

ST JOHN'S UNIVERSITY OF TANZANIA



MASTER OF ARTS IN EDUCATION

**AN ASSESSMENT OF ADMINISTRATIVE CHALLENGES AFFECTING STUDENT
ACADEMIC PERFORMANCE IN SELECTED COMMUNITY SECONDARY
SCHOOLS: A CASE OF DODOMA MUNICIPALITY- TANZANIA**

GERVAS, LUCY

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS IN EDUCATION OF
THE ST JOHN'S UNIVERSITY OF TANZANIA**

2017

COPYRIGHT STATEMENT

This dissertation is a copyright material. No part of this dissertation may be reproduced by any means in full or in part except for research or private study without the prior written permission of the author or St John's University of Tanzania.

© 2017 St. John's University of Tanzania and GERVAS, LUCY

CERTIFICATION

The undersigned here certifies that, I have read and hereby recommend for acceptance by St John's University of Tanzania a dissertation entitled "***An Assessment of Administrative Challenges Affecting Student Academic Performance in Selected Community Secondary Schools: A Case of Dodoma Municipality- Tanzania***" in Partial fulfilment of the requirements for the degree of Master of Arts in Education.

Prof. Martha Nhembo
(Supervisor)

Date: _____

DECLARATION

I GERVAS, LUCY declare that this dissertation is my own work. It has not been presented for any other course of study. I confirm that appropriate credit has been given where reference has been made to the work of others.

Signature: _____

Date: _____

DEDICATION

I dedicate this work to my relatives who encouraged me through moral advice and material support during my Master studies. I would like to thank my mother and my aunt for their warm support and advice during difficult times, they encouraged me to work hard in the whole process of writing this report.

TABLE OF CONTENTS

COPYRIGHT STATEMENT	ii
CERTIFICATION.....	iii
DECLARATION.....	iv
DEDICATION	v
TABLE OF CONTENTS	vi
LIST OF FIGURES.....	x
LIST OF TABLES.....	xi
LIST OF APPENDICES.....	xii
ACKNOWLEDGEMENTS	xiii
LIST OF ABBREVIATIONS (ACRONYMS)	xiv
ABSTRACT	xv
CHAPTER ONE: INTRODUCTION.....	1
1.1 Overview	1
1.2 Background of the Study	1
1.3 Statement of the Problem.....	3
1.4 Objectives of the Study	4
1.4.1 General objective	4
1.4.2. Specific Objectives	4
1.5 Research Questions.....	5
1.6 Significance of Study.....	5
1.7 Scope and Delimitations of the Study	6
1.8 Assumptions of the Study.....	6
CHAPTER TWO: LITERATURE REVIEW	7
2.1 Overview	7
2.2 Empirical Evidence.....	7
2.2.1 Concept of School Administration.....	7
2.2.2 The Concept of Academic Performance	8
2.2.3 The Concept of Community Secondary School	9
2.2.4 Achievement of the Community Schools Worldwide	9
2.2.5 Adminnstrative Practices Influencing Students Academic Performance	10
2.2.6 Administrative Challenges	14
2.2.6.1 Finance	14
2.2.6.2 Inadequacy of Staffing.....	15

2.2.6.3 Indiscipline	15
2.2.6 .4 Teaching and Learning Supervision	16
2.2.6.5 Inadequate Infrastructural Facilities	17
2.2.7 Basic Strategies to Overcome Administrative Challenges	18
2.3 Literature Gap	18
2.4 Theoretical Framework.....	19
2.5 Conceptual Framework	21
2.6 Definition of Significant Terms.....	22
2.6.1 Administrative Challenges	22
2.6.2 Performance.....	23
2.6.3 Administration	23
2.6.4 Community Secondary Schools.....	23
2.6.5 Head of School.....	23
CHAPTER THREE: RESEARCH METHODOLOGY.....	24
3.1 Overview	24
3.2 Research Design.....	24
3.3 Research Approach.....	24
3.4 Location of the Study.....	25
3.5 Population Of Study, Sample Size and Sample Unit.....	27
3.5.1 Population of Study	27
3.5.2 Sample Unit.....	27
3.5.3 Sample Size	27
3.6 Sampling Procedure.....	28
3.7 Data Type and Sources.....	29
3.7.1 Primary Source.....	29
3.7.2 Secondary Source.....	29
3.8 Data Collection Methods	29
3.8.1 Questionnaires	29
3.8.2 Interview.....	30
3.8.3 Documentary Review	30
3.8.4 Observation.....	Error! Bookmark not defined.
3.9 Research Instruments and Administration	31
3.10 Ethical Consideration	31
3.11 Data Processing, Analysis and Presentation	32
3.11.1 Data Processing	32

3.11.2 Data Analysis	32
3.11.2.1 Qualitative Data Analysis.....	32
3.11.3 Data Presentation.....	32
3.12 Validity and Reliability	33
3.13 Plan for Dissemination of Research Results.....	33
3.14 Limitation of Study.....	33
3.15 Chapter Summary	34
CHAPTER FOUR: RESULTS AND DISCUSSION	35
4.1 Overview	35
4.2 Demographic Characteristics of the Respondents.....	35
4.2.1 Respondents Sex.....	35
4.2.2 Educational Level of Heads of Schools and Teachers.....	36
4.2.3 Class Level of Students.....	36
4.2.4 Heads of Schools and Teachers' Duration in Current Station	37
4.3. Administrative Activities Influencing Students' Academic Performance	38
4.4 Administrative Challenges Affecting Students' Academic Performance	44
4.4.1 HoS responses on administrative challenges	44
4.4.2 Teachers responses on the administrative challenges affecting students' academic performance.....	52
4.4.3 Students' responses on administrative challenges affecting students academic performance.....	53
4.5 Strategies to overcome administrative challenges in Community Secondary Schools	55
4.5.1 Teachers and Students Responses on the Strategies to be Used as shown in Table 4.13 below.....	56
4.5.2 Head of Schools responses on strategies taken to overcome administrative challenges.....	58
CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS.....	60
5.1 Overview	60
5.2 Summary of the Study Findings.....	60
5.2.1 Research objective 1: Administrative Activities Contributing to Students' Academic Performance.....	61
5.2.2 Research objective 2: Administrative Challenges Affecting Students' Academic Performance.....	61

5.2.3 Research objective 3: Strategies to Overcome Administrative Challenges	61
5.3 Conclusion	62
5.4 Recommendations	63
5.5 Areas for Further Study	Error! Bookmark not defined.
REFERENCES	65
APPENDICES	74

LIST OF FIGURES

Figure 2.1: Effective School Model	20
Figure 2.2: Conceptual Framework on the administrative challenges affecting academic performance in secondary Schools.....	22
Figure 3.1: Map Of Dodoma Municipality To Show The Study Area.....	26

LIST OF TABLES

Table 1.1: The trend of National form IV Examinations Results in 2013-2015 in Dodoma Municipality Community Secondary Schools.....	4
Table 3.1: The Trend of National Form IV Examinations Results For in Selected Schools.....	27
Table 4.1: Sex of Respondents	35
Table 4.2: Educational Level of Respondents	36
Table 4.3: Distribution of Students Class level.....	36
Table 4.4: HoS and Teachers' Duration in Current Station	37
Table 4.5: HoS Interview Responses on Administrative Activities Influencing Students Academic Performance	38
Table 4.6: How heads of schools monitoring teachers' classroom teaching	40
Table 4.7: Teachers' Response on Administrative Activities Influencing Students Academic Performance.....	42
Table 4.8: Different Main Responses Indicated by Teachers about Supervision of Teaching and Learning Progress	43
Table 4.9: Heads of Schools' Responses on Administrative Challenges Affecting Student Performance	44
Table 4.10: Availability of science Teachers in surveyed schools	50
Table 4.11: Teachers' Response on Administrative challenges.....	52
Table 4.12: Students Responses on Administrative Challenges.....	54
Table 4.13: Teachers and students responses on the Strategies for Administrative Challenges.....	56
Table 4.14: Coping Strategies suggested by HoS on administrative challenges....	58

LIST OF APPENDICES

APPENDIX A: INTERVIEW SCHEDULE FOR THE HEAD OF SCHOOLS	74
APPENDIX B: INTERVIEW SCHEDULE FOR THE DISTRICT EDUCATION OFFICER	75
APPENDIX C: TEACHERS' QUESTIONNAIRES.....	76
APPENDIX D: QUESTIONNAIRES FOR STUDENTS	78
APPENDIX E: ATTACHEMENT FOR ONE INTERVIEWED HEAD OF SCHOOL ..	80
APPENDIX F: PERMIT LETTER DODOMA MUNICIPAL COUNCIL	81
APPENDIX G: ETHICAL CLEARANCE.....	82
APPENDIX H: PERMIT LETTER ST JOHN'S UNIVERSITY OF TANZANIA.....	83
APPENDIX I: INFORMED CONSET LETTER	75
APPENDIX J: DOCUMENT ANALYSIS GUIDE.....	76

ACKNOWLEDGEMENTS

This dissertation is a result of support and cooperation of various institutions and individuals who have helped me to make this work successful. I would like to sincerely thank them all.

Firstly, my sincere thanks and appreciation should go to the Almighty God for the endless love and blessings to accord me with time and effort to do this study.

Secondly, I would like to express my sincere appreciation and gratitude to my supervisor Professor Martha Nhembo from the Institute of Rural Development Planning (IRDP) for her endless support, guidance, assistance, encouragement, advice and constructive criticism of this research work.

Thirdly, I would like to extend my special thanks and appreciation to the respondents who took part in this study. These are Municipal Education Officers, school heads teachers, and students of the selected secondary schools in Dodoma Municipality.

Finally, I would like to appreciate the assistance and cooperation I received from the management of St John's University of Tanzania (SJUT) and all staff members. Special thanks are directed to the office of the Graduate Studies for their guidance and advice that helped me to complete my studies. Also much appreciation should be directed to my classmates for their precious support and cooperation during preparation of course work, group assignments and discussions; their warm support encouraged me to work hard towards the completion of this thesis.

LIST OF ABBREVIATIONS (ACRONYMS)

CSS	Community Secondary School
HoS	Heads of School
MOEVT	Ministry of Education and Vocational Training
MSEO	Municipal Secondary Educational Officer
NECTA	National Examinations Council of Tanzania
PMO-RALG	Prime Minister's Office-Region And Local Government
SA	School One
SB	School Two
SC	School Three
SD	School Four
SEDP	Secondary Education Development Programme
SJUT	Saint John's University Of Tanzania
SPSS	Statistical Package for Social Scientist
UNESCO	United Nations Educational, Scientific, and Cultural Organization
URT	United Republic of Tanzania
USA	United State of America
VAT	Value Added Tax

ABSTRACT

The purpose of this study was to assess administrative challenges affecting students' academic performance. The study was conducted in Dodoma Municipality and focused on selected community secondary schools. The objectives of the study were to determine administrative activities influencing students' academic performance, identifying administrative challenges which affect students' academic performance, and strategies or measures employed to overcome administrative challenges for the purpose of improving students' academic performance. The research design for this study was descriptive survey. Qualitative approach was used. The sample of 73 respondents was selected using purposive and simple random sampling techniques. Interviews, questionnaires, observation and documentary review methods of data collection were used. Data were analysed using thematic technique of analysing the qualitative data. Descriptive statistics for data analysis was used to obtain frequency and percentages

The findings obtained revealed that, majority (100%) of the heads of school reported that the major administrative activities which influence students' academic performance were; instructional supervision of teaching and learning progress and maintaining the availability and adequacy of teaching and learning materials. While 64% of teachers confirmed that instructional supervision of teaching and learning progress is one of the administrative activities influencing students' academic performance.

Further, the findings indicate that shortage of school finances provided constitutes among major administrative challenges this view is supported by 58% of teachers. While 100% of students indicated that the shortage of science teachers and laboratory equipment to be among the constraints to their academic performance. On other hand 100% of HoS confirmed that school administration face with inadequate funding, inadequate recruitment of science teachers, and inadequate teaching and learning materials especially laboratory equipment.

The study recommended that non-governmental organizations and all well-wishers should be encouraged by government to offer more support to the education sector that so as to overcome financial shortages that result in inadequate facilities. It was suggested that a study should be done on students' challenges affecting academic performance so as to compare the results with what is observed in the current study.

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents background to the study, the research problem, the objectives of the study, the research questions, significance of the study, scope of the study, delimitation and assumptions of the study.

1.2 Background of the Study

Education is one of the contributors of national economic performance and human advancement and schools are set up to enable society to achieve its objectives through teaching and learning (Okumbe,1998). Further, school like any other organization, requires effective administration and management in order to achieve its objectives (Okumbe, 1998). A goal for providing education differs from one country to another. In Tanzania among the goals for secondary education are to enhance further development and appreciation of national unity, identity and ethic, personal integrity, respect for and readiness to work, human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations, and to provide opportunities for the acquisition of knowledge, skills, attitudes and understanding in a prescribed or selected fields of study (MoEVT, 2005).

Heads of secondary school are tasked with the implications of these objectives (Ikigbusi and Iheanacho, 2016; Okumbe, 1999). The success of secondary school education rests on a good administration, which include adequate and well qualified teachers, involving the local communities, adequate funds for infrastructural facilities, together with interested parents supplying children's material need to supplement the efforts of the teachers at school. Tanzania Education and Training Policy (URT, 1995; Babyegeya, 2002) insist on the provision of quality education and training and this goal cannot be achieved without a well-established and effective management and administrative mechanism.

Heads of schools are charged with this responsibility as the single administration officer of public secondary schools in charge of all operations, assisted by the deputy heads of schools and other teachers to administer the schools. In few cases, the school have a minimal number of supporting staff. The head of school being the chief administrator in a school is responsible in the following main administrative

task areas: curriculum and instruction; student personnel; staff personnel; the school facilities; finance management; staff development; school community relations and monitoring and evaluations of programmes (Babyegeya, 2002).

Evaluation of education performance usually bases on examinations given and performance of students in such examinations. Educationists and other stakeholders have accepted examination as an important aspect of any education system (Mbatia, 2004). In education system, school's organizational management greatly influences students' academic achievement in schools whereby the head of school becomes the central figure, entrusted with responsibilities of managing human resources, motivating staff and improving the standards of academic performance in the respective school (Mutinda, 2015; Harber and Davies, 2005). Study done by Foster and Chigret (2004) found a strong relationship between resources and students' achievement. In addition, in less developed countries, access to textbook availability is positively related to students' achievement (Lonsdale,2003).

However, different studies observed that Heads of school are greatly accountable for academic achievements of their students. Study done by Wochami (1986) notes that student's achievement is largely determined by the school quality, which in turn is determined by the performance of the teachers whereby their success in working depend on the school administration. In same hint, the study of Ayot and Briggs (1992) note that academic performance of students depend on efficient leadership. The principal is the chief administrator of the school who has some administrative tasks to perform which affect the manner of the school and achievement of academic goals. Such tasks include management of school finance, supervision of instructional programmes in the school, management of school personnel, and establishment of good community relations.

On the other hand, the study of Cotton (2003) further argued that a principal makes sure that the notion of academic success support a school wide learning improvement agenda that focuses on goals for students' progress. This means that well established and effective management and administrative machinery enables effective teaching and learning which impacts on students' academic performance.

In spite of the Heads of School in secondary education having administrative tasks to perform, which affect the manner of the school and achievement of academic

goals. Different studies (Ikgbusi and Iheanacho, 2016) observed that the school principals face numerous administrative challenges which hinder effective running of their schools. These include inadequate and low quality teachers, inadequate funding to maintain schools and paying teachers' salaries. Others are lack of accommodation for students, indiscipline behaviours of teachers and students. Furthermore, Ajayi (2014) in his study in Nigeria reported that poor funding, poor educational infrastructure which include inadequate classrooms, inadequate and low quality teachers, and polluted learning environment hinder heads of secondary schools' efforts to administer schools and the fulfilment of educational objectives. In addition, most of the school heads in community secondary schools are in a difficult position since they are expected to improve students' academic performance whilst having insufficient resources (UNESCO, 2011).

1.3 Statement of the Problem

There is persistent increase of pressure exerted by societies and education stakeholders put on schools to ensure that secondary school students are achieving good academic performance. The situation motivated significant number of education researchers to conduct different studies, which aimed at investigating factors which affect students' performance (Lamb and Fullarton, 2002). Although the establishment of community secondary schools in Tanzania has some positive contribution to the country's education (URT, 2004). Yet, despite those positive contributions to the country's education, development of community secondary schools have been tremendously challenged by students' academic performance.

There are disparities in the performance of examinations with some students performing well and others performing poorly especially in community built secondary schools (HakiElimu, 2013). A number of researchers like (Luddinar, 2012; Mosha, 2000; Wilson, 2011) have researched factors that hinder students' academic performance through assessment of the factors such as the type of school and its facilities, the qualification of teachers, students' academic background, the environment from which they come from, the type of leadership provided by head of school and their qualifications and parentage. The performance of form four students in national examinations between the years 2013 and 2015 in community secondary schools in Dodoma Municipality as illustrated in Table 1.1 below illustrates researchers grown interest to investigate on the phenomenon.

Table 1.1: The Trend of National form IV Examinations Results in 2013-2015 in Dodoma Municipality Community Secondary Schools

YEAR	Candidates sat	Candidate scored DIV I-IV	Candidate passed %	Candidate scored DIV zero	Division zero %
2013	2435	1404	57.6%	1031	42.3%
2014	1763	1173	66.5%	590	33.4%
2015	3065	1772	57.8%	1293	42.1%

MEOs'office record in the year 2016

The above data indicate that in National form IV examinations, 42.3%, 33.4% 42.1% of students scored zero division in the year 2013, 2014 and 2015 respectively (MSEO, 2016). The failure rate has resulted into few students continuing to advanced level secondary education studies and colleges.

