



Big Results Now Education Initiative in Tanzania: Stakeholders' Views on Capacity Building

Michaela Mhagama
St. Augustine University of Tanzania,
Email: michaelamhagama@gmail.com

Received February 12, 2020; Revised February 28, 2020; Accepted March 3, 2020

Abstract: *This study assessed the views of stakeholders on the effectiveness of capacity building provided on Big Results Now Education initiative in Ruangwa district in Lindi region, Tanzania. Goal Setting Theory by Locke and Latham (1990) was applied in this study since it puts more emphasis on setting goals for good achievement. Concurrent triangulation research design was applied in this study and included semi structured interview guide, questionnaires and documentary analysis. The sample comprised of 125 participants including teachers, heads of schools, District Secondary Education Officer (DSEO) and Regional Administrative Education Officer (RAEO) from eleven government secondary schools in Ruangwa district in Lindi region, Tanzania. Head of schools, DSEO and RAEO were sampled purposively while systematic random sampling technique was used to obtain teachers' sample. The findings of the study indicated that stakeholders' awareness and understanding of the overall objective of Big Results Now education initiative (BRNED) in Tanzania secondary schools was limited; stakeholders were not well informed and educated about the goals of BRNED of increasing pass rates to 60%, 70% and 80% in 2013, 2014 and 2015 respectively. The findings further indicated that teachers as the major implementers of the BRNED were less involved in pre capacity building and planning seminars and workshops. On the basis of the findings, it was recommended that the introduction of any education initiative and/or programme ought to include key stakeholders in a planning process; educational officials should prepare and provide adequate capacity building to programme implementers.*

Keywords: Capacity Building, Student's Academic Performance, Secondary Schools, Big Results Now Initiative, Tanzania.

1. Introduction

The Tanzanian government made different efforts to introduce policies, initiatives and programmes aimed at solving the challenges of poor academic performance in secondary schools. The Education and Training Policy (ETP) of the 1995 was introduced in order to improve quality, equity and access to education for all children. This was to keep the country's education in perspective with the socio-cultural, economic and technological demands of the 21st Century (Haki Elimu, 2015). Consequently in 2004, the government introduced a tri-phased Secondary Education Development Programme

(SEDP) each to be implemented for five years. The major role of SEDP I (2004-2009) was to improve quality of education in secondary schools and to increase pass rate from 36% in 2004 to 70% in 2009 by providing in-service courses to teachers, providing teaching and learning facilities in secondary schools and curriculum review. Moreover, it aimed at tackling equity, access, infrastructure and management issues in public secondary education schools (URT, 2004). Despite the many successes recorded during this phase, there were some challenges including poor academic performance in secondary school examination (URT, 2010). Thus, SEDP II (2010 - 2015) was introduced as a remedy to these challenges. More specifically, SEDP II was

expected to improve the quality of education, invigorate science teaching methods at all levels, and introducing Information Communication Technology (ICT) as a tool for teaching and learning in the contemporary Tanzania secondary schools (URT, 2010).

Despite these efforts, the examination average pass rate dropped from 90% in 2007 to 43% in 2012 (URT, 2013b). Therefore, in order to improve the pass rate, the Tanzanian government adapted Big Results Now Education (BRNED) Initiative from the Malaysian government in 2013. In order to effectively and successfully implement this initiative, the government among other line objectives planned to provide capacity building workshops and seminars to stakeholders including teachers, heads of school, DSEO and RAEO on how to implement BRNED in their respective schools (URT, 2013a). The government was convinced that once the stakeholders were well-trained and informed, they would help to trigger students' academic performance and consequently improve the quality of education in government secondary education (Nyirenda, 2013). A cursory review of literature indicates that only a handful of stakeholders participated in capacity building seminars and workshop on BRNED implementation (Madunda, 2014; Attfried and Todd, 2017).

BRNED was viewed as an essential aspect in preparing knowledgeable people for bringing economic and social transformation by 2025 (Komba, 2016). It is against this background that this study was carried out in Ruangwa district, Lindi region-Tanzania with the main purpose of assessing the stakeholders' views on BRNED capacity building seminar and workshop initiatives. Specifically, the study intended to assess the number of stakeholders who attended capacity building seminars/workshops on BRNED, and to investigate the influence of capacity building seminars on students' academic performance. Two key areas of consideration included School Improvement Toolkit (SIT) and Student Teacher Enrichment Programme (STEP). These areas were considered in relation to the BRNED objective of capacitating implementers in achieving BRNED's set pass rates of 60%, 70% and 80% as overall performance targeted during 2013, 2014 and 2015 respectively (URT, 2013c; Janus and Keijzer, 2015). However, despite the existence of educational initiatives, there remain unanswered questions as to why secondary schools in Ruangwa district failed to achieve BRNEDs' set pass rates.

