

Challenges Accruing to Private Secondary Schools' Management Systems Failure in Tanzania

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DOI: <https://doi.org/10.63362/ruj10i1c>

ISSN: 2453 –6016, eISSN: 3088-5493

Abstract

When private players invest in secondary education, they expect excellence in performance in terms of teaching and learning and related results though they may fail in certain instances. Private secondary schools' management failures are due to several issues. This study focused at identifying the relevant challenges limiting academic performance in schools. The study employed a qualitative research approach and case study design. Questionnaires, semi-structured interviews, and focus group discussions were used to obtain data from school managers, school board members, and heads of schools, teachers, and students in secondary schools. The study used data from 48 purposively sampled participants across 4 secondary schools, and documentary reviews. Thematic analysis technique was used to analyze the data. The findings show that the schools' management systems' performances are hindered by several factors, among others poor management capacities and teacher remuneration schemes, and financial bottlenecks. Improvements are recommended for school managements to secure and sustain school funds, recruit and retain good quality teachers, and monitor teachers' professional ethics.

Key words

Management Challenges, Management Failures, Private secondary schools, School Management Systems.

Introduction

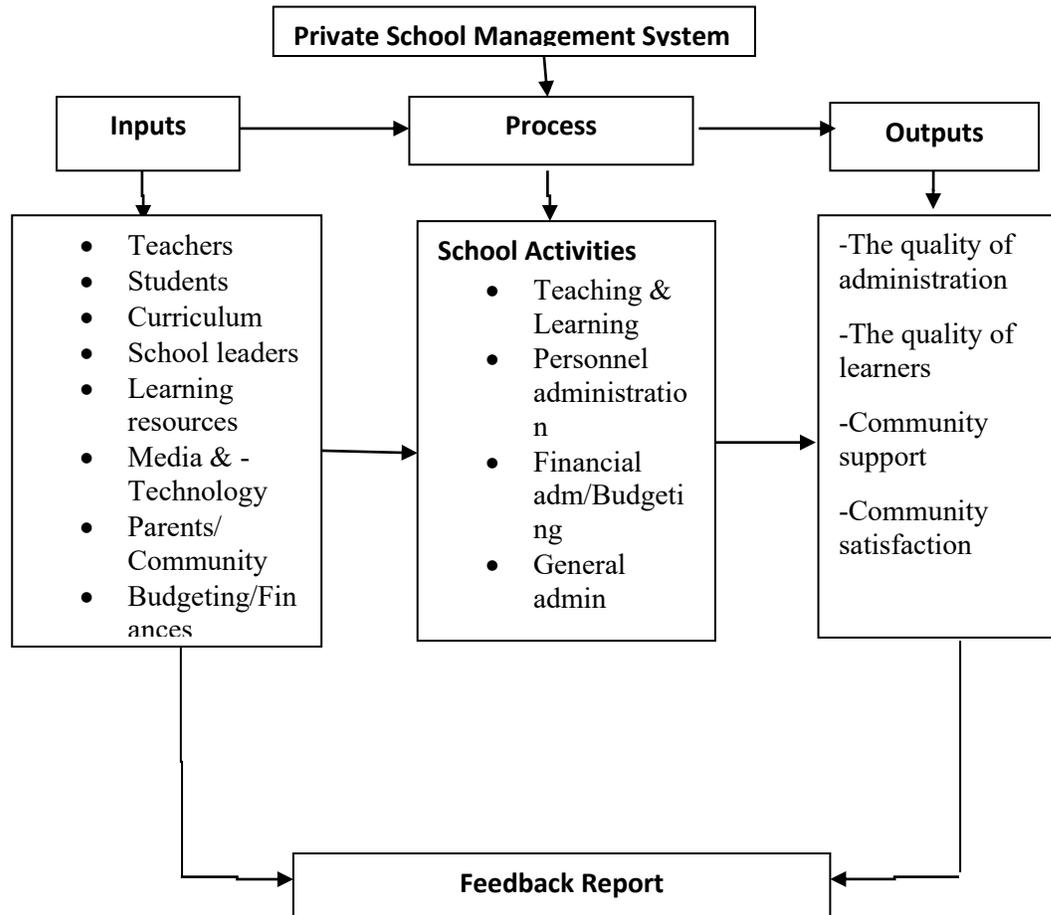
Private secondary schools have increasingly filled the void in the provision of education in Tanzania as the government's capacity to accommodate the growing number of students seeking secondary education has waned. What started as a response to excess demand for education services – in the wake of major policy changes that occurred in the 1980s and 1990s – eventually evolved to become viable alternatives to public systems, which were stretched beyond their limit. In the long run, some schools, among them several private schools, gained a reputation for academic excellence and have consistently outperformed public schools in national exams, making them the preferred choice for most parents and guardians. Nonetheless, not all private secondary schools have managed to replicate their earlier successes. A significant number have sunk with their performance fluctuating wildly over the past years. The major cause of such mishaps has been poor management of the systems that support teaching and learning, as well as governance. While private schools associated with religious organizations have remained steadfast over the years, many others have stagnated or collapsed. This inquiry is vital, considering that effective school performances are highly dependent on sustained leadership and administration. Schools are institutions that prosper when there is proper integration of systems, resources of different kinds, staff/personnel and the goals that they set for themselves. When any of these aspects are not looked after, learners may not actualize their full potential, staff morale may subside, and in the long-run, the sustainability of schools is threatened. Presently, competition in the education sector has been heightened by policy reforms that seek to enhance free education in public schools. This scenario has left private entities with little choice but to keep up appearances through laudable academic success and service delivery. Despite efforts by the Ministry of Education and Vocational Training and other stakeholders to bridge existing gaps in the delivery of quality education for all, evident gaps remain between policy expectations and performance. This paper seeks to identify the major contributors to systemic failure in private secondary schools in Tanzania, focusing on the Iringa region. It is hoped that evidence uncovered shall inform ongoing reforms in the countries' education sector. The research, when grounded on both ideal and empirical frameworks shall offer insight into how private owned schools have potential to thrive in an increasingly competitive market.

