



An Assessment of Managerial Challenges Facing Heads of Schools on Provision of Quality Secondary Education in Public Schools in Bukoba District, Tanzania

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Abstract: *This study assessed managerial challenges facing heads of schools on the provision of quality secondary education in public schools in Bukoba district of Tanzania. The study was guided by three objectives: to explore the managerial challenges heads of schools face on provision of quality secondary education, effects of the managerial challenges facing head of schools on provision of quality education and to determine possible measures to curb managerial challenges facing. The study used mixed research approach and convergent parallel research design. The study involved 1 DSEO, 10 heads of schools and 84 teachers. Data were collected using interview questionnaires and observation. The data were analysed by SPSS version 23, also data from interview and observation were analysed through thematic analysis. The findings revealed that heads of schools have the challenge of over whelming by managerial responsibilities, inadequate instructional learning materials, teacher/student ratio exceeds forty students and shortage of laboratories. Moreover, the study disclosed that, teachers have low morale to work. The study recommends that the Ministry of Education, Science and Technology should establish capacity building training and seminars to heads of schools, education policy makers should minimize managerial responsibilities to heads of schools and lastly heads of schools should delegate some responsibilities to their colleagues.*

Keywords: *Assessment, Heads of schools, Managerial challenges, Quality secondary education, public schools*

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1. Introduction

The managerial roles of heads of schools are very important in the achievement of educational goals. Among the managerial roles of heads of schools are to determine the vision of the provision of quality education to the students. Chacha and Zhong (2013)

assert that heads of schools are involved in creating conducive learning environment and improving teaching and learning facilities. This is because the quality education in public secondary schools could be easily achieved if heads of schools play their roles effectively. Decentralization system gives authority to the heads of schools to be involved in decision making in an institution through which quality education in

secondary schools might be stipulated and sustained (Kingi and Kalai, 2018). In many developed and developing countries, the study shows that heads of schools perform poorly in their responsibilities because they have limited knowledge and skills on their duties. Examples can be seen in some developed countries such as USA, Australia, Britain, Spain, New Zealand, Thailand, and Hong Kong. The same is the case in India and Latin America. Decentralization system to school level did not generate any significant improvement in the provision of quality education because of limited management skills on provision of quality education (Joseph, 2009). Additionally, Erena (2018) commended that no training is required to become a head of school in Pakistan. The appointees hold the position without attending leadership seminars or workshops.

Moreover, studies conducted in developing countries show that heads of schools are rarely prepared for the duties of managing schools. Ugwu, Okoroji and Chukwu (2018) observed that there is lack of leadership training in Sub-Saharan Africa and East Africa. Heads of schools are appointed from teachers because they are good in one way or another, but most of them lack management skills. For example, a study conducted by Otunga et al. (2008) explains the situation facing principals in South Africa, where most of them fail to cope with radical global change because of inadequate skills for leading their schools. Appointed heads of schools are given guidelines in which they were not knowledgeable enough to make it in practice. Induction workshops are necessary to them for better implementation of their duties. Haryanto (2020) advocates to the government of Botswana the need for launching an educational training policy as a guide for training of heads of secondary schools. Altan and Sarpkaya (2020) noted that there is a relationship between the role performed by heads of schools and quality education in Zambia. He advocates about the training of heads of schools in Zambia to enhance and improve their quality of education.

Moreover, Victor (2017) reported that the increase in number of secondary schools in Tanzania led to the students enrolment. The increase was the result of the implementation of Secondary Education Development Plan (SEDP) which was introduced in 2004 as an outcome of Education and Training Policy of 1995. Additionally, the introduction of

community-based secondary school in 2002, whereby each ward was to construct a secondary school, resulted to more teachers to be promoted as heads of schools who were not well prepared for their position (URT, 2001). Currently, according to Circular No. 5 of ETP, 2014, public bodies are directed to ensure that primary and secondary education to be basic education and is given free by the government as stated in the educational goal statements (URT, 2014 & URT, 2016). Despite all efforts which had been made by the government on the provision quality education in public secondary schools by providing capitation to buy teaching and learning facilities, heads of schools face managerial challenges in provision of quality education. This study, therefore, sought to assess heads of schools' managerial challenges on provision of quality education in public secondary schools in Bukoba District. Specifically, the study aimed at:

- i. To explore the managerial challenges heads of school face on provision of quality secondary education,
- ii. To find out the effects of the managerial challenges facing head of schools on provision of quality education in public secondary schools and
- iii. To determine possible measures to curb managerial challenges facing public secondary schools.

2. Literature Review

2.1 Managerial challenges facing heads of schools

The concept of management is a widely used terminology in all kinds of organizations. Meaning of management, according to Bush (2008), is related to internal institution operation in relation with surrounding environment and responsibilities of the governing bodies. Chabra, Singh and Tiwari (2009) assert that management in education sector deals with planning, organizing, directing and controlling for achieving objectives of educational institution. However, Dahar and Usman (2016) and Malik (2018) states that the head teachers faced several challenges such as shortage of teaching and learning facilities, shortage of funds, political issues, misuse of school facilities, poor management, ineffective school leadership, supply of substandard educational

resources, inadequate facilities and low staff morale. Additionally, Olorunsola and Belo (2018) discovered that school administrators faced a challenge in finance which cause inadequate teaching and learning materials to implement educational objectives. Likewise, the study Victor (2017) found that secondary school heads in Anambra state do not have managerial competencies in procurement of physical and instructional materials, provision of e-library facilities and equipping classroom and offices with needed furniture for effective material resources management. This implies that most of schools have less effective managerial skills of school resources utilization for quality education.

