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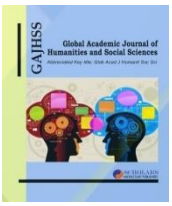

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Original Research Article

Educational Quality Management in Public and Private Secondary Schools under SEDP II: A Case of Selected Secondary Schools in Morogoro Region, Tanzania

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Abstract: This paper examined the educational quality management basing on educational input under SEDP II for years 2010 to 2013. The Secondary Education Development Programme II (SEDP II: 2010-2015) in Tanzania, is a continuation of Secondary Education Development Programme I (SEDP I), which was implemented between 2004 and 2009, building on the national goals of secondary education provision. Data were collected from 400 respondents' including: 320 students, 80 teachers and 20 key informants and various documentary sources using questionnaires, researcher's diary and checklist. Quantitative data were analysed by using SPSS computer software and "content analysis" technique was used to analyse qualitative data. The study found that PuSS, which were involved in SEDP II Programme had poor and insufficient inputs. It was, therefore, recommended that there is a need for the Central Government to allocate enough funds to its schools to cater for all necessary inputs required. To alleviate the inadequacy of educational inputs in PuSS the Government through the Ministry of Education, Science and Technology, should allocate enough funds to cater for all necessary inputs for better teaching and learning environment. Furthermore, the government should equip PuSS with the needed trained personnel for fiscal and human resources management. Moreover, more efforts should be done by local educational officers to use locally available resources to cater for inputs which are affordable to them so as to equip PuSS in proper manner.

Keywords: Educational Quality, Management, Secondary Education, Public and Private Schools, Students' Academic Performance.

INTRODUCTION

Education plays a crucial role in the development of human capital and is directly linked to an individual's well-being and opportunities for a better life (Battle and Lewis, 2002). In the context of education, quality refers to the desired outcomes, typically measured by students' performance on achievement tests and national exams. The URT (2010b) outlines key characteristics of a quality school, which include: (i) a child-friendly teaching and learning environment; (ii) adherence to government regulations and provision of guidance; (iii) effective curriculum implementation and management; (iv) students achieving expected learning outcomes; (v) minimal repetition of grades; (vi) equal opportunities for girls and boys; (vii) an inclusive environment for disabled and vulnerable children; and (viii) proper use of learning time.

Factors contributing to educational quality include the quality of teachers, availability of accommodation, food, teaching materials, class time, and extracurricular activities (Mosha, 2006).

Recognizing the importance of quality education for national development, the Tanzanian government has emphasized expanding access to education. However, this focus on expansion has sometimes created an imbalance in resources, affecting the overall quality of education (URT, 2012). Following the formulation of the Millennium Development Goals (MDGs) (URT, 1998) and Education for All (EFA) in 2000, the emphasis shifted towards access, sometimes at the expense of quality (Hakielimu, 2007).

To promote quality education, the Tanzanian government launched the Secondary Education Development Programme (SEDP), a nationwide initiative under the broader Education Sector Development Programme. SEDP is implemented in phases, with the first phase (SEDP I) running from 2004 to 2009. This phase aimed to improve access, equity, and quality management in secondary education. While the program succeeded in expanding access and increasing the number of secondary schools, it faced challenges such as inadequate professional teachers, infrastructure, and a low transition rate (URT, 2010).

SEDP Phase II (2010-2015), supported by a loan from the World Bank, focused on improving the quality of public secondary education, particularly in underserved areas (URT, 2017). While private secondary schools have contributed to meeting demand, their high costs limit access for low-income families. As a result, many families rely on public schools under the SEDP program, which offer education at minimal costs (URT, 2017).

Objective: To assess schools educational quality management based on educational input.

Research Question: What are the necessary teaching/learning materials found within the school?

LITERATURE REVIEW

Overview

The issue of quality education is multifaceted (Mosha, 2000). Some view quality in terms of teaching and learning materials, teacher qualifications, and availability of resources, while others emphasize infrastructure, textbooks, examination results, and overall learning outcomes. Approaches to quality often focus on a relevant curriculum, an improved learning environment, adequate numbers of teachers, classrooms, and teaching materials—all of which shape the development of individuals and their communities.

According to Homeshel (2005), the quality and relevance of teaching are deeply embedded in a strong national education system, which must be supported by effective government policies. These policies influence how resources are allocated and whether they are sufficient to achieve educational goals. Governments that allow regional and local flexibility in curriculum adaptation, staff recruitment, and community involvement create greater relevance and ownership of the education system. Additionally, policies with accountability mechanisms encourage better quality services.

The World Bank (2007) emphasizes the importance of secondary education, as it is during these formative years that young people begin to make critical career decisions. Access to appropriate education is key to ensuring that youth are meaningfully engaged, reducing their vulnerability to social issues. Efforts to improve educational access and quality are essential. Murphy (1996) notes that in Sub-Saharan Africa (SSA), current levels of access, quality, and relevance are insufficient to support economic and social development. Mulford (2003) observes that while gross enrolment rates have increased, female participation remains behind that of males, with the 2002 Education for All (EFA) report indicating only 22% of girls and 26% of boys have access to secondary education.