The General Systems Theory

This study adopted the General Systems Theory (GST) raised by Bertalanffy (1947) to study private schools' management systems. In the context of this study, a system has been defined in regard to Kivenule (2015) as a set of interrelated components that function as a whole to achieve a common purpose. The interrelationships are definite. According to Stacey (2007), the systems theory is based on the multidirectional connections between the causes and effects in the organization. The GST positions the organizations as entities consisting of five components stressed by Draft (2008) as inputs, a transformation process, outputs, feedback, and the environment. These components are the determinants of the future growth and development of that organisation, particularly the management of private secondary schools. The current study considers a school as an open system. Chandler (1962) explains that an organization as an open system exhibit a unified structure of interrelated subsystems or components. These are best illustrated in Figure 1.

The cybernetic school system is open to information and resource flows between its components and the surroundings. It derives resources from the external environment, processes the inputs to produce outputs and outcomes. It also receives feedback and dissipates the information to the stakeholders beyond its boundaries. The theory is relevant to the study of private secondary schools' management systems in Tanzania. School systems usually function by acquiring inputs from, and dissipating outputs to the external environment. Human resource input (i.e., learners, teachers, non-teaching staffs, etc.), fiscal resources, and material resources are essential for the schools. There are specific processes, through which resources interact, transforming them in some way, and discharging outputs back to the environment.

Figure 1: The cybernetic private school management system, in Tanzania



Source: Adapted from Draft (2008) and Chandler (1962)

For example, students are admitted into secondary schools from the society and transformed into output back to the society. The process includes quality of instructions among others. The implicit aspect of the output of the teaching and learning processes in schools, is the actual number of students who persist to completion. These may however be defined as the outcome of the teaching and learning processes if their cognitive, affective and psychomotor performances are measured. They are taken as the products for the labour market if they acquired sets of knowledge and skills.

Resources:

- Human
- Curriculum

- Physical, fiscal, and material
- Media & Technology
- Stakeholders School Activities:
 - Teaching and Learning
 - Personnel management
 - General administration
- Financial administration Outcome and Products:
 - The quality of Administration
 - The quality of Learners
 - Community support

Feedback report

The products can be sold and consumed in the production sectors. Successful school management system functions well by managing effectively inputs (i.e. resources) to result into high students' performance academically, in moral discipline, and engagement with the society.

Empirical Literature Review

Different scholars explain various challenges facing the private schools' management systems, so affecting the system's performance. First, private schools may be challenged by inadequate financing. For instance, one study by Agi (2013) asserts that some private schools in Nigeria most notably Low-Fee Payment (LFP) schools may not be able to afford facilities and equipment necessary for certain subjects in the curriculum especially in the sciences, technical and vocational areas. Most of such schools are instead caused to focus more on social sciences and art subjects to the detriment of a balanced curriculum as required by the educational system to include science subjects. The natural sciences impose high cost of running chemical and physical labs to the learning and operationalization of the curricula.