In the same line, in Tanzania, every individual has equal opportunity to access quality education as a basic human right. Quality education is a basic right entitled to every individual on earth (Hughes, 2012; Narayan, 2005). In recent years, education at primary and secondary levels has been provided in terms of free education. In urban areas, there has been existence of high enrolment at primary schools which has led to increase in pupils' population in public schools that led to high completion rate of pupils who join in secondary education level. Overcrowded schools resulted to large class sizes of more than 74 students in a class with teacher-student ratio of more than 45 allocation of instructional material has been unequally and insufficient distributed, low morale and under performance (Joshi & Gaddis, 2015; Mosha, 2006; Wedgwood, 2007). Most of heads of school do not conduct effective supervision of school resources due to some challenges such as inadequate resources, misallocation of resources, lack of supervision skills as well as poor cooperation among staff members (Issa and Mhagama, 2022). Therefore, existing challenges have led to weak learning outcomes with poor performance in public secondary schools while the blames of failure to attain quality education remains on the shoulders of managers.

2.2 Effects of managerial challenges in providing quality education

Challenges existing within the education management systems lead to effects both at individual and national levels. Challenges

concerning inadequate teacher incentives may lead to their absenteeism at the working posts and in classrooms during hours of instructions which lead to loss of instruction time (Etor, Ekpenyong and Sule 2020). School management is very important to educational achievement. The management of schools are the ones coordinating, harnessing everyone's skills effectively, creating and selling a vision about what is needed to be done in school and creating good relationship between school and the community around in order to achieve their educational goals (Gaiti, 2010). Aboramandan et al (2019) asserts that poor quality education was caused by poor management skills, poor policies, inadequate teaching facilities and non-supportive atmosphere in which teaching and non-teaching staff, students and parents were not working as a team in improving quality education. Moreover, Edmund and Lyamtane (2018) found that learners planned to archive good results but the way the school is managed by school managers and administrators were the most factors which affect quality education because of limited involvement of teachers in decision making. Furthermore, UNICEF's (2000) study on causes of poor academic performance in Latin America found that students whose schools with well-equipped teaching and learning materials had adequate library but poor management were significantly more likely to show lower test scores than those whose schools with inadequate teaching facilities but with good management. On the other hand, Bikongoro (2009) studied on the roles and responsibilities of school boards in enhancing quality education in Tanzania. Findings show that quality education was affected by management challenges in a way that members of the school board were not aware of their roles and responsibilities. Also, there was lack of freedom to school board members in planning on availability of requirements such as textbooks, other teaching materials, and to hire teachers.

2.3 Strategies to Curb Managerial Challenges Faced by Heads of Schools

Different strategies have been employed in solving management challenges in order to improve provision of quality education worldwide. Lavy (2019) described strategies employed include changes on curricula, syllabus and textbooks that

were supposed to be relevant based on a particular country or local community by restructuring and conducting teachers' in-service trainings. The training was supposed to be parallel with changes on the pedagogy employed in classrooms from teacher-centred to learner-centred where the focus is on students' cognitive development which have impact on future careers. Bruns, Filmer and Patrons (2011) added strategy of receiving information feedback mechanisms to service users, providers and reformers through creating special cards which were assessed by every individual to provide their views and recommendations for service improvement.

In Africa, strategies to employ in solving management challenges to improve provision of quality education, including provision of teachers' professional support, especially on those with low knowledge of curricula content and pedagogical skills (Bashir, Lockheed, Ninan & Tan, 2018). Wamba (2015) suggests, where management and leadership training is conducted, heads of schools need to attend to incorporate new content to encourage innovation in leading interventions to improve quality education in secondary schools. Ravishankar et al (2016) emphasized on the roles and responsibilities of management. School management team plays a big role in quality education. The management teams are the ones deciding materials to be purchased and the infrastructure to maintain according to the needs of the school (Chiwaula, Nampota, Meke, & Kunje, 2014). However, in Tanzania, Joshi and Gaddi (2015) argue that education sector needs reforms on systems and policy of balancing allocation of resources. The reforms must be done up to education policy which has remained to be the concern of professionals at educational ministerial level (Verspoor, 2008).

3. Methodology

This study employed the mixed method approach where both qualitative and quantitative approaches were used (Creswell, 2012). Therefore, interview was under qualitative approach and questionnaire fell under quantitative approach. The mixed research approach involved collection, analysis and interpretation of quantitative and qualitative data (Mwashmi, Hawboldt, Davis & Fetters, 2019). The study employed convergent parallel research design. Kothari (2004) defines research design as the conceptual structure within which research is conducted. The design assisted in collection of both qualitative and quantitative data simultaneously, analysing them separately and merged at the end (Creswell, 2014). The study was conducted in Bukoba district council with sample size of 95 participants, which included 1 District Secondary Education Officer, 10 head of public secondary schools and 84 teachers. Qualitative data were obtained through interview and observation while quantitative data were collected through questionnaires. Quantitative data were analysed using Statistical Package for Social Sciences (SPSS) 21 version. Data were presented through numerical, pie chart and graphical strategies to give a summary of the data in a way that can be understood easily while in qualitative data thematic analysis was used.