Studies by Barrett (2007), Brown and Conrad (2007), and Day *et al*., (2008) stress the importance of defining clear quality indicators that meet both national developmental needs and global standards. These indicators should extend beyond basic inputs like infrastructure, teachers, and materials.

Public versus Private Schools and Educational Quality

Studies comparing the quality of public and private schools based on input variables have not yet reached conclusive results. In Colombia, Psacharopoulos (1987) found that public secondary schools, which focus on both vocational and academic goals, have better educational inputs such as a lower student-teacher ratio and more qualified teachers compared to private schools. However, these public schools also incur higher operating costs. Similarly, Peano (1997) found that in Tanzania, public schools perform better on key quality measures, including more teachers per student, higher teacher qualifications, and greater spending per student. In terms of external outcomes, research suggests that private school graduates are more likely to find employment after secondary school, although there is

little difference in earnings between public and private school graduates (Psacharopoulos, 1987).

The Knowledge Gap

Several studies have been conducted on educational quality in Tanzania, addressing various factors impacting it. These include the role of decentralization in enhancing education (Mlaki, 2005), the challenges of implementing quality education in low-income countries (Nguni, 2005), and issues affecting education quality in Tanzania (ADB, 2007). Other studies have focused on challenges faced by community secondary schools (Wema, 2014), the role of teacher qualifications and motivation (HakiElimu, 2011), and educational leadership in disadvantaged communities in Tanzania and Ghana (Oduro *et al*., 2008). Additionally, research by Chua (2012) explored improving school performance through quality assurance mechanisms. According to Twaweza (2013), the main causes of poor educational quality in Tanzania are the lack of teaching materials and teacher shortages, particularly in government schools. The studies generally highlight that resource shortages, both human and physical, are significant barriers to education quality. This study aims to assess whether the SEDP II program, implemented in Morogoro's public secondary schools, improved the situation from 2010-2013 compared to non-participating schools.

METHODOLOGY

Study Area

The study was carried out in selected secondary schools in Kilosa District and Morogoro Municipality in Morogoro Region. The region is administratively divided into seven districts and one municipality namely: Gairo, Kilombero, Kilosa, Morogoro, Mvomero, Ulanga, Malinyi and Morogoro Municipality. The region had 226 secondary schools, where by 177 were public secondary schools and 49 were private secondary schools when data for this study were collected. The Region was chosen purposively to represent other regions with the same characteristics, due to the presence of different categories of both public and private secondary schools and their locations (rural and urban districts), and poor performance and dropout of secondary school students in consecutive four years (2009-2012), despite the presence of good and sound objectives of SEDP II (URT, 2012).

Research Design

The study employed a cross sectional study design. In this design data are collected on different kinds of respondents in a relatively short period of time in a single point (Kothari, 2004). The design was considered useful and appropriate for this study as it required people's views on the prevailing situation on management of educational quality. The design allows combination of various survey methods for gathering a body of both qualitative and quantitative data and offer quick results with low costs (Agrest and Finlay, 2009).

Sample and Sampling Procedures

The study used multistage sampling technique, which allows more than one sampling method to be used, and involve sampling in phases (Bailey, 1998). It involved selection of study area and respondents basing on the availability of public and private secondary schools under two main stages, as follows.

First sampling stage involved stratification of secondary schools in Morogoro and Kilosa Districts into public and privately owned and purposive sampling technique was used to select two public and two private secondary schools from a list of existing public and private secondary schools from each district. In Morogoro Municipality two public and two private schools were selected, namely: Kilakala and Kihonda secondary schools (Public), Educare and St. Peter secondary schools (Private). Same procedure was used to select public and private secondary schools in Kilosa district, namely: Kizunguzi and Chanzuru secondary schools (Public) as well as Msolwa and Mkono wa Mara secondary schools (Private).

The second stage of sampling focused on selecting study respondents, consisting of students and teachers from the chosen schools. A total of 320 students (170 males and 150 females) were randomly selected from eight secondary schools. To achieve this, 40 students were chosen from each of the four Form Four classes with at least 45 students. Students picked a slip of paper marked "YES" or "NO," and those who selected "YES" were included in the sample. Form Four students were purposively selected for their longer duration in school, ensuring they had enough knowledge to contribute to the study. Additionally, 40 teachers were purposively selected from public schools involved in the SEDP II program since 2010, and the same procedure was applied to teachers from four private schools not involved in the program. This resulted in a total of 320 students and 80 teacher respondents. Further 20 key informants were selected using the snowball technique, including school administrators, management committee members, and other influential individuals knowledgeable about educational quality.