Second, Agi (2013) adds that a school environment is a critical factor in school operations and success. Unconducive learning environments in schools have been reported to hamper the teaching and learning processes in schools across the sub-Sahara Africa (SSA) region. Accordingly, over 70% of private schools in Nigeria for instance, are sited in either private homes or make shift buildings and do not have capacity for further expansion in the nearest

future. The provisions of sporting facilities, library, convenience, and dispensary are a great problem. According to Odeleye and Oyelamin (2012), this challenge is related to the previous challenge of inadequate funds that makes most private schools remain small in size, lacking teaching equipment and facilities, and trapped in making shifts between houses or rented accommodation. This is rooted in the reason that most private school owners run their schools often paying little attention to laws governing the operations of education industry (Odeleye & Oyelamin, 2012). The problem of inadequate financial education is common, aggravated by lack of control from the State over these schools which is a necessary issue to enable the education system to share the state's vision, values, and principles which inform the objectives of state education.

Third, little policy control over education quality (related to inadequate government interventions) in privately owned schools renders them to both administrative and performance efficiencies. The study conducted by Lassibille et al. (2008) on experience and prospects of expansion of private secondary education in Tanzania reveals rapid quantitative expansion of schools in response to high service demand, and sharp rise in transition rates to secondary education. However, the new policies have little impact on student learning and school effectiveness and efficiency, and have been accompanied by widening social inequities, and increased competition among schools for teachers and school heads. Fourth, there is always lack of focus in managerial practices from the indicators of performances expected from the national goals of education. Effective school management systems require good leaders to organise the school systems to ensure that the mission of school is achieved- a characteristic missing in most private secondary schools. The main mission of the school is to ensure that both teaching and learning are effective for the highest academic performance (Lydia & Nasongo, 2009). In this respect, the core role of school leaders is to mobilize and organize the resources (human and material resources) such as recruitment of students and teachers, securing funds for running the school, as well as the teaching and learning materials, equipment and facilities (Lesotte, 2001). For effective school supervision, the heads of schools should ensure equitable remuneration of teachers, control of students' discipline, curriculum implementation, and provision of teaching and learning materials. Poor remuneration of teachers for instance, is known to impact teachers' commitment negatively (Nyandwi, 2014; Sumra & Katabaro, 2014). Abagi (1993), stresses that a

committed school leadership must ensure availability of enough instructional resources at the school. Unfortunately, Agi (2013) and Kivenule (2015) have attributed the managerial practices

with malpractices, cultism, and indiscipline, and cultural and sociological behaviours which they explain as the major limiting factors to leadership achievements in private secondary schools.

Research Methodology

This study used a qualitative approach and a case study design on private secondary schools in Iringa Region (Tanzania), in 2022. The target population was school managers (SMs), school board members (SBMs), heads of schools (HoSs), secondary school teachers (SSTs), and students. Four private secondary schools were purposively selected focusing on three groups (strata) of schools, i.e. the private co-education schools; the private single sex schools (those for only boys or girls); and seminaries. From each stratum, one school was picked randomly to represent other schools. The study respondents were 4 school managers, 8 school board members (i.e. two school board members from each school), 4 heads of school who were purposely involved in the study. The study also involved 8 secondary school teachers (i.e. 02 teachers from each school) who were selected as an academic master/mistress or discipline master. It also involved forty students by selecting 06 students from each school. In single sex schools random sampling was applied to obtain 06 students from higher classes of form three or four. Eventually, 48 participants were involved in the study as shown in Table 1.

Table 1: *The Sample Composition of the Study*

Respondents		SMs		SBMs		HoS		SSTs		Students		
S/N	School Category	M	F	M	F	M	F	M	F	F	M	Total
1.	Seminary	01	-	02	-	01	-	02	-	-	06	12
2.	CoSS	01	-	01	01	01	-	01	01	03	03	12
3.	SSGS	01	-	01	01	-	01	01	01	06	-	12
4.	SSBS	01	-	01	01	01	-	01	01	-	06	12
Sub-Total		04	-	05	03	03	01	05	03	09	15	48
Grand-Total		04		08		04		08		24		

