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## Quality of Education in Community Secondary Schools the Case of Karagwe District, Tanzania

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### **Abstract:**

*Community efforts and the Secondary Education Development Programme (SEDP) that was implemented from 2006 to 2009 facilitated every ward to have a secondary school in Tanzania. This has resulted in the increased enrolment rate to secondary school from 72 percent in 2005 to over hundred in 2010. This quick improvement has made many scholars to question and doubt on the quality of education offered to the community schools in Tanzania. The main objective of this study was to analyze the quality of education of the community secondary schools established under Secondary Education Development Programme (SEDP) in comparison to private schools in Karagwe District. Specifically the study determined the perception of community members (students, teachers, and parents) to community secondary schools; also a comparison of academic performance between community and private secondary schools in rural and urban areas was made. It was an exploratory study which used a cross-sectional approach. The study was carried under two phases. Phase one of the study involved pilot study, the second phase involved structured questionnaire surveys as the major tool for data collection. Other instruments used were interview and observation schedules, likert scale, Focus Group Discussion (FGDs), checklist and documentary review. The study was carried in eight secondary schools purposefully selected out of 46 secondary schools in Karagwe District. Four of the selected schools were community schools under SEDP (two of them were located in the urban and the other two were located in the rural areas) while the other four were private schools (two located in urban and other two were located in rural areas). It involved 377 respondents (192 students, 32 teachers and 144 parents, 8 head of schools and one District Education Officer) purposefully and randomly sampled. The Statistical Package for Social Science was used to analyze quantitative data whereas Content Analysis was used for qualitative data. The study reveals that all community members (students, teachers and parents) had a positive attitude to community secondary schools regardless of having poor environment for the provision of quality education. On the academic performance of the schools, the study findings revealed that the quality of education in and private secondary schools was relatively poor. Furthermore the study findings revealed that community rural schools performed slightly better in Form Two National Examinations than the urban community schools. The situation was different in private schools in which urban private schools performed much better than the rural private schools. The study recommends the following for policy actions; strengthening teacher training on teaching skills and pedagogies, recruitment and retention of qualified teachers and the provision of adequate number of subject textbooks in accordance to the available number of students in line with the construction and supply of appropriate library and laboratory facilities for the provision of quality education in community schools.*

## **1. Introduction**

### *1.1. Background Information*

The goal of providing and achieving basic quality education for all children in all nations has been in the international agenda since the affirmation of the Universal Declaration of Human Rights in 1948. The Dakar Framework for Action in 2000 (UNESCO, 2003) recognizes the quality of education as a prime determinant where it is declared that increasing access alone would be insufficient for education to contribute fully, socially, economically and politically to the development of an individual and the society at large.

The Government of Tanzania has shown serious commitment in achieving Education for All (EFA) through its poverty reduction strategy which led to the introduction of Secondary Education Development Programme (SEDP, 2004-2009). The National Strategy for Growth and Reduction of Poverty (NSGPR) and SEDP have affirmed governments' commitment to the attainment of the Millennium Development Goals (MDGs) by 2015 (URT, 2004). The Ministry of Education and Vocation Training through SEDP has four thematic areas outlined in its Education Strategic Plan (ESP) in achieving the MDGs. These areas include the provision of quality education, enrolment expansion and access, equity and efficiency in the management of secondary schools. One of the policy goals

under quality of education is to improve the quality of teaching and learning for enhancing student achievement. The comprehensive nature of Tanzania's education strategy has been acknowledged by the international community hence SEDP has been enjoying financial support from the International Development Association (URT, 2004).

Good progress has been made in three years after the inception of the SEDP in terms of access across many areas of the sector. By July 2009, Karagwe District had managed to establish 23 secondary schools out of 28 targeted under SEDP. In particular, enrolment rates in secondary schools have risen dramatically. The increase has in general, led to improved Gender Parity Indicators (GPI), Net Enrolment Rates (NER), survival and completion rates at the national level. Poverty and Human Development report (URT, 2009a) indicates that the net enrolment in secondary school has been sustained from 20.6 percentages in 2007 to 27.8 percentages in 2009 and the report estimate about 4.1 million of secondary school students (Form 1 to 4) to be enrolled by 2010. This significant increase has outstripped the estimated government enrollment (URT, 2009b). Such changes would undermine the achievement of quality education if no predetermined scientific information to help get precautions as experience from Malawi demonstrates (UNESCO, 2003).

While we have impressive numbers as indicated above, it is still not clear whether the above mentioned achievements are associated with quality. Research has shown that "in many parts of the world, an enormous gap prevails between the numbers graduating from Community schools and those among them who can master a minimum set of cognitive skills". That rapid of quantitative improvement is slightly associated with poor qualitative outcomes (UNESCO, 2005).