4. Results and Discussion

4.1 Managerial Challenges

Heads of the school play a significant role in enhancing quality education in secondary schools. However, nowadays school management has become a complex phenomenon because of the complexity of globalization and technological advancement. The management roles of school heads play an important role for the achievement of educational objectives and quality education. Despite their roles, heads of schools face challenges in fulfilling their roles. The results in Table 1 show some managerial challenges facing heads of schools.

Table 1: Managerial challenges (N=84)

Key: 1-Strongly disagree 2- Disagree 3- Moderate 4- Agree 5- Strongly agree

| S/N | Statement | 1 | 2 | 3 | 4 | 5 |
|-----|---|-------|---------|-----------|-----------|-----------|
| | | F (%) | F (%) | F (%) | F (%) | F (%) |
| 1 | Overwhelming by managerial responsibilities | - | 3 (3.6) | 5 (6.0) | 30 (35.7) | 46 (54.8) |
| 2 | Inadequate instructional learning materials | - | 4 (4.8) | 3 (3.6) | 22 (26.2) | 55 (65.5) |
| 3 | Teacher-Students ratio exceed 40 students | - | - | 13 (15.5) | 26 (31.0) | 45 (53.6) |
| 4 | Shortage of laboratories | - | 1 (1.2) | 6 (7.1) | 33 (39.3) | 44 (52.4) |
| 5 | Monitor Students' Academic Performance | - | 2 (2.4) | 4 (4.8) | 23 (27.4) | 55 (65.5) |
| 6 | Organise indoor teacher training | - | - | 1 (1.2) | 59 (70.2) | 24 (28.6) |

Source: Field Data, May 2022

Overwhelming by managerial responsibilities

Table 1 points out that 54.8 per cent strongly agreed that heads of schools face a challenge of overwhelming managerial responsibilities which affect quality of education. In the same regard 35.7 per cent of teachers agreed on the statement. However, 6.0 per cent of teachers were in a moderate view and 3.6 per cent of teachers disagreed. This implies that most teachers were on the view that managerial responsibilities of heads of schools were a challenge for them in implementing their roles of improving quality of education in Bukoba public secondary schools.

In an interview conducted with head of school C, the following were his comments:

Heads of schools always have a lot of managerial responsibilities which in turn make them fail to implement their roles towards the provision of quality education because other responsibilities need funds. For example, as heads of schools, we are required to make sure students are given lunch, but we are not given funds to facilitate this. That becomes a challenge to us (HoS C, 2022).

The above findings indicate that proper distribution of responsibilities to heads of school is very essential to mitigate the challenges facing heads of schools. This is supported by Onwu (1995) who reports that heavy managerial responsibilities affect the management performance hence leading to less quality education.

Inadequate instructional learning material

Furthermore, the findings in Table 1 indicate that 65 per cent of teachers strongly agreed that there are inadequate instructional learning materials in public secondary schools which reduce the quality of education. However, 26.2 per cent of them agreed and 8.4 per cent were in a moderate view. This implies that inadequate instructional learning materials was one of the challenges which make heads of schools to be ineffective in fulfilling their roles of improving quality of education in schools. One of the heads of schools had this to say:

Currently the government does not give funds rather it provides books, a situation that reduces the speech of service delivery. There is no appropriateness of books provided from one school to

another. A school is in need of geography books but the government gives civics books, which are already available in the school (HOS B, 2022).

On the same matter, it was observed that most schools have no libraries, a situation that raises a question of where learners can access books for their private studies. It was also observed that classrooms in most schools are not enough to accommodate all learners enrolled a situation that hampers the provision of quality secondary education.

The findings from the study show clear weakness in relation to the theory of total quality management that focuses on achieving the aim of quality service delivery to customers. Similarly, the World Bank study reported by ONWU (1995) proves that textbooks and other instructional resources contribute to 66 per cent to positive learning and academic performance in Africa. Inadequate provision of instructional materials therefore is a major challenge facing heads of school toward quality education in their learning institutions. Also, the findings are in line with that of Ngithi (2013) who argues that inadequate classrooms facilities in the school, as well as inadequate learning materials are major obstacles that hamper the provision of quality education, because there is no proper students-books ratio. Classes are also overpopulated, a situation which makes learners not to enjoy. Therefore, from the findings above, in connection with other scholarly views, under the environment of inadequate instructional materials, it is not simple to provide quality education to learners. Therefore, it is the right time for the government and other non-governmental organizations to consider this challenge, so that the school management can provide quality education.

Teacher-Students ratio exceed 40 students

Table 1 shows that 53.6 per cent agreed strongly that teacher-student ratio exceeds the number of 40 students per class. In the same aspect 31.0 per cent agreed while 15.5 were moderate. This means that overcrowded class is difficult to be controlled and to maintain quality. This gives hard time to all educational stakeholders to have to be transparent in

running the fee-free basic education fund. One of the heads of schools had this to say regarding the teacher-student ratio:

There is high enrolment of students that has resulted into having huge and populated classes with more than 40 students, a situation that makes teachers to fail in controlling the class. Teachers lack enough time to adequately prepare for their lessons. Therefore, they are demoralized in carrying out their teaching roles (HOS A, 2022).

