DETERMINANTS OF QUALITY EDUCATION IN COMMUNITY SECONDARY SCHOOLS IN TEMEKE MUNICIPALITY

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A DISSERTATION SUBMITTED IN PARTIAL FULLFILMENT FOR THE REQUIREMENTS OF THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN UNIVERSITY OF TANZANIA

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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled "Determinants of Quality Education Provision in Community Secondary Schools (CSSs) in Temeke MunicipalCouncil" in partial fulfillment of the requirements for the Degree of Masters of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

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Dr. Mary Ogondiek

(Supervisor)

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Date

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DECLARATION

I, Chitegetse Dominick Peter Ngaruko, do hereby declares that this dissertation is my own original work and that it has been submitted and will not be presented to other University for similar or any degree award.

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Signature

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Date

DEDICATION

This Dissertation is dedicated to the memory of my sister, The Late Esther Anna Petro who inspired me to follow her footsteps to pursue postgraduate studies but very unfortunately passed away as I was finalizing this dissertation.

ACKNOWLEDGEMENT

I feel obliged to our almighty God who gave me strength to accomplish this work. Also this work could not have reached this stage without contributions from others. It is a product of cooperative effort of many individuals besides myself. From the bottom of my heart I express my sincere gratitude to all of them for their support which has culminated in the realization of this dissertation. However, from the long list I am inclined to mention the following on behalf of the rest.

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husband and to Noela, Victor and Vicent, my children whose love, patience, encouragement and sacrifice has made this journey possible.

Nonetheless, I remain solely responsible for any mistakes related with this dissertation.

ABSTRACT

The study assessed the exent to which a combination of school based and environmental factors affect provision of quality education in Community Secondary Schoolsin Temeke Municipal. The study employed qualitative research approach and utilized interviews, non-participant observation, documentary review and focused group discussion as methods of data collection. Participants in the study were purposively selected. It was further revealed that although the teachers were academically well qualified, experienced and dedicated to helping studentsø learn their work performance was greatly affected by lack of incentives and studentsø truancy, parentsø insufficient close follow-up, cultural practices as well as the studentsø themselves lack of interest in education. The study concluded that the quality of education in Temeke Municipality is affected by a number of interrelated factors which have to be looked upon holistically. These factors range from the students themselves, teachers, school facilities and socio-cultural practices which affect effective provision of quality education. It would appear that the governmentøs intention to establish CSSs as a strategy of providing more secondary education opportunities has not gone concurrently with the necessary cooperation from the teachers, students themselves, parents and communities at large to ensure provision of quality education is realised. While the government is urged to strategise on how to increase the number of mathematics and science teachers, the study also recommends that Temeke Municipality should continue to sensitize parents on the value of education for their children. Another recommendation is for a follow-up study which will be quantitative in nature involving a large geographical coverage beyond four schools and a large sample to generalize findings.

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LIST OF ABBREVIATIONS

AfDB	African Development Bank
EFA	Education for All
CSEE	Certificate of Secondary Education Examination
CSSs	Community Secondary Schools
MoEVT	Ministry of Education and Vocational Training
MOEC	Ministry of Education and Culture
BEST	Basic Education Statistics
URT	United Republic of Tanzania
UNESCO	United Nations Education, Science and Cultural Organisation

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

Assurance of quality education needed to be the main agenda of each educational industry that engages with the educational practices. Since independence Tanzania has been struggling to improve the quality of education geared to have qualified manpower for country's socio-economic development. The Tanzania education and training policy of 2014 underscores the need for having quality education system.

1.2 Background to the Problem

Quality assurance in education is recognized internationally as the heart of any educational practices. Quality education determines how much and how well students learn, and the extent to which their education achieves a range of personal, social and development goals including the assurance of access, equity and equality in all education levels (UNESCO, 2005). Following its great importance, there has been different international pronouncements on quality education through various declarations and conferences.

For example, Jometian Declaration in 1990 and more particularly the Dakar Framework of Action in 2000 emphasized quality of education through its sixth goal (UNESCO, 2015) which states as:

> *"Improving all aspects of the quality of education, and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills"*

Tanzania, like other countries in the world, has taken cognizance of the importance of quality education for the development of her people at individual and national

level at large. As a result, since independence, Tanzania has been devoting time and financial resources to ensure the provision of quality education to her citizens. Tanzania signed the commitment to implement Education For All (EFA) goals, and had earlier adopted several educational policies which set goals for attaining high quality education. These include the policy of Education for Self Reliance (1967-1985) and the Education and Training Policy (1995).

Education for Self Reliance policy led to the adoption of the Musoma Resolutions in 1974, which targeted to achieve Universal Primary Education (UPE) by 1987. This policy aimed at making high quality primary education available and compulsory to all children. Such initiative resulted into massive increase of enrolment in primary school children from different socio-economic backgrounds (Ministry of Education and Culture -MoEC, 2004).

Also, the Government initiated the programme for the construction of secondary schools by communities that marked the emergence of Community Secondary Schools (hereafter, CSSs) to meet the increasing demand of secondary education, following the numerous achievements attained in primary education, through the implementation of preceded Primary Education Development Plans (MoEC, 2004). Unfortunately enough, many of the initiatives which have been undertaken have not been implimented. Research evidences reveal that, many education programmes and plans which have been adopted including the plan to establish CSSs, have brought noble achievements of access and equality at the expense of quality education (Sekwao, 2004; MoEVT, 2010). UNESCO (2005 p. 18) confirms that;

> *"In many countries that are striving to guarantee all children the*

right to education, the focus on access often overshadows the issue of quality. Yet quality stands at the heart of EFA. It determines how much and how well students learn, and the extent to which their education achieves a range of personal, social and development goals. (UNESCO, 2005 p. 18)."

This contradicts with the best approach on educational quality assurance as UNESCO (2003:7) states;

*"The best way to improve access is to improve quality which would make coming to school or staying in school a more attractive option from the perspective of parents as well as children. Moreover, efforts to improve quality will tend to increase the efficiency of the public expenditure and will encourage parents to contribute to children education.*ö

The approach that put more emphasize on access and equality than quality education hinders better teaching and learning to teachers and students respectively to the entire schools (Herman, 2011; Mbwambo, 2005; MoEVT, 2010; Moshi, 2009 & Ishengoma, 2012). As a result, CSSs have been performing poorly compared to other categories of secondary schools as Mkumbo (2012 p. 54) argues;

"Overall the public community based secondary schools were the worst performers in the 2010 National Form Four Examinations...Data shows, 65.5 percent of the candidates from public community-based secondary schools scored Division 0 (failed), 29.3 percent Division IV and only 5.2 percent scored Divisions I, II and III."

The problem of the decline of quality education in different educational systems particularly in community secondary schools has raised a public outcry among education stakeholders which invites stakeholders to redress it. Based on these grounds the researcher seeks to carry out a study to explore strategies to improve the quality of education in community secondary schools.

1.3 Statement of the Problem

The importance of investing in secondary education cannot be overemphasized. As correctly observed by Mbelle (2008) the benefits of secondary education can be gauged through different routes. For example, secondary education is a bridge towards tertiary and higher education. It also helps to absorb primary school leavers, and therefore, its expansion increases chances for others at primary school level. With this recognition, the government of Tanzania has been trying hard to expand secondary education sub-sector through several reforms.

The establishment of community secondary schools in the 1980s and 1990s, is one among the major educational reforms in the secondary education sub sector in Tanzania. Indeed as a result of this enrollment, trend of children in secondary schools has been increasing from, for example, 432,599 in 2004 to 1,802, 810 in 2012 and 3932533 in 2016. Despite this increase in studentsø enrolment there has been a continuous outcry by educational stakeholders and the community at large over the quality of education provided by CSSs. Taking academic performance in national examinations as one of the indicators of quality, majority of community secondary schools are performing unsatisfactorily.

Mkumbo (2012), for example, observed that CSSs experienced the worst results, in the National form four examinations. Consistently, they have been occupying last positions preceded by seminary schools, government schools and private schools. Failure rate has also been higher every year. This situation cannot be left to continue. Indeed there is need for research to illuminate the factors that contribute to the state of the art and how they can be alleviated. Several studies have already been

conducted to find out factors leading to academic poor performance in community secondary schools in Tanzania.

However, no study has focused on Temeke Municipal. On top of that these studies have concentrated on school- based factors (internal factors) such as adequacy of teachers, their qualification, availability of teaching and learning facilities as well as teaching methodologies. While these internal factors are essential for provision of quality education external or contextual factors such as location of school, the school working environment, studentsø home environment, are equally important to facilitate provision of quality education and to get a holistic picture. This research intends to fill this gap by taking a holistic approach hence look into both school based and out of school based factors.

1.4 Purpose of the Study

The study aimed at examining school based factors such as teachers and facilities and external factors such as location of the school and environmental factors and assess the extent they affect provision of quality education in community secondary schools in Temeke Municipality.

1.4.1 Specific Objectives

Specifically the study intended to:

i. Investigate how the teaching staffs in terms of quality and quantity influences the provision of quality education in CSSs.

ii. Determine the extent to which physical facilities in CSSs influence the provision of quality education in CSSs.

iii.   Examine the extent to which the environmental factors influence the provision of quality education in CSSs.

1.5 Research Questions

i.   What is the quality and quantity of teachers in CSSs and how do they influence provision of quality education?

ii.   How does availabilty and adequacy of physical facilities affect quality of education provided in community secondary schools in Temeke?

iii.   How does environmental factors influence the provision of quality educaion in Community Secondary Schools?

1.6 Significance of the Study

The rationale of this study stems from the fact that although, the government has done commendadble efforts in expanding secondary education opportunities by establishing community secondary schools in almostevery ward, this is not adequate in itself. Education offered must be adequate in quality and relevant to the child. According to EFA Minitoring report of 2005 provision of quality education has a crucial impact on how long students are motivated to stay in school and how regularly they attend.

Furthermore, it has an impact on judgements parents make on whether or not attending school is worth the time and cost for their children and for themselves. It was anticipated that this would come out with practical suggestions to make provision of quality education in community secondary schools possible. This study is also considered as significant in the sense that it generatesinformation that would

contribute to the existing literature on the strategies promoting quality of education in community secondary schools so that students complete secondary education with acceptable outcomes. Finally, it isexpected this study would add value to the understanding of the different factors that affect provision of quality education in Community Secondary Schools particularly in a developing country context like Tanzania as well as forming the basis for further research in the area.

1.7 Theoretical and Conceptual Framework

This study was guided by the General Systems Theory developed by the biologist Ludwig von Bertalanffy in the 1930s to simplify world complexity to human mind and make it more understandable (von Bertalanffy, 1968). Bertalanffy believed that the world we live in is a complex system composed of subsystems that interact among each other with each having clearly defined boundaries and coherent dynamics. The development of the theory came as a result of the author's perceived need for a theory to guide research in multiple fields. His theory helped to provide a common framework that created shared and common language that scientists from different disciplines can use to communicate their findings.

Within the context of systems theory, the world can be looked upon as a system composed of smaller subsystems. Therefore, education, for example, as indicated by von Bertalanffy is viewed as system with subsystems which are interconnected and interact to form the whole. On the basis of Systems theory the CIPO model as developed by Jaap Scheerens (1990) was modified to form the conceptual framework for this study.The context-input-process-output (CIPO) model was seen suitable in this study because it is a basic systems model of school functioning,

which can be applied to several levels within education system level, school level and classroom level. The model also functions as an analytical framework through which the educational quality can be reviewed or assessed.

According to this model, education can be seen as a production process, whereby *input* by means of a *process* results in *output*. Input, process and output are all influenced by context. The context gives input, provides resources for the process and sets requirements to the output. In this way, all components of the CIPO-model are interconnected to each other in a complementary manner to support the functioning of the whole. As observed in the background and statement of the problem this study intends to go beyond the school based factors and include contextual factors to come out with a holistic picture of the factors that influence provision of quality education in community based secondary schools in Temeke. The main argument being that the processing of the inputs alone without considering the context under which these inputs are being processed cannot create a clear understanding and a holistic view of the cause of low quality education in Temeke.

Therefore, from the above scenario, the conceptual framework of this study is based on showing the relationship among the quality and quantity of teachers, their working conditions, availability of teaching facilities and how these are interconnected and processed to produce the expected output (i.e quality education). While these are basic components this study also looks into the influence of the contextual factors such as the location of the school and the home environment to create the whole picture of provision of quality education in Temeke.

