



Management Challenges Facing Secondary Education Quality Improvement Program in Delivery of Quality Education in Bariadi District, Simiyu Region, Tanzania

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Abstract: This research identified management challenges facing Secondary Education Quality Improvement Program (SEQUIP) in provision of quality education in Bariadi District. The research engaged a mixed research approach with convergent parallel research design. General system theory developed by Ludwig Von Bertalanffy in 1950s guided this study. A sample of 86 respondents, including 75 teachers, 5 Head of School (HOS), 5 Ward Education Officer (WEO) and 1 District Secondary Education officer (DSEO) was employed. Both probability and non-probability sampling were employed where Head of School, Ward Education Officer and District Secondary Education officer and obtained through purposive sampling, while teachers were derived through stratified sampling. The data was gathered through questionnaires for teachers and interview guide were for administrators who own special information. A correlation coefficient of 0.75 demonstrated that the instruments were valid and reliable for data collection. Quantitative information was coded using descriptive statistics, which involved frequencies and percentages with the support of Statistical Package for Social Science (SPSS) version 21. Qualitative information was organized and analyzed thematically and presented in narrations and quotations. The findings revealed that poor teaching and learning environment, inadequate teaching and learning materials, lack of teachers' professional development, large class size, lack of teacher motivation, long students' travel distance from home to school and students' dropout program were the challenges that face SEQUIP. The study recommends that before the implementation of program such as SEQUIP begins an assessment of other factors like improvement of teaching environment, teacher professional development, large class size and motivation must be considered in order to find out the best way of handling in preparing conducive environment of the program implementation.

Keywords: Management, SEQUIP, Education, Quality Education, Secondary Schools, Tanzania

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1. Introduction

Provision of quality education has been regarded as an essential component in any countries. This is because

quality education has the capability to train the learner with the awareness, skills and attitudes essential to empowering them to excellently act in the socio-economic world (UNICEF, 2020). UNESCO (2020) observes that quality learning must be characterized by

quality learners, quality education atmospheres, quality content, quality processes and quality learning outcomes. Quality education is said to occur when each of these dimensions of quality education is considered in the education process.

Given the human capital potential of quality education, countries have been working on strategies to ensure provision of quality education for all in alignment with the United Nations' agenda of education for all and the Sustainable Development Goal for Education (SDG4) to guarantee comprehensive and reasonable quality education and stimulate enduring learning chances for all (United Nations, 2015).

Despite recognition of the importance of quality education and governments' commitment to promoting quality education for all, achieving quality education for all has been facing several challenges, for example, inequalities, inefficiencies and poor instructional practices. In the United States, for example, ensuring inclusion of marginalized students is one of the foremost challenges hindering the education system. To address this challenge, the government passed every Student Succeed Act (ESSA) in 2012 in order to expand opportunities to all students by closing attainment gaps, especially among customarily underserved students, upsurge fairness, advance the quality of training, and upsurge outcomes for all students and ensuring that the US education system meets the demands of today's global economy (U.S. Department of Education, 2020).

Similarly, inequality in education is one of the most serious issues in Asia. Although there have been efforts towards universal and free primary and secondary education, 29 percent of the world's out-of-school children and 53 percent of its out-of-school adolescents are from the developing Asia region (UNESCO Institute for Statistics, 2015). The major reasons for this shortcoming are extreme poverty levels in the region, which make it tough for many parents to send their children to school. Apart from issues with quality of education, Asia is also described as the most gender-imbalanced and gender-insensitive region in the world (UNICEF, 2005) with the same problems affecting children who live with some forms of disability (World Health Organization & World Bank, 2011).

In Africa, most education and training programs are said to suffer from low-quality teaching and learning, as well as inequalities, exclusion and low transition rates at almost all levels of the education systems (UNESCO Statistics, 2016). This situation is most likely to adversely affect the implementation of the Agenda 2030 and the Africa Union's Agenda 2063 (UNESCO Statistics, 2016).

