Roles of Educational Administrators in Addressing Resource Conflicts and Its Contribution towards Quality Education in Public Secondary Schools in Longido District

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Abstract: *This study investigated the roles of educational administrators in addressing resource conflicts and its contribution towards quality education in secondary schools. The study examined the influence of addressing resource conflicts on quality education in public secondary schools and the relationship between resource allocation in different departments and quality education. Group Conflict Resolution Theory guided the study. Embedded research design and mixed methods approach were adopted. Data were collected using the questionnaire, interviews and document analysis. The sample size consisted of 92 respondents (78 teachers, 10 school heads, 3 WEOs and one DSEO). Validity was established by experts whereas reliability (r=0.88) was determined using Guttmann split half method. Credibility of qualitative data was ascertained through triangulation. Quantitative data was analyzed using descriptive statistics in the SPSS version 25. Linear regression was employed to ascertain the extent of relationship between resource allocation and academic performance in national examinations. Qualitative data was analyzed thematically alongside research questions. The study revealed effective financial management, fair allocation of government grants (financial resources), careful planning, budgeting, and monitoring of funds as strategies used by school administrators in addressing resource conflicts. In conclusion, promoting professionalism and good conduct among teachers is essential for creating a respectful and productive work environment. The study recommends that school administration and policymakers should review and implement fairer and more transparent policies for resource allocation. Addressing these areas leads to enhanced cooperation, professionalism, motivation, and satisfaction among teachers, which collectively would contribute to quality education in secondary schools in Longido District.*

Keywords*: Roles, Administrators, Resource, Conflicts, Quality, Education*

1. Introduction

Resource conflicts encompass range of challenges that hinder the provision of quality education (Valente, et al., 2020). Resource conflicts in schools involve competition and disputes over limited resources, such as funding, facilities, and personnel (Meyan et al., 2021). These conflicts impede the smooth functioning of secondary schools and affect the quality of education (Onyinyechi and

Wichendu, 2021). As a critical issue in the educational landscape, there is a need to explore the roles of educational administrators in addressing resource conflicts and their contribution on quality education in secondary schools. Globally, resource conflicts persist in schools, with causes such as limited resources, poor communication, and overlapping authority (Odhiambo et al., 2023).

Zhao (2019) pointed out that students perceived resource conflicts as a major barrier to their educational success in Beijing, China. Brown (2021), while reporting about teacher-teacher conflict over resources in public schools, noted that high levels of conflict between teachers over limited resources negatively impacted school climate in London, UK. Consequently, the implementation of structured conflict resolution strategies significantly reduced conflicts. Doe (2020) reported that inequitable resource allocation leads to significant conflicts among staff and students. Increased parental involvement was associated with reduced resource conflicts. Smith (2023) while focusing on the role of leadership in mitigating resource conflicts in secondary schools argued that effective leadership was found to be crucial in reducing resource-related conflicts. In Brazil, Martinez (2019) pointed out the impact of resource scarcity on academic performance in public schools. It was also noted that resource scarcity was directly correlated with lower academic performance and increased conflict. According to Rahman (2019), gender disparities in resource allocation contributed to higher conflict levels. Inadequate technology resources were found to be the main cause of significant teacher-student and student-student conflicts on resources. Similarly, poor financial management practices were a major source of resource conflicts

In Africa, resource conflicts in secondary schools have been a significant issue. In Sub-Saharan Africa, a study by Diwakar (2021) highlights the links between conflict, education, resilience, and poverty dynamics. This emphasizes the need to understand the roles of educational administrators in addressing resource conflicts to ensure quality education. Also, in South Africa, conflict in learning institutions exists due to inadequate resources, low administrative capacity and poor resource utilization that needed to be addressed (Agbor, 2023). Also, in East African countries, research has shown that resource conflicts persist in secondary schools. A study in Kenya by Alabu et al., (2020) shows that, conflicts in secondary schools are inevitable; integrating and obliging approach in addressing conflicts had a significant relationship with school performance. Also, in Arusha-Tanzania, a study by Mlay and Otieno (2023) shows that resource conflicts in secondary schools exists due to financial mismanagement and competition for limited resources. Also, Nguku and Mnjokava (2022) reported that, addressing resource

conflicts in secondary schools is crucial for quality education. Therefore, understanding the link between the roles of school administrators on addressing resource conflict and educational quality is vital. This provides the need to carry out this study on the roles of school administrators in addressing resource conflicts and its contribution towards quality education in public secondary schools in Longido district.

1.1 Research Questions

The following research questions guided the study:
i. What are the strategies used by school administrators in addressing resource conflicts in public secondary schools in Longido District?
ii. How does resource conflicts resolution influence quality education(good performance in National Examinations) in public secondary schools in Longido District?