Measurement of the quality of education in developing countries as well as Tanzania has focused principally on resource inputs and outcomes (i.e. student teacher ratio, student textbook ratio and national examinations outcome). There is a general perception in Tanzania that educational standards are low in community schools in both urban and rural areas compared to private schools of the same location. This is because unlike community schools, private schools have been generally performing well in the national examination results. Many parents therefore continue to patronize private schools as places and means of getting quality education for their children, the myth which need to be investigated. Little scientific information is known with regards to disparities of the quality of education between community and private schools in Tanzania. This is the motivation behind assessing the quality of education in community and private secondary schools.

### *1.2. Problem Statement*

Quality of education of secondary schools under Secondary Education Development Programme is still unknown since its establishment.

There is a drastic decrease of teacher student ratio (TSR) and student textbook ratio (STBR) in most of community secondary schools since their establishment in 2006, the situation which is endangering the quality of education in these schools (Lwaitama and Galabawa, 2008).

The policy of the Ministry of Education and Vocation Training stipulates a ratio of forty students to one teacher in secondary schools and each student to have access to one textbook in each of the subjects. This represents a policy target of 1:1 STBR and 1:40 TSR. Between 2005, the STBR was closer to the target but thereafter most schools in Tanzania experienced a decline between 2006 and 2009; the STBR fell from 1:2.3 to 1:3.7 and TSR declined from 1.29 to 1.53 (URT, 2007b).

According to Pigozzi (2008), simple quantifiable improvements such as STR, STBR and national examination results alone do not help to understand the dynamics of classroom level interactions and other factors associated with good quality education and their effect on student achievement. What seems to be equally important is how input resources into schools and classrooms are utilized to promote quality education. According to Heck (1993), since 1966, debate on education quality has been dominated by two schools' of thoughts, namely, the effective schools approach and schools quality improvement approach. Whereas the effective schools approach has relied on quantitative and analytic techniques to determine the relative effects on different education inputs while quality improvement approach for so long have relied on the academic achievement and its results (Heck, 1993).

Tanzania adopted these approaches through SEDP with the main objective of improving the quality of education through enrolment expansion and access, improving learning outcomes of students, making efficient use of resources, provision of enough textbooks and teaching materials, expanding the supply of teachers and enhances their professional development. There is so far no empirical information with regards to these variables and their impacts on academic achievement; hence the quality of education of secondary schools established under SEDP and private schools in Karagwe District is still unknown.

### *1.3. Problem Justification*

The investigation of the quality of education on how input factors are utilized as teachers and students engage each other in the classroom learning environment in different contexts (rural, urban, Community, private, deprived and non-deprived) is needed for better understanding on how to improve quality of education.

Since the government of Tanzania through SEDP is dedicated to the improvement of the quality of education especially in community schools, hence studying the quality of education delivered at the classroom level in community secondary schools is of paramount importance.

Data and information would be useful to; educational planners, policy makers and other stakeholders hence clear educational policies and programme with high emphasize of its quality at classroom level. The study would also be used as feedback to program supporters, World Bank, International Development Association and community members.

#### 1.4. Objectives

##### 1.4.1. General Objective

This study aim to analyze the quality of education of community secondary schools established under SEDP

##### 1.4.2. Specific Objectives

- To determine perception of quality of education by community members.
- To compare academic performance between community and private schools in rural and urban areas.

##### 1.5. Research Questions

- How do community members perceive community secondary schools?
- How do community and private schools in Karagwe District differ in the provision of quality education in different areas (urban and rural)?

##### 1.6. Conceptual Framework

This study defines “quality education” as the availability of relevant and sufficient teaching and learning resources as well as active teaching -learning pedagogies in enabling teachers and students to reach higher levels of performance in examinations (UNESCO, 2003). The conceptual framework used four components of quality education which are; availability of enabling input resources, students’ characteristics, classroom interaction process and academic outcome.

The study assumed that quality of education (academic outcomes /performance in national examinations) as dependent variable is directly influenced by independent variables which are academic input resources, students’ characteristics and classroom interaction process. The analysis was done to know input resources (teachers’ qualification and experience, class size, textbooks, lesson plan books, teaching aids), students’ characteristics (students’ school readiness, perseverance and their barriers to learning) and how they interact each other at classroom level based on teaching practices, learning time and medium of instruction for better quality of education. The study made a comparative analysis between community /community secondary schools and private secondary schools in the district.

As Meyer and McKenzie (2009) observe good academic performance of individual student and the school at large is significantly influenced by availability and sufficient use of teaching and learning resources. Also Long and Israelsen (1983) emphasizes on the use of active teaching and learning pedagogies for quality education attainment.

The perception of community members (students, teachers and parents) was also assessed to determine their attitude to community schools under SEDP. This was on the assumption that attitude to community members a school can indirectly influence the provision and attainment of quality education (Michaelowa, 2001). In the current study, the chi-square test found no statistical association between community members’ perception to community schools and academic performance of the school. The school was the level of analysis and the data were collected from teachers, students and parents with students in the studied schools.

