

**CONSTRAINTS IN MANAGING COMMUNITY SECONDARY
SCHOOLS IN THE MOROGORO MUNICIPALITY, TANZANIA**

By

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**A dissertation Submitted in Partial Fulfillment of the Requirements for Degree of
Master of Arts in Education of the University of Dar es salaam.**

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CERTIFICATION

The undersigned certify that I have read and hereby recommend for acceptance by the University of Dar es Salaam a dissertation entitled: *Constraints in Managing Community Secondary Schools in Morogoro Municipality, Tanzania* in fulfillment of the requirements for the degree of Master of Arts (Education) of the University of Dar es Salaam.




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DEDICATION

This work is dedicated to my daughters Swabra, Rahma and Hasea for allowing me to pursue this master programme at the expense of their well being.

ABSTRACT

This study aimed to find out constraints in managing community secondary schools in Tanzania with specific reference to Morogoro Municipality. Specifically the study intended to; (i) identify constraints that school heads experience in managing community secondary schools in Tanzania with specific reference to Morogoro Municipality, (ii) assess school heads' academic qualifications, management skills and their administration experience in managing community secondary schools and link these variables to their effectiveness in performing school management responsibilities and finally, (iii) examine the impact of constraints on management of community secondary schools in Morogoro Municipality.

The Open system model by Hoy and Miskel (2001) formed the conceptual framework in this study. The study employed a descriptive survey design to 73 purposively and randomly selected the school heads and other education coordinators in Morogoro Municipality. The findings indicated that, the inadequacy of the school heads' academic qualifications; interference from political leaders, delayed responses, lack of participatory decision making, low cooperation with teachers and unfriendly working environment were the major constraints facing the school heads in managing community secondary schools. The study concludes that, the identified constraints have resulted into ineffective management of community schools. The study recommends an urgent need to review procedures and criteria of appointing the school heads as stipulated by the 1995 Education and Training policy which was reviewed in 2009. The study further argues that politics should not interfere school heads' authority.

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LIST OF ABBREVIATIONS AND ACRONYMS

BEST	-- Basic Education Statistics
DED:	-- Analysis of variance
MEO	-- Municipal Education Officer
MOEVT	-- Ministry of Education and Vocational Training
MoRALG	-- Ministry of Regional Administration and Local Government
PSLE	-- Primary school Leaving Examination
REO	-- Regional Education Officer
UPE	-- Universal Primary Education
WEOs	-- Ward Executive Officers
WECs	-- Ward Education Coordinators
URT:	-- United Republic of Tanzania

CHAPTER ONE

INTRODUCTION

1.0. Background to the Study

Education provision at all levels in Tanzania aims at “developing and promoting personalities of the citizens of Tanzania with a particular focus on building self – confidence and inquiring mind, an understanding and respect for human dignity and human rights and creating competent human resources and readiness to work hard for personal self advancement and national development” (URT, 1995, 2009, p.1). The emphasis on secondary education is one among the efforts to meet the stipulated aims and objectives of education in Tanzania. “Secondary education is a significant level that links primary education, teacher education, tertiary and higher education” (URT, 2008, p. 15). This level of education is defined as “post-primary formal education offered to persons who will have successfully completed seven years of primary education and have met the requisite entry requirements”(URT, 1995, p. 6).

As stipulated in the Tanzania’s *Education and Training Policy* (1995, p. 6-7) reviewed in 2009, some of the objectives of secondary education are to consolidate and broaden the scope of baseline ideas, knowledge, skills and principles acquired and developed at the primary education level and to enhance further development and appreciation of national unity, identity and ethic, personal integrity, respect for and readiness to work, human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations. Other objectives include inculcating a sense and ability of self study, self confidence and self-advancement in new frontiers of science and technology,

academic and occupational knowledge and skills and providing opportunities for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected fields of study.

The establishment of community secondary schools in Tanzania can be traced from mid 1980's. The emergence of community secondary schools was attributed to the following factors:

- (i) An increased social demand of secondary education in the 1970's and 1980's. The demand became high due to the implementation of UPE of 1974" (Muzo, 1985, p.31). Muzo further argues that, the government encouraged communities in their own locality to establish community schools as a response to the unprecedented increased social demand for secondary education with an effect of the implemented of UPE since 1974 that resulted to high primary school's output. The few available secondary schools had a low capacity to absorb all pupils who passed the Primary School Leaving Examinations.
- (ii) Pressure from the successful implementation of the Primary Education Development Plan (PEDP). Mbelle (2008) observed that, the implemented UPE and PEDP resulted into a substantial increase in the number of children completing Primary school successfully particularly those who are passing the Primary School Leaving Examination (PSLE).

SEDP report (2007) reveals that, a rapid expansion of pupils' enrolment from 264,888 in 2004 to 1,035,873 pupils in 2008 in community and in the 'old' government secondary Schools has been effectively experienced (URT, 2008c, p.54). HakiElimu (2007, p.1) contends that, the higher enrolment number has created an upward pressure for spaces in secondary schools hence demands a concerted effort to further expansion of secondary education by constructing more Community secondary schools. According to Omari (2002) and Matekere (2003), the establishment and distribution of Community secondary schools in Tanzania, assist to minimize the problem of access to secondary education due to the lack of enough secondary schools and uneven distribution of secondary schools in Tanzania.

Kweka (2000) argues that, the unmet social demand for secondary education forced Wazazi (CCM wing) to introduce Wazazi Secondary Schools in the late 1970's whereby until 1977, the number of these schools was 20 in Tanzania. According to Sawyer (as cited in Kweka, 2000, p.17), Wazazi schools were community- based schools opened in many regions of Tanzania as a response to education needs and parents demand. In the 1995 *Education and training policy*, the government re-emphasized that;

"The government shall ensure that, the expansion of the existing Secondary schools and the new Secondary schools adhere to set government plans for the expansion of Secondary education. Urban, Municipality, town, municipal, city councils, and authorities, NGO's, communities, individuals and public institutions shall be encouraged, given incentives to establish manage, and administer at least one secondary school in each ward (kata) in their areas of jurisdiction" (URT, 1995, p. 39-40).

The policy implies that, individuals, communities and other stakeholders are officially given an opportunity and encouraged to join government efforts in establishing Community secondary schools in each ward or division.

Community secondary schools have been massively established with a focus to realize the following stipulated objectives:

- (i) Improve access to secondary school education. URT (2004) contends that, “the goal is to increase the transition and participation rate from primary to secondary education to 50% by 2010. Among the key strategies to realize this objective is an emphasis on the establishment of community, secondary schools at least one in each ward or division (URT, 2008b). In his foreword to SEDP, the Minister for Education states that:

“This is a visionary plan with projections up to 2010 when we should achieve 50 percent Primary Secondary transition rate that may translate into having over 500,000 pupils joining Form 1 in Secondary schools annually that would be about five times the current rate. This will dramatically Change the outlook of secondary education in the country with Forms 1-6 enrolment in our Secondary Schools reaching above 2,000,000 by 2010 compared to 345,000 in 2003” (URT, 2004, p. i).

- (ii) Improve equity in the provision of secondary school education from 36% in 2004 to 70% in 2015. The goal is to ensure a balanced participation in education in underserved areas across geographical locations, gender, disadvantaged groups and income inequalities at household levels. Moshia (2006) argues that, the Secondary Education Development plan was designed

to assist the underserved areas and disadvantaged groups to catch up with others through the equitable distribution of community secondary schools.

“The aim was to enable the disadvantaged groups to have equal opportunity to secondary education through community secondary schools built as directed by the government in each ward or division countrywide” (URT, 2008b, p. 21).

SEDP aim is to improve equity by supporting construction of schools and expanding school facilities in underserved areas” (URT, 2004, as cited in HakiEimu, 2007, p.9).

- (iii) Achieve a 50% improvement in levels of literacy by 2015 especially for girls to secondary and continuing education through establishing community secondary schools at the level of each ward or division. HakiEimu (2007, 2008) emphasizes that building more community schools is among the efforts to implement EFA goals that stresses also on provision of quality-based education in all schools.

MOEC in the (Minister’s budget Speeches 1985/ 86- 1994/95) reports that, between 1985 and 1995, the number of community secondary schools reached 44 while between 1999 and 2002 the number increased to 500 countrywide. Currently, further expansion of secondary education has been marked by the rapid increase of community schools to an extent that, by 8th June, 2009 the total number of community secondary schools reached 3,131 from 500 in 2002 (URT, 2009, p. 73).

HakiEimu (2007, 2008) further argues that, since 2004 many community secondary schools have been rapidly established at each ward or division in urban and rural areas as remarkable implementation of SEDP goal of expanding enrolment of pupils in

Secondary Education. Mbepera (2008) states that, the fast speed of constructing community secondary schools is attributed to the positive response of the individuals, communities, NGO's and development partners, whereby many Community secondary schools are being built at a ward, division or village level.

However, key findings from the Government review of SEDP implementation (2007) revealed that, the efforts of establishing many community secondary schools and effective management of these schools are incompatible. The government through MOEVT admitted that; among the weaknesses still experienced, is the ineffective management of community secondary schools: as a result the schools are not functioning as expected (URT, 2009, 2007, p. 2). In addition, findings by Matekere (2003), HakiEimu (2007, 2008) and Mbepera (2008) indicated that, there is poor management of community secondary schools.

Therefore, various literature showed that, community secondary schools were not well functioning because most of the schools seem to have constraints in their management and administration. As a result, they fail to realize the SEDP goal of ensuring an increased efficiency and responsiveness in the provision of high quality secondary education in Tanzania. In view of the above discussion, this study focused on the constraints that school heads experience in managing community secondary schools in Tanzania with specific reference to Morogoro Municipality.

1.1. Statement of the Problem

A good number of community secondary schools in Tanzania have schools heads who lack adequate leadership qualities and management skills which hinder effective performance of their responsibilities in managing the schools. Effective management of schools to a large extent depends on academic qualification, management skills and experience of heads of schools.

As stipulated in the ETP (1995), heads of secondary schools are characteristically required to have a university degree in education with management skills and administrative experience in managing schools at different levels. Assumption was hereby made that, inadequate leadership qualities and administrative competence of school heads affects managerial performance in community secondary schools. This implies that, there are constraints in managing the schools. In the context of the above assumption, this study intended to answer the question: *“what are the constraints school heads experience in managing community secondary schools and what are the academic qualifications, management skills and administrative experience of heads of community secondary schools in Morogoro Municipality?”*

1.2. Objectives of the study

1.2.1. General objective of the study

The primary objective of this study was to find out constraints in managing community secondary schools in Tanzania with specific reference to Morogoro Municipality.

1.2.2. Specific objectives of the study

The study specifically intended to:

1. Identify constraints that school heads experience in managing community secondary schools in Tanzania with specific reference to Morogoro Municipality.
2. Assess school heads' academic qualification, management skills and their administrative experience in managing community secondary schools and link these variables to their effectiveness in performing school management responsibilities.
3. Examine the impact of constraints on management of community secondary schools in Morogoro Municipality.

1.3. Research Tasks and Questions

In the context of research the problem, purpose and specific objectives, the following research tasks and the related questions were posed to guide the study;

Task One

- Identifying constraints school heads experience in managing community secondary schools in Morogoro Municipality.

Questions: (i) What constraints do the heads of schools experience in managing community secondary schools?

Task two

- Assessing school heads' academic qualification, management skills and their administrative experience in managing community secondary schools and

linking these variables to their effectiveness in performing school management responsibilities.

Questions; (i) What are the academic qualifications, management skills and administrative experience of heads of schools in community secondary schools?

(iii) How do school heads' academic qualification, management skills and their administrative experience influence their effectiveness in performing school management responsibilities?

Task three

- Examining the impact of constraints on management of community secondary schools.

Questions; (i) What are the impacts of constraints on management and administration of community secondary schools?

1.4. Significance of the Study

Findings of the study are expected to:

- Identify constraints school heads experience and the way they impact management and performance of community secondary schools in Tanzania. The findings might increase awareness and the wider understanding of the constraints facing CSS in Tanzania.

- Remind education planners and policy makers on the need to adhere to the Ministry's standing order/circular as indicated in the URT (1995, 2009) that emphasizes on the appropriate academic qualifications, management skills and administrative experience of heads of schools in order to improve management efficiency and effectiveness of community secondary schools.

1.5. Conceptual and Theoretical Framework of the Study.

A study on *constraints* in managing community secondary schools required structural model that reflects the managerial variables and factors attributed to situational constraints facing heads of schools and their assistants towards practicing effective management in their areas of jurisdiction. This could be studied through the open systems theory. The open system theory view school management in its holistic nature and examines the interrelationship, and interdependence of its components which constantly interact within the given environment (Galabawa, 2001, Hoy and Miskel, 2001, 2008). According to the open system theory, the effective functioning of the educational institutions such as community secondary schools depends on the *input, process, product model* and the influence of the environment including the situational factors that determine the successful management and administration of the schools.

Hersey & Blanchard (1993) maintain that, management and administration of a school is basically situational or contingent because the practice of managing a school is depends upon skills, traits, head's behavior and the situational characteristics at a school level.

This implies that, behaviors of heads of community secondary schools depends upon the management skills they have interacting with characteristics of the situation (situational factors) in the schools. It was further contended by Bass (1990) and Bryman (1996) that, contingency approach specifies the conditions or situational variables that moderate the relationship among school head's management skills, behavior and the management practices. This implies that, constraints that head of schools experience in managing community secondary schools might be drawn from the situational variables within and outside the schools.

1.5.1. Input

The *input factors* focus on the factors which affected management and administration of community secondary schools that included, *first*, individuals with their own characteristics including their perception on what constitute "good and effective management". *Secondly*, the head's academic qualification, management skills, administrative experience (expertise) and motivation in managing community secondary schools. *Thirdly*, human resource (staff, students and community) and availability of all required school infrastructures and teaching- learning resources in the schools. Matekere. (2003) argues that, the presence of all required inputs in community secondary schools will make easy the task of managing the school and the school will function well as expected. The study involved the contribution of input factors towards the constraints in managing community secondary schools in Morogoro Municipality.

1.5.2. Process

The second factor was the *process* that was mainly managerial and comes through managing human resources, which includes planning, controlling, staffing, leading and organizing (Koontz and Wehrich, 2007, Okumbe, 1998, Mullins, 2006). In managing community secondary schools as an organization, heads of the schools were responsible to lead and coordinate decision making, planning and coordinating, controlling, staffing, leading and organizing, coaching and mentoring, and motivation of teaching, non-teaching staff and students. The study looked at the constraints encountered by heads of schools when executing these managerial functions in community secondary schools in Morogoro Municipality.