Introduction of fee free secondary education in Tanzania has resulted into large class sizes. This concurs with Glass (2005) who reports that high workload to teachers affect the learning. Due to big class size, there is a lot of confusion among learners during the lesson. This also concurs with Alan et al. (2002) who believe that students in small classes are more likely to perform better than in populated classes. Also, according to UNESCO (2006), increased large classes means teachers handle many students and therefore students hardly get the attention they deserve, hence many do not learn. Thus, from the findings in connection with other scholars' results, it is clearly seen that in order to achieve the agenda of quality secondary education, there is a need of dividing students into streams. This will help individual teachers to make proper supervision, hence provision of quality education.

Shortage of Laboratories

Table 1 shows that 52.4 per cent of the respondents strongly agreed that there is shortage of laboratories in schools. In the same vein 39.3 per cent of respondents agreed, and 7.1 per cent of respondents were in the moderate side. Moreover, 1.2 per cent disagreed that shortage of laboratories in schools was not among the managerial challenges which made heads of schools fail in fulfilling their roles of improving quality of education in their schools. This implies that majority of respondents were aware of shortage of laboratories in public secondary schools in Bukoba district. One of the heads of schools had this to say regarding shortage of laboratories:

At our school, we severely need to have laboratories, especially for science subjects like chemistry, biology and physics. Having these laboratories will motivate our learners to learn by doing, but also it will help us to deliver knowledge without interference, hence being able to provide quality education (HOSB, 2022).

Lately, our schools need to have laboratories for all science subjects. We still plan all students to study science subjects at ordinary level, although we still lack funds to facilitate this, hence to some schools still students are not learning by doing hence becoming a challenge towards the provision of quality education (DSEO 2022).

Under the same aspect, during observation, the researcher noted the shortage of laboratories to almost all selected schools. Therefore, it is clearly seen that due to shortage of laboratories, students do not learn science subjects practically. Therefore, this affects them from getting quality secondary education.

The findings are in line with a study by Mwendwa (2015) who identified that fewer physical facilities like laboratories is the major issue towards the provision of quality education. In support to these findings, Njeru and Orodho (2003 cited in Aroni 2013) note that quality of education is influenced by sufficiency of physical resources like laboratories. Moreover, Mugambi (2015) reported that shortage of laboratories affects science subjects which combine both theory and practical lessons. In education institutions when focus is on quality as an intended goal, it is necessary to deal with presence of sufficient teaching and learning resources including laboratories, presence of strong and purposeful leaders and appropriate curricula.

Monitoring Students' Academic Performance

Table 1 revealed that 65.5 per cent of the respondents strongly agreed that monitoring students' academic performance is a challenge facing heads of schools. Similarly, 27.4 per cent of the respondents agreed to the same statement. Additionally, 4.8 per cent of the respondents were of the moderate view. However, 2.4 per cent of respondents disagreed to the statement. In this regard, it indicates that majority of teachers were of the view that monitor students' academic performance was a challenge to heads of schools for quality education. One head of school said:

It is a direct observable challenge to monitor students' academic performance. This is caused by high enrolments of students, but also, to some instances, there is no clear report from parents a situation that makes some of the learners not to concentrate with studies after they go home. Further to that even those who seem to perform poorly, teachers fear to cane them (HOS D, 2022).

The findings are in line with a study by UNESCO (2006) which shows that since caning was banned in schools, teachers feel powerless as they cannot cane students who refuse to do the assignments. Ogok (2011) argues that many head teachers experience a lot of challenges when monitoring students' academic performance, and those challenges directly interfere with the provision of quality education. The findings are also comparable to those of Phiri (2016) who says that in order to get rid of challenges, there should be teaching and learning materials, students' behaviour should be observed, and motivation to teaching and non-teaching staff need to be considered. Teachers should also guide students on the usage of laboratory equipment. All this will help learners to be active, hence leading to positive academic performance.

Organise indoor teachers' training

Table 1 reveals that 28.6 per cent of respondents strongly agreed that organizing indoor teachers' training was a challenge to the heads of schools, while 70.2 per cent of them agreed that there is a challenge of organizing indoor teachers' training. On the other hand, 1.2 per cent of respondent had moderate view. This implies that indoor teachers' trainings were rarely conducted.

The DSEO had this to say regarding indoor teachers' training:

We are trying our best to conduct indoor teachers' training according to the budget available, but the fund is still not enough, a situation that leads the school to remain with traditional teachers (DSEO, May 2022).

This is supported by Okuoko and Dwumah (2012) who found that teachers' training impacted positively on teachers' commitment and performance in the school. Also, Moradi and Shabbaz (2016) assert that teachers' training is vital to quality education. In Bukoba district, heads of school rarely organise indoor teachers' training. The challenges make teachers to perform not at the extent required to improve quality of education. Therefore, there is a need to organize school trainings to address managerial challenges and enhance quality education in public secondary schools.

4.2 Effects of Managerial Challenges on the Provision of Quality Education

The objective sought to find out effects of managerial challenges on the provision of quality education in public secondary schools. Teachers, heads of schools and the District Education Officer for secondary schools in Bukoba district were involved.