The quality of education in the community secondary schools was quite different from that in private schools of both areas (rural and urban) due to unequal availability and utilization of favorable teaching and learning environment the same results were observed in the study by Carr-Hill and Ndalichako (2005).

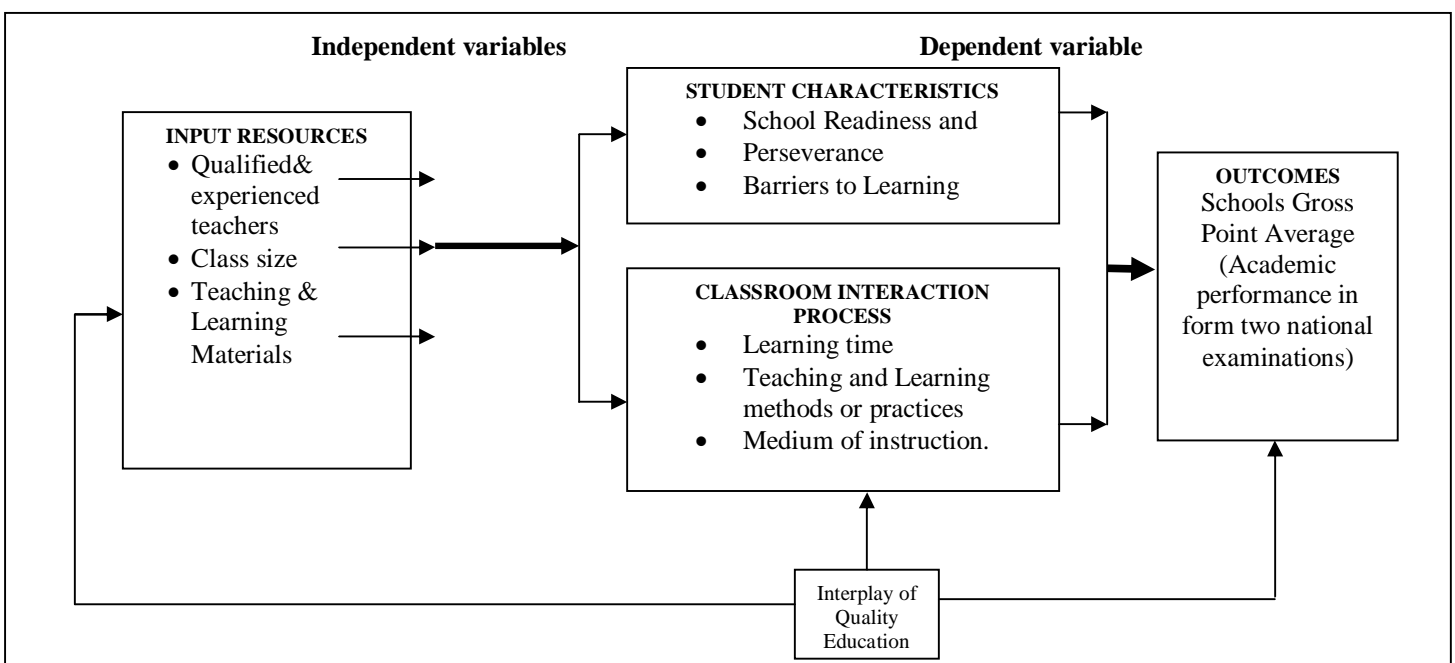


Figure 1: Conceptual framework

## 2. Literature Review

### 2.1. Quality Education

OECD (1989) defines quality education as a teaching and learning process which should encompass specific skills, and aspects which are less tangible but more profound in the imparting of knowledge, positive judgment and well developed wisdom. UNESCO, (2003) define quality education as a way of facilitating and realization of self-potential and latent talents of an individual which needs an application of active teaching and learning pedagogies.

Traditional approaches to the quality of education have often relied upon 'proxy' measures such as increases in financing and other inputs in the level of educational provision. While clearly not irrelevant or unhelpful, such outlays may not prove decisive when another criterion for defining and measuring the quality of education is used, namely, measurable educational outcomes (George and Nicholas, 2003).

Modern definition of quality education involves the conventional focus on the basics of literacy, numeracy, essential knowledge and skills as well as the related emphasis on the critical factors such as teachers' qualification, the curriculum, teaching/learning methodologies, interaction processes in the learning environment, examinations performance and assessment, management, administrative practices, planning, and policy development. Much concern about the quality of education derives from the belief that poor quality will frustrate efforts to use education as an effective lever of economic growth and development in this age of accelerating globalization. Issues concerning the quality of education cannot be separated from those of developments, which have an impact on the learning environment provided by schools (UNESCO, 2005).

The study focused on investigating the quality of education offered in community schools in comparison to private schools. The next section shows a historical perspective of quality education in Tanzania.

