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Editorial Note

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Editor-in-Chief

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Teachers' Perceptions on the Use of English Language as Medium of Instruction in Iringa Municipality Public Secondary Schools

Agnes Bimboma

Ruaha Catholic University
Email: agnesbimboma@gmail.com
and
Salvius Kumburu
Ruaha Catholic University
Email: kumbulus@yahoo.co.uk

Abstract

The study examined teachers' perceptions regarding the use of the English language as a medium of instruction for teaching and learning in public secondary schools in Iringa Municipality. A total of 51 teachers were selected from the three schools involved. The study employed a qualitative approach and a case study design. Data were gathered through questionnaires and interviews, and they were analysed by content analysis. The study results revealed diverse opinions among teachers concerning the use of English as the medium of instruction. Some teachers approved the use of English, while others advocated for Kiswahili as the primary medium of instruction, with English taught as a separate subject alongside others. Additionally, there were teachers who held a negative view of English as the medium of instruction, by associating it with teacher's proficiency, and insufficiencies in utilizing English as the language of instruction, just to name a few. Therefore, it is recommended that the Tanzania Institute of Education consider restructuring the language syllabus for secondary education to incorporate a dedicated component on Teaching English Language to Non-Speakers of the Language. Furthermore, efforts should be made towards the development of a national language policy.

Keywords: Language Policy, Medium of instruction, Teachers' Perception

1.0. Introduction

Education, in many countries worldwide, is undergoing a shift towards bilingual or multilingual models, driven by the influence of globalization. Consequently, the formulation of national language policies and the selection of languages for instructional purposes in schools hold significant importance in ensuring high-quality teaching and learning (UNICEF, 2016). In the context of Tanzania, the matter of the language of instruction is particularly relevant due to the nation's linguistic diversity, with several languages in use (Kinyaduka & Kiwara, 2013).

Language holds significant importance in human existence as a fundamental tool facilitating communication in daily life. Within the realm of education, language plays a pivotal role, serving as the primary medium for imparting knowledge from educators to students, as well as fostering interaction among learners. It is crucial to acknowledge that if both teachers and students encounter challenges in the language of instruction, it can impede effective learning (Malekela, 2003).

The question of the suitable language for instructional purposes has been a subject of ongoing debate in Tanzania, spanning numerous years (Ngussa, 2017). In Tanzania, the officially designated languages for instruction are Kiswahili and English. Kiswahili serves as the medium of instruction in public primary schools, while English is introduced as a subject from primary three to seven. In secondary schools, the medium of instruction is English, with Kiswahili taught as a separate subject

The practice of using Kiswahili as the medium of instruction in primary education and switching to English at the secondary and tertiary levels presents challenges for both teachers and students. This transition leaves primary school graduates with limited proficiency in English language skills, encompassing both speaking and writing. Consequently, the teaching and learning process encounters difficulties at the secondary level due to the language barrier (Mosha, 2014). At this secondary level, all subjects are instructed in English, except for Kiswahili language, which is taught as a subject.

The practice of using Kiswahili as the medium of instruction in primary education and switching to English at the secondary and tertiary levels presents challenges for both teachers and students. This transition leaves primary school graduates with limited proficiency in English language skills, encompassing both speaking and writing. Consequently, the teaching and learning process encounters difficulties at the secondary level due to the language barrier (Mosha, 2014). At this secondary level, all subjects are instructed in English, except for Kiswahili language, which is taught as a subject.

The adoption of English as the primary medium of instruction in educational settings carries profound implications and generates diverse responses, particularly in nations that were previously under colonial rule. In essence, former colonies now grapple with a significant quandary – whether to persist with the use of English or explore alternative pathways following their attainment of independence (Soh, Carpio, Del & Wang, 2021).

As English is a globally recognized language, numerous countries have embraced it as the principal medium for teaching and learning. This study aimed at exploring the perspectives of secondary school teachers regarding the use of English as the medium of instruction in secondary schools. Specifically, the study aimed at addressing the following questions: i) To what extent are students and teachers familiar with the medium of instruction? ii) Are the necessary teaching and learning resources readily accessible to facilitate effective instruction and learning?

1.1. Review of Literature
Godfrey (2014) reveals an ongoing debate among policy-makers and educators on medium of instruction. They contend that maintaining English as the medium of instruction is essential to uphold educational standards and foster English language proficiency. In contrast, the study involving parents found a preference for Kiswahili as the medium of instruction. This preference stems from the fact that Kiswahili aligns with their daily communication, and their children exhibit greater proficiency in it. Consequently, classrooms frequently witness the utilization of Kiswahili, which

often leads to code-switching. This practice is employed to enhance understanding, especially among students whose mother tongue is Kiswahili (Kirkpatrick, 2014).

The literature highlights that, since Tanzania's independence, English has served as the medium of instruction in secondary schools, while Kiswahili is the language of instruction for the nine years of primary schooling (Adamson, 2018). However, there is limited literature within Tanzania regarding the measures taken to address the challenge of selecting the most effective language of instruction. In contrast, other countries like Zambia have proactively employed various strategies to tackle language-related challenges in their educational contexts. They have developed comprehensive language policies that precisely outline the designated languages to be used at different educational levels, aiming to enhance the efficacy of teaching and learning (Mkandawile, 2011). In Indonesia, teachers frequently engage in code-switching between English and Indonesian languages within their classrooms. This practice has been found to be more favorable compared to exclusively utilizing English as the sole language during teaching and learning (Vujich, 2013). This code-switching strategy is now an integral element of the country's cultural, social, and communicative landscape, particularly in nations where English isn't the native language. The duration spent on each language, however, varies significantly among teachers, largely influenced by the proficiency levels of their students (Suganda et al., 2018).

The literature also affirms that in Tanzania, the use of the English language has garnered negative perceptions. These perceptions aren't confined solely to teachers and students but extend to the broader public. The root of these concerns lies in the fact that, while children typically possess well-developed Kiswahili language competencies, their English language proficiencies are notably lacking, both in primary and secondary school settings in Tanzania. Students encounter challenges in reading, writing, and translating the English language. As they transcend to secondary schools, not only do they need to reacquaint themselves with an entirely new set of terminology and concepts, but they must also grapple with more demanding subjects (Hakielimu, 2008 as cited by Kirui et al., 2017).

While we acknowledge the efficacy of the English language in teaching and learning within the realm of science, literature underscores certain challenges when it comes to mastering scientific concepts and articulating them in one's own words. A study investigating the extent to which Kiswahili is employed by both students and teachers in the teaching of science within Tanzanian secondary schools revealed compelling findings. The majority of teachers recognized the existence of language-related issues when teaching science in secondary schools. They candidly admitted to frequently utilizing Kiswahili to ensure students' comprehension of the subject matter being taught (Mwinsheikhe, 2002 as cited in UNICEF, 2016). This implies that in situations where teachers exclusively employ English during the teaching and learning process, students may encounter difficulties in grasping scientific concepts.

Moreover, various studies, such as Kinyaduka and Kiwara (2013) as cited by Ngussa (2017), have highlighted an interesting perspective. They noted that the predominant preference among teachers and parents was for the English language to serve as the medium of instruction. However, it's worth noting that teachers often regarded the English language as a hindrance to students' academic performance, with a significant portion of students struggling to comprehend it. Conversely, Lupongo (2014) advocated for the harmonization of Kiswahili as the medium of instruction in Tanzanian secondary schools and tertiary institutions. The goal here is to alleviate difficulties and enhance the academic performance of secondary school students in Tanzania.

Insights collected from secondary school teachers' experiences emphasize a remarkable challenge: the use of the English language as the medium of instruction in a nation where the majority of the population does not speak English. Employing English code-switching can serve as a viable solution to aid students in comprehending the subject matter. Without this adaptation, the language of instruction within the Tanzanian school system remains a persistent challenge (Dearden, 2014). Teachers go further to recommend that, for English to be effective as a medium of instruction, the establishment of a well-defined language policy is imperative (Godfrey, 2014).

Given the ongoing and robust debate surrounding the language of instruction within Tanzanian schools, it is crucial to undertake a thorough examination of teachers' perspectives on this matter if Tanzania aims to achieve effective teaching and learning in both primary and secondary education. Consequently, this study is meticulously designed to explore the perceptions held by secondary school teachers regarding the use of English as the medium of instruction within secondary schools.

2.0. Materials and Methods
The study adopted an interpretivism research paradigm to facilitate the exploration of teachers' perceptions regarding the utilization of the English language as a medium of instruction. This investigation employed a qualitative research approach in conjunction with a case study research design. This approach was chosen for its ability to provide in-depth and comprehensive insights into the teachers' perspectives on the use of English as a medium of instruction within public secondary schools. The study was specifically carried out in Iringa Municipality due to its accessibility, making it convenient for the researcher to engage with the schools and study participants. The sample comprised 51 teachers, with 17 teachers selected from each of the three schools under investigation, and the primary sampling technique employed was simple random sampling. Data collection encompassed interviews and questionnaires with subsequent content analysis applied to the collected data.

3.0. Results
The main objective of this study was to examine the perceptions of public secondary school teachers on the use of English language as a medium of instruction.

3.1. Teachers' Proficiency in the Use of English Language

Teachers employ the English language as the medium of instruction, but their proficiency in communicating with students is inadequate. This limitation hinders their ability to implement interactive teaching methods, which, in turn, could enhance students' proficiency in the English language. Consequently, students struggle to engage with subject matter and face challenges in developing their English language skills, as articulated by one teacher in the interview conducted in School B:

> *In teaching all subjects, apart from Kiswahili, the English language is employed as the medium of instruction. It is important to note that not all teachers possess a strong command of the English language; only a minority does, while the majority does not. Consequently, many teachers hold the belief that it falls upon the English teachers to ensure students' comprehension of the language used for instruction. As a result, they concentrate their efforts on curriculum coverage, sometimes at the expense of ensuring that students truly grasp the content being presented* (Interview with $Teacher_2$, School B, 17th July, 2023).

Additionally, another teacher asserted that numerous educators struggled to articulate themselves effectively in English, and when they did, their conversations were riddled with grammatical errors. These errors, in turn, posed challenges for students in comprehending the content and the messages conveyed. This sentiment was exemplified during an interview with a teacher from School C.

> *Teachers have sometimes placed the blame on students for their lack of English proficiency when, in fact, it is the teachers who face challenges with the language. It is observed that numerous teachers struggle to effectively express themselves in English within the classroom setting. Many of them begin in English but frequently resort to using Kiswahili as the language of instruction* (Interview with $Teacher_1$, School C, 17th July, 2023).

The preceding remarks highlight the presence of teachers who had inadequate proficiency in the English language. However, they were obligated to use English as the medium of instruction to educate and train the students. This created a cycle where the students, who were future teachers, also faced challenges with their proficiency in the language of instruction.

3.2. The Importance of the Learning Resources in Facilitating Learning Using English Language

Research has demonstrated that the teaching and learning resources utilized have a substantial influence on students' comprehension when English is employed as the medium of instruction. Results derived from the questionnaires revealed that 32(76.2%) teachers out of 42 believed that the language used in teaching and learning materials was inappropriate. In contrast, 10(23.8%) teachers argued that the language in these resources was suitable. This suggests that the majority of teachers felt that the materials they used to educate students were not conducive to effective language comprehension, as they contained complex vocabulary that hindered the learning process.

In the interviews, it became evident that the majority of the selected secondary school teachers in Iringa Municipality employed teaching and learning materials that contained challenging English vocabulary. These materials often included numerous technical terms that proved to be quite challenging for students with limited proficiency in the English language. As one teacher from School A stressed:

> *In our school, we have a wide range of textbooks, both purchased by the school and supplied by the government. However, a significant challenge arises from the fact that these textbooks are full of complicated vocabulary. For learners with limited proficiency in English, comprehending the content of these books can be quite daunting. Take, for instance, Biology textbooks, which are replete with a multitude of technical terms that pose difficulties not only for students but also for teachers* (Interview with Teacher$_3$, School A, 17th July, 2023).

Another teacher from School B commented on the challenging language found in both textbooks and reference materials by stating:

> *The majority of our textbooks and reference materials are filled with complex English language terminologies, making it particularly challenging for newcomers to grasp* (Interview with Teacher$_1$, School B, 17th July, 2023).

3.3. Kiswahili Should be Used as a Complimentary Language of Instruction

In terms of utilizing Kiswahili alongside English as a complementary medium of instruction in secondary schools, the questionnaire results indicated that 39(92.9%) teachers out of 42 perceived Kiswahili as a valuable complementary language that could enhance students' comprehension of the subjects. Conversely, 3(7.1%) teachers out of 42 believed that there was no need to incorporate Kiswahili as a complement to English, arguing that English alone was sufficient for explaining concepts. The prevailing consensus among the respondents is in favour of adopting a bilingual education approach, where Kiswahili complements English as the medium of instruction in public secondary schools.

Interview findings demonstrated that certain teachers favour the proposition of incorporating Kiswahili alongside English as the instructional language for secondary school students. This preference is rooted in the belief that students have a strong grasp of Kiswahili, which could facilitate a more effective understanding of lessons conveyed in a language they are highly proficient in. To substantiate this perspective, a teacher from school B expressed the following view:

> *I believe that instructing secondary school students using both English and Kiswahili offers numerous advantages. Bilingual education, first and foremost, alleviates the students' challenges in comprehending the language of instruction and the lesson content. Furthermore, bilingual education fosters creative thinking, enhances recognition, and promotes effective problem-solving skills* (Interview with Teacher$_2$, School C, 17th July, 2023).

Hence, it is apparent that a substantial number of teachers held the belief that incorporating Kiswahili alongside English would facilitate students' learning and contribute to improved academic performance. They also expressed the view that using both English and Kiswahili in the teaching/learning process would enhance students' comprehension, given that a significant portion of secondary school students had a stronger command of Kiswahili in comparison to English.

3.4. Effects of English as a Medium of Instruction on Students' Academic Performance

Teachers were invited to share their perspectives on whether the use of English as the medium of instruction had any impact on students' academic performance. The majority of teachers expressed the belief that the choice of English as the language of instruction significantly affected students' academic performance. Teachers attributed poor performance in national examinations to English language-related issues, specifically stemming from students' inadequate English language skills developed during their primary education. According to the 2014 Education and Training Policy, Kiswahili is designated as the medium of instruction in primary school, with English taught as a subject. The challenge arises during the transition from primary to secondary school, where the shift in the medium of instruction is not seamless. This challenge is particularly evident in national examinations, where the language of instruction appears to be a primary factor contributing to students' academic performance. For instance, a teacher from School B explained:

> *Many students have a tendency to engage in extensive translation when writing, moving from their vernacular languages to Kiswahili and subsequently to English, or from Kiswahili directly to English. This translation practice often leads to significant confusion among students, as their native languages frequently differ substantially from Kiswahili and English in terms of grammatical structures. Consequently, this confusion has a detrimental impact on their academic performance, particularly in national examinations. It also adversely affects the teaching and learning process, resulting in diminished comprehension and poorer performance in examinations. In response to these challenges, teachers often opt to instruct in Kiswahili, prioritizing students'*

comprehension due to the inherent difficulty they face when taught in English. (Interview with Teacher$_1$, School B, 17th July, 2023).

