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Effectiveness of Implemented School Development Plan in Enhancing Quality Education in Public Secondary Schools in Ulanga District, Tanzania

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Abstract
The study examined the effectiveness of implemented School Development Planning (SDP) in enhancing quality education a case of public secondary schools in Ulanga District. Four research questions and one null hypothesis guided the study to elucidate the perception of heads of schools on the SDP. The study was guided by convergent parallel design under mixed research approach. The target population comprised of 17 public secondary schools and 17 heads of schools. Two secondary schools were used for pilot study. While the remaining 15 public secondary schools were all involved in the study. All the 15 heads of public secondary schools were involved in the study by virtue of their position and responsibility. Questionnaires and interview guide were administered to collect relevant data for the study. The study found out that not all the schools in Ulanga District had SDP. Also, the SDPs were not highly effective in enhancing quality education since some of the elements that enhance quality education were not implemented. The study further revealed that majority of the heads of schools had positive perception on the SDP as a tool toward improvement of teaching and learning in the schools; while a few of them had negative perception. The results from the tested null hypothesis reveals a moderate relationship between implementation of SDP and quality education. Thus, implementation of SDP to some extent enhances quality education which in turn improves students' academic performance. The study concluded that the implemented SDP are moderately effective in enhancing various factors that ensure quality education in secondary schools. Furthermore, the study suggested that high cooperation should be emphasized between educational stakeholders in implementing SDPs for the improvement of quality of education in Ulanga District. The researcher suggested close follow up of the DEO, DQA and WEC on the development and implementation of SDP for effective improvement of teaching and learning.
Keywords: School Development Plan; Quality Education

1. Introduction

Organisations plan to get done with the activities of the organisation. According to Aggarwal and Thakur (2003) planning is the formal process of making decisions for the future of individuals and organisations. Planning involves dealing with aims and objectives, selecting the correct strategies and programmes to achieve the aims, determining and allocating resources required and ensuring that plans are communicated to all concerned. Wilkinson (2011) organisations plan so as to set direction and priorities, to get everyone on the same page, to simplify decision making, to drive alignment and to communicate the message. The administrators including educational administrators plan not because they are required to plan, but among the reasons for planning in schools is to set means of attaining pre-determined goals.

School Development Planning is a process undertaken by the school community to give direction to the work of the school in order to ensure that all pupils/students receive a quality education in terms of both holistic development and academic achievement (Hatton, 2001). The school development planning is systematic since it coordinates and integrates piecemeal planning activities. It is collaborative as it draws the whole school community together. It is also an ongoing process as it is rooted in policies that are continuously developed.

The desire to provide quality education for all Tanzanian children has a major concern for the government as stipulated in the National Development Vision 2025. National Development Vision 2025 underscores the need for

the provision of globally competitive quality education for development and for the enhancement of individual well-being. In response the Ministry of Education Science and Technology came up with various programmes which were aimed at addressing the government's concern on provision of quality education. These programmes include; Education Sector Development Program (ESDP) that started in 1997 and reviewed in 2008, the PEDP and SEDP (URT-MoEVT, 2010). The Education Sector Development Program for primary schools and the Secondary School Development Programme are the bases for School Development Planning.

The long-term development objective of SEDP II is to build a high quality, productive and adaptive labour force for the economy and the whole education system in general that will contribute to the realization of the MKUKUTA goals and the National Development Vision 2025. The five priority areas of SEDP II include: - improvement of quality and relevance; enhancement of access and equity; improvement of the teaching force and teaching process; improving management efficiency and good governance; and institutionalization of cross-cutting issues.

School development planning in Tanzania secondary schools starts from the school level involving the school board and the Local Government Authority (LGA). The head of school (HoS) in collaboration with the School Management Team (SMT), prepares and updates school development plans; while the local government authority is responsible for carrying out situational analysis for education development in its area of jurisdiction by using information from school mapping reports. Also, the LGA oversees the preparation of secondary school plans, budgets and consolidation of school plans into the Local Government Authority education plan as demanded in the (URT-MoEC, 2005) document.

The SDP in secondary schools is initiated at the school level. The heads of schools are not only participants in the formulation of SDP but also are vested with the overall responsibility of ensuring the implementation of theproposed plans. However, Kaluchumila (2013), points out that in most of districts in Tanzania, heads of schools are appointed without having training on the formulation and the implementation of the school development plan. From this background, it is not clear whether all the heads of schools are aware on how to formulation of SDP and the importance of the development plans in enhancing the quality of education. This study aimed at investigating the effectiveness of implemented school development plan in enhancing quality education in public secondary schools in Ulanga District, Tanzania.