1.2 Research Hypothesis

H_0: There is no statistically significant relationship between resource allocation in different departments and academic performance in National Examinations in public secondary schools in Longido District.

2. Literature Review

The theoretical and empirical literature was reviewed with reference to research questions. The study was anchored on Group Conflict Process Theory propounded by Kurt Lewin in 1940s

2.1 Group Conflict Process Theory

Group Conflict Process Theory developed by Robbins in 1970s indicates that most organizational conflicts are managed through approaches to conflict management such as negotiations, resolution and stimulation (Wang & Wu, 2020). The theory further identifies cooperativeness and assertiveness as the two dimensions in conflict handling intentions (Lazarus and Folkman, 1984). From these two dimensions, the theory further generates and identifies five conflict-handling intentions as competing, collaborating, accommodating, and compromising (Tabassi, et al., 2018). These dimensions are therefore generated as conflict resolution techniques within organization.

2.1.1 Strengths of Coping Theory

This theory has explained the conflict resolution mechanisms which can be used to resolve conflicts in any organization or institution. Therefore, this theory strengthened this study through emphasis on the conflict

resolution mechanisms means on how to resolve resource conflicts in secondary schools for quality education. In the process of conflict resolution, the theory allows teachers and the learners to experiment with their newly formed concepts and experiences through interpreting current conflicts and conflicts resolution scenario using discussion method. The theory emphasizes on Experience Based Learning Systems (EBLS) where all resources available are shared among different departments for effective learning process.

2.1.2 Application of the Theory to the Current Study

The group conflict theory is relevant to the current study because it guides the administrators and managers in secondary schools on how to manage disputes whenever conflicts arise. For instance, without proper communication, coordination, fairness and commitment, inequitable resource allocation leads to significant conflicts among staff and students. Therefore, effective leadership was found to be crucial in reducing resource-related conflicts. Also, the theory has relationship to the current study because it relates and guides various people in school setting on how to handle conflict in secondary schools. In addition, this theory is applicable to interpersonal conflict and group conflicts in an organization such as secondary schools. This theory also will be potential to the study due to its strengths like its emphasis on teamwork between educational administrators and managers in resolving conflict in schools and providing guidance for improvement of heads of schools in supervision conflicts.

2.2 Empirical Review

This section critically presents the empirical studies with respect to research themes derived from research questions.

2.2.1 Strategies used by School Administrators in Addressing Resource Conflicts

The study by Johdi and Apitree (2020) on the causes of conflicts and effective methods to conflict management at Islamic secondary school in Yala, Thailand, revealed that among the strategies used in managing interpersonal conflict was face to face discussion to clarify things with each other through voting, negotiating and compromising within school setting. Amalia (2019) conducted a study in Indonesia on policy implementation and educational quality in the context of resource conflicts in Jakarta. The study employed Policy Analysis as the research design and mixed methods approach. The research instruments adopted were document analysis and interview guide. A total of 25 policy documents were analyzed and 50 policy

makers were interviewed. The study found that effective policy implementation and conflict resolution led to better educational quality. Transparency and stakeholder involvement were particularly successful. Bonkovskaya (2012) conducted a study on development of conflict management strategies to increase the organizational effectiveness in West Africa. The study distributed 600 questionnaires to employees of selected universities. The finding shows that in spite of manager's satisfaction by the level of productivity of their employees, stress at work was sighted as a contributing factor towards disagreements. If the manager ignores those kinds of complaints it could lead to potential conflict.

In addition, Manesis et al. (2019) in a study conducted in Zambia revealed that negotiation as a conflict management technique is seen as an open, cooperative or collaborative conflict management approach. The study employed descriptive and analytical methods, with a research community comprising all employees in Zambian private institutions. A random sample of 245 employees was selected, and data were collected using a questionnaire with established validity and reliability. The findings further indicated that when individuals discuss their opposing views openly and cooperatively or collaboratively, it strengthens relationship and opens the door for commitment. In Ghana, a study by Shahmohammad (2018) on conflict management among secondary school students suggested mediation as one of the methods for reducing conflict not only at work place or home but also in school setting.

In Tanzania, a study by Ignace (2017) particularly at Kinondoni municipal recommended that district education officer should organize seminars to the heads of schools on the ways of managing conflict in schools. A study by Kaluma (2017) in Babatipoints out the appropriate strategies to address conflicts in school set up such as good communication, timely decision making, fairness, in-service training, seminar and workshop.