Okombe(1998) states that the success of any school depends on the head of school as an administrator who has the overall responsibility for the leadership and management of the school and ensure that the school is well managed and organized. This study, therefore, sought to find out if there is a link between poor students' performance in selected secondary schools and the administrative challenges found therein. The study focused on assessing administrative factors which hinder them from performing to their maximum in the pursuit of educational objectives and goals in community secondary schools.

1.4 Objectives of the Study

1.4.1 General objective

General objective of this study was to assess the administrative challenges affecting students' academic performance in selected community secondary schools

1.4.2. Specific Objectives

The specific objectives of study are to:-

- a) Determine administrative activities influencing students' academic performance in selected community secondary schools in Dodoma Municipality.
- b) Identify administrative challenges which affect students' academic performance in selected community secondary schools in Dodoma Municipality.

- c) Suggest the strategies or ways to overcome administrative challenges facing community secondary school so as to improve students' academic performance in Dodoma Municipality.

1.5 Research Questions

This research had the following guiding research questions:

- a) What kind of administrative activities influence students' academic performance in community secondary schools?

Variable/indicator

- Supervision of teaching and learning process
- Monitoring of students discipline
- Adequacy teaching and learning materials

- b) What are administrative challenges affecting the academic performance in selected community secondary schools in Dodoma Municipality?

Variable/indicator

- Financial management
- Curriculum implementation
- Teachers management
- Teaching and learning materials
- Students discipline

- c) What are the strategies for overcoming administrative challenges facing community secondary schools and improving students' academic performance?

1.6 Significance of Study

The findings of the study are expected to provide information about administrative challenges facing community secondary schools, which pose as obstacles in achieving students' better academic performance. This study is useful in creating awareness among education stakeholders and government regarding effective measures and suggested solutions that could minimize administrative constraints facing administrators in community secondary schools, for the purpose of improving supervision of education and ensure better education provision for academic achievement. Moreover, the study may also be of great help to other researchers in the same field, which will act as a resource material to facilitate their study. It is also

expected that it will encourage other researchers to carry out related studies on school administration.

1.7 Scope and Delimitations of the Study

This study focused on gathering information on the administrative challenges facing community secondary schools and affect students' academic performance, as well as strategies that may be employed to overcome those challenges. The study sought information from the Heads of school, Municipal Secondary Education Officers, teachers and students. The study covered only a sample of community built secondary schools in Dodoma Municipality with poor performance in form four National Examination from 2013 to 2015.

1.8 Assumptions of the Study

The researcher assumed that Community Secondary schools are encountered with administrative challenges in the areas of financial management, curriculum instruction implementation, the management of material and other physical facilities and discipline. An assumption was also made that the respondents who are to be used in the research instrument would give true and honest responses.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter presents concept of school administration, academic performance, the concept of Community Secondary School, achievement of the Community Schools worldwide and the review of related literature on administrative activities and administrative challenges affecting students' academic performance. Theoretical framework and Conceptual framework for this study are also shown; and the last part deals with operational definition of terms.

2.2 Empirical Evidence

Review of literature was based on the concept of school administration, how administrative activities influence students' academic performance, as well as how administrative challenges affect the implementation of educational goals and production of quality outputs. These challenges are based on different administrative duties of the Heads of Schools, namely management of human resource, finances, curriculum and instruction and the material and physical resource.

2.2.1 Concept of School Administration

Raju (1973) states that good performance in school is equivalent to good administration whereby the head of school plays major administrative role which involves directing, controlling and management of all matters relating to education for improvement of the school. This implies that all the activities done in the school are performed on behalf of the Head of School. Eshiwani (1993) in his study identifies that schools which constantly perform well do so because of school leadership whereby school head sets a climate of high expectations for staff and students, encouraging mutually respectful leadership and building commitment. According to Arong and Ogbadu (2010) the main tasks of the school head teacher are to interpret national policies, implementing curriculum programme, seeing to students' welfare, well equipped physical facilities and finances and maintaining school community relations. Furthermore, study done by Rodrigueiz (2014) shows that school Head is expected to execute administrative functions as well as instructional supervision.

To carry out his or her role effectively, school head should be knowledgeable in managerial skills which would enable him/ her to plan, supervise, control, evaluate and make proper decision. An effective head of school plays his/ her role in pupil person, staff personnel, school community relation, provision of physical facilities and financial management. Wochami (1986) on his study notes that student's achievement is largely determined by the school quality, which in turn is determined by the performance of the teachers whereby their working depends on the school administration.

2.2.2 The Concept of Academic Performance

The study by Conner (1991) observes that the organizational performance is founded upon the consideration of an organization as an association of productive assets that include human, physical, and capital resources with the aim of realizing a shared purpose. Armstrong (2001) and Campell (1999) indicate that performance refers to behaviours, results and work activities with the aim of achieving results

In a school set up for any behaviour to be included under the performance concept, it has to be relevant to the organizational goals. On the other hand, the results aspect refers to the consequence of the individuals' behaviour and these results are however, dependant on other factors apart from the individual behaviour like students test scores, examination results and students' capability to apply what is learnt. Maiyo' study (2009) indicates that examinations are generally accepted as valid measures of achievement. Tanzania's education system is dominated by examination orientated teaching where passing examination is the benchmark for performance because there is no internal system of monitoring learning education cycle.

The responsibility of checking professional documents like teachers' schemes of work and lesson plans lies in the hands of the head teacher. This may be done in person or he may delegate to the deputy head teacher or the senior teacher. This should be done frequently to allow the head teachers to monitor curriculum implementation. Lack of this close monitoring is a factor which could contribute to poor performance in national examinations. Usdan (2001) notes that the role of the principal is that of manager where it is the duty of the principal to manage the budget, manage personnel and carry out other operational issues. In the same scenario in Tanzania it is the head of school who oversees the implementation of the curriculum as stipulated by MoEVT(1995).

2.2.3 The Concept of Community Secondary School

Many of the schools during colonial period were started and run by communities and churches. With the coming of independence, these schools were taken over by the government and became the basis of the public school system. The community schools therefore have a long history in parts of Africa. The term however covers a wide range of activities. Community schools include also a high level of local participation that specifies community roles more clearly. The community has significance responsibilities in creating, constructing, financing and managing the school; recruiting and paying teachers, and procuring school materials (Tietjen,1999). They differ from government schools in their funding, sources, governance, management structure, organization and often the curricula. In Zambia, a community school is a community – based, owned, and managed, learning institution that meets the basic needs of students who for a number of reasons can be locally or externally initiated. A community school targets orphans, underprivileged children and girls.

In the Tanzanian context day community secondary schools are schools built and managed by partnership between the local community and the government. In this partnership, the two parties have clear responsibilities and roles to play. For example, the government is responsible for recruiting teachers and management resources while local communities are responsible for the construction of physical infrastructures.

2.2.4 Achievement of the Community Schools Worldwide

Community education has taken various forms worldwide, with reference to different sources in the history of thought. In USA and in England the community schools of educational priority areas were committed to the philosophy of community education. Today such education is found in different areas in Latin America as well as the Buddhist-influenced productive community schools in Thailand, (Zimmer et.al, 1998). Moreover community schools have managed to provide opportunities for increasing access to education and raise community participation in education development.

Despite the achievement in community secondary school development, great challenges of community schools are related to the quality, relevance and equity for the poor who are the majority. Thus, access and full participation to secondary education remains an unanswered challenge. Transition from one level to another

has its reflective features. The transition from primary to secondary education is only 62% in Sub-Saharan Africa, compared to 99% in developed countries (World Bank, 2002), while Tanzania has only 51.6% (URT, 2004). Some programs have been adopted and used to work out these challenges faced by community schools. The programs include;- use of facilities, recreation, after-school/ before school enrichment and summer care, volunteers program, interagency networking, and special programs for funding community schools (East Carolina University, 1998).

2.2.5 Administrative Practices Influencing Students Academic Performance

A school head that is in charge of a school has a lot of responsibilities to accomplish.

Effective heads of schools usually concentrate on planning, coordinating and facilitating the work without neglecting interpersonal relations with the staff, students and the subordinates. More effective head teachers are likely to set high performance goals for their schools together with other group and with higher management (Edmonds,1979).

Heads of school are responsible for introducing useful changes aimed at improving the quality of schools instructional programmes. Studies on exemplary schools have described effective head teachers as task oriented action oriented, well organized, skilled in work, and delegation in getting things done Edmonds (1979). Andrews study as reported by Brandt (1987) found that high performing schools were characterized by high expectations, frequent monitoring of student progress, a positive learning and goal clarity.

Effective head teachers use pressure on teachers and students for high academic achievement. Brookover (1979) in Michigan found that successful elementary head teachers frequently visited classroom, presented innovative programs and techniques to the staff to discuss books relating to school effectiveness. They met with small groups of teachers to discuss their students' achievement and organized teachers' effectiveness training programmes. Brookover (1979) in his studies further noted head teachers in high achieving schools use various means such as interpersonal relations, administrative and other managerial behaviour that provide the central focus of other styles of leadership in order to achieve the schools' objectives. One of the roles of the head teacher is to carry out internal supervision of curriculum implementation in his/her school. This involves physical observation of

teachers lessons in progress. Regular class supervision promotes curriculum goals and failure to do so may lead to poor performance in national examinations Edmonds (1980).

Also, according to the study conducted by Kent (1989) head teachers should supervise teaching and learning in the school by: ensuring that early lesson planning is always done, ensuring that lessons are structured with an interesting beginning, revision of previous lesson, teacher voice variations and summary of major points are done, that there is use of backups (teaching aids by teachers) properly and that there is good relationship between teachers, students and that teachers follow up curriculum strictly. Edmonds (1979) further noted that students' progress should be frequently monitored and that in high performing schools head teachers establish a system of evaluating the students frequently through tests and examinations. Those who perform unsatisfactory are forced to repeat the work by teachers.

For a school to perform well in national examinations there must be a teaching scheme for each subject on the curriculum. This is because the teaching schemes provide the school with organizational systems of content coverage for the full period of the course in each subject Mbiti (1974). Mbiti (1974) says that supervision concerns the tactics of efficient and proper management of personnel. The head teachers should frequently monitor the teaching and learning process in the school. The failure of any organization depends mainly on its personnel. There must be a proper system of supervision to ensure that the organizations goals are met. In schools which perform well, the head teachers give proper directions about what to do and as well spots the problem areas and rectifies them before things get worse.

Not only that but also studies conducted by Sweeney (2012) pointed that head teachers should be interested in what goes on in classroom because that is where the customers are served to determine the quality factor of service provided. This is ensured through effective communication in the school, which eventually impacts on the school academic achievement in national examinations. Effective head teachers are instrumental in schools' success in national examinations.

For example, Andrews study as reported by Brandt (1987) reported that successful head teachers communicate the school vision effectively, provide resources for instruction, act as instructional resources and maintain a high visible presence in all

aspects of the school. The study found out that the schools that performed well in mathematics: the principals who are the managers of their schools practiced democracy in that they took everybody on board with no reservations. This study was however limited only to students performance in mathematics. Mbiti (1974) noted that a manager who knows his job well must brief members of the teaching staff of their responsibilities. Head teachers as managers of schools among other things must explain and clarify the objectives of on-going innovations to the teachers and students in the school if these innovations are to be carried out successfully. Mbiti (1974) further notes on the importance of communication through staff meetings, which should aim at: programming for the future events and examinations in the school, making official announcements to teachers on the content of circulars from the ministry, discussing subject allocations and fostering friendship among staff. Education managers must create opportunities for understanding the needs aspirations and frustrations of each staff members through effective communication, mutual trust and openness amongst stakeholders.

Ngware and Wamukuru (2006) noted that, in addition to general communication skills, training teachers in the principles of teamwork and team building would be of great benefit to both the teachers and students. A team that meets regularly provides the members with the opportunity to express concerns, offer opinions and ask for clarification of roles, duties and goals. Teams with clearly defined roles and regularly scheduled meetings can experience many advantages not the least of which include increased job satisfaction, reduced tension, improved job performance and self-confidence.

The studies by Nzuve (1999) found that provision of the best education or care for students, principals need to communicate clearly and regularly communicate. Teachers must also know the principles of effective communication and how to use these communication skills to provide students with the daily direction they need in the school. Gray (2004) noted that it is through intense social communicative processes that organizational capabilities are developed and enacted. Communication is therefore of great importance in the schools' socialization, decision making, change management and problem solving processes. In a school set up, there has to be communication for it to be effective and efficient in achieving the school set goals.

However, good students achievement will occur when we have a situation whereby teachers look at principals as facilitators, supporters and reinforces in accomplishing, the school's mission rather than as guiders, and leaders of their own private plan Mc Ewan (2003). Hoy and Miskel (1987) observed that a school should have an outreach package for all community members. These could include clubs, retirement packages, competition prizes and rewards, certificates of services and recognition awards. Schools should develop an overall school based incentive systems. Hence, everything done; each member of the school community should try to improve to make a better product and give a better service with minimum of resource outlay. Robbins (1988) noted that motivation of human resources in any work place is associated with high productivity.

Rewards may be used for motivation either financial on non-financial rewards. Many studies and reports have associated the productivity of human resources with how such resources are managed. Robbins (1988) pointed out that rewards should be given on the basis of effort and performance of personnel. The way staff members and pupils are compensated determines their motivational levels. Staffs that are better enumerated are likely to be more motivated than poorly remunerated staff Mbiti (1974). He further noted that head teachers must realize that their major tasks include among other things seeing to it that necessary monetary resources are available for the school use and to motivate their staff to produce a lively school spirit as well as excellence in work performance. Motivation is necessary if schools objectives and overall school efficiency is to be achieved. It makes the teachers put utmost effort in their work and leads to school efficiency and better academic performance. Armor (1976) observed that motivation in the school should not only be through monetary rewards but it should also involve the proper use of verbal praise and other non-monetary rewards such as letters of appreciation and presentation of gifts.

Studies by Otieno (2008) on factors influencing performance of Gusii schools found out among others, inadequate teaching resources, poor syllabus coverage, poor administration leading to lack of motivation in teachers and poor infrastructure as common factors at poorly performing schools in national examinations. The survey concluded that in good performing schools, they maximized support from parents, high standards of discipline among teachers and students. Hayness (2011) is of the opinion

that a school in which good morale prevails is likely to have less disciplinary problems amongst teachers and students. Heads of school have recognized the fact that high motivation contributes to academic success of students in national examinations rather than school facilities.

2.2.6 Administrative Challenges

2.2.6.1 Finance

According to Lumuli (2009) indicate that availability or adequacy of financial resource is a key element among educational resources. Financial resources are used for gaining other resources such as physical facilities, textbooks and human resources. Heads of school and members of school development committees play a major role in the management of all school financial activities which involve the disbursement of money. They are entrusted with the responsibility of budgeting, accounting and auditing financial management on behalf of the stakeholders (Orlosky2004; Summers 2000). A study done by Ogba and Igu (2014) indicate that one of the challenges of secondary school management and administration is poor funding. Insufficient funds often lead to large classes for teachers, insufficient libraries, very limited instructional materials, low-priced building construction and poorly trained teachers and hindering the smooth administration of secondary schools.

On the other hand a study done by Bray (1996) observed that some of developing countries lack of funds for the schools and most of these countries governments do not allocate adequate funds to the education sector of the economy, this places the schools in a difficult financial position. Lack of enough budget led inability to run effectively supervisory activities such as in-service training programmes for teachers and visiting other schools for experience sharing. In the same vein, Keller (2012) wrote that a country with a large population and a failing economy is likely to have challenge of financing public education. Some schools are unable to have accountant to manage school finances because of insufficient budgetary allocations to the education sector (Kitavi, 1997). However, in some countries schools have professional accountants who are charged with the responsibility of managing school finances which enables head teachers to concentrate on the performance of their leadership and management roles (Oduro and MacBeath, 2003).

.2.6.2 Inadequacy of Staffing

As Heads of schools are charged with the task of managing human resources in their schools. They usually concentrate on planning, coordinating and facilitating the work without neglecting interpersonal relationships with the staff, support staff and the student body (Harber and Davies, 2005). The Heads of secondary schools in Tanzania have authority and responsibility in human management which involves leading and motivation of staff, delegating responsibilities and conflict management (Babyegeya, 2002). He/she has the responsibility to determine the number of teachers and non-teaching staff school needs and send the information to the Ministry of Education. They also check and assess job performance of the teachers and non-teaching staff, and establish a strong relationship with their students and local communities (Babyegeya, 2002).

Teachers' working conditions and their classroom management affect their ability to provide quality education and have a great impact on the academic achievement and student retention in schools (Onyango, 2008). Teachers therefore need to be well managed so that they can effectively play their role of making students perform well in examinations.

Staffing is as an essential functioning part of the school administration Sidhu,(1996), according to Ikegbusi (2014) the success of secondary school administration depends on the availability of teachers. This implies that for proper running of a secondary school, quality and efficiency of staff determines a great extent the successful achievement of its educational objectives. School heads encounter with teacher management problems such as absenteeism, lateness and alcoholism which affect their output negatively (Dadey, 1990).

2.2.6.3 Indiscipline

School discipline could be define as a system of arranging conditions that comprise healthy learning and living . Onyango (2001) has given emphasis to the head of school responsibilities on the part of organizing and accounting for students, provision of special services and at the same time managing the student behaviours in terms of discipline. He further notes that heads should ensure maximum students' attendance in order to ensure teaching and learning goes on smoothly. Onyango (2008) points that managing the students' behaviours in terms of discipline and ensuring students' attendance enable teaching and learning to go on smoothly. Non-attendance of students and engagement in violent riots and demonstrations

result in violent destruction of school facilities and make it difficult for head teachers to run schools effectively (Harber and Davies, 2002). For example, the study by Mbuvi (2011) shows that public day schools in Kitui District face indiscipline and unhealthy teachers relations that could be the cause of poor performance in those institutions.