Data Collection Instruments

a) **Questionnaires:** Two types of questionnaires were used to collect primary data from students and teachers respondents, namely: i) students

questionnaires were used to collect primary data from students in each school and (ii) Teachers questionnaire were used to collect primary data from teachers.

b) Researcher's Diary: This was used to collect secondary data from different sources including books, journals, official reports, library, school reports, district reports, internet, research reports from various institutions, and other relevant literature both within and outside Tanzania; as well as recording researcher's observations of the schools environment and activities. This was done to verify some of the responses during student and teachers questionnaire survey.

c) Observational Checklist: Was used to collect data on the availability of teaching and learning inputs in the study schools.

d) Directed Discussion Checklist: Was used to collect primary data from directed discussions with key informants to supplement information gathered through questionnaires/and researcher's diary. Key informants included school administrators, education officers and other individuals who are in position to provide relevant information about the study.

Data Collection Procedures

A reconnaissance survey was first conducted to familiarize with the study area and gather general information on the management of educational quality. The student and teacher questionnaires were pre-tested for reliability and validity among non-study participants, and revisions were made based on feedback. Structured questionnaires containing both open and closed-ended questions were used to collect qualitative and quantitative data, focusing on educational quality management in public and private secondary schools.

Out of 320 student questionnaires distributed, all were completed, yielding a 100% return rate, and all 80 teacher questionnaires were also returned. Data were collected in both English and Swahili, with each interview lasting at least 30 minutes. The researcher also used an observational checklist to assess the availability and adequacy of teaching materials. Additionally, primary data were gathered from key informants through directed discussions, and secondary data were obtained through document reviews from SUA library, district and school records, websites, and other sources, recorded in the researcher's diary. This comprehensive approach helped assess the quality of educational management in the region.

Data Processing and Analysis

Data Processing

The data from completed student's 320 and 80 teacher's questionnaire were coded for computer analysis. Data from interviews with key informants, observations and documentary sources were summarised manually to single sheets of paper. In summarising the data, great care was taken to ensure that it accurately reflected the original meanings of the statements made and what was observed.

Data Analysis

Data from students' and teachers' questionnaires were analyzed using SPSS Version 20, with descriptive statistics (frequencies, percentages, means, and ranges) to summarize the data. Chi-square tests were used to compare responses from public secondary schools (PuSS) and private secondary schools (PrSS), focusing on differences between these two types of schools. Qualitative data from interviews, observations, and documents were manually summarized, and content analysis was applied to interpret key informant responses.

The study focused on evaluating the adequacy of resources for educational quality, specifically looking at the availability and condition of physical facilities. Resources were categorized into areas like classrooms, desks, teachers, laboratories, toilets, recreational facilities, water, electricity, and libraries. The curriculum did not specify exact resource requirements but emphasized that schools should be "well-equipped."

Resource adequacy was judged based on specific criteria: textbooks (1:1 student-to-book ratio), classrooms (not exceeding 45 students), desks (2:1 student-to-desk ratio), teachers (1:45 teacher-to-student ratio), and science laboratories (adequately equipped). Other factors included toilet facilities, classroom conditions (lighting, ventilation, maintenance), health services (well-equipped dispensaries), financial support, parental involvement, recreational amenities, water and electricity availability, and security.

The library was considered adequate if it was well-stocked with textbooks and reference materials. Qualitative data from teachers, students, and key informants were organized by emerging themes, and secondary documents were summarized to ensure a comprehensive understanding of the adequacy of resources in the schools studied.

Reliability and Validity

Reliability

Kvale (1996) suggests two strategies to improve reliability in research: having researchers independently code data and developing categories through team discussions. In this study, the researcher used the second approach. Several fellows were given initial categories to discuss and apply to sample statements. These categories were also periodically reviewed by the researcher through various discussions, leading to refinements and

renaming of some categories. Although the agreement between the team's categories and the researcher's was not quantified, the differences were minimal.

Validity

This study involved a research team and discussions with fellows, with their feedback considered. Findings were presented at local meetings to individuals not involved in the study, allowing the researcher to defend and argue the results. Pragmatic validity, which reflects the usefulness of the research to the studied group, is ensured when the intended audience accepts the findings.

RESULTS AND DISCUSSION

This part presents the major results and discussion arising from the data analysis related to management of educational quality in selected public (PuSS) and private (PrSS) secondary schools in Morogoro region, Tanzania basing on educational inputs.

Educational Quality Management Based on Educational Inputs

The assessment of school educational quality management focused on three key SEDP II components aligned with the project's overall objectives: upgrading school infrastructure, in-service teacher training, and ensuring adequate financing (capitation grants). To compare PuSS schools involved in SEDP II with PrSS schools not involved, a resource observation checklist was used to assess the availability of key educational inputs. Teachers' and students' opinions on the sufficiency of teaching materials were gathered, along with key informants' views on the adequacy of resources such as books, classrooms, desks, teachers, laboratories, toilets, health services, and security.