Key: *CoSS: Co-education secondary school; HoS: Heads of school; SMs: School managers; SSGS: Single-sex Girls secondary school; SSBS: Single-sex Boys secondary school; Secondary school teachers; SBMs: School board members; SSTs: Secondary school teachers.*

Semi-structured interviews were used to collect data from SMs, SBMs, HoSs, and selected SSTs. Focus Group Discussions (FGDs) were conducted with selected Form III and Form IV students. Moreover, documentary reviews were conducted using documents related to private school management systems, financial management and transactions, control and auditing procedures, teachers' recruitment, students' enrolment procedures, and teachers' retention strategies. Data obtained through interviews, FGD and documentary reviews were analyzed through thematic (content) analysis technique. Similar responses addressing a particular issue were grouped into one theme and subdivided in different smaller themes which were presented in form of quotations to illustrate the challenge as appraised by Bihu (2024).

Results Presentation Analysis

The focus of any organization is to strive to achieve its own short-term, medium-term or long-term goals. In most cases, many schools have failed to achieve their objectives in terms of academic excellence due to various challenges encountered while implementing such objectives. Identifying the related challenges is very important for the purpose of achieving what has been planned. This section presents the findings on the challenges hindering the effectiveness of private secondary school management systems towards enhancing the academic performance of students. The findings were obtained from tools and sessions with the SMs, SBMs, HoSs, and SSTs about the challenges facing private SMSs in enhancing the students' academic performance. The challenges were explored and are henceforth presented and analyzed in Subsection 4.1 to Subsection 4.6.

Financial Instability

Most private secondary schools are characterized by insufficient finances, and poor infrastructures and working conditions. Private secondary schools in Tanzania are established on the basis of different forms of ownership including individuals, groups of people, faith-based organization, and external investors. On this reason, they operate under differing financial capacities with funds derived from different seasons on the basis of the user-fee payment model. While a few can prosper in raising funds to afford the school expenses and paying workers,

majority are challenged by the way of sustainably paying the teachers' salaries and bonuses, and keep adequate ledgers for sufficient school supplies. Majority of the school managements respond to these challenges by waging high fees to the end-users of services, i.e., the students.

However, this approach to fundraising for the school budget requires high profiling in summative evaluation performance results from the National Examination Council of Tanzania (NECTA) assessments, otherwise, students quit for other highly competing schools. The rationale is that parents make high cost-inputs to the education of their children in order to assure high summative performance in examination grades- which less financed schools fail to achieve. For example, one of the school managers explained that:

Our schools face problems related with finances due to unreliable income since our main source of income is school fees payments from students which sometimes are not well paid, and some students leave the school before paying school fees (School 4).

The excerpt indicates that depending on the user-fee alone is related to a challenge of financial inadequacy. Notwithstanding, the event of the students leaving the private schools to other highly competing schools was based on the realities of the schools failing to provide adequate survival needs in certain instances. This was presented as the management failure. In fact, some of the students who participated in the FGDs complained about the shortage of water and electricity lamenting that there are times when the school fails to pay the bills for water and electricity. The findings also indicate that this challenge is exacerbated by the fee-free education provision in the public schools. In Tanzania, students attend secondary education with education cost in public schools incurred by the government. Students and parents only pay for learning materials borne directly to students including exercise books and school uniforms. This policy intervention appears as a threat to most of the privately owned schools. Students quit from these schools resulting to low enrollment ratio. For instance, one of the HoSs lamented that:

Currently, running the private secondary schools is a very big challenge because public schools owned by the government are offering fee-free education. This has led to many parents sending their children to the government schools rather than sending them to private schools. It is also very difficult to charge very high amount of school fees while there are schools where they can

get fee-free education. Due to this issue some of the private schools lack enrolling students. This situation has caused some of the private schools to collapse (School 8).

Poor Management Skills

Private schools exhibit poor management and administration systems in many cases. Low achieving schools are characterized by poor skills required to manage both non-human and human resources. Achievement as the outcome of the school processes requires that resources are well integrated in the teaching and learning improvements strategies. This means the material resources for teaching and learning, and infrastructures assistive to proper learning should be well utilized meaningfully and sustainably to bring out the expected results, on the one hand. On the other hand, teachers and students should be well motivated to effectively participate in the teaching and learning activities. However, the context is different with SMs and HoSs with poor management skills and leadership traits, respectively. Data show that poor performing schools host poor management and leadership abilities. For instance, one of the school managers lamented that:

Our schools sometimes lack staff members who are well skilled to manage our schools; this means there is a lack of potential teachers for school management and leadership roles, especially among school management team (SMT) members. As a result, some schools fail to have the reputation from the customers, and the outcome for this is a school to miss students interested to join it. Some schools have already collapsed due to this problem (School 5).