### 2.2. Secondary Education Development Program (SEDP, 2004-09)

In 1995, the Government, through the then Ministry of Education' and Culture (MOEC) issued an Education and Training Policy (ETP) that opened further participation of the non-government sector in the provision of education. Furthermore, ETP led to the development of a framework for the sector by designing the *Education Sector Development Programme* (ESDP) in 1997. A comprehensive Secondary Education Development Programme (SEDP) was prepared in December 2003 and launched in March 2004. The SEDP (2004-09) updated and expanded the earlier Secondary Education Master Plan development program. The target was to build one secondary school in every community; within community members with a strong central government support taking the responsibility. The Secondary Education Development Program (SEDP) seeks to achieve three basic objectives. The first is to increase the proportion of the relevant age group completing secondary education, especially disadvantaged groups who are now getting better opportunities to complete primary education through the PEDP. The second objective was to improve learning outcomes of students and the third objective was to enable the Community administration to manage secondary education more effectively through the devolution of authority to lower levels and the lengthening of management capacities.

The main challenge of SEDP is quality improvements which would ensure that the education received by students is of high quality and relevant to their daily lives and work prospects. However, quantitative aspect may be the entry point to the quality aspect of education, other factors such as teaching aids, number of teachers and their qualification are important as the next section present factors influencing quality of education from theoretical and practical perspective.

### 2.3. Factors Influencing Quality Education

#### 2.3.1. Enabling Inputs

The success of teaching and learning is likely to be strongly influenced by the resources made available to support the process for the provision of quality education. These inputs include textbooks, classrooms, teacher guide books, lesson plan books, chalks libraries and laboratory facilities. Human resource inputs include administrators, supervisors, inspectors and most important professional teachers who are vital to the learning process. Qualified and experienced teachers, textbooks, lesson plan books and teaching aids are specific academic resource inputs of this study.

#### 2.3.2. Number of Teachers and Their Qualifications

The number of teachers and their qualifications show an important but complex relationship to student outcomes (O'Sullivan, 2006). Conversely, highly qualified teachers can have very marked impacts on the outcomes for diverse students, particularly younger students. Students learn more from teachers with high academic skills than teachers with weak academic skills, (Cameron and Baker, 2004).

#### 2.3.3. Teaching Aids

Teaching aids are objects or representation that may be used to clarify or enhance understanding of a concept. The use of teaching aids in classroom may help students make better connections between a classroom and the real world. Teaching aids enhance teaching – learning process, provide interest and motivation to students and increase retention of information and other subject content. Brookover, (1967) observed that, learners remember 20% of what they hear, 30% of what they see and 50% of what they see and hear.

#### 2.3.4. Learner Characteristics

Other aspects remaining constant, student characteristics remain the only determinant that influences of quality education in the classroom level and at school in general. The most desirable learner characteristics include their school readiness and perseverance, free from barriers to learning and the extent on how they are motivated by their parents and school administration.

#### *2.4. Empirical Studies on Quality Education in Tanzania*

In Tanzania, studies on school effectiveness have been conducted by the United States Agency for International Development (USAID) in 2005 and the World Bank in 2004 (UNESCO,2003). These studies revealed that familiar medium of instruction to teachers and students in classroom, desirable characteristics of students, adequate number of textbooks and well trained teachers significantly contribute to higher levels of students' and school academic achievement. In 2009, Secondary Education Development Programme (SEDP) managed to increase enrollment rate, 2.7 times more than the projected enrollment rate by 2010 (URT, 2009a) the situation which could lead to poor quality education if precaution measures are not considered.

Carr-Hill and Ndalichako (2005) analyzed education sector reform in Tanzania Community schools and revealed that some secondary schools particularly in remote rural schools deployed diploma teachers from primary schools due to shortage of qualified teachers in secondary schools. Lwaitama and Galabawa (2008) conducted an appraisal upon the progressing of community secondary schools under SEDP based on availability of enabling inputs only and the study revealed that community schools were served on big of inadequate of resource inputs.

The above literature show that no major studies have been conducted to analyze the quality of education of secondary schools established under SEDP in Tanzania, except that similar studies have been conducted in other developing countries. This study has filled the information gap of the quality of education of community secondary schools or schools under SEDP.

### **3. Research Methodology**

#### *3.1. Descriptions of Study Area*

The study was conducted in Karagwe District in Kagera region from September 2012 to March 2013. The district lies between latitudes 01°- 02° South of the equator and longitudes 30.6° - 31.4° East of Greenwich and is situated in the North West corner of Tanzania. Karagwe was the second district which constructed many schools (23 schools) in the first three years of SEDP. The study was restricted to urban and rural secondary schools to reflect education performance in the different contexts of rural and urban settings.

#### *3.2. Research Design and Data Collection Procedures*

##### 3.2.1. Research Design

The study was an exploratory which used a cross section approach to investigate the quality of education in classrooms in the selected schools.