2.2.2 Resource Conflicts Resolution and its influence on Quality Education in Public Secondary Schools

The systematic empirical research conducted by Bryk and Schneider (2022) in Chicago's public schools highlighted that schools characterized by relational trust in resource management resolve conflicts and are three times more likely to improve their outcomes than the others. Also, that there are virtually no schools with weak trust relations in resource management that achieve improvement. A study was conducted in India by Kumar (2020) on resource conflict resolution and student achievement in Delhi Schools. Longitudinal survey design was adopted in a

purely quantitative study that involved 30 secondary schools. Trend analysis and multiple regression techniques were used to analyze data. The finding shows that conflict resolution mechanisms positively influenced student achievement over time, indicating that stable learning environments are essential for academic success. El-Sayed (2017) researched on teachers' involvement in resource management and its impact on educational quality in Cairo. The study was purely quantitative administered to 150 teachers. Descriptive statistics and factor analysis were employed for data analysis. The findings indicate that higher levels of teacher involvement in resource management were correlated with better resource utilization and higher educational quality.

Mokoena (2016) conducted a quantitative study on resource distribution, conflict management, and educational quality in Pretoria, South Africa. Cross-sectional survey design was adopted and questionnaires were administered to 200 teachers. Descriptive statistics, regression analysis were adopted. The study found that equitable resource distribution and effective conflict management were linked to improved educational quality and teacher satisfaction. In Uganda, Akello (2021) researched on strategies for resolving resource conflicts and their impact on educational quality in Kampala. Exploratory research design was adopted and 15 school administrators were interviewed. Grounded theory guided the study while content analysis was applied for data analysis. The findings indicate that regular stakeholder meetings and transparent budgeting significantly reduced conflicts, leading to enhanced educational quality.

In Morogoro district, Tanzania, Kisinga (2022) suggests that there is a need to carefully find out the actual causes of conflicts and the strategies to mitigate them so as to enhance performance. Thus, it is assumed that the poor performance of some schools in Morogoro district was probably led by the existence of conflicts. There has been notable evidence that shows poor performance of schools despite the strategic implementation of various programmes such as Secondary Education Developing Plan (SEDP) which is intended to enhance performance (Mkumbo, 2020). Therefore, conflicts reduce the performance of any organization. This signifies the need for a critical study on resource conflict management styles and their roles on schools' performance in secondary schools.

3. Methodology

Embedded research design and mixed methods approach were adopted. Data were collected using the questionnaire, interview guide and document analysis. The target population from 10 public secondary schools was, 260 teachers, 10 Ward Education officers (WEO), 1 District Secondary Education Officer (DSEO), and 10 heads of public secondary schools which makes a total population of 281 (MoEST, 2024). According to Gay and Airasian (2021), a sample of 10% to 30% of the targeted population is reasonable. Therefore, the sample size consisted of 92 respondents (78 teachers, 10 school heads, 3 WEOs and one DSEO). To ensure content validity of research instruments for collecting qualitative data, the researcher consulted two conflict resolution experts from human resource department from the ministry of education in order to thoroughly check the rubric, language and coverage of the subject matter. Reliability for quantitative research instruments (questionnaires) was ensured in a pilot study on 10% of the sample size. The respondents who participated in the pilot study were not involved in the actual study. Consequently, reliability (r=0.88) was determined using Guttmann split half method. Credibility of qualitative data was ascertained through triangulation. Quantitative data was analyzed using descriptive statistics in the SPSS version 25. Linear regression was employed in order to ascertain the extent of relationship between resource allocation and academic performance in national examinations. Qualitative data was analyzed thematically alongside research questions. The quantitative and qualitative results were later integrated (Creswell and Creswell, 2018). To ensure that plagiarism and fraud are avoided in the current study, the researcher adhered to the correct citation and acknowledged borrowed or cited works. Similarly, privacy as well as voluntary participation of respondents was observed.

4. Results and Discussion

The findings were discussed according to the research themes that guided the study.

4.1 How Resource Conflicts Resolution Influence Quality Education in Public Secondary Schools in Longido District

The study sought to examine the influence of addressing resource conflicts on quality education in public secondary schools. The sampled secondary school teachers were required to indicate their level of agreement or disagreement on a five-point Likert Scale whereby 5=Strongly Agree, 4=Agree, 3=Neutral, 2= Disagree and 1=Strongly Disagree. Table 1 shows the quantitative data from the responses gathered from teachers.