1.8 Delimitation of the Study

The study was confined to the selected CSSs in Temeke Municipality, Dar es Salaam region. It involved four secondary schools as a case study out of 114CSSs in Temeke Municipality; these schools are abstractly named A, B, C, and D secondary schools.

1.9 Limitations of the Study

This refers to the conditions faced by a researcher during the study which may place restrictions on the scope of the study, data accessibility and the study conclusions (Kombo & Tromp, 2006). One major limitation which the researcher faced in this study was the attitude of the respondents. They were not readily available for the interviews and some demanded to be paid for their time. The researcher had to calm and spent time to create good relationship particularly with the teachers. The researcher tried as much as possible not to show that she was one of the education leaders in another municipality since this would have distorted the quality of information given. After some time the researcher became familiar with the respondents and the process of data collection proceeded as planned.

1.10   Definitions of Key Concepts

One word can have different meanings. Therefore the provision of operational meaning of Key terms is important in order to enable readers to get the intended meaning of words on the context within which they are used. To avoid misinterpretation of words the researcher has provided the operational meaning of the key terms in order to provide the intended meaning on the context within which they are used.

Quality: Quality in this study is taken to mean the ability to meet high standard, efficiency, excellence, relevance and worthiness. It also involves the cognitive ability to perform well in the classroom lessons which is manifested in the performance in final examinations.

Quality Education: It represents a normative interpretation to mean a degree of excellence and could include two aspects, a judgment of worth and a position on an implied scale of good/bad. It is the level of achievement, based on defined criteria of merit, academic achievement, new attitudes, skills and values as well as preparedness for life in a dynamic society.

Community Secondary Schools: Community secondary schools are schools that have been established in partnership with different actors. In regard to this study, CSSs refer to the post primary educational institutions that have been established by the community members with support from the government following the issuing of Government circular in 1984 and SEDP of 2004 to provide secondary education.

1.11   Chapter Summary

This chapter has mainly set the context of the present enquiry for enhancing better understanding of the problem which will be investigated and the rationale for investigating it. It has also stated the objectives for conducting this study and the research questions which guided its direction. Nonetheless, the chapter has also presented the significance, delimitations, and limitations and definitions of key terms in the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the researcher presents a review of the literature related to the proposed study in order to understand what is already known in relation to the topic under study and thus identify the existing gap. The review of the literature has mainly been sectioned in accordance with research objectives and thus covers the following aspects:

The theoretical and theories that guided the study, teacher qualifications and quality education in secondary schools, teaching facilities and quality education in secondary schools, teaching and learning environment and quality education in secondary schools, perspectives about community secondary schools (the global and African view), historical background of the establishment of Community Secondary Schools in Tanzania. The review also covers empirical studies and research gap.

2.2 Theoretical Review and Theories that Guided the Study

The theory that guided the study with regard to the aims of this study is fundamentally a systems theory. The systems theory underpins the notion of integration. The researcher is, therefore, of the opinion that the functioning of secondary school is largely a system that integrates three major aspects of inputs, process and output which are based on the fundamental principles of the systems theory. In this respect, the study will define quality education on the integrated perception of these three phenomena.

2.2.1   Functionalism: Education for the Good of the Society

Functionalism is the oldest, and still the most dominant, theoretical perspective in sociology and many other social sciences such as education. This perspective is built upon two emphases: application of the scientific method to the objective social world and use of an analogy between the individual -organismø and -societyø According to Murphy (n.d), underlying functionalism is the fundamental metaphor of the living organism, its several parts and organs, grouped and organized into a system, the function of the various parts and organs being to sustain the organism, to keep its essential processes going and enable it to reproduce.

Similarly, Jarvis (1987) opined that members of a society could be thought of as cells that institute organs whose function is to sustain the life of the entity, despite the frequent death of cells and the production of new ones. Functionalists analyses examine the social significance of phenomena, that is, the purpose they serve a particular society in maintaining the whole. Whawo (1993), cited in von Bartalanffy (1968), saw society as an open system that maintains equilibrium through a feedback process or that portion of a systemøs output that is feedback to the input and affects succeeding outputs and adjusts future conduct by reference to the past.

Heylighen and Joslyn (1992) saw functionalism as the -Trans-disciplinaryø study of the abstract organization of phenomena, independent of their substance, type, or spatial or temporal scale of existence. Functionalism investigates both the principles common to all complex entities, and the (usually mathematical) models, which can be used to describe them. Schools are component parts of a system in the society and tend to maintain themselves in a steady state. A steady state occurs when a constant

ratio is maintained among the components of the system, given continuous input to the system. A burning candle is often used as an example of a steady state. Upon being lighted, the flame is small, but it rapidly grows to its normal size and maintains the size as long as its candle and its environment exist. It is also self-regulatory; using the above illustration, a sudden drift will cause the flame to flicker, but with the ceasing of the drift, the flame regains its normal characteristics.

Within this perspective, schooling is viewed as essential to society, in that it sorts and sifts above average students from average and below average students. It does this in order to ensure that the more talented students rise to the top of the socio-economic status system. Another major role of structural functionalism is that it teaches the skills and norms of society. Structural functionalists believe that in order for society to remain a viable system, all components must function together and thus require a system to instill similar beliefs and values to each member of that society. Those who excel in society are those who have worked the hardest for their position, a social phenomenon called meritocracy.

Society needs the best and the brightest to function at the highest levels, and therefore it gives its highest rewards to this same group of people. Jarvis (1987) also theorized that society functions much better economically when there is more education for the individual or for society at large An individualøs acquisition of additional skills provides benefits to the society in which he lives. He further stated that the more education there is the less likely there will be much inequality. Whereas, human capital theorists see education as an investment in which those who feel that the benefits of college outweigh the money are the ones that rise to the top

of the socio-economic pyramid. Those who do not decide to further their education, then, are less deserving of the rewards that society has to offer. This is the basic fundamental way that functionalists see education.

Cameroon and Dodd (1970) once felt that schools are there to teach morals to children. These morals are the ones that the society has set up so that everyone is the same and need to be taught at school rather than in the home because there is too much bending of the rules at home whereas a school is a colder environment. In teaching morals, the schools are also teaching children that they must become part of society and have ties to society or the child and society will break down. They concluded that these were the most important things that aschool could give to its children, a sense of belonging to a larger society. In Talcott Parsonøs opinion, a schooløs main function is to socialize children by using the idea of commitments. There are two types of commitments, commitment to the implementation of the broad values of society and commitment to the performance of a specific type of role within the social structure (Parsons, 1959).

Presenting the functions of education from the sociological aspect, Jarvis (1987) drew attention to the fact that the principal functional requirements of education are first, to socialize the young into prevailing norms and attitudes so as to preserve social stability, and secondly, to stratify individuals in accordance with the complex network of roles that sustains the existing social order. The critical idea here is that a school does not operate in isolation and its function in society is imperative to the development of the society.

Basic to this perspective is the conviction that the regular patterns displayed in human action are caused by social laws operating to ensure the order and cohesion necessary for the preservation of society. Society is, therefore, regarded as an interdependent entity maintained through impersonal law-like processes that operate without the intervention of human purpose. Particular institutions, such as education, are presumed to be ‑functionalø in the sense that they exist in order to serve some of the functions that must be fulfilled for society to survive (Carr & Kemmis, 1986, pp. 58ó59). Carr and Kemmis further argued that the functionalist sociology of education provides knowledge of how the social mechanism already operating in educational institutions could be modified so that the equilibrium of society could be maintained.

The researcher takes as his point of departure the functionalist approach to education because it views the school as a unified purposeful organization or simply as a system that is made up of component parts. The entire staff in the school system is viewed as a whole and they are supposed to be experts in their fields. Thus, a clear picture of this ‑classicø view of teacher effectiveness is the first step toward understanding the contemporary meaning of professionalism for todayøs education and practical issues. Therefore, in conclusion functionalism as a school of thought focuses on what makes society function determines its use and purpose.

The purpose of this choice is not to test or refute the functionalist theory, but to use it to select variables of interest and to organize my research. An examination of the concepts used in this work fits into this framework because a picture of the typical outlook of professionalism is the first step towards accepting the contemporary

meaning of professionalism for today's teaching and practice issues. In essence, the goal is to test how teacher effectiveness in terms of methodological competencies motivational competencies and instructional process competencies affect their teaching and learning. The researcher's preference of the functionalist theory does not mean that functionalist theory is not without criticism from other schools of thought.

The functionalists were criticized on their view of the causes of educational failure which apportioned blame on the individuals not the society, the poor, or the rich. Functionalists were positive regarding the common social goals of education and failed to recognize that it was hard to achieve common social goals. They also criticized the functionalist's failure to see that social stability might be a result of a –manipulated and –illusive consensus. They failed to see education as necessary for motivating individuals for their own personal development rather than the sake of national economic need.

Thus, in the context of this study Quality education may refer to inputs, that is, numbers of teachers, teacher training curricula, and learning materials and infrastructure. Secondly it may refer to processes, which is the amount of direct teaching time, extent of active learning. Thirdly, it may mean outputs, that is, test scores, examinations, graduation rates, and lastly it may refer to outcomes, that is, performance in subsequent employment. The basic argument in this theory is that quality education is guaranteed on the basis of nature of inputs and processes. In that sense, quality educational inputs and processes yield a better educational outcome that justifies quality education. This study in facts examines how teacher quality and

number, teaching and learning resources and infrastructure influence learning processes for quality education as a result.

2.3 Teachers and Educational Quality

Secondary education teachers work in high schools, where they teach students a particular subject area, such as history, English, science or mathematics. The impact of the teachers in the performance of the students is germane. The teachers are the facilitators who are to impact into the students the concepts expected to be taught (Mosha, 2000). Mosha, (2006) elaborated more that excellence in secondary school subjects depended on many things, the role of the teacher, however, is the most important. Without a well-educated, strongly motivated, skilled, well-supported teacher, the arch of excellence in secondary school subjects collapses. The teacher is the keystone of quality.

There has been a positive link between teachersø qualification or level of professionalism with students achievement or performance. Scholars have argued the necessity of skilled teachers for effective learning. Ngada (2008), for instance, emphasized that the success or failure of any educational programme rests majorly on the adequate availability of qualified (professional), competent and dedicated teachers. Seweje and Jegede (2005) noted that the ability of a teacher to teach is not derived only from oneøs academic background but it is based upon outstanding pedagogical skill acquired. This view is supported by (UNESCO, 2005) which argues that Quality education produces good learning outcomes and the initial training and preparation of teachers contribute to this aim (UNESCO, 2005).

The question that have been puzzling the majority of education stakeholders is related to what a teacher should exhibit to be able to teach in secondary schools. Stakeholders discuss the following to be teacher quality indicators: is the teacher eligible and trained for teaching secondary stage of school education; does he know content well and also keep them update on their content; does he understand connectivity among curriculum, syllabus and textbooks; is he aware of the various concerns which need to be infused in the themes/topics they take up in different subject areas; is he/she alert towards his/her professional development and take initiatives to participate not only in training program but also in conferences and seminars as far as possible?.

Teacher quality, therefore, encompasses a range of skills, competencies and motivation. Specific training is required in order to expect quality services from a teacher or any other skilled professional (UNESCO, 2005). This point of view, suggests that the professional qualities of a teacher have to do with the following: Mastery of the subject matter; Sense of organization; Ability to clarify ideas; Ability to motivate students; Good imagination; Ability to involve the students in meaningful activities throughout the period of teaching; Management of the details of learning and frequent monitoring of studentsø progress through tests, formal and informal, written and oral quizzes.

The US Bureau of Labour Statistics (2015) explains that public school teachers must possess a teaching license, which can only be obtained after the completion of a bachelor's degree program. Most aspiring secondary school teachers obtain a degree in the field they wish to study, while concurrently taking education classes and

completing a student teaching experience. Some states may require a master's for certain programmes.

The availability of professional teachers in our schools is low (Ngada, 2008). The reasons may not be farfetched. Teaching is seen as a dumping ground for any unemployed school leavers, irrespective of their area of specialization. This group of able bodied young men and women thus handle the job as a bye-pass venture to their desired ends. Consequently, their input on the job would be very low since it lacks the dedication demanded by the job. The few ones that seem to show little dedication lack the technical knowhow of teaching since they were never trained on the job. The resultant effect on the studentsø performance is catastrophic. The major evil done by this is half-backed and shallow-knowledge students who often perform poorly in their examinations. This eventually culminates to a decline in the national technological growth.

