

THE INFLUENNCE OF SCHOOL BASED MANAGEMENT
PRACTICES ON STUDENTS' ACADEMIC PERFORMANCE IN
PUBLIC SECONDARY SCHOOLS IN TANZANIA, A CASE OF
KONGWA DISTRICT, TANZANIA

BY

EMMANUEL J. KITONKA

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF
MASTERS OF ARTS IN EDUCATION

THE UNIVERSITY OF DODOMA

OCTOBER, 2018

DECLARATION

AND

COPYRIGHT

I, **Emmanuel J. Kitonka**, declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

Signature

No part of this research may be reproduced, stored in any retrieval system, or transmitted in any form or by any means without prior written permission of the author or the University of Dodoma. If it transformed for publication in any other format shall be acknowledged that, this work has been submitted for degree award at the University of Dodoma”.

CERTIFICATION

The undersigned certifies that he has read and hereby recommended for acceptance by the University of Dodoma, a dissertation entitled “**The influence of school based management practices on students’ academic performance in public secondary schools in Tanzania: A case of Kongwa District, Tanzania**” in partial fulfilment of the requirement for the Degree of Master of Arts in Education of the University of Dodoma.

.....
Dr. KAROLI J. MREMA

SUPERVISOR

Date.....

ACKNOWLEDGEMENTS

First of all, I would like to thank the Almighty God for protection, strength and good health through the period of my study. My special and sincere appreciations go to my Supervisor Dr. Karoli J. Mrema for his insights, constructive criticisms, guidance and support that made it possible for me to conduct my research. His contribution towards this study is highly appreciated.

Secondly, I thank and extend my sincere gratitude to my employer DED Kongwa for granting me permission to undertake M.A Education at the University of Dodoma who contributed and supported me financially and materially.

Thirdly, I acknowledge the contribution of my family especially my son Eugen Emmanuel for understanding and patience during my study and my wife Faraja Jacob for being close to me, advice and encouragement. Also, thanks go to my father Jackson Kitonka and my mother Avelina Ally who pray all the time for me.

Lastly, my thanks go to many individuals whom I did not mention in one way another who assisted me in dealing with this work. This does not imply I have neglected them but I really appreciate and thank them.

ABSTRACT

The study examined the influence of School Based Management (SBM) practices on students' academic performance in public secondary schools (PSS) in Tanzania in Kongwa district. Specifically the study explores the SBM practices, constraints and strategies used to enhance students' academic performance in public secondary school. The study employed qualitative research approach and multiple case study design in which was used to gather data. Data were collected through semi-structured interviews, focus group discussion and documentary review. It involved 67 respondents includes; 1 DEO, 6 school heads, 24 teachers and 36 students. The findings of the study disclosed that SBM practices that were used to enhance students' academic performance in public secondary school were provision of text books, provision of meals in school, teachers' commitment in teaching and school based test and examination. Also the constraints were shortage of funds, shortage of science teachers, poor supervision of teaching process and lack of motivation for teachers. The SBM also employed the strategies used to enhance students' academic performance that were; The increase of budget in PSSs, effective teaching, good cooperation between teachers and motivation for teachers. The results implies that high performing in PSS, qualified teachers, provision of text books, enough budget, conducive teaching environment and teachers insisted formative evaluation and students' academic performance progress. The study concluded that the government stakeholders and parents together should provide materials and moral support to PSS so as to insure the students' academic performance. Therefore the study recommended that the government should provide enough funds to enable the heads of school and teachers to sustain and monitoring effective teaching and learning process for easy implementation of SBM in public secondary schools in Tanzania.

TABLE OF CONTENTS

| | |
|--|-----------|
| DECLARATION AND COPYRIGHT | i |
| CERTIFICATION | ii |
| ACKNOWLEDGEMENTS | iii |
| ABSTRACT | iv |
| TABLE OF CONTENTS | v |
| LIST OF TABLES | ix |
| LIST OF FIGURES | x |
| LIST OF APPENDICES | xi |
| LIST OF ACRONYMS AND ABBREVIATIONS | xii |
| | |
| CHAPTER ONE | 1 |
| GENERAL INTRODUCTION | 1 |
| 1.1 Introduction | 1 |
| 1.2 Background to the Problem..... | 1 |
| 1.3 Statement of the Problem | 6 |
| 1.4 Objectives of the study | 7 |
| 1.4.1 General objective | 7 |
| 1.4.2 Specific Objectives..... | 7 |
| 1.5 Research Questions | 7 |
| 1.6 Significance of the Study | 8 |
| 1.7 Delimitation of the Study | 8 |
| 1.8 Limitation of the study | 9 |
| 1.9 Definitions of Key Terms..... | 9 |
| 1.10 Chapter Summary..... | 10 |
| | |
| CHAPTER TWO | 11 |
| LITERATURE REVIEW..... | 11 |
| 2.1 Introduction | 11 |
| 2.2 Theoretical framework | 11 |
| 2.3 Summary of Theoretical framework | 13 |
| 2.4 Management Functions in Schools | 14 |
| 2.5 Conceptualizing of School Based Management of SBM..... | 16 |

| | |
|--|-----------|
| 2.6 Empirical studies..... | 18 |
| 2.7 Synthesis and Knowledge Gap..... | 20 |
| 2.8 Conceptual Framework..... | 21 |
| 2.9 Summary of the Variables was involved in the Conceptual Framework..... | 22 |
| 2.10 Chapter Summary..... | 23 |
| | |
| CHAPTER THREE | 24 |
| RESEARCH METHODOLOGY | 24 |
| 3.1 Introduction..... | 24 |
| 3.2 Research Approach..... | 24 |
| 3.3 Research Design..... | 24 |
| 3.4 Location of the Study..... | 25 |
| 3.4.1 Rationale for selecting Location of the study..... | 25 |
| 3.5 Target Population..... | 27 |
| 3.6 Sampling techniques and Sample Size..... | 27 |
| 3.6.1 Sampling Techniques..... | 27 |
| 3.6.2 Sample Size..... | 29 |
| 3.7 Methods of Data Collection..... | 29 |
| 3.7.1 Semi-Structured Interview..... | 29 |
| 3.7.2 Focus Group Discussion (FGD)..... | 30 |
| 3.7.3 Documentary Review..... | 30 |
| 3.8 Trustworthiness of the Study..... | 31 |
| 3.8.1 Credibility..... | 31 |
| 3.8.2 Dependability..... | 31 |
| 3.8.3 Confirmability..... | 32 |
| 3.8.4 Transferability..... | 32 |
| 3.9 Ethical Considerations..... | 33 |
| 3.9.1 Research Clearance Letters..... | 33 |
| 3.9.2 Informed Consent..... | 33 |
| 3.9.3 Assurance of Confidentiality..... | 33 |
| 3.10 Data Analysis Procedures..... | 34 |
| 3.11 Chapter Summary..... | 34 |

| | |
|---|---------------|
| CHAPTER FOUR..... | 36 |
| PRESENTATION AND ANALYSIS OF THE FINDINGS | 36 |
| 4.1 Introduction | 36 |
| 4.2 Demographic Characteristics of the Participants. | 36 |
| 4.2.1 Distribution of the Participants involved in the Study in terms of Number..... | 37 |
| 4.2.2 Data Analysis According to the Objectives | 38 |
| 4.3 The School Based Management Practices used to Enhance Students’ Academic Performance in Public Secondary Schools | 39 |
| 4.3.1 Provision of text and reference books | 39 |
| 4.3.2 Provision of meals during school hours | 43 |
| 4.3.3 Supervision of Teaching and Monitoring of Classroom Schedules..... | 45 |
| 4.3.4 School based Test and Examination | 48 |
| 4.4 The Factors that Constrained School Based Management in Enhancing Public Secondary School Students’ Academic performance | 52 |
| 4.4.1 Shortage of Fund for Public Secondary School Operation | 53 |
| 4.4.2 Shortage of Teachers for Science Subjects | 55 |
| 4.4.3 Poor Supervision of Teaching Preparation | 57 |
| 4.4.4 Poor Cooperation between Parents and Teachers or School Management..... | 59 |
| 4.4.5 Poor Supervision of Teaching and Learning in Classrooms..... | 62 |
| 4.4.6 Lack of Motivation for Teachers..... | 64 |
| 4.5 The Strategies Employed to Overcome the SBM Constraints on Students’ Academic Performance in Kongwa District | 65 |
| 4.5.1 The Increase of Budget/ Fund in Public Secondary schools..... | 66 |
| 4.5.2 Effective Teaching and Regular Assessment Practices | 67 |
| 4.5.3 Good Cooperation between Parents and Teachers..... | 69 |
| 4.5.4 Provision of Motivation for Teachers | 70 |
| 4.6 Chapter Summary..... | 71 |
| CHAPTER FIVE..... | 73 |
| DISCUSION OF RESEARCH FINDINGS..... | 73 |
| 5.1 Introduction | 73 |

| | |
|--|-----------|
| 5.2 The influence of School based Management Practices used to Enhance Secondary School Students’ Academic Performance in Public Secondary Schools | 73 |
| 5.3 The Factors that Constrained SBM in Enhancing Public Secondary School Students’ Academic Performance in Kongwa District | 77 |
| 5.4 The Strategies Employed by SBM to Overcome the Constraints on Students’ Academic Performance in Kongwa district | 81 |
| 5.5 Chapter Summary..... | 84 |
| | |
| CHAPTER SIX | 85 |
| SUMMARY, CONCLUSION AND RECOMMENDATIONS | 85 |
| 6.1 Introduction | 85 |
| 6.2 Summary of the Study..... | 85 |
| 6.3 Conclusion | 87 |
| 6.4 Implication of the results..... | 89 |
| 6.5 Recommendations for Action | 90 |
| 6.6 Recommendation for further Studies | 91 |
| 6.7 Chapter Summary..... | 91 |
| REFERENCES | 92 |
| APPENDICES | 97 |

LIST OF TABLES

| | |
|--|----|
| Table 3. 1: Form four National examination results ranking in Kongwa PSSs | 26 |
| Table 4. 1: The Participants Profile..... | 37 |
| Table 4. 2: The distribution of the Participants' in terms of frequency and percentage (%) N = 67..... | 37 |
| Table 4. 3: Distribution of participants in terms of Age | 38 |
| Table 4. 4: The School Based Management Practices used to Enhance Public Secondary Schools Students' Academic Performance in Kongwa district. (N= 67)..... | 39 |
| Table 4. 5: Amount of Books Received from the Government | 42 |
| Table 4. 6: The Amount of Food Received from the Parents | 45 |
| Table 4. 7: The National examination results for 2015, 2016 and 2017..... | 51 |
| Table 4. 8: Factors that Constrain School Based Management in Enhancing PSSs Students' Academic Performance in Kongwa district (N= 67) | 52 |
| Table 4. 9: Teachers Motivation Rate/Trends in school A, B, C, D, E and F for consecutive four years in PSSs..... | 65 |
| Table 4. 10: The Strategies Employed by SBM to Overcome the Constraints on Students' Academic Performance in PSSs in Kongwa District (N= 67)..... | 66 |

LIST OF FIGURES

| | |
|--|----|
| Figure 2. 1: Conceptual framework | 22 |
| Figure 3. 1: The map of Dodoma Region showing the distribution of districts. | 27 |
| Figure 4. 1: Shows the amount of textbooks and reference books received from the government and other stakeholders. | 42 |
| Figure 4. 2: Show the teachers teaching process and mornitoring of classroom shedules from school 'C' | 48 |
| Figure 4. 3: Shows on how form four students were doing monthly test preparing for Examinations..... | 51 |
| Figure 4. 4: Show the teacher preparation of lesson plan before classroom schedule once per week from school 'A' | 59 |

LIST OF APPENDICES

| | |
|---|-----|
| Appendix I: Students' Focus group Discussion guiding questions..... | 97 |
| Appendix II: Teachers' Interview Guiding Questions | 98 |
| Appendix III: Heads of School Interview guiding questions..... | 99 |
| Appendix IV: District Educational officers (DEO) Interview guiding questions... | 100 |
| Appendix V: Permission Letter from the University of Dodoma | 101 |
| Appendix VI: Permission Letter from RALG..... | 102 |

LIST OF ACRONYMS AND ABBREVIATIONS

| | |
|-------|---|
| CSEE | Certificate of Secondary Education |
| DEO | District Educational Officer |
| FGD | Focus Group Discussion |
| HoS | Head of School |
| MoEVT | Ministry of Education and Vocational Training |
| NECTA | National Examination Council of Tanzania |
| PSSs | Public Secondary Schools |
| SBM | School Based Management |

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

This study investigates the influence of school based management practices on students' academic performance in public secondary schools in Tanzania. Chapter one is organized in different sub sections which are: background to the problem, statement of the problem, objectives of the study, research questions, significance of the study, delimitation of the study, Limitations and definitions of the key terms.

1.2 Background to the Problem

Globally, School Based Management (SBM) responsibilities are one of the pillars that enhance an understanding of the practices that are most likely to improve teaching and learning which require a major shift in how people think about schooling, to develop programmatic alternatives and to meet local educational needs (Hallinger & Hausman2013).

By early 1990s, SBM became the centerpiece of the restructuring of public education system in many parts of the world. Many English speaking countries have instituted SBM in the structure of educational governance and some countries have undergone changes or reforms which have resulted in definite move towards devolution of powers (OECD, 2004).The SBM has become a priority in educational policy that improves school outcomes, teachers' motivations and capacities as well as the school climate and environment.

The SBM has become increasingly important in 1990s. Its implementation has been advocated by many bodies between governmental and non-governmental with the

greater local control of school with the aim of increasing the efficiency and effectiveness of school management. In other words, the key question for many countries or ministries is to ensure good and equal levels of educational performance without having high level of centralized control (Murphy, 1997). In respect of this study, SBM is a long route of accountability whereby the central government delegates responsibilities to the ministries which in turn delegates it them to schools to perform various tasks. The accountability of the school is to provide the service to the clients which can influence school academic performance.

The SBM took place in Latin American countries such as Argentina, Brazil, Colombia, Mexico and Venezuela. Other countries include New Zealand, USA, UK, El Salvador, Netherland, Hong Kong, Thailand, Israel and India. These countries have moved towards decentralisation, making schools more autonomous in their decision making and holding them more accountable for results by introducing SBM reforms for empowering teachers and strengthening parental involvement in schools (Odden and Bush, 1998). The implication of SBM in this study aims to facilitate a more participative school environment that could lead to an increased sense of control over school activities for teachers and a greater sense of individuals' contribution in public schools in order to raise school performance.

According to the World Bank (2007b) SBM involves the community members in school decision such as parents of children enrolled in the school to improve overall student academic performance. However, autonomy alone does not automatically lead to improvements unless it is well supported. In respect of this study, SBM leads to enhance teaching standards and learning outcomes, to develop an environment that facilitate the continuous school improvement and enhances the effectiveness of teaching and learning process in school.

Murphy, (1997) argues that the SBM can be viewed as a formal alteration of structures or a formal of decentralization that identifies the individual school as the primary unit of improvement. Also, it focuses mainly on involving communities in school decision making. The SBM is the strategy to improve education. It is a significant decision making authority which empowers the district officers to control over education process. It gives them the ability to make decisions about educational budget and to raise the students' academic performance (Santibanez, 2006). In Chicago decision making authority over SBM was transferred to local school council consisting of the principals, teachers, parents and local community members (Dimmock, 2013). The implication of SBM in this study is to provide public schools with enhanced flexibility and autonomy in managing their own operations and resources according to the needs of the students so as to perform their objectives.

According to UNICEF (2000), approximately 50,000 students lacked SBM organization, classroom materials and library services. Significantly, they showed lower test scores than those whose schools were well-equipped. Well managed schools contribute to educational quality and enhance good academic performance among secondary schools children. Additionally, the SBM team including teachers is mostly capable of helping students learn and have deep mastery of their subject matter. For example a number of teachers as members of SBM in China, Guinea, India and Mexico were observed to master neither the subject matter they taught nor the pedagogical skills required for good presentation of the materials. This seems to affect retention and educational quality for student achievement (Dimmock, 2013).

In Sub-Saharan Africa, the aim of SBM for secondary school heads was to improve quality of education and it is declared that there is increasing recognition of

instructional SBM which seems to be an appropriate approach to school improvement in South Africa (Msila, 2011). However, little attention has been given to the processes by which improvement can be achieved, including the need for modelling, monitoring and professional dialogue. These may be manifested through high quality observation of classrooms, discussion of practice within learning areas and the achievement of consistency in expectations of behaviour and practice for both learners and educators (Chapman, 1990).