It is learned that one of the roles of the school managers is to appoint individuals from the SST to HoS positions. While they carry school leadership roles, the HoSs have the potential to create cultures which build up a reputation for the school. This is about school branding, complemented by the summative performance results. It is however revealed that schools lack candidates with required leadership abilities. In this case, schools do not achieve at the expected levels of the process and output qualities. Eventually, they undergo a natural death on the reason of lacking the required optimal number of students joining them as a consequence.

Nonetheless, the management of teacher resources demonstrates low capacity to direct teachers to the most stable rules and regulations aligning them to the code of professional ethics to

practice in terms of their relations with students. The findings indicate that some teachers in private schools are involved in malpractices which however are not well addressed as the government does not find proper extension of adequate control of ethical practices in these institutions. For instance, while teachers may be entrusted with monitoring psychosocial and mental development and wellbeing of the students, unethical practices may be the realities. In fact, one of the SSTs explained on unhealthy relations between teachers and their students that “although this is not very common but to some extent there are teachers who engage with love affairs with the students. This is a very bad and awkward behaviour to the students’ endeavour towards academic success” (School 3).

Government Interventional Directives

Private schools in Tanzania are detached from government in the sense of ownership, with their administrations dwelling in nearby central controls. While the HoSs operate from one office, the SMs who sometimes may be the school owner sits at the next door. In this case, different schools’ managements may have differing visions and foci of operations. However, they are harmonized in their operations by a dual legitimated control from the Government of Tanzania. The government acts by providing directives and regulations on how to implement the curricula in terms of study terms, some disciplinary operations, and executes summative evaluations. All schools for instance, are bound to abide by the Education Act Number 25 of 1978. The findings have indicated however that unrealistic directives may be issued to the private schools’ management in the process of moderating their operations. For instance, one of the school board members said:

Unrealistic directives from the government on how to run private schools disturb very much our schools. Many controversial directives are related with regulations for setting school fees for our students, unclear academic annual calendar, like time and duration for terminal and annual leaves, examinations calendar, regulations governing students’ discipline and so forth (School 6).

The finding implies that the government interventions in education service provision in private schools may not necessarily reflect on the positive concerns of the private school managements in the aspects of meeting their plans to cause results. It is well known that some of the private schools run under tedious timetables for learning activities on performance competition, rising high the costs of education, and mismanagement and improper deployment and remuneration of

teacher resources. The government works to protect the interests of service providers, students and teachers. The implicit aspect of the ‘unrealistic directives’ raised by the participant may be basing on such matters of controls over the teacher contract, school operations in terms of remunerations, and programme durations yearly and by term, that observe fair plays among all involved parties. Schools are not always in the capacity to comply with the performance indicators (which are internal to the schools) in this regard.

Recruiting and Retaining Teachers

Private secondary schools are challenged by the question of how to recruit qualified teachers and retain them to seniority. It is easy for schools to acquire teachers including those of low quality, but it is difficult to retain a highly qualified staff with high seniority. Private schools do not offer permanent and pensionable contracts to teachers. The rationale is that private schools’ managements are insecure of their future progresses and therefore depict on the possibilities of conflict of interests with employees in the future of their institutions. Consequently, they lack efficacy to compete with public schools in recruiting new teachers completing college education.

This challenge is aggravated by the many loopholes for teachers’ movements between schools after short-term contracts. Teachers working in private schools present high internal mobility rates in pursuit of the green pasture and as a result of incompliances with school managements in general. This situation results to schools keeping incompetent junior staffs teaching the students. In fact, one of the HoSs presented that:

It is quite very hectic to get teachers who are permanently employed in private schools after completing college education, unless they are retired ones. This is because many teachers leave private schools after being employed by the government. Most teachers are interested to be employed by the government because they feel their employment to be more secured working with government schools than private schools. This situation caused my school to lose all very giant qualified and competent teachers once (School 7).