2.4 Teaching Facilities and Quality of Education in Secondary Schools

Teaching academic subjects in secondary schools is, to a very large extent, influenced by the kind of resources and facilities available in the school. In general, where resources and facilities including teachers, textbooks, laboratories, chemicals, tools and equipment, teaching aids, and stores are inadequate, learning becomes ineffective and as a result interest of students in the school subjects get killed.

On the other hand, where facilities and resources are available, teaching stimulates curiosity, imagination and critical thinking. It keeps the lessons exciting and captivating to the learners. Jidamva (2012) stated that central to the education

process are educational resources and facilities which play an important role in the achievement of education objectives and goals by enhancing effective teaching and learning. Different kinds of resources and facilities are needed for effective teaching and learning of sciences. These include physical and material resources.

According to Ambogo (2012) physical resources include laboratories, libraries, classrooms and a host of other physical infrastructure while material resources include textbooks, charts, maps among others. In the view of Okongo, Ngao, Rop and Nyangesa (2015) the necessary resources that should be available for teaching and learning include material resources, human resource such as teachers and support staff and, physical facilities such as laboratories, libraries and classrooms.

It should be understood that educational facilities are very important. In the words of Ambogo (2012) educational resources and facilities are important because the goal of any school depends on adequate supply and utilization of physical and material resources among others as they enhance proper teaching and learning. Okongo, Ngao, Rop and Nyangesa (2015) add that teaching facilities help improve access and educational outcomes since students are less likely to be absent from schools that provide interesting, meaningful and relevant experiences to them. These resources should be provided in quality and quantity in schools for effective teaching-learning process.

2.5 Teaching and Learning Environment

Learning environments are educational approaches, cultures, and physical settings for all types of learners and activities. Conducive teaching and learning environment

is a pivotal linchpin in a promoting favourable mood or atmosphere in a classroom to ensure an effective Teaching and learning process to take (Shamaki, 2015). Research evidence shows that studentsø learning environment is significantly determined by quality teaching and learning environment (OECD, 2009). This supports the fact that students learn better in a positive classroom environment in the school.

Arguing on the ideal teaching and learning environment, Murugan & Rajoo (2013) concluded that clean, quiet and comfortable environment are important components of teaching and learning environment. Furthermore, they argued that creating an ideal teaching and learning environment must be a top priority of every concern educator. Being comfortable should be a combination of several factors which include; temperature, lighting, and noise control (Shamaki, 2015).

To have effective teaching and learning environment, learning components such as furniture, ventilation, and thermal comfort must be provided (Bosque & Dore, 1998 quoted in Shamaki, 2015), In addition, Fraser and Fisher, (1982) in Shamaki (2015) examined the normal learning climate. They proposed 680F to 740F as the required learning temperature. Although Lizzio et al, (2002) noted that optimal learning climate varies from region of a country and with seasons of the year. So, the usage of actual learning environment varies according to different type of schools and society.

Shamaki (2015) added that classroom climate in the sense of actions of students within classrooms and creation and safe and productive learning environment, classroom paintings, lighting, seats and sitting arrangement were also important components of sound teaching and learning environment. Nevertheless, it is indeed a

well-known fact that academic achievement in school subjects among students is greatly influenced by several components of learning environment as revealed by various research works (Akinsola., Tella & Tella, 2007). The combinations of the above factors affect studentsø outcome attainment (OECD, 2009).

2.6 Community Secondary Schools

2.6.1   Global Perspective of Community Secondary Schools

The concept of community secondary schools is linked to the introduction of community education built up within the bigger concept of learning in the community, with the community, and for the community (Projest, 2013). Specifically, the concept of community schools can first be traced to the reform era of the early twentieth century in America. In that time, scholars such as John Dewey, Jane Addams and Clarence Perry, first sketched the outlines of model schools that served as the centre of neighborhood social life and agents of neighborhood based on social services, as well as educating children (World Bank 2005).

Facing the daunting social disruption in American cities of the industrial age, social reformers sought ways to improve lives of the newly arrived urban residents and immigrants through community based education and development (World Bank 2005). The practical models of progressive education in USA and the community schools of educational priority areas in England were committed to the philosophy of community education (World Bank 2005). Principles of community education can be recognized in the public education movement in Korea at the time of the Japanese occupation. Popular education emerged from the anti-apartheid movement in South Africa. Today such education is found in different areas in Latin America and

Africa. Community schools have managed to provide opportunities for increasing access to education and raise community participation in education development, (Projest, 2013.

2.6.2 Establishment of Community Secondary Schools in Tanzania

Since independence, Tanzania has been struggling to make investment in education sector to ensure the provision of quality education to all citizens. The initiatives went in line with the implementation of EFA goals whereby Tanzania is among the countries which signed the commitment. In 1970s Tanzania introduced UPE policy which aimed at making primary education available and compulsory to all children. This programme led to high enrolment of primary school pupils (MoEC, 1995) which later on raised the demand for the expansion of secondary education.

However, the increase of enrolment rate in primary education did not go hand in hand with the expansion of secondary education due to different factors including the impact of the nationalization policy of 1969 (Education Act No. 50) and Educational Act No. 25 of 1978 which made all schools to be owned by the government together with the restriction to private sector to establish secondary schools hence putting low attention on the investment on secondary education. Another factor was the economic constraints the country encountered in late 1970s and early 1980s (Mosha, 2006). As a result, the transition rate from primary to secondary education decreased from 35.8 percent in 1961 to 3.4 percent in 1984.

To solve the problem, the government issued a circular in 1984 which encouraged community and private agencies to respectively, build community and private

secondary schools. It was a ten- year programme which came to be effective in 1986 and was to be completed by 1995 with the construction of 79 secondary schools (MOEVT, 2010). This programme came to be rolled up from 2000s following the launching of Educational Sector Development Programme (ESDP) in 1997 which was revised in 2001 focusing on improving the provision of education as a strategy for poverty alleviation as stipulated in ETP 1995.

To put the programme into practice, the government initiated a Secondary Education Development Plan (SEDP) which aimed at ensuring the establishment of at least one community secondary school in each ward (kata) from 2004. Thus due to successful implementation of this plan, the established community based secondary schools are now popularly called ward secondary schools (*shule za kata*) (MoEVT, 2010). The success of the establishment of community secondary schools are a result of community involvement in the process. Communities are involved and participate in various ways depending on the context. It includes paying the agreed contributions for school development, participating in doing manual work related to school buildings construction activities, and through attending parentsø meetings at school which gives room for them to participate in decision making (Kambuga, 2013).

This aspect is what makes these schools be called community secondary schools. The expansion of secondary education through building community secondary schools in Tanzania has succeeded in increasing access to secondary education, but there has been little emphasis on improving the quality of teaching /learning in classroom. Consequently, most of these schools have shown inability to provide a supportive environment for effective teaching/learning that tends to hamper the

provision of quality education in CSSs (Mosha, 2006).

CSSs have multidimensional functions including economic, social and cultural benefits from individual level to national level. They include the increase of transition rate from primary to secondary education as addressed in the policy. CSSs have given opportunities to more primary school leavers from low income families to join secondary education than ever before (MoEVT, 2010). They have also promoted interaction among people especially the school age children that help to inculcate social skills.

Regarding the aspect of performance of Community secondary schools in comparison to other type of secondary schools, research evidence has proved that performance is not good at all. There are four categories of secondary schools in Tanzania which differ in size and supply of resources. These include the category of government secondary schools, private secondary schools, community-based secondary schools and the charity-owned secondary schools (Okuni, 2004).

Data in Table 2.1 portray that, in 2011 the good pass rate (Division I ó III) in Secondary schools Examinations was higher for Seminaries (41.17%) followed by Government schools (35.12%), then Non-government schools (26.64%) and Community schools are last (6.01%). Also the pass rate (Division I ó IV) is higher for Non-Government schools (81.97%) followed by Seminaries (81.69%), Government schools (76.57%), and the Community comes last (47.07%). Failure rate shows Community schools is ranking higher (52.73%) followed by Government schools (23.40%), Non-Government schools (18.03%), with seminaries coming last

(17.92%).

Table 2.1: Performance in Form 4 Examinations (CSEE) from 2009-2011 by School Ownership and Divisions Percentage

School category/ Ownership	Year	Division percentage							No. candidates	
		I	II	III	IV	FAILED	I-III	I-IV	Registered	Present
Community	2009	0.73	2.93	9.23	54.79	32.33	12.89	67.67	172,522	161,277
	2010	0.49	1.60	4.10	35.93	56.95	6.19	43.01	279,404	270,014
	2011	0.27	1.20	4.54	41.06	52.73	6.01	47.07	257,314	248,982
Government	2009	5.56	7.52	18.84	50.23	17.84	31.93	82.16	12,882	12,046
	2010	7.85	9.70	16.52	39.62	26.22	34.05	73.67	11,035	10,856
	2011	8.14	10.80	16.19	41.44	23.40	35.12	76.57	9,692	9,563
NON Government	2009	3.65	5.22	11.56	48.51	30.45	19.52	68.03	63,092	61,869
	2010	4.83	7.33	14.90	46.32	24.78	27.06	73.37	50,830	50,018
	2011	2.74	6.99	15.99	55.33	18.03	26.64	81.97	54,400	52,131
Seminary	2009	12.23	13.77	22.65	40.65	10.70	48.65	89.30	5,412	5,223
	2010	14.04	15.02	20.83	35.38	13.79	49.89	85.26	4,918	4,859
	2011	8.67	13.93	18.57	40.52	17.92	41.17	81.69	5,464	5,385

Source: MoEVT (2012b)

2.6.3 State of Inputs and Infrastructures in Community Secondary Schools

Community based secondary schools have made a major transformation in secondary education system. The achievement of CSSs can be addressed by considering the aspects of enrolment and accessibility, availability of standard inputs, teachersø knowledge stock and teachersø management, financing, and equality, equity as well as quality assurance (MoEVT, 2010).

Enrolment and Accessibility: Research findings show that enrolments have increased due to two main factors, namely parents demand for secondary education and the increase of secondary schools that allow students to join secondary education even though they get low pass marks. Ishengoma (2012) reveals that, the number of secondary schools increased from 1,291 (government 828 and 463 non-government

including seminaries) in 2004 to 4528 in 2012 (3,508 Government and 1020 non-government) which is an increase of 406.4%. In turn, the increase of students enrolment rates in secondary schools as in impact of the establishment of CSSs, has created a great shortage of resources such as classrooms, desks, laboratories and library (textbooks) and teachers houses (Lwaitama and Galabawa, 2008).

Number of Teachers: MoEVT (2012a) reports thatin 2012, there were 65,086 teachers in secondary schools of whom 51469 or 79.1% were in Government secondary schools and 13617 or 20.9% were in non-government secondary schools. For example, the number of teachers increased from 51,469 in 2011 to 65086 in 2012 which is an increase of 24.8%. The success in teacher recruitment has been the result of the increased enrolment rate for teacher trainees in teacher education colleges. MoEVT (2010) reveals that, the number of diploma teacher trainees increased tremendously from 6,282 in 2005 to 14,088 in 2009.

Similarly, there was only one university training teachers in 2005 (The University of Dar es Salaam) but now the number increased to more than 10 public and private universities and colleges offering education courses by 2009. Despite the efforts made by the government to solve the problem teachers, statistics show that, CSSs are still facing shortage of enough and qualified teachers. Acute shortage of teachers, especially in the science and mathematics subjects, has made many students not able to do these subjects at all. Ward secondary schools are facing acute shortages of qualified teaching staff, especially in the hard-to-reach areas and in sciences and mathematics, with many students not able to do these subjects at all. Teachers with good academic qualifications and teaching would make their students to do better

than those who do not have (Mushi, 2009).

Availability of Standard Inputs and Financing System: In the area of teaching and learning materials, 465,830 books were donated by USAID and sent to a variety of schools. Some Partners in Education Development have also donated books for libraries either straight to schools or through the Tanzania Libraries Service Board (TLSB). Capitation grant of TShs 20,223,591,000/= was sent to all Government schools for teaching and learning materials. This amount gave an average of TShs 7,634 per student per year.

However, this amount did not match with the TShs. 25,000/= planned in SEDP I and the teaching and materials supplied did not suffice the demand in secondary schools particularly the CSSs (MoEVT, 2010). Research findings reveal that there is a serious scarcity of standard inputs as shown by many instances of low textbook to studentsø ratio across schools and subject areas, but mainly in mathematics, physics, chemistry, biology and English. CSSs are severely starved of operational financial resources when compared to the situation applying in private/nongovernment schools in the same locality.