In Mozambique, the effort of SBM reforms was made during 1997. It aimed at increasing access to quality education through decentralized management and budget allocations in public secondary schools World Bank 2008. It involved the application of management principles such as Planning, Coordinating, Organizing, Controlling and Monitoring in designing, developing and effecting resources towards achievement of educational goals (Gupta, 1990).

In Tanzania, the SBM put more focus on decentralization level such as district level where by PSSs are constructed and run by local communities in collaboration with the school management under government authority (Maketere, 2003).

The SBM in Tanzania was adopted through Secondary Development Plan (SEDP). SEDP was launched in 2005 and it builds on earlier recommendations from the Secondary Education Master Plan. It was established and run according to SEDP policy in which schools were provided with funds in the form of development grant, capitation grant, and current expenditure. The aim was to develop the school Development Plan which identifies the priorities that the public secondary schools

wish to accomplish in order to achieve the students' academic performance (URT 2004c).

Also, the SBM was developed within the framework of the ministry of Education and Vocation Training (MoEVT) in which the central government aimed to attend the school related activities. These activities includes facilitating inter-school seminars and workshops, school based staff development, teaching materials, teaching aids, laboratory equipment and rehabilitation of school infrastructure in order to ensure the quality education (URT, 2014). According to Education and Training Policy (URT, 2014) Secondary Education Development Plan (SEDP) has the following objectives: improvement of access, equity improvement, quality improvement, management reforms and development authority and education management system improvement. The goal was to accelerate the development of secondary education sector to catch up with the rest of Africa and the world, consistent with the objective of the MKUKUTA and Vision 2025. The following table shows students' performance in the National Examination results for Kongwa secondary schools in three years 2014, 2015 and 2016.

Table 1. 1: Kongwa form four National examinations results

| S/N | YEAR | DIVISIONS | | | | |
|-----|------|-----------|--------|---------|--------|----------|
| | | DIV I | DIV II | DIV III | DIV IV | DIV ZERO |
| 1 | 2014 | 24 | 117 | 146 | 270 | 247 |
| 2 | 2015 | 25 | 142 | 171 | 488 | 512 |
| 3 | 2016 | 41 | 224 | 418 | 514 | 565 |

Source: (BEST, 2014, 2015 and 2016)

From the above Form Four Nation Examination trends of results, there is a need to conduct a study on the influence of SBM practices on students' academic performance in public schools in Kongwa District.

1.3 Statement of the Problem

The influence of SBM in public secondary schools in Tanzania is the central issue in our country. The government makes efforts to construct the public secondary school which is a crucial factor for improving students' academic performance in Public Secondary schools in Tanzania. Moreover, school examinations are used as a criterion for the selection of students for further formal education, training, certification and direct employment (URT, 1995a). The students' academic performance of public secondary schools was affected by the increase in number of students that have not been accompanied by an increase in schools' infrastructure, facilities, poor school management and low test score (UNESCO, 2000).

Despite the fact that a lot of studies done including; Determinants of poor academic performance of secondary school students by Nyandwi (2014), Leadership styles of school heads and school performance by Festus (2012) and the poor performance of students in Community secondary school by Vumbi (2013) have been carried out to examine the factors influencing academic performance in public secondary schools. There is limited knowledge on the influence of SBM practices on poor students' academic performance in public secondary schools in Tanzania. Hence, there is a need of conducting this study in Public secondary schools in Kongwa District.

1.4 Objectives of the study

Objectives of the study present the general objective and specific objectives to examine the influence of school based management practices on students' academic performance in public secondary schools.

1.4.1 General objective

The general objective of this study was to investigate the influence of school based management practices on students' academic performance in public secondary schools in Tanzania.

1.4.2 Specific Objectives

The specific objectives of the study were to:

- i. Examine the School Based Management practices used to enhance students' academic performance in public secondary schools.
- ii. Identify the factors that constrain School Based Management in enhancing public secondary school students' academic performance.
- iii. Explore the strategies employed by SBM to overcome the constraints on students' academic performance.

1.5 Research Questions

The study was guided by the following research questions:

- i. What are the School Based Management practices employed in public secondary schools to enhance students' academic performance?
- ii. What are the factors that constrain School Based Management in enhancing students' academic performance in public secondary schools?

- iii. What were the strategies employed by SBM to overcome constraints in enhancing academic performance in public secondary schools?

1.6 Significance of the Study

The findings from the study are intended to provide a clear picture on the influence of SBM practices on students' academic performance in public secondary schools. Such situation is expected to assist the administrators, policy makers and curriculum developers to be aware of what should be done to improve performance in public secondary schools. The study drew a decision and recommendation for remedial action in improving the performance in public secondary schools in Kongwa district. The research findings are expected to provide a framework or guidelines in which the Public secondary schools should utilize SBM to improve students' academic performance in public secondary school. Also, the study findings will have an opportunity to provide knowledge and access of information concerning the influence of school based management practices on students' academic performance in PSSs in Kongwa district.

1.7 Delimitation of the Study

The study was confined to public secondary schools in Kongwa district. The selected area of the study focused on the influence of school based management practices on students' academic performance in public secondary schools in Tanzania. Also the delimitation of the study focused on the factors that constrain School Based Management in enhancing students' academic performance and the strategies employed by SBM to overcome constraints in enhancing students' academic performance in public secondary schools in Kongwa district.

1.8 Limitation of the study

The study investigated on the influence of SBM practices on students' academic performance in PSSs in Kongwa district met the following limitations: first, some heads of schools and teachers in public secondary schools were not ready to disclose some information on their teaching practices because of the fear to lose their job, especially where the district education officer restricted them to disclose certain information about their students' academic performance. To overcome this limitation, the researcher used his interpersonal skills related to the study theme to educate the school heads and respondents that the purpose of the study was for academic reasons and the findings would help to improve their academic performance in schools.

Another limitation was on getting teachers to take part in the interviews. This was due to the fact that the researcher was not familiar with such teachers including their awareness on the influence of SBM practices on students' academic performance. To overcome this limitation, the researcher educated them and coped with the situation.

Lastly, some respondents particularly teachers were reluctant to accord or give the researcher the necessary cooperation especially during interviews with the hope of getting some money from the researcher so as to provide the information. Clear explanation was given to them about the purpose of the study that is its benefits to them. Thereafter, they understood and fully participated in the study.

1.9 Definitions of Key Terms

School based Management is an impact to public secondary school students' academic performance and it can be viewed as a formal alteration of structures as a

form of decentralization that identifies the individual school as the primary unit of improvement. It also focuses mainly on involving communities in the school decision. In respect of this study, SBM is the decentralization of schools in which the heads of schools or school management have autonomy to organize, coordinate, and control the school system in order to raise students' academic performance.

Students' academic Performance refers to the readymade students' academic results measurements that are obtained from examination schedules (weekly tests, terminal examination, annual examinations and NECTA) in a specific school. In respect of this study, students' academic performance refers to the act of academic in which students deal with studies and how well they meet the standards set out by the responsible authorities.

1.10 Chapter Summary

The chapter presented the background of the study, statements of the problem, significant of the study, delimitation of the study, limitation of the study and definitions of the key terms to examine the influence of school based management practices on students' academic performance in public secondary schools in Kongwa district,

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the theoretical framework, Management function in school, empirical studies, synthesis and knowledge gap, conceptual framework, summary of the conceptual framework and summary of the variables related to the conceptual framework.

2.2 Theoretical framework

The study has been guided by Contingency Theory of Management developed by Lawrence and Lorsh (1967) basing on the influence of School Based Management practices on students' academic performance in PSSs. The major aims of using this theory focused on the influence of heads of schools and staff as a school management team to ensure the students' academic performance.

Contingency Theory of Management

This theory was developed by Lawrence and Lorsh in 1967. The Contingency Theory of Management focuses on applying management principles and processes as determined by unique characteristics of each situation (Galabawa, 2001). The Theory emphasizes that there is no one best way to manage and that it depends on various situational factors such as the external environment, technology, organizational characteristics of the manager and the subordinates. The Contingency Theory often, implicitly or explicitly, utilizes the classical school of thoughts for its emphasis on the universality of management principles (Prasad, 2007).

Scott (1987) argues that the Lawrence and Lorsh theory is determined by organization-environment relationship. It assumes that different systems are more or less well adapted to different environments in which the law of tolerance operates. This is essentially an ecological argument and the environmental conditions will determine which system to survive and thrive. The central idea of contingency theory is that management practices should keep the course of action with the task being performed by the individual, the external environment and the comparable needs of the employees.

The Contingency Theory of management has been applied primarily to management systems such as organizational structure. It depends upon organizational size, terminology, and environmental uncertainty, management or Leadership style. Also it depends upon a variety of factors, including task structure, position power, characteristics of the work groups, characteristics of individuals, subordinates, quality requirements and problem structure (Fiedler and Chemers 1997).

In respect of this study, the contingency theory of management is used by the heads of schools to design different school program and fit the particular situation on the organization of the school. The management's success depends on its ability to cope with its environment. The heads of schools should understand that there is no one best way to manage. They must consider management principles and techniques to control and perform different tasks within a school context to achieve the targeted goals.

Fiedler (1997) was one among the prominent scholars, suggested that a contingency theory of management is any process in which ability of the leaders style personality

and approach fit in the group. Fielder also added that it is not meaningful to talk an effective or an ineffective leader but who tends to be effective in one situation and ineffective in another. Thus, the theory suggests that leaders should be trained not only to be effective but also should know how to organize an environment in which can perform well. Also, Donaldson (2001) argues that the contingency theory was that effectiveness of various managerial patterns, guidelines, techniques and approaches was differing according to the situations. In the same vein, it is accepted that managerial knowledge, contingency approach inclusive, is not sufficiently developed to offer detailed prescription for different managerial situations.

The implication of contingency theory of management was crucial to this study because the heads of schools have no one best way of organizing workers in management. Mostly, the heads of schools in PSSs use contingency theory of management knowingly or unknowingly to run their schools effectively. In management, there is no one best way in doing things. Different situations call for different approach to handle or solve problems or arising issues. Management and organization is an open system which embraces or challenges every now and then requires adaptable situational solution in order to overcome or solve the existing problems. The Contingency theory depends on the type of managerial problem of school based management, psychological makeup of workers and the task or to design an environment which teachers can work together in group to accomplish their objectives.

2.3 Summary of Theoretical framework

Contingency theory of management brought in a theoretical framework to guide this study since they were directly related to the analysis of management and its resulting

outcomes. This study focused on the influence of SBM practices on students' academic performance in Tanzanian public secondary schools. In consideration of this problem, this theory analyzed how each part of the school management has to consciously understand and fulfill their duties to positively affect the students' academic performance. Under this theory, it is put forward that each managerial role can be affected by a number of cases.

In this case the heads of schools, teachers, educational officer and all the stakeholders of education should maintain their professional roles and effective management with active involvement of other personnel for effective outcomes. The case study area of this study was a district where there was a considerably poor students' academic performance which was even going down every year. Also, the Contingency Theory of Management was used in this study because it covers the study based on objectives which were used to guide the study to influence the school based management practices on students' academic performance in public secondary schools in Kongwa district.

2.4 Management Functions in Schools

The main target of applying management functions was to perform the mainstream activities of instructional program that involve teaching and learning for students' academic performance. The management function in schools includes planning, organizing, directing, coordinating and controlling.

Planning

Educational planning is about the relevance, appropriateness and attainability of the educational goals, aims and objectives; the implement ability of the curriculum; the

obtainability of the required resources and the way the resources are managed and administered to implement the curriculum in order to achieve the school performance (Kapena, 2003). Furthermore, educational organization has two kinds of goals; the outcome or performance goals, and the organizational maintenance goals. In decentralized management of the educational field, in particular, planning is a participative task of the school based management and the community.

Organizing

In the context of the school, human resources refer to teachers, non-teaching staff and students. Material resources refer to physical resources which includes classrooms, libraries and laboratories. Also they include teaching and learning materials which involve stationery, laboratory equipment and teaching aids. The heads of schools has to organize materials with the aim of achieving the school students' academic performance with the maximum efficiency and effectiveness to achieve the task of the organization (Okumbe, 1998).

Directing

The directing process takes place after plans have been formulated and the structure of the organization has been determined. The process involves a number of sub-functions, which are leading, guiding, communicating, supervising and motivating. The manager guides the activities of subordinates to ensure that the activities are in line with the goals and objectives of the institution (Kapena, 2003). Moreover, the tasks involve giving specific instructions and examples of how actually to do the required activities and to supervise the employees towards meeting the organizational goals.

Coordinating

Educational managers need to ensure that the various duties allocated to individuals according to their expertise are unified in such a manner that all energies are expended towards common school goals, such as achievement or performance and school maintenance goals. Educating students is a performance goal (Okumbe, 1998). In educational institutions like PSSs, various activities are done in various departments, which are established according to the number of subjects taught in the school. In addition, there are senior masters' activities such as academic, discipline and school projects, which are to be coordinated with other activities to achieve the educational goals of the school.

Controlling

In a school, this is the role of head of school that may control the conduct of their teachers and pupils or students through the enforcement of school rules and regulations. Controlling can be done through staff appraisal of performance of various individuals and departments and taking collective steps to prevent deviation in future (Galabawa, 2001). The management functions mentioned is supposed to be carried out by the management of any organization including that of the PSSs.

2.5 Conceptualizing of School Based Management of SBM

Inadequate decision making is the one of the constraints that could affect School Based Management planning. This is the case for countries with highly centralized education systems. Verspoor (2008) states that management responsibility for public secondary education and diversification of sources of funding for schools are ways of transforming the way public schools operate, making them more accountable to students, parents, and communities. The evolving approaches to governance and

management of secondary education are resulting in (a) recognition of the school as the focal point for quality improvement and the unit of change in the drive toward the development of more effective schools, (b) increased autonomy and decision-making power at the school level, and (c) a new context for central direction and support (Johnson, 2012).

Mechanisms for financial oversight over such funds in public secondary school are minimal and thus the head of school is able to manipulate the money collected under the pretext of paying for bills resulting from delays in disbursements from the ministry. There are cases of school capture where some suppliers have monopolized services in some public secondary schools. The accounts in some schools are rarely monitored. Resources in those accounts are open to over-withdrawals due to overpriced services and goods (URT, 2014).

In spite of the important role played by the government in school planning and general management, many developing countries do not offer adequate training for their school heads. According to Osei (2006), school principals often work in poorly equipped schools and with teachers who are not adequately in-serviced. After the employee has been recruited, he or she must next be developed to better fit the job and the organization because no one is a perfect fit at the time of hiring, and some training and education must take place. The initial training which is voluntary or mandatory can depend on national governance structures where by national programs, collaborate with local level governments and develop incentives to ensure that school leaders participate to invest time in professional development (Bush & Middlewood, 2005). Efforts also need to be made to find the right candidates to ensure consistency of provision by different institutions and the training they offer must be more consistent (Mulford, 2003).

2.6 Empirical studies

Mwangi (2012) conducted a study on the challenges facing public secondary school manager in the implementation of strategic plan in Gatundu North District Plan Kiambu Kenya. The study employed a survey design. The sample of the study constituted 96 informants including heads of schools, students and parents. The informants were identified using purposive sampling. Data were collected through questionnaire and interviews. The study concluded that the government should ensure that school funds are released on time and that strategic plans are considered when determining the amount of money to be disbursed to each school.

The study findings established that, most of the schools lacked enough finances to implement their strategic plans. The finding further showed that lack of resources adversely affected the implementation of strategic plans in schools. Effective leadership in strategic planning plays the role of making plans for the future. The research recommended that school administrators should sensitize Board of Governors (BoG) members such as teachers, local leaders and community members on the importance of strategic plans and mobilize their support in preparation and implementation of strategic plans.

In (2014), Yolanda conducted a study on the factors that influence high academic performance in some secondary schools in Kilimanjaro region. It was based on the fact that some schools in Kilimanjaro performed high academically in each year compared to the other schools in Tanzania. Simple purposive sampling was employed to select six (6) heads of schools and academic masters/mistresses. The systematic sampling techniques were adopted in acquiring student sample. Systematically, 10 students were selected from each school to make a total of 60

students. Data were collected using interviews, questionnaires, and documentary review.

It was concluded that high academic performance in secondary schools may not occur from students' characteristics only, but these must be linked with the support from the family and the school environment. The study findings recommended that the Ministry of Education and Vocational Training (MoEVT) should train enough teachers to raise learning standards in secondary schools. Also, it was further recommended that secondary schools should screen students before they are allowed to enroll as quality control.