1.5.3. Product

The *product variable* was the third component that included all products both intended and unintended, particularly workers satisfaction and dissatisfaction which might be in various forms such as workers' morale, complaints, abscondment, teachers absenteeism and truancy behaviors. Bush and Middlewood (2005) assert that, satisfaction in education organizations can be revealed in teachers' work performance, goal achievement and quality education achievement. The study looked at the position of the product variable in the constraints school heads experience in managing community secondary schools in Morogoro Municipality.

1.5.4. The Environment

Environmental influences on school management involve factors such as technological changes, social and cultural values, economic and stakeholders dimension (Gumbwa, 1994). To put it succinctly, Bass (1990, 2006) argues that, personal and situational factors have strong reciprocal association in managing schools. Leithwood and Jantz (2005) categorize situational factors into subordinate (personality, motivation and abilities), organizational (*size*, hierarchy, formalization and leader's role), internal environment (climate, culture) and external environment (social, economic). All these had more influence on studying constraints in managing community secondary schools. Therefore, the study included the influence of the environmental factors in studying constraints school heads experience in managing community secondary schools in Morogoro Municipality.

Generally, through the structural model of contingency approach the study incorporated the perception of school managers on the practices like setting direction, developing human resource and restructuring the organization to identify roles and identifying limiting factors (constraints) in managing community secondary schools.

Below is the diagram that summarizes major ideas espoused in the conceptual framework adopted from Scott (1987) and Hoy and Miskel (2001) maintain that, open system model views a school as an organization that its successful management and goals achievement depends upon the adequacy of its input, process, output and environmental factors. All the factors were interdependent and they guided the study on

constraints in managing community secondary schools in Tanzania with specific reference to Morogoro Municipality.

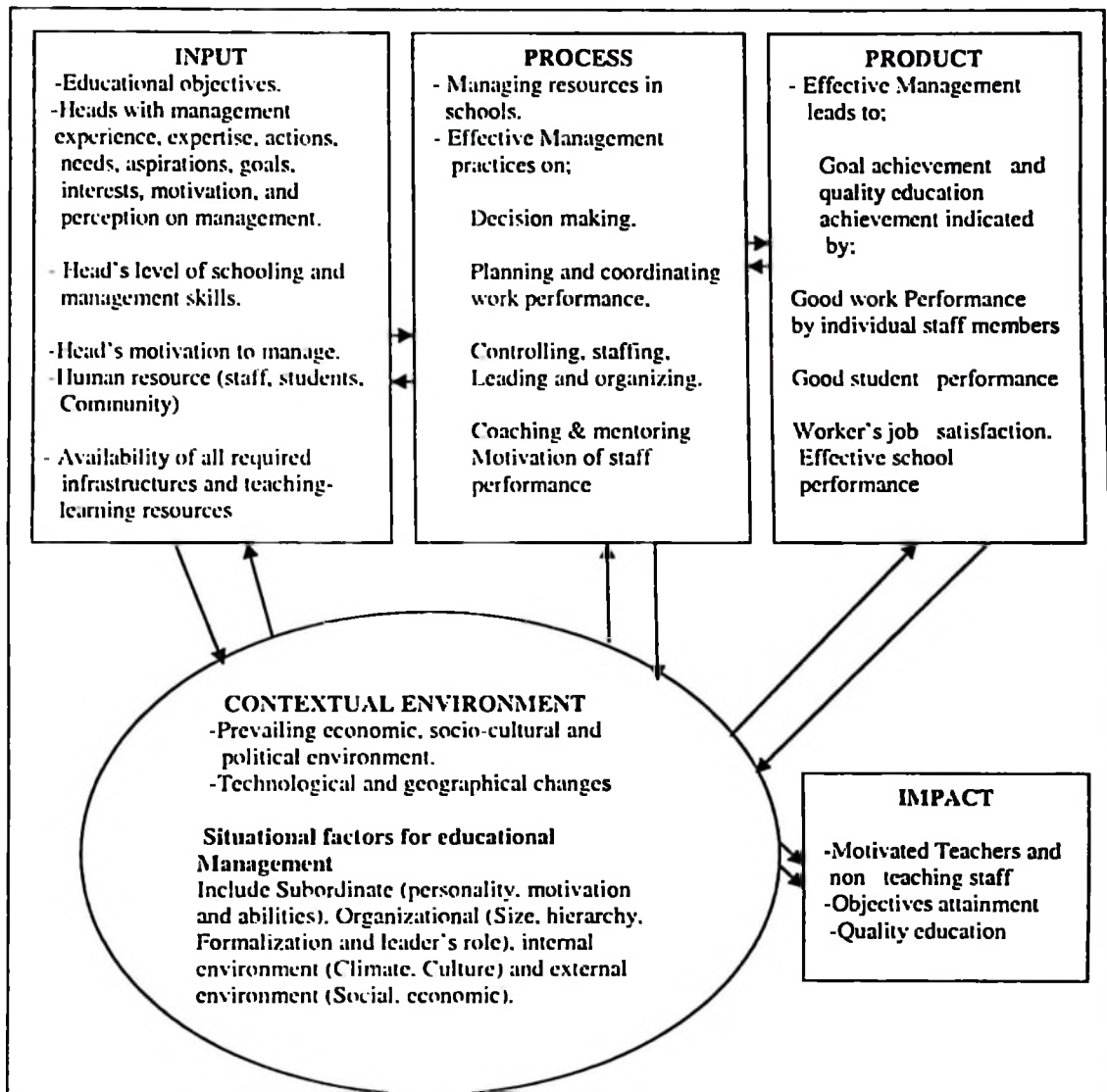


Figure 1: Model for the Study of Constraints in Managing Community secondary Schools.

Source: Adapted from: Hoy and Miskel (2001:19).

1.6. Limitation of the Study

In some schools, it was difficult to conduct interviews through a focused group discussion because heads of schools were unwilling to interrupt their scheduled daily responsibilities. Other heads were suspicious on their job security and occupational status as school heads due to some questions that may touch their management qualification and competence in relation to educational management skills. This was covered alternatively by documentary review through extracting data of the employee's records at the REO's and DEO's office.

1.6.1. Delimitation of the Study

This study was delimited to community secondary schools in Morogoro Municipality. The Municipality was preferred for study because it provided the researcher with a wider understanding of constraints facing school heads and their assistants in executing their responsibilities of managing Community secondary schools. In addition, Morogoro Municipality had a good number of Community secondary schools that helped the study to realize its purpose.

1.7. Operational Definition of Key Terms

1.7.1. Community secondary schools

Refers to schools that have been constructed by local communities then submitted to the government for supply of teaching materials, staff and administrators (URT, 2000, p.29). In this study, Community secondary schools are schools run and owned in partnership between the government and Communities with divided responsibilities.

1.7.2. Constraints

The term constraints refers factors which limit or restrict an individual's or group of people's freedom of action either in practicing certain task or expressing certain experience at a given society or organization (Oxford Advanced Learner's Dictionary, 2001). In this study, the term '*constraints*' focused on the limiting factors that school managers particularly heads of schools experience in managing community secondary schools.

1.7.3. Effectiveness in School Management

In this study, the term effectiveness was taken to refer the ability of school heads to know and execute professional managerial functions accordingly in managing community secondary schools. Such managerial functions includes as planning, organizing, coordinating, leading, mentoring and coaching with respect to school goals.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter presents the review of the literature related to school management and administration. The chapter contains a review on multi dimensional issues in line with the conceptual framework of the study. The chapter ends with identifying the gaps that filled by the present study.

2.1. The Emergence of Community Secondary Schools in Developing Countries

Community secondary schools emerged in most developing countries in Asia, Latin America and in Africa including Tanzania because of the increasing demand for secondary education which could not be met through conventional secondary schools. In Nepal, Bangladesh, India, South Korea and Tanzania education to was liberalized through conscientizing and empowering private enterprises, communities, parents, end-users, NGO's, households and individuals to establish and run secondary schools in partnership at the wards or division levels since 1980's (Bray, 2003).

Stoner, Freeman and Gilbert (2006) worked on participatory management of Community schools in New Delhi India. Findings reveal that, Ministry of education appoints and allocates an individual who has attained a degree in education, management skills in management and administration of educational organization and leadership experience that qualifies him/her to head a secondary school. This implies

that, heads of schools in India must be qualified and trained in the identified criteria above.

The study by Govinder (1997) concentrated on decentralization of educational management experience in South Asia. Findings indicate that, in Bangladesh, most of community schools are managed by decentralized authorities whereby each school management committee constitutes the school board that has community representatives and heads of schools. Ward Education coordinators (WEC), Village Education Officer (VEO), District Education Officer (DEO), and Regional Education Officer (REO) have the authorities to coordinate management of the schools with respect to their areas of jurisdiction while communicating each other under the guiding directives from the Ministry of Education.

In Brazil, Chile and Argentina decentralized education services has led to the participatory management of the established community schools. The schools have been increasing overall access (enrolments) however the decentralized education services has done little to reverse persistent of regional inequities in access to schooling, per capita expenditure, and quality education in Community schools.

2.1.1. The Rationale for Community Secondary Schools in Developing Countries

Community secondary schools are very important to the community because if they are effectively managed, they provide the young people with skills, knowledge and work habits needed to find or create gainful as well as satisfying employment, pursue their post secondary goals, and to be independent, productive, and contributing community

members (Bray, 2001). Also, the schools help students to fulfill their personal potentials, develop life skills, that is, '*learn to learn*', build self-esteem, develop interests, build integrity, and become good citizens in that community (World Bank, 2000; Faustor, 1995, Okumbe, 1998).

The idea of community schools has been put in practice in developing countries in Africa is an idea of alternative education as a development strategy and it is relatively new and is often seen as a response to failing old public education systems. Faustor (1995) and Ota (1986) argue that, since community secondary schools are within localities, students are familiar with the environments that favor them for their studies. Parents and households can easily participate fully in matters pertaining management of community secondary schools in their wards, division or village level.

Matekere (2003) and Bray (1997) emphasize that, Community secondary schools are of paramount significance for communities' social, economic, cultural and political development. The schools help students and the community to interact towards fostering socio-economic and cultural development under effective management of the schools.

Therefore, Community secondary schools are regarded as significant educational interventions in developing countries which are trying to attain universal access to basic and secondary education (Galabawa and Augustine, 2001; Bray, 1996a; 1996 b).

Generally, communities are being conscientized and more efforts are done to build in their minds and make them feel that, secondary schools at ward or division level are their own property and they are responsible to participate in matters pertaining

management of the schools (Bray, 1996; 2001; Ota, 1986). The following are basic reasons for the establishment of community secondary schools in developing countries:

Increase access to education: Community schools increase access to education particularly for the children from neglected population such as those from rural areas, ethnic minorities and girls (Bray, 2000). The community secondary schools provide opportunity to absorb a large number of pupils from primary schools as the effort of implementing EFA goals through the old UPE, the current PEDP, SEDP programmes in Tanzania (Raphacl, 2008).

Cost- effectiveness: Community secondary schools are cost effective with comparable or better instructional services whereby educational stakeholders utilize the limited resources effectively and efficiently in order to solve problems and provide quality education for children in community schools. The schools have reduced the daily transport costs for the children schooling far away from their homes because the schools are built within the division or ward (Chung, 1990). In its study, the World Bank (1999) reports that, in 1994, for example, it cost US \$ 36 per year to educate a child at community schools versus \$ 42 per year for the old and large government schools in Mali, Senegal, Ghana and Namibia.

Relevance to local needs: Community schools are relevant to the wants and needs of the community whereby children who complete in the schools are expected to play productive roles for the socio- economic, cultural and political activities and

development in the communities where the schools belong (Bray, 2003; World Bank, 1999).

Educational Decentralization: The introduction and existence of community secondary schools is one among the ways of implementing educational liberalization by decentralization as advocated by IMF and World Bank as a mechanism of improving education provision in developing countries (Richard, 2003; Oates, 1998; Ota, 1986). This has been accompanied by governance reforms promoting stakeholders' participation in educational management (World Bank, 1999 as cited in Kasandiko, 2006).

Share of Governance and Accountability in education provision: The presence of community secondary schools contribute to overall development in Africa through developing democratic local organizations (Associations de Parents d' Ele'ves or APEs) that are empowered to educational governance and accountability at a local level and represent interests of parents in the field of education (Okoye, 1986).

2.1.2. The Experience of Community Schools' Management and Administration in African Context.

Management and administration of Community secondary schools by community members is a goal in Cameroon, Uganda, Nigeria and Zimbabwe whereby they have their own objectives of meeting demand with locally relevant education (Tembon, 1999; Okoye, 1986). All these facts imply that, managing community schools needs good

governance, accountability, transparent and participatory oriented whereby communities and other education stakeholders have active roles in the schools.

Zambia is distinguished by the development of the Community schools Secretariat that works with the Ministry of Education in managing 700 Community secondary schools established at the ward, division or village level whereby the schools are managed by the qualified leaders (Bray, 2003; Okoye, 1986). Zambian Community schools Secretariat cooperates with the government and the community members to ensure that schools are of a desirable quality teachers and resources and administration personnel (Bray and Mukundan, 2003; Kelly, 1998, p.23 cited in Bray, 2003).

Okoye (1986) contends that, in Mali 10% of Primary schools children leavers are enrolled in community secondary schools that increasingly resemble public primary school but are effectively managed and supplied with required educational resources. Tembon (1999) reports that, community schools in Togo called *écoles d'initiative locale (EDL)*, make up about 20% of all schools. The government of Togo monitors the schools and ensures that are effectively managed by the decentralized authorities. The report further reveals that, *Ecoles Spontanées* in Cameroon as community schools are created and financed by local government authorities, ward, and division or village communities where by the strengths and success of the schools is determined by the commitment of education stakeholders coordinated by the government (ibid).

Boaduo (2001) developed an inquiry into functional and practical secondary education provision in South Africa. In his findings Boaduo (2001, emphasized that, managing schools with shortage of teachers, lack or insufficient teaching- learning materials, laboratory equipments and no libraries, there is no way for the schools to function well and successful. Mfu-mensah (2003) argues that, the rapid expansion of secondary education through establishing many community schools at ward or village levels in order to meet the high demand of secondary education in Ghana and Morocco has been tallying with the provision and availability of the required school resources that often reduces resource constraints in managing community secondary schools. Studies on community secondary schools in Uganda indicate that, teacher quality and text book availability are major determinant of school quality and reduced constraints in managing schools (Bray, 1999; Hyneman and Jamison, 1980, 1987).

Winkler and Gershberg (2003) conducted a study on the decentralized educational management in Africa reflecting a review of recent policy and practice. They found that, Ministries of education particularly in South Africa, Egypt, Tunis, Namibia and Libya have effectively succeeded in educational decentralization by devolution and building capacity of community, heads of schools, school boards, regional, district, ward and division leaders on managing community secondary schools and ensure that they operate as expected.