Also most of CSSs lack laboratories which make students learn science theoretically, and most of them doing poorly, which, in turn, has resulted in an avoidance syndrome, with most students enrolling in social science/arts subjects, rather than natural sciences (MoEVT, 2010; Ishengoma, 2012). Moreover, the government committed itself to finance education through capitation and development grants. This commitment led to the reduction of school fees from

40,000/= to 20,000/= which started from January 2005 aiming at making many parents be able to afford taking their children to school (MoEVT, 2010). In the same year (2005) through SEDP the Government was to sponsor 12,000 students joining secondary schools each year and sustain that sponsorship for all the years of their secondary education. However, the flow of funds has been not fully assured due to various reasons including the World Bank the thinning out the support to SEDP Phase I (MoEVT, 2010).

The presence of Qualified Education (School) Managers: Most of CSSs have limited school managers with required leadership skills that is affecting daily running, academic performance and financial management of schools (MoEVT, 2010). Carnoy (2006 n.p) justifies the claim by stating, õThe problem of quality is not lack of competition but lack of quality teachers and managementí Whether private or public, schools will not deliver a good product if management lacks instructional leadership and management skillsö.

2.6.4 Efforts Undertaken to Improve Teaching/Learning Environment

The programme to improve learning and teaching environment at all levels is in place. The strategies are construction and rehabilitation of classrooms and teachers houses and rising efficiency and effectiveness in delivery of education by improving the pupil/teacher ratio, improving teachersø competence and ensuring quality control by strengthening inspectorate services. A number of measures have been taken to arrest the above situation, the most important one being to ensure quality of education by improving the teaching and learning environment. This is done by

soliciting financial resources to enable the government shift from a single to multi-text book system with competing titles to meet a target of one book system to three pupils. The other reforms that are expected to improve the availability of learning materials are the LGRP and the sectoral approach system of education provision where the current supply driven system of education provision will be replaced by a demand driven one. At the university level, greater autonomy is being granted and the trend towards privatization of higher learning institutions is gaining momentum.

2.7 Empirical Studies

This section contains review of different empirical studies conducted in various parts of the world that are related to the ongoing study. These will inform the researcher on what has already been done on the issue of quality education particularly on the area of strategies to improve quality education in community secondary schools, thus acting as a baseline towards the designing and completion of the research at hand. The review of literature in this section will be divided into two subsections, namely experiences outside Tanzania and experiences on quality education and CSSs in Tanzania's context.

2.7.1   Experiences outside Tanzania

Several studies have been conducted outside Tanzania concerning community secondary schools**.** Onsomu, Mungaio, Uolai, Sankale & Mujidi (2004) for example, conducted a research in Nairobi Province and in Rift Valley Province in Kajiado district. It focused on the issues of financing and managing schools as well as on the contribution of these schools to the goals of basic education for all in developing countries. The study used both primary sources of data collection like interviews and

secondary sources including the review of legal frameworks. Moreover, the study involved nine (9) schools and the population sample included school administrators, teachers, school heads, parents and students.

The findings show that, Community Secondary Schools are constantly expanding their contribution to the achievement of the goal of basic education for all in the country despite the many challenges facing them. These challenges include dropout rates, poor supervision from the government and majority of teachers are poorly paid. To solve the challenges, it was recommended that, there is a need for the ministry to of education to assist these schools to cope with their main problems. Another study was done by Bregman & Bryner (2003). The study focused on studying the quality of secondary education in Africa (SEIA). The study sought to answer the following questions: what does a high quality junior and senior secondary education system look like? Where does the quality of journal and senior secondary education in Sub Saharan Africa (SSA) stand today? And what are OECD trends and best practices for improved quality of secondary education.

Research findings revealed that, the education system concentrates on quality indicators such as inputs which include; motivated teachers, a relevant curriculum, useful teaching and learning, agreeable learning environment and the efficient organization and management. Moreover, it was noted that, it is difficult to evaluate the quality of education. However, it has been found that, assessing the quality of education by considering the outputs based on skill sets of graduates, absorption into the labour market, scores on examinations, students satisfaction and added value of graduates participation in society, constitute the real touchstones for identifying

the quality of schooling.

Eventually, the study concluded that, in overall, Africags current secondary enrolment and the quality and relevance of learning is insufficient for making economic and social progress. In 2001, the adult illiteracy rate in SSA average was 39%, Gambia had the highest rate at 63% and Zimbabwe with the lowest at 11% (AfDB, 2003). Less than 10% of the labor force has finished secondary education. Although individual countries vary within the region.

Joshua (2012) conducted a study on improving school and community partnership for sustainable quality assurance in secondary schools in Nigeria. This study critically looked on secondary education, principalgs, teachergs and studentgs tasks in the attainment of quality education in secondary schools. It also examined the effectiveness of school-community partnership in ensuring quality instructional management, resource inputs, process and studentsg learning outcomes. The findings from the study revealed that many challenges were experienced by secondary schoolsg principals, teachers and students and they required effective application of a goal-oriented school and community partnership model as a means of improving the quality of teaching and learning for the attainment of the set goals in secondary schools.

2.7.2 Experiences on Quality Education and CSSs from Tanzania

Mashashu (2000) made a research on the question of quality in public secondary schools. The study focused on the major problems facing secondary education in Tanzania. The survey conducted in different schools has revealed that there are many

problems facing students, teachers, administration and the Ministry of Education and Culture at large. Thus, a number of people have been complaining about the falling standards of education in Tanzania. This has made a number of parents opt to train their students abroad; in Kenya, Uganda, Zambia, UK, and America.

Lwaitama and Galabawa (2008) made a survey of Community Secondary schools to study about Community secondary schools. It concentrated on examining how long is their journey to quality education would take Data were collected through fieldwork observation and literature survey.Study findings revealed that, the recently established community secondary schools, otherwise known as ‑sekondari za kataø ward secondary schoolshave a very long journey to travel before they could begin to deliver quality education. Another study was conducted by Mtavangu (2010). The purpose of this study was to critically explore and examine the challenges which Education Managers- at Regional, District and School levels experienced in the course of enhancing equitable access to quality Secondary Education in Tanzania. Community Secondary Schools in Iringa Region were used as a case study. It involved various respondents, namely- Regional and District Education Officials, Heads of Community Secondary School, Education University Students, Local Government Authority Councilors and members from the general public. The data were collected using documentary reviews, open-ended Interviews, questionnaire and Focus Discussion Group Methods.

The main findings of the study were: firstly, weak: and ineffective management of Secondary Education caused irregular attendance of students and there were poor teaching and lack of initiative to procure teaching/learning materials. Secondly,

inadequate funding of Community Secondary Schools was a root cause of many unauthorized cost sharing contributions at school settings which affected access to secondary education of children from economically disadvantaged families. Thirdly, political undue influence and interferences were among the main causes of teachers' attrition in many Secondary schools and hence declining of quality of education in schools. And fourthly, lack of legal literacy among Education Managers affected their roles in enhancing equitable access of female students to secondary education as stipulated in Education and Training Policy.

The following were recommended: (i) Education Managers should be empowered to commensurate with their roles in order to effectively manage education policies, and programmes in their areas of administration. (ii) There should be a proper budgetary funding of secondary education in order to ensure that all selected students are equitably accessible to quality education. (iii) More effective legal measures should be taken against men who deny girls of their rights to education by having love affairs with them and eventually impregnate them (iv) Teachers' colleges and universities should introduce in their curricula a course in Law of Education so that in future every teacher in Tanzania will have knowledge on how to enforce all legal frameworks pertinent to Education career. (v) The entire management and administration of Secondary education should be in the hands of education professionals in order to enhance equitable access to quality education at this level.

Jidamva (2012) conducted a study based on the understanding and improving the quality of secondary school education: The study dealt with secondary school teachersø conceptions on understanding and improving the quality of secondary

school education in Tanzania. The study employed qualitative research approach using semi-structured interview method of data collection. It comprised thirty teachers working in four secondary schools from both the urban and rural context.

The results showed that, teachers understanding of quality of education in their schools meant meeting the aims of schools and society, as individualsø achievements and capabilities, as possessing competencies and as meeting the challenges of education. Their understanding of quality education was based on teachersø personal knowledge, the context of their work or the different circumstances found in their schools. Regarding the measures to be taken to promote quality education in secondary schools, it was suggested that, it could be done through the development of teacher motivation, school contexts, classroom practices, teacher knowledge and skills and instructional materials.

Sumra and Katabaro (2014) carried out a study on declining quality of education: suggestions for arresting and reversing the trend. This study looked at the declining quality of education and developing suggestions for arresting and reversing the trend. Information for the paper was mainly obtained through desk study of various reports and publications. Key individuals were interviewed to get their perspectives on the current situation and ways in which the situation can be rectified. The paper shows that learning outcomes at primary and secondary levels are poor. Both independent assessments and national examinations findings have been used to make the case. Uwezo findings in 2011 and 2012 show that majority of children in schools are not able to read, both Kiswahili and English, at their class levels. Similar results were evident in the assessment done by RTI for USAID. Results of Primary School

Education Leaving Examinations (PSLE) show that a large number of children do not achieve the required knowledge and skills to pass the examination and achieve the intended learning outcomes. In 2012, only 30.7 per cent of the 865,534 pupils who sat for the PSLE passed the examination.

Both the national examinations and independent assessments show poor learning outcomes. The poor learning outcomes are a result of several factors. In many schools, learning environment is not conducive to learning. Lack of classrooms, toilets, water, and electricity and inadequate supply of (motivated) teachers contribute to poor learning outcomes. Unlike in 1960s and 1970s there is no clear vision that currently drives education in the country, In order to improve the quality of education, we propose actions that need to be taken.

The Government should realize that there is a learning crisis and should put quality of education at the centre of their plans and actions. It is possible for our schools to provide quality education. There are no easy solutions and instead of developing quick fix solutions, evidence based decisions need to be made. As a matter of priority we need to focus on teachers. Quality education can be achieved if we have adequate number of well-trained and motivated teachers. Government needs to ensure that all schools, whether in rural areas or in urban areas, have required number of teachers. Learning environment need to be improved by building enough classrooms, and providing adequate number of textbooks. Schools should provide children with safe and welcoming environment; and parents should have a say on how the schools are run. More than anything else, there should be willingness and commitment from the government to improve quality of education, even for the

children living in the remotest parts of the country.

The issue of the language of instruction has an impact on the quality of education. Using Kiswahili as a language of instruction in primary school and English at secondary level creates problems for children from public schools while benefitting children from English medium primary schools. If English will continue to be the language of instruction at secondary school level, then teaching of English as a subject at primary school level will need to be vastly improved.

2.8 Synthesis and Research Gap

2.8.1 Literature Synthesis

Through the review of various studies conducted in and outside Tanzania on the area of quality education, experience has shown that secondary education particularly in Community Secondary schools have not yet succeeded to realize quality education since their establishment (Jidamva, 2012). Instead of improving, education quality has been deteriorating in those schools (Mkumbo, 2012).This is because the expansion of secondary education through the community based programmes, has been done in the expense of scarce resources (Lwaitama & Galabawa, 2008).

2.8.2 Research Gap

From the literature review, it is evident that a number of studies has been conducted to examine the quality of education in secondary schools both outside and within Tanzania. While those studies conducted outside Tanzania for example, Bregman & Bryner (2003); and Joshua (2012) offer some lessons, they cannot be wholly relied upon because of the differences in the educational contexts. On the other hand, the

few researches conducted in Tanzania's context, are mainly centered on ways to improve quality education in secondary schools in general of which Government, Private and Community Secondary Schools do share the same experience.

Besides, those which focused on community secondary schools have just concentrated on school based factors such as adequacy of resources, quality of teachers generally, availability of infrastructure and supply of social services and how they affect provision of quality education in community secondary schools (MoEVT, 2010; Lwaitama & Galabawa 2008; Mushashu, 2000; Mtavangu, 2010; Jidamva, 2012; and Sumra & Katabaro 2014). Very little is mentioned about contextual factors such as location of the school, the home environment as well as the socio-economic aspects of the family and how these interrelated with school based factors in a holistic manner to explain their effect to the provision of quality education. This research intends to fill p this gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section contains description of research methodology which covers the area of the study, research approach, research design, population, sample size and sampling procedures. It also covers the methods of data collection, trustworthiness of the analysis and ethical considerations.

3.2 Research Approach

This study employed qualitative research instruments, data approach. Qualitative research approach was considered suitable for this study because of the following reasons. First, the theoretical underpinnings of qualitative research assume that each individual has their own point of view or way of perceiving and interpreting a phenomenon. Operating within this perspective, it was possible to enter into the participantsø (the parents, community members, school board members, teachers and students) personal world in order to gain deeper and clear understanding of their perceptions of and feelings about provision of quality education in CSSs.