Sumra and Rajani (2006) insist that in successful provision of excellent education, government ought to guarantee for each school to have a reference library and science laboratory for secondary schools. To pursue provision of quality education, the government must ensure available teaching and learning resources such as textbooks, desks, chalks that will enable students to have successful learning. Teaching and learning resources are materials used to back students and teachers throughout the teaching and learning process. Previous studies which were guided by the educational production function theory found that the educational benefits of textbooks were large and substantial in South Africa (Van der Berg & Louw, 2006) and (Gustafson, 2007) and in sub-Saharan Africa. Regression on readership shows that learners who own their own textbooks perform better than learners who share them with others. However, the improvement in reading comprehension from interpretation textbooks is only apparent when learners have their own textbooks than share them with others. Policies should focus on discouraging learners from sharing books (Spaull, 2014).

As part of the efforts to ensure delivery of quality education in secondary schools, the Government of Tanzania, in collaboration with the World Bank established Secondary Education Quality Improvement Program. The program intends to cultivate the quality secondary education by implementing three main activities, namely, empowerment of girls through secondary education, promoting digitally enabled innovative teaching, and reducing barriers to girls' education. In Bariadi district, the implementation of Secondary Education Quality Improvement Program has been done in school through reducing barriers to girls' education as well as through reinforcing teachers' innovative. One of the benefit of Secondary Education Quality Improvement Program is to address the challenges in the providing of quality education. Despite the implementation of Secondary Education Quality Improvement Program in Bariadi, there is still poor delivery of quality education. This has been revealed by

the students' dropouts, truancy incidents, shortage of teachers, poor infrastructures and poor transition rates. According to statistics from BEST (2019), the district had 8000 school dropouts, 778 truancy incidents, and the highest pupil latrine ratio at 1:77, shortage of 236 teachers' house, 23 special rooms for girls, 21 libraries, 51 science laboratories and 2 administration blocks. This situation this situation is not good challenges need to be addressed in order to provide quality education. It is in this light this research assessed the challenge encounters in the provision of quality education in government secondary schools in Bariadi District.

In order to ensure quality education for all, the government of Tanzania has been implementing various programs in all levels of its education system such as: SEDP I, (2004-2009 and SEDP II, 2010-2015) aimed to improving the provision of quality education (URT, 2004). Also, the Big Result Now (BRN) which aimed at improving academic performances in the national examinations by removing division zero in secondary schools (World Bank Group, 2014). Also, MoEVT and PMORALG planned for delivery of adequate training and studying materials and allocation of enough resources for school inspections, monitoring and evaluation (URT, 2004).

Unless such challenges are fully addressed, the government goal of ensuring quality education for all would be undermined. Like many districts in Tanzania, Bariadi District faces educational challenge of high dropout rates, which are adversely affecting academic achievement in the district. This researcher therefore assessed the challenge SEQUIP encounter in delivery of excellence education in government secondary schools in Bariadi District Tanzania.

Statement of the Problem

In order to ensure quality education for all, the government of Tanzania has been implementing various programs in all levels of its education system such as SEDP I, (2004-2009 and SEDP II, 2010-2015) aimed to improve the provision of quality education (URT, 2004). Also, the Big Result Now (BRN), which aimed to improve academic performances in the national examinations by removing division zero in secondary schools (World Bank Group, 2014). Also, MoEVT and PMORALG planned for delivery of adequate training and studying materials and allocation of enough resources for school inspections, monitoring and evaluation (URT,

2004). Whereas some achievements have been documented in some aspects such as increased enrolment and school infrastructures, studies have shown that in some aspects of education such as access to education, school infrastructures, some challenges such as large numbers of girls dropping out of school because of pregnancies or long travel distances between homes and schools and persistent use of outdated teaching pedagogies are hindering provision of quality education (Herman & Ligembe, 2022). Unless such challenges are fully addressed, the government may not achieve its goal of ensuring quality education.. Like many districts in Tanzania, Bariadi District faces educational challenges of high dropout rates, which are adversely affecting academic achievement in the district. This researcher therefore assessed the implementation of Secondary Education Quality Improvement Program in relation to contribution to the delivery of excellence education in government secondary schools in Bariadi District Tanzania.