Concerning high-achieving students in national examinations, the findings suggest that a significant proportion of them possess a strong grasp of the English language acquired at the primary education level. In the course of the interviews, a teacher from School B expressed this sentiment:

> *Many schools that demonstrate superior academic performance are private institutions with students who previously received their primary education in English as the medium of instruction. Furthermore, public schools that excel in national examinations are typically technical secondary schools that attract the most accomplished students from primary schools across the country* (Interview with Teacher$_1$, School A, 17th July, 2023).

3.5. Students' Ability to Understand Instruction in English

Students' capacity to comprehend English instruction is closely linked to their prior exposure to the language during primary education. A strong background suggests that a student can comprehend English-based instruction, whereas a weak background indicates the student's struggles to understand. According to the study, 3 teachers out of 42 believed that their students faced difficulties understanding when taught in English, while 6(14.3%) teachers believed their students could comprehend English instruction. This indicated that the majority of teachers doubted their student' ability to understand English-medium instruction. One teacher from School B stated during an interview:

> *Many students exhibit a lack of comprehension of the material presented during instruction. Teachers often hear students responding with apparent understanding, yet their actual understanding becomes evident when they are given exercises related to the topic. Their responses seldom align with the content taught in the classroom* (Interview with Teacher$_3$, School B, 17th July, 2023).

4.0. Discussion

The study uncovered varying perceptions among teachers concerning the use of English as the medium of instruction in selected secondary schools. Notably, a majority of the teachers who participated in the questionnaires and interviews expressed negative views on the utilization of English as a medium of instruction. These perceptions were associated with teachers' lack of proficiency in English, the inappropriateness of the language used in teaching materials, and the inadequacy in using English as the medium of instruction. Furthermore, English was linked to students' struggles in comprehending the subject matter and their underperformance in academics. These sentiments were largely influenced by the prevalence of Kiswahili, which is spoken by a majority of Tanzanians, students, and teachers. The students' familiarity with Kiswahili and their

unfamiliarity with English language contributed to the negative perceptions surrounding English as a medium of instruction.

These findings are consistent with prior research, including Kinyaduka and Kiwara's work cited by Ngussa (2017), which identified English language as a hindrance to students' academic performance. Furthermore, these studies also found that a majority of students struggled to comprehend English as a language of instruction. When it comes to the use of Kiswahili to complement English as the medium of instruction, these results align with Mwinsheikhe's research from 2002, cited in UNICEF (2016), which highlighted the existence of a language problem in teaching science in secondary schools. Teachers admitted to frequently using Kiswahili to ensure students' comprehension of the subject matter. Additionally, Hakielimu's study (2008) as cited by Kirui et al. (2017) indicated that students generally had well-developed Kiswahili language competencies compared to English language competencies in both primary and secondary schools in Tanzania. The findings from Kirkpatrick (2014), Vujich (2013), and Lupongo (2014) also support the use of the first language (Kiswahili) and code-switching in teaching and learning to enhance understanding.

Furthermore, the outcomes indicating students' struggles to comprehend English in the study are consistent with Kirui, Osman, and Naisujaki's (2017) research on teachers' attitudes toward using English as a medium of instruction in Arusha district secondary schools. When students lack competence in the language of instruction, their understanding is compromised, which aligns with these findings. Nevertheless, it's important to note that these findings diverge from the present study's results. In contrast, Owu-Ewie (2015) reported a positive perception of teachers regarding English as the medium of instruction in Ghana, from primary four to junior high school.

In conclusion, although teachers held negative perceptions about English as the medium of instruction, they recognized that the primary issue lay in students' limited proficiency in the English language.

5.0. Conclusion and Recommendations

In summary, the study has brought to light the presence of varied and sometimes opposing perceptions among teachers regarding the utilization of English as the medium of instruction in secondary schools. These disparities in viewpoints highlight the necessity for focused efforts aimed at harmonizing these perceptions. It is clear that the introduction of comprehensive training programmes at the district level, which target both teachers and students, is a vital step toward enhancing their proficiency in using English as a medium of instruction. By bridging the gaps in understanding and promoting a more unified approach, such initiatives have the potential to foster a more effective and consistent implementation of English as the medium of instruction in secondary schools.

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Effects of Decentralisation of Educational Management on Academic Performance among Secondary Schools' Students in Iringa Municipality

Amina S. Kinunda
Ruaha Catholic University
Email: aminakinunda626@gmail.com

and
Festo W. Gabriel
Ruaha Catholic University

Abstract
The study explored the effects of decentralisation of educational management on academic performance of secondary school students in Iringa Municipality. The study employed a mixed-methods research approach with a cross-sectional research design. The study involved 45 respondents who were obtained through purposive sampling and simple random sampling technique. Data were collected by using questionnaire and interview. Qualitative data were analysed by using thematic analysis, whereas quantitative data were analysed descriptively by using a Statistical Package for Social Sciences version 26.0. The study findings revealed that decentralisation of educational management leads into effective supervision of secondary school students. Decentralisation of educational management has also led to an increase in academic performance of the students. It is recommended that the government in collaboration with the Ministry of President's Office-Regional Administration and Local Government should ensure that good performers among students in public secondary schools are recognized in all Councils in Tanzania.

Keywords: Decentralisation, Management, Secondary School, Performance

1.0 Introduction
Decentralisation has been embraced by many researchers (Androniceanu & Ristea, 2014; Busemeyer, 2012; Urbanovic & Patapas, 2012). It refers to passing power to the local communities so that they make their own decisions on policy aspects and practices concerning provision of social services, including education (Androniceanu & Ristea, 2014).

Decentralisation of educational management is an important phenomenon when it comes to planning and executing educational issues. Globally, decentralisation of educational management has been associated with ensuring participatory approaches in the school governance, which, in turn, ensures its management and contributes to empowering citizen and democracy (Cleaver, 1999 as cited in Majaliwa, 2014; Welsh & McGinn, 2019). According to Hanson (2007), decentralisation of educational management fosters a greater sense of ownership among educators and other stakeholders. Furthermore, Galabawa (1997) asserts that in the education sector, the local

governments were given a mandate to own and manage primary schools. In addition, there is ample evidence of positive results of decentralisation in the literature, such as King and Ozler (2000) who found that greater autonomy in decision-making about pedagogical and administrative matters in schools produces a positive effect on student performance.

In Africa, decentralisation of education takes place in the context where there is lack of access to quality education (Majaliwa, 2014). In Tanzania, decentralisation as a policy has been linked to the Philosophy of Ujamaa – Socialism in 1967 when was introduced to promote good governance and give people freedom to make decisions (URT, 2004). That is, the Government of the United Republic of Tanzania believed that decentralisation would empower the schools to adapt changes in their external environment and be more responsive to the needs of learners and the community, and therefore increase students' performance (Malale, 2004).

In 1972, the central government of Tanzania transferred some of its powers and functions to the local authorities. During that time, a system of governance was promoted to the local localities to give people more freedom to make decisions and participate in matters affecting their lives. The Government abolished the local authorities and established decentralisation field offices in administrative districts and regions (Mniwasa & Shauri, 2001), which were accountable for the provision of basic public services at the local levels. Failure of de-concentration field offices to deliver services (Mukandala, 1998) and the economic crisis of the late seventies and eighties (Mniwasa & Shauri, 2001) led to the re-enactment of the Local Government Act and re-establishment of the local governments in 1984. This was followed by the launching of the Local Government Reform Programme (LGRP) in 1996 and consequently the introduction of Decentralisation by Devolution (D-by-D) policy, which aimed at strengthening the local government authority (URT 2004).

Despite the efforts to decentralise public services including education, many scholars reported negatively the outcomes of decentralising education in Tanzania, and few of them show the strengths and prospects of decentralisation. For instance, it was reported that under the decentralised system, some teachers are less favored in the process of promotion (Kayombo, 2007; Therkidsen, 2000). Decentralisation has also been blamed for lack of support for teachers to develop professionally (Nkumbi et al., 2007) and lack of adequate teaching and learning facilities (Balwitegile, 1991; URT, 2004). This jeopardizes the performance of secondary schools, a situation that has led to unsatisfactory performance of many secondary schools in the country. No other study was conducted by focusing on decentralisation of educational management on academic performance of secondary school students in Iringa Municipality. One of the studies was conducted in the United States of America by Jimmy (2017) whose findings revealed that among of the effects of decentralisation of management in education is the increase in accountability and responsiveness to students' needs that fosters better use of resources, thus, improving conditions for students. Furthermore, closer parent-

school partnerships can also improve learning in both the classroom and home environments, which can elicit commitment to self-made decisions and greater accountability on the part of teachers and principals, who are better able to make the best decisions for improving school operations and learning.

This article, therefore, explores the effects of decentralisation of school management in secondary school performance in Iringa Municipality.

2.0 Theoretical Framework

Theoretically, this study was governed by Souffle Theory, which was advocated by Vincent La Chapelle in 18th Century. The theory describes three major elements of decentralisation, namely: administrative, fiscal, and political decentralisation (Parker, 1995). Administratively, the central government transfers some of its responsibilities for planning, financing and management to the local level authorities to respond effectively to the local needs (World Bank, 2008). The local authorities can, therefore, make changes and enforce regulatory decisions to govern various systems at local offices, such as the procurement system and human resources management including recruitment and performance management.

Fiscal decentralisation gives local government authority and power to generate revenues and decide on expenditures (Ghazia, 2009), including cost recovery through user charges and expansion of local revenues through property or sales taxes, or indirect charges. Nevertheless, there should be fiscal policies and procedures to govern the practices of local officials; checks and balances must also be built into the system (Kerr, 1998).

Political decentralisation transfers policy and legislative powers from central government to elected local authorities to show clearly the division of responsibilities between the central government and the local authorities (Azfar, 1999). However, the allocation of the power of decision-making to local authorities is not enough to create successful decentralisation if local officials are not accountable to the local population (Elsageer & Mbwambo 2004). Local accountability might be promoted through various mechanisms such as third-party monitoring by media and NGOs, extensive participation and central government oversight of local governments.

The Soufflé Theory is relevant to this study since it incorporates the aforementioned elements as they related to outcomes of educational decentralisation. The awareness of these elements of decentralisation has equipped teachers with knowledge regarding some aspects to be identified for studying the strengths and prospects of decentralised educational system.

3.0 Materials and Methods

The study employed a mixed-methods approach with a cross-sectional research design. The study was conducted in Iringa Municipality involving four public secondary schools. The respondents of this study consisted 1 Academic Officer from Municipal Secondary Education Office, 4 Heads of school and 40 secondary teachers. The head of schools and Academic Officer from Municipal Secondary Education Officer were purposively selected by virtue of their positions as managers that they have sufficient information about the study. Teachers were randomly selected because of having the character of possessing related information about the study. Data which were collected through questionnaires and interviews were analysed by descriptive statistics and thematic analysis respectively.

4.0 Findings and Discussion

Teachers were asked to fill in the questionnaires to indicate their views on the effects of decentralisation of educational management in Tanzania secondary school academic performance by showing their level of agreement and disagreement through rating on either strongly agreed, agreed, disagreed or strongly disagreed. Nevertheless, Heads of Schools and Academic Officer from Municipal Secondary Education Office were interviewed.

4.1 Effects of Decentralisation of Educational Management in Tanzania on Students' Academic Performance

The findings in Table 1 show that, 74% of teachers opined that the decentralisation of educational management leads to ensure the supply of students' desks, whereas 22% of teachers disagreed with the said statement.

Table 1: Effects of Decentralisation of Educational Management in Tanzania on Students' Academic Performance (N=45)

S/N	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
		Fq.(%)	**Fq.(%)**	**Fq.(5)**	**Fq.(%)**	**Fq.(%)**	**Fq.(%)**
1.	It ensures the supply of students' desks	1(2)	9(20)	2(4)	21(47)	12(27)	45(100)
2.	Promotion of teachers to higher grade level on time	19(42.2)	16(35.6)	5(11.1)	2(4)	3(7)	45(100)
3.	Purchasing of books for	2(4)	7(16)	0(0)	23(51)	13(29)	45(100)

	students						
4.	Effective supervision of students	0(0)	2(4)	9(20)	23(51)	11(24)	45(100)
5.	Teachers get financial support when permitted for study	18(40)	20(44)	2(4)	4(9)	1(2)	45(100)
6.	Payment of salaries to newly employed teachers	0(0)	0(0)	0(0)	5(11.1)	40(88.9)	45(100)

However, the findings from the interview sessions with Heads of Schools revealed that decentralisation of educational management is helpful in increasing public secondary schools' academic performance. Nevertheless, the Heads of Schools claimed on the issue of the way it works to ensure schools' academic performance. Head of School D explained that:

> *Decentralisation of educational management is a good plan, according to the purpose of its formation. It has made possible for the community to contribute and/or donate desks to schools. As a result, it increases students' academic performance as they attend and stay in classes comfortably when sitting on desks* (Interview with Head of School D, 27th May, 2023).

Another Head of School C had this to say:

> *Nowadays, it is possible to reach the community easily. Through this policy [referring decentralisation of educational management], we usually request the graduates and other interested in local community members, who are key education stakeholders, to contribute to the school furniture and their response to this is very positive* (Interview with Head of School C, 26th May, 2023).

Generally speaking, the findings obtained from questionnaires and interview revealed that, the community has understood its role, which among others, to donate the school furniture, especially desks for students. In consistency with the finding, the URT (2004) insists that decentralisation of educational management was meant to promote good governance and give people the freedom to make decisions and take appropriate actions, which results into development. On top of that, Salah (2018) admits the practice of decentralized significantly affects secondary education service delivery.

Salah adds that there is a significant positive effect on increased students' performance in the decentralised system than it was before because each school manages to budget and use the available resources for the benefits of the schools in general and students in particular.

Also, the findings in Table 1 indicate that, 68.1% of teachers disagreed that the decentralisation of educational management ensures the promotion of teachers to higher grade level on time as opposed to 11% of teachers whose view was against the statement. Generally, it signifies that about two-thirds of teachers do not view positively the decentralisation of educational management in helping their promotion to higher grade level on time.