Secondly, the nature of the research itself demanded a thorough and deep understanding of the policies and practices that exist at the national and institutional levels to promote quality education in CSSs. This approach enabled the researcher to interact directly with the respondents in their real natural and social environment where participants expressed their views, opinions and attitudes about strategies to improve the quality of education in CSSs. Also the approach allowed a greater flexibility during data collection, analysis and interpretation of findings (Best &

Khan, 2003; Mertens, 1998; Fraenkel, & Wallen, (2010).

3.3 Research Design

Research design is a blue print of research, looking at four problems; what questions to study, what data are relevant, what data are collected and how to analyze the result (Cresswell, 2012). The research design helps in organizing ideas in a way that the research is in a good flow. The current study was conducted by using a case study design which falls under qualitative research method. The case study dealt with studying or describing perspectives, experiences and behaviours of one individual group or setting

3.4 Area of the Study

The study was conducted in Temeke Municipality which is one among the five Municipalities in Dar es Salaam Region. Dar es Salaam region was chosen because it is one among good performing regions in National Form Examination results. However, it was also interesting to note that although Dar es Salaam region is generally doing well, Temeke Municipality still lags behind. Research evidence shows that in three consecutive years.

The overall academic performance trends among the three Municipalitiess, Temeke has been performing very poorly in the Certificate of Secondary Education Examinations when compared with other Municipalities found in Dar es Salaam. For example, in three years 2012, 2013 and 2014 the average performance of Temeke was below 50% compared to other municipalitiess whose performances were relatively higher as the data in the Table 3.1.

Table 3.1: The NECTA Academic Performance Results of Three Municipalitiess in Dar es Salaam Region From 2012 – 2014

Name of Municipality	Academic Performance Rate (%)		
	2012	2013	2014
Kinondoni	41.8%	63%	72.9%
Ilala	37.9%	61%	72.5%
Temeke	32.4%	49.3%	65%

Source: NECTA

The researcherøs interest was on community secondary schools. Temeke has 114 community secondary schools. On this account, it is among the Municipalities in Dar es Salaam region and other regions in Tanzania with many community secondary schools from which the researcher could obtain relevant data on the problem at hand. Within these 114 community secondary schools the researcher chose four schools which were the first to be constructed and admit students. Therefore, they had long experience of serving such students. This enabled the researcher to get a real picture regarding quality of education provided in CSSs of Temeke.

3.5 Target Population

The target population for this study included the following educational stakeholders: teachers, School board members, Community members surrounding the school, Municipal Secondary Education Officer (MSEO), Heads of Community Secondary School (HoCSS), students (Form Three and Four) and parents from sampled schools.

3.6 Sample Size

The reseracher purposively selected those respondents who were informative and she stopped the process of interviewing when data collection was saturated (getting

repetitive information). In total the sample included 61 research participants (04 Heads of school, 16 teachers, 16 students and 16 parents,1 Municipal Educational Officer, and 4 Chairpersons of the four School Boards). The summary of the sample size is shown in Table 3.2

Table 3.2 : Categories of Sample and Sample Size

S/N	Category of the sample	Total Number
1	Heads of School	4
2	Teachers	16
3	Students	16
4	Parents/Community members	16
5	Board Chairperson	4
6	Municipal Education Officer	1
	Total	57

Source: Field Data, 2017

3.7 Sampling Procedures

Since this study was qualitative in nature purposive sampling technique was employed to select the different categories of sample.

i. The first category involved 4 Heads of the 4 schools. Purposeful sampling was used to identify Heads of School who were selected on the basis of their positions. Heads of School are supervisors and in house quality assuarance officers. Therefore, they were expected to provide information about academic perfomance of community secondary schools inTemeke municipality..

ii. The second category involved teachers : four teachers were selected from each school. The teachers were those with very long experience in teaching in these schools,at least not less than four years. It was expected that with such long working experience in the same school such teachers would be

able to give information related to the factors that influence provision of quality education. Gender balance was observed in the selection of tachers. Teachers were involved in this study because they are the main implementers of the curriculum in schools, and they are considered to be in a position to influence or hinder the provision of quality education in their working stations. Also, teachers are part and parcel of the school environment in CSSs who suffer from the environmental and professional limitations. Therefore, they provided information on their understanding about the issues of quality education in their schools.

iii. The third category involed students. Form three students were earmarked and four students were selected from each of the 4 schools. Four students were thought to be suitable and enough to conduct focused group discussion. The criteria for selection was based on academic performance and those who can effectictively express themselves. Students were involved in this study because they were able to give first hand information on how education was being provied in their schools.

iv. The fourth category was comprised of parents/community members. Board members who were also parents with children in these four community secondary schools were given priority and opportunity to participate in the study.

v. The last category was the Chairpersons of the School Boards.They were selected by virtue of their positions. This applied for the Municipal Edcation Officer whowas included in the samplebecause he is he overall supervisor of education provision in the Municipality.

3.8 Data Collection Methods

The research methods employed in this study included observation, documentary review, in-depth interview, and focused group discussion. While in-depth interview enabled the researcher to probe on salient issues, focused group discussion gave the researcher opportunity to check on issues emerging from in-depth interviews.

3.8.1   In-depth Interview

In-depth interviews are common means of collecting qualitative data. In any research, an interview can be described as a conversation with a purpose (Bogdan & Biklen, 1992). Essentially interviews allow the researcher to enter into the other personsø worlds, to understand those personsø inner perspectives and the meaning they make from those perspectives (Patton, 2001; Seidman, 1991).

There are three basic approaches to collecting data through interviews. One is the structured interview, the unstructured open-ended interview and the semi-structured interview. Semi structured interview was adopted as the main method for data collection in this study to collect qualitative information from school heads, School Board Chairpersons and parents/community members. Unlike the totally unstructured or structured, the semi structured interview requires a framework of questions or issues to be explored in the course of interview but with considerable flexibility in how and when they are to be asked based on the research questions and purpose of the study.

A framework of questions and issues to be explored in the course of interviews were developed to guide the investigation. The major advantage of this approach is that it

helped the researcher to make best use of the limited time available while at the same time making interviewing different students with visual impairment more systematic. Additionally, it enabled the researcher to probe and ask follow up questions thereby gaining a deeper understanding of the interviewee's experiences, feelings, and perspectives.

3.8.2   Non-Participant Observation

Non-participant observation was used to collect data related to the school environment and location of the schools. The researcher also observed the teachers while teaching and assessed if the teaching and learning process was effective. A list of issues to observe was developed to guide the observation.

3.8.3   Documentary Review

In this study, documentary analysis was chosen as a major source of data. The usefulness of documents as described by Silverman (2005) is not related to any implicit accuracy or lack of bias but is based on their stability, in that they can be reviewed repeatedly. Silverman emphasises the value of documents since they can provide more insights into the programme being studied by cross validating and augmenting evidence obtained from other sources.

In this study, key documents including policy documents, admission criteria, examination regulations, inclusive teachers' guides, and all those relevant to the teaching and learning process were reviewed. Consideration of some documents before the interviews helped the researcher to refine the interview questions and also helped to prepare the questions that were used to guide the focused group

discussions.

3.8.4   Focused Group Discussion

According to Patton (1987), focused group interview is an interview with a small group of people on a specific topic. Normally in group interviews, six to eight people are brought together and encouraged to talk about the subject of interest. The discussion is conducted in a non-threatening environment and is supposed to be relaxed, comfortable and often enjoyable for participants as they share their ideas and perceptions. In this study, focused group discussion was conducted with students and teachers. Through group discussions the researcher was able to get high quality data in a social context where participants considered their own experiences in the context of the experiences of others. Additionally, this provided some quality control on data collection since it implicitly provided checks and balances on the participants.

3.9 Administration of the Research Instruments

In qualitative research the researcher is the key instrument. Therefore, the researcher administered the instruments herself. She started with documentary review and focus group discussion with students before moving to in-depth interviews with students with visual impairment. With focus group discussion, the researcher used a co-researcher from the M.A (Ed) class to assist in taking notes. The researcher moderated the discussion and the session was recorded and later on transcribed verbatim. The interviews were conducted in both English language and Kiswahili language for flexibility and comfortability of the respondents.

Validation of Data (Trustworthiness of the Data): According to Maykut and Morehouse, (1994), validity as generally used by qualitative researchers, refers to correctness or credibility of description, conclusion, explanation, interpretation, or other sort of account. It does not imply the existence of objective truth to which an account can be compared. The main emphasis of a qualitative study is how the researcher will rule out specific plausible alternatives and threats to his /her interpretation and explanations that could lead into invalid conclusions. Creswell (2007) has offered several strategies that are frequently used by qualitative researchers as validation in qualitative research.

One of the strategies which were also employed by this research is prolonged engagement and persistent observation in the field so as to build trust with participants learning the culture and checking for misinformation. In so doing. the researcher was able to make decisions about what is salient to the study, relevant to the purpose of the study and of interest for focus. Another strategy which was also taken into board by this study is theuse of multiple and different sources and methods (triangulation) so as to provide corroborating evidence.

3.10   Data Analysis

Information collected through interviews and focus group discussions interviews was tape recorded and later on transcribed. The transcripts were read over carefully to get a sense of the totality of the data and to establish categories as per research questions. The categories were examined to form main themes. These themes were described and analysed in the light of the issues raised in the theoretical framework and literature review and they guided in the analysis and discussion of findings.

Qualitative data obtained through documentary review were analysed using content analysis.

3.11   Ethical Consideration

In this study the researcher adhered to all ethical principles includingasking permission from the authority, informed consent, maintaining confidentiality and acknowledging sources of information and data.

3.12   Chapter Summary

The chapter has described the way the study was conducted. It has, therefore, presented methodological issues constituting research approach, study design, study area, target population, sample size and sampling strategies. Furthermore, the chapter has also presented the data collection and analysis techniques which were employed. To the end, the chapter had dealt with issues of trustworthiness and validity of findings and ethical considerations.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents, analyses, and discusses the research findings obtained from the study. The findings are based on the three specific objectives of the study developed in chapter one. These are: Check my corrections in chapter one

i. To investigate the quality and quantity of teachers and how they influence provision of quality education in community secondary schools;

ii. To examine the status of teaching and learning facilities in Community Secondary Schools and determine and assess the extent to which they influence provision of quality education

iii. To examine environmental factors and determine the extent to which they influence provision of quality education in Community Secondary Schools in Temeke district.

A summary of participantsø responses, in the form of direct quotations has been selected and presented in this chapter as evidence to support arguments made.They have also been used to reveal the participantsø actual level of feelings, their thoughts about what was happening, their experiences and to give life to the study.

4.2 The Quality and Quantity of Teacher and their influence on the Provision of Quality Education

The academic success or failure of any school depends, to a large extent, on the quality and quantity of teachers. Teachers play a unique and important role. Research evidence suggests that, among school-related factors, teachers matter most.

As a matter of fact their role involves more than simply standing in front of a classroom and lecture. In addition, even though teachers spend most part of the day in the classroom, the actual teaching component is only part of the job. An effective teacher understands that teaching involves wearing multiple hats to ensure that students learn something. In a classroom situation where there are children of different abilities careful and patient teaching brings out the best in all children and helps to fulfil their potential.

According to Hakielimu (2011) teachers are key ingredients in determining the quality of education. The quality of education is directly related to the quality of teaching and learning, teachersøexperiences, their level of motivation as well as their satisfaction or dissatisfaction on the working conditions. Studies show that when teachers are motivated and love the teaching profession, students are motivated to learn and they learn the content taught by their teachers more effectively (Caprara et al., 2006). It is therefore important to foster teachersø motivation as one of the measures to address the problem of the deteriorating quality of education.

In this regard, this study investigated the type and quality of teachers and whether or not they influenced provision of quality education in community secondary schools in Temeke. In particular four variables were investigated: gender balance in distribution, teachersø educational level, professional experience and motivation to teach in secondary schools. Information was sought through semi-structured interviews with the heads of school, Municipal Education Officer and focused-group discussion with teachers. Observation and documentary review were used to cross check the information obtained through interviews.