Okoye (1986) studied management of community schools in Nigeria. He came out with the findings that, the most important task in community schools is that of managing

human and effective utilization of schools resources. Indeed nothing can happen in community secondary schools without ensuring the availability and quality of its personnel and material resources. Okoye maintains that, the successful management of community secondary schools in Nigeria depends upon the existence of qualified and experienced school board leaders, teaching and non-teaching staff as a necessary human resource inputs which supply the schools with varied talents and creativity.

Generally, community secondary schools in the developing world particularly in Africa are basically day schools. The development and maintenance of their structure depends on the particular community, they will enroll students from the same locality and relatively the same socio-economic background which is different from non- community schools (Raphael, 2008; Francis, 2007; Kinyanjui, 1976 in Matekere, 2003; Mwiria and Ogbu, 1999).

2.1.3. Limiting Factors (constraints) in the Management and Administration of Community Secondary Schools in Developing Countries and in African Context.

Studies indicate that, a good number of community secondary schools in Venezuela, Chile, Rural India, Togo, Swaziland, Zambia, Cameroon, Uganda, Nigeria and Zimbabwe are managed by school-heads who lack adequate academic qualification, leadership qualities and management skills and administrative experiences that hinder their effectiveness in performing management responsibilities as a result the schools are not performing well as expected (Bray, 2003, Bray and Mukundan, 2003; Francis, 2007; Okoye, 1986; Stoner, Freeman and Gilbert, 2006; Tembon, 1999; URT, 1995, 2009).

Heads of schools are responsible for human resource management that includes staffing and organizing duty assignments and motivating teachers and non-teaching staff in their schools. Poor motivation of teachers and non teaching staff by the school heads leads to poor workers morale in community secondary schools. School management and administration have been failing to sustain workers' satisfaction and contain dissatisfaction which are revealed by workers' complaints, abscondment, absenteeism and truancy behaviors that have been altering effectiveness and efficiency in teaching-learning practices, ensuring goal achievement and quality education in managing community secondary schools as revealed by the findings from the studies done in South Asia region, Western Nigeria, Madagascar, Djibouti and the republic of central Africa (Govinder, 1997; Okoye, 1986; Stoner, Freeman and Gilbert, 2006; World Bank, 2000).

It was widely accepted that, management and administration of community secondary schools in developing countries particularly in Africa experience a serious resources constraint that involve inadequate personnel (professionally trained, qualified teaching staff and school managers), funds, and physical infrastructures as well as teaching and learning materials. Hence, school managers and administrators operate at mostly unfriendly environment that leads to very poor schools' academic performance (Boaduo, 2001; Matekere, 2003; Okoye, 1986; Sifuna and Abagi, 2006; Winkler and Gershberg, 2003).

Studies conducted in South Africa, Uganda, Senegal, Niger, Malawi, Mozambique, and Ghana, by (Boaduo, 2001; Hyneman & Jamison, 1987; Mfu-mensah, 2003; Mwiria & Ogbu, 1999; Winkler & Gershberg 2003 as cited in Seni, 2008) found that, there are frequent delayed responses from the upper education authorities in allocating financial, personnel and physical resources as well as teaching and learning materials with respect to reported demand by the heads of community secondary schools as per Ministry of Education criteria.

Equally important, the appropriate mobilization, ensuring optimal and rational utilization of teaching- learning materials, physical infrastructures and expenditure of school financial resources requires effective management of decision making being coordinated by the heads of schools. Whether or not heads of schools have innovative character and irresponsibility may affect their managerial decisions for proper resources utilization and development of their schools. However, it has been found that, once the

identified resources are available in community secondary schools, they are not appropriately utilized due to ineffective management and administration of the schools in most of developing countries particularly in Africa (Mwiria & Ogbu, 1999 as cited in Mliga, 2008; Sifuna and Abagi, 2006; Winkler and Gershberg, 2003)

Generally, all the discussed limiting factors highly affects management and administration of community secondary schools in developing countries particularly some countries in Latin America, Asia and African countries. This study intended to find out as to whether school heads experience the same limiting factors (constraints) in managing community secondary schools in Morogoro Municipality. If not, what constraints school heads experience in managing the schools and what are the academic qualifications, management skills and administrative experience of heads of community secondary schools in Morogoro Municipality?"

2.2. The Profile of Community secondary schools in Tanzania.

In Tanzania, the establishment of community secondary schools began in the mid of 1980's. Findings by Matekere (2003) shows that, Tanzania had only 5 community secondary schools in 1985. Between 1985 and 1995 the number of opened community secondary schools increased from 5 in 1985/86 to 44 in 1994/95 leading to an average of nine (9) community schools that were established in each year between 1985 and 1995. Muzo (1985, p.31) argues that, communities have been encouraged to join government efforts in the establishment of community schools. Between 1999 and 2002, many community secondary schools were established as summarized in table 1.1 next page;

Table 1.1: Community Secondary Schools in Tanzania Between 1999 - 2002

Type of Sec. Schools	Year		New Schools	Percentage Increase
	1999	2002		
Community secondary schools	336	500	164	80.0
Government Secondary Schools	92	99	7	3.4
Private Secondary Schools	312	334	22	10.7
Seminaries	66	78	12	5.9
Total	806	1011	205	100.3

Source: MOEC (1999: 2002).

Data in table 1.1 reveals that, Community secondary schools have been rapidly increasing to an extent that, they have outnumbered Government secondary schools and Non- Government schools. Mosha (2000, 2006), however, insists that: establishment of schools should tally with a high level of excellence in academic performance that can be

measured by the established and acceptable benchmarks or standards of good performance. Matekere (2003) in his study on effectiveness of Community secondary schools in Tanzania found that, the rapid increase of the schools was attributed to competition among the politicians to influence people to vote for them by the 2005 general election. Hence each ward or division was conscientized to establish at least one Community secondary school. Apart from the pressure that was resulted by the implementation of UPE since 1974 to 1980's that demanded the need to expand secondary education in order to absorb a big number of successful standard seven primary leavers; the further establishment of Community secondary schools in each ward or division has taken more political MOVE to fulfill the CCM 2005 Election Manifesto section 61, sub- section "a" and "b" that reads:

".. CCM shall direct the government to take necessary measures to promote secondary education in the period between 2005- 2010 as follows; (a) to supervise the implementation of the Primary Education Development Programme (b) to promote and implement strategies aimed at having at least one secondary school in each ward.."

The response to the CCM Election Manifesto was that, each ward being in the process of building and opening its own community secondary school. The number of schools has increased tremendously to reach 738 (88.8 percent) in 2005 and 1597 (94.7 percent) in 2006 from 44 (33.3 percent) in 1994/ 1995 as represented in SEDP report in 2007 (URT, 2008 a).The following table 1.2 shows the distribution of Secondary schools by level and Region:

Table 1.2: A Summary of the distribution of Community secondary schools in Tanzania by 8th June 2009

Region	No. of Community secondary schools	% for each Region
Arusha	113	3.6
DSM	116	3.7
Dodoma	117	3.7
Iringa	160	5.11
Kagera	178	5.7
Kigoma	102	3.3
Kilimanjaro	198	6.3
Lindi	109	3.5
Manyara	110	3.5
Mara	138	4.4
Morogoro	153	5.0
Mbeya	212	6.8
Mtwara	121	3.9
Mwanza	216	6.9
Pwani	84	2.7
Ruvuma	130	4.2
Rukwa	83	2.7
Singida	135	4.3
Shinyanga	250	8.0
Tabora	144	4.6
Tanga	202	6.5
Grand Total	3,131	100.0

Source: BEST in (URT, 2009c:77).

Data in table 1.2 reveals that, Until June 2009, the total number of Community secondary schools reached 3,131 out of 4,102 all secondary schools in Tanzania (URT, 2009, p. 73). This implies that, more attention is required to ensure effective management and administration of these fast increasing community schools. Matekere (2003) argues that, in order to ensure provision of high quality secondary education, the rapid increasing number of Community schools should tally with effective school management. This will enable realization of SEDP goals on inline with Development vision 2025 and NSGRP (MKUKUTA) targets.

2.2.1. Management of Community secondary schools in Tanzania

At a macro level, the entire management of secondary schools is determined by the department of secondary education at Ministry Of Education and Vocational Training (MOEVT). However, since 2005 in the implementation of SEDP (2004-2009), MOEVT collaborates with the Prime Minister's office- Ministry of Regional and Local government (PMORALG) to coordinate and supervise the development and management of community secondary schools through effective interaction with the REO, DEO/ MEO, DED, WEO, VEO, WEC and Ward council members and the heads of community secondary schools in the areas of their jurisdiction (URT, 2008a; 2006; 2004).

Raphael (2008) and Mliga (2008) maintain that, in a decentralized system, school board on behalf of the community and other stakeholders will eventually become responsible for management and administration of schools. The school management team involves the school board and the head of school whereby the school- heads become accountable to both the school board and the education system authority that includes WEO/ VEO DEO/MEO and REO (Babyegeya, 2002).

The appropriate management of Community secondary schools in Tanzania has to include effective communication within the school and between stakeholders and school administration in managerial functions such as planning, controlling school development programs and staff and students performance review. The school management team and

the community have to take part in identifying school needs, setting concepts, objectives, goals and implementing the school projects (Raphael, 2008; Mtolea, 2007).

2.2.2. Qualifications and Professional Experience of Heads of Secondary Schools in Tanzania

The Tanzania's *Education and Training Policy (1995)* reviewed in 2009 guides that; "education managers and administrators at the national, regional, Municipality, post-primary formal education and training institutions shall have a university degree, management skills and highly qualified in educational management and administration from a recognized institution as well as appropriate experience in managing educational institutions" (URT, 1995, p. 29, 99).

In the context of this study, the policy implies that, all heads of secondary schools such as community secondary schools, must be university graduates with minimum qualification of a degree, professionally trained, and highly qualified as well as appropriate experience in school management and administration. According to the policy, heads of community secondary schools shall be responsible for coordination of planning, provision, management, administration and quality control of formal, informal education and training in their areas of jurisdiction. Also, it is recommended that, heads of community secondary schools are expected to demonstrate their ability to community effectively, motivate others, build and maintain working teams, develop individuals, as well as organize and shape the culture of work so as to implement necessary tasks. (Glueck, 1980; Masha, 2006, p. 206; Omari, 1995).

Bush (2003) and Bush and Middlewood (2005) argue that, the success of school management and administration depends both on a fundamental understanding of the principles of management and application of technical, human and conceptual skills that can be learned and applied for appropriate administration of schools. In order to be able to successfully discharge their management roles and efficiently execute managerial function, heads of community secondary schools should have three major managerial skills namely; conceptual skills, human relation skills and technical skills. This implies that, heads of community secondary schools must have the ability to: *first*, think in abstract to analyze the forces in a working situation, assess the environment and changes taking place, being creative and innovative to ensure effective management of schools and overcome the constraining factors; *second*, recognize the feelings and sentiments of others like teaching and non teaching staff, students, parents and community at large, judge the possible reactions to, and outcomes of various courses of action he or she may undertake and examine his or her own concepts and values which may enable him or her to develop more useful attitudes about himself.

2.2.3. The Role of Resources in Managing Schools

Sifuna and Abagi (2006) and Galabawa (2001) assert that, educational resources are most significant in simplifying the task of managing the schools. The resources include: human resource, teaching- learning materials, school physical infrastructures (facilities) and financial resources.

2.3.1. Human Resource

Mosha (2006) and Okumbe (1998) contend that, in schools human resource involves workers (teaching and non teaching staff) and students whereby a combined effort of workers and students results to an enhanced teaching- learning performance and management in schools.

Teachers: The study by Hammond (2000) found that, teacher quality is strongly related to students' achievement than other school inputs. In the same idea, Mwamwenda and Mwamwenda (1989) recognize that, professionally trained teachers contribute more to quality education than those who are not trained or partially trained in teaching profession. He notes that, pupils taught by well trained and experienced teachers, perform significantly better than those taught by less experienced teachers. However, teachers' constraints such as transfers, social status, parental support, and poor working and living condition tend to erode teachers motivation and commitment to their teaching job gradually (Osaki and Njabili, 2003; Carron and Chan, 1996).

School leaders: Hoy and Miskel (2008) argue that, leaders are among educational human resource in which are obliged to be well educated, trained and experienced so that they can be able to manage, guide, rule and inspire others when managing the schools. School functioning includes school management, school climate, community-school relationship, monitoring and supervision of the school system. Lugayila (2002, p. 44-47) and UNESCO (2000) supported the findings that, the way in which schools are

run has a greater influence on quality of education and school climate tend to influence pupils outcome.

Non-teaching staff (Supporting staff): This includes registrars, bursars, accountants, clerks, matrons, secretaries, typists, foremen, janitors, cooks, watchmen and cleaners. They provide support services in schools and their potentials need to be consciously detected, developed and released because they play a very crucial role within the context of an integral system of managing schools (Messiya, 2004; Okumbe, 1998).

Students: Okumbe (1998) points that, students are raw materials in schools and thus form an integral part of the human resource development programme. Students' representatives within the school management can perform their roles effectively if their potentials are consciously developed in planned forums such as seminars, debates and speech days. Govinder and Varghese (1993) view that; students are significant input for a school to exist whereby teaching- learning process takes place. They (ibid) maintain that, the capacity to learn in school is determined in part by prior learning experience of children from either poor rural primary schools or effectively managed and facilitated primary schools.

2.3.2. Teaching- Learning Materials

Omari and Mosha (1995) identify the teaching- learning materials that includes; textbooks, students' guides, maps, blackboard, chalks, pencils, pen, paper as well as globes, chemicals, laboratory and library facilities. The availability of all the identified T-L materials facilitates an easy task of managing the schools. Mosha (2000a) informs

that, provision of adequate teaching- learning materials have significant positive associations with pupils' achievements and quality of education provided in schools.

The findings by Malawi government (1998) reveals that, availability of textbooks and other necessary teaching- learning materials contribute positively to high levels of achievement while class size materially affect the teachers' effectiveness in schools. UNESCO (2000) in Lugayila (2002, p. 38-39) argues that, the provision of adequate teaching- learning materials is an effective way of improve students' academic performance and results that counts for achieving curriculum objectives as specific in the schools' syllabus in Tanzania.

2.3.3. Physical Infrastructure (facilities)

Mosha (2000a) and Okumbe (1998) point that, school infrastructures refer the physical facilities like classrooms, laboratories, library, pupils' desks and chairs, toilets, teachers' houses, staff offices and water. Sifuna and Abagi (2006) argue that, the presence of adequate physical facilities encourages the smooth running of school activities and learning process. The study by Urwick and Junaidu (1991) in Nigeria established that, quality physical facilities allow teaching methods that permit active participation by pupils in lessons, effective use of school time and improvement of teachers' level of commitment.