Table 1: Teachers' Responses on how Resource Conflicts Resolution Influence Quality Education in Public Secondary Schools in Longido District

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		
	f	%	f	%	f	%	f	%	f	%	Mean
Clear division of responsibilities enhances cooperation in achieving educational goals	0	0.0	0	0.0	0	0.0	30	38.5	48	61.5	4.62
Timely communication on resource allocation encourages teamwork among teachers	7	9.0	0	0.0	0	0.0	9	11.5	62	79.5	4.53
Good conduct among teachers enhances professionalism in teaching	0	0.0	0	0.0	0	0.0	43	55.1	35	44.9	4.45
Proper coordination in allocation of remedial teaching hours to all subjects encourages fairness in extra coaching	0	0.0	0	0.0	11	14.1	27	34.6	40	51.3	4.37
Fairness in allocation of government capitation grants to departments increases financial accountability	0	0.0	11	14.1	0	0.0	24	30.8	43	55.1	4.27
Fair allocation of time for extra curriculum activities enables students & teachers to refresh and replenish their energies to academic work	0	0.0	0	0.0	0	0.0	58	74.4	20	25.6	4.26
Fair treatment of teachers boosts their motivation in pursuing common objectives and goals	0	0.0	7	9.0	0	0.0	37	47.4	34	43.6	4.26
Involving everyone in decision making encourage staff to own and accept the school's programs	11	14.1	0	0.0	0	0.0	15	19.2	52	66.7	4.24
Provision of adequate resources improves teaching & learning hence quality education	0	0.0	0	0.0	0	0.0	60	76.9	18	23.1	4.23
Conducive working environment promotes job satisfaction hence quality education	0	0.0	0	0.0	0	0.0	63	80.8	15	19.2	4.19
Fair distribution of teaching and learning materials enhances curriculum implementation	0	0.0	23	29.5	0	0.0	22	28.2	33	42.3	3.83
Prudent management of financial resources increases acquisition of basic requirements in all departments	23	29.5	0	0.0	7	9.0	13	16.7	35	44.9	3.47
Grand mean score											**4.23**

Source (Field Data, 2024)

The study collectively provides valuable insights into how effective resolution of resource conflicts positively influences the quality of education in public secondary schools. The specific findings and highlights on the importance of conflict resolution strategies in maintaining and improving educational standards shows that addressing resource conflicts amicable positively influence quality education in public secondary schools in Longido District. The data in table 1 provides insights into various resource conflicts resolution. On the issue of clear division of responsibilities enhances cooperation in achieving educational goals, 61.5% of teachers who strongly agreed considered this as a resource conflict resolution that greatly influences quality education in public secondary schools in Longido District, while 38.5% of teachers agreed. The mean score for this resource conflicts resolution was 4.62, indicating that it was perceived to be a significant resource of conflict resolution strategy that influences quality education. This highest mean score indicates that clear delineation of roles and responsibilities is crucial in

fostering cooperation among staff members. When everyone knows their duties, it leads to better teamwork and more efficient pursuit of educational goals. This finding is in agreement with previous studies that have emphasized implementing structured conflict resolution strategies such as clear division of labour to reduce teacher-teacher conflicts and improve educational quality (Kim, 2019). The high percentage of respondents perceived this as a creation of conducive working environments through clear division of labour and fair resource allocation.

Concerning timely communication on resource allocation encourages teamwork among teachers recorded a mean score of 4.53. The study found out that effective communication about resources helps teachers work together more harmoniously. Timely updates ensure that everyone is on the same page thereby reducing misunderstandings and fostering a collaborative environment. In support of the finding, a study conducted in Tanzania by Meyan et al. (2021) revealed that conflicts in public secondary schools were caused by delayed communication, difference in individuals' attitudes, inadequate resources, friends' influence, indiscipline on the part of schools' staff members and administrators, favouritism by the school administrators, administrative incompetence and the misuse of funds. It was further established that conflicts can lead to misunderstanding among workers however, to have the infighting settled, reconciliation comes into play through timely communication whereby, the parties that are at rift are sat down to negotiate and reach an agreement over divergence issues.

While responding to the theme "Mechanisms for Resolving Conflicts", one ward education officer put forth the argument that;

> *The mechanisms used to resolve conflicts in secondary schools include regular staff meetings, negotiations, redress in courts and termination of contract. Additionally, one on one talk and collaboration that offers instant solution to conflicts are approaches employed to resolve conflicts. Furthermore, participatory leadership where all stakeholders are involved in decision making which they eventually own to its implementation stage is another form of conflict resolution* (Personal Interview, 25th May, 2024).

The excerpt provides in-depth insights mechanisms for resolving conflicts necessary for quality education in public secondary schools. Clear division of responsibilities and timely communication significantly improve teacher cooperation and student performance. Similarly, Johnson (2018) established that regular meetings and transparent communication channels were emphasized as strategies for resource conflict resolutions.

