervision, research on tasks of HOS has indicated that, unlike in business bureaucracies, school leaders do not engage in supervision (Galabawa, 2001; Carnoy, 2006). Further, Galabawa (2001:102) argues that: “heads of school perceive supervision and instructional leadership to be very important but in practice they do not employ it.” While Galabawa (Op. cit) does not show the reason that make HOSs fail to engage in practical supervision, Carnoy (Op. cit) indicates that the failure of the HOSs to engage in practical supervision may be a result of lack of instructional leadership and management skills among them.

2.3.4 Coordinating

This refers to the task of harmonising activities of various sections or groups into a joint venture (Kapena, 2003). Educational managers need to ensure that the various duties allocated to individuals according to their expertise are unified in such a manner that all energies are expended towards common school goals, such as achievement or performance and school maintenance goals. Educating students is a performance goal (Okumbe, 1998). In educational institutions like CSSs, various activities are done in various departments, which are established according to the number of subjects taught in the school. In addition, there are senior masters' activities such as academic, discipline and school projects, which are to be coordinated with other activities to achieve the educational goals of the school. The extent or appropriateness of activities done, *inter alia*, depends on the number and quality of staff as well as the extent of supervision (Galabawa, 2001).

2.3.5 Controlling

This refers to the methods of regulating, curbing and checking the exercises of individuals and bodies (Galabawa, 2001). In a school, this is the role of heads of school who control the conduct of the teachers and students through the enforcement of school rules and regulations. Further, Galabawa maintains that:

.. if we had to exercise 100% control over workers' own behaviour and still achieve the objectives of the organisation, then we would need no supervision. ... no such situations ever exist, ... the school management should encourage the school staff to use their own initiatives, and if external control has to be exercised, it should only be enough to achieve the school goal (Galabawa, 2001:48).

Controlling can be done through staff appraisal of performance of various individuals and departments and taking collective steps to prevent deviation in future (Gupta, 1990). The management functions mentioned are supposed to be carried out by the management of any organisation including that of the CSSs.

2.4 Management Factors

School practice under a particular management is important for influencing students' outcome. This is further determined by a number of factors, mainly the availability and quality of human resource, on-site school supervision and professional staff development (Carnoy, 2006).

2.4.1 Availability and Quality of Human Resources

A resource is defined by Babyegeya (2002) as anything that helps in achieving the goal. Among those things that help an educational institution to achieve its objectives are human resources. School human resources include teaching and non-teaching staff. The students' performance in a particular school depends on the type of teachers the school has, their experience, professional qualifications, and their commitment to work (Mosha, 2000; Babyegeya, 2002; Carnoy 2006). Babyegeya (ibid) further contends that:

Experience cannot cover the gap created by low education. Findings show that schools with teachers of higher post-secondary education have higher achieving students than schools under teachers with lower post-secondary education. Other findings show that students under teachers with long initial pedagogical training perform better than students under teachers who went through a crash programme. This has implications for the pre-service teachers training and make-up training that can be provided as in-service training. Also this has implications for the distribution mixture of teachers according to the type of pre-service and subsequently in-service training (p. 23).

Not much is known about the mixture, quality and availability of the working staff of CSSs. However, based on the then Ministry of Education and Culture (MOEC) guide in education circular number 4 of 1995, a secondary school with four streams of form I to IV needs a total of 32 teachers of whom 25% or more are to be graduates (URT, 1995b). Not only that but also among the objectives of SEDP under which CSSs were established and run was to improve the quality of education by having adequate and qualified teachers in all schools (URT, 1995a; URT, 2004c). The 1995 ETP insists that:

Qualifications of teachers and their ability to perform well in the classroom are key factors in improving the quality of education. At secondary school

level, government schools are taught by diploma and graduate teachers. Diploma teachers are expected to teach in forms 1-2 while graduate teachers normally teach in forms 3-6 (URT, 1995a:41)

In order to reduce dropout and failure rates, SEDP needs to optimise the utilisation of teachers (URT, 2004c). Galabawa (2001) found that teachers are under-utilised, with some schools using unrealistic student-teacher ratios, quite different from the required normal ratio of 20:1 for secondary schools.

2.4.2 Professional Staff Development

According to Bush and Middlewood (2005), professional development can be a powerful motivational force even in circumstances where all the usual factors likely to motivate staff appear to be absent. While elaborating on the importance of professional development, they state that:

Effective teachers are also effective learners and there is evidence that learning has a direct influence on the learning of the people for whom the school or college actually exists, i.e. the pupils or students. If students are surrounded and supported by adults who are clearly committed to and enthusiastic about their own learning, much of this will 'rub off' on pupils and students. ... there is evidence that when adult share and cooperate, students do the same. (Bush and Middlewood, 2005:175-176).

Effective professional development provides an on-going support over a long period of time and enables teachers to try out new ideas and then refine them. It is more effective in making permanent changes in practice when all teachers within a team in a school undertake professional development together, and work together to implement the changes (Ministry of Education of New Zealand, 1997). Furthermore, professional development can be regarded as a vital dimension in improving teachers' professional skills and capabilities. It is an essential part of life-long learning and is likely to be beneficial to schools for two reasons (Bush and Middlewood, 2005). First, effective professional development is likely to improve motivation which, in turn, provides the basis for teachers' retention and at least the potential for enhanced performance. Secondly, it also makes a direct contribution to performance development in two ways: In developing and extending teachers' knowledge and skills, it provides the essential underpinning for improved classroom

performance, and in developing teachers' confidence and motivation, it provides the opportunity to innovate and 'transform' their professional work.

On top of that, Herbison (as cited in Alphonse, 2000) sees teachers' professional development to be:

One of the means of establishing both systematic and practitioner commitment to continuing teacher education. A basis for collaboration and, by the same token, the value of collaboration could underpin the programme. In this regard, the collaborative process is viewed by Cardno (cited in Alphonse, 2000) as a means of achieving real and meaningful staff participation in managing the school and contributing to the learning, growth and development of staff.

There are several approaches that can be used for professional staff development. According to the Ministry of Education of New Zealand (1998), these can include the following: Firstly, is school-based professional development that can include:

Internal professional development where an expert teacher within a school works with other teachers, inter-school professional development where the provider teacher comes from another school and external adviser works with teachers within a school.

Secondly, are courses, workshops and conferences, which can be attended by a group of teachers who then work together within a school to implement changes, or which are attended by a single teacher who then works with colleagues. Thus, the heads of school and the school management are in the best position to develop the overall professional development needs of their schools, as they know the skills of their teaching force, the needs of the students and community and government priorities.

2.4.3 Working Staff Clinical Supervision

Clinic is derived from medical experience and has been defined differently by different scholars (Okumbe, 1998; Maloche, 2000; Smith, 1996). However, clinical supervision is school site-based supervision that provides professional guidance and advice to teachers to improve classroom instruction and management (Wanzare and Da Costa, 2000). It involves observation of professional teachers' behaviour and their performance during teaching sessions in the classroom, which result in

students' achievements or performance in examinations (Smith, 1996; Okumbe, 1998). They further argue that clinical supervision:

Is a form of collaborative action between supervisors (School management) and teachers, which enables teachers to become more involved in the reflexive process of analysing and theorizing about their own teaching and the possible consequences to the learning achievements of their students.

It helps teachers to acquire the capacity to understand the challenges facing them in the teaching and learning process in the classrooms and ultimately to transform their own practices.

Provides an alternative ideological framework, within which teachers can assume greater control over the improvement of their own teaching and professional development.

Can involve administrative and curriculum dimensions. In regard to the administrative dimension, it can be conducted to ensure quality maintenance of school buildings, to ensure a stock of teaching and learning materials and to reduce teachers' and students' absenteeism. In relation to the curriculum dimension, it involves, among other things, evaluating instructional programmes and overseeing modifications, delivering instructional resources and helping to conduct in-service staff training.

Basic skills are needed for any supervision to be successful. Okumbe (1998) suggests that every supervisor should have human relations and technical skills. Okumbe (op.cit) further outlines the process of clinical supervision that consists of three phases, namely;

- a) The pre-observation phase that takes place outside the classroom when the supervisor tries to develop a rapport between himself and the teachers or supervisees.
- b) The observation conference phase that commences when the teacher enters the classroom and begins actually teaching. During this phase the supervisor records the teacher's performance.
- c) The post-observation phase that is when the supervisee receives feedback about his performance from the supervisor.

However, for successful clinical, the supervision, supervisor's precepts and methods should basically be rational and non-mysterious so that teachers may participate with all their intellectual facilities intact and without intellectual offence of their minds (Smyth, 1984). Clinical supervision components are the Standard of learners' achievement, resource management, staff development, classroom instruction, schemes and lesson planning. Others are preparation and use of teaching and learning materials, lesson delivery that includes the choice and use of appropriate teaching methods, and assessment and evaluation. The key school clinical supervisors are HOSs who are the central actors, senior teachers, such as assistant heads of school, senior academic master/mistress, discipline master/mistress and class teachers.

2.5 Synthesis

The surveyed literature on school management and students' academic performance in CSSs revealed that management capacity is an essential component in enabling the school to meet effectively the students' and parents' needs. In a number of countries in the world the policy regarding the school management capacity has been associated with educational decentralisation reforms with a focus on learning outcomes. Tanzania adopted a policy about it in the 1995 ETP, through, inter alia, SEDP, with the target of improving access to and the quality of education. Provision of secondary education in Tanzania is managed according to the SEDP policy. The school management involves a number of functions such as planning, organising, directing, coordinating and controlling. These are applied by the school management in the process of designing, developing, and affecting the school's objectives and utilising the resources. The functions enable the school to perform the mainstream activities of instructional programmes that involve teaching and learning for students' academic achievement.

It was however noted that the management capacity of a particular school is determined by a number of factors that include availability and quality of staff, professional staff development and clinical supervision in schools. School staff includes teachers and non-teaching staff whose difference in type, experience, professional qualifications and commitment determine the students' performance in a

particular school. Studies that have been conducted in Tanzania, acknowledge the effects, successes and failures as far as community involvement in various aspects of school management is concerned. Makene (2004) investigated the perception of school Heads, teachers and community members on the effects of underfunding on the performance of community secondary schools in Tanzania and revealed a significant relationship between poor funding on teaching materials and performance in national examinations.

Mwampeta (1978) on his side searched on positive and negative contribution of decentralisation to quality education improvements and concluded that decentralisation failed to enhance quality of education in our country. Matekere (2003) studying on the effectiveness of community secondary schools in Tanzania, he concluded that schools are ineffective in the provision of education. Millanzi (2005) on the other hand did a study on the pattern and causes of dropouts in community secondary schools in Tanzania, and saw that there is a substantial amount of dropouts to households with poor socio – economic backgrounds.

Other studies related to community secondary schools include; Lyimo (2001), on school management in response to a liberalized educational system), local community capacity and primary functioning (Mulengeki, 2005), effect of school board on the improvement of educational practices in Tanzania (Lweja, 1993) as well as devolution of powers from the central government to local levels and to schools, particularly in matters pertaining to financing of school projects (Balwetegile, 1991, Dachi 1994, Lyimo 2001, and Hape 2005). Luyagila(2002),conducted a study on academic performance in relation to the community's responsibilities.