Resource Observational Checklist on the Availability of Educational Inputs

In order to compare the situation of the availability and sufficiency of teaching/learning inputs, the researcher did own observation to see the situation of inputs in the selected.

Table 1: Observational distribution of inputs facilities for teaching/learning activities in the study schools

Type of Input	School category	Availability	Situation	
			Sufficient	Not sufficient
Sufficient books	PuSS	α	×	√
	PrSS	α	√	×
Enough classrooms	PuSS	α	×	√
	PrSS	α	√	×
Sufficient desks and chairs	PuSS	α	×	√
	PrSS	α	√	×
Enough teachers	PuSS	α	×	√
	PrSS	α	√	×
Presence of well- equipped laboratories	PuSS	α	×	√
	PrSS	α	√	×
Presence of toilet facilities	PuSS	α	×	√
	PrSS	α	√	×
Physical condition of classroom	PuSS	α	×	√
	PrSS	α	√	×
Health services	PuSS	α	×	√
	PrSS	α	√	×
Financial support	PuSS	α	√	√
	PrSS	α	×	×
Water and electricity	PuSS	α	×	√
	PrSS	α	√	×
Availability of Library	PuSS	α	×	√
	PrSS	α	√	×

Key:

PuSS-Public secondary schools (Kilakala, Kihonda, Chanzuru and Kizunguzi secondary schools)
PrSS-Private secondary schools (St. Peters, Educare, Mkono wa Mara and Msolwa secondary school)
α: available in all PuSS and PrSS
√: Sufficient (all PrSS)
×: Not sufficient (all PuSS)

PuSS and PrSS as summarised in Table 1. The researcher used the observational checklist which guided the researcher to assess the teaching and learning materials availability and sufficiency.

a) Sufficiency of Books

The availability of teaching and learning books is crucial for providing quality education, as they help both teachers and students by simplifying the learning process (Hakielimu, 2007). The national standard stipulates that each student should have access to one book (1:1 ratio) (URT, 2007). However, in the study schools, there was a significant shortage of books. In PuSS schools, books were shared by multiple students, with some classes having a ratio of 1 book to 12 students. This sharing limits students' ability to explore the material and hampers self-learning.

One student noted that, sharing books made it difficult to complete assignments or revise, as it affected their ability to follow lessons. These findings align with a Ministry of Education study (2011) which reported that 75% of required textbooks were unavailable in schools. Similarly, Hakielimu (2011) found that only 50% of the planned funds for schools were disbursed. This situation contradicts the expectations of the SEDP II program, which aimed to provide adequate teaching and learning materials, including books, to improve education in public schools.

b) Enough Classrooms

Despite the presence of the SEDP II program, some PuSS schools still face a shortage of classrooms, leading to overcrowded classes with up to 120 students in a single room. In some cases, teachers have resorted to organizing two sessions to accommodate all students. This is consistent with findings from the World Bank (2012) and Igongo (2018), which reported an average of 81 students per classroom, with rural areas facing higher congestion. According to the SEDP II report, the community was expected to contribute 30% of the costs for building classrooms, but this has not resolved the overcrowding issue. A student from a PuSS school expressed that overcrowding made it difficult to hear the teacher, which negatively impacted learning.

This situation contradicts SEDP II guidelines and national regulations, which stipulate a 1:45 student-to-classroom ratio. Additionally, some classrooms were poorly constructed, with damaged floors and missing ceiling boards, highlighting the lack of infrastructure. The shortage of classrooms in government secondary schools hinders the provision of quality education. While the SEDP II aimed to improve public school infrastructure, many schools have not yet addressed the classroom shortage, leaving them behind compared to private schools that were not part of the program. The inadequacy of classroom space directly affects students' ability to learn comfortably, which was expected to improve with SEDP II implementation but remains an ongoing challenge.

Sufficient Desks and Chairs

Researcher's observations revealed that private secondary schools (PrSS) had sufficient desks and chairs, unlike public secondary schools (PuSS), where students often fought for seats. In PuSS, up to four students shared one desk or two students shared a chair, contrary to the recommended 1:1 ratio (URT, 2007). In contrast, PrSS students each had their own desk and chair. These findings suggest that private schools provide better infrastructure, contributing to better academic performance. This aligns with Eliza (2010), which found that the availability of desks and chairs significantly impacted academic success in private schools. Similarly, REPOA (2008) noted that inadequate furniture remains a key constraint in public schools. Adding to what was observed, one student had the following to say:

> " *We are always scrambling for chairs, because we have very few chairs and desks, this situation makes us not to have permanent place to sit in a class, we are always scrambling at the door to be first to enter into the class so as to have somewhere to sit comfortably. Really I hate this situation but we have no any way out! We sometimes can even share one chair per 3 students!*"

Explaining the situation one key informant said:

> "*Most public schools have a problem of desks and chairs; this is due to large number of students they receive. These public schools always are full of students, they don't have fixed number of students enrolled, and they just wait for those finishing standard seven and pass the examination. The situation is different from those enrolled in private schools, which have their fixed number of students they want depending on resources they have''*.