2. Literature Review

Big Results Now (BRN) was a development model for Secondary Schools adapted by the government of Tanzania from the Malaysian model known as Big Fast Results (BFR) (Nyirenda, 2013). Malaysian government introduced the School Improvement Programme (SIP) to

motivate the schools to do better. High performing schools were identified and ranked in band one and also there were fair deals for all whereby all schools were ranked in seven bands. The strategy helped to reduce the number of band six and seven schools by 20% and increase the number of band one and two schools by 8% (Prime Minister's Office of Malaysia, 2011). This initiative was aimed at transforming the country's priority areas (sectors) from the lower income country to middle income country by the year 2025. This has been one of the goals as enriched in the Tanzania Development Vision for 2025. It also included six priority areas to accelerate the economy: agriculture, transport, energy and natural gas, water, education and resource mobilization (Nyirenda, 2013; Jibende, 2015). Among these six areas, education sector was viewed as an essential aspect in bringing economic and social transformation. Education contributes to the development of the country through incessant production of knowledge, creativity, and problem solving alumnae. Skilled alumnae easily cope with changes in different spheres such as economic, political, social, cultural, and technological development in the world (Komba, 2016).

Nine strategies used for the implementation of the Big Results Now for Education (BRNED) included the following: (i) Official school ranking (ii) Capitation grants (iii) School Improvement Toolkit (SIT) (iv) School incentive scheme (v) Basic facilities construction (vi) Teacher's motivation (vii) Student Teacher Enrichment Programme (STEP) (viii) 3Rs teacher training and (ix) National reading, writing and arithmetic assessment (URT, 2013a). The overall aim of these strategies was to improve quality of education and to raise examination results in both primary and secondary school examinations (URT, 2013b). Amongst these nine strategies, this study assessed stakeholders' views on capacity building with reference to School Improvement Toolkits (SIT) and Student Teacher Enrichment Programme (STEP) in Ruangwa district in Lindi region. The two strategies were opted because these were key strategies in familiarizing educational stakeholders to BRNED. Moreover, capacity building to head of schools through the use of school improvement toolkit and student teacher enrichment programme was the most important strategies on increasing students' academic performance. Heads of schools were to be capacitated on managerial skills on improving academic performance while teachers were to be assisted on how to identify and conduct remedial classes to low achievers students (Kuluchumila, Philip & Ntazoya, 2016). Hence, capacity building was regarded as a pillar of implementing BRNEDs' objective of increasing pass rate in government secondary schools (Nyirenda, 2013 & Attfried, and Todd, 2017).

A number of scholars have investigated related studies on BRNED and its contribution on increasing students' academic performance in primary and secondary schools

(Madunda, 2014; Lugenge, 2015; Kuluchumila, Philip, & Ntazoya, 2016). Meanwhile, Mhagama (2019, 2020) investigated the preparation of secondary school teachers during BRNED implementation and its effectiveness in Tanzanian secondary education. Other Scholars such as (Saiduddin, 2003; Kurian, 2008) have suggested that effective management structures, seminars, workshops and other in-service training are essential for academic improvement. Other scholars have added that educational reform places a great emphasis on the effective instructional leadership and management of schools. This viewpoint is justified by the fact that a well-organized school environment and well managed schools provide the preconditions for teaching and learning to take place (Nsubuga, 2009; Gaiti, 2010). According to Lezotte (1991), effective instructional leadership is identified through the improvement of school results and effectiveness of the school. Accordingly, the indicators of schools with effective instructional leaders can be shown through teacher morale to work, satisfaction, teacher self-efficacy and improved students' academic performance. He also added that the head of the school is not the sole leader in a school; he/she is a leader of leaders. Hence, he/she must empower teachers and include them in decisions making about the school's instructional goals.

A good number of reviewed literatures pointed out that capacity building to stakeholders' influences academic performance. Some researchers in the reviewed literature further argued that shortage of teaching and learning facilities and unsupportive school infrastructures also had a big influence on academic performance (Andile & Moses, 2011; David, 2014; Karue & Amukowa, 2013; Lwaitama & Galabawa, 2008; Mlozi & Nyamba, 2008; and Mphale & Mavis, 2014). Their studies revealed that the government's efforts to improve the quality of education should go together with the availability of teaching and learning materials. The inadequacy and use of teaching and learning materials affected the effectiveness of a teacher's lesson.