2.2.6 .4 Teaching and Learning Supervision

School administrators are charged with implementation of the curriculum and ensuring the curriculum is effectively carried out using all the resources, i.e. human, financial and material resources, so as to enhance performance in examinations (Lambert, 2003, Webster, 1994). A study done by Ngunjiri (2012) in Kenya points out that school principals engage in classroom visits including walk-through, informal class observations and formal class observation. Supervisory activities help in order to encourage teachers to be keen on their work and discuss their observations. Additionally, record keeping is an important component in the running of the school, so principals must ensure professional records (like scheme of work, lesson plan, records of work, progress record book, and attendance registers) are kept and updated regularly. In Tanzania, MoEVT (2011) through the secondary education development programme II document, stipulates that heads of secondary schools are responsible for supervising the teaching programme and ensuring high quality teaching and learning.

On other hand, the study of Bell and Rhodes (2003) pointed out that school administrators' role among others is to ensure that curriculum is well managed through appropriate delegation to other teachers by monitoring and evaluating whether the implementation is effective or not. Instructional process and supervision help a lot in improving academic performance of students (Okendu, 2012). Furthermore, checking of teachers lesson plans, teachers lesson notes and students work correlate with students' academic achievement (Kerubo, 2010). Inspection of teachers record of work helps students to understand what is being taught and covers the syllabus. This contradicts with the study of Kimutai and Kosgei (2012) who noted that there is no relationship between students' academic performance and school head inspection of lesson plans, teacher's lesson notes, and ensuring that assignments are marked and corrected.

Supervision is very important in evaluating the effectiveness of schools by assisting, directing and motivating teachers to enhance teaching and learning in educational

institutions. Likewise, it is a critical factor for school administration. Failure to appropriately supervise instruction on the part of teachers might result in the failure of supervisory programme, and limitation in the education sector (Muodebelu, 2008). However, the secondary school principals are so weigh down by routine administrative burden that they hardly find time to visit classrooms and observe how the teachers are teaching, which affects process of supervision practice Grubb and Flessa (2006) argued.

2.2.6.5 Inadequate Infrastructural Facilities

Success of any school depends on how effective human and material resources allocated to education are used and contribute to improve students' learning outcomes (Hill, 2006; Okorie, 2010). The head of school must ensure all the physical facilities in the school are available and maintained properly to have positive impact on good academic performance (Okumbe, 2001). Some of these facilities include offices, classes with space, staff houses, laboratories, students' dormitories, dining halls and sanitations, also to repair the existing facilities or ensure new ones are in place depending on the needs of the institution. If the physical facilities in school are used responsibly such that teaching/ learning takes place without a hindrance, academic performance may be improved (Babyegeya, 2002). Likewise, schools which have adequate instructional materials and physical materials in terms of sufficiency and quality have been noted to have greater impact on students' performance in the examination (Husen, Saha, and Noonan, 1978).

Inadequate Infrastructural facilities such as buildings and equipment in schools make teaching and learning difficult and complicates the administration of secondary school (Alagbu, 2003). Hence, Heads of schools face challenges in managing resources in their schools due to lack of adequate physical facilities which is due to shortage of funds (Lavalah, 2012). Similarly, school materials and other physical facilities are some of the administrative areas highly affected by the problem of insufficient funds in educational institutions (Kamau, 1990). All these influence negatively on student's performance in schools.

Uncooperative attitude with other education stakeholders is also a problem encountered by Heads of Schools and successful school improvement requires a collaborative effort of teachers, administrators, students and those outside the school, such as the parents, governing bodies and community members. The involvement of these stakeholders motivates the schools and improve school

achievement (Harris and Lambert, 2003). Furthermore, it has been observed that in high achieving schools, there is a spirit of cooperation of education stakeholders while weak relationship particularly teachers and head of school, and lack of support from higher offices affect the supervisory practice in the school (Storey, 2002; Rashid, 2001).

2.2.7 Basic Strategies to Overcome Administrative Challenges

Provision of health services and education can contribute to reducing absenteeism and inattention, while sufficient quality teachers who have deep mastery of their subject matter and pedagogy will influence educational quality. This is because student achievement depends on teacher's command of subject matter and their ability to use that knowledge to help students learn (Darling-Hammond, 1997).

Head of school should think about school income generating activities to reduce financial problems that result in student absenteeism, indiscipline and inadequate facilities. This means that Heads of school should make an effort to provide good school climate to convince students to complete schooling (Orodho, 2014). Also, remedial interventions for slow learners should be designed to avoid repetition and dropout by putting more effort in developing academic and co- curriculum programmes that are attractive and competitive to occupy all students (Orodho, 2014). On top of that, school administrators could plan strategies to assist the students on good performance by develop programmes that are in course with the students' interest, needs and understanding (Sternberg and Williams 1996).

Strategies to the challenges facing schools include careful selection and recruitment processes, public private partnership in financing education, prioritizing school projects, constant appraisal of teachers and effective communication (Mutinda, 2015). In line with this, administrative skills to heads of schools are significant to effective school management and principals are expected to be able to define the objectives and goals for the schools (Hale, 2003; Omoregie, 2005).

2.3 Literature Gap

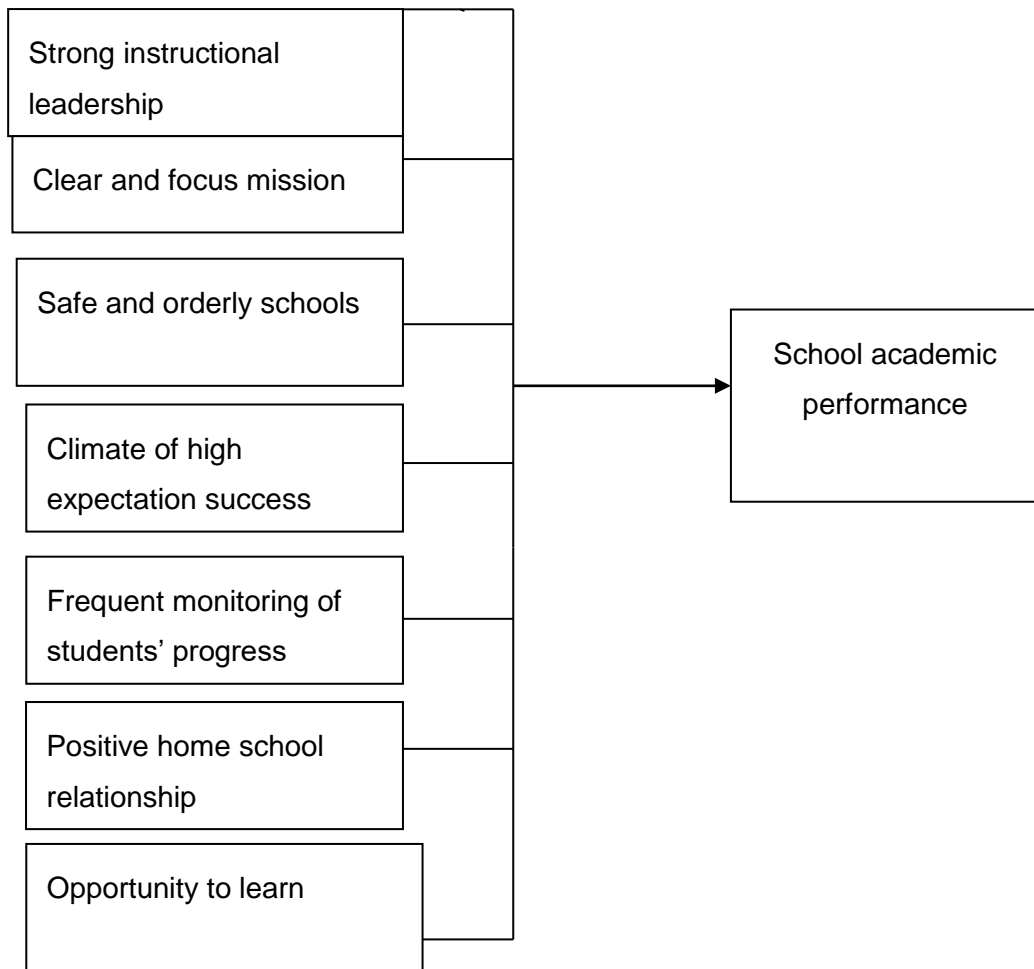
The literature has established that the heads of school are the school key administrators. Literature reviewed has shown several administrative challenges that affect students' academic achievement of students. For example study of Okorie (2010) examine administrative challenges in Nigeria secondary school , Mutinda (2015) look at hindrances of secondary school Principals to effective

management of public secondary schools also Thenga (2012) study on Managing School Funds in Selected Secondary Schools in South Africa . Among the challenges based on school personnel and finance management, provision of teaching and learning resources. The review also looked at different views from different writers and researchers on these administrative challenges and challenges mentioned by researches apply to all the schools without category of schools and their environments. There is shortage of literature on administrative challenges in community secondary school in Tanzania that heads of school are encountering which hinder them from performing to their maximum in the pursuit of educational objective and goals in community secondary school. Although a study done by Swai and Ndiddle, (2006) examine administrative challenges affect students' performance at primary school level .This study therefore seeks the reasons behind this poor performance specifically with regard to the administrative challenges in secondary schools, the fact is that there is no other study that is known to the researcher that has been done in the Dodoma Municipality

2.4 Theoretical Framework

The study was guided by Effective School Model by Lezotte developed in 1991. The model is seen as a means to achieve high levels of student-learning in which students are expected to learn essential skills, knowledge, and concepts needed to be successful. The model was relevant to the study on administrative challenges affecting students' academic performance in secondary schools, because it clearly explains the role played by discipline, school finance, management of curriculum implementation, and physical resources in determining school effectiveness (Figure 2.1).

Figure 2.1: Effective School Model



According to the model, the seven correlates of effective schools are: strong instructional leadership, clear and focused mission, safe and orderly schools, climate of high expectations for success, frequent monitoring of student progress, positive home school relations, and opportunity to learn. These seven Correlates of Effective Schools are powerful indicators of successful places where all children learn, regardless of socioeconomic status or ethnicity (Lezotte, 1991).

The core role of the instructional leader is to ensure the achievement of the established mission through creating a good environment for the schools (Lezotte, 2001). Teachers work together with the head of school to ensure that expectations for student achievement are understood across classrooms and across grade levels. Lezotte (1991) proposed that in effective schools there is a clearly articulated school mission whereby the staff shares an understanding of and commitment to instructional goals, priorities, assessment procedures, and accountability. In terms of safety and orderliness of the school environment, schools require for teaching

students the necessary behaviours to make the school safe and orderly. Desirable behaviours would include cooperative team learning, respect for human diversity, and an appreciation of democratic values and teachers must also model these desirable behaviours.

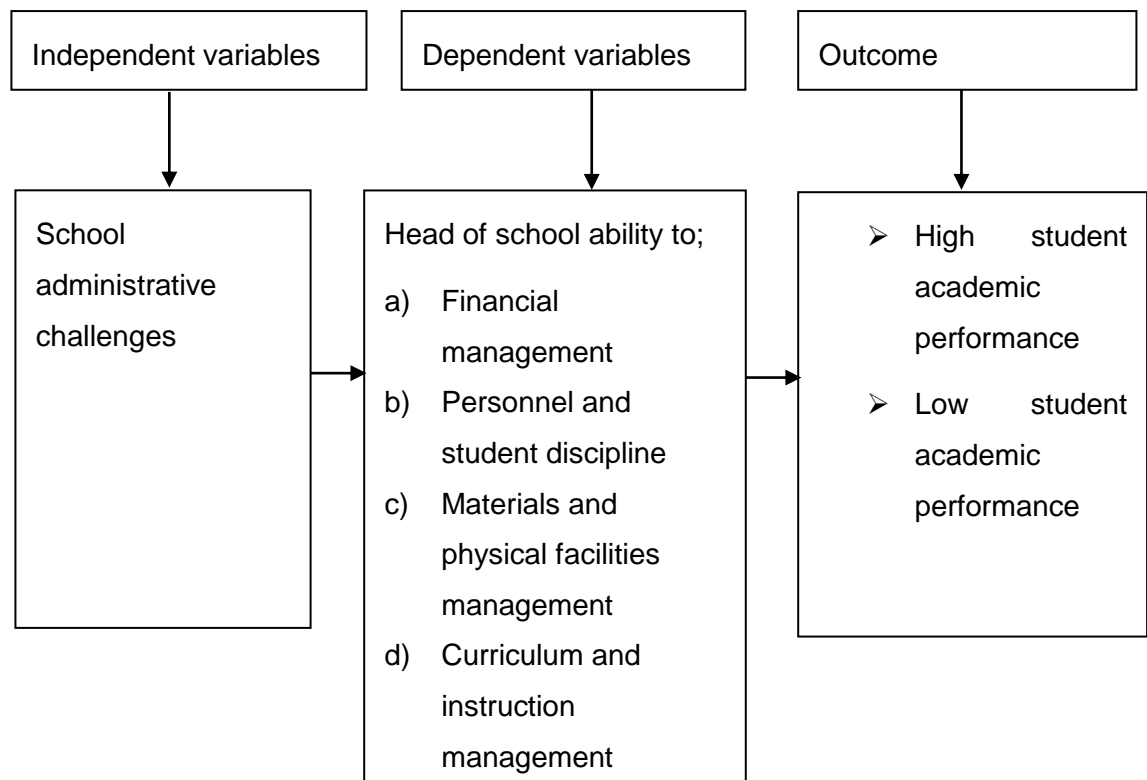
Research by Lezotte (2001) revealed that in the effective school, there is a climate of high expectations in which staff believes and demonstrates that all students can obtain mastery of the school's essential curriculum. In high performing schools, students are given challenging curricula and demanding tasks, and they are expected to succeed. Student progress on the essential objectives are measured and monitored frequently, and the results of those assessments are used to improve the individual student behaviours, performances as well as to improve the curriculum as a whole (Lezotte, 2001). The most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to create a home environment that encourages learning; express high (but not unrealistic) expectations for their children's achievement and future careers (Henderson and Berla, 2004); and become involved in their children's education at school and in the community (Lezotte, 1991).

Provision of adequate learning materials and time are necessary for effective instruction. Consideration should always be given between the instruction materials and the limited time for effective teaching, teachers and administrators must balance issues of increasing curricular demands with limited instructional time.

2.5 Conceptual Framework

School administrators are the component that is responsible for financial management, materials and physical facilities management, curriculum and instruction management and personnel management (input component variables) with the poor or effective supervision and management (process) it may produce high or low students' academic performance (outcome) (Figure 2.2).

Figure 2.2: Conceptual Framework on the Administrative Challenges Affecting Academic Performance in Secondary Schools



Source: Synthesized from Commonwealth Secretariat (1997) Module7: The Governance of Schools and Literature Review

The conceptual framework base on relationship between independent variables which is challenges facing school administration. Dependent variables that are ability of head of school in financial management, curriculum and instructional management, personal and students discipline and materials, physical facilities management. The relationship results in either high or low performance.

2.6 Definition of Significant Terms

2.6.1 Administrative Challenges

These are difficulties experienced by heads of school in the course of administering their schools.

2.6.2 Performance

Performance is the accomplishment of a given task measured against present known standards of accuracy, completeness, cost and speed (Sasirekha, 2012). In this study, the term performance has been used as a measurement towards academic performance of students assessed through examinations basing on the final results a student acquired in form four examinations.

2.6.3 Administration

Administration is the component part of the management concerned with facilitating accomplishment of the objectives of an organization like school through the systematic management of constraints and careful utilization of the available resources (Peretomode, 2003). In this study, the term administration has been used to refer to school administration which involves administering the curriculum and teaching, discipline, resource allocation, and relationship with the community.

2.6.4 Community Secondary Schools

Community secondary schools are schools built from funds raised by relevant community and administered by government in terms of teaching materials and human resources (Ndabise, 2008).

2.6.5 Head of School

Head of School is an individual with an overall administrative responsibility over school otherwise known as headmaster or headmistress, school principal, head teacher or school administrator (Abraham, 2003).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This Chapter presents the location of the study, research design, population of study, sample unit and sample size of the respondents, sampling techniques, methods of data collection and tools. The chapter also presents the procedures which were used to validate the data collected and the data analysis plan.

3.2 Research Design

Research design refers to the plan, conceptual structure, arrangement of conditions and the blue print for collection and analysis of data (Kothari, 2004). Since the study focused on assessing administrative challenges affecting academic performance of secondary schools in community secondary schools.

The research design for this study was descriptive survey because it is qualitative in nature. Descriptive research design was chosen for it determines the opinions attitudes, preference and perceptions of group of people of interest to the researcher (Kathuri and Pals, 1993) which is the interest of this study. Gay (1976) adds that descriptive research is concerned with conditions that exist, practices that prevail, beliefs and attitude that are held, processes that are on-going and trends that are developing. The design was chosen because it is more flexible, and it is a design which can produce interesting and valuable results in its own right. Moreover, the design requires a considerable amount of information, and therefore conclusions are based on a much more detailed and comprehensive set of information.

3.3 Research Approach

This study used qualitative research approach. Qualitative study is flexible and emphasizes people to life experiences and their perceptions, assumptions, prejudgments and pre-supposition are discovered and connected to the social world around them (Neumann, 2000). The qualitative approach assisted the researcher to get in-depth information on administrative challenges affecting students' academic performance from Heads of schools and Municipal Education Officer.