2. Literature Review

2.1 Management challenges facing SEQUIP in Delivery of quality education

Lack of Effective Teaching and Learning

Lack of effective teaching and learning is one of the factors that prevent SEQUIP programs from realizing their goal of promoting quality education in secondary education. According to Rubio (2010) who conducted research on effective teachers - professional and personal skills - effective teaching and learning mean that teachers are able to organize instructions, provide relevant assessment and fair evaluations. Rubio further explains that teachers are accountable for making a warm classroom typical weather, promoting enthusiasm, motivation and interactive teacher-student relationships. Lack of effective training and studying in schools hinder the delivery of quality education because ineffective teachers lack effective instructional strategies that are required to ensure teaching and learning processes lead to positive learning outcomes.

Ko, Summon & Bakkum (2016) state that effective teaching is a key propeller for school improvements. They insist that teacher effectiveness should be understood in terms of focus on students' outcomes, teacher behaviors and classrooms processes that promote better students' outcomes. For teachers to be effective, they must have required characteristics; for example, an effective teacher has clearly understanding of effective goals, has

sound knowledge of curriculum contents, can communicate to their students using existing instructional materials and is knowledgeable about their students and their needs. In that sense, effective teaching is crucial in making students competent in respective subject matters delivered during the teaching processes and therefore capable of better learning outcomes.

Mupa & Chinooneka (2015) revealed that most of teachers seemingly do not employ varied teaching methods; even if a teacher has found that students are unable to grasp the contents he is trying to deliver; the teacher may not take the trouble to find another method that would allow students to understand what is being taught. Sometimes teachers simply stick to textbooks rather than getting more relevant instructional materials. This is caused by low level of training, lack of effective pedagogy and time management skills to cover the curriculum. This means that effective teaching and learning strategies should be practiced in government secondary schools by adhering to professional skills that teachers acquired in colleges and through continuous professional development programs to provide adequate assistance to learners and subsequently build their learning capabilities.

Poor Teaching and Learning Environments

The school environment which ensures that teaching and learning activities are well performed has greater chance of promoting quality education. Abadonyi (2017) adds that infrastructural factors like lack of classrooms, libraries, teacher's office and available laboratories for science subjects can be among the major factors undermining provision of quality education in schools. This idea was also supported by Kipesha (2017) in his research, which identified shortage of physical facilities, poor teaching and learning environments were some of the major aspects disturbing the delivery of excellence education in government secondary schools.

When students are overcrowded due the large enrolment in schools, chairs and desks are not enough and students are forced to share chairs, stand up, or sit on windows or broken desks (Kimaro, 2020). This can adversely affect the training and studying progress and can disrupt the children's mental action, a circumstance that mostly influences contrary to in effective teaching and intellectual progress of the children.

Rajani (2011) on his research identified some challenges which might occur when there is no favorable learning atmosphere in government schools including poor performance of the students, high dropout rate, increased rates of illiteracy among children and poor educational performances. This is because a conducive environment

encourages teachers and learners to pursue their activities with more motivation leading to enhancement of commitment both among teachers and learners in schools. Unfortunately, most education institutions have environments which are not conducive and supportive to teaching and learning activities. Examples include classes with poor floors, windows and doors, or schools without libraries or laboratories, enough toilets and decent offices for teachers. Such environments cannot promote effective teaching and learning processes.

Inadequate Teaching and Learning Materials

Lack of adequate teaching and learning materials is yet another factor that undermines quality education in most secondary schools in developing countries. Edessa (2016) notes that instructional materials are course contents intended to transfer essential knowledge or skills to students that should enable them to acquire factual ideas and develop professional careers. Research conducted by Ogbu (2015) pointed out that instructional materials help to facilitate teaching and learning, influences concrete and permanent changes in learning behavior. This means that in order to make sure quality education in government secondary schools, there must be adequate and relevant teaching and learning materials that allow effective and efficient learning to take place.

Awour et al., (2015) conducted research on factors affecting quality of education after the introduction of subsidized secondary school education policy in Rongai Sub- County, in Kenya. The purpose of the research was to analyze the factors that affected the quality of education after introduction of subsidized secondary school education policy. The research findings revealed that inadequate teaching and learning materials was one of the factors that adversely affected the provision of education in Rongai Sub- County after the introduction of subsidized secondary school education policy.