Studies assessing the effectiveness of capacity building during BRNED implementation in government secondary schools are not yet fully documented. Hence, the current study was aspired at filling this knowledge gap by assessing stakeholders' views on capacity building during the Big Results Now education initiative. The study was particularly aimed at addressing the following objectives; (1) To describe the number of heads of schools and secondary school teachers who attended capacity building seminars on BRNED in Rwangwa District, Lindi Region, (2) To investigate how induction process to secondary teachers on assisting low achiever' students was effected in Rwangwa District, Lindi Region, and, (3) Assessing the influence of capacity building on students' academic performance in Rwangwa District, Lindi Region.

3. Methodology

Concurrent triangulation research design was applied in this study and included semi structured interview guide, questionnaires and documentary analysis (Creswell, 2003). The design was opted because it allows presentation of data collected from multiple methods and facilitated provision of detailed research information (Kumar, 2005; Neale, 2006). Also, it allows triangulation of information from various research instruments. For example, in this study, the design triangulated research instruments (semi-structured interview, questionnaire and documentary review) concurrently. The sample comprised of 125 participants (including 112 teachers, 11 heads of schools, 1 DSEO and 1 RAEO) from eleven government secondary schools in Ruangwa district, Lindi region-Tanzania. Purposive sampling technique was used to include heads of school, DSEO and RAEO. These respondents were chosen on the purposive basis because they were the overall administrators in charge of secondary education in schools, district and at the region level. On the other hand systematic random sampling technique was used to sample teachers. Validity of research instruments was ensured through triangulation, pilot study and content validity by research experts. Cronbach's alpha was used to calculate internal consistency of the Likert section of a questionnaire. The five scales ranging from strongly disagree-1 to strongly agree-5 was employed in order to measure the attitude of teachers on attendance and induction on capacity building. The Likert scale responses were disagreement from 1 to 2 scales and agreement from 4 to 5 and undecided 3. The Cronbach's alpha value for determining reliability was 0.84 which indicated that the questionnaire was reliable (Gliem and Gliem, 2003). Qualitative data was analyzed thematically while quantitative data was analyzed using descriptive.

4. Results and Discussion

The study sought to assess the views of stakeholders on capacity building in relation to students' academic performance during BRNED. To achieve the purpose of this objective, data were collected from the RAEO, DSEO, heads of school and teachers through semi-structured interview, questionnaires and documentary analysis. The DSEO and heads of schools were interviewed about their participation and induction to teachers on BRNED. Furthermore, this study assessed if capacity building during BRNED implementation contributed to increase in students' academic performance in government secondary schools. The synthesis of the study' findings showed that there were two types of trainings which were provided to teachers and heads of schools. Teachers received capacity building training on the Student Teacher Enrichment Program (STEP). Seminars and workshops under STEP

were provided to enable teachers gain more competence in teaching but also to identify and assist low achiever students for remedial classes (URT, 2013b). On the other hand, heads of schools were prepared in managing human and material resources available in schools through the use of School Improvement Toolkit (SIT),

4.1 Number of Teachers Attended Capacity Building Seminars on BRNED

The study was interested in investigating the number of teachers who attended capacity building seminars. A “Yes and No” question was employed together with the Likert type questions. The schools were categorized into High Performing Secondary Schools (HPSS), Medium Performing Secondary Schools (MPSS) and Low performing secondary schools (LPSS). The categorization aimed at providing a general picture if the disparities in performance were influenced by a number of teachers capacitated on BRNED.

To obtain teachers’ sample size, systematic sampling was used. The technique falls under the broad category of probability sampling design. Neuman (2003) asserts that systematic random sampling falls under the broad category of probability sampling. This method was

preferred due to its benefit of being accurate and efficient in generalization as compared to non-random sampling. This technique allows all members of the population to have the same chance of being included in the sample. This was enhanced by using the following formula (Ary and Razavieh, 1996).

$$K=N/S_n$$

Whereby: K= sample intervals
 N= the total number of the wider population
 S_n= the supposed sample number required

From the strata of secondary schools, teachers were drawn in order to form a total of 122 in number. With the use of the mentioned formula, the total number of 253 teachers was divided by the number of sample size teachers. Hence, $K=253/122=2.0$. Thus, in each sample school, every second teacher was picked to join in the study sample size. Hence in order to get the percentage of teachers the total number from each category was divided by grand total of teachers times a hundred. Table 1 thus presents data on number of teachers who attended STEP seminars and workshops in Ruangwa district, Lindi region- Tanzania.