Table 2: Effects of Managerial Challenges (N=84)

| | | Key: 1-Strongly disagree 2- Disagree 3- Neutral 4- Agree 5- Strongly agree | | | | |
|---------|--|--|-----------|-----------|-----------|-----------|
| S/ N | Statement | 1 | 2 | 3 | 4 | 5 |
| | | F | F (%) | F (%) | F (%) | F (%) |
| 1 | Decrease quality of education | - | - | 19 (22.6) | 27 (32.2) | 38 (45.2) |
| 2 | Low morale of teachers | - | - | 10 (11.9) | 29 (34.5) | 45 (53.6) |
| 3 | Heavy workload | - | - | 18 (21.4) | 41 (48.8) | 25 (29.8) |
| 4 | Poor academic performance | - | 13 (15.5) | 19 (22.6) | 19 (22.6) | 33 (39.3) |
| 5 | Indiscipline cases among Students and teachers | - | 11 (13.1) | 13 (15.4) | 28 (33.3) | 32 (38.1) |
| 6 | Double solution/Confusion of order | - | 7 (8.3) | 16 (19.0) | 50 (59.5) | 11 (13.1) |

Source: Field Data, May 2022

4.4.1 Decrease of quality of education

Findings in Table 2 show that decrease of quality of education was the effects of managerial challenges facing heads of schools. It was found that 45.2 per cent of the teachers strongly agreed that there is decrease of quality of education in the surveyed public secondary schools. In the same seam 32.2 per cent of teachers agreed while 22.6 per cent were in

the neutral position. This implies that majority of respondents (67.4%) agreed that the decrease of quality of education was among the effects of managerial challenges facing heads of schools in fulfilling their roles. However, during interview, one of the heads of school said:

There is decrease of quality of education that is caused by several

managerial challenges like lack of library, laboratories as well as sufficient classes to accommodate all learners so that teaching and learning can be effectively done (HOS F, 2022).

With the above argument the researcher observed that there is a decrease of quality education as teaching and learning process is not done effectively. The results concur with Ochenge (2007) who noted that without teachers, education system cannot provide quality education. He emphasised that increased large classes interfere with quality education because teachers give fewer assignments, and this impacts negatively provision of quality education.

Low Morale of Teachers

Table 2 discloses that 53.6 per cent of teachers strongly agreed that low morale of teachers was an effect of managerial challenges while 34.5 per cent of them agreed that there is low morale of teachers which was an effect of managerial challenges. On the other hand, 11.9 per cent of teachers had neutral view. This implies that quality education was affected by low morale of teachers. One of the heads of schools had this to say regarding teachers' morale:

There is moderate motivation that is caused by lack of resources, especially monetary resources, a situation that makes the schools to fail to motivate teachers. The school has no budget for any teachers' training. This sometimes decreases morale of some teachers some (HOSG, 2022).

Also, the DSEO had the following views:

The district education office is closer to all teachers,

especially through their heads of schools in which we have been trying to encourage mentorship at school level. Other incentives to some teachers not to all are provided because of budget problems. We also process salary claims to the central government, but because of overlap of President's Office - Regional Administration and Local Government and Ministry of Education, Science and Technology, a lot of claims have not been responded to, a situation that lowers our teachers' morale (DSEO, 2022).

Also under the same argument, through observation, majority selected schools had less and insufficient teachers' houses, a situation that makes teachers to walk a long distance from home to their work station. This causes boredom hence decreasing their morale to work, therefore affecting the provision of quality secondary education. Moreover, most schools have few teachers' offices, a situation that forces teachers to lack comfortability of preparing their lesson plans and other extra curricula issues, hence decelerating their morale to work.

The findings are in line with a study by Otunga and Kindiki, (2008) which revealed that the implementation of structural Adjustment programmes (SAP) policies of 1990s by IMF and world Bank geared the government to cut down expenditure on education and other services and teachers' salaries were still lower hence affecting their teaching morale. Also, Wamba (2015) argues that teachers have low morale because they do not attend in-service workshops and seminars. Therefore, from the above findings in relation to other researchers view, teachers are to be given in-service training as well as raising their salaries to raise their morale to work, hence positive provision of quality education.

Heavy workload

Findings in Table 2 show that 29.8 per cent of the teachers strongly agreed that heavy workload was a challenge in provision of quality education due to inadequate teachers. Also, 48.8 per cent of teachers agreed that heavy workload had an effect to quality education, while 21.4 per cent of teachers remained neutral. Based on these findings, it can be concluded that quality education in surveyed public secondary schools was affected by the heavy workload assigned to the teachers. Also, during an interview with DESO and head of schools, it was proved that teachers were overloaded as follow:

Because of high enrolments of students, some teachers, especially those teaching English subject as well as science and mathematics have heavy teaching load, which forces them not to administer enough assignments, hence affecting the provision of quality education (HOS H, 2022).

The DSEO added that:

In the district, it is being observed that some teachers ask students to exchange exercise books and mark their assignments in class. Sometimes students are not given feedback, especially under-achievers are always left behind. Teachers fail to identify students' weakness because classes are overpopulated. Such issues in turn lead to incompleteness of syllabi. This affects provision of quality education in this district (DSEO, 2022).