##### 3.2.2. Sampling Procedures and Sample Size

A simple random sampling, purposeful and stratified sampling procedures were used to obtain schools and respondents of the study. The totals of eight secondary schools out of 46 schools in the district were selected and surveyed. Four of the selected Community schools were under SEDP (two from urban and other two from rural areas) while the other four were private schools (two from urban and other the two from rural areas). Two students and two parents were randomly selected from three strata formed purposely (those performing above school average, at average and below average). A total of 185 respondents (96 students, 32 teachers and 48 parents), 8 head of schools and one District Education Officer) were sampled and used for data processing and analysis

#### *3.3. Methods of Data Collection*

The study was carried out in two phases. Phase one involved a pilot study that was done in the mid of September 2012, the tools used in the pilot study included indirect observation, interview and checklist. The second phase involved questionnaire survey as the main tool for data collection; this was actually conducted from January to March 2013. Other instruments used were interview guide, observation schedule, structured interview, discussion guide (FGDs), likert-type summated scale and documentary review. Each of the studied variables employed different instruments of data collection as the information (perception) for objective one was obtained by using Likert scale.

#### *3.4. Methods of Data Analysis*

Descriptive statistics was used for analyzing the collected data (qualitative and quantitative). The data were processed (coding and entry) with the help of computer software, Statistical Package for Social Sciences (SPSS). In the analysis, frequency, percentage, means and standard deviation for the studied variables were computed. The associations between different variables were computed and the two tailed independent sample (t-test) and Chi-square test at 0.05 significance level was used. Qualitative data and information for objective one (perception of community members) was analyzed by using SPSS computer software. The total scores for each respondents was firstly calculated, then three main categories of attitude were established that namely low attitude (10-29), neutral

(30) and high attitude (31-50), hence the overall perception of each group of the respondents was analyzed based on the total scores of each respondent.

#### 4. Results and Discussion

##### 4.1. Background and Social-Economic Characteristics of Respondents

###### 4.1.1. Sex

Out of 96 interviewed students 51% were males and 49% were females. For teachers 71.9% and 28.1% were male and female respondents respectively, for parents 60.4% and 39.6% were of males and females respondents respectively. The findings show that there is still a slight difference in accessing education between male and female students as majority of the interviewed students were males (Table 1).

Characteristics	Students		Teachers		Parents	
	Number	Percent	Number	Percent	Number	Percent
<b>Sex</b>						
Male	49	51	23	71.9	29	60.4
Female	47	49	9	28.1	19	39.6
<b>Total</b>	<b>96</b>	<b>100</b>	<b>32</b>	<b>100</b>	<b>48</b>	<b>100</b>

Table 1: Sex of Respondents  
Source: Field data (2013)

The two tailed-sample tests show that there is a statistically significant difference between the mean age of students for community and private schools in the studied areas ( $t= 3.519$ ,  $p= 0.001$ ).

###### 4.1.2. Education

The findings of the study show that majority (58.3%) of parents had attained primary education, 22.9% secondary education, 10.4% college education, 6.3% university education and few (2.1%) had not attained any formal education. The study reveals that few parents who have attained secondary education and above were sending their children in private schools where they believe there is good quality education unlike in Community schools. Taylor and Mulhall (2001) assert that well educated parents influence positively academic performance of their students.

###### 4.1.3. Occupation and Major Source Of Family Income

The study revealed that the majorities (67.7%) of students' parents are farmers, 17.7% are government employees, 10.4% business persons and 4.2% are engaged in other activities including food vending. This shows that farming was the major occupation as well as the major source of income to most of the respondents in the surveyed secondary schools.

###### 4.1.4. Place (S) For Individual Students' Study At Home

The Chi-test square reveals no significant association between places for private study and students' school type ( $p>0.05$ ). The study reveals that students conduct private study at home but majority of them had no special rooms for private study at home. Results in table 2 shows majority of students (83.3%) use sitting room and sometimes sleeping room as their main places for study, 2.1% study in the kitchen and few (14.6%) have special rooms for study at home.

Places	Student school type				Total	Percent
	Community (Urban)	Community (Rural)	Private (Urban)	Private (Rural)		
Sitting room or Bed room	20	21	20	19	80	83.3
Kitchen	0	2	0	0	2	2.1
Special room for study	4	1	4	5	14	14.6
<b>Total</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>96</b>	<b>100.0</b>

Table 2: Places for conducting private/individual study at home and students' school type

$$\chi^2 = 1.975, df = 94, p=0.160, \text{ Source: Field data (2013)}$$

###### 4.1.5. Source of Light during Private Study at Home

Table 3 indicates that 41.7% of students in the studied schools use small oil lamp as a major source of light when conducting private study at home. This indicates poor learning environment as the source can endanger their health, leading to poor participation in teaching and learning process in a classroom. These results are supported by the statement of the Minister of Education and Vocational Training saying that, "some of secondary schools which have no permanent source of light make students use risky and

unhealthy sources including candles and small oil lamp” (Teornest, 2010). This implies that most of community secondary schools in Karagwe District need durable and safe source of light in order to foster provision of quality education.