Table 1: Teachers Trained under STEP during BRNED (N=112)

Schools	Teachers	%	Attended	%	Not Attended	%
HPSS	33	29.4	17	15.1	16	14.2
MPSS	40	35.7	14	12.5	26	23.2
LPSS	39	34.8	12	10.7	27	24.1
Total	112	100	43	38.3	69	61.6

Key:

- HPSS= High Performing Secondary schools
- MPSS=Medium Performing Secondary schools
- LPSS= Low Performing Secondary schools

With regard to heads of schools, DSEO and RAEO, findings showed that seven (7) heads of school out of eleven (11) managed to attend capacity building seminars and workshops focusing on managerial skills. During the interview on attending capacity building seminars and workshops on BRNED, one head of school from the medium performing secondary school had this to share: “I attended a single day TAHOSSA seminar in 2015 in Nachingwea secondary school for managerial competence and within it, they emphasized on the use of the school improvement toolkit published by BRNED (Head of school in MPSS 1, 2017)”. On the other hand, another official raised a concern that: “No, I did not participate in the BRNED seminar because by that time I had not yet been appointed. Though, I was only in acting capacity, my predecessor, who was to retire, attended the BRNED seminar although he had already been given a retirement holiday letter six months before a full

retirement date” (Un-named Official, 2017). Similarly, the study found that half of heads of school did not receive BRNED seminars and workshops on the use of School Improvement Toolkit (SIT) - a book for school management.

The finding in Table 1 is a revelation that 43 out of 112 teachers attended the capacity building on STEP. This should be a worry to system administrators such as officials from the Ministry of Education, Science and Technology-who constantly emphasize capacity building to both teachers and office bearers. Writing on the importance of capacity building for effective implementation of educational programme, Goal Setting Theory by Locke and Latham (1990), emphasized that for education programme to achieve its objectives, goals should be made clear to all responsible people from the outset. This was contrary to the study findings as most of

the teachers and heads of schools did not attend BRNED’s seminars and workshops. Some teachers were not aware with the availability of the seminars and at the same time the seminars were inadequate. Going by this assertion, the findings implied that missing capacity building seminars and workshops affected teaching and learning process in secondary schools and hence low achievement in the national examinations (Mpierwe, 2007; Haki Elimu, 2009 & Gaiti, 2010). This is because capacity building seminars/workshops provides teachers and office bearer with the necessary competences required for students’ lifelong educational and career aspirations (Kuluchumila, 2013).

A synthesis of the findings also showed that BRNED brought little-projected outcome in Ruangwa secondary schools. Most of the respondents expressed ignorance on the general objective of BRNED. Hence, the practice of BRNED was strange to them for it used up-down approach (Madunda, 2014). This finding implied that BRNED could have brought more improvement in national examinations, if the teachers and other

stakeholders were involved from the initial stage of BRNED; would have involvement made them to know the implementation and to feel part and parcel of BRNED. Capacity building as advanced by Kuluchumila, (2013) is an important aspect in organisational effectiveness and quality. Therefore, system administrators should never be tired in emphasizing capacity building seminars/workshops to teachers and office bearers. This would help transform the educational sector in the country, and more particularly improve school performance and organisational quality in the secondary schools.

4.2 Induction to Teachers and Assisting Low Achievers Students

On the aspect of teachers who attended STEP seminars and workshops to induct other teachers which was called “train of trainers”. Findings in Table 3 show the statistics on train of trainers’ workshops.

Table 2: Capacity Building Item According to Respondents’ Indication by School Type

HPSS		MPSS		LPSS	
Item	Mean	Item	Mean	Item	Mean
Induction to other teachers who did not attend STEP seminars	3.0	Induction to other teachers who did not attend STEP seminars	3.1	Induction to other teachers who did not attend STEP seminars	2.5
I made more efforts in helping low achievers students during remedial classes after attending STEP seminars and workshops	3.0	I made more efforts in helping low achievers students during remedial classes after attending STEP seminars and workshops	2.9	I made more efforts in helping low achievers students during remedial classes after attending STEP seminars and workshops	2.4
BRNED seminars and workshops helped to improve academic performance	2.7	BRNED seminars and workshops helped to improve academic performance	2.5	BRNED seminars and workshops helped to improve academic performance	2.5
Average Mean	2.9	Average Mean	2.8	Average Mean	2.4