Similarly, King (2013) conducted research of factors hindering Quality education in secondary schools in Mbeya Tanzania. The findings revealed absence of reliable teaching guides, absence of action-based examinations and absence of laboratories with equipment like chemicals and apparatus. This means that the teacher needs to have teaching guides that direct them on what to be taught in every subject and there must be a common action on examinations that can measure the extent to which the students performed. There must also be well equipped laboratories with apparatus and chemicals for science practical that make learning and education of science subjects more effective. In the same vein, Totty (2016) conducted a research on the roles of instruction materials in academic performance in community secondary schools in Rombo District. He further suggests

that the governments should budget sufficient funds for improving availability of instructional materials in all secondary schools. Therefore, it is important to make instructional materials available in secondary schools to minimize the challenges of teaching and learning processes that may sometimes make teachers lose their morale of work and make it difficult for them to deliver the services required to meet the desirable quality education in public secondary schools.

Lack of Teacher Professional Development

According to Namamba & Rao (2017) professional development refers to formal and informal programs intended to increase knowledge and skills among professionals. A similar meaning was given by Chambulila (2013) as cited in Namamba & Rao (2017) who notes that professional development is a formal academic and professional development activity or a formal academic and professional advancement course aiming at equipping educators with relevant and up-to-date knowledge and competence essential for enhancement. Generally professional development refers to any training undertaken by in-service teachers to update their skills, knowledge and experiences so that they meet the standards required for the subject matters to be given to learners. The role of teacher professional development is to provide opportunity for teachers to explore new roles, develop new instructional techniques, refine their practices and broaden their perspectives both as educators and as individuals (Komba & Nkumbi, 2008). This means that professional development plays greater role in keeping teachers up to date with the pertaining situation. Komba et al. (2008), for example, suggest that roles of professional development should include achievement of high standards of teaching and keeping teachers up-to-date in teaching issues; increase their self-worth, enable them to move with time, and allow them to react appropriately to the challenges brought about by advancement in science and technology and also to get promoted to higher ranks in the career. Therefore, the government and education partners should work hand in hand in making sure that there is adequate support to professional development programs by facilitating seminars, workshops and all necessities in service training to teachers as the means to develop their skills, knowledge and experience to achieve better delivery of subject matter to learners.

Mondi (2013) conducted research on factors affecting provision of quality education in public and private schools in South Sudan. He identified several factors hindering provision of quality education, one of which was lack of professional development programs for teachers which results in challenges to provision of quality education in Sudan.

Abadonyi (2017) conducted research on obstacles facing training and studying of building structure in government secondary and technical colleges in Kogi West senatorial District in the Kogi State of Nigeria. The study suggested that the quality of teaching suffered because of incompetent teachers who lacked professional development programs to develop their competencies. This means that when teachers lack in service training, they consequently lack the requisite skills to meet the current demands of learners and, as a result, the teachers' effectiveness and efficiency are reduced. In other words, professional development is so important because it increases teachers' effectiveness and efficiency in delivering contents to learners leading to enhancement in their education achievement.

Large Class Size

Provision of quality education depends on the number of students in relation to the available teachers who can teach students according to accepted ratios. Large class size is another factor that might hinder provision of quality education where the number of students does not match to the available number of teachers in schools. Eastcott (2016) argues that teachers service an ideal class size as fewer than 26, "reasonable" as 30 pupils, "burdensome" as 36 pupils, and "real drudgery" as 39 or more pupils. In Tanzania, the reasonable minimal class size is between 40 and 45 students while a class size more than that number is considered a large class. This is because when there are normal class size students learning can be effective compared to the large class size of students where even the teacher cannot comfortably move through in the classroom to check what students are doing so that he or she can assist those who need assistance.