1.1 Statement of the Problem

The implementation of fee free secondary education from form one to form four since 2015 has proved great impact on the access to education with imperfection on the quality of education implicated by reported overcrowded classrooms (Hakielimu, 2017). The overall goal of SEDP II which is the basis for school development planning is to increase the proportion of Tanzania youth completing secondary education with acceptable learning outcomes.Heads of schools in collaboration with school boards and the WECs are mandated to implement school development plan for the improvement of quality of education to realize the goals of SEDP II. Several studies have been conducted in Tanzania on the implementation of SEDP II. For instance, a study by Mgina and Lwehabura (2011) investigated the status of secondary school libraries under the secondary education development plan. Kaluchumila (2013) investigated how community secondary school heads were prepared and supported to implement SEDP. And Nemes (2013) on the involvement of school committees in the preparation and implementation of Whole School Development Planning (WSDP). The reviewed studies focused on some components of SEDP. However, the effectiveness of SDP in enhancing quality education inrelation to students' academic performance has not been adequately addressed. Therefore, this study investigated effectiveness of implemented school development plan in enhancing quality education in public secondary schools in Ulanga district, Tanzania.

1.2 Research Question

The study was guided by the following research questions
1. What is the status of SDP in Ulanga District?
2. What is the perception of heads of schools on implementation of SDP?
3. How are the school development plans formulated in secondary schools in Ulanga District?
4. How effective are the secondary school development plans in addressing quality education in Ulanga District?

1.3 Research Hypothesis

This study tested the following hypothesis
H_1: There is significant relationship between implemented secondary school development plan and quality education.

2. Research Methods

The study adopted mixed approach, whereby convergent parallel design guided the study by facilitating the collection of both qualitative and quantitative data simultaneously for understanding the perceptions of heads of schools towards implementation of SDP. The target population of the study was all the 18 heads of public secondary schools in Ulanga District. There was no sampling of the heads of schools since all the heads of secondary schools were directly involved in the study due to their position and responsibilities. Three secondary schools were selected from the eighteen secondary schools for pilot testing of the research instruments; thus, the total size of the respondents was 15 heads of schools. To collect relevant data questionnaires and the interview guide were used. The questionnaires comprised of close and open question items under two sections. The first section comprised of question items on the status of SDP, the second section had question items on the perceptions of heads of schools on implementation of SDP. The interview guide was administered to heads of schools to find out how SDP is useful.

The collected information from the respondents were analysed to be meaningful. The quantitative data were processed utilizing SPSS (version 22) and then presented in frequency distribution tables. Means, frequencies and percentages generated by SPSS Version 22 and Microsoft Excel were used to draw inference from field data. The qualitative data were transcribed, coded and then narrated.

3. Analysis Result

3.1 Status of SDP in Public Secondary Schools in Ulanga District

The first research question sought to determine the status of SDP in Ulanga District. The information was obtained from the heads of public secondary schools. Table 1 summarises the findings.

Table 1: *Status of SDP in Ulanga Public Secondary Schools*

Variable	Attribute	Frequency	Percent (%)
Do you Have a SDP	Yes	8	61.5
	No	5	38.5
	Total	13	100.0
Reasons for Formulation of SDP	To Attain the National Education Objective	3	37.5
	To Achieve Good Results in All Aspects of Teaching and Learning	4	50.0
	To Excel in Students' Performance	1	12.5
	Total	8	100.0
Reason for not Formulating a SDP	It Requires More Time to be Formulated	1	20.0
	Lack of Cooperation from SMT and the School Board	4	80.0
	Total	5	100.0

Findings in Table 1 shows that 61.5% of the heads of schools had school development plan; while, 38.5% of the heads of schools reported that they had no development plan for their schools. The heads of schools who had a school development plan gave different reasons for them to have a school development plan. From the findings, 50% of the heads of schools reported that they had a school development plan so as to achieve good results in all aspects relating to teaching and learning, while, 37.5% of the heads of schools reported that to achieve the national education objective was the main reason for them to formulate their school development plan. Only 12.5% of the

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heads of schools said the main purpose of having a school development plan to enable excel in students' performance.

In contrast, 80% of the heads of schools who had no school development plan responded lack of cooperation between the SMT and the School board was the main reason for them not having SDP; while 20% of the heads of schools reported that time factor was the main reason as to why they failed to formulate a school development plan in their schools.

3.2 Effectiveness of Secondary School Development Plans in Addressing Quality Education

The second research question sought information on the effectiveness of secondary school development plans in addressing quality education. The information was obtained from heads of public secondary schools and WEC. The following subsections presents the findings.