Contrarily, the findings from the interview sessions with Heads of Schools revealed that decentralization of educational management has been supporting the promotion of teachers, however, with no specific exactly time. Head of School A explained that:

> *Just like other public servants, teachers need to be promoted on time. When we [teachers] are not promoted on time, it is because the government – which is the main employer – prepares the good environment to its workers. With decentralisation of educational management, Teachers' Service Commission [TSC], which is found in each district plays a role of supervising teachers and suggest their promotions, especially those who deserve* (Interview with Head of School A, 24th May, 2023).

In addition to that, Academic Officer from Municipal Secondary Education Office said:
> *Promotion of teachers is not something, which is a political decree, no! There are seculars stipulating promotion of civil servants. Usually, the government states clearly its intent of promoting workers, including teachers. Therefore, they are promoted, however, not in time* (Interview with Academic Officer from Municipal Secondary Education Office, 28th May, 2023).

The findings indicate that, majority of teachers believe that decentralisation of educational management decreases their working morale, because they are not promoted on time, a situation which negatively affects students' academic performance. Currently, teachers are promoted, however, the situation was different in the past six years where there was no promotion to civil servants due to the fact that the government said it had no finance as promotion goes with increase in salary. When teachers remain unpromoted, it affects the academic performance of students because teachers will keep teaching without morale.

Similarly, Naidoo (2015) indicated that teachers are not only promoted on time but also that delays to process their rights, which may be attributed to lack of data management or the incompetence of human resources at the district level. The extent to which extent decentralization improve the

teachers' promotion in South Africa municipalities was reported to be questionable and it had accelerated the promotion of teachers.

The findings are also inconsistent with Saviour (2019), who avows that teachers' working morale is influenced by the way teachers will be motivated. He further added that decentralisation of educational management is much silent towards teachers' expectations, a situation which demoralise them and lead to decrease of working morale. Furthermore, Godda (2014) finds that decentralisation accelerates the promotion of teachers. This is true because the promotion is done by the office of Teachers' Service Commission, which was formerly known as Teachers' Service Department, which operates at the bottom level as each district in the country has its office. Therefore, promoting good performers among teachers is very possible under decentralised management system, which is different from the former centralised management system where everything was centralised to the Ministry of Education.

However, Welsh and McGinn (2019) view decentralisation as the most important phenomena to come on to the educational planning agenda whose purpose is to increase efficiency in management and governance. Nevertheless, the government is required to make sure teachers' needs are considered to increase their working morale that affects positively the students' academic performance. In so doing, it ensures the efficiency of teachers to boost their working morale.

Nevertheless, the findings in Table 1 indicate that, 80% of teachers have an overview that through decentralisation of education management has enabled schools to purchase books for students as opposed to 20% of teachers, who viewed differently, indicating that the decentralisation of educational management has not aided schools to purchase for students' books.

Similarly, the findings from the interview sessions with Heads of Schools revealed that decentralisation of educational management has enabled the schools to purchase students' books as explained by Head of School C:

> *The amount of fees students pay are used to purchase learning materials, including books. This is only possible because the central government permits the local government to collect its revenues and plan for them. Basically, each year we prepare the list of books, which are most important to students. Previously, before the introduction of decentralisation everything was centralized within the ministerial level* (Interview with Head of School C, 26th May, 2023).

The study found decentralization of educational management has increasingly helped secondary schools to purchase students' books, which are mostly wanted. This, in turn, affects the performance of students positively as the students get opportunities of increasing knowledge through the books they read.

Nevertheless, Naidoo (2015) shared South African experience that it takes about three months after the commencement of the new government financial year for all qualified teachers to be promoted to their respective new grades. When teachers submit all the required documents to support their promotions, it hardly takes long time more than six months for them to receive their new salaries after being promoted. Sometimes, they are not promoted at all and when they concert the authority for the progress of their concerns, they find their documents missing in their files. Godda (2014) reported that decentralisation of secondary school management in Tanzania has mainly improved the working conditions of teachers in many aspects including living conditions such as accommodation, health facilities, or coordination of teachers to have effective SACCOs to solve individual financial problems, through local community participation. Furthermore, realities on the ground might be different because not all teachers are accommodated. The usual experience shows that teachers rent houses and those teachers who manage live in their built-houses.

Furthermore, the findings in Table 1 show that, 75% of teachers have an overview that the decentralisation of educational management leads to effective supervision of students when they are learning as opposed to 20% of teachers who remained neutral with the statement.

Equally, the findings from the interview sessions with Heads of Schools revealed that decentralisation of educational management is helpful in increasing public secondary schools' academic performance. Due to the nature of the management and supervision under decentralisation, teachers are teaching students regularly without skipping their lessons. Head of School B explained that:

> *Through decentralisation of educational management, teachers are managed in attending all of their lessons. There is no any chance left to them for skipping lessons even for the notorious ones. This is because, they fear of being caught by the close supervisors, Ward Education Officers, District Secondary Education Officers, and the like, who can bring the feedback to the employer, the Municipal Executive Director and the TSC for immediate actions. As a result, such effective supervision increases schools' academic performance* (Interview with Head of School B, 25th May, 2023).

Head of School D added that:

> *Decentralisation of educational management has become a policy of creating fear to lazy teachers. Teachers are attending all lessons they are assigned and prepared lesson plans, schemes of works and teaching aids. By doing so, the lessons are proceeding in the required manner leading to maintaining educational standards and academic performance among students* (Interview Head of School D, 27[th]May, 2023).

Generally, the opinions and beliefs of respondents indicate that, the majority of teachers in public secondary schools believe that decentralization of educational management has shown positive effects towards students' academic performance, because teachers attend their lessons regularly, which automatically enhances students' academic performance in public secondary schools.

The findings in Table 1 show that 84% of teachers have an overview that decentralisation of educational management allows financial support to teachers when released for study, whereas 11% of teachers disagreed with the statement to mean that no financial support teachers get when released for study.

Similarly, the findings from the interview sessions with one Academic Officer from Municipality Secondary Education Office revealed that decentralisation of educational management is acting as an enabling environment for staff development. In more elaboration, Academic Officer said that:

> *No one opposes that decentralisation of educational management has enabled teachers to be helped easily as opposed to the past where the teacher has to write a letter to the Secretary of the Education Ministry explaining his or her desire to pursue studies. It took so many days for the letter to be replied. See how simple it is now, a teacher requests for study and the letter is brought to the office. If permitted, the teacher is replied instantly. However, financially, there is a bottleneck where teachers are encouraged to prepare themselves before they think about the request* (Interview with Academic Officer from Municipality Secondary Education Office, 28[th]May, 2023).

The findings show that, there is a challenge of teachers being supported financially when they are eagerly permitted to study in the higher learning institutions. The supervisors, AOMEO and HoS know that it is hard for teachers to be supported financially. However, fewer teachers who agreed that there is a financial support the government offers to its workers, they might have been supported.

The findings in Table 1 shows that, 100% of teachers have an overview that the decentralisation of educational management leads to payment of salaries to newly employed teachers, which enhances students' academic performance because teachers become settled once they are employed in the local localities.

Likewise, the findings from the interview sessions with Heads of Schools reveal that decentralisation of educational management ensures newly teachers are paid their salaries. Head of School A explained that:

> *For the case of salary to workers, I can assure you that no one employed by the central government and located to the local government authorities suffers from salary issues. When a teacher is employed and report to the respective employing authorities [as the*

case Municipality], she or he has to bring copies of his or her certificates for verification. Therefore, same teacher will report to the teaching station meanwhile subsistence allowance for fourteen days is given. Simply, same teacher gets the salary if all documents were recorded correctly and sent to treasure main office (Interview with Head of School A, 24th May, 2023).

In addition to that, Head of School C had this to say:

When we compare students' academic performance before and after decentralisation of educational management, obviously it evidenced that at least after decentralisation students' academic performance has increased because even teachers are not in a position of being permitted going to the higher offices [in the Ministry] to make a follow-up of their arrears. Therefore, when a teacher is employed, almost all procedures are prepared. In my school I have never received any complaints from newly teachers on salary payment (Interview Head of School C, 26th May, 2023).

The findings indicate that, the majority of teachers in public secondary schools believe that decentralisation of educational management leads to the payment of salaries on time the newly teachers, which in turn, increase in students' academic performance in comparison to the performance during centralisation. Therefore, the findings obtained from questionnaires and interview revealed that decentralisation of educational management has positively contributed to schools' academic performance. The findings are in line with Jimmy's (2017) who revealed that among the effects of decentralisation of management in education is the increase of accountability and responsiveness to student needs, which is directly related to the increase in schools' academic performance.

5.0 Conclusion and Recommendations

It is therefore, concluded that decentralisation of education has an effect to school academic performance. The majority of teachers in public secondary schools believe that decentralisation of educational management has positive effects towards schools' academic performance. This is because it helps students to be taught regularly by ensuring a conducive learning environment to learners as well as working environment to teachers. To students, this has been possible with the purchasing of books as well as supplying of students' desks as they sit comfortably and are able to write down what is being taught. To teachers, this has been possible with their promotion to higher grade level on time, financial support when released for study as well as payment of salaries to newly employed teachers.

The study recommends that the Ministry of President's Office-Regional Administration and Local Government (PO-RALG) to ensure that good performers among students in public secondary schools are recognized as part and parcel of management practice in all Councils in Tanzania.

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Assessing the Effectiveness of Techniques Applied by the Heads of Schools to Promote Teachers' Performance in Public Secondary Schools in Iringa Municipality, Tanzania

Geofrey Hossa
Ruaha Catholic University, Iringa Region

and
Festo Gabriel Wachawaseme
Ruaha Catholic University

Abstract

This study assessed the effectiveness of techniques applied by the heads of schools to promote teachers' performance in public secondary schools in Iringa Municipality, Tanzania. The study was guided by the qualitative research approach using a case study design. The sample of respondents was twenty-six (26), of whom there were 18 teachers, 6 heads of schools, 1 Municipal Secondary Education Officer and 1 School Quality Assurer Officer. Six (6) public secondary schools were involved in the study. Data were gathered through interviews, documentary reviews and observations. Qualitative data was categorized into themes and presented in form of narratives. The study findings indicate that most heads of schools do not make regular classroom visit to ensure teachers' content delivery, they do not provide teaching and learning resources and they are not keen to ensure teachers prepare professional documents. The study recommends the need for planning of supervision process, sensitization on the importance of appraisal as well as provision of teaching and learning resources as necessary.

Keywords: Heads of Schools, Supervisory Techniques, Teachers' Performance

1.0 Introduction

Education goals cannot be achieved without well-established effective school supervisory practices (URT, 2013). Today, the demand for effective school supervision activities is rapidly taking centre stage more than ever the world over (Okumbe, 1999). The effectiveness of school supervision is judged by the extent to which schools acquire the necessary instructional materials, teacher's effectiveness and efficient performances (Mosha, 2011).

According to Enyedy (2017), heads of schools must have skills and knowledge that enable them to supervise and influence the behaviour of the school in terms of how teachers teach, how much students learn and the overall school performances. Those results can be achieved only if the heads of schools provide feedback, encourage and motivate teachers to perform better, which are one of their administrative roles (Enyedy, 2017).

Teachers are expected to be provided with proper conditions for good teaching and learning. Heads of schools are endowed with a capacity to create such conditions. That is, a success of school has been attributed to those in the helm of proper school supervision activities. The heads of schools should give their institutions' images of their potentialities through drive, support and skills to mould the mission, vision and motto statements to an approximate reality. They have the responsibilities of removing administrative and supervisory constraints that may prevent teachers from maximizing their efforts in rendering services to students (Kimutai, 2012).

A study on the implementation of instructional supervision in secondary schools in Ethiopia found that classroom visits enable the heads of schools to interact with teachers, determine whether teachers are using sound instructions and provide feedback to help the teachers correct highlighted issues. A study by Asiyai (2009) in Nigeria showed that regular instructional supervision practices of the school heads through direct supervision of the teachers led to improvement in the teachers' lesson preparation, regular and punctual class attendance.

2.0 Literature Review
2.1 Techniques Employed by Heads of Schools in Carrying Out their General Supervisory Practices

Meador (2013) shows that a good school head is the one who always leads by example, positive, enthusiastic, has high energy, initiative, tolerant for ambiguity sense of humour, has analytical ability and uses common sense and has a hand in the day-to-day activities of the school and listens to what their subordinates are saying. An effective leader (e.g., head of school) is available to the teachers, staff members, parents, students, and community members. Good leaders stay calm in difficulties, think before they act and put the needs of the school before themselves (Meador 2013). Also, an effective leader steps-up to fill in gaps as needed, even if it is not part of their daily routine.

A study of Zepeda (2010) found that effective supervision of teachers as a developmental process is designed to support and enhance an individual's acquisition of the motivation, autonomy, self-awareness, and skills to effectively accomplish the teacher's job performance. Another study conducted by Alemayehu (2012) in Ethiopia found that supervisory practices have been carried out since 1941, though the service name shifted from "inspection" to "supervision". In order to effectively and efficiently achieve the intended objectives of educational supervision, two approaches to the organization of effective supervision were taken: out of school (external) supervision, and school-based (internal) supervision; the former is carried out by external supervisors at federal, regional and lower levels, whereas the latter is carried out by the school heads, departmental heads and senior teachers. However, in Addis Ababa, which is the capital city of Ethiopia, the study established that effective supervision somewhat brought improvement, and it helped to compete with other countries.

In Kenya, Kalai (2017) found that secondary school heads are tools to successful school management. Also, the study observed that the secondary school heads are appointed from serving teachers and most of them have no any substantial training in educational and supervisory management. Thus, the role of heads of schools is to stimulate, improve, organize, and make teachers self-directed and cooperative to ensure the feedback is geared towards changing errors in order to achieve teaching and learning goals.

Furthermore, the heads of schools convey information to teachers on all school activities through staff meetings, which intend to promote unity, to accommodate teachers' views and harmonize workers (Sekovic, 2020). In addition, the heads of schools are pillars and examples at schools. The vision, mission and motto of the schools carry a heavy message and picture of schools' objectives in summary.

Motivational techniques are very important for the performance of the teachers. The study of Ghafoor and Sajjad (2021) shows that the head teachers' good behaviour is a source of motivation and encouragement for teachers to perform well in classroom. Motivation also ensures completion of tasks. A study by Sekovic (2020) found that motivation impacts teachers' personality to complete assigned tasks. Furthermore, the results indicated two groups of teachers: one group being motivated by their head teachers to complete assigned task, while the other group was not motivated by their head teachers. As a result, teachers who were motivated by their head teachers got much higher marks compared to the ones who were not motivated by their head teachers.