The findings indicate that this challenge was also perceived by the students as one of the limiting factors to their academic performance. Some of them complained about the frequent change of subject teachers and sometimes being taught by part-time teachers whom they are not used. The findings have the implication of the effect of break-downs and learning gaps due to casual change of subject teachers. Teachers have significant effects on skill development in learners if

they complete the education programme they start with learners. This reality however, was either not conceived or emphasized by the schools' managements. Therefore, students perceived that they were subjected to the challenge of lacking sufficient time to stay with their teachers.

Poor Remuneration Schemes for Teachers

The problem has been noted with the school managements in terms of their low fiscal capacities to pay adequate salaries for teachers. The salary structures have been too low to attract entry into private school teaching, and motivate for continuance. Nevertheless, unpredictability of payment schedules tied with long delays impinges teachers to high levels of dissatisfactions with schools. They may therefore reduce their engagement to daily routines in schools, and opt for outflow in certain circumstances. The problem with regular outflow of best teaching force is the creation of all-time junior staff which students cannot rely on. Schools lack teachers of 'high seniority rigour' of dream which owners put at forefront in their visions of establishments. In fact, one of the SSTs commented that:

Most of the private secondary schools pay teachers and even other workers very low salaries and even with delays; to paying salaries after some months have elapsed. This has led some teachers and other workers to become lazy and not committed for work, while others quit the job. The changing of teachers every year has made some of the schools to become not stable, and hence, declining academically (School 1).

The concept of workers being lazy in the context of the study, is a reflective argument on workers' (i.e. teaching and non-teaching staffs) discontent and dissatisfaction with the remuneration practices. Engaging motivated teachers requires that teachers be well remunerated for their duties, receive promotions and related benefits, and that all benefits be timely offered in regard to the work contract. The related realities are the recruitment of the junior staff who are always attracted by high salary expectations, which however, they do not necessarily find. Consequently, they quit the schools in pursuit of institutions offering increased income. In fact, one of the HoSs said that "we always employ fresh teachers from universities and teachers' colleges, who work for a very short period of time; after getting government employment they quit and leave private schools" (School 1).

Shortage of Teaching and Learning Resources

Students noticed on challenges of learning under shortage to severe lack of essential teaching and learning resources. The data drew from a segment of students with capacity to comment on the daily classroom practices. They viewed teachers as struggling to demonstrate high performance under limited and without teaching resources to some extent, on the one hand. On the other hand, students lacked essential text books and reference materials on prescribed learning curricula. They also lacked essential science learning resources including the laboratory equipment and computer facilities. It implies that students were learning in environments where private schools fail to provide the required resources in sufficiency. Such responses from the students supports the findings on the financial instability in affording school resources and poor management skills for sustainability of school resources.

Discussion of Findings

The study findings have revealed that despite the success which is found in private schools, especially, those owned by Catholic Church, still there are specific challenges which face those schools. Such challenges include shortage of funds and resources to run the school; unreliable availability of teachers amidst their regular outflows on little salaries, shortage of teaching and learning materials, and the problem of teachers' malpractices. Generally, it indicates the need for more efforts for the school management systems to improve the relevant managerial practices in order to alleviate the challenges. The findings are discussed in Subsection 5.1 through Subsection 5.6.

Financial Instability

School managers have reported that private secondary schools face challenges of economic constraints due to unreliable income sources. This unreliability has been attributed to overdependence on students' user-fees which sometimes are not well paid by some of the students. Lack of financial capacity to afford the adequately skilled and experienced staff members to manage the schools has led some private secondary schools in lack of reputation to the customers, and eventually missing students to join the schools. This inadequacy is also experienced on resources required for teaching and learning in classrooms, with worst scenarios in science subjects. In this case, it becomes difficult to run the schools because of lacking reliable

income sources. These findings concur with what was reported by Agi (2013) in his study in Nigeria, showing that due to low payment fees private schools lack finances to afford facilities and equipment necessary for offering certain subjects in the curriculum, especially, in the sciences, technical and vocational areas.

This situation causes most private schools to opt on social sciences and art subjects to the detriment of a balanced curriculum as required by the educational system to include science subjects. The financial inadequacy challenge has severe negative consequences on enrolments and developments of the private schools. The schools cannot enroll many students since students interested with science subjects cannot join the school with only social or art subjects, on the one hand. On the other hand, instability in school supplies reduces efficacy and credibility to acquire competent teachers and state-of-the-art equipment for practical learning and materials for ordinary classroom teaching and learning activities. Ultimately, as a school goes on having few students in a long run collapse.