2.6 Knowledge Gap

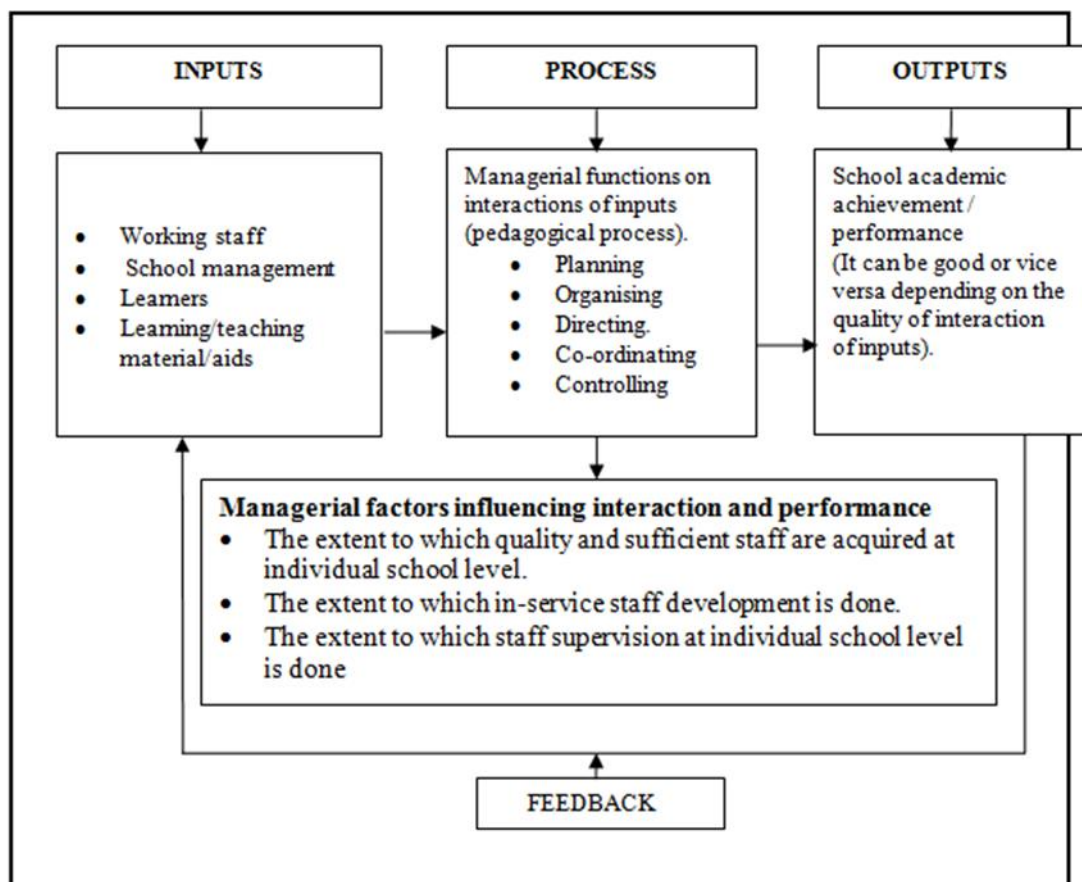
From the above literature, it is noted that, management is an essential component when discussing the improvement of the quality of learning and teaching. A particular school's performance is determined by a number of factors in relation to management capacity. Studies conducted in Tanzania on Secondary education observed among other things, the reasons for the poor performance of students in secondary schools. They have examined apart from others, the influence of inputs,

the learners' environment, time management and teachers' commitment. However, it is still not clearly known in particular the extent to which the school management factors affect students' performance in community secondary schools. This study therefore, is an attempt to fill the gap.

2.7 Conceptual Framework

The conceptual framework of the study will be guided by some insights from the school Effectiveness Model (Hoy and Miskel, 2001). It covers three major variables namely inputs, process and outputs (these have been explained in detail on Literature review).

Figure 2.1. Conceptual Framework Model



Source: Adopted and Modified From Integrated Model of Organisational Effectiveness (Hoy & Miskel, 2001:297)

2.7.1 Summary of the Variables in the Conceptual Framework Model

The idea contained in the model (Fig. 2.1) is that, students' academic performance is an output of the interaction between inputs and the process phase. This is the achieved output in the educational process after inputs undergo production process (Kombo and Tromp, 2006). Inputs in other words are known as resources, which according to UNESCO (2000) are not enough by themselves, but management of these resources at school level is fundamental. The school management among others is to pay the greatest attention to the availability of basic inputs (Babyegeya, 2002).

In the process the school management is expected to ensure effective interaction of inputs such as working staff and learners. This is done through different ways which among others, is to apply the management skills or functions which are to be reflected in the management style of the school. The application of management skills can be influenced by a number of factors such as: the extent to which sufficient and quality staff are acquired at individual school level; the extent to which professional staff development is promoted, and the extent to which clinical supervision at individual school level is done.

The educational outputs in this case are denoted by students' academic performance, which is the function of how the management enables educational inputs to interact. If the interaction is healthy, then academic performance should be good and vice versa. The study sought to investigate how management as a factor influences inputs' interaction, setback of the management to influence the interaction and their related effect on students' academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This part presents the methodological procedures that were used in the study during data collection and analysis. The major focus is on the research design, area of study, and the target population. It also includes the sample and sampling procedures, data collection instruments, validation of instruments, ethical considerations and data analysis procedure.

3.2 Research Approach

This study largely applied a qualitative approach which falls under the interpretivist research philosophy (Cresswell, 2008) and to some extent quantitative approach was employed where quantification was necessary.

3.2.1 Qualitative approach

Qualitative approach was applied due to the nature of this study, that it entailed collecting of qualitative data. The other reason for using qualitative approach was that, according to Best and Kahn (1992), it allows the researcher to gain clearer and deeper understanding of the respondents' personal knowledge, experiences and feelings about the issue in question. This minimised bias and maximised the reliability of the data collected. Also, according to Kombo and Tromp (2006), qualitative approach focuses on information about people's attitudes, opinions, habits and or any of the various educational or social issues of the study. Therefore, the qualitative approach allowed some flexibility in data collection and made the research probe into aspects that could not be investigated using the quantitative approach.

3.2.2 Quantitative Approach

The quantitative approach was used during data collection, through close-ended questionnaires and various filed official documents, on areas involving numbers such as the number of staff, and students' performance in CSEE in the three sampled schools. It was also used to compute and analyse percentages and frequencies of the data collected. Quantitative approach was important in establishing the extent of the problem so as to allow making requisite inferences and hence plausible recommendations.

3.3 Research Design

Research design refers to the arrangement of conditions for collection and analysis of data in a manner that aims at combining of relevance with research purpose. It is the conceptual structure within which research is conducted. It constitutes a blueprint for the collection, measurement and analysis of data (Kothari, 2004). This study employed a case study design so as to undertake in-depth investigation of the phenomena so as to gain comprehensive understanding of the prevailing problem (Kothari & Garg, 2014; Cresswell, 2008).

The data which was collected was used for the purpose undertaking interpretation and simple descriptive to determine relationship between different variables specified for this study. Also, the selection of this design was based on the limited resources which include time and money which the researcher had.

3.4 Area of Study

The study was conducted in Ludewa district council in Njombe region. Administratively, the region comprises of 6 councils; namely Njombe DC, Njombe TC, Makete DC, Ludewa DC, Makambako TC and Wanging'ombe DC.

Njombe region was purposively selected because it is among the regions in Tanzania with a big number of CSSs which do not perform sufficiently in form four national examinations compared to central government and non-governmental or private secondary schools available in the region. According to Njombe Region Quarterly Performance Report (April – June 2016) for Secondary Education, by 30th June 2016 the region had a total of 119 secondary schools, of which 83 were CSSs, 1 central government secondary school, and 35 being private owned secondary schools.

Ludewa district council in particular, was purposively chosen following the fact that, for the consecutive five years (from 2011 – 2015), apart from having a total of 17 CSSs which make 20% of the total 83 CSSs in the 6 councils of the region, it had been coming last in national examination results regional wise (Njombe REO official reports), where in all academic results, all CSSs came after the six private schools in the district.

The three sampled schools were also purposively selected due to their ability to be easily reached by the researcher, taking into account that most of the schools in the district are located in the interior parts with poor means of transport, hence it was not easy to reach, especially during the rainy season at which the researcher had to conduct data collection. The selected schools, despite the truth that they are located better compared to others in the district, their academic performance are not much clearly different from other CSSs in the district (District Secondary Education Quarterly Performance Reports).

3.5 Population

Population is a set of all the elements of interest for the purpose of the study which have one or more characteristics in common on which the study focuses (Kombo and Tromp, 2006). It includes all members, groups or elements that the researcher hopes to gather information from, and from which he/she draws conclusions (Best and Kahn, 1992). The population of this study involved heads of schools, teachers, ordinary level community secondary school students, and form four community secondary school graduates.

3.6 Sample and Sampling Procedures

3.6.1 Sample

A sample is a finite part of the statistical population whose properties are studied to gain information about the whole (Webster, 1985). The use of a sample in conducting research can be necessitated by some physical, social and economic constraints that surround the researcher. On this basis, the schools sampled in this study were three community secondary schools. These were sampled because they are located on areas that can be reached by the researcher even during the rainy season at which the study was scheduled to take place. In particular, the study involved 3 HOS, 18 teachers, 48 students and 9 form 4 leavers to make a total of 78 respondents coming from the three sampled schools. The sample composition is summarised in Table 3.1.

Table 3.1 Sample composition

Schools	Category of Respondents						Total Number of respondents
	HOS	Teachers	Students			Form 4 School Leavers	
			Boys	Girls	Total		
A	1	6	8	8	16	3	26
B	1	6	8	8	16	3	26
C	1	6	8	8	16	3	26
Total	3	18	24	24	48	9	78

Source: Field report June 2016

3.6.2 Sampling Procedures

The study employed purposive and stratified random sampling as following.

3.6.2.1 Purposive Sampling Procedure

Purposive sampling was applied to HOS. Since every school had only one HOS who is the leader and an active participant in the school management; hence he/she was purposively involved in the study. This is because HOSs are the highest educational administrators at the school level with information about the management of the teaching and learning process in their schools.

3.6.2.2 Stratified Random Sampling

Stratified random sampling was used to select teachers, former students(form four school leavers) and form III and IV students, who were supposed to have more learning experience concerning to the study than those in lower Forms. Form 4 leavers have wider learning exposure and are more experienced regarding to the information required by the study. Stratified sampling because there were many teachers, students and school leavers in the sampled schools where every one had an equal chance of being sampled. Therefore, to minimise bias stratified sampling had to be used. Teachers were stratified according to classes they taught and subject departments they come from, while students were stratified according to their streams and gender, school leavers were stratified according to gander; and then they were picked using lottery random sampling procedures.

3.7 Data Collection Methods and Instruments

This study used four types of research instruments in collection of relevant data, that are questionnaire, interview, focus group discussion and documentary review (Appendices 1-7). Cohen et al (2000) argue that the use of more than one technique minimise bias. The use of various techniques is further advocated by Keya (1989) as it helps to cross-check the authenticity of the data collected; it maximises the validity and reliability of the study. Table 3.2 summarises the data collection methods and instruments.

Table 3.2 Data specification and research instruments used in the study

S/N	Question(s)	Source of Data	Data required	Instrument(s)
1.	To what extent does the school management have quality working staff?	-TSS 1-7 -HOS -Teachers	-Quality of working staff and students' performance.	-Documentary review guide -Questionnaires -Interview guide -Focus group guide
2.	What are the modes of INSET commonly used to train staff in service?	-HOS -Teachers	-Modes of in-service training	-Questionnaires -Interview guide -Focus group discussion guide
3.	How are the needs for training obtained?	-HOS -Teachers	-Means used to get training needs	-Questionnaires -Interview guide -Focus group
4.	To what extent are the teachers' teaching preparations supervised?	-HOS -Teachers	Teachers' schemes of work, lesson plan and teaching aids	-Documentary review guide -interview guide -Questionnaires -Focus group guide
5.	To what extent is classroom teaching and learning supervised?	-HOS -Teachers -Students	-Frequency of supervision -Supervisors	-Questionnaires -Interview guide -Focus group
6.	To what extent are the teaching and learning records supervised?	-HOS -Teachers -Students -Form4 leavers	-Students' notes/exercise books and Subject logbooks.	-Questionnaires. -Documentary reviews
7.	How is the students' performance in CSEE in the sampled schools?	NECTA - CSEE results	CSEE Results for the years 2011-2016.	Documentary reviews -Focus group -Interview

Key: TSS 1-7: Taarifa za Shule za Sekondari (Secondary School Report No. 1-7).

3.7.1 Questionnaire

Questionnaires are referred to as formatted sets of questions that are drawn up to meet the objectives of the study (Ary *et al.*, 1996). The questions can be closed or open ended. This study employed both closed and open-ended questions to collect data from HOS, teachers, and students. (Appendix: 2, 3, and 4 respectively). The questionnaires were used to collect data on the sufficiency of human resource in the sampled schools, the extent to which staff development is done, and the extent to which clinical supervision in schools is done within a specific period of time. The researcher in this process closely supervised the administration of the questionnaires.

3.7.2 Interview

Interview is an exchange of views between two people on a topic of mutual interest (Cohen *et al.*, 2000). It is a research instrument that involves the collection of data through verbal interaction between the interviewer and the interviewee. The method

is quite flexible and adaptable, it can be used with many people and the information obtained can be detailed and well explained. The advantage of face-to-face semi-structured interview in this study is the reliability of the information, because each informant will be asked similar questions. It will also give an opportunity to obtain in-depth information about particular points of interest to the researcher to get information on specific issues (Appendix 5). The disadvantage of the interview is that the analysis of data can be difficult and time-consuming. In this study, semi-structured interviews will be used in collecting in-depth information from the HOS concerning the influence of the state in allocation of staff to schools, in providing professional staff development; clinical supervision in schools and the trends of the sampled schools' performance in CSEE. This is because HOSs are the over all in-charge of school management.