Annisia (2015) conducted a study on parental involvement and its effects on students' academic performance in public secondary school in Korogwe, Tanzania. The study employed a case study design. Also, the study employed sequential mixed methods design. The sample of the study constituted 96 informants including heads of schools, students and parents. Data were collected through semi-structured interview, questionnaire, observation and documentary reviews. It was concluded that parents' involvements in academic achievements of the students is very important. Both low and high-income students need cooperation from their parents that could promote effective learning and their happiness. Factors like income, educational level of parents, domestic works and home environment affect academic achievements of the learners.

The study findings recommended that majority of parents had low level of education which is at primary level. It was noted that parents who had low level of education were less responsible for children schooling which may have led to their poor

academic performance. The findings also recommended that, in most cases, great numbers of parents were not attending school meetings. This situation left students' problem unsolved and in long run, it could have led to students' failure in their studies. Lastly, the findings showed that students were involved in various domestic chores which consumed most of their learning time.

2.7 Synthesis and Knowledge Gap

The literature review has assessed the contribution of researchers' views on the influence of School Based Management practices on students' academic performance so as to provide a framework in which Public secondary schools institutions will utilize for future assessments to improve students' academic performance. Literature review provided a direction and increased an effective mechanism to improve the quality of education in the basic school level.

Also, the researcher has assessed what investigators have done and other studies reviewed the concept of School based Management on how it can influence the students' academic performance in public secondary schools in Tanzania. The aim is to increase the autonomy and decision-making power at the school level, and a new context for central direction and support the students' academic performance in PSSs. The literature review basing on the influence SBM was deemed to be a good strategy for addressing the problems of poor academic performance in public secondary schools and helped the efficient allocation of resources that is necessary to bring about improvements in the quality of schools.

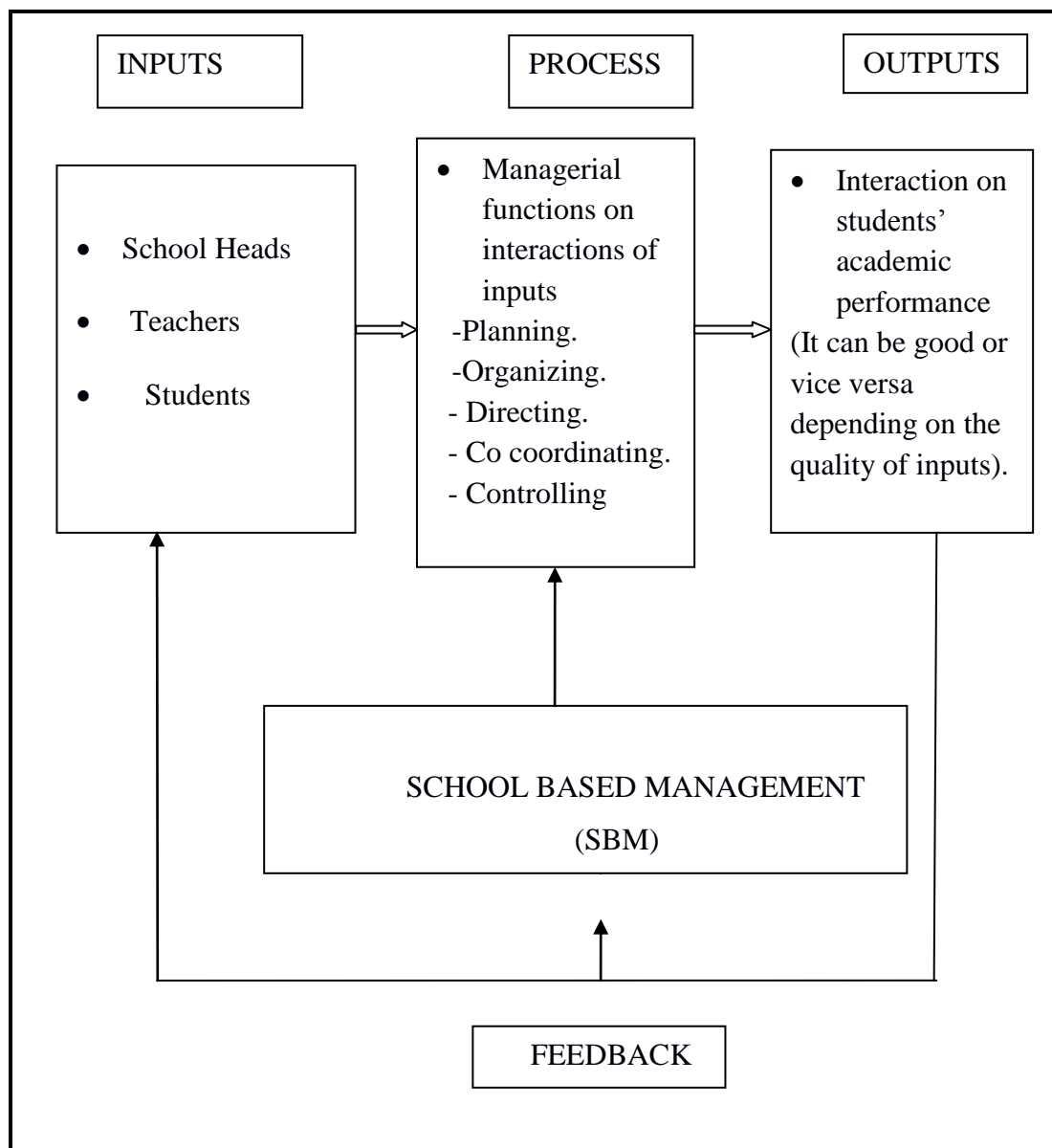
The above studies that were conducted by Mwangi, (2012) in Kiambu Kenya, Yolanda, (2014) in Kilimanjaro Tanzania and Annisia, (2015) in Korogwe Tanzania did not describe in detail about the School based management practices in relation to

students' academic performance. However, there was a need to conduct a study aiming at the influence of school based management practices on students' academic performance in public secondary schools in Kongwa district which is a current study to investigate the targeted phenomena.

2.8 Conceptual Framework

The conceptual framework of the study was guided by some insights from the school based management Effectiveness Model (Hoy and Miskel, 2001). It covers three major variables namely inputs, process and outputs.

Figure 2. 1: Conceptual framework



Source: Modified From Integrated Model of Organizational Effectiveness (Hoy and Miskel, 2001:297).

2.9 Summary of the Variables was involved in the Conceptual Framework

The idea contained in the model above is that students' academic performance is an output of the interaction between inputs in the process phase. This is an achieved output in the educational process after inputs. This is referred to as production

process (Kombo and Tromp, 2006). The school based management among others is to pay the greatest attention to the availability of basic inputs (Babyegeya, 2002).

In the process, the SBM was expected to ensure effective interaction of inputs such as heads of schools, teachers and learners. This is done through different ways which among them was to apply the management functions which are to be reflected in the management style of the SBM. The application of SBM to enhance students' academic performance in PSSs can be influenced by a number of managerial functions such as planning, organizing, directing coordinating and controlling. This managerial function reflects the objective of the study such as the SBM practices used to enhance secondary school students' academic performance in the school level. Identification of the constraints facing school based Management that hinders the development in public secondary school and to explore the strategies which management employed to overcome those constraints to ensure secondary school students' academic performance in Public secondary schools.

2.10 Chapter Summary

The chapter explore the theory that influenced the SBM in public secondary schools. The researcher surveyed empirical studies to see whether the ideas of SBM meet the objectives. Also, empirical studies identified the knowledge gap in examining the SBM in Tanzania specifically in Kongwa district.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodological procedures that were used in the research. It includes the research design, research approach, the study area, target population of the study, sample and sampling procedures, methods of data collection, trustworthiness, ethical considerations and data analysis procedures.

3.2 Research Approach

This study employed the qualitative approach. The qualitative approach was used in order to give rich descriptive information with regard to individuals as well as their behaviors. It also allows data collection procedures through direct encounters with individuals in their natural settings. Qualitative research involves studying “things in their natural setting, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them (Denzin and Lincoln, 1994).

Qualitative research is type of research aims at discovering the underlying motives and desires, using in depth interviews for the purpose. Qualitative research is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind (Kothari 2004). This approach was considered in this study because it helped the investigator to study deeper to influence the school based management practices on students’ academic performance in Kongwa district.

3.3 Research Design

The study employed multiple case study design in order to provide an in depth study of the current phenomena. Moreover, the multiple case study design can answer

descriptive questions including “what” and “how” questions (Ary et al., 2010). The multiple case study methods explores a real- life, contemporary bounded system(a case) or multiple bounded system (cases) over time, through detailed in –depth data collection involving multiple sources of information and report a case description and case themes (Creswell 2013). The selection of multiple case design was grounded on the fact that it allows the researcher to describe the given information in detail and from the natural setting. Precisely, the study used multiple or collective case study which allows the selection of several case to further understand and investigate a phenomenon, population or general condition.

Also, the multiple case studies enabled the researcher to deal with a variety of evidence involving documents, observations and interviews (Methodological triangulation) to obtain relevant information on the influence of school based management in enhancing students’ academic performance among public secondary schools in Kongwa district.

3.4 Location of the Study

This study was conducted in Kongwa district. Kongwa district is one of the eight districts found in Dodoma region with a population of 3,099, 73 both males and females. Other districts include Mpwapwa, Kondoa DC, Kondoa Town Center, Chemba, Bahi, Chamwino and Dodoma urban. Kongwa district has a total of 31 secondary schools, 26 are public secondary school and 5 are private (NBS, 2012).

3.4.1 Rationale for selecting Location of the study

The researcher selected Kongwa district as the location of the study due to the following reasons; First, there is no any researchers who conducted the same study

in that area compared to other areas such as Dodoma urban. Secondly, the district was purposively selected because the area comprises a lot of parents with different cultural backgrounds, socio-economic status and life experiences due to presence of agricultural activities. These situations make most of students engage in agricultural activities and other socio-economic activities something that lead to poor academic performance in school. Third, Poor students' academic performance of form four National examination results trends for consecutively three years compared to other districts in Dodoma region. Refer to the table below.

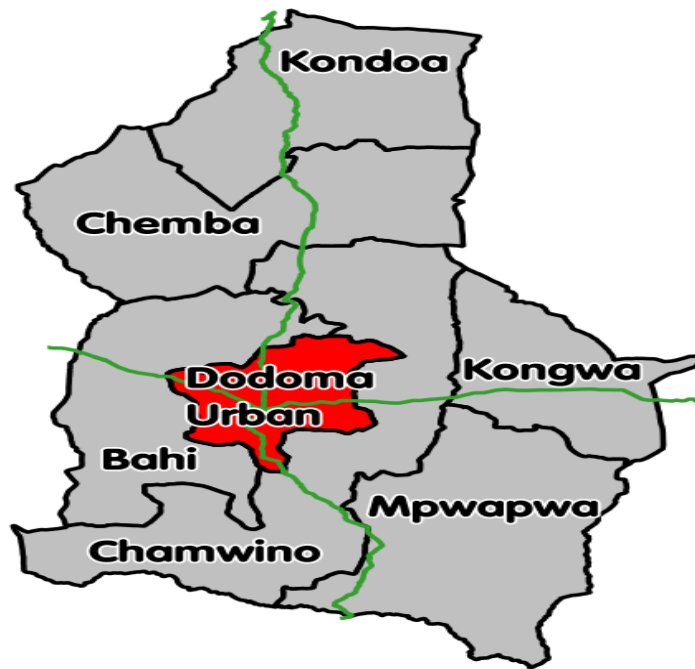
Table 3. 1: Form four National examination results ranking in Kongwa PSSs

| S/N | YEAR | DIVISIONS | | | | REGION | |
|-----|------|-----------|--------|---------|--------|--------|----------|
| | | DIV I | DIV II | DIV III | DIV IV | ZERO | POZITION |
| 1 | 2014 | 24 | 117 | 146 | 270 | 247 | 6 |
| 2 | 2015 | 25 | 142 | 171 | 588 | 423 | 5 |
| 3 | 2016 | 41 | 224 | 418 | 514 | 56 | 3 |

Source: (BEST 2014, 2015 and 2016)

Those ranking are below the standard needed and thus, it was worth, studying school heads' leadership styles to determine whether they were the cause of such poor academic performance. Therefore, the trends of results, ranking and others reasons stated above were the major reasons that made a researcher to conduct a study in Kongwa District.

Figure 3. 1: The map of Dodoma Region showing the distribution of districts.



Source: From Dodoma Profile Book

3.5 Target Population

Population refers to the entire group of people, events or things of interest that the researcher wishes to investigate. It forms a base from which the sample or subjects of the study is drawn (Bryman, 2004). The target population of this study was District education officer, heads of schools, secondary school teachers and students.

3.6 Sampling techniques and Sample Size

3.6.1 Sampling Techniques

Sampling techniques refers to the process of drawing a sample from a large population. Sampling is used in order to have a representative sample of target population (Yin, 2012). Therefore, purposive sampling and snowball sampling techniques were employed for this study.

Purposive Sampling

Purposive sampling is considerable when the universe happens to be small and known characteristics of it is to be studied intensively. The sample is selected deliberately by researcher and the organizers of the inquiry purposively choose the particular unity of the universe for constituting the sample on the bases that the small sample selected will be typical representative of the whole (Kothari 2004). Purposive sampling was used to obtain secondary education officer: Again, purposive sampling was used to select heads of secondary schools and teachers depending on their availability, knowledge or skills of providing clear information. The researcher intended to obtain information on the influence of school management practices on students' academic performance among secondary school children through semi-structured interviews with the respondents with assistance of documentary reviews.

Snowball Sampling

Snowball sampling is the process of selecting a Sample using networks. To start with a few individuals in a group or organization are selected and required information is collected from them. Then they asked to identify other people in the group and the people selected become the part of the sample. Information is collected from and these people are asked to identify other members of the group and in turn those identified become the basis of further data collection (Kumar, 2011).

Snowball sampling is commonly used when it is difficult to identify the members of the desired population. In this study snowball sampling was used as a choice of sampling strategy when the interested population in studying is hidden or hard to

reach. Also used to identify and ask the initial student who agreed to take part in the research to help on how to identify other students that may be willing to take the part. In this study Snowball Sampling was used because it was difficult to obtain in depth information or the authenticity of the data collected from students in the field of study.

3.6.2 Sample Size

Kothari (2004) asserts that a sample size is a small group of respondents drawn from a population that the researcher is interested in obtaining information. The study is qualitative of the sample size depend on the saturation point. The saturation point reached with the total number of respondents in the study. Qualitative studies seek to provide in-depth insights on understanding of the problem under study rather than simply generalize the collected data (Creswell, 2012). The sample size of this study constituted of students, teachers, heads of school and secondary district education officer.

3.7 Methods of Data Collection

This study employed a variety of methods for data collection. Cohen, et al (2000) argues that, the choice of research methods depends on the purpose of research and research questions under investigation. The data collection methods selected for this study were Documentary review, semi- structured interviews and focus group discussions.

3.7.1 Semi-Structured Interview

This study employed semi-structured interview to collect data. Semi-structured interview questions were indispensable in the study because the researcher wanted to

capture first-hand information through probing deeper into participants' experiences, feelings, opinions and suggestions concerning on the influence of school based management practices on students' academic performance among public secondary schools (see also Cohen *et al.*, 2000). The researcher interviewed the District Education Officer (DEO), school heads, teachers and students. The aim of using different mentioned stakeholders was to cross-check the authenticity of the data collected. The interview sessions took 40 minutes to 1 hour. With the consent of the respondents, the responses were noted.

3.7.2 Focus Group Discussion (FGD)

Focus group is a method of interviewing that involves more than one, usually at least four interviewees (Bryman, 2004). The method is very useful as it allows participants to share their thoughts with each other. In this way, they spark off new ideas in each other and consider a range of views before answering the research question. Focus Group Discussion (FGD) was employed to collect data from 36 students. The FGDs helped students to build on each other's responses on constraints they faced due to the influence of school based management. The discussions were held inside the classrooms after class hours. The information obtained from FGDs helped to cross-check information obtained from interviews.

3.7.3 Documentary Review

In this study, documentary review was considered as the most important source of data whereby both primary and secondary data were collected. Documentary methods as the technique used to categorize, investigate, interpret and identify the limitations of the physical sources. The researcher was perused various written documents (secondary data) such as official documents includes schools time table,

scheme of work, teachers lesson plan. List of text and reference books report and schools food program. Documentary method is the research method of sourcing suitable external resources the use for studying specific topic. It is the method of collecting reference material that is relevant to the dissertation and may come in many different forms, formats and from many different sources (Scott, 2006).

3.8 Trustworthiness of the Study

In this study, trustworthiness was ensured through credibility, dependability, conformability and transferability.