3.2.1 Effectiveness of Secondary School Development Plans in Addressing Quality Education

Information was obtained from Heads of Schools. Table 2 summarises the findings.

Table 2: *Perceptions of Heads of Schools on Effectiveness of Implementation* **of SDP**

	STATEMENT	SA		A		U		D		SD		
		N	%	n	%	n	%	n	%	n	%	Mean
I	Is SDP effective in Acquisition of Teaching and Learning Resources?	3	38	4	50	1	13	-	-	-	-	4.25
Ii	Is SDP effective in Addressing Teachers' professional development	1	13	4	50	2	25	1	13	-	-	3.63
Iii	Is SDP effective in ensuring Laboratory Facilities	2	25	5	63	1	13	-	-	-	-	4.13
Iv	Is SDP effective in Ensuring Quality Library Services?	-	-	4	50	2	25	2	25	-	-	3.25
V	Is SDP effective in Addressing Students' attendance?	3	38	3	38	1	13	1	13	-	-	4.00
Vi	School Security and Health Have Been Maintained.	1	13	5	63	2	25	-	-	-	-	3.88
Vii	Is SDP effective in Addressing Teachers' Motivation?	1	13	4	50	3	38	-	-	-	-	3.75
viii	Improvement of Students' Performance	2	25	5	63	1	13	-	-	-	-	4.13
Ix	Improvement of Students' Discipline and behaviour.	2	25	4	50	2	25	-	-	-	-	4.00
X	High Parental Involvement and Participation	-	-	4	50	3	38	1	13	-	-	3.38

Key: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)

Findings in Table 2 shows that SDP is an effective tool in facilitating the acquisition of teaching and learning resources, and addressing teachers' professional development as reported by 87% and 62.5% of the head teachers respectively. Nevertheless, 12.5% of the respondents disagreed on the same
In relation to the extent to which school development plans addressed the need to acquire teaching and learning the study found out that, 87.5% of the respondents agreed that the SDP was effective in ensuring that schools get access to laboratory facilities; while 50% of the respondents agreed that the SDP assisted in provision of quality library services. From the findings 25% of the respondents disagreed school development assist in the acquisition of teaching and learning resources.

The findings moreover indicate the SDP was effective in ensuring that schools get access to laboratory facilities and assisted in provision of quality library services as reported by 87.5% and 50% of the responded respectively. However, 25% respondents disagreed that SDP was effective in ensuring that schools get access to laboratory facilities and assisted in provision of quality library services. Likewise, 75% of the respondents agreed that SDP was effective in addressing the problem of students' attendance, while, 12.5% of the respondents disagreed on the statement.

Furthermore, results in the Table 2 shows that SDP was effective in assisting the improvement of students' performance was effective in addressing the maintenance of school security and health, and was effective in

addressing the needs of teachers as reported by 87.5%, 75% and 62.5% of the respondents. From the findings 75% of the respondents agreed that the SDP assisted in improving the students' discipline and behaviour. From the findings 25% of the respondents were undecided on whether SDP was effective in improving the students' discipline and behaviour. On parental involvement and participation in implementation of SDP, 50% of the respondents agreed that parents were involved in the formulation of the SDP; while 12.5% of the respondents disagreed on the statement.

From the interview with the Heads of schools it was found out that SDP addresses students' performance when objectives that relate to performance are formulated.

One of the heads of schools reported that:

"Our SDP has objectives on the students' performance, then strategies such as teacher's attendance and teaching, have more remedial period, ensure students attend remedial class, give monthly test and have more interschool exams are among the strategies." (Head of School, 15th May 2019).

3.2.2 WEC Responses on the Effectiveness of SDP in Enhancing Quality Education
Information was obtained from WEC. Table 3 summarized the findings.

Table 3: WEC Responses on the Effectiveness of SDP in Enhancing Quality Education

STATEMENT		SA		A		U		D		SD		
		n	%	n	%	n	%	n	%	n	%	Mean
I	Is SDP effective in Acquisition of Teaching and Learning Resources?	1	13	6	75	-	-	1	13	-	-	3.88
Ii	Is SDP effective in Addressing Teachers' Training?	1	13	2	25	3	38	2	25	-	-	3.25
Iii	Is SDP effective in ensuring Laboratory Facilities?	1	13	3	38	3	38	1	13	-	-	3.50
Iv	Is SDP effective in Ensuring Quality Library Services?	1	13	2	25	3	38	2	25	-	-	3.25
V	Is SDP effective in Addressing Students' attendance?	1	13	7	88	-	-	-	-	-	-	4.13
Vi	School Security and Health Have Been Maintained.	-	-	6	75	2	25			-	-	3.75
Vii	Is Effective in Addressing Teachers' Motivation.	1	13	4	50	3	38		-	-	-	3.75
Viii	Improvement of Students' Performance.	2	25	2	25	2	25	2	25	-	-	3.50
Ix	Improvement of Students' Discipline and behaviour.	-	-	8	100	-	-	-	-	-	-	4.00
X	High Parental Involvement and Participation.	1	13	2	25	3	38	2	25	-	-	3.25