3.7.3 Focus group

This is a method of interviewing that involves more than one person, usually at least four interviewees (Bryman, 2004). This method is useful as it allows the participants to share their thoughts with each other. In this way, the participants spark off new ideas in each other and consider a range of views before answering the research question (Bless and Higson-Smith, 1997). On the other hand, Bless and Higson-Smith (1997) think that the method fails to allow all individuals to express themselves freely, and this is likely to increase the effects of socially, undesirable behaviour. In this study, focus group discussion was used to collect data from teachers and form four graduates (Appendix 6 and 7). The information gained through this method based on the perceived effects of the existing situation in the schools regarding teachers' sufficiency and quality, INSET practice, clinical supervision and trends of sampled schools' performance in CSEE.

3.7.4 Documentary review

Documentary review is a method for data collection that involves deriving information by studying written documents (Best and Kahn, 1992). There are three advantages associated with the use of documentary review (Denscombe, 1998). These are the documents that can be easily and inexpensively accessed. They are

cost-effective methods of collecting data, they provide a source of data which is permanent and available in a form that can be cross-checked and they are open to public eyes. There is a need for the user of documents as source of data collection to be a little bit careful for some of the documents which may have been produced for purposes other than the specified aims of the investigation, and some may be more subjective to the interpretation of those who produced them than being an objective picture of the reality (Ary *et al.*, 1996). This study therefore, used written documents to collect primary and secondary data. They involved numbers of students, teaching preparation documents, teaching and learning records, sufficiency of teaching and non-teaching staff and the CSEE results. These were collected using a documentary review guide (Appendix 1).

3.8 Validation of Instruments

Validation of instruments is the quality of data collection instruments or procedures that measure what is supposed to be measured (Kothari, 2004). In this study, the above mentioned instruments were refined and modified according to the purpose of the study and the research questions with reference to the conceptual framework. The instruments were tested at the Community Secondary School C, involving the HOS, two teachers and four students who represented the rest. Then modification focused on the relevance, coverage and consistency was done before the final study was conducted.

3.9 Ethical Consideration

Ethical considerations are of extreme importance as indicated by Omari, (2011). This study went in the line with ethical guidelines in that, the main ethical issues were considered when conducting research including the voluntary nature of participation, ensuring confidentiality and privacy of participants, and institutional ethical issues, which included obtaining authority to conduct research. The administration of the instruments was preceded by securing the required research permit from the Mzumbe University Vice Chancellor. The permit helped the researcher to obtain permission from the District Executive Director (DED) of Ludewa district to conduct the study in the areas chosen (sample letters attached at the end of this report).

On visiting each of the schools, the researcher held a meeting with the HOS, teachers and form four graduates. During the meetings, the purpose and significance of the study was carefully explained. Despite official permission to conduct the research, confidentiality also was maintained as it obviously touches the freedom of the respondents; this enabled the respondents to participate freely in filling in the questionnaires and answering interview questions. The instruments used were administered carefully without interfering with the schools' daily timetable.

The writing of this report also used coding of persons and places instead of real identity of the schools and persons involved, that is, instead of using the true names of the schools and the respondents, codes have been used.

3.10 Data Analysis Procedures

Data analysis is a process that implies editing, coding, classification and tabulation of collected data (Kothari, 1990). In this study, the researcher mainly employed qualitative data analysis procedures. Data obtained were analysed in descriptive and numerical forms. The information generated through the research instruments were presented in a tabular form. Numerals were then calculated as related to the research questions advanced in the study for easy interpretation. However, the information that could not be quantified was subjected to content analysis.

CHAPTER FOUR

ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1 Introduction

In this chapter, the major findings are presented in view of the data obtained from the area of study. The research findings are presented according to the research objectives. The general purpose of the study was to investigate the management factors that affect CSSs students' academic performance in CSEE. Specifically the study sought to explore school management factors that affect students' performance in CSSs, investigate students' academic performance in CSEE in the sampled schools and find out strategies in place to improve management weaknesses leading to students' poor academic students' performance in CSSs

The methods used for data collection in this study were questionnaires administered to students, in-depth interviews with HOSs, teachers and other students. Other findings were obtained through document analyses. Having focused on these informants, full picture of the situation in the sampled schools was obtained. Whenever relevant, information and conclusions from the literature review were referenced to provide context and connections among the viewpoints and participants' quotes. The findings are presented in forms of Tables and figures with a brief explanation of the contents presented.

4.1.2 Respondents

As stated in chapter three, participants of this study included HOSs teachers, students and form four graduates of the sampled schools. The summary of expected and reached respondents is shown in Table 4.1.

Table 4.1: Expected and reached respondents

Category of respondents	Expected respondents	Reached respondents		Total	Percentage	Researcher's marks
		M	F			
HOSs	3	2	1	3	100	Good participation of respondents
Teachers	18	9	9	18	100	“
Students	48	24	24	48	100	“
Form four leavers (former Students)	12	5	4	9	75	3 of the 12 expected respondents could not be reached.
Total	81	40	38	78	93.75%	Good turn up of the expected respondents

Source: Field report June 2016

Table 4.1 show that most of the expected respondent of this study turned up and cooperated in giving the required information, only 3 respondents (form four leavers) out of 78 could not be able to be reached by the researcher during data collection; this is obviously due to the fact that these school graduates might have gone away after they graduated from the schools. The researcher reached 3 form four graduates from each school instead of 4 as was expected. Therefore their absence could not affect the result of the expected findings as the rest turned and participated faithfully.

4.2 Sufficient and Quality Staff Allocation

The findings regarding the two research questions of the specific objectives stated in chapter one were obtained and presented as follows:

4.2.1 Sufficiency of Staff

The researcher sought to find out the extent to which the school management acquired sufficient number of both, teachers and non-teaching staff. From interviews with HOSs, it was revealed that teachers and non-teaching staff were obtained by the school management of CSSs from the Ministry of Education, Science and Technology or the District Secondary Education Officer (DSEO). The following was the response of HOS A:

... for long time, have been asking for more teachers, especially for science subjects and Mathematics from the Permanent Secretary, Ministry of Science and Technology through our District Secondary

Education Officer (DSEO) but ending in being promised to be given priority the next teachers allocation. Few months ago ... we were asked to send our school teachers' requirements or application to the DSEO. In spite of writing to the DSEO and to the ministry concerned about the shortage of teachers, for years now the school still suffer insufficient number of teachers.

On other side, the HOS C, responding to the same issue added, "... in the case of acute shortage of staff I hire locally form six leavers to assist in teaching and some lay people as supporting staff, such as typist, carpenter and mason to assist carrying out non- teaching duties."

The words of the HOS showed that the task of allocating teachers and non- teaching staff to schools was done by the Permanent Secretary, MOEVT and the REO. The report about the school requirements of staff was sent to both the MOEVT and the REO by the HOS. In the case of an acute shortage of staff, they were temporally hired by the schools. In addition to interview, the researcher reviewed schools' reports to discover the allocation of teachers and non-teaching staff of the three studied schools by number.

4.2.1.1 Allocation of Teachers

The findings about the schools' allocation of teachers are as listed in Table 4.2.

Table 4.2 Allocation of teachers per school

Schools	School Location	Number of Students	Number of Teachers Per Subject area								
			Art Subjects			Science Subjects			Total		
			Req	Ava	Sho	Req	Ava	Sho	Req	Ava	Sho
A	Rural	380	32	25	7	5	3	2	37	28	9
B	Urban	465	34	31	3	7	5	2	41	36	5
C	Rural	324	26	18	8	4	2	2	36	20	10
Total		1169	92	74	18	16	10	6	116	84	24

Key: Req = Required
Ava = Available
Sho = Shortage

Source: Field Data, July 2016

The data revealed that the urban-based school had more teachers than the two rural-based schools (Table 4.2) which had fewer teachers. In addition, answering the

question about the effect of the situation of teachers allocated to schools, the HOS A said:

My school has a big shortage of teachers for science subjects because the allocation of teachers is not based on the school teaching subject requirements, '... some subjects have more teachers while other subjects suffer from big deficit.

Again, the HOS C noted, "... my school has only one teacher for English and one teacher for Mathematics. ... Agriculture in my school is not taught because the school has no teacher for it."

Further findings from interviews conducted with HOS revealed that the shortage of teachers affected class size organisation and methods of teaching. Responding to the issue, HOS A said:

Shortage of science teachers causes us to teach classes of two combined streams of about 80 students. This forms a very huge class which is difficult to teach using participative and interactive methods. We combine streams to enable science subjects to be taught by the few teachers available. However, the situation means that teachers of art subjects have few periods. For example, they teach less than 20 periods per week while their fellow science teachers have to teach more than 30 periods per week. This is unfair and demoralizes the teachers who are overloaded.

When the researcher asked about the effect of the big combined classes on students' performance, HOS C had the following to say:

The large combined classes make teachers teach by lecture method, and fail to give students enough work or to provide exercise to students because they fear the overload of marking. Sometimes teachers provide a few exercises to students at the end of teaching a topic or through monthly and terminal examinations. The provision a few exercises in most of the time does not test the extensive content of the syllabus as it does in national examinations.

The HOS explanations concurred with the documentary review that revealed that school C had only 1 teacher to teach English with a total of 65 periods a week, one teacher to teach Mathematics with a total of 78 periods a week and no teacher for agriculture. School B had only one teacher to teach agriculture with a total of 84 periods a week and one teacher to teach mathematics with a total of 84 periods a

week. School A had no teacher for mathematics and Physics. The two subjects were taught by teachers who had not specialised in them but had learned Basic Applied Mathematics and Physics respectively in their A-level studies.

Equally, in questionnaires administered to HOS, the response was as in Table 4.3:

Table 4.3 Heads of school response on sufficiency of teachers

Number of Responses		Total
Enough Teachers	No Enough Teachers	
0	3	3

Source: Field Data, June 2016

The data in Table 4.3 show that, all of the three HOSs claimed that they had a shortage of teachers especially in science subjects.

Moreover, in the focus group discussion with teachers, there were diverse views on the sufficiency of staff. One science teacher of school B asserted that:

... the number of teachers in our school is not bad, but we do not have supporting staff. ... most teachers in our school are for arts subjects. Teachers for science subjects are few. I am surprised that art teachers are continued to be allocated to our school every year while the actual need now is for science subject teachers.

Another teacher of school A had the following to say,

Shortage of teachers is a big problem that affects students' performance in examinations. ... in our school there are some subjects, like geography and English that have more teachers, while others like mathematics and physics have no teachers at all.

Furthermore, a teacher commenting on the same topic lamented that, "... the inadequacy of teachers in some subjects causes difficulty in balancing teachers' teaching load. There are some teachers with a heavy teaching load and others with a light one."

The above explanations show that schools, not only had a shortage of teachers but also the teachers allocated to the schools did not match the subjects' speciality and

requirements, thus they were unequally distributed. This led to a variation in the teaching load of teachers (Table 4.4) and difficulty of balancing their teaching load, both of which affected teaching.

In responding to the question on measures taken by the school management towards minimising the effect of shortage of teachers besides combining streams, the HOS A said the following:

... we temporarily hire form six leavers; ... the formation of big classes and the use of ex-form six pupils to teach, creates a problem of having teachers with less pedagogical skills. Both of these affect teaching and learning that eventually affect students' achievement and performance in examinations.

Furthermore, HOS C added that:, "... available teachers are used to teach subjects they did not specialise in, but they learnt in their ordinary level of secondary education."

Thus, the HOS mentioned three ways used to deal with the shortage of teachers, namely: combining classes of the same form that they can be taught by a teacher with a bigger class; meanwhile the same teacher becomes overloaded with an unbearable number of periods per week. Therefore, in order to fix their periods as shown on the school timetable, they temporarily hire form six leavers to assist teachers with extra big teaching loads; and assign teachers to teach subjects that they had not specialised in, but had learnt in their ordinary level secondary school studies. The former two methods were mentioned to be used by all schools regardless of their location, while the third method was mentioned to be used by a school B, which is located in urban.

However, more findings from focus group discussion conducted with teachers revealed that the shortage of teachers and the allocation of teachers that did not match the school requirements, affected students' academic performance in various ways. One teacher of school C said:

Shortages and allocation of teachers that did not match the school requirements cause some teachers to be overloaded and others to be under-utilised. For example, I am the only teacher of English in this school. The school has Forms I up to Form IV with a total of 13 streams to be taught.