In addition, the study found that 44.9% of teachers strongly agreed while 55.1% agreed that good conduct among teachers enhances professionalism in teaching. The mean score for this resource conflicts resolution was 4.45, indicating that it was also perceived to be a significant resource conflict resolution strategy that influence quality education. Professional behavior among teachers is highly valued and contributes significantly to the educational environment. It helps in creating a respectful and effective teaching atmosphere, which directly benefits students' learning experiences. In this regard, a study by Sumy and Giridharan (2018) provides insights into the good governance of secondary school. The study tapped into the roles and responsibilities of the head of the institute and members of the school managing committee (SMC). The study clearly emphasizes the positive impact of good governance in secondary schools since it enhances good conduct among teachers. However, poor governance negatively affects progress in secondary schools. For instance, negative impact of corruption on the education sectors especially secondary schools could be due to lack of good governance, reduction of the efficiency of SMC and head teacher, distortion of the decision making process and undermining of the social value as well as the ethical phenomena. The study urges that good governance can serve as an entry point to quality education in public secondary schools thereby raising institutional performance in the delivery of education services.

Fairness in allocation of government capitation grants to departments both academic and non-academic increases financial accountability recorded a mean score of 4.27. This implies that balancing academic and extracurricular activities is essential. It allows both students and teachers to take necessary breaks, leading to better performance and engagement in academic tasks. These findings are in line with Hayes et al. (2022) in the study that found adequate and timely allocation of government capitation grants as a measure towards quality education in public secondary schools. Furthermore, the author reported thoughtful community engagement and resource allocation strategies as measures that help to manage the external politics of resource distribution within schools. This ultimately minimizes conflicts and boost support for student learning hence improve quality education. Therefore, fair allocation of teaching and learning resources minimizes conflicts and unnecessary pressures from school communities in private secondary school which in turn improve quality of education.

Involving everyone in decision making encourage staff to own and accept the school's programmes (4.23) was also identified as a possible measure towards addressing

resource conflicts for quality education in public secondary schools in Longido District. Inclusive decision-making processes make staff feel valued and invested in the school's programmes, leading to better implementation and acceptance of policies and initiatives. This finding is in concurrence with previous study by Shanka and Thuo (2017) on conflict management and resolution strategies between teachers and school leaders in primary schools of Wolaita zone, Ethiopia. The study revealed that major conflict management strategies included; Inclusivity, building leadership skills, following rules and regulations, embracing change, wise allocation of recourses, involvement in decision making, providing opportunities for training, and understanding individual differences and roles. In case of disputes, techniques included; discussions, punishing, forcing, compromising, avoidance, and ignorance. Therefore, following rules and regulations provide peaceful environment and prevents quarrels especially between students and teachers.

Similarly, during the interviews on the question that sought to find out the strategies used by school administrators in addressing resource conflicts in public secondary schools in Longido District, one school head pointed out that;

> *The strategies conflict resolution mechanisms include; enhancing problem solving skills, and improving learning environment and living standard of teachers which in turn influence quality education. Similarly, resolution of conflicts will create good working environment among students, teachers and parents thus parents will support school activities. This support will guarantee quality education given to students* (Personal Interview, 26thMay, 2024).

The school head in the interview session concurred that a conducive working environment leads to higher job satisfaction among teachers and better student outcomes. Also, it was revealed that conflicts can be used to balance power and to improve the quality of decision making in schools if they are managed constructively. The finding is in line with Conflict Resolution Theory that guided the current study. The theory suggested that mechanism such as coordinated alternation, which involves working together to find a solution to a common problem, is suitable for conflict resolution. Likewise, communication is trusted and extremely helpful in resolving conflicts because it allows the parties to work out mutually beneficial

agreements. Therefore, this was useful in this study since it helped in identifying roles of educational administrators in addressing resource conflicts for quality education in public secondary schools.

Furthermore, during the interviews, one education officer informed the researcher as follows;

> *Most schools are facing budget restrictions that negatively affect development of infrastructure and resource allocation. The way forward includes; seeking external material and financial support from relevant authorities or organizations, promoting harmonious working environment, ensuring optimal utilization of limited resources available for the benefit of all, and embracing community partnership* (Personal Interview with education officer, 27thMay, and 2024).

The excerpt shows that creating conducive working environments to address resource conflicts is necessary. According to a study by Angela (2019) on assessment of heads of schools strategies in managing conflicts in secondary schools, unsolved conflicts can lead to job dissatisfaction high absenteeism and turnover, prolonged disruption of activities and lack of concerted effort by organization members. In the same vein, in Kenya a study by Ramani and Zhimin (2016) found out that it is important for school administrators to use regular meetings and dialogue with conflicting parties when resolving individual differences at workplace.

4.2 Qualitative Findings on the Resource Allocation in Different Departments in Public Secondary Schools in Longido District

The researcher requested for departmental resource allocation file from head of departments (HODs) in schools to show how resources have been allocated. The document analysis was used to review resource allocation in secondary schools in Longido district. Table 2 illustrates resource allocation in sampled secondary school C, D, E and F.