3.0 Materials and Methods

This study was guided by constructivism paradigm, because teachers who were selected in the study provided their lived experiences and valuable insights of their performance in public secondary schools. The study employed a qualitative approach and a case study design, of which the heads of schools were the main unit of analysis and the researcher selected six schools which were named: school A, school B, school C, school D, school E, and school F.

The target population for this study involved four categories of respondents, namely: the heads of secondary schools, teachers, School Quality Assurer (SQA) and Municipal Secondary Education Officer (MSEO). Specifically, the study used a total of 26 respondents from a population of public secondary schools, which involved six (6) public secondary schools with 18 teachers, six (6) heads of schools, 1 MSEO and 1 SQA.

In this study, the researcher employed multiple data collection methods to collect the relevant data to answer research questions. The use of multiple sources and methods facilitated the validation of the data. In this study, interviews, observation, and documentary review were used.

4.0 Results
4.1.Promotion of Teachers' Professional Development
According to the participants' viewpoints, professional development was viewed as one of the strategies used by most of the school heads in carrying out their general and instructional supervisory duties. Brooker and Jeniffer (2015) view professional development as the effort and strategies by the government or non-governmental organizations to improve the skills, abilities and knowledge among teaching workforce. It is from this opinion, a head of school A argued that:

> *It is important to update the knowledge and skills for both heads of schools and teaching staff because it would equip both of them with the ability to promote quality teaching and learning in schools* (Interview with Head of School A: 14/05/2023).

In line with that finding, Okumbe (2007) contented that the role of the heads of schools is to draw up a training programme roster and indicate the number of teachers that could participate in each programme when it is organized. Moreover, the heads of schools should assist teachers through supervision to diagnose remote challenges that hinder teachers' growth and provide effective guidance in promoting teachers' professional abilities, which meet the challenges of the changing education system.

During the interview with the heads of schools, it was also revealed that most of the heads of schools allow their teachers to attend different professional development seminars and workshop as proved by one of the heads of schools, who said:

> *I allow them to participate in various in-service seminars and on-job trainings. I also give them various instructions during tea meeting at school; this makes teachers improve their teaching and learning skills and finally leads to better academic performance* (Interview with Head of School B: 14/05/2023).

Thus, the application of professional development as strategy for teacher's professional improvements is perceived to be practical by teachers and the heads of schools. Also, the heads of schools reported on the organizing and conducting of seminars and other kinds of professional development training for the purpose of ensuring that their teachers are updated. This was said by one school head as follows:

> *Normally, there are internal seminars called in-service training whereby professionals from different units are invited to come and discuss professional issues to train my teachers in the areas of teaching and learning, and sometime the government gives chances under my supervision to select who has to go for such professional development course* (Interview with Head of School D: 17/05/2023).

The information from the interview indicates that, some heads of schools do conduct internal professional development programmes in the form of seminars whereby they invite experts from different organizations to equip teachers with the necessary skills needed in the teaching profession. Most of the professional development training conducted within the school environment has positive impacts on teachers' competences because majority of them reflect the needs of teachers. By conducting internal training to teachers, teachers get updated on teaching methods, assessment techniques, classrooms management and shaping students' behaviour. These findings concur with those of Saidin (2021) who observed that effective professional development practice enhanced the competence of teachers. These findings also imply that professional development gives teachers skills and knowledge, which is necessary for them to have as professional teachers in the school.

It was also revealed that the heads of schools provide professional development to all teachers without bias, and this can reinforce teachers to perform their duties effectively in schools. One of the school heads commented that:

> *All teachers are given equal opportunities to attend professional development programmes. However, we consider specifications. You may find that specifications do differ where some of teachers are teaching Mathematics, Biology and Chemistry. So, it may happen that there is a seminar for Mathematics teachers and thus only teachers who teach such subject will have to attend and those who teach other subjects will not attend* (Interview with Head of School E: 17/05/2023).

This comment supports the view by most heads of schools that they do provide an equal chance to their teachers to attend professional development seminars and workshops. Based on the Contingency Theory, it seems that the heads of schools consider the characteristics of teachers as well as their needs when selecting teachers to attend professional development training. Considering the needs of teachers is a good thing as long as teachers do not have similar needs.

The findings are in agreement with what was observed by Ajan (2021) who revealed that professional development programmes are made available to all school teachers. By offering equal opportunities to all teachers to attend such seminars and trainings, the heads of schools understand the importance of using professional development strategy to manage their teachers.

4.2. Maintaining Teamwork
Maintaining teamwork is another strategy through which the heads of schools demonstrate good supervisory skills. According to Ngassa (2016), team work is a state of working together for the purpose of accomplishing the goals of the organization. Participants from the interview session revealed that the heads of schools engaged heads of departments to assist in management activities like discipline issues and in planning education matters to improve school academic performance. One teacher had this to say:

> *Formation of different departments in schools helps the teachers to work as a team. This helps the heads of schools to reduce the workload; hence, they can concentrate on other administrative activities. Teamwork makes school activities easy, simple and effective. It also diminishes misunderstanding amongst staff. It further propels cooperation and good relationship among staff. This improves effectiveness in school management* (Interview with Teacher$_1$, School F: 17/05/2023).

This implies that building the base of agreement in a team is important for effective school management since it influences cooperation and discourages misunderstanding and conflict in schools. Teamwork also helps to make acute and proper decision in different managerial issues such as problem solving, resolving discipline cases and enhance good relationship among teachers. Moreover, teamwork helps to accomplish tasks on time as well as reducing workload to the heads of schools. The study finding concurs with the study of Bite (2012), who observed that teamwork helps to manage challenging issue in schools, which resulted to increase the time taken on academic work, hence, improving effective school academic performance.

4.3. Creating Effective Communication

Effective communication is essential for executing administrative plans as well as for handling day-to-day accomplishments of tasks through people. The results from the interview revealed that the heads of schools provided information needed to accomplish task by using the leadership hierarchy and staff meetings. Furthermore, the heads of schools provided information directly and indirectly through leadership hierarchy whereby immediate subordinates were fully engaged in administering specific school activities. During the interview with teachers, one of them said:

> *Provision of information to subordinates made teachers aware of what should be done, how it should be done, when should it be done and who should supervise. Also, effective communication is a means of minimizing internal conflict in the schools* (Interview with Teacher$_4$, School A: 17/05/2023).

This suggests that provision of appropriate information maintained effective communication since workers become aware of the school procedures, which helped them to accomplish various tasks, hence, maintaining organization goals. The finding concurs with Slater (2020) who asserts that an effective communication is about conveying one's message to other people clearly and unambiguously; therefore, the heads of schools need to exercise communication skills in an open way to deliver information and at the same time receive information from subordinates.

4.4. Provision of Interpersonal Relations and Motivation to Teachers

Through interview, it was revealed that the heads of schools motivated teachers as a way of arousing their commitment to work. The heads of schools motivate teachers who performed well in academic matters and in different school activities. As a result, such performers were given letters of

appreciation. Also, the heads of schools provided certificates of appreciation, financial allowances and opportunities for engaging in activities such as marking external examination. One of the interviewed teachers had this to say:

> *The head of the school motivates teachers who perform well in academic matters and effective supervision of different school activities through writing a letter for congratulations, providing certificates of appreciations, giving some amount of money and granting different opportunities like attending the playful seminars, through get together and granting tea and lunch; this consequently encourages more commitment to the teachers* (Interview with Teacher$_{10}$, School B: 17/05/2023).

Furthermore, the results from the interview made with heads of schools revealed that some school heads motivated teachers through preparing ceremonies soon after opening the school as a way of welcoming them for duties and arousing morale to work. One school opined that:

> *Normally, I'm preparing ceremonies soon after the commencement of the new term as a way of welcoming them for school activities. I use this system in order to motivate teachers work in optimal performance* (Interview with Head of School C: 17/05/2023).

This implies that motivating staff members creates patriotism at the workplace and this arouses teacher's spirit and commitment to work more effectively. Similarly, Kamete (2014) agrees that motivation develops teachers to work in optimal performance that contributes to effective performance in school's activities. Thus, the study findings imply that building the base of agreement in a team is important for school management, because it influences cooperation and discourages misunderstanding and conflicts in schools. This concurs with the study of Ngasa's (2016) findings which indicated that teamwork is a state of working together for the purpose of accomplishing a set of goals in an organization.

4.0 Discussion
The heads of schools should identify teachers requiring professional development such as induction, pre-service courses, on and off-job training, incentives and other trainings for improving teachers' abilities. Thereby, equipping them with skills and knowledge that they can share with other teachers to enhance effectiveness and efficiency in job performance as evidenced by Ndunguru (2015) who contended that on-job training is a key factor to good performance, career path and job security.

The study findings indicate that the heads of schools should build the base of agreement as a team and creating effective communication for effective school management, since it influences cooperation and discourages misunderstanding and conflict in schools. Teamwork also helps to make acute and proper decision in different managerial issues such as problem-solving, resolving discipline cases and enhancing good relationship among teachers. Moreover, teamwork helps to accomplish tasks on time as well as reducing workload to the heads of schools. This was also observed by Bite

(2012), who insisted that teamwork helps to manage challenging issue in schools and as a result, increase the time taken on academic work, hence, improving effective school academic performance.

Generally, motivation is very crucial tool in a working place to increase production, motivate staff members, creates patriotism at workplace and arouses teacher's spirit and commitment to work more effectively. Similarly, Kamete (2014) agrees that motivation develops teachers to work in optimal performance that contributes to effective performance in school activities.

5.0 Conclusion and Recommendations

The current study concludes that the heads of schools have some supervisory skills to enhance teachers' performance but more professional skills development programmes should be frequently provided to them so that they become more skilled and conversant in ensuring effective supervision of teachers' performance. The study also concludes that ineffective supervisory of the heads of schools on teachers' performance causes poor results of an expected goal, catalyze conflicts among school workers due to communication breakdown, lack of awareness among education stakeholders, and thus disturb the whole learning and teaching process in secondary schools. Therefore, it is recommended that the heads of schools should be frequently trained on various education issues including instructions' supervision so as to enrich them with appropriate knowledge, skills and attitude. As a result, it leads to increase the number of competent teachers, and make school infrastructure improved.

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The Impact of Education Re-entry Policy on School Retention of Teen Mothers in Public Secondary Schools in Tanzania

Athuman Kaniki
Ruaha Catholic University
Email: askaniki1988@gmail.com
and

Salvius Kumburu
Ruaha Catholic University
Email: kumbulus@yahoo.co.uk

Abstract

The purpose of this study was to assess the impact of the re-entry policy on the retention of teenage mothers in public secondary schools in Tanzania. The study adopted a descriptive survey research design. The study sample comprised thirty teens mother students from form one to form three in three secondary schools, ten head of schools, ten secondary school guidance and counselling teachers. Purposive sampling and snow balling sampling techniques were applied. Data were collected through interview and documentary review. Data from both interviews and documentary review were analyzed thematically and presented in quotations and narrations. The findings of the study indicated that the re-entry policy had a significant impact on teen mother students' retention in schools except in few schools whereby the findings indicated that the policy did not have significant impact. Despite the opportunities the policy offered, some students did not want to come back to schools anymore. They engaged themselves in other social life activities such as petty business and vandalism. The study recommended that more sensitization should made to all people, the leaders, parents, students and teachers on the importance of this policy to the livelihood of girl students particularly those in secondary schools.

Keywords: Re-entry policy, Impact, Teen Mothers

1.0 Introduction

Over decades, education for women was not a priority in most African societies (Mwansa, 2011). It was just after the Beijing conference of 1995, a conference at which women movement developed its own priority and action plan. The conference among other things demanded that girls who dropout from schools due to pregnancy should be re-admitted after delivery. Equally, Tanzania signed this declaration that aimed at promoting the rights of education to children and woman (Mwansa, 2011). Despite Tanzania being part of and signatory to most of conventions and having a various policy declaration in place, the capacity of the Tanzania government to articulate and implement concrete policy interventions to girls' education became an issue of great concern. To respond to this movement, Tanzania in 2021, inaugurated a policy that articulated categorically that rather than

expelling girls who get pregnancy while still schooling a situation which had great disadvantages to the community, such girls should be given maternity leave and after delivery they should resume their studies in school. Thus, the term re-entry policy came into operation (Mwansa, 2011). However, the re-entry was one of such policies that seemingly requires scrutiny to discern its impact to the returning teens mothers.

As pointed out above, the re-entry policy was all about giving an opportunity for girls getting pregnancy in school resume studies after delivery. In response to this, different nations adopted this policy so as to guide the provision of education on equitable basis which means boys and girls were to be given equal chance to access education opportunity at all levels (Chiyota, 2020; Birungi et al (2015). More interestingly, the re-entry policy has been given different names across nations: for example, in the United State of America, it was called re-registering policy under education Act of 1972. The policy allowed pregnant teens to continue with studies after delivery at all levels of education that is primary, secondary and higher level. In Britain under the education Act of 1994, it was called re-admission policy. Its major function was to ensure that the teens mothers continue with studies after delivery at all level from primary up to higher education. In Zambia, it is called re-entry policy and in Malawi it was called re-admission policy. In Tanzania it is known as the re-entry policy whereby, pregnant girls are temporarily removed or expelled from school after being conceived and re-join school after delivery (URT 2021, Article No.2).

Nevertheless, the implementation of these policies has been succumbed to various challenges. For example, in the Sub-Saharan African countries, which experience high rates of teenage pregnancies the implementation of the re-entry policy had been affected by among others, teachers mind set, community outlook and the students in general (Hosie & Selman, 2006). Commenting on the implementation of the policy in African context Hosie and Selman (2006) argued that most of the communities have failed to develop revolutionary mind towards the re-entry policy and this led to stigmatization to the returning students. Worse still, the returning students are not given enough counseling that would minimize psychological trauma and be prepared to cope with the school environment as students and as mothers. This situation indicates that the implementation of the re-entry policy has not succeeded yet. Therefore, for effective implementation of the re-entry policy teachers must have skills and strategies that would enable them manage the teens mothers while at school and build up a close relationship on guiding and counselling them in support of the parents so as to create positive attitude towards a teen mother (Janet, 2020). In other words, the impact of re-entry policy on teens mothers would only be possible if the schools have strong strategies on promoting and counselling the students at school, together with strong support from parents.

Albeit, research has indicated that the re-entry policy worldwide has proven to be a useful tool to school girls despite the socio-cultural barriers that most of the girl's experiences especially in developing nations like Tanzania (Karimi, 2015).