Each stream is supposed to be taught 5 English periods per week that is a total of 65 English periods. A classroom has a total of 10 periods a day and 50 periods a week that cannot allow 65 English periods to be taught in such a timetable.

Similarly, a teacher from school B responding on the same matter asserted that:

I am the only teacher for agriculture in our school. The school has a total of 14 streams. I am supposed to teach a total of 84 periods of agriculture per week and 14 civics periods that cannot be fixed in the normal school timetable.

Also, a Biology teacher from school A, in expressing his perceptions of the effect of insufficient allocation of teachers, argued that:

Our school has a big shortage of science teachers. This causes some teacher to teach some subjects they did not specialise in. such a situation has led to heavy teaching load, lack of confidence and incompetence, which together affect the teaching efficiency of teachers. The result is partial teaching that affects students' academic performance at end.

When asked about how the situation was resolved, a teacher at school C asserted that: "What is done is to teach classes by combining two streams to enable all students to be taught."

Another teacher adding on the effect of the situation insisted that:

... the result is to try to concentrate on examination classes, that is forms II and IV and put less efforts into non-examination classes. ... concentrating on examination classes causes some topics of non-examination classes not to be taught, and hence causing difficulties for students to answer well the examination questions.

Not only that, but adding to the effects of the situation on students' performance, a teacher of school B added:

... the situation leads to some topics in the syllabus failing to be taught. The result is poor academic performance of students in external examinations that are based on the syllabus of the respective level of education.

More findings were collected from focus group discussion with form four graduates. Responding to the issue about how shortage of teachers contributed to poor performance of students in CSEE, one claimed that:

... we used to do a few exercises in some subjects which sometimes, were not even not marked by teachers. This may be, was a resulted from the school having few teachers, to the extent that, one teacher, for example the English teacher who had to teach all the streams from form one to form four.

Another one responding to the matter on the way the provision of few exercises affected them said:

... in those subjects, we had few exercises which sometimes were not marked, we had more difficulty in answering the examination questions than in those subjects in which we used to do more exercises and which used to be marked by our teachers.

A form Four graduate from school A, when asked to say something, had this to say, "Sometimes the shortage of teachers made us fail to complete the syllabus. This led us to see some issues appearing in the final examination which we had never learned in classes before".

Not only had that, but also another graduate, adding to the former answer, said, "... topics which teachers did not finish teaching and which were not exercised in classes made us fail to answer well the examination questions."

In addition, one more respondent from the same group on the same topic added:

... subjects in which topics were not covered and had few or no exercises in classes made us face difficulties to know the tactics set in examination questions. As a result, we failed to attempt them appropriately, hence failing to excel in examinations.

The data above revealed that shortage of teachers in the schools affected students' academic performance. As a result, students were taught in huge classes of about two streams. This made teachers fail to provide enough work or assignments to students that conform to the format of national examinations because they feared having to mark the work of such students.

Furthermore, the researcher used the schools' documentary review to study the teaching loads of teachers. The findings are summarised in Table 4.4.

Table 4.4 Teachers' teaching load

Schools	Number of Teachers per Teaching Load				Total Number of Teachers
	Less than 10 Periods a Week	10 to 20 periods a week	21 to 30 Periods a week	30+ periods a week	
A	2	4	7	15	28
B	5	5	17	9	36
C	1	3	4	12	20
Total	8	12	28	36	84

Source: Field Data, August 2016

The data show that, on average, teachers had a heavy teaching load. The URT, (2007) states that:

The optimum teaching load for Ordinary secondary school teacher shall be a maximum of 30 periods per week which is an average of 6 periods a day or 4 contact hours. Apart from teaching, the teacher shall participate in supervising other extra curriculum activities.

The data in Table 4.4 show that about 36 out of 84 teachers (42.86%) had more than 30 periods a week. However, the situation differed from one school to another. In some schools (Schools C and A) more than half the number of teachers had a teaching load that exceeded 30 periods a week. This suggested that, if other factors were constant, the efficiency of teaching and learning in those schools with a big shortage of teachers was likely to be more affected that would affect students' performance as well.

Similarly, findings from questionnaires administered to students on behavioural classroom teaching showed the effects of the shortage of teachers as presented in Table 4.5.

Table 4.5 Students' response on behavioural classroom teaching.

Items	Number of Responses			Total
	Frequently	Rarely	Not used	
Classroom Teaching per Timetable	37	11	-	48
Provision of Exercise/quizzes	10	38	-	48
Overseeing Corrections	8	38	2	48

Source: Field Data, June, 2016

The findings from the questionnaire summarised in Table 4.5 concurred with responses obtained from interview and focus group discussion conducted with HOS, teachers and form four graduates respectively. The data reveals that classroom teaching per timetable was more frequently used than providing exercises/quizzes and overseeing corrections. Provision of exercises and overseeing corrections were rarely done.

4.2.1.2 Allocation of non-teaching staff

A documentary review was done to find out the schools' allocation of non-teaching staff by number and duties. The findings are presented in Table 4.6.

Table 4.6 Allocation of non-teaching staff per school

Working Posts	Least Number of Requirements	Availability Per School			Total
		A	B	C	
Accountant	1	-	-	-	0
Storekeeper	1	-	-	-	0
Typist	1	-	1	-	1
Office attendant	1	-	-	-	0
Watchman	2	-	-	-	0
Carpenter	1	-	-	-	0
Total	7	0	1	0	1

Source: Field Data (DSEO office), June 2016

Data in Table 4.6 show that there was a shortage of non-teaching staff. Only school B (an urban school) had 1 out of 7 of the least number of requirements of non-teaching staff. When HOS B was asked about the strategies he used to get that number of supporting staff he said:

... the school has the advantage of being allocated with a typist, I think it is because the school is near the district headquarters where it is easy to be allocated with one of the available typists in the council department offices.

Schools A and C (both rural schools) each had 0 out of 7 non-teaching staff least number of requirements, while school B (Urban) had one.

Findings from interviews conducted with HOSs with the shortage of non-teaching staff on how the problem was tackled were similar. For example, HOS A said that,

“... teachers are used to carry out duties like accounts, storekeeper and others.” The HOS C added, “... duties like of typist, cooks, watchmen and matron are done by locally hired and non-trained temporary labourers.”

The HOSs revealed that the technical duties of non-teaching staff such as school bursar, storekeeper and laboratory technician, to mention a few, were assigned to teachers. Non-technical duties were done by workers temporarily hired by the schools administration. These included typist, watchman, office attendant, cooks and matron. The assigning of non-teaching duty to teachers was said by HOS and form IV leavers to have varying effects on teaching. HOS A said, “Assigning teachers to perform non-teaching duties causes some teachers to fail to teach some of their periods as scheduled in the school timetable.”

HOS C, responding to the same question, said, “... on other side it affects teaching preparation. ... reduces teaching efficiency. ... locally hiring non-teaching workers leads the school to use the little funds they have to pay for them instead of spending the money for other teaching inputs.”

On other side, one form four leaver from school C in a focus group interview had the following to say:

A teacher had duties more than teaching that made him to fail to teach according to the school timetable. For example, our Physics teacher was also the school accountant. Several times he failed to teach because of performing school revenue collection, and travelling the district headquarters for activities related to school accountant duties.

One more form IV leaver respondent, added that,

When the teacher was occupied with school bursary duties or was absent in the classroom because of being assigned to perform the school accountant duties, his periods were not taught at all. This happened several times and to many subject teachers.

Another ex-form IV pupil mentioned the following:

This made students reach the time for National examinations while some topics of their subjects had not been taught. The result was that

we failed to answer well the examination questions on those topics which had not been taught.

The argument above suggests that the shortage of both teaching and non-teaching staff had an impact on teaching and learning and finally on the performance of students in their final examinations. This is due to the fact that, duties done by both sides (teachers and non-teacher staff) each have an effect on the students' performance.

Thus, the findings from interviews with HOSs, questionnaires given to students, teachers and HOSs; focused group discussion with teachers and form four leavers and documentary review showed that all schools had a shortage of both teachers and non-teaching staff. The shortage of teachers was due to the small number of teachers allocated to schools (Table 4.2) or because of the allocation of teachers that did not match the requirements of the schools or because of the unequal allocation of teachers among schools. Based on the Ministry of Education and Culture (MOEC) guide in Education Act No. 10 of 1995: "nyongeza I" a secondary school with four streams of form I to IV or with a total of 16 streams, needed a minimum number of 32 teachers (URT, 1995b). In this regard, only school B had more than the required number of 6 teachers, but still the allocation ignored the schools' speciality requirement that made a variation in the teachers' teaching load (Table 4.4). The same was asserted by Galabawa (2001) that some schools had an unrealistic student-teacher ratio that was quite different from the required norm of 40:1 for secondary schools. The shortage of teachers, the allocation of teachers without considering the school speciality requirements of the schools and unequal distribution led to some teachers having a heavy teaching load and reorganising of huge classes which affected teaching. The heavy teaching load also regularly led some teachers to teach without giving students enough exercises and overseeing their corrections which resulted in the lower performance of students in examinations. Applegate in Lyamtane (2004) argues that the best way to find out who is the best teacher is the one who puts the learner to work and who observes the learning outcome of the students. Teachers with a heavy teaching load cannot afford to effectively put the learners to work and observe their learning outcomes. Not only was that the case, but

also the findings of Sivalon in Lyamtane (2004) pointed out that the low student-teacher ratio in Christian seminaries was a reason for their good performance.

In regard to the shortage of non-teaching staff, only school B had considerable number of them while others had either one or none (Table 4.6). Babyegeya (2002:148) argues that: “the non-teaching staff, though auxiliary to the instructional programme, their services are crucial to the achievement of instruction.” Furthermore, it was found that the shortage affected teaching in various ways, including occupying teaching staff with non-teaching duties that affected teachers’ preparation and their teaching in general. Also, the strategy used by the schools to hire untrained supporting staff locally to perform non-technical duties led schools to use the little funds to pay them instead of for teaching inputs.

4.3 Quality of Staff

The researcher’s interest was to find out the extent to which the school management obtained quality staff. The item did not involve the non-teaching staff, the duties of whom in almost all the sampled schools were mostly done by teachers (Table 4.6). Two aspects of quality were observed, namely professional qualification and experience of teachers. The data were first obtained through documentary review. The results are summarised in Table 4.7.

Table 4.7 Quality of teachers

Schools	Professional Qualification			Experience in Years				Total
	Degree	Diploma	Certificate or less	0-5	6-10	11-15	16+	
A	9	18	-	18	7	1	1	27
B	10	30	1	26	7	3	4	40
C	5	12	2	12	3	1	1	17
Total	24	60	3	56	17	5	6	84

Source: Field data, June 2016.

The findings in Table 4.7 indicate that teaching in the sampled schools was dominated by teachers with Diploma qualification with an average of 20 out of 28 teachers per school. The Diploma qualification group was followed by teachers with degree qualification who were in the column with an average of 12 out of 28 teachers per school. The group with the least number of teachers was that of certificate or less

qualification (not included in the total column), that is licensed and temporary hired form six leavers who were found in two schools, namely schools B and C. This is contrary to the directives set forth in the Secondary School Curriculum which state that:

The minimum academic qualifications for a secondary school teacher shall be a valid Diploma in Education obtained from a recognized institution. Where necessary, graduates without teacher training may be employed to teach but they must possess a teaching license issued by the ministry responsible for education. (URT 2007)

On the aspect of experience, the majority of teachers had 0 to 5 years of experience. This meant that the school students were mainly taught by young teachers except for few teachers, including the HOSs who had 16 years of experience or above.

In interviews and focus group discussion with HOSs and teachers on the perceived effects of the schools' quality or qualification of staff on students' academic performance, different responses were given. The respondents showed that they did not know that teachers with Diploma qualification were supposed to teach only Forms I and II. Some respondents thought that teachers with diploma qualification could teach O-Level students and other respondents had no answer. For example, one teacher from school C a diploma holder, responding to the question as to whether the domination of teachers with diploma qualification contributed to poor performance, proudly answered that, "Diploma qualification for teachers is enough to teach O-level. Perhaps it is insufficient to teach A-level. The problem is with licence teachers and these hired form six leavers".

Another teacher from school A added that:

A Doubtful qualification is that of form six leavers who are hired by schools to assist teachers with a heavy teaching load in science subjects, and teachers who teach out of one's specialisation due to the shortage of teachers in some subjects such as Mathematics and science subjects.