3.4 Location of the Study

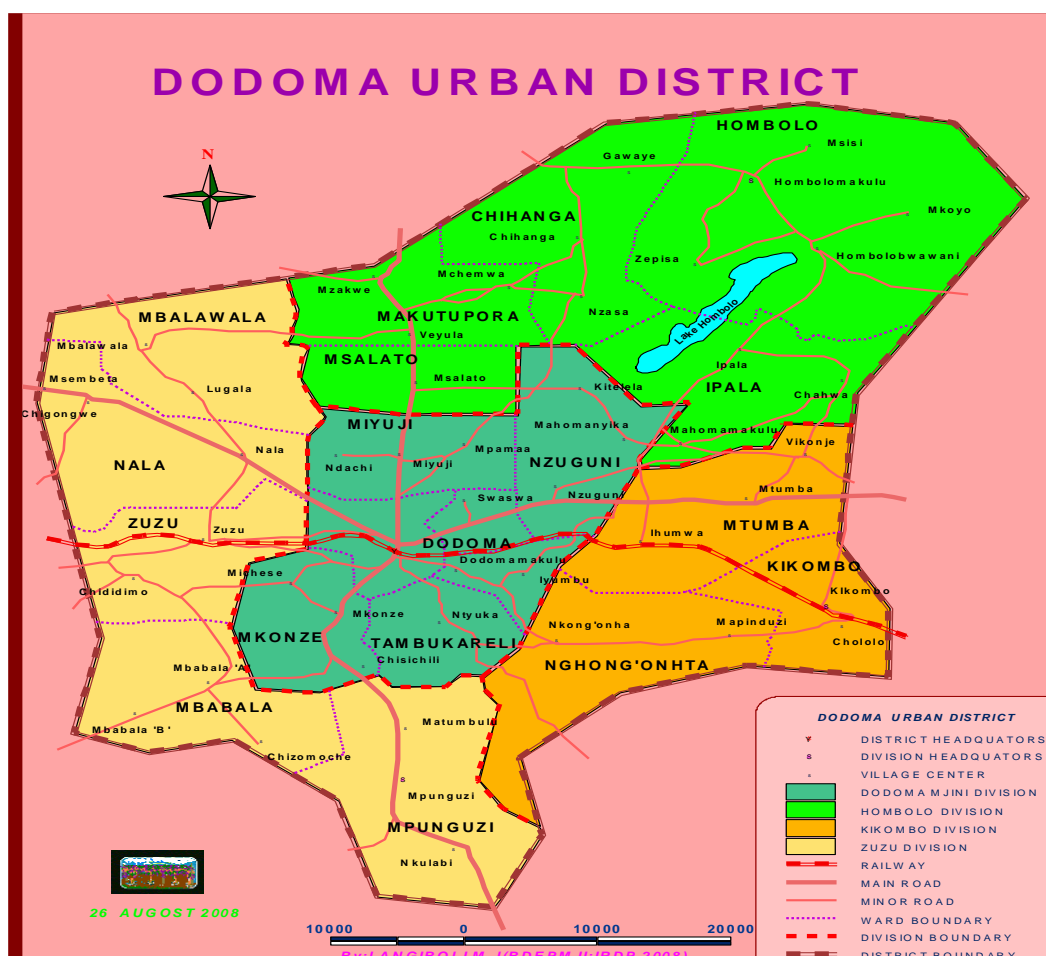
The research area is important and readers need information of this to be able to assess the potential application to their own situation (Kombo and Tromp, 2006). The area of the study was Dodoma Municipality in Dodoma region. Four schools were selected for the study.

Dodoma Municipality is within Dodoma Region, it covers an area of 41,310 km² and has 2,083,588 inhabitants of which 1,014,974 are males and 1,068,614 are females (URT, 2012). Dodoma Municipal council has a total number of 410,956 people of which 199,487 are males and 211,469 are females (URT, 2012). Dodoma Municipality is one of the seven administrative districts, which make up Dodoma Region. Others are Kondoa, Mpwapwa, Kongwa, Chamwino, Bahi and Chemba. It covers an area of 2,669 square kilometres of which 625 square kilometres are urbanized (URT, 2012).

Dodoma Municipality is located centrally 6^o.00 North and 6^o00 South and Longitude 35^o.30 West and 36^o.02 East. It is found between 6000 and 1000 meters above sea level on a broad dry upland plateau. The annual average rainfall ranges around 550-600mm. Dodoma Municipality enjoys a hot dry climate with minimum annual average temperatures of 10°C to 12°C during the cool dry season in June - July and maximum annual average temperature varying from 20°C to 24°C during hot season in October – November (Dodoma profile, 2003).

The Municipality has four divisions, 30 wards, 40 villages and 70 streets. Economically, about 75% of the population sources of income are agriculture and animal husbandry, while another 25% of the population is engaged in petty business like retail shops, carpentry and food vendors. Other activities in the Region include small and medium industries, construction work and consultancy. However, industrial products like wine, mattress and packed water act as source of income as well (URT, 2012).

Figure 3.1: Map Of Dodoma Municipality To Show The Study Area



Source: Dodoma Municipal Council Profile (2008)

Dodoma Municipality has rapid urbanization, a process which has brought up dramatic changes in the total ways of life including provision of social services such as education. Educational practices in the typical urban schools would tend to differ from practices in the typical rural schools, due to variations of resource allocation. Dodoma was chosen because it is among the regions which have community secondary schools with a challenge of low academic performance for form four National examinations.

The study was focused on four (4) selected schools which had low performance in form four National examination in 2013-2015. For example in school A performance in 2013 for students who scored division one up to division four is 46.9% while those who scored division zero is high (52%), in 2014 division i-iv were 67.7% while failure were 32.2%. This means that in all selected schools the number of students who

got division zero is almost more than half compared to those who scored division one, two three and division four in National examinations results (Table 3.1).

Table 3.1: The Trend of National Form IV Examinations Results For in Selected Schools

Schools	2013			2014			2015		
	Sat	Div-iv	Div0	Sat	Div-iv	Div0	Sat	Div-iv	Div0
SA	98	46.9%	52%	62	67.7%	32.2%	116	46.6%	41.1%
SB	108	53.7%	44.4%	68	61.7%	38.2%	169	39.6	55.6%
SC	96	54.1%	45.8%	87	57.4%	42.5%	117	53%	39%
SD	57	10.5%	89.4%	16	56.2%	43.7%	98	41.8%	49%

Source: Field data, 2017 Key: div=division

3.5 Population Of Study, Sample Size and Sample Unit

3.5.1 Population of Study

In research, population refers to a group of individuals, objects or items from which samples are taken for analysis (Kombo and Tromp, 2006). Furthermore, Punch (2006) argues that population means everyone who can be potential to be included in the study. The target population for this study includes Community secondary teachers, students and heads of schools. According to the Municipal Education Office's record in the year 2016 the Dodoma municipality had total of fifty five (55) secondary schools, 34 being community built schools, 3 government built schools, and 18 private schools. There were 1188 teachers and 16557 students.

3.5.2 Sample Unit

The study involved Community secondary schools with cases of low performance in form four national examinations for the years 2013-2015.

3.5.3 Sample Size

The sample is the portion selected from the population to be studied which is taken to represent the population from which it is selected (Njiku and Salasu, 2005). For the purpose of this study the sample size used was four (04) Heads of Community secondary school, 1 Municipal Education Officer, thirty six (36) teachers and thirty two (32) students. Sample size was seventy three (73) individuals.

3.6 Sampling Procedure

A sample is defined as a subset of the population from which participants of the study were selected. (Kothari, 2009) two types of sampling were used namely purposive and simple random sampling procedures. Simple random sampling refers to a probability sampling where each and every item in the population has an equal chance of inclusion in the sample and each one of the possible samples, in case of finite universe, has the same probability of being selected (Kothari, 2004). Simple random sampling was used to select 10 teachers in each school. Teachers were involved in the sample because they had relevant information. Teachers were also used to determine some of the views that were indicated by the Heads of Schools. Sample of students were obtained from school prefects and class leaders because they are in a position to be aware of school administration as they are involved in some issues. Therefore, they were regarded to have enough experience to share about the study.

Purposive sampling is an approach to sampling where by an investigator selects into the people assumed to be resourceful that is selecting the respondents who are considered to be in position to provide required information or data for the study (Yin, 1984). In this study the purposive sampling technique was used in order to get primary respondents according to their roles so as to enable the researcher to obtain relevant data on administrative challenges affecting students' academic performance. It is used because it is a type of non-probability sampling which allows deliberate selection of sample units that confirm to some pre-determined criteria that the researcher judged as the most appropriate for the study (Krishnaswamy, 1993).

Purposive sampling technique was used in order to get primary respondents. Heads of schools are key participants of this study because they are the instructional supervisors in the schools; they supervise the curriculum, monitor students' academic progress, and provision of instructional materials to both teachers and students. The Municipal Secondary Education Officer was also purposively selected in this study because of the virtue of position and his responsibilities as the head of department for education in the Municipal who directly deals with the administration and management of education. He or she is the responsible officer for coordinating and keeping records of students and teachers affairs and has responsibilities to ensure schools operate effectively. Four Community school with the lowest

academic performance in their final examinations for three years; 2013, 2014 and 2015 were purposively selected.

3.7 Data Type and Sources

The data for the study were obtained by using both Primary and secondary sources.

3.7.1 Primary Source

Primary data were collected from respondents through the use of a structured questionnaire having open ended and closed ended questions. The questionnaire essentially focused on administrative activities influencing students' performance and administrative challenges affecting students' academics. Interview was used to collect data from the heads of schools and Municipal Education Officer (MSEO).

3.7.2 Secondary Source

Secondary data were obtained from various documents found within the secondary schools as indicator of administrative activities, form four national results for 2013,2014 and 2015 and other sources such as journals, articles, relevant books and research reports which helped to get relevant information concerning this the study.

3.8 Data Collection Methods

Research instruments refers to devices for gathering and measuring information relevant to the research study (Birmingham and Wilkinson, 2003; Creswell,2004). This study used interview, questionnaire as well as documentary review as methods for data collection.

3.8.1 Questionnaires

A questionnaire is a set of questions that a respondent is asked to fill in or respond to. It is a device to securing answers to questions by using a form which the respondent fills by himself. It is a systematic compilation of questions that are submitted to a sampling of population from which information is desired (Kothari, 2004). In this study, questionnaire was applied to collect data from teachers and students . The questionnaires consisted open-ended and closed-ended questions. The merits of using questionnaires include the following: questionnaires can be designed and used to collect vast quantities of data from a variety of respondents ;their benefits over other forms of data collection; they are usually inexpensive to

administer; very little training is needed to develop them and they can be easily as well as quickly analysed once completed (Birmingham and Wilkinson, 2003).

3.8.2 Interview

An interview is a face-to-face interpersonal contact dialogue that involves face to face conversations (Kothari, 2004). The interview is used widely to supplement and extend our knowledge about individual(s) thoughts, feelings, behaviours, meanings and interpretations (Kombo and Tromp, 2006). This gave the interviewer a chance to clarify the questions and also to ask the interviewees to elaborate answers. Furthermore, permission was asked from interviewees to tape record interview sessions.

In this study face to-face interview through semi-structure question was used as method for gathering information from Head of schools with the aim of getting more information from sampled Heads of schools and Municipal Secondary Education officer. Interview consists of various advantages when used in a research study. They include the following; there is high rate of responses and due to the fact that people are more willing to talk than write it give first-hand information through direct response from the resources persons and it gives an opportunity for the researcher to ask questions depending on responses of his or her participants (Travers, 2001). Also interview has disadvantages if used as a research instrument for data collection as follows; susceptible to interview bias; time consuming and expensive compared to other data collection methods and may seem intrusive to the respondent (Shamoo at el.,2003)

3.8.3 Documentary Review

Documentary review was preferred because of cost effectiveness in terms of time with the advantage of providing a vast amount of relative permanence and cross-checkable information as an empirical baseline (Patton, 1990). This study adopted documentary review as a tool to collect information. The purpose of documentary review was to generate information gathered through interviews and questionnaires. Therefore, the data gathered through documentary review was complemented those gathered through interviews and questionnaire search. Apart from these, documentary increased the chance of obtaining a valid and credible picture of the studied phenomenon. In this study document analysis guide was used to collect data of form four National Examination results from 2013, 2014 and 2015 was obtained from NECTA reports available in the respective schools and students'

attendances reports. Also each school was reviewed instructional documents following the school's teaching-learning timetable, starting and completion of lesson as per the lesson plan, schemes of works, attendances registers and class journals.

3.9 Research Instruments and Administration

The study employed questionnaires (open-ended and closed-ended), interview (semi-structured) and documentary reviews. The instruments were tested to some few selected community secondary schools prior to their utilization. Thus, prior to the actual administration of the tools to the respective respondents, the researcher ensured the suitability of those instruments by conducting pilot study. The pilot study for the present study involved Heads of school, teachers and students in two community secondary schools. The pilot study was intended to check the suitability of content and complexity levels of tools.

The results of the respondents were discussed in measurements for validation. Some questions which did not sit to purpose were either eliminated or modified while those which were declared fit for the purpose were retain. Upon the experience from pilot study, the tested instrument was modified ensuring enhanced validity and reliability. Moreover the study used quotations from informants. This was done to ensure that the conclusion made of this study truly reflected the reality.

3.10 Ethical Consideration

According to Neuman (2006), research ethics refers to what is and what is not legitimate to do or what moral procedure it involves. It is the branch of philosophy which deals with ones conduct and serves as a guide to ones behaviour (Mugenda & Mugenda, 2003). In consideration of the importance of being ethical, the following was considered:

- i. An ethical clearance was obtained from SJUT Internal Review Committee via the Directorate of Research, Consultancy and Postgraduate Studies.
- ii. Before the field visit, introduction letter secured from the University the which explained the purpose of the study.
- iii. Research permit was sought and granted from the District Executive Director to proceed with the study
- iv. In the schools, the researcher sought permission from the Heads of institutions before conducting the study in their respective institutions.

- v. The participants' consent was sought after the purpose of the study was clearly put to them before data collection process.
- vi. Tape-recording was done without prior informed consent of the participants.
- vii. Neither real names of the participants nor of the institutions were included in the report so as to ensure confidentiality; instead, pseudonyms were used in order to observe anonymity in the entire process of writing the report and dissemination of results of the study.

3.11 Data Processing, Analysis and Presentation

3.11.1 Data Processing

After the fieldwork, before data analysis, all questionnaires were adequately checked for completeness then responses for each question listed and entered into the latest version of statistical analysis programme known as SPSS 20.0, questions for interview guide were given codes for the answers that belong together by organizing in themes and categories.

3.11.2 Data Analysis

Ross, (2005) defined data analysis as the process of bringing order, structure and meaning to the mass of information collected. The data collected are categorized in form of documentary review, interview notes and completed questionnaires.

3.11.2.1 Qualitative Data Analysis

Qualitative data which was gathered through structured interviews from heads of school and the MSEO were transcribed then analysed through content analysis based on analysis of meanings and implications come from respondent's information and documented data. Content analysis is a process by which many words of texts are classified into much fewer categories and give the researcher an opportunity to organize information into relevant categories or themes before arriving at the final argument (Gray, 2004). Open – ended and close ended questionnaires gathered from teachers and students were analysed by using computer software SPSS version 20 latest version

3.11.3 Data Presentation

Open – ended and close ended questionnaires were systematically computed into frequencies and percentages and then presented in tables. Interviews from categories were interpreted for understanding meanings and presented in the form

of narrations from respondents by reporting key findings under each main theme using appropriate quotes to illustrate those findings.

3.12 Validity and Reliability

The content validity of the research instruments was ensured through expert judgment, expert opinions, literature searches, and pre-testing of the questionnaire in order to determine whether the set of items accurately represented the items under study. Reliability measures the degree of accuracy in the measurements instrument and remove possible errors administered (Litwin and Fink,1995). To ensure reliability of the questionnaires and interview schedule, pilot study was conducted to test whether the instrument to be used in the study are valid. This study used triangulation of data collection methods where by different data collection methods such as interviews and questionnaires were used to collect data

3.13 Plan for Dissemination of Research Results

Since this research was of great importance and that it was essential for the requirements of the Master Degree programme, a copy of the dissertation report was given to the Directorate Office for Postgraduates Studies and another copy will be submitted to the Library and the Head of department to make it accessible.

3.14 Limitation of Study

It was initially hard to obtain data from respondents because many of them were blaming many researches which were conducted at their schools but had no any positive impact to their school because research problems still existed. Therefore, the problem was solved by telling them that their opinions are important to solve the problem that faces them but a researcher did not pretend to solve them rather present findings to relevant stakeholders.

Also some teachers were not ready to spare their time to provide data because of various reasons such as having tasks to do, and heavy teaching load. The problems were solved by telling them that questionnaires were few and short, and they could use their extra time to answer it without affecting their time table. On the other hand, the researcher had to extend time of conducting research to ensure that time constraint was overcome and the research findings become useful.

3.15 Chapter Summary

This chapter focuses on the methodological issues employed in this study. Issues like research design, research approach, location of the study and sampling techniques have been discussed and presented briefly. Apart from that research instrument, reliability and validity, ethical consideration and limitation of the study have also been clearly discussed.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Overview

The chapter is divided into four sections. The first section discusses the characteristics of the respondents in the study area. The second section discusses administrative activities influencing students' academic performance, the third part addresses administrative challenges affecting students' academic performance in the study area and the fourth part discusses strategies employed to overcome administrative challenges.

4.2 Demographic Characteristics of the Respondents

This section discusses demographic information of the heads of school, teachers and students involved in this study. The information focused on their sex, Education level, working experience of teachers and class level of students.