4.2.1 Gender related Factors of Secondary School and Teachers their Distribution

Before interviewing the 16 teachers who participated in the study, the study first examined the number and type of teachers presently employed in these schools and how they were distributed. This information was obtained from the Heads of the four schools who participated in the study. The findings are presented in Table 4.1

Table 4.1: Distribution of Teachers Based on Sex

N/S	School	Sex of teachers		
		Female	Male	Total
1.	A	37	16	53
2.	B	41	18	59
3.	C	38	17	55
4.	D	32	19	51
Total		148	70	218

Source: Field Data, 2018

Data presented in Table 4.1   show that the distribution of teachers was not uniform. It depended on the size of the school and where it was located. School A, for example, had 2,580 students and the number of teachers was 53. With regard to gender balance of teachers, it was noted that there were more female teachers than male teachers particularly in the schools located within the municipal vicinity.

When the Municipal Education Officer was asked to clarify on this he said that majority of female teachers are found within the neighborhood of Temeke Municipality because majority of them are married with their husbands working in Dar es Salaam city centre, Ilala and Kinondoni. Therefore, under humanitarian grounds they had to be considered to be posted in such schools. When the heads of

school were asked an additional question as to whether the concentration of female teachers affected academic performance, there was no straight forward answer. One Head of School who was also a female made it clear that academic performance was dependent on many variables not necessarily sex of teachers as can be seen in this interview extract:.

> *Of course there are some associated challenges of having more female teachers because, at times, they have to be allowed to attend to family matters. For example, when a child is sick the respective female teacher will not come to school. Also there could be incidences when three to four teachers could be on maternity leave. In such situation, internal arrangement is normally made so that students are not affected.*

Another Head of school was of the opinion that it does not matter whether there are more male or female teachers. It depends on the head of school and his or her administrative ability to handle the situation by ensuring that other teachers are made aware of the situation and are asked to take over additional periods. She said:

> *This is a natural process in life. After all, their absence is not intentional and permanent. As a matter of fact, sex of a particular teacher had no direct effect on provision of quality education.*

With regard to quantity of teachers, the Heads of School reported no serious shortage. However, when this information was analysed in terms of subjects it was revealed that there was critical shortage of science teachers especially in Physics subject. One school, for example, had only 12 science teachers among 50 while in School B where there were 59 teachers, only 6 were science teachers. The rest of the teachers taught subjects belonging to humanities and social science including Kiswahili, Civics and History. Inadequate number of science teachers had a substantial impact on the quality of education provided because students had to struggle on their own either through tuition or sharing notes with fellow students

from other secondary schools.

4.2.2   Education Background of the Teachers

The second variable was about teachers and their education background. Table 4.2 shows distribution of teachers in the four schools that participated in the study with respect to their education background.

Table 4.2: Teachers' Educational Level

Level of Education	Total Number	Percentage
Diploma	86	39.5
Degree	115	52.7
Masters	17	7.8
Total	218	100

Source: Field Data (2017).

Table 4.2 shows that majority of the teachers were degree holders (52.7%) as compared to those with Diploma (39.5). Very few teachers possessed Master's degree (7.8%). Ideally, in Tanzania a secondary school teacher must possess either a diploma or degree in the respective teaching subject. Currently, initial or pre-service teacher training is offered through three clusters: Teacher trainees who most commonly have followed seven years of compulsory primary education and four years of junior secondary education are trained to become Grade III a teachers who can teach a primary school only.

A Diploma holder normally needs six years of secondary school and two years of teacher training while those who have a degree in education needs six years of secondary education and three to four years of university training. While Diploma holders are supposed teach in lower secondary classes (Form One to Four), degree

holders are expected to teach in advance secondary education as well as in teacher training colleges. In recent years there has been increasing number of graduates who go for Mastersø degree and come back to teach in secondary schools.

It was not surprising to find a large percentage of bachelor graduates in the four schools as compared to those with Diplomas and Masterø degree. The situation was almost the same even in other related areas with similar characteristics. Temeke Municipality is part of Dar es Salaam city hence more urban oriented with availability of social services as compared to many other rural parts of Tanzania. Therefore, almost all teachers posted in the city normally report for duty. The situation is a bit different in other remote and rural areas of Tanzania because of the nature of the working and living conditions. Most graduates are not motivated to work in remote areas.

When the heads of school were asked as to whether this composition had any effect on provision of quality of education, they generally said the effect was very minimal. All four heads of school who participated in this study indicated great confidence in their teachers especially those with Diploma qualification. They said that their commitment was very high as compared to those with higher education qualifications like Mastersø degree. Majority of them teach while looking for other green pastures. One head of school had this to say on the commitment of teachers:

> *The teachers are generally committed. As you know the environment in Dar es Salaam, teachers' day begins before their students are even awake to catch up with daladalas especially those who stay outside Temeke. They do this most important job with patience and dedication because our classes are fully packed. This year we have 700 students in Form One. I think teachers are the quiet heroes.*

The researcher was interested to get first- hand information from the teachers on their composition and commitment. Through focused group discussion, majority of the teachers generally indicated that they were committed to the teaching profession. However, when this was further probed, the researcher realised that actually majority of the teachers were not fully committed to the teaching profession. Rather, they were dedicated to helping students learn. They raised concern over heavy workload and were not satisfied with their salaries which they felt was low with no fringe benefits.

The same was observed by Hakielimu study (2011) where teachers reported strong commitment to helping students, with 80.1 per cent of teachers reporting being commitment to helping students. Commitment to teaching was very low with only 36.6 per cent of teachers reporting being committed to and satisŁed with the teaching profession. On the observation about Diploma teachers being more committed than those with degrees it could be said that, this observation is not surprising because there has been claims that Diploma holders teachers trained in teachers colleges are better than those trained in universities..

Whether this is true or not is subject to further research. But the heads of school felt that probably preparation of teachers in training colleges is more practical than in universities and student teachers are committed to develop their teaching career. However, in universities teacher preparation is based on theories and majority of student teachers learn to become teachers while looking for other job opportunities. According to the tracer study which was conducted by the Faculty of Education (now School of Education) of the University of Dar es Salaam (Mkude and Ishumi

2004), 43% of graduate teachers especially those with BSc with Education do not go to teach in secondary schools. They look for other opportunities like working in the industries where they use the knowledge gained in the teaching subjects like Chemistry, Mathematics and Biology.

4.2.3 Working Experiences

The third variable concerning teachers was on their working experience and whether or not long working had any effect on the teachersø motivation to teach in community secondary schools. The researcher was interested to know if experience and motivation had any effect on provision of quality education. Table 4.3 shows distribution of respondents with respect to their working experiences.

Table 4.3: Working Experiences

Years	Number of Teachers	Percentage
0 ó 5	5	31.25
6 ó 10	6	37.5
11 ó 15	03	18.75
16 ó 20	04	25.0
20+	03	18.75
Total	16	100

Source: Field Data (2017).

Table 4.3 shows that 5 (31.25%) of the respondents had their working experiences ranging from 0 ó 5 years, 06 (37.5%) ranged from 6 ó 10 years, 3 (18.75%) ranged from 11 ó 15, and more than 20 years of working experience their percentage ranged at 25 % and 18.75 respectively. These findings indicate that majority of teachers ranged within the cohort of 6-10 years of experience. This was adequate for the teachers to deliver quality education unless otherwise. Therefore, the researcher had to probe further from the teachers why their Municipality was performing poorly although it has relatively adequate number of teachers and all teachers had a sound

education level with enough teaching experience. According to the teachers, a number of factors contributed to the state of the art. One aspect which came out from almost all teachers was that even the type of students who are normally selected to join these schools are second best as can be seen in the following summary in the box:

Box No. 1:   Our Students are Second Best

The students we teach here are second best. During selection first priority is given to special schools like Kibaha, Tobora Girls and Boys. These are national schools admitting students from all over the country based on their score in the national examination. This is followed by Regional schools like Tambaza, Azania, Kibasila and the like. These schools also admit students with high marks and they are competitive in the whole region of Dar es Salaam. Lastly are community-based schools. Therefore, you can see that the students we get had not scored competitive marks. We really try hard to bring these children to the required standards.

According to the information obtained from one Head of School, normally after national examination results are announced, selection to Form One follows thereafter. During selection process, those who performed extremely well are selected to join Special Schools (depending on the cut off marks provided by the Ministry responsible for education) like Kibaha, Tabora Girls and Boys, Iliboru, Masalato Girls and Kilakala. After this, selection of students to national- wide schools follows.

These schools admit students from every corner of the country again depending on performance. All of these schools are those which were present before the introduction of community based secondary schools. They are scattered across the country. Each region has at least one secondary school of this nature. In this category, there are such schools like Magamba secondary school in Tanga, Kibondo Girls and Kigoma secondary schools in Kigoma region, Tambaza and Azania in Dar es Salaam and the like in other regions. This is followed by selection of students to

join regional based secondary schools which admit day scholars like Kisutu, Kibasila etc.

Majority of these schools were built during colonial times and are continuously being renovated and expanded to meet the current demand of increased number of students. As indicated in earlier sections, Community Based Secondary Schools is another category of schools which were established as a result of successful implementation of PEDP and the need to have more secondary schools to absorb primary school leavers. Those who have passed well in standard seven national examination and have not been selected to join special schools, national-based secondary schools or regional wide secondary schools are left as a pool for selection to join community based secondary schools. Therefore, their level of performance in the national examination is not like the other special and national wide secondary schools. The teachers conceive them as second best. Nonetheless, this does not necessarily mean that they are not teachable. With committed and dedicated teachers as well as self-directed students quality education can be achieved.

4.2.4   Teachers' Motivation

Teachersø motivation and the extent to which it affects provision of quality education was the fourth variable. Findings from the teachers revealed that apart from working experience and the claimed standard of students, teacher motivation was a hidden factor and a central a contributing factor towards provision of quality education. Teacher motivation refers to those factors that influence teachers to do things. There is research evidence that even if efforts can be made to ensure that teachers are well-educated, are gender-sensitive, and classrooms are built with facilities, these alone

will not enable teachers perform their duties (Asemah, 2010). Teacher motivation is a critical factor. A teacher who is motivated will put more efforts to in the classroom to pass adequate knowledge to his students in order to affect the behavior of the learner in the most desirable and positive manner.

According to Azubuike and Ayo (2016) it is a well-known fact that a well-motivated teacher, who is provided with working incentives, good working conditions and adequate remuneration is bound to be dedicated to his/ her teaching responsibilities so as to bring about the needed learning among learners. This is supported by Archibong (2013) who argued that quality education does not just occur unexpectedly but can be achieved through continuous and improved efforts by the stakeholders in the education enterprise, especially by enhancing teachers' motivation through several welfare packages starting with satisfaction of basic life supporting elements of physical body like food, water, shelter etc.

The teacher should be able to satisfy needs like insurance, medical allowances, retirement benefits, and promotion. All 16 teachers who participated in this study complained that teaching as a career had no fringe benefits apart from the monthly salary and travelling allowance when one is due for annual leave. Nonetheless, it was also observed that even when a teacher is due for the annual leave he/she is not paid the travelling allowance on time. As for housing none of the teachers was given accommodation by the school administration. Each teacher had to struggle on his/her own to get accommodation and majority of teachers stay in rented houses with very unfriendly living conditions. One teacher had this to say:

Renting rooms to stay in is not very easy. Nowadays owners demand to be

paid in lumpsum of not less than six months. The good thing about Temeke is that house rent is still on the lower side and food stuff is cheap. Therefore, at least we can afford to pay rent for six or even for the whole year.

Despite the lack of remuneration and incentives teachers also revealed that when students` performance in examinations is good it may serve as a motivation for them to work hard.

You feel rewarded for the job well done. As I said before, although this work is not motivating but we continue being teachers because of dedication and the love we have for the students, When examination results are announced and you have students who have done very well in your subject you real feel good.

Almost half of the teachers reported that studentsø academic performance in Temeke was low and demoralizing. When the researcher asked them as to why students were not performing well they gave a variety of reasons which are summarised as follows: Our students do not read beyond lecture notes;

i. Students around this area come from families with low income and who are not aware of the value of education. Therefore, they are not assisted at home

ii. Students do not read beyond the lecture notes

iii. Students themselves are not hardworking and some have no interest in learning

iv. Students from well to do families are no attracted to study in community schools. They are being sent to private secondary schools with good performance.

From these findings it seems that many factors contribute to a student's academic performance, including studentsø individual characteristics and family environment. However, the teachers who participated in this study insisted that, this did not stop them from teaching. Same as it was observed by Mdope (2015) in a study that was conducted in Ilala Municipality, what matters most was their recognition,

appreciation and promotion as well as salary on time.