Key: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)

The findings in the table 3 show that 87.5% of the Ward Education Coordinators agreed that the SDP was effective in assisting the acquisition of teaching and learning resources; while, 12.5% disagreed with the statement that the SDP assisted in the acquisition of teaching and learning resources. Moreover, the results presented in the table 3 shows that 37.5% of theWEC who participated in the study agreed that the SDP was effective in addressing teachers' professional development. However, 25% of the WEC disagreed on the effectiveness of SDP in addressing teachers' professional development.

From the findings 50% of the WEC agreed that the SDP was effective in ensuring availability of laboratory facilities, while 12.5% disagreed on the statement. Similarly, 37.5% of the WEC agreed that the SDP assisted the schools to have quality library service, while (25%) disagreed on effectiveness of the SDP in assisting the school to have quality library services. However, all the WEC agreed on effectiveness of SDP in assisting the school

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management to address the problem of students' truancy. Likewise, (75%) agreed that the SDP was effective in ensuring maintenance of school security and health services.

The results further show that (62.5%) of the WEC agreed on the effectiveness of the SDP in addressing teachers' motivation. From the findings, 37.5% of the WEC were impartial on the effectiveness of SDP in addressing teachers' motivation. On the effectiveness of SDP in improving the students' performance, 50% of the WEC were positive; while 25% of the WEC disagreed on the statement. The study findings also show that only 37.5% of the WEC agreed that SDP was effective in incorporating parents in participating in the educational matters, while 25% of the WEC disagreed with the statement.

From the interviews with the WEC it was revealed that teachers' preparedness and commitment help to assist the students improve their performance.

One WEC explained that:

> *"The SDP has the strategies and are prepared at subject department level by members of the subject. This helps teachers to get well prepared in order to achieve what they have aimed to achieve; they are more committed to achieve their objectives for example some of them teach even on Saturdays and also give interschool tests."* (WEC, 13th May 2019).

3.3 Implemented Aspects of SDP

Heads of schools were asked to mention the main aspects of the SDP that were easily implemented at their schools and the reasons that led to their implementation. The respondents mentioned different aspects of the school development plan that were easily implemented at their school and gave the reasons for them to be easily implemented. Table 4 summarises the findings.

Table 4: Heads of Schools' Responses on the Aspects of SDP that are Easily Implemented and the Reasons

VARIABLES	FREQUENCY	PERCENTAGE
ASPECTS EASILY IMPLEMENTED	**f**	**%**
Students Attendance	5	38.5%
Students' Meal	4	30.8%
Students' Performance	3	23.1%
Students' Discipline and Behaviour	6	46.2%
Acquisition of Teaching and Learning Resources	4	30.8%
Others (environmental conservation, health services, construction of laboratory)	3	23.1%
REASONS	**f**	**%**
Parents and Teachers Cooperation	7	58.3%
Affordability	2	16.7%
Government Assistance	3	25.0%

Findings in Table 4 shows that students' discipline and behaviour, students' attendance, students' meal, acquisition of teaching and learning resources, and students' performance as of the aspects of SDP which can be easily implemented as reported by 46.2%, 38.5%, (30.8%), and 23.1% of the heads of schools respectively. Similarly, findings in the table 4 show the reasons for easy implementation of the aspects mentioned. The results show that 58.3% of the heads of schools reported parents and teachers' cooperation to be a key factor in successful implementation of the mentioned aspects, while, 25.0% mentioned the government assistance. 16.7% mentioned the reasons as based on affordability.

3.4 Quality Education in Public Secondary Schools

The study was interested to find out the perception of respondents on quality of education in Ulanga District; data on quality of education in Ulanga District were collected through questionnaires with question items in Likert scale. The questionnaires were administered to the heads of schools and the WEC. The following sub-sections presents the findings.

3.4.1 Heads of Schools responses on the Quality Education in Public Secondary Schools

Table 5 presents a summary of the findings on the perceptions of the heads of schools on the quality education in public secondary schools in Ulanga District.