2.0 Literature review

2.1 The impact of the re-entry policy on girl's education in global perspective
Globally, re-entry policies have brought out a lot of changes to girls' education. For example, in Europe most countries have introduced the re-entry policies that allow girls to return to school after delivery. The policies provide 18 weeks to teenage mothers as maternity leave and are allowed to stay at school until they reach the time for leaving the school to go for delivering (UK Equality Act, 2010). Further, research (e.g., Gray & Dowden, 2017) has indicated that greater number of re-admitted teenage mothers managed to complete their studies with some support from the UK government. Students were provided with allowance that helped them to take care of their babies. In addition, special rooms were prepared for teenage mothers to lactate their babies for those who could not have other people to take care of their babies at home. This motivated teens mothers to seek for re-admission at schools to study with full positive psychological attitudes hence, satisfy their aspirations.

In the United States of America, the re-entry policy has been effectively implemented and had a paramount effect on the teens mother future life Jamal (2012). This became more effective after the amendment of the former policy of 1972 which came to be known as "policy IX" of education Jamal (2012) resulted into greater number of girls being re-admitted and managed to complete their study cycles.

2.2 The Impact Re-entry Policy on Girls' Education in African Perspective
Currently, majority of African countries, south of Sahara have adopted the re-entry policy so as to ensure that girls who dropout not only due to teenage pregnancy return to school to continue with studies; among of the countries including Zambia, Sierra Leon, Malawi, Namibia, Kenya and Tanzania (Chiyota, 2020; Ouko, 2016).

However, obstacles including staffing deficit, inadequate funding and its sustainability, absence of a policy framework for material support, infrastructural deficits, and lack of synergy in approaches led to poor implementation. Therefore, the impact of re-entry policy in most of African South of Sahara seems to be low.

2.3 Implementation of the Re-entry Policy and Its impact in Tanzania
According to Tayla (2022), Tanzania has not made significant development in the implementation of the re-entry policy. A great number of teenage mothers who are expelled due to pregnancy do not return to school after delivery. One of the major reasons wis that heads of school are not ready to re-admit them, for fear that it would spoil the moral values of their schools. Further, reports from NGOs such as Forum for African woman (2023) have revealed that majority of stakeholders including the heads of school are either not aware or do not understand the policy guidelines. Furthermore, the report revealed that, there were no data existing at school to indicate how many teenage mothers have been readmitted and complete the study or advance to high school. Therefore, it makes sense to

conclude that in Tanzania the implementation of the policy was rather low though, some positive signals have been witnessed in some schools in the district in which this study was conducted.

3.0 Materials and methods

This study is descriptive qualitative because the data in this research are in the form of words rather than numbers. In this research most of the information relied heavily on the views of the participants. The participants of the research were ten teachers, ten heads of school and thirty teens' mothers, all from public secondary schools in Iringa Municipality. Purposive sampling was used to obtained head of schools and teachers while snowball sampling was used to obtain the teens mothers. Data were collected using interviews and documentation. In this research, the researcher interviewed the teachers, heads of school about their views regarding the impact of the re-entry policy introduced by the Tanzania Government in 2021 Secular No.5. For the teens mothers apart from interview a snowballing technique was used. A snowballing technique involved asking the teens mothers to mention others with the similar characteristics and thus, obtain more respondents for the research. Documentary review in this study was used as the source for secondary data. The researcher went through the school records on school pregnancies and the measures taken and specifically to identify the number of school girls who got pregnancy and those who had been re-admitted or not re-admitted. In analysing the data, the researcher used flow qualitative data analysis (Miles & Huberman (1994). In this technique, data were subjected to content description forming categories and sub-categories and were presented in narratives and quotations or text.

4.0 Findings and Discussion

The research findings are presented in this chapter under the following themes: the impact of the re-entry policy on student's retention, psychological and attendance.

4.1 The Impact of the Policy for Teen Mothers' Retention in Schools

In this theme, the respondents were asked to provide the information on whether re-entry policy has any impact on the resuming girls. The study finding indicated that 14(47%) out of 30 teenage mothers agreed that re-entry policy has the impact on their life because of resuming the chance in education that they were lost it before. During the interview with one of the teens mothers who succeed to resume the study after delivery and completed form four in one of the secondary schools in 2022 had this to say:

> *I am so happy with the existence of re-entry policy, because without it, I could not finish my studies. This has given me chance to join school again though in a different school other than the one I had been before. After my completion at form four level and having passed my national examination in February, 2019, I was employed in the Army* (Interview with Teen Mother$_{12}$, School F: 12/09/2023).

Furthermore, one of the teen mothers who were then selected to join one of the high schools in Mbinga added:

> *I thank the government for introducing the re-entry policy. It would help girls like me, at first when I got pregnancy; I was so much discouraged that the pregnancy ending up my dreams of study. But with the existence of this policy retained my dream because at that time where I got pregnancy president Magufuli rejected it totally, however, this has now become possible during the sixth government under president Dr. Samia Suluhu Hassani. Now I'm studying with the support from the government* (Interview with Teen Mother$_6$, School A: 15/09/2023).

From the interview conducted with teen mothers, it showed that the re-entry policy had positive impact, because some of re-admitted teens succeed to complete their studies and so, resumed their lost dreams though their number was too small compared to those who did not return to school. The findings of this study concur with the findings of a study by Chidonga and Nasbert (2020) in Zambia who asserted that the teen mothers re-admitted in secondary schools were too small compared to those got pregnancy. Therefore, it was difficult to ascertain the significant impact of the re-entry policy to teenage mothers in Zambia. Nevertheless, findings in other studies (e.g., Downden & Gray, 2017) who asserted that in UK the re-entry policy had a significant impact as many of the teens mother who were re-admitted were able to complete their studies.

On the other hand, the findings of this study indicated that some of the re-admitted teenage mothers managed to complete secondary school successfully. This is in line with Eliot (2018) who argued that though, there was lack of concrete data to ascertain the number of readmitted girls, those findings provide a bright future for the girls' education. Contrary to this, Enyedy (2017) argues that heads of schools and teachers have no proper skills, knowledge, and positive attitudes towards those girls who return to school for fear that they would spoil other students and make them understand that getting pregnancy at school is a common thing and consequently affect the school discipline.

The findings of this study further indicated that about 16(53%) out 30 teen mothers involved in the study felt that the policy had no significant impact to them. The reasons included negative attitudes of the teachers towards the returning girls, there was no good collaboration between teachers and parents in ensuring that girls returned to school after delivery are being accepted and be provided with the necessary attention as other students. This is in line with the findings provided by Ehler (2010) who asserts that, most head of schools fail to create relationship between teachers, parents and students due to their longstanding customs and beliefs that such students should not be allowed to stay with other students. This has also been emphasized by Akwilapo (2016) who argues that there is a widespread belief among African cultures about permitting girls and adolescent mothers to continue with educations for fear that this practice would instigate more pregnancies.

One of the teen mothers who at the time of this study had already been engaged in her personal business at the bus stand remarked:

> *The policy wants me to return to school. This is good idea. However, I find it as being an option. For example, my parents, do not find the reason why they should send back to school after all I have got my business which makes me sustain life. As of now, even my parents consider me as an adult they don't care about my education. It would be better if the re-entry policy had a law to guide the parents on what to do after delivery* (Interview with Teen Mother$_5$, School D: 13/09/2023).

The findings of this study were in line with Ahikire and Madanda (2011), who argued that the re-entry policy remains a vexing phenomenon. That's it is just a way of victimizing girls. The authors further argue that if we really want the girls access quality education there must be a law and regulation that would work together with the policy directives for effecting its implementation.

Therefore, in order for the re-entry policy to have a positive impact to girls as well as teenage mothers the government should enact by-laws and regulations that would force the parents and guardian to send back to school immediately after delivery so that they compete their studies.

4.2 Impact on Teen Mothers' School Attendance
The findings indicates that although the returning teen mothers were able to attend to classes, they were obliged to be on and off due for attending their children either at home or in their residential hostels. This was indicated by 22.8(72%) of the 30 lactating mothers. For example, during the morning hours the lactating mothers had to leave classes to prepare porridge for their babies whereby for those who stayed at home could not manage to resume classes of the day. These findings concur with King (2015) that the attendance of teen mothers at school would be possible if their relatives could provide some assistance. That would, the author added, have a significant impact to teen mothers as far as the policy is concerned. It is further found that many parents in African community give priority to male children over females in education because of the traditional biases against educating girls (Bunyi, 2008; Ducan, 2017; Oster, 2015). Therefore, in order the re-entry policy to have a positive impact to girls as well as teen mothers, the government should enact by laws and regulations that would force the parents and guardian to value females' education and so provide the necessary support they need for their studies.

4.3 Psychological Impact to Returning Teen Mothers
The findings of this study indicated that the returning teen mothers to schools had a lot of psychological impact and hence affected their self-esteem. This was due to the various treatments they experienced at school such as stigmatization and jokes from the teachers and their fellow students and hence affected their academic performance. These findings are in line with Imbosa et al. (2022) who argue that the teen mothers exhibit poor academic performance mostly due to

psychological torture, accompanied by frequent absenteeism at school. All these factors contributed to many teens mothers either drop out after re-admission or reject re-admitted totally.

4.4 Teen Mothers' Views on the Policy

The interviewer in this section was interested to find out what were the perceptions of the teen mothers regarding the policy in general. The findings revealed that, 12(42%) of the 30 teen mothers interviewed admitted that the re-entry policy was generally good as it restored the lost chance to many girls to access education. However, they remarked that a law to enforce parents and guardians should be in place. About 18(68%) felt that the policy had no impact as most of the parents did not take any initiatives to send the girls back to school. This was also observed during the study that a greater number of teen mothers who were supposed to be in school after delivery, however, they were not in school. Therefore, the conclusion is that there is an urgent need for the government to enforce a   law which would force parents to take care for child and re-admit their daughters at school.

Generally, for the policy to be effective in terms of impact to the returning teen mothers, a lot is desired. This was because the number of re-admitted teen mothers in schools is low compared to those who abstain from the re-admission.

5.0 Conclusion and Recommendations

The problem of supporting the girls and teen mothers in accessing to quality education still exists amongst African societies. This limits the majority of teen mothers to benefit from the various policies proclaimed by the governments including Tanzania. However, with the international and national efforts demonstrated towards improving girls' education, the re-entry policy being one of them, it is anticipated that the long-standing belief about girls/education would sooner or later be solved. In this study, the researcher has tried to reveal the various feelings of the different stakeholders including the teen mothers of the importance of the re-entry policy. The findings though, came with varied perceptions, have given a positive move towards addressing the problem of pregnant girls in Tanzania will soon be resolved.

Therefore, the researcher recommends that the government together with the Ministry of Education Science and Technology should establish and enact laws to back up the policies and regulations that would guarantees the provision of education to teen mothers on equitable basis. This should go together with establishment of enforcement channels and evaluation to assess the impact of the policies sensitization and creation of awareness among communities should be apriority in the implementation process of the re-entry policy in the country. This can be done through various ways including household campaign and conscientization programmes to the communities.

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The Roles of School Strategic Plan on Students' Academic Performance in Tanzania: A Case of Iringa Municipality

Shadrack Nyaulingo
Ruaha Catholic University
Email: shadnyau@gmail.com

and

Kristofa Z. Nyoni
Ruaha Catholic University
Email: mazulukris@gmail.com

Abstract

The study sought to examine the impact of the strategic plan on students' academic performance in Tanzania. The study used mixed method research approach with descriptive and case study research designs. The sample for the study was 72 respondents including 06 heads of school, 06 teachers and 60 students. The study used both purposive and simple random sampling techniques to get the required sample. Data were collected through interviews, questionnaires and focus group discussion. From the study, quantitative data were analysed through descriptive statistics and presented using frequency distribution tables and percentages. The qualitative data were categorized into themes and presented in forms of narratives. The study findings revealed that strategic plan has positive impacts on students' academic performance in public secondary schools in Tanzania. It is concluded that strategic plan implementation has led to school effectiveness and consequently high students' academic performance to the public secondary schools.

Keywords: *Academic Performance, School, Strategic Plan*

1.0 Introduction

Strategic plan is used by public and private institutions to provide a road map to what an organization is, does and for what purpose. Strategic plan requires information gathering, development of strategic choices and careful assessment of the present decisions on future results (Bryson, 2019). While strategic plans vary among organizations, there are some common components to all plans namely vision, mission and goals. An organization's mission articulates its reason for existing. Vision describes where an organization hopes to be or who it will serve in the future. Goals included in strategic plans typically describe how an organization will carry out its vision and mission (Bryson, 2019).

The strategic plan in education is used by management to establish objectives and schedule activities for achieving those goals and includes the methods for measuring progress. These goals can be accomplished through the steps of the strategic plan. The steps begin with an external and internal analysis, a clearly defined mission statement, goals and objectives, formulation of specific strategies,

concluding with the implementation of the strategies and managed the control process (Zwikael, 2015).

Strategic plan process is conducted in the organizations to facilitate setting of spending priorities. This includes focusing energy and resources, strengthening operations, ensuring employees and other stakeholders shared common goals. The Ministry of Education, Science and Technology acknowledged the importance of school strategic plans and have made it a requirement for all public secondary schools in Tanzania. The process of strategic plan in schools has an impact on schools' academic performance and lack of it led to general lack of direction in the school effectiveness. Academic performance in most of public secondary schools in Iringa Municipality is poor based on the performance in the national examinations over a period of time (BEST, 2022).

A strategic plan in school set-up gives it a focus and direction for the future by continuously adjusting to academic direction in response to changing academic circumstances (Camp, 2016). In examining secondary school performance, the main cornerstone used by the MoEST is based upon key challenges which face this sub-sector namely: access, quality, completion, retention and relevance. To ensure that these challenges are mitigated schools normally prepare strategic plans that run between 3 and 5 years out of which they identify key strategies that are relevant for their existence. Among the strategies that are set by schools include the following: formulation of mission statement, continuous assessment, bench marking and syllabus coverage to affect students' academic performance (Camp, 2016). Ridia (2018) established that effective leadership and supervision of teaching and learning strategies had influenced pupils' academic performance. The overall findings indicated that there was a positive and significant influence of the school strategic plan on pupils' academic performance with the greatest influence from teacher preparedness strategy.

Furthermore, Gwakama (2020) researched on the effects of strategic planning on the academic performance of secondary schools in Mbarara Uganda. The study wanted to establish how strategic plan affects the academic performance specifically dealt with establishing the nature of plan, effects of planning and effects of strategic choice on the academic performance. Strategic Plan intent helped to spell out the field of education at all levels as it enables employees to think more clearly about their work in their respective departments. The study therefore intended to find out the roles of school strategic plan on students' academic performance in Tanzania.