Poor Management Skills

The findings have shown that it becomes very difficult to run private secondary schools because of lacking skilled staff leaders. The problem is worsened by the facts that school managements lack essential skills for leadership and resource mobilisation for critical operations. This is contrary to the analysis by Nyandwi (2014) which shows that resource mobilisation and financial management and control are very important for any organization. Proper use of adequate skills in managing resources and finances allows the organisation to operate and fulfil every activity as planned. Lack of, and poor management skills is the primary root cause of management failure. Such failures are highly costing to the school itself, teachers, and students in return. Failure to manage teachers for instance, is associated with prevalent professional wrongs. Teacher malpractices as indicated from the findings are related to breakdowns in teachers' career progressions and eventually destroying the future of their learners. Leadership with adequate skills proactively guide teachers and students to align with the institutional goals and work within the limits of professional relationship between teachers and students- which seems not to be the practices in the current findings.

Government Interventional Directives

The findings have indicated that managements in private secondary schools face controls from the Government. While the SMs' alleges over the school interventions may draw from their perceptions of government interventions as a barrier to schools' operations, it is learned that the interventions are justifiably imperative controls. Private schools' operations in Tanzania run on specific business models which focus at maximizing profits by winning the competitions. Regardless of the effectiveness of the teaching and learning paradigms involved, a winning school is regarded as the one which can produce high summative evaluation performance results. This education entrepreneurial environment may put aside the basic standard cognitive, affective, and psychomotor development aspects of students. In response to the control demand, the Government offers interventional guidelines to regulate practices in schools. For instance, control of academic calendar to align with public schools across the country, and the regulations of setting school fees that seem so difficult for private schools to abide with are justifiably right interventions.

The contradictions arise from the levels of investments which private schools' owners make and the related expectations of profit from teaching and learning user-fees. This is because school owner perceive that the government can suggest the rates of school fees which are very low compared with the costs of running the school.

On other side, it becomes so difficult to pay salaries for workers because of low income a school get from user-fees. This case however, is seldom a reality in certain instances where schools' managements lack skills to practice the economies of scale in their operations. Meanwhile, the private schools do not receive financial support from the public treasury. Samoff (1991) has explained this fact as a limitation of the national policy of education and its implementation frameworks. The findings have indicated that this issue has resulted into failure to issue salaries, and made some competent and qualified teachers to quit the private schools. The negative experience from the effect is worsened by the presence of the highly competing fee-free public schools where most parents opt to send their children. Notwithstanding, there may be steep competition with low-costing other private schools preceding the fee-free public schools as may

be learned from empirical evidence presented by Galabawa (2018), RISE (2020) and Suzy (2017).

In regard to the findings, it becomes difficult to run private schools as a result of lack of funds. These findings concur with what was reported by Agi (2013) as difficulty to set standards for running the school when schools cannot afford the operational costs including failure to pay good salaries to teachers. On a similar reason, it becomes difficult to enroll an adequate number of students with qualifications who can study and do well in academics.

Recruiting and Retaining the Teachers

Data have shown that one of the major challenges facing the private secondary schools is creating a stable teaching force of high quality. Teachers graduating from higher learning institutions with teaching education qualifications were used to join the teaching jobs in privately owned schools about two decades ago. Private schools were paying teachers high salaries and other benefits compared to the time the current research was conducted. Expansion of education services and improvements of working conditions in public schools, become a threat to the future of the private schools in regard to the teaching force. Currently, private schools can recruit qualified teachers who are waiting to be employed in the public schools on permanent and pensionable terms. With regard to these challenges, the findings have indicated that some private secondary schools always have teachers who keep on mobility because of unstable employment. Their staff capacities are therefore dynamic between poor and good quality. Anecdotal evidence has indicated that most private schools depend on non-certified teachers, which the managerial masters have complained as difficult to supervise. These operate on substandard outputs as their students do not to perform well in academics. It is so because private secondary schools have no reliable sources of funds to enable them pay well the teachers and retain them to high seniority rigour. In the study locale, permanent and pensionable contract terms seem favourable to teachers. However, it is a customary practice that private schools' managements do not opt to offer such contracts. This issue was very much complained by majority of secondary school teachers when providing their responses through interviews. The rationale behind the case is based on the cost of retaining and remunerating high seniority rigour which may also correlate with high payee taxes and social security fund contributions over time. Taxes for schools have

been raised by Ngemoyo and Mwila (2022) as a major challenge to private schools. This notion however, signifies that the managements in private schools run on poor skills that offer limited scope for expansion of services as may be learned from a writing by Lassibille et al. (2000).