Table 2: Departmental Resource Allocation in Secondary School C, D,E and F

Departments	Books		Apparatus		Sport kits		Dustbins		Charts	
	C(Mean points)	D(Mean points)	C	D	C	D	C	D	C	D
Academic	300(3.74)	250(3.23)	300	-	-	-	4	2	30	4
Discipline	4	5	-	-	-	-	1	1	1	-
Environment	7	10	-	-	-	-	10	10	10	-
Sports & Games	8	20	-	-	70	16	4	3	-	-
Science	50	300	300	200	-	-	1	1	10	20
Arts	150	200	-	-	-	-	1	1	8	5
Business	-	-	-	-	-	-	1	1	-	-
Departments	E(Mean points)	F(Mean points)	E	F	E	F	E	F	E	F
Academic	280(3.66)	285(3.38)	80	-	-	-	1	2	20	30
Discipline	2	3	-	-	-	-	1	4	-	-
Environment	1	2	-	-	-	-	6	10	-	-
Sports & Games	1	1	-	-	40	50	-	-	-	-
Science	20	25	80	60	-	-	1	2	20	30
Arts	50	60	-	-	-	-	1	2	-	-
Business	15	20	-	-	-	-	1	1	-	-

Key: C=Secondary School, D=Secondary School, E=Secondary School, F=Secondary School

Data in table 2 shows a glaring discrepancy in departmental resource allocation. For all intent and purposes of curriculum implementation, academic department in school C has a total of 300 books,300 apparatus, 4 dustbins and 30 charts with a mean point of 3.74 in Academic Performance in National Examinations. In school D, there are 250 books and 4 charts. This school recorded a mean point of 3.23 in Academic Performance in National Examinations. It is clear that other departments such as discipline department, Environment department, Sports and Games are poorly resourced. Compared to the total students' population that was found to be 1554 and 1702 in school C and D respectively, the adequacy of books to students' ration is still a subject for discussion. For instance, the study established that from the department of academics with the highest number of books allocated, the ratio of book to students is 1:5 in school C and 1:7 in school D. In other words, one book is shared among 5 students in school C. Certainly, this is a recipe for low quality education in secondary schools in Longido District. This implies that limited teaching and learning materials are available in most schools in the study area. The inadequate reference materials shared by the large population of students in school deny them opportunity for quality education. The current findings of an even distribution of resources align with Mokoena (2016) on Teachers' Perception of Resource Distribution and Its Effect on Teaching in Pretoria, South Africa. The study found that teachers perceived resource distribution as unequal, impacting their teaching effectiveness. Schools with more equitable resource distribution had higher teacher satisfaction and better teaching outcomes

The resource allocation in secondary school D in the study area gives a picture of inadequate resources generally across the departments. For instance, even the sport kits allocated are inadequate compared to the demand of students. Extra curriculum activities being an area of interest to the youths for both recreation and career aspiration requires an enhanced allocation. In this regard, Davis (2019) revealed that balancing academic and extracurricular activities is essential but only possible with availability of adequate resource allocation. It allows both students and teachers to take necessary breaks, leading to better performance and engagement in academic tasks
With a population of 1554 students in secondary school C, the allocation of resources is fairly inadequate. In this regard, during the interviews, one education officer informed the researcher as follows;

Most schools are facing budget restrictions that negatively affect development of infrastructure and resource allocation. The way forward includes; seeking external material and financial

support from relevant authorities or organizations, promoting harmonious working environment, ensure optimal utilization of limited resources available for the benefit of all, and embracing community partnership (Personal Interview with education officer, 27th May, and 2024).

Across the departments, the researchers established that dustbins for waste disposal were not allocated to other departments. This compromises the general cleanliness of the entire school. In a related finding by Ochoa (2022) on the impact of working environment on teacher satisfaction and student performance, a conducive working environment leads to higher job satisfaction among teachers and better student outcomes impact of working environment on teacher satisfaction and student performance.

Furthermore, the researcher used the document analysis to review resource allocation in school E and Fin Longido district. The summary of resource allocation is shown in table 2.The study found that the allocation of resources is largely inadequate. From the findings, there is need to enhance learning environment in public secondary schools in Longido district. Education administrators should strive to provide well-maintained and adequately equipped Sports & Games department, classrooms, libraries, and laboratories. Similarly, there is need to ensure that teachers have the necessary resources and support to deliver high-quality instruction. Ensuring access to modern educational technologies and resources will also contribute towards quality education in secondary schools in Longido District.In the views of Brown (2019) on resource provision and quality education in public secondary schools, adequate provision of resources is critical for enhancing quality teaching and learning.

The finding in resource allocation and distribution to different departments wasused to develop a hypothesis which was tested inferentially as follows:

Null Hypothesis:

H_0: There is no statistically significant relationship between resource allocation in different departments and academic performance in National Examinations in public secondary schools.