The findings are in line with Ouma (2014) who indicated that delegating some managerial roles to teachers, can help school heads to perform better their managerial roles, hence reducing their managerial challenges and provide quality education in schools. From the above arguments given by two interviewees, the researcher found out that without proper teacher-student ratio, some teachers still face the problem of making proper preparation, and meeting individual student demands, a situation that affects the provision of quality education in public secondary schools.

Under the same argument, also there is connection from the study by Iwoi (2003) who argues that quality education was limited because 50 per cent of schoolteachers are overloaded. This situation makes some teachers to have classes beyond their official working hours, a situation that forces students to learn while hungry, hence lack of attention in the class.

Poor Academic Performance

Table 2 shows that 39.3 per cent of teachers strongly agreed that poor academic performance was one of the factors caused by managerial challenges and 15.3 per cent of teachers agreed that poor academic performance was the impact of managerial challenges. However, 22.6 per cent were neutral on poor academic performance to be an effect of managerial challenges. Not only that but also 15.5 per cent of teachers disagreed that poor academic performance was not an effect of managerial challenges facing heads of schools. Also, during an interview with head of schools, it was proved that teachers were overloaded:

The district has employed a lot of strategies like asking all schools to inaugurate academic camps for all classes expecting to sit for national examinations, remedial studies and other strategies, although the fund is too meagre to run the programme and the office of district education officer has no full autonomy to run all these issues (DSEO, 2022).

This concurs with the findings by Mosha (2006), who argued that, allocation of instructional materials has been unequally and insufficiently distributed. Students sit down while learning, and others lack scholarly materials like exercise books. All these lead to weak learning outcomes with poor performance in public secondary schools while the blames of failures on maintaining quality education remains on the shoulders of managers. From the above findings the researcher observed that there is less friendly teaching and learning environment in the selected schools and insufficient number of teachers compared to enrolled students hence leading to poor academic performance that proves no-existent of quality education.

Indiscipline Cases among Teachers and Students

Table 2 shows that 38.1 per cent of teachers strongly agreed that indiscipline cases among teachers and students affected managerial challenges facing heads of schools. On the other hand 33.3 per cent agreed, 15.4 per cent of teachers remain neutral and 13.1 per cent disagreed. Hence, it can be established that most of the respondents who participated in this study agreed that heads of schools face managerial challenges due to indiscipline cases to both students and teachers. This affects quality of education.

From an interview which was conducted to the heads of school and DSEO in relation to indiscipline cases, had these to share:

Until recently we are experiencing different unethical behaviours from teachers especially those who are less experienced in the field. For example, they are victimized to be involved in love affairs with students. On the other hand, students are seriously busy with phones, modern music, and less concentration on studies, a situation that hinders much the provision of quality

education at our school (HOS, H, 2022).

Also the interview done with the DSEO had the following arguments:

In the district, there has been indiscipline cases reported like teachers absenteeism, teachers love affairs with students, students fighting at schools, smoking cigarettes and other drug abuse, and we have been taking severe measures like opening charge sheets through the Teachers' Service Commission for teachers and giving suspensions to individual students. All these have affecting direct effect on provision of quality education (DSEO, 2022).

The findings concur with those of Indoshi (2003) who notes that induction of newly qualified teacher should be done accordingly to avoid behaviours that affect provision of quality education.

Double solution/Confusion of order

Table 2 pointed out that 13.1 per cent strongly agreed on double solution/confusion of order from different authorities. In the same regard 59.5 per cent of teachers agreed on the statement. However, 19.0 per cent of teachers were in a moderate view and 8.3 per cent of teachers disagreed. This implies that the majority of teachers were of the view that double solution/confusion of order from different authorities such as ward educational leaders, and DSEO was an effect to quality of education in public secondary schools. One of the head of school said:

In leading this school, sometimes it is very difficult

to implement some programmes. For example, as heads of schools, we are commanded to give lunch to learners, and students are to be given chairs and tables from their parents. This is according to the education act no 6 of 2015, but with fee free basic education, politicians are restricting parents not to give any contributions, so it becomes a challenge as there is no proper chain of command (HSO I, 2022).

sometimes he/she is required to obey orders of ward councillors against the order from the ministry. So this gives a severe overlap hence leading to some confusion of order (DSEO, 2022).

From the above findings, the researcher noted that the ministry of education has no full mandate to supervise schools, hence affecting provision of quality education. Therefore, it is advisable for the government to separate the ministry’s duties against PO - RALG so as to reduce double solutions against the same issues.

The DSEO said:

There is an overlap between the Ministry of Education, Science and Technology and Presidents’ Office - Regional Administration and Local Government, a situation that makes our schools to lack autonomy. But also even at the district level the owner of the school is DED [District Executive Director] but

Possible Measures to Curb Managerial Challenges Facing Heads of Schools in Provision of Quality Education

This objective aimed at giving the possible measures to curb managerial challenges facing heads of schools in provision of quality education. The study asked district secondary education officer, heads of school and secondary school teachers on what they think are possible measures to curb managerial challenges facing heads of schools in provision of quality education in public secondary schools. The results obtained are presented in Figure 1.