2.0 Materials and Methods
The study employed mixed method research approach to build on the synergy and strengths, which exist between quantitative and qualitative methods in understanding phenomenon more fully than using a single approach in a study. The qualitative approach was applied to gather qualitative data obtained through interview, focus group discussion, whereas the quantitative approach was applied to obtain quantitative data through questionnaires. A descriptive research design was considered more effective for this study because it is an efficient method of collecting original data from a wide range

of respondents and provides an opportunity for the researcher to study and explore the status of the program activities in the school (Kombo, 2012).

The study employed 72 respondents from 06 public secondary schools. The respondents consisted of 6 heads of school 06 teachers and 60 students. In this study, interviews were given to heads of schools, whereas questionnaires were given to teachers, focus group discussion was given to students. Furthermore, the collected data were classified and synthesized into major themes and sub-themes and some of the arguments and explanations of respondents were presented as quotations. The qualitative data were analysed through thematic analysis, whereas descriptive statistics was used to analyse the quantitative data where frequency distribution tables were also used to display the information. Lastly, all research protocols were observed during the data collection process.

3.0 Findings
This part of the study aimed at presenting the findings obtained from the study.

3.1 Strategic plan process provides guidance on teaching methods which lead to good academic performance
The study findings revealed that strategic plan process by staff members provides direction and focus on the way of implementing school activities.

Table 1: Responses on Whether Strategic Plan Process Provide Direction and Focus on the Way of Implementing Schools Activities

Response	Frequency	Percent
Disagree	10	16.6
Neutral	9	15.0
Agree	41	68.4
Total	**60**	**100.0**

Source: Field data (2023

On one hand, 41(68.4%) respondents agreed that strategic plan process provides guidance on teaching methods which lead to good academic performance. On the other hand, 10(16.6%) respondents disagreed with the statement. It implies that strategic plan process does not provide guidance on teaching methods to lead good academic performance. Furthermore, 9(15%) respondents were neutral on whether strategic plan can provide guidance on teaching methods which may lead to better academic performance or otherwise. General implication is that 68.4%, which is almost two-thirds of the respondents are in the view that strategic plan process provides guidance on teaching methods, which in turn, lead to good academic performance as opposed to one-third of the respondents who opined differently.

Similarly, Nulkic (2019) expressed that strategic plan is necessary to determine the direction for organization's future and determine how best to achieve it. Its primary purpose is to connect three key areas namely, organization mission (defining the purpose to the organization), Organization vision (describing achievement needed by the organization) and describing how to achieve the ultimate goals.

3.2 The Strategic Plan Process Encourages the Commitment to Work within the School Community

Furthermore, it revealed that strategic plan helps schools to identify what it intends to achieve when it come to their student success objectives and organizational goals. A combination of good plan and communication ensure all stakeholders including parents, teachers, board members and community are all striving for the same goals. Bradford (2020) declares that plans encourage commitment by showing staff members that their work is essential, part of a larger strategy to help their students succeed. A well implemented and communicated plan holds all staff accountable for their actions and encourages collaboration. Best of all, strategic planning provides a framework so that the most important priority of the school students' educational achievement is taken care of.

Moreover, Bradford (2020) explained that strategic plan effectively organizes schools and their staff encourages commitment by showing staff members that their work is essential and strategy help the schools succeed. A school with strategy can monitor its progress towards key outcomes and evaluate where and how it may have gotten off track. The strategic plan assists management and staff members with governance decisions and provides direction for the future with a plan in place, schools can use the plan as a roadmap which it can track, evaluate and modify to facilitate better governance decisions and provide direction for the future of the school. One of the head of schools had this to say:

> *The strategic plan has helped teachers to see and own their responsibility from different angles and adjust their plan according to the needs and it has promoted the commitment of teachers. Through what have already planned, all school departments, teachers as well as students put their plan into daily basis action to accomplish the strategic plan* (Interview with Head of School B, 27th May, 2023).

The results have reflected that effective planning have contributed to better academic performance in public secondary school students. Most of the schools which had put strategic plan in place and incorporate students' academic issues in their strategic plan had made considerable value-added in their students' academic performance.

3.3 Strategic Planning Process Motivates the School Community to Work together As a Team

The question was sought to ascertain if strategic planning process motivates the school community to work together as a team. The findings were analysed and reported on Table 2.

Table 2: Responses on Whether Strategic Planning Process Motivates the School Community to Work Together as a Team

Response	Frequency	Percent
Disagree	9	15
Neutral	9	15
Agree	42	70
Total	60	100

Source: Field data, (2023)

Findings from Table 2 indicate that 9(15%) respondents disagreed with the statement that strategic planning process motivates the school community to work together as a team, 42(70%) respondents agreed and 9(15.0%) respondents were neutral. It implies that 70% of the respondents believe that strategic plan processes motivate the school community to work together as a team, which is contrary to 30% of the respondents, believing differently. This implies that strategic plan has effect on students' academic performance as the school community is influenced by strategic plan to work as a team, which unifies all respondents to bring about good work performance.

3.4 Strategic Planning is Accompanied with the Increase in Budget to Lead Academic Issues

The question sought to ascertain if strategic plan is accompanied with the increase in budget to lead academic issues in public secondary schools as reported in Table 3.

Table 3: Responses on Whether Strategic Planning is Accompanied with the Increase in Budget to Lead Academic Issues

Response	Frequency	Percent
Disagree	11	18.4
Neutral	8	13.3
Agree	41	68.3
Total	**60**	**100.0**

Source: Field data (2023)

However, from the findings, 41(68.3%) respondents agreed, 11(18.4%) disagreed and 8(13.3%) were neutral on the statement to show that the strategic plan has impacts towards students' academic performance due to the fact that it is accompanied with the increase of budget to lead academic issues. So, from these findings, it is evident that majority of respondents were in favour on the fact

that students' academic performance can be positively affected by strategic plans. This implies that reallocation of budget into various academic issues, can bring changes since the requirements which demand money can be attained.

4.0 Results and Discussion

The study findings revealed that strategic plan can have impact on students' academic performance in public secondary schools. The research findings show that strategic plans have the impact on students' academic performance. The impacts can be positive or negative depending on the extent in which the planning will be accompanied with some implementing forces. This was found in this study when it was agreed by respondents that "schools' strategic plan is very important for schools which are aiming at increasing their academic performance. This is because of strategic plans to have impact on students' academic performance and revealed that it provides guidance on teaching methods". Also, it found that there is a relationship between strategic plan and schools' academic performance in public secondary schools.

Additionally, it found that strategic planning process encourage the commitment of teachers to work within the school community. Since the performance of any work depends much on the extent to which the worker will be committed. The result of strategic planning towards teachers' commitment has the impact on students' academic performance. A school that formulates and implements a strategic plan derives benefits such as having negotiated and agreed clear goals and objectives, communication of the set goals to various stakeholders, providing a base upon which progress can be measured, building strong and functional teams in management staff who have clear vision on how the school will be in future. Also, providing the school management with new ideas which can steer the school to greater heights of excellence and commits the school funds to a well-organized and coherent development agenda.

Furthermore, the findings on the impact of school strategic plan on students' academic performance in public secondary schools are line with other studies. For instance, a study by Ozdem (2021) who asserted that through strategic planning a school can make long-term plans in consideration of the risks and opportunities faced by the school and set strategies to evaluate performance and take the school into the future. Through schools' strategic plan, students' academic performance can increase or decrease depending on the measures of implementation. However, the limited budgets can affect the quality of the strategic planning process and school improvement in general. It must be understood that effective strategic planning includes the need for an organization to manage scarce resources wisely.

5.0 Conclusion and Recommendations

There is an overwhelming agreement that the implementation of strategic plan has led to school effectiveness especially in area of sustained focus on instruction and learning. Therefore, strategic

plan implementation has led to school effectiveness and sustained focus in instruction and learning and consequently high students' academic performance to the public secondary schools. It is high time now, the government, through the Ministry of Education, Science and Technology, should organize a comprehensive in-service training program for all public secondary schools' heads of school and teachers to enable them to adjust to the new challenges of developing and implementing strategic plans with available resources. There is also a need to actively involve all stakeholders in strategic plan development to successfully impact a schools' academic performance.

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Impact of Students' Learning Styles on their Performance in Chemistry in Iringa Municipal Community Secondary Schools

Itika Mwakilasa

Ruaha Catholic University

Email: itikamwakilasa@gmail.com

and

Kristofa Zulu Nyoni

Ruaha Catholic University

Email: mazulukris@gmail.com

Abstract

This article investigated the impact of students' learning styles on their performance in Chemistry in Iringa Municipal community secondary schools. A mixed method research approach was employed to 141 participants, of whom; there were 15 Chemistry teachers, 6 academic masters/mistresses, and 120 students. Data were gathered through interviews and questionnaires. Content analysis was used to analyse qualitative data, while Pearson Correlation was used to analyse quantitative data. The findings revealed that students frequently used verbal, visual, active, and sensitive learning styles while studying. The identified students' learning styles allow students to easily absorb content while also acquiring knowledge. The findings also revealed that there is no perfect student learning style because each learning style has its own set of strengths and weaknesses. Chemistry teachers are recommended to use a variety of teaching approaches during the teaching and learning process to ensure that each student acquires the necessary knowledge.

Keywords: *Chemistry Teachers, Community Secondary Schools, Performance, Students' Learning Styles*

1.0 Introduction

In her teaching profession, the researcher has witnessed this. With over fifteen years of experience, she has noticed that many students do not perform well in chemistry in form two national examinations. As a result, most students in form three and four did not study Chemistry.

However, Tanzania hopes to improve access to high-quality secondary education in general, and science education in particular. Several policy documents demonstrate this, including Education for Self-Reliance (ESR) 1967, Musoma Resolution 1974, Education and Training Policy (ETP) 1995, Education Sector Development Plan (ESDP) 1997, and Secondary Education Development Programme (SEDP I and II). Through SEDP, Tanzania wished to improve science teaching by upgrading school infrastructures, such as laboratories and classrooms.

Despite the optimistic desire to improve science teaching and learning in Tanzanian secondary schools have, empirical evidence indicates a state of poor performance in science subjects in

community secondary schools. There are several factors that contribute to such a bleak state of performance. Poorly resourced schools, large classes, a lack of laboratories, a shortage of qualified teachers, and inadequate teacher education programmes are examples of such factors. Teachers are also hesitant to use learner-centered teaching methods, with the majority of teachers being untrained in better learning strategies (Malima, 2018; Makoro, 2020; Michael, 2015). Mligo (2018) cites a lack of parental support for educational issues as a contributing factor to poor performance in community secondary schools. The majority of the preceding studies addressed what Ha (2021) refers to as objective factors (teacher competencies, school facilities, and peer influence) and control factors (gender, region, input, and financial conditions). However, the studies mentioned above are silent on subjective factors such as students' learning styles.

On the other hand, there is literature that supports the impact of learning styles on students' academic achievement (Ha, 2021; Zhang, 2017; Shamsul, Muhadizir & Kamsani, 2014; Kessy, 2019; Bhat, 2014 & Abuge, 2021). According to Anual et al. (2017), a number of studies have investigated the relationship between learning style and academic performance in various disciplines (Abuge, 2021; Bosman & Schulze, 2018; Ha, 2021; Jahanbakhsh, 2012). Such an array of studies demonstrating a strong relationship between students' learning styles and academic achievement clearly demonstrates how students' learning styles are the primary determinant factor for effective student learning. Because of this, learning style theory and practise have continued to gain traction among educators and the general public since the late twentieth century (Zhang, 2017).

Aside from the fact that the majority of available studies show a positive relationship between students' learning styles and academic performance, there are few studies that specifically focus on the influence of learning styles on academic performance of higher achieving students and lower achieving students in science subjects at large and Chemistry in secondary schools particularly (Kim, 2011; Ihrig, 2017; Fries-Britt, 2010; Green & Owo, 2021; Mubashira, Mumtaz & Mubashira et al. 2017).

Salam et al. (2020) conducted research on learning styles and English language achievement. Ihrig (2017) conducted research in economically disadvantaged rural schools as part of a STEM (Science, Technology, Engineering, and Mathematics) project. Fries-Britt (2010) examined Physics lessons from high-achieving students. Godwin and Bassey (2013) investigated the effect of learning styles (active/reflective, sensing/intuitive, visual/verbal, and sequential/global) and teaching strategies (guided inquiry, demonstration, and lecture) on students' achievement in Biology in another study conducted in Nigeria. Schulze and Bosman (2018) investigated the interrelationships between mathematics achievement and learning styles of high and low achievers in secondary school in South Africa.

Few studies on learning styles have been conducted in Tanzania, for example, Kessy (2019) and Mbalamula (2017). Such studies focused on university students' learning styles; for example,

Mbalamula (2017) investigated undergraduate students' learning styles and the extent to which lecture pedagogy complemented students' learning in inclusive lecture rooms. Kessy (2019) evaluated the effectiveness of various types of multimedia-enhanced instructional materials among students with varying learning styles and abilities. All of the above critically reviewed empirical sources show that there are numerous sources on the relationship between students' learning styles and academic achievement in various subjects at various levels of education. However, this is not done exhaustively in Tanzania, particularly in community secondary schools with a focus on science subjects, specifically Chemistry.

Despite the fact that secondary schools in Tanzania face challenges that impede students' performance in science subjects, it has been observed that some secondary school students perform well in science subjects, overcoming the effects of objective factors. What remained unknown, and what prompted the current study, is how students' learning styles influence their academic performance. What is unclear is whether or not students' learning styles have a significant impact on their academic performance in Chemistry.

The study sought to investigate the impact of students' learning styles on differences in Chemistry performance at secondary schools. The preceding goal was met by responding to the following two specific questions:

    i. What are the common learning styles used by students in learning Chemistry?
    ii. What impact do students' Learning Styles have on their performance in Chemistry?

2.0. Materials and Methods

The pragmatic paradigm was used in the study for its ability to incorporate elements from both the post-positivism and constructivism paradigms. This study used a descriptive correlational research design, which allowed the researcher to explain the relationship between two or more variables without focusing on causal relationships or variable manipulation, instead collecting and analysing data to determine whether or not there is a link between them (Creswell, 2012).

The study used a mixed method research approach to collect numerical data as well as detailed information from respondents about the impact of students' learning on their performance total of 15 Chemistry teachers, 6 academic masters/mistresses, and 120 students participated in the study. The researcher decided to include the mentioned sample because they have constant interaction in the school context and are interested in learning more about this study. Purposive sampling was used to obtain Chemistry subject teachers, and stratified random sampling was used to select community schools and students from selected secondary schools in Iringa municipality.

Interviews and questionnaires were used to collect data. Teachers' data was gathered through interviews, while students' data was gathered through questionnaires. Felder and Silverman's Index

of Learning Styles (ILS) questionnaire was used in the study. In terms of data analysis, qualitative data were examined using content analysis, whereas quantitative data were examined descriptively.