Level of significance is between 1 and 5

1.0 - 1.4 Strongly Disagree

1.5 - 2.4 Disagree

2.5 - 3.4 Neutral

3.5 - 4.4 Agree

4.5 - 5 Strongly Agree

HPSS- High Performing Secondary School

MPSS- Medium Performing Secondary School

LPSS- Low Performing Secondary School

With regard to capacity building seminars and workshops in improving students’ academic performance, Table 1 indicates that average mean of 2.9 were from HPSS, 2.8

were from MPSS while 2.4 were from LPSS. This comes to suggest that capacity building seminars and workshops have more impact in HPSS and MPSS than in LPSS. Subsequently, during the interview, one head of school from high performing secondary school had this to say: “After attending a BRNED seminar at the ADEM College in Bagamoyo in 2015 for five days, we were assigned to train our teachers. This task was known as “train the trainers”. Then when I went back to my fellow colleague, I arranged an internal seminar on BRNED for teachers (Head of school in HPSS 3, 2017). Figure 1 shows the way heads of schools were directed during capacity building seminars and workshops, on how to conduct “train the trainers” session to their staff schools.

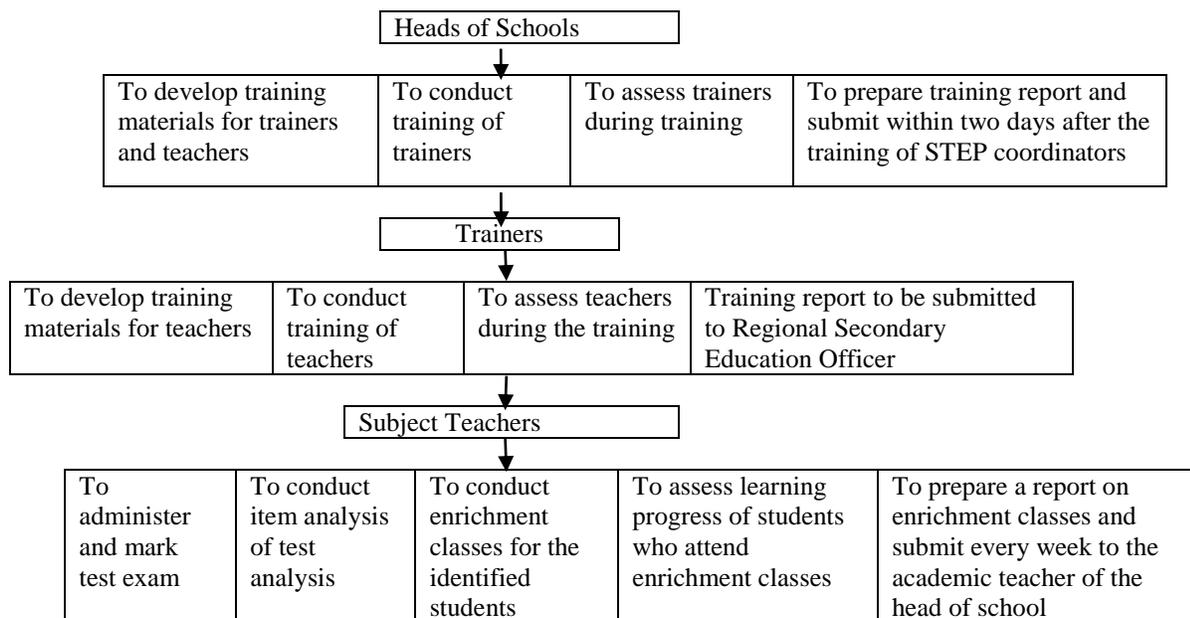


Figure 1: Training for Heads of Schools
Source: Head of school from HPSS 1, 2017.

During the interview, one head of school from high performing secondary school admitted that he inducted teachers in his school after attending BRNED’s capacity building. He explained that the induction process was based on how to identify and assist low achieving students in class. On the same juncture, another head of school from low performing secondary school shared that “...I didn’t induct my teachers because I was not given school improvement toolkit manual which could direct me during induction.” However, it was mentioned the use of remedial classes to assist low achievers. Some of them arranged a separate remedial timetable whereby in some schools remedial classes were conducted early in the morning before the normal timetable or and in the evening after the normal timetable. Together with remedial classes, attendance sheets for both teachers and students were also implemented. Furthermore, some schools were reported to have introduced student’s commitment sheets in which each form four student during the pre-national mock examination was supposed to commit himself/herself which division he/she expected

to achieve during the national examination. Remedial class was a good strategy for assisting low achievers (Selvarajan and Vasanthagumar, 2012; URT, 2013b). Therefore, it was the responsibility of every teacher during the lesson to identify needy students and set extra time table at no cost to assist them. The class size for remedial class was to be minimal so as to ensure that each student get sufficient time to be attended to independently.