4.2.1 Respondents Sex

The study collected data from the Heads of school (HoS), teachers and students and results obtained are as shown in Table 4.1

Table 4.1: Distribution Sex of Respondents

Sex	HoS		Teachers		Students	
	N	%	N	%	N	%
Male	01	25	22	61.1	14	43.8
Female	03	75	14	38.9	18	56.2
Total	04	100	36	100.0	32	100.0

Key: N=frequency, %=percentage

Table 4.1 shows that majority of respondents (61%) were male teachers, compared to female (39%) ones. On the other hand, majority of students (56%) were female students and males who formed the remaining (44%). The reason for such findings could be related to random sampling procedure used. Also majority of the heads of schools (75%) involved in the study were female, compared to male heads of schools who constituted 25% in those surveyed schools. The reason for such findings could be related to purposively sampling procedure used to select schools.

4.2.2 Educational Level of Heads of Schools and Teachers

The study intended to know about the educational levels of teachers and HoS and results obtained are presented in Table 4.2.

Table 4.2: Distribution of Educational Level of Respondents

Education level	HoS		Teachers	
	Frequency	Percentage	Frequency	Percentage
Diploma(Ed)	0	0	9	25
Bachelor (Ed)	4	100	27	75
Masters	0	0	0	0
Total	4	100	36	100

Source: Research findings, 2017

Findings in Table 4.2 indicate that 75% of the teachers hold Bachelor's degree in education, while 25% of the teachers hold Diploma. These findings indicate that respondents had the relevant basic qualifications and therefore were likely to be competent enough to alleviate challenges facing school administration.

Meanwhile, with regard to educational level of HoS the study found that all (100%) hold Bachelor degrees in education, this means that respondents had the relevant and required qualifications for school heads. However, this does not necessarily mean that they were competent in their administrative roles.

4.2.3 Class Level of Students

Table 4.3: Distribution of Students Class level

Class level	Frequency	Percentage
Form one	06	18.8
Form two	09	28.1
Form three	08	25.0
Form four	09	28.1
Total	32	100.0

Source: Research findings, 2017

Results in Table 4.3 show that students were equally distributed in all forms, 19% of students were from form one, while 28%, were from two students, 25% from form three and form four students comprised of 28%. This implies that the researcher was careful enough to make sure that all four classes were represented (form one to four) in this study and acquired the relevant opinions from students regarding administrative challenges affecting academic performance in selected community secondary schools in Dodoma Municipality.

4.2.4 Heads of Schools and Teachers' Duration in Current Station

HoS and teachers were asked to indicate the duration they served in current schools and responses are categorized in Table 4.4.

Table 4.4: Distribution of HoS and Teachers' Duration in Current Station

Duration Served (years)	Teachers		HoS	
	Frequency	Percentage	Frequency	Percentage
1-5 years	13	36.1	01	25
6-10 years	17	47.2	02	50
11-15 years	2	5.6	01	25
Over 15 years	4	11.1	-	-
Total	36	100.0	04	100

Source: Research findings, 2017

Results in Table 4.4 reveal that most (63%) of teachers had experience of 6-10 years in their current station. Therefore the majority of the respondents are experienced teachers who understand well the school system. This is an indication that they possess adequate experience to perform their duties and were in a position to give useful insight pertaining to administrative challenges that affect students' academic performance.

On the other hand, majority (75%) of HoS served for 6-10 years in their current stations. Meaning to say, the heads of school involved in this study had been in the respective schools for relatively long time, and were able to provide reliable information related to administrative challenges in their schools. This is because the time they spent in those schools and in the administrative roles they play gave them enough experience to understand challenges involved in the administration of those schools and the effects they have on students' performance.

4.3. Administrative Activities Influencing Students' Academic Performance

The first specific objective of this study aimed to know from Heads of schools and teachers about administrative activities influencing students' academic performance.

Table 4.5: Distribution of HoS Interview Responses on Administrative Activities Influencing Students Academic Performance

Responses	HoS (N=04)	
	Frequency	Percentage
i Classroom teaching and learning observation	04	100
ii Ensure availability and adequacy of teaching and learning materials	04	100
iii Monitoring discipline of students	04	100
iv Ensure proper classroom attendance of teachers and Students	04	100
v Monitoring teachers' classroom teaching through checking for lesson preparation documents like scheme of works, lesson books, log books and class journals	04	100

Source: Research findings, 2017

Results in Table 4.5 indicate that all (100%) of HoS reported that classroom teaching and learning observation helps not only teachers, but also learners to concentrate with class activities. The findings from interviews showed that Heads of schools sometimes paid physical visit in particular classes to observe what had been going on in those classrooms. This supports the finding of Harbison and Hanushek (1992) in the United States of America's Secondary Schools, which indicated that there was positive impact of principals' class visitations on students' academic performance. One school head clarified that;

“visiting classes on regular basis is useful thing, since it gives opportunity to School administrator to notice anything wrong or anything that requires particular attention for both teacher and students, eventually correcting it immediately, and discuss about it with concerned teacher soon after the class”(HoS in school B)

Another HoS said that;

“I prefer not to enter in classrooms when teachers are teaching but, I just walk around outside classrooms to see what is going on in classes. This helps me to know whether teachers are present in classrooms and are teaching” (HoS of school A and D)

In addition, findings in Table 4.5 reveal that (100%) of HoS mentioned that to ensure the availability and adequacy of teaching and learning materials at school is among crucial administrative duties, which facilitate the whole process of teaching and learning to both teachers and students. Experience had shown that effective supervision of any educational programme requires good supply of teaching and learning materials. The finding is supported by a study conducted by Hill (2006) and Okorie (2010) who pointed out that the success of any school depends largely on how effective material resources are allocated to education, which contribute to improvement of student learning outcomes. On top of that study of Eshiwani (1993) noted that difference in school facilities such as libraries, laboratories, seemed to account for difference in achievements. He found that schools that performed consistently well possessed adequate facilities, thus the presence or absence of school facilities could determine high achieving and low achieving schools.

This implies that school resources are critical components in the teaching and learning process and has an important role in students' academic performance, as well as encouraging learners and facilitators to participate fully in whole process of teaching and learning respectively.

Also, findings in Table 4.5 indicate that overwhelming majority (100%) of the interviewed respondents considered monitoring students' discipline as an administrative activity which has positive influence on students' academic performance. Administrators take corrective measures in time by staff meetings, disciplinary committees to discuss students' progress as elaborated by the study of Kombo (2006), that discipline is very important for effective learning and if not enforced by the schools, they cannot achieve their set goals and objective.

As demonstrated in Table 4.5 the study indicates that checking for lesson preparation documents is one of administrative activities which influence positively students' academic performance. The findings from the interviews with HoS showed that all of them are monitoring classroom teaching. It was important to establish how they are monitoring classroom teaching, to which they (HoS) all testified that to

ensure effective preparation of the lessons taught by various teachers, the HoS are insisting on teachers to prepare important documents (schemes of work, lesson plans, subject logbooks and class journals), so as to produce best results. However, they added that these roles are sometimes delegated to deputy heads of school and academic office.

Head of schools in sample schools confirm that they administer lessons preparation documents as shown in the Table 4.6. The table below shows how do heads of schools are monitoring teachers' classroom teaching.

Table 4.6: Distribution of Heads of Schools Monitoring Teachers' Classroom Teaching

Responses	Frequency	Percentage
Checking lessons plan	04	100
Checking scheme of works	04	100
Checking class journals	04	100
Monitoring students' progress	04	100

Source: Research findings, 2017

Moreover, as indicated in Table 4.6 that majority of Heads of Schools (100%) reported during the interview that they weekly checked lesson books inspecting teachers' preparation of schemes of work at the beginning of term and conducted weekly check of class journals which kept records of teachers' class attendance so as to monitor teachers' attendance in classes and monitoring students' progress. Additionally, Heads of Schools reported that they insisted on the filling of schemes of works, lesson plans and subject logbooks for purpose of formality of those documents and ensuring syllabi are covered timely and making sure that when school inspectors come for inspection they find all documents are well prepared. The findings of Blasé and Blase (1999) are in line with the result of this study suggesting that school principals should focus on lesson presentation and relationship of teacher's personality with reference to planning and preparation in classroom observation abilities. During the interview one Head of School said:

“Every Friday teachers bring to my office their class journals, schemes of work, lessons plan, subject logbooks so as to inspect if subjects, are well covered. I sometimes enter classrooms to ask students”.(Head of school in school C).

The information from quotation agrees with the findings of Okendu (2012) who observed that Instructional process and supervision help a lot in improving academic performance of students. It aims at enhancing teaching and learning through proper ways of improving and guidance to teachers which help them release their creativity. On this note, supervision is an activity carried out by the school heads towards teachers to help and support so as to make teachers more effective in improving teaching and learning. HoS should therefore ensure that supervision activities are unrelenting in order to influence students' academic performance.

During interviews as shown in Table 4.6, all (100%) of HoS pointed out that monitoring of students' academic progress is very important because it improves students' academic performance as elaborated by Edmonds (1979) in his study who noted that students' progress should be regularly monitored. One head of school said that:

"We try to have weekly and monthly tests, after the tests have been administered to students, I ensure that subject teachers have marked the tests and are conducting discussions of the results with their students in various classes".(HoS in school A)

In general, the findings imply that the respondents were of the opinion that supervision improves students' performance, since they revealed during interview where they reported to be persistent in undertaking supervision duties in their schools. This may either seem to praise themselves regarding their management practices of supervision or they did not want to expose their administrative weaknesses. The findings concur with the study by Edmonds (2001) which state that there should be regular supervision of teaching and learning in the school in order to promote curriculum goals. Likewise, this is in line with the study by Olembo et al; (1992) which suggested that heads of schools must check the professional documents, since in that way they will be able to maintain professionalism and to evaluate teacher's performance.

Table 4.7: Distribution of Teachers' Response on Administrative Activities Influencing Students Academic Performance

Responses		Teachers (N=36)	
		Frequency	Percentage
i	Head of school instructional supervision of teaching and learning progress	23	63.9
ii	Monitoring discipline of students	15	41.7
iii	Ensure availability and adequacy of teaching and learning materials	15	41.7
iv	Motivating teachers	11	30.6

Source: Research Finding, 2017

Findings from Table 4.7 demonstrate that respondents views on which administrative activities influence students' academic performance, whereby 31% of respondents considered motivating teachers to have an influence, 42% viewed the availability and adequacy of teaching and learning materials. Additionally, monitoring and maintaining students' discipline was supported by (42%) of respondents, but supervision of teaching and learning progress was viewed by majority (64%) of respondents as a major administrative activity which influence students' academic performance. This implies that HoS influence teaching and learning through teachers.

The findings are in line with the study conducted by Noun (2006) in Nigeria which indicated that Instructional supervision influences teacher's competence and efficiency of the educational system by using methods and various techniques to establish, develop and implement policies, plans and procedures necessary to achieve educational goals. In addition, the findings echo what has been found by Okumbe (1999) who observed that principals influence the student's academic performance through carrying out various instructional supervisory activities directing to teachers for the benefit of the students. On other hand, Hallinger (2005) established that instructional supervision activities of head of school influence students' academic performance.

Furthermore, responses obtained regarding instructional supervision of teaching and learning progress indicated by teachers include; proper teachers and students classroom attendance, ensure provision of tests, classroom teaching, learning observation and checking for lesson preparation documents as shown in Table 4.8.

Table 4.8: Distribution of Teachers' Responses on Supervision of Teaching and Learning Progress

Responses	Frequency	Percentage
i Ensure provision of tests	05	22
ii Classroom teaching and learning observation	06	26
iii Checking for lesson preparation documents like scheme of works, lesson books, class journals	07	30
iv Proper classroom attendance of teachers and students	05	22
Total	23	100

Source: Research findings, 2017

Table 4.8 presents different responses given by teachers concerning supervision of teaching and learning progress which is one of administrative activities. This means that teachers concur with their HoS that supervision of teaching and learning progress influence positively students' academic performance. This imply that heads of schools ensure students' academic progress through testing of students , making sure that all the required subjects are taught and the expected lessons per week are reflected in the timetable.

About 30% of teachers have confirmed that their HoS and academic office checked lesson preparation documents as suggested by Head of School during interview, that such exercise is practiced constantly. Furthermore, about 26% of teachers noted that Heads of School often visited classrooms. This is in agreement with the Heads of Schools' argument that they often visited classrooms to observe teachers lessons and provides feedback after class observation instantaneously. The findings agree with that of Kerubo (2010) who established that checking of teachers lesson plans, teachers lesson notes and students work correlate with students' academic

achievement and inspection of teachers' records of work helps students understanding what is taught and eventually covers the syllabus.

Also, there is similarity with the study undertaken by Sabaitu and Ayandoja (2012) in Nigeria , which showed that there was significant impact of checking of students' notes, checking teachers' punctuality, attendance of teachers and class visitation on academic performance of students in English language. Generally, the findings of this study revealed that teachers in selected schools were of the view that administrative activities and practices influence students' academic performance particularly supervision of teaching and learning process, which were mentioned by majority of respondents, followed by monitoring discipline of students and ensuring availability and adequacy of teaching and learning materials.

4.4 Administrative Challenges Affecting Students' Academic Performance

The second objective of this study aimed to identify administrative challenge affecting students' academic performance. Responses obtain from HoS, MSEO, teachers and students

4.4.1 HoS responses on administrative challenges

Table 4.9: Distribution of HoS Responses on Administrative Challenges based on Different Administrative Duties

	Responses (N=04)	Frequency	Percentage
i	Ministry of education fee structure is inadequacy to run administrative activities and academic purpose	04	100
ii	Shortage of science teachers	04	100
	Shortage of equipped science subject laboratories and apparatus	04	100
iii	Poor cooperation of parents on students' academic Progress	04	100
iv	Poor classroom attendance and lateness of students	04	100
v	Shortage of arts subjects texts books	04	100
vi	Administrative workload	04	100
vii			

Source: Research Finding, 2017

During interview, HoS were asked on the administrative challenges affecting students' academic performance. As shown in Table 4.9 overwhelming majority (100%) of HoS reported that they are faced with inadequacy of financial support to implement the concept of free secondary education's government policy. Heads of school reported that the fund provided is not matching with the actual number of students in schools, which make them face with difficulties to run administrative activities effectively for better academic performance of students. The Head of one of Schools stated that;

“Actual fund provided by government does not match with the actual number of students. For instance, from January up to March 2017 my school received less fund compared to the number of students we have at school. The fund allocated for my school was based on 300 students we had last year, whereby this year we have 390 students”(Head of School in school A)

Another Head of School stated that;

“Absence of a specific budget which can be used for enhancing supervision and ensure good quality of supervision, or insufficient budget provided for such purpose if it happens, leads to inability to run supervisory activities effectively, such as in-service supervisory training programs” (HoS in school B).

To confirm heads of school responses, Education officer was asked about financial management challenge in community secondary schools. His response is quoted below:

“Of course government fund provided to the education sector is insufficient to run the day to day activities of schools, particularly due to an increase in the number of students' enrolment following the government's declaration of free education policy; meanwhile most schools lack alternative sources of fund, so this obviously hindering or stagnating the implementation of school activities” (MSEO).

Furthermore, Heads of schools reported during the interview that the Ministry of education's pronounced fee structure is not sufficient, especially the fund allocated for continuous assessment, which is 15% of total amount of entire fund they receive monthly (Table 4.9).

Reflecting on one of HoS' quotation:

“I work with a tight budget, we received 147,360 shillings per month for continuous assessment while we have 498 students. Within that budget, we are also supposed to print and make copies, but such amount is not enough compared with the number of students who take nine subjects and supposed to do weekly and monthly tests” (HoS in school B).

However, researcher observed that weekly and monthly tests were not often given to students because of the fact that teachers were overloaded by the teaching load, especially for mathematics and science subjects' teachers, due to increased students' enrolments in community secondary schools. Thus, tests marking load could not be accomplished on weekly or monthly bases. Yet, HoS in school A, B and C pointed that reason for not assessing their students on weekly and monthly basis was because of limited funds for stationeries, printing and photocopying tests, as they have large classes. Therefore, it implies that fund allocated to be used per the directives is not enough. Due to this fact the school heads insisted that financial limitation hindered or delayed the implementation of school activities including purchasing of academic facilities like instructional materials, stationeries, printing tests and internal examinations. Consequently bringing negative impact on the teaching and learning process in general and students' academic performance and administrative work becomes unpleasant.

The findings concur with other studies (Siwolo, 2004; Eshiwani, 1993) which showed that a school cannot function without finances and even if the government provides fund in schools it may be inadequate unless well managed. Finances have to be properly managed in order for them to have the right impact on academic performance.

Also the findings in Table 4.9 show that schools' status in terms of availability of well-equipped laboratory for handling practical in science subjects (Physics, Chemistry and Biology) is not good because construction of science laboratories is still on progress, and there is shortage of laboratories equipment and science practices were conducted in those rooms which are not up to standard. Heads of Schools added that “rooms were too small to accommodate a big number of students for practical works, which denied students and teacher's opportunity to put

well their theoretical lessons into practice and this situation affects teachers and learners' morale in the whole process of teaching and learning at school.

To verify the responses from the head of schools and teachers, the interviewed education officer reported that community schools are not well equipped with science laboratories. During an interview, MSEO asserted that:

“Of course some community secondary schools do not have a complete science laboratories and there is acute shortage of equipment, only limited number of schools have fully completed and equipped science laboratories and do not face much of such shortage because apparatus are provide by government” (MSEO).