Grace & Oluwatoyin (2016) conducted research on the implications of large class size in training and studying in Nigeria. They asserted that oversized class size has negative consequences on effective training and studying in educational institutions where the connection amongst large class size, effective training and studying is very low. Further, the authors recommended that management should employ more teachers if they want to admit large number of students and to make extra efforts to provide more resources and facilities to encourage effective training and studying. Also, Blatford et al. (2015) assert that smaller classes allow for more individualized teacher support for learning. They also added that small class size makes it possible for learners to receive sustainable attention and offering immediate feedback. The same applies to task allocation and preparation which are said to be more deliberate, responsive and individualized in small classes compared to large classes. Blatford et al. further point out the advantage of small class sizes noting

that in small classes teachers can deal with each student on time, ask what they want to do from a list of activities and help them to start. Therefore, from the above literature a large class size can adversely affect learning because students cannot receive proper attention or get timely evaluation of tasks given and can render management problematic for teachers. This has direct and clear implications for any education institution to observe the ratio of students against teachers to ensure effective and efficient provision of quality education. 3 Methodology

3.1 Research Approach Mixed research approach is a methodology for leading research that comprises collecting, examining and assimilating or (mixing) both quantitative and qualitative research approaches in single research (Punch, 2009). The research applied a mixed research method whereby both qualitative and quantitative approaches were used. Qualitative approach is an approach that generates words in data analysis (Akker, 2006) while quantitative approach is an approach that generates numbers in data analysis. The advantage of using qualitative approach is that it enables the researcher to analyze data by words during data analysis.

The quantitative approach is an approach that generates numbers in data analysis. advantage of using quantitative research approach to analyze data by using statistics and add statistical meaning to the data collected, normally shown in terms of tables and chart

The use of both approaches enables the researcher to confirm, cross-validate the findings within the research and thus offsetting the weaknesses found in each approach while enhancing the strengths from both approaches (Creswell, 2014). Therefore, the researcher chose mixed research approach in order to compensate the weakness of one research approach whereas data was analyzed by words and using statistics presented through tables and chart.

3. Methodology

3.1 Research Design

This research employed convergent research design in which the scholar merged qualitative and quantitative data in order to make available a comprehensive scrutiny of the enquiry problem (Cresswell, 2012). According to Creswell a convergent research design enables the researcher to go to the field at once and collect both qualitative and quantitative data at the same time and finally analyze it. This method is economical and simple to use because the researcher went to the field and

collected data for both qualitative and quantitative data, then merged and analyzed it to give better results.

3.2 Target Population

The target population refers to the population to which a researcher wants to generalise the results of the research (Mugenda & Mugenda 2014). The targeted population of this research was 286 comprising four groups of participants, 1 District Secondary Education Officer, 21 Ward Education Officer, 24 Heads of Schools and 240 teachers in government secondary schools in Bariadi District.

3.3 Sample Size

According to Kothari (2004) sample size is the number of items to be selected from the population to establish a sample. The study involved 86 sample size included 75 teachers, 5 Heads of schools, 5 Ward Education officers, and 1 District Education Officer which was taken from the targeted population of 286. Therefore, the sample size was determined by using Yamane Formula 1967.

$$n = \frac{N}{1 + N(e)^2}$$

Where, n= required sample size

N= total population

e = error tolerance 0.05%

A: Sample size for Teachers

$$n = \frac{240}{1 + 240(0.05)^2} = \frac{240}{1 + 245(0.0025)} = \frac{240}{1.6} = 150$$

According to Yamane formula if the sample size is large you divide by number (2-10) therefore, divide by 2. $n = \frac{150}{2} = 75$

Therefore, Teachers sample size = 75

B: HOS sample size

$$n = \frac{24}{1 + 24(0.05)^2} = \frac{24}{1 + 24(0.0025)} = \frac{24}{1.06} = 22.64 = 23$$

According to Yamane formula if the sample size is large you divide by number (2-10) then divide by 5. $n = \frac{23}{5} = 4.6 = 5$

Therefore, HOS sample size = 5

C: Ward Education Officer sample size

$$n = \frac{21}{1 + 21(0.05)^2} = \frac{21}{1 + 21(0.0025)} = \frac{21}{1.0575} = 21.75$$

According to Yamane formula if the sample size is large you divide by number (2-10) then divide by 5. $n = \frac{21.75}{5} = 5$

Therefore, WEO sample size = 5

D: Sample size for DSEO

$$n = \frac{1}{1 + 1(0.05)^2} = \frac{1}{1 + 1(0.0025)} = \frac{1}{1.0025} = 1$$

Therefore, DSEO sample size = 1

3.4 Purposive Sampling

Purposive sampling is a sampling technique that allows a researcher to use cases that have the required information with respect to the objectives of his or her research (Mugenda & Mugenda, 2014). The researcher used purposive sampling technique to select the District Secondary Education Officer, Ward Education Officers and school heads because were the groups of administrators who had the information required by the researcher for the research. The advantage of using this method it enables the researcher to get required information on the assessment of the effectiveness of Secondary Education Quality Improvement in provision of quality education in Bariadi District.