On the other side, a teacher at school C said that,

It is difficult to know whether the Diploma qualification of teachers is sufficient for the needs of teaching O-Level or not. This is due to the fact that it is the dominant qualification of teachers in our school and in the neighbouring schools. It would be easy to compare the efficiency of higher teaching qualifications if our schools had teachers with equal mixture of qualifications, between Diploma and Degree teachers

Furthermore, in responding to the perceived effects of quality of staff, HOS B said, “The problem is with temporarily hired non-teaching staff, ex-form six pupils and the ability of young science teachers to run practicals.”

HOS A told the researcher that:

The temporary non-teaching staffs are hired to facilitate teaching but because they are temporarily hired without being trained they are incompetent and have to work under the close supervision of teachers, so that instead of facilitating teaching, they consume the teaching time of teachers.

In addition, HOS C added that, “...temporarily hiring non-teaching staff increases the budget burden of the school because instead of being paid by the MOEVT they have to be paid by the school, using the small amount of funds the school has.”

On the side of ability of teachers to run practicals, HOS D had the following to add, “... science teachers we have in our schools nowadays are young with very little working experience. Most of them have not had real practical training in school because of the shortage of laboratories and science equipment. Instead, they have been trained through alternative to practical studies. Again, in examinations they have been examined through alternatives to practical. ... it is difficult for them to prepare and run practicals in classes. The problem is made more difficult by the absence of laboratory technicians in our schools. This results in poor academic preparation of students that leads to their poor performance in science subjects.

The above findings through interview with HOS, focus group discussion with teachers and documentary review imply that the dominant qualification of teachers who taught in the schools was Diploma in education with short experience in teaching (Table 4.7). There were only three teachers with degrees in two schools, two of whom were HOS. Mosha (2000); Babyegeya (2002) and Carnoy (2006)

argued that the students' performance in a particular school depends on the type of teachers the school has, their experience, professional qualification and their commitment to work. The study did not determine the workers' commitment to work but the situation found in the schools was against the ETP of 1995 and SEDP of 2004. The two documents, with the remit of improving the quality of education, stress that the qualification of teachers to teach in secondary schools is diploma in education for forms 1 and 2 and a degree for forms 3 to 6 (URT, 1995a; URT, 2004c). It is further insisted that: "qualification of teachers and their ability to perform well in the classroom is a key factor in improving the quality of education." (URT, 1995a:41). The implication was that schools did not have teachers to teach forms 3 and 4, which were taught by under-qualified teachers. The policies caution that the result of using under-qualified teachers is to turn out students who have no exposure to the expected level and quality of education as mandated in the secondary school curriculum. Further, Applegate in Lyamtane, (2004) insists that the effectiveness of a teacher is judged by, inter alia, his/her experience with students.

4.4 Professional Staff Development

The research task aimed at analysing the extent to which the school management promoted professional staff development and its perceived effect on students' performance. The findings regarding the two research questions stated in chapter one were obtained and are presented as follows.

4.4.1 Modes of In-service Education and Training (INSET)

The first item of information sought was about the modes the school management used to develop the staff professionally. The researcher administered questionnaires to teachers and HOSs. A number of potential modes of INSET were given to which respondents had to tick any number of modes used with particular school staff. The findings obtained are summarised in Table 4.8:

Table 4.8 Teachers and HOS responses on modes used for INSET

Modes of INSET		Number of Responses		
A. Short term		Teachers	HOS	Total
1.	Use competent teacher in the school to teach Others	8	1	9
2.	Use competent teacher from neighbouring school	0	0	0
3.	Use Close to School Education Administrator (DSEO, REO and Zone Inspectors)	0	0	0
4.	Study tours	9	2	11
5.	CD ROM and Films	0	0	0
6.	Subjects Workshops/ Conferences/Seminars	15	3	18
B. Long term				
1.	University/College residential courses	13	2	15
2.	University distant/Open Learning	15	2	17
C. Others (If any)		0	0	0

Key: HOS – Heads of Schools.

Source: Field data, August 2016.

In Table 4.8, there are two main groups of modes of INSET which are short-term and long-term training. In the short-term type of INSET, subject workshops/conferences/seminars were mostly used. However, these types of INSET were not school-base planned. Others were study tours that were followed by the use of a competent teacher in the school to teach others. The schools did not use competent teachers from neighbouring schools, close to school educational administrators such as DSEO, REO and Zone school inspectors, CD ROM and film types of INSET. Two long-term methods of INSET were used, which are University or College residential and university distant learning or Open up-grading courses.

In response to being asked about the number of teachers who were pursuing long-term INSET and the procedures used to release them for long-term training, HOS F said, "... are released for studies when one has been in-service for two or more years since his/her first appointment or resumed duties after the prior in-service studies."

HOS C added that, "... those who have less than two years in-service are not given release. However, there are some teachers who violate the procedures by leaving the

school without being given release letter from the employer, the District Executive Director.”

The HOS explanation showed that there were procedures for allowing a teacher to undergo in-service training. This agreed with the response from focus group discussion with teachers, as one teacher at school A said:

Interest to study is discouraged by bureaucracy of getting release to join residential up-grading which is more helpful to us. Once a teacher gets residential admission to an up-grading course, he/she is not allowed to go unless he completes the procedures for getting the release letter. Application for study leave has to go through the bureaucracy process, from the teacher himself/herself, HOS through the DSEO, to the DED. In most cases the response is not obtained instantly.

Adding to the above response another teacher from the same school complained, “... sometime the release is delayed until the admission expires.” Another teacher from school B, showing the difficulty of up-grading through the distance mode, said, “To join the Open University is possible and easy, it doesn’t involve the bureaucracy of being released but it is difficult to learn effectively.”

On top of that, a teacher from school A, arguing about the difficulties faced through distance learning, said:

We are in rural schools where facilities for in-service learning are limited, and our school has few teachers. As a result we have a heavy teaching load that if not effectively dealt with by the authorities; it means that a teacher cannot get ample time for his/her studies. It can be done if the teacher decides to partially shed the heavy teaching load he/she has and partially studies. This results in neither side excelling.

Through interview with HOSs and focus group discussion with teachers, it was mentioned that there were a bureaucratic procedure for releasing teachers to join up-grading in-service training in non-school organised modes. Table 4.9 shows the summary of teachers mentioned to be taking non-school organised long-term in-service training.

Table 4.9 Teachers taking Long-Term In-service Training

School	Training Category				Total
	Residential		Distance (Non-residential)		
	Science	Arts	Science	Arts	
A	2	1	-	1	4
B	4	3	-	4	11
C	2	-	-	1	3
Total	8	4	0	6	18

Source: Field data, June 2016

Table 4.9 indicates that the majority of up-graders (12 out of 18 teachers) preferred to up-grade through residential training that was perceived to enable them to be completely released from teaching duties. Most distance up-graders were in urban-based schools, while in rural-based schools their number was small or nil. In total, distance up-graders numbered 6 out of 18.

In addition, a teacher from school A, in a focus group discussion, talking about subject workshops and seminars, added that, "... we rarely have subject workshops and seminars that are either organised in the region or district. The workshops and seminars are mainly for Science subjects under Science Education in Secondary Schools (SESS) project and for English under Teachers."

On the other hand, teachers complained about inadequate in-service training. The following were different responses from teachers in the focus group discussion, as one teacher said, "... syllabuses are changed without providing materials including textbooks, and training for teachers. A teacher is forced to think how to teach new matters himself/herself which is very difficult."

An old teacher at school C on the same issue, added,

... I teach science subjects where there are some topics in the 2005 edition syllabus which I did not know where to start because I have not been trained in them, and there were no textbooks apart from absence of up-to-date in service training/seminars. ... Example of new topics were "safety in environment" and "behaviour" both being in biology subject and "climatic change" in geography.

A teacher from school A lamented that, "... I am supposed to teach what I know, most of which are from the former syllabus". Not only that, but also it was added by

another teacher of arts subjects that, "... I hate this syllabus which has no relevant textbooks and I have not been enabled by being trained to cope with it, sometimes you can find the new books full of technical mistakes which may lead or result into confusing not only the learners, but also the teacher who is supposed to be able to interpret the contents of the books to the students".

Adding to that, when the researcher inquired of whether there were school-based initiatives towards conducting in-service training in the respective schools, a teacher at school A responded that, "We do not have formal school-based training but informally, we have teachers' consultations for difficult topics by using experienced teachers." Another teacher at school C said, "...we do not have, except unorganised departmental inter-teacher consultations or within the school consultation."

When asked about how the situation affected students' performance, a teacher from school B said:

Things become worse in examinations where students have to answer questions which are composed according to the syllabus. They fail to answer questions because their teachers have not taught them in classes, this result into mass failure in the national examinations." "You can prove this by looking at the national form four examinations results for years from 2011 to 2015, there was tremendous down fall of performance of students year by year; this is because, these students were the product of the 2005 syllabus.

Responding to the question on the difference they experienced when their fellow teachers resumed teaching after being up-graded, a teacher at school A said that:

"Yea, sometimes you can find these up-graded teachers coming with new techniques of teaching, but unfortunately most of them do not stay longer at their former schools, they fight for transfer so that they canto to urban and advanced level secondary schools where their knowledge can be sufficiently utilised."

The above findings through questionnaires given to HOS and teachers, interview with HOS and focus group discussion with teachers show that there were possibilities of teachers being up-graded through either residential or distance modes of training, but neither modes were school-based and involved only a few teachers,

that is 18 or 21.4% (Table 4.8) out of 84 teachers of the 3 sampled schools as shown in Table 4.2. The situation was against the directives of the government on the commencement of SEDP that concerned improving the quality of secondary education in Tanzania. The directives insisted on the importance of a HOS and teachers to set strategies for ensuring that everyone is up-graded (URT, 2004b). The directives further insisted that all HOS and teachers who are below degree level should up-grade at least to first degree level through the Open University of Tanzania.

The findings further showed that teachers' ability to teach was affected by the inadequacy of in-service training or access to professional development programmes. Bush and Middlewood, (2005) and Herbison in Alphonse, (2000) argue that professional development is beneficial for schools in two ways, namely; first, to improve motivation and at least the potential for enhanced performance; and second it makes a direct contribution to performance development in two ways:

First, in developing and extending teachers' knowledge and skills, hence improving classroom performance; and second, in developing teachers' confidence and motivation, providing the opportunity to innovate and to transform their professional work.

Furthermore, the inadequacy of in-service training/courses, besides the changes brought about by the advances in science and technology, teaching methods and facilities as argued by Mushashu (2000) causes new topics to be left untaught, so affecting students' performance.

4.4.2 Means Used to Obtain Topics for INSET

This sub-theme aimed at finding out the extent to which topics for INSET were obtained for seminars and workshops. The findings from the questionnaire administered to HOS and teachers are summarised in Table 4.10.

Table 4.10 Teachers and HOS Responses on Means of Obtaining Topics for INSET

Means of Obtaining Topics for INSET	Number of responses		
	Teachers	HOS	Total
1. Evaluation of students' performance in summative evaluations (Examinations)	7	1	8
2. Students' formative evaluation of performance	0	1	1
3. Inspection of classroom teaching	1	2	3
4. Open Performance and Review Appraisal System (OPRAS)	0	0	0
5. Staff meeting discussions	8	1	9
6. Provided by school management	14	2	16
7. Provided by facilitators	11	2	13
8. Others	0	0	0

HOS – Heads of schools

Source: Field data, August 2016

Table 4.10 shows that the method mostly used to get topics for INSET were determined by the school management and training facilitators. The methods least used were formative evaluation of students' performance, and inspection of classroom teaching. OPRAS was completely unused.

In focus group discussion with teachers there were different arguments concerning the approaches used to get topics. A teacher from school B said, "... we are told, TAHOSSA has arranged a workshop and topics to be dealt with."

(TAHOSSA stands for "Tanzania Heads of Secondary School Association")

Another teacher from school C added that:

Sometimes when you attend a seminar or workshop, in the end we are asked to propose topics for the next seminar. The proposed topics are hardly addressed when the next seminar is arranged.

The HOS responses in interview agreed with teachers' focus group discussion arguments. HOS A said:

... sometimes TAHOSSA decides on what subjects to be dealt with in seminars and workshops. ... is a result of different teaching problems observed by heads of different schools either in the region or district.

The HOS B added:

...in most cases, seminars and workshops are conducted as per directives from above, such as from zonal quality assurance office or the ministry of education. We just receive instructions of what we have to prepare for the said seminar or workshop.