When the private schools lack sound specifications for expansion and sustainability in the business, they lack capacity to raise funds required to afford school expenses and workers' remunerations.

Poor Remuneration Schemes for Teachers

For sustainable teacher recruitment and retention in schools, there should be fair and consistent remuneration schemes and practices. The findings in the current study have indicated that teachers in the private schools in the study locale do not find proper and stable remuneration schemes. This is contrary to the traditional thinking that the teachers are attracted by high salaries expectations which they should find in schools. The findings concur with what was reported by Ndyali (2013), that some private secondary schools do not pay well the teachers and other workers and even offer delayed payments. The rationale behind the failure to pay good salaries to teachers, rests on the management capacity to plan and raise finances for remunerating workers letting alone the reason that institutional fiscal policy may not be putting timely salaries on priority. Consequently, teachers may opt to quit the job. If they stay, it is logical to think that they may work with low morale and commitment, hence, impact negatively on the school performance results. One of the reasons for failure to pay good salaries may be that the incompetence in management may results to schools lacking enough income as they enroll few students and eventually earning little revenue from user-fees. It is obvious that such schools fail to afford teachers and other school costs. Nonetheless, a study by Ndyali (2013) indicates that in order for the school to function well as a system, staff motivation and remuneration are among the very important prerequisites. In fact, good remuneration and motivation to workers become easy to effect if the schools have enough funds and other material resources.

Shortage of Teaching and Learning Materials

The primary reason for school existence is to offer teaching and learning services of customer expectations. The findings have indicated that private secondary school experience shortage of

essential materials for teaching and learning activities. For instance, students in the study locale lamented that there were great shortage of teaching and learning materials, including textbooks, laboratory equipment and computer facilities. The complaints extended to frequent change of subject teachers and use of part-time teachers. The essentials for good teaching and learning

environment including water and power were also under shortage. The shortages were partly related to inadequate financing and management inefficiency in using available resources to run the schools. These shortages are also related to teacher mobility among the private schools.

These findings concur with what was reported by Odeleye and Oyelamin (2012), those inadequate funds in schools as of Nigeria causes teaching and learning to run in small size classroom buildings, with lacking and inadequate teaching equipment and facilities, and trapped in shifts house or rented accommodation. The findings also resemble the research findings by Kivenule (2015) and Agi (2013). These scholars critically report that inadequate funds impede practices to improve the education system, relate to low teachers' commitment and reduced motivation, and inadequate equipment and facilities for teaching and learning. These impediments are the major limiting factors to performance in private secondary schools. They have been a reason why some parents lose faith and not sending their children to private secondary schools, and hence, total collapse of some private secondary schools.

Conclusions and Recommendations

Private secondary schools' management systems present unique challenges which administrators and managers need to address. Management efficiency may be impeded by managerial capacities to handle systemic operations and resources. The striking challenge in this aspect is the failure to manage human resources including teachers, failure to remunerate the work force, and leadership inefficiencies. This is aggravated by the lack of finances- a challenge causing poor services and reduced student enrolments in as much as teachers are not well retained and schools lack essential materials. Meanwhile, severe lack of teaching and learning material resources impede achievement of better learning experiences deemed important to motivate and attract more student entry into schools. Moreover, the teachers' malpractices related with management inefficiencies affect school reputations and inclining the schools at the disadvantage side of the market competition.

The study recommends that in order to establish a private secondary school, one must ensure availability of reliable sources of funds. The school owners should strive to acquire adequate skills and experience of running the school in the aspects of fund raising and financial management. They should be really committed and dedicated for it. To achieve this purpose,

school owners should be ready to establish strong connection with other schools and financial institutions to share the experience, secure and sustain the support. Next to the skills and experience is the demand that school management should always secure enough efforts and strategies of mobilizing the school resources and funds for proper utilities in mean time. This

should dwell within well-established principles and guidelines for managing and controlling the school funds. This responds on acclamation for deployment of experts with financial management and fund-raising skillsets in private secondary schools. Nonetheless, the view from the current study is to advice the private school managements not to keep silent on teacher malpractices. Instead, they should work to help the children by combatting all forms of harassments exhibited overtly and covertly in private schools and protect their reputation. They are obliged to exercise proper regulations and abide by the Education Act of 1978 in control of discipline and culture of interest to the potential students and parents.

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