Source of light	Student school type				Total	Percent
	Community Urban	Community Rural	Private Urban	Private Rural		
Lamp	7	8	10	8	33	34.4
Small oil lamp/Koroboi	9	15	3	13	40	41.7
Electricity	8	1	11	3	23	24.0
<b>Total</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>96</b>	<b>100.0</b>

Table 3: Major source of light used during private study at home and students school type

Source: Field data (2013)

#### 4.1.6. Educational Instruments at Home

The purpose of this was to assess education environment at home as per UNESCO’s (2003) criterion that education analysis should start from home and not at schools only as revealed by Murnane (1981). Table 4 shows that educational instruments itemized by students that were available at home. No differences were identified in the availability of studied educational instruments between community and private schools.

Educational instruments	Student school type				Total	Percent
	Community Urban	Community Rural	Private Urban	Private Rural		
Radio only	13	17	3	17	50	52.1
TV, Radio and Scientific calculator	0	2	0	2	4	4.2
TV only	1	0	0	0	1	1.0
TV and Radio	7	0	12	2	21	21.8
Radio and Scientific calculator	0	4	5	0	9	9.4
Radio, TV, Computer and Scientific calculator	0	0	4	0	4	4.2
No education assets owned	3	1	0	3	7	7.3
<b>Total</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>96</b>	<b>100</b>

Table 4: Type of educational instruments found at home and students’ school type

Source: Field data (2013)

The findings indicate that students learning environment at home are encouraging as they can access educational information through available instruments at home, but more efforts are needed to empower parents economically so that they can have more academic instruments at home for building good education ground for their children. As Grobe and Bishop (2001) assert availability and accessibility of computers and other educational instruments at home influence students’ academic achievement at school.

#### 4.2. Availability and Use of Enabling Inputs at School

##### 4.2.1. Education Level of Teachers

The two-sample tests show that there is no statistical significant differences of teacher qualification (number of years studied) between private and Community secondary schools ( $t=1.557$ ,  $p=0.130$ ) at  $\alpha = 0.1$  level of significant. In general, private schools were staffed with more qualified teachers compared to community secondary schools (table 5). Also the study reveals that rural private and community secondary schools were faced with a shortage of qualified staff. These findings indicate poor provision of quality education and that community schools were mostly affected vis-à-vis private schools; thus immediate and more support for qualified teachers was of high concern in these schools to ensure the provision of quality education.

School type	Education level					Total
	Form six	Form six plus short course training in teaching	Diploma	Advanced diploma	Second degree/Masters	
Community Urban	3	1	4	0	0	8
Community Rural	4	2	2	0	0	8
Private Urban	1	1	4	1	1	8
Private Rural	3	2	2	1	0	8
<b>Total</b>	<b>11</b>	<b>6</b>	<b>12</b>	<b>2</b>	<b>1</b>	<b>32</b>
<b>Percent</b>	<b>34.4</b>	<b>18.8</b>	<b>37.6</b>	<b>6.3</b>	<b>3.1</b>	<b>100</b>

Table 5: Education level attained by the teachers and their school type

$t = 1.557$ ,  $df = 30$ ,  $p = 0.130$ , Source: Field data (2013)

#### 4.2.2. Class Size and Teacher-Student Ratio

The study reveals the average class size of 1:66 as featuring in all surveyed schools (Community and private) of both areas that is rural and urban areas. The result in table 6 shows that teacher-student ratio was much higher compared to the stipulated and targeted teacher-student ratio of 1:40. These findings indicate that a high class size (above 50 students per teacher) reduces teacher-student interactions and minimizes class management, the practice which could lead to the provision of low quality education.

School type	Teacher-student ratio
Community Urban	1:80
Community Rural	1:65
Private Urban	1:70
Private Rural	1:50

Table 6: School type and teacher-student ratio  
Source: Field data (2013)

#### 4.2.3. Availability and Use of Teaching and Learning Materials

Majority of teachers (87.5%) and students (90.6%) strongly agreed that their schools had few textbooks. The situation was a bit worse in rural private and all community secondary schools.

The results in Table 7 indicate that student-textbook ratio (STBR) in one of the urban private schools was a bit better with an average of 1.6 meaning that one textbook was shared with 1.6 students while the situation in rural private schools was also not favoring the provision of quality education as most of students had a high STBR (above 7 STBR). The situation was worse in all community secondary schools of both locations, that is rural and urban in which the average student-textbook ratio was above ten. The above results imply that secondary schools in the studied area still have a long journey to ensure the provision of quality education as the STBR in these schools is far lower compared to the targeted textbook ratio.

Number of student(s) per textbook	Number of respondents and their school type				Total
	Community Urban	Community Rural	Private Urban	Private Rural	
1-3	0	0	8	0	8
4-6	2	0	4	1	7
7-9	6	8	7	11	32
> 10	16	16	5	12	49
<b>Total</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>96</b>

Table 7: Student-textbook ratio and school type  
Source: Field data (2013)

The study reveals that all Community and private rural schools in the studied area had serious shortage of textbooks in all the subjects, but the situation is much worse in Mathematics and science subjects. Such an environment endangers the provision of quality education (Biggs, 2003). The results indicate that these students cannot have intensive private study at home as they do not own and have no access to any type of textbooks at home.