3.8.1 Credibility

The researcher ensured credibility in the use of appropriate research approach and design that allows acquiring of detailed information right from the natural settings. On ensuring credibility, the study measured through participants in understanding the culture and the practices of the school to which the study was conducted (Creswell, 2014) .Also, the researcher used different methods of data collection (triangulation) such as interview, focus group discussion and documentary review. Moreover, to ensure credibility, the researcher used various participatory and collaborative modes of research including the search for discrepant evidence and peer review so as to ensure the reality of participants' views and opinions.

3.8.2 Dependability

To ensure dependability in this study, the researcher considered transparency by interpreting and explaining in detail the purpose of the study to the participants, methods that was used to acquire information and gave freedom to participants to use English or Kiswahili language so as to be free in expressing their views

(Creswell, 2014). Additionally the researcher kept well the records that were interpreted and analyzed.

3.8.3 Confirmability

This is the most popular technique used to establish confirmability in qualitative research. An audit trail is when a qualitative researcher details the process of data collection analysis, and interpretation (Shenton, 2014). To ensure confirmability, the researcher recorded notes and transcribed the findings in order to give readers an opportunity to assess the findings of the study through on-going reflection. Furthermore, confirmability was ensured by the researcher being reflexive and illustrative of the findings that was also traced back on their origin. This was done through peer review, that is, what others found out on their related studies. Furthermore, the record of field notes and transcripts referred to offer the reader assessing the findings of this study.

3.8.4 Transferability

Transferability is concerned with the extent to which the findings of one study can be applied to other situation. The concern is demonstrating that the results of work at hand can be applied to a wider population (Cohen & Manion 2013)

To ensure transferability of the study the researcher described in detail the participants and content of the study basing on the description of the influence of School Based Management practices on students' academic performance among secondary school students. Thus the study findings were relevant to other similar but not identical situations.

3.9 Ethical Considerations

Ethics are important to all parties associated with research as they affect the merits of individuals and ultimately the quality of data obtained (Emory and Cooper 1991). Thus, the application of ethical procedures to research activities should be primarily designed to protect the rights of participants from harmful or adverse consequences. To ensure ethical issues, researcher insured the respondent were informed of the nature of the study, what researcher needs from them, the reasons of conducting the study (objective).

3.9.1 Research Clearance Letters

Permission to conduct this study was obtained from relevant authorities including: the Director of postgraduate studies of the University of Dodoma, Dodoma Region Administrative Secretary (RAS) as well as Kongwa District Administrative Secretaries (DAS). The letters introduced the researcher to the respondents.

3.9.2 Informed Consent

The researcher explained the purpose of the study to participants. The researcher clarified the research problem, purpose of the study, the short-term as well as long-term benefits and loss due to their participation in this study. The researcher asked for the participants' consent. Again, the researcher informed the participants that their participation is free, and they have the right to withdraw at any time with no repercussions.

3.9.3 Assurance of Confidentiality

The researcher ensured confidentiality by maintaining the respondents' names and school names not mentioned in the report. Instead artificial names were used to

represent teachers, students and heads of schools. Thus, the researcher clarified to the respondents that the information obtained will be used for academic purposes only.

3.10 Data Analysis Procedures

Data analysis involves the uncovering of an underlying structure, extracting important variables, detecting any anomalies and testing of any underlying assumptions. It involves scrutinizing the acquired information and making inferences (Kombo, 2006).

In this study data were analysed qualitatively in terms of explanatory presentation and simple statistics manipulation of information to show percentage and frequencies. Also, data were analysed using content analysis which generated from semi-structured interviews, documentary analysis and focus group discussion based on themes generated from the research objectives. Since the study was restricted to qualitative data, the information was first reduced by transcribing and summarizing them. Second, the reduced data was organized into themes and subthemes/categories generated from the research objectives. Third, interpretation and conclusion was drawn from the analyzed data.

3.11 Chapter Summary

This chapter presented research methodology. Qualitative research approach was used in this study particularly multiple case study. The study was conducted in Kongwa district. A sample of the six secondary schools were selected namely Kongwa, Mnyakongo, Mumi, Sejeli, Ndurugumi and Kibaigwa. Varieties of data collection methods (triangulation) were used namely Semi-structured interviews,

documentary review and focus group discussion. In analysis, findings were summarized and described in relation to research objective concerning the influence of school based management practices on student academic performance in PSSs.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF THE FINDINGS

4.1 Introduction

This chapter presents and analyses the results of the research findings of the study that were obtained from the field. This study focused on the influence of school based management practices on students' academic performance on public secondary schools in Tanzania in Kongwa district. The data was collected using semi-structured interview, focus group discussion and documentary analysis among students, teachers, heads of schools and district education officer. Also, the qualitative data analysis was done through thematic analysis and the results were organized according to the research questions of the study. Tables were used in this section and the table for demographic data were presented in terms of frequency and percentage. Therefore, in order to protect the respondents' identity, the names were not used, instead letters such as A, B, C, D, F, E, and numbers were used.

4.2 Demographic Characteristics of the Participants.

This part presents an overview of the characteristics and distribution of the participants of the study basing on gender and age on public secondary school in Kongwa district.

Table 4. 1: The Participants Profile

| S/N | School/ DEO | No of DEO | | No of HoS | | No of Teachers | | No of Students | | Total |
|-----|----------------|--------------|----------|--------------|----------|-------------------|-----------|-------------------|-----------|-----------|
| | | M | F | M | F | M | F | M | F | |
| 1 | DEO | 1 | - | | | | | | | 1 |
| 2 | Kongwa sec | | | 1 | - | 2 | 2 | 3 | 3 | 11 |
| 3 | Mnyakongo s | | | 1 | - | 2 | 2 | 3 | 3 | 11 |
| 4 | Mumi sec | | | 1 | - | 2 | 2 | 3 | 3 | 11 |
| 5 | Sejeli sec | | | - | 1 | 2 | 2 | 3 | 3 | 11 |
| 6 | Kibaigwa | | | 1 | - | 2 | 2 | 3 | 3 | 11 |
| 7 | Ndurgumi sec | | | 1 | - | 2 | 2 | 3 | 3 | 11 |
| | | 1 | - | 5 | 1 | 12 | 12 | 18 | 18 | 67 |

Source: Field Data (2018)

4.2.1 Distribution of the Participants involved in the Study in terms of Number.

A total of participants who involved in the study were about 67, these were district secondary educational officer, heads of schools, teachers and students.

Table 4. 2: The distribution of the Participants' in terms of frequency and percentage (%) N = 67

| Participants /categories | Frequency | Percentage (%) |
|----------------------------|-----------|----------------|
| Students | 36 | 53.7% |
| Teachers | 24 | 35.8% |
| Heads of School | 6 | 9.0% |
| District education officer | 1 | 1.5% |
| Total | 67 | 100% |

Source: Field Data (2018)

Table 4.2 also show that the students from secondary schools were (36)53%, teachers (24)35.8%, heads of school (6)9.0% and district education officer (1)1.5%.

The distribution of participants' in terms of gender was as follows: 54 were males and 46 were females. This implies that the male participants were many compared the female participants.

Table 4. 3: Distribution of participants in terms of Age

| Age category | Frequency | Percentage (%) |
|---------------------|------------------|-----------------------|
| 15 – 25 | 36 | 54% |
| 30 – 50+ | 31 | 46 % |
| Total | 67 | 100 % |

Source: Field Data (2018)

The table 4.3 shows the age distribution of the participants who were involves in this study. It was revealed that (36) 54% of the total participants were aged between 15 - 25 and (31)46% of the total participants were aged between 30 -50+. The evidence shows that the participants aged 15 -25 were many compared to the other groups in the study.

4.2.2 Data Analysis According to the Objectives

This part presents and analyses the data obtained from the field basing on three objectives; The school based management practices used to enhance secondary school students' academic performance in public secondary school. Identifying the factors that constrained school based Management on secondary school students' academic performance and to explore the strategies employed by SBM to overcome the constraints on students' academic performance.

4.3 The School Based Management Practices used to Enhance Students' Academic Performance in Public Secondary Schools

The findings analysed four practices from objective one that were used to enhance students' academic performance in public secondary schools in Kongwa district. The data were collected from heads of schools district education officer, teachers and students through Focus group discussion, Semi-structured interview and Documentary analysis. The findings were summarized on table 4.4 below

Table 4. 4: The School Based Management Practices used to Enhance Public Secondary Schools Students' Academic Performance in Kongwa district. (N= 67)

| S/N | PRACTICES | PARTICIPANTS | | | | N=67 | PERCENTAGE |
|-----|--|--------------|----|-----|-----|------|------------|
| | | ST | T | HoS | DEO | | |
| 1 | Provision of text and reference books | 34 | 23 | 6 | 1 | 64 | 95% |
| 2 | Provision of meals | 30 | 20 | 4 | 1 | 55 | 67% |
| 3 | Teachers commitment in teaching classrooms | 35 | 23 | 6 | 1 | 65 | 97 % |
| 4 | School based test and Examination | 33 | 24 | 6 | 1 | 64 | 95% |

Key: ST - Students, T - Teachers HoS –Heads of schools DEO – District Educational Officer.

Source: Field data (2018)

4.3.1 Provision of text and reference books

The findings in table 4.4 show that 64(95%) of the participants revealed that the provision of text book and reference books was one of management practices used to enhance students' academic performance in public secondary schools. It is

specifically used by both teachers and students in schools to acquire knowledge and good performance on test and examinations. Also, it was argued that the government and educational stakeholders used to supply text books in public secondary schools to enable those schools to have good academic performance. In other ways, some of public secondary schools used to buy text and reference books from their own source so as to increase the performance in exams. Using Interview, one head of school (HoS) 'A' said.

...The school management tracks the needs of students for buying books as the school budget is available and also looking for donors in and abroad to provide us with sufficient books to implement the best quality education here at school....

Source: Semi-structured interview (2018)

Likewise, using interview, HoS 'F' suggested that:

...the school based management is responsible for managing access to text and reference books, subject preparation and other teaching and learning materials. Also received books are provided by the government as well as buying where appropriate.... For Example, the school management bought a teaching guide for commerce, and bookkeeping subjects because they were not available...

Source: Semi-structured interview (2018)

Further more, the district secondary educational officer on same topic through interview said:

... the District department of basic education is preparing a yearly program for distributing books to all secondary schools within the district as soon as it is provided by government. I call on all heads of schools to bring data about the needs of textbooks and reference books in order to distribute the existing books from the government according to the needs of each school, as well as the

fact that, the school's shortcomings are reported to be presented to the government and the sponsors who are offering us books for raising the standard of performance in my district....

Source: Semi-structured interview (2018)

Through student's focus group discussions, a form four student from school 'A' said:

... Teachers provide us textbooks and additional books and encourage us to read. The books which we are given by teachers in a special manner we are encouraged to use them in great care so that they can continue to be used to provide us a knowledge and high academic performance in other time...

Source: Focus group discussion (2018)

Using focus group discussion, another student from school 'E' added that:

... The influence of school based management is properly managing the delivery of books for us in order to read, as well as pursuing parents to contribute financially, including donors who bring us books and school management has encouraged us to read. ...

Source: Focus group discussion (2018).

In addition, using interview, the teacher from school 'B' said:

... for access to textbook and additional books, the school based management has a good way to involve potential parents and various stakeholders to contribute and purchase the books compatible with government and academic stakeholders to continue delivering target books to encourage student academic performance.

Source: Semi-structured interview (2018)

From a documentary analysis, some public secondary schools received books from the government and used by teachers and students for teaching and learning process at school A, B, D and E.

Table 4. 5: Amount of Books Received from the Government

| S/No | School | Class (Form) | No of Students | History Books | EBSR | English Books | HBSR |
|------|--------|-----------------|-------------------|------------------|------|------------------|------|
| 1 | A | Fi-iv | 382 | 162 | 1:2 | 160 | 1:2 |
| 2 | B | Fi-iv | 465 | 166 | 1:3 | 162 | 1:3 |
| 3 | D | Fi-iv | 3 10 | 165 | 1:2 | 150 | 1:2 |
| 4 | E | Fi-iv | 513 | 194 | 1:3 | 165 | 1:3 |

Key: HBSR = History books students ratio, EBSR = English books students ratio.

Source: Field Data from schools ledger books (2018)

Figure 4. 1: Shows the amount of textbooks and reference books received from the government and other stakeholders.



Source: Field data from school Library (2018)

From the above findings, it is evident that the provision of text and reference books in public secondary school is possible since the government and stakeholders are supposed to take initiatives to provide the needed books for school development.

4.3.2 Provision of meals during school hours

Provision of meals during school hours is the management practice that influenced the students' academic performance among six secondary schools in Kongwa district. The 55(67%) of the participants revealed that food delivery during school hours was given an important opportunity by the government and the community at large.

In an interview, a teacher from school 'A' said that:

...school based management well manages food delivery here at school in collaboration with parents. Every parent who has a child contributes food to ensure that students get food at school to increase their spending hours at school....for example for the three consecutive years since 2015, parents have been contributing food the results were good compared with the previous years.....

Source: Semi-structured interview (2018)

On the other hand, using interview, a teacher from school 'B' said:

.....the school based management authority plays a key role in promoting parents to provide food for their children at school and ensure that they get food to make students more aware of reading... For example, food supply for students at school promotes student attendance and encourages teachers to teach and to provide adequate exercise in order to raise the students' academic performance....

Source: Semi-structured interview (2018)

Through focus group discussion with students about food delivery during school hours, a form two student from school 'E' said:

..We encourage parents to provide lunch at schools so as to enable us to increase the ability to learn..... For example, after lunch we get even more time and ability to read, where we see the academic performances are in progress...

Source: Focus group discussion (2018)

Using focus group discussion, another form four student from school 'D' added that:

..our school plants and runs about 7 acres of maize which are grown by schools and available crops were used by school based management for students' lunchtime as well as school based management encourages parents to contribute food, which greatly increases the ability to read when we are at school..

Source: Focus group discussion (2018)

Also using interview, the heads of schools commented about the food delivery at school, HoS 'C' had something to say.

..as a head of school in collaboration with the school committee as well as the teachers' encourage parents to contribute the food and to find students getting food at school especially for form two and form four students although some parents do not have any plan for contribution of food..

Source: Semi-structured interview (2018)

The researcher also conducted a documentary review but four public secondary school received the contribution of food for students from the parents and other stakeholders

Table 4. 6: The Amount of Food Received from the Parents

| SCHOOL | TYPE OF FOOD | | | |
|---------------|---------------------|--------------|--------------------|-------------------|
| | Maize | Beans | Cooking oil | Salt |
| School B | 78 kg | 92 kg | 58 liters | 15 packets |
| School C | 75 kg | 95 kg | 74 liters | 10 packets |
| School D | 80 kg | 105 kg | 68 liters | 12 packets |
| School E | 108 kg | 102 kg | 88 liters | 20 packets |
| School F | 109 kg | 87 kg | 59 liters | 23 packets |
| TOTAL | 450kg | 379kg | 347 liters | 80 packets |

Source: Field Data from schools meals program report (2018)

From the findings above, it is declared that, the parents are supposed to perform their duties in order to provide food in public school management so as to ensure food delivery during school hours something that can help students in academic achievements.

4.3.3 Supervision of Teaching and Monitoring of Classroom Schedules

Supervision of teaching and monitoring of classroom schedules has been given tremendous impetus to public secondary schools under school based management in collaboration with the government and various educational stakeholders. Field data in table 4.4 indicate that 65 (97%) of participants argued that the teachers are the senior stakeholders of student skills through school management authorities to ensure the level of student progress increases. So, the supervision of classroom teaching in various public schools has been implemented under school based management in such a way that heads of schools played their role to supervise and monitor classroom schedules to enhance students' academic performance. Through interviews, there were different responses. HoS ' B' said ...

..as a school headmaster in collaboration with my academic supervisor I have encouraged teachers and students to spend their time in teaching and learning hard. I have prepared a good way to give a little reward for teachers and students who did well. Those students who perform badly are punished while teachers are given warning ...

Source: Semi-structured interview (2018)

Similarly, during the interviews, HoS 'F' added that:

... the school administration authority has a great influence on raising students' academic performance.... For example, at my school, there is a concept of integration in various academic departments, especially the academic officer who is involved in monitoring teaching and learning in the classroom. It inspects through the class journals and lesson plans weekly. Therefore I always urge the teachers to teach with great speed...

Source: Semi-structured interview (2018)

Nevertheless, during interview a teacher from school 'C' said:

..... the school management authority ensures that, teachers are present at work all the time. Teachers are supposed to attend sessions and offer regular exercises to students.... Every month, school management uses class journal for teachers'' information as a class attendance. Also, the profession academic in collaboration with the head of the school evaluate the study preparations every Friday...