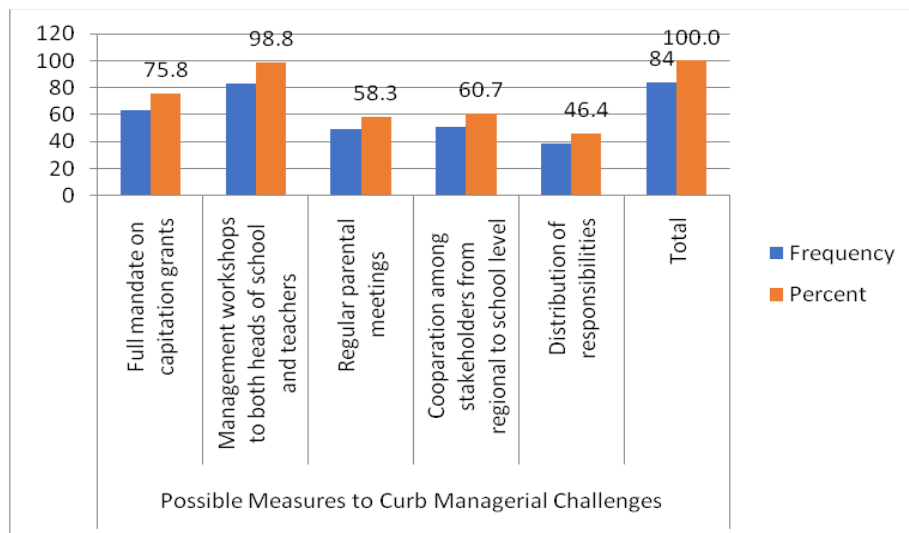


Figure 1: Possible measures to curb managerial challenges N=84

Source: Field Data, May 2022

Full Mandate on Capitation Grants

Figure 1 presents the findings on the way forward to curb managerial challenges facing heads of schools in provision of quality education in public secondary schools in Bukoba district. The findings show that 75.8 per cent of teachers involved in this study wanted full mandate on capitation grants to be given to heads of schools instead of getting guidelines from the central government. Sometimes the school could have another priority on improving quality of education in their schools but heads of schools do not have mandate to transfer the fund given. Hence, this decreases quality of education. Therefore, during the interview, District Education Officer was quoted saying:

There is a great need for the government to allow the school to have full autonomy over capitation grants. This will help the individual schools to meet their needs. School's challenges are not homogeneous, but directives of using capitation grants are homogeneous. This makes some heads of schools to keep complaining about a lot of uncertainties they face (DSEO, May 2022).

Also, the interview conducted with head of school A, indicated:

We are more likely to solve some challenges facing the management in case we are given full mandate on controlling the given capitation grants. After the school has set its budget, how to implement it is also to be left in the hands of the school, because the central government may not clearly know challenges of each school all over the country (Head of school A, May 2022).

From the findings above, the researcher observed the paramount need of schools to be given full mandate on capitation grants, so that if the school management wants to buy books instead of chemicals a school should be free to do so. If they

want some money to hire part time teachers who may help in teaching so as to provide quality education, the head of school should have that mandae. The findings concur with Mbawala (2017) who revealed that many changes were observed in many areas because education stakeholders such as parents or guardians and communities seem to be given high priorities in monitoring the disbursed financial resources for carrying out of Fee-free Basic Education (FFBE). However, Mestry's (2006) viewed that, controlling of school capitation grants is a vital part of effective school head. In that way, it is important for heads of schools to be trained to deal with financial issues and to have full mandate to spend the money according to the need of the school.

Management Workshops to both Head of Schools and Teachers

Also, Figure 1 indicates that 98.8 per cent of teachers suggested that in order to ensure provision of quality education in public secondary schools, there is a need of conducting regular management workshops to both heads of schools and teachers. The DSEO had this to say:

There have been some challenges of conducting workshops to both heads of schools and teachers, although in this district we tried to make it to some teachers especially those who attended big results new seminars (BRN) on English, Kiswahili, Biology and Mathematics. Moreover, it was done to head teachers and a few teachers on base line, aiming at recruiting those joining form one, and we further propose more budget for this from the central government because we believe once we are given sufficient budget, we will be able to conduct management workshops to both heads of schools and teachers. This will help them to get new knowledge that will also contribute to provision quality education (DSEO, May 2022).

The findings entail that management workshops for heads of schools and teachers is crucial for creating professional competence and techniques. Also, it develops active individuals to participate in different matters in school and thus to empower them to participate actively in improving quality of education. These findings concur with the study by Mhagama (2020) which revealed that Big Results Now (BRN) initiative in Tanzania was less achieved in public secondary schools because training/workshops to head of schools and teachers who were the chief implementers were not enough. Hence, the goals of increasing pass rates to 60,70 and 80 percent in 2013, 2014 and 2015 respectively were less achieved. Therefore, heads of schools face some managerial challenges due to limited managerial skills. The findings also are supported by Metry and Govindasamy (2014) who argue that it is fundamental that heads of schools be prepared and equipped with managerial skills that will enable them to be responsible in fulfilling their duties for quality education.

Regular Parental Meetings

Teachers were asked which strategy could be used to minimize managerial challenges facing heads of schools when fulfilling their roles in improving quality of education. Findings in Figure 1 show that 58.3 per cent of teachers suggested that there is a need of conducting parental meetings which will help heads of schools to get some ideas from the parents on how to improve quality of education in schools. This means that heads of secondary schools in Bukoba district do not conduct regular parental meetings in their schools. One of the heads of schools said:

At school level, we have head teachers' guidebooks, in which we normally almost have four to five meetings with parents in a year, and during these meetings not all parents normally attend. So, it creates clear rapport between the school and parents to get to know some challenge like furniture and academic improvement of their children. They can also know overcrowded class in case we have regular parental meetings, and this

will help in increasing awareness of public participation (Head of school A, May 2022).