The approaches mostly used to get topics were criticised by teachers in focus group discussion to be less helpful to teachers' teaching problems, as one teacher said:

... we usually meet the topics at the seminar room which sometimes are not relevant to the specific teaching problems we face. Thus, this does not improve the performance of teachers and the schools in general.

The above findings through questionnaires to teachers and HOS, interview with HOS and focus group discussion with teachers imply that, inter alia, the main method used to determine needs for seminars and workshops was the school management and facilitators. Staff workers' appraisal was totally unused. This is unlike the claim of MANTEP institute (1995) that staff appraisal is useful in identifying teachers' training needs and it provides professional advice and support

4.5 Clinical Supervision in Schools

This part covered the findings on the extent to which the school management exercised clinical supervision in schools. It had three sub-themes related to the questions stated in chapter one. These sub-themes aimed to find out the extent to which school-based supervision was done on matters related to teaching and learning. Data collected concerned the supervision of teaching preparation, teaching and learning in classes, and teaching and learning records. In each concept there were perceived effects of the extent to which supervision was done on students' performance.

4.5.1 Supervision of Teaching Preparation

This part concentrated on schemes of work, lesson plans and teaching aids. Findings from interview on how frequently the supervision was done, HOS A had the following to say:

Often inspection of teaching preparation involves teachers' lesson plans. Teachers collect their lesson plans on Friday to be inspected. Schemes of work are normally inspected once a term.

The HOS A said:

... schemes of work are written and inspected at the beginning of the school academic year, and then there is no more inspection until the next year. Lesson plans are randomly inspected, because I also have to teach in classrooms.

When the researcher asked about the indicator used to indicate the state of teaching preparation being monitored by the school management, HOS C said that:

... the head of school or assistant head of school or senior academic master in the absence of the head of school or his/her assistant, signs and remarks on the schemes of work and lesson plans prepared by teachers.

In addition, HOS B added that:

It is my role to ensure that teachers prepare themselves before teaching. However, it is difficult to perform preparation inspection per timetable due to the members of the management team being occupied with non-management duties and a teaching load which is caused by shortage of staff.

Also, the HOS C said:

..the supervision is not consistent because I have to do non-management activities in order to make up for the deficit of staff.

Overall, there were no explanations concerning the way teaching aids were supervised. Similarly, in one incidence the researcher visited a school where he observed that the acting HOS had to perform different roles. He was the Senior Academic Master, teacher on duty, class teacher of a form IV stream and the sole English teacher of the school. However, the response matched the answers of heads of other schools, who in all their conversations talked about their role of ensuring teachers prepare themselves before teaching.

The researcher also used documentary review of teachers' preparation documents of 2016 academic year to counter-check the data regarding the extent to which teaching preparation and written documents were supervised by the school management. The findings revealed that teachers had both written schemes of work and lesson plans to

varying degrees. From a total of thirty-nine Schemes of work observed, it was revealed that they were into two groups, namely for the whole academic year (first and second term) and for one academic term (first term only). Table 4.10 summarises the state of teachers' preparation being signed as an indicator of being supervised by the school management.

Table 4.11 Signing Teaching Preparation Written Documents

Item	Number of Items Observed	Number of Item had been sign (At least once)	Number of Items had not been signed
1. Schemes of work	39	7	32
2. Lesson Plans	39	25	14
3. Teaching aids	-	-	-

Source: Field data, August 2016

The findings showed that most schemes of work were not signed as an indication of being supervised by the school management, except at school C, where they were signed once. Lesson plans were signed at weekly or monthly intervals that were not necessary as was mentioned in interview with HOS. Nevertheless, the number of lesson plans which had been signed at least once exceeded the schemes of work.

The above findings from HOS' interview and documentary review revealed that teachers prepared themselves to teach by writing schemes of work and lesson plans. However, there was insufficient supervision of teachers' preparation by the school management. It is argued by MANTEP Institute (1995) that the role of the HOS is, *inter alia*, to ensure that teachers prepare before they teach because it determines the effectiveness of teaching and learning in the classroom. Equally, Farrant (1964) argued that the inspection by the school management of teachers' preparation was helpful to a head in keeping in touch with what is being taught in his school.

4.5.2 Supervision of Teaching and Learning in Classrooms

For this item the researcher used three indicators. These were inquiring into classroom teaching observation carried out by the HOS, members of the school management team and/or teachers observing each other. When the researcher asked about the extent to which class supervision was done, there were different responses. HOS C said:

...teachers' observing each other is not done because the one observed will feel distrusted in teaching when another fellow teacher observes him/her. The other reason is that the schools does not have enough teachers, every teacher in most times is supposed to be in his/her class. Therefore, we prefer self-observation and evaluation by the teachers themselves.

HOS A, showing that it cannot be done at his school due to the shortage of teachers, had the following to say:

Classroom supervision by the head of school or a member of the management team is not done. I am the head of the school and I teach Mathematics, similar to other teachers, likewise members of the school management team. ...where can we get time to do classroom teaching observation of each other?

In addition, HOS B said:

I rarely do classroom teaching inspection because of being occupied with a lot of things to do due to shortage of staff in general.

Similarly, in focus group discussion with teachers, it was seen that classroom teaching supervision was not done because schools had a shortage of staff that led teachers to be tied to their own teaching. A respondent teacher from school C said:

Supervision of classroom teaching being either done by the head of school or other teachers is useful but it cannot be done in the school with big shortage of staff like ours.

Furthermore, in focus group discussion with teachers, it was revealed that the inadequacy of classroom teaching and learning supervision affects teaching and learning. On the other side there was an incorrect perception that it had less effect if teachers are well trained and confident as one respondent from school B said:

Absence of classroom teaching and learning observation does not affect students' performance, unless the teachers are not well trained and confident in their work, especially when it comes to use of non-teacher former students to teach the subjects with high deficit.

Another teacher from school C said:

Classroom teaching and learning supervision is important. If not done teaching in classes become loose. some teachers may enter classes

unprepared and that may lead to little teaching and learning efficiency. This eventually may affect delivery of skills and knowledge to students that at the end affects their academic performance.

Another teacher at the same school added:

...the problem is big when running practical works. This is mainly because when the subject is taught by form six leavers (temporary hired non teacher school leavers to teach science subjects). ...the teacher's assumption that he/she knows while he/she does not, can make him/her continue preparing students incorrectly. ...this affects students' academic performance.

The findings through interview with HOS and focus group discussion with teachers show that classroom teaching and learning supervision was hindered by the shortage of staff. The shortage of staff led everyone in the school to be tied to his/her own teaching. The situation resulted in possibly loose teaching and learning in classrooms and continuing incorrect preparation both of which affected students' performance

The researcher also administered questionnaires to students to find out the amount of observation of classroom teaching done in the sampled schools. The findings are as shown in Table 4.12

Table 4.12 Students' Response on Rate of Teachers Peer Observing

Students' Responses on Frequency of Being Done			Number of Responses
Frequently	Rarely	Not used	
0	12	36	48

Source: Field data, August 2016

The findings in Table 4.12 indicate that classroom teaching monitoring was inadequately done. From these findings, through the questionnaires given to students, HOS interview and teachers' focus group discussion, it can be concluded that there was inadequate classroom supervision either by the school management or between teachers themselves. Similarly in FAWE's (2006) study, it was seen that there was little classroom teaching observation going on in schools. Schools had no scheduled programmes of classroom teaching observations to be done by the HOS and by teachers observing each other. Classroom teaching supervision was insisted on by Galabawa, (2001:118) who said that: "what really happens in schools and classrooms

on a daily basis is what matters in improving teaching and learning.” This is also supported by FAWE (2006) when it argues that: “...when a head of school monitors and supervises his/her teachers particularly through observing classroom teaching and feedback, better student learning may be expected.” Not only had that, but Wanzare and Da Costa, (2000) seen that supervision was beneficial in providing professional guidance and advice to teachers to improve classroom instruction and management. Furthermore, Smith (1996) and Okumbe (1998) argued that the supervision involves observation of professional teachers’ behaviour and their performance during teaching sessions in the classroom which results in students’ achievement or performance in examinations.

4.5.3 Supervision of Teaching and Learning Records

In this sub-theme, it was aimed to find out the extent to which the teaching and learning records were supervised. First, the researcher administered questionnaires to teachers and HOS that had listed the frequency with which samples of teaching and learning records are monitored by the school management. The responses are presented in Table 4.13.

Table 4.13 Supervision of Teaching and Learning Records

Respondents	Item of Supervision	Responses on Frequency of Being Supervised per Year				Total of Respondents
		More than Twice	Twice	Once	Not used	
Heads of Schools	Students’ Written Works	1	2	0	0	3
	Logbooks	1	2	0	0	3
Teachers	Students Written Works	3	7	4	2	16
	Log books	1	10	6	4	21

Source: Field data, February 2017

The data in Table 4.13 show that school management inspection of the students’ written works and logbooks was almost twice a year. This means that it was done once per term.

The researcher also conducted a documentary review of six students’ written work and six subject logbooks per school to see the appearance of students’ work and the

frequency with which the logbooks are filled in with teaching as learning records. It also involved seeing the frequency the records were supervised by the school management. The findings were up to June 2016, from 36 notebooks of the students observed had notes in varying quantities. Out of 36 notebooks, only 3 contained some notes which were marked, the rest were not marked. Also, some of the notebooks had a few exercises of which 17 out of 36 had been marked although not for all the exercises. There were 8 out of 36 students' notebooks which had no exercises in them at all. In a nutshell, the findings showed inadequate supervision of students' written work.

Furthermore, the researcher conducted a documentary review on six subject logbooks per school to observe the frequency with which they were remarked on and signed by the school management. Logbooks had a column for the HOS to remark on and sign. Only at school C the column was filled into show that they had been checked by the school management. The inadequate supervision of teaching and learning records was supported by findings from focus group discussion with form IV leavers. For example, one respondent from school B said, "Students' written works is rarely checked by subject teachers."

Another respondent from the same school said: "I have never seen students' work being checked by the head of school except by school inspectors when they inspected the school."

Generally, the findings above through questionnaires given to teachers and HOS, focus group discussion with teachers and ex-form four students, and documentary review, imply that the school management supervision of both students' written works and subject logbooks was done less. MANTEP Institute (1995) stated that, among the responsibilities of the HOS is to ensure that teachers mark students' works and provide feedback to the students. MANTEP Institute further contends that in the effort to improve the standard of teaching, the HOS is advised to, inter alia, inspect students' works and compare it with the syllabus. The teaching and learning records are tools of the HOS, inter alia, to monitor the work performance of teachers and the academic progress or achievement of learners

4.6 Students' Academic Performance in Sampled Schools

The research question on students' performance stated in section one sought to assess the students' performance in CSEE in the sampled schools. Apart from school documentary records, the researcher used the NECTA results of 4 consecutive years (2012, 2013, 2014, and 2015) to find the trend of performance in the sampled schools. The results of students who passed with division I-III (Distinction, Merit, and Credit) are presented in Table 4.14.

Table 4.14: Performance (Division I-III) of students in CSEE for the years 2012, 2013, 2014 and 2015

YEAR	2012		2013		2014		2015		Average of Performance (DV-I - III)
	School/Division	I - III	%	I - III	%	I - III	%	I - III	
1. School A	9/140	6.4	9/91	9.9	15/110	13.6	8/53	15.1	11.3%
2. School B	11/152	7.2	5/143	3.5	15/116	12.9	11/64	17.2	10.2%
3. School C	0/55	0	1/40	2.5	6/45	13.3	2/27	7.4	5.8%

Source: Extracted from NECTA results (2012 – 2015)

Data in Table 4.14 show that for the four consecutive years from 2012-2015 the students poorly performed in CSEE with an average of below 12 percent, which is below and contrary to the national target of 70 per cent of students to score division I to III in CSEE (URT, 2004). The performance therefore, is below the national target which is 70% as stated earlier. The worst performance was in 2012, where the highest score was 7.2 (school B), meanwhile the lowest and most poor performance was 0% (school C), whereby school A got 6.4% making an average score of 4.53%

In addition, through interview with HOSs, there were almost similar reasons for poor students' performance, mainly the result of the shortage of teachers as well as inadequate in-service training for teachers. For example, HOS A said that, "Shortage of teachers and inadequately trained teachers are reasons for the poor performance we have in CSSs".