Mwamwenda and Mwamwenda (1987) contend that, physical facilities are vital in enhancing pedagogical orientation as well as managing school functioning towards quality education. The study conducted by Raudenbush and Bhumirat (1992) in

Thailand noted that, good school infrastructure in rural area, where no school had previously existed, enhanced children's attendance to schools and their higher achievement than it was expected. In case of managing Community secondary schools in Tanzania, good buildings and facilities are likely to influence attendance and good academic achievement particularly in rural areas where no Community secondary schools that existed before. Generally, the quality of teaching- learning resources is enhanced by the entire adequacy of physical facilities being well planned up to date, attractive and well kept and effectively managed in schools. School buildings, equipments and grounds are believed to be associated with greater efficiency and more success in reaching educational objectives that are ill- planned, obsolete and poorly kept plants (Messiya, 2004; Mosha, 2006; Vicent, 2007).

2.3.4. Financial Resource

Mpango and Mushi (1998) argue that, the adequate financing of schools through effective funding sources facilitates schools to have more equipment and maintained with enough infrastructures and teaching as well as learning resources that finally sophisticate the task of managing the schools. The study by Mwiria and Ogbu in Kenya (1999) emphasize that, the appropriate funding of schools almost brings availability of the necessary physical and human resources that easier management of schools.

Generally, financial, personnel and physical resources as well as teaching and learning materials are available in community secondary schools and are related to management of the schools in many ways. It is the responsibility of the heads of schools to make

follow-up and ensure that their schools are allocated these resources by the central education authorities. Equally important, once these resources are available, they must be appropriately utilized. It is the duty of the heads of schools to report for their needs of these resources as per Ministry of Education criteria. In other words, heads of schools are responsible for human resource management that includes staffing and duty assignments of their teachers and non-teaching staff in their schools.

The financial and physical infrastructures are equally important for the development of community secondary schools. Heads of schools are responsible for mobilization and utilization of teaching-learning materials, physical infrastructures and financial resources. The funds for Secondary Education Development Programme (SEDP) were disbursed to community secondary schools (2004-2009) by central government. However, the expenditure of these funds requires management of decision making. Whether or not heads of schools have innovative character and irresponsibility may affect their managerial decisions for the development of their schools.

2.2.4. Educational Resources Constraints in Managing Community Secondary Schools in Tanzania

A number of studies have shown that, most of community secondary schools in Tanzania are not performing better because they are resource constrained, that ultimately hinder smooth management and administration of the schools. Mahenge (1985) noted a serious shortage of instructional materials and physical facilities in public secondary schools. He (ibid) established that, if resources such as teachers, textbooks, finance and

buildings are so thinly deployed in schools, only few learners can advance. Matekere (2003) found that, pupils who had textbooks and other learning resources in all subjects perform better than pupils in schools with a shortage of text books and other learning materials community secondary schools in Tanzania.

A situational analysis done by HakiEimu (2007, 2008) on the resources availability in community secondary schools, revealed that, most of community secondary schools experience inadequate availability of classrooms, pupils' desks and chairs, toilets for students and staff, text books and all other teaching – learning resources. This situation affects smooth running of the school activities and learning process because of being resources constrained. Data in the same findings show that, teachers in the urban-periphery and rural community schools and handle large classes of 60 – 80 students per classroom (ibid).

A serious staff shortage in community secondary schools have often forced teachers to work without break right from morning to the afternoon and in some schools, there is a double session system in which the few teachers available covers both sessions a day. Hence, with an increased workload, they end up giving very few assignments. The situation has finally led to poor functioning of the schools (Mliga, 2008; Messiya, 2004; Osaki and Njabili, 2003; Matekere, 2003).

Studies conducted on the status of financing community secondary schools in Tanzania, reveal that, schools experience inadequate financial resources. The problem is very critical in schools that are located in urban periphery and rural areas (Durothea, 2008;

Ananiah, 2008). However, URT (2008) and Kasandiko (2006) have identified sources of funding community secondary schools in Tanzania such as; central government, communities, local government authorities, internal and external donors, parents/ students, school income generating projects fund and district/ regional educational trust/ boards fund.

2.2.5. Empirical studies on the Management and Administration of Community Secondary Schools in Tanzania

Lyimo (2001) studied community schools management in response to liberalized education system. It was discovered that, there is ineffective division of responsibilities and operating local authorities at community level in managing community schools.

Rwendera (2005) worked on school leaders' roles in staffing the non- teaching post in public secondary schools and found that, the non – teaching staff are employed by the MOEVT while heads of schools have no influence on recruiting teachers and non – teaching staff. Kasandiko (2006) investigated the financing of community secondary schools in mainland Tanzania. In the study it was found that, community secondary experience inadequate financial resource due to ineffective financing of schools that makes the task of managing schools to become seriously hard particularly schools located in urban- periphery and rural areas.

Mtolea (2007) studied the community involvement in staff management practices in community secondary schools. He found that, community and other stakeholders are not actively involved in the recruitment and retention of staff members in the community secondary schools since it was seen as a government responsibility. Less involvement of

the community was observed in controlling behavior and discipline of staff in schools. The study by Francis (2007) concentrated on community secondary school phenomena and the perpetuation of inequality in performance and management of the schools. It was found that, there is a serious inequality in academic performance and management of the schools whereby in some areas particularly rural schools have very poor resources and management compared to urban schools hence schools are no longer functioning as expected.

Raphael (2008) conducted a study on community involvement in management of community secondary schools and it was found that, leaders at the community level are very partially involved in some managerial functions except in implementing school plans. Their involvement is limited to preliminary stages of school planning such as mobilization of direct voluntary and obligatory contribution of funds, materials, labor force, donation and allocation of construction sites. Seni (2008) conducted a situational analysis on the status of community support in managing community secondary schools. Findings indicates that, in few community schools where local leaders and community members are actively involved in matters concerning management of the schools, they have at least a reasonable number of classrooms, teaching – learning resources and staff although are still inadequate in relation to the actual demand.

Mliga (2008) worked on school environment and school performance in CSEE in community schools 2001-2005. It was found that, management and administration of community secondary schools is a hard task because of a difficult environment in

teaching as well as learning which is attributed by the shortage of school infrastructures, teaching- learning materials, teaching and non – teaching staff and financial resource. Hence, ineffective functioning and finally poor school academic performance of the schools. Mbepcra (2008) did a study on the perception of members of school community towards female heads of co-education secondary schools in Tanzania. Basically the study focused on gender sensitivity stressing on the females' opportunity in leading schools.

SEDP report (2007) and findings by HakiEimu (2008) show that, government response to the increased pressure and social demand for secondary education has placed a lot of emphasis on inputs required to enhance access and equality through rapid construction of many community secondary schools, enrolment expansion, teacher recruitment and deployment, appointing and allocating heads of schools but has ignored to examine constraints in managing the schools.

2.3.0. Synthesis of the reviewed literature

The reviewed literature shows that, in the developing world including Tanzania, there were the effects, success, and failure as well as community involvement in various aspects of managing community secondary schools. However, the literature has revealed that, there is a possibility of improving management and administration of community secondary schools in Tanzania. They can be improved through the use of qualified, professionally trained as well as experienced heads of schools. It has been stated that, we can ensure ensuring effective community involvement in matters pertaining

management of community secondary schools, and in collaboration with the government, community and other stakeholders like NGO'S, individuals, households and development partners have to ensure that, community secondary schools have quality human resource, infrastructures (physical facilities) and teaching learning materials. All these possibilities may help to overcome the limiting factors to management and administration of community secondary schools in Tanzania. The studies have revealed that, community secondary schools are highly resource constrained and are characterized by ineffective involvement of communities in managing the schools as result community secondary schools are not functioning well as expected.

2.3.1. Research Gap

The existing studies by (Raphael, 2008; Seni, 2008; Mliga, 2008; Durothea, 2008; Mbepera, 2008; Mtolea, 2007, Francis, 2007; Kasandiko, 2006; Rwendera, 2005; Lyimo, 2001; Galabawa, 2001; Mosha, 2000a, 2006; Mwamwenda et al, 1987) have identified and concentrated on human, financial, physical infrastructures and teaching-learning resources as the major constraints to the management of community secondary schools in Tanzania. *In addition*, community involvement in managing community secondary schools was identified as another critical constraint.

However, all these studies have not adequately mentioned how critical the educational qualities, managerial and administrative experience of heads of schools are influencing

management practices in community secondary schools. Whether or not the human, physical, teaching-learning and financial resources are available and properly managed have something to do with the educational qualities, managerial skills and administrative experience of the heads of schools in community secondary schools. This study intended to examine how heads of community secondary schools in Morogoro Municipality experience constraints in managing the schools in relation to their educational qualities, managerial skills and administrative experience.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

This chapter describes the methodology that guided the study. It presents and describes the research design, study area, target population, sample size and sampling technique, data collection methods, data analysis plan and ethical consideration.

3.1. Area of Study

The study was conducted in Morogoro Municipality in Morogoro region. The Municipality is located 200 kilometers from Indian Ocean on the eastern arc of the Uluguru Mountains and it covers a total of 260sq.km with 20 administrative wards (Morogoro municipal council data, 2009). Morogoro Municipality was chosen for study basing on the fact that, it is among those municipalities in Tanzania where most of community secondary schools do not function as expected leading to their failure to realize educational objectives of establishing the schools. In addition, no any research that was done in respect to constraints in managing community secondary schools in Morogoro Municipality.

3.2. Research design

The study employed descriptive survey design which involves observing and describing the working situation, practices, events, and behaviors of the subjects without influencing them in any way. The design often used for both science and social science studies in order to obtain a general overview of the characteristics of a certain subject or

phenomena. The descriptive survey design, therefore, was useful to investigate constraints that head of schools experience in managing community secondary schools in Morogoro Municipality.

The choice to use the descriptive survey design was made because it; firstly, helped researcher to observe, identify, describe and provide effects of the constraints that heads of schools experience in managing community secondary schools. Secondly, allowed the use of triangular approach for instrumentation such as interviews, questionnaires and focused group discussions in investigating the constraints that heads of schools experience in managing community secondary schools.

The study based on qualitative methodology which is mainly a multi-method in focus that involves an interpretive and naturalistic approaches which focuses on the quality of entities, process, meaning and the experience on the subject matter that can not simply be experimentally examined. In the case of this study, constraints in managing community secondary schools were identified and described through investigating academic qualification, management skills and administrative experiences of heads of schools in managing community secondary schools. The qualitative approach provided an opportunity for a researcher to modify and make necessary change during research process with emphasis on verbal description rather than numerical presentation.

Some simple quantitative elements were computed to supplement numerical information for objective interpretation of facts. The quantitative elements were included number of heads of schools and percentages for each segment of heads of schools in relation to

their educational qualifications, management skills and administrative experience in managing community secondary schools.

3.3. Target Population, Sample and Sampling Techniques

3.3.1. Target Population

The target population for this study was 162 respondents which included; 20 school heads, 101 teachers, 20 chairpersons of community secondary schools' boards, Municipal Education Officer (MEO) and 20 Ward Education Coordinators (WECs). School heads constituted the target population because their academic qualification, leadership qualities, management skills, administrative competence and perceptions in school management are crucial in accounting for both the achievement and failure in managing community secondary schools. School board chairmen and teachers were among the target population of the study due to the fact that, are input and output components of schools.

3.3.2. Sampling Techniques

3.3.2.1. Simple Random Sampling Technique

Simple random sampling technique was employed to select sample of 12 Ward education coordinators (WECs), 12 chairpersons of school boards, 12 heads of community secondary schools, and 36 teachers conveniently selected from the total number of 20 WECs, 20 chairpersons of community secondary schools' boards, 20 heads of the schools, and 101 teachers in Morogoro Municipality. This technique helped

the researcher to study a relatively small sample which was convenient to yield research data that can be generalized to a larger population in the study. All respondents as the defined target population of the study had an equal and independent chance of being selected as a member of the sample. Each respondent was given a number written in pieces of papers that were put in basket then mixed to provide an equal chance of each individual to be selected as a sample. Finally, each piece of paper was picked randomly until the required number of sample of respondents was drawn in the target population.

3.3.2.2. Purposive Sampling

Purposive sampling technique was applied to identify the Municipal education officer (MEO). The researcher purposely targeted to contact MEO because was expected to provide detailed information on issues related to constraints facing management and administration of community secondary schools at the level of Morogoro Municipality.

3.3.3. Sample Size

Currently, Morogoro Municipality has a total number of 36 secondary schools whereby 22 are government schools (20 Community secondary schools and 2 'old' and 'large' secondary schools) and 14 non government secondary schools (URT, 2009). In researching on constraints in managing community secondary schools in Morogoro Municipality, the total sample of selected community secondary schools in the study was 12 selected through simple random sampling from the entire 20 community secondary schools in Morogoro Municipality.

The sample comprised 73 respondents that were grouped into four categories to ease the process of data collection. The first category included Municipal Education Officer (MEO). The second group comprised 12 Ward Education Coordinators (WECs). These were accountable to MEO and the community. They provided useful information to the study on constraints in managing community secondary schools due to the fact that, they received orders and directives from MEO towards school heads.

The third category involved 12 chairpersons of school boards and 12 school heads. These respondents were selected simply because they were actual implementers of the secondary education objectives and education policy in general at school level as the area of their jurisdiction. Moreover, they were directly responsible in day-to-day managing community secondary schools. For this study, therefore, they helped to identify constraints that they experienced in managing the schools.

The fourth category included 36 teachers in which 3 teachers were selected from each school in a total sample of twelve (12) community schools that were selected through random sampling technique from the total number of 101 teachers in all community secondary schools in Morogoro Municipality. Teachers provided relevant information pertaining constraints in managing community secondary schools.

Table 2: Summary of the Composition of Sample Size, Method of Sample Selection, and Target Population for each Sample Category

Sample category	Target Population		Method/ Technique for sample selection
	No.	Respondent	
1	1	MEO	Purposive
2	12	WECs	Random
3	12	Chairperson of school boards	Random
	12	School heads	Random
4	36	Teachers	Random
Grand Total	73 Respondents		

Source: (Field Survey, May, 2010)

3.4.0. Data Collection Methods

The study applied multiple data-gathering techniques that included interviewing, conducting focused group discussion, administering questionnaires. By applying multiple data-gathering techniques, several data collection tools were used by the researcher to gather information and allow for crosschecking the facts. The study used three major types of instruments namely questionnaires, interview and focused group discussion.