Table 5: *Heads of Schools Responses on Quality Education in Ulanga District*

	STATEMENT	SA		A		U		D		SD		Mean
		n	%	n	%	n	%	n	%	n	%	
i	The School Has Adequate Qualified Teachers for Science and Art Subjects.	1	8	4	31	3	23	4	31	1	8	3.00
ii	The School Has Sufficient Teaching and Learning Facilities Enough to Improve Quality Learning.	-	-	3	23	6	46	4	31	-	-	2.92
iii	The School Environment and Culture Gives Access to Safe and Health Condition for Effective Teaching and Learning.	1	8	8	62	1	8	3	23	-	-	3.54
Iv	Various Teaching Methods are Used by Teachers to suit Learning of Students with Different Ability.	1	8	7	54	4	31	1	8	-	-	3.62
V	The Form Two and Form Four Students' Results is always Satisfactory with large number of Students scoring division I-III.	-	-	4	31	4	31	4	31	1	8	2.85
vi	The School Experiences Shortage of Qualified Teachers for Either Science Subjects or Art Subjects.	-	-	6	46	4	31	3	23	-	-	3.23
vii	The School Does Not Have Sufficient Teaching and Learning Facilities.	2	15	7	54	-	-	4	31	-	-	3.54
viii	The School Environment and Culture Does not Give Access to Safe and Health Condition for Effective Teaching and Learning.	-	-	5	38	5	38	3	23	-	-	3.15
Ix	Teaching Methods Used Suit Only the Students with higher learning ability.	-	-	2	15	6	46	5	38	-	-	2.77
X	Large Number of Students Score Marginal Grades (Div IV &Div 0) in National Exams.	-	-	2	15	2	15	5	38	4	31	2.15
	Mean score											**3.08**

Key: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)

Findings in Table 5 shows that 38% of the respondents agreed that schools have adequate qualified teachers for science and art subject; while, 46% of the respondents reported that their schools experience shortage of qualified teachers. Similarly, 70% of the respondents agreed that their schools do not have sufficient teaching and learning facilities; while, (31%) of the respondents reported that their schools had sufficient teaching and learning materials.

Furthermore, the findings indicate that (70%) of the respondents agreed that the schools' environment and culture give access to safe and health condition for effective teaching and learning, while 23% disagreed on the condition of the school environment toward effective teaching and learning. The results on the other side show that

38% of the respondents agreed that the environment does not give access to health condition for teaching and learning, while 23% disagreed.

Moreover, from the findings 62% of the respondents agreed that teachers use various teaching methodologies that suit both lower and higher ability students; while, (38%) reported that teachers were not using a variety of teaching methods. Further 41% of the heads of schools agreed that the students' results were satisfactory with large number of students scoring division One to Three; while 39% of the heads of schools reported that a small number of students scored scoring division One to Three.

3.3.1 WEC Responses on Quality Education in Ulanga District

The researchers sought information from WEC on quality education in public secondary schools in Ulanga District. The table 6 summarises their responses.

Table 5: *Responses of WEC on Quality Education in Ulanga District*

	STATEMENT	SA		A		U		D		SD		Mean
		n	%	n	%	n	%	n	%	n	%	
i	The School Has Adequate Qualified Teachers for Science and Art Subjects	2	17	4	33	1	8	4	33	1	8	3.17
ii	The School Has Sufficient Teaching and Learning Facilities Enough to Improve Quality Learning.	-	-	5	42	1	8	6	50	-	-	2.92
iii	The School Environment and Culture Gives Access to Safe and Health Condition for Effective Teaching and Learning.	-	-	6	50	3	25	3	25	-	-	3.25
iv	Various Teaching Methods are Used by Teachers to suit Learning of Students with Different Ability.	1	8	10	83	1	8	-	-	-	-	4.00
v	The Form Two and Form Four Students' Results is always Satisfactory with large number of Students scoring division I-III.	1	8	1	8	3	25	5	42	2	17	2.50
vi	The School Experiences Shortage of Qualified Teachers for Either Science Subjects or Art Subjects.	2	17	6	50	1	8	3	25	-	-	3.58
vii	The School Does not Have Sufficient Teaching and Learning Facilities.	1	8	4	33	1	8	4	33	2	17	2.83
viii	The School Environment and Culture Does not Give a access to Safe and Health Condition for Effective Teaching and Learning.	1	8	2	17	3	25	6	50	-	-	2.83
ix	Teaching Methods Used Suit Only the Students with higher learning ability.	-	-	4	33	2	17	4	33	2	17	2.67
x	Large Number of Students Score Marginal Grades (Div IV &Div 0) in National Exams.	1	8	4	33	2	17	3	25	2	17	2.92
	Mean score											**3.07**