Source: Semi-structured interview (2018)

Furthermore, teacher from school: 'D' said

.. The management of school is aimed at encouraging teachers to attend school and to teach students. School based management also ensures that teachers are involved in training programs such as organizing workshops and provision of motivation for students and teachers when doing well in their subjects...

Source: Semi-structured interview (2018)

Discussing the issue of supervision of teaching and monitoring of classroom schedule, a form four student from school 'A' said:

... our school based management is very proud of managing responsible teachers in teaching, since they are largely involved in their sessions, exercises and regular experiments. Due to those responsibilities, the level of achievement in our school has increased.....For example, the students who did the form two National examination last year 2017 were 45, and about 43 students passed the examination.

Source: Focus group discussion (2018)

Moreover, during focus group discussion another form two student from school 'F' said:

...the school management is involved in implementing the classroom management by providing a class journal for class leaders so that each teacher who completes teaching she/he must sign the class journal something that help teachers to perform well their duties.....

Source: Focus group discussion (2018)

Figure 4. 2: Show the teachers teaching process and monitoring of classroom schedules from school‘C’



Source: Field data (2018)

The findings suggests that the classroom management programs has been emphasized by some of the school leaders and all teachers are urged to teach in order to increase the level of achievement in academic performance in public secondary schools.

4.3.4 School based Test and Examination

School based test and examination is the school based management practice used to chance students 'academic performance in public secondary schools. Field data in table 4.4 indicate that 64 (95%) of the participants revealed that heads of schools as a school based management were largely planning and managing pilot scheduling and examinations in schools ensuring good academic performance to students and publishing the students' results at the right time. The goal was to make an assessment to identify the students' potential understanding and then to know the

positive aspects of helping them to increase skills and continue with advanced secondary education education. In pursuing this issue, the researcher conducted interviews with HoS ‘D’ who said that:

..my teachers are involved in school sessions to ensure that we plan various programs for students’ academic performance....Also, in partnership with the professionals, the academic teacher ensures teachers have to prepare for tests and examinations, correction and publication of results for students’ assessment.

Source: Semi-structured interview (2018)

Commented on the same issue with interview, HoS‘F’ added that:

... At the school am leading, we have set up a routine for exercise model for weekly and monthly examinations. I also, manage teachers and make sure that they correct and deliver results over time and then give a punishment for those students who perform badly in their examination in order to make them perform better.

Source: Semi-structured interview (2018)

Moreover, using interview, the teacher from school ‘C’ also said:

...The school based management ensures that every teacher in the classroom is responsible for teaching and signing a class journal after completing the session.....About the administration of tests and the examinations, the school based management determines and arranges the schedule which shows weekly and monthly tests being carried out timely .The aim is to achieve the school objectives in students’ academic performance.....

Source: Semi-structured interview (2018)

From the focus group discussion, the form four students from school 'B' said:

... The school based management encourages us to work hard in our subjects in order to succeed in our studies...He also encourages us to have better discipline, cooperation and to help each other in our studies so that we can do well in fulfilling our goals..... In addition, school based management authorities are good at monitoring tests and examinations, especially terminal, annual, and mock examinations to enhance our ability in order to do well in National examinations...

Source: Focus group discussion (2018)

Discussing the school based test and examination as a management practice used to enhance academic performance in PSSs, a form two student from school 'A' through focus group discussion added:

....the school based management authority encourages us to learn hard in order to succeed in our examinations and they insist us to have good discipline in school because it gives us ability in academic performance and success.... Also, school management authorities are struggling to fully monitor the examination and provide timely good results. It will help to do more effective in our form two national examinations this year.

Source: Focus group discussion, (2018)

Also, a researcher conducted a documentary analysis for form IV national examination results for some of public secondary school in Kongwa District

Table 4. 7: The National examination results for 2015, 2016 and 2017

| SCHOOL | YEAR | DIVISION | | | | |
|----------|------|----------|--------|---------|--------|----------|
| | | Div I | Div II | Div III | Div IV | Div Zero |
| School A | 2015 | 0 | 4 | 12 | 22 | 49 |
| School B | 2016 | 0 | 6 | 7 | 88 | 55 |
| School C | 2016 | 0 | 3 | 4 | 33 | 23 |
| School D | 2017 | 1 | 5 | 15 | 80 | 53 |
| School E | 2017 | 7 | 13 | 50 | 58 | 11 |
| School F | 2017 | 4 | 7 | 11 | 25 | 1 |

Source: (BEST; 2015, 2016, 2017)

The findings illustrated that the assessment of classroom exercise, regular class pilot assignment for students and national examination results will passionate a study of long-term memory and thus will have great potential for National examination

Figure 4. 3: Shows on how form four students were doing monthly test preparing for Examinations



Source: Field Data (2018)

4.4 The Factors that Constrained School Based Management in Enhancing Public Secondary School Students' Academic performance

A researcher noted some constraints facing public secondary schools academic performance in Kongwa district. They include lack of fund/budget, shortage of teachers for science subjects, poor parental cooperation with teachers or school leadership, poor supervision of teaching and learning process and lack of incentives for teachers.

Table 4. 8: Factors that Constrain School Based Management in Enhancing PSSs Students' Academic Performance in Kongwa district (N= 67)

| S/N | FACTORS | PARTICIPANTS | | | | N= 67 | PERCENTAGE |
|-----|--|--------------|----|-----|-----|-------|------------|
| | | ST | T | HoS | DEO | | |
| 1 | The lack of fund/budget | 33 | 23 | 5 | 1 | 62 | 93% |
| 2 | Shortage of teachers for Science studies | 35 | 23 | 6 | 1 | 65 | 97% |
| 3 | Poor cooperation between parents and teachers/school | 30 | 22 | 5 | 1 | 58% | 86 |
| 4 | Poor supervision of teaching Preparation | 25 | 22 | 6 | 1 | 54 | 81% |
| 5 | Poor supervision of teaching and learning in classroom | 32 | 18 | 5 | 1 | 56 | 84% |
| 6 | Lack of teachers' motivation | 24 | 24 | 6 | 1 | 55 | 82% |

Key: ST - Students, T - Teachers HoS - Heads of School, DEO – District Educational Officer.

Source: Field data (2018)

4.4.1 Shortage of Fund for Public Secondary School Operation

Shortage of fund/budget is one of the major constraints which faced many public secondary schools. It weakens students' academic performance and teachers' professionalism. Field data in table 4.8 show 62 (93 %) of the participants revealed that there was a financial problems or few allocation of money to public secondary school from government and other stakeholders. This hindered education development and to the declining students' results. Through using interview, a district secondary education officer said:

.....the constraints that overwhelm my district executive authority is the absence of sufficient fund or resources for public secondary school operations, especially money for purchasing teaching and learning materials such as computers, text and reference books and Internet network.Also the OC is not timely provided that leads to a ineffective public secondary management plan and achievement of school based management academic performance....

Source: Semi-structured interview (2018)

In an interview, HoS 'A' said:

...Shortage of financial support is the major constraint for achieving better academic performance in my school....For examples, less money is offered by the government for buying teaching materials as well as textbooks and additional books. The students are many but the books which are bought are not enough.The teachers still write a test on the board because there is no money to print and duplicate cop for a large number of students. Now we have over 1,000 students here at our school.....

Source: Semi-structured interview (2018)

Moreover, during interview, HoS 'D' insisted and said that:

..there is no enough fund for school operations such as buying books, providing motivation for teachers and students when are doing well in their studies.The government also does not plan to increase salaries as well as upgrade salary scale. This makes teachers desperate in teaching.....

Source: Semi-structured interview (2018)

Also, using interview, a teacher from school 'D' asserted that:

.....school receives less money from the government. Thus, lack of money hinders buying of educational and learning materials such as textbook, preparation articles, pen and teaching tools. ...

Source: Semi-structured interview (2018)

From the focus group discussion with students, one form four student from school 'F' said:

...ur school has no enough fund for rehabilitation and improving the school infrastructures such as classes, teachers houses and toilets. Also, windows and doors allow stormy winds to pass through into the class and lead us in lack of confidence in learning...

Source: Focus group discussion (2018)

Furthermore, using focus group discussion, form four student from school 'F' added that:

...there is a shortage of funding for meeting the needs of the school. For example, the school based management authority receives less money from the government which does not enough to satisfy the needs of school operations such as providing motivation for teachers and students, rehabilitation of our school infrastructure and to purchase teaching and learning materials, thus leading to the decline of our academic performance.

Source: Focus group discussion (2018)

The findings suggested that lack of funding in public schools is a major problem and burden for the heads of schools because it hinders the implementation of good school programs and temporarily resulting in poor students' academic performance.

4.4.2 Shortage of Teachers for Science Subjects

The lack of teachers for science subjects in public secondary schools has been also a major constraint that weakens the teaching process of the science subject. Field data in table 4.8 show 65(97%) of the participants asserted that the shortage of science teachers in public secondary schools led to the poor students' academic performance. Also, this situation makes students hate science subjects and prefer arts subjects. Sometimes students lose their future dreams.

Using an interview, a teacher from school 'B' argued that:

... Our school has a great shortage of teachers for science studies. For example, our school has only three teachers of science subjects who teach the whole school from form one to form four. Sometimes, the teacher gets tired due to the number of sessions he/she is supposed to attend..... Years ago, the school was making efforts to solicit fund from parents and other stakeholders to pay for Form six science leavers for academic support in science studies but now it is impossible due to the government's ban on contributions.

Source: Semi-structured interview (2018)

Also, using interview, a science teacher from school 'A' in expressing his ideas about the effect of shortage of science teachers argued that:

....our school has a big shortage of science teachers. These cause some teachers to teach some subjects they did not specialize in. Such a situation has led to heavy teaching load, lack of confidence and incompetence that affect the teaching efficiency of teachers.

The result is partial teaching that affects students' academic performance.....

Source: Semi-structured interview (2018)

Using interview, also HoS from school 'C' corresponding on the same matter asserted that:

...in my school science studies are taught by only one teacher for each subject where he has more sessions than the teacher's own ability. There is no laboratory that would simplify the teaching of the lessons. So the achievement is less compared to other schools which have more teachers for science studies...

Source: Semi-structured interview (2018)

Using interview HoS 'D' responding to the issue said that:

...teachers they teach less than 18 periods per week while their science, counterparts have to teach more than 36 periods per week. This is unfair and demoralizes the teachers who are overloaded. Shortage of science teachers causes us to teach classes of two combined streams of about 80 students. This forms a very huge class which is difficult to teach using participatory and interactive methods. We combine streams to enable science subjects to be taught by the few teachers available. However, the situation means that teachers of art subjects have few periods....

Source: Semi-structured interview (2018)

Through discussing the issue of shortage of science teachers in public secondary schools using focus group discussion, a form two student from school 'C' argued that:

..the shortage of teachers in science studies is a constraint which hinders academic performance here at our school. For example, we have only one teacher for each subject such as physics,

chemistry and mathematics who have many sessions and thus fail to prepare well and in turn some classes are not taught at all...

Source: Focus group discussion, (2018)

Another graduate from school F, adding to the former answer, said:

..Our school has fewer teachers of science subjects where there is only 1 teacher of physics, 2 for Biology and 2 for chemistry. But the students are about 1000. The teachers cannot afford to teach a number of sessions and ultimately our achievements are affected especially in form II and IV classes...

Source: Focus group discussion (2018)

The findings revealed that the lack of science teachers is the problem in public secondary schools. The school based management generally fails to reach their targeted goals of public secondary school because of the shortage of science teachers which weakens students' ability to learn.

4.4.3 Poor Supervision of Teaching Preparation

The findings in table 4.8 show that 58(86%) of participants that supervision of teaching preparation was not done properly. Heads of schools were not aware of the supervision of teachers teaching preparation due to the unavailability of teaching resources such as schemes of work, lesson plans teaching aids and teaching load periods which resulted from a large number of students. Using interview, teacher from school 'A' had the following to say:

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

Source: Semi-structured interview (2018)

When the researcher asked about the state of teaching preparation being monitored by the school management, HoS 'C' through interview said that:

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

Source: Semi-structured interview (2018)

Moreover, during interview, the HoS 'F' said:

... the supervision is not consistent because I have to do non-managerial activities and monitoring of teaching process due to to the shortage of teachers.....

Source: Semi-structured interview, 2018

The findings showed that most schemes of work, lesson plan and teaching aids were not signed as an indication of being supervised by the school management, scheme of work and lesson plans were signed at weekly or monthly intervals which means that were not necessary.

Figure 4. 4: Show the teacher preparation of lesson plan before classroom schedule once per week from school ‘A’.

MAANDALIO YA SOMO (TEACHER'S LESSON PLAN)

| TAREHE (DATE) | SOMO (SUBJECT) | DARASA (STD) | KIPINDI (PERIOD) | MUDA (TIME) | IDADI YA WANAFUNZI / No. OF PUPILS | | | | | |
|---------------|----------------|--------------|------------------|-------------------------------------|------------------------------------|----|-------|--------------------------|----|-------|
| | | | | | WALIOANDIKISHWA (REGISTERED) | | | WALIOHUDHURIA (ATTENDED) | | |
| | | | | | ME | KE | JUMLA | ME | KE | JUMLA |
| 10/01/2018 | GEOGRAPHY | IVB | 5 & 6 | 10 ³⁵ - 11 ¹⁰ | 14 | 20 | 34 | 10 | 15 | 25 |

UJUZU: Ability to students to write basic research skills and research output.
 LENGU KUU: Development of understanding of the students to describe research.
 MADA KUU: INTRODUCTION to RESEARCH
 MADA NDOGO: (concept) of Research.
 MALENGO MAHUSUSI: Writing skills should be able to explain concept of research.
 ZANA NA VIFAA: Prepared questions on a paper.
 REJEA: THE GEOGRAPHY FOR SECONDARY SCHOOLS FORM FOUR.

| VITABU VYA KIADA (TEXT BOOKS) | VITABU VYA REJEA (REFERENCE BOOKS) | VITABU VYA ZIADA (SUPPLEMENTARY BOOKS) |
|--|------------------------------------|--|
| THE GEOGRAPHY FOR SECONDARY SCHOOLS FORM FOUR. | | |

ZANA ZA KUFUNDISHIA (T.AIDS): Prepared questions on a paper

MTIRIRIKO WA SOMO

| STAGES (HATUA) | MINUTES (DAKIKA) | TEACHING ACTIVITIES (VITENDO VYA UFUNDISHAJI) | PUPILS LEARNING ACTIVITIES (VITENDO VYA UJIFUNZAJI) | ASSESSMENT (VITENDO VYA UPIMAJI) |
|--------------------------------------|------------------|---|--|--|
| INTRODUCTION (UTANGULIZI) | 10 Min | To brainstorm students about Research. | To answer those questions about research. | To see if students is able to answer those questions. |
| NEW KNOWLEDGE (UJUZU MPYA) | 30 Min | To guide students to explain the meaning of research. | To explain the meaning of research. | To see if students is able to explain the meaning of research. |
| REINFORCEMENT (KUMARISHA MAARIFA) | 20 Min | To give many questions about concept of research. | To answer those questions about concept of research. | To see if students is able to do that questions. |
| REFLECTION (KUTAFAKARI) | 10 Min | To ask oral questions about concept of research. | To answer oral questions about concept of research. | To see if students is able to answer oral questions. |
| CONSOLIDATION (HITIMISHO/SHIRIKISHI) | 10 Min | To summarize the lesson. | To listen careful and take note. | To see if students is listen careful and able to answer. |

PUPIL'S EVALUATION / TATHIMINI YA MWAN. IN: Students their able to explain concept of Research.
 TEACHER'S EVALUATION / TATHIMINI YA MWALIMU: 90% of students their able to explain concept of research.
 REMARKS / MAONI: I will give more questions to students whose do not understand well.
 TAREHE: 10 MWEZI: 01 MWAKA: 2018

Source: Field Data from teachers' lesson plan report (2018)

A lesson plan above in figure 4.4 did not meet the teaching objectives because a teacher prepared a single period of 40 minutes which belongs to only 45 students but the reality was that he/she taught more than two periods due to the large number of science students and shortage of science teachers. Therefore, the teachers' lesson plan preparation before teaching was poor.

4.4.4 Poor Cooperation between Parents and Teachers or School Management

Poor cooperation between parents and teachers or school management is also among the constraints which results in poor academic performance in PSSs in Kongwa district. The findings in Table 4.8 shows that 54(81%) of the participants reported

that some parents in Kongwa district have different ideas about education to their children. This attitude makes parents less likely to cooperate with teachers or school management as a whole. Some parents were not taking care of their children and did not make sure that they are attending school and performing better in their studies. However, parents were not willing to go to school to know their children's progress about academic performance and left those responsibilities to the teachers. This problem affects school based management students' academic performance in public secondary schools where teachers and school management in general need cooperation from the parents. Through using interview, the district secondary education officer argued that:

..In my district, many parents have poor view of education. This is a result of many parents having no cooperation with teachers and the culture of not sending their children to school. For example, some female students stay at home to get married and perform other generating income jobs...