These results suggests poor quality provision of education in PuSS, as students cannot learn properly if they don't have comfortable places to sit in the class.

Enough Teachers

Teachers in Tanzania, as elsewhere, are considered the most important determinants in the provision of quality of education in schools (Davidson, 2006). Therefore, governments have a responsibility to ensure that teachers perform to the best of their abilities. The most important factor to

consider for the better performance of teachers in the teaching is the number of teachers employed should be enough. The findings from researchers own observation (Table 1), revealed that in PrSS there was enough number of teachers than in PuSS. Explaining about the situation one teacher respondent had the following to say:

> "*I cannot provide more exercises to my students, due to large number of students, in a class, because, more exercises means more job in marking, which overworks me! I tried sometimes but I ended up failing to mark the exercise, where by if sometimes I provide exercise I just write the answers on board and ask my students to exchange their exercise books and every one mark a friend's work, this approach reduces work on my side but is not effective*"!

Talking to the situation of enough teachers in schools, one District Education Officer (DEO) said:

> "*In public schools, especially those found in rural areas there is a problem of shortage of teachers, especially those of science teachers, which makes most students in public schools to opt for arts subjects. Whereby in private schools it's very different, they have enough teachers and utilise them effectively*".

The DEO's explanation suggests that the issue is not always a lack of teachers but their uneven distribution. Education managers need to allocate teachers based on school needs and specializations. In PuSS schools, the teacher-student ratio was higher than expected under the SEDP II program (1:45), with some schools facing greater overcrowding. In contrast, PrSS schools, not under SEDP II, had a better teacher-student ratio of 45 or fewer students per teacher. This overloads teachers in PuSS, leading to fatigue and reduced teaching effectiveness. These findings align with Glennerster *et al*., (2011), which noted that teacher shortages in public schools stem from insufficient funds to hire enough teachers, affecting their performance.

Presence of Well-Equipped Laboratories

Laboratory has been conceptualised as a room or a building specially built for teaching by demonstration of theoretical phenomenon into practical terms. Farombi (1998) argued saying that "seeing is believing" as the effect of using laboratories in teaching and learning of science and other science related disciplines have big effect in students learning, as students tend to understand and recall what they see more than what they hear. The success of any science course is much dependent on the laboratory provision made for it.

In regard to the presence of well-equipped laboratory, it was observed that, all studied PrSS had well equipped science laboratories compared to PuSS. Seeking more information on the issue of laboratory, the researcher talked to one science student who aided that:

> "*I am in the science stream, but I don't expect to do better in my examinations, this is due to lack of practical experience. I sometimes meet with my friends who some are in best private schools, they tell me how they do practical's in their schools, really I feel lagged behind, because in my school we only go to the room which we call laboratory, we have very few equipment's, and because we are very many in the class really we get nothing! This situation makes many of us to dislike science subjects and even opt for arts class which does not require practical classes!*"

Explaining the situation one teacher from PuSS in a very discouraged way had the following to say:

> " *in this school I teach chemistry, but I am not doing any proper practical due to lack of proper chemistry room, we have got only one class which all science practical's are conducted , and we don't have enough and all required apparatus, we don't have the proper store thus, we just put them in one room! This situation affects my teaching hence students cannot get what they were supposed to learn, and affects our schools performance when compared to other schools*".

Schools with well-equipped laboratories tend to perform better in science subjects than those without, as practical work is essential in science and mathematics (UNESCO, 2012). David (2014) found that schools with better-equipped labs had higher success rates in science exams. In the study, it was observed that PuSS, involved in SEDP I and II, still faced a shortage of laboratories, which likely impacted the teaching and learning of science. In contrast, PrSS, which were not part of the SEDP programs, had better facilities, giving them an advantage in science education.

Presence of Toilet Facilities

Toilets, taps, and hygiene education are essential in schools, as highlighted by UNICEF (2013), which asserts that WASH (Water, Sanitation, and Hygiene) must be integral to every school. WASH facilities promote social inclusion, self-respect, and gender equity, especially for girls, who are at higher risk of dropping out if toilets are unsafe, inadequate, or non-existent. Gender-separated, appropriate facilities help remove barriers to school attendance, particularly for female students.

In the study, it was observed that toilets in the schools were in poor condition, with very few toilet holes available for students. One hole was shared by more than 40 students, far exceeding the Ministry of Health's standard of 1 hole for every 20 girls and 25 boys (URT, 2007). During break time, students were seen rushing to the toilets, with many waiting outside due to overcrowding. This situation undermines the quality of the education environment, especially in terms of student hygiene and comfort.

Worse enough it was observed in boys' toilets some were rushing behind the toilet building to urinate because of the long queue of waiting. Talking to one of girl student respondent it was revealed that: girls are victims of the situation, whereby she said:

> "*In the days where I am in my menstruation periods, I feel very bad, and sometimes I even don't come to school, if we don't have tests. When I think about the problem of toilets and lack of water to school! Sometimes I go to neighbors' toilets if I find it very necessary to come to school*".