Thus, through documentary review, focus group discussion with teachers, and interview with HOS, it is implied that management was at the root of the poor performance of schools. Alphonse (2000) argues that educational leadership is central

to the success or failure of any educative process. The inadequacy of staff and supervision of daily teaching practice, and the indiscipline of students may also be associated with management failures. The performance records showed instability and a variation from one school to another (Table. 4.14) that ranged between 5.8% (for school C); 10.2% (school B) and 11.2% (for school A) of students who scored Distinction/Division I to Credit/Division III. Both the high and low performers were in rural-based schools with an easily distinguished variation in staff allocation (Table 4.2). However, the shortage and or absence of supporting non-teaching staff (Table 4.6) in schools was found to cause the management team to be occupied with non-management activities in order to make up for the deficit of staff.

Despite the findings of inadequate allocation of staff by number and qualifications, inadequate provision of INSET; and inadequate school-based supervision, generally, the findings did not show an easy direct association between the management factors observed and students' performance in examinations. Supporting this, Calloids and Lewis (2001) argued that what matters in students' performance is not only the school management but also other factors like size of the class, teachers' level of commitment driven by their professional self-perception, instructional materials, quality of the learner, environment surrounding the school and the school culture. Not only that, but earlier studies on factors affecting students' performance also found sufficiency of inputs (Makene, 2004; Masudi, 1986) and time management (Chediell, 1993) to be among the factors affecting students' performance. A plausible implication is that what matters regarding students' performance are not only management factors but a combination of factors.

The matter was further supported by a form IV leaver from school B who had the following to say:

The students' performance in examinations is dropping. The main reason is poor school management that does not mind on allocation of enough teachers and supervision of the daily teaching practice.

In focus group discussion with teachers there were different views about what contributed to poor performance. A teacher at school C argued that:

Dropping in performance is mainly caused by shortage of staff; the one to be blamed for this is the government itself, for not supplying the school with enough staff, both teaching and the non-teaching ones. ... as you can see, we are very few teachers here, but still some of us are given non-teaching responsibilities, such as accountancy, store keeping and matron.

Another teacher arguing on the same issue, said:

... the indiscipline of students we have in school nowadays contribute greatly in their poor performance in examinations. Not only that, but also the nature of CSSs that do not allow teachers' supervision of students' preparation and behaviour after classes.

In addition, through interview with HOS there were almost similar reasons for performance, mainly the result of the shortage of teachers as well as inadequate training for teachers. For example, HOS of school B asserted, "... the performance of my school is not extremely bad.. It depends on which school you compare it with."

HOS A said that: Shortage of teachers and inadequately trained teachers are reasons for the poor performance we have in CSSs.

Thus, through documentary review, focus group discussion with ex-form four pupils and teachers, and interview with HOS, it is implied that management was at the root of the poor academic performance of students. Alphonse (2000) argues that educational leadership is central to the success or failure of any educative process. The inadequacy of staff and supervision of daily teaching practice, and the indiscipline of students may also be associated with management failures.

Despite the findings of inadequate allocation of staff by number and qualifications, inadequate provision of INSET; and inadequate school-based supervision, generally, the findings did not show an easy direct association between the management factors observed and students' performance in examinations. Supporting this, Calloids and Lewis (2001) argued that what matters in students' performance is not only the school management but also other factors like size of the class, teachers' level of commitment driven by their professional self-perception, instructional materials, quality of the learner, environment surrounding the school and the school culture. Not only that, but

earlier studies on factors affecting students' performance also found sufficiency of inputs (Makene, 2004; Masudi, 1986; Rwilomba, 1995 and Lyamtane 2004), learners' environment (Katabaro, 1992; Hamad, 1994 and Lyamtane 2004) and time management (Chediell, 1993) to be among the factors affecting students' performance. A plausible implication is that what matters regarding students' performance are not only management factors but a combination of factors. The next chapter gives a summary, conclusions and recommendations of the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusion, recommendations and the researcher's suggestions for further studies.

5.2 Summary of the Study

The purpose of this study was to investigate the school management factors that affect CSSs students' performance in CSEE in Tanzania. Four research questions were set to guide the study. These were to explore the extent to which the school management acquired sufficient and quality staff; to analyse the extent to which the school management promoted professional staff development; to examine the extent to which the school management exercised clinical supervision in school and to assess the students' academic performance in CSEE in the sampled schools. Specific questions (as stated in chapter one) in relation to the tasks guided the collection and analysis of data.

Literature review covered the concept of the management of CSS institutions, Management functions, and managerial factors affect teaching and learning process and empirical studies on factors which affect students' performance in examinations. The literature review revealed the gap that no study had been done on management factors that affect students' academic performance in CSSs elsewhere in Tanzania. Studies conducted in Tanzania focused on inputs; the learners' environment and time management at secondary school level.

The population of the study included heads of schools, teachers and students who were in Forms III and IV and those who were Form IV school graduates. The sample for the study involved 78 respondents, of whom 3 were HOSs, 48 were Form III and IV students, 9 were form IV graduates and 18 were teachers, all from three sampled schools of Ludewa district council in Njombe region.

Data collection was effected through interview, focus group discussion, questionnaires, and documentary review. Qualitative and a few elements of quantitative approaches were used by the study in data collection and analytical procedures. The collected data were analysed through simple descriptive statistical processes by tabulating the data and content analysis.

The findings revealed that CSSs had a shortage of both teachers and non-teaching staff. The teachers' dominant qualification was Diploma in Education with 0-5 years of teaching experience. There were only three teachers with degrees. The shortage of staff caused teachers to carry out teaching and non-teaching duties, some teachers teaching subjects they had not specialised in, and the recruitment of untrained ex-form six students to teach and lay people to perform non-technical duties.

In addition, the findings showed that long-term non-school-based modes of INSET were mostly used to develop staff professionally (Table 4.7). These involved 18 out of 84 teachers of the sampled schools (Table 4.8). Rarely, there were subject seminars and workshops that were mainly done for English and Science subjects. The topics for subject seminars and workshops were mainly determined by the school management and facilitators that failed to address particular teaching problems. The schools had no formal school-based in-service training.

Not only that but the supervision of teaching preparation, classroom teaching and learning, as well as teaching and learning records, was inadequately done, partly contributed to by the shortage of staff. The average per cent of sampled school students that scored division I – III in CSEE in five consecutive years was 27.8 per cent (Fig. 4.1). This was below the national target of 70 per cent (URT, 1995). However, the performance varied from one school to another with no easily associated factor.

5.2 Conclusions

Management is an integral part of any successful school. A problem encountered in the management of the teaching and learning process can affect the teaching and learning efficiency of the school. Findings from this study revealed that students'

performance in CSEE was largely affected by a number of management factors which are: insufficient allocation of staff by number and qualifications that led to overloading of the teaching force, and hence inefficient teaching and learning; insufficient provision of INSET; and inadequate supervision of the teaching and learning process. Most of these problems are common in almost all CSSs in the country. However, variation in the performance in CSEE in the sampled schools could not easily be related to the studied management factors. It was identified that the performance was influenced by several factors apart from management factors including teachers' commitments and the availability of inputs.

5.3 Recommendations

In the light of the findings and conclusions in this study, the following recommendations are made. These touch HOSs, DSEO/REOs and the Ministry of Education, Science and Technology, and lastly, recommendations for further studies.

5.3.1 Recommendations to HOSs

Heads of schools as school managers play a massive role in improving students' academic performance by making sure the following hints taken into greater consideration:

- i. They have school-based arrangements on how to ensure that the clinical supervision of teaching and learning at school level is done effectively, despite the shortage of staff that schools have nowadays. This can be done depending on the schools' own plans.
- ii. They have school-based plans of conducting in-service training for their staff, with an emphasis on newly hired staff that will include locally hired form six leavers and short-course licensed teachers. The training can be facilitated by a competent member of staff from within the school or from neighbouring secondary schools

5.3.2 Recommendations to DSEO/REOs

The REO and DSEO, through their role delegated by the ministry responsible to

local government authority and the Ministry of Education, Science and Technology to allocate teachers to schools in their councils/regions. They should ensure that the procedures for allocating teachers to secondary schools are improved in order to have a balance of number of teachers between urban and rural schools by sticking to the Government circulars and directives.

5.3.3 Recommendations to the Ministry of Education, Science and Technology

The Ministry of education, science and Technology should make sure that:-

- i. Sufficient and quality staff are trained and allocated to schools. Without ignoring arts subject, teachers and non-teaching staff, this can be done through giving more consideration to the training of Science and Mathematics teachers in terms of number, since they are few in number countrywide. This will result in improving the students' academic performance in secondary schools in all subjects; hence improve the education standards in our secondary schools.
- ii. Schools are provided with special funds to run school-based in-service training in order to deal with teaching difficulties that are relevant to the schools.
- iii. In-service long-term training chance to teachers who need it is openly and fairly given. This will enable all schools in the country to benefit from the influence of in-service training equally, and reduce complaints from teachers who are not given the chance for various reasons.

5.4 Suggestions for Further Studies

- i. The study covered only three CSSs. For this reason, the results from this study cannot be taken as conclusive. Therefore, there is a need to conduct a study to involve more CSSs, central government secondary schools and non-government schools so as to investigate the same issue.
- ii. Another study could investigate the management factors that influence students' academic performance in primary schools.

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APPENDICES

APPENDIX 1: DOCUMENTARY REVIEW

Name/code of School..... Date

1. Staff sufficiency and quality

(a) Number of students (June, 2016 School Report).

Class/Form	Girls	Boys	Total	Remarks, If any
I				
II				
III				
IV				
Total				

(b) School allocation of Teachers

Teachers' qualification	Demand			Present/Available		
	Arts	Scie	Total	Arts	Scie	Total
1. 1 st Degree and Above						
2. Diploma in teaching						
3. Certificate/form six leavers						
4. Others						

(c) Teaching load of teachers per week

S/N	Average number of periods per week	Number of teachers		
		Arts	Science	Total
1.	Below 10			
2.	10 - 20			
3.	21-30			
1.	Above 30			

(d) Experience

Teachers' Qualification	Length of Experience in Years					
	0-5	6-10	11-15	16-20	21-25	26+
1. 1st Degree and above						
2. Diploma in Education						
3. Certificate						
4. Others						

(e) Allocation of supporting staff

Type of staff	Least Demand	Supply	Shortage	Remarks on Qualification/employment
1. Office attendant/supervisor				
2. Watch man				
3. Storekeeper				
4. Bursar				
5. Cook				
6. Nurse				
7. Typist				
8. Matron				
9. Others if any				

2. Number of teachers professionally upgraded in-service in 2012-2015

Type of course	Years						
	2012		2013		2014		2015
	M	F	M	F	M	F	M
Certificate to Diploma							
Diploma to Degree							
Others							

3 (a) Inspection of teachers' preparation by the school management

Item	Number of items observed	Number of times Management Remarkd and Signed at Least				Not used	Remarks
		Once	2-5	5-10	11+		
i. Scheme of work							
ii. Lesson Plan							
iii. Teaching aids							

(b) Supervision of students written and marked works (10 note books per school)

Item	State of Contents						Remarks
	Notes			Exercises			
	Presence	Marked	Not Marked	Presence	Marked	Not Marked	
Students' work/Note books							

(c) Monitoring teaching progress by the school management

i)Log book)

Number of items observed	Number filled in, marked and Signed by Subject teachers	Number remarks and signed by		Remarks
		HOD	HOS	

Key: HOD: Head of Department; HOS: Head of School

(ii) Classroom teachers' teaching attendance

Number of items watched	Filled by teachers	Remarked and signed by the schoolmanagement	Remarks

4. Students performance in CSEE

Year	Division/Grade Scored in %						Number of Candidates	School Rank Regional wise
	I(Distinction)	II(Merit)	III(Credit)	Total I-III	IV (Pass)	0		
2012								
2013								
2014								
2015								

THE END

APPENDIX II: DODOSO KWA WAKUU WA SHULE

Jina la shule Tarehe

I. Taarifa za Uwepo wa Wafanyakazi.

1. Je shule ina upungufu wa walimu/wafanyakazi?

(a) Walimu: Ndiyo Hapana

(b) Wafanyakazi wasio walimu: Ndiyo Hapana

2. Kama jibu la swali namba 1 ni ndiyo:

(a) Tatizo la upungufu wa walimu linakabiliwa namna gani? Eleza.

.....
.....

..Tatizo la upungufu wa wafanyakazi wasio walimu linakabiliwa namna gani?

.....
.....

3. Kama jibu la swali namba 1 ni hapana mikakati gani zimetumika kupata wafanyakazi wa kutosha kwa idadi na kwa sifa?.....

.....