Additionally, the findings in Table 4.9 indicate that in terms of reference books, textbooks especially for arts subjects, 3 heads of schools reported that History, Geography and Civics books are insufficient compared to a number of students at schools. In contrast, text books for science subjects, Mathematics, English and Kiswahili are at least available. For example, Head of School in school D reported that book ratio for Geography is 1: 5 briefly to say, one book is shared by five students. They added that although some few students possessed their own books, but books available at school were not enough for the big number of the students. Therefore, it was difficult for students to share the available resources which in most cases have affected students' ability to complete their assignments on time when provided by their teachers.

In general, the findings showed that all schools were not equipped with good laboratories and accompanied equipment. The shortage of some essential text books was also mentioned, while Heads of Schools reported in majority that funds allocated for the running of schools as per government's directives, are not adequate to cater for all schools' needs including the purchase of laboratory apparatus. The findings are in line with the study of Kamau (1990) who pointed out those school materials and other physical facilities are some of the administrative areas highly affected by the problem of insufficient funds in educational institutions.

The prevailing situation is likely to undermine teaching and learning processes in schools, hence affecting students' academic performance negatively. This denies students and teachers the opportunity to put effectively their theoretical lessons into

practice, eventually hindering school administration efforts towards realization of its goal.

Furthermore findings in Table 4.9 show that 75% of school heads reported that some parents do not like to make follow up on their children academic progress. They explained that some parents show negative response even when they were asked to attend various parental meetings to discuss issues concerning their children, school challenges and educating them on the importance of ensuring their children get all necessary facilities to support their studies in the provision of quality education. However, Head of School in school B reported that even though parents attend some school meeting their support for academic development is very poor. The school head supported by saying that:

“As schools were banned from seeking contributions from parents, they have left all the responsibility of education of their children on government, even when they are requested to come and discuss on the matters relating to their children discipline and academic performance unfortunately fewer them respond” (Head of school in school D).

This phenomenon revealed unwillingness of students' parents to visit school, or indeed to ask about their child's progress hindered the school administration from smooth school management. Findings of previous studies indicate that student achievement improves when parents are hugely involved in their children's progress at school and in the community because parents are supposed to complement and support teachers' efforts in pushing students to put more efforts in their studies, as reported by Steinberg (2006). On top of that the study of Harris (2002) pointed out that heads of schools should communicate with staff, students and parents in order to develop their core visions and values.

Result in Table 4.9 also indicate that HoS in school A, C and D report that students' attendance was not good as some of students do not regularly attend to school. To confirm attendance of students, the duty book was examined in school C to verify the existence of absenteeism from January to April 2017, where it was observed that about 100 student's, which is 25% of 403 students do not attend to school regularly. Heads of those schools put clear that absenteeism was caused among others by poor economic status of the households where students belong and lack

of cooperation from parents on academic issues of their children. As a result some students miss most of classroom works and find it difficult to catch up and eventually failing to performing well in their examinations. One head of school stated as follows:

“There are some students who are unable to attend regularly to school, because their parents cannot afford to pay for their transportation to school, plus lack of hostels facilities for students who stay far away from their home” (HoS in school D).

These findings concur with UNICEF (2000), which signifies that absenteeism negatively affects child’s learning, while regular child attendance for learning is an element to best continuity to the learner’s learning. It is also in line with Hanushek, Markman and Rivkin (2003) who observed that being absent from class decreases student’s ability to learn which affect the academic performance. On other hand Heads of School in school C and D pointed out that there are some cases of lateness to some of students and this is likely to affect classroom learning because the late comers cannot catch up with their studies. One head of school notes:

“There some students who reside as far away as 2km to 10km from school, which leads them to miss lessons in the morning sessions, since their only means of coming to school is by walking while few others use bicycles” (Head of school C).

Meanwhile, majority (100%) of Heads of School reported that normally they do not frequently observe classroom teaching to know how teachers are teaching , because of the huge administrative workload, which include carrying out supervision, running their own classes and routine administrative tasks (Table 4.9). The findings are supported by Enaigbe (2009) who revealed that secondary school heads have a burden of administration so that they hardly find time to visit classrooms and observe how teachers are teaching.

The result in Table 4.9 also show that majority (100%) of Heads of school reported that there is shortage of science teachers in their schools. The HoS were asked to give their reflection on the number of science teachers in their schools, where the study found that there were 5 teachers in school A, 8 in school B, 5 in school C, and 8 teachers in school D. The number of teachers found in each secondary school

does not comply with the National education policy, which requires students to teacher ratio of 1:20, meaning that one teacher should teach twenty students, projections by 2015 (URT, 2010) SEDP II.

Table 4.10: Distribution of the availability of science Teachers in surveyed schools

School		Number of science teachers				
		Chemistry teachers	Physics teachers	Biology teachers	Mathematics teachers	Total
School A	(forms 1-4)	-	2	2	1	5
School B	(forms 1-4)	2	2	1	3	8
School C	(forms 1-4)	1	1	1	2	5
School D	(forms 1-4)	1	2	2	3	8
Total		4	7	6	9	26

Source: Field data, 2017

Results in Table 4.10 shows that science teachers were not adequate in number, because each school comprised of different streams for each class. For example, school A had a total number of twelve (11) streams whereby form 2 alone had three streams. In this case it was difficult for any of the five teachers to handle the classes and their streams altogether.

One head of school during interview noted that:

“The school faces shortage of science teachers especially chemistry subject. Previously, school had access of temporary teachers but nowadays it is difficult to hire because there is no fund allocated for it” (Head of school in school D).

Another Head of School stated that:

“There is only one physics teacher in this school who is also supposed to teach chemistry in form three, and apart from teaching he has to do other activities like marking students work books and prepare practical” (HoS of school C).

Moreover, one school head admitted that due to shortage of teachers he could not manage to pay regular physical visitation in every class to inspect the actual teaching, but only moving around classrooms during classes and observing just few aspects as could possibly be done. He adds that:

“I am supposed to teach chemistry for the whole school, so it is difficult even to administer well instructional activities like visiting classroom for lessons’ observations. Since, lesson’s preparation, teaching, giving exercises to students, marking tests and giving feedback are all time consuming ” (HoS in school A).

The quotation implies that schools heads face some difficulties to monitor well the teaching and learning process due to lack of human resource. The absence of adequate number of teachers was found to undermine effectiveness of school administrators in ensuring that there is smooth teaching and learning process in schools, which influence students’ academic performance negatively. This concurs with study done Mosha (2014) who states that the lack of adequate teachers is a hindrance to quality of teaching and learning because teachers are unable to handle well all learners due to heavy teaching workload. McDermott (1990) in his findings noted that most of secondary schools had shortage of science teachers, but had many arts subjects teachers, the situation which led to majority of students to ignore science subjects.

Generally, all HoS insisted that they are faced with financial limitation which hindered them to hire extra teachers. Shortages of teachers make administrative work to be unpleasant. The findings concur with a study of Ogba and Igu (2014) which noted that insufficient funds often leads to insufficient libraries, laboratory and its equipment, very limited instructional materials, and low-priced building construction also hinders the smooth administration of secondary schools.

4.4.2 Teachers responses on the administrative challenges affecting students' academic performance

Table 4.11: Distribution of Teachers' Response on Administrative challenges

Responses (N=36)	Frequency	Percentage
i Inadequacy of financial support to run administrative activities provided for secondary education	21	58.3
ii Shortage of science teachers	19	52.8
iii Poor parental involvement in the educational process	17	47.2
iv Shortage of teaching and learning materials	16	44.4
v Lack of teachers' motivation	14	33.3
vi Poor classroom attendance of students	12	25.0

Source: Research Finding, 2017

According to the findings as indicated in Table 4.11 regarding teachers responses on administrative challenges that affect students' performance, 25% of teachers considered poor classroom attendance to be the factor, while 33% pointed to lack of teachers' motivation and shortage of teaching and learning materials was mentioned by 44% of teachers involved. Moreover, poor parental involvement in the educational process was mentioned by 47% of teachers, and shortage of science teachers by 53% of respondents, while inadequacy of government financial support for free secondary education was considered to be a challenging factor by 58% of teaching respondents. However, based on the highest percentage, the major administrative challenges that affect students' academic performance were inadequate government financial support for free secondary education and shortage of science teachers as also confirm by all HoS during interview.

About (58%) of teachers established that; funds provided were not adequate for managing resources in schools as concurred by their Heads of schools who mentioned the same problem to be the constrain which led to the schools' inability to purchase teaching/learning resources as a result increases students' under-achievement levels. As exactly said by school heads in school A, B and D are paying more attention to midterm, terminal and annual tests than weekly and monthly tests because of shortage of stipend for stationeries, printing and

photocopying due to large classes. For that case students are undermined of the opportunity to practice what they were learning in classrooms.

A number of teachers as shown in Table 4.11 indicate that inadequacy of government financial support in their school was the major administrative challenge compared to challenge of science teachers, parents involvement on students' academic progress, teaching and learning materials and teachers' motivation .Respondents recognize that funding has to be adequately allocated for comfortable stay of student's in schools like buying different necessities for the school for both academic and non-academic needs. The study of Lumuli (2009) notes that availability or adequacy of financial resources will enable a school to acquire other facilities such as physical facilities, textbooks and human resources.

Also findings in Table 4.11 show that more than half of teaching respondents (53%) indicated that science teachers are not enough in their schools to handle all the students. This correlates with what school heads revealed during the interview that teachers were overloaded, due to shortage of teaching staff, hence leading to low teaching efficiency. The study also observed that all the schools from the study area had enough arts subject teachers but suffered from huge shortage of science teachers. However, few teachers identified poor classroom attendance of students in their school as shown in Table 4.11; probably they observe that is minor administrative challenge.

4.4.3 Students' responses on administrative challenges affecting students' academic performance

These responses were categorized for those who agree and not agree and results are presented in Table 4.12.

Table 4.12: Distribution of Students' Responses on Administrative Challenges

S/N	Question item	Yes		No	
		F	%	F	%
i	Are there enough text books and other learning materials for all subjects in the school?	4	12.5	28	87.5
ii	Are there well equipped science subjects laboratories?	0	0	32	100
iii	Are there enough science subjects teachers in your school?	2	6.3	30	93.8
iv	Are there enough arts subjects teachers in your school?	20	62.5	12	37.5
v	Does the head of school often observe learning in classroom?	9	28.1	23	71.9
vi	Do you often given weekly and monthly tests	13	40.6	19	59.4
vii	Are there enough classrooms in your school?	26	81.2	6	18.8
viii	Is there enough school furniture for students	28	87.5	4	12.5
ix	Do students attend schools regularly?	20	62.5	12	37.5
x	Does school administration motivate students who perform well?	13	40.6	19	59.4

Source: Research Finding, 2017

Table 4.12 shows that the main administrative challenges indicated by students are shortage of text books, shortage of teachers and laboratory apparatus. All students (100%) indicated lack of equipped science laboratories in their schools and limited laboratories apparatus in performing laboratory activity to be the factor affecting their performance. This implies that students do not get effective science practical and therefore this is affecting their academic performance, increases students 'under-achievements and contributes to students' negative attitude towards science subjects. As shown in Table 4.12 Community secondary schools had experienced

great demand of teachers, as school heads revealed during the interview that teachers particularly science subject teachers are overloaded by teaching load due to shortage of teachers.

As shown in Table 4.12 students were asked to respond on the availability of enough teachers and the findings revealed that the majority (93%) reported that there is no enough science teachers in their school. This implies that proper running of a secondary school depends on quality and efficiency of staff available. This concurs with Ikegbusi (2014) who states that the success of secondary school administration depends on the availability of teachers. Also, findings are supported by Lumuli (2009) who indicates that adequacy of teachers is reflected by student-teacher ratio.

However, most students (88%) were of the view that text books and other learning materials for all subjects in their school were not enough to enable every student to get his or her own copy. Respondents maintained that books were inadequate (Table 4.12). This was verified by one of Head of Schools who argued that there was big number of the students while the textbooks available were insufficient, only books for science subjects were relatively at least available.

4.5 Strategies to overcome administrative challenges in Community Secondary Schools

The third objective of the study intended to identify strategies implemented to overcome administrative challenges which affect students' academic performance. Since, this could form the basis for possible solutions in order to reduce the impact of these challenges.

4.5.1 Teachers and Students Responses on the Strategies to be Used as shown in Table 4.13 below

Table 4.13: Distributions of Teachers and students responses on the Strategies for Administrative Challenges

Responses	Teachers(N=36)		Students (N=32)	
	Frequency	Percentage	Frequency	Percentage
i Improvement provision of secondary education fund	21	58.3	01	3.1
ii Provision of enough science teachers	20	55.6	20	62.5
iii Encourage parents awareness on students academic matters	16	44.4	02	6.3
iv Provision of sufficient science laboratory materials	15	41.7	22	68.8
v Motivating to teachers	14	38.8	00	00
vi Provision of sufficient text books	10	27.7	08	25.0

Source: Field data, 2017

From the study findings in Table 4.13, respondents (teachers) suggested the provision of sufficient of text books (28%), motivating teachers' (39%), provision of sufficient science laboratory materials (48%), encouraging parents awareness on student's academic matters (44%), provision of enough science teachers (56%) and increasing the amount of fund given to schools for secondary education (58%) as the best strategies in overcoming administrative challenges.

On other hand, based on the highest percentage, majority of teachers (58%) indicated that the fund provided to schools for different activities should be improved and schools should be given more science teachers. Students (respondents) on the other hand based on highest percentage suggested on the provision of sufficient science laboratory equipment (69%) and provision of enough science teachers (63%).

As highlighted in Table 4.13, about 58% of teachers the provided fund by Ministry of education to secondary schools should be sufficient to satisfy the needs of those schools, to make easier running of schools and enhance students' academic performance. This is in line with Lumuli's (2009) argument which states that availability or adequacy financial resource is a key element among educational resources for effective running of a school. The findings of Mobegi et al. (2010) also observed that finance is crucial for maintenance and the provision of quality education, since it determines the quality of physical facilities, teaching and learning materials, quality of teachers, motivation and teachers' employment in the time of shortage.

In contrast, only (3.1%) of the students viewed an improvement of the fund provided to schools to be a key element of their educational success. This could be attributed to the fact that students were not aware of financial expenditure involved in schools, rather only teachers were aware because they are part of school administration.

Result in Table 4.13 shows that about 56% of the respondents (teachers) proposed that there should be an increase of teachers recruitment especially science teachers to ensure equal distribution in every school and overcome the problem of under staffing. Likewise, 63% of students indicated that teacher's recruitment should be increased. This implies that students acknowledge that teachers are the most important factor that determines the effectiveness of school who maintain an active learning environment. Therefore, MoEVT in collaboration with the PMO-RALG should urgently train more science teachers to fill the shortage revealed in this study. This has also already been projected by Secondary Education Development Plan (SEDPII plans by 2010–2015) (URT, 2010), which aimed at providing functional laboratories and well-stocked libraries and training more teachers (especially in mathematics and science) and providing them with regular professional development training. It is clear that these plans have not been fulfilled and urgent actions are needed.

Furthermore, results in Table 4.13 show that student respondents (69%) indicate that there should be improvement and development of science laboratories which will contribute to effective teaching and help students to study. Students need well equipped laboratories for handling practical in science subjects. This means that the respondents recognize the importance of physical facilities particularly laboratories on their academic performance. The findings are supported by Njuguna (2012) who

links performance in examinations to state of teaching and learning resources in schools, whereby he noted that students perform poorly in the examinations because they are often in schools with poor vital facilities as a result making students feel that being in school is a waste of time. Teachers as shown in Table 4.13 proposed the increase of teacher's recruitment than improvement and development of science laboratories probably because they believe that the presence of teachers is basically what determines the success of students at school.

4.5.2 Head of Schools responses on strategies taken to overcome administrative challenges

Table 4.14: Distribution of Coping Strategies suggested by HoS on administrative challenges

Coping strategies (N=04)	Frequency	Percentage
Working on budget available	04	100
Borrowing some facilities from other schools	04	100
Leaving some tasks undone until funds are available	02	50
Request teachers teach more periods	04	100

Source: Field data, 2017

During interview, HoS reported about the coping strategies undertaken to overcome administrative challenges such as inadequacy of school finances, shortage of laboratory apparatus, shortage of science teachers, and poor cooperation from parents the schools are confronting. Result in Table 4.14 show that all HoS in sampled schools work within the available budgets, while HoS in school B and D reported further that they leave some tasks undone until funds are available as the measure to cope with inadequacy financial support while implementing free secondary education policy. This was confirmed by MSEO who reported that

“Actually we insist for PMO-RALG as Ministries responsible for Education to allocate enough resources to schools, so that their leaders can cope with various and demanding responsibilities” (MSEO)

Generally, MoEVT, in collaboration with the PMO-RALG as Ministries responsible for Education, should allocate enough resources to schools so that their leaders can

cope with various and demanding responsibilities. Also, the allocation should be based on the number of students available at school and the school plan, since schools have different number of students and differ as well in some specific needs.

Findings in Table 4.14 indicate that HoS reported that to cope with the shortage of laboratory apparatus and absence of well-equipped rooms for handling practical in science subjects, they are compelled to borrow some laboratory equipment from other schools especially during Mock and National examinations. However, this does not fulfil the demand of overcoming such challenge rather it is a temporary measure.

Also findings in Table 4.14 indicate that all (100%) of Heads of School had to request teachers to teach more subjects and have more teaching sessions in addressing the shortage of teachers. Meanwhile the head of school A added that sometimes he allows teachers to teach combined classes because of overloaded number of teaching sessions.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Overview

This chapter presents summary, conclusion, and recommendations of the study and some suggestions for further research on the study theme.