This situation implies that, in most PuSS which were implementing the SEDP II programme there was still a serious problem of toilets compared to PrSS. This results connotes what was found by Machumu, (2007) who did her study on Educational challenges facing female students in secondary schools and found out that, sometimes girls don't attend classes due to insufficient feminine support. This may affect students and teachers' health status as it is difficult to maintain toilets cleanness when there are very few holes, whereby the toilets will be continuously under use. Talking to one of the head teachers and looking on reports, it was noted that, there was no plan or report which showed the project of toilets expansion in relation to number of students' expansion.

Physical Condition of Classrooms

The physical condition of classrooms is vital for creating a conducive learning environment, with key factors including accessibility, visibility, and minimal distractions. Classrooms must be organized, well-lit, and free of distractions like broken windows or floors to maintain focus and productivity. Accessibility ensures materials are within reach, and visibility allows clear lines of sight between students and the teacher.

Observations revealed that PuSS classrooms were generally in poor condition compared to PrSS. PuSS classrooms had broken floors, damaged windows, and lacked ceiling boards, leading to dust and discomfort. Additionally, overcrowding was a significant issue in PuSS, with some classrooms holding up to 120 students, far exceeding the SEDP II guideline of 45 students per class. This overcrowding, combined with the deteriorating physical conditions, posed a major challenge to providing quality education. These deficiencies, especially the lack of well-maintained classrooms, hinder the effective delivery of education in public secondary schools.

Heath Services

Poor health services have been shown to impede educational access, attainment, and achievement for students in developing countries. School-based health initiatives could be introduced across all levels of the education system to boost the educational outcomes of students (Holla *et al*., 2008). The results from the researcher's own observation (Table 1), suggest that PrSS have sufficient health services compared to PuSS by having well equipped health services and trained doctor and nurse. It was revealed that, PuSS have got poor health services by having few and insufficient medicine and shortage of health practitioners. It was also found out that, all the four PuSS studied had no priority in providing health services, where it was observed that in one of the schools, they had a teacher responsible for health services, but mostly was there to give permission to students to go for treatment and not treating the students. One key informant had the following to say regarding health services:

> "*What I know in most public day schools the issue of students' treatment lies on student's parent care, where by some lack even a small dispensing room to provide first aid for their students. In public boarding schools there are small dispensaries which offer only some health services to students. This situation costs students in terms of time whereby sometimes they are required to go out of school for more treatment*".

Financial Support

According to Table 1, the findings reveal that PrSS students receive more financial support from their families to help them compared to those from PuSS. The results suggested that PrSS receives more support from families than PuSS where most of the funds to run the school come from the government. With SEDP Programme, the government of Tanzania has received financial support from World Bank (US$ 400 million) to support its PuSS, to improve its infrastructures so as improve the teaching and learning environment (URT, 2010). With this kind of support, it was expected that PuSS to be well equipped with all necessary infrastructures and teaching/learning materials, compared to PrSS.

Recreational Facilities

Recreational facilities are those which are used activities of leisure, leisure being discretionary time. The "need to do something for recreation" is an essential element of human biology and psychology. *Recreational activities* are often done for enjoyment, amusement or pleasure and are considered to be "fun". The researcher noted that larger numbers of schools which have recreational facilities are PrSS. This is one of the factors which enabled the private schools to have good performance. It is observed that a good number of PuSS which were involved in SEDP II Programme, have no recreational facilities, compared to PrSS which were not involved in SEDP II Programme (Table 1). Explaining the situation of recreational facilities in schools, one key informant said:

> "*Some years back, schools had special time, teachers and even equipment's for leisure and sports. To make the situation more strong there was even some competitions within school level to national level (UMISETA). Recently in some few years back the Ministry of Education stopped sports and competition in schools, this left PuSS sports less and nobody bothered to have anything for recreation in schools, this is very different in PrSS, whereby they still maintain everything for their students' recreational time*".

This implies that students in private schools have a big chance of doing well in their studies when compared to those in public secondary schools as they provide good environment for refreshing their body and brains.

Water and Electricity

The findings show that water and electricity services are available mostly in private secondary schools than in public secondary schools (Table 1). The presence of water and electricity contribute much on the students' performance. However, without presence of these services there is a great possibility of students to perform poorly. It was observed that all the PuSS schools which involved in the study from urban areas the availability of water and electricity were available. But as for the PuSS secondary schools which are found in rural areas water and electricity were not available. This situation found in PuSS was different to what was found in private schools regardless of the location.