Source: Semi-structured interview (2018)

Through interview, heads of schools said that they used to have school meeting in their schools, which made them meet with parents to talk about studies and all issues relating to academic performance of their children. One of the teachers in school 'C' said that:

.....Parents are not fully involved in their children academic matters. Hoping that teachers are the only ones who make sure that students are doing well in academics. They are busy with their duties and forgot even to attend school meetings. Only few parents used to attend to school when they are required. Some of the parents do not even buy for their children the necessary school facilities including exercise books, pens and pencils.....

Source: Semi-structured interview (2018)

A teacher from school 'E' responding to the same question, said:

... There is a challenge for small co-operation between teachers and parents as some parents do not allow their children to study hard. Instead use them as an investment that is used to generate income for the family....

Source: Semi-structured interview (2018)

On the other side, HoS 'B' said:

....the problem of understanding little free education for some parents have taken the concept of free education as absolutely free since they believe to send their children without uniforms, notebooks, shoes and pens. Some parents believe it is a government responsibility and not their responsibility and therefore do not give fully cooperation in school development. This is a problem that weakens students' ability to learn because some students sit without writing because no exercise books or go to school without shoes and thus make students unable to read hence the poor academic performance.

Source: Semi-structured interview (2018)

Furthermore, in responding to the same matter HoS 'E' added:

.. .there is a poor cooperation from parent about education. Some parents do not see the importance of school or education for their children, since many parents or guardians use their children to do homework such as farming, small businesses for self-gain, drawing water, cooking as soon as they return to school. This makes many students miss time to study and eventually lead to poor students' academic performance.....

Source: Semi-structured interview (2018)

In addition, HoS 'F' added that:

...poor cooperation between parents and teachers or school leadership lead to poor academic performanceParents do not insist their students to learn hard and to participate actively in school sessions and some parents encourage girls to quit school for marriage....

Source: Semi-structured interview (2018)

Also, through interviews, teacher from school 'B' have something to say;

... Many parents are poorly engaging with school management or teachers in general. This overwhelmingly discourages teachers to continue teaching hard because the percentages of students are aggressive and parents do not cooperate with students' discipline. For instance, some parents allow their children to have a phone and other students delay to school etc. This frustrates the commitment of teachers and end with bad results...

Source: Semi-structured interview, 2018

The finding shows that, in most cases, great numbers of parents were not attending school meetings. Also, teachers through their interview revealed that most of parents were not fully involved in children' school progresses. They were busy with their own activities something that hinder students' academic achievement.

4.4.5 Poor Supervision of Teaching and Learning in Classrooms

The findings in Table 4.8 indicate that 56(84%) of the participants commented that poor supervision of teaching and learning carried out by the heads of schools and members of the schools management team was due to the lack of teaching and learning materials and teaching load something that resulted to poor academic performance in PSSs. When the researcher asked about how classroom supervision was done, there were different responses. HoS 'E' said:

...classroom supervision by the head of school or a member of the school based management team is not done properly. I am the head of the school and I teach mathematics as other teachers do and members of the school management team do. ...where can we get time to do classroom teaching observation of each other?

Source: Semi-structured interview (2018)

Another teacher from school 'D' said:

...Classroom teaching and learning supervision is not given priority.... some teachers may enter classes unprepared. That may lead to less teaching and learning efficiency. This will affect delivery of skills and knowledge to students and in turn their academic performance.

Source: Semi-structured interview (2018)

Furthermore, the findings revealed that the inadequacy of classroom teaching and learning supervision due to shortage of teachers, teaching materials, teaching loads and poor conducive environment affects teaching and learning process in public secondary school. That is reason why most school based management fail to provide skills for students which results in poor academic performance

Table 4.9 Teachers Teaching Loads in Kongwa Public secondary Schools

| S/No | School | Class | Subject | Teacher | P/week | P/month |
|------|--------|--------|-------------|---------|--------|---------|
| 1 | A | Fi-iv | Mathematics | 1 | 18 | 72 |
| 2 | B | Fi-iii | Biology | 1 | 16 | 64 |
| 3 | D | Fi-iv | Physics | 1 | 15 | 80 |
| 4 | E | Fi-iv | Chemistry | 1 | 15 | 80 |
| 5 | F | Fi-iv | Mathematics | 1 | 16 | 64 |

Key: P/week = periods per week, p/month = periods per month

Source: Field Data from Teachers teaching time table in PSSs (2018)

Table 4.9 above shows the teachers teaching loads in some public secondary schools in Kongwa district. The findings revealed that classroom teaching supervision was not done properly because most of schools had a shortage of teachers and teachers teaching loads contain many periods that leads to poor teaching which results in poor students' academic performance.

4.4.6 Lack of Motivation for Teachers

The issue of motivation for teachers like good salary, free accommodation, free meals, extra teaching allowances, advance payments in case of financial problem and giving recognition in the form of prizes for those who perform well in their subject can help to increase teachers' performance at work. Field data in Table 4,8 shows that 55(82%) of the participants revealed that the heads of school failed to organize the teachers' motivation in PSSs. Teachers have been reluctant to work without any motivation from their leaders even when they are doing well in their work. Motivation is considered important by teachers. The present motivations in schools have an impact on the level of students' academic performance in public secondary school. Using interview a teacher from school 'B' said:

..... lack of motivation leads to the demoralization of teachers due to the difficulty living conditions...The government is reluctant to provide good houses, increase of teachers' salaries, and promotion of salary scale for long time. This situation makes teachers lose the optimism of hard working and thus lead to students' poor academic performance.

Source: Semi-structured interview (2018)

On the same matter, using interview, the teacher from school 'F' said:

.. The lack of motivation between teachers and students is the problem... the school does not have a mechanism to provide motivation for teachers and students because schools management do not have projects to earn money and subsidies from the government. This situation frustrates the desire for teachers to teach....

Source: Semi-structured interview (2018)

Table 4. 9: Teachers Motivation Rate/Trends in school A, B, C, D, E and F for consecutive four years in PSSs

| S/No | School | Teachers' motivation trends | | | | Percentage (%) |
|------|--------|-----------------------------|------|------|------|----------------|
| | | Years | | | | |
| | | 2014 | 2015 | 2016 | 2017 | 0(%) |
| 1 | A | 0 | 0 | 0 | 0 | 0(%) |
| 2 | B | 0 | 0 | 0 | 0 | 0(%) |
| 3 | C | 0 | 0 | 0 | 0 | 0(%) |
| 4 | D | 0 | 0 | 0 | 0 | 0 (%) |
| 5 | E | 0 | 0 | 0 | 0 | 0(%) |
| 6 | F | 0 | 0 | 0 | 0 | 0(%) |

Source: Public secondary schools motivation report (2018)

The findings suggest that teachers are not given motivation and good teaching and learning environment something that threatens their ability to work hard and thus resulted to students' poor academic performance.

4.5 The Strategies Employed to Overcome the SBM Constraints on Students' Academic Performance in Kongwa District

In ensuring that constraints are resolved, school based management in public secondary schools should be able to set strategies so as to monitor the teaching and learning process in order to achieve better students' academic performance in public secondary schools.

Table 4. 10: The Strategies Employed by SBM to Overcome the Constraints on Students’ Academic Performance in PSSs in Kongwa District (N= 67)

| S/N | STRATEGIES | PARTICIPANTS | | | | N= 67 | PERCENTAGE |
|-----|---|--------------|----|-----|-----|-------|------------|
| | | ST | T | HoS | DEO | | |
| 1 | Increase of budget/fund in PSSs. | 35 | 23 | 6 | 1 | 65 | 97% |
| 2 | Effective teaching and regular assessment | 34 | 21 | 5 | 1 | 61 | 91% |
| 3 | Good cooperation btn teachers and parents | 30 | 22 | 6 | 1 | 59 | 88% |
| 4 | Provision of motivation for teachers | 34 | 24 | 5 | 1 | 64 | 95% |

Key: ST - Students, T - Teachers, HoS - Heads of School, DEO – District Educational Officer.

Source: Field data (2018)

4.5.1 The Increase of Budget/ Fund in Public Secondary schools

The availability of funds for public schools is one of the most successful strategies in solving many constraints facing public secondary schools in Kongwa district and other parts of the country. Finding in Table 4.11 shows that 65(97%) of the participants argued that allocation of funds in public secondary school enable the heads of school and teachers to perform their duties and achieve their objectives. This would results in good academic performance in public secondary schools.

Using an interview, HoS ‘A’ said:

...the government should be able to provide adequate funding / grants to public schools so that they can carry out their mandate, such as funding for buying books, teaching and learning materials and money for publishing examinations in order to bring

productivity in teaching and learning process in achieving targeted goals for students' academic performance...

Source: Semi-structured interview (2018)

On the same matter, using focus group discussion with students, a form two student from school 'A' said:

..The government should invest money in public secondary school for buying educational materials such as textbooks and additional books, teaching tools and chinks in order to increase the passion for teachers to work hard and give us the right to learn so as to achieve the best possible level of achievement....

Source: Semi-structured interview (2018)

The findings show that, in order to deal with various constraints including shortage of books and other teaching and learning materials in public secondary schools the government in collaboration with various educational stakeholders should provide enough budgets to meet these needs in order to improve academic performance in public schools in the country.

4.5.2 Effective Teaching and Regular Assessment Practices

Effective teaching and regular assessment practices such as administration of exercises, tests, projects and examinations is a strategy that provides good academic performance in public secondary schools. Findings in Table 4.11 shows 61(91%) of the respondents reported that the effective teaching and regular assessment practices tend to depict a good students in academic performance in public secondary school. Heads of schools played their role in implementing the effective teaching and regular assessment and evaluation procedures in their schools so as to provide a

conducive learning environment for excellent students' academic performance in public secondary schools.

Using an interview, the district secondary education Officer said:

..as a district secondary education officer, I set up a program to ensure regular assessment in schools using the vehicles of the Council that are under the executive director. In order to fulfill the goals or objectives, we have set for the whole year, we conduct training for teaching and inspection development of the classes, repairing teachers' houses and toilets. The goal is to improve learning environment to increase the efficiency in education...

Source: Semi-structured interview (2018)

Moreover, HoS 'B' added and said:

..We have many things to do in our school including assessment such as exercises, weekly tests and examinations we done in a bid to raise students' academic performance. ...

Source: Semi-structured interview (2018)

On the same matter HoS 'E' argued that:

... My school management has made good plans for fully managing teaching in classroom, ensuring that teachers are preparing lessons, have subject lesson notes and teaching using tools. Also provision of regular experiments and examinations by encouraging teachers to work hard, give students' exercises, correct and provide results on time...

Source: Semi-structured interview (2018)

In addition, through interview a teacher from school 'D' said:

..... Our school has developed self-discipline strategies and offers regular pilot studies with school based management especially a professional unit to track teachers in order to complete topics from

the goals we set so as to increase the students' academic performance....

Source: Semi-structured interview (2018)

Using a student focus group discussion, a form IV student from school 'B' said:

.... A school based management should encourage teachers to work hard and insist the government to rise funding for increased teaching materials and giving motivation to teachers....

Source: Focus group discussion (2018)

The findings suggest that adequate budgeting in public secondary schools will greatly help to improve teachers 's motivation to teach, school infrastructure and implement the necessary teaching and learning needs and ultimately achieve the goal of each school in academic performance.

4.5.3 Good Cooperation between Parents and Teachers

The findings in table 4.11 show that 59(88%) of the participants argued that the collaboration between parents and teachers or school management is a major weapon in achieving goals and providing good results on students in public secondary school. Through interview, the HoS 'C' said:

... The school administration has set up a partnership between parents and ward executive officer as well as a school board in encouraging students to read hard and to attend sessions so as to improve academic performance...

Source: Semi-structured interview (2018)

Using interview on the same matter, HoS from school 'E' said:

..Parents and teachers should work together with school management team in managing the students' behavior, tracking their learning and motivate them when they do well and punishing

them when they do wrong. Doing so effectively in education will increase the academic performance and we will finally fulfill our goals.....

Source: Semi-structured interview (2018)

In a Focus Group Discussion with Form IV students from school 'F' One students said:

... there should be a sufficient co-operation between parents and teachers or school management that will help to increase efficiency and improve our academic performance... parents should participate in school sessions, provide donations needed, emphasize the issue of discipline and participate in school development activities...

Source: Focus group discussion (2018)

Furthermore a Form II student from school 'A' added that:

... In order to ensure good academic performance, our school management should strive for a good cooperation with parents and stay together to enhance our academic development along with behavior in order to have good performance in our examinations ...

Source: Focus group discussion (2018)

The findings show that good cooperation between parents and teachers or school leadership would bring positive results to public secondary schools. The presence of good communication would help parents and teachers sit together discuss and solve constraints facing public secondary schools in Tanzania.

4.5.4 Provision of Motivation for Teachers

The Findings show that 64(95%) of the participants commented that the provision of motivation for teachers in public secondary schools can provide a good

environment for teaching and learning in order to bring joy and efforts for teachers . Also, teacher would feel happy and increase their morality in teaching. This could provide better educational results for students in public secondary schools. For further interviews, a HoS from school ‘A’ said:

..... My plan is to arrange regular sessions between parents and teachers to discuss about school development as well as student education issues in general so as to maximize students' ability to study hard...

Source: Semi-structured interview (2018)

A form two student from school ‘F’ through focus group discussion argued that:

..... the school based management has set up a system of motivating for teachers to work hard, and punishing the weak students, conducting exercises, monthly tests and sending our reports to parents on time....

Source: Focus group discussion (2018).

4.6 Chapter Summary

From the first objective which aimed at investigating the influence of SBM practices in enhancing students’ academic performance in public secondary schools in Kongwa district, the findings show that the public secondary schools need more support such as teaching and learning resources, teachers, and enough budgets so as to achieve their teaching objectives in order to raise the student’s academic performance.

The second objective which aimed at identifying the factors that constrained the SBM, it was revealed that lack of budget, shortage of teachers, poor cooperation between parents and teachers and poor supervision of teaching in PSSs fail to provide skills for students which results to poor academic performance. Hence the

government should play the great role to overcome those constraints in order to enhance the good students' academic performance in PSSs.

Objective three based on the strategies to overcome the SBM constraints. The findings show that provision of motivation for teachers, effective teaching, good cooperation between teachers and parents and enough budgets are important factors in increasing efficiency in teaching and ultimately positive results on students' academic performance in public secondary schools.

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

5.1 Introduction

This chapter discusses the major findings relating to the research objectives presented in chapter four. The study examined the influence of school based management practices on students' academic performance in public secondary schools in Kongwa district. The discussion was based on three objectives supported with related literature which includes; examining the influence of School Based Management practices used to enhance secondary school students' academic performance, identifying the factors that constrained SBM in enhancing public secondary school students' academic performance and exploring the strategies employed to overcome the SBM constraints on students' academic performance

5.2 The influence of School based Management Practices used to Enhance Secondary School Students' Academic Performance in Public Secondary Schools

The research aimed to identify the practices used to enhance students' academic performance in public secondary schools in Kongwa district. The research findings show that the participants revealed different management practices used to enhance students' academic performance in PSSs. About 81% up to 97% of participants identified the practices used to enhance the students' academic performance in Kongwa district which includes; provision of text books and reference books, provision of meals during school hours, supervision of teaching and monitoring of classroom schedules and school based tests and examinations.

On provision of text books and reference book, the findings show that the availability of text and reference books is very important in improving public secondary school academic performance in Kongwa district. The SBM in public secondary schools employed efforts to ensure that they get text and reference books in order to provide skills to the learners so as to influence the students' academic performance. This is supported by UNESCO (2005) which found that textbooks are the product of the curriculum development process and are aligned with high quality pedagogy. Textbooks are grounded in learning theory and subject specific content theory to support highly effective pedagogical practices, clearly focused on key concepts, knowledge, and consistent with learning through teaching and learning process.

Also, the findings are in line with Education Training policy (URT, 2014) which point out that text and reference books offer a varied application of concepts and principles that facilitate active and equitable participation of all learners. It guides learners to reflect on what they are learning. Textbooks facilitate learning of measureable outcomes, and include multiple perspectives and differentiation in the paths to a given content. They are designed for age-appropriate conceptual levels, and take into account for different environments, as well as the background and needs of learners. They must also be affordable, durable, and accessible.