4. Je walimu ulionao wana sifa zipi kitaaluma? Waweza kutaja idadi kwa kuainisha sifa zao kimadaraja kama:

Leseni/Kidato cha sita....., Astashahada....., Stashahada....., Shahada.....,Stashahada ya Uzamili....., Shahada ya uzamili.....,

5. Je sifa za wafanyakazi zinakidhi mahitaji ya shule kuwawezesha wanafunzi kufanya vizuri katika masomo yao?

Ndiyo

Hapana

6. Je kuna walimu wanaofundisha masomo ambayo hawakusomea ili kukabili upungufu wa walimu?

Ndiyo

Hapana

7. Kama jibu la swali namba 6 ni ndiyo, jaza jedwali lifuatalo;

Kidato	Somo	Idadi ya vipindi	Masomo	
			Aliyosomea	Anayofundisha

8. Je kuna walimu wanaofanya kazi za watumishi wasio walimu ili kukabili upungufu wa watumishi hao?

Ndiyo

Hapana

9. Kama jibu la swali namba 8 ni ndiyo jaza jedwali lifuatalo:

Aina ya kazi	Masomo anayofundisha	Idadi ya vipindi	Masomo aliyosomea

II. Jitihada za Uongozi Kuendeleza Watumishi Kazini

(Weka tiki (√) panapostahili)

10. Je kuna utaratibu wowote wa walimu/wafanyakazi kujiendeleza kitaaluma na kiujuzi kazini?

Ndiyo

Hapana

11. Kama jibu la swali namba 10 ni ndiyo, ni njia zipi zinatumiwa kutoa elimu kazini? Weka “V” panapositahili.

a) Mwalimu bingwa wa somo anafundisha wenzake shuleni

b) Mwalimu bingwa wa somo toka shule jirani kufundisha walimu shuleni.

c) Washauri, DEO/REO/wakaguzi wa kanda/Kiongozi toka Wizara ya Elimu kufundisha walimu/wafanyakazi wasio walimu

d) Kuhudhuria conferences/workshops

e) Kozi za kujiendeleza: Diploma/Degree, nk. vyuoni

f) Masomo ya kujiendeleza Chuo Kikuu Huria

g) CD ROM na Filam

h) Ziara za kimasomo

i) Nyingine, (kama zipo) zitaje.

12. Kama jibu la swali namba 10 ni hapana, tafadhali eleza kwa nini hakuna utaratibu huo?

.....

.....

13. Je mada za kufanya mafunzo kazini hupatikana namna gani?

a) Kutathmini kiwango cha kufaulu wa wanafunzi katika mitihani.

- b) Kutathmini ufaulu wa wanafunzi katika mazoezi.
- c) Ukaguzi wa ufundishaji darasani.
- d) Tathmini ya utendaji kazi wa wafanyakazi (OPRAS).
- e) Majadiliano katika vikao vya walimu.
- f) Uongozi wa shule kupanga.

III. Jitihada za Uongozi Kusimamia Ufundishaji na Kujifunza Shuleni.

14. Je kwa kiasi gani usimamizi na ukaguzi wa kufundisha na kujifunza hufanyika katika mambo yafuatayo?

Hatua ya kufundisha/Kujifunza	Aina ya ukaguzi	Kiasi cha ukaguzi. Mf. Mara1 kwa mwezi/robo, mara 1 kwa mwaka, n.k
Mandalizi ya ufundishaji	a) Maazimio <input type="checkbox"/> b) Maandalio <input type="checkbox"/> c) Zana <input type="checkbox"/>	Ukaguzi hufanyika mara...kwa Ukaguzi hufanyika mara ... kwa ... Ukaguzi hufanyika mara.....kwa....
Utumiaji wa maandalizi kufundisha darasani	-Ufundishaji madarasani Kazi za wanafunzi (daftari) kulinganisha <input type="checkbox"/> na maandalizi -Log books <input type="checkbox"/>	Ukaguzi hufanyika mara ... kwa ... Ukaguzi hufanyika mara... kwa Ukaguzi hufanyika mara... kwa ...
Mengineyo (yataje)		

15. Je ni walimu/wafanyakazi gani hukagua ufundishaji, kujifunza na utunzaji wa taarifa za ufundishaji?

- a) Mkuu wa shule kwa kazi za walimu na wanafunzi
- b) Wakuu wa idara kwa kazi za walimu na wanafunzi
- c) Mwandamizi taaluma kwa kazi za walimu na wanafunzi
- d) Wengine (Wataje)

16. Je ni njia zipi zinatumiwa zaidi katika ufundishaji madarasani? Zitaje

16. Unafikiri kwa nini njia hizo ndiyo zinazotumika mara nyingi?

.....
.....

ASANTE KWA USHIRIKIANO WAKO

APPENDIX III: DODOSO KWA WANAFUNZI

Jina la shule Tarehe

Kidato

Jinsi (ME/KE)

I. Taarifa za Uwepo wa Wafanyakazi

1. Je ni kwa kiasi gani yafuatayo hufanyika? (Weka (√) panapostahili)

Aina ya shughuli	Kiwango cha kufanyika		
	Mara nyingi	Mara chache	Hapana.
1. Walimu kufundisha kila kipindi kilicho katika ratiba			
2. Walimu kutoa mazoezi ya kutosha baada ya kufundisha			
3. Kufanya majaribio/Test			
4. Mazoezi na Majaribio kufanyiwa masahihisho			
5. Mwalimu kuingia darasani kuangalia mwalimu mwingine anavyofundisha			
6. Mazoezi ya vitendo (Practicals)			

2. Kama walimu hufanya 1-6 hapo juu kwa wastani mara chache au hapana eleza unafikiri kwa nini? Weka (√) panapostahili

a) Walimu wachache

b) Haijulikani

c) Mengineyo (eleza):.....

.....

3. Kama walimu hufundisha mara chache au hapana nini athari yake katika maendeleo ya taaluma kwa mwanafunzi.

a) Mada katika mitaala hazifundishwi zote

b) Mazoezi hutolewa kidogo

c) Mengineyo(kama yapo), yataje

.....
.....

II. Jitihada za Uongozi Kusimamia Ufundishaji na Kujifunza Shuleni.

4. Je kuna utaratibu wa daftari za wanafunzi kukaguliwa na mkuu wa shule/uongozi wa shule?

a) Ndiyo

b) Hapana

5. Kama jibu la swali namba 4 ni ndiyo, daftari hukaguliwa kwa kiasi gani

a) Mara nyingi

b) Mara chache

c) Hata mara moja

6. Kama jibu la swali namba 4 ni hapana, eleza sababu gani daftari za wanafunzi hazikaguliwi?

.....
.....

ASANTE KWA USHIRIKIANO

APPENDIX IV: DODOSO KWA WALIMU

Jina la shule

Jinsi (ME/KE)

I. Taarifa za Uwepo wa Wafanyakazi

1. (a) Unafundisha masomo gani? (yataje)
- (b) Unafundisha vipindi vingapi kwa wiki?
2. Ni masomo yapi uliyosomea kufundisha?
3. Ni majukumu gani mengine ya kimadaraka zaidi ya kufundisha unayofanya hapa shuleni?

II. Jitihada za Uongozi Kuendeleza Watumishi Kazini

4. Je kuna utaratibu wowote wa walimu/wafanyakazi kujiendeleza kitaaluma na kiujuzi kazini?

Ndiyo

Hapana

5. Kama jibu la swali namba 4 ni ndiyo, ni njia zipi zinatumiwa kutoa elimu kazini?

- a) Mwalimu bingwa wa somo anafundisha wenzake shuleni
- b) Mwalimu bingwa wa somo toka shule jirani kufundisha walimu shuleni.
- c) Washauri, DSEO/ REO/ wakaguzi wa kanda/ Kiongozi toka MOEVT kufundisha walimu/wafanyakazi walimu
- d) Kuhudhuria conferences/work shops
- e) Kozi za kujiendeleza: Diploma/Degree/ nk. Vyuoni
- f) Masomo ya kujiendeleza Chuo Kikuu Huria
- g) Maonyesho ya CD ROM na Films kwa walimu shuleni
- h) Ziara za kimasomo
- i) Nyingine, zitaje.

6. Kama jibu la swali namba 4 ni hapana, tafadhali eleza kwa nini hakuna utaratibu huo?

.....
.....

7. Je mada za kufanya mafunzo kazini hupatikana namna gani?

- a) Kutathmini kiwango cha ufaulu wanafunzi katika mitihani.
- b) Kutathmini ufaulu wa wanafunzi katika mazoezi.

- c) Ukaguzi wa ufundishaji darasani.
- d) Tathmini ya utendaji kazi wa wafanyakazi (OPRAS).
- e) Majadiliano katika vikao vya walimu.
- f) Uongozi wa shule kupanga.

III. Jitihada za Uongozi Kusimamia Ufundishaji na Kujifunza Shuleni.

8. Je kwa kiasi gani/mara ngapi kwa mwezi/mwakaufuatiliaji/ukaguzi wa kufundisha na kujifunza hufanyika katika mambo yafuatayo?

Hatua ya kufundisha/Kujifunza	Aina ya ukaguzi	Kiasi cha ukaguzi; mf. mara1 kwa mwezi/mwaka, n.k
Mandalizi ya ufundishaji	<ul style="list-style-type: none"> • Maazimio <input type="checkbox"/> • Maandalio <input type="checkbox"/> • Zana za kufundishia <input type="checkbox"/> 	<ul style="list-style-type: none"> • Ukaguzi hufanyika marakwa • Ukaguzi hufanyika mara kwa • Ukaguzi hufanyika mara..... kwa
Utumiaji wa maandalizi kufundisha darasani	<ul style="list-style-type: none"> • Ufundishaji madarasan <input type="checkbox"/> • Kazi za wanafunzi (Daftari) na kulinganisha na maandalizi <input type="checkbox"/> • Log books <input type="checkbox"/> 	<ul style="list-style-type: none"> • Ukaguzi hufanyika mara kwa • Ukaguzi hufanyika mara kwa..... • Ukaguzi hufanyika mara kwa
Mengineyo (kama yapo, yataje)		

9. Je ni walimu/wafanyakazi gani hukagua ufundishaji, kujifunza na utunzaji wa taarifa za ufundishaji?

- a) Mkuu wa shule kwa kazi za walimu na wanafunzi
- b) Wakuu wa idara kwa kazi za walimu na wanafunzi
- c) Mwandamizi taalumaa kwa kazi za walimu na wanafunzi
- d) Wengine (Wataje)

.....

.....

10. Je ni njia zipi zinatumika zaidi katika ufundishaji madarasani? Zitaje.

.....
.....

11. Unafikiri ni kwa nini njia hizo zinatumika zaidi katika ufundishaji madarasani?

.....

ASANTE KWA USHIRIKIANO

APPENDIX V: INTERVIEW GUIDE QUESTIONS FOR HEADS OF SCHOOLS

1. What are the effects of the present situation of the sufficiency and qualifications of staff in your school on students' academic performance?
2. What are the results of the present state of school based supervision of your school on students' academic performance?
3. What are the outcomes of the present state of the availability of staff in-service training of your school on students' academic performance?

APPENDIX VI: FOCUS GROUP DISCUSSION GUIDE TOPIC FOR TEACHERS

1. Students' poor performance in examinations in CSSs is the consequence of inadequate school based supervision on teaching and learning practice.
2. Students' poor performance in examinations in CSSs is not a result of shortage of staff, under-qualifications of staff and inadequacy of staff in-service training.

APPENDIX VII: FOCUS GROUP DISCUSSION GUIDE TOPICS FOR GRADUATE STUDENTS

1. Performance in examinations of students in CSSs is improving.
2. Students' poor performance in examinations in CSSs is mainly contributed by students themselves. It is not a result of school management and inadequate school based supervision

APPENDIX VIII: PLAN OF ACTION

Planned Activity/Month	2016					2017		
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March
Writing research proposal, submitting to the supervisor								
Defending the proposal, preparing research instruments and conduct pilot study for pre-testing of the instruments								
Presentation of research instruments to the supervisor and making adjustments								
Data collection								
Data analysis and interpretation								
Report writing (first draft)								
Making correction of the first report draft								
Writing, correction and submission of final report								

APPENDIX IX: RESEARCH BUDGET

No	Particulars	Quantity	Item	Amount	Total
1.	Computer and its accessories	1	Computer set	1,200,000	1,200,000
2.	Plain/photocopy paper	20	Ream	10,000	200,000
3.	Printing research proposal and report drafts	5	Book	10,000	50,000
4.	Travelling Costs	8	Trips	100,000	800,000
5.	Subsistence Allowances	10	Days	100,000	1,000,000
6.	Binding of Final Research Report	4	Book	25000	100,000
7.	Sundry Expenses				600,000