Availability of the Library

Library provides students with access to materials and equipment that facilitate and promote learning. The data obtained from the researchers own observation (Table 1) revealed that almost all PrSS have enough and well equipped library than PuSS. It was also observed by the researcher that both PrSS and PuSS have rooms called libraries but the difference was in the room infrastructures and materials found. Further the researcher observed more students using libraries in PrSS than in PuSS. One librarian in PuSS aided on the situation of their library, she said:

> *"In our library we have few books which are outdated and the library room physical condition is poor. So, most students are using this library as a study room than a library"*

Explaining the situation one teacher from PuSS said that, they don't use library for their personal studies and preparation of the periods, different reasons were given for such situation. One of the teachers said that the rooms were not enough that is why he didn't use the library. Another teacher adding to that, said:

> "*The books are not enough, for example, if I want to prepare the lessons for the students, I could go in the library for the purpose of using different kinds of books, but they are not available. Therefore, the library becomes meaningless for me*".

The findings and discussion implies that PrSS have sufficient and well equipped libraries compared to PuSS which were involved in SEDP II programme. This situation suggests that the government needs to make more efforts to improve its schools so as to compete with the private sector. This argument is in line with Mosha (2000) who asserted that the presence of several important things contributes to the quality of a school where by the presence of well and equipped library is one of them. Also Igongo (2018) noted that, effective school libraries provide additional reading skills comprehension and writing of expression which in turn support students' performance in all other curriculum subjects.

Students' Opinions on Availability of Educational Inputs

Students' respondents' opinions on the availability and sufficiency of educational inputs for years 2010-2013 were sought so as to see if their schools had enough inputs to support the teaching and learning process. The results from students respondents opinion as shown in Table 4 and summarised in Fig. 4, suggest shortage of inputs in PuSS when compared to PrSS. The study findings are in line with study findings by REPOA (2008) which affirmed that, desks, chairs and classrooms were still a major constraint to quality learning in public schools.

This situation indicates that the management of quality education in private secondary schools is better than in government

secondary schools. This situation was also observed by Best (2013), whereby there was a significant difference in the required number of teachers in PuSS compared to the number of teachers of PrSS.

Table 2: Percentage distribution of student respondents opinions (n=320) by availability of educational inputs

Type of Input	**Students opinions (positive) respondents**									
	PuSS					**PrSS**				
	Kih (n=40)	**Kila (n=40)**	**Cha (n=40)**	**Kizu (n=40)**	**Av**	**Edu (n=40)**	**Mkm (n=40)**	**Ms (n=40)**	**S.P (n=40)**	**Av**
	%	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**	**%**
Sufficient books	13.9	10.8	3.4	13.1	**10.3**	20.5	3.6	18.8	16.5	**14.9**
Enough classrooms	12.6	16.4	7.4	10.5	**11.7**	20.1	8.4	14.8	9.5	**13.2**
Sufficient desks and chairs	14.3	16.9	6.5	3.9	**10.4**	16.9	6.5	14.3	20.8	**14.6**
Enough teachers	12.1	10.1	8.0	12.6	**10.7**	18.5	7.5	15.0	16	**14.3**
Presence of well- equipped laboratories	10.4	14.6	2.0	5.5	**8.1**	24.4	3.4	21.6	17.4	**16.7**
Presence of toilet facilities	7.0	5.4	2.3	14.8	**7.4**	18.7	10.9	20.3	20.3	**17.6**
Physical condition of classrooms	11.9	17.1	9.3	7.8	**11.5**	17.6	8.8	13.4	13.9	**13.4**
Health services	15.1	14.5	7.9	3.9	**10.4**	20.4	4.8	15.1	18.4	**14.7**
Financial support	9.4	17.3	5.8	10.1	**10.7**	18.7	7.9	14.4	16.5	**14.4**
Parental involvement of education	10.5	15.5	14.0	6.3	**11.6**	15.7	7.6	15.5	14.9	**13.4**
Recreational facilities	13.8	13.2	3.3	9.4	**10**	15.1	13.8	14.5	17.0	**15.1**
Water and electricity	20.2	22.2	1.3	13.0	**14.2**	8.4	6.5	5.8	22.2	**10.7**
Security Environment Availability	15.5	12.5	5.0	13.5	**11.6**	16.5	7.0	14.0	16.0	**13.4**
Availability of library	9.3	15.5	3.1	5.7	**8.4**	16.1	16.1	18.7	15.5	**16.6**
Average	**12.6**	**14.4**	**5.7**	**9.3**	**10.5**	**17.7**	**8.1**	**15.4**	**16.8**	**14.5**

Key:
PuSS-Public secondary school
-Kih –Kihonda Secondary
-Kila-Kalakala Secondary
-Cha-Chanzuru Secondary
-Kizu-Kizunguzi Secondary
PrSS-Private secondary schools
-Edu-Educare Secondary
-Mkm-Mkono wa Mara Secondary
-Ms-Msolwa Secondary
-S.P- St. Peters Secondary
A v-Average

The overburden that is given to few teachers employed in PuSS lead to poor teaching as far as the teacher might be tired/overworked due to big workload. One of the study conducted by Glennerster *et al*. (2011) showed that the shortage of teachers in the public schools is not because there are no enough teachers but that there is no enough money to employ teachers graduating from national system of teacher training college.