As a whole two observations can be deduced from the findings regarding quality and quantity of teachers. One is the fact that there is critical shortage of science teachers. Science subjects include Physics, Mathematics, Chemistry and Biology. Certainly this has an adverse impact on provision of quality education. The few teachers available cannot satisfy all students even if they stretch themselves to the maximum capacity. Leaving students to struggle by themselves has its own risks because no one is there to assist and ensure that what they get through sharing with fellow students is what is actually needed at their level in terms of content and coverage.

The second key finding regarding teachers is motivation. Although, teachers said they were dedicated to helping students learn they also indirectly showed dissatisfaction with the fringe benefits they were getting out of the teaching profession. Given choice perhaps they would think differently. This situation was not unique to Temeke Municipality. Similar findings have been noted in Bukoba District (Projest, 2013) and Ilala Municipal (Mdope, 2015). Poor living and working conditions have, over time, seriously eroded many teachersø motivation to carry out their teaching and non-teaching roles in an acceptable manner.

4.3 The Status of School Physical Facilities in Community Secondary Schools and their Effects

This study was also interested in finding how availability and adequacy of teaching and learning facilities influences provision of quality education in Temeke. Information was sought from teachers and students through interviews and was

verified by the researcher through observation. In the context of this study, school physical facilities consisted of all types of buildings that were used for academic and non-academic purposes, equipment, classroom facilities, furniture, instructional materials, toilets, library and laboratory materials. All of these play a pivotal role to smoothly run teaching and learning process. As correctly observed by Mdope (2015) school facilities enable the teacher to accomplish his/her task as well and help the learner to learn and achieve effectively. In turn, this positively affects students' academic achievement and the overall improvement of the quality of education.

Table 4.4: The Status of facilities in Community Secondary Schools

S/N	Type of Facility	Comments
1.	Reference Books	They are Inadequate for both teachers and students. In some social science subjects like Civics, reference books were not available and teachers had to use the syllabus to compile their own notes.
2.	Laboratories	All for schools each had two laboratories for Chemistry and Biology. There were no laboratories for Physics.
3.	Teachersø offices	In two schools teachersø offices were not available. They were still under construction. Two classrooms have been converted into teachersø offices. As they are not constructed for office use, so they are not suitable Teachers do not have a recreation room where they can have tea break together
4.	Toilets for teachers	All schools had at least two toilet rooms for teachers one for female teachers and another for male teachers. The toilet rooms had no water and sanitary pads. Given the number of teachers in each school and particularly female teachers with the needed prerequisites the available toilets were not sufficient
5.	Toilets for students	In all schools toilets were inadequate and had no water and sanitary bins. In one school there were 15 toilet rooms: 8 for girls and 7 for boys. In another school there were 12 toilet rooms divided into half: 6 for boys and 6 for girls
6	Common room	Not available.
7.	Teachers working tables	Each teacher had a working table although in some schools studentsø desks served as working tables. These desks were not suitable because they were not designed to serve as teachersø tables. They were small in size and could not accommodate teachersø books and studentsø assignments.
8.	Play grounds	Each School had one football pitch. Two schools had also netball pitches. The football pitches were also used for games and athletics.

Source: Field Data (2017).

From the table, it is obvious that all schools had inadequate physical facilities to allow effective teaching and learning. One of the major observations during field visits for this study was the issue of toilets associated with availability of water and sanitation facilities. The issue stood out to be a critical factor which affects girls more than boys and has adverse implications on girlsø participation in learning. It was noted, for example, that in most schools although the toilets were separate for girls and boys those meant for girls had neither waste bins nor sanitary facilities for use especially during their menstrual periods. Such girls were forced to stay at home or had to wait until everybody had gone back to class and then go to toilet. In one school, there were twelve toilet rooms six on one side and six on the other side of the building. Both sides of the toilet had no locked doors. That was how one girl described the situation:

Box 1: Our toilets are not user- friendly

As you have seen, although, we have separate toilets, they have no water and sanitary bins. Worse still the doors are not locked and privacy is compromised. . It becomes very difficult for us to use those toilets especially when we are in menstrual periods; we opt to go home and if it is very far then one does not come to school until the cycle is over.

As matter of fact, all students spend a significant part of their time of not less than eight hours at school, where provision of toilets and hand washing facilities is the norm. However, the way in which students use the facilities, and in some cases whether they use them at all, depended on their physical quality; for example, whether they were fully functional and inviting. Functional toilet and handwashing facilities are important to minimize the incidence of infectious diseases.

Girls is another special case. As stated previously, the average duration for a school session in most schools was eight hours. A girl in her period should change pads

often and clean herself. However, if there are no water and or waste bins, as was the case with most of the visited schools, she had to bear with the situation, which ultimately compromised her attention in classroom. Another critical observation from the findings was unavailability of play grounds to enable students play games and sports. All community schools which participated in this study had one football pitch for boys except two schools which had also netball pitches for girls. Experience demonstrates that the importance of sports and games in school encompasses more than just the benefit of physical activity.

Similar to what Mabagala (2016) noted, games and sports are an integral part of a student's life. While it is true that students should study hard to be successful in competitive examinations, they should also play games and sports to enjoy the health and vigor of life. The benefits of playing sports are multiple, and it leads to balanced mental and physical growth. It teaches the children life skills like teamwork, leadership and patience. According to one teacher who is a graduate in Physical Education and Sport Sciences, games inculcate discipline and playing within the rules. Apart from that, playing and excelling in sports also teaches students the importance of hard work, perseverance, learning from failure, and importance of grasping opportunities.

Expressing his concern on non- availability of games and sport facilities in his school one teacher had this to say:

> *It is beyond doubt that, sports improves self-esteem for certain students who may not be good in academics and makes them believe in themselves, which may result in improved academic performance. Some students have talents which need to be nurtured. It a pity that we are unable to do that. But our schools should strive to provide proper facilities and spare time to help our*

students pursue sports.

In the focused group discussion, students who participated in this study also reported a consistent relationship between their performance and the availability of books. The students felt that an important investment to improve educational quality is to ensure that all students have at least one textbook. The third observation from the information summarized in Table 4.4 is the effect of working conditions for teachers. The working conditions of teachers are closely related to learning conditions for the students. A school environment that allows teachers to do a good job will automatically improve the learning conditions of the students. There is an obvious and close relation between the infrastructure of the school system and the quality of education. In this study it was noted that teachersø offices and working tables were inadequate. There were no teachersø houses around the schools. As it has been noted before, all teachers were staying in privately owned hoses.

Besides, none among the four schools had a computer laboratory for teachers or students use. Therefore, it was not easy to access materials which could substitute unavailability of reference books. The lack of common room or recreation room meant that teachers had no opportunity of meeting together for socialization and for leisure time like during tea break. Previous studies in community secondary schools in Tanzania have also revealed that investment in school equipment has been neglected. It is essential to provide at least the basic teaching equipment and materials in each school. According to the Municipal Education Officer, these poor living and working conditions have, over time, seriously eroded many teachersø motivation to carry out their teaching and non-teaching roles in an acceptable

manner.

In summary it can be said that generally the status of school physical facilities in community secondary schools was not that promising. It appears that the initial effort and resources that were injected in construction of these schools were not sustainable to be extended and complete all the prerequisite of a typical quality school that could provide quality education. No matter how teachers were committed and dedicated to teach, lack of necessary facilities like offices and internet facilities had an impact on the work performance of the teachers.

4.4 Influence of Environmental Factors on the Academic Performance

The third objective was an examination of environmental factors and how they influenced provision of quality education. According to Modi (2013) there is mounting evidence that a suitable learning environment can contribute to quality education. UNESCO (1990) had also contended that a high quality education implies an environment that actively seeks out learners and assists them to learn as well as welcoming learners and assisting them to adapt to learning needs.In the context of this study, environmental factors were confined to variables related with the location of the school and the situation at home. School based factors such as availability of facilities and equipment were discussed separately in the previous section.

4.4.1 Location of the School

Location is the environmental condition around a school which could be urban or rural. School location can affect students' learning outcomes either positively or negatively. Urban environment can be conceptualized as that which has a high

population density, containing a high variety of services both educational and social whereas rural environment is characterized by low population density containing a low variety and isolated place views. It is evident even from simple logic that the number of teachers in rural schools is usually low because teachers do not readily accept postings to rural areas, since rural communities are characterized by low population, monotonous and burdensome life. Most teachers prefer to stay in the schools in urban areas because of the benefits and comforts of the city which include good roads, satisfactory means of communication, availability of books and teaching materials, etcetera. Highly qualified teachers also prefer to stay in city schools. Most schools in rural areas lack qualified teachers who can handle subjects like physics, mathematics and chemistry.

Information related with location of the school and its effect on academic performance was collected through interviews with parents and Heads of school as well as students. Overall each category of respondents was very much concerned with location of the community secondary schools. As the name suggests,, these schools were located within surrounding communities. As indicated in the background, these schools were built by the communities with assistance from the government.

However, not every member of the community was very close to the school. In some cases a central place had to be agreed upon to be the location of the school. Therefore, students selected to join such schools have to commute daily to the school on foot or through public transport (daladalas) or motorcycles. In the group discussion with students one of them had this to say:

It is not easy as you would anticipate. The school is located in the interior with no public transport. I walk on foot every day to school and it takes more than one hour. By the time I reach school I am late and tired. I have to wake up very early or else I miss the first lesson. During rainy season the situation becomes even worse.

Given the expenses associated with boarding schools, majority of these community schools are day schools in which students have to commute on daily basis. Where the school is located very far from home, children are sometimes compelled to rent rooms in areas close to the school and live independently. Experience demonstrates that in urban areas these children experience inadequate and unreliable transport. In such situation girls are definitely vulnerable. Commuting to school and back every day or staying in a rented room is risky, insecure and tempting. Sometimes girls find themselves engaged in relationships with men especially õbodabodaö drivers to ease transport problems. At times, this leads into unexpected teenage pregnancies, HIV/AIDS and unhealthy behaviors. In all the four schools which participated in this study none had hostel facilities so students were commuting to school and back home daily.

4.4.3 The Effect of Home Environment

The significance of home environment on studentsø academic performance can be explained in several ways including the fact that after school hours, students spend the rest of their time at their homes. Unless the home environment is conducive and supportive to schooling then their academic work is bound to suffer. Studies of achievement and performance have revealed that girls perform better in boarding schools than in day schools (Kakonge et al. 2001 and Lasonen & Bhalalusesa, 2006). This is mainly because after school hours girls spend less time in academic matters

than boys due to overload of domestic work. Even in families where there are both female and male students parents may unconsciously and sometimes consciously urge girls more than boys to actively participate in household chores.

Students attending day schools live and learn within the community with its own cultural norms, values and assumptions concerning gender-specific tasks. It is more acceptable for a boy to withdraw from household chores /activities and fulfil his academic ambitions than it is for a girl to withdraw from her traditional domestic activities and shut herself in her room and study. The gendered social world has taught us to accept this as a way of life. Girls have to discharge their domestic responsibilities alongside their studies. Subsequent analysis of the findings lead to a conclusion that indeed, the academic performance of any day-based student cannot be separated from the home environment in which the student lives. Healthy home environment offers emotional security to the student, opportunities and accelerated intellectual development.

The Effect of Truancy: Apart from engagement in domestic chores especially for girls truancy or the habitual act of being absent from school without permission, was reported by teachers in all of the four schools that participated in the study to be one of the major issues affecting the overall success of the schools. According to Zhang, Katsiyannis, Barrett, and Wilson (2007), the causes for truancy can be positioned within four major categories. These categories include family factors, school factors, economic influences, and student variables.   In this study, parentsø level of education, parental supervision and level of household income were mentioned by the teachers as main causes of studentsø inconsistent attendance.

One unique observation to Temeke District was that for the majority of the parents interviewed education was not always their first priority. They found it more urgent to improve their life and in particular increase their income. One particular thing that surprised me was that so many young women were independent mothers. Some had more than one child but from different men. Nobody seemed to bother about schooling although there was a relatively good school within the village with an adequate number of teachers. There is a serious marriage instability in the area and often after the parents have been parted tradition dictates that the children should be under the custody of the father.

However, children find themselves in a dilemma once the father is remarried and gets other children. Many children fail to cope with stepmothers and they resort to coming back to their mothers or stay with other relatives. In the process children become victims of circumstance and no one feels responsible for their cost of schooling. Apart from this, prevalent cultural practices and traditional norms were also reported by teachers and even students to contribute to inconsistent attendance. During dry season, communities in Temeke District where majority of traditional inhabitants of the Zaramo tribe live do practice initiation rites as a way of transmitting knowledge and skills to the younger generation (both boys and girls).