4.3 Influence of Capacity Building on students’ academic performance

The researcher was further interested in exploring the views of the stakeholders on relationship between BRNED seminars/workshops and School Improvement Toolkit (SIT) and academic achievement of students studying in public secondary schools.

Table 3: The Influence of Capacity Building seminars on Students’ Academic Performance

Item	School Type	N	Mean	SD	T-Value	Df.	Sig.
Influence of capacity building on students’ academic performance	HPSS	48	75.1	6.9	10.17	32	0.04
	MPSS	36	63.5	5.7			
	LPSS	28	39.1	2.6			

The information presented in Table 2 shows that the mean academic performance for HPSS is 75.1 and at the MPSS is 63.5 and that of low performing secondary schools is 39.1 with SDs 6.9, 5.7 and 2.6 respectively. The obtained value was 10.17, which is significant beyond 01 level. It implies that influence of BRNED seminars and workshops in high and medium performing schools differ significantly with that in the low performing schools. Categorically, it is evident that capacity building provided to teachers during the BRNED had a significant influence on students' performance in HPSS than in MPSS and LPSS. Similarly, it had also a better influence on students' academic performance in MPSS than in LPSS. This suggests that high performed schools benefited more from BRNED seminars and workshops than medium and low performed schools.

However, the same cannot be said for LPSS. However, when DSEO was asked to comment on the trend of the Certificate of Secondary Education Examination (CSEE) results in the district from 2013 to 2016, had these to share: "Actually, the results were behind the BRNED set pass rates with the exception of 2013, the district still presented significant progress since the introduction of BRNED. For example, the good result in 2013 was due to BRNED in that those who failed form two examinations repeated the class" (DEO, 2017). In order to document the discrepancies in students' performance records, the researcher further compared the performance of students in CSEE examinations before and during BRNED in Ruangwa district. Figure 2 shows CSEE results before and during BRNED in Ruangwa district (2009-2012).

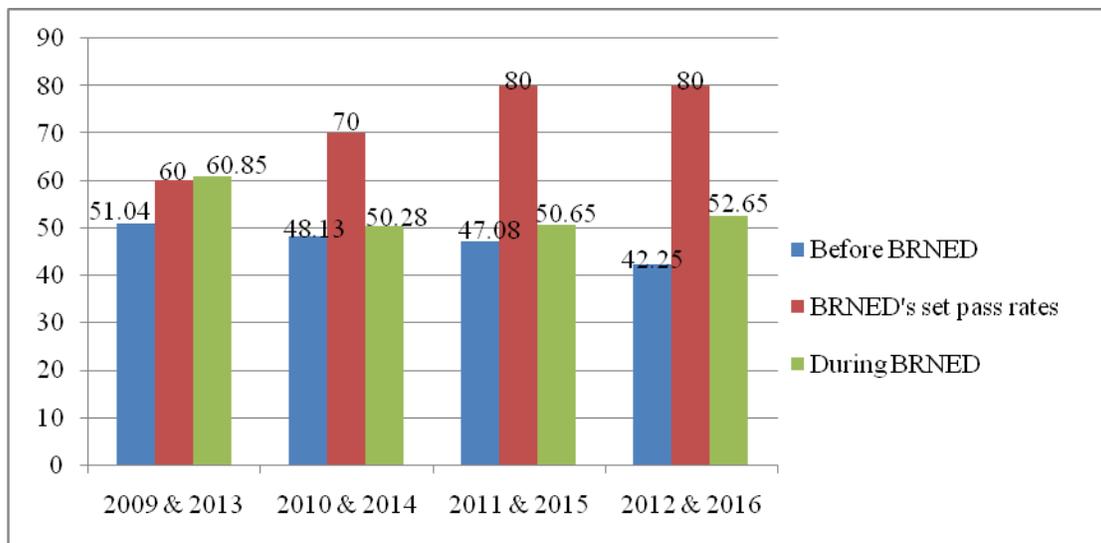


Figure 2: CSEE pass rates before BRNED (2009-2012)

Figure 2 reveals that before BRNED the CSEE results were not convincing while, during BRNED the results of 2014, 2015 and 2016 even if the results shows to be below BRNED's set pass rates, but there were improvement. Based on this revelation, it can be argued that capacity building seminars and workshops to educational stakeholders was a bridge to academic excellent; BRNED capacity building has a positive relationship on students' academic performance. This implies that an increase in BRNED capacity building will translate into an increase in students' academic performance. The findings relates to Darling-Hammond, 2012; Attfried, and Todd, 2017; Mhagama, 2019) who advanced that student achievement in examinations requires teachers to have: strong content knowledge, pedagogical knowledge and skills of how to teach, understanding students' abilities, observing, and having adaptive expertise for making judgment in light of student needs in a given circumstance. Teachers are

expected to acquire all these aspects through capacity building training workshops and seminars. They are required to update their teaching skills and professional knowledge so as to remain effective (Cole (2012).