Key: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)

Findings in Table 6shows that 50%of the WEC reported that schools have adequate qualified teachers for science and art subjects, while (41%) of them disagreed that the number of science and art teacher is not satisfactory. From the findings, 42% of the WEC agreed that schools had sufficient teaching and learning facilities, while 50% of the respondents disagreed that schools had adequate teaching and learning facilities. (8%) of the respondents were undecided. Furthermore, the findings show that (41%) of the respondents reported that schools experienced shortage of teaching and learning facilities, while (50%) of the respondents reported that schools never experienced shortage of teaching and learning resources. 8% of the respondent took a neutral stance.

The WEC responses about the students' performance in form two and form four national exams show that only (16%) agreed that the results were satisfactory, while (59%) of the respondents disagreed. The data also show that (41%) agreed that large number of students score marginal grades, (41.6 ≈42) disagreed that most of students do not score the marginal grade in their national exams.

The findings indicate that the mean score of the WEC responses is 3.07 which is approximated to 3.1. According to the attitude level set by the researcher the obtained mean score shows that WECs have also very slight positive perception on quality of education in secondary schools.

Hypothesis Testing

The researchers were interested to find out the effectiveness of implemented school development plan in enhancing quality education in public secondary schools in Ulanga District. The hypothesis was tested using the spearman rank correlation (rho). The hypothesis stated:

H_0: There is no significant relationship between implemented secondary school development plan and quality education.

Table 6: *The Relationship between Implemented SDP and Quality Education*

Correlations			Implemented SDP	Quality Education
Spearman's rho	Effectiveness of SDP	Correlation Coefficient	1.000	.512*
		Sig. (2-tailed)	.	.043
		N	16	16
	Quality Education	Correlation Coefficient	.512*	1.000
		Sig. (2-tailed)	.043	.
		N	16	16
*. Correlation is significant at the 0.05 level (2-tailed).				

The research findings in the table 4.16 show that spearman rank correlation coefficient (rho) test is (rho=0.512, p-value=0.043). It was revealed that there is relationship between implemented SDP and quality education, the relationship is moderate since the correlation coefficient is moderate and not significantly high. The finding implies that the SDP when implemented effectively may improve the elements that may further improve teaching and learning and students' performance in general as the measure of quality education.

4. Discussion
4.1 Status of SDP in Public Secondary Schools in Ulanga District

The researchers found out that heads of schools formulate school development plan for the purpose of assisting them to meet the schools' needs and also to ensure efficiency in all matters that relate to teaching and learning. The school development plan acts as the guide towards making follow ups of the schools' activities and the goals and objectives that have been set in the school development plan. Chang (2008) cited by Chukwumah (2015) contends that the developed school plan makes the school capable of analysing its strategic issues for development, prioritization, planning to address such issues and finally implementing a plan to address these identified issues for development. It ensures that the learners get quality education in terms of holistic development and academic achievement. Heads of Schools that do not have school development plan see the whole process of formulating school development plan as taking too much time, thus they are reluctant to find time to implore the SMT and School Board to sit for the formulation of school development plan. Once again, lack of cooperation between SMT, School Board and the heads of schools is reported to be the major obstacle for schools to develop and implement SDP.

4.2 Perceptions of heads of schools on implementation of SDP

The researcher found out that teachers participate in the trainings and seminars since provision of seminars and training were among the objectives set in their SDP. From the findings schools that were well equipped with laboratory and library facilities, due to good planning. The issue of students' security and health are paramount and was highly emphasized by the school administration so as to ensure the students' access and equity of education. URT (1995) one of the objectives of Tanzania education and training policy is to ensure students' access to and equitable participation in secondary education. School security and health encourage conducive teaching and learning environment for both teachers and students hence facilitating provision of quality education (URT 2014).

The researcher established that a simple majority of the dependence were for the opinion that teachers are motivated. Motivated teachers are in position to increase their efficiency in teaching and hence resulting to quality education. The above finding aligns with that of Mbope (2015) who observed that teacher's motivation has a great impact on the pupils' academic performance. The study finding does not concur with that of Mkumbo (2013) who revealed that teachers' motivation and commitment to teaching profession in Tanzania is of very low level. The difference may probably be caused by the current effort of the government to improve teachers' motivation under the SEDP II and EP for R

The findings reveal that the implemented SDPs focus on the improvement of students' performance. The SDP had objectives and strategies for implementation that facilitate the teaching and learning conditions and students' performance in their studies. The finding concurs with the study of Chimuka (2016) who ascertains that strategic plan has significant positive influence on pupils' academic performance due to the influence of teacher preparedness strategy. Therefore, it is of great value to have school plan since teachers make follow up of the strategies for improving the students' performance which have been set in the school plan. In so doing the SDP enhances implementation of the quality of education in a school.