#### 4.2.4. Availability and Use of Teaching Aids

The study reveals that teaching aids were completely not used in most of the surveyed schools except for few teachers who used teaching aids very rarely. 36.5% of the interviewed students admitted that their teachers use teaching aids while 63.5% said that their teachers do not use teaching aids during teaching. The situation was worst in community secondary school of both locations than it was in private schools. In this study it was observed that although teachers were aware of the importance of using teaching aids in the process of teaching and learning but they gave less value on using such aids in teaching, also during informal discussion some teachers were quoted as saying "the school administration does not support teachers when need to use teaching aids" thus rendering this vital teaching technique as value less.

### 4.3. Perceptions of Community Members on Community Schools

#### 4.3.1. Teachers' Perception to Community Schools

The findings indicate that regardless of un conducive teaching and learning environment in Community secondary schools, most teachers have high/positive attitude to community the schools. Evaluation of the attitude of teachers to community schools under SEDP reveals that 46.9% of teachers have high or positive attitude, these results were contrary with the expectations and assumptions of the current study. It was only 34.4% of the respondents who had low or negative attitude and 18.8% of teachers were neutral and remained uncertain to community schools. Teachers strongly agreed that the idea of establishing schools in each community was good as such schools have helped low income households to send their children in secondary schools. The findings also show that most of the teachers in community schools perceived positively schools under SEDP as opposed to teachers in private schools. Furthermore



these teachers argued that poor performance of community schools is due to being built in remote areas in where the enabling inputs for teaching and learning are not easily accessed as well as the schools are not frequently inspected by educational inspectors.

#### 4.3.2. Students' Perception to Community Schools

The findings show that students in the studied schools positively perceived community schools as better institutions for providing quality education. There was no significant difference identified between perception of students in the community and that of students in private schools in both urban and rural areas. Majority of students (67.7%) have high attitude to community schools. Furthermore, 26.0% of students have a low attitude while 6.3% were neutral or undecided upon community schools. These results show that students of all schools (private and community) have positive perception upon community schools regardless of the existing poor educational environment. During FGDs, students argued strongly that community schools have much reduced school costs to students, also reported that community schools have helped to reduce illiteracy rate in the communities, on the other hand, students strongly disagree that the quality of education offered in community schools is of low quality. Few students (26%) with negative attitude to community schools reported that, these schools have no enough qualified teachers, also do not have enough libraries. Furthermore, students said that community schools lack enabling inputs for teaching and learning, including shortage of textbooks, tables and chairs for students and teachers.

#### 4.3.3. Parents' Perception to Community Schools

The study findings show that most of the parents had positive perception to community schools and there was no difference in perception between parents from Community and those from private schools in both urban and rural areas. Findings reveal that regardless of the existing poor educational situation in community schools most of the parents and guardians with students in these schools were still proud of having secondary school in each community. Most of the parents said that apart from the quality of education offered, the establishment of secondary schools in the nearby environments was a good thing as it has come to liberate rural areas and its people.

Few (6.3%) parents and guardians who had a negative attitude to community school because most of them lack enabling inputs for quality education. They reported that the schools have no enough qualified teachers; the schools also had no libraries and laboratories. Shortage of textbooks, accommodation for teachers, hostels for students and other necessary services as explained in the previous sections were some of the factors that made these parents dislike community secondary schools. Lastly, parents recommended that community schools would do better and play a great role in hastening the rural development in Tanzania if the identified barriers would be solved without delay.

#### 4.4. School Academic Performance

The study assessed the trend of school academic performance by evaluating three consecutive years of Form Two National Exams. Generally, both types of schools (private and community) performed poorly in the Form Two Nation Examination for three consecutive years with an average of grade 'D' and a GPA of 38.6. The two-sample tests show that there is statistical significant differences of academic performance for the past three consecutive years between private and Community schools ( $t = 4.210$ ,  $df = 94$ ,  $p = 0.000$ ). Also the results in table 9 show a statistical significant difference between rural and urban schools of both type ( $t = 2.223$ ,  $df = 94$ ,  $p = 0.009$ ).