5.2 Summary of the Study Findings

Generally, the study was to find out administrative challenges that affect academic performance of sampled community secondary schools. The study focused on administrative factors which pose as challenges to students' academic performance, and how to minimize the negative effects of those challenges on students' academic achievements. Three research objectives were designed. The first objective was to determine administrative activities which contribute to students' academic performance in selected schools; the second was to identify administrative challenges affecting students' academic performance in selected schools and the third was to assess strategies employed to overcome administrative challenge. The theory that guided this study was effective school model by Lezotte, which explains the role played by discipline, school finance, management of curriculum implementation, and physical resources in determining school's administrative effectiveness.

The study used a total sample size of 32 students, 36 teachers, 4 Heads of School from community secondary schools and 1 Education Officer. The research design for this study was descriptive survey. To achieve research objective qualitative approach was used. The sample of 73 respondents was selected using purposive and simple random sampling technique. Semi-structured interviews, questionnaires, observation and documentary review methods of data collection were used to gather information. Data were analysed using thematic technique of analysing the qualitative data, whereby data were firstly categorized into themes, guided by research questions and presented in forms of narratives and direct quotes. Data from questionnaires were analysed and stipulated into percentages and frequencies using computer software SPSS.

Findings of the study showed that instructional supervision of teaching and learning progress is one of major administrative activities influencing student academic

performance. However the results prove that there are numerous administrative challenges in selected schools which are affecting students' academic performance and chief among those challenges is inadequacy/insufficient fund provided for financing schools activities. Therefore, rigorous and realistic strategies should be designed and employed to overcome these challenges.

5.2.1 Research objective 1: Administrative Activities Contributing to Students' Academic Performance

The following were the findings of the study; it was revealed that 100% of the heads of school reported that the major administrative activities influencing academic performance were; classroom teaching and learning observation, ensure proper students and teachers attendance, monitoring and checking instructional documents and ensure availability and adequacy of teaching and learning materials. While most of teachers 64% confirmed that instructional supervision of teaching and learning progress is one of administrative activities influencing students' academic performance.

5.2.2 Research objective 2: Administrative Challenges Affecting Students' Academic Performance

Also the findings indicate that the major administrative challenges in community secondary schools as revealed by 58% of teachers is an insufficient funds received, while 100% of students indicated the shortage of science teachers and laboratory equipment to be the main challenges. on other hand 100% of HoS and MSEO confirmed that the main challenges include inadequate funding, inadequate recruitment of science teachers, and inadequate teaching and learning materials especially laboratory equipment.

This definitely ends up affecting the academic performance of the students. However, motivation, absenteeism of students and curriculum implementation in sampled schools seemed to be minor administrative challenges.

5.2.3 Research objective 3: Strategies to Overcome Administrative Challenges

The study has shown that majority of teachers suggested the provision of sufficient fund to satisfy the needs of schools, increasing availability of teaching and learning materials, and further recruitment of teachers so as to minimize large work load of few teachers available and improving teachers per students ratio. Likewise, students suggested on improving teaching and learning materials and provision of

adequate science teachers. Head of schools cope with administrative challenges by working with available budget and borrowing facilities from other schools to cope with the shortage of lab apparatuses from their schools.

5.3 Conclusion

Based on the findings as summarized above, Most of the respondents (heads of school, teachers and students) had shown that their schools face with myriads of administrative challenges.

Thus, as far as the findings obtained from this research work are concerned, it can be concluded that the major administrative challenges in the sampled community secondary schools affecting students' academic performance were: shortage of school finances, inadequate teaching/ learning materials and teachers. This undermined the effectiveness of schools' administrators in ensuring there is smooth teaching and learning process in schools, which eventually translated to poor academic performance among students. This has been observed from form four national examination results for three consecutive years: 2013, 20104 and 2015. The findings revealed that school heads work under unfriendly working situations in which schools operate under shortage of teachers, facilities and the funds.

Furthermore, findings in this study allow an extensive study on various factors affecting the academic performance of Tanzanian community secondary schools in general and deep insight for improvements. Also, there is a need to collect more information in order to have a good generalization and better understanding of the factors affecting the academic performance of community secondary schools in Tanzania

The study further established that school heads in the sampled community secondary schools try to carry out all their administrative roles so that to influence academic performance. However, it contrary with teachers whereby few of them identify administrative activities. This may probably either means that they were not aware with administrative activities influencing academic performance or administrative activities are not conducted effectively.

5.4 Recommendations

Firstly, Municipal education office needs to conduct workshops for both teachers and heads of schools and equip them with skills to be creative and innovate alternative means of obtaining funds and improving schools financial position and overcome financial shortage that result in inadequate facilities that affect academic performance of students.

Secondly, Nongovernmental organizations and all well wishers should be encouraged by the government to offer more support to the education sector in the provision of schools' essential facilities like stationeries, laboratories apparatus and other facilities. To motivate private sector to contribute in these efforts, the government should offer incentives to them such as Tax relief when they contribute to education sector development for a certain amount of money.

Thirdly, the study found that schools are enriched with teachers specializing in art subjects compared to science subjects. This also reveals the need to concentrate on strengthening the community secondary schools with science teachers as well as with laboratories which are well equipped. This call for government efforts to create good environment for teachers (such as increase in remuneration and provision of staff houses) so that more University students are attracted to choose teaching career, since the job working environment will be attractive like other specializations.

Fourthly, parents should be mobilized by Government in collaboration with Municipality and their respective wards offices to offer support to the education sector. They should be encouraged through meetings to donate regularly to schools in terms of teaching facilities, as volunteer teachers for those with appropriate knowledge and teaching as well as contributing certain amount of money to allow schools to hire temporary science teachers so as to supplement the government free education fund.

Fifthly, the MoEVT in collaboration with the PMO-RALG as Ministries responsible for Education should allocate enough resources to school leaders so that they can cope with various and demanding responsibilities. Meanwhile, the allocation should be based on the number of students at schools and the plan schools has to enhance students' performance (needs based approach) because each school has different needs for the others.

Sixthly, the school administrators' workload should be reduced so that they can address both their administrative duties and participate fully in their instructional supervisory roles. This can be done by the government ensuring that staffing in every school meets the required teachers-students ratio.

Lastly, Government should learn from private schools by compensating teachers with attractive pay package, building library with enough books and laboratories with enough chemicals and attractive working conditions for workers/teachers, for example housing, electricity, water services and other allowances. Through public-private partners education for secondary schools can be made attractive and intellectually stimulating

5.5 Areas for Further Study

Since this study explored the administrative challenges affecting students' performance which involve heads of schools, teachers and students it is recommended that other studies explore students' challenges affecting academic performance so as to compare the results with what is observed in the current study.

Research is needed to examine the strategies that can be used to facilitate the adequate number of science teachers so as to never gain run short of science teachers.

With examine to provision of fund in secondary schools, research is needed to examine the strategies that can be used to determine efficiency of funds allocated in secondary schools.

Since this study observed instructional supervision as one of administrative activities influencing academic performance, there is a need for further study to find out the extent to which Heads of School are trained specifically to undertake instructional supervision.

REFERENCES

- Abraham, N.M. (2003). *Educational Administration in Nigeria*. Port Harcourt; Pam Unique publishing company Limited.
- Ajayi, T. (2014). Resource factors as correlate of secondary school effectiveness in Ekiti state. *Nigerian Journal of Counselling and Applied Psychology*, 1(1), 109-115.
- Alagbu, C. N. (2003). A comparative study of the administrative and organization of Federal and State secondary schools in Anambra state. Ahmadu Bello University, Zaria. MEd Thesis.
- Andrew, C. P. (2008). *Vanderbilt Assessment of Leadership in Education; Technical Manual*, Vanderbilt University. Application. New York: MacMillan publishing company.
- Armor, D. (1976). *Analysis of the School Preferred Reading Program in Selected Los Angeles Minority Schools*, preferred for the Los Angeles United States School District. Santa Monica: Carlifonia road Corporation .
- Armstrong, M. (2001). *A Handbook of Human resource Management Practice*. London and New York: Kogan page publisher.
- Armstrong, M. (2006). Human Resource Management Theory and Practice: London: as predictors of Academic Self-efficacy among fresh Secondary School Student in Oyo State, Nigeria. *Electronic Journal of Research in Educational Psychology*, 5-3 (1).
- Arong, F. E., & Ogbadu, M. A. (2010). Major Causes of Declining Quality of Education in Nigeria from Administrative Perspective: A Case Study of Dekina Local Government Area
- Ayot, H.O& Brigg, H. (1992). *Economics of Education*. Nairobi: Educational Research and Publications.
- Babyegeya, M.(2002). *Educational planning and administration*. Dar es Salaam: Open University of Tanzania
- Bell, G. & Rhodes, C. (2003). *The skills of primary management*. London: Rutledge
- Birmingham,R.& Wilkinson, D. (2003).*Using Research Instruments a Guide for Research*. New York: Routlege Falmer Publishers.
- Blase, J., & Blase, J. (1999). Principals' instructional leadership and teacher development: Teachers' perspectives. *Educational administration quarterly*, 35(3), 349-378.
- Bray, M. (1996). *Decentralization of education: Community financing* (Vol. 36). World Bank Publications.

- Brookover, W. (1979). *Changes in Schools Characteristics: A Coincidence with Changes in Student Achievement. Occasional Paper no.17 East Lansing Michigan Institute of research on teaching, Michigan University way ed.181:005.*
- Brueckners& Burton W.H. (2005). *Supervision Social Process: Appleton.*
- Bryman, A. (2001). *Social research methods.* New York: Oxford University Press
- Campbell (1999). *Introduction to Educational Administration 3rd edition Allyn Bacon Inc. Boston*
- Campbell, (1999). *Introduction to Educational Administration 3rd edition Allyn Bacon Inc. Boston Century -Crofts. Inc New York (2005).*
- Cohen, L., Manion, L. & Morrison, K. (2000). *Research methods in education London: Rottridge Falmer.*
- Conner, K. R. (1991). A historical comparison of resource-based theory and five schools of thought within industrial organization economics: do we have a new theory of the firm?. *Journal of management, 17(1), 121-154*
- Cotton, K. (2003). *Principals and student achievement: What the research says.* ASCD.
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches (3rd ed.).* Los Angeles: Sage Publications.
- Dadey, A. (1990) 'The role of the headmaster in the administration of secondary schools in Ghana'. Doctoral thesis, University of Birmingham, School of Education, effectiveness and School Improvement,17(2):145-177.
- Darling-Hammond, L. (1997). *Doing what matters most: Investing in Quality Teaching.* Kurtzon, Pennsylvania: National Commission on Teaching an America's Future.
- Edmonds, R. (1979). *Effective Schools for the Urban Poor, Educational Leadership: Vol (37) , 15-24.*
- Edmonds, R. R. (1979). *Programs of School Improvement: An Overview, Educational Leadership 40, 3, 4 – 11.*
- Edmonds, R. R. (1980). *Programs of School Improvement: an Overview, Educational Leadership 40, 3, 4 – 11*
- Elzheimer.E (2011). *The Four Main Approaches.* New York. Visual eZ Publisher.
- Enaigbe, A. P. (2009). *Strategies for improving supervisory skills for effective Primary education in Nigeria. Edo Journal of Counselling, 2(2), 236-241.*
- Eshiwani, G. S. (1993). *Education in Kenya since Independence.* Nairobi: Government Printers.

- Gay, L. R. (1976). *Education Research: Competencies for Analysis and Application*. Ohio: Merrill Publishers,.
- Gray, D. E. (2004). *Doing Research in the Real World*. London: Sage Publications.
- Gray, J. and Laidlow, H. (2004). *Improving the measurement of communication satisfaction*, *Management communication Quarterly*, A(3), 425 – 448
- Grubb, W. N., & Flessa, J. J. (2006). "A job too big for one": Multiple principals and other non-traditional approaches to school leadership. *Educational Administration Quarterly*, 42(4), 518-550.
- HakiElimu, (2005). *Three Years of PEDP Implementation: Key Findings from Government Review*. Dar es Salaam: HakiElimu
- HakiElimu, (2013). *Does environment affect students achievement*; Haki Elimu. Dar es salaam.
- Hale, E.I. (2003). "Preparation And Development Of Public Secondary Schools And Program Innovation." Institute For Educational Leadership, Washington, D.C.
- Hallinger, P. (2005). Instructional leadership and the school principal: A passing fancy that refuses to fade away. *Leadership and policy in schools*, 4(3), 221-239.
- Hanushek, E. A., Kain, J. F., Markman, J. M., & Rivkin, S. G. (2003). Does peer ability affect student achievement?. *Journal of applied econometrics*, 18(5), 527-544.
- Harber, C. & Davies, L. (2002). *School Management and Effectiveness in Developing Countries: The post bureaucratic schools*. London, Continuum.
- Harber, C., & Davies, L. (2005). *School management and effectiveness in developing countries: The post-bureaucratic school*. A&C Black.
- Harbison R.N. and Hanushek, EA (1992). *Educational Performance of Poor: Lesson from the Rural North East Brazil*: Oxford University press.
- Harris, A. & Lambert, L. (2003). *Building Leadership Capacity for School Improvement*. Maidenhead, Open University Press.
- Hayness, M. (2011) *Meeting the Challenge; The Role of School Leaders in Turning Around the Lowest Performing High Schools*; Alliance for Excellent Education. New York.
- Hoy, W. K. And Miskel, C.C. (1982). *Educational Administration, Theory Research and Practice*; 2nd Ed, New York: Random House, Inc.

- Husen, T., Saha, L., & Noonan, R. (1978). Teacher Training and Student Performance in Less Developed countries. World Bank Staff working paper No. 310, Washington D.C: The World Bank.
- Ikegbusi, N. G. (2014). Towards enhancing staff personnel management in secondary schools in Anambra state. *Journal of Educational Research*, 2(3), 117-124.
- Ikegbusi, N. G & Iheanacho, R. C. (2016). Factors Militating against Effective Administration of Secondary Schools in Anambra State. *World Journal of Educational Research Vol. 3, No. 1*.
- Kamau, K. W. (1990). Financial Management Practices in Kenya Secondary Schools Problems and Issues. Kenyatta University ,M.Ed Thesis Nairobi.
- Kathuri, J. N. & Pal, A. D. (1993). *Introduction to Educational Research*. Egerton University ;education/ Media Centre(E.M.C).
- Keller, B. Y. (2012). Factors associated with high school learners' poor performance: A spotlight on mathematics and social studies. *South African Journal of Education*, 27(4), 233-242.
- Kent, G. (1989). *The Modern Primary School Head Teacher*, Kogan Page Publisher, London:
- Kent, G. (1989). *The Modern Primary School Head Teacher*, Kogan Page Publisher, London:
- Kerubo, M. J. (2010). Role of head teachers' instructional supervision on Kenya certificate of primary education performance in public primary schools. Kenyatta University, Kenya.
- Kitavi, M. (1997). Problems facing beginning principals in developing countries: A study of beginning principals in Kenya. *International journal of educational development*.vol. 17. No3, 251- 263..
- Kombo,D.K.(2006). Proposal and Thesis Writing An Introduction. Nairobi Paulines Publishers African Limited.
- Kothari, C. R. (2004). *Research Methodology*. New Delhi: New Age International (P) Limited, Publishers.
- Krishnaswamy, O. R. (1993). *Methodology of research in social sciences*. Bombay: Himalaya Publishing House.
- Lahui-Ako, B. (2001). 'The Instructional Leadership Behaviour of Papua New Guinea High School Principals: a provincial case study', *Journal of Educational Administration*, Vol.39, No.3, pp.233-265.

- Lamb, S., & Fullarton, S. (2002). Classroom and school factors affecting mathematics achievement: a comparative study of Australia and the United States using TIMSS. *Australian Journal of Education*.
- Lavalah, S.(2012).Rising expectation involving challenges a welcome note to Ambassador Dehorah Malec All Africa:*Liberia*
- Leithwood, K & Seashore, K. (2004). *Learn How Education Leadership Influences Student Learning*. University of Minesota and university of Toronto.
- Lezotte, L. (1991). *Correlates of effective schools: the first and second generation*. Okemos, MI: Effective Schools Products, Ltd.
- Lezotte, L. (2001). *Revolutionary and evolutionary: the effective schools movement*. Okemos, MI: Effective Schools Products, Ltd.
- Lezotte, L. W. (2010). *What effective schools do: re-envisioning the correlates*. Indianapolis, IN: Solution Tree.
- Litwin, M. S., & Fink, A. (1995). *How to measure survey reliability and validity* (Vol. 7). Sage.
- Lonsdale, M. (2003). *Impact of School Libraries on Student Achievement: A Review of the Research*.
- Luddunur, M.M.(2012).Status Of School Education In Present Tanzania and Emerging Issues. *International Journal Of Education Research And Technology*vol 3
- Lumuli, N.C.(2009). An investigation into Internal Efficiency measures in Promotion of Access and completion Rates in Public Secondary Schools in Bungoma South District.
- Maiyo, J.A. (2009). "Factors Contributing to poor performance in Kenya Certificate of Primary Education in Public day Schools in Mwimbi, Division, Maara District, Kenya." Masinde Muliro University.
- Marshall, F. & Rossman, G. (1995). *Designing qualitative research*. United Kingdom:SAGE.
- Mbati, P. (2004). FPE Assessment, Report. Nairobi: The Jomo Kenyatta.
- Mbiti, D. (1974). *Foundations of School Administration*, Nairobi Oxford University Press.
- Mbiti, D. (2007). *Foundations of School Administration*, Nairobi Oxford University Press.
- McDermott, L. C. (1990). A perspective on teacher preparation in physics and other sciences: The need for special science courses for teachers. *American Journal of physics*, 58(8), 734-742.