3.4.1. Questionnaire

The questionnaires were administered to Municipal Education Officer (MEO), Ward Education Coordinators (WEC) and heads of community secondary schools. The questionnaires were intended to collect information on how the appointment of school heads adhered the required academic qualification, management skills and

administrative experience as stipulated in the ETP (1995) reviewed in 2009 to ensure effective management and administration of community secondary schools. They also measured the extent to which heads of schools involved WECs and MEO in matters pertaining constraints facing management and administration of community secondary schools and its impact. Through employing questionnaire to school heads, WECs and MEO, the researcher found constraints and its impacts school heads experience in managing community secondary schools in Morogoro Municipality. The questionnaire constituted very few close ended questions and many open ended questions in order to give more freedom to the respondents to give required details with respect to demands that reflect objectives of the study.

3.4.2. Semi Structured Interview

The interview was conducted to chairpersons of school boards, and mainly addressed the constraints that head of schools experience in managing community secondary schools. Through interview the researcher assessed school heads' academic qualification, management skills and administrative experience in managing community secondary schools. These variables were linked to their effectiveness in performing school management responsibilities. The interview also helped the researcher to examine the impact of the identified constraints on management of community secondary schools in Morogoro Municipality.

3.4.3. Focused Group Discussion

The focused group discussion was used because, it gave the opportunity for researcher to collect in-depth data from the discussion whereby teachers were given freedom to discuss and give their opinions and experience on constraints facing school heads and their assistants in managing community secondary schools in Morogoro Municipality. The researcher also discussed with teachers on how academic qualification, management skills and administrative experience of heads of community secondary schools influence their effectiveness in performing school management responsibilities.

The researcher divided 36 teachers (3 teachers from each community secondary school) into four groups that had 9 respondents in each group. Then researcher found a place, prepared, informed and made agreement with respondents to conduct four Focused Group Discussions in four different sessions. The FGD further addressed the impact of constraints in managing the schools. During the discussion, the researcher noted the responses from the teachers.

3.5. Validation of Instruments

Several drafts of questionnaires, semi-structured interview and guides for the focused group discussion were discussed with the supervisor. This helped to rectify ambiguities in the items and make the instruments fit with the objectives, tasks and research questions of the study. All instruments were proven to be effective and they were found to be correct and free from any ambiguity and they were effectively applied in the field successfully.

3.6. Data Analysis

The study adopted an interpretive approach for the analysis of qualitative data. The approach involved editing and coding of the data collected through interviews, questionnaires and focused group discussion. Eventually, the researcher summarized the key findings, classified and expressed them in a descriptive manner on the basis of their themes or objectives.

Some quantitative data especially from questionnaires and interviews were analyzed through descriptive statistics that involved tabulation of responses in order to obtain percentages of the responses.

3.7. Data Presentation

The qualitative data presented in a descriptive summary following the sequence of the research tasks and objectives of the study. Quantitative data such as the number of heads of schools and their responses were summarized in the table according to their academic qualifications, management skills and administrative experience before calculating for frequencies and mean. The computed percentages were presented in tables. The findings were presented, analyzed and discussed in chapter four.

3.8. Ethical considerations

The researcher sought for an informed consent of the participants that attained their willingness to participate in the study. The researcher revealed to participants all the objectives and procedures that was concerned with their participation in the study. The researcher ensured that, all responses from the subjects were held confidential. All these procedures were done to avoid unnecessary physical and psychological harm to respondents.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0. Introduction

This chapter presents, discusses and analyzes key findings of the study on constraints in managing community secondary schools in Tanzania with specific reference to Morogoro Municipality where the study was conducted. The chapter is subdivided into three main parts consistent with specific objectives of the study. The first part presents findings on constraints that school heads experience in managing community secondary schools with specific reference to Morogoro Municipality. The level of school head's academic qualification, management skills and administrative experience in relation to their effectiveness in performing school management responsibilities is discussed in the second part of the chapter. The final part of the chapter discusses the impacts of the constraints on management and administration of community secondary schools in Tanzania

4.1. Constraints that School Heads Experience in Managing Community Secondary Schools.

Constraints in school management include factors that limit school head's freedom, effectiveness and efficiency in managing schools (Stoner, Freeman and Gilbert, 2006). The first objective of the study, the major task of the researcher was focused on finding out and identifying constraints that school heads experience in managing community secondary schools in Morogoro Municipality by using questionnaire that was administered to 25 respondents (12 school heads, 12 WECs and MEO).Semi structured

interview was applied to 12 chairpersons who were interviewed and 36 teachers participated in the focused group discussion which was conducted in four different sessions making a total of 73 respondents who effectively participated in this study.

Response of the respondents on the question '*what constraints do school heads experience in managing community secondary schools?*' varied from one respondent to another. The table 3 below presents a summary the main constraints identified by respondents variably;

Table 3. Constraints in Managing Community Secondary Schools in Morogoro Municipality

S/no	Constraints	School Heads	C/School boards	Teachers	WECs	MEO
1.	Inadequate school heads' academic qualification, management skills & experience	✓	✓	✓	✓	✓
2.	Interference from political leaders (politics)	✓	✓	✓	×	×
3.	Delayed responses from education leaders on reports & demands sent by school heads	✓	✓	✓	×	×
4.	Lack of participatory decision making(Top-down orders and threats)	✓	✓	✓	×	×
5.	Ineffective cooperation between school heads and teachers in schools	✓	✓	✓	×	×
6.	Lack of trust by ward leaders including street chairpersons towards school heads	✓	✓	✓	×	×
7.	Unfriendly working environment in managing schools	✓	✓	✓	✓	✓

Source: (Field data, 2010).

Key:

✓ = Respondents identified the constraint.

× = Respondents did not identify the constraint.

Data in table 3 shows that, inadequate school heads' academic qualification, management skills & experience and unfriendly working environment were identified by all the respondents while constraints number 4 to 7 were only identified by 12 (100%) school heads, 12 chairpersons of school boards and 36 teachers because the respondents

were well experienced with the constraints while 12 WECs and MEO did not identify the constraints because they mainly touched their concerns as causative agents of the constraints in managing community secondary schools.

4.1.1. Inadequate School Heads' Academic Qualification, Management Skills and Administration Experience in Managing Community Secondary Schools.

A secondary school with a head who has a degree in education, professionally qualified and well experienced in school management, will definitely have a sound management and realize its goals (Mosha, 2006). Study findings show that, 12 (100%) school heads out of 12 sampled heads of community secondary schools in Morogoro Municipality have the qualification of diploma in education and they have not attended any effective professional training in school management and administration. However, 11 (92%) school heads identified that, they have four (4) years experience of leading (being heads of) community secondary schools. During the interview one school head regretted that;

“Despite the fact that I have four years of experience in managing community secondary schools with only a diploma qualification. I never attended any programme of professional training in school management and administration either before or after being appointed to manage the school, it is not appropriate and fair with respect to management responsibilities I have as a school head”

The above response implies that, school heads are aware that, having low academic qualification and lack of professional skills on school management and administration is a serious constraint in managing the schools. 12 (100%) school heads pointed that, this is a constraint to them because it affects their efficiency, confidence and determination in executing managerial functions in schools. They emphasized that, they are only

working by using their own personal experience with little knowledge of a diploma they have and whatever difficult in managing the schools, they are always asking other well experienced heads particularly those in big government secondary schools.

Eleven (92%) chairpersons school boards, 34 (94%) teachers and 11 (92%) ward education coordinators as they appraised that, despite being constrained by resources, managing community secondary schools by using heads with inadequate academic qualification, skills and experience of school management and administration has played a big role towards ineffective management that leads to poor schools' academic performance which is contrary with objectives of secondary education in Tanzania. One chairperson of school board said that,

"I have been asked by the school head several times to handle indiscipline cases by teachers particularly those with a bachelor degree which is higher than that of school head and teachers who have a diploma in education claims to be similar with qualification of the head of school, hence, they disrespect him, they often report late to school, while some of them tend to sign report book others ignores, disobey the school head's order on preparing scheme of work, lesson plans and attending teaching periods on time. But this is managerial role of the school head"

The quoted fact was found similar with the common complaint given by almost 11 (92%) school heads who appended that, it has been an obvious tendency for teachers with a bachelor degree in education to ignore or prepare very late scheme of work, lesson plans and lesson notes and it is more paining when they openly declare that, school heads with diploma level are not qualified to asses their lesson plans, schemes

of work and classroom notes and their attendance in teaching periods hence it became really difficult for school heads to handle these teachers.

Contending further, 11 (92%) school heads out of 12 sampled heads emphasized that, they do not know and practically apply any useful educational management and administration theories in improving or handling problems in managing their schools because they lack the skills which is contrary to what is stipulated in the *1995 Education and Training policy* reviewed in 2009 that emphasized school heads must have university degree, management and administration skills and experience in the field of education.

More official details from Municipal education officer (MEO) shows that, 19 (95%) community secondary schools out of 20 schools are managed by heads who have diploma in education and they are appointed in respect of their commitment, determination, discipline and punctuality in working and their teaching experience of not less than five (5) years in government secondary schools. MEO stressed that, they know that a big number of heads of community secondary schools have inadequate academic qualification, they lack appropriate skills and experience of school management and administration whereby the situation lowers their efficiency and effectiveness in managing the schools. MEO further emphasized that they are planning to organize seminars to solve the problem which will be effective soon as they get funds. In addition, heads have been advised to join Open University for further studies.

4.1.2. Interference from Political Leaders in Managing Community Secondary Schools

Often political leaders use their political influence to interfere management and administration of schools on the basis of personal prestige, revealing implementation of their political promises to the public while others not knowing their working boundaries (Ananiah, 2008). In this study, twelve (100%) heads of community secondary schools asserted that, there was an obvious tendency for ward executive officer (WEO), ward education coordinator (WEC) and street chairpersons to have more power of making decision than school heads on handling management and administration matters of the schools. One head of school said that,

"Not only being disturbed by municipal leaders but also ward leaders including street chairpersons who frequently use their political power to decide and command me and my teachers that we are obliged to implement what they order to be done on school management and academic matters otherwise we are considered as troublesome which may possibly lead to be transferred to community schools located in very remote areas as a punishment for our unaccountability to them"

The quotation above implies that, the action of school heads to work under political pressure from political leaders and getting a very limited opportunity to use even a low academic qualification, skills and experience they have, this constrain their effectiveness in managing community secondary schools. In addition, the existence and functioning of school heads in managing community secondary schools has been practically depending on the political influence and personal interests of ward councilors, WEO, WECs and street chairpersons whereby the heads manages schools according to instructions given by the identified ward leaders. One school head had this to say;

"we are very much confused as to whom now we should be accountable because even street chairperson and ward councilors have power of deciding and making order including threats for implementation of what they command us to do to school heads on school management matters and if ward councilors and WEO's are dissatisfied with the present schools heads. tend to use their political influence to convince DED to make school heads accountable"

Ultimately, 12 (100%) school heads claimed that they are being discouraged by "politics" that interfere their responsibilities in managing schools to an extent that their working commitment is reduced and leave everything to go on as it is and let ward political leaders do what they want unless areas of their authority are being respected.

The study findings shows that, 12 school heads (100%) and 36 (100%) teachers supported by 12 (100%) chairpersons of school boards had the following experience;

(i) Ward education coordinators (WEC) and street chairpersons frequently tend to go into the classrooms during teaching- learning sessions regardless subject teacher being in the class, they remove out and send back home all pupils who have either not finished or not paid at all school fee and buildings' contribution even without informing the head of school! School heads, however, received political order from government political leaders that, they should not send back home pupils who have not paid or not finished school fee and contributions.

(ii) Without communicating with school heads, ward education coordinators (WEC) and street chairpersons have a tendency of going directly into teachers' office and passing through one classroom to another purposely to observe if teachers are committed in reporting and attending classroom lessons as per school teaching timetable is concerned.

11 (92%) school heads emphasized that, it has reached an extent that WECs and street chairpersons going to their schools and deal with indiscipline pupils regardless the presence of discipline master and mistress and the head of school always ignored.

(iii) Ward leaders particularly WEO and WEC often send the commonly called “*memo*” that asks school heads to receive and enroll students who come with the *memo* without even questioning if their pass mark in the final primary school leaving examination qualifies them to join secondary education. One school head commented that,

“Sometimes through ‘memo’ from WECs we receive and enroll form I pupils with very low pass marks that do not qualify them to join secondary education. It happened in January, 2008 I received and enrolled a form I pupil who did not know even to write his name! But he came with a memo that addressed me to enroll him”

(iv) Ward leaders particularly WEC and street chairpersons have a direct control and supervision of school buildings constructions that include classrooms, toilets, laboratories and partition of one classroom to get administration offices. They make themselves responsible in making decision towards any school income generating project and management matters regardless the present of school heads simply because community secondary schools are under supervision of their wards where they are among ward leaders.

(v) Eleven (92%) ward education coordinators stressed that, it is their right and responsibility to take control of each and everything in our community secondary schools because if the schools fail to absorb a large number of primary school leaving

pupils in the ward, the community and even municipal leaders will consider them as ineffective and useless leaders. They emphasized that, school heads are there to supervise and ensure school staff, physical resources and academic performance of the schools improve and function as expected. They are obliged to send us report on school problems, development issues, how the available school resources are being utilized and what are demands for the school in order of priority.

(vi) Thirty five (97%) teachers out of sampled 36 teachers attended the focused group discussion and they contended that, interference from “*politics*” by political leaders in school activities including academic practices in schools confuses them as to whom they should be answerable and obey orders either ward leaders or heads of schools. They emphasized that, “*politics*” and academic practices including school management and administration are separable things and very difficult to merge them.

(vii) Generally, 12 (100%) heads of community secondary schools found that, they do not have an opportunity to exercise confidently their authority given by the Ministry of Education and Vocational Training to manage their schools because are highly disturbed by political leaders. One school head stressed that,

“I think the opportunity for politics getting into our schools is attributed by the fact that, no proper line of authority is allocated bearing to the truth that ward officers have their political interest to the schools too as economically they gain a lot from supervising community secondary schools”

Therefore, schools are not professionally managed instead their management and administration highly influenced by "*politics*" exerted by political leaders that ultimately has demoralized working commitment of heads of the schools.

4.1.3. Delayed Responses from the Education Leaders on Reports & Demands Sent By School Heads

Immediate working on school requirements' reports by central education leaders creates an appropriate situation for school heads to manage schools (Bush, 2003). The findings from this study reveal that, 12 (100%) heads of community secondary schools often prepared and sent reports to the upper education authorities through ward education leaders and municipal education officer about school requirements such as funds, teachers and support staff (school accountant, secretary and messenger), extension of school buildings to get more classrooms, library, laboratories and administration block, teaching and learning materials (chalks, text books, blackboards, maps, globes, pupils' guides, chemicals, manila cards, laboratory apparatuses and others as per Ministry of education criteria.