In addition, the researcher requested for National examination performance records for the last five years to verify the possibility of the influence of resource allocation on academic performance in National Examinations. Data were collected from 10 sampled schools on a scale of how adequate the resources were allocated (Extremely adequate=5, very adequate=4, moderately adequate=3, slightly adequate=2 and highly inadequate=1) to the academic department. The responses were presented as shown in table 3.

Table 3: Resource Allocation and Academic Performance in National Examinations

Schools	Departmental Resource Allocation	Academic Performance in National Examinations (Mean points)
A	300(3 points)	3.46
B	400(4 points)	3.24
C	200(2 point)	2.74
D	400(4 points)	3.23
E	280(2 points)	3.66
F	285(2 points)	3.38
G	250(2 points)	3.72
H	400(4 points)	3.23
I	200(2 points)	3.74
J	500(5 points)	3.08

Source: Field Data (2023). Key: the lower the mean point the better the performance (NECTA, 2023)

In table 3, resource allocation above 500 was taken as extremely adequate (5 points), 400 – 499very adequate (4 points), 300 – 399moderately adequate (3 points), 200 - 299 slightly adequate (2 points), and below 199was highly inadequate (1 point). Similarly, the researcher recorded their average academic performance in National Examinations for the last five years (2019-2023) according to ranking by National Examinations Council of Tanzania (NECTA). The ranking was based on Division performance whereby; DIV. I was marked as Excellent, DIV. II – Good performance, DIV. III – Average performance (pass), DIV. IV – Below performance, DIV. 0 – Low performance (failure).

Results from Hypotheses Testing

In order to find the relationship between resource allocation in the department of academicand quality education as seen in academic performance in National Examinations in public secondary schools, the data in table

3 on resource allocation and academic performance in national examinations were also run through Linear regression Test Analysis.

Linear Regression Analysis

Linear regression was employed in order to ascertain the extent of relationship between resource allocation and academic performance in national examinations in public secondary schools in Longido district. Good academic performance was perceived as a measure of quality education. The results of hypothesis testing were presented in tables; 4, 5 and 6.

Table 4: Summary of Regression Analysis on Relationship between Resource Allocation and Academic Performance in National Examinations(n=10)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.948[a]	.899	.886	.31800

a. Predictors: (Constant), Resource allocation

Source field data (2024)

It could be observed from table4 that there is positive linear correlation (R =0.948) between resource allocation andacademic performance in national examinations. The study established that resources allocated to academic department accounted for 89.9.1% of the total variance in the Division performance (R^2 =0.899). Thus, the study reveals a significant relationship between resources allocated and their academic performance in national examinations.

Table 5: Analysis of Variance on Resource Allocation and Academic Performance in National Examinations (n=10)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	7.191	1	7.191	71.111	.000[b]
Residual	.809	8	.101		
Total	8.000	9			

a. Dependent Variable: Average academic performance in National Examinations for the last five years
b. Predictors: (Constant), Resource allocation. *sig. at p<0.05

Source field data (2024)

The result in the analysis of variance in table 5 indicates that the F-ratio of the regression analysis is significant ($F_{(1, 9)}$ = 71.111; p<0.05). This shows that the positive R value in table 4 is not due to chance. The study established a significant relationship between resource allocationon academic performance in national examinations (F=71.111). Consequently, the null hypothesis was rejected and the alternative hypothesis was accepted.

Table 6: Estimate of the Relative Contribution of Resource Allocation onAcademic Performance in National Examinations

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.607	.325		17.248	.000
	Resource allocation	-.899	.107	-.948	-8.433	.000

a. Dependent Variable: Average academic performance in National Examinations for the last five years

Source field data (2024)

From table 6, inadequate resource allocation contributes negatively to academic performance in national examinations in public secondary schools (B = -0. 899 and β = -0. 948). This implies that whenever there are inadequate resources allocated to different departments and particularly to academic department, performance in national examinations is likely to be negatively affected by a margin of -0. 899 on unstandardized scale and -0. 948 on standardized scale. So, either way, departmental resource allocation negatively affects national examinations in public secondary schools in Longido district.

Four Assumptions of Linear Regression

1. There exists a linear relationship between the independent variable (x), resource allocation, and the dependent variable (y), academic performance in national examinations.