The heads of schools highlighted that problem of students' discipline was dealt closely by the school administration. Schools plan how to improve the students' discipline and behavior for the students to have good academic performance. The study of Stanley (2014) opines that the students' discipline at school impacts the students' academic performance. Also, Simba, Agaka and Kabuka (2016) found that there is significant relationship between pupils' discipline and their level of academic performance. The SDP assists the school administration to deal with students' discipline and hence improvement of the quality of education as students' academic performance gets improved.

These results show that to some extent the involvement of the parent is marginally and their participation in the implementation is on average effective since only 50% of the respondents agreed on their effectiveness in the implementation of the SDP. It implies that the SDP helps the school administration to plan how to get teaching and learning resources. Teaching and learning resources assist the students to learn effectively and perform well in their studies.

WEC Responses on the Effectiveness of SDP in Enhancing Quality Education

These findings mean that the WEC disagreed that the SDP is effective in addressing the teachers' training. The results do not match with the results from the heads of schools who have agreed that the SDP was effective in addressing the need for teachers training. This shows that it is possible that the WEC are not effectively informed of the training programs of teachers.

These findings show that half of the respondents agreed on the statement, this implies that the schools' plans include the strategies for the school to acquire the laboratory facilities.
These findings reveal that SDP did not adequately assist the schools to have quality library services, this may be due to the reason that the cost of establishing a library is high hence depending on the government assistance.
The SDP has objectives and strategies implemented in order to increase the number of students' attendance. Once there are effective measures to make the students attend regularly the lessons at school, the quality of education improves as the students' academic performances get improved. The study of Oluremi (2013) concluded that truancy hindered effective learning and could lead to poor academic performance.

This reveals that the SDP have variables that address the issue of security and health services that is implemented in the schools. It helps to ensure school security since the SDP has the objectives or aspects that aim to ensure the school security thus when implemented the school becomes a secure place. Security contributes to creating conducive teaching and learning environment that in turn contributes to quality education of the school in question.

These findings show that the SDP had some aspects that address the teachers' motivation. The schools plan for their teachers to have trainings in order for them to acquire more knowledge or update their knowledge and skills of which contribute to quality education due to teachers' effectiveness in teaching.

These findings imply that the students' performance in their studies is addressed in the SDP, the objectives and activities planned are directed toward helping the students to have good performance in their studies. Further the responses from WEC show that 100% agreed that the SDP facilitates the improvement of the students' discipline and behaviour. This implies that the SDP have effective strategies that are implemented and facilitate to improve the students' discipline and behaviour.

These findings reveal that minority of the WEC agreed that SDP gave opportunity to parents to take part in assisting the students to have quality education. The following finding does not coincide with that revealed by heads of schools. This is probably due to the reason that heads of schools are in touch regularly with the parents and guardians of the students thus they work closely with them.

Implemented Aspects of SDP

Therefore, the findings show that students' discipline and behaviour was the most implemented aspect of the SDP that was easily implemented by most of heads of schools.

These findings show that parents and teachers' cooperation is the main reason for most of the aspects in SDP to be implemented easily in public secondary schools in Ulanga in District.

Therefore, these findings reveal that most of the SDPs were effective in improving the students' discipline and behaviour but also in addressing the problem of students' truancy since the measures to influence the students' attendance were set and implemented. Students' meal was also easily implemented in most of the schools since parents and the school administration could afford. The parents in collaboration with the school arranged the mechanisms for providing food to students.

3.4 Quality Education in Public Secondary Schools

These findings show that public secondary schools in Ulanga District experience shortage of qualified teachers to some extent although the problem is being solved by the government currently but the number is not yet adequate. This is reported by the Minister of education science and technology in the budgetary speech in the parliament "among the activities that are expected to be done by the ministry under the Secondary Education Quality Improvement Programme – SEQUIP is to prepare strategies to have more science and mathematics teachers" (WizarayaElimu, Sayansina Teknolojia, 2019).

These findings show that there is shortage of teaching and learning facilities in the secondary schools in Ulanga District. Shortage of teaching and learning resources affects the students learning since they fail to understand what they are taught and don't acquire enough knowledge and skills and have poor performance in their studies. Thus, shortage of teaching and learning resources as revealed by the findings affect the quality of education since students fail to acquire enough knowledge and skills.