3.0 Results and Discussion
This section presents the study's findings, which were guided by two questions: What are the common learning styles used by students in learning Chemistry? What impact do students' Learning Styles have on their performance in Chemistry?

The study used the Index of Learning Styles (ILS) questionnaire developed by Felder and Silverman to determine the learning styles used by Chemistry students in Iringa Community Secondary Schools. With this index, students were asked to indicate their preferred learning style when studying Chemistry. The rated items were further classified and presented according to the Felder-Silverman model's learning styles, which are verbal, visual, sensitive, intuitive, active, and global learning styles. The results are presented hereunder.

Table 1: Students' Use of Different Learning Styles in Studying Chemistry

Statements	N	Agree	Neutral	Disagree	Rank	Mean
A. *Students' use of Verbal learning style*						
Learning something new through talking	120	70(58.3%)	15(12.5%)	34(28.2%)	1	2.90
Through written directions and verbal communications	119	71(59.7%)	32(26.9%)	16(13.4%)	2	2.88
Written directive to direct to new place	120	47(39.2%)	41(34.2%)	32(26.6%)	3	2.81
Focus on written text in a book with pictures and charts	118	82(69.4%)	17(14.4%)	19(16.1%)	4	2.80
Direction through maps in a new place	114	89(78.3%)	17(14.8%)	8(6.9%)	5	2.78
Average		**60.98%**	**20.56%**	**18.24%**		**2.83**
B. *Students' use of Visual Learning Style*						
Preferring data through chats or graphs	120	76(63.3%)	25(20.8%)	19(15.9%)	1	3.19
Getting information in pictures, diagram and maps	120	75(62.5%)	22(18.3%)	23(19.2%)	2	2.34
Remembering when I see	120	83(69.1%)	20(16.7%)	17(14.1%)	3	2.26
Diagrams on the board	114	89(78.3%)	17(14.8%)	8(6.9%)	4	2.14

Average		**68.3%**	**17.7%**	**14.03%**		**2.48**
C. Students' use of Sensitive Learning Style						
Being listener in a group discussion	120	58(48.3%)	9(7.5%)	53(44.2%)	1	3.97
It easier to learn from facts	118	69(58.5%)	29(24.5%)	20(17%)	2	3.19
Work my way to the solution one step at a time when solving math problems	118	68(58.4%)	19(15.8%)	31(25.8%)	3	2.78
Learn better when material is presented in a clear sequence order	120	70(58.3%)	36(30%)	14(11.7%)	4	2.43
Learn better when having overall picture of materials related with another subject	120	76(60.9%)	28(23.3%)	16(15.6%)	5	2.41
Average		**56.88%**	**20.22%**	**22.86%**		**2.97**
E. Students' use of Intuitive Learning Style						
Knowing how the part fits in after understanding the whole thing	119	62(52.1%)	27(22.7%)	30(25.2%)	2	2.77
Prefer to study alone	120	45(37.5%)	42(35%)	33(27.2%)	1	3.11
Creativity to work	119	79(66.4%)	30(25.2%)	10(8.4%)	4	2.25
Preferring courses that emphasize abstract materials	115	40(34.8%)	34(29.6%)	41(35.7%)	3	2.73
Average		**47.7%**	**28.13%**	**24.13%**		**2.72**
F. Students' use of Active Learning Style						
Contributing ideas in group discussion	118	79(66.95%)	8(6.7%)	31(26.27%)	1	2.34
Prefer to make connection between new subject with related subject	120	72(65%)	37(30.8%)	11(9.2%)	2	2.08
Average		**65.98%**	**18,75%**	**17.74%**		**2.21**
G. Students' use of Global Learning Style						
Understanding all parts, understand the whole thing	118	48(40.6%)	25(21.2%)	45(38.1%)	2.88	
Average		**40.6%**	**21.2%**	**38.1%**	**2.88**	

Findings presented in Table 1 indicate that almost all learning styles proposed by Felder and Silverman are used by students studying Chemistry in community secondary schools. Furthermore, findings reveal that amongst eight learning styles proposed, only six were found to be used by

students to varying degrees of usage, with the majority of them (4) more commonly used as most students indicated agreement on the statement related to such styles of learning. These were: Visual Learning Style, Active Learning Style, Verbal Learning Style, and Sensitive Learning Style, with agreed responses of 68.3%, 65.98%, 60.98%, and 56.88%, respectively. However, the remaining two learning styles, Intuitive Learning and Global Learning, were not widely used by students, with less than half of students agreeing to use them in community secondary schools when studying Chemistry. The two had 47.7% and 40.6% agreement, respectively. This finding, in which the number of students using these learning styles was insignificant, was further supported by the majority support of students 38.1% disagreeing on statements related to the use of the style.

Aside from student responses, the study sought to learn about teachers' perspectives on students' learning styles when studying Chemistry. This was accomplished by interviewing 15 Chemistry teachers from the six schools studied. Teachers were asked in interviews to identify common learning styles used by students while studying Chemistry. Teachers' findings were as follows: Twelve of the fifteen teachers, or 80%, stated that students prefer to use different learning styles when studying Chemistry; the most common styles are verbal, sensitive, active, and visual learning styles.

Furthermore, they stated various methods teachers use in identifying their students' learning styles, with approximately 80% stating that they normally identify their students' learning styles through observation, asking individual students on the learning styles they prefer the most. The majority support for the aforementioned learning styles is clearly indicated by the following Chemistry teachers' opinions. For example, three teachers from different schools said on different occasions: *Most of my students prefer to learn better through noting down important information from whatever they hear or any written information. I find these students as verbal learners* (Interview with Teacher$_3$, School D: 12/07/2023).

Another Chemistry teacher from a different school had the following to say about students' learning styles when studying Chemistry:

> *Some students learn best by doing, you always find them actively in hands-on activities including practical, and they also actively engage in discussions or explaining things to others* (Interview with Teacher$_1$, School B: 06/07/2023).

Not only that, another Chemistry teacher had this to say based on styles used by students in studying Chemistry:

> *My students prefer learning by performing a given task practically or by using their hands like performing an experiment in the laboratory* (Interview with Teacher$_2$, School C: 10/07/2023).

In addition, one Chemistry teacher during the interview had this to say regarding visual learning:

> *Some visual learners learn easily when the lesson involves some diagrams, charts and pictures but they face difficult in learning when the lesson involves only text and speech.*
> (Interview with Teacher$_2$, School A: 06/07/2023).

In general, the findings from both students and teachers regarding the learning styles used by students in Chemistry study revealed that visual, active, verbal, and sensitive learning styles are the most preferred learning styles used by students in studying Chemistry in Community Secondary schools. These findings were supported by Dunn and Dunn (1979), who investigated learning styles/teaching and discovered that visual learners prefer to organise information and learn better by visualising objects in their minds.

Furthermore, the Felder-Silverman learning style model/theory (1988) supported these findings by stating that people differ in the way they learn and their learning-style preferences, and such preferences differ significantly from individual to individual. As a result, students have always adopted various learning styles such as active, sensitive, intuitive, visual, verbal, and global.

However, the above findings, in which the majority of respondents (both teachers and students) identified verbal, visual, sensitive, and active learning styles as the most commonly used by students in community secondary schools, contradict with the findings of Godwin and Bassey (2013). While the current study found a low percentage of students using intuitive learning styles, Godwin and Bassey (2013) discovered that students preferred intuitive learning to learn abstract learning material such as theories and their underlying meanings.

Bosman and Schulze (2018) discovered that secondary school students used a variety of learning styles, including competitive, collaborative, independent, avoidant, and participant, but these learning styles differ from what was discovered in the current study. Based on the findings, Chemistry students in community secondary schools use a variety of learning styles including visual, verbal, sensitive, and active global learning styles. As a result, it is the role of Chemistry teachers to embrace teaching approaches that accommodate learners with diverse learning styles in their instruction. This is due to differences in how students receive and process information.

3.1 The Impact of Students' Learning Style on Students' Differences in Performing Chemistry Subject at Secondary schools

The second question sought to determine the impact of such learning styles on students' academic performance in the chemistry subject after realising the forms of students' learning styles used by students in studying Chemistry in community secondary schools in Iringa. To accomplish this, Chemistry teachers were interviewed and asked to indicate what they thought the impacts of students' learning styles were on students' academic performance in Chemistry. Teachers' responses revealed that different learning styles have an impact on students' learning and performance in the

Chemistry subject in both positive and negative ways. Some interviewed teachers, for example, had the following to say about the significance of learning styles:

> *Students prefer group discussion, because it helps them to understand Chemistry subject better as they tend to share ideas, experience and enable students to eliminate some ambiguities that might rise in their private studies. Some students rely on discussion with other students without arranging their private time for studying. Such students are advised to arrange well their timetable for private studying so as to have enough time to grasp what have been acquired during group discussion* (Interview with Teacher$_2$, School E: 13/07/2023).

This response implies that the students prefer an active learning style. Another respondent had this to say about the impact of students' learning styles on their Chemistry performance.

> *Some students prefer studying alone, because it helps them to focus more on what they have learnt from the class or what they have been discussing with their fellow students.* (Interview with Teacher$_3$, School F: 14/07/2023).

Not only that but another interviewed Chemistry teacher had this to say about the impact of students' learning styles on their Chemistry performance:

> *Visual learners recall information easily when they see diagrams, colour or pictures, they easily make some references with what they see in different environments. This improves their understanding which results into better performance. However, when teachers fail to use visual aids, students fail to comprehend what is being taught and thus fail to perform better. Visual learning style can sometimes not work especially to some topics that do not allow the use of visual objects rather than making assumptions* (Interview with Teacher$_1$, School B: 06/07/2023).

Apart from visual learning style, Chemistry teachers had comments about verbal leaning style as it contributes on performance of Chemistry subject:

> *Verbal learning style usually help learners to assimilate and retain information even in absence of texting, diagrams and teacher since it allows student to receive the taught information wherever they are, this also enable learners to recall easily because they sometimes use the vocabulary that that can be easily remembered by themselves. However, when teachers use other methods that do not allow students to take some notes on their own, verbal learners experience difficulties in learning since they to acquire the required knowledge which obviously lead to poor performance and the opposite is true* (Interview with Teacher$_1$, School F: 14/07/2023).

With regard to the contribution of leaning styles on students' performance on Chemistry subject, another respondent had this to say about sensitive learning style:

> *Sensitive learning style enable learners to practice and make observations by using their naked eye, this helped them to recall the information easily since they eliminate the ambiguity that might arise in discussions or text. However, sensitive learners experience difficulty in learning when their learning process do not involve practical works although this learning style requires enough time, space and resources and they delay the completion of topics* (Interview with Teacher$_2$, School B: 06/07/2023).

According to the presented quotations, students' learning styles influence their performance in various ways. Because students study in a variety of ways, they can easily understand the subject content. Not only does learning style help students participate actively in the lesson, which enhances their learning, but it also helps students develop a sense of belonging from what they have learned. Furthermore, the findings have revealed that students' learning styles help learners assimilate and retain information even when the teacher is not present, allowing for easy recall of what they have leaned.

Teaching and learning processes that result in improved performance in the mentioned subject. This indicates that learning style always has a contribution to student performance in Chemistry study because it depends on how much that student masters his or her learning style to the extent that he or she can implement it in all types of learning environments so that they are not affected in their process of studying.

The findings are supported by a study conducted in the Philippines by Magulod (2019), which examined the learning style preferences, study habits, and level of academic achievement of students enrolled in applied science courses at one of the higher learning institutions. The study also found that students who preferred visual, group, and kinesthetic learning styles performed well academically. Furthermore, Ha (2021) funded this research. A study was carried out in Vietnam to investigate the relationship between learning styles and academic achievement in Physics among high school students. The findings imply that different learning styles, in conjunction with a learning environment, can significantly contribute to students' academic achievement.

4.0 Conclusion and Recommendations
Based on the above findings, the following conclusions were made: Students in community secondary schools use a variety of learning styles, including visual, verbal, sensitive, and active global learning styles. Some learning styles, such as intuitive and global learning styles, have been found to be less preferred by students. As a result, it is the responsibility of Chemistry teachers to embrace teaching approaches that accommodate learners with diverse learning styles in their instruction. This is due to differences in how students receive and process information. On the other

hand, the findings suggest that different learning styles preferred by students have an impact on their overall learning and performance in particular. The following recommendations were made based on the research findings and conclusion.

First, teachers must consider their students' diverse learning styles, design instructional methods that accommodate those differences, and remain sensitive to such during the instructional process. Teachers should also assist their students in understanding their learning style preferences and using them to develop life-long learners. On the other hand, at the school level, students should be given the opportunity to provide their opinion on which learning style they believe is more beneficial to them in order to ensure that they are taught in a suitable learning style that will help them understand the lesson and perform better in the chemistry subject.

Second, the government should hire enough well-trained Chemistry teachers to have an impact on students' learning while taking into account students' learning styles. In contrast, schools will continue to have few teachers, making it difficult to consider each student's learning style in class. Tanzania's government should also take steps to train Chemistry teachers, students, and education stakeholders in developing agreed-upon learning styles for use in teaching Chemistry.

Finally, the article suggests further research on the topic of learning styles, for instance, studying learning styles in all science subjects.

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School Management Reasons Leading to Science Teachers' Turnover in Private Secondary Schools in Iringa Municipality, Tanzania

Neema Mselela
Ruaha Catholic University
Email: mselelaneema23@gmail.com
and
Makungu Bulayi
Ruaha Catholic University
Email: bscit113@gmail.com

Abstract
The study examined school management reasons that lead to science teachers' turnover in private secondary schools in Iringa Municipality, Tanzania. The study employed a mixed method research approach with a descriptive research design. The study involved 68 respondents, of whom there were 4 Heads of schools, 4 academic teachers and 60 secondary school teachers, who were obtained through purposive samplings and simple random sampling technique respectively. Data were collected by using questionnaire and interview method. Qualitative data were analysed by using content analysis, while quantitative data were analysed descriptively by using Statistical Package for Social Sciences version 26.0. The study findings revealed that, the school management reasons that lead to science teachers' turnover in private secondary schools include search for green pasture, good attractive remuneration and poor social and geographical environment. It is recommended that private schools' management must ensure that they retain science teachers by providing high and reasonable remuneration as well as incentivizing them.