Provision of meals during school hours. The findings suggest that the issue of food delivery or meals in public schools in Kongwa district has been given priority by school based management together with parents to ensure that lunch for students is available in order to make them learn and perform better in academics. Students who eat healthy meals during school hour are likely to be more active in class, and retain

more information to their studies. The findings supported by Education Training policy 2014 which reported that improved school food in schools is a major component of improving students' academic performance in secondary schools. Provision of lunch in school can result in better school attendance, improved behavior and better academic performance.

Supervision of teaching and monitoring of classroom schedule. The findings revealed that classroom management has been monitored by school SBM. Heads of schools in Kongwa district were urged to make more efforts in teaching supervision and monitoring of classroom schedules for teachers in order to increase the level of school academic performance. It is argued that a successful teaching supervision has a positive attitude that can influence students' academic performance in PSSs. The findings are in line with (Samuel, 2006) who argues that when the academic supervisors' attitude towards work and their school is positive, the teachers are more likely to be satisfied with and interested in their work. Furthermore, the heads of schools and staff members prefer working with someone who has a positive attitude.

Also, Chiovere (1995) argues that supervision involves the assessment of proper implementation of policy, correction of identified weaknesses, direction and redirection of stated aims, objectives and goals of an education system at a given level. Smith, (1996) classified the classroom instructional supervision process during teaching practice based on three main phases: Pre-observation conference, Observation and the post-observation conference. The pre-observation conference is the period that the instructional supervisor strives to develop a rapport between him and the teacher. Observational instruction begins when the teacher and instructional supervisor enter the classroom to instruct and observe the teaching process. At the

last phase, the supervisor as a professional practitioner observes the teacher based on areas agreed up on and collects as much information as possible about the teaching and learning situation. Also this practices are in line with contingency theory of management that can be applied to SBM to enable the heads of schools to cooperate with the team members by identifying their duties and knowing their attributes in order to help or manage their expectations and running the team smoothly to enhance the students' academic performance.

Provision of School based test and examination. The findings show that school based Management has shown the level of test and examination practices in public schools in Kongwa district as an experience of students' development or achievements which is measured in term of tests and examination assessment to determine whether they can continue with the post-secondary studies. Education Training policy (2014) supported the findings that the test and examination assessment should be an ongoing activity whereby an effective teacher can use different methods to monitor students' learning and give meaningful feedback for better learning improvement.

The findings are line with Johnson (2012) who argues that assessment guidelines should focus on progress, standards, and student- growth expectations. All systems need feedback to remain viable. Feedback requires information about students' success in relation to the purposes, goals, and output of the school. Successful schools are those that are designed to improve student learning by participating in on-going planning and evaluation.

5.3 The Factors that Constrained SBM in Enhancing Public Secondary School Students' Academic Performance in Kongwa District

The research identified and determined the constraints that face public secondary school students' academic performance in Kongwa district. The public Secondary schools have been exposed to many challenge that have been contributed to the detrimental effect of the critical students' academic performance which largely hindered the students' academic achievements in PSSs in our country. Governments, donors and parents are the major stakeholders who are supposed to put forward their efforts in ensuring the constraints that arisen in public secondary schools are resolved through effective strategies to influence students' academic performance in public secondary schools.

Shortage of fund on public secondary school operation. The findings revealed that shortage of fund in public secondary schools is the major constraint that leads to the dropout of students' academic performance. The implementation of many extra-curricular activities in PSSs in Kongwa district such as field work, school trips, external revision sessions, students' conferences and teachers' motivation were being undermined because of lack of fund. It is argued that before independence, the colonial government in collaboration with NGOs provided some social services including education after independence. The government was committed to provide free education at all levels a social services. However, the government should have enough fund/resources to continue financing free education and direct costs in public secondary schools and higher education for the establishment of education and management of schools (URT, 1995a).

The findings are supported by Galabawa 2001 who adds that in most countries, developed and less developed; the sources of education revenue invariably involve a combination of public and private financing sources. There are various sources of education revenue including fiscal sources; user charges including various forms of cost recovery and cost sharing sources; student loans constituted as a revolving fund in schools which generates income and various forms of community contributions.

The shortage of teachers for science subjects. The findings show that lack of science teachers in public secondary schools is among of the constraints that generally hindered the realization of the targeted goals. This situation weakens students' ability to learn and perform better in subjects. Also, science subjects in PSSs such as Physics, Chemistry and Biology were less taught because of lack of science teachers. This situation weakens the dreams of science students. Welch (1998) supports the findings that a major problem in prompting inquiry was encountered in the preparation of science teachers. Many science teachers are ill-prepared, in their own eyes and in the eyes of other to guide students in inquiry learning and over one third feel they receive inadequate support for such science subject teaching. Presently, the notion of lack of science teachers causes a great deal of confusion among teachers and this may well be a main reason for poor academic performance in public secondary schools.

Poor Supervision of Teaching Preparation. The findings revealed that there was poor supervision of teaching preparation because teachers prepared themselves to teach by writing schemes of work and lesson plans with poor supervision from heads of schools in Kongwa PSSs. This led to poor teaching process something that results in poor academic performance in PSSs. According to the Education and

Training Policy (2014), it is argued that the role of the heads of school in secondary schools is to ensure that teachers prepare before they teach because it determines the effectiveness of teaching and learning in the classroom. Furthermore, Okumbe (1998) support the findings that the supervision involves observation of professional teachers' behaviour and their performance during teaching sessions in the classroom which results in students' good achievement or performance in examinations.

Poor cooperation between parents and teachers/school management. The findings show that some parents do not cooperate with teachers or school management on the matters related to their students' academic progress. This situation leaves students' problem unsolved and in long run, it can lead to failure in academics. However, when students perform poorly in their final examinations, the parents used to turn all their eyes and fingers to teachers forgetting that there is part of the cause of children's failures. Frequency communication is required between school management and parents to discuss the ways to help their children.

From the findings Jubber (1994) argues that parents and teachers are most influential from period of schooling in child life. Parents normally start emphasis of education to children and teachers extend it. He emphasizes the importance of parents' cooperation with school and establishes good education relationship with teachers. This means that children intellectual potential for success in school education depend in initial efforts of parents in cultivating this potential so as to prepare conducive environment for good students' academic performance.

Poor supervision of teaching and learning in classrooms. The findings show that classroom teaching and learning supervision was hindered by the shortage of

teachers. Poor supervision of teaching makes teachers in schools to be tired of their own teaching. This situation resulted in ineffective teaching and learning in classrooms and poor teachers' preparation that affected students' academic performance in PSSs. Also, it can be concluded that there was inadequate students' classroom supervision either by the school management or teachers themselves (Smith (1996). Galabawa, (2001) also argues that what really happens in schools and classrooms on a daily basis is what matters in improving teaching and learning. Furthermore, the Education Training Policy (2014) reports that the supervision involves observation of professional teachers' behaviour and their performance during teaching sessions in the classroom which results in students' achievement or performance in examinations.

Lack of motivation for teachers. In general, the finding demonstrate that the issue of motivation for teachers such as good salary, free accommodation and extra teaching allowances are not so much considered in public secondary schools. The inability of government or school based management in public secondary schools to provide free accommodation and allowances for teachers had already been a critical problem. Furthermore, from the findings, Davidson (2007) argues that teachers have generally been unhappy with their housing arrangements. He showed that not only there were too few houses available to accommodate teachers but also the majority of the houses were in extremely poor condition.

Low motivation to teacher in public secondary school is likely to result in poor students' academic performance. Also, Clarke (2007) advocates that leaders need to motivate their workers so as to work hard and be committed to their tasks given in order to attain the vision set for the institution/ organization. The findings imply that

the use of regular examinations and tests alone do not contribute to enhance academic performance in schools.

5.4 The Strategies Employed by SBM to Overcome the Constraints on Students' Academic Performance in Kongwa district

The findings revealed that the school based management under supervision of heads of schools used different strategies to overcome the constraints which hindered good academic performance in PSSs .The strategies employed included an effective teaching and regular assessment practices, the increase of budget/fund, good cooperation between parents and teachers and provision of motivation for teachers. Those were mostly used to enhance the students' academic performance in Public secondary school.

Effective teaching and regular assessment practices. The findings show that the issue of effective teaching and doing regular assessment practices are important strategies to be given a priority in public secondary schools since schools set up goals to ensure that teachers are teaching diligently and evaluating immediately after teaching and provides feedback to students. Ramsden (1992) argues that effective teaching and regular assessment can open changes. it involves constantly trying to find out what the effects of instruction are on learning, and modifying the instruction in the light of the evidence collected. Good teaching fosters a sense of student control over learning interest in the subject matter and also teachers create learning tasks appropriate to the students' level of understanding.

Ajuonuma 2007 argues that effective teaching and classroom assessment practices have the potential not only to measure and report learning but also to promote it.

Formative assessments for students provide feedback for learning. They are also important for continued adjustments on both teachers and student as the means to achieve maximum performance. Well-designed classroom assessment and grading practices can provide the kind of specific, personalized, and timely information needed to guide both learning and teaching. The Education Training Policy (2014) support the findings that the frequent education assessment contribute to high students' academic performance in public secondary schools since teachers use participatory methods and different types of assessments which enable students to understand from a several number of quizzes, tests and exercises that enhance their students' academic performance.

The increase of school budget is very important since it allows the heads of schools in public secondary schools to organize the teaching process through buying teaching resources and other services such as rehabilitation of infrastructure and teachers' houses which were needed by school management for provision of academic services. A school budget/fund helps to bridge the gap that can exist between a public school stated goals and resource allocation. The budget process forces the discussion that will inform choices among various programs competing for the limited available resources (Hunts 1992).

The budget /financial plan is prepared prior to a given financial year and expresses the annual plan in monetary terms, following the existing government guidelines. The budget is to be developed within the framework of the Ministry of Education and Vocational Training (MOEVT). The inputs of the budget include (URT, 1995): travelling of teachers to attend school-related activities, such as inter-school seminars and workshops; repair of locks of doors, and painting expenses; in house

seminars as school- based staff development; teaching materials such as textbooks and reference books; as well as teaching aids, wall maps, globes, charts and science kits will enhance the students' academic performance.

Good cooperation between parents and teachers. The findings revealed that co-operation between parents and teachers or school leadership is crucial in increasing student academic achievement. Parents and teachers should cooperate so as to monitor students' academic development in order to achieve goals and good academic performance in PSSs (Hape, 2005). According to UNESCO (2000), it is argued that communication between school and parents is an important item for parental involvement. More communication between school and parents is needed and specific types of communication are important. Two-way formal exchanges between teacher and parents are much more effective than one-way communication from the teacher alone.

Mulengeki (2004) adds that parents should be involved in their children's school because they want to feel that they are in partnership. Also, they want the school to know them personally as individuals and be kept well informed about progress made by their children and they need to receive clear information about day-to-day matters that affect their children academic performance.

Provision of motivation for teachers. The findings show that the teachers' motivation is the technique that can enhance work efficiency. Teachers should have a good teaching environment such as housing, extended salaries, salary scale promotions and gifts when they do well in their students' subjects. Cheptoek (2000) supports the findings that the motivation and favorable learning environment should

be available in order to give the teachers' joy and tranquility. In Tanzania, information about the teachers' job performance is little documented, yet job performance of teachers is important in areas like classroom management, participation, guidance and counseling and conducting fieldwork among other activities. The relative attractiveness of salaries for teachers can influence quality students' academic performance. Policy makers need to harmonize teachers' remuneration in public and private sectors so as to make teachers more competitive. Establishing separate salary scales for teachers and heads of schools can attract more the teaching staff. At the same time, salary scales should reflect teaching process structures and attract high performance to all schools (OECD (2004)). This also are in line with contingency theory of management so as it gives a directions to heads of schools or authority to develop different training to staff members in order to make them think more and ability to work effectively and efficiently as a motivation to work

5.5 Chapter Summary

The chapter presented the discussion of the findings supported with literature reviews generated from research objectives. This objectives includes, the School Based Management practices employed in public secondary schools to enhance students' academic performance, the factors that constrain School Based Management in enhancing students' academic performance in public secondary schools and the strategies employed by SBM to overcome constraints in enhancing academic performance in public secondary schools.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the summary of the research findings as well as conclusion that are also drawn on the research findings presented in chapter five. The chapter, further, presents recommendations based on the influence of SBM practices on students' academic performance in public secondary school conducted in Kongwa district.

6.2 Summary of the Study

The general objective of this study was to investigate the influence of school based management practices on students' academic performance in public secondary schools in Kongwa district. The specific objectives were formulated including, to examine the SBM practices used to enhance secondary school students' academic performance, to identify the constraints facing school based management on secondary school students' academic performance and to explore the strategies that management employed to overcome the constraints to ensure public secondary school students' academic performance.

The study purely used qualitative research approach it employed a multiple case study design to obtain the in depth information of the participants or particular phenomena. The Sample size included 67 participants. 36 were students, 24 were teachers, 6 were heads of schools and 1 was a District Secondary Education Officer.

The purposive sampling was used to select the students, teachers and district secondary education officer. The study also employed data collection such as Semi-

structured interview, Focus group discussion and Documentary review to obtain the data from the field.

The findings revealed that there are many practices that are used to enhance students' academic performance in public secondary schools in Kongwa district. These practices include the existence of text and reference books, the issue of food delivery in public schools, teaching supervision and classroom practices and the provision of the school based tests and examination assessments in classroom studies.

The findings show that the text and reference books, food delivery, critical supervision of classroom and school based tests and examinations were among the practices that were used to enhance students' academic performance in public secondary school in Kongwa district.

The findings indicated that students' academic performance in public secondary schools were mostly affected by lack of funds for extra-curricular activities such as field work, school trips, external revisions sessions, and students' conferences. The issue of lack of science teachers in public schools hindered the achievement of targeted goals. It further, weakened students' ability to learn and achieve good academic performance. Poor supervision of teaching preparation such as writing schemes of work and lesson plans resulted to poor teaching process. Poor cooperation between parents and teachers or school management led to poor school management. Poor supervision of teaching and learning in classrooms was hindered by the shortage of teachers. And the issue of lack of motivation for teachers such as good salary, free accommodation and extra teaching allowances affected the teachers' morale.

The findings revealed that the above mentioned constraints hindered the students' academic performance in public secondary schools. So there is a need for the government and stakeholders to take initiatives to make sure that educational service in PSSs school are maintained.

The response from teachers, students and district education officer revealed that the SBM employed different strategies to overcome the constraints that affect the students' academic performance in public secondary schools. Such strategies include effective teaching and regular practice assessment which include exercises, tests, projects and examinations. Good cooperation between parents and teachers or School management and Provision of motivation for teachers could provide a good environment for teaching and learning. There was a need for the government and stakeholders to play a great role to overcome those constraints by providing enough funds in public secondary schools so as to raise the students' academic performance.

6.3 Conclusion

This study made the following conclusions with regard to each of the specific objectives.

First, basing on the findings regarding the influence of school based management practices on students' academic performance in PSSs, the study concludes that the autonomy of SBM in PSSs especially for heads of schools should be a pillar for school decision making, and holding them more accountable for good results. It can further be used to empower teachers through considering and strengthening the SBM practices. The SBM practices include provision of text book and reference books, the issue of meals during school hours, teaching supervision and school based tests

and examination assessments in classroom studies. Also the educational services priorities such as housing, classrooms and labs should be considered by the government and stakeholders in order to support the SBM in achieving its goals on students' academic performance in PSSs.

Secondly, from the research objective two, the study concluded that the SBM especially heads of schools and teachers in general tried their level best to perform their role in enhancing students' academic performance in PSSs. However, there were constraints such as lack of funds for extra-curricular activities, lack of science teachers, poor supervision of teaching preparation, poor cooperation between parents and teachers and poor supervision of teaching and learning in classrooms. These constraints hindered the academic performance on students. Therefore, the government and stakeholders should take different measures to overcome those constraints by increasing the budget to ensure good academic performance on students.

Lastly, in relation to research objective three, the factors like close supervision of teaching process, good cooperation between parents and teachers, frequent exercises, tests and examinations for students, the increase of funds and motivation for teachers were the SBM strategies that could promote the students' academic performance in PSSs. However, the government, stakeholders and parents together should provide materials and moral support to PSSs so as to insure the students' academic progress.

6.4 Implication of the results

First, From the research objective one, the SMB practices such as Provision of text book and reference books as one of management practices implies that the government and educational stakeholders used to supply text books in public secondary schools to enable those public schools to have good academic performance. In other ways, some of public secondary schools used to buy text and reference books from their own source so as to increase the academic performance to achieve the objectives.