The school heads, however, stressed that, always they experience delayed response from ward and municipal education leaders without any feedback to schools. This is a very serious constraint that creates difficult condition in managing schools. For example, delayed development and capitation funds to schools led to late construction of classrooms and lack of teaching-learning materials particularly during the enrolment of form I pupils in January was when the classrooms construction started while report from the school heads demanding classrooms was sent and received in March of the

preceding year. Hence, a large number of pupils were enrolled while construction of classrooms was not finished and teaching- learning materials were not there. The few classrooms available were highly overcrowded. In 8 (67%) community schools out of 12 sampled schools, pupils were found in the unfinished classrooms with no blackboards but teachers continued teaching through *dictation* method. One school head emphasized that was an outcome of delayed development and capitation funds by the upper education leaders. 11 (92%) school heads asserted that, sometimes teaching- learning practices fail because of the delayed funds from ward leaders which may be used to buy chalks, chemicals and laboratory apparatus and text books despite the fact that school heads remind leaders several times. One school head explained that,

"It happened in 3 days consecutively, my teachers were not able to use the black board only because we had no chalks. But, I was going to ward offices reminding them on teaching- learning resources that we need, none of them takes care on what I demand"

The above statement implies that, despite the development and capitation funds being delayed by the central government, ward leaders play a great role in over delaying funds and teaching- learning materials just for their own interests.

12 (100%) school heads complained that, it was very difficult for them to manage the disturbance which teachers experience in their teaching practices particularly on how to handle secondly selected pupils in April to join their fellow form I pupils who joined schools in January and enable them to meet the covered part of subjects' syllabuses.

Therefore, delaying to respond on what school heads reports or demand for schools makes management of the schools to be a difficult task and contributes to community secondary schools not to function well as expected.

4.1.4. Lack of Participatory Decision Making (Top-Down Orders and Threats) in Managing Community Secondary Schools

It is unhidden fact that, participatory decision making is the best key towards making successful management of educational organizations such as schools. Thus, it is expected that educational leaders involve heads of schools in decision making about schools (Mosha, 2006). During the study, 11 (92%) chairpersons of school boards, 35 (97%) teachers and supported by 12 (100%) school heads asserted that, there was very minimal involvement of school heads by ward and Municipal educational leaders in planning and making decisions on various school matters including management issues. Heads of schools received and obliged to implement top-down orders that come with time-bound threats. Failure to obey or any delay to implement orders, heads were made accountable and sometimes were threatened of being transferred to rural or remote community schools. Findings from 12 (100%), 36 (100%) teachers and 11 (92%) chairpersons of school boards reveal that;

(i) School Heads were not involved in planning and making decision towards 1st and 2nd selection of pupils to join their secondary schools. They were not aware of what procedure or criteria used even who was involved in selecting and allocating them to be enrolled in their schools respectively.

(ii) Development funds were brought to schools through municipal to wards' account. School heads were just informed on the presence of the fund but they were not involved in planning its expenditure for the school projects (building classrooms, laboratories and the like). One school head commented that,

"It was more paining to see WEO, WEC and DED coming in my school to inspect the project of building classrooms and a chemistry laboratory and they leave without communicating with school head while I was in my during working hours"

The quotation builds a sense that school heads were treated as rubber stamp as if were not part and parcel in managing school development fund and school development projects in which the fund was brought for it.

(ii) Without involving school heads, MEO, WEO and WEC were used to allocate teaching-learning resources in community secondary schools not in order of priority as per report of demands sent by school heads. For example, they bring many world maps in schools while our priority were chalks, textbooks, pupils' guides, subjects syllabuses, chemicals and laboratory facilities.

4.2.5. Ineffective cooperation between school heads and teachers

During the study it was found that, 12 (100%) school heads had no effective cooperation with their teachers that ultimately constrain their effectiveness in managing schools. Poor cooperation between heads and teachers in schools was attributed by the following

facts which were supported by 11 (92%) WECs and 12 (100%) chairpersons of school boards that;

(i) School heads tend to fear teachers who had university degrees which was higher academic qualification than diploma qualification of the school heads. The heads commented that, it was difficult to cooperate and have good working relation with boastful teachers who obviously claim to be better than diploma teachers and that they were misallocated to work in ordinary level schools and worse enough under school heads who have a diploma qualification. In addition, teachers with a degree were not ready (refused) to accept school heads to assess their lesson plans and schemes of work because the school heads were under qualified. Diploma teachers had a tendency to lookdown the school heads because they have same diploma qualification. One school head stressed that,

"Sometimes you may ask teachers to perform or do a certain assignment but they refuse to do because I have the same diploma in education as theirs"

(ii) Unfair treatment of teachers by the school heads. In 10 (83%) community secondary schools out of sampled 12 (100%) schools, teachers with a diploma qualification complained that school heads were unfairly treating them that's why they did not see the need to cooperate with the school heads. Teachers with a degree were treated in leiz affair style, some had tendency of ignoring to prepare lesson plans, schemes of work, lesson notes and no longer respecting school time table but school heads did not make them accountable for being against teaching ethics. Diploma level teachers were daily commanded and reminded to report on time and leave after the end of school sessions,

prepare lesson plans, schemes of work and lesson notes that are collected in each Friday to be assessed by academic office and school heads otherwise teachers were made accountable. One teacher asked that,

“We are all teachers working under the same ethics. Mr. researcher; is it fair to be treated differently on the basis of our level of academic qualification that means the ones with diploma should be suppressed while those with degree should work the way they wish and heads tolerate them! This is the essence of not cooperating with the school heads”

Therefore, school heads were not confident enough to treat all teachers the same and fairly. Ultimately, ineffective cooperation between school heads and teachers became a serious constraint in managing community secondary schools.

4.1.6. Lack of Trust by Ward Leaders Including Street Chairpersons Towards School Heads

One school head who had more than 7 years of experience of managing government secondary schools commented that, the period when secondary schools were under the direct supervision of Ministry of education and vocational training (MOEVT), school heads were highly trusted and through the informed REO's and DEO's, standing orders from the ministry were sent directly to school heads. The process of financing secondary schools was made easier whereby development and capitation funds were directly sent into the schools' accounts through the informed REO's and DEO's offices. The funds were effectively utilized in schools under the school heads and school boards and expenditure report was sent to MOEVT as per ministry instruction.

Twelve (100%) school heads expressed their experience that, since the coordination and supervision of secondary schools was shifted from MOEVT to the Ministry of Regional

Administration and local Government (MORALG), created a large opportunity for local government leaders particularly municipal leaders, WEO, WEC and street chairpersons to take an overall power of managing community secondary schools with respect to their own interest. Twelve (100%) chairpersons of school boards and 12 (100%) school heads pointed that, unlike other government schools, school heads in community secondary schools were not trusted by municipal and ward leaders that is one among constraints heads face. For instance, funds for community schools being deposited in municipal or wards' accounts instead of using school accounts directly which was one of evidence of not trusting school heads. 12 (100%) WECs emphasized that,

"Development funds being in either municipal or ward accounts are in safe hands and easy for us to manage them than being in school accounts where difficult for us to manage and easy to be misused by school heads"

Heads experience a lot of chaos from ward leaders particularly when they ask the funds for school requirements. If they give school heads some funds, they sent someone to countercheck how the funds are utilized by school heads only because they did not trust the heads. The tendency of municipal leaders, WECs and street chairpersons to supervise school development projects such as building classrooms and laboratory rooms without leaving this assignment in the hands of school heads is one point of not trusting the heads.

Despite the schools having watchmen, school building materials were kept in civilian houses by ward leaders instead of using school store as advised by school heads who assures security of the materials. Nine (75%) WECs stressed that, if they could keep

building material in school stores, there was high possibility of materials to be stolen and heads know this. This was another area of constraints whereby school heads were no longer trusted by WEO, WECs and street chairpersons.

4.1.7. Unfriendly working environment in managing community secondary schools

Friendly working environment promotes worker's comfort ability and tirelessly becomes committed to manage assigned duties (Koontz and Weihrich, 2007). At a certain extent school heads might be effective in managing community secondary schools when school requirements are realized on time so that friendly environment could easily created.

Findings from the entire 73 (75%) respondents that included 12 school heads, 36 teachers, 12 chairpersons of school boards and 12 ward education coordinators show that; school heads were constrained by very difficult working environment that became unfriendly towards effective management of community secondary schools. The heads experienced shortage of teaching-learning materials, classrooms, no library, laboratories, teachers and lack support staff (school secretaries, accountant, messengers and storekeeper). Out of being heads of schools; they worked as school secretaries, accountant and subjects' teachers as indicated in general teaching timetable.

Absence of administration block, conducive general teachers' office, library and laboratories in community secondary schools. One classroom is partitioned to get school head office, second master's office, general teachers' office and school store. School heads handle their responsibilities in managing schools in small partitioned rooms with no enough ventilation and no electricity. 11 (92%) schools were found that, heads used

plastic chairs while teachers used desks in their office. In six (50%) schools heads' offices had no chairs for the guests unless teachers were asked to provide chairs for the guests and remain with no where to sit. Serious teachers' shortage mainly 12 (100%) schools were found with no teachers for science subjects alternatively heads uses part time teachers but ward leaders sometimes delay funds for school heads to pay the teachers.

Twelve (100%) school heads stressed that, it was very difficult for them to manage teachers with low working morale. Sometimes teachers were not committed in teaching when they were asked became arrogant because no any motivation or incentive schemes to them, very poor salaries that comes with a lot of cut offs without their consent. They walk very long distance to schools and back home and no house for school heads and teachers too. This led to high rate of teacher absenteeism, non- reporting, truancy and misconducts by teachers while other teachers concentrate in tuition services than attending regular teaching in classrooms.

Twelve (100%) chairpersons of school boards and 35 (97%) teachers commented that, there was no opportunity of listening to each other particularly when parents were reminded by school heads on paying school fees and buildings' contributions. Parents understand that community schools were built at each ward to expand enrollment at a reduced fee and other contributions, then why contributions were high to an extent that they can not manage with respect to their income status and school heads were not ready to tolerate them. Parents then used to see school heads as the ones rising amount of

school buildings' contributions without feeling sympathy to them. Hence, parents often give school heads bad responses that constrain school heads in managing schools.

4.2. The level of school head's academic qualification, management skills and administrative experience in relation to their effectiveness in performing school management responsibilities.

The major task in the second objective of the study focused in assessing school heads' academic qualification, management skills and their administrative experience in managing community secondary schools and linking the variables to the effectiveness of school heads in performing school management responsibilities.

4.2.1. Academic Qualification, Management Skills and Administration Experience of Schools Heads in managing Community Secondary Schools.

The study was conducted to 12 (100%) heads of community secondary schools in Morogoro Municipality. The table below summarizes the findings;

Table 4. School Heads' Academic Qualification, Management Skills and Administration Experience in Managing Community Secondary Schools.

S/No.	Name of School	Heads of schools		
		Academic Qualification	Management skills trained	Administration experience in schools
1.	Uwanja wa Taifa	Diploma in education	-	7
2.	Mji mpya	Diploma in education	-	4
3.	Mafiga	Diploma in education	-	4
4.	Kihonda	Diploma in education	-	4
5.	Kayenzi	Diploma in education	-	4
6.	Bondwa	Diploma in education	-	4
7.	Mwemebe songo	Diploma in education	-	4
8.	Mgulasi	Diploma in education	-	4
9.	Tubuyu	Diploma in education	-	4
10.	Tushikamane	Diploma in education	-	4
11.	Uluguru	Diploma in education	-	4
12.	Kingolwira	Diploma in education	-	4

Source: (Field data, 2010)

Data in table 4 shows that, 12 (100%) school heads had diploma in education and none of them had school management skills. 11 (92%) school heads had administration experience of four (4) years and one (8%) school head had seven (7) years in managing secondary schools. After investigating and identifying school heads' academic qualification, management skills and their administration experience; the major focus was to assess the influence of the identified school heads' academic qualification, management skills and their administration experience towards their effectiveness in performing school management responsibilities.

4.2.2. Relationship between school head's academic qualification, management skills and administrative experience and their effectiveness in performing school Management responsibilities.

It is an unhidden fact that a bachelor degree in education, professional skills and experience in school management and administration are key factors contributing to the effectiveness of school heads in handling management responsibilities in their schools as per the guiding instructions by the 1995 ETP reviewed in 2009.

Findings from 12 (100%) school heads, 12 (100%) chairpersons of school boards and 36 (100%) teachers show the same experience that, most of heads of community secondary schools did not have university degree in education, appropriate skills and experience in school management and administration that ultimately reduced their effectiveness in carrying out management and administration responsibilities in their schools. The respondents (100%) emphasized that, there is a relationship between the two variables: lack of the stipulated school heads management qualities by the 1995 ETP and

ineffectiveness of school heads carrying out management and administration responsibilities in managing community secondary schools. The relationship of the two variables was revealed by the findings from the following practical experience;

(i) Eleven (92%) School heads did not know how to handle teachers and non teaching staff who were characteristically different in their behavior with respect to perspectives (applied theories) in school management and administration. School heads were not able to handle and make teachers accountable particularly those who go beyond the ethics of teaching profession at their working stations. Such teachers were found with a numbers of misconducts cases for instance, ignoring heads' order for each teacher to have schemes of work, lesson plans and lesson notes. Some teachers dared even to establish sexual relation with female pupils. But, no any management response or reaction from the school heads. This shows ineffectiveness of school heads in carrying out their responsibilities in managing schools. School heads never applied any educational guidance and counseling to teachers to remind them on working ethics and professional code of conduct

(ii) School heads were not aware with what management strategies that could be applied and help them on how to deal with and overcome poor teachers' attendance in their schools despite their awareness on teacher shortage in their schools. Findings in 10 (83%) schools indicated high teacher absenteeism, truancy, late reporting, non-reporting and some teachers tend to leave home from school before the end of school sessions with respect to school time table. However, no any effective management strategy

applied by school heads to overcome the problem. When one school head asked, had this response;

"Mr. researcher, let them continue with their habit, one day it will cost them, I have warned them several times. Now, I don't know what to do next and I don't like conflicts with them. I am tired with much know pretenders"

(iii) No any strategic management plan applied by school heads that aimed to improve school academic practices (teaching and learning) and students' performance in schools. Findings from subjects' logbooks, classroom pupils' notes, and academic office reports revealed a large number of untaught lessons, uncovered subjects' syllabus topics in form I, II, III and IV, were mainly attributed by recorded inappropriate attendance of subjects' teachers in classrooms teaching-learning lessons and teacher shortage. But, 12 school heads (100%) did not design any strategic management plan alternatively to reduce or solve the problems as shown by the findings.