I learned from the parents who participated in this study, for example, that with the advent of puberty, which is a sign of adulthood, most girls are removed from school and are compelled to stay inside. While inside the girls are taught good manners, hard-work, respect for elders the way their bodies work, and also how to perform different domestic duties such as cooking. They are also provided with knowledge

and values concerning procreation, morals, sexual skills, child spacing and pregnancy. In the past the teachings were done in the forest and would be done collectively. However, presently, it is being done just within the house and it can be done individually or collectively. After both collective and individual initiation ceremonies, a fun fare (*ngoma*) follows in the village. Normally, the fan-fare takes many hours and it can go on throughout the whole night involving mainly youth and young adults- men and women. Attendance and participation in learning for students staying in such villages are greatly affected.

According to the teachers, studentsø inconsistent attendance disturbs teachersø flow of teaching because not all students would be at the same level. The bad thing is majority of parents are less concerned. One teacher had this to say:

> *Truancy is indeed problematic. Some students do not attend school regularly and the parents do not do anything. Even when we call them to school some don't show up. It appears this is none of their business whether they attend or they don't.*

It was interesting to note that the problem was more common with boys than girls. Some would leave home pretending to come to school but deviate to do other things on the way. This was revealed from one parent who discovered that actually his son was not coming to school. He had joined with other fellow students and had started engaging himself in taking drugs. The researcher had the opportunity to speak to one of the students whose attendance was not consistent. This student reported that the situation at home was not that favorable. He was staying with a step father who was not interested to see him progressing with school.

> *My step father is not in favour of my progress in school. So he is all the time making noise that I have to participate in raising income of the*

family by selling groundnuts every day I come back from school. Selling groundnuts entailing walking along the streets and drinking places looking for customers. A times I come back very late in the night and surely in the following day I just decide to stay indoors.

The situation reported by this boy was not unique. In many cases, children are a source of family income and they participate in different ways. This was also reported during focused group with teachers. It was observed that there were several families which were not stable and this was very common especially in coastal areas. In such situations children were left to suffer for lack of close parental care and supervision.

Overall, the picture we are getting from the findings related to environmental factors is that parents are not closely engaged in their children's education because of lack of awareness of the value of education and their low level of education, Accordingly, the cultural practices an traditional norms take up a good chunk of hours which would have otherwise been used for academic learning.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This Chapter presents summary of the findings and draws major conclusions based on the main findings of the study. The chapter also provides recommendations for action and further research.

5.2 Summary of the Study

This study aimed at assessing the exent to which both school based factors such as teachers and facilities and external factors such as location of the school and environmental factors interelate to influence provision of quality education in community secondary schools in Temeke Mucipality. It was anticipated that the successful execution of this sudy would lead into illumination of strategies to improve provision of quality educaion in Temeke Municipality. The study was guided by the following specific objectives and research questions:

5.3 Specific Objectives

i. Investigate how the teaching staff in terms of quality and quantity influence the provision of quality education in CSSs.

ii. Determine the extent to which physical facilities in CSSs influence the provision of quality education in CSSs.

iii. Examine the extent to which the environmental factors influence the provision of quality education in CSSs.

This study was guided by the general systems theory and on the basis of this theory the CIPO model was modified to form the conceptual framework for this study.The

context-input-process-output (CIPO) model was seen suitable in this study because it is a basic systems model of school functioning, which can be applied to several levels within education system level. The model also functions as an analytical framework through which the educational quality can be reviewed or assessed.

Theoretical as well as empirical studies relevant to the problem were reviewed for the purpose of providing knowledge about the research problem as well as identifying the knowledge gap**.** From the literature review, it is evident that a number of studies has been conducted to examine the quality of education in secondary schools both outside and within Tanzania. While those studies conducted outside Tanzania offer some lessons, they cannot be wholly relied upon because of the differences in the educational contexts.

While majority of the studies conducted in Tanzania, concentrated on school-based factors, it was observed that very little is mentioned about contextual factors such as location of the school, the home environment as well as the socio-economic aspects of the family and how these are interrelated with school based factors in a holistic manner to explain their effect to the provision of quality education in Temeke Municipality. This research intended to fill up this gap.

The study employed qualitative research approach and utilised interviews, non participant observations, documentary review and focused group discussions as methods of data collection. Operating under qualitative research approach, it was possible to enter into the participantsø (the teachers, students and parents) personal world in order to gain deeper and clear understanding of their experiences, feelings

and perspectives. Apart from the 16 teachers who were the main informants, data were also collected from 4 Heads of school, 16 students ,16 parents,1 Municipal Educational Officer, and 4 Chairpersons of the four School Boards. All participants in the study were purposively selected.

Information collected through interviews and focus group interviews was transcribed verbatim, read over carefully to get a sense of the totality. Thereafter, categories were established which were examined to form themes that provided the basis for analysis and discussion. Qualitative data obtained through documentary review was analysed using content analysis techniques.

5.3 Summary of Findings

The summary of findings is listed in accordance with the research objectives and questions that guided the investigation.

i. First, the study has revealed that generally teachers in Temeke Municipality had the required qualification to teach in secondary schools, were experienced and adequate in number. However, analysis per subject specialization revealed that there was a critical shortage of science teachers especially for Physics and Mathematics. Certainly this has an adverse impact on provision of quality education. The few teachers available cannot satisfy all students even if they stretch themselves to the maximum capacity.

ii. The second key finding regarding teachers is motivation. Although, teachers said they were dedicated to helping students learn they also indirectly showed dissatisfaction with the fringe benefits they were getting out of the teaching profession.

iii. Thirdly, this study has observed that Community Schools lacked adequate number of text books especially in social science subjects. Civics text books were not available at all and teachers had to use the syllabus to compile own notes. Accordingly, toilets were inadequate and lacked hand washing facilities as well as waste bins and sanitary facilities for girls. This situation led to inconsistent attendance for girls, hence poor and unstable performance,

iv. Fourthly, it was also noted that the construction of community based secondary schools did not take into consideration provision of playgrounds to allow students to play a variety of games and sports. As a result, students were denied the benefits of playing games and sports which would leadto building teamwork building, leadership, patience as well as creation of balanced mental and physical growth.

v. Fifth, the findings generated through triangulated methods which involved interview, observation and focus group discussion methods revealed that by its geographical location Temeke was conceived as rural when compared to Ilala and Kinondoni. As a result, it lacked essential social services and teachersø retention in the schools was also problematic.

vi. Sixth, truancy was reported as a major contributing issue which affects provision of quality education in Temeke. Several reasons contributed to truancy including parentsø low level of education, lack of parental supervision and cultural practices as well as the children themselves lack of interest in education.

5.4 Conclusion

In conclusion we can say that the quality of education in Temeke Municipality is

influenced by a number of interrelated factors that have to be looked upon holistically. These factors range from the students themselves, teachers, school facilities within the school that disables provision of quality education and the community and its socio-cultural practices which affects effective provision of quality education.

While some of these factors have been observed even in other previous studies, the socio-cultural factor has come out as aprominent factor unique to Temeke because majority of original inhabitants in Temeke have low income and this results into many aspects that affect provision of quality education. For example, parentsø value of education, their engagement in their children education as well as their close follow ups to ensure consistent attendance is very low. Accordingly, even the zeal and effort among students to invest in their own education is low. These aspects combined with inadequate school facilities and non-motivated teachers greatly influence the provision of quality education.

5.5 Recommendations

On the basis of the findings and this conclusion the following recommendations are made:

i. There is a need for the government to work out on strategies for attraction of science students to join the teaching career so as to increase the number of science teachers

ii. The management of Temeke Municipality should encourage and sensitize parents on the value of education for their children and the benefit of making close follow up on their children attendance to school.

iii.   Accordingly, there is a need for the Municipal administration to have a dialogue with communities so that the cultural practices do not interfere with school calendar.

iv.   Educational stakeholders and community members within the society should collaborate with the government to make sure that the environment of teaching is conducive and teaching and learning materials are available in community secondary schools found in Temeke district as a way of motivating teachers.

5.6 Recommendation for Further Study

This study was qualitative in nature and, therefore, small scale focusing on only four secondary schools in Temeke. While the findings have shed light on factors that influence provision of quality education in Temeke they cannot be generalised. Therefore, general survey is recommended to involve a large geographical area and a large sample. On top of that, the researcher recommends for another similar study tobe carried out in private schools and other districts to find out whether the findings are similar or not and why.

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APPENDICES

APPENDIX A: INTERVIEW GUIDE FOR TEACHERS AND HEADS OF SCHOOLS

My name is Chitegesye Ngaruko, a Master's student at the Open University of Tanzania. I am conducting research on **"Determinants of quality education provision in Temeke Municipal Council".** I would like to ask for your participation in the interview. The information collected in this study will remain confidential and shall be used only for academic purposes.

1. In the first place I would like to get brief history of your academic life: Who you are in terms of academic and professional qualifications and how you climbed the ladder up to this position.

2. For how long have you been in teaching profession?

3. How can you explain your satisfaction with the teaching profession?

4. Do you think the teaching and learning facilities available in community secondary schools are adequate? Please explain.

5. What do you think are major factors which limit the provision of quality education in your school?

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V……………………………………………………………………..

5. What do you consider to be the main challenges that affect provision of quality

education in this municipal?

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6. What do you think needs to be done by the Parents, Students themselves, Municipal and community at large to ensure that quality education is provided in Temeke?

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7. Which measures do you think should be done by the government to enableprovision of quality education in this school?

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8. Is there anything else you would wish to share with me which we haven∕t covered but is important to this study? Please feel free to share it with me.

Thank you for your cooperation

APPENDIX B: INTERVIEW GUIDE FOR DISTRICT EDCATION OFFICER

My name is Chitegesye Ngaruko,a Masterøs student at the Open University of Tanzania. I am conducting research on õDeterminants of Quality Education Provision in Temeke Municipal Councilö. I would like to ask for your participation in interview. The information collected in this study will remain confidential and shall be used only for academic purposes.

Section A: Personal Information

1. For how long have you been in the current position?

2. Where were you before the appointment to the present position?

3. How can you explain the status of teachers in your Municipal? Are they adequate?

4. What factors do you take into consideration when you distribute teachers to different

5. What do you think are major factors which limit the provision of quality education in Temeke Municipality?

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6. What do you consider to be important factors to facilitate quality education in your community secondary schools?

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7. How do you consider the status and conditions of infrastructures in your community secondary school in Temeke?

8. Which measures do you think should be done to your District so as to provide quality education?

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8. Is there anything else you would wish to share with me which we haven∅t covered but is important to this study? Please feel free to share with me.

Thank you for your cooperation

APPENDIX C: GUIDING QUESTIONS FOR STUDENTS

My name is Chitegesye Ngaruko,a Master's student at the Open University of Tanzania. I am conducting research on **"Determinants of Quality Education Provision in Temeke Municipal Council".** I would like to ask for your participation in interview. The information collected in this study will remain confidential and shall be used only for academic purposes.

Instructions

Questions

1. Are your school infrastructures supportive in learning?   Please, explain

2. Are you satisfied with learning environment in your school? Please explain.

3. What comment can you give on the availability of text books?

4. What challenges do you experience in the use of books? \

5. What do you think are the major challenge or things which hinder you to get quality education in your school?

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   How can you explain the environment at home? Is conducive for learning? Please, explain

6. What do you think needs to be done in your school so as to facilitate learning for quality education?

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8. Is there anything else you would wish to share with me which we havenøt covered but is important to this study? Please feel free to share it with me.

Thank you for your cooperation

APPENDIX D: FOCUS GROUP DISCUSSION WITH PARENTS

My name is Chitegesye Ngaruko,a master's student at the Open University of Tanzania. I am conducting research on **"The Assessment of Quality Education to Community Secondary Schools in Temeke Municipal.** I would like to ask for your participation in interview. The information collected in this study will remain confidential and shall be used only for academic purposes.

1. First of all what can you say generally about the performance of this school?

2. How do you engage yourself with school activities?

3. How do you monitor school progress for your child?

4. What do you consider to be the main challenges facing community secondary schools in this Municipal?

5. Are you satisfied with work performance of teachers? Please explain

6. What do you think are major factors which limit the provision of quality education in Temeke Municipality?

7. Which measures do you think should be done to your District so as to provide quality education?

8. Is there anything else you would wish to share with me which we haven't covered but is important to this study? Please feel free to share it with me.

Thank you for your cooperation