This implies that for effective quality education of any student, parents/guardians should be included in the students' achievement. Parents' involvement will help them for close supervision of their children on academic issues and will cooperate with teachers in maintaining good discipline. This concurs with Abdullah (2009) who argues that parents are to be regularly consulted about the development of their schools and their children. This will encourage the morale of philanthropy but also raise awareness to some parents hence resulting into desirable public participation towards school development, hence quality education achievement.

Cooperation among Stakeholders from Region to School level

Figure 1 show that 60.7 per cent of the teachers mentioned the presence of cooperation among teachers and heads of school to the solution to managerial challenges facing heads of schools. Findings indicate that in surveyed public secondary schools in Bukoba district, there is less cooperation between heads of school and teachers. During interview, head of school G suggested:

At this school, the surrounding community somehow shows cooperation, although it is not as it is required. For example, majority of parents do not co-operate in providing chairs to students, but also, in this district and region at large, there are so many agencies which could help the management to tackle some challenges like constricting classrooms, providing desks, and many other school needs, although majority of agencies and stakeholders fail to show up to solve the challenges (HOS G, May 2022).

However, during the interview the DSEO had these to share on cooperation among stakeholders from region to school level:

From the district we normally propose to the regional, a lot of fund-raising proposals have been written, a lot of harambee also have been done, aiming at making stakeholders from different angles participate in school development to provide quality education. Although it has been clear still there is no good rapport among these partners with the schools although not all schools. So we have started to work on it and we believe this will solve a lot of challenges towards the provision of quality education (DSE, May 2022).

The findings show that some of school heads faced some managerial challenges in fulfilling their roles in improving quality of education in public secondary schools due to the lack of cooperation among the stakeholders from region to school level. This is supported by Mestry and Govindasamy (2014) who viewed that collaboration is an important strategy for improving quality of education. Also, the findings concur with Haryanto (2020) who found that there is significant relationship between cooperation among education stakeholders and quality education in secondary schools. Likewise, Kiumi, Chemnjor, and Macharia (2014) identified that autocratic heads of schools may nature an exclusive cooperation and do not have human relation skills in the provision of quality education. Therefore, school heads need to adopt contingency theory which identifies organization as an open system with sub-units which needs to cooperate to reach intended objectives. So, heads of school in Bukoba district should cooperate with all stakeholders from school to regional level in improving quality of education.

Distribution of Responsibilities

Figure 1 indicates that 46.4 per cent of teachers suggested that in order to ensure provision of quality education in public secondary schools, there is a need of having proper distribution of responsibilities to teachers. The distribution of tasks to teachers should base on knowledge, abilities, and commitment. The head of school should conduct close supervision to those being assigned some

responsibilities. This will reduce managerial challenges to heads of schools. During the interview, head of school had this to share:

To make the headmaster's office work, there must be hierarchy that will help the management perform its duties accordingly. At this school, we have deputy head with his/her duties, head of departments with their duties, and teachers with their duties. In general, we are distributing duties according to code of conduct, and this has been helping to supervise and monitor the whole processes of providing education at this school (Head of school C, May 2022).

The findings concur with Otunga et al. (2022) who argue that, to run the school, there must be a timetabling chart that also indicates the responsibilities of every individual. Also, Saleem, Aslam, Yin, and Rao (2020) show that school heads prefer doing all the managerial roles by themselves then involving teachers to participate. In addition to that, Onyango and Tangi (2020) argue that school heads have powerful forces that normally control the school system in which different committees distribute duties that in turn help completion of the syllabus hence leading to provision of quality education. The researcher also, noted that heads of schools need to be trained on the useful practice of participative management function to be productive and hence to improve quality of education.

5. Conclusion and Recommendations

5.1 Conclusions

In view of the foregoing findings, it is concluded that head of schools face managerial challenges such as overwhelming by managerial responsibilities, inadequate instructional learning materials, teacher-students ratio exceed 40 students and shortage of laboratories. On the effects of managerial challenges facing heads of schools on fulfilling their roles on provision of quality education, it was discovered that there were decrease of quality of education, low morale of teachers, heavy workload to both teachers and heads of schools and also it leads to poor

academic performance during form four national examinations. Hence, possible measures such as head of schools should be given full mandate on the utilization of capitation grants, management workshops should be conducted to both heads of schools and teachers and there is a need of organizing regular parental meetings to curb managerial challenges facing head of schools on provision of quality education in public secondary schools in Bukoba district.

5.2 Recommendations

The study came up with the following recommendations

1. Ministry of Education, Science and Technology should establish capacity building training to heads of schools to ensure quality education in their schools.
2. Also, heads of schools should be given light load of teaching so that they can spend more time in managing their schools for academic achievements.
3. Moreover, the ministry should give orientation about management skills and the role expected from school heads and appointment should be by qualification, experience and must be based on their performance.
4. Furthermore, heads of schools should delegate some responsibilities to the teachers to avoid being overwhelmed by responsibilities. They should be overall in-charge and not performing every activity in schools.

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