5. Conclusion and Recommendations

The main objective of this study was to assess views of stakeholders on capacity building and its contribution on students' academic performance in government secondary schools. The views and perception of stakeholders on institutional performance is very important for organisational effectiveness and quality. In this study, it was reported that stakeholders' awareness and understanding on the overall objective of Big Results Now education initiative (BRNED) in Tanzania secondary schools was limited; stakeholders were not

well informed and educated about the goals and objectives of BRNED. The findings indicated that teachers as the major implementers of BRNED were less involved in pre capacity building planning on how to achieve the BRNED goals. Hence, even seminars and workshops conducted during BRNED to some extent were not well organized to provide detailed information on how to implement the initiative in a meaningful way. Similarly, the study found that the majority of heads of school did not receive School Improvement Toolkit documents during seminars and workshops. Regarding the major goal of BRNED to fast track quality of education, it is therefore recommended that the introduction of any education initiative for improving students' academic performance should include key stakeholders in a planning process. BRNED could have brought more achievements in government secondary schools if stakeholders such as teachers, parents were adequately involved from the early beginning and provision of adequate seminars and workshops so that everyone is brought on board.

References

- Attfried, I. & Todd, R. (2017). *Big Results Now! In Tanzanian education: Has the Delivery Approach delivered?* Retrieved on 23rd December, 2017. from: <http://www.camb-ed.com/download/file/127/680/big-results-now-in-tanzanian-education-todd-and-attfield>.
- BEST. (2016). *Basic education statistics in Tanzania*. Dar es Salaam: Ministry of Education and Vocational Training.
- Cronbach's Alpha reliability coefficient for Likert-type scales. Retrieved from: <https://scholarworks.iupui.edu/bitstream/handle/1805/344/Gliem%20&%20Gliem.pdf?sequence=1> November 11, 2017.
- Creswell, J. W. (2003). *Research design: qualitative, quantitative, and mixed method approaches* (2nd ed). Thousand Oaks, CA: Sage Publications.
- Darling-Hammond, L. (2005). *Doing what matters most: Investing in Quality Teaching*. Kurtzon, Pennsylvania: National Commission on Teaching an America's Future. Retrieved: September 10th, 2018, from <http://www.tc.columbia.edu/teachcomm>.
- David, M. N. (2014). *Determinants of poor academic performance of secondary school students in Sumbawanga District, Tanzania*. Unpublished Dissertation, Sokoine University of Agriculture. Morogoro, Tanzania.
- Gaiti, M. (2010). School-Community Partnership: Components, Areas of Conflict and Strategies for Effective Partnerships. *Effective Schools for 21st Century in Africa*, (pp.4-16) Nairobi: Press.
- Gliem, J. A. & Gliem, R. R. (2003). *Calculating, interpreting, and reporting Cronbach's Alpha reliability coefficient for Likert-type scales*. Retrieved September 11, 2018 from <https://scholarworks.iupui.edu/bitstream/handle/1805/344/Gliem%20&%20Gliem.pdf?sequence=1>
- Haki Elimu. (2009). The significance of quality teacher training for the development of quality education. Retrieved on 24th May, 2017, from www.hakielimu.org.
- Haki Elimu. (2015). *Annual report: Towards an open, just and democratic society with quality education for all in Tanzania*. Retrieved on 23th April, 2018 from: hakielimu.org/files/.../Haki%20Elimu%20Annual%20Report%20-%202015e.pdf.
- Janus, H. & Keijzer, N. (2015). *Big results now? Emerging lesson from result-based aid in Tanzania* (Discussion Paper 4/2015). Bonn: German Development Institute/ Deutsches Institut für Entwicklungspolitik. Germany.
- Jibende, E. (2015). *Teachers' role in implementing the big results now programme in Tanzanian secondary schools: The case of Meatu district*. Unpublished Dissertation: The University of Dodoma, Tanzania.
- Komba, L.M. W, (2016). Reflections on Tanzania's 2014 Education and Training policy: Towards a Framework for Curriculum Relevance. *Journal of Education and Development*, 2 (1), 1-15.
- Kuluchumila, R. C. (2013). The Implementation of Secondary Education Development Plan (SEDP) in Tanzania: A case study of community secondary school heads in Shinyanga, Tanzania. *Journal of Education and Practice*, Vol. 4(12), 198-216. Retrieved May 25, 2017 from www.iiste.org/Journals/index.php/JEP/article/download/6540/6496.
- Kuluchumila, C. Philip, M. E & Ntazoya, E. (2016). The preparation and development of secondary school Leaders on Implementing the Big Results Now Programme in Tabora