School type	Year	GPA scored	Overall GPA
Community schools	2009	43.0	38.5
	2010	36.5	
	2011	36.0	
Private schools	2009	40.5	41
	2010	42.0	
	2011	40.5	

Table 8: General academic performance (GPA) of Community and Private schools in form two nation exams for three consecutive years  
 $t = 4.210$ ,  $df = 94$ ,  $p = 0.000$  Source: Field data (2013)

School location	N	Mean	Std. Deviation	Df	t	P
Urban	4	40.6292	7.81362	94	2.223	0.009
Rural	4	37.4087	3.96839			

Table 9: General academic performance (GPA) of Urban and Rural schools in form two nation exams for three consecutive years

#### 4.4.1. Trend of Academic Performance in Community Secondary Schools

Academic performance of community secondary schools in three consecutive years (2009, 2010, and 2011) was generally poor. The results in Table 8 show that majority of these schools scored an overall GPA of 38.5 an average of grade 'D'. It is only one rural school (Kintuntu) that scored a GPA of 43.6 an average of grade 'C' in all three consecutive years. Furthermore the descriptive results in Table 10 show that rural schools of this type performed slightly better (with GPA of 38.3) than did the urban schools which scored a GPA of 34.0 in two consecutive years of Form Two National Examinations. The findings indicate that community secondary

schools of both locations (urban and rural) were doing poorly academically, this justify the pre-assumption of community members who assumed that quality of education (academic performance) in community secondary schools was relatively poor than it was in private schools (Lwaitama and Galabawa,2008).

Location of the school	N	Mean	Std. Deviation
Urban	2	34.0	1.362
Rural	2	38.3	9.6839

Table 10: Academic performance (GPA) of Urban and Rural Community schools

Source: Field data (2013)

#### 4.4.2. Trend of Academic Performance in Private Secondary Schools

In comparing academic performance of the two categories of studied schools, the trend of private schools academic performance in the same locality was examined. In three consecutive years of Form Two National Examination majority of private schools scored an overall GPA of 41 an average of grade 'C' as opposed to a GPA of 38.5 for community schools. Table 11 shows that urban private schools did better with a GPA of 45.8 than rural private schools which scored a GPA of 36.15. The study revealed that the encouraging results in urban private schools is due to conducive learning environment and availability of teaching and learning material/facilities, the situation was contradictory in rural private schools.

Location of the school	N	Mean	Std. Deviation
Urban	2	45.8	7.813
Rural	2	36.15	1.359

Table 11: Academic performance (GPA) of urban and rural private schools

Source: Field data (2013)

#### 4.5. Measures for Improving Quality of Education in Community Schools

In response to the challenges highlighted and discussed in the previous sections, teachers, students and parents provided their views on what should be done in order to improve the provision of quality education in the community secondary schools, the suggested measures are discussed hereunder. Availability and accessibility of Teaching and Learning Materials (TLMs): Students and parents recommended looking for enough number of teaching and learning materials as a way toward quality education in the community secondary schools.

- i. Construction of libraries and laboratories with enough required equipment and other facilities. Each school should have at least one library and laboratory for conducive teaching and learning environment.
- ii. The construction of students' hostels and teachers' quarters would also provide good environment for students and teachers to participate in the process of teaching and learning at school.
- iii. Availability of sustainable sources of water, electricity as well as nutritional program at school
- iv. The construction of more classrooms would also reduce concentration of students in one classroom as well as reduction of teacher student ratio, the situation which would increase teacher students' interaction.
- v. Availability of enough and qualified teachers who are well motivated to work, is the key factor in improving the quality of education in Community secondary schools in Karagwe district.
- vi. Provision of many exercises and weekly tests can also make students become busy in academic matters hence influence teachers and students effectively participation in the process of teaching and learning at school.

## 5. Conclusions and Recommendations

### 5.1. Conclusions

The study revealed that all community members (students, teachers and parents) had positive attitude to community secondary schools regardless of the fact that these schools had poor environment for the provision of quality education including shortage of teaching and learning resources. In comparing academic performance of the studied schools, the study findings indicate that the quality of education offered in community schools and private schools was relatively poor. However the study findings revealed that Community rural schools performed slightly better in Form Two National Examinations than urban Community schools. The situation was different in private schools in which urban private schools performed much better than rural private schools. Finally, the study revealed that active and participatory teaching and learning methods were not found to be effectively used by teachers in the studied schools.

### 5.2. Recommendations

The study also recommends the following to be adhered and done by different educational stakeholders;

- i. Parents should be sensitized on quality education. The practice which would help parents to build good school environment and have close collaboration with teachers and school administration for promoting good school environment to enhance quality education provision.

- ii. For the provision of quality education, teachers should be diverse in active and participatory teaching and learning methods. Teachers should also embark on frequent use of teaching aids and assignment of hands activities to students these practices which would make the lessons meaningful and attractive to students.
- iii. Ensure basic quality whilst expanding access: In community schools classrooms construction and enrollment expansion have received more attention than the aspect of quality education.
- iv. Students should develop textbook (s) reading habit the practice would help them to be more knowledgeable on the subject (s) content and thus reduce dependence on teachers' lesson notes.
- v. Central and local governments of the studied schools should; focus on teacher training in pedagogy skills. Apart from having pre-service teacher education programmes, ongoing in-service teacher training programmes is highly required. More investment should be on teacher recruitment, with practical incentives to encourage deployment and retention in difficult and underserved rural areas, otherwise the quality of education in community schools would continue to slide and the learning outcomes would be further being compromised.

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