Secondly, from the research objective two, the factors that constrained SBM in enhancing Public Secondary School Students' Academic Performance in Kongwa District such as Poor Supervision of Teaching Preparation. The result implies that supervision of teaching preparation was not done properly. Heads of schools were not aware of the supervision of teachers teaching preparation due to the unavailability of teaching resources such as schemes of work, lesson plans teaching aids and teaching load periods which resulted from a large number of students and poor performance. Also the issue of lack of motivation for teachers such as low salary, free accommodation and extra teaching allowances affected the teachers' morale. So there is a need for the government and stakeholders to take initiatives to make sure that educational service in PSSs school are maintained to enhance academic performance in PSS.

In objective three, the research findings implies that the SBM strategies such as effective teaching and regular classroom assessment practices should be given a priorities to those public secondary schools since schools management set up goals to ensure that teachers are teaching diligently and evaluating immediately after

teaching and provides feedback to students to enhance students' academic performance in PSS. Also the increase of school budgets aims to allow the heads of schools in public secondary schools to organize the teaching process through buying teaching resources and other services such as rehabilitation of infrastructure, resource allocation and teachers' houses which were needed by school management for provision of academic services.

6.5 Recommendations for Action

- i. It is hereby recommended that the SBM should play their role to ensure the conducive environment for teaching and learning process. They should ensure the availability of teachers' houses and classes. They should monitor exercises, tests and examinations in order to improve the students' academic performance in PSSs especially in Kongwa district.
- ii. The MoEVT through regional education authorities should supply to each public secondary school the relevant and adequate teaching materials. This will ensure that students across all PSSs in the country are taught what is in the syllabus for better preparation of National examinations. This will also enable teachers to teach students within the syllabus and complete the relevant and target topics on time.
- iii. The Ministry of Education and vocation training needs to ensure that all PSSs should have enough qualified science teachers in order to promote the science subjects at the school level. It should also ensure availability of enough funds to enable the heads of schools to monitor teaching and learning process.

6.6 Recommendation for further Studies

Further studies should be done to examine the influence of students' academic performance in public secondary schools in Dodoma Region using larger sample than that was done in Kongwa district. Such studies will be useful to examine other variables that could be the influence of students' academic performance in public secondary schools.

6.7 Chapter Summary

This chapter has given a general summary of the study. It has also made a conclusion for the study. Moreover, it has given a considerable recommendations and recommendations for further studies to examine the influence of school based management practices on students' academic performance in public secondary schools in Tanzania specifically Kongwa district.

REFERENCES

- Ajuonuma, J. O. (2007). *A survey of the implementation of continuous assessment in Nigerian Universities*. A Paper Presented at Second Regional Conference of Higher Education Research and Policy Network (Herpnet) held at Ila Ibadan, Nigeria.
- Albers, S (2002), *'Salesperson's Motivation, section and Training'* Hand book Marketing.
- Annisia, M.M. (2015), *Parental involvement and its Effect on students' academic performance in its Effects on students' academic performance in public secondary school in Korogwe Tanzania*. Unpublished MA (Ed) Dissertation. Open University of Tanzania.
- Ary, D. Jacob, L., Scoresen, C., Razavieh K. 2010, *Introduction to research in Education* (8th ed) Widswoth: Belmont.
- Babyegeya, E. (2002), *Educational Planning and Administration*. Open University of Tanzania: Dar es Salaam.
- Bryman, A. (2004), *Social Research Methods*. 2nd Oxford University Press New York
- Bush, T. and Middlewood, D. (2005). *Leading and Managing People in Education*. Sage Publications Limited: London.
- Chapman, J. D (1990) *School Based Decision Making and Management: The Falmer Presss, London*.
- Cheptok, M. (2000), *Job satisfaction and job performance amongst non-academic staff at Islamic University in Uganda*. Unpublished (Masters of education, dissertation, Makerere, University, Kampala, Uganda.
- Chiovere, B. R. (1995), *Educational administration and management*. Harare: Paper converters Ltd, Marogoro.
- Clarke, A. (2007), *The handbook of school management*. Kate McCallum: Cape Town, South Africa.
- Cohen, L., Manion and, Marison K (2000), *Research Methods in Education* Rutledge, London
- Cohen, L., & Manion, L. (2014), *Research Methods in Fifth Edition SAGE*: London
- Creswell, J. W. (2012), *Educational research: A qualitative and quantitative Research* (4thed.) Sage Publications: London.

- Creswell, J. 2013, *Quality Inquiry and Research design: Choosing among. five approaches.* Oasks CA: SAGE, London
- Creswell, J. (2014) ,*Research Designs.* SAGE: London.
- Davidson, E. (2007), *The Pivotal Role of Teacher Motivation in Tanzania.* The Educational Forum, Dar es Salaam.
- Denzin, N. K., & Lincoln, Y. S. (1994). *Handbook of qualitative research.* Thousand Oaks, Calif: Sage.
- Dimmock, C. (2013), *School Based Management effectiveness;* Rutledge Taylor Francis Group London & New York.
- Donaldson, I., (2001), *The Contingency Theory of organizations,* Thousand Oaks .Sage
- Emory, C. W and Cooper D.R (1991), *Business Research Methods, 4th edition,* Richard DI rwin, Homewood.
- Festus, F.M. (2012), *Leadership styles of school Heads and school performance in Dodoma Municipality Tanzania.* Unpublished MA(Ed) Dissertation. University of Dodoma.
- Fiedler, F.E & Chemers (1997), *A theory of Leadership of Effectiveness Management,* Foreman and Company, New York.
- Galabawa, C.J (2001), *Perspectives in Educational Management an Administration.* KAD Associates/FTC. Dar es salaam.
- Gupta, I. (1990), *The Process of Management.* V. K. Publishing House: New Delhi.
- Hallinger and Hausman (2013), *Conceptualizing school restructuring.* School-based management and school effectiveness, Rutledge. London.
- Hape, C.M.D. (2005), *Determinants of Community Involvement in Primary School Management in Singida.* Unpublished M.A Dissertation. University of Dar es Salaam.
- Hoy, W. K. and Miskel, G. M. (2001), *Educational Administration: Theory, Research and Practice.* McGraw Hill Higher Education: London.
- Hunts, W. J. (1992). *Managing people at work,* McGraw Hill: London
- Johnson K & Elizabeth M (2012), *Response to Intervention and Precision Teaching.* The Gulford Press New York.

- Jubber, K. (1994), The early home-environment and its influence on standard four and standard ten school performance. *South African Journal of Education*, 14 (3), 135-140
- Kapena, S. (2003), *How to be a Wise Leader: Principles that Work*. Pauline' Publications Africa: Nairobi.
- Kombo, D.K. and Tromp, D.L.A. (2006), *Proposal and Thesis Writing: an Introduction*. Pauline's Publications Africa: Nairobi
- Kothari, C.R. (2004), *Research methodology: methods and techniques*; 2nd Ed. New Age international (P) LTD, Delhi India.
- Kumar, R . (2011), *Research Methodology: A step by step guide for beginner* 3rd edition. SAGE. New Delhi India.
- Maketere, Y. M. (2003), "*The Effectiveness of Community Secondary Schools in Tanzania: A Case of Mvomero District*. Unpublished MA(Ed) Dissertation. Dar es Salaam: University of Dar es salaam.
- Msila, V. (2011), "School Management and struggle for effective school" *AfricaEducation .Review*, Vol 8 No.3.
- Mulengeki, F (2004), *Education and Poverty Alleviation: Local Community Capacity and School Functioning*. Education, Poverty and Inequality, KAD Associates: Dar es Salaam.
- Mulford, W. (2003), *School Leaders: Challenging Roles and Impact on Teacher and School Effectiveness*", a paper prepared for the OECD Improving School Leadership activity.
- Murphy, J. (1997), *Restructuring through school-based Management Insights for improving tomorrows schools* .In Townsend, T, (ed).Restructuring and quality issues for tomorrow's Schools. Rutledge London.
- Mwangi, D.K. (2012), *Challenges facing public secondary school managers in the implementation of strategic plan*; in Gatundu North District, Kiambucountry Kenya.
- NBS. (2012), *Population and Housing Census 2012. General Report*. Dar es Salaam, Tanzania: national Bureau of Statistics.
- Nyandwi.M.D,(2014), *Determinants of poor academic performance of secondary school students in Sumbawanga District Tanzania*.Unpublished MA (Ed) Dissertation. Sokoine University of Tanzania.
- Odden, A. & Busch, C. (1998), *Financing schools for high performance: Stragies for improving the use of educational resources*. *Jossey-Bass*, San Francisco.

- OECD (2004), *Learning for Tomorrow's World: First Results from PISA 2003*, OECD, Paris.
- Okumbe, J.A. (1998), *Educational Management Theory and Practice*. Nairobi University Press: Nairobi.
- Osei, G.M. (2006), Teachers in Ghana: Issues of training, remuneration and effectiveness, *International Journal of Educational Development*, 26, 38-
- Prasad, L. M. (2007), *Organizational behavior*. Sultan and Chand. New Delhi.
- Ramsden, P. (1992), *Learning to Teach in Higher Education*. Rutledge, New York:
- Samuel, C. C. (2006), *Supervision*: McGraw-Hill Company: New York.
- Santibanez, L. (2006), School- Based Management Effects on Educational outcomes: A Literature Review and Assessment of the Evidence Base. Background Paper prepared for the programmatic study on School Based Management for World Bank.
- Scott, J. (2006), *Documentary research*. London SAGE.
- Scott, W. R. (1987), *Organization Rational, Natural and the Problem of Change*. Boston. Allyn and Bacon.
- Smith, M. K. (1996), *The Function of Supervision, The Encyclopedia of Informal education*. <http://www.infed.org/biblio/functionssupervision.html> Retrieved on Friday, 2 1st June, 2018.
- Stahl, M. J. (1996), "Achievement, Power and Managerial Motivation: Selecting Managerial Talent with the job choice Exercise " *Personal Psychology* 36:775-789.
- Shenton, A. (2014), *Strategies for Ensuring Trustworthiness in Qualitative Research*. New Castle: Unpublished Article
- UNESCO (2005), *UNESCO comprehensive strategy for textbooks and learning materials*. Section q/ Education/or Peace and Human Rights Division/or the Promotion of Quality Education, UNESCO. University of Cambridge.
- UNICEF (2000), *Curriculum report card*. Working paper series, Education program division New York.
- URT (1995a), *Education Training Policy*. Ministry of Education and Culture Dar es Salaam.
- URT (2014), *Education Training Policy*. Ministry of Education and Training vocation: Dar es Salaam

- URT (2016), *Basic education Statistics in Tanzania (BEST) 2014 -2016* National Data Dar es Salaam.
- URT (2017), *Basic education Statistics in Tanzania (BEST) 2015 -2017* National Data Dar es Salaam.
- URT, (2004c). *Educational sector Development Programme: Secondary Education Development Plan (SEDP); 2004 – 2009; Final Document*. Ministry of Education and Vocational Training: Dar es Salaam
- Verspoor, A. (2008), *At the Crossroads: Choices for Secondary Education in Sub Saharan Africa*; The World Bank. Washington DC.
- Vumbi, M. (2013), *The poor performance of students in community secondary school in Tanzania*; In Temeke District (Unpublished, PA Dissertation). Mzumbe University.
- Welch, J. (1998), *Management Insights and Leadership Secrets of the Legendary CEO*: McGraw Hill, New York
- World Bank (2008), Kenya Data and Statistics, Retrieved from [http//web World Bank orgpk3:45hrs](http://web World Bank orgpk3:45hrs).
- World Bank (2007b) Implementation completion and Results Reports for Punjab Education Sector Development Policy credit. World Bank Washington.
- Yin, R. (2012), *Qualitative Research from Start to Finish*; New SAGE.
- Yolanda, P.B (2014), *Determinants of high academic performance in secondary schools in Kilimanjaro in Tanzania*. Unpublished MA(Ed) Dissertation. OpenUniversity of Tanzania

APPENDICES

Appendix I: Students' Focus group Discussion guiding questions

- (1) What is the influence of school based management practices employed on your school to enhance students' academic performance. Describe your answer
 - (a) Provision of text and reference books
 - (b) Provision of meals during school hours
 - (c) Teachers' commitment in teaching
 - (f) School based test and examination
- (2) What are the constraints do you mostly face in your school when implementing the school based management practices on students' academic performance in public secondary school?
- (3) What does the school based management employ to ensure a good a academic performance?

Appendix II: Teachers' Interview Guiding Questions

- (1) What is the influence of school based management practices employed on your school to enhance students' academic performance. Describe your answer
 - (a) Provision of text and reference books (b) Provision of meals during school hours
 - (c) Teachers commitment in teaching (f) School based test and examination
- (2) What are the constraints do you mostly face in your school when implementing the school based management practices in relation to students' academic performance in public secondary school?
- (3) What strategies does the school based management practices employ to ensure a good academic performance?

Appendix III: Heads of School Interview guiding questions

1. How would you relate the school based management practices, their implementation and the academic performance of the students in the respective schools?
2. What are the constraints do you mostly face in your school when implementing the school based management practices on students' academic performance in public secondary school?
3. What is the strategies does school based management practices employ to ensure a good a academic performance?

Appendix IV: District Educational officers (DEO) Interview guiding questions

1. How would you relate the school based management practices and their implementation to the academic performance of the students in the respective schools?
2. What are the constraints do you mostly face in your school when implementing the school based management practices in relation to students' academic performance in public secondary school?
3. What strategies does the school based management employ to ensure a good academic performance?

Appendix V: Permission Letter from the University of Dodoma



THE UNIVERSITY OF DODOMA DEPUTY VICE CHANCELLOR ACADEMIC, RESEARCH & CONSULTANCY OFFICE OF GRADUATE STUDIES AND CONTINUING EDUCATION

P.O. BOX 259, DODOMA, TANZANIA.

Tel: +255 26 23 10173; Fax: +255 26 23 10005; Email: graduate@udom.ac.tz; website: www.udom.ac.tz

REF: UDOM/GRF/13 VOL II/79

Monday, 15 January 2018

To Whom It May Concern:

RE: INTRODUCING MR. KITONKA, EMMANUEL J

The above named candidate is enrolled at the University of Dodoma for the degree of Master of Arts with Education (MA ED) with registration number HD/UDOM/092/T.2016

As an essential requirement of the study programme, each candidate is required to submit a dissertation report on a research undertaken within an industry and supervised by a member of the University's academic staff. Where possible the research should relate to a practical situation in an organisation or firm selected by the candidate. Candidates are expected to use their own initiative to identify a possible research and negotiate access with a local firm or organization.

The above named candidate has developed the proposal titled "**THE INFLUENCE OF SCHOOL BASED MANAGEMENT PRACTICES ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOL**" which has been approved for data collection. The work may take the form of a survey, ethnography, case studies, etc. Where the research may contain confidential information and its publication could be harmful to the organization, confidentiality is assured by the University. Such reports will be seen only by the Supervisor and Examiner for examination purposes.

I would be grateful if you would provide the candidate with this opportunity to facilitate his Studies while at the same time gaining some useful inputs for your own organization through the results of the research report.

Sincerely,

Ibrahimu, S. A.

For: Director, Graduate Studies and Continuing Education



C.c: Director, GS&CE

Appendix VI: Permission Letter from RALG

THE UNITED REPUBLIC OF TANZANIA
PRESIDENT' OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

Dodoma Region
Address REGCOM
Tel. No: 2324343/2324384
E-Mail No *Ras.dodoma@pmoralg.go.tz*
Fax No: 255 026 2320046



Regional Commissioner's Office
S.L.P 914
Dodoma.

Ref. No. DB.122/467/01D/59

15 February,2018.

District Administrative Secretary,
KONGWA.

RE: RESEARCH PERMIT

This is to introduce to you Mr. KITONKA EMMANUEL J who is a student at the University of Dodoma with the registration number HD/UDOM/092/T.2016 for the Degree of Masters of Arts with Education (MA ED) who at the moment conducting research in Dodoma Region at Kongwa District.

The title of the research is "THE INFLUENCE OF SCHOOL BASED MANAGEMENT PRACTICES ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOL" The permission of this research has been granted from 15th January 2018 to 15th March 2018.

This research is pre requisites for the completion of his study please accord him with all necessary assistance to achieve his research objectives.

Thank you for your cooperation.

Handwritten signature of Hamidu O. Changani.

Hamidu O.Changani

For: REGIONAL ADMINISTRATIVE SECRETARY
DODOMA.

Copy to: District Executive Director,
Kongwa.

Director, Graduate Studies and Continuing Education,
The University of Dodoma.

Mr. Kitonka Emmanuel J -Master Student.