Keywords: *Management, Private Secondary School, Science Teachers, Turnover*

1.0 Introduction
Teachers' turnover has been a common phenomenon in most private schools for a long time now. This situation is a result of many reasons, searching for green pastures being one of those reasons. Loquercio, Chediel and Adegbesan (2016), and Shamsuzzoha and Rezaul (2008) argued that in private secondary schools, teachers find job insecurity, a situation that threatens their employment. In Asia, there is also high rate of science teachers' turnover in private school. The major causes of such turnover include low salary, irregular payments, improper management, abusive language of school managers and some supervisors, delay of promotion, lack of allowances, long working hours, and lack of increment, just to mention but a few (Abdali, 2011). Furthermore, in Pakistan, job dissatisfaction among teachers in private schools makes them work uncomfortably. As a result, they move from those private secondary schools.

East African countries such as Kenya and Tanzania in particular have experienced high rate of science teachers' turnover. Kuriya and Ondigi (2012) report that in Kenya, unfavorable working

conditions, long working hours with minimal pays and poor employees training programmes are the causes of turnover. As a result, employees develop work-related stress and reduce organizational commitment. In the same study, few schools had employees who work up to their retirement and employees' resignation was the major form of labor wastage in schools. In Tanzania's schools, staff turnover has been described as a crisis (Hakielimu, 2011). However, the situation is even worse in Tanzania private schools which continue to lose teachers especially science teachers (Chediel, 2010). Science teachers' turnover rate in private secondary endangers the rate of productivity, efficiency, working morale among staff members as well as students' academic performance (Beardwell, 2004). Despite the school management initiatives to cope with teachers' turnover in private secondary schools, the problem still persists. This study examined the following question: why teachers' turnover persists in private secondary schools despite the initiative devised to curb it?

1.1 Theoretical Perspective

This study was guided by Fayol's Management Theory popularly known as Administrative Management Theory, which was developed around 1900 by French management theorist Henry Fayol (Edwards, 2018). According to Fayol, managerial excellence is technically ability and can be acquired. Furthermore, Fayol devised some management principles, which he believed can help the organizations prosper. Some of the principles include division of work, authority and responsibility, remuneration to employees, decentralization in big organizations, just to name a few. With Administrative Management Theory, Fayol outlined five (5) elements of management depicting the kinds of behaviours managers should engage in to realize the organizational goals and objectives are met. These elements are planning, organizing, command, coordination, and control. In order to make the elements achieved in the organization, good communication is vital.

This theory was relevant to the study since it described all essential elements that make employees, especially private secondary school teachers to go away or continue working in particular private schools. In the decentralized education system, school heads are given power to oversee the school activities within the school compounds, which practically fall under the element known as division of work despite the fact that there are Ward Education Officers, District Secondary Education Officer, and other levels of supervision. However, private secondary school teachers' turnover is questionable because they are not satisfied with the remuneration, promotion as well as job security. Most of science teachers prefer to work with the government owned schools for one reason, which is job security. Perhaps, science teachers' turnover may be due to insecurity at work place, lack of safety, low salaries, to mention but a few.

1.2 Review of Literature

In their study on selected North Carolina, beginning and veteran teachers' perceptions of factors influencing retention and attrition, McCoy, Wilson and Jones (2013) reported that a teacher's decision to leave often mentioned undesirable working conditions, a stressful workload, and a lack of support with classroom management. Additionally, factors that influenced teacher turnover included

the demands of testing and accountability and having to demonstrate familiarity with vast and varied instructional procedures (McCoy et al., 2013).

Also, a study by Thomas and Hammond (2017), on teacher turnover in German: Why it matters and what we can do about it, indicated that teachers turnover was due to job dissatisfaction as a reason for resigning. In their research, dissatisfaction included results of accountability pressures, lack of administrative support, and poor teaching conditions. The teacher conditions variable was multifaceted, indicating dissatisfaction with teaching assignments, lack of opportunities for advancement, and input. Within that, ten percent reported large class sizes, and nine percent reporting a lack of resources (Thomas & Hammond, 2017). Turnover rates will increase if teachers continue to be underpaid. School leaders must understand all factors encouraging staff turnover that decreases staff commitment and loyalty, which is highly attributed to stagnant pay (Thomas & Hammond, 2017).

On the other hand, a study by Asantemungu and Anicet (2019), on retaining rural private secondary schools: salient roles and best practices of selected school managements, revealed that poor living standards of the surrounding community, unfavorable school culture, lack of recognition by the school management, student age and gender leading to teachers' attrition in rural private secondary schools. A poor, harsh and expensive living condition of the surrounding community is also reported as a reason for teachers' turnover by Macdonald (2019).

Furthermore, in a study on understanding teacher motivation, job satisfaction, and perceptions of retention among Arizona teachers, Mertler (2016) reported a teacher dissatisfaction rate of 26%, which expressed an increase from his 2002 research that revealed only a 23% dissatisfaction rate. The MetLife Survey of the American Teacher reported that nationwide, teacher satisfaction and morale continue to decline. Teacher satisfaction has decreased from 62% to 39% and is at its lowest level in 25 years since 2008. Teachers have also been found to dislike teaching as a career in favour of other professions (Mertler, 2016).

2.0 Materials and Methods

The study employed a mixed-method approach with a cross-sectional research design. The study was conducted in Iringa Municipality and involved four private secondary schools. The respondents of this study consisted of 4 heads of school, 4 academic teachers and 60 secondary teachers making a total of 68 respondents. The head of schools and academic teachers were purposively selected because of their virtue to their positions as managers that they have sufficient information about the study for that reason they had to provide evidence on science teachers' turnover in their schools. Teachers were randomly selected because of having the character of possessing related information in regards to the study question mostly giving their overview of the general school working conditions and their social wellbeing. Data were collected through questionnaires and interview. The instruments were tested for validity and reliability prior to be administered in the field. Data analysis

involved coding, entry and analysing using descriptive statistics. Descriptive statistics used to analyse quantitative data involved frequencies and percentages under the assistance of Statistical Package for Social Sciences (SPSS) version 26.0. On the other hand, qualitative data were analysed thematically under research theme and sub-themes.

3.0 Findings and Discussion
3.1 School Management Reasons that Lead to Science Teachers' Turnover in Private Schools

The key respondents responded that in private schools the reasons ranged from lack of green pasture, poor social and geographical environment, low remuneration, lack of appreciation and discouragement of teachers as summarized in Table 1.

Table 1: Teachers' Responses on the School Management Reasons Leading Science Teachers' Turnover in Private Secondary Schools (N=60)

S/N	Statement	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
		Fq.	%	Fq.	%	Fq.	%	Fq.	%	Fq.	%	Fq.	%
1	Lack of green pasture	5	8	5	8	9	15	29	49	12	20	60	100
2	Poor social and geographical environment	7	12	6	10	15	25	22	36	10	17	60	100
3	Low remuneration	5	8	6	10	11	18	23	39	15	25	60	100
4	Lack of appreciation	4	7	6	10	9	15	28	47	13	21	60	100
5	Discouragement of teachers	4	7	5	8	9	15	28	47	14	23	60	100

3.1.1 Lack of green pasture
With regard to lack of green pasture, Table 1 indicates that 69% of teachers believed that teachers, especially science teachers in private secondary schools move from their working places to other places in search of green pasture of which they lack in schools they work. On the other hand, 16% of the respondents disagreed with the statement in which to them they do not believe that lacking green pasture lead to science teachers' turnover in private secondary schools.

During the interview sessions with heads of schools and academic teachers, it was revealed that some science teachers were moving from some schools to others in search of greener pastures. In some private secondary schools, science teachers were paid low salaries that did not meet their basic needs.

Also, there were no incentives provided to them as a part of appreciating and acknowledging their work performance. Therefore, when they hear about others who have green pasture, they dare to find opportunities in those schools.

An Academic Master from School B had this to say:

> *We [teachers] work with expectation of winning life through our profession. Therefore, wherever we go for work we think of green pasture. When our expectations are not met, we find other places. I am currently working at this school, but any time if I get another place, I will leave and that is what many of teachers do. It is a common practice to science teachers due to their marketability, and it rarely occurs to arts subject teachers because they are many unemployed in the streets* (Interview with Academic Master, School B, 15th July, 2023).

Lack of green pasture in some private secondary schools in Iringa Municipality causes science teachers' turnover. The rate of teachers' turnover was higher than that of art subject teachers due to the fact that in Tanzania, there is limited number of science teachers a situation which make them to be marketable and therefore decide to go anywhere they think they can get green pasture.

3.1.2 Social and geographical environment

Social and geographical environment leading to science teachers' turnover in Iringa Municipality. As indicated in Table 1, 53% of the respondents have a positive view that due to poor social service and geographical environment of the school, teachers fail to entertain the situation and decide to leave the schools in search for conducive ones, whilst 22% of the respondents disagreed with the statement with the notion that poor social and geographical environment of the school is not a reason for science teachers' turnover.

During interview sessions with heads of schools and academic teachers the findings revealed that poor social and geographical environment is a reason for science teachers' turnover in private secondary schools. Teachers desire conducive social and geographical working environment. This was evident when one of the private school head teachers was interviewed and had to say:

> *Just like other human beings, teachers need to teach in good schools, which allow them to attain social and geographical benefits. Socially, teachers want peace. Geographically, science teachers prefer the presence of science materials, which influence them to teach and allow students to practice what is being taught. If it happens that the social and geographical environment of the school is not well, teachers tend to move to other schools with good social and geographical environment* (Interview with Head of School, School A, 13th July, 2023).

The majority of respondents argue for the poor social and geographical environment of the school to be the cause of science teachers' turnover in private secondary schools. The findings of this study are

consistent with that of Macdonald (2019), who asserted that attrition is highest in geographical locations where living conditions are extremely poor, harsh and expensive or where teachers do not feel comfortable with ethnicity. However, this is not the only reason for teachers' turnover since there are other strong factors, for example where working places are not safe and teachers' needs are not attained, teachers tend move to places with good social and geographical environment.

3.1.3 Low remuneration

Remuneration is considered another school management reason for science teacher turnover. Table 1 indicates that 64% of the respondents agreed with the statement but 18% of the respondents believed that low remuneration is not the reason for science teachers' turnover in private secondary schools.

During interview sessions with heads of schools and academic teachers the findings revealed that low remuneration is another reason for science teachers' turnover in private secondary schools. Science teachers need to be paid highly as they consider themselves teaching difficult subjects. This was described by one of the school heads when interviewed:

> *Science teachers are doing a lot. They prepare and engage students who are science takers in practice. However, the payment is still low because the school manager does pay all teachers equally regardless the nature of subjects they teach. Therefore, when science teachers get notified that they are job opportunities in other schools, they tend to move to those schools. Therefore, low remuneration contributes to science teachers' turnover* (Interview with Head of School, School B, 13th July, 2023).

Teachers, in this study, believed that low remuneration was a reason for science teachers' turnover. Some private secondary school teachers were paid low salaries with no provision of incentives whenever they perform well. Therefore, when teachers learn of other schools paying higher salaries, they are more likely to go there. These findings are in line with the findings of Abreh (2018) which indicated that good attractive remuneration and payments helped to retain science teachers.

3.1.4 Appreciation to teachers

The findings in Table 1 show that 68% of respondents agreed that lack of appreciation was a problem. While 17% of respondents disagreed with the statement and believed that appreciation to teachers was not a problem to them.

During interview sessions with heads of schools and academic teachers, the findings revealed that in private secondary schools among the reasons to why science teachers' turnover was lack of appreciation. Teachers need to be appreciated when they perform well academically. Appreciation encourages them and feels that they are valued. But when they are not appreciated, they bear a spirit of turning over. This was evident when one among the private school heads had this to say:

> *Appreciation encourages people. Even in private secondary schools, science teachers need to be appreciated. When we [school administrators] fail to appreciate teachers while they perform well their works, some teachers feel that they are not acknowledged and try to find other working places where they will be appreciated* (Interview with Head of School, School A, 13th July, 2023).

To retain science teachers, appreciation of teachers' work and performance in schools is inevitable. When private schools' administrators fail to do that, they discourage teachers and that is the reason for their attrition. Asantemungu's (2019) study concurs with the finding of this study by insisting that failure of the school management to appreciate teachers on what they do creates attrition to teachers. Furthermore, lack of appreciation to teachers was mostly caused by the notion that teaching is a normal career in which any person from any other careers can fit in. Lemomo (2010) concurs with this notion revealed from the study. He found that teaching was viewed to be employment of the last resort among university graduates and secondary school leavers. This had its root in private schools and led to lack of appreciation to teachers.

3.1.5 Discouragement
Discouragement to teachers was another reason for science teachers' turnover. The findings from Table 1 indicate that, 70% of respondents believed that discouragement to teachers led to science teachers' turnover in private schools, whereas 15% of the respondents disagreed with the statement that discouragement is a reason for teachers' turnover.

During interview sessions with heads of schools and academic teachers, the findings revealed that in private secondary schools, discouragement to teachers is a reason for science teachers' turnover. When science teachers are discouraged in what they do, they get demoralized. They feel to be unwanted and therefore they seek other schools where they will be encouraged. This was evident when one of the private secondary school heads in an interview said:

> *Every human being makes mistakes. When a teacher has made mistake, and you provoke him for such mistake, they tend to be discouraged. I was told a story of a teacher who taught in this school. One day that teacher quarreled with a form four student. Unexpectedly, a former head of school provoked him in front of students. The next day, that teacher wrote a resignation letter and terminated the contract. She was teaching Chemistry in form three and four respectively* (Interview with Head of School, School C, 13th July, 2023).

The findings show that teachers tend to find other work places where they can work peacefully. Generally speaking, the expanded employment of teachers and the terms that are set for their selection in private schools makes the career lose its status. Teaching has been seen as the field that absorbs candidates who would not have access into other careers. Private secondary schools decide to pay the teachers low salary that would not compare with their former schoolmates that walked into

other careers. The social status of teachers, in comparison to other professionals is low. So, the low social status of the teaching profession is linked to its low economic status in society. These concerned make science teachers to bear a sense of moving from their current working places and find other places so that they can get green pastures, good social and conducive environment as well as looking for places or institutions which will appreciate them. This is a reason McCoy, Wilson and Jones (2013) reported that undesirable working conditions and a stressful workload perpetuate the increase in teachers' turnover rate.

4.0 Conclusion and Recommendations

In private secondary schools, school management try their level best to retain science teachers by supporting them, engaging them and recognizing them. Private secondary school teachers also have their preferences such as being paid a good salary, which increase the rate of teachers' turnover. Therefore, private secondary schools have to facilitate accommodation and other incentive to all teachers and in particular science teachers in order to decrease the rate of turnover.

Therefore, it is recommended that private schools' management must ensure that they take measures to retain science teachers by providing high and reasonable remuneration as well as incentivizing them. This will make science teachers see that they are valued. Private schools' management must also provide accommodation and ensure work security to teachers and administrators must avoid the behaviour of snobbish to teachers.

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