2. The residuals (table 5) are independent. In particular, there is no correlation between consecutive residuals in time series data.
3. The residuals have constant variance at every level of resource allocation.
4. The residuals of the model are normally distributed.
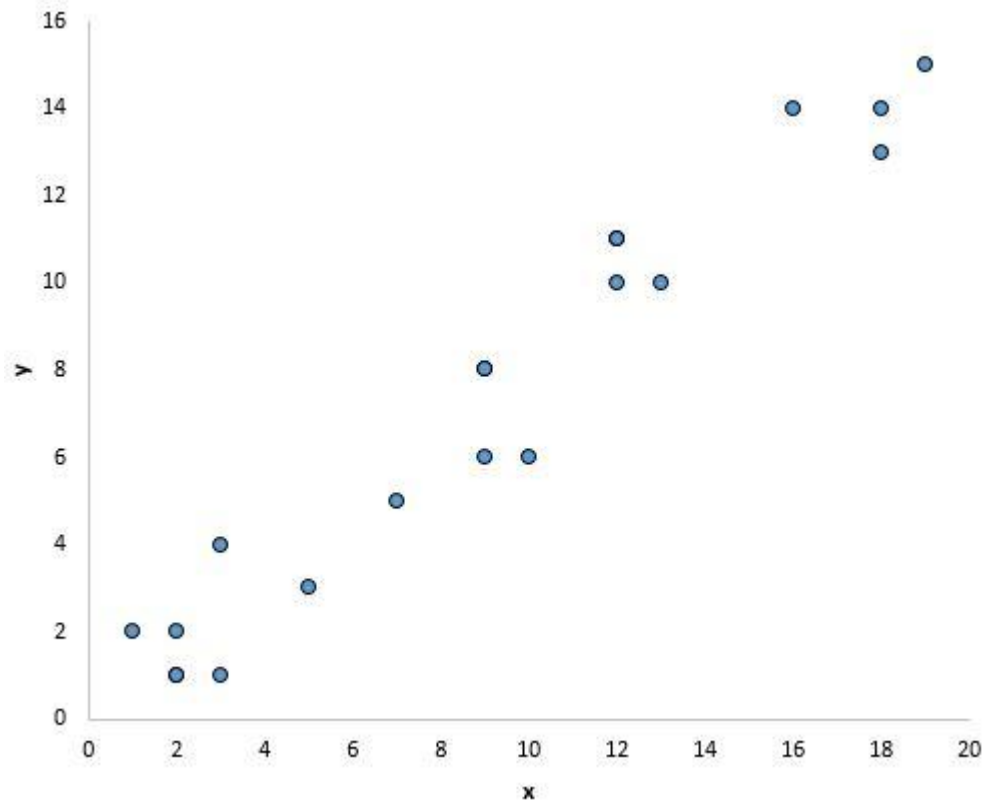
Source: Modified from Linear Regression analysis by SPSS (2020)

How to determine if these assumptions were met

Since the points look like they fall on roughly a straight line, this indicates that there is a linear relationship between resource allocation and academic performance in national examinations.

5. Conclusion and Recommendations

5.1 Conclusion

Based on the findings of the current study, the following conclusions were drawn:

In conclusion, conflict resolution strategies help in maintaining and improving educational standards. Allocating government grants equitably ensures that all departments have the necessary financial support to meet their educational goals. This strategy promotes transparency and accountability in financial matters. Promoting professionalism and good conduct among teachers is essential for creating a respectful and productive work environment. This includes adherence to ethical standards and positive interpersonal relationships. Good conduct enhances the school's reputation and creates a positive learning environment. It reduces conflicts and promotes a culture of respect and collaboration. Fair allocation of time for extra-curricular activities provides teachers with opportunities for holistic development. It also

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helps teachers manage their workload better, reducing stress and burnout. Addressing these areas leads to enhanced cooperation, professionalism, motivation, and satisfaction among teachers, which collectively would contribute to quality education in secondary schools in Longido District.

Consequently, the study established a significant relationship between resource allocation on academic performance in national examinations (F=71.111). This implies that whenever there are inadequate resources allocated to different departments, quality education is enhanced as seen in performance in national examinations.

5.2 Recommendations

Based on the conclusion, the researcher has made the following recommendations.

1. School administration and policymakers should review and implement fairer and more transparent policies for resource allocation. They should promptly act as mediators in disputes over resource allocation among staff, students, and departments. There is need to work with government bodies to secure necessary resources and support for schools.

2. There is need to engage teachers and other stakeholders in discussions to understand their concerns and collaboratively develop solutions. It is possible by involving teachers, parents, and the community in planning and decision-making processes

3. Ensure a more equitable distribution of both material and financial resources, potentially through regular audits and feedback mechanisms. Also, by establishing metrics to evaluate the effectiveness of resource allocation. This can effectively be done by conducting regular assessments to identify resource needs and gaps.

4. Invest in infrastructure and adequate staffing to support both teaching and non-teaching activities, thereby enhancing the overall school environment. This will help the institution to have a well-maintained and adequately equipped classrooms, libraries, and laboratories.

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