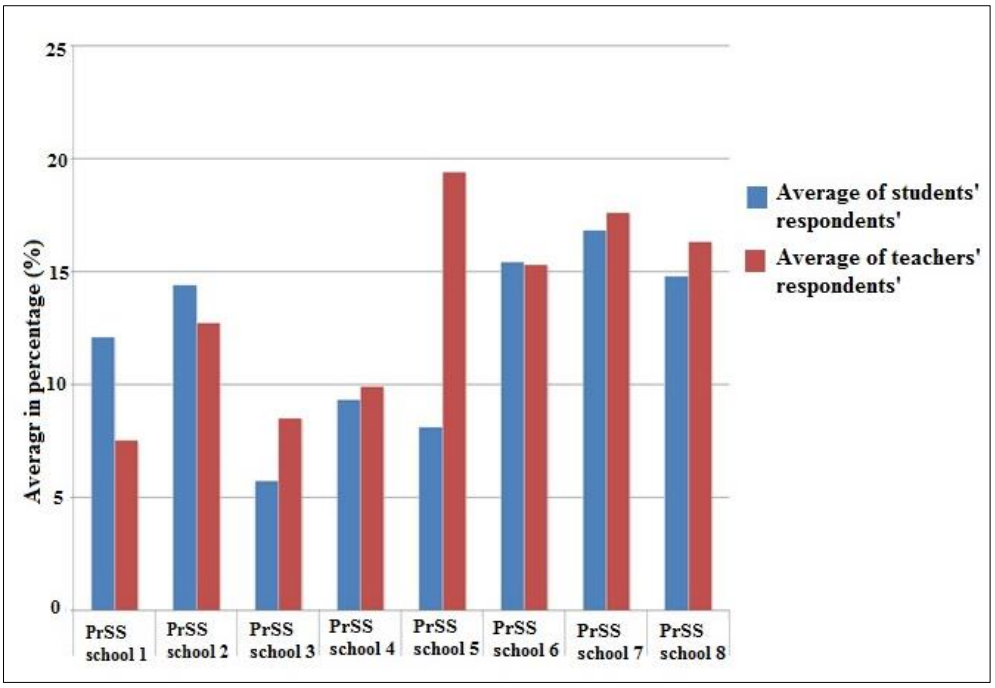

Figure 1: Percentage distribution of students and teachers' respondent's opinions by availability of educational inputs

Key:

1 – 4 PuSS – 1 -Kihonda, 2-Kilakala, 3-Chanzuru,4-Kizunguzi secondary school

5 – 8 PrSS- 5-Educare, 6-Mkono wa Mara, 7-Msolwa, 8-St.Peter's secondary school

The results suggest shortage of inputs in PuSS despite the implementation of SEDP II in PuSS. The results revealed that, PuSS which are old and boarding schools had reasonable sufficient number of inputs compared to those new schools (Fig. 1).

Teachers' Opinions on Availability of Educational Inputs

The study required to seek teachers' respondents' opinions on the availability of educational inputs in both PuSS and PrSS. Teacher respondents were given the same questionnaires as those given to students. Teachers' respondents' responses are summarised in terms of percentages as shown in Table 2 and summarised in Figure 1.

Generally it can be concluded that educational inputs were available in all PuSS and PrSS at various levels. On the other hand such inputs were sufficient in all PrSS and not generally sufficient in all PuSS. Fig. 4 suggests sufficient of inputs in PrSS and shortage of inputs in PuSS. This situation was also reported by Best (2013) and Haule (2015), whereby there was a significant difference in the required number of teachers, classes and even toilets in PuSS compared to PrSS schools.

CONCLUSIONS AND RECOMMENDATIONS

Based on the study findings, a number of lessons regarding management of educational quality in public and private secondary schools in selected secondary schools in Tanzania were drawn. These lessons are important because of their policy implication on quality management in the study schools and beyond. The conclusions and recommendations from this study are presented hereunder.

Conclusions

a. With the introduction of SEDP programme, recently more parents feels comfortable to send their children to PuSS than before the introduction of SEDP programme. This is due to different efforts which are done by the government to support and make much improvement in its schools.
b. PrSS had sufficient teaching and learning inputs compared to PuSS which were under SEDP II implementation. This situation affects the process of teaching and learning in PuSS hence degrades the quality of PuSS.

Recommendations

To alleviate the inadequacy of educational inputs in PuSS the Government through the Ministry of Education, Science and Technology, should allocate enough funds to cater for all necessary inputs for better teaching and learning environment. Furthermore, the government should equip PuSS with the needed trained personnel for fiscal and human resources management. Moreover, more efforts should be done by local educational officers to

use locally available resources to cater for inputs which are affordable to them so as to equip PuSS in proper manner.

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