3.5 Stratified Sampling

In the probability sampling technique, the researcher used stratified simple random sampling to select teachers. The researcher was interested in using stratified sampling because the population was not the same, meaning that by applying stratified sample the researcher was able to obtain information from different education levels of participants within the group of teachers.

3.6 Data Collection Methods

According to Denscombe (2010) data collection instruments are the research tools adopted in collecting information. In this research the researcher used two methods of data collection namely questionnaires and interview guides.

3.7 Interview

Interview is the method of collecting primary data in which the researcher asks questions to respondents and then record the responses (Creswell 2014).). In this study the researcher used interviews for District Secondary Education Officer Quality and Heads of School to provide a chance for researcher to explore more information, understanding of perceptions on the contribution of Secondary Education Quality Improvement Program to the provision of quality education in government secondary schools in Bariadi District.

3.8 Questionnaire

Kothari (2004) states that questionnaire refers to the research tool which contains a series of questions designed by a researcher for purpose of data collection in specific areas of the research. In this research the researcher used both open and closed ended questionnaire as a method for collecting information from teachers. The researcher used this method for teachers because it enabled him to get information from a large population. The information obtained from the questionnaire also served to cross-validate the information obtained through the interview method.

3.9 Validity of Research Instruments

Creswell (2014) defines validity as particular steps used by the researcher to check for the accuracy of research findings. Therefore, the validity of the research instrument measures what is required to measure with regard to the research problem. In this research both face and content validity were to be ensured. In the Quantitative the validity of the research instruments was ensured through member checking by submitting the instrument to fellow master students to observe the arrangement of the instruments and check if they aligned to the research problem. Also, the researcher ensured validity of the qualitative research instruments by submitting the instruments to the expert from faculty of education where unclear questions were rectified, complex items were rephrased, and non-functioning questions were omitted therefore the intention was to see if they were valid.

3.10 Reliability of Instruments

Reliability refers to the degree of consistency of instrument in different trial (Creswell, 2012). Therefore, the reliability of the research instruments is the degree of consistency of the research instruments after being administered several times. In this research the researcher ensured reliability of the research instruments through

split-half techniques. The items were scored, and the score split into odd and even numbers. According to Mugenda & Mugenda (2014) the coefficient of 0.6 - 0.8 or more suggests that there is a high degree of reliability of the data. The researcher obtained coefficient correlation of 0.75 that shows the instrument were valid and reliable for data collection.

3.11 Data Recording and Analysis Procedures

According to Abayo (2017) data analysis refers to the process of collecting and synthesizing the information obtained during data collection. Therefore, data analysis procedure refers to the process in which the researcher manipulates the data obtained from the field to get the presentable data. In this research the researcher analysed the quantitative data through descriptive statistics which involves frequencies and percentages with the help of the statistical package for social science (SPSS) version 21. The analysis of qualitative data was done through thematic analysis where the information with similar themes were placed together. The information analysed was presented in a form narrations and quotations.

3.12 Ethical Considerations

Ethical consideration refers to the observation of the ethical issues when the researcher is dealing with the information provided by the respondents (Akaranga & Makau, 2016). Ethical considerations in research constitute an important aspect in the research process as they ensure smooth collection of data without causing physiological harms to anyone involved in the research process. In observing the ethical issues, the researcher requested and obtained research permit from the University authority.

In order to ensure voluntary participation, the researcher explained the purpose and significance of the research and requested each participant before continuing with data collection. This was to ensure that participation in the research would not adversely impact the participants in any way, which means that participants were ready to voluntarily give the information sought by the researchers.