(iv) Eleven schools (92%) were found with no annual management vision, mission and goal. The schools had no annual school calendar that expresses annual school programs in academics, projects and management matters. One school had replied that, they did not remember to establish school annual vision, mission, goals and school calendar in January this year. Then, the time had gone, that was May, 2010, they expect to prepare them in early December for the next year, 2011. If the school heads could be effective enough, their school could have annual vision, mission, goals and school calendar that would guide their managerial operations in schools.

(v) Twelve (100%) School heads were not able to stand firmly in handling school management responsibilities as they had overdependence on the advice on how to plan, coordinate and lead various school management matters from heads of the *old and big* government secondary schools which are non community schools. The only basic reason was lack of school heads' management qualities as per the stipulated 1995 ETP criteria.

(vi) Normally, it is school heads responsibility to ensure that personal particulars and social welfares of staff in schools are kept confident in his/ her office as office secret (URT, 1995). Findings from 36 (100%) teachers revealed the complaint of teachers and non teaching staff in community secondary schools on how comes their personal particulars and social welfares were exposed to fellow teachers, community members, friends of school heads and heads of nearby schools. School heads commented that they did not know how that incident happens! Therefore, teachers commented; that was among factors showing ineffectiveness of school heads in handling management responsibilities in schools due to lack of professional skills and experience in school management and administration and low academic qualification.

Generally, the school heads having a degree in education, appropriate skills and experience in school management and administration count much to his/her effectiveness in uncovering the identified findings.

4.3. The Impacts of Constraints in Managing Community Secondary Schools

Examining the impact of constraints in managing community secondary schools was the main task with respect to the third objective of the study. Presentation and discussion of the following impacts reflected the identified constraints from the field;

(i) Ineffectiveness of school heads in managing schools. Points of emphasis were given by eleven (92%) WECs, 12 (100%) Chairpersons of school boards, 12 (100%) school heads and 35 (97%) teachers contending that, all the identified constraints impeded effectiveness of school heads towards handling their responsibilities in managing schools. Hence, ineffective management of community secondary schools as a result schools were not functioning well as expected to realize quality education in Tanzania as stipulated in SEDP goals.

(ii) Decline of school heads working morale in managing schools. Findings from 12 (100%) school heads and 36 (100%) teachers revealed that, Working commitment and determination of school heads were highly affected to an extent that they became demoralized and failed even to utilize little knowledge they had to manage schools because of frequent political interruption by municipal and ward political leaders (DED, MEO, WEOs, WECs and street chairpersons) in carrying out management responsibilities in community secondary schools. The school heads lost opportunity of decision making, planning, coordinating, leading and monitoring school development funds, capitation funds, school development projects, school income generating projects and school resources (selection of pupils to join secondary schools, staffing, teaching

learning facilities and buildings). School heads only used to stay 4-5 hours in their offices and commonly leave from schools at 11am or 12 noon back to their own personal deals because many school projects (construction of classrooms, toilets, laboratories and libraries) were supervised by WECs and street chairperson instead of school heads.

(iii) Existence of mismanaged indiscipline cases and endless misunderstanding between school heads and teachers. 12 (100%) Chairpersons of school boards, 11(92%) WECs and 12 (100%) school heads had the same experience that, the situation was caused by ineffective cooperation between teachers and school heads whereby its roots came from teachers who recognized that had similar and others higher academic qualification with or than school heads. Hence, school heads order or instructions became disrespected by some teachers. This led to an increased indiscipline cases by teachers and pupils which was observed by researcher. For example, improper pupils' uniforms, unethical teachers' dresses (inadequate teachers' and pupils' personality), many reports of teachers' absenteeism, non reporting and late reporting to schools, working without lesson plans and schemes of work and truancy by teachers and pupils too.

(iv) Prolonged misunderstanding between school heads and parents. 35 (97%) teachers and 12 (100%) school heads commented that the conflicts got roots when school heads used to remind parents to pay school fees and buildings contributions on time while most of parents claimed to have no money to pay on time. Suggestions given by parents to school heads, was to tolerate them paying school fee and contributions in three or four

phases until they finish but school heads tended to ignore such a suggestion. Wonderful enough, 12 (100%) school heads reported that, ward leaders (WECs and street chairpersons) often collaborated with parents to be against the heads who asks them to pay school fee and contribution in schools.

(v) Decline of schools' academic practices and pupils' performances. Findings from 12 (100%) community secondary schools indicate a large number of pupils failing Form II National examinations. The table below shows pupils performance in Form II zonal examinations between 2007 and 2009.

Table 5. Pupils' performance in Form II National Examinations 2007 - 2009.

S/N o.	Name of school	2007				2008				2009			
		Passed	%	Failed	%	Passed	%	Failed	%	Passed	%	Failed	%
1.	Uwanja wa Taifa	-	-	-	-	-	-	-	-	17	18	79	82
2.	Mji mpya	-	-	-	-	14	16	73	84	21	18	98	82
3.	Mafiga	-	-	-	-	21	19	87	81	24	19	101	81
4.	Kihonda	39	28	98	72	36	26	101	74	32	23	108	77
5.	Kayenzi	28	25	82	75	30	23	102	77	22	18	103	82
6.	Bondwa	-	-	-	-	-	-	-	-	12	15	69	85
7.	Mwembe songo	-	-	-	-	29	24	94	76	35	27	93	73
8.	Mgulasi	33	35	61	65	35	31	79	69	36	31	82	69
9.	Tubuyu	-	-	-	-	12	16	63	84	21	18	96	82
10.	Tushikamane	-	-	-	-	14	17	71	83	11	13	75	87
11.	Uluguru	26	27	69	63	30	29	73	71	24	24	78	76
12.	Kingolwira	19	22	66	78	23	23	76	77	22	21	83	79
GRAND TOTAL		145	137	376	353	244	468	819	776	296	265	1,141	1,035

Source: (Field data, 2010)

Data in table 5 indicates the number and percentages of pupils failing Form II zonal examination in all years and all schools were larger than pupils who passed the examinations. Eleven (92%) Chairpersons of school boards, 12 (100%) school heads and 35 (97%) teachers emphasized that, poor school academic practices and pupils performance in community secondary schools was attributed by ineffective management

of the schools due to more *politics* applied in managing schools by government political leaders instead of applying professional educational management and administration of schools, also, absence of working cooperation between school heads and teachers, and unfriendly working environment in managing, teaching and learning practices in schools. Twelve (100%) school heads stressed that, at a large extent unfriendly working environment in managing the schools was highly the impact of delayed responses from education leaders on reports and demands sent to them by school heads. School demands were within their reach but on the basis of their politics, they tend to delay or ignore to solve the problems.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMENDATION

5.1. Introduction

This chapter presents summary of findings, conclusions of the study and recommendations arising from the findings. The study was conducted in order to find out constraints in managing community secondary schools in Tanzania. The chapter is divided into three major parts namely; (i) summary of findings, (ii) conclusions of the study and (iii) recommendations on the basis of findings of the study.

5.2. Summary of findings

This study investigated constraints in managing community secondary schools in Morogoro Municipality. The major findings from this study were as follows:

(i) School-heads in community secondary schools are constrained by inadequate academic qualifications, lack of school management skills, administration experience, and political interference exerted by municipal and ward leaders such as DED, MEO, WEOs, WECs and street chairpersons who frequently interfered school heads' responsibilities in managing community secondary schools. School heads worked under a very strong pressure from political leaders which limits their decision making authority regarding management and administration matters of schools.

Other constraints facing school heads of community schools include difficult working environment, delayed responses from Municipal education officers on school

requirements lack of participatory decision making (top-down orders and threats) and lack of cooperation between school heads and teachers having higher qualifications were also among limiting factors for school heads .

(ii) The findings revealed that, school heads' academic qualification, skills and experience in school management and administration had a linkage (relationship) with their effectiveness in handling their responsibilities in managing schools. It was found that the majority of school heads had inadequate academic qualification and had no any professional skills and management; consequently this resulted into their failure to handle teachers and non teaching staff who were characteristically different in their behavior. School heads were not aware with what management strategies that could be applied and help them on how to deal with and overcome poor teachers' attendance in their schools despite their awareness on teacher shortage in their schools. Hence, schools had a large number of untaught lessons, uncovered subjects' syllabus topics in form I, II, III and IV. Also, schools had no annual management vision, mission and goal even annual school calendar that could express annual school programs in academics, projects and management matters. All community school heads were over dependent on the advice from their counterparts in old government schools.

(iii) Finally, the study found that the identified constraints facing school heads in managing community secondary schools had negative impacts on the overall school managerial performance. As a result, community schools were not functioning well as expected. School heads used to stay less hours in their offices, they lost opportunity of decision making, planning, coordinating, leading and monitoring school development funds, capitation funds, school development projects, school income generating projects and school resources; existence of mismanaged indiscipline cases and endless misunderstanding between school heads and teachers and parents too.

5.3. Conclusions of the study

On the basis of research objectives and research questions, the study concludes that;

(i). The majority of heads of community secondary schools in Morogoro Municipality had inadequate managerial skills and knowledge attained during their studies of diploma in education that have made them ineffective in handling management responsibilities in schools. Interference from political figures together with top-down orders, delayed responses on school requirements' reports sent by school heads, lack of trust by Municipal and ward leaders including street chairpersons towards school heads, poor cooperation between school heads and teachers in schools built very unfriendly working environment for school heads in managing community secondary schools.

(ii) Low school heads' academic qualification, skills and experience in school management and administration related with their ineffectiveness in handling their responsibilities in managing schools. Because school heads lacked required

qualification, skills and experience, school heads, for example, failed to handle teachers, non-teachers and pupils' misconducts in their schools with respect to practical application of perspectives (applied theories) of school management and administration in their schools and ministry of education guiding criteria.

(iii) Finally, community secondary schools in Morogoro did not function well as expected because of ineffective management influenced by the political interference, top down orders, lost opportunity of school heads in decision making on school matters that led to decline of their working morale in managing schools and declined schools' academic practices and pupils' performances.

5.4. Recommendations

5.4.1. Recommendations for the Ministry of Education and Vocational Training (MOEVT) in collaboration with MoRALG According to the Study Findings;

The following are some specific recommendations to MOEVT and Ministry of Regional Administration and Local Governments (MoRALG) from this study related to the need to overcome constraints in managing community secondary schools;

(i) MOEVT as standard regulatory unit in collaboration with MoRALG and teacher education colleges/universities should effectively organize and coordinate demand driven regular professional training of school management and administration through competency based approach for in-service heads of community secondary schools in order to equip them with the required skills and knowledge in managing schools as per

criteria by the 1995 ETP reviewed in 2009. The training to in-service school heads will be successful through practically conducted Ministry's workshops and seminars.

(iii) Education practitioners leading the department of secondary education in MOEVT should monitor and effectively collaborate with Education coordinators in local government authorities to ensure that appointment of heads of community secondary schools should practically adhere to the Ministry's standing order/circular as indicated in the URT (1995, 2009) that emphasized on school heads to have university degree in education, professionally trained and well experienced in school management and administration. Their commitment, determination, discipline and punctuality in working and not less than five (5) years teaching experience in government secondary schools should be added advantage to improve efficiency and effectiveness of school heads in managing secondary schools in Tanzania particularly community secondary schools which were main focus of this study.

(iv) Secondary education leaders from MOEVT and leaders from Regional and Local Government Authorities (MoRALG) should review produce a clear job description between school heads and Municipal education officers and working boundaries so that no one to interfere the other. Participatory decision making should be emphasized and the identified leaders should be reminded to reduce top- down commands and threats to school heads because are beyond working ethics in Tanzania. School heads should be given practical guides as to whom they are directly accountable with respect to the chain

of commands because now is not well defined and a copy to be sent to DED, MEO, ward councilors, WEOs, WECs and street chairpersons.

Political leaders should be made aware with respect to public service working ethics, not to put forward their individual interests through threats and political pressure to school heads particularly enduring personal gains in the course of managing community secondary schools in their wards.

(v) Education leaders of Secondary education leaders from MOEVT and leaders from Regional and Local Government Authorities (MoRALG) are advised to ensure that reports of school requirements from the school heads are worked on and implemented immediately on time so that to reduces difficulty environment which constrain management community secondary schools particularly resource constraints.

5.4.2. Recommendations for School Heads and Teachers in General

From the research findings, the following are recommendations are made for school heads and teachers;

(i) Managing community secondary schools is a challenging experience but a rewarding one. School heads should spare time and give as much as possible their authentic will to join Open University of Tanzania in order to improve their academic qualification and school management skills into a university degree level in education to meet requirements by the Ministry's standing order/circular as indicated in the URT (1995, 2009) that emphasized on school heads to have university degree and professional

management skills in education. They should not wait ministry's standing order/ circular to force them join degree studies in Open University unless they have to join now.

(ii) School heads must treat teachers equally and fairly regardless their degree or diploma in education or whatever, teachers must be reminded on abiding with teaching ethics and professional code of conduct in their working stations and every where too. They should respect and adhere to school heads instructions on the required teacher's responsibilities in schools. All these will foster cooperation between teachers and school heads in managing community secondary schools.

5.4.3. Recommendations for Areas of Further Research

Results from this study present several further research opportunities. The current study focused on finding out constraints that school heads experience in managing community secondary schools in Tanzania with specific reference to Morogoro Municipality. However, studies should be also conducted to investigate the role of imposed politics by local government political leaders towards management of teaching-learning and academic performance of pupils in community schools. The study will determine whether the imposed politics in managing community schools can be merged with professional school management and administration to improve pupils' academic performance or discouraged.

Also, there is a need to investigate why government decided to give more power of decision making in managing community secondary schools to the commonly called "*Baraza la maendeleo ya kata (BMK)*" which is led by ward councilors. WEO, WECs

and street chairpersons that often override and confuses the school heads power of accountability in managing schools? And why do school heads practically lack full and a defined executive power of managing community schools?

Further researches are needed to inform design of professional school management and administration that can effectively support improvements in school heads' skills and knowledge of instructions in managing schools.

In addition, studies may be conducted to assess the impacts of indirect school funding in managing community secondary schools. The study will help to cross check the worthiness of either funding schools through municipal and wards accounts or using direct school accounts.

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APPENDICES

Appendix A

Questionnaire for the Heads of Community Secondary School

Dear respondent, I am a student pursuing Masters in Education at the University of Dar es salaam and my name is Khalfan Hassan. I am doing a research on constraints in managing community secondary schools in Morogoro Municipality. The study will provide a wider understanding of managerial constraints and suggest ways to improve management efficiency and effectiveness in community secondary schools. Please, kindly respond to the questions in this questionnaire accordingly. I am assuring you that, your responses will be treated confidentially and in no way will be communicated to any other person.