- Mestry, R. (2004). Financial accountability: The principal or the school governing body. *South African Journal of Education*, 24, 126-134.
- Ministry of Education and Vocational Training (MoEVT), (2011). *Secondary education development programme II, final draft July 2010–June 2015*. Dar es Salaam: MoEVT.
- Mobegi, O., Ondigi, B., & Oburu, O. (2010). Secondary school head teachers' quality assurance strategies and challenges in Gucha district, Kenya. *Education Research and Reviews* Vol. 5(7), pp. 408-414.
- Mosha, M. A. (2014). Factors affecting students' performance in English language in Zanzibar rural and urban secondary schools. *Journal of Education and Practice*, 5(35), 64-76.
- Mugenda, O., & Mugenda, A. (2003). *Research methods: quantitative and qualitative approaches*. Nairobi: African Centre for technology Studies.
- Muodebelu, M. N. (2008). Supervisory behavior and teacher satisfaction in secondary schools. *Nigerian Journal of Educational Management*, 7(8), 1-12.
- Mutinda, K.P. (2015). Hindrances of Secondary School Principals to Effective Management of Public Secondary Schools; Gatundu North Kenya. *IOSR Journal Of Humanities And Social Science IOSR* Vol 20 Issue 9.
- National Open University of Nigeria (NOUN, 2006) *Supervision of instruction in Education*. Lagos: Press craft, production Company
- Ndebise, A. (2008). Community secondary school-How long is their journey to quality education. A paper presented on National education debate, Dar-es-salaam.
- Neuman, W. L. (2006). *Social research methods: Qualitative and quantitative approaches* (6th ed.). Boston, MA: Allyn and Bacon.
- Ngunjiri, J. M. (2012). Influence of head teachers' instructional supervisory strategies on pupils' performance in Kenya Certificate of Primary Education in public primary schools in Rumuruti Division, Kenya.
- Ngware, M. W., Wamukuru, D. K. and Odebero S. O. (2006). *Total Quality Management in Secondary Schools in Kenya Extent of Practice Quality Assurance in Education*, 14. (U) 339 – 362.
- Njuguna, N. R. (2012). *Factors influencing academic performance of public primary schools in Makuyu Division, Murang'a South District, Kenya*.
- Oduro, G. K. T, & MacBeath, J. (2003) 'Traditions and Tensions in Leadership: the Ghana experience', *Cambridge Journal of Education*, Vol.33, No.3, pp.441-455.

- Ogba, F. N. (2014). Realizing quality education in Nigeria: The need to revitalize secondary education. *Journal of Educational Research*, 2(3), 57-64.
- Okendu, J.N. (2012). The influence of instructional process and supervision on academic performance of secondary school students of Rivers State, Nigeria. *Academic Research international journal* 3 (1), 147-151.
- Okorie, A.U.(2010). Administrative Challenges Confronting School Principals In Nigeria: A Gender Based Perspective, *Knowledge Review Volume 21 No 3*.
- Okumbe, J. A. (2001). *Human resource management: An educational perspective*. Nairobi: Educational Development and Research Bureau
- Okumbe, J.A. (1998). *Educational Management Theory and Practice*. Nairobi: University Press, Kenya
- Okumbe, J.A., (1999). *Educational management*. Nairobi: Nairobi University Press.
- Olemba, J. O. (1992). *Management in Education*. Nairobi. Educational Research and Publication.
- Omari, I. M. (2011). *Concepts and methods in educational research: A practical guide based on experience*. Dar es Salaam: Oxford University Press.
- Onyango, G. A. (2001). *Competencies Needed by Secondary School Head teachers and Implications on Pre-service Education*. Kenyatta University PhD Thesis. Nairobi.
- Orlosky, T. (2004). *Managing the Primary Schools*. London: David Fulton.
- Orodho, J.A.(2005).*Essentials of Education and Social Science Research Methods*. Publication. Delta State –Nigeria.
- Otieno, D. T. (2008). *Factors Influencing Performance in Gusii*, Unpublished PHD Thesis; Kenyatta University
- Peretomode, V. F. (2003). *Introduction to educational administration, planning and supervision*. Lagos: Jopa Press Ltd.
- Punch, K. F. (2006). *Developing effective research proposals*, (2nd edition). London: Sage.
- Raju (1973). *Education in Kenya*. Nairobi: Educational Book Publishers. Sage Publishing.
- Rashid, A. (2001). *Supervision practices as perceived by teachers and supervisors in Riyadh Schools*
- Rodriguez, D. (2014). *Latino National Political Coalitions: Struggles and Challenges*. (<https://google.com>)

- Ross,(2005).*Educational research, some concepts and terminology*. Hamburg: Institutes of comparative Education Press.
- Sasirekha, A. (2012). A Study on Performance Measurement Systems. *European Journal of Social Sciences*, 32(2), 206-215.
- Secondary Education Development Plan (SEDP2) 2010 – 2015. *Education Sector Development Program*. Ministry of Education and Culture, Dar es Salaam, Tanzania.
- Shamoo,A.E & Resnik, B. R, (2003). *Responsible Conduction Of Research*. London:Oxford University Press.
- Sidhu, K. S. (1996). *School Organisation & Administration*. Sterling Publishers Pvt. Ltd.
- Steinberg, L., (2006). *Parenting adolescents. Handbook of parenting: Children and parenting Vol. 1* (2nd ed., pp. 103–133). Mahwah, NJ: Erlbaum.
- Sternberg, R. J., & Williams, W. M. (1996). *How to develop student creativity*. ASCD.
- Storey, J. O. (2002). Human Resource Management, Marching on or Marching out? In the Realities of Human Resource Management; Managing the Employment Relationship: Open University Press.
- Summers, T. J. (2005). *Leadership for the Schoolhouse*. How is it different? Why is it important? San Francisco: A Willey Company
- Sushila, S.J. (2002). Factors affecting Students Performance in Kenya Certificate of Secondary Education examination in Public Secondary Schools in MasenoDivision. M.Ed Research Project.
- Swai,F& Nduddle, A.(2006). *Local research on the characteristics of effective primary school .Singida Tanzania*
- Sweeney, B. (2012). *School Administrators Perspectives on Labour Relations; Survey Results and Analysis, IRC*.
- Thenga,C.M.(2012).*Managing School Funds in Selected Secondary Schools in Gauteng Province*. Pretoria: University Of South Africa
- Travers, M. (2001).*Qualitative Research Through Case Studies*, London: Sage Publishers.
- UNESCO-IICBA (2011). *Better Schools: Resource Materials for School head in Africa (Introductory Module A- User's guide. Unit One)*.
- URT (1995). Education and Training Policy. Ministry of Education and Culture. Dar es Salaam, NPC.

- URT (2004). *The Secondary Education Development Plan*, Final Report, MOEVT, DSM.
- URT (2013). Population and housing census: population distribution by administrative areas: Dar es Salaam: National Bureau of Statistics.
- Webster, W. G. (1994). *Learner-centered principalship*. Westport, CT: Praeger
- Wilson, J. (2011). English language proficiency and academic achievement in Tanzanian secondary schools. The University of Dar es salaam. M.Ed Thesis
- Wochami W. G (1986). *Universal Primary Education in Kenya (UPE); Anational Challenge*. The University of Exter ,Plymouth, England. M.Ed Thesis.
- World Bank (2002). *Secondary Education in Africa: Strategies for Renewal, Africa region*.
- Yin, R. (1984). *Case study research design and methods*. (2nded). Thousand Oak.

APPENDICES

APPENDIX A: INTERVIEW SCHEDULE FOR THE HEAD OF SCHOOLS

1. For how long have you been working as head of school in this school?
2. What are the major administrative activities influencing student academic achievement?
3. What are the administrative challenges and how do those administrative challenges affecting students' academic performance?
4. How do you address those challenges?

APPENDIX B: INTERVIEW SCHEDULE FOR THE DISTRICT EDUCATION OFFICER

1. Are there any administrative challenges facing community secondary schools?
2. How do those administrative challenges can affect students' academic performance in community secondary school?
3. How do your Municipal address those administrative challenges?

APPENDIX C: TEACHERS' QUESTIONNAIRES

This questionnaire is designed to determine administrative challenges affecting students' academic performance. Truthful responses for all questions are requested and you are assured that answers you give will be treated confidential.

Demographic information

Please respond to the questions asked by putting a tick (✓) in the brackets of the alternatives provided

1. Your Gender

Male [] Female []

2. Level of education

College Diploma [] Bachelors' degree [] Master Degree []

3. Working experience

1-5 years [] 6-10 years [] 11-15 years [] Over 15 years []

Administrative activities

Please respond to the questions asked by filling your answers in the spaces provided

4(a). Are you of administrative activities contributing students' academic performance?

Yes [] No []

If your answer is YES please go to the question 4(b)

4(b). Identify administrative activities contributing students' academic performance

- i.....
-
- ii.....
- iii.....
- iv.....

Administrative challenges

5(a) Are there any administrative challenges facing the school?

Yes [] No []

If your answer is NO please explain why, and if your answer is YES go to the question 5(b)

- i).....
.....
- ii).....
.....
- iii).....

5(b). Outline administrative challenges facing school administration

- i).....
.....
- ii).....
.....
- iii).....
.....
- iv).....

5(c) How do the outlined in 5b administrative challenges affect students' academic performance?

- i).....
.....
- ii).....
.....
- iii).....
- iv).....
- ...

6) Identify strategies that can be used to overcome administrative challenges

- i).....
- ii).....
- iii).....
- iv).....

Thank you for your cooperation

APPENDIX D: QUESTIONNAIRES FOR STUDENTS

I assure you that the information given will be used for the purpose of this research only.

Demographic information

Please respond to the questions asked by putting a tick (✓) in the brackets of the alternatives provided

1. Your Gender

Male [] Female []

2. Your class

Form one [] Form two [] Form three [] Form four []

Administrative challenges affecting students' academic performance

Please respond to the questions asked by putting a tick (✓) in the brackets of the alternatives provided

3) Is there enough text books and other learning materials for all subjects in the school?

Yes [] NO []

4) Is there well equipped science subjects laboratories?

Yes [] No []

5). Are there enough science teachers in your school?

Yes [] No []

6). Are there enough language and arts teachers in your school?

Yes [] No []

7). Do your teachers attend classes regularly?

Yes [] No []

8) Is there enough school furniture for students

Yes [] NO []

9) Are there enough classrooms in your school?

Yes [] No []

10) Are you often given classrooms exercise and monthly tests?

Yes [] No []

11) Does the head of school often observe learning in classroom?

Yes [] NO []

12) Does school administration motivate students who perform well?

Yes [] NO []

13. Do the students attend schools regularly?

Yes [] No []

14). What are other challenges facing the school administration affecting students performance?

i.....

ii.....

.....

.....

iii.....

iv.....

...

15) Explain how the outlined administrative challenges (in a question 14) can affect students' academic performance in your school?

i.....

.....

ii.....

iii.....

.....

...

iv.....

16). Identify strategies that can be used to overcome administrative challenges

i.....

.....

ii.....

.....

iii.....

iv.....

Thank you for your participation

APPENDIX E: ATTACHEMENT FOR ONE INTERVIEWED HEAD OF SCHOOL

Researcher: For how long have you been working as head of school in this school?

Participant : *eleven years*

Researcher: What are the major administrative activities influencing student academic achievement in your school?

Participant: *classroom teaching and learning observation, ensure proper students and teachers attendance, monitoring and checking instructional documents and ensure availability and adequacy of teaching and learning materials*

Researcher : Do you have any administrative challenges in your school?

Participant : *yes*

Researcher : What are the major and how do those administrative challenges affecting students' academic performance?

Participant: *inadequacy of education fee structure to run administrative activities, shortage of science teachers and science subject laboratories and apparatus. Shortage of school finances and teachers undermine effectiveness of school to ensure smooth teaching and learning process*

Researcher : How do you address those challenges?

Participant: *working with available fund and borrowing equipment from other school*

APPENDIX F: PERMIT LETTER DODOMA MUNICIPAL COUNCIL

JAMHURI YA MUUNGANO WA TANZANIA
HALMASHAURI YA MANISPAA DODOMA
(Barua zote zipelekwe kwa Mkurugenzi wa Manispaa)

Original

IKOA WA DODOMA
el: 2324817/2321550
ax: 2324817/2354817



Ofisi ya Mkurugenzi wa Manispaa
S.L.P.1249
DODOMA
E.mail:dodomamunicipality@yahoo.co.uk

Unapojibu tafadhali taja:

Kumb Na. HMD/T.40/6/VOL.11

Tarehe 30/3/2017:.....

MKUU WA CHUO,
CHUO CHA ST. JOHN'S UNIVERSITY
SLP: 47
..... DODOMA

YAH: KUFANYA MAZOEZI KWA ~~VITENDO~~ / UTAFITI

Tafadhali rejea somo hapo juu.

Napenda kukujulisha kuwa ombi lako la Mwanachuo/Wanachuo wako Lucy GERVAS.....limekubalika.

Mtajwa afike Ofisi yakwa ajili ya kuanzaa mazoezi hayo/ kufanya utafiti huo kwa tarehe husika. Aidha Manispaa haitakuwa na fungu lolote la kumlipa/ kuwalipa Mwanachuo/ Wanachuo huyo/hao. Nakutakia kazi njema.

.....
Kny: MKURUGENZI WA MANISPAA,
DODOMA. K. H. Y. MATIRIKENZI I.P.A
MANISPAA DODOMA

Nakala : Mkuu wa Idara/Kitengo UTAJAZA
: Mwanachuo Ndugu Lucy GERVAS
: Mtendaji wa Kata/Kijiji/Mtaa.....

APPENDIX G: ETHICAL CLEARANCE



ST JOHN'S UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH AND CONSULTANCY
INTERNAL REVIEW COMMITTEE

RESEARCH CLEARANCE CERTIFICATE

FOR MASTER'S AND DOCTORAL STUDENTS

Date of Review: 22nd March, 2017

Project title: **Assessment of Administrative Challenges Affecting Students Academic Performance in Community Secondary Schools- Dodoma Municipality**

Researcher: **LUCY GERVAS**

Supervisor: **Prof. Marther Nhembo**

Faculty / Institute / School: **Faculty of Humanities and Education**

Degree being studied for: **Masters of Arts in Education**

This is to certify that the research proposal herein detailed has been examined and approved by the Internal Review Committee of St John's University of Tanzania

A handwritten signature in purple ink, appearing to read 'Fadhili Bwagalilo'.

Dr. Fadhili Bwagalilo

Handwritten initials 'for' in purple ink.

Ag, Director Graduate Studies



A handwritten signature in purple ink, appearing to read 'C. Rubagumya'.

Prof. C. Rubagumya'

DVCA

APPENDIX H: PERMIT LETTER ST JOHN'S UNIVERSITY OF TANZANIA

ST JOHN'S UNIVERSITY OF TANZANIA

Directorate of Research, Consultancy and
Postgraduate Studies

Tel: +255 26-2390044
Fax: +255 26-2390025
Website: www.sjut.ac.tz



PO Box 47
DODOMA
Tanzania

Date: 22nd.03.2017

TO WHOM IT MAY CONCERN

Graduate Student's Research Clearance

This letter serves to introduce LUCY GERVAS (Registration Number M.2015/5052), who is a bona fide student of St John's University of Tanzania in the Faculty of Humanities and Education.

She is currently in the research stage of her Masters studies and is required to collect data. She has already obtained ethical clearance from SJUT Internal Review Committee/

Her approved research topic is:

Assessment of Administrative Challenges Affecting Students Academic Performance in Community Secondary Schools- Dodoma Municipality

I request that you grant this student all possible assistance to facilitate the completion of her research study.

Should you need further clarification please contact my office.

I wish to thank you for your kind assistance for this student.

Yours sincerely

Dr F. Bwagalilo
Ag. Director of Graduate Studies
Email fbwagalilo@sjut.ac.tz

St. John's University of Tanzania
P. O. Box 47 - DODOMA
Signature _____
DIRECTOR
Postgraduate Studies & Research

APPENDIX I: INFORMED CONSET LETTER

Chuo Kikuu cha Mt. Yohana,

S.L.P. 47,

DODOMA.

28 /03/2017.

Mzazi/Mleziwa,

S.L.P.,

DODOMA.

YAH: KUMRUHUSU MWANAO KUSHIRIKI KATIKA UTAFITI

Tafadhali husika na kichwa cha barua hapo juu.

Unaombwa kumruhusu mwanao kushiriki katika utafiti. Kutoka na nakanuni za utafiti wa kielimu, mototo mwenye umri chini ya miaka 18, anashiriki utafiti baada ya kibali cha mzazi/mlezi wake.

Aidha, utafiti huu unahsu kubaini changamoto za utawala wa shule zinavyoathiri ufaulu wa wanafunzi.

Kumbuka,ushiriki wa mwanao ni mafanikio ya utafiti huu na msaada katika kuboresha elimu yake shuleni hapo.

Tafadhali rudisha kipande cha chini katika barua hii ili kumjulisha mtafiti kuwa umemruhusu mototo kushiriki mjadala huu. .

Natumaini utamruhusu mwanao.

Wako katika ujenzi wa taifa

Mwalimu -----

(Mtafiti)

Tafadhali weka alama ya TIKI (✓) katika mabano ya maelezo unayo kubaliana

Mwanangu ashiriki ()

Mwanangu asishiriki ()

APPENDIX J: DOCUMENT ANALYSIS GUIDE

With the aid of school authorities the researcher asked the availability of different the documents in relation to the study

ITEM	AVAILABLE	NOT AVAILABLE
Scheme of works Checked by head of school		
Lesson plans Checked by head of school		
Log books Checked by head of school		
Attendance register Checked by head of school		
Class journals Checked by head of school		
Form four examination results in 2013,2014, and 2015		
School Leger book		