The confidentiality in data presentation was ensured by avoiding revealing the names of the respondents in the presentation of the findings; instead, the researcher used pseudo names in order to ensure confidentiality and thus encourage participants to give information freely. In addition, the researcher ensured anonymity of respondents through prohibiting them to mention their names during data collection. Also, the respondents were not required to fill in their names or to sign the questionnaire for the sake of ethical considerations.

Above all, the researcher ensured that all the sources used in the research are properly acknowledged according to the APA 7th edition guidelines.

4. Results and Discussion

The researcher was interested in finding out the management challenges hindering SEQUIP in the provision of quality education in Bariadi District. The researcher asked the respondents to indicate the degree to which they agree or disagreed with the statements on the Likert scale by selecting the best alternative according to the preferences given, as strongly disagree=1, Disagree=2, Neutral=3, 4=Agree and Strongly disagree=5.

Table 1: Teachers' Responses on Challenges Hindering SEQUIP (N=75)

| No | Statement | 1 | | 2 | | 3 | | 4 | | 5 | | Total |
|----|----------------------------------|---|-----|---|-----|---|-----|----|------|----|------|-------|
| | | F | P | F | P | F | P | F | P | F | P | |
| 1 | Poor Teaching environment | 1 | 1.3 | 1 | 1.3 | 3 | 4 | 4 | 5.3 | 66 | 88 | 75 |
| 2 | Inadequate Teaching materials | 1 | 1.3 | 1 | 1.3 | 4 | 5.3 | 14 | 18.7 | 55 | 73.3 | 75 |
| 3 | Lack of professional development | - | - | - | - | 1 | 1.3 | 2 | 2.7 | 72 | 96 | 75 |
| 4 | Large class size | 3 | 4 | 5 | 6.5 | 9 | 12 | 14 | 18.7 | 44 | 58.7 | 75 |
| 5 | Insufficient fund | 5 | 6.5 | 6 | 8 | 4 | 5.4 | 22 | 29.4 | 38 | 50.7 | 75 |
| 6 | Lack of motivation | 1 | 1.3 | 2 | 2.7 | 7 | 9.3 | 16 | 26.7 | 48 | 64 | 75 |

F=Frequency and P=Percentage

Table 1 shows the challenges that hinder provision of quality education in Bariadi District. The table indicates that 2.6 percent of respondents disagreed, 4 percent were neutral and about 93.3 percent agreed with the challenges hindering provision of quality education. The results illustrate that 93.3 percent agreed that the challenges of poor teaching and learning environments were contributing to inefficient provision of education in Bariadi District. This implies that in schools where there is good teaching and learning environment, teachers and learners are motivated to actively take part in academic activities because the schools have all necessary instructional facilities to support teaching and learning activities. Conversely, lack of conducive learning environments discourages both teachers and learners from actively participating in education processes. This idea is supported by Abadonyi (2017) who adds that lack of classrooms, library, teacher's office and available laboratories for science subjects can be among the major factors undermining provision of quality education in schools. Likewise, Rajani (2011) warns of the negative consequences that might occur when the teaching and learning environments in public schools are not conducive. According to Rajani, consequences include poor students' performance, high dropout rates, increased rates of illiteracy among children and poor academic performance. Therefore, improving teaching and learning

environment is important since it prepares learners to achieve expected knowledge and skills at high degree of satisfaction.

Apart from that, table 1 indicates that 2.6 percent of respondents disagreed, 5.3 percent were neutral and the remaining 92.1 percent agreed on the point of inadequate teaching and learning materials in government secondary schools in Bariadi District. This means that majority of teachers agreed on the challenge of inadequate teaching and learning materials in many government secondary schools that retards the efforts of improving the provision of quality education in Bariadi District. Teaching and learning materials are important because they facilitate both teaching and learning processes to take place effectively. In the same vein Ogbu (2015) supports this view by insisting that instructional materials help to facilitate teaching and learning, influence concrete and permanent changes in learning behavior. Thus, instructional materials should be made available to secondary schools to make teaching and learning more effective and efficient and thus enhance the provision of quality education in public secondary schools.