These findings show that to some extent the school environment is well maintained to give access to effective teaching and learning.

These findings show that majority agreed that teachers use various teaching methodologies to suit students of different ability. This means that students are taught using various methods to have quality learning which characterize quality education as students are knowledgeable and skilful. This finding of the study is in agreement with Okwuduba and Okigbo (2018) who found out that teaching using various teaching methods has proved to be effective in helping the students to learn effectively their subjects, the students with low learning ability are motivated and ready to learn.

These findings imply that the students' performances are not satisfactory.

In this study the mean score value that is less than 3 is regarded as negative perception while the mean score that is above 3 is regarded as positive perception.

The findings show the demand of teachers for science subjects in particular. Teachers impact knowledge and skills to the students, facilitate the students learning thus acquisition of skills and knowledge, quality education depend mostly to teachers who play key role in students' learning. Studies show that teachers are significantly important for the students' improvement in their behaviour and academically as teachers guide their behaviour and assist in effective learning (Blazar and Kraft, 2017; Esmaeili, Mohamadrezai and Mohamadrezai, 2018).

Teaching and learning is effective where the students have enough and quality teaching and learning materials thus enhancing quality education. These findings mean that by average the teaching and learning facilities

are not adequate in public secondary schools in Ulanga District, thus contributing to poor quality education in Ulanga District.

It shows that the majority of the of WECs are aware of students' moderate performance and are not satisfied with the form II and IV national results of public secondary school in Ulanga District. The above data don't differ from the Heads of schools' responses on the student scoring marginal grades in their national exams. This shows how the students' performance is to some extent not satisfactory in Ulanga public secondary schools.

This means that the quality of education in Ulanga public secondary schools is average according to WEC basing on the presence of teachers, the students' performance, the adequacy of teaching and learning materials, and the school environment.

Generally, the study findings show that the heads of schools and the WEC had different perceptions on various elements that are addressed by the SDP. The data show that the SDP addressed highly the elements such; the students' attendance, the students' discipline and the students' meal. Reasons that make them be easily implemented included government assistance, parents and teachers' cooperation and school ability to afford. Therefore the implemented SDP has elements that encourage students' academic performance such as availability of teaching and learning resources, availability of quality library and laboratories, teachers' training and motivation. But as the data show it is evident that those elements are not easily implemented by the schools justifying poor performance of students' in their form two and form four national exams. This implies that the SDPs are moderately effective in enhancing quality education in Ulanga District.

5. Conclusions

The study examined the effectiveness of implemented School Development Planning (SDP) in enhancing quality education. Based on the research findings the following was concluded:

Secondary schools in Ulanga District do not have quality SDP. Despite the government requirement for secondary schools to have plan some of the schools don't have and few that have them, are not well formulated and implemented. Therefore, it can be viewed that the small pace toward achieving quality education may be attributed to the schools not having plan and those that have do not implement them adequately.

Heads of schools have negative perception towards the implementation of SDP since few schools have their SDP. This reaffirms that the heads of schools don't put much consideration on the formulation of SDP by considering as wastage of time as only few aspects within the plan are implemented. Workshops and trainings to heads of schools on the formulation and implementation of SDP would change their negative perception on the implementation of SDP.

The study furthermore concludes that the effectiveness of the school development plan depends on the quality of the formulated plan, the source of funds, close follow up in the implementation and the attainability of the objectives. This is because the study found that the formulated SDP were effective just on average. Well formulated SDP has all the necessary components thus it becomes easy to be implemented. It is also easy to be effective when the objectives may be attained, and measured.

6. Recommendations

The findings indicate that there is need to emphasis on each public secondary school to develop its SDP as a tool toward achievement in effective teaching and learning since it focuses on improvement of various aspects that are linked to teaching and learning.

The DEO and WEC should have frequent workshops with the heads of schools on the development and implementation of SDP. This will help them to have knowledge on the development and implementation of school development plan on top of that they will be having a positive attitude towards the SDP as one of the school's administrative tool.

The schools to have a well formulated school development plan they have to involve the school board members. This will assist the school management team to have common goals for the betterment of the school, not only that but they will be in position to give them enough support whenever required. The heads of schools and the SMT should be in frontline toward development and implementation of SDP.

To have effective implementation of the formulated school development plans, there is need for the district education office, the ministry of education science and technology, President's Office Regional Administration and Local Government (PORALG) and other education benefactors to support the schools' initiatives towards the implementation of their formulated plans as most of the schools fail to implement them in accordance to their needs.

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