Part I. About the school

- a) Name of the school _____
- b) Year of establishment _____
- c) What is the number of students, teachers and non- teaching staff in your school?

Part II: Personal Particulars

Please fill and tick () whenever appropriate

- a) Sex..... (1) Male..... (2) Female.....
- b) Academic Qualification....(1) PhD (2) Masters degree
(3) Undergraduate degree (4.) Advanced diploma
(5.) Other; specify
- c) Professional qualification(s)
- d) What is your leadership experience in your current post (Head of school)?
..... (1) Below 1 year (2) 1 – 3 years (3) 4 – 6 years
(4) 7 – 10 years (5) !1 and above

Part III: In the list provided below please fill and/ circle the appropriate answer

1. What constraints do you face as a school head in managing this school?

.....

.....

.....

2. How do you think your educational qualification, management skills and experience influence your effectiveness in performing school management responsibilities in this school?.....
.....
.....
.....

3. What constraints do you experience as a school head in relation to your academic qualification, management skills and administrative experience in managing this school?
.....
.....
.....
.....

4. What are the impacts of constraints on management and administration of this school?
.....
.....
.....

5. How do you involve staff, parents and ward education coordinator (WEC) and Municipal education officer in decision making on constraints in managing this school?
.....
.....

6. What do you think can be done to overcome the constraints in order to improve management of this school?
.....
.....
.....

THANK YOU VERY MUCH FOR YOUR COOPERATION

2. What constraints do you think heads of schools experience in relation to their level of education, management skills and administrative experience in community secondary schools in Morogoro Municipality?

.....
.....
.....

3. What are the impacts of constraints on management and administration of community secondary schools in Morogoro Municipality?

.....
.....
.....

4. What do you think can be done to overcome the constraints in order to improve management of community secondary schools in Morogoro Municipality?

.....
.....
.....
.....

5. How do you think the academic qualification, managerial skills and administrative experience of the heads of schools influence their effectiveness in performing school management responsibilities in community secondary schools in Morogoro Municipality?

.....
.....
.....

6. How is the appointment of heads of community secondary schools adheres the required academic qualification, management skills and administrative experience of school heads to overcome constraints in managing community secondary schools as stipulated in the ETP (1995:29.99) reviewed in 2009?

.....
.....

7. What difference in constraints experienced between schools managed by heads of schools who are university graduate and those under non- university graduate?

.....
.....

THANK YOU VERY MUCH FOR YOUR COOPERATION

Appendix C

Questionnaire for the Ward Education Coordinator (WEC)

Dear respondent, I am a student pursuing Masters in Education at the University of Dar es salaam and my name is Khalfan Hassan. I am doing a research on constraints in managing community secondary schools in Morogoro Municipality. The study will provide a wider understanding of managerial constraints and suggest ways to improve management efficiency and effectiveness in community secondary schools. Please, kindly respond to the questions in this questionnaire accordingly. I am assuring you that, your responses will be treated confidentially and in no way will be communicated to any other person.

Part I. About the Ward

- Name of the ward _____
- Number of community secondary schools in the ward _____

Part II: Personal Particulars

Please fill and tick () whenever appropriate

- a) Sex..... (1) Male..... (2) Female.....
- b) Academic Qualification.....(1) PhD (2) Masters degree
(3) Undergraduate degree (4.) Advanced diploma
(5.) Other; specify
- c) Professional qualification(s)
- d) For how long have you been in the current position of WEC?
(1) 1 –2 years (2) 3- 5 years (3) 6 – 9years (4) 10 and above
Other (specify).....

Part III: In the list provided below please fill and/ circle the appropriate answer

1. (a) Do you think that the heads of schools experience constraints in managing community secondary schools in your ward? Give explanation.

.....

.....

.....

.....

(b) What are these constraints?

.....
.....
.....

2. What are the impacts of constraints on management and administration of community secondary schools in your ward? Give explanation.

.....
.....
.....

3. What do you think can be done to overcome the constraints in order to improve management of community secondary schools in your ward? Give explanation.

.....
.....
.....

4. How do you think academic qualification, management skills and administrative experience of heads of schools influence their effectiveness in performing school management responsibilities in community secondary schools in your ward?

.....
.....
.....

5. To what extent you are involved in decision making on various matters pertaining constraints in managing community secondary schools in your ward? Give explanation.

.....
.....
.....

6. How and why your opinions accepted by the heads of schools on issues pertaining constraints in managing community secondary schools? Give explanation.

.....
.....
.....

THANK YOU VERY MUCH FOR YOUR COOPERATION

Appendix D

Semi-structured Interview for the Chairperson of School Boards in Community secondary school

Dear respondent, I am a student pursuing Masters in Education at the University of Dar es salaam and my name is Khalfan Hassan. I am doing a research on constraints in managing community secondary schools in Morogoro Municipality. The study will provide a wider understanding of managerial constraints and suggest ways to improve management efficiency and effectiveness in community secondary schools. I would like to conduct an interview with you as a chairperson of school board. I am assuring you that, your responses will be treated confidentially and in no way will be communicated to any other person. Please, kindly respond to the following questions accordingly;

i) About the School

a) Name of the school _____

b) Year of establishment _____

ii) Personal particulars of the respondent

a) Sex/ gender _____ b) Age _____

c) When were you appointed to be a chairperson of school board?

d) For how long have you been in the position of chairperson of school board?

e) What is the level of education/ qualification do you have?

f) Do you have any professional training in educational leadership? If yes, identify leadership training courses and the institution(s) you have attended before and after appointment.

iii) Specific Questions

1. What do you consider as constraints in managing this community secondary school?
2. What constraints do you think heads of schools experience in relation to their level of education, management skills and administrative experience in managing this school?
3. How do you think the academic qualification, managerial skills and administrative experience of the heads of schools influence their effectiveness in performing school management responsibilities in this school?
4. To what extent you are involved in decision making in matters pertaining constraints in managing this school?
5. What are the impacts of constraints on management and administration of the school?
6. What do you think can be done to overcome the constraints in order to improve management of this school?

THANK YOU VERY MUCH FOR YOUR COOPERATION

Appendix E

Mwongozo wa Mjadala ('Focused Group discussion') kwa Walimu
 Ndugu walimu, Mimi ni mwanafunzi ninaye soma shahada ya uzamili katika chuo kikuu cha Dar es salaam. Jina langu ni Khalfan Hassan. Ninafanya Utafiti juu ya vikwazo/ changamoto ambazo wakuu wa shule wanakumbanazo katika kuziongoza shule za kata hapa manispaa ya Morogoro. Utafiti huu utasaidia kutambua, kupanua uelewa wetu juu ya vikwazo na changamoto ambazo wakuu wa shule wanakumbanazo katika kuziongoza shule za kata pia kufikiri na kutoa njia zitakazo saidia kuondoa vikwazo na kuboresha ufanisi katika uongozaji wa shule za sekondari za kata. Mjadala huu utaendeshwa kwa lugha ya kiswahili. Napenda kuwa hakikishia kwamba, maelezo au majibu yoyote kutoka kwenu katika mjadala huu yatakuwa siri na hayatafikishwa/ wasilishwa kwa mtu yoyote. Pia hakuna mtu yoyote atakayehitajika kutaja jina lake. Naomba ushirikiano wenu katika kujibu Maswali yafuatayo;

- a) Jina la shule _____
 b) Shule imeanza tangu _____

Maswali

1. (a) Je, unafikiri wakuu wa shule za kata wanakumbana na vikwazo au changamoto gani katika kuiongoza shule za kata hapa manispaa ya Morogoro?
 (b) Je, Unadhani ni nini chanzo cha vikwazo hivyo katika kuiongoza shule za kata?
2. Je, unafikiri vikwazo wanavyokumbanavyo wakuu wa shule huleta madhara gani katika kuiongoza shule za kata hapa manispaa ya Morogoro?
3. Je, sifa za kitaaluma, ujuzi na uzoefu wa uongozi wa wakuu wa shule za kata huleta vikwazo gani katika kuimarisha ufanisi wa utekelezaji majukumu yao ya kuiongoza shule?
4. Unadhani nini kifanyike ili kuondoa vikwazo wanavyokumbanavyo wakuu wa shule za kata kwa lengo la kuboresha uongozi, uendeshaji na kuinua taaluma katika shule hizi?
5. Je, mwalimu anashirikishwa vipi katika kufanya maamuzi ya mambo mbalimbali ya shule hasa yanayohusu vikwazo wanavyokumbanavyo wakuu wa shule katika kuiongoza shule za kata? Eleza/ fafania namna mwalimu anavyoshirikishwa.

ASANTE KWA USHIRIKIANO WENU

APPENDIX F



UNIVERSITY OF DAR ES SALAAM
OFFICE OF THE VICE-CHANCELLOR
P.O. BOX 35091 ♦ DAR ES SALAAM ♦ TANZANIA

Ref.No: AB3/12(B)
 Date: 30th March, 2010
 To: The Regional Administrative Secretary,
 Morogoro Region.

UNIVERSITY STAFF AND STUDENTS RESEARCH CLEARANCE

The purpose of this letter is to introduce to you Mr. Khalifa, Hassan who is a bonafide student of the University of Dar es Salaam and who is at the moment conducting research. Our staff members and students undertake research activities every year especially during the long vacation.

In accordance with a government circular letter Ref.No.MPEC/R/13/1 dated 4th July, 1980 the Vice-Chancellor was empowered to issue research clearances to the staff and students of the University of Dar es Salaam on behalf of the government and the Tanzania Commission for Science and Technology, a successor organization to UTAFITI.

I therefore request you to grant the above-mentioned member of our University community any help that may facilitate him to achieve research objectives. What is required is your permission for him to see and talk to the leaders and members of your institutions in connection with his research.

The title of the research in question is "Constraints in Managing Community Secondary Schools in Morogoro Municipality".

The period for which this permission has been granted is from 1st April, 2010 to 30th May, 2010 and will cover the following areas/offices: Morogoro Municipality.

Should some of these areas/offices be restricted you are requested to kindly advise him as to which alternative areas/offices could be visited. In case you may require further information, please contact the Directorate of Research, Tel: 2410560-8 Ext. 2087 or 2410743.


 Prof. Rwekuzze S. Mukandala
 VICE-CHANCELLOR

VICE CHANCELLOR
 UNIVERSITY OF DAR-ES-SALAAM
 P.O. BOX 35091
 DAR ES-SALAAM

Phone + 255 22 2410743
 Telefax + 255 22 2410743 Ext 2087
 Telex + 255 22 2410743

Electronic Address: UNIVERSITY.DAR.ES.SALAAM
 E-mail: VICECHANCELLOR@UNIV.D
 Website address: WWW.UNIV.D

APPENDIX G

THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

Telegraphic Address: "REGCOM"
Phones: 023 2604237/2604227

Regional Commissioner's Office,
P.O. Box 650,
MOROGORO.



Fax No: 260 09 73
In Reply please quote:

Ref. No: AB.175/245/01A/93

08/04/2010

District Administrative Secretary,
Morogoro.

RE: RESEARCH PERMIT

Please refer to the above captioned subject.

The Regional Administrative Secretary has great honour to introduce to you Mr. Khalfan, Hassan who is a bonafide student of the University of Dar es Salaam and currently conducting research in our Region.

The title of the Research is "CONSTRAINTS IN MANAGING COMMUNITY SECONDARY SCHOOLS IN MOROGORO MUNICIPALITY".

The area of Research is Morogoro Municipality and the permit is granted from 1st April, 2010 to 30th May, 2010.

Please provide him with all necessary assistance to enable him accomplish this important research.

Emmanuel P. Mazengo

For: REGIONAL ADMINISTRATIVE SECRETARY
MOROGORO

Copy: Prof. Rwekaza S. Mukandala,
Vice chancellor,
UDSM,
P.O. Box 35091,
DAR ES SALAAM.

" ✓ Mr. Hassan Khalfan
Researcher.

APPENDIX H

JAMHURI YA MUUNGANO WA TANZANIA

OFISI YA WAZIRI MKUU

TAWALA ZA MIKOA NA SERIKALI ZA MITAA

SIMU: MKUU WA WILAYA
SIMU NAMBARI: 2814098
FAX NAMBARI: 2600973



OFISI YA MKUU WA WILAYA
S.L.P 881
MOROGORO

Unapojibu Tafadhali taja

Kumb.Na AB.170/206/01/229

Tarehe 9 Aprili , 2010

Mkurugenzi wa Manispaa,
S.L.P 166,
MOROGORO.

YAH: KIBALI CHA UTAFITI

Tafadhali husika na somo tajwa hapo juu.

Kibali kimetolewa kwa ndugu **Khalfan Hassan** mtafiti kutoka Chuo Kikuu cha Dar es Salaam ili aweze kufanya utafiti katika Manispaa ya Morogoro.

Kiini cha utafiti huo ni **"Constraints In Managing Community Secondary Schools."**

Kibali hiki ni kuanzla tarehe 1/4/2010 hadi tarehe 30/5/2010.

Naomba apewe ushirikiano unaostahili.

G. Kapndia

G. Kapndia
Kny: KATIBU TAWALA WILAYA
MOROGORO

K.N.Y.KATIBU TAWALAWILAYA
MOROGORO

APPENDIX I

HALMASHAURI YA MANISPAA MOROGORO

Simu/Fax Na. 023 - 261- 4727
 Simu ya Upepo "Mf"
 E-mail-mmcc.kwintal@morogoro.net



Ofisi ya Mkurugenzi wa Manispaa,
 Kwaaya Elimu na Matunzo ya Ulimu,
 S.L.P. 166,
 MOROGORO - TANZANIA

Kumbi: Na: E10/MMC/69/VOLII/IGS

12 April, 2010

→ Wenyeviti wa Lodi za shule,
 → Waratibu elimu - kata,
 → Wakuu wa Shule,
 → Shule za Sekondari,
 → Afisa elimu - Manispaa - Morogoro
MANISPAA MOROGORO.

Yah: KUMTAMBULISHA MWALIMU NDUGU KHALFAN HASSAN

Tafadhali rejea mada iliyotajwa hapo juu.

Naomba kumtambulisha mtajwa hapo juu kutoka Chuo Kikuu cha Dar es Salaam kwa ajili ya kufanya utafiti kuhusu "Constraints in Managing Community Secondary Schools".

Naomba apewe ushirikiano.

M.R. Kingimali
 K.n.y. MKURUGENZI WA MANISPAA
 MOROGORO

M.K.I.Y. AFISA ELIMU SEKONDARI
 MANISPAA - MOROGORO

SPE
 LC 2831
 19.07.2010
 C66