Regarding challenges that SEQUIP in provision of quality education in Bariadi District, table 1 shows that none of teachers disagreed, 1.3 were neutral and 98.7 percent of

teachers agreed on lack of teachers' professional development. Therefore, the findings revealed that 98.7 of teachers considered lack of continuous teachers' professional development as a big challenge pertaining to provision of quality education. Teachers' professional development should be emphasized because acting with the changing time and environment due to change in syllabus, topics, and addition of new subjects which needs training to match with the required standards. It was revealed that in many government secondary schools in Bariadi District there were no programs for teachers' professional development thus making the provision of quality education not successful. Similarly, Komba & Nkumbi (2008) suggests that the roles of professional development include improving the standards of teaching, keeping teachers up to date with issues in the teaching profession; increasing their self-worth, enabling them to move with time, and allowing them to react appropriately to the challenges brought about by advancement in science and technology and getting them promoted to higher ranks in the career. In this regard teacher should be given in service training like seminars and workshops to update their knowledge, skills and experience.

In addition, large class size was cited as another challenge hindering provision of quality education in public secondary school in Bariadi District. This as illustrated in statistics shown in table 1 where about 10.5 percent of respondents disagreed, 12 percent were neutral and 77.4 percent agreed on the variable of large class size as a challenge hindering the provision of quality education. The results show that 77.4 of the respondents agreed that large class size is a challenge hindering the provision of quality education in public secondary schools. Large class size is big problem in facilitating teaching and learning because students cannot get effective assistance from their teachers whenever they needed it especially when they did not understand the lessons well. Also, large class size affects the understanding, makes students hate the teacher and subject as results to poor performance in the final examinations. Blatford et al. (2015) noticed the advantage of small class size as the teacher is able to deal with each student in time, ask what they want to do from a list of activities and help them to start. In this regard, the government should make sure there is equal ratio of students per class proportional to the infrastructure available in each school.

Furthermore, lack of teachers' motivation was another challenge hindering the provision of quality education in Bariadi District. This is indicated in table 1 where about 4 percent of the respondents disagreed, 9.3percent were neutral and the rest 90.7 percent agreed with the lack of teachers' motivation. Therefore, the findings indicate that 90.7 percent of respondents agreed about lack of teachers'

motivation during implementation of teaching and learning process as a challenge hindering quality improvement program in public secondary school in Bariadi district. Motivation helps teachers to increase the morale to work hard, to be cooperative, creative and innovative in making sure that teaching and learning activities achieved in desirable saturated point. Thus, the government should motivate both teachers and learners to increase the sense of competition in achieving positive result in education development in public secondary school in Bariadi District.

Finally, the challenge of insufficient funds to run school programs in government secondary schools was cited as a big problem in adversely affecting the provision of quality education. The findings in table 4.9 show that 14.5 percent of the teachers disagreed, 5.4 were neutral and 80.3 percent agreed. The interview conducted in an interviewee Q4 explained that

“At my school, among the challenges facing implementation of SEQUIP activities is lack of enough funds to implement the program where funding is needed to cover costs such as transport expenses, meals for teachers who will opt to teach for extra hours. Provision of meals will make sure teachers are able to stay working until the time when they go back to their homes”. (Interviewee Q4, June 2022)

The findings were supported with findings from Abadonyi (2017) who exposed that the lack of funds in school leads to the poor provision of inequality education. Therefore, this means that the lack of enough funds in school contribute to the provision of inequality education in schools. This implies that a big number of teachers highlighted insufficient funds as a challenge in the provision of quality education in public secondary schools. To address this challenge, the government should raise enough funds that support learning in education institutions in the government secondary schools in Bariadi District.

5. Conclusion an Recommendations

5.1 Conclusion

Regarding the management challenges the study concluded that the program encountered many obstacles which might be solved to make effective implementation of the program: such as poor teaching environment, inadequate teaching materials, lack of teachers'

professional development, large class size and lack of teacher motivation.

5.2 Recommendations

The study recommends that, before the program begins an assessment of other factors like improvement of teaching environment, teacher professional development, large class size and motivation must be considered in order to find out the best way of handling in preparing conducive environment of the program implementation.

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