- Municipality, Tanzania: *Journal of Education and Practice* Vol. 7, No.18, 2016
- Kumar, R. (2005). *Research methodology: A step-by-step guide for beginners*. Montfort University: SAGE Publications.
- Kurian, J. V. (2008). *Management strategies to improve the academic performance of previously disadvantaged secondary schools in the grade 12 examination* (Thesis, University of Johannesburg, South Africa). Retrieved from: <http://hdl.handle.net/10210/922> on 17th/5/2018
- Lezotte, L. (1991). *Correlates of effective schools: The first and second generation*. Okemos, MI: Effective Schools Products, Ltd.
- Locke, E. & Latham, G. (1990). *A theory of goal setting and task performance*. Englewood Cliffs, NJ: Prentice-Hall.
- Lugenge, I. M. (2015). *The assessment of "big results now" in education effectiveness in primary school leaving examinations performance: A case of Njombe district council*: Unpublished Dissertation: Open University of Tanzania.
- Lwaitama, A, & Galabawa, J. (2008), *Community Secondary Schools: How Long Is Their Journey to Quality Education?* Dar es Salaam: University of Dar es Salaam.
- Madunda, J. (2014). *Education stakeholders' perceptions of the quality of secondary education under education sector's big results*. Unpublished dissertation: University of Iringa.
- Mhagama, M. (2019). *Contribution of big results now initiative on students' academic performance: a case of selected secondary schools in Ruangwa District, Lindi Region, Tanzania*. Unpublished Doctoral Thesis. The University of Dodoma
- Mhagama, M. (2020). An empirical Overview on the Implementation of Big Results Now Initiative in Tanzania and its Efficacy on Academic Performance in Secondary Schools. *Journal of Advances in Education and Philosophy* 1, 1-7, February 2020, ISSN 2523-2223.
- Mlozi M, Kagu F & Nyamba S, (2008). *Factors influencing students academic performance in community and government-funded schools, Mbeya, Tanzania*. Unpublished Dissertation. The University of Dar es Salaam.
- Mpierrewe, J. (2007). *Management of Instructional Material and Performance Teachers in Primary Schools, Kampala*.
- Mphale, L. & Mavis, M. (2014). An Investigation on Students Academic Performance for Junior Secondary Schools in Botswana. *European Journal of Education Research*, 3 (3), 111-127, ISSN 2165-8714.
- Neale, P. (2006). *Preparing a case study: A guide for designing and conducting a case study for evaluation input*, Pathfinder international annual. United Nations Centre for regional development Africa Office. UNCRD textbook Series No.12.
- Neuman, W. L. (2003). *Social Research Methods: Qualitative and Quantitative Approaches*. Boston: Ellyn and Bacon.
- Nsubuga, K. (2009). *Analysis of leadership styles and school performance of secondary schools in Uganda*. Basic and secondary education ministry of Education and Sports. Kampala.
- Nyirenda, M. (2013, August 19). *Can we achieve big results now in Education?* The Guardian newspaper.
- Saiduddin, J. (2003). *Factors affecting achievement at Junior high school on the Pine Ridge Reservation*. Spain: Ohio State University.
- Selvarajan, P. & Vasanthagumar, T. (2012). The impact of remedial teaching on improving the competencies of low achievers. *International Journal of Social Science & Interdisciplinary Research*, 1(9), 49-58. Retrieved on 17th November, 2017 from: <http://indianresearchjournals.com/pdf/IJSSIR/2012/September/5.pdf>
- United Republic of Tanzania. (2013a). *Big Results Now! Presentation per annual review meeting: In Julius Nyerere International Convention Centre*. Dar es Salaam: Ministry of Education and Vocational Training.
- United Republic of Tanzania. (2013b). *Tanzania development vision 2025: Big Results Now-Annual report 2013/2014; Roadmap*. Dar es Salaam: Ministry of Education and Vocational Training.
- United Republic of Tanzania. (2013c). *National key areas: Education 2013/2014-2015/2016*. Dar es

Salaam: Ministry